

Dear Parents:

From time to time our class may have the opportunity to watch videos during school. The movies that will be viewed are usually for educational purposes or during seasonal celebrations, such as Halloween or Christmas.

Occasionally, movies may be rated PG. In order for your child to be able to watch a PG rated movie at school, a permission slip must be signed by the parent. Please complete the form and return to school with your child. This form will be kept on file for the school year.

_____ I give permission to watch the PG movies

_____ I do not grant permission to watch the PG movies



Student Name: _____

Parent Signature _____

Parent Survey

We want to meet the needs of your child from the very beginning of the school year. The information you're able to provide is an invaluable teaching tool and makes it much easier for us to help your child be successful. We greatly appreciate your time and we will keep all information confidential.

Parent(s)/Guardian(s) name: _____

Your Child's Name (please also included name they prefer to be called): _____

Home phone: _____

(If your child lives in multiple households, please share all appropriate numbers.)

Work phone: _____

Good time to call: _____

E-mail address I should use to contact you: _____

Do you prefer to correspond via e-mail or phone? _____

Do you have any special skills or interest areas that you would be willing to share with the class? _____

1. Why have you chosen Montessori education for your child?

(please use back if necessary)

2. What are your child's strengths (not only academic)? What is she/he most interested in?

3. What academic skills do you view your child needs more focus?

4. Developing a productive and healthy relationship with your child is one of our highest priorities. Getting to know a student can make all the difference in their school success. We take this opportunity very seriously. We believe as a parent you play a key role in assisting us learn more about your child. Please provide us with any tips or suggestions for helping your child succeed.

5. Is your child shy, sensitive or nervous about anything we should be aware of?

6. Is there anything your child struggles with that you would like us to know about?

7. If any of your child's former teachers have been particularly successful with them, what qualities or skills did that teacher possess that you or your child appreciated?

8. In times of stress, how does it show in your child's behavior? What behaviors should we look for? How does your child deal with frustration? How do, or don't they communicate stress or frustration at home or with peers?

9. When your child has an hour of free time, how do they most likely use that time?

10. What kind of reading material does your child enjoy?

11. What do you most admire about your child? _____

Thank you for taking the time to complete this valuable survey. We look forward to developing relationships with you. Please feel free to include any additional information you would see valuable in helping us meet your child's potential.

Room 21

Ms. Amy and Ms. Alicia

Welcome to the 2016-2017 school year. Ms. Alicia and I are excited for this upcoming year.

BLOG

Please check out the BLOG, if you have not signed up please do so- this is a key communication tool. Blog updates are posted once a week. This is a great instrument to keep you updated on what we are studying and doing in the classroom. The classroom blog also provides critical dates of projects or activities. To subscribe follow this link, <http://blogs.mariamontessoriacademy.org/amy>, on the left hand side subscribe by entering your email address, go to your email and open up the invitation and accept.

Classroom Information and Student Achievement

The first six weeks of school are a normalization period. If you need to have your child miss school please be respectful of this time. This period of time is essential where the dynamics of the classroom are being formed; the children are learning their environment and curriculum, establishing time management skills as well as establishing themselves intellectually, emotionally and socially. We are creating a community in our classroom and teaching teamwork by playing cooperative games and other team building activities.

The class is experiencing and hearing historical stories to help put the curriculum into a greater scope and perspective, and following up with artistic lessons, experiments and projects. This is a great time for child exploration, a time for the children to express through all forms and also to encourage their greater thinking skills and to get them engaged! This is also a time for placement testing and for understanding the classroom dynamics. This is a pivotal time to establish the classroom climate.

Attendance

School starts promptly at 8:30 a.m. If your child is not in the building by 8:30 in the morning you will have to walk your child into the school and check him/her in at the office, and they will be considered tardy. Please help your child be on time to school. It is very important to his/her education to be here on time and start their day calm and relaxed, not rushed and stressed. Our classroom instruction begins at 8:30 a.m. as well. Your child is expected to be in the classroom at this time.

Planners and Expectation Sheets

Student will be utilizing a planner to track their daily work. They will also be putting long term due dates in the planner. Students will plan their daily work following the expectations we set for the week. Each week has slightly different expectations.

Study Guides

Your child will be receiving a study guide to help them with their cultural studies. This is a guide to help them pursue cultural learning when they are not in lessons.

Grading

Each child will progress at his/her own pace through the lessons for their level. As teachers we constantly observe the child and provide them with an environment (lessons, materials, guidance and encouragement) that will help the child strengthen their interpersonal development.

Your child's work will not be given a traditional grade, but will often have a percentage or a score with an attached rubric. Rubrics help students to see their areas of strengths and areas to work on. At times there will be self-assessments, teacher assessments and/or student- assessments.

Homework- Long Term Projects

Homework will not look traditional. Children have long-term individual or group projects that are assigned, generally given between 2-6 weeks to work on, depending on the assignment. We focus on long term projects that pertain to what is being studied in class. Projects are correlated with class presentations to further the education of their peers and to practice their presentation skills.

They will be given dates and guidelines for when these projects are due and are to be presented to the class. There are 2 continent studies, monthly book reports beginning in September, the Science Fair and a few additional long term projects throughout the year.

Please attend Parent Education nights and Parent Teacher Conferences- these are opportunities to see your child's work and to better understand the Montessori curriculum.

I will assign computer homework for the students. I expect them to practice IXL (math website), Utah Compose (writing website), Sage Formative (test prep website) and Xtra Math (math fluency) at home. I will send the user names and passwords as soon as the programs are up and running. Sometimes unfinished work will be sent home to finish.

Reading Homework

Your child will have many opportunities to read and be read to in the classroom and we highly encourage reading at home. We'd like to recommend at least 20 minutes a day. The students will be assigned monthly book reports. A rubric is attached to this packet.

Cultural Subjects

In the afternoons Social Studies, Biology and Physical Science are covered. Computer Lab, Music and PE are on Thursdays.

Field Trips

Our classroom loves to go on field trips. In order for us to be able to have these wonderful experiences we need the help of the parents. I will need parents to transport the students to and from many of the field trips. If at all possible if any of you could become registered drivers through the schools front office it would be FANTASTIC!

A list of all the proposed field trips for the school year are at the back of this packet. The permission slip should come home next week.

Procedures, Routines and Leadership

We are excited to be implementing Stephen Covey's 7 Habits from The Leader in Me into our classroom:

- *~~Be Proactive~~* take initiative for decision making, taking responsibility for choices and consequences that follow
- *~~Begin with the End in Mind~~* self discover, make goals
- *~~Put First Things First~~* self management, time management, learning to prioritize
- *~~Think Win- Win~~* valuing and respecting all people, learning how to compromise to accept all peoples choices and practicing inclusion vs. exclusion
- *~~Seek First to Understand then to be Understood~~* use empathetic listening- listening with your whole body (eyes, ears- body language), focusing on them and not on what you are going to say!
- *~~Synergize~~* team work, combining the strengths of everyone, accomplishing from the work of everyone- not just one.
- *~~Sharpen the Saw~~* taking care of our bodies, our minds. Practicing and living a healthy lifestyle- exercising, eating healthy- finding balance.

Please seek opportunities for your child to be a leader outside the classroom. Recognize and compliment them when they are acting as leaders, and please share these stories with us. Practical life lessons, caring for the classroom environment, are implemented as part of the elementary curriculum and as well as leadership opportunities with peers.

Grace and courtesy is part of our everyday culture in the Montessori classroom; pushing in a chair, closing a door quietly, self-control and conflict resolution a few examples of practicing grace and courtesy. Don't be surprised if they want to implement some of these at home!

Slippers & Shoes

Slippers are worn inside as we spend a lot of time doing work on the floor. This is to protect your child's hands and feet from being stepped on while they are working, also maintaining a peaceful working environment and prepares the child's mind for work.

Wearing slippers indoors helps keep our school clean. Slippers need to have hard soles for emergency purposes. We ask that the slippers and shoes have no commercial logos or characters on them. No flip flops, open toed or high heeled shoes, shoes must be closed toed. If your child does not wear their slippers he/she will be breaking dress code and I will need to give him a dress code violation slip. I hate doing this, so please help your children remember to bring their slippers/inside shoes to school.

Snack

There is a philosophical reason behind snack time in the Montessori classroom. Your child will gain the skill of helping to prepare (cutting apples, etc) and clean up snack and serve their classmates. This teaches leadership and is one of the children's favorite activities. We will be teaching healthy eating habits and ask that only healthy snacks be brought for this time. We really need your help for this food preparation/snack time to work. If everyone participates you will only have to provide snack once every 2 months! (That's only 2 times a year!) Fresh produce from your garden is a welcome snack as well.

Recess and Lunch

Recess will be after lunch for the upper elementary, 12:30-1:00. Lunches must be brought from home. Please send a small ice pack in your child's lunch box if the food needs to be kept cold. Please do not send anything that needs to be warmed in the microwave longer than two minutes. Please do not send drinks with colored dyes to protect the carpet.

Birthdays

When it is your child's birthday, we honor your child with a Celebration of Life. I will create a Sign-Up Genius sheet for these events. In our classroom we will have our Celebration of Life in the afternoon after 2:30 on Wednesdays or in the morning. We ask, if possible, for you to come and provide pictures for each year of your child's life as well as sharing something specific for each year of life. We ask that **no younger siblings** attend so that we can focus on your child's special day. Please **NO food** for celebrations. If you would like to donate a book in honor of your child you may. If your child's birthday occurred in August before school started, you may opt to have a Celebration of Life during the first few weeks of school beginning next week or at your child's half birthday. For June and July birthdays, we can celebrate your child's half birthday. It is a fun and special way to honor your child on their birthday. There will be a Celebration of Life Sign-Up Genius coming soon.

Field Trips and Activities

Ms. Amy's Class 2016 – 2017 School Year

September

20 – Duck Park field trip

Transportation: Walk

28 – State Capital

Transportation: Frontrunner

October

4 – This is the Place (Fourth Grade Only)

Transportation: Bus

12 – Lakeside Learning (Fourth Grade Only)

Transportation: Private Drivers

25 – Natural History Museum of Utah

Transportation: Private Drivers

31 – Harvest Party in classroom

November

9 – Gratitude Feast - 10:30 set Up Eat from 11:00 – 12:00 in South Kiva

10 – Weber High School Play – Mary Poppins 9:30 a.m. Transportation: Private Drivers

December

14 – Christmas Program – 2:00 – 2:45 in Library

16 – Holiday Party - 1:15 – 2:45 in classroom

January

11th – America First

Transportation: Walk

25 – JA Biztown (Fifth Grade Only)

Transportation: Private Drivers

27 – 100th Day of School

February

1 – Leonardo

Transportation: Private Drivers

14-Valentine's Day Party - 1:15 – 2:45 p.m. in classroom

March

1 – Dr Seuss Party with Ms. Elise's Class from 1:15 – 2:45 in North Kiva

29 – Clarke Planetarium (Sixth Grade Only)

Transportation: Frontrunner

April

19 – Dinosaur Park

Transportation: Private Drivers

May

1-5 – Redwoods (Sixth Grade ONLY)

12 – Crystal Hot Springs

Transportation: Private Drivers

15 – Mom's and Muffins (A time to celebrate our mothers.)

We have a few other field trips we would like to go on, but they are not confirmed yet.

Suggested Healthy Snacks

**Celery/Carrots/broccoli and ranch dip
Carrots and ranch dip
Pretzels
Graham Crackers
Bagels and cream cheese
Strawberries, cantaloupe, oranges, grapes, apples, pears,
Snack-sized fruit cups
Raisins or fruit leather
Granola or granola bars
Whole Wheat Crackers
Dry cereal (not sugar cereals)
Goldfish crackers
Rice cakes
Jerky
Tortilla chips & salsa
Tortillas
Whole wheat bread and butter**

Please do not prepare the snack beforehand. Children and a teacher will do this.

Please! No candy, soda-pop, chips/Cheetos, or red drinks (to prevent stains).

**Thank you for understanding our commitment to
healthy minds and bodies.**

Ms. Amy and Ms. Alicia

Book Reports 2016-2017

Month	Genre	Due Date
September	Class book report	In class
October	Narrative - Award Winner	Wednesday, Oct. 26
November	Book of Poetry	Wednesday, Nov. 30
January	Mythology, Legend, Fantasy	Thursday, Jan. 26
	Tall Tales, Fables, Adventure	
February	Historical Fiction	Wednesday, Feb. 22
March	President Biography	Wednesday, March 22
April	Free Choice	Wednesday, April 26

**Students NEED to present a book report from the following formats. They may only do one format one time, so each book report will be presented differently.*

<i>Brochure</i>	<i>storyboard</i>	<i>webpage</i>	<i>diary/journal</i>
<i>Blog</i>	<i>advertisement</i>	<i>movie trailer</i>	<i>comic</i>
<i>Powerpoint</i>	<i>timeline</i>	<i>commercial script</i>	<i>diorama</i>

Book Report Rubric

Student Name: _____

CATEGORY	0	2	3	4
Introduction	No title page	Title page is present, but does not include the required information.	Title page is present but only includes three of the required elements.	Title page is present and contains title, author, publishing company, date of publication and student name.
Main Characters	No description of main characters.	Incomplete or inadequate description of main characters.	Adequate descriptions of character including a few qualities and descriptions. Protagonist and antagonist are identified.	Complete description of main characters. Protagonist and antagonist are clearly identified and the student explains 3 or more qualities or descriptions of each character.
Setting	No description of setting	Incomplete or inaccurate description of setting.	Adequate description of setting.	Complete description of setting. The student answers the "where" and "when" questions and gives explanations for both.
Conflict and Plot	Inadequate plot summary	Incomplete conflict and plot are explained. Student mentions 1 or 2 events that develop the plot.	Adequate conflict and plot are explained. Student mentions less than 5 events that develop the plot.	Conflict and plot are thoroughly explained and the student clearly mentions 5 events that develop the plot.
Turning Point	No mention of turning point	Inaccurate or incomplete description of turning point.	Accurate description of turning point with some reference to contributing events.	Complete, accurate description of turning point and events leading to it.
Student Recommendation	No recommendation	No justification for recommendation	Adequate justification for recommendation	Convincing justification for recommending to other students along with reasons why it is recommended or not.

Mechanics	Chronic spelling, grammatical and sentence errors.	Several spelling, grammatical or sentence errors.	A couple of spelling, grammatical or sentence errors.	Proper use of spelling and grammar. Sentence structure is varied and creative.
Oral Presentation	No eye contact, voice too low to be heard, poor tone and style	Little eye contact, poor voice projection, tone, and style	Adequate eye contact, voice projection, tone, and style	Excellent eye contact, voice projection, pleasing tone, and engaging style
Neatness	The report is sloppily handwritten.	The student's writing is not clear and neat.	The report is neat without a cover page.	The report is extremely neat and includes a cover page.
Submission	More than 3 days late	2 days late	1 day late	Turned in on time.
Creativity	The report is presented without any originality or creativity.		The report is presented in a creative fashion with a few creative examples.	The report is presented in a creative fashion with numerous creative examples.