



**to**  
**Grade Primary**

Communication Plan 2020-2021

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Dear Parents/Guardians,

We are very excited to be teaching your child this school year. The primary class has two teachers this year. Kelli-Jeane Smith, will be responsible for teaching English Language Arts and Candice Ernst will be responsible for teaching Math. Both of us will integrate Science, Social Studies, health and Art into our lessons. This document provides you with an explanation and outline of the grade primary 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. 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 everyday. We look forward to working with you and your child this year, and we hope that together, we will promote creativity, individuality, and at times chaos to embrace education in new and exciting ways.

### **Primary to Grade 3 Competencies:**

<b>Citizenship</b>	<b>Personal-Career Development</b>
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.	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.
<b>Communication</b>	<b>Creativity and Innovation</b>
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	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.
<b>Critical Thinking</b>	<b>Technological Fluency</b>
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.	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. Within these areas students will explore and develop understanding of letters, letter sounds, directionality, print concepts, developing a sight word vocabulary, rhyming, etc.

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

### **Writing Workshop**

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

**Time to Teach:** Each Writer's Workshop will begin with a 10-15 minute 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 Writing Workshop notebook where students create their own stories throughout the school year.

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

### **Integrated Mathematics**

**Topics for Mathematics Include:**

- Numbers to 10
- Patterning and Geometry
- Measurement (Length, Mass, Volume, and Capacity)

### **Integrated Subjects**

Science, Social Studies, Health and Visual Arts will be integrated into Language Arts and Math lessons.

**Topics for Science Include:**

- Sand and Water
- Living Things
- Materials (exploration through senses)
- Movement of Objects

**Topics for Social Studies Include:**

- Identity
- Roots

**Topics for Health Include:**

- Emotions
- Family Structures
- Safe Practices/Personal Safety

**Topics for Visual Arts Include:**

- students will explore and manipulate a range of materials, technologies, and processes to create a variety of artworks that express feelings, ideas, and understandings.
- Students will examine a range of artworks from diverse cultures and communities, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq, with respect and sensitivity.
- students will demonstrate an awareness of, reflect upon, and develop respect for art and art making

## **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 at least once a week which may be followed with additional activities. 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 outcomes. Various forms of these assessments will be checklists, self-reflections, observations, teacher-student conferences, group work, daily class work, etc,

### **Report Cards**

- Report cards will go home three 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
- 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/instruction/directions, completion of tasks, organization, participation, respect of property, pride in and quality of work).

### **Communication**

We encourage parents to communicate regularly with the classroom teachers and we value the importance of a close working relationship between families and their child's teacher(s). A few times a month I will be sending home a newsletters will be sent home throughout the year, that will outline what students have been learning , 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. We can be reached at the school (902-541-8230) after school hours until 3:30p.m. We also will be using our Class Dojo account to keep families up to date about their child's learning progress and of fun activities we are doing in the classroom. Look for more information about accessing this App later in September.