

Back-to-School Handbook

Grade 1

Ms. Argueta

Mr. Payad

Ms. Barba

Fairburn Avenue

SCHOOL AND CLASSROOM POLICIES

ABSENCES

When your child is out of school, please send a note explaining their absence on the first day of their return. Please see attached sheet and feel free to make copies for your use.

TARDINESS

Please send a note as to your child's tardiness with your child. The school day begins promptly at 8:00 a.m. Three 20-minute tardies constitutes an absence according to California State Law.

MEDICINE

Medicines can only be administered by our office staff with a note and directions from your child's pediatrician. Please do not send medicine to school for your child to take at lunch on their own. This includes aspirin and cough drops.

MEDICAL APPOINTMENTS

Medical appointments should be made after school so that your child doesn't miss instruction time. If you are signing your child out early for any reason, a blue form needs to be filled out in the office and the office will call for your child, therefore, the classroom will have minimum disruption.

CLASSROOM PARTIES

Fairburn's school party policy allows for two parties per school year, not to exceed 30 minutes in length. Birthday celebrations are held prior to recess or prior to the end of the school day. Any other celebrations will be observed through the academic curriculum.

GRADING

Your child's report card grades are determined by their mastery of the First Grade Skills and Standards and the amount of effort they put into their work. Please see Scoring Guides and Standards for more details.

CLASS GOALS AND OBJECTIVES

- All students performing on grade level or above
- Individualized instruction
- Intervention strategies for all students

ATTENDANCE

School attendance is vital to student's achievement. Students who develop patterns of good attendance are much more likely to be successful both academically and socially.

Attendance Matters!

- When students attend school, they get better grades, score better on standardized tests and are more likely to go to college.
- It is our responsibility to teach students the importance of attendance now so they are prepared for the future. Employers say good attendance demonstrates responsibility and is a key factor in the hiring and promotion of employees.
- It's the law. Parents and guardians are responsible for ensuring that their children go to school. When parents are at work, students should be safe at school.

LAUSD is working to improve its schools in ways that will make students feel more welcome, safe and enthusiastic about showing up every day.

Parents Influence Attendance-Get Involved!

- Plan family vacations for non-school days only.
- Schedule non-emergency medical and dental appointments after school hours.
- Make sure your child's school has your accurate daytime contact information, including cell phone number and/or e-mail address.
- Communicate often with your child's teachers.
- Gain access to the Family Module and monitor your child(ren)'s up-to-the-minute progress online. Ask your child(ren)'s school administrator about the ISIS Family Module.
- Make your school aware of any problems that may be causing your child to miss school.

Every student is expected to attend school on a daily basis, unless there is valid justification for his/her absence. (EC 48200) Do not allow your child to have "parent permitted truancies." These truancies are best described as absences for reasons other than what the law allows.

They may include the following:

- Personal business
- Car problems
- No clean clothes
- Rain
- Walk outs/demonstrations

ABSENCE

C.C.R. Title 5, Section 306 – A principal or teacher may require satisfactory explanation from the parent or guardian of a pupil, either in person or by written note, whenever the pupil is absent a part or all of a school day or tardy.

PARENTS, PLEASE PROVIDE A NOTE FOR EVERY ABSENCE!

ABSENCES – EXCUSED

A pupil shall be excused from school when the absence is:

- Due to his or her illness
- Due to quarantine under the direction of a county or city health officer
- For the purpose of having medical, dental, optometric or chiropractic services rendered.
- For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- For the purpose of jury duty in the manner provided for by law.
- Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
- For justifiable personal reasons including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats or attendance at an employment conference when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or a designated representative.
- For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Election Code.

A pupil absent from school for the above excused reasons shall be allowed to complete all assignments and tests missed during the absence that can reasonably be provided and, upon satisfactory completion, shall be given full credit. The teacher of any class from which a pupil is absent shall determine what assignments the pupil shall make up and in what period of time the pupil shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence. A pupil absent from school for excused reasons may make up the work by attending Saturday School.

ABSENCES – UNEXCUSED

Any absence for reasons other than those listed as EXCUSED ABSENCES are deemed unexcused. The District is required by law to seek an explanation (a written note or verbal justification) regarding all absences. Upon the third unexcused or unexcused absence for more than any 30 minute period from school in any school year, the student may be classified as a truant. This could be grounds for referral to the SARB and on to the City or District Attorney's Office for possible prosecution.

ABSENCES FOR RELIGIOUS PURPOSES

Pupils who are members of religions that observe religious holidays that fall on school days may be excusable from school by making prior arrangements, as specified by the school principal and with written parental/guardian request [Education Code Section 48205 (a)(7)]. Additionally, students may be absent to attend a religious retreat, not to exceed four hours per semester [Education Code Section 48205(c)]. Such absences are considered excused absences, and pupils so absent are responsible for making up work missed.

SCHOOL
Absence
NOTE

Today's date _____

My child, _____

was absent from school on

(date) _____

because _____

Parent's signature _____

SCHOOL
Absence
NOTE

Today's date _____

My child, _____

was absent from school on

(date) _____

because _____

Parent's signature _____

SCHOOL
Absence
NOTE

Today's date _____

My child, _____

was absent from school on

(date) _____

because _____

Parent's signature _____

SCHOOL
Absence
NOTE

Today's date _____

My child, _____

was absent from school on

(date) _____

because _____

Parent's signature _____

Scoring guide for Elementary Progress Report 1st Grade, Fairburn Avenue Elementary

4 - Advanced

The student performs consistently and accurately above grade level standards.

3 - Proficient

The student identifies and applies the basic features of the required grade level standards.

2 - Partially Proficient

The student identifies and applies some of the basic features of the required grade level standards.

1 - Not Proficient

The student does not identify nor apply the basic features of the required grade level standards.



Los Angeles Unified School District
 College-Prepared Career-Ready for All
 CALIFORNIA CONTENT STANDARD ELEMENTARY PROGRESS REPORT

Elementary

Principal:

Year:

Student Name: ' _____

District Student ID: 123006F034

DOB: _____

Language Classification: LEP

Teacher Name: _____

Grade: 2 Room#: _____

Reporting Period	1st	2nd	3rd
Days Present:			
Days Absent:			
Days Tardy:			

Academic Subjects	Demonstrates Knowledge of California Content Standard	1st	2nd	3rd																		
English Language Arts <table border="1" style="width: 100px; margin: 5px;"> <tr><td>1st</td><td>2nd</td><td>3rd</td></tr> <tr><td>2</td><td>7</td><td>3</td></tr> </table>	1st	2nd	3rd	2	7	3	Foundational Reading Skills	3	7	4												
	1st	2nd	3rd																			
	2	7	3																			
	Making Meaning from Text	7	7	3																		
	Language Conventions, Effective Use of Vocabulary	3	7	3																		
Effective Expression through Writing	7	7	3																			
Mathematics Content <table border="1" style="width: 100px; margin: 5px;"> <tr><td>1st</td><td>2nd</td><td>3rd</td></tr> <tr><td>7</td><td>7</td><td>7</td></tr> </table>	1st	2nd	3rd	7	7	7	Effective Expression through Speaking and Listening	7	7	3												
	1st	2nd	3rd																			
	7	7	7																			
	Operations and Algebraic Thinking	7	7	7																		
Number and Operations in Base Ten	7	7	7																			
Mathematical Practices	Measurement and Data	7	7	7																		
	Geometry	7	7	7																		
	Problem Solving and Precision	7	7	7																		
	Reasoning and Explaining	7	7	7																		
Science <table border="1" style="width: 100px; margin: 5px;"> <tr><td>1st</td><td>2nd</td><td>3rd</td></tr> <tr><td></td><td></td><td></td></tr> <tr><td>Earth</td><td></td><td></td></tr> <tr><td>Physical</td><td>✓</td><td></td></tr> <tr><td>Life</td><td></td><td>✓</td></tr> <tr><td>Engineering</td><td>✓</td><td>✓</td></tr> </table>	1st	2nd	3rd				Earth			Physical	✓		Life		✓	Engineering	✓	✓	Modeling and Using Tools	7	7	7
	1st	2nd	3rd																			
	Earth																					
Physical	✓																					
Life		✓																				
Engineering	✓	✓																				
Seeing Structure and Generalizing	7	7	7																			
Content and Concepts	2	4	4																			
Conducts Investigations			4																			
History-Social Science	Constructs Relevant Questions	3	3	4																		
	Content and Concepts	7	7	7																		
Visual and Performing Arts	Historical and Social Science Analysis Skills	7	7	7																		
	Dance	7	7	7																		
	Music	7	7	7																		
	Theatre	7	7	7																		
Physical Education	Visual Arts	7	7	7																		
	Content and Concepts	7	7	7																		
Health Education	Content and Concepts	7	7	7																		

DRAFT

Academic Score Key

4 = Exceeds Grade Level Standards	3 = Meets Grade Level Standards	2 = Progressing Toward Meeting Grade Level Standards	1 = Minimal Progress Toward Grade Level Standards	N/A = Not assessed in current reporting period	<input checked="" type="checkbox"/> = Assessed during reporting period
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Behaviors of a College-Prepared and Career-Ready Learner: C = Consistently S = Sometimes R = Rarely	1st	2nd	3rd
Effectively Communicates and Collaborates <ul style="list-style-type: none"> Communicates clearly through speaking and writing Works productively in collaborative groups Listens to, interprets, and uses information provided by others in a variety of settings 	R	7	7
Understands Other Perspectives <ul style="list-style-type: none"> Shows respect and recognizes the opinions and feelings of others Solves problems in different ways after considering multiple perspectives 	7	7	7
Thinks Critically, Solves Problems Creatively, and Values Evidence <ul style="list-style-type: none"> Applies knowledge and experiences to solve problems Evaluates answers, explains reasoning, and makes appropriate adjustments to thinking Generates new and creative ideas 	C	7	7
Acts Responsibly, Ethically, and is a Productive Citizen <ul style="list-style-type: none"> Works independently and asks for assistance when needed Follows school and classroom rules Respects the rights and property of school and others Organizes workplace and materials Makes productive use of class time and stays on task 	S	7	7
Uses Technology and Digital Media Strategically and Capably <ul style="list-style-type: none"> Presents information effectively in a variety of formats Uses appropriate technologies effectively when communicating ideas and creating products Adheres to the guidelines found in the District Acceptable Use Policy 	7	7	7

'-' = No Grade Available (Insufficient Attendance) '?' = Unrecorded Grade '/' = Content Standard Not Applicable

Master Plan Program

Your child is enrolled in the following English Learner Master Plan Program: Mainstream English Program

Overall CELDT Level:

California ELD Standards Part I	1st	2nd	3rd	California ELD Standards Part II	1st	2nd	3rd
Collaborative (engagement in dialogue with others)	EX 2	7	7	EM 2	EX 2	7	7
Interpretive (comprehension and analysis of written and spoken texts)	BR 2	7	7	EM 3	Expanding and Enriching Ideas	EM 3	7
					Connecting and Condensing Ideas	EX 4	7
Productive (creation of oral presentations and written texts)	EM 1	7	7				

English Language Development Scoring & Proficiency Level Key

4 = Demonstrating ADVANCED PROGRESS in the ELD Proficiency level standards	3 = Demonstrating AVERAGE PROGRESS in the ELD Proficiency level standards	2 = Demonstrating PARTIAL PROGRESS in the ELD Proficiency level standards	1 = Demonstrating LIMITED PROGRESS in the ELD Proficiency level standards
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BR	Bridging: Students at this level continue to learn and apply a range of high level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. Students are ready to transition to full engagement in grade level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.
EX	Expanding: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
EM	Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Instructional Services

Intervention Dates:

Gifted/Talented Program:

Reporting Period 1: 08/18/15 - 11/06/15 Conference Held: Yes/ No/ N/A Warning Notice Sent On: May Be Retained

Teacher Comments:

Date **DRAFT** Date

Reporting Period 2: 11/09/15 - 02/26/16 Conference Held: Yes/ No/ N/A Warning Notice Sent On: May Be Retained

Teacher Comments:

Date Date

Reporting Period 3: 02/29/16 - 06/10/16 Conference Held: Yes/ No/ N/A Warning Notice Sent On: Will Be Retained

Teacher Comments:

Grade Level Next Year: 3

Date Date

3 KEY IDEAS FOR PARENTS about the Common [CORE]

Thinking Deeply

The Common Core emphasizes critical thinking. It requires students to analyze more, discuss more, evaluate more, justify more and explain their thinking & understanding deeply, especially in writing. *Take-Away: Really thinking deeply is hard. Let it BE hard, help them talk it out.*

Integrating Learning

The Common Core emphasizes learning across disciplines (reading with math & social studies standards combined into one task). Students spend more time working together with different settings, structures & tools. *Take-Away: Problems & solutions happen everyday in the real world.*

Showing How They Know

The Common Core emphasizes proof & evidence. Long gone are the days of worksheets, fact memorizations and skill & drill. Students are not taught this way and they are not assessed this way. *Take-away: The new tests will require students to explain how they know.*

Supporting The Common Core at Home

- ① Ask *why* when children tell you they want something or want to do or not do something.
- ② Use the word *because* after "No" or "Not tonight..."
- ③ Give reasons—you to them and them to you.
- ④ Encourage questions & explore answers (especially questions whose answers are not yes or no.)
- ⑤ Explain & discuss issues or problems in your house, neighborhood, & community. Brainstorm solutions.
- ⑥ Compare how things are alike and different—videos, movies, food.
- ⑦ Look for patterns
- ⑧ Describe & categorize stuff.
- ⑨ Tell your children what you value & why.
- ⑩ Encourage & celebrate opinions.

Contents in Brief

Organized by Domain



Common Core
State Standards

The suggested pacing supports 1 day per lesson for instruction, 2 days per chapter for review and assessment, and includes additional time for remediation and differentiation.

Operations and Algebraic Thinking

	Suggested Pacing (days)
Chapter 1 Addition Concepts	21
Chapter 2 Subtraction Concepts	21
Chapter 3 Addition Strategies to 20	15
Chapter 4 Subtraction Strategies to 20	14

Number and Operations in Base Ten

Chapter 5 Place Value	21
Chapter 6 Two-Digit Addition and Subtraction	14

Measurement and Data

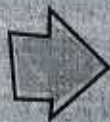
Chapter 7 Organize and Use Graphs	12
Chapter 8 Measurement and Time	15

Geometry

Chapter 9 Two-Dimensional Shapes and Equal Shares	17
Chapter 10 Three-Dimensional Shapes	10

Total 160

Standards for
Mathematical
PRACTICE



Woven
Throughout

Mathematics Overview: Common Core

Grade 1 Overview

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Number and Operations in Base Ten

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

COMMON CORE MATHEMATICAL PRACTICE STANDARDS

1

I can make sense of problems and persevere in solving them.



2

I can reason abstractly and quantitatively.



3

I can construct viable arguments and critique the reasoning of others.



4

I can model with mathematics.



5

I can use appropriate tools strategically.



6

I can attend to precision.



7

I can look for and make use of structure.



8

I can look for and express regularity in repeated reasoning.



What is Benchmark Literacy?

Benchmark Literacy is a comprehensive, research-proven program that empowers both experienced and beginning teachers with best-practice tools for vertically aligned K-6 reading, writing, speaking, listening, and language instruction:














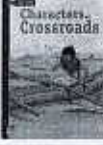























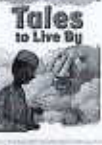
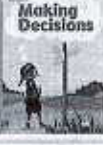


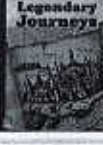

























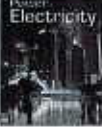
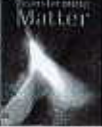
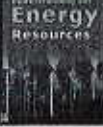
- 30 weeks of comprehension-focused instruction
- Pre-, ongoing, and post-assessment
- Gradual-release mini-lessons with built-in choice
- High-quality informational, narrative, and opinion/argument texts
- Complex texts for close reading applying text-dependent strategies
- Differentiated support for English learners and special needs students
- Customized professional development services
- State-of-the-art interactive technology

Benchmark Literacy . . .

- Builds foundational skills—such as phonics, word study, and fluency—to produce proficient readers
- Scaffolds ALL students to access complex informational and literary texts during whole-group lessons during Weeks 1 and 2
- Guides students to use text evidence in close reading
- Provides opportunities for students to develop collaborative conversations
- Develops writers by teaching writing process and writing to sources

Content Knowledge Alignment

Knowledge strands are consistently mapped across all grade levels, which supports combined classrooms.

Unit	Knowledge Strand	GRADES						
		K	1	2	3	4	5	6
1	Government and Citizenship							
2	Character							
3	Life Science							
4	Point of View							
5	Technology and Society							
6	Theme							
7	History and Culture							
8	Earth Science							
9	Economics							
10	Physical Science							

What Is Fluency?

Fluency is the critical bridge between two key elements of reading—decoding and comprehension. In its 2000 report, the National Reading Panel defined it as “the ability to read text quickly, accurately, and with proper expression.” Fluency has several dimensions. Successful readers must decode words accurately. But they must move beyond decoding and recognize words in connected text quickly and automatically. They must also read with expression in order to bring meaningful interpretation to the text. All three dimensions—accurate decoding, automaticity, and ability to read expressively—work together to create effective comprehension and overall success in reading.

In its 1994 study of reading, the National Assessment of Educational Progress (NAEP) established a clear connection between fluency and comprehension. NAEP defined fluency as the ease or “naturalness” of reading. It recognized certain key elements as contributing to fluency. These included the reader’s grouping or phrasing of words as shown through intonation, stress, and pauses and the reader’s adherence to the author’s syntax. They also included expressiveness as reflected by the reader’s interjection of a sense of feeling, anticipation, or characterization in oral reading. These elements are called *prosody*. When readers use appropriate volume, tone, emphasis, and phrasing, they give evidence of comprehension. They demonstrate that they are actively constructing meaning from the text.

Why Is Fluency Important?

Fluency is critical because it directly impacts the comprehension process. For years, teachers thought that if students could decode words accurately, they would become strong readers. Fluency, which has been referred to as a “neglected” aspect of reading, received little attention. Now it is recognized as one of the five critical components of reading.

Researchers have pointed out that people can successfully focus on only one thing at a time. They can, however, do more than one thing at a time if one of those things is so well learned that it can be done automatically. In its simplest form, reading can be seen as (1) word identification or decoding and (2) comprehension, or the active construction of meaning. Effective readers cannot focus on both of these processes at the same time. If a reader is focused almost entirely on decoding, that reader will have few resources left over for constructing meaning. Only when readers can read the words in connected text automatically are they free to focus their attention on making inferences, drawing conclusions, and applying other critical thinking skills associated with constructing meaning.

A fluent reader generally reads with speed and accuracy, but in addition usually displays these kinds of behaviors:

- Recognizes words automatically
- Applies graphophonic, semantic, and syntactic cues to recognize unfamiliar words
- Segments texts into meaningful chunks
- Emulates the sounds and rhythms of spoken language while reading aloud

A nonfluent reader, in contrast, may display these kinds of behaviors:

- Reads slowly and laboriously
- Processes text word-by-word in a choppy manner
- Frequently ignores punctuation
- Fails to use meaningful phrasing
- Shows little certainty when reading high-frequency words

Oral Fluency Scale

Prosody Rubric

Level 4

- The student: reads in large, meaningful phrases; may occasionally repeat words or short phrases, but overall structure and syntax of the passage is not affected; reads at an appropriate rate of speed with expressive interpretation
- Comprehension questions answered correctly with detail

Level 3

- The student: reads in three- and four-word phrases; reads primarily in phrases that preserve the passage's syntax and structure; attempts to read expressively; generally reads at an appropriate rate of speed
- Comprehension questions answered correctly

Level 2

- The student: reads mainly in two-words phrases , with some longer phrases and at times word-by-word; may group words awkwardly and not connect phrases to the larger context of the passage; reads sections of the passage excessively slowly or quickly
- Comprehension questions partially answered correctly

Level 1

- The student: reads word-by-word, with some longer phrases; does not phrase meaningfully or with an appropriate rate of speed; reads the passage excessively slowly
- Comprehension questions not answered correctly

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	90	81	81	111	1.9
	75	47	47	82	2.2
	50	23	23	53	1.9
	25	12	12	28	1.0
	10	6	6	15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6

*WCPM = Words Correct Per Minute

What Makes Up Reading?

The Pieces



Vocabulary	Background Knowledge	Academic Language	Text Structure	Comprehension Skills	Comprehension Strategies						
					Monitoring & Clarifying	Summarizing	Making Connections	Predicting	Reading Speed	Asking Questions	Visualizing

Accuracy	Rate	Expression & Intonation
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Short Vowels in CVC Words	Short Vowels, Diagraphs, -tch trigraph	Short Vowels & Consonant Blends	Long Vowels	Vowel Diphthongs	R & L Controlled Vowels	Multisyllabic Words	Morphology-Word Study	Sight Words
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Letter Names Uppercase	Letter Names Lowercase	Alphabetic Principal	Consonant Sounds	Short Vowel Sounds	Long Vowel Sounds
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Rhyming	Beginning Sounds Same/Different	Beginning Sound Isolation	Ending Sound Isolation	Sound Blending	Sound/Phoneme Segmentation
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Purpose of Print	Upper & Lower Case Letters	Author Illustrator	Concept of First & Last Word	Word to Word Matching	Letter vs. Word	Parts of a Book	Directionality
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Questions from Texts,
Teachers and Tests

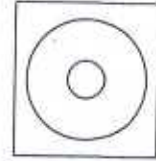
Thinking Processes

Thinking Maps
as Tools

How are you defining
this thing or idea? What is
the context? What is your
frame of reference?

**DEFINING IN
CONTEXT**

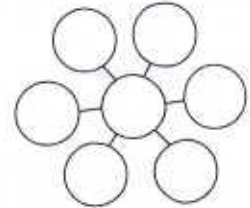
Circle
Map



How are you describing
this thing?
Which adjectives
would best describe
this thing?

**DESCRIBING
QUALITIES**

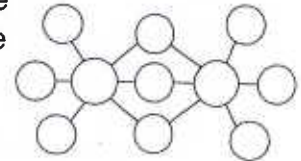
Bubble
Map



What are the similar
and different qualities
of these things?
Which qualities do you
value most? Why?

**COMPARING and
CONTRASTING**

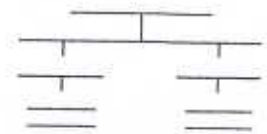
Double
Bubble
Map



What are the main
ideas, supporting
ideas, and details in
this information?

CLASSIFYING

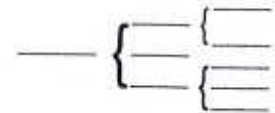
Tree
Map



What are the
component parts and
subparts of this whole
physical object?

PART-WHOLE

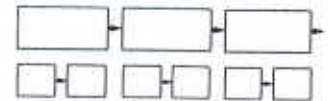
Brace
Map



What happened?
What is the sequence
of events? What are
the substages?

SEQUENCING

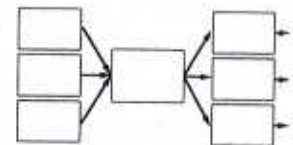
Flow
Map



What are the
causes and effects
of this event?
What might
happen next?

CAUSE and EFFECT

Multi-
Flow
Map



What is the analogy
being used?
What is the guiding
metaphor?

**SEEING
ANALOGIES**

Bridge
Map



GARDNER'S MULTIPLE INTELLIGENCES



Visual/Spatial

Images, graphics, drawings, sketches, maps, charts, doodles, pictures, spatial orientation, puzzles, designs, looks, appeal, mind's eye, imagination, visualization, dreams, nightmares, films, and videos.



Logical/Mathematical

Reasoning, deductive and inductive logic, facts, data, information, spreadsheets, databases, sequencing, ranking, organizing, analyzing, proofs, conclusions, judging, evaluations, and assessments.



Verbal/Linguistic

Words, wordsmiths, speaking, writing, listening, reading, papers, essays, poems, plays, narratives, lyrics, spelling, grammar, foreign languages, memos, bulletins, newsletters, newspapers, E-mail, FAXes, speeches, talks, dialogues, and debates.



Musical/Rhythmic

Music, rhythm, beat, melody, tunes, allegro, pacing, timbre, tenor, soprano, opera, baritone, symphony, choir, chorus, madrigals, rap, rock, rhythm and blues, jazz, classical, folk, ads, and jingles.



Bodily/Kinesthetic

Art, activity, action, experiential, hands-on, experiments, try, do, perform, play, drama, sports, throw, toss, catch, jump, twist, twirl, assemble, disassemble, form, reform, manipulate, touch, feel, immerse, and participate.



Interpersonal/Social

Interact, communicate, converse, share, understand, empathize, sympathize, reach out, care, talk, whisper, laugh, cry, shudder, socialize, meet, greet, lead, follow, gangs, clubs, charisma, crowds, gatherings, and twosomes.



Intrapersonal/Introspective

Self, solitude, meditate, think, create, brood, reflect, envision, journal, self-assess, set goals, plot, plan, dream, write, fiction, nonfiction, poetry, affirmations, lyrics, songs, screenplays, commentaries, introspection, and inspection.

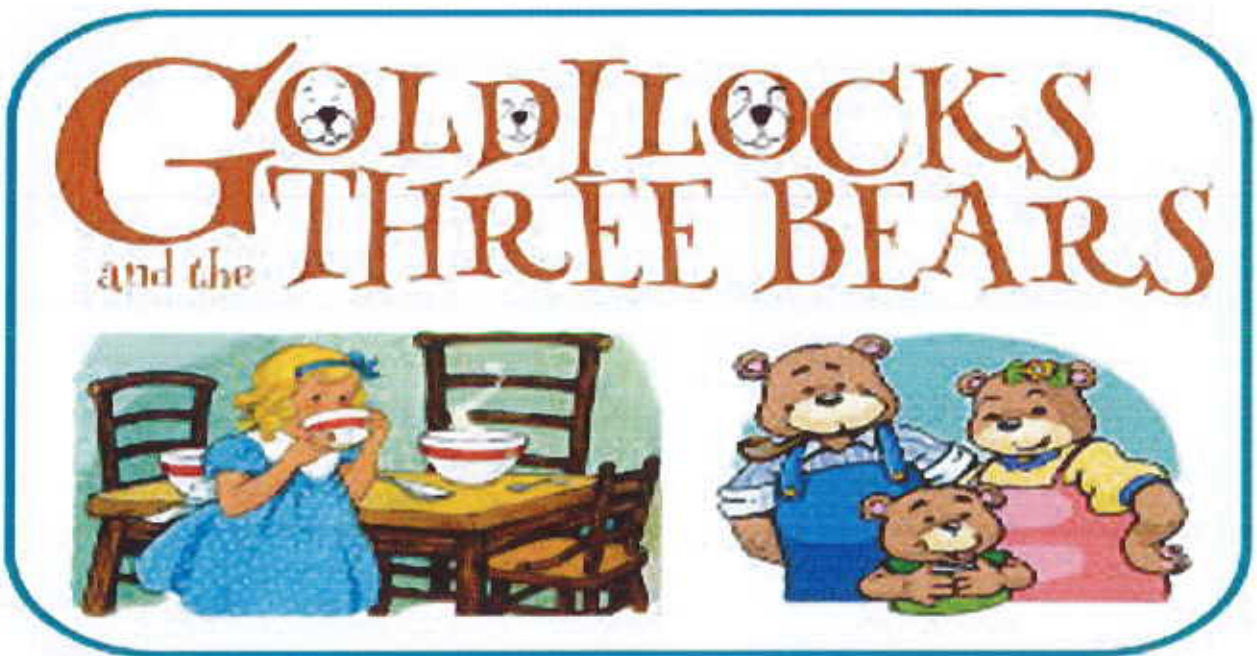


Naturalist/Physical World

Field trips, bird watching, nature walks, forecasting, collecting, star gazing, fishing, observing, exploring, categorizing, planting, uncovering, digging, comparing, classifying, displaying, sorting, selecting, relating, and discovering.

Applying Bloom's Taxonomy to the story: Goldilocks and The Three Bears

- KNOWLEDGE..... Recall the items used by Goldilocks in the house of the three bears
- COMPREHENSION..... Explain why Goldilocks like Baby Bear's chair best
- APPLICATION..... Demonstrate what Goldilocks would use if she came into your house!
- ANALYSIS..... Compare the story to reality. What incidents could not have happened in real life.
- SYNTHESIS..... Propose how the story would be different if it were "Goldilocks and The Three Chickens"!
- EVALUATION..... Judge whether Goldilocks was bad or good, and be prepared to defend your opinion.



Rockwell, Anne. The Three Bears and 15 Other Stories. Adapted and Illustrated by Anne Rockwell. New York. T.Y. Crowell, 1975.

Here is a list of things you can do to ensure your child's success at school and throughout his or her life.

- Ask to see your child's schoolwork on a regular basis.
- Create a special, quiet, well lit place for your child to study and do homework.
- Read to your child and encourage him or her to read to you.
- Set a good example by letting your child see you read.
- Be selective about what your child watches on T.V. Set limits of no more than one hour a day.
- Praise and award your child for accomplished goals.
- Make sure your child receives a good, balanced diet, including breakfast each morning.
- Make sure your child gets to bed early and receives no less than 8 hours of sleep each night.
- Notify the teacher of any health or emotional concerns.
- Make sure your child dresses appropriately for the weather.
- Immunize your child.
- Keep your child at home if he or she is not well.
- Be available to help your child with his or her homework.
- Take your child to local museums, cultural activities and libraries.
- Encourage your child to participate in a sport or other wholesome activity.
- Discipline your child fairly and consistently.
- Establish a set of rules and routines for everyone in the family.
- Get involved in your child's education by volunteering in his or her classroom and participating in school activities.



HELPING YOUR CHILD READ AT HOME

Provide a supportive environment for your child:

- show interest in the books he/she brings home
- read together– no distractions
- read often
- discuss the text before and after

When your child is reading:

- provide opportunities which will encourage him/her to help themselves
- Praise
- "I was pleased with the way you...."
- Avoid interruption when the child is reading fluently
- Avoid criticism– every child develops at their own pace
- If the book is too difficult– read it your child, read alternate pages, find an easier book

When your child make an error that does not make sense:

- wait 5 seconds and give your child time to work it out
- provide praise
- accept your child's efforts
- ask one or two questions if still having difficulty
- encourage to think about meaning
- keep the story moving

When your child makes a mistake that does not really change the meaning:

- this shows reading for meaning
- don't spoil the enjoyment of the story by correcting every error
- however– you may look more closely at the error at the end


When your child comes to a difficult word and says nothing:

- wait 5 seconds and let him/he think
- Suggest he/she read on and tries to put in a word that makes sense
- Ask him/her to think of a word that begins the same way
- Tell the word if he/she still does not know after two attempts



Asking Important Questions

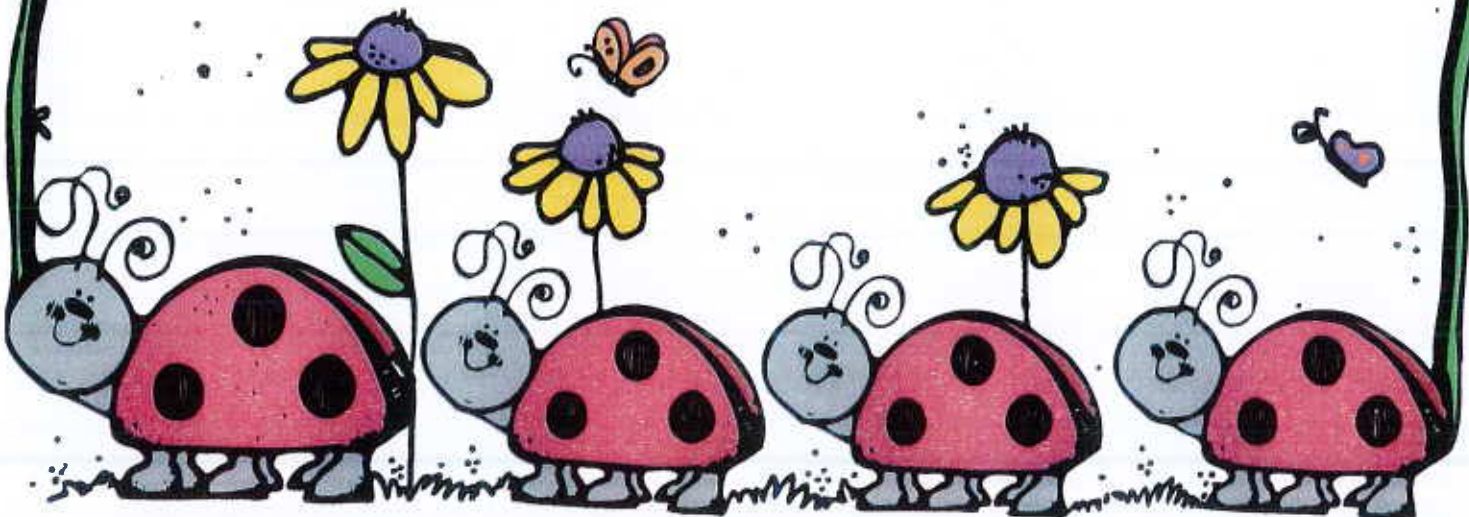
The following open-ended questions encourage a variety of responses and are some of the highest-level questions requiring critical thinking skills parents can ask children (and share their own responses) while reading with children. There are no “right” or “wrong” answers, just meaningful answers that require any reader to think about the story and his or her experiences before answering. Try asking some of these questions to extend your child’s reading experience.

1. Look at the cover illustration, read the title or read a short excerpt. Ask: “What do you think might happen in this story?” Read further. Ask “What do you think will happen next? What makes you think that?”
 2. “What did you notice in this story?”
 3. “What part of the story did you like best? Why?”
 4. “Did this story remind you of anything you have done or seen?”
 5. “Did the story end the way you expected it to? What were the clues that helped you figure it out?”
 6. “Is this story like any other story you have read or watched? How?”
 7. “What questions would you ask if the author were here? Which would be the most important questions? How do you think the author might answer them?”
 8. “Did you wonder about anything in this story?”
 9. “What would you have done if you were _____ (story character)?”
 10. “Was there anything about what we just read that surprised you?”
 11. “Why do you think the title of this book is _____?”
 12. “Who is the main character of the story? What kind of person is the character? How do you know?”
 13. “What character in the book are you most like? Explain.”
 14. “What would you change in this story if you were the author?”
 15. “Would you have acted differently if you were _____ (story character)?”
 16. “Think of a different ending to the story. How would the rest of the story have to be changed to fit the new ending?”
- 

What a Good Writer Can Do:

Primary Level

- I put periods at the end of sentences.
- I put question marks at the end of questions.
- I put uppercase letters at the beginning of sentences.
- I put uppercase letter on names.
- I write the word "I" with an uppercase letter.
- I put a vowel in every word.
- I leave spaces in between words.
- I write in complete sentences.
- My handwriting is readable.
- I can write a friendly letter.
- I can write about real things.
- I have good beginning sentences.
- I have good ending sentences.
- I make my characters real.
- I reread and revise my writing.
- I can write stories with a beginning, middle, and an end.
- I can use describing words.
- I use onomatopoeia words.
- I can write poetry.



Reading— Writing—Spelling Hints

The **alphabet** has 26 vowels and consonants.

The **vowels** are " a e i o u " and sometimes " y ."

The **short vowels** make a different sound than the LONG vowels
as in "cat hen pig fox duck."

The **LONG vowels** say their own names " A E I O U."

The **Magic "e" Rule** is:

When there is an "e" at then end of a word,
It makes the first vowel say it's LONG name.
"cake kite rope tube"

The **Double Vowel Rule** is:

When you have two vowels together,
The **first** one does the **talking**.
The **second** one does the **walking**.
" bee seal key rain hay pie goat"

One vowel at the **END** of a word (or syllable) is usually LONG.

" no go me fly"

Blends are two or more consonants and each sound is heard.

"clock grass smile string"

Digraphs are two consonants making ONE sound.

" chin shin thumb wheel"

"Y" has four sounds:

a consonant as in "yellow"
short "I" when it follows "c" or "g" as in "gym"
LONG "I" as in "try" (at the end of one syllable)
LONG "E" as in "baby" (at the end of two syllables)

"C" and "G" are soft in "cent" ("s") and "giant" ("j").

Some letter are silent as "k" in "knot" or the "w" in "write" or in "whole."

"Ph" has a "f" sound as in "phone."

"Ch" can have a "c" sound as in "Christmas."

"Ea" can sound like a short "e" as in "bread" and "thread."

English words don't end in "v".

"Q" is always followed by a "u".



Plurals and Endings

Plurals- To make a word more than one:

Usually add "s".

cat cats / dog dogs / kite kites

If ending "x,z,ss,sh, or ch" add "es".

fox foxes / dress dresses / peach peaches

If consonant "y", change the "y" to "i" and add "es" (not "ing").

Sky skies / fairy fairies/ baby babies

If vowel "y", add "s".

valley valleys

If "f" or "fe", change "f" to "v's" or "es".

wolf wolves/ wife wives/ knife knives

Adding Endings- (ed, er, est, ing):

If vowel consonant, double it before ending.

hit hitting/ run running/ bat batting

If consonant "e", drop the "e" before ending.

(ed, er, est, ing)

save saving/ tape taping/ late latest

If consonant "y", then change the "y" to "i" and add "es" or "ed" (not -ing).

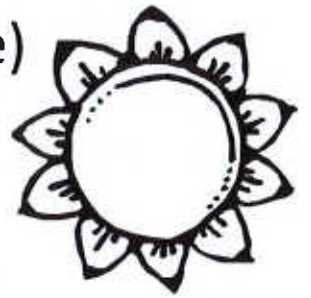
fry fries / beauty beautiful/ cry crying



DEVELOPING A **GROWTH MINDSET**

INSTEAD OF	TRY THINKING.....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

HIGH-FREQUENCY WORD LIST (1st grade)



a	eyes	love	the
about	fast	make	their
after			
again	first	many	them
all	five	me	then
am	for	move	there
an	four	much	these
and	friend	my	thing
anyone	from	no	thing
are	gave	none	this
as	get	not	three
ask	give	nothing	through
at	gone	of	to
away	great	off	today
be	guess	oh	too
bear	had	on	trouble
beautiful	has	once	two
because	have	one	under
berry	he	out	up
best	heard	pretty	us
big	help	pull	walk
break	her	put	want
build	here	ran	was
built	him	ride	water
busy	his	said	we
but	hurray	saw	were
by	I	say	what
can	if	says	when
clothes	in	see	where
come	is	seven	which
could	it	she	who
cover	just	shoe	why
day	keep	should	will
did	laugh	show	with
do	laughter	so	woman
does	like	some	would
eight	little	somewhere	yes
enough	lived	special	you
every	look	that	your

