

## Bruce Jr. PS Gr. 1 – Room 10: Classroom Package (Mr. Volpato)

### Welcome!

Welcome back to another exciting year of learning together at Bruce! I am looking forward to teaching your children this year and working with you to guide their growth and progress. In grade 1, we stress mutual respect and students are taught how to take more responsibility for their work habits, belongings and behaviour. It has been a pleasure watching the students in Room 10 work so well together during the first three weeks! The following is an outline of the Grade 1 curriculum as well as notes on assessment, homework expectations and other key information. Please don't hesitate to contact me with questions about these or other topics.

### Class Rules and Agreements

#### Classroom Expectations and Rules

1. Please use your ***inside voice*** in the classroom
- 2. *Respect*** each other at all times.
3. Do not speak while the teacher or another student is talking.
  4. "***Think***" before you "***Act***"!
  5. Always be ***safe*** in the classroom.
  6. "***Hands off***" at all times.

#### Our Four Classroom Agreements

1. Mutual Respect
2. Appreciation / No Put Downs
3. Attentive Listening
4. The Right to Pass

***These rules, expectations and classroom agreements are to promote a safe and supportive learning environment for our class. Please take the time to go over these rules and expectations with your child.***

### Assessment

Assessment is a key component to ensure students' progress and guide my teaching. I use a combination of rubrics, written assignments, observations, projects, performance tasks, tests and daily work to assess students. I will be providing written and oral feedback to students on assignments to guide them on specific ways to improve their work. This is called **descriptive feedback**. Students will be learning to select their best work using specific criteria, and their

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best work will be included in their portfolios. A key tool students are learning to use is "Success Criteria". These charts allow students to self-assess their work and identify concrete ways to improve it.

### **Homework and Parent/Student/Teacher Log (Red Duotang):**

On Mondays, students will receive their homework plan and weekly events in their Parent/Student/Teacher Logs. This homework plan can include spelling words study, due dates for spelling work and math homework, reading, writing assignments and Math Review. Please go over your child's Log every Monday night and help them organize how and when they will plan to do their homework. Throughout the week, students may be asked to add more entries into their Logs, so please try your best to check the Logs on a daily basis. Also, the Log is a great way for parents to communicate with me as I check them daily.

### **Parent E-Mail List and Class Website (Academic Workspace – AW)**

I would like to generate a parent e-mail list so that I can keep all of you up to date on classroom events, assignments and extra-curricular activities. Thus far, I have sent one letter home and wish to continue sending information home about classroom activities at least once every three to four weeks. An e-mail list of parents can make this process very efficient and up-to-date. In addition, you can always e-mail me back if you need more clarification. Finally, I have a class website that can be found through the TDSB website. The website includes monthly information, class discussion boards, assignments, class pictures and links to learning websites. Students will need their usernames and passwords to log-in. The direct link:

<https://aw.tdsb.on.ca/sites/wr10/brucejrps/mrvolpatosgr12class/SiteHome.aspx>

Or you can navigate Academic Workspace through:

<https://aw.tdsb.on.ca/TdsbLogin.aspx>

### **Nut Allergies**

Please do not send any snacks or lunches that contain nuts, as we have several students in the school with severe nut allergies.

### **Valuables**

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Please have your child keep their valuables and toys at home.

### **Indoor Shoes:**

Please try your best to ensure that your son/daughter has a pair of indoor shoes. These can stay at school and can even be as simple as a pair of slippers.

## **Curriculum Outline**

### **Language Arts:**

***The main goal and focus of my literacy program is to deliver and facilitate instruction that is balanced according to the four major strands of the Language Arts Curriculum: Oral Communication, Reading, Writing and Media Literacy.***

**Ongoing throughout the year:** Independent Reading, Journal Responses, Writer's Workshop, Shared Reading, Spectrum Spelling Program, Grammar, Writing Traits, Read Alouds, Making Connections, Retelling, Inferencing, Guided Reading and Poetry.

### **Reading Program Highlights:**

- improve sight word recognition and decoding skills
- improve reading fluency and comprehension skills.
- reading and demonstrating an understanding of a variety of texts
- using a range of strategies to construct meaning (i.e. reading out loud, independent reading, understanding vocabulary, use of conventions such as quotation marks, commas, periods etc.)
- make connections and inferences to what they have read

### **Writing Program Highlights:**

- practice writing words and short sentences.
- generating, gathering, and organizing ideas and information for an intended purpose and audience
- drafting, revising, editing, proofreading and publishing as well as presenting their work effectively
- writing a variety of works: narratives, letters/messages, persuasive writing, procedural writing, descriptive writing and informative/research writing.

### **Oral and Visual Communication Highlights:**

- listening actively and responding appropriately in a variety of situations and for a variety of purposes

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-using speaking skills appropriately to communicate with different audiences and for a variety of purposes

### **Media Literacy Highlights:**

- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.

### **Math: Illustrate, Calculate and Explain Thinking!**

We will primarily use the Math Makes Sense student book for class work. Students will bring home a variety of worksheets for homework. In class, students will use a variety of resources and manipulatives such as base ten blocks, geoboards, and pattern blocks when learning various math concepts. In addition, I use a variety of math websites where students can reinforce their math skills with a variety of activities and games.

Term 1- Number Sense and Numeration, Geometry and Spatial Sense, Patterning and Algebra, Data Management and Probability

Term 2- Data Management and Probability, Number Sense and Numeration, Geometry and Spatial Sense, Measurement, and Patterning and Algebra

Assessment in math is based on student's daily work, problem solving assignments and quizzes. An emphasis is placed on problem solving in real-world situations and in a variety of ways rather than simple computation.

### **Science and Technology**

Term 1: MATERIALS, OBJECTS, AND EVERYDAY STRUCTURES ; MATTER AND ENERGY

Term 2: DAILY AND SEASONAL CHANGES; LIFE SYSTEMS: NEEDS AND CHARACTERISTICS OF LIVING THINGS

### **Social Studies**

Term 1- HERITAGE AND IDENTITY: OUR CHANGING ROLES AND RESPONSIBILITIES

Term 2- PEOPLE AND ENVIRONMENTS: THE LOCAL COMMUNITY

### **Health and Physical Education**

Students will have Mr. Pendleton for Physical Education on Days 2, 3, 4 and 5. Please make sure your child has running shoes and is dressed comfortably.

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### **Music**

Students will have Ms. Farquar on Day 1 and Day 4 for Music

### **Library**

- Our class will have a weekly book exchange in the library on every Day 1 with Ms. Diakun

### **Visual Arts**

1. Produce two- and three-dimensional works of art that communicate a range of ideas (***thoughts, feelings, experiences***) for specific purposes and to specific audiences.

2. Identify and define the elements of design (***colour, line, shape, form, space, texture***), and use them in ways appropriate for this grade when producing and responding to works of art.

\*For more curriculum information, please visit:

<http://www.edu.gov.on.ca/eng/document/curricul/curricul.html>

If you have any questions or concerns, please write a note in the agenda, send me an e-mail at [marc.volpato@tdsb.on.ca](mailto:marc.volpato@tdsb.on.ca) or call the school at 416-393-0670. I'm looking forward to working closely with you and your child this year!

Marc Volpato

**\* *Class Schedule on other side***

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