APS 1 Artifact
Long Range Plan
First Grade
January 2012- May 2012

Description of Students
Total Students: 20
Gender: 12 female; 8 male
Ethnicity: 3 African American; 17 Caucasian
Abilities: 4 students are being brought up for Staff Support. 2 students participate in Reading Recovery. 1 student receives one period of resource. 1 student goes to speech. 1 student works with the reading interventionist.
Lunch: 11 students pay the whole amount for lunch, 0, students have reduced lunch, and 9 students receive free lunch.

MAP scores for Reading:

<table>
<thead>
<tr>
<th></th>
<th>Phonological Awareness</th>
<th>Phonics</th>
<th>Concepts of Print</th>
<th>Vocabulary and Word Structure</th>
<th>Comprehension</th>
<th>Writing</th>
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I received the below information by interviewing each student one at a time and recording their answers in my notebook.

**SH**→ SH has one older brother and lives with both of her parents. Her favorite part about school is doing mathematics. She enjoys jumping rope and her favorite color is pink.

**AS**→ AS is a quiet and respectful student. She never disrupts the class and always works diligently in class. She has one younger sister and lives with both of her parents. She enjoys hula hooping. Her favorite color is pink and she looks forward to recess everyday at school.

**KS**→ KS always has a smile on her face in class. However, she has a difficult time grasping the basic concepts in class, such as writing words and adding numbers. She is a mix between African American and Caucasian and she refers to her skin color as “caramel”. She has one older sister and two younger brothers. KS lives with only her mother because her father is in jail. She enjoys playing with friends while at school and her favorite color is blue. KS goes to speech twice a week and reading recovery daily for 30 minutes at a time. As of right now, she is being brought up for Staff Support. This means that she is being tested for additional help.

**CC**→ Caroline is an intelligent girl and she stays on task during class, but often needs to be pushed to go the extra mile. She enjoys receiving a lot of attention and she told me her favorite part about school is being with me. She has one younger brother and lives with both of her parents. Her favorite activity at recess is jumping rope. Her favorite colors are pink, orange, and purple.

**AC**→ AC works extremely hard in class and does a fantastic job following directions. She definitely strives for success. She has one younger brother and lives with both of her parents. Her favorite part about school is being with her friends, Mrs. Guill (her teacher),
and myself. She enjoys participating in gymnastics after school and her favorite color is magenta.

HT → HT is a great writer, but quite the chatterbox. She often gets in trouble for talking too much in class. She has one younger sister and one older brother. She lives with both of her parents and is adopted (however she doesn’t know that she is adopted). Her favorite part about school is reading and her favorite color is pink. The sports that she likes the best are soccer, tennis, and basketball. She attends the after school program at Ravenel Elementary School.

AH → AH needs more one on one attention in class from the teacher or myself to complete a task. She is placed at the front of the room so she can concentrate better. She has one younger brother and an older sister. Her parents are divorced and she stays part time with her mother and part time with her father. Her favorite part about school is reading books. She goes to gymnastics after school and her favorite color is pink.

LP → LP is a fast learner and completes tasks at a rapid pace. She has one younger sister and one younger brother. She only has a father and he does a great job raising her. Her favorite part about school is getting to read. She enjoys doing gymnastics after school and her favorite color is pink.

EG → EG has one older brother, one younger brother, and one older sister. She lives with both of her parents. Her favorite part about school is learning. She enjoys participating in gymnastics after school and her favorite colors are pink, purple, and red. She attends the after school program at Ravenel Elementary School.

AS2 → AS2 is seated at the front of the classroom because she needs special attention from the teacher. She has a hard time following directions even though she tries very hard. More often than not, she cannot complete a task without the teacher’s help. She is learning on a slower pace compared to the rest of her classmates. She has one older brother and she lives with both of her parents. She looks forward to recess everyday. She enjoys jumping rope and her favorite color is violet. She works with Miss Moore, the reading interventionist, daily. As of right now, she is being brought up for Staff Support. This means that she is being tested for additional help.

AN → AN has five siblings and lives with both her mother and father; however, they are not married. Her favorite part about school is recess and she enjoys readings. Her favorite color is pink.

MS → MS has a twin sister who attends the same school as her but is in a different 1st grade classroom. She lives with her mother and stepfather. She also has an older sister and a younger brother. Her favorite part about going to school is being with her teacher,
Mrs. Guill. She enjoys participating in gymnastics and her favorite colors are orange and purple; she loves Clemson.

**BN** BN is an only child and he lives with both his mother and father. His favorite part about being at school is being with his teacher, Mrs. Guill. He goes to after school and participates in club scouts and basketball. His favorite color is red.

**NB** NB is an only child and he only lives with his mother (he doesn’t know who his father is). His favorite part about school is learning. He is in tiger cub academy and wanted me to know that he can compete a hard puzzle in one minute. His favorite colors are gold, silver, and yellow. He attends the after school program at Ravenel Elementary School.

**LM** LM has one younger brother and lives with both of his parents. He enjoys reading at school. After school and on the weekends, he likes to go hunting with his father. His favorite color is orange.

**KD** KD has one older brother and lives with his mother (his father passed away). He likes going to school because he gets to learn new information. His favorite activity is kicking a ball and orange is his favorite color. He goes to reading recovery daily for 30 minutes. As of right now, he is being brought up for Staff Support. This means that he is being tested for additional help.

**FR** FR has one older brother and lives with both of his parents. His favorite part about being at school is the “Daily 5”. He enjoys playing football and baby blue is his favorite color. In the past, he has had serious problems controlling his emotions and anger issues. He is most likely going to be tested soon. The teacher has already helped him with his emotional/anger issues and now she is focusing more on his academics.

**GY** GY has one older brother and lives with his mother. He likes to attend school because he enjoys learning. He loves soccer and his favorite color is red. He receives one period of resource but it is being increased to two periods. He will soon be switched into a self-contained classroom and he goes to speech twice a week.

**LB** LB has one older sister and lives with both of his parents. He enjoys going to school because he recently received a metal for reading the most books in 1st grade thus far. After school, he has karate and piano lessons and he also attends the after school program at Ravenel Elementary School. His favorite color is red.

**HH** HH has two older brothers and two older sisters. He lives with both of his parents. His favorite part about school is recess and he enjoys playing basketball in his free time. His favorite color is red.
Language and Developmental Goals

Ravenel Elementary School arrives at student goals by working together as a grade level and using the standards as a base to set the goals for the children.

*The school is switching to the Common Core Standards next year.

The following South Carolina Standards are implemented as a district pacing guide:

SC Standards: Science (First Grade)
- **Unit: Process Inquiry Skills**
  - **Standard 1-1:** The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.
- **Unit: Plants**
  - **Standard 1-2:** The student will demonstrate an understanding of the special characteristics and needs of plants that allow them to survive in their own distinct environment.
- **Unit: Sun and Moon**
  - **Standard 1-3:** The student will demonstrate an understanding of the features of the sky and the patterns of the Sun and the Moon.
- **Unit: Earth Materials**
  - **Standard 1-4:** The student will demonstrate an understanding of the properties of Earth materials.
- **Unit: Exploring Motion**
  - **Standard 1-5:** The student will demonstrate an understanding of the positions and motions of objects.

SC Standards: Mathematics (First Grade)
- **Standard 1-1:** Mathematical Processes
- **Standard 1-2:** Numbers and Operations
- **Standard 1-3:** Algebra
- **Standard 1-4:** Geometry
- **Standard 1-5:** Measurement
- **Standard 1-6:** Data Analysis and Probability

SC Standards: Language Arts (First Grade)
- **Understanding and Using Literacy Texts**
  - **Standard 1-1:** The student will read and comprehend a variety of literacy texts in print and nonprint formats.
- **Understanding and Using Informational Texts**
  - **Standard 1-2:** The student will read and comprehend a variety of informational texts in print and nonprint formats.
- **Learning to Read**
- **Standard 1-3**: The student will learn to read by applying appropriate skills and strategies.

- **Developing Written Communications**
  - **Standard 1-4**: The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of choice, and correct use of the conventions of written Standard American English.

- **Producing Written Communications in a Variety of Forms**
  - **Standard 1-5**: The student will write for a variety of purposes and audiences.

- **Applying the Skills of Inquiry and Oral Communication**
  - **Standard 1-6**: The student will access and use information from a variety of sources.

*SC Standards: Social Studies (First Grade)*

- **Foundation of Social Studies: Families**
  - **Standard 1-1**: The student will demonstrate an understanding of how families interact with their environment both locally and globally.
  - **Standard 1-2**: The student will demonstrate an understanding of how government functions and how government affects families.
  - **Standard 1-3**: The student will demonstrate an understanding of the principles of American democracy and the role of citizens in upholding those principles.
  - **Standard 1-4**: The student will demonstrate an understanding of how individuals, families, and communities live and work together in America and around the world.

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**Units of Instruction**
*(See attached document → push dates back a week)*

**Language Arts Goals**
- **Reading:** The students participate in read alouds, they read their vocabulary words, they ask questions, and they learn word families. They also learn about the characters and settings in a play and story.

- **Writing:** The students write in their journals, write vocabulary words, and write in their homework and class work. They also write their own stories as well as a dialogue between two characters using speech bubbles.

- **Speaking:** The students ask questions, answer questions, make comments and observations, and practice their phonic skills. The students also sing and dance along to educational songs that have to do with the days of the week, the months, etc.

- **Viewing:** Technology is used throughout the year in various ways. Overheads are used to produce material on the white board for the students to see. The computer is used to take AR tests, as well as producing worksheets and lessons on the white board for the students to see. Videos are sometimes used to teach about a certain subject matter (for example, we watched a video on Rudy Bridges when we were talking about Martin Luther King, Jr. and the impact he has had on the world, as well as African Americans). Posters and charts are also located around the classroom at all times for the children to look at/help them with their spelling.

- **Listening:** The students practice their listening skills when given directions. They understand what the expectations and routines are in the classroom from listening. They also have listening stations in the classroom that help them read along in a book, which ultimately teaches them how to become better listeners.

- **Thinking:** The teacher asks questions throughout readings and assignments to observe the students' critical thinking skills and comprehension strategies. The students also speak about social issues and are encouraged to read books that have to do with a different race, class, gender, etc.
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<td>3:10</td>
<td>Write a story (fiction).</td>
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<td>What I did today.</td>
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<td>What will I do tomorrow?</td>
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<td><strong>Money and Borrowing</strong></td>
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<tr>
<td>SS.1.6.2 Explain methods for obtaining goods and services, including buying with money and selling.</td>
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| **Reading and Writing**          |
| February 28                      |
| **Feb. 27 Holiday Show**         |
| **Feb. 28 - Valentine's Day**    |
| **Feb. 29 - President's Day**    |
| **Feb. 30 - President's Day**    |

| **Dental Health**                |
| February 23                      |
| **Feb. 13-17**                   |

| **Geography**                    |
| February 10                      |
| **Feb. 14**                      |

| **Social Studies**               |
| January 30                      |
| **Jan. 23-27**                   |

| **Social Studies**               |
| January 10                      |
| **Jan. 17-20**                   |

<p>| <strong>Social Studies</strong>               |
| January 6                       |
| <strong>Jan. 15</strong>                      |</p>
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<td>SCI 1-4.6 Examine Earth materials that are used for building structures or for growing plants.</td>
<td>16-20 April</td>
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<tr>
<td>SCI 1-4.3 Compare soil samples by sorting them according to properties (including color).</td>
<td>3 April 9 Holiday/Show Makeup day</td>
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<tr>
<td>SCI 1-4.2 Classify rocks and sand by their physical appearance.</td>
<td>2 April 10-13 Earth Materials</td>
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<tr>
<td>SCI 1-4.1 Recognize the composition of Earth (including rocks, sand, soil, and water).</td>
<td>Spring Break Apr 2-6</td>
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<tr>
<td>SCI 1-4.5 Illustrate the location of water on Earth by using drawings, maps, or models.</td>
<td>Mar 26-30 Earth Materials</td>
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<tr>
<td>SCI 1-4.4 Recognize the observable properties of water (including the fact that it takes the shape of its container, forms domes and feels wet).</td>
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<td>SCI 1-2.2 Compete the ways that people use land and natural resources in different settings across the model.</td>
<td>20-23 Mar 17-21 Parent-Teacher Conference Day</td>
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<tr>
<td>SCI 1-2.1 Compare the ways that people use land and natural resources in different settings across the model, including the conservation of natural resources and the actions that may harm the environment.</td>
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<td>8 March 5-9 Buying and Selling</td>
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**PLANTS**

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**PLANTS**

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**PLANTS**

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<tr>
<td></td>
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<td>April 23-27</td>
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</table>
Instructional Materials and Resources

- Manipulatives
- Wikki sticks
- Slates
- Markers
- Socks
- Listening stations
- CD players
- CD’s
- Books
- Puppets
- Stuffed animals
- White boards
- Reading rods
- Magnetic letters
- Play dough
- Crayons
- Markers
- Pencils
- Erasers
- Rulers
- Calculators
- Balance scales and weights
- Play bills and coins; real coins
- Dice
- Dominos
- Cards
- Board games
- Leap pads
- Base-10 blocks
- Lined paper
- Construction paper
- Scissors
- Tape
- Glue

Major Assessments

Formal

- MAP→ Measure of Academic Progress (computerized test)
- Success Maker
- Domonie
  - Running record
- One-on-one test that takes 45 minutes for each child
  - Math Test
    - End of the chapter/unit
  - Word study test
    - Spelling
  - Checklists
  - Word ring
    - Note cards containing a spelling word on each card that hang on a ring

**Informal**
- Writing journals
- Observations
- 100 book challenge (teacher observation)
  - Teachers rotate books every two weeks
- At least 15 minutes of reading a day during school (teacher observation)

**Student Records**

The grades that the students receive in 1st grade are not weighted. They simply receive an E, S, N, or U on their report cards. “E” stands for excellent, “S” stands for satisfactory, “N” stands for needs improvement, and lastly “U” stands for unsatisfactory. E, S, N, and U can’t be averaged; therefore, my teacher doesn’t keep much of a “grade book”. Monday through Thursday the children will be assigned homework on word study (spelling) and reading. Also, the children will be given a test every Friday on word study; which basically means spelling.

When I take over the classroom, I will record grades by creating a checklist chart on the computer. I will also have a hard copy of a grid with the students’ names in the chart to record grades. However, you can not assess everything in 1st grade.

**Rules for Student Behavior**

Every morning, the students at Ravenel Elementary School recite the Code of Conduct after the morning announcements. The students are held to these expectations throughout the whole school day each and every day.

*To be the best that I can be; I will be respectful, responsible, and ready to learn.*

*Mrs. Xxxx’s Classroom Rules*

1. Follow directions.
2. Speak kindly and with permission.
3. Keep hands, feet and objects to yourself at all times.
4. Have fun and learn all that you can!

*Mrs. Xxxx says that if you’re not consistent with rewards/punishment, don’t say it at all because it sends the wrong signals.*

*Ravenel Elementary School Rules*

PBIS → Positive Behavioral Intervention System

- To be respectful, responsible, and ready to learn.
All of the students at Ravenel Elementary School receive “Tiger Cub Cash” as an incentive/reward. This is fake money that the students will get sporadically for following directions, showing signs of good behavior, going out of their way to help a classmate, etc. The teachers can hand out cub cash to any student they see that is being a respectful, responsible, and ready to learn student. Examples are helping a friend, staying quiet in the hallway, etc. The students can “spend” their cub cash to receive different rewards/prizes:

$10: The student can spend 10 minutes with a staff member.
$20: The student can eat lunch with a friend that is in his/her grade.
$30: The student gets to pizza with the Principal, Mr. Bolger.
$75: The student can attend a school DJ party.

The teachers at Ravenel Elementary School are trained to use a system called, “Money Cents”. This is a great classroom management technique and this system acts as both a reward and a consequence for the students. It is a card system and all of the students' cards start out on “Great”. If a student misbehaves, he/she must move his/her card down a space. Throughout the day, the students are given the chance to move their cards back up. Underneath “Great” are “Good”, “Fair”, “Poor”, “Very Poor”, and “Peer Court”. Even though the students start off at “Great”, there is “Saper Duper” above great. The students should only be moved to this spot one to three time a year.
<table>
<thead>
<tr>
<th>Procedure</th>
<th>Setting</th>
<th>Hallways</th>
<th>Recess</th>
<th>Cafeteria</th>
<th>School</th>
<th>Car Riders</th>
<th>Bathroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ready to learn</td>
<td>Respectful</td>
<td>Follow yourself</td>
<td>Take turns</td>
<td>Quiet voices</td>
<td>Eyes on speaker</td>
<td>Listen for your name</td>
<td>Remain in chosen area</td>
</tr>
<tr>
<td>Bring materials</td>
<td>Listen and follow directions</td>
<td>Stay in your seat</td>
<td>Include others</td>
<td>Keep book closed</td>
<td>Wash your hands</td>
<td>Wash your hands</td>
<td>Wash your hands</td>
</tr>
<tr>
<td>Ears forward</td>
<td>Use the right equipment</td>
<td>Stay in your space</td>
<td>Say please and thank you</td>
<td>Keep book closed</td>
<td>Wash your hands</td>
<td>Wash your hands</td>
<td>Wash your hands</td>
</tr>
<tr>
<td>Line up at teacher's signal</td>
<td>Get all equipment/materials</td>
<td>Hands in your lap</td>
<td>Sit on bottom</td>
<td>Listen for your name</td>
<td>Clean your table</td>
<td>Wash your hands</td>
<td>Wash your hands</td>
</tr>
<tr>
<td>Watch for teacher's signal</td>
<td>Return all equipment</td>
<td>Keep book closed</td>
<td>Sit on bottom</td>
<td>Listen for your name</td>
<td>Clean your table</td>
<td>Wash your hands</td>
<td>Wash your hands</td>
</tr>
<tr>
<td>Sit in designated area</td>
<td>Clean up after self</td>
<td>Wash hands</td>
<td>Sit on bottom</td>
<td>Listen for your name</td>
<td>Clean your table</td>
<td>Wash your hands</td>
<td>Wash your hands</td>
</tr>
<tr>
<td>Return to class promptly</td>
<td>Wash hands</td>
<td>Wash hands</td>
<td>Sit on bottom</td>
<td>Listen for your name</td>
<td>Clean your table</td>
<td>Wash your hands</td>
<td>Wash your hands</td>
</tr>
</tbody>
</table>

Procedures for Non-Instructional Routines

In the classroom, there is a red notebook underneath the light switch. This notebook contains a fire drill plan. When there is a fire drill, the teacher must follow the steps and procedures and then hold up a green piece of paper if all of the students are present or a red piece of paper if there is a student missing.

For morning arrival, the students are allowed into the school starting at 7:15 A.M. They can eat breakfast until a teacher gets them, read a book in the hallway, or participate in walking club. At 7:45 A.M. the classroom doors open and the students can go into the class and start their morning duties, such as choosing what they would like for lunch and classroom jobs. At 8:00 A.M., the morning announcements come on.
Students are considered tardy if they arrive to school after 8:00 A.M. If they are tardy, they have to fill out a slip at the office. The teacher must fill out the attendance on the computer no later than 8:15 A.M.

For bathroom procedures, two students are picked as “bathroom spies” for the week. The bathroom spies make sure that the water in the sink is turned off, that the toilets aren’t dirty, and basically that the other students are following proper bathroom etiquette.

There is no talking allowed in the hallways. If a student is talking, that student will be warned. If the student continues to talk, he/she will have to move a card down.

During lunchtime, students line up based on what choice they made for lunch (A, B, C, or D). The students with the lunch boxes are placed at the front of the line, followed by the students who picked A, B, C, or D. The students know which table they are supposed to sit at and they are not allowed to save seats; they must go all the way down to the seat. Talking is not permitted at the beginning of lunch or at the end of lunch. The school enforces this rule to make sure that the children eat their lunches. Once a teacher rings a bell, the students are allowed to quietly whisper to one another before the bell is rang again for the ending period of lunchtime.

The teacher must walk the students to all “CAMPE” activities and there is a quick bathroom break after each activity. These activities include: Computer, Art, Music, and Physical Education (P.E.).

At recess, there are always two teachers on duty. Each day one class is responsible for equipment. Once all of the children get out to the playground, they eat their snacks and are required to walk one lap. Once they have completed the one lap, they are free to play.

At Ravenel Elementary School, students are not permitted to sharpen their own pencils. They must ask the teacher (or another adult in the classroom) to sharpen the pencils for them.

**Communication with Parents**

A weekly newsletter is sent home to the parents every week; this newsletter updates the parents on what their child is doing in class for the week, the new skills that they are learning, the reading, the spelling words, what they are working on in math, and important dates to remember. This newsletter is online and is sent home as a hard copy. This is a great tool to keep the parents up to date and to make them feel included. There are also blue communication folders that are sent home every Monday. These folders include items such as, tests, work, the newsletter, etc.

At the very beginning of the year, there is a meet the teacher night where the parents can meet their child’s teacher and feel more comfortable. Then, there is a first grade parent night. There are also PTO nights, family movie nights, math nights, and family literacy nights. Mrs. Xxxx talks to all of her students’ parents on a regular basis and many parents volunteer to help the children with Accelerated Reading (AR) tests at the end of the school day.
Mrs. Gab

January 23, 2012

Terrific Tigers of the Week

Hanna

Reading

The children are doing a great job with their reading. Remember to sign their agenda each night. We have a lot of children joining the 100 Book Challenge Club. Several students are on their way to 200 and 300 steps! Luke just received his 300 steps! WOW!!!!

Our story this week is called Friends Forever. This story is about all kinds of friends and the fun they have together.

This week we will focus on Check for Understanding. These are great strategies from the Café Memos.

Skills

Fact or Non-Fiction, names of the days of the week, blends and -er and -est on the end of words

Spelling Words (STUDY! THESE ARE HARD!)

middle fiddle wiggle giggle puddle cuddle fur bird were four

High Frequency Words

each great other place school talk together

Math

We are working on chapter 5. 10's and 1's are confusing to many of the children. They will be having MATH homework. Please help them BUT do not do it for them! Continue to work on clock by the hour and half hour and COUNT coins. PLEASE make sure your child knows the names and the amount of each coin.

Social Studies

We are learning about some famous Americans. We will be making a booklet to show what we have learned!

We have learned about Ruby Bridges, Rosa Parks and George Washington Carver.

Dates to Remember

Jan. 25 100 Days in First grade Bring in 100 items to sort!
Feb. 1 Early Release day 3 spoons fundraiser from 12-2pm
Feb. 2 Chick-Fil-A S-8 Seneca Store
Feb. 7-10 Book Fair
Feb. 24 and 27 NO SCHOOL

Remember to order SCRIP, turn in Box Tops and clean cans to recycle.

A special thanks to Mrs. , Mrs. , Mrs. and Mrs. for helping with AR testing. I also want to give a shout out to Mr. and Mr. for coming one day to help. Hope you dads will return! If you are free to help us from 2:00-2:30 each day except Tuesday, just join me and you have a job! The pay isn’t very good BUT the rewards are priceless!

We will do MAP testing on January 26 is reading and January 27 is math. Do not plan on early dismissal on these days! We will do AR if we have completed MAP testing.

*Remember to write me a note if your child is going home a new or different way.
*If your child is out of school for sickness, I need you to send in the doctor’s excuse or a note from you stating the illness.

A note from Miss Deed:

My name is and I am currently a senior at Clemson University studying Early Childhood Education. I would like to become a kindergarten or first grade teacher after I graduate. I could not be happier to be doing my semester of student teaching with Mrs.

A wonderful first grade class. I am excited to gain more knowledge about becoming a teacher from this experience. These children are going to help me become a better teacher in the future. Not only am I going to positively impact their lives, but they are also going to impact mine.

I am certain that my experience at Ravenel Elementary School will be truly memorable.

Sincerely,

Miss