

Welcome to Mrs. Unger's Grade 1 Class!

Meet the Teacher 2020



Welcome

Hello! I am so happy to have your child in my class this year. We are doing all we can to have a safe, fun, and happy year of learning.

You can contact me anytime at the school (547-2770) or through a note in your child's agenda. I will get back to you as soon as possible.

I am looking forward to a wonderful year in Grade One!

Rebekah Unger



Class Routines

Class jobs – Students have a new job each day. Our jobs are: water plants, line leader, door holder, line caboose, handout helper, materials collector, recess bin, and cleanup crew.

Literacy centres and guided reading: In the morning, students have literacy activities in small groups based on their reading levels and what they need to focus on. The centres include Word Work (practicing letter sounds and sight words), Writing, Quiet Reading, and Guided Reading (small group reading lesson with me).

Math: Our math time usually looks like a combination of whole-group activities, lessons, and songs, as well as small-group and individual activities.

Exploration time: The goal of this time is to encourage authentic learning experiences based on children's interests and curiosity about the world around them. We will take learning outside as much as possible, and incorporate play into our daily schedule. Creativity, cooperation, conversations, solving problems, building, making, asking questions, reading, different types of writing, and thinking about the world around us will be encouraged.

Homework



Your child will not have traditional homework this year unless we need to move to Home Learning. However, here are some things you can do at home to help your child in Grade 1:

Practice letter sounds! Even children who have memorized many words will benefit from practicing the letter sounds. Songs can be a fun way to practice, such as a Jack Hartmann A-Zed letter sound song: <https://www.youtube.com/watch?reload=9&v=mlQijyO5TKE>

Read together! If you can make some time in your day, even for 15 minutes, read books together. You can ask your child to help you figure out a word by sounding it out, looking for words they know on the page, and looking at pictures for clues. Starting in October, students will bring home one or two “just right” books that they can read to you at home. You can also encourage reading/writing by asking your child to help make a grocery list or by pointing out words that you see on signs and labels around town or in your home.

Homework (continued)



Your child will not have traditional homework this year unless we need to move to Home Learning. However, here are some things you can do at home to help your child in Grade 1:

Count household objects!

Counting objects and sorting them into groups is one of the best things you can do to help your child develop a concrete understanding of how numbers work.

Encourage your child to count small items (for example, household objects such as Halloween candy, paper clips, toy cars, pieces of cheese at snack time – whatever works for you!) and move them into a line or group as they count. Make sure they touch the object as they say the number. If your child mixes up the order of numbers, you can count out loud with them until they can say the numbers in the correct order.

You can ask questions like:

- “How did you count that?”
- “How many groups of ___ could we make?”
- “If I take away _____, how many do you have left?”

COVID-19 *More details are in the Operational Plan on our school website.



Classroom bubble: Students stay with their class at recess and lunch. The playground is divided into 5 zones. Classes are assigned to a different zone each day, and each class has their own “recess bin” full of toys to play with outside. Students do not have to physically distance in the classroom, but shared items are sanitized frequently and students use their own playdough and other materials.

Masks: Students must bring 2 clean masks with them each day. They are worn in the hallways and whenever we come into contact with students from other bubbles. Visiting teachers wear masks when they cannot maintain a distance of 2 metres.

Hand sanitizer: Hand sanitizer is located at the entrance to each classroom. Students sanitize hands when they enter a room, use a tissue, finish playing, etc.

Washing hands: Students wash their hands regularly throughout the day: before snack, after using the washroom, after returning from outside or playing, and when needed. This year we are emphasizing learning why we need to wash our hands, not only for COVID-19, but also to prevent getting sick in general. “Germ Smart Kids” by the Saskatchewan Health Authority is a great video to practice effective handwashing: <https://www.youtube.com/watch?v=eNmte6Xe3R4>

Class Website

Class Website: Our class is using ClassDojo this year to share photos and videos of what we are learning every so often. You can use the ClassDojo website or download the app. I have sent home a sheet that explains how to sign up and can re-send it to anyone who needs it. At times, I will post a video with an explanation on how to play a game or help your child with reading/math skills. I will not post any photos of your child there unless you have signed the photo permission form *and* signed up for ClassDojo. If you aren't able to sign up, please let me know!

I also have a teacher page on the Parkwood Heights Elementary School website.

Class newsletter: My goal is to have a class newsletter sent home once or twice a month with updates. I will also send our monthly calendars and any other important information home in your child's agenda.

Curriculum Outcomes

The next few slides have the curriculum outcomes for Grade 1, as they are written in the New Brunswick curriculum documents. I will keep parents informed of any concerns and areas to work on before report card time.

Some of these outcomes are much easier to understand when you see them in action or when they aren't written in "teacher lingo" - so please feel free to check with me if you have any questions!

Curriculum Outcomes – Math

By the end of November, students should be able to:

- Demonstrate an understanding of number sequences 0-10, forwards and backwards by 1s
- Recognize at a glance and name familiar arrangements (subitizing) 1-10 objects and dots
- Demonstrate an understanding of counting principles 0-20
- Represent and describe numbers to 15 (number words to 10)
- Demonstrate an understanding of repeating patterns (2-4 elements) by describing, reproducing, extending, and creating patterns
- Describe equality as a balance and inequality as an imbalance, concretely and pictorially
- Sort 3-D objects and 2-D shapes using one attribute and explain the sorting rule

Curriculum Outcomes – Speaking and Listening

These are the end of year outcomes for Grade 1 English Language Arts (copied directly from curriculum documents). At the end of November, students will only be assessed on the outcomes we have covered to date.

Speaking and Listening:

- Usually shares and explains thoughts, feelings and experiences
- Usually listens to the ideas and opinions of others and often builds on these ideas
- Sustains a short and purposeful 1:1 conversation, using cues and conventions to communicate ideas and feelings
- Usually understands key ideas and overall message
- Generally responds appropriately to instructions and questions
- Focuses on speaker for short time spans (6-7 minutes) and asks related questions (on topic)

Curriculum Outcomes – Reading

These are the end of year outcomes for Grade 1 English Language Arts (copied directly from curriculum documents). At the end of November, students will only be assessed on the outcomes we have covered to date.

Reading:

- Effectively uses a combination of cues (sounds, language, word order, context) to monitor and self-correct
- Recognizes high-frequency words and has a sight-word bank of personally-significant words
- Usually responds accurately to literal questions (main idea, supporting details, retells)
- Often makes simple inferences using context clues, background knowledge, and text features
- Personal connections may be general or obvious
- Selects and reads texts at a complexity considered at target level

Curriculum Outcomes – Writing

These are the end of year outcomes for Grade 1 English Language Arts (copied directly from curriculum documents). At the end of November, students will only be assessed on the outcomes we have covered to date.

Writing

- Often uses grade-level strategies and writing tools to complete the process
- Readily uses sound/symbol and word knowledge to construct words and sentences
- Revises with specific direction
- Demonstrates all aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing as evidenced over time in a variety of pieces and text forms
- Generally organizes according to form and purpose
- Generally includes features introduced in class, and may overuse

Thank you for taking the time to view this presentation!



Mrs. Unger