

# Mrs. Bates' Classroom Handbook



Foster Park Elementary  
1st Grade

2017-18

August 2017



Dear Parents,

Welcome to 1<sup>st</sup> grade! We have an exciting year ahead of us, and I am looking forward to working with you and your child this year! We will continue to develop reading and writing skills that were started in kindergarten, as well as building number sense and problem solving. Social studies and science skills will be integrated through various theme studies.

This year will be the start of my 16th year of teaching, my 12th at Foster Park, where I will have taught 1<sup>st</sup> grade for 10 of those years. The other 2 years I taught kindergarten and looped back up to 1<sup>st</sup> grade with my class. I also taught kindergarten for the first 2 years of my career at Waterloo Elementary in Laurens before teaching 5<sup>th</sup> grade at Whitmire Community School the following 2 years. I am originally from Easley where I graduated from Easley High School, and therefore am a Clemson fan! I have my Master's Degree in Elementary Education from Converse College, and hold certifications in both early childhood and elementary education. I am married to Jeff Bates, a contractor, and we have 2 sons, one who will be starting the 11<sup>th</sup> grade at UCHS while the other will graduate in December from Clemson University. He will enjoy his last semester as an intern with the football team, continuing what he started this summer! We're so excited that he'll be riding the buses around and running down the hill to assist on the sidelines during home games!

I use the “community supplies” technique in our class- students at each table will share a tub that contains all of the supplies they will need to accomplish their work. Therefore, we don't have a long list of supplies, as I will already have pencils, scissors, and erasers. The only items you need to write your child's name on are the marble notebooks (and bookbag, of course!).

Again, I look forward to working with you and your child this year. Please feel free to visit our class any time, or contact me with a note or email ([sbates@union.k12.sc.us](mailto:sbates@union.k12.sc.us)) if you have any questions or concerns. I also have a class website that has information on it. I truly have good intentions at the beginning of each year to keep it updated with current events in our class, but it doesn't always work out that way! You can check it out here: [www.mrsbates.com](http://www.mrsbates.com)

Sincerely,

Mrs. Sheila Bates



## Homework

The most important homework in first grade is to read daily. Since students usually begin the year around level 3-5, there's a lot of work to be done in order to reach a level J! Homework for the week will be sent home on Monday with the newsletter, and a reading log (calendar) will be sent home each month. The reading log should be initialed by a parent daily (Monday through Thursday) verifying that your child has read for at least 15 minutes (increased to 30 minutes by the 2<sup>nd</sup> 9 weeks) and returned to school each day in the daily folder (see below). All homework should be kept at home and turned in on Friday. This allows you as a parent to adjust homework time according to home schedules due to work, ball practice, church, etc.



### Agenda and Daily Folder

Each first grade student will have an agenda in which I communicate with you daily. These are given out at the beginning of the school year and are used to communicate behavior as well as any notes written between parents and teacher. I will usually jot a quick note if your child doesn't earn all 3 points just to let you know the reason. A note such as this does not necessarily mean that the behavior is a problem that needs to be addressed by you at home through punishment, unless you see fit- it has already been addressed at school through the loss of a point or other consequence, such as Think Time, missed recess, etc. unless noted otherwise. I only write the note because many parents want to know the reason their child didn't earn all 3 points. Your student will also have a daily folder that homework, notes, newsletters, and other items will be placed in by your child. Please check your child's folder daily and take out the items that should be kept at home. Homework can be placed in this folder to be returned on Friday. **It is your child's responsibility to get his/her agenda out and any notes/money in their folder each morning and place it in the correct basket.** I will not have time to check folders as was done in kindergarten, since we don't have assistants in 1<sup>st</sup> grade. :(



### Restroom Procedures

Students are given 3 restroom passes per day and are allowed to go to the restroom as needed, rather than taking a whole class restroom break. Students can also go at anytime during recess. This gives them 4 chances per day. However, there are two times when students should not ask, unless it is an emergency: when I am teaching/reading to the whole class or immediately after we've returned from recess. Please talk with your child about what an "emergency" is. Of course, if a student is having issues and needs to go more than this, that is not a problem- just let me know. We have to have some sort of structure when it comes to the restroom, or there will be students who say they need to go to the restroom every 5 minutes just to get out of the classroom!



### Money

Please put any money that needs to be sent to school in an envelope or plastic baggy with your child's name on it, what it's for, and the amount. Put the envelope/baggy in your child's folder. I will remind students to check their folders on days that money may be sent in (field trip, pictures, etc.) but I won't check folders myself. You may want to tell your child that you are sending money and remind them to get it out once they get to school.



## Book Orders

Scholastic book orders will be sent home about once a month. You are under no obligation to purchase books, however, this is an excellent way to increase your child's library as well as help us get books for our classroom library. It usually takes about a week to receive the order after I have submitted it. If you do order books, please make checks payable to Scholastic. You can also order online using a debit/credit card. Just go to [www.scholastic.com](http://www.scholastic.com) and click on the Reading Club tab. You can also go to my class website and click on the link. Once there, you just sign up and enter our class code so that your order will be submitted when I enter the class orders. **Our code is: GM9F9**

## Accelerated Reader

Students will also have the opportunity to participate in the Accelerated Reading Program. Once students are able to read and comprehend at least a level G-H, without much help, then they will be introduced to the program. Students must read a book on their own, then answer 5 questions on the computer. They earn points for answering questions correctly. Once they've taken a quiz for a particular book, the quiz cannot be retaken, so it's very important that they are confident in their ability to comprehend a book. Students must maintain at least an 85% average in order for the points they earn to count. Students are recognized in the classroom as they move up to each level in AR points. First Grade students have a goal of 15 points each semester, and students reaching this goal will be treated to a special AR Celebration, one in December for 1st semester and one in May for 2nd semester. Most 1<sup>st</sup> grade level books are only worth ½ a point, so it takes quite a few books to make it to 15 points! Students going above and beyond these goals will also earn medallions and/or trophies at the end of year Awards Day!

## Personal Items

Please do not allow your child to bring personal items such as toys, jewelry that is distracting (large necklaces, bangly bracelets etc.), purses, money that is not needed for school, candy, games, electronics, etc. Any items such as these that are brought in will be taken and remain in my care until a parent can pick them up. Cell phones are not allowed at school and will be taken and kept by the principal until the end of the year, per District Policy.



## Parties

We will have three classroom parties this year: Christmas, Valentines, and Spring. All children will be allowed to participate unless a note is received telling me otherwise. If you do not want your child to participate in the parties and/or other activities related to such holidays due to religious reasons, please let me know ahead of time.



## Changes in Dismissal

If your child has a change in dismissal, you must send a note or call the office. Students are not allowed to change how they leave school based on their word alone, such as "My mama told me to ride the bus home today." This could include riding the bus instead of a car, riding home with another student, etc. I **must** have this in writing, either from a parent or a note from the secretary saying a parent has called. Children will not be released to anyone other than the people listed on the emergency contact card.



## Visits

You are welcome to visit our classroom at any time, but you must first go by the office to get a visitor pass. Due to the distractions it causes, please do not bring younger children with you when visiting our class, unless it has been prearranged.

## Volunteers



Volunteers are greatly appreciated! To provide the most assistance and least distractions, please pre-arrange your volunteer time either with me or through Cathy Wood, our volunteer coordinator.



## Class Rules

Class rules will be discussed and posted the first days of school. These will include basic school rules that are in the school handbook. The rules are kept simple:

- Raise your hand to speak when we're working as a whole group.
- Keep your hands, feet, and other objects to yourself.
- Listen to the teacher and follow directions.
- Be respectful of others and their property.
- No bullying or name-calling.

These rules also apply during workshop times when I will be working with individuals or small groups, in addition to one other rule: **Do not interrupt the teacher when she is working with an individual or group, unless it is an emergency.** This is one of the hardest rules for first graders, as they are coming from a kindergarten class which had an assistant to help. We will discuss at length what is considered an emergency and what is just tattling, or asking, or wanting me to look at something. Learning to read is one of the most difficult parts of 1<sup>st</sup> grade, and this small group/individual time is important for ALL students. Being interrupted constantly makes it difficult for the students stay focused and makes them nervous. I anticipate lots of lost points early on for this once we start groups, but it is the only way to get the point across! If students need to go to the restroom during this time, they only have to get their pass and show it to me so that I know they are leaving the room.

## Brag Tags



Students will earn Brag Tags as rewards for various things throughout the year, from being a friend to citizenship to working hard. They will keep these on a ring at school and bring them home to keep at the end of the year. I started using these last year instead of a treasure box and the kids loved it! So if you hear your child talking about earning a Brag Tag, you'll know what it is!

## Foster Park Elementary Positive Behavior and Anti Bullying Plan

The purpose of the behavior plan is to provide a structure for the optimal social, emotional, and academic growth of **all** students. The program includes the following common rules to help students SOAR:

1. Be **Safe**.
2. Take **Ownership** of actions
3. Have a positive **Attitude**.
4. Be **Respectful**.



Students are also expected to follow our school's Anti Bullying Rules:

1. We will not bully others.
2. We will help others when they are bullied.
3. We will include everyone.
4. When we know someone is being bullied, we will tell an adult at school and at home.

### **Points:**

Students will start each day with 3 points. As misbehaviors occur, students will be given up to three warnings before points will be deducted. Certain misbehaviors will result in immediate loss of points.

### **Using Points:**

Opportunities to use points earned on Good Behavior Celebration Days will be planned on the school calendar along with the points needed to attend. The points needed will be determined by the number of school days in which students will have had the opportunity to earn points. An allowance is given to account for a student having a bad day here and there or being sick. For example, if there are 30 school days until the Celebration Day, and students are able to earn 3 points per day, this would mean a perfect student who wasn't absent could have 90 points. However, since no one is perfect, the cost of the Celebration Day would be set at around 83 to give all students an equal opportunity to attend.

### **Eagle Bucks:**

Extra points students have after a Celebration Day will be exchanged for Eagle Bucks. These Eagle Bucks, as well as any given by school personnel for other circumstances, will be "banked" for special opportunities such as Santa's Secret Shop, End of Year Eagle Buck Day, and a small selection of school supplies as available.

### **What Parents Will See:**

Agendas will be marked daily with a number, indicating how many points the student earned. A "3" will indicate excellent behavior and didn't lose any points for the day. Likewise, any number below "3" will indicate a misbehavior(s) and the earning of 2, 1, or 0 points. These numbers will give students an excellent opportunity to use their math skills, as they can count up the number of days left until a Reward Day and the number of points earned so far, and determine if they can afford to misbehave or not!

## **Class Dojo**

In addition to points marked in the agenda, our class will use an app called Class Dojo. You as a parent can sign up for the app that will allow you to send me messages and to get notifications that will immediately alert you to points your child loses or earns and an explanation for it. Since students can earn AND lose points that build daily, the points totals won't correlate to our schoolwide points that are earned for behavior celebrations. However, students will earn Brag Tags as they move up in the amount of points they have earned. Students will not immediately lose a school point marked in the agenda if they lose a Dojo point. Depending on the severity of the misbehavior, students could lose several Dojo points before losing a school behavior point.



## **Consequences of Misbehaviors:**

In addition to not earning points for the day, students can also be assigned to Think Time, Lunch/Recess Detention, or After School Detention for exhibiting a behavior that disrupts the classroom environment. Extreme or chronic misbehaviors can also result in In School Suspension, Out of School Suspension, or Expulsion (refer to School Board Policy on Code of Conduct).

### **After School Detention**

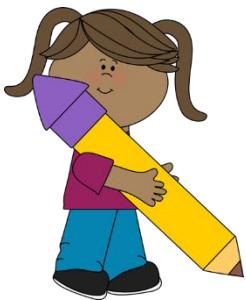
After school detention may be assigned according to the Leveled Behavior Matrix. Students will stay in an assigned classroom from 2:45 until 3:30 and will sit quietly. Students must be picked up by 3:40 or they may lose other privileges, or detention may be assigned again. Detention is not designed as a time to complete homework assignments or receive extra help- it is a consequence for not following rules during the school day. Students who fail to stay for detention or do not cooperate during detention time may be assigned further detention, ISS, or OSS.

All consequences for misbehaviors will be determined according to the Leveled Behavior Matrix. Behaviors in the matrix are leveled according to the severity or frequency and were organized according to the Code of Conduct found in the Union County School Board Policy Manual. A copy of the matrix can be requested in the office.

# Curriculum Guidelines for Each Nine Weeks

## **Reading and Writing- All Year**

Throughout the year, we will work on strategies for reading new words and becoming a fluent reader, as well as figuring out how to spell new words in our writing. Students will be working to master these objectives through shared, guided, and independent reading and writing. Please help your child to master these concepts by reading with them and/or to them daily at home. Students in first grade should master a reading level of J by the end of the year to be well-prepared for 2nd grade.



## **First 9 Weeks**

### **Math**

- Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral
- Understand that the two digits of a two-digit number represent amounts of tens and ones
- Compare two two-digit numbers, using words
- Order three objects by length
- Express the length of an object as a whole number of length units (nonstandard, such as paper clips or pennies)
- Organize, represent, and interpret data with up to 3 categories
- Ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another
- Distinguish between defining attributes (such as number of sides, closed/open) versus non-defining attributes(such as size, color); build and draw shapes to possess defining attributes.
- Compose two-dimensional shapes (rectangles, squares, triangles, trapezoids, half-circles, and quarter-circles) or three-dimensional shapes (cubes, prisms, cones, and cylinders) to create a composite shape.

### **Science**

- Use, analyze, and interpret data from observations to describe and predict seasonal patterns of sunrise and sunset.
- Use data from personal observations to describe, predict and develop models to exemplify how the appearance of the moon changes over time in a predictable pattern.
- Obtain and communicate information to describe how technology has enabled the study of the Sun, the Moon, planets, and stars.
- Conduct structured investigations to answer questions about the effect of sunlight on Earth's surface.
- Define problems related to the warming effect of sunlight and design possible solutions to reduce its impact on a particular area.

### **Social Studies**

- Compare schools and neighborhoods from different settings around the world.
- Identify a familiar area or neighborhood on a simple map using map symbols and cardinal directions
- Explain the making and enforcing of laws as a basic function of government.
- Summarize the possible consequences of absence of laws
- Summarize the concept of authority and give examples of people in authority, including school officials, public safety officers, and government officials.

## **Second 9 Weeks**

### **Math**

- Use addition within 20 to solve word problems
- Apply properties of operations and strategies to add
- Relate counting to addition
- Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false
- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10
- Use subtraction within 20 to solve word problems
- Relate counting to subtraction
- Understand subtraction as an unknown addend problem (to find  $10-8$ , what do you add to 8 to get to 10)



### **Science**

- Describe how light is required to make objects visible
- Answer questions about how shadows change when the position of the light source changes.
- Compare how light behaves when it shines on different materials
- Describe what happens when light shines on mirrors based on observations and data collected.

### **Social Studies**

- Illustrate ways that government affects the lives of individuals and families, including taxation that provides services such as public education and health, roads, and security.
- Describe the fundamental principles of American **democracy**, including respect for the rights, opinions, and property of others; fair treatment for all; and respect for the rules by which we live.
- Recognize ways that citizens can serve the common good, serving as public officials and participating in election process.
- Illustrate different elements of community life, including typical jobs; the interdependence of family, school, and the community; and the common methods of transportation and communication.
- Compare the daily lives of families together in America and across the world, including the roles of family members; typical food, clothing, and shelter; and the ways that families earn a living.

## **Third 9 Weeks**



### **Math**

- Determine the unknown number in an equation ( $10 - ? = 2$ )
- Solve word problems that call for the addition of 3 whole numbers whose sum is less than or equal to 20
- Given a two-digit number, mentally find 10 more or 10 less than a number
- Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10
- Subtract multiples of 10 in the range 10-90 from multiples of 10 in the same range

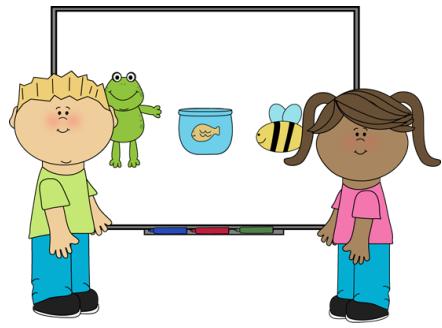
### **Science**

- Use models (such as drawings or maps) to describe patterns in the distribution of land and water on Earth and classify bodies of water (including oceans, rivers and streams, lakes, and ponds).
- Conduct structured investigations to answer questions about how the movement of water can change the shape of the land.
- Identify properties of water
- Compare the properties of Earth materials (including rocks, soils, sand, and water).
- Summarize how natural resources are used in different ways (such as soil and water to grow plants; rocks to make roads, walls, or buildings; or sand to make glass).
- Answer questions about what plants need to live and grow (including air, water, sunlight, minerals, and space).

### **Social Studies**

- Describe the basic values of American democracy, including respect for the rights and opinions of others, fair treatment for everyone, and respect for the rules by which we live.
- Summarize the contributions made by historic and political figures to democracy in the United States, including Benjamin Franklin, Thomas Jefferson, Franklin Roosevelt, Dorothea Dix, Frederick Douglass, and Mary McLeod Bethune.
- Identify the ways that families and communities in America and around the world cooperate and compromise with one another in order to obtain goods and services to meet their needs and wants.
- Explain the concept of scarcity and the way it forces individuals and families to make choices about which goods and services to obtain

## **Fourth 9 Weeks**



### **Math**

- Tell and write times to the hour and half-hour using analog and digital clocks
- Identify coins and their values, writing the values with a ¢ sign
- Partition circles and squares into 2 and 4 equal shares and describe using the terms halves, fourths, and quarters and the phrases half of, fourth of, and quarter of. Describe the whole as 2 of or 4 of the shares, and understand that decomposing into more shares makes each share smaller.

### **Science**

- Explain how different plant structures (including roots, stems, leaves, flowers, fruits, and seeds) help plants survive, grow, and produce more plants.
- Explain the stages of development of a flowering plant as it grows from a seed using observations and measurements.
- Explain ways natural resources can be conserved (such as reducing trash through reuse, recycling, or replanting trees)
- Describe how changes in the environment cause plants to respond in different ways (such as turning leaves toward the Sun, leaves changing color, leaves wilting, or trees shedding leaves).
- Compare how the different characteristics of plants help them survive in distinct environments (including deserts, forests, and grasslands).

### **Social Studies**

- Identify various natural resources (e.g., water, animals, plants, minerals) around the world.
- Compare the ways that people use land and natural resources in different settings around the world.