

First Grade Magic Moon - Week of Dec. 7-11

Katy Ailes • Sunday, Dec 13 at 5:00 PM • **1st Grade - Katy/Deb**

Dear First Grade Families,

It was a week of transitions- some of us coming back onto campus and some of us moving into the Park @ Home program. At school, we reestablished routines around safety and community. We had beautiful moments of mindfulness under the palms, some social emotional practice looking at our feelings through the safety of our stuffies, and we continued to read books about different kinds of families. In the Magic Moon class, we decided to make greeting cards to sell to the community as our way of giving back to people in need (more to come on this next week, including how to make a donation and receive some cards!) As we look forward to next week, we will circle back to the words “expected” and “unexpected”, particularly during this time of year and the celebrations we cherish that mark these next few weeks. Here are some curriculum highlights from the past week:

Math:

What is a double fact? What is 7 doubled? What is half of 16?

In first grade math, students should have fluency with facts to 10, and they should have strategies for solving facts to 20. Our focus right now are doubles facts. We have been using double 10 frames to “see” the double facts- how each dot has a partner. Kids have noticed that when they make a double on their fingers (3 on one hand, 3 on the other), their fingers each have a friend to connect with, and they have noticed that the sum of double facts is always an even number. When discussing the symbolic notation of doubles facts, we emphasize words like doubles and halves, such that if you

know “ $7 + 7 = 14$, then you also know $14 - 7 = 7$ ”. Knowing the doubles will lead into knowing double facts, plus and minus 1 (If I know $7 + 7$, then I can figure out $7 + 8$).

Social Emotional Learning:

What is a double dip feeling?

How was your stuffie feeling when it came to the classroom?

What did you learn about Coco in her All About Birthday book?

As we continue to go through transitions from school to home and back again, we continue to find it important for children to have words for explaining how they feel and why they feel that way. Some feelings are difficult to express, and this week we used our stuffies to scaffold the process of sharing one’s feelings. In class, stuffies shared their feelings of being scared that other stuffies might get COVID, feelings of confusion “What is going on?”, and feelings of excitement to be at school and to meet all the other stuffies. We spoke with our stuffies after they shared their feelings to reassure them and to respond to what they said. The next day, we used our stuffies to check in with the mood meter (a tool for emotional regulation that we have also been using in our community since the beginning of the year). It was helpful to hear from the students and their stuffies how they are handling the transition back to school, news of the COVID surge and what they are processing in their own lives.

Science and Writing:

What does your beginning or introduction sentence sound like? What facts are you including in your bug piece?

Literacy:

What digraphs are in the words “chocolate” or “fish” or “whisper” or “thanks”?

Books we read this week:

Double Dip Feelings

The Great Big Book of Families

Fred Stays with Me