



Dear Parents,

I would like to start off by welcoming all of you to First grade room 101. My name is Mrs. Spencer. I am truly excited to have the opportunity to get to know your child and your family this school year. Continuous parent-teacher communication is something that I believe is key in making this year a success for your child. Please check our classroom website for updates, homework and other announcements <http://www.stgilesschool.org/author/sspencer/>.

It has been a great start for us so far this year. Your child has been working on mastering all of our classroom procedures and rules. We have worked to accomplish this while also working on our curriculum and spiritual growth. I truly am looking forward to a fun filled year with your child, while we learn about new things and improve on other skills.

Included in this packet:

- Curriculum information
- Behavior procedures
- Homework Policy
- Parent Questionnaire
- Teacher info sheet
- Common Core
- Help your child become a better reader

Please feel free to contact me with any questions, concerns, or fun/exciting news about your child via email at sspencer@stgilesschool.org, through notes, or before/after school.

Thank you and I look forward to the rest of the year!!
Mrs. Spencer

Curriculum Information

RELIGION

- Our Church Community
- Our Loving God
- God's Son, Jesus
- The Holy Spirit
- Jesus' Church of Followers
- Incorporate the Archdiocese of Chicago Religion Standards

LITERACY - Reading/Phonics/Language Arts (Reading Series & Daily 5)

- Oral Language Development
- Vocabulary
- Phonemic Awareness (connected to spelling)
- Comprehension
- Fluency
- Writing
- Incorporate the Common Core Standards

Daily 5

- Read to Self: In order to become a better reader, students must have opportunities to read. Strategies are taught to students that help them choose "just right fit" books to enjoy reading to themselves.
- Read to Someone: Reading with someone helps readers and encourages self-sufficiency. Students learn about positioning their bodies for reading together and about discussing the contents of the reading by checking each other for understanding during the reading.
- Listen to Reading: Listen to good models of reading helps students to improve their own reading and it provides the audio support for reading that some children may be lacking.
- Work on Writing: Students need time to write about things that really matter to them. This could be something that a student began to write during a designated writing time. This gives students an independent time to develop their ideas. It is also a great way to help them improve on sentence structure and punctuation skills.
- Word Work: Practicing spelling helps students become better spellers, writers, and readers. This time can be spent in working with spelling patterns, high frequency words, sight words, or other subject based words.

SPELLING

- Students will be given a pretest on Mondays. The results of this test will determine their individual spelling lists for the week. They will be tested on those words on Friday.
- Spelling lists will be sent home on Monday. They will consist of 10 words.
- A variety of different spelling activities will be sent home during the week.

MATH

- Addition & Subtraction (within 20), including word problems
- *Fluently* add & subtract numbers within 10
- Understand the equal sign and true or false equations
- Find the unknown in an equation
- Place Value to 99
- Compare numbers to 120
- 2 digit addition
- Subtract multiples of 10
- Measurement (introduce concept of length - using non-standard units of measure)?
- Time (introduce concept - hour & half-hour)
- Organize, represent, and interpret data (introduce)
- Money (introduce concept - coin values)
- Geometry (introduce concept)
- Fractions (introduce)
- Incorporate the Common Core Standards

SCIENCE *(Some of the topics we will cover this year include:)*

- Physical Science
- Sound Waves
- Water
- Space
- Plants
- Animals

SOCIAL STUDIES *(Some of the topics we will cover this year include:)*

- Community
- U.S. History
- Geography

Behavior Procedures and Policies

In Room 101 we have two different policies that we run for behavior. Along side one policy for encouragement of homework accomplishment and good deeds.

Whole Class Behavior System: Mr. and Mrs. Potato Head

In our classroom and outside of the classroom we strive to be the best model citizens we can be. The class is held to the expectations of having a quiet body and mouth in the halls, to have their noses and toes forward as they walk in the halls, to be respectful of other students and adults in the build, and to work together as a unit. If the students are able to achieve this throughout the very busy day they are then able to earn a chance to roll for a piece of Mr. or Mrs. Potato Head. When Mr. and Mrs. Potato Head are fully constructed then the class will receive a reward (movie, extra recess etc).

Individual Daily Behavior Reminders: Bees

In our classroom, and while in specials, each student is held to the rules that we as a class set on the first day. Each day the students all students bees will start by the yellow hive. If a student is on task and doing what they are suppose to be doing their bee will be moved up to green. If the student continues to show outstanding work and is continuously on task for the day the student's bee will be moved to blue. If a student is able to stay on blue for the entire day they will be able to earn two fish to go into our "You have been caught being good" fish bowl. If a student is not on task, being disruptive, not following directions, or not following school/class rules then their bee will move down to the orange hive. The orange hive is used as a warning for the student to know that they need to get on task and that it is the teachers choice to move them to a new location in the room to complete their work. If a student continues to be disruptive, breaking school/class rules, or not being on task their bee will then be moved to the red hive. If a student finishes a day on a red hive a phone call, email, or in person chat will be made with that students parent that night. Throughout the day a student's bee can move up and down and always has the opportunity to change which hive their bee is by based on their behavior. Lastly, it is important to know that each day the students start over at the yellow hive. I want to instill in the students that sometimes we might have a bad day and that is going to happen sometimes, but we always have the opportunity to start fresh and get better. I truly want all of the students to succeed and to meet our 1st grade expectations.

Individual Encouragement for Homework Accomplishment and Good Deeds:
"You have been caught being good" fish bowl

In our classroom homework completion is very important and I believe a student should always strive to complete all of their homework. I do understand that

sometimes things come up, but I want to reward those students that have followed directions and worked on their homework. Homework is something that is used to reinforce the things we have learned in class and to aid in a student's full potential for success. At the beginning of each day, students will be asked to come into the room, take out their assignment notebooks, blue folders, and any homework. Then each child is checked in. If the student has their reading log completed and any other homework that was assigned the student will then receive a fish to put into the fish bowl on my desk. If a student has forgotten part of their homework they will not receive a fish, but they will have the opportunity to bring it in the next day to receive a fish. As a Christian I believe good deeds and appropriate behaviors need to be randomly rewarded (not every time it is done, but once in a while), so if this happens a student will receive a fish. At the end of each week I will draw one of the fish out of the bowl. The student's fish that I "catch" in the bowl will be given an opportunity to receive one of our many classroom coupons. After the drawing all fish will be removed from the bowl and we will start fresh at the beginning of the following week.

Homework

Younger children usually can't wait until they are old enough to get homework. Older children, however, usually don't want it! (-:

In first grade, we will have homework on a regular basis but DO NOT want it to be overwhelming! The purpose of homework in first grade is to help develop responsibility. The students are responsible (with assistance from teachers) for putting their homework assignments into their blue take-home folders and for writing their assignments in their student planners. Every night the students will write something in their student planner, so please make sure to check it out. We will be doing this to take the time to work on our handwriting skills. Each week the students will also write their spelling words in their student planner.

Each night students will be encourage to read for 15 minutes minimum with an adult. I have told the students that sometimes it is okay to have the adult read to you for this time period, because listening to another reader model is also helpful and always us to practice are read with someone skills. I have discussed that, it is okay to split the reading time with the adult; we love to share. ☺

Math and phonics or grammar homework is about reviewing what has already been taught in the classroom. Spelling homework will contain activities designed to help your child learn his or her spelling words.

Math homework will be three to four times a week depending on the week and the concept we are working on. Math homework will always be work on a concept that we have worked on already in class. It is to reinforce the skills we are working on in class.