

# Recommend Books You Love

1. Introduce the book and the main character.



2. Retell the BIG things that happen. (Don't give away the ending!)



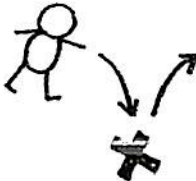




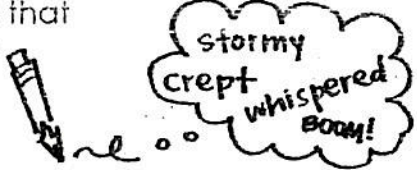
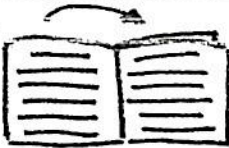
And then...

3. Pass along the lesson.



# Fiction Scenes to Series Checklist

1st Grade

STRUCTURE	YES!	Starting To	Not Yet
<p>I wrote about a character, got the character into trouble, and then got the character out of trouble.</p> 			
<p>I wrote a whole series of fiction stories about one character.</p> 			
<p>I chose action, talk, or setting that make a good beginning.</p> 			
<p>I chose action, talk, or feeling that make a good ending.</p> 			
DEVELOPMENT			
<p>I brought my character to life with detail, talk, and action.</p> 			
<p>I chose strong words that help readers picture my story.</p> 			
<p>I chose to add more about the action and the setting by using a pattern.</p> 			


# Fiction Scenes to Series Checklist

1<sup>st</sup> Grade

	YES!	Starting To	Not Yet						
<p><b>CONVENTIONS</b></p> <p>I used capital letters for names.</p> <p>→ <span style="border: 1px solid black; padding: 2px;">N</span> ame</p>									
<p>I spelled my word all words correctly.</p> <p>✓</p> <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td>Aa</td> <td>Bb</td> <td>Cc</td> </tr> <tr> <td>at <del>and</del></td> <td>be <del>but</del></td> <td>can</td> </tr> </table>	Aa	Bb	Cc	at <del>and</del>	be <del>but</del>	can			
Aa	Bb	Cc							
at <del>and</del>	be <del>but</del>	can							
<p>I started my sentences with a capital letter.</p> <p><span style="border: 1px solid black; padding: 2px;">S</span>tart with a capital!</p>									
<p>I ended my sentences with a punctuation mark.</p> <p>. ! ?</p>									
<p>I used commas when I made a list.</p> <p><span style="border: 1px solid black; padding: 2px; display: inline-block; text-align: center;">LIST : : : :</span> → ,</p>									

## Go Math Chapter 8 Objectives

Objective	Example	Evidence	Not Yet	Starting to	YES!
8.1 I can add and subtract within 20.	<p><b>Model and Draw</b></p> <p>Think of a strategy you can use to add or subtract.</p> <p>What is <math>14 - 6</math>?</p> <p>I know a related fact.</p> $6 + 8 = 14$ <p>So, <math>14 - 6 = 8</math>.</p>	$17.13 - 4 = \underline{\hspace{2cm}}$			
8.2 I can add tens.	<p><b>Model and Draw</b></p> <p>How can you find <math>30 + 40</math>?</p> <p><math>30 + 40 = 70</math></p> <p>_____ tens</p>	$50 + 30 = \underline{\hspace{2cm}}$			
8.3 I can subtract tens.	<p><b>Model and Draw</b></p> <p>How can you find <math>80 - 30</math>?</p> <p><math>80 - 30 = 50</math></p> <p>_____ tens</p>	$90 - 40 = \underline{\hspace{2cm}}$			
8.4 I can use a hundred chart to add.	<p><b>Model and Draw</b></p> <p>Count on a hundred chart to find a sum.</p> <p>Start at 24. Count on four tens. 25, 26, 27, 28.</p> <p><math>24 + 4 = 28</math></p> <p>Start at 31. Count on four tens. 31, 32, 33, 34.</p> <p><math>31 + 40 = 71</math></p>	$18 + 50 = \underline{\hspace{2cm}}$			
8.5 I can use concrete models to add.	<p><b>Model and Draw</b></p> <p>Add ones to a two-digit number.</p> $32 + 4 = 36$ <p>Add tens to a two-digit number.</p> $32 + 40 = 72$	$28 + 30 = \underline{\hspace{2cm}}$			

Objective	Example	Evidence	Not Yet	Starting to	YES! !
<p>8.9</p> <p>I can add and subtract within 100.</p>	<p><b>Model and Draw</b></p> <p>You can use a hundred chart to find a sum and a difference.</p> <p>Start at 29. Count on four tens.</p> <p>29 + 40 = <u>69</u></p> <p>Start at 69. Count back four tens.</p> <p>69 - 40 = <u>29</u></p> 	<p>Use the hundred chart to add and subtract. Count on and back by tens.</p> <p>\$1.56 + 20 = \underline{\hspace{2cm}}\$      \$2.48 + 50 = \underline{\hspace{2cm}}\$</p>			

## First Grade STEAM Project

During the months of March through May, First Grade Classes will be working on a STEAM (Science, Technology, Engineering, Art, and Math) Project for our upcoming Science Fair.

First Graders will be doing a Tower Design Challenge. We will be building towers to the tallest of their ability using spaghetti and gumdrops. They will be working in groups, incorporating all five components of STEAM.