
Grade Primary/One

Miss. Alison McMullin & Mrs. Kelli-Jeane Smith

Communication Plan

2017/2018

4220 Hwy 325, Newcombville NS, B4V 7W2

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Dear Parents/Guardians,

We are very excited to be teaching your children this school year. This document provides you with an explanation and outline of the grade primary and one program for this year. It is our belief that all students are capable of being successful in the classroom. Success will look different for each student as they hold individual differences within their personalities and learning styles. It is our goal to foster compassionate individuals through creating a positive learning environment for all students. By providing an environment where students consistently feel safe and welcomed by their peers and classroom teacher, students feel encouraged to put forth their best effort every day. We look forward to working with you and your children this year, and we hope that together, we will promote creativity, individuality, and at times chaos to embrace education in new and exciting ways.



Specialty Classes and Resource Teachers

Music

Ms. Alison Sheffield

Gym

Mr. Jason Snow

Guidance

Mrs. Jill Vandertoorn

Resource

Mrs. Vicky Deamond



School Vision Statement

Newcombsville Elementary School promotes life-long learning and critical thinking in a safe and healthy learning environment.

School Mission Statement

Collaboration among staff, students, parents, and community members will result in a balanced approach to education that will meet student's educational, social, and emotional learning needs.

Primary to Grade 3 Competencies:

Citizenship Learners are expected to contribute to the quality and sustainability of their environment, communities, and society. They analyze cultural, economic, environmental, and social issues, make decisions, judgment, solve problems, and act as stewards in a local, national, and global context.	Personal-Career Development Learners are expected to become self-aware and self-directed individuals who set and pursue goals. They understand and appreciate how culture contributes to work and personal life roles. They make thoughtful decisions regarding health and wellness, and career pathways.
Communication Learners are expected to interpret and express themselves effectively through a variety of media. They participate in critical dialogue, listen, read, view, and create for information, enrichment, and enjoyment	Creativity and Innovation Learners are expected to demonstrate openness to new experiences, engage in creative processes, to make unexpected connections, and to generate new and dynamic ideas, techniques, and products. They value aesthetic expression, and appreciate the creative and innovative work of others.
Critical Thinking Learners are expected to analyze and evaluate evidence, arguments, and ideas using various types of reasoning and systems thinking to inquire, make decisions, and solve problems. They reflect critically on thinking processes.	Technological Fluency Learners are expected to use and apply technology to collaborate, communicate, create, innovate, and solve problems. They use technology in a legal, safe, and ethically responsible manner to support and enhance learning.

Integrated Curriculum Information

English Language Arts

The English Language arts curriculum focuses on the following three areas: Listening and Speaking, Reading and Viewing, and Writing and Other Ways of Representing.

Reading Workshop

Reading Workshop will follow the time to teach, time to practice, and time to share model.

Time to Teach: Each Reader's Workshop will begin with a 10-15 focus lesson in which the teacher will explicitly teach and model a skill for students.

Time to Practice: Students will practice the skill or skills modeled during the focus lesson through independent reading, guided reading, or through conferencing with the teacher. This allows time for assessment and discussion to take place about the student's progress and personal reading goals.

Time to Practice: Each Reader's Workshop ends with a 5-10minute sharing time. The class will meet together at the carpet to discuss what students learned or any questions they may have.



What is an Integrated Curriculum?

An integrated curriculum develops skills and understandings that overlap across subjects. It enables students to see and experience connections amongst subjects and connect real-world and relevant learning opportunities to the classroom. Integration supports and better reflects how students typically process information and can foster deeper learning experiences. Within an integrated curriculum, outcomes within other subject areas (health, science, social studies, and visual arts) will be integrated into the learning opportunities during English language arts and mathematics.

Writing Workshop

Writing Workshop will also follow the time to teach, time to practice, and time to share model.

Time to Teach: Each Reader's Workshop will begin with a 10-15 focus lesson in which the teacher will explicitly teach and model a specific writing goal or target. The writing goal which students are working on at that time will be posted for students to reference in the classroom.

Time to Practice: Following the focus lesson, students will practice the specific writing skill. Each student has their own "I Am a Writer" notebook where students keep and organize their pieces of writing throughout the school year.

Time to Practice: After each lesson, students will be given the opportunity to share their writing with either a partner or the whole class.

Integrated Mathematics

Students will receive 75 minutes of instructional time for math each day. Each math lesson will begin with a "math warm-up" consisting of 10 minutes of mental math. During each math lesson, students will be provided with explicit instruction on the concept/skill that is our current learning target. Students will then work collaboratively to explore the concept/ skill, often using "hands on" materials or tools to support and enrich their learning experiences.

Topics for Mathematics Include:

- Numbers to 10 (Gr. Primary only)
- Patterning and Geometry
- Measurement (Length, Mass, Volume, and Capacity)
- Numbers to 20 and Counting to 100 (Gr. 1 only)
- Addition and Subtraction to 20 (Gr. 1 only)

PATHS

Promoting Alternative Thinking Strategies

Every class at Newcombsville Elementary participates in the PATHS program. The PATHS program facilitates development of self-control, positive self-esteem, emotional awareness, and interpersonal problem-solving techniques. Students will receive a 30 minute PATHS lesson every Monday which may be followed with additional activities throughout the week. Each morning a student from our class will be selected to be the “PATHS Kid of the Day.” Each child will receive a turn. Being the “PATHS Kid of the Day” gives students a sense of pride, and they look forward to the day when it is their turn. As a class we will meet daily and take turns giving compliments to the Kid of the Day.



Assessment

Assessment of student progress will be monitored on a daily basis, ongoing throughout the year. There are two forms of assessment that can take place, assessment *for* learning and assessment *of* learning. Assessment *for* learning allows the teacher to see where the child is at with their learning and where they need to go. Assessment *of* learning provides information about what the student knows and can do to show that they have achieved the outcome.

Forms of assessment may include:

Teacher observation, note taking, checklists, running records (reading assessments), work samples, and conferring.

Report Cards

- Report cards will go home 3 times a year (November, April, and June)
- Mathematics, Language Arts, Music, and Physical Education will be the only subjects on which reporting is made.
- Comments regarding other subject areas will be integrated on the report in Language Arts and Mathematics with a grade (A-D)
- Comments regarding areas of social development and work habits will be included in the “Learner’s Profile” section of the report card (interaction with others, acceptance of personal actions, conflict resolution ability, effective use of class time, ability to follow rules/routines/instructions/directions, completion of tasks, organization, participation, respect of property, pride in and quality of work)

*Please note primary students will not receive a letter grade

Communication

We encourage parents to communicate regularly with the classroom teacher, and we value the importance of a close working relationship between families and their childrens' teachers. Each week we will be sending home a weekly newsletter which will outline what students will be learning that week, as well as any important dates or activities that are taking place at the school. Other forms of communication include hand written notes, telephone calls, emails, meetings, communication folders, parent-teacher interviews, report cards, and informal conversations when at the school.

Provincial Homework Policy

The provincial homework policy establishes the expectation that educators will assign developmentally appropriate homework for students as a means of enhancing their overall learning. As stated in the province's homework policy, its purpose is to prepare, practice, and enrich students overall learning.

More information can be found at:

<https://www.ednet.ns.ca/files/policy->

Provincial School Code of Conduct

The provincial school code of conduct applies to all public schools in the province of Nova Scotia.

This policy ensures that a positive and inclusive school climate is maintained where all students are supported.

More information can be found at:

<https://www.ednet.ns.ca/docs/provincialschoolcodeofconduct.pdf>