

Dear 1<sup>st</sup> Grade Parents,

Thank you for participating in Parent Orientation 2021. Your commitment to your child will make a difference in the quality of education we are able to provide at New Life Academy - St. Louis.

I am so blessed to be able to teach in a wonderful Christian environment. The fact that God is at the center of every subject in our curriculum makes the joy of teaching even greater. The opportunity of seeing young children develop in every area of life is the exciting part of being an educator. This is my third year teaching first grade here at NLA after having taught music in the Early Childhood department the previous year. I am looking forward to getting to know each one of you and your children. I encourage you to communicate with me as often as possible, especially if you have any questions or concerns. Our interaction is essential to your child's education—both academically and behaviorally.

With God's help, both parent and teacher have the unique opportunity to have a positive effect on a child's life. Therefore, I feel it is extremely important that we work together to provide your child a quality education. If you would like to set up a conference with me, please call the school office and I will be happy to set a time convenient for you. Also, you may email or write a note and I will get in contact with you as soon as possible. Thank you once again, for your involvement in the Christian education process. I am looking forward to an exciting school year. Thank you for trusting your child with me!

God Bless,

Mrs. Darrah Strickland  
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# How Can I Prepare My Child For First Grade?

The first day of school is a milestone in your child's life. Your understanding at this "turning point" is important to the child's future attitude toward school and to his or her growth and development.

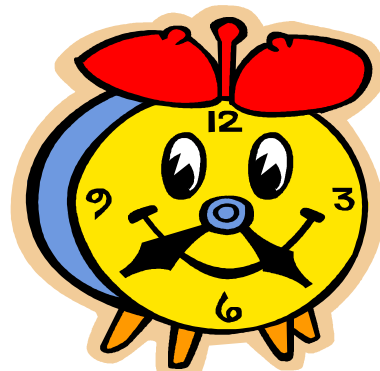
Experts in child development emphasize that you, the parent, can play an important role in starting your child off with the self-confidence needed throughout life.

Here are some things for you to keep in mind:

- Recognize that the first day your child goes to school is an important event.
- Remember that learning to like school and liking to learn are closely related.
- Prepare your child for the new class experience by explaining what to expect and answering all questions honestly.
- Convey a positive attitude about school.
- Make transportation plans clear to the child.
- Create a normal routine atmosphere at home the first few days of school.
- Get to know your child's teacher.
- Attend orientation and open house to be informed about your child's educational program.
- Plan your morning so that you can spend time with your child.
- Help your child cope with occasional frustrations and disappointments at school.
- Avoid comparing this child's school experiences with how brothers and sisters or neighbors did when they began 1<sup>st</sup> grade.

## Daily Schedule

|             |   |
|-------------|---|
| 8:30-8:40   | Pledges/Calendar/Attendance/lunch count   |
| 8:40-8:50   | Bible   |
| 8:50-9:00   | Seatwork Explanation  |
| 9:00-9:35   | Arithmetic  |
| 9:35-9:55   | Morning Recess  |
| 9:55-10:00  | Restroom/Drink Break  |
| 10:00-10:15 | Reading Group 1   |
| 10:15-10:30 | Reading Group 2   |
| 10:30-10:45 | Reading Group 3   |
| 10:45-11:10 | Penmanship  |
| 11:10-11:35 | Lunch Break   |
| 11:35-11:55 | Afternoon Recess  |
| 11:55-12:05 | Restroom/Drink Break  |
| 12:05-12:25 | Phonics   |
| 12:25-1:25  | Specials:<br>PE - Monday (1:20-1:50)<br>Music - Tuesday/Thursday (12:25-12:55)<br>Spelling/Poetry<br>Social Studies/Science - Wednesday/Friday<br>Art (Fridays monthly) |
| 1:30 -2:00  | Complete and grade Seatwork (oral evals)  |
| 2:00-3:00   | Snack & Restroom/Quiet Individual Activity  |
| 3:00-3:15   | Clean Up  |
| 3:15-3:30   | Prepare for Dismissal   |
| 3:30        | Dismissal   |



## Homework/Communication

Homework will usually consist of reading a few pages in their readers, a spelling page, chart practice, or **unfinished seatwork**. The homework to be completed each evening will be recorded in the student's school folder log for each day. Homework should be supervised by a parent and may require assistance.



Follow along while your child reads as many errors are corrected this way before they become a habit. Parents should initial the paper in the folder after the homework is completed. The majority of the time there will be no homework on Fridays so you can enjoy your time as a family.

If you need to get a message to me, it may be written in the folder log or emailed. Also, please make it a point to initial in the folder daily even if there is no homework.

**Homework Binder:** Each student will have a black binder in addition to their burgundy folder. This binder will have all of our arithmetic and phonics charts as we receive them, as well as a penmanship guide. Homework assignments will include practice of said charts. I will communicate in the weekly newsletter if there is a new chart in the binder. Student folders and binders should return to school daily so that our communication and homework flow can be consistent.

## Monday Folders

Monday folders are the same burgundy school folders sent home each day. But on Monday, the folders contain completed seatwork papers and tests (tests require parent initials), and a weekly newsletter. Please take a few minutes each Monday to go over the contents of this folder with your child. Your excitement and interest in his/her schoolwork for the week will enhance his/her desire to succeed in school. **Please initial any tests for that week and return them in the folder on Tuesday.**



### Birthday Treats

If you wish to send birthday treats for the class, please call or send a note prior to sending the treats to avoid conflicts. Easy to manage finger food treats are best! We will eat the birthday dessert during lunch time for that day and our time is limited.

## Classroom Rules

1. Follow directions quickly!
2. Raise your hand for permission to speak.
3. Raise your hand for permission to leave your seat.
4. Make smart choices.
5. Be KIND



### Consequences:

1. Non-verbal Warning
2. Verbal Warning
3. Red Dojo
4. Parent Contact
5. Severe Clause: Sent to Principal

### Rewards:

1. Verbal Praise
2. Green Dojo
3. Behavior Awards
4. Special Privileges
5. Tangible Prizes

## Classroom Behavior Management

The behavior management system that I use is **Class Dojo**. Students receive green dojo points for positive behavior, and red dojo points for negative behavior. You will receive an invitation to join our Class Dojo page which gives you a 'real time' view of your child's behavior management throughout the day. Each student gains, and has the potential to lose points, as the day progresses. The benefit of your involvement in the app is that you will see what time of day your child received dojo points (green or red), and what the point was given for. Each student will keep their Class Dojo 'punch card' in their desk and at the end of the day, their card will reflect their points given. When the student fills their card (20 points), they get to pick from the class treasure chest. Stickers will be given daily if the student has any amount of green dojo points.

## Bible Memory Verses

August/September John 3:16-17

October Psalm 34:7-8

November Psalm 100:4-5

December Isaiah 9:6

January Proverbs 3:5-6

February I John 4:7-8

March Psalm 91:1-2

April Matthew 11:28-30

May Psalms 24



We will be reviewing these passages of Scripture during our Bible time each day for the designated month. Each student will be graded at the end of the month on how well they can recite the Scripture from memory. Chapel services will be held on Tuesdays. Students have a chance to worship, sing, and hear a guest speaker.

### NLA Grading Scale

|    |        |    |       |
|----|--------|----|-------|
| A  | 94-100 | C  | 78-80 |
| A- | 92-93  | C- | 76-77 |
| B+ | 89-91  | D+ | 73-75 |
| B  | 86-88  | D  | 70-72 |
| B- | 83-85  | D- | 68-69 |
| C+ | 81-82  | F  | 0-67  |

## Oral Reading Grades

Graded Reading is over new material, not homework reading.

Qualities that I, as the teacher, look for:

1. **Accuracy**: pronouncing words clearly and correctly without lip-reading or sounding them aloud. 25%
2. **Expression**: having good voice inflection to make the story interesting and realistic. 25%
3. **Speed/Pace**: reading smoothly with good phrasing rather than reading word by word; having no pauses unless called for by punctuation or context; reading with appropriate speed and volume to be heard clearly. 25%
4. **Comprehension**: showing by expression and ability to answer questions a good understanding of the selection being read. 25%

Grading Scale:

**A (-)** Students who demonstrate excellent ability in oral reading.

**B (+, -)** Students who demonstrate above average ability in oral reading, but may need to work on one or two specific qualities.

**C (+, -)** Students who demonstrate average ability in oral reading, and may need to work on several specific qualities.

**D (+, -)** Students who must sound out many words, and must reread several times before new reading is acceptable.

**F** Students who are having extreme difficulty in all areas of reading.



# Oral Reading Evaluation

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Reading Grade: \_\_\_\_\_

## Accuracy (25 pts. possible)

- \_\_\_\_ Pronounces words **WITH** much help from the teacher (10 pts.)
- \_\_\_\_ Pronounces words clearly and correctly with lip-reading/sounding them aloud. (15 pts.)
- \_\_\_\_ Pronounces most words clearly and correctly with **SOME** lip-reading/sounding aloud. (20 pts.)
- \_\_\_\_ Pronounces all words clearly and correctly **WITHOUT** lip-reading/sounding aloud. (25 pts.)

Comments: \_\_\_\_\_

## Expression (25 pts. possible)

- \_\_\_\_ **NO** voice inflection or attention to punctuation; monotone. (10pts.)
- \_\_\_\_ **SOME** voice inflection and attention to punctuation; monotone at times. (15 pts.)
- \_\_\_\_ Adjusts voice inflection to convey meaning and attends to punctuation **MOST** of the time. (20 pts.)
- \_\_\_\_ Adjusts voice inflection to convey meaning and attends to punctuation **ALL** the time. (25 pts.)

Comments: \_\_\_\_\_

## Speed/Pace (25 pts. possible)

- \_\_\_\_ Reads word by word (10 pts.)
- \_\_\_\_ Reads short phrases at good pace **SOME** of the time. 15 pt
- \_\_\_\_ Reads longer phrases at good pace **MOST** of the time. 20 pts.
- \_\_\_\_ Always reads in phrases and adjusts pace appropriately. (25 pts.)

Comments: \_\_\_\_\_

## Comprehension (25 pts. possible)

- \_\_\_\_ Responds incorrectly to questions. (10 pts.)
- \_\_\_\_ Responds correctly to **SOME** questions. (15 pts.)
- \_\_\_\_ Responds correctly to **MOST** questions. (20 pts.)
- \_\_\_\_ Responds correctly to **ALL** questions. (25 pts.)

Comments: \_\_\_\_\_