[](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRxqFQoTCI32iJjns8cCFcLigAod8D8Bww&url=http://nhe.springbranchisd.com/Curriculum/FirstGrade/tabid/15779/Default.aspx&ei=h8LTVc2WB8LFgwTw_4SYDA&bvm=bv.99804247,d.eXY&psig=AFQjCNEft3j-7mX6yAQNmgtYfqwdbnNQtw&ust=1440027647935437)

Mrs. Evans’ 1st Grade Handbook

Liberty View Elementary

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Blue Valley School District #229

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An Important Note from

Your Child…

Please ask me what I did today at school. Don’t let me answer “Nothing”. We work hard every day. I may be a little tired. Please ask me what I did that was GREAT, not if I got into trouble. Encourage me to wonder and ask questions. Please help me if I can’t figure things out; sometimes I get confused. Please read TO me and WITH me. It helps me so much to practice the things I need to learn.

I am a GREAT kid—I’m yours!!!

Love,

Me

XOXOXOXOXO

[](http://www.clipartbest.com/clipart-ycogyqMki)**LEAP Binder**

**Linking Education and Parents**

**WHAT IS IT?**

* The LEAP binder is a way to successfully communicate with parents and teach children organizational skills within the classroom. **I believe in strong communication between home and school, and I also believe that organization is the foundation of study and a lifetime skill that can be taught at an early age**. This system will help children to becomemore responsible for them and more productive in theclassroom. Please go through your LEAP binder **EACH NIGHT** with your child. It takes only a couple of minutes to check for homework, notes and other important bits of information. To start the year, I will go through each binder every morning as the children come in the classroom. I will be sure to see your notes and other items. As the year progresses and your child becomes more independent, they will be responsible for checking their own binder every morning. THANKS!

**WHAT ARE THE COMPONENTS?**

 One 3-ring binder

 I will send home a weekly newsletter via e-mail containing important information. You may print it out if you choose and place it in the LEAP Binder. The newsletter will contain reminders as well as the curriculums being taught each week. Check with your

child to see if he/she can assess their own knowledge by answering the “I can…” target skills each week.

 Plastic zip-lock container to hold or transport $ or any other important items.

 A monthly calendar that will include birthdays, special events, field trips, holidays, Star Students, etc. Please place this in the clear page protector provided in your child’s binder at the start of each month.

 Loose leaf paper for any written note between you and me. I find this an exceptional way to keep on top of things that are going on at home or at school. I ask that you date your note, and I will respond that day to you. This is helpful for notes about behavior, illness, injury, lunch money, going home with a friend, etc. I will initial when I have read your note, and I ask that you do the same. Just think, NO MORE LOST NOTES IN THE BACKPACK!

 Folder- Any notes coming home from the office, PTO, the classroom, field trip information, and many other items, will come in this folder. If you are returning something to school, please place it in this folder. You will also see your child’s Super-Duper Work.

**Journals**

* At the beginning of 1st grade, it is perfectly acceptable for the children to simply draw a picture. The children then tell me what they wrote or drew in their journals. When children are ready to start writing words, I encourage “phonetic spelling”. The child spells the word the best he/she can. This allows the students to write all they can without worrying how to spell each word correctly. Journal writing allows children to organize their thoughts, and to express themselves through print. We will have Seasonal Journals in first grade. These are a great way to work on writing and grammar skills. The children will complete one journaling page, they will be asked to free write or use the given journal topic to write on as morning work at their desk. No matter what stage of writing your child is at in the beginning of first grade, you will see a tremendous amount of growth during the year in your child’s journal. Spelling and Spelling Tests start first quarter. You may notice that your child scores 100% on all their post-tests; however, has a difficulty applying their spelling to their daily writing. This is very common.

**Discovery Time**

* Discovery Time is our science and social studies time. In Science we will focus on 3 units of study; plants and animal parts, light and sound, and sky patterns. I encourage you to have fun with science experiments at home. We will work with the **Scientific Inquiry Process** throughout the year. In Social Studies we will focus on 3 units of study; home and school families, economics, and Kansas and the United States.

**Individual Literature**

* The students will participate in an individualized literature program. **This program is designed to meet** **each child’s specific reading needs by increasing fluency and comprehension**. Your child will bring home a new book each week and will need to **read it 3-4 times** over the week. By reading their book 3-4 times, they are able to build fluency and understand what they are reading much better than simply reading the book once. **(The exception to this rule would be if your child were reading a chapter book.) Your child will also need to work on the take home questions or the fluency sheet (timed reading sheet) that is assigned for the book he/she read.** The take home questions work on reading skills, comprehension and writing skills, while the timed reading sheets focus on fluency. Your child will need to return the book to school, and write a summary about the book he/she read in their journal. Please help your child to start their reading on ASAP and not leave it until the last minute.
* **Always feel free to substitute a book I sent home with a book you may have at home (library, book order book…) regardless of level. The ultimate goal is to have you child develop a love and passion for reading!!!** Remember to give your child credit for reading these books athome and sign off on their **United We Learn** calendar.

**Spelling**

* Spelling tests will begin in September. Each child takes the same pre-test of SIX words on MONDAY. The children do not know what the words are ahead of time. The lists will be checked and for each word your child has CORRECT **–** they will receive a new word to be tested upon. **Your child will bring home their list of spelling words on Monday to study for the post-test on** **Friday.** We will be working on spelling concepts in the classroom, but it is also necessary for you to help your child learn his/her words. Each child will have their own spelling list to study, so theoretically, if there are 21 children in the class, there will be 21 different spelling tests. Before our spelling program begins, you will receive a letter home thoroughly explaining how this will all work.

**Sight Words**

We have 3 Blue Valley “District required” Word Lists this year. Your child will be assessed quarterly. Once your child has mastered list 1 with 100% accuracy he/she will move on to list 2. When your child has mastered list 2 with 100% accuracy he/she will move on to list 3. Each quarter I will send home what words your first grader needs to practice as well as flash cards to assist you.

**United We Learn**

**Weekly Homework routine**

|  |  |
| --- | --- |
| M | * Study your new spelling words. * Read 20 min. (IL or Book of Choice) |
| Tu | * Do your math activity. * Study your spelling words, * Read 20 min. (IL or Book of Choice) |
| W | * Study your High Frequency Words. * Study your Spelling Words. * Read 20 min. (IL or Book of Choice) |
| Th | * Read 20 min. (IL or Book of Choice) * IL Comprehension Activity * Study your spelling words one last time! |
| F | **Return your Homework Packet to your Teacher FRIDAY! ☺** |

On the first day of each week, your child will bring home a homework packet including spelling words, a math worksheet and an Individual Literature leveled reading selection with activity. You may use the sample routine above as a guide for completing your child’s homework each week. Each day that your child participates in a homework activity, please initial by the type of activity on that date that your child completed. Students completing at least 20 home study activities for the month will join their friends for a special CELEBRATION OF LEARNING at the end of the month.

**Some ways to study spelling and sight words at home**

* Write each word on a note card, and practice reading and spelling each one
* Write each word 5 times saying each letter as you write it
* Spell each word orally
* Take a practice test and copy any missed words
* Use magnetized letters on the refrigerator to practice your words
* Make a memory game on note cards

**Fun Ways to Practice Spelling, Vocabulary & Math**

\*All of the games listed below can be slightly changed in order to practice many skills. The key is to make learning fun!!!

**Vocabulary Match –** Turn over all of the vocabulary cards face down. Take turns flipping over a card, reading the card, and putting the word in a complete sentence. Whoever ends up with the most cards wins the game.

**Leap Frog –** Lay the vocabulary word cards on the floor. Make sure they are all faced in the same direction and about a step apart. Say the word and put the word into a complete sentence and take a leap to land on that word. Continue until you have reached the final card.

**Fan-n-Pick –** Hand out the vocabulary cards evenly between the players. The players are to fan the cards in their hands facing them. Take turns picking a card from your partner’s hand. Then say the word and put it into a complete sentence. Whoever can take the most cards from their partner wins the game.

**Sentence Strips –** Use the taught vocabulary cards to create sentences. You may have to add words to make it a complete sentence. Write down as many sentences as you can possibly create with the words.

**Mother May I** – Have one person stand across the room from the players. Each player gets a turn to read and put the word into a complete sentence. If he or she successfully puts the words into a complete sentence he or she may ask Mother to take 2 steps forward or 1 giant hop forward (etc…). Make the desired move ahead a reasonable one.

What to say instead of,

“*Sound it out.*”

* Look at the picture.
* Get your mouth ready to say the word.
* Does that make sense?
* Does that look right to you?
* Start the sentence again.
* Skip that word and go on… Now, what do you think it is?
* Where have you seen that word before?
* Think about a word you know that has the same sound.
* Put in a word that makes sense and go on…now does it fit?
* Is that right? Check that again.
* If that word were \_\_\_\_\_, what would you expect to see at the beginning? The end? What do you see here?
* What can you do to help yourself?
* Divide the word into chunks, say the parts you know.
* What do you know about the word?

**Math**

***enVision Math Curriculum***

* enVision math is very hands on. We will use literature, manipulatives and other problem solving activities to teach math target skills based on 8 Mathematical Practices. At the start of each new math **topic** an “At Home Connection” will come home. It will include new vocabulary words and a game to play at home with your first grader.
* **8 Mathematical Practices**

1. Make sense of problems & persevere in solving them.
2. Reason abstractly & quantitatively.
3. Construct viable arguments & critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for & make use of structure.
8. Look for & express regularity in repeated reasoning.

* **Whole group lesson**

We will start each math lesson as a whole group. Together we will watch a learning video that introduces the new math target skills. As a group we will complete a guided practice activity. Students will work with partners and/or in cooperative groups during this time. Lastly, students will complete independent practice. After students have completed their independent practice they will move on to differentiated math practice/math tubs/small group.

* **Differentiated Math Practice**

Students work independently on practice problems to enhance fact fluency and problem solving skills.

* **Math Tubs**

Students work with a partner or in a cooperative group to play engaging games to increase fluency and mastery of math target skills.

* **Small group**

Similar to guided reading, students will meet in a small group of 3 to 4 students with the teacher to explore and understand math concepts in a risk-free learning environment. This provides differentiation and scaffolding to support the learning efforts of all my students.

“Math Lab”

* Math Lab is an intervention program that focuses on students who need additional support in mathematics. This program is not a replacement for math instruction in the regular classroom but is meant to provide an additional amount of specialized intervention instructional support. Students must attend the entire core instruction provided by the classroom math teacher.
* “Math Lab” is an adapted version of our enVision math program by Pearson. Math interventionists are on the same content and topic as the classroom teachers but are pinpointing specific challenging skills for grade level students utilizing the Math Diagnostics and Intervention System provided with our envision resource.

***Estimation Jar***

* Using the estimation jar that the star student brings to school is a fun way for the students to practice estimation, greater than and less than and place value. We will make guesses and count the actual amounts together as a class each Friday. **We will evenly divide up the estimation jar items amongst the students, so please do not send items that you would like returned to you.** Some suggestions for the jar include: pencils, stickers, marbles, pennies, erasers etc. **No candy or food items.** Manychildren tie what they put into the jar with something they really enjoy.(It can be a hobby, interest, etc.) **PLEASE, NO MORE THAN 100 ITEMS!!!**

**1st Grade Assessments**

**Reading: Quarterly Reading Progress Assessment (RPA)**

•Each quarter your child will read one on one with the teacher.

•He/she will be assessed on accuracy and comprehension first semester. Starting second semester your child will also be assessed on fluency.

•I will report your child's Lead 21 reading level quarterly.

**Sight Words**

•Each quarter students will be assessed on sight words.

•We have 3 “District required” word lists this year.

•Once your child has mastered list one with 100% accuracy he/she will move on to list two and so on.

**Math**

**•Pre/posttest at the start and end of each Math Topic.**

**•Quarterly fact fluency tests:**

* **Add/Subtract fluently through 12: For your child to be proficient in this area, he/she is expected to add/subtract within 12 with 100% accuracy in a timely manner without manipulatives (26 problems in 3 minutes).**
* **Add/Subtract within 20: For your child to be proficient in this area, he/she is expected to independently and accurately solve addition/subtraction problems within 20 using strategies and manipulatives (26 problems, not timed).**

**Behavior**

* In order to ensure that your child is in an environment that is conducive to learning, the following behavior plan is being implemented in your child’s first grade classroom. In my classroom, **I feel that it is very** **important to reward students for following the rules and displaying** **positive, expected behaviors.** I have two ways of doing this. First, I use ***“Behavior Bingo”*** for whole-class behavior. Whenever the class is displaying positive behaviors, we will draw a bingo number. This includes, walking quietly in the hallway, lining up quietly, receiving a compliment from another teacher, being respectful listeners, etc. When we get 10 numbers filled in (vertical, horizontal or diagonal), the class will earn their ***“Bingo” party.*** This is our way of celebrating excellent behaviors.
* For individual behavior, we have “**Way To Go**” cards. Every child has the opportunity of receiving “**Way To Go’s**.” When a child is displaying positive academic and social behaviors they will receive a “**Way To Go**!”
* When a child is displaying inappropriate behavior, they will receive a warning.
* **First Time:** Verbal Warning. Student’s number remains on green *Ready to Learn*.
* **Second Time:** Student moves his or her number to yellow *Make Better Choices* on our class chart. The student must use caution throughout the day. He or she must slow down and think about his or her actions. The student will walk ***3 thinking laps***around the blacktop during recess.
* **Third Time:** Student moves his or her number to red *Parent Contact*. The student will be asked to go to the *Safe Spot* and complete a *Think Sheet* that will be taken home, signed by a parent and returned to school. The students will also walk ***3 Thinking laps***around the blacktop during recess.
* **Fourth time:** Student will be sent to the office and a phone call will be made to parents.
* **Every student always has the opportunity to move their number back to green! I have very high expectations for my students, and have found in the** **past that when I expect good things from children, they will rise to** **meet these expectations.** They learn from their mistakes, and try very hard to do the right thing. Thank you for your support in making our classroom a positive and safe learning environment for everyone.

**Instructions for Nut-Safer Food at Special Events**

**(Including student Birthday treats or Holiday Party class snacks)**

In 2010, the district identified more than 250 students in Blue Valley with life threatening “nut” food allergies. While the district has procedures in place to address any allergic reaction, including other food allergies, the following “Nut-Safer” procedures were developed to assist the large number of nut allergic students to completely avoid their allergen:

* To reduce the possibility of cross-contamination contact, foods brought into school for special events must be purchased in stores and NOT be homemade products.
* The key to avoiding a reaction is reading the ingredient label at the time of consumption. All items provided must be individually packaged with a complete imprinted ingredient label. If a product does not have a label, a student with a food allergy should NOT eat that food.
* It is the responsibility of the parent/guardian to provide a safe snack supply that will be stored in the classroom for the food allergic student.

[](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&docid=WJX4KZmo2rjirM&tbnid=bjjo4zMHvnMKrM:&ved=0CAUQjRw&url=http://www.fg-a.com/birthday_clipart.shtml&ei=KeYbUo7ZJOWp2gWIjoDYDw&bvm=bv.51156542,d.b2I&psig=AFQjCNGhGdD2UCeOca6fccsf20imnE3Rog&ust=1377646493918623)**Birthdays are special and this is how we celebrate!**

**Birthday Treats:**

***We are asking all parents to choose from the list of nut safe-brand specific foods (LVE website)*** when selecting **birthday snacks or class snacks.** By limiting the type of food entering the school, we will be better able to provide a safer environment for our children with nut food allergies, other health conditions and encourage healthy eating. Iam happy to pass birthday treats out to the children during **lunch time**. Please feel free to join yourchild during **lunch time** to pass out the treats on your own. It is an LVE policy to celebrate Birthdays in the **cafeteria**. Thanks for your understanding!!!

**PLEASE NOTE:**

If you are having a birthday party outside of school, please **DO NOT** send invitations **OR** thank you notes to school to distribute **UNLESS** you are inviting or thanking **EVERYONE in the whole class**!!! Thank you for your support to make sure no child has hurt feelings over birthdays. **If the date that I have listed does not work for you and your child, please contact me to make other arrangements!**

****

**Miscellaneous Items**

**FIELD TRIPS**

* All of our field trips help to enrich our curriculum and allow our first graders to experience learning beyond what the classroom environment can provide. Possible events throughout our year…
* Fall: Wilderness Science Center
* Spring: Musical/Play
* Guest speaker: Ernie Miller
* Native American Day
* First Grade Earth Day Program

**RECESS**

* We will go outside for recess unless extreme rain, snow or cold would prevent us from playing safely. Please have your child dress appropriately for outdoor recess. **All children are expected** **to go outside unless a health condition prevents him/her from** **doing so**. **If your child needs to stay inside, please send a note. (But, fresh air does us a lot of good!)** Many times the weather warms up during the day, and children aren’t dressed for going outside. Even if you don’t think we will go outside, **please have your child wear or pack a warm coat, hat, and gloves/mittens during the winter. Please pack a sweatshirt in your child’s backpack each day as it is chilly in the classroom.**

**LUNCH**

* First grade eats lunch from **11:15-11:40**. Many parents enjoy having lunch with their child at school. You are welcome to do so at any time, just meet us in the front entrance. **Please do remember that all children invited to eat with a friend’s parent must have a signed noted indicating they are allowed to.**

**LIBRARY**

* Your child will have the opportunity to go to the library two times a week. Our class will be visiting the library once for a lesson and to check out books. **Our Library day is Thursday. All checked out books must be back by the following Thursday so your child can check out again!**

**ROOM PARTIES**

* Room parent(s) and their helpers will plan three parties each year: Fall, winter and Valentine’s Day.

**VOICE MAIL**

* I will check my voicemail before and after school. **Urgent messages will be given to me** **through the office, so please do call the office if it is an emergency. (If your child will be going home a different way than usual, it is always a GOOD idea to call and let the office know, they will then let me know)**

**STAR STUDENT**

* Please sign up for a week that your child will be our star student. I will send home a packet the week before your child is our “star”, so that you can prepare. The packet will tell about the poster, estimation jar and the items they may bring in to share with the class. I’m excited to get to know each of your children!

**LVE Virtues**

* Here at Liberty View, we feel that it is important to help children incorporate important virtues into their everyday lives. Those virtues include: perseverance, compassion, honesty, responsibility, respect, self-discipline and courage. I use the virtues as a part of my behavior plan as well. If a child is displaying one of the virtues, they will get a ‘virtue certificate’ and have the opportunity to wear a ‘virtue necklace’ during the school day.

**WATER BOTTLES**

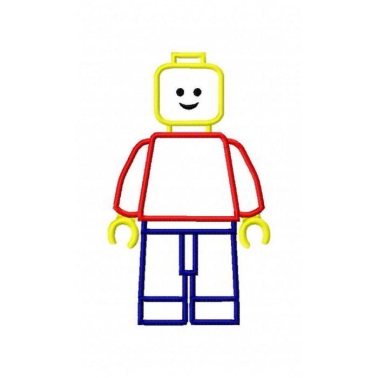
* Children are allowed to bring in their water bottles. Make sure that they come to school EMPTY. This will help to keep water off of the library books, or other papers that will be in his/her backpack. Please feel free to have your child leave their water bottle at school all week and take it home on Friday. Or if you prefer, your child may bring it back and forth each school day.

**SNACKS**

* Your child may bring in **one HEALTHY** snack each day. We will have a snack in the afternoon (I’ll be having mine at that time, too!) Please help your child make good choices for snacks. Some great ideas are: applesauce, crackers, fruit snacks, fruit, or veggies. \**We are asking all parents to choose from the list of brand specific foods (LVE website)* when selecting class snacks for your child. By limiting the type of food entering the school, we will be better able to provide a safer environment for our children with nut food allergies**.**

**I know that we will have a SUCCESSFUL year in 1st Grade!!! Thank you in advance for all that you do and all of your support!!!**

Everything is AWESOME in Mrs. Evans’ 1st Grade Class!

[](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRxqFQoTCJ_6nu2jn8cCFc-OkgodDN4EhQ&url=http://www.suggestkeyword.com/bGVnb21lbg/&ei=kf_IVd_tFc-dygSMvJOoCA&bvm=bv.99804247,d.aWw&psig=AFQjCNHXT5ErdcVPGH5B3sxJ4Scju9HjUA&ust=1439322378892844)

1.Catie Carroll

2.Kate Deardorff

3.Carson Fowles

4.Kiley Hill

5.Jonah Holt

6.Charlie Kim

7.Colin Kyser

8.Caitlyn Manning

9.Jacob McCall

10.Landyn Moore

11.Lily Pfyffer

12.Avery Prater

13.Kennedy Rosario

14.Ruby Seibolt

15.Olivia Tate

16.Jolee Tindle

17.Langston Valentine

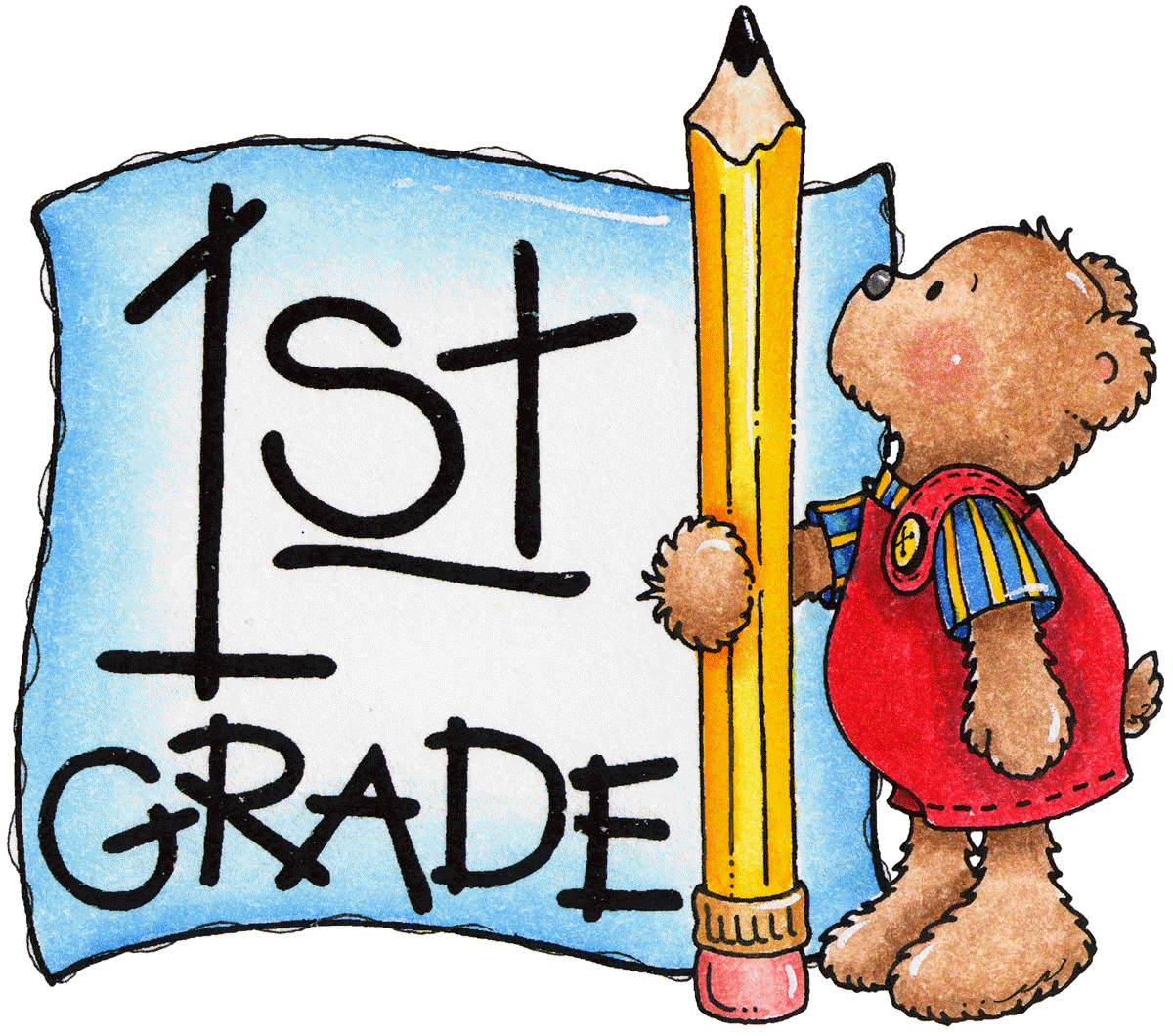
18.Jack Veverka

19.Livia Viall

20.Olivia Walkenbach

21.Ashlyn Whaley

22.Cole Yuwono

[](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&docid=W9b7YFqzTGe3YM&tbnid=8WKKz9RBW1r1tM:&ved=0CAUQjRw&url=http://moodle.kingsley.k12.mi.us/course/view.php?id=52&ei=7fgHUqaIH7TlygG-hIA4&bvm=bv.50500085,d.b2I&psig=AFQjCNHh1l5FWn3ynp7pwAAFyxIvdTboLg&ust=1376340560772876)

**Daily Schedule**

**8:25-9:00 – Arrival, Announcements, and Morning journals**

**9:00-9:25 – Calendar and Star Student**

**9:25-10:00 –Whole Group Reading**

**10:00-10:15 – Bathroom/Brain Break**

**10:15- 11:15- Guided Reading/Literacy Stations**

**11:15-11:40 – Lunch**

**11:40-11:55 – Fitness Break**

**12:00-1:00- SPECIALS**

**1:00-2:15 – Math (Afternoon snack)**

**2:15-2:30– Bathroom/Recess**

**2:30-3:00- Writer’s Workshop**

**3:00-3:25 – Discovery Time (Social Studies/Science)**

**3:25-3:40 – Pack up/Announcements**

**\*Dismissal starts at 3:40**

**\*Library- Thursday at 2:30**

**\*Counselor- Monday at 2:30**