

Grade One/Two Communication Plan 2020-2021

Mrs. Jennifer Snow

Newcombville Elementary School

Phone: (902) 541-8230

Welcome to Grade 1/2! The following outline will give an explanation of my Grade 1/2 program for the 2020/2021 school year.

Communication

Frequent communication between home and school is important to help to support your child throughout the school year. Please do not hesitate to contact me with any questions or concerns. Communication can be made through:

- Communication plan
- Weekly class and school newsletters
- Home folder
- Informal notes
- Report cards (three per year)
- School website: <http://newcombville.ednet.ns.ca/>
- Telephone calls: (902) 541-8230

Classroom and School wide Expectations

Students are expected to follow the rules and routines of the classroom and school through the three Bs: Be Respectful, Be Responsible, & Be Safe. We will be following an On Track For Learning system for behaviour in the classroom. If students are having difficulty meeting classroom or school expectations, they can speak with their teacher, guidance councillor, or administration for assistance. Students will have a home folder that they will take home each night and are asked to bring back to school each day. Bus notes, notes from parents, canteen money, permission forms, notices will be put in the home folder to make communication between home and school smooth.

English Language Arts

Through daily reading and writing workshops, students will participate in the three main components of the English Language Arts curriculum: reading and viewing, writing, and speaking and listening.

1. Speaking and Listening

Students will have many opportunities through class and small group discussions and activities to: ask and respond to questions; share their feelings, opinions, and experiences and consider those of others; use basic speaking and listening courtesies, and use respectful vocabulary.

2. Reading and Viewing

Independent Reading: This time is for the students to practice choosing “just right” books for their individual book bags; independently practice decoding skills and comprehension strategies that have already been introduced to them; and build up their reading stamina.

Guided Reading: Students will be put in a small group with other students who are working on developing similar reading strategies and skills. The teacher will meet with the small group and practice a specific reading skill with a new book.

Teacher Read-Alouds: The teacher will model/demonstrate different reading skills and strategies for the students by reading aloud to the class.

Shared Reading: The teacher and students practice reading aloud together through our weekly poems, songs, and big books, etc.

Home Reading: Students will be bringing books home to read that they have already practiced reading at school to be re-read at home to work on building reading fluency.

Students should read at home for 15-20 mins every evening to build upon what they have learned during the day.

Literacy Centres: Students will perform various literacy centers that focus on word work activities, letters and sounds, listening to reading on the computer/iPad, working with a small group and the teacher, etc.

3. Writing and Other Ways of Representing

Writers Workshop will take place daily and include a focus lesson where the teacher models a writing strategy, independent practice time, and share time. Students will have the opportunity to experiment with various forms of writing such as personal narratives,

journals, free verse poetry, lists, research, realistic fiction stories, procedural (how-to) writing, persuasive writing, responding to prompts and experiment with technology in writing.

Mathematics

Daily math lessons will include time for mental math, explicit instruction, practice and sharing about our learning. Students will use “hands-on” materials and will participate in problem solving through discussion, activities and games based on specific curriculum outcomes. Topics that we will be covering this year include:

Number Sense

Patterning

Measurement

Geometry

Integrated Subjects

The new curriculum in grades primary to three has a strong focus on improving language arts and math. There is now more time for teaching both subjects to ensure a deeper understanding. Science, social studies, visual arts and health outcomes will still be taught, but will now be integrated into the extended language arts and math time. Science, social studies, visual arts and health outcomes will no longer be given a grade on report cards. The school will continue using the PATHS program (Promoting Alternative Thinking Strategies) to help student’s social and emotional development. This program encourages children to resolve conflicts peacefully, to develop an emotional awareness, self-control and to make responsible decisions.

Assessment

1. Daily check-ins and conferencing: to check for understanding throughout all lessons. Feedback will be descriptive and specific to encourage students to master skills and consolidate their knowledge. I will provide clear learning targets so the students know where they are headed. I will provide specific and timely feedback so the students know where they are now in relation to achieving that goal and then I will provide the time and steps needed to get to that goal.

2. Report cards: will present a snapshot of where your child is currently. It will highlight your child’s strengths and an area that will show where the next focus needs to be. It will also provide the explicit steps that will be used to increase your child’s achievement and understanding of concepts and skills.

Assessment Tools:

- Observations
- Conversations
- Work samples
- Checklists
- Self-assessments
- Projects
- Rubrics
- Student-teacher conferences
- Running records (reading assessment)

P-3 Report Cards

Teachers report on the Learner Profile with a developmental code (WD-Well Developed; D-Developing as expected; ND-Needs Development) and write a comment. We report on Integrated Language Arts with a grade (WD, D, ND) and write a comment focused on student achievement in language arts. We report on Integrated Mathematics with a grade (WD, D, ND) and write a comment focused on student achievement in mathematics.

Reporting Descriptors

WD – The student demonstrates achievement with a well developed understanding of the expected learning outcomes.

D– The student demonstrates achievement with a developing understanding of the expected learning outcomes.

ND– The student demonstrates that they need further development of the expected learning outcomes.