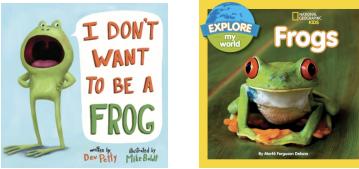


Room 1 Weekly Newsletter

September 15 - September 19

Important Notes/Reminders	Social Studies and Science
<ul style="list-style-type: none"> • Tuesday, September 23 - Rosh Hashanah (No School) • Thursday, September 25 - Curriculum Night (K-2: 6:00 - 6:45 p.m. and 3-5: 7:00 - 7:45 p.m.) • Friday, September 26 - School Picture Day • Thursday, October 2 - Yom Kippur (No School) • Wednesday, October 8 - Super Early Release (11:30 a.m. dismissal, no lunch) • Monday, October 13 - Indigenous Peoples' Day (No School) 	<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 focus question 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"> • Read <i>The Dot</i>, <i>Yes Day!</i>, <i>Goodbye Summer, Hello Autumn</i>, and <i>Air and Weather</i>. • In Fundations, we reviewed the following lowercase letters: p, j, l, h, k, v, w, y, x, z, q. • Introduced "Explode the Code" workbooks as one of our reading jobs. • Introduced journal writing ("Weekend News"), wrote in our journals about our weekend, and drew a picture. 	<ul style="list-style-type: none"> • 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. • 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>. 
Math	Ask Your Child
<ul style="list-style-type: none"> • Continued our daily Number Corner routine. • 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. • Played <i>Show Me the Numbers</i> where we practiced different combinations of 10. • Using our number racks, we practiced subtracting within 10. • Worked with our number racks to solve story problems and wrote corresponding equations. • During Work Places, we introduced two new activities - <i>Spin & Write</i> (we spun a 0-9 spinner and practiced writing the corresponding number) and <i>Ten & More</i> (we flipped over a double ten-frame dot card and solved the "10 and more" addition fact). 	<ul style="list-style-type: none"> • What changes do you notice from summer to fall? • 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! • Who is Helpful Harlow? 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. • What can air do? Tell me about science this week!