

# First Grade February 2021 Newsletter

## Announcements

- Asynchronous Mondays- every Monday students should log in at 9:00 to complete their attendance form and begin their asynchronous work. Both can be found on Google Classroom. Mondays are considered mandatory school days. Thank you for your continued support.

### Upcoming Dates:

- February 25 & 26th - Thursday & Friday - Asynchronous Learning Days for all 1st grade students
- March 4th Thursday - Family Town Hall about Return to School - 5:30 pm
- March 5th Friday- 2 hour student early release at 1:30 pm
- March 8th Monday- School Planning Day / Student Holiday
- March 9th Tuesday - Return to Building Grades 1 & 2
- March 26th Friday- End of 3rd Quarter -2 hour student early release at 1:30 pm
- Spring Break- March 29 - April 2

### Return to School Information:

- Links and information about Return to School can be found on the [FCPS website](#).
- Parents and guardians have access to their students grades via their Parent Vue account. More information about how to login can be found at this [link](#).
- Links and information about Return to School can be found on the [FCPS website](#).
- When we return to school on Tuesday, March 9, 2021:
  - Mondays will continue to be asynchronous.
  - Our in-person class days for those who have chosen to return will be either Tuesdays and Wednesdays (Hurwitz & Williams) or Thursdays and Fridays (Gerst, Park, San Martin). Students at home will continue to log in for synchronous concurrent instruction.

### Technology Information:

- Dogwood's Tech Help Desk is open on Mondays, Wednesdays, and Fridays from 9 AM to 11 AM if you find that there are problems with your child's laptop or the MiFi.
- If you haven't filled out the parental consent form for your child, please fill it out at this link: (<https://isweb.fcps.edu/iscontacts/techpermform.cfm?secure=>) It's important to fill out this form so your child can use all of the programs FCPS has to offer for students.

## Language Arts

## Language Arts (Home/School Connection)

### Reading & Writing:

- Readers respond to a variety of poems through movement, performance, or participation in order to discover their personal interests and tastes in poetry.
- Through multiple readings, readers explain their personal interpretations.
- Readers decide whether or not to accept

- Students should be working on Imagine Learning at least 15 minutes every day.
- Read books for 20 minutes every day on Pioneer Valley Literacy Footprints and Myon.
- Read or listen to a poem with someone & discuss how it made you feel
- Share what a poem made you think about.

<p>the messages of the text.</p> <ul style="list-style-type: none"> <li>● Poets use tools (rhythm, repetition, line-breaks) to express feelings and experiences.</li> <li>● Readers use multiple sources of information in order to solve, monitor, self-correct, and confirm.</li> <li>● Readers take words apart while reading for meaning.</li> <li>● Readers demonstrate appropriate rate, phrasing, intonation, pausing, and stress to inform how their reading sounds.</li> </ul> <p><b>PYP Connections-</b>  <b>Learner Profile Attributes:</b> communication  <b>Approaches To Learning:</b> communication</p>	<ul style="list-style-type: none"> <li>● Share a poem you've written with someone at home.</li> </ul>
<b>Math</b>	<b>Math (Home/School Connection)</b>
<ul style="list-style-type: none"> <li>● Create and solve single-step story and picture problems using addition and subtraction within 10.</li> <li>● Recognize and describe with fluency part whole relationships for numbers up to 10.</li> <li>● Demonstrate fluency with addition and subtraction within 10.</li> <li>● Demonstrate an understanding of equality through the use of the equal symbol.</li> </ul> <p><b>PYP Connections-</b>  <b>Learner Profile Attributes:</b> knowledge  <b>Approaches To Learning:</b> thinking skills</p>	<ul style="list-style-type: none"> <li>● Students should be working on ST Math at least 15 minutes every day.</li> <li>● Practice Addition math facts to 20.</li> <li>● How many ways can you make 10?</li> <li>● Explain a strategy you used solve</li> <li>● <math>5 + 5 = ?</math> and <math>5 + 6 = ?</math></li> <li>● Practice these addition doubles facts: <ul style="list-style-type: none"> <li><math>1 + 1</math></li> <li><math>2 + 4</math></li> <li><math>3 + 3</math></li> <li><math>4 + 4</math></li> <li><math>5 + 5</math></li> <li><math>6 + 6</math></li> <li><math>7 + 7</math></li> <li><math>8 + 8</math></li> <li><math>9 + 9</math></li> <li><math>10 + 10</math></li> </ul> </li> </ul>
<b>Science</b>	<b>Science (Home/School Connection)</b>
<ul style="list-style-type: none"> <li>● Animals, including humans, have basic needs and certain distinguishing characteristics. <ul style="list-style-type: none"> <li>○ basic needs include adequate air, food, water, shelter, and space (habitat).</li> <li>○ animals, including humans, have many different physical characteristics.</li> <li>○ animals can be classified according</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● What are the basic needs of animals/humans?</li> <li>● Choose an animal and tell someone how it survives in its environment.</li> <li>● How does the animal move? What body part(s) help it move?</li> <li>● Where does the animal live?</li> <li>● What type of body covering does the animal have?</li> </ul>

<p>to a variety of characteristics.</p> <p><b>PYP Connections-</b>  <b>Learner Profile Attributes:</b> thinking  <b>Approaches To Learning:</b> Research skills</p>	
<p style="text-align: center;"><b>Social Studies</b></p>	<p style="text-align: center;"><b>Social Studies (Home/School Connection)</b></p>
<ul style="list-style-type: none"> <li>● Understanding the traits of a good citizen, on and offline, by <ul style="list-style-type: none"> <li>○ focusing on fair play, good sportsmanship, helping others, treating others with respect.</li> <li>○ recognizing the purpose of rules and practicing self-control.</li> </ul> </li> <li>● Describing and making connections to the impacts of influential Virginians who helped form a new nation, with a focus on, but not limited to George Washington and Thomas Jefferson.</li> <li>● making connections to people and events associated with George Washington Day (Presidents' Day) and Independence Day.</li> </ul> <p><b>PYP Connections-</b>  <b>Learner Profile Attributes:</b> communicators  <b>Approaches To Learning:</b> responsibility</p>	<ul style="list-style-type: none"> <li>● How do you show that you are responsible at school and at home?</li> <li>● Why is it important to be a good citizen?</li> <li>● How do your choices affect other</li> <li>● Who are some leaders that you know?</li> <li>● What makes them a leader?</li> <li>● What is your definition of a leader?</li> <li>● Tell someone about some of the leaders from Virginia that you have learned about.</li> </ul>