

# \* Welcome to Curriculum Night



- \* Find your folder on your child's desk.
- \* Please put on your nametag.

\* I am so glad you are here!!

Mrs. Linda Bolotin  
2018-2019 School Year

- \* District 34 required report card presentation.
- \* You might not notice that it is “different” because you have primary grade children.
- \* I will share more information directly with you at our conference in October.

\* **Report Cards**

\*Who am I?

\*What do I believe?

\* Children learn best when they are happy and feel successful

\* Children naturally want to grow and learn

\* It feels good to be proud of our learning

\*What are my goals for our children?

\* To love learning

\* To see themselves as learners

\* To develop the “I can do it” attitude

\* To have this be the best year of their lives!!

\*Let me introduce myself

- \* Common core
- \* High expectations
- \* Testing
- \* High needs
- \* Technology
- \* Children are different today
- \* How can I keep my students engaged?

**\* Education is evolving  
so I need to keep  
growing!**

- \* A delivery system based on current brain research
- \* There is not one “memory part” of the brain
- \* We need engagement and “funtricity!”
  - \* Class-Yes!
  - \* Please-OK, Thank you-You’re welcome
  - \* Mirror Words
  - \* Teach-OK!
  - \* Brainies
  - \* Scoreboard Game
  - \* Super Improver Team and more!!

# \* Whole Brain Teaching!

We don't scold, we rehearse!

- \*Very positive
- \*Very organized
- \*Emphasizing kindness, manners and social skills
- \*Encouraging responsibility
- \*Developing confidence and risk taking
- \*Consistently and kindly being held accountable to our expectations

\*Our Learning  
Environment

- \* We have important learning to do!
  - \* Social
  - \* Emotional
  - \* Academic
- \* Start slow to build routines and independence
- \* Can't derail the learning train!
- \* Thinking Chair is a learning opportunity
  - \* 1,2,3 Magic
  - \* We all make mistakes
  - \* Blue Notes

**\* Remember it's all  
about learning!**

\*Your child becomes a student:

- \* Responsibility for their learning
- \* Best effort
- \* Listen
- \* Figure it out
- \* Ask questions
- \* Get help in appropriate ways
- \* Practice a lot because practice makes permanent
- \* Become fluent and confident in their knowledge and skills

**\*This is the year!!**



- \* There is always a reason why we do things the way we do
- \* We all must meet the same learning targets
- \* Assessments throughout the year
- \* All first grade classes follow the same common core curriculum but the needs of each class and our expertise determine how we do it
- \* I will only contact you if I directly observed an incident
- \* I have your child's best interest at heart!

**\*Trust me!**

- \* Get your child to school on time: 8:50
- \* Check the red folder everyday
- \* Help with and monitor homework
  - \* It should be correct because you checked it and helped them
  - \* If something comes up or you don't understand, send a note 😊
  - \* Possibly will receive catch up work or corrections to do
  - \* Responsible iPad use
  - \* 20 minutes of reading
  - \* Later, we will have book bags or reading folders
- \* “Look At My Work” Folder

\* **What can you do?**

- \* Reasonable bedtime
- \* Send snack daily- fruit or vegetable only (no juices)
- \* Gym shoes- double knot or velcro if they can't tie yet
- \* Send your child to school wearing gym shoes
- \* Keep a sweater or sweatshirt in their backpack
- \* Winter clothing
  - \* Choose easy to wear snow pants, boots etc.
  - \* Practice at home so they will be independent in class
  - \* Use a large plastic coated bag for snow gear
  - \* Label everything

**\* Wait! There's more!**

# A Typical Day in First Grade:

- \* Calendar/Class Meeting/Social Skills Curriculum
- \* Writer's Workshop
- \* Snack
- \* Guided Reading and Literacy Activities
- \* Lunch/Recess
- \* Fine Arts: P.E, music, drama, art, life skills (health)
- \* Math
- \* Social Studies/Science

\* Daily Schedule

## \*Writing

- \*Writer's Workshop model
- \*Write From the Beginning (thinking maps)
- \*Direct instruction on conventions and skills
- \*Guided and independent writing (focus on narrative, opinion, and informative)

# \*Language Arts Curriculum

## Reading is thinking!

- \* Reading levels include comprehension
- \* As many minutes as possible really reading at their “Just Right” level
  - \* Independent reading level
  - \* Instructional reading level
  - \* Frustration reading level
- \* Decoding and comprehension strategies are directly taught
- \* Practice, practice, practice to build fluency
- \* Technology will be used to support learning
- \* In all: direct instruction to guided practice to independent performance

\* Reading

## \*Word Study

- \*High frequency and sight words (word wall)
- \*Using letter patterns (word sorting)
- \*“Sound It Out” Spelling
- \*Grammar
- \*Vocabulary

# \*Language Arts Curriculum

## Monday

- \* 12:55-1:25 PE
- \* 1:25-1:55 Music

## Tuesday

- \* 12:55-1:25 PE
- \* 1:25-2:25 Art

## Wednesday

- \* 1:25-1:55 Music
- \* 1:55-2:25 PE

## Thursday

- \* 12:55-1:25 PE
- \* 1:25-1:55 Life Skills
- \* Library

## Friday

- \* 12:55-1:25 Drama
- \* 1:25-1:55 PE

\* Fine Arts



## \*Math

- \* Children who are read to read. Children who are “mathed” to math.
- \* Lots of guided practice and thinking aloud
- \* Everyday Math Program
  - \* Games
  - \* Homelinks
  - \* Spiral Curriculum
- \* Math will be supplemented and differentiated using a variety of instructional materials and techniques
- \* Technology will be used to support learning
- \* Key Concepts: numeration, number sense, telling time, place value, measurement, fractions geometry, addition and subtraction basic facts as well as explaining and using strategies to solve problems

\*Math

## \*Science

- \* Light and Sound
- \* Space Systems and Patterns
- \* Patterns of Living Thing

## \*Social Studies

- \* How do we play a role in our community?
- \* How have leaders or groups of people changed the world?
- \* What choices do we make in our community?

# \*Science and Social Studies Curriculum

- \* iPads are learning tools.
- \* It is very important for the students to learn to follow directions and use certain apps in special ways. This may be different than how they used their iPad in Kindergarten.
- \* Students will take home their iPads daily.
- \* **IMPORTANT:** Your child must charge his/her iPad each night.
- \* Students should not:
  - \* Go in the settings
  - \* Take pictures or videos (unless it is assigned homework.)
  - \* Search on Google
  - \* Download anything
- \* Consequences
  - \* For not charging iPads or forgetting iPads at home: iPads will stay at school for a week or more, depending on the frequency of the problem.
  - \* For not following directions or using iPad apps inappropriately: iPads will be taken away in class for a day or more, depending on the frequency of the problem.
- \* It is your child's responsibility to make sure his/her iPad is charged and at school everyday.

\* iPads

- \* The best way to reach me is through email.
- \* Please remember that school days are busy.
- \* Conferences
  - \* Conference Availability Form
  - \* The week of October 15th
  - \* Report Cards
  - \* Offered Reading Intervention? Take it!!

\* **Communication**

- \*Mystery Readers
- \*Opportunities vary from reading or playing a math game with kids to making copies, laminating, sorting books, etc.
- \*Volunteers must check in at the office.
- \*You must also go back to the office to sign out when you leave.
- \*Room Moms
- \*Field Trips

\*Volunteers

Thank you so much for  
coming to Curriculum  
Night!!

It's going to be a great year!!

\*Questions?