

September 2011

Welcome to Grade 1!

With this new school year, there come many changes and adjustments for you and your child. I will do my best to make this year a very positive and personally rewarding experience for both you and your child. We will have a lot of activities planned throughout the year and I will continue to keep you informed on a regular basis. I know that we will have a very exciting year together!



BREAKFAST, SNACK, & LUNCH INFO

Breakfast is available for students that need it. We have yogurt or cereal. Breakfast will be available from 8:40am until 9:00am only.

Our **snack** begins at 10:40am and ends at 11:00am. During this time, it is expected that students bring a **healthy snack** (*fruit, yogurt, vegetables, cheese/crackers, granola bars, pretzels, etc.*). You may also want to send your child to school with a drink for his/her snack. **Please note that pop/chubbys are not acceptable drinks at school.** There is a small snack available at school for only those students who are unable to bring their own snack to school.

Our **lunch** time begins 1:00pm and ends at 1:20pm. There is a lunch program at our school; however, if you choose to send a lunch with your child, that is fine also. Our school cook will send home a lunch menu each month. Please note that there is nothing else served if your child chooses not to eat the lunch provided. So please ensure that you check the schedule and send something with your child if you know he/she will not eat what is being served that day.

PARENT BOARD *and* School Website!

www.hillsideschool.ca



Outside our classroom, I have created a "Parent Board" specifically for our class. On this board, you will find copies of everything that has been sent home. The lunch menu will be displayed here. Also, I will be including information on programs/events that are coming up.

Check out our school website for the same information and lots of pictures!

IMPORTANT INFORMATION



Dismissal/Pick-Ups:

Dismissal time for Hillside School is 3:20 pm. If someone is picking up your child, you will need to contact the school office prior to 3:00 pm.

Indoor Shoes:

Every child **must** have a pair of indoor running shoes that can be left at school. Please ensure that your child's name is labeled clearly on these shoes!



Backpacks:

Because there will be constant communication from the school, **your child needs a backpack that he or she brings everyday!** Please ensure that your child's name is clearly labeled on his/her backpack.

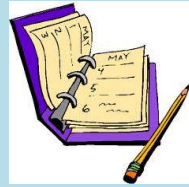


Emergency Contact Information:

Forms will be sent home with this newsletter. Please fill them out ASAP and return them to school with your child!

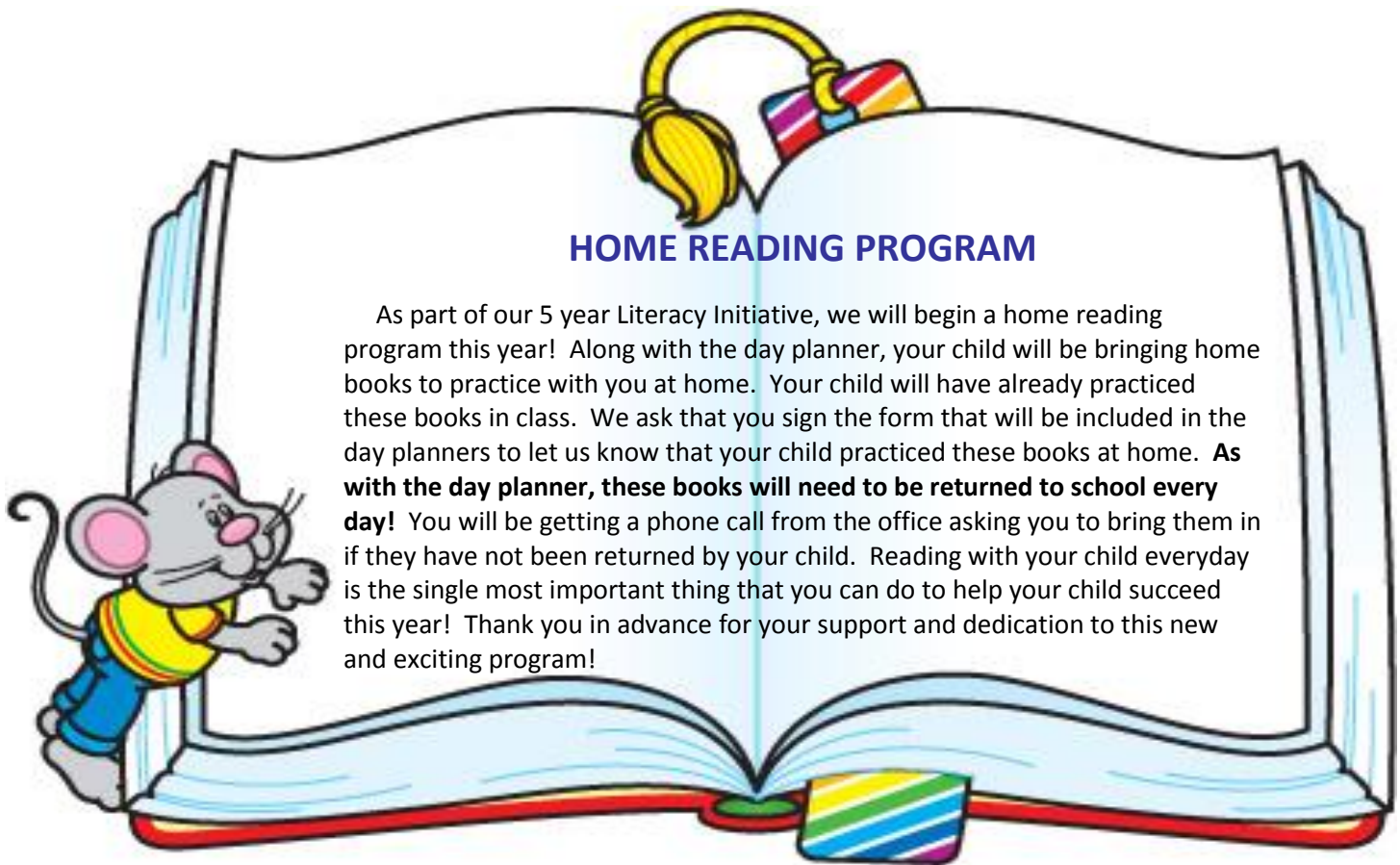
DAY PLANNERS

Each day your child will bring home a day planner (black duotang) in a Ziploc bag. **Please** ensure that these planners and Ziplocs are returned to school each day!



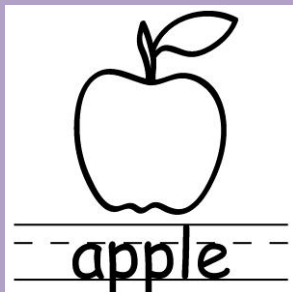
Any important information will be put in the day planner. We will use this planner for communication between home and school. I LOVE to read your comments/questions and I will check them every day! Please read the day planner each night so that you will stay informed.

Any money/permission forms will be placed in this Ziploc bag also. This will become a very important tool throughout the school year! Thank you in advance for your involvement with these planners!



HOME READING PROGRAM

As part of our 5 year Literacy Initiative, we will begin a home reading program this year! Along with the day planner, your child will be bringing home books to practice with you at home. Your child will have already practiced these books in class. We ask that you sign the form that will be included in the day planners to let us know that your child practiced these books at home. **As with the day planner, these books will need to be returned to school every day!** You will be getting a phone call from the office asking you to bring them in if they have not been returned by your child. Reading with your child everyday is the single most important thing that you can do to help your child succeed this year! Thank you in advance for your support and dedication to this new and exciting program!



WEEKLY WORDS

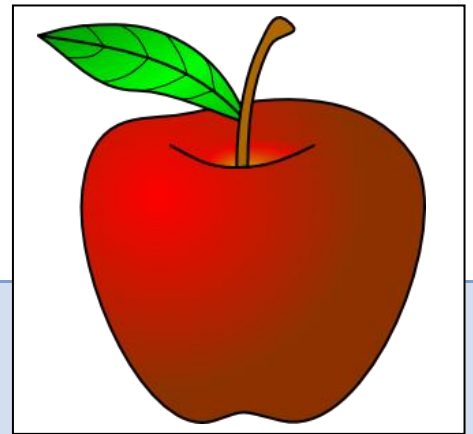
Along with reading these books with your child, I am also asking that you practice our weekly words with your child. These words will be listed each week inside your child's agenda. Have your child practice writing them, spelling them, and reading them. Write these words out on a piece of paper and play a matching game, look for these words in the books you are reading with your child, look for these words at the grocery store...anything!

The children will also be using these words in our classroom everyday at the "Working with Words" centre. They will be playing games with them, making words out of them, using them in our writing, and reading them in our books.

These words are called "High Frequency Words." **By the end of the year, I am expecting that all Grade 1 students will be able to read and spell 100 of these words independently.**

SEPTEMBER

What are we learning?



<p>Reading</p>	<p>Visualizing</p> <ul style="list-style-type: none"> ➤ We will be focusing on making pictures in our head ➤ Thinking about details and providing information ➤ Seeing high frequency words in our “minds eye” <p>Print Concepts</p> <ul style="list-style-type: none"> ➤ Book covers, titles, authors, illustrators ➤ Directionality: left to right, top to bottom ➤ Differences between words, letters, and sentences ➤ Pictures can give us information to help us read ➤ Period <p>Rhyming – Production and Identification</p> <ul style="list-style-type: none"> ➤ picture sorts ➤ hearing sounds that are similar ➤ syllables
<p>Author Study</p>	<p>Fairy Tales and Nursery Rhymes Alphabet Books</p>
<p>Writing</p>	<p>Recount/Small Moment Stories Stretching out words s-l-o-w-l-y! Recognizing and spelling high frequency words (i.e. the, and, my, like, at) Recognizing and spelling colour words</p>
<p>Math</p>	<p>Sorting and Patterning</p> <ul style="list-style-type: none"> ➤ identifying and describing objects ➤ sorting rules ➤ patterns in the environment and in books/poems ➤ creating and translating patterns
<p>Science</p>	<p>Life Systems identifying major parts of the human body by their proper names and their function <i>(leg, arm, nose, eye, ear, mouth, knee, chest, foot, hand, muscles, heart, lungs, stomach, brain, bones)</i></p>
<p>Social Studies</p>	<p>All About Me</p> <ul style="list-style-type: none"> ➤ important relationships (family, friends, teachers, pets) ➤ rules (home, school, community) ➤ shared responsibilities <p>Seven Grandfather Teaching: Bravery</p>
<p>Physical/ Health Education</p>	<p>Cooperative Games (Locomotion)</p> <ul style="list-style-type: none"> ➤ travelling in a variety of ways (i.e. running, hopping, galloping) ➤ working cooperatively with each other ➤ active participation ➤ safety <p>Some cooperative games we will be playing: Lilly Pad Cross, Follow the Leader, Freeze Tag, Catch the Grasshopper, Octopus Tag, Fox and Squirrel, Turtle Tag, Mosquito Tag, Three Bears, Frogger</p> <p>Healthy Eating</p> <ul style="list-style-type: none"> ➤ presentations from the health centre ➤ every day and sometimes food ➤ food groups (sorting and classifying)

Visual Arts	Primary and Secondary Colours (colour mixing) Value (distinguishing between lighter and darker tones of a colour)
Music	Environmental Sounds Rhythms in Language Dynamics (varying degrees of volume/sound) <i>Songs: I Love My Shirt, There Was An Old Lady, Name Game Songs (i.e. Wiloughby Wallaby), The Sharing Song</i>
Drama/ Dance	Body Awareness
Special Projects/ Activities	Apple Orchard Fall Bush Walks

If you would like to obtain more information on the Grade 1 curriculum, please visit:
<http://www.edu.gov.on.ca/eng/curriculum/elementary/>

Instructional Approaches

- Modelled
 - Teacher demonstrates skill/concept/process/convention (i.e. Read Aloud)
- Shared
 - Collaboration and cooperation
 - Learning from each other!
 - Encourages communication
 - Pairs, small groups, or large group
- Guided
 - Teacher guides students through a particular skill/concept
 - Used to reinforce or introduce skill/concept/process/convention
- Independent
 - Explore concepts
 - Practice skills
 - Communicates understanding
 - Develops perseverance and self-confidence
 - An opportunity to demonstrate what they know and what they can do!

How can you help?

Here are some websites that you can visit with your child:

<http://www.primarygames.com/kids/games/>

<http://pbskids.org/>

<http://www.tvokids.com/>

More activities...

1. Play letter and word games (i.e. Scrabble). Rhyming and riddle games are fun too.
2. Visit the library
3. Make grocery lists, read recipes, read the newspaper, sing songs, look at signs while driving, read labels in the grocery store – anything!
4. Have your child help you sort the laundry, cook dinner, set the table
5. Communicate with your child and engage in conversations
6. Let your child see you read!

