

September 9, 2014

First Grade Classroom Information

Welcome to 1st grade! This is an exciting time as children embark upon new adventures in the world of learning. This is a year of important transitions, as well as one in which acquisition of new skills is accelerated. During first grade, your child will enhance his/her literacy skills, add, subtract, and so much more. We hope to make your child's learning experience fun and exciting, and we hope to instill in your child a love of learning that will last.

Contact Information

Mrs. Yerger: 291-6291 ext. 16106

Mrs. Acevedo: 291-6291 ext. 16105

Miss Morales: 291-6291 ext. 16111

Classroom Policies/Procedures

Please make sure that your child keeps all toys at home. Toys may become lost, damaged, and are often a distraction. We have a "June Box" for toys that make their way to school.

Also, please label all of your child's belongings including clothing.

Thursday Folders: Please check daily with your child for notes and papers that will be sent to you. Most school notes will be sent home in the WICKERSHAM PURPLE FOLDER on Thursdays. Please return the folder and signed papers by Friday of that week.

Homework: Students have a separate *Homework Folder* with assignments in them. Homework is sent home daily and due the following day. Homework may be on both sides of the paper so please check. Our students are responsible for completing their own homework and returning it to school. Please sign their homework if you checked it or worked with them. Feel free to help your child as needed but encourage him/her to do most of the work on their own, as all homework is a review.

Book Log: Students are also expected to read at least 25 books this year. There is a book log in their *Homework Folders* which is to remain there for the purpose of keeping track of books read. Please leave this in the folder so that we can check it daily.

Classroom Management: The first grade team uses an individual accountability system by way of a traffic light. Yellow light means loss of half of recess. Red means loss of entire recess. Students have a chance to earn their way back to green. If they remain on red by the end of the day, they earn a strike. Other behaviors may warrant immediate strikes. Three strikes prevent students from participating in our school-wide incentive: The 6th Day Surprise. Students who have not received 3 strikes by the end of each cycle

will be allowed to enjoy a special incentive on Day 6 of our cycle. This will come in a variety of ways and will be a surprise to students each time.

Specials Schedule: Our specials are as follows from 12:00-12:40 every day:

| Teacher | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 |
|---------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Acevedo | Physical Education | Physical Education | Art | Art | Computer Lab | Music |
| Morales | Music | Computer Lab | Physical Education | Art | Physical Education | Art |
| Yerger | Art | Art | Computer Lab | Physical Education | Music | Physical Education |

*Please take note that on PE (Physical Education) days, students will need to wear shorts or pants, sneakers and little or no jewelry.

Lunch Schedule: Students go to recess then lunch from 11:30-11:55.

Birthday Treats: If you choose to send a treat for your child's birthday, we are encouraging pencils, stickers, erasers, etc. No food are permitted for birthday treats any longer.

Classroom Supplies: Donations of the following are always appreciated: **pencils**, tissues, hand sanitizer, dry erase markers, and Ziplock bags (sandwich and gallon size).

Thank you for investing in your child's education!

Sincerely,
Mrs. Acevedo, Miss Morales and Mrs. Yerger

Learning Today, Leading Tomorrow!

Name

Date



| | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | | | | | | | | | 0 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
| 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |

Level 5 - Phonetic

- Usually represents sensible beginning and ending consonant sounds.
- Includes some vowels (often not correct ones).
- Writes left to right and top to bottom in a linear format
- Spells some high frequency words correctly.
- Writes the substance (meaningful thoughts) of two or more sentences on a related topic with or without punctuation.
- Usually separates words with spaces. At this level, size of spacing may vary.

Writing : Level 6 Transitional

- ✱ Uses logical phonetic spelling including vowels in most syllables (may not be the correct ones).
- ✱ Correctly spells many high frequency words.
- ✱ Writes the substance of three or more sentences on a related topic even though it may not be accurately punctuated.
- ✱ Capitalizes names and the pronoun "I".
- ✱ Simple sentences are usually punctuated correctly.
- ✱ A variety of sentence structures and lengths are evident though they may not be accurately punctuated.
- ✱ Usually uses lower case letters appropriately.
- ✱ Uses subject/verb agreement most of the time.

Ways to Help Your Child with Reading at Home

Setting the atmosphere-

- Help your child find a comfortable, quiet place to read.
- Let your child see you as a reading model.
- Read aloud to your child. Reread favorite stories.
- Read with your child.
- Discuss the stories you read together.
- Encourage your child to read silently, as well as orally.
- Reading time should be one of enjoyment and relaxation.

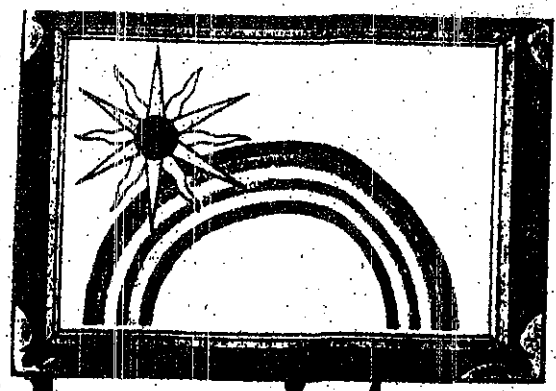
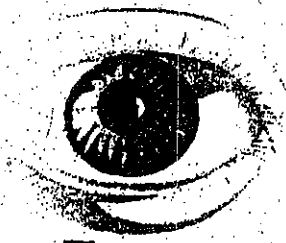
Responding to errors in reading-

Based on the way many of us were taught, we have told our children to 'sound it out', when he or she comes to an unknown word. While phonics is a very important skill in reading, reading for meaning is the **primary** goal. To produce strategic, independent readers who monitor and self correct as they read, try the following prompts *before* saying "sound it out."

- Give your child wait time of 5 to 10 seconds. Does he or she attempt to do any independent problem solving?
- "What would make sense?"
- "Use the picture to help you figure out what the word could be."
- "Go back to the beginning (of the sentence) and try that again."
- "You read that word before on another page. See if you can find it."
- "Look at how the words begins."
- Tell the child the word.

When your child makes an error in reading, rather than you doing the monitoring or correcting for your child, try **one** of the following :

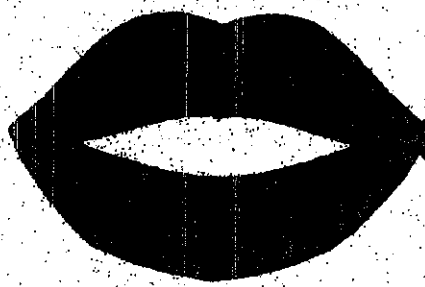
- "Something doesn't make sense."
- "Something doesn't sound right." or
- "Something doesn't look right."



Look at the pictures.



Think what makes sense.



Get your mouth ready.

cat

Look for chunks.



Go back and read again.

and
be
help
play
with
you
had
for
have
he
look
too

what
word
do
find
funny
sing
no
they
but
all
does
here

me
my
who
not
friend
full
good
hold
many
pull
we

away
every
call
hear
come
said
when
animal
of
how
some
make

why
can
her
she
now
today
our
would
an
after
read
draw

was
pictu
write
each
eat
put
give
small
one
take
which