

Dear Parents/Guardians,

Welcome to first grade! I am so excited to be your child's teacher this year and I can't wait to get this year started! I believe communication and building relationships is the key behind a child's success. I look forward to working with you this year and having a successful year together!

Class Newsletter

I will be sending out a class newsletter each Monday. The newsletter will provide you information regarding what is happening in class each week, upcoming events to make note of, and any updates I have for you. Please also be sure to read Mrs. Hunt's weekly Principal's Letter on the school website, as it is there that you will find more specific information regarding school-wide events and/or activities.

Behavior

We will be using a clip chart system in our classroom. Every day, students will begin on green. Throughout the day, students can either clip up (when doing something positive) or clip down (when doing something against the rules). However, there are some instances when students would have to move directly to red and parents will be called immediately (physical aggression) At the end of each day, I will initial their planner with the color that they end on. When initialing their planners in the evening, please recognize their color and have a conversation about it. Below are the descriptions of each part of the chart.

Purple - Excellent Day

Blue - Great Choice

Green - Ready to Learn

Yellow - Warning (Verbal Warning)

Orange - Safe Seat (Written Reflection)

Red - Safe Seat (Parent Contact)

Communication

Please feel free to contact me for information or with any questions or concerns you are having. If you would like to set up an appointment to meet, please contact me in advance to do so. I am typically available to meet Tuesdays, Wednesdays, and Thursdays before school at 7:30 or after school at 3:30. Other arrangements can be made on a per need basis. In general, the best way to contact me is via email. I will check my email daily before and after school and will do my best to get back to you in a timely manner.

Academics

There are many important skills/topics to be addressed in first grade. The skills/topics we will address this year are based upon the core standards for the state of Utah and Next Generation Science Standards.

Math

- Represent and solve problems involving addition and subtraction
- Understand and apply properties of operations and relationships between addition and subtraction
- Add and subtract within 20
- Work with addition and subtraction equations
- Extend the counting sequence
- Understand place value
- Use place value understanding and properties of operations to add and subtract
- Measure lengths indirectly and by iterating length units
- Tell and write time to the hour and half-hour
- Represent and interpret data
- Reason with shapes and their attributes

Language Arts

- Literature Standards: Focus on understanding key ideas and details in text
- Reading Standards: Focus on the craft and structure of informational text
- Reading Standards: Focus on integrating knowledge and ideas into informational text
- Reading Standards: Focus on foundational skills for print concepts
- Reading Standards: Foundational skills focusing on phonological awareness, phonics, word recognition, and fluency
- Writing Standards: Focus on text types and purposes
- Writing Standards: Focus on production and distribution of writing
- Speaking and Listening Standards: Focus on comprehension and collaboration
- Speaking and Listening Standards: Focus on conventions of standard English
- Speaking and Listening Standards: Focus on vocabulary acquisition and use

Science

- Waves: Light and Sound - Investigate sound in regard to vibrating materials. Investigate light and beams of light and how they are impacted by various materials.
- Structure, Function, and Information Processing - Investigate plants and animals; growth, development, needs, behavior, parents and offspring.
- Space Systems: Patterns and Cycles - Observe patterns in the sun, moon, and stars, and observe changes in daylight related to the time of year.
- Engineering Design - Investigate how problems are solved through various tools and create models demonstrating how the shape of an object helps it function to solve a given problem.

Social Studies

- Culture: Recognize and describe how schools and neighborhoods are both similar and different
- Citizenship: Recognizing personal roles and responsibilities in the school and in the neighborhood
- Geography: Use geographic tools to demonstrate how symbols and models are used to represent features of the school, neighborhood, and the real world
- Financial Literacy: Describe the economic choices people make to meet their basic economic needs

Religion

- First graders learn more about the sacrament of Baptism, forgiveness, the rosary, the holy trinity, holy days and seasons, the creation of the world – Old Testament, and an introduction to the new testament
- Prayer: Students will work on practicing the Sign on the Cross, Glory Be, Hail Mary, Angel of God, and prayer before meals. Students will be introduced to Acts of Contrition, Holy Holy, and Lamb of God. Students will memorize the Our Father.
- Saints: Students will learn about Mary our Mother, Joseph, Francis of Assisi, Joachim and Anne, archangel Gabriel, Patrick, and Peter

Standards Based Grading:

Starting this year, students in Kindergarten through 3rd grade will be assessed using a standards based report card. Using this format, grading is based on demonstration of mastery. Students attempt standards-aligned activities (projects, worksheets, quizzes, presentations, etc.). Teachers assess the student output and choose the appropriate mastery level that was demonstrated for that specific grade-level standard. The grading scale is as follows:

E: Exceeds (95-100)

M: Meets (80-94.9)

A: Approaching (70-79.9)

N: Needs Intervention (69.9 and below)

This does not change or effect teacher instruction, it is simply a different form of assessment. Please refer to the last two pages of this document for subject specific standards for first grade.

Home-School Folder, Student Planner, Homework

Home-School Folder

- The primary source of weekly communication will be through the Home-School folder. Students will need to bring the folder to school each day. On Monday's I will send home in the folder a hard copy of our class newsletter as well as any other additional information for the upcoming week. I may also add things to the folder periodically that should remain in the folder (will be labeled)

Student Planner

- I will initial student planners every day in the color that they end on at the end of the day
- I will also write notes if needed in planners
- Please look at your child's planner with your child every night and discuss what is written down and the color of my initials

Homework

- In regard to homework, I am in agreement with the research that less is more. While there may be times I send home worksheets/packets to complete, the primary focus of homework will be more activity/hands on practice based vs. paper and pencil tasks. Generally speaking, I will stick to the general guideline of no more than 10-20 minutes per night, not including reading.

- That being said, students are encouraged to read and/or be read to nightly. Book Baggy books can be used during this time. There will be a calendar sent home in the folder to record reading times. This will be taken out each month and replaced with a new one.
- Each week students will have a list of spelling words. These words should be practiced at home throughout the week for our spelling test that will take place each Friday. These words will typically be related to particular units/lessons and High Frequency Words we are focussing on that week. *Please note: leveled spelling and word work will take place during Power Hour (see below).

Book Baggies

In September students will start receiving their weekly “Book Baggies”. Each bag will contain two books tailored to each individual student’s independent reading level, along with a sheet for parents to initial throughout the week as students read and reread their two books. Book Baggies will need to be returned each week in order to be replaced with two new books for the upcoming week.

*Please note, these books are based on the students INDEPENDENT reading level, meaning they are books that should be fairly easy for the student to read by him/herself and require only minimal support. These books are meant for practice and to increase fluency and are NOT intended to “teach” new skills, only to reinforce and practice skills already learned.

Power Hour

Power Hour is a program in which students are broken up by ability to work in small groups on reading, writing, and spelling skills. During this time, students will rotate to three different stations to work on these specific skills. Students will work on leveled spelling and writing skills, and also will receive guided support in reading. It is during this time that students will be exposed to more challenging texts on his/her own guided reading level.

Procedures

- Drop Off: Please ensure students are standing outside in our class line by the west facing doors in the parking lot and ready to go by the 8:15 bell each morning. I will meet students outside at that time and escort them into the school. If students arrive and are dropped off at school prior to 7:55 am., he/she will need to check into EDP. Students are not permitted to wait outside of the school unattended prior to 7:55am.
- Pick Up: After school, students will be escorted to the back parking lot for pickup. ALL students will be required to use this exit for pickup. Students will stand together as a class outside and wait to be picked up. Individuals picking up students need to check in with me before taking the student. To ensure the safety of all students, please notify me in advance if a student is going home with someone other than who might normally pick them up (i.e., having a playdate and/or going home with a classmate). Please be sure to be on time to pick up students. In the event a student’s ride is running late, he/she will be sent to EDP to wait to be picked up.

- Tardiness: Students are expected to be on time to school each morning. If a student is late to school, he/she will need to check-in at the front office before heading to class. School policies require that I report tardiness directly to Mrs. Hunt if a student is late two or more times.
- Student excused from school early: In the event a student needs to be excused from school during the day, the student will remain in class until they are called down to the office for pickup. Students must checkout with the office before leaving the school and check back in when/if they return to school.

Uniforms

Unless specified on designated days, students are expected to be in complete school uniform daily in compliance with the school dress code. In the event a student is not in uniform, he/she will be provided appropriate uniform attire to change into, or the office may call you to bring the appropriate attire for the student. Unless otherwise specified, students should wear informal dress uniform Monday-Thursday, and formal dress uniform on Fridays. Please refer to school Dress Code Policy 3400 for specific information on formal and informal dress code requirements. Additionally, will need to wear or bring athletic shoes to be worn during PE class. As of now, we are scheduled to have PE on Thursdays. I will inform you if this day changes.

Special Schedule

- Monday
 - Art: 1:50-2:30 pm
- Tuesday
 - Computer: 1:30-2:00 pm
 - Spanish: 2:30-3:00 pm
- Wednesday
 - Music: 12:40-1:20 pm
 - Choir: 1:30-1:50 pm
 - Library: 2:30-3:10 pm
- Thursday
 - PE: 10:50-11:40 am
 - Spanish: 2:30-3:00 pm
- Friday
 - Mass 8:30-9:30 am

Misc

- Morning snack: Students will have time every morning for a healthy, easy to eat snack that they must bring from home daily. Please be aware that due to student allergy/health risks, certain foods/ingredients may not be allowed in class. In such a case, I will send out a list of specific allergy restrictions.
- Water bottles: Students are welcome to bring water bottles to class.
- Birthdays: It is NOT required, however, students may bring a birthday “treat” in celebration of their birthday. The treat should be small and easy to share. Please avoid blatantly unhealthy items and consider student allergy restrictions. Non food items are encouraged.
- If the student’s grandparents have moved, please email me their new address.

- If you would like to meet, outside of conferences, please email me to schedule a time before or after school.
- The Murray School Lunch begins Tuesday, September 4.
- If you would like to volunteer in the classroom, I will have sign ups for getting Friday Folders ready. Also, I welcome parents to help from home by cutting papers for me, getting centers ready, etc. Please email me if you would like to help.
- Emergency packets: Each student needs an emergency packet to be kept in the classroom. This should be in a clearly labeled plastic bag and needs to include: one water bottle, a granola/energy bar, and contact information (which should include one out of state phone number). A small flashlight, family picture, personal note, etc., are optional items.

Sincerely,

Logan Dunn
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