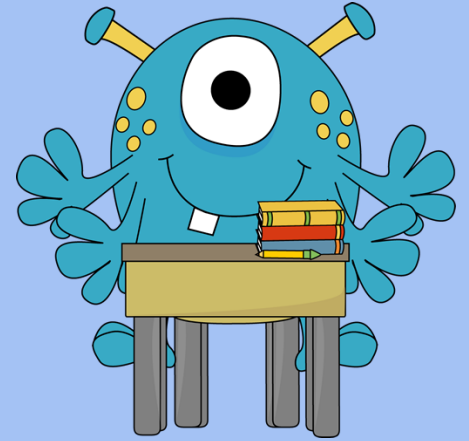


**WELCOME  
TO**



**CURRICULUM NIGHT  
2017 - 2018**



# SCIENCE AND SOCIAL STUDIES



<p><u>First Quarter</u></p> <ul style="list-style-type: none"><li>• Government</li><li>• Citizenship</li><li>• Sound</li></ul>	<p><u>Second Quarter</u></p> <ul style="list-style-type: none"><li>• Matter</li><li>• History and Culture</li><li>• Historical Figures</li></ul>
<p><u>Third Quarter</u></p> <ul style="list-style-type: none"><li>• Weather</li><li>• Economics</li></ul>	<p><u>Fourth Quarter</u></p> <ul style="list-style-type: none"><li>• Life Cycles</li><li>• Maps and Landforms</li></ul>



# MATH

## First Quarter

Addition/Subtraction Strategies

Arrays/Repeated addition/Even/Odd

Representing Numbers

Problem Solving

Fluency



## Second Quarter

- Comparing Numbers
- Skip Counting
- Adding within 100- Number Line, Models, Place Value Strategy
- Subtracting Within 100- Number Line, Models, Place Value Strategies
- Problem Solving
- Fluency

## Third Quarter

- Money
- Multi-step Word Problems
- Measurement

## Fourth Quarter

- Subtracting Within 100 (short cut)
- Adding 3 digit numbers- Number Line, Models, Short Cut
- Subtracting 3 digit numbers- Number Line, Models, Short Cut

Susie had some stickers. Her brother gave her 23 more stickers. Now Susie has 31 stickers. How many stickers did Susie start with?

equation \_\_\_\_\_

fact family

Number line

base 10

Explain how you solved

John had some stickers. His brother took 21 of the stickers. Now John has 17 stickers. How many stickers did John have to start with?

equation \_\_\_\_\_

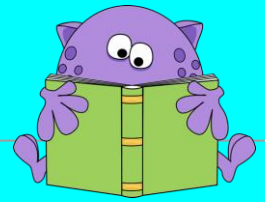
fact family

Number line

base 10

Explain how you solved

# ELA



## First Quarter

Story Structure- Beginning, Middle, End

Reading Fluency/Accuracy

Answering questions about text (fiction, NF)

Understand character, setting, plot

Non-Fiction Text Features

Determine word meaning using context clues

Write narratives (real and imaginative)

## Second Quarter

- Reading Fluency/Accuracy
- Character response to major events
- Figurative Language
- Author's Purpose
- Main Topic/Supporting Details
- Determine word meaning using context clues
- Write narratives (real and imaginative)

## Third Quarter

- Reading Fluency/Accuracy
- Fables and Folktales
- Points of View

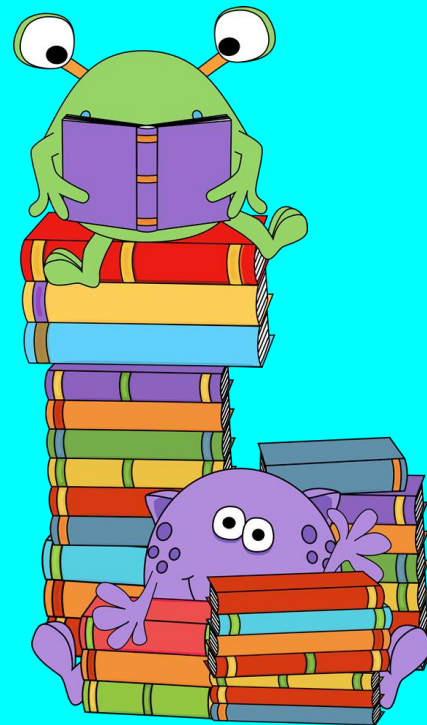


## Fourth Quarter

- Reading Fluency/Accuracy
- Compare and Contrast two versions of the same story (fiction)

# AR

- \* STAR Test at the beginning, middle, and end of year.
- \* STAR test determines students AR reading level for each nine weeks.
- \* Goal sheet sent home each nine weeks for parents to sign.
- \* Students need to read books at least 2 times before testing.
- \* Students that meet AR goals each nine weeks will receive a class treat and then attend the Spring Fling at the end of the year. They will also receive an award and pin at the awards assembly each nine weeks.
- \* Parent volunteers are always appreciated to help with reading with students, checking out books, and monitoring AR testing.



# Word Study

This year your student will use the program Words Their Way for word study (spelling). The purpose of the program is to find out what spelling stage your student is in and then give instruction in that area. Rather than a traditional spelling list students will study spelling patterns in a variety of ways. By understanding the spelling pattern students will be able to transfer what they have learned to a variety of words rather than memorizing a set list.





# Read 3D

**What makes up a TRC score?**

The Text Reading Comprehension Score (TRC) is derived from three scores:

- Accuracy
- Fluency
- Written Comprehension



# What is Written Comprehension?

The student will be asked to respond in writing to 2 questions about the text beginning at level F. They will be scored 0-3. We take the lower score of the 2.

Score	Level	What it means	What it requires
0	No Understanding	The response demonstrates no understanding of the text.	<ul style="list-style-type: none"><li>• Completely incorrect, irrelevant to the question, or missing</li></ul>
1	Minimal Understanding	The response demonstrates a minimal understanding of the text.	<ul style="list-style-type: none"><li>• Minimally addresses the demands of the questions</li><li>• Uses minimal information to show understanding of the text in relation to the question</li></ul>
2	General Understanding	The response demonstrates a general understanding of the text.	<ul style="list-style-type: none"><li>• Partially addresses the demands of the question</li><li>• Uses text-relevant information to show understanding</li></ul>
3	Complex Understanding	The response demonstrates an understanding of the complexities of the text.	<ul style="list-style-type: none"><li>• Addresses the demands of the question</li><li>• Effectively uses text-relevant information to clarify or extend understanding</li></ul>

# What level should my student be on?


Grade	BOY Reading Level Goal(s)	MOY Reading Level Goal(s)	EOY Reading Level Goal(s)
Kindergarten	RB to B	C	D
Grade 1	D	G-H	J-K
→ Grade 2	J-K	L	M-N
Grade 3	M-N	O	P-Q

# mClass Literacy Progress Report


This is a breakdown of your student's reading assessment that has been done so far.

You will receive this report BOY, MOY, and EOY.

2nd Grade, Beginning-of-Year Assessment

**Has Met Goal**  **What does this mean?** [redacted] has met or surpassed grade level expectations.

**Why is [redacted] being tested?** The teachers and administrators at our school want [redacted] to read successfully. As part of this commitment, our school uses a test called **DIBELS**, which stands for *Dynamic Indicators of Basic Early Literacy Skills*, to examine how many important reading skills [redacted] has learned.

**What can I do?**  To reinforce what [redacted] is learning in school, you can read together every day at home.

What are the skills [redacted] should learn to become a good reader?

**Phonemic Awareness**  **Phonemic Awareness**  
 Hearing and using sounds in spoken words

*We no longer measure [redacted] phonemic awareness because students should have this skill by the middle of first grade.*

**Phonics**  **Phonics**  
 Knowing sounds of letters and sounding out written words, measured by **DIBELS Nonsense Word Fluency (NWF)**

Reading letter sounds (NWF-Correct Letter Sounds) 22

**MOST SUPPORT** **SOME SUPPORT** **GOAL** 

Can your child...

- ...sound out single word like van? (v\_e\_e, \_ash, \_mip)
- ...read a list of two- and three-letter words?

Reading whole words (NWF-Whole Words Read) 13

**MOST SUPPORT** **SOME SUPPORT** **GOAL** 

**Accurate and Fluent Reading**  **Accurate and Fluent Reading**  
 Reading words in stories easily, quickly, and accurately, measured by **DIBELS Oral Reading Fluency (DORF)**

Reading with fluency (DORF) 25

**MOST SUPPORT** **SOME SUPPORT** **GOAL** 

Can your child...

- ...read all the words in a very short story?
- ...recognize familiar words without sounding them out?
- ...blend letter-sounds to read unfamiliar words?
- ...read words by themselves and in very short stories easily?

Reading with accuracy (DORF) 12

**MOST SUPPORT** **SOME SUPPORT** **GOAL** 

**Reading Comprehension**  **Reading Comprehension**  
 Reading for comprehension, the ultimate goal of reading, is measured by the **Retell** portion of **DIBELS Oral Reading Fluency (DORF)** and **Text Reading and Comprehension (TRC)**

Retelling a story (DORF) 21

**MOST SUPPORT** **SOME SUPPORT** **GOAL** 


Can your child...

- ...tell you about the story she or he just read?
- ...fill in the blank in this sentence? "Before you eat, be sure to [redacted] your hands!"

Does your child...

- ...read often and in many subjects?
- ...have a passion for reading?

Instructional reading level (TRC) 4

**MOST SUPPORT** **SOME SUPPORT** **GOAL** **ADVANCED** 

# How does your child earn an “S”, “I”, or “U”?

## ❖ Math % breakdowns

- S = 81% -100% of standard mastered
- I = 70% - 80% of standard mastered
- U = 0% - 69% of standard mastered

## ❖ Reading/Writing

- S = green/blue in READ 3D
- I = yellow in READ 3D
- U = red in READ 3D

# Progress Reports and Report Card Dates

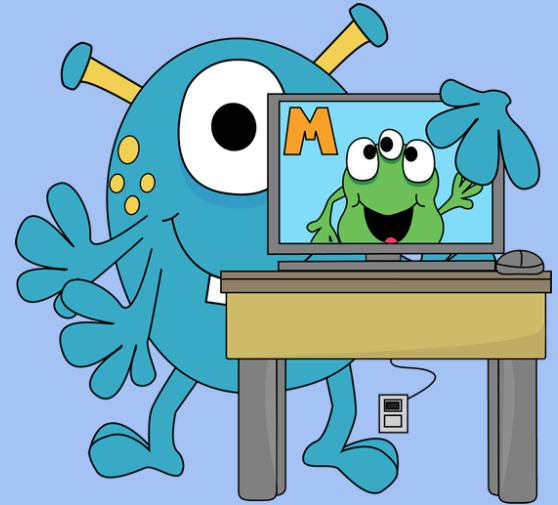
P=Progress Reports

R=Report Cards

First Quarter	P: Wed. Sept. 27	R: Mon. Nov. 5
Second Quarter	P: Wed. Dec. 6	R: Mon. Jan 29
Third Quarter	P: Wed. Feb. 28 *With Promotion/ Retention Letters	R: Mon. Apr. 16 *With Promotion/ Retention Letters
Fourth Quarter	P: Wed. May 9slide 15 *With Promotion/Retention Letters	R: Fri. Jun 8 *Early Release- Last Day

# How will you receive information from me?

- ❖ Email
- ❖ Phone call
- ❖ Notes in Planner
- ❖ Notes Home
- ❖ DoJo
- ❖ Progress Reports (Interim Reports-mid 9 weeks)
- ❖ Communication Folders



# PBIS

# School

# Wide

# Rules



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## Wintergreen School Behavior Matrix 2017-2018

	Classroom	Hallways	Bathrooms	Cafeteria	Playground	Dismissal	Bus
Be Safe	Keep classroom neat and clean.  Keep hands and feet to self.	Walk on the right side of the hallway.  Keep hands and feet to self.	Use toilet appropriately.	Follow traffic patterns.  Use walking feet.  Finish chewing before speaking.	Use equipment appropriately.  Remain in designated areas.  Come immediately when your teacher signals.	Walk silently to the appropriate location.	Keep hands and feet to self.  Remain seated.  Wait for bus driver directions and signals before loading and unloading the bus.
Be Respectful	Listen and respond to others appropriately.  Speak at appropriate times.	Remain quiet.  Wait your turn to pass at intersections.	Quietly open and close stall doors.  Place trash in trashcan.  Maintain other's privacy.	Quietly wait with your tray.  Whisper at your table.  Say please and thank you to others.	Play kindly with everyone.  Take turns using equipment.  Be a good sport.	Wait for the class in front of you to finish exiting their classroom.  Walk in a single file line.	Use kind words.  Remain quiet or silent.
Be Responsible	Bring materials to class.  Clean up after yourself.	Remain aware of other classes.  Stay with your class.  Go only to approved destinations.	Wash your hands.  Clean up after yourself.	Be on Time.  Clean up after yourself.  Get everything you need before you sit down.	Take care of equipment.  Pick up after yourself.	Go directly to your location without stopping.  Leave your classroom with all of your belongings.	Make sure you are on the right bus.  Be prepared at your bus stop.  Exit quickly.

Also located in Parent Handbook



# CLASS DOJO

The screenshot shows the ClassDojo app interface for a 'Demo Class'. At the top, there is a navigation bar with the ClassDojo logo, the class name 'Demo Class', and user information for 'Mrs. Collier'. Below this is a secondary navigation bar with options for 'Your classes', 'Classroom', 'Stories', and 'Messages'. The main content area features a 'Students' tab and a 'View reports' button. A list of students is displayed, each with a character icon, a name, and two score indicators (green and red circles). A dashed box with a plus sign is visible at the bottom left of the student list.

Student	Green Score	Red Score
Whole Class	7	4
Cameron Diaz	3	2
Hugh Jackman	1	2
Johnny Depp	1	0
Matthew Damon	1	0
Megan Fox	1	0



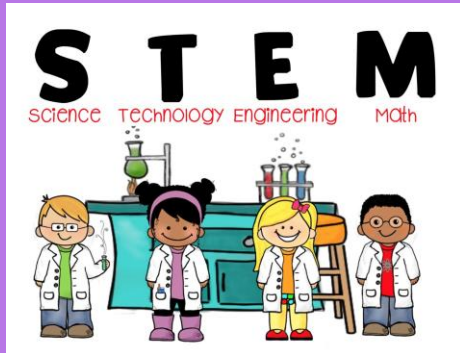
# MAKING LEARNING FUN!

I want your child to enjoy coming to school!

**Snazzy Snacks / Food FriYaY!** Integrates our learning into snack time.

**Thrilling Thursday!** Allows students to learn, problem solve, and collaborate through STEM challenges, Art activities, and BreakOut EDU.

We appreciate any help that you can provide with purchasing materials for these activities.



# Addressing Concerns

If you have a concern please contact me by email or leave me a voice message and I will be glad to set up a conference. I feel confident that we can work together to resolve any issues and determine the best course of action.

If we are unable to reach a solution you may contact Mrs. Kirkland or Mrs. Newman. They will ask if you have first met with me. If you have, they will meet with you and help resolve the situation.

Please make the County Office your last resort. We are here to support your student and feel confident that by working together we can address any situation that should arise.

# What happens when children are not progressing?

Every effort is made to ensure that all children are making good progress. All students will be receiving differentiated instruction in the regular classroom setting. If that does not provide enough support teachers will meet with the parents to discuss what other interventions may help. These are called Tier 2 interventions and include things like remediation. If adequate progress is still not being made and the student needs individualized interventions the student will move to Tier 3. Parents will be invited to come and meet with the teacher and the school problem solving team to develop an individualized intervention plan for the student. If after a period of interventions and data collection the student is still not making progress and is significantly below grade level, the team may decide to refer the student for testing.

Thank you so much for being here tonight.

I am looking forward to an amazing year working  
with you and your child.

I am available to answer any questions you may  
have until the next session begins.