

May Newsletter

1ST GRADE

Field Day

2018

Field Day is the morning of Thursday, May 17 for first graders. There will be a lot of activities for the children to participate in. A few reminders for a safe field day:

Put on sunscreen BEFORE school.

Spirit Day 5/1

Send in an extra change of clothing, including socks and shoes. Your child will get wet in the water activities. Please send in a towel for them to dry off between activities. Your child may wear a hat and sunglasses, however, they will be responsible for keeping up with them.

Career Week 5/1
First grade

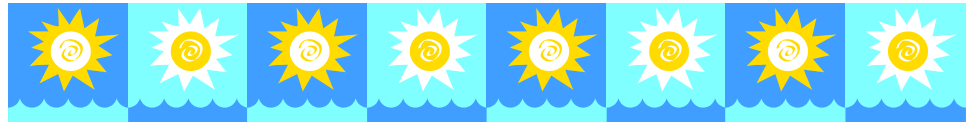
Snack will be provided for the children. Your child's room parent will be in contact to request snack donations.

WRAD DAY 5/4

You are welcome to join in or if you wish to volunteer, please use the link below.

<https://www.signupgenius.com/go/20F0A4FAEAA28AAFA7-field3>

Parent University 5/11
7:45



PBL Showcase 5/16
First grade classrooms

Field Day 5/17
K,1,2

Placement for Next Year

End of the Year Party 5/22
Courtyard 12:00-
1:00

As we start planning for next year, the process for placing students in classrooms will begin soon. If you feel your child has specific learning needs or unique considerations that should be brought to our attention, please submit a placement request via the link below no later than Friday, May 4, 2018. You may also submit a placement letter, in a sealed envelope, attn.: Jenny Hamilton, Curriculum Support Teacher.

Report Cards go 5/24
home

https://docs.google.com/forms/d/e/1FAIpQLSe4cjATK39d6Bn0Nex987QPYALaqSJqK8Sa6SYn0yjKWenmXQ/viewform?usp=sf_link

Last Day of School 5/24

You may want to include what type of classroom environment or learning style that would best support your child. We ask that you not name teacher preferences or solicit recommendations from other parents or teachers. Please know that we work to place each child with care and consideration for their learning needs. While we consider your requests and will do our best to place your child accordingly, these are only requests.

If you have questions please contact Jenny Hamilton, Curriculum Support Teacher, at HamiltonJ2@fultonschools.org.





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CURRICULUM

Reading and Language Arts

In the month of May, the students will continue reading in a mixture of whole group and small groups.

- Phonics— long I; igh, y, ie
- Suffixes- -ful, -ly, -y
- Prefix— un- and re-
- Adjectives and adjectives that compare
- Adverbs
- Homographs
- Main ideas and details
- Story structure
- Syllable pattern CV
- Summarize
- Visualize
- Infer and predict
- Inflections; -ed, -ing, -er, -est, -es

Mathematics— Unit 6: Understanding Shapes and Fractions

MCC1.G1

What makes shapes different from each other?
How do shapes fit together and come apart?
How can shapes be sorted according to defining attributes?

MCC1.G2

How would you describe a rectangle, square, trapezoid, triangle, half circle, and quarter circle?
What is a three dimensional figure? How can we create pictures using shapes?
How can you describe a three dimensional figure?

MCC1.G.3

How do you divide a whole into equal shares?
How can you describe equally sharing to get halves, and fourths?
What happens to the size of each share when the amount of shares decreases?

MCC1MD.4

How can we collect data?
How can we organize our data?
How do charts and graphs help me organize my thinking?
How can we use charts and graphs to compare information?
Why are graphs helpful?

Social Studies: Theodore Roosevelt Science: Needs of Living Things

Read about and describe the life of historical figures in American history.

Describe the cultural and geographical system associated with Theodore Roosevelt.

Identify goods people make and services people provide for one another.

Explain that people make choices about goods and services because of scarcity.

Describe how people are both producers and consumers.

S1L1. Obtain, evaluate, and communicate information about the basic needs of plants and

animals.

a. Develop models to identify the parts of a plant—root, stem, leaf, and flower.

b. Ask questions to compare and contrast the basic needs of plants (air, water, light, and

nutrients) and animals (air, water, food, and shelter).

c. Design a solution to ensure that a plant or animal has all of its needs met.