

# October News 1S



## Special Dates

Oct. 7<sup>th</sup>- P.A. Day

Oct. 10<sup>th</sup> - Thanksgiving Monday

Oct. 14<sup>th</sup>- Book Orders due

Oct. 14<sup>th</sup>/Oct. 28<sup>th</sup>- Pizza

Oct. 17<sup>th</sup>- Word Wall starts

Oct. 19<sup>th</sup>- Sub Day

Oct. 28<sup>th</sup> - Assembly at 1:40

Oct. 31- Halloween Party \*\*\*please remember that we are a peanut free school\*\*\*

Character Trait for the Month: RESPECT

## Curriculum:

READING- Making Connections, Activating our Schema

WRITING- Begin Lucy Calkins writing program, journals, lists, 4 square

MATH- SUMS unit- Apple boxes and Bunk Beds- Number Sense strategies 🍏

SOCIAL STUDIES- finish Rules and Responsibilities

SCIENCE- Characteristics of Living Things

## Evaluation Portfolios

A collection of each month's work will go home near the end of each month in a zippered envelope. Please read the evaluation sheet that goes with it. Please fill out the comment section and sign the bottom. Please return the bottom portion with the zippered envelope. New this year, on the evaluation sheet is a learning skills tracking sheet. This will keep you posted monthly on how your child is doing. There are many learning skills under each section, so the primary division decided to divide the learning skills into 2 terms. Below you will find a complete list of the learning skills that fall under each category. Please let me know if you have any questions.

### LEARNING SKILLS

#### **RESPONSIBILITY**

- Takes responsibility to complete tasks on time and with care
- Brings agenda, forms, and learning materials daily
- Follows classroom routines
- Completes tasks on time
- Participates regularly in a variety of learning tasks
- Accepts responsibility for own behaviour
- Works well, without supervision

#### **INDEPENDENT WORK**

- Begins work promptly
- Uses class time appropriately to complete tasks
- Follows instructions with minimal supervision
- Persists with tasks
- Puts forth a consistent effort
- Follows directions to complete tasks

## **INITIATIVE**

- Welcomes new tasks or opportunities for learning
- Begins tasks without support
- Demonstrates a positive attitude towards learning
- Begins tasks without support
- Demonstrates a positive attitude towards learning
- Responds to challenges/takes risks
- Observes, questions, explores, investigates
- Identifies problems to solve
- Seeks assistance when required
- Attempts a variety of learning activities
- Develops original ideas and innovative learning

## **ORGANIZATION**

- Able to manage time to complete a task
- Organizes work space so required materials can be found easily
- Brings necessary materials to learning situations
- Uses technology, information and resources to complete tasks
- Keeps personal belongings hung up and put away
- Puts classroom materials away in an orderly fashion

## **COLLABORATION**

- Takes turns
- Listens to, acknowledges and considers differing opinions
- Willingly works with others
- Works and plays cooperatively with others
- Shares in cleaning duties after an activity
- Demonstrates leadership in class/group activities
- Shares own ideas
- Participates in class/group discussions

## **SELF-REGULATION**

- Volunteers
- Considers both the immediate and long term effects of actions on others
- Respects rights, property and opinions of others
- Identifies areas of strength/weakness in own work
- Uses identified criteria to check work
- Works towards an identified goal

## **WORD WALL WORDS**

Starting Monday October 17<sup>th</sup>, a list of 5 weekly words will go home with your child each Monday (in his/her agenda). I created an "AT HOME" Word wall program to make it easier for children to be able to study the words each night in a different, purposeful and fun manner. Each night your child will have a task to complete and return by the following day. The tasks should take no more than 10-15 minutes per night and after a couple of weeks, they should be able to be completed independently by your child. A note will come home with the program, if you have any questions about the program once we start, please email me at [jennigirl72@hotmail.com](mailto:jennigirl72@hotmail.com).



## **Things we need:**

- ❖ Kleenex
- ❖ Pencils
- ❖ Glue sticks
- ❖ Straws, plastic spoons



## What do those numbers really mean?

You may have noticed some of your child's work labeled with a numerical mark and a plus or minus sign. Here is a summary of achievement for each of the four levels.

**Level 1 (D- to D+)** Learning in this subject is a challenge for the student. The student receives the same experiences as the level 2 student but does not achieve mastery. Adult support continues to be needed. Often the student's work needs to be accommodated. The student's program needs to be slowly paced with many extra opportunities to learn in different ways and to practise and review regularly.

**Level 2 (C- to C+)** This mark is assigned to a student who needs to be taught new skills/concepts and have a variety of experiences to discuss/practise/drill/review before there is mastery. The student's work shows some understanding and contains some errors. The student makes a good attempt to give oral/written explanations and sometimes uses terminology/facts provided by the teacher.

**Level 3 (B- to B+)** This mark is assigned to a student who learns skills/concepts easily. With a series of introductory lessons, the student can make connections to previous learning. The student does not need much time to practise or review before mastery. The student usually understands oral/written instructions quite independently.

**Level 4 (A- to A+)** This mark is assigned to a student who does everything a level 3 student does and goes beyond. The student demonstrates complex thinking and applies skills/knowledge that is innovative and creative. The student questions and searches out new knowledge independently. The student can apply knowledge from one subject area to another. The student's oral and written responses are more detailed and thorough; consistently showing more than is required.

