

J2 Handbook

Welcome to First Grade

Dear First Grade Families,

Welcome to Hale Kula Elementary School. We are looking forward to a fantastic year with your child. The following pages were designed to answer questions about student/parent/teacher expectations as well as answer any questions you might have about your child’s education. Your first grader will be actively involved in a variety of learning experiences and will be encouraged to make decisions, develop independent problem solving skills, and foster cooperative learning and teamwork.

Communication between parents, students and teachers is essential for a successful school year. Let’s work together as a team to make this the best school year for your child. If you have questions or concerns at any time please contact us at school by writing in your child’s SPIN or emailing at us cotham11@gmail.com or [kbuchanan@halekula59.k12.hi.us](mailto:kbuchanan@halekula59.k12.hi.us)

Wondering why your child has two teachers? Please see our class website!

*Be sure to visit our class website for announcements.* J2rocks.weebly.com

Sincerely,

Mrs. Shelby Cotham and Mrs. Kristen Buchanan



J2’s Class Website

This site was created to provide an additional tool for communication, teaching and learning. In an effort to be a little bit greener this year, we will not be sending paper copies of J2 class announcements or class information unless necessary. If you would like to view announcements, homework, schedules, and other class information you can visit J2rocks.weebly.com.

This website is for communication between families and myself, as well as a resource for parents and students to access a variety of learning materials and supplements.

 Please explore the class website with your child as they will be accessing this it is school year.

Classroom Procedures and Tribes Techniques

***TRIBES Community Agreements***

Every child deserves to learn in an environment that is safe and provides a positive atmosphere for learning. In order for this to occur, classroom community agreements are established. The following TRIBES Community Agreements have been and will continue to be discussed and implemented throughout the year **schoolwide.\***

*School and Classroom Tribes Community Agreements:*

**ATTENTIVE LISTENING**

* I can listen with my ears, my eyes, and my heart.
* I can listen and follow directions.

**APPRECIATIONS/ NO PUT-DOWNS**

* I can say thank you.
* I can say things in a positive way.
* No teasing or name-calling.

**RIGHT TO PASS/ RIGHT TO PARTICIPATE**

* I can choose to pass during group activities (this does not apply to completing assignments, taking tests, or responding to an adult).
* I can respect those that participate in group activities.

**MUTUAL RESPECT**

* I respect myself, respect others, and respect my school.
* I treat others as I would like to be treated.

\*Conflict Resolution Forms (schoolwide) will be used at teacher’s discretion. This behavior reflection form is completed by students, usually directly after an incident that needs reflecting upon. This helps students to refocus on what better choices they can make in similar situations in the future. A PARENT SIGNATURE is needed if a conflict resolution form is sent home and must be returned ASAP. Please see attached sample.

***Doing Away with Color Behavior Chart in J2***

In order to teach effectively it is important to set clear expectations and establish consistent procedures and routines. Once those are in place it is helpful to have a plan for managing student behaviors. You may be familiar with the color behavior chart (Red – consequence, Yellow - reminders, Green – ready to learn or the Pink, Purple, Blue, Green, Yellow, Orange, Red chart). We have used the old color behavior chart in the past for it’s benefits. However, over the years, we found the chart too public despite attempts to make it more private.

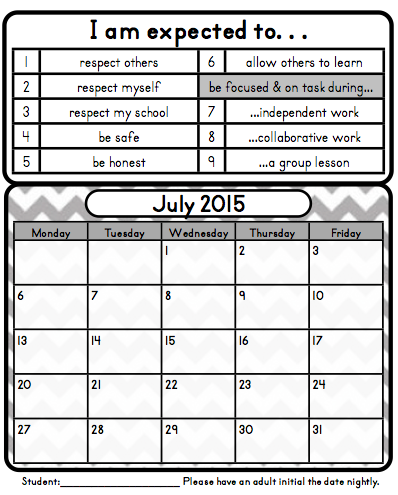
However we have chosen START the school year with a color behavior chart and a behavior calendar until we have taught student expectations and given time for students to internalize the procedures and routines in the classroom. Then we will continue the procedures and routines WITHOUT the color chart and use only the behavior calendar different way to track behavior progress and have concrete data as well as a more private, positive way to frame redirections.

The behavior calendar is to be placed into students’ SPIN books. Either a teacher or the student will need to write any numbers onto the correct day if the needed reminders for the following expectations. .

Students are expected to:

1. respect others
2. respect myself
3. respect my school
4. be safe
5. be honest
6. allow others to learn
7. be focused on task during independent work
8. be focused on task during collaborative
9. be focused on task during group work

Parents, please initial in the date daily. This is how we will communicate your child’s behavior with you and we want to make sure that you’ve received it. If there is no number on the day your child brings his/her SPIN home, this means that they needed little to no reminders to follow their expectations.



*Positive Reinforcement Examples will be used on an as need and sporadic basis. Any given day we can provide some sort of:*

* Move clip to blue, purple, or pink
* Extra recess privilege
* Lunch with a friend and the teacher
* Verbal praise
* Positive notes sent home
* Small tangible rewards (stickers, prizes, etc)
* Privileges (computer time, special jobs, etc)

*Examples of Consequences:*

* Move clip to yellow, orange, or red
* Verbal reminders and warnings
* Movement of seating arrangements
* Note sent home/Contact parents
* Loss of recess or play time minutes (time out)
* Loss of job privileges
* \*Conflict Resolution Form (behavior reflection)

(example on following page)



**Curriculum Expectations**

Listed below are some of the objectives that are expected to be mastered this year.

**Language Arts:**

We will be using the Wonders program along with many other resources to provide opportunities for your child to grow in reading and writing. Students will have homework that sometimes touches upon these points.

*Reading:*

Some of the overall reading indicators focused on throughout the year to help students construct meaning and respond to a variety of text.

* Foundational Skills
  + demonstrate understanding of the organization and basic features of print
  + demonstrate understanding of spoken words, syllables and sounds
  + know and apply grade level phonics and word analysis skills in decoding words (sight words, word families)
  + read emergent reader texts with purpose and understanding (fluency)
* Reading Literature
  + retell stories, ask and answer questions about text
  + describe characters settings and major events in a story
  + compare and contrast experiences of characters in stories
  + identify who is telling the story
* Reading Informational Texts
  + ask and answer questions about key details in text
  + identify main idea and key details
  + ask and answer questions to clarify meaning of words and phrases
  + use various text features

Students will be working to master these concepts among through shared, guided and independent reading. Reading fluency is also important to a child’s academics. Please help your child practice these concepts by reading with them or to them daily at home. Students will be expected to read a minimum of 20 minutes each day. They will have a daily reading log in their homework folder to track the books read. Along with the reading log, comprehension and fluency homework may be sent home.

*Writing:*

Students will be using the writing process, conventions of language, and research to communicate effectively for a variety of purposes and audiences. They will have some opportunities for free writing (no correcting or grading) to foster a love of writing. Student will also use the writing process to work on the following types of writing.

* Opinion writing
  + state a stance, supply reasons for stance, provide sense of closure
* Informative/explanatory writing
  + name a topic, supply some facts about the topic, provide sense of closure
* Narrative writing
  + recount two or more sequenced events, include details regarding what happened, use temporal words (then, second, next, finally, etc) to signal event order, and provide sense of closure
* Focus on a topic, add details to strengthen writing
* Use digital tools to produce and publish writing
* Participate in shared research and writing

*Speaking and Listening:*

Students must participate in collaborative conversations with a variety of peers and adults in small and larger groups using active listening, expressing themselves clearly, taking turns, staying on topic, building on others’ comments, asking and answering questions, and describing people, places, things, and events with relevant details.

*Language:*

Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking, capitalization, and punctuation, and spelling when writing. Students will clarify the meaning of unknown and multiple meaning words and phrases using a variety of strategies.

*Spelling:*

Students will practice writing their spelling words daily. Their list of words will correspond with the weekly reading, and sometimes writing, topics. See “Homework.”

**Mathematics:**

We have implemented the Math Investigations program and many other teacher resources. These resources help lead students through mathematical discovery and problem solving skills.

* Operations and Algebraic Thinking
  + Represent and solve problems involving addition and subtraction
  + understand apply properties of operations and the relationship between addition and subtraction
  + add and subtract within 20
  + work with addition and subtraction equations (number sentences)
* Number and Operations in Base Ten
  + extend counting sequences
  + understand place value
  + use place value understanding and properties of operations to add and subtract
* Measurement and Data
  + measure lengths using non standard and standard units
  + tell and write time (hour and half hours)
  + represent and interpret data
    - ask and answer questions about data in graphs and charts
    - create graphs and charts using given data
* Geometry
  + reason with shapes and their attributes
  + understand simple fractions (halves, fourths)

**Science:**

Students will be studying plants, ocean animals, matter – solids, liquids, and gases, the sun, force and motion, and the scientific process. They will research, discover, invent, and investigate using the skills necessary to engage in the scientific process and understand that science, technology, and society are interrelated.

**Social Studies:**

Students will be studying power and authority, rules and laws, U.S. national symbols, simple maps, children in history, influential people, needs and wants, goods and services.

**Fine Arts:**

Students will understand and apply techniques, process, and skills in creating visual art, music, dance, and drama. They will also understand how fine arts express feelings, and communicate ideas and experiences.

**Health:**

Students will understand and practice health promotion and risk and disease prevention (germs, cleanliness, safety, eating healthy, etc.). They will also use interpersonal communication skills (express feelings, wants and needs appropriately) and name people and services in the community and school who provide health support.

**Career and Technical Education:**

Students will explain that everyone has personal interests, strengths, and abilities.

**Resources:**Hale Kula’s schedule has A week first, B week next, then A again and repeat, continuing after breaks.

Library:

Our class’s library day is on B week (every other week), Thursdays at11:45-12:15. To allow our students to have every opportunity to borrow books, please have your child return his or her library book by 8:30am the second Thursday after checking out the book to the Library in G4 or to J2. Keep books away from pets, water bottles, rain, and younger siblings with the urge to draw or tear. Damaged books cannot be put back into the borrowing rotation.

J2 has our own small class library. Students may be allowed to borrow them after a small amount of time. Class library books may be borrowed one at a time. They must return their book before being allowed to bring another home.

Drama

Drama will be held once every other week on Week A’s Thursdays at 11:45-12:15 (opposite library). Students will have the opportunity to learn a variety of ways to express themselves, interpret ideas, have lots of fun.

P.E.

P.E. will be held with Mr. Enoki every week every Thursday at 12:00. We recommend that students wear sneakers and comfortable clothes for physical activity. Students should bring a water bottle, especially on PE days and hot days.

Resource Days:

First grade will be having Resource Days throughout the year on A Week Wednesdays (unless otherwise specified) in which our classes will rotate through our 6 first grade classes. Each teacher will teach a specific lesson in subjects like science inquiry, art, music, technology, health/wellness, and world cultures. The dates will be posted and reminders written in SPIN as well.



Communication, Homework and Attendance Expectations

SPIN Book:

At the beginning of the school year, children in P11 will start a notebook called their S.P.I.N. or Student Parent Information Notebook. This notebook is to be used as a communication log between home and school. Your child will be writing his/her daily homework, any reminders, etc. in this notebook. This notebook will be coming home and returning to class daily. **Please check and sign your child’s daily** for important news, class work, and behavior color, etc.

The SPIN is to be **returned to school every day**. Any notes from home should be written or placed in your child’s S.P.I.N. so that I will receive them. Changes in your child’s life affect their education. To enable me to better understand and work with your child, please feel free to inform usas changes (family illnesses or visitors, deployment, newborn siblings, etc.) occur throughout the school year.

PLEASE send a note or call when there is a change in your child’s dismissal routine. This may include not riding the bus or going to A+ or going home with a student or another adult that doesn’t routinely pick them up.

**Wednesday Folders:**

Blue Wednesday folders and provided by the school and will come home with your child every Wednesday unless there are no forms to send home. School and community fliers as well as Field Trip Permission Forms and school announcements will come home in this folder. Please return the Wednesday folder by Friday of the same week.

**Homework:**

Homework has two major purposes. The first and major purpose is to promote and encourage **responsibility and accountability**. (G.L.O. # 1 Self-directed Learner) The also important second purpose is to **review and practice** basic reading, writing, spelling, and math skills learned in class as there is only a limited amount of time in a school day in which to get enough practice with some skills.

It has been my experience that homework can provide a meaningful interaction between teachers, parents, and children.

I sincerely feel you will benefit from this time together. Here are a few suggestions that will make homework time easier.

1. Set a regular place for homework.

2. Set a regular time for homework.

3. Be positive and relaxed. Praise you student for bringing his or her homework folder home and for trying. Sometimes progress comes slowly, but it does come. If it takes more than an hour STOP.

*Homework Folder:*

Each evening your child should bring home their daily homework folder then **return it in the morning**. Students will have homework Monday through Thursday, with an occasional assignment for the weekend.

*Spelling:*

Spelling will begin immediately at the start of the school year following a review of the alphabet. Ten (sometimes fifteen) weekly spelling words will be sent in the student’s spelling book.

Students write words 3X each on Monday (or the first school day of the week), Put words in ABC order on Tuesdays (or day 2), write a short sentence each for words #1-5 on Wednesdays (or day 3), and write a short sentence each for words #6-10 on Thursdays (or day 4).

The spelling test is given on Fridays online at spellingcity.com (or day 5).

Spellingcity.com will be made available for test practices and spelling games. Test results are able to be viewed at home online on your student’s spelling city account. (username (student’s name): firstlast password: recess)

Spelling homework is subject to change based on holidays.

**Attendance:**

Please make all efforts to get your child to school before the tardy bell at 7:55. PT, construction, bad weather, and parking WILL cause delays so give yourself extra time.

If your child is absent, he/she is expected to make up any work missed during that period. All missed assignments will be given to your child on the day he/she returns to school.. For other arrangements for extended absences please speak to me.



Frequently Asked Questions

Peanut Allergies

Every year it seems that we have a handful of students in my class or within the grade level with peanut allergies ranging from mild (itchiness) to very severe (needing to carry and epi pen at all times). This year, we do have students with peanut allergies. To prevent any serious allergic reactions in our students we ask that you please refrain from sending peanut related snacks and lunches to school. No peanut butter and jelly sandwiches or peanut butter crackers, please! Thank you!

Before and After School Routines

Our doors will open anywhere between 7:45-7:55. Students without parent supervision should wait by the cafeteria where staff will watch them until the first bell.

Please inform me of your child’s afterschool routine on the Google Form provided. We are usually available directly afterschool if you need to speak with me. If you happen to be late picking up your child and they are not to be found at J2, We will have sent/walked with them to the office to be supervised while they wait.

Wednesday dismissal will be at 1:10. Hale Kula teachers use these afternoons for meetings, so we will be unable to meet with any parents after school on Wednesdays.

Personal Items:

Please **do not** allow your child to bring any of the following to school: toys, purses, jewelry that is valuable and/or distracting (i.e. dangly, big, or easily removed), money not needed for school, candy, games, electronics, cell phones, etc. Any such items that are brought to school will remain in our care until a parent can pick them up.

If your child says an object is for show and tell – there should be a note confirming that in his/her SPIN or on the Announcements

Birthdays:

Birthdays will be celebrated with special recognition of the students on their special day. Treats may be sent if you so choose. We will share treats either before a recess or before the end of the day, depending on the class schedule. For those that fall on a Wednesday, we will celebrate during any time after 1:00. Summer birthdays may be celebrated on the student’s half birthday or a date of your choice-please notify the teacher. Please inform us ahead of time if you would like to bring treats to the classroom for your child’s special day!

Lunch Money:

Please enclose money in an envelope and mark it with child’s

name, teacher’s name, and $ amount. Place all money envelopes in your child’s S.P.I.N. Lunch money can also be turned directly into the office and placed in the drop box or given to the teacher. Checks can be written out to Hale Kula Elementary School unless otherwise specified.

Volunteers:

Volunteers are always welcome both for class and school wide activities. There are a variety of ways that parents can help. Please see the attached sheet.

Parent/Teacher Conferences:

There will be only one conferences this school year. The week of conferences will be filled with short school days ending at 12:45.

Other Questions?:

See our class website at http://J2rocks.weebly.com or our grade level page on the Hale Kula Elementary School website which has the Grade 1 Handbook!

If you have any concerns or questions about your child’s progress, please send a note to school with your child or email us at [cotham11@gmail.com](mailto:cotham11@gmail.com) or kbuchanan@halekula59.k12.hi.us. Let’s work together to make this a great year!!

Sincerely,

Mrs. Buchanan and Mrs. Cotham

