April 2nd, 2013

Dear Parents,

Below is a list of the curriculum outcomes we will be working on for the month of April, along with some suggested homework activities. Homework continues to be optional. Do what you feel you can handle as a family. The reporting criteria for reading and writing for June are also attached.

I’m looking forward to seeing everyone at Parent teacher on Thursday afternoon and evening and Friday morning. If you cannot make it to your scheduled time, please send a note or leave a message with the secretary so we can reschedule.

Please send back the report card envelopes without the report cards so we can recycle them for June.

Thanks for your support and hard work!

Sarah Cogswell

**Literacy Outcomes-**

We will work towards the reporting criteria for Literacy for June with focus on the following:

Writing

|  |  |
| --- | --- |
| **Content** | Details |
| **Organization** | Connecting words |
| **Word Choice** | Descriptive language |
| **Voice** | Speech bubbles |
| **Sentence Structure** | Longer sentences |
| **Conventions** | Punctuation, correct spelling of word wall words |

**Possible Homework:** Encourage your child to write stories and letters. Give them an audience and help them edit their work.

Reading

|  |  |
| --- | --- |
| **Comprehension** | Hand, Heart & Head questions |
| **Monitor\ Self correct** | Does it look right? Does it sound right? Does it make sense? |
| **Decoding strategies** | Skippy frog, eagle eye, lips the fish, chunky monkey, stretchy snake, helpful kangaroo |
| **Fluency** | Stopping at punctuation and using expression |

**Possible Homework:** Encourage your child to read from their bag of levelled books each night. They should also have a guided reading book in their agenda several nights a week. Encourage strategy use. Ask comprehension questions. Model fluent reading nightly.

**Math Outcomes-**

Review and extend Kindergarten number outcomes:

**Number (N)**

* 1. Say the number sequence by 1s starting anywhere from 1 to 10 and from 10 to 1.

1. Recognize, at a glance, and name familiar arrangements of 1 to 5 objects or dots.
2. Relate a numeral, 1 to 10, to its respective quantity.
3. Represent and describe numbers 2 to 10, concretely and pictorially.
4. Compare quantities, 1 to 10, using one-to-one correspondence.

**Possible Homework:** Play counting games while setting the table or driving in the car. Count on and back. Count starting at different numbers.

<http://www.learninggamesforkids.com/kindergarten-math.html>

<http://ca.ixl.com/math/kindergarten>

Continue work on Grade one addition and subtraction concepts:

N9: Demonstrate an understanding of addition of numbers with answers to 20 and their

corresponding subtraction facts, concretely, pictorially and symbolically by:

* using familiar and mathematical language to describe additive and subtractive

actions from their experience

* creating and solving problems in context that involve addition and subtraction
* modeling addition and subtraction using a variety of concrete and visual

representations, and recording the process symbolically.

N10: Describe and use mental mathematics strategies (memorization not intended),

such as:

• counting on and counting back

• making 10

• doubles

• using addition to subtract

to determine the basic addition facts to 18 and related subtraction facts.

**Possible Homework:** Play games with Dollar store addition and subtraction flash cards. Write word problems together about the family. <http://hzsd.ca/learningcenter/library/math%20resources/Grade%201%20Math%20Websites>

<http://www.internet4classrooms.com/skills-1st-mathbuilders.htm>

<http://www.kidsites.com/sites-edu/math.htm>

**You & Your World Outcomes-**

**Unit 2 Our Environment**

*Students will be expected to*

*1.2.1 describe how plants and animals meet their needs in a given environment;*

*1.2.2 plan and conduct investigations that explore similarities and differences between plants and animals;*

*1.2.3 observe and describe how living things respond to changes in solar energy that occur on a daily and seasonal cycle;*

*1.2.4 record observations and display data to explain seasonal changes;*

*1.2.5 describe how people depend upon and interact with different natural environments; and*

*1.2.6 take age-appropriate action to practise responsible behaviour in caring for the environment.*

**Possible Homework:** Earth Day is April 22nd. The following website <http://funschool.kaboose.com/globe-rider/earth-day/> has interactive games and craft ideas around the theme of earth day. Go for a family walk and record observations about seasonal changes. With close adult supervision, clean up the ditches and side of the road near your house. Start some seeds.

**Art Outcomes-**

|  |  |  |  |
| --- | --- | --- | --- |
| Print Making  Technology | |  |  | | --- | --- | | explore introductory printmaking techniques  e.g., stamping- using fingers, hands, vegetables, clay, erasers, found objects to create a repeated pattern  stencils - enclosed cut paper design  rubbings - using found objects   |  | | --- | | - create a design or image on the computer | | |

**Possible Homework:** Encourage your child to use the “paint” program on the computer to create an illustration for a piece of their writing. Create some Spring cards using rubbings and stamping.