

Classroom Syllabus

2016-2017
Primary Multiage

Daily Schedule

Related Arts 11:00 – 11:45

Wednesday: Art

Thursday: Music

Friday: PE

Library – Monday Older Friends 10:30-11:00

Younger Friends 11:00-11:30

Computer Lab: Tuesday 11:00

Lunch: 12:05 – 12:35

Recess: 12:45 – 1:05

Grading Policy/Weighting of Grades/Assessments

The progress of Primary Multiage students is measured in all academic areas. Numerical grades will be given on weekly spelling and dictation tests, reading theme tests and math chapter tests. Parent/teacher conferences will be held at the end of the first nine weeks. Older Friends will receive report cards with numerical grades while Younger Friends will receive a standards based checklist.

Homework Policy

Students will have homework Monday through Thursday. Homework will reinforce what is being taught in the classroom. Students will be responsible for writing their homework assignments in their agendas on a daily basis. Homework will consist of math, language arts, and project work.

Missed Work/Make-up Policy

School Policy: Parents may call the school before 9:00 am to request make-up work. This may be picked up in the office after 2:30 pm. Students have 5 days to complete make-up work.

Discipline Plan/Rules for Student Behavior/Consequences and Rewards

During the first week of school, our class discussed the importance of rules and working together. As a group, we developed the following Code of Cooperation:

Listen

Be kind and respectful

Make good decisions

Each student will use a clothespin to follow the school-wide discipline program which is based on a color system. Everyday, each child begins with his or her magnet on **green**. The following colors represent consequences if a student chooses to break a rule:

1st time – Magnet is moved to **yellow**. This is a warning.

2nd time – Magnet is moved to **orange**. The student will have “Think Time” in the class.

A “Think Time” note will be sent home.

3rd time – Magnet is moved to **pink**. The student will have “Think Time” in another class as well as lunch detention. Parents will be called or emailed.

4th time – Magnet is moved to **red**. The student will call their parents immediately. The student will have lunch detention and possible office referral.

If your child moves their magnet, it will be marked in their Friday folder.

Students will earn Star Points when they follow our classroom guidelines and make good choices. Collecting Star Points result in receiving rewards.

Communication with Parents

A weekly folder will be sent home on Friday that contains student work and a parent/teacher communication form. Parents should sign the communication form and return the empty folder the following Monday. Also on Friday, parents will receive a weekly newsletter which will include skills to be taught and announcements. This newsletter will

be posted on Ms. Newton's and Mrs. Saunders' websites. Parent/teacher communication also includes written notes, email, voicemail, conferences, and student agendas.

Field Trip Locations					
Roper Mountain Science Conestee Nature Park		Play – Seussical at Furman			
Units of Instruction Aligned with Standards					
	Math	Language Arts: Reading	Language Arts: Spelling/Writing/ English	Science	Social Studies
First Nine Weeks	<p><u>Younger Friends</u> Numbers, Place Value – Standards 1.NSBT.1, 1.NSBT.2 Understand that 10 ones make a ten, use base ten blocks to compose the number through 20, Recognize and explain that numbers can be represented in multiple ways, count by 1’s, 5’s, 10’s, less than, more than, expanded form, read numbers through 100</p> <p>Addition and Subtract Standards: 1.ATO.1, 1ATO.5, 1ATO.6 Practice addition and subtraction facts. Solve word problems using addition and subtraction facts.</p> <p>Using Data- Standards: 1.MDA.4, 1.MDA.5 Collect and organize data, count and record tally marks, create an object graph, draw conclusion based on data</p> <p>Length – Standards 1.MDA.1 Compare lengths of objects,</p>	<p>Reading Units Taught:</p> <p>Introduction to Reading Workshop (First 20 days of Reading Workshop) “Diving into cold texts Unit” Introduction to Genre Studies</p> <p>Skills: Picking a “just right” book Managing Reading stations during Reading Workshop How to read a cold text passage and answer comprehension questions Understanding your F&P instructional level Using sticky notes to respond to books Using highlighting as a tool to understand what you read</p> <p>Assessments:</p>	<p>Writing: Where do Writer’s get ideas? Introduction to Writing Workshop Organizing Writing Folders Introduction to Personal Narratives The Writing Process Friendly Letters Opinion writing Incorporating transitions into your writing</p> <p>Spelling: 1st-words with short vowel sounds, digraphs: th, sh, ch, wh, using y as i, initial s blends, l and r blends</p> <p>2nd-silent e words, words with vowel teams, words with vowel digraphs, soft c and soft g words, homophones, 2 syllable words, words with the ck blend</p>	<p>PHYSICAL SCIENCE</p> <p>Unit Topic: Exploring Push and Pulls</p> <p>Concepts: A. Pushes and Pulls B. Gravity C. Friction</p> <p>Unit Topic: Exploring Magnets</p> <p>Unit Concepts:</p> <ul style="list-style-type: none">• Attract and Repel• Properties of magnets• Uses of magnets	<p><u>Our School Community</u> Why are school and classroom rules and/or expectations important?</p> <p>Concepts: A. Classroom/school rules and appropriate procedures - types of rules and procedures - people who enforce them B. Behaviors of a good citizen in the classroom/school community C. A citizen's choices within the classroom/school community</p> <p><u>Our Local Community</u> What is the identity of my local community?</p> <p>Concepts: A. Maps and globes B. Characteristics of our local region C. Critical attributes and</p>

	<p>shorter, longer</p> <p>Time – Standards 1.MDA.3 Time to the hour</p> <p><u>Older Friends</u></p> <p>Adding and Subtracting within 100 – Standards 2.NSBT.5, 2.ATO.2 Addition and subtraction facts to 20, missing addends and subtrahends, fact families, add and subtract within 100</p> <p>Length – Standards 2.MDA.1, 2.MDA.2 Measure in inches, feet, yards, and centimeters, appropriate tools, word problems involving length, add and subtract using number lines</p>	<p>Unit 1/Unit 2 Cumulative Reading Assessment</p> <p>Genre Test</p>	<p>Grammar: Parts of speech (mainly nouns, verbs, adjectives) Sentences (subject/predicate) Simple and compound sentences Compound words</p>		<p>definitions of the three types of communities D. Changes in our local community Mini Unit: <u>Maps</u> A. Maps and globes B. Directions</p>
Second Nine Weeks	<p><u>Younger Friends</u></p> <p>Addition and Subtract – Standards 1ATO.3, 1ATO.4, 1ATO.6 Adding and subtract fluently within 10, fact family, story problems, math symbols</p> <p>Shapes – Standards 1.G.1, 1.G.4 Defining and non-defining attributes of 2D shapes, identify shapes</p> <p>Place Value – Standards 1.NSBT.1, 1.NSBT.2, 1.NSBT.3 Decompose numbers, compare numbers, value of digits</p> <p>Time – Standards 1.MDA.3 Time to the half hour</p> <p><u>Older Friends</u></p>	<p>Reading Units Taught:</p> <p>Biography Genre Study Historical Fiction Unit Mystery Unit Realistic Fiction Unit</p> <p>Skills: Reading a timeline Understanding characters, setting, and plot of a story Problem/Solution Cause/Effect Making inferences Asking questions as you read Main Idea and Details</p> <p>Assessments: Unit 3 and Unit 4 Reading assessments</p>	<p>Writing: Informational Writing Review of Narrative/Opinion Writing The Writing Process Author's Chair How-to writing</p> <p>Spelling: 1st-words with double consonants, words beginning with qu or ending with x, silent e words, soft c and soft g words, words with vowel pairs 2nd-th or ctch blends, ge or dge endings, words with double consonants, irregular plural nouns, changing y to I and adding es or ed,</p>	<p>LIFE SCIENCE</p> <p>Unit Topic: Animals and Their Environments</p> <p>Concepts: A. Classification B. Characteristics C. Life Cycles D. Interactions with Plants and other Animals E. Response to changes in environment F. How animals change their environment</p>	<p><u>Government of our Community</u></p> <p>How do community leaders help the government function?</p> <p>Concepts: A. Basic functions of government B. Laws C. Role of leaders and elected officials in government</p> <p>Mini Unit <u>Families Around the World</u> A. Compare our lives with families around the world.</p>

	<p>Time – Standards 2.MDA.6 Time to nearest 5 minutes, a.m., p.m.</p> <p>Money – Standards 2.MDA.7 Count collections of dollars and coins, count dollars up to ten dollars</p> <p>Three Digit Numbers – Standards 2.NSBT.1, 2.NSBT.2, 2.NSBT.3, 2.NSBT.4 Value of digits, models numbers to 1000, expanded form, skip count by 10's and 100's, number names, represent a number different ways, compare numbers</p>		<p>irregular past tense verbs</p> <p>Grammar: Prepositional phrases, adjectives, adverbs, apostrophes, using quotation marks correctly, punctuation/types of sentences, singular v. plural, possessive nouns</p>		
Third Nine Weeks	<p><u>Younger Friends</u> Adding Multiples of 10 – Standards: 1.NSBT.4, 1.NSBT.5 Find 10 more than a number, add multiples of 10 to a number</p> <p>Shapes – Standards 1.G.1, 1.G.2 Combine 2D shapes, identify 3D shapes, defining attributes of 3D shapes</p> <p>Place Value – Standard 1.NSBT.3 Compare numbers, equations</p> <p><u>Older Friends</u> Skip Counting – Standards 2.NSBT.2, 2.NSBT.8 Skip count forward and backwards by 10's and 100's</p> <p>Data – Standards 2.MDA.8, 2.MDA.9, 2.MDA.10 Identify and label parts of a graph, create picture and bar graphs, solve problems with graphs, line plots</p> <p>Shapes – Standards 2.G.1,</p>	<p>Reading Units Taught: Informational Text Unit Tall Tales Unit Poetry Unit</p> <p>Skills: Nonfiction Text Features: glossary, index, heading, bold/italic print, title, photograph, caption, label, diagram, etc.</p> <p>Figurative language Poetic Language Parts of a poem Character, setting, plot Problem/Solution Drawing conclusions</p> <p>Assessments: Nonfiction Project Unit 5 Reading Assessment</p>	<p>Writing: Narrative Writing (focusing on mentor texts) Poetry Fictional Stories</p> <p>Spelling: 1st-bossy r words, words with vowel digraphs:ou, ow, eu, oo, au, aw; words ending in -ed and -ing 2nd- ar, or, er, and ir words, words ending in -ear and -air, words ending in -ough and -augh, words ending in -igh and -eigh</p> <p>Grammar: Conjunctions, types of nouns (common/proper nouns), commas Synonyms, antonyms, prefixes, suffixes</p>	<p>PHYSICAL SCIENCE</p> <p>Unit Topic: Solids and Liquids</p> <p>Concepts: A. Properties B. Mixtures C. Changes in matter</p>	<p><u>Economy of our Community</u> How do citizens impact their community?</p> <p>Concepts: A. People in the community (community workers) provide goods and services B. People's choices about what to buy determine what goods and services are produced C. Ways to obtain goods and services D. Markets and price E. Supply and demand</p>

	<p>2.G.3 defining attributes based on angles and faces, identify shapes based on angles and faces, partition circles and rectangles, halves, fourths</p> <p>Arrays – Standard 2.G.2 Even/Odd, creating arrays, relating arrays to multiplication</p>				
Fourth Nine Weeks	<p><u>Younger Friends</u> Add and Subtract – Standards 1.NSBT.4, 1.NSBT.5, 1.NSBT.6, 1.ATO.2, 1.ATO.3 Add 2-digit and 1-digit numbers, find less than 10, subtract multiples of 10 from larger multiples of 10; and subtract fluently within 10</p> <p>Measuring – Standard 1.MDA.2 Measure with nonstandard units, compare length</p> <p>Equal Shares – Standard 1.G.3 Halves, fourths</p> <p>Coins – Standard 1.MDA.6 Identify and tell value of pennies, nickels, dimes, quarters</p> <p><u>Older Friends</u> Add and Subtract within 1000 – Standards 2.NSBT.6, 2.NSBT.7 Missing addends, fact families, develop and use strategies to add and subtract within 1000, word problems</p> <p>Estimating Length – Standards 2.MDA.3, 2.MDA.4 Body references to help estimation, estimate in</p>	<p>Reading Units Taught: Fairy Tales Unit Fables Unit Drama/Reader's Theater Unit</p> <p>Skills: Understanding characters Fantasy/realism Moral/Lessons in stories Theme Dialogue Compare/Contrast</p> <p>Assessments: Fairy Tale Assessment Unit 7 Reading Test</p>	<p>Writing: Writing about what you read Writing like a scientist Review of 3 main types of writing from the year</p> <p>Spelling: 1st- plural words ending in -s, plurals ending in -es, homophones, review of words from year 2nd- I before e except after c rule, contractions, words with prefixes (un, re, pre), words with suffixes (-ful, -less), words with comparative endings</p> <p>Grammar: Review/practice of all grammar skills from the year</p>	<p>EARTH SCIENCE UNIT: Weather</p> <p>Concepts: A. Weather conditions B. Seasonal patterns C. Effects of wind D. Safety Precautions</p>	<p><u>Culture of our Community</u> What is diversity?</p> <p>Concepts: A. Characteristics of a cultural region B. Five cultural regions of the United States (Northeast, Southeast, Southwest, Midwest, West) C. Cultural traditions and customs D. Cultural contributions of Native Americans, African Americans, and immigrant groups E. The basis for folklore F. Songs and stories that reflect cultural history of various regions</p>

	inches, feet, yards, centimeters, meters, line plot, word problems					
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