



# November Newsletter

1ST GRADE

2019

## Canned Food Drive

Student Council members will be collecting cans and non perishable items for our canned food drive November 4th through November 13th. Please send in donated items and drop them in the rotunda. First, second and third graders are asked to bring canned vegetables such as green beans, black beans, corn, sweet potatoes, white potatoes, squash, greens, **cans of gravy** (turkey or chicken), **cans of fruit** (apple, cranberry, pineapple), etc.

## Thanksgiving Feast

Parents are invited to Creek View's Thanksgiving Feast on Thursday, November 21st. If you haven't been to our Feast before, you are in for a treat. The cafeteria staff at Creek View turns out a fabulous turkey Feast complete with all the trimmings. The time of your child's lunch will be different than usual, so please keep an eye out for communication from his/her teacher.

We would also like to invite you to our Thanksgiving singing performance in your child's classroom following the Feast.

Thanksgiving is all about family so ALL family is welcome! Hope you can make it.

## Scholastic Book Fair

Book Fair Dates: Friday, November 15th—Friday-November 22nd—Friday

Shopping hours: 8 am-2 pm

Special activates: Dad's Club Shopping- Friday, November 15th from 7:15-8:15 a.m. After School Shopping- Wednesday, November 14 from 3-6 p.m.

## Special Areas News You Need!

How do you set up an eWallet for your student to use at the Book Fair? What can your student expect with FitnessGram testing? How can you view your child's digital art gallery? What is your child doing in STEM lab to practice the engineering design process? How can you learn more about the exciting happenings in the Music Department? You can answer all these questions and more by reading the Special Area Department Newsletter! <https://www.smore.com/p1gau>

## Leadership Trait of the Month - Purpose

Having a purpose is different from being tracked into a specific career or outcome – it's being oriented toward a vision for the future. When kids are motivated by a larger purpose, studies show they have more academic motivation, life satisfaction, identity formation and success in a career. This month, we will be focusing on this trait through-out Creek View. Students will see video clips on the topic on our morning news and we hope many students will complete the Purpose Tic Tac Toe activities to have additional opportunities to practice this trait.

If you'd like to reinforce this leadership trait with your child, consider the following ideas:

- Encourage your child to think about the world beyond himself/herself
- Ask your child to brainstorm how they might make a difference (big or small) in the world
- Provide praise when you notice your child doing little things to help family members or others
- Let your child have a chance to do chores to earn money to buy a gift for someone in need

## Help your child start the day off to a great start!

We make the most of every minute at Creek View and try to maximize instruction through meaningful morning work and by beginning teaching when the bell rings. Students who are tardy miss out on having a chance to get organized in the morning, hear school announcements, and work on skills that reinforce our learning targets. CVES has a busy carpool with over 150+ cars arriving within the last ten minutes prior to first bell. All cars that have not unloaded by 7:38 a.m. are parked and parents must walk their child in to the school to sign in tardy. Help us get your child off to a smooth start by allowing him/her to take the bus or arrive on campus by 7:20 a.m. to provide the time your child needs to begin the day.

## Character Trait of the Month– Gratitude

Gratitude is the appreciation for the benefits we receive from others, and the desire to reciprocate.

Those who demonstrate gratitude—and those who don't—see life differently. Individuals demonstrating gratitude tend to emphasize language related to gifts, givers, blessings, blessed, fortune, fortunate, and abundance. Individuals who don't demonstrate gratitude, on the other hand, tend to focus on deprivation, deservingness, regrets, lack, need, scarcity, and loss. For instance, a grateful person might say, "I get to go to class today," whereas an ungrateful person might say, "Why do I have to learn all this useless stuff?"

- Research shows that individuals that demonstrate gratitude routinely report they experience higher levels of happiness. So, how can we help kids develop this trait?

- Encourage a gratitude list or journal

- Ask "what is something you were grateful for today?"

- Model gratitude

- Help your child complete our Gratitude Tic-Tac-Toe activity that is coming home from our PE department

### Show Gratitude – Join our Salute to the Troops

Help us show our gratitude to our Veterans! Students will be bringing home a star to complete for a veteran in their family or one they know in the community. This is an optional activity that students may choose to complete. They may leave it white or color it red or blue. We ask that they neatly cut it out and return it to their homeroom teacher. Student Council will use these stars to make a display to show our gratitude to our Veterans. All stars are due on **THURSDAY, NOVEMBER 7<sup>TH</sup>**. Mark your calendars for November 11 - we will encourage students to wear red, white and blue in honor of Veteran's Day.

## A Few Reminders

- The front desk only accepts medication (with the appropriate form), eyeglasses, and lunches after the bell rings. Any other items students will need to wait until they return home to receive.

- We remind students to pack up what is needed to complete homework and be prepared for the next day prior to dismissal. After dismissal, students may not return to their classrooms for forgotten items.

- Transportation change requests must be in writing. We cannot accept emails to the teacher. Students may only ride the bus assigned for their residence. Requests for a student to ride a bus other than the one to which he/she has been assigned must be made 72 hours in advance. Unfortunately, not all bus change requests can be approved due to the capacity of buses.

11/1  
*Spirit Day*

11/3  
*Daylight Savings*

11/5  
*Teacher workday*

11/9  
*Cheetah Challenge*

11/15-22  
*Book Fair*

11/20  
*Family Fun Night*

11/21  
*Thanksgiving Feast*

11/25-29  
*Thanksgiving Holidays*  
*No school*



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# November Newsletter

1ST GRADE

CURRICULUM

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## Reading, Language Arts and Writing

In November the students will be reading nonfiction books while practicing skills like using text features, using illustrations for key details, and finding the main topic of a text.

- Nonfiction Reading
- Long e (ea, ee, open syllable)
- Long o (oa, ow, open syllable)
- Articles (a, an, the)
- Adjectives
- Nonfiction Writing

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## Unit 3: Operations and Algebraic Thinking

**MGSE1.OA.1.** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

**MGSE1.OA.3.** Apply properties of operations as strategies to add and subtract. Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)

**MGSE1.OA.4.** Understand subtraction as an unknown-addend problem. For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.

**MGSE1.OA.5.** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

**MGSE1.OA.6** Add and subtract within 20. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ );

a. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

b. Fluently add and subtract within 10.

**MGSE1.OA.7** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ . The equal sign describes a special relationship between two quantities. In the case of a true equation, the quantities are the same.

**MGSE1.OA.8** Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations  $8 + ? = 11$ ,  $5 = \square - 3$ ,  $6 + 6 = \Delta$ .

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## Light and Sound

S1P1. Obtain, evaluate, and communicate information to investigate light and sound.

## Math Parent Letters

Math Letter 3: <https://www.georgiastandards.org/Georgia-Standards/Frameworks/Unit-3-1st-grade-parent-letter.pdf>

Math Letter 4: <https://www.georgiastandards.org/Georgia-Standards/Frameworks/Unit-4-1st-grade-parent-letter.pdf>

Math Letter 5: <https://www.georgiastandards.org/Georgia-Standards/Frameworks/Unit-5-1st-grade-parent-letter.pdf>

Math Letter 6: <https://www.georgiastandards.org/Georgia-Standards/Frameworks/Unit-6-1st-grade-parent-letter.pdf>