
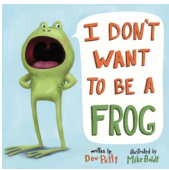



# Room 1 Weekly Newsletter

## September 15 - September 19

Important Notes/Reminders	Social Studies and Science
<ul style="list-style-type: none"> <li>Tuesday, September 23 - <b>Rosh Hashanah (No School)</b></li> <li>Thursday, September 25 - <b>Curriculum Night (K-2: 6:00 - 6:45 p.m. and 3-5: 7:00 - 7:45 p.m.)</b></li> <li>Friday, September 26 - <b>School Picture Day</b></li> <li>Thursday, October 2 - <b>Yom Kippur (No School)</b></li> <li>Wednesday, October 8 - <b>Super Early Release (11:30 a.m. dismissal, no lunch)</b></li> <li>Monday, October 13 - <b>Indigenous Peoples' Day (No School)</b></li> </ul>	<p>In social studies, we continued our discussions on effective community members by talking about what it means to be a "good listener".</p> <p>In science, we began a new unit on air and weather. Our <b>focus question</b> this week was <i>What Can Air Do?</i> We read <i>Air and Weather</i> and discussed that air can move things and air can fill up spaces. We also read <i>Goodbye Summer, Hello Autumn</i> and discussed and wrote about the changes that we notice from summer to fall.</p> 
ELA	ELA continued
<ul style="list-style-type: none"> <li>Read <i>The Dot</i>, <i>Yes Day!</i>, <i>Goodbye Summer, Hello Autumn</i>, and <i>Air and Weather</i>.</li> <li>In Foundations, we reviewed the following lowercase letters: p, j, l, h, k, v, w, y, x, z, q.</li> <li>Introduced "Explode the Code" workbooks as one of our reading jobs.</li> <li>Introduced journal writing ("Weekend News"), wrote in our journals about our weekend, and drew a picture.</li> </ul>	<ul style="list-style-type: none"> <li>Continued to discuss sentence structure, paying close attention to starting our sentences with an uppercase letter, using proper spacing between words, and ending our sentences with a punctuation mark.</li> <li>Reviewed the characteristics and author's purpose of informational and narrative books. We made our own informational and narrative book jackets based on the books we read last week: <i>I Don't Want To Be A Frog</i> and <i>Frogs</i>.</li> </ul>  
Math	Ask Your Child
<ul style="list-style-type: none"> <li>Continued our daily Number Corner routine.</li> <li>Played <i>10-Frame Flash</i>, a game where we looked at a ten-frame card quickly and built the number on our number rack. This game helps us develop our familiarity with the different combinations of 10.</li> <li>Played <i>Show Me the Numbers</i> where we practiced different combinations of 10.</li> <li>Using our number racks, we practiced subtracting within 10.</li> <li>Worked with our number racks to solve story problems and wrote corresponding equations.</li> <li>During <i>Work Places</i>, we introduced two new activities - <i>Spin &amp; Write</i> (we spun a 0-9 spinner and practiced writing the corresponding number) and <i>Ten &amp; More</i> (we flipped over a double ten-frame dot card and solved the "10 and more" addition fact).</li> </ul>	<ul style="list-style-type: none"> <li>What changes do you notice from summer to fall?</li> <li>What does it mean to be a "good listener"? Why is it important to be a good listener? (In social studies, we continued our discussions on effective community members.) Show and tell me about the listening coloring activities you did!</li> <li><b>Who is Helpful Harlow?</b> As part of our Social Emotional Learning (SEL) curriculum, we are currently working on self-awareness, particularly how we can recognize, name, and express different feelings. By practicing these emotions and learning to recognize others' emotions, we can work together to create a caring and supportive learning environment. Helpful Harlow is going to help us learn key social-emotional skills throughout the year.</li> <li>What can air do? Tell me about science this week!</li> </ul>