

# Nance Nuggets 1<sup>st</sup> Grade

## What are we working on?

**Reading:** We will be learning about our world through non-fiction books. There are three main areas we will be focusing on with non-fiction books.

**1. What is the main topic of the book or section of the book? What details support the main topic?** The main topic is what the book or section of the book is all about and the facts should relate to the main topic.

**2. What facts and information can we learn from the words? What facts and information can we learn from the pictures?** This information should support the main topic that your student is reading about. It should not be facts from our schema (what we already know about the topic from the past).

**3. What is the difference between fiction and non-fiction books?** We are revisiting this from first quarter. Fiction books tell a story with characters, setting, and events. They can also include a problem, solution, and a lesson learned. A non-fiction book teaches information about a topic and includes facts.

**Writing:** We are now working on writing How-To Books. The best way to support your child at home is to talk through the steps it takes to complete a task such as: brushing teeth, making a sandwich, getting ready for bed, kicking a ball, and so on. Use the transition words first, next, then and last to sequence the steps.

If you have them write at home, check for capital letters at the beginning of sentences, space between words, end punctuation and the correct spelling of words already studied in Letterland.

**Math:** We will be finishing our unit on comparing numbers. Students should continue working on explaining which number is more and which is less and how they know. For example: Students



## Classroom Events

### November 8

2 Hour Delay-Election Day

### November 11

No School-Veterans Day

### November 24

No School-Thanksgiving

### November 25

No School-Vacation

### December 2

Early Release, 1:15 Dismissal

Report Cards Home

Track-Out

### January 3

Track-In 3<sup>rd</sup> Quarter

For more school-wide dates please check the Sanford Creek Website at <http://www.wcpss.net/sanfordcreekes>

will need to understand that 32 is less than 52 because 32 only has 3 tens but 52 has 5 tens and 3 tens has less value than 5 tens.

**Coming up soon, we will start our addition and subtraction unit, which includes many new strategies to solve problems.** Students should continue working to understand what a word problem is asking. Before they ever start solving the problem they should ask themselves:

**-What do I know? -What am I trying to figure out? -What strategy would work best to solve this problem?**

**Strategies we will be using:**

The image shows a collection of handwritten math strategies for addition and subtraction, organized into several sections:

- Math Strategies**
  - Think Addition**:  $11 - 5 = \square$ . A thought bubble says  $5 + \square = 11$ .
  - Subtracting Down to 10**:  $15 - 9 = \square$ . Includes a ten-frame diagram where 15 is represented by two rows of five. The bottom row has 4 circles crossed out, and the top row has 1 circle crossed out. Annotations: "Take away 4 to get to 10" and "Take away 5 to get to 10".
  - Think Addition Numberline**: A number line from 5 to 11 with jumps of 1.  $5 + \square = 11$ .
  - Advanced Numberline**: A number line from 5 to 11 with a jump of 5 from 5 to 10, and a jump of 1 from 10 to 11.  $5 + \square = 11$ .
  - Think Addition to Make a Ten**:  $5 + \square = 11$ . I know  $5 + 5 = 10$  so I need one more.  $5 + 6 = 11$ .
  - Related Facts "Partner Switch"**: I know that  $5 + 6 = 11$  so...  $6 + 5 = 11$ .
  - Let's Associate (move the partners) to make a 10.**:  $6 + 7 + 4 = \square$ .  $(6 + 4) + 7 = \square$ . Includes a number line from 6 to 17 with jumps of 4 to 10 and 7 to 17.
  - Subtract Down to 10 on a numberline**:  $15 - 9 = \square$ . Includes a number line from 9 to 15 with jumps of 1 to 10 and 5 to 15.

**Social Studies:** We will be starting our unit on culture, celebrations and diversity. Students will be able to:

- Compare two cultures and explain how they are alike and different; using literature, music, or art.
- Define folklore, celebrations and, traditions; and explain how and why they are celebrated in their community.
- Name two or three national holidays and clearly explain why they are celebrated.