Welcome to Laurel
2019-2020
Back to School Information

- Welcome and Introductions
  - Teaching Team: Mrs. Ritchie, Miss Jennifer, Mrs. Kelly

- Parent Education
  - Example of a Montessori Lesson
  - Spiritual Preparation in the classroom through Mindfulness
  - Normalization Period - 6 weeks
  - Parent Training:
    ✓ 7 Habits of Highly Effective Volunteers
    ✓ Love and Logic
    ✓ Principal's Cafe
    ✓ Watch-Me-Work Night, more to come...
  - Video Links:
    ✓ https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance
    ✓ https://www.youcubed.org/resources/four-boosting-messages-jo-students/

- Parent Participation:
  - Please log your Parent Participation hours! Binder by the school’s front door or on the school’s website.

<table>
<thead>
<tr>
<th>Requirements to volunteer on campus:</th>
<th>Requirements to volunteer and drive on field trips:</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Cleared Live Scan fingerprinting (only needed once)</td>
<td>-Cleared Live Scan fingerprinting (only needed once)</td>
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<tr>
<td>-Clear TB Test (valid for 4 years)</td>
<td>-Clear TB Test (valid for 4 years)</td>
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<td>-Attendance at the CMP “Seven Habits of Highly Effective Volunteer” training (only needed once)</td>
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<td></td>
<td>-Copy of your K4 Driving Record from DMV (updated every year)</td>
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<tr>
<td></td>
<td>-Copy of current automotive insurance showing minimum coverage value of 100,000/300,000 (updated every year)</td>
</tr>
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<td></td>
<td>-Copy of valid Driver’s License</td>
</tr>
</tbody>
</table>
Communicating with the teachers: We value and appreciate open communication with our parents. To ensure you receive our full and undivided attention, we encourage you to make an appointment before or after school. During class time, you are able to leave a message with the office. We will return your call at the end of the school day. The best way to communicate is to write a note on the planner. ParentSquare is also a quick and easy way to send a short reminder or ask a quick question. E-mails are for quick basic info exchange, not for discussion of issues or lengthy questions. Email rritchie@cacmp.org.

Newsletters: Web Page Communications: Our grade-level newsletters and announcements will be sent through ParentSquare or can be found on the back of our planners as well. Please read the newsletter each Monday with your child to hear important classroom information, upcoming field trips, and to see student pictures and more!

Folders: Communication folders (red) have new information sent home each Monday. Please return the empty folder the following day. Homework folders (blue this year) have new assignments that come home on Friday. Please keep the Blue folder at home until the following Friday.

Planners: The Planner Binder comes home each night and is a great way to keep communicating with your child and teacher as to your student's progress and can alert us to any confusion or concerns you might have. Planners go home every night and should be initialed by you each night and reviewed at the end of the week.

Sign-off Legend:
- Initialed: Job is 100% complete and accurate. Yay!
- Line through a job: Excused. Student worked hard today and other jobs took longer than usual. No worries.
- Circled: Not attempted. Student had time to complete this job, but made choices other than working.

2/3 Homework: Please support your child's academic success with completing the five book reports/projects, weekly spelling and math homework assignments, and 20 minutes minimum of reading daily. Sight Words Lists continue weekly for those who have yet to reach mastery. Please refer to the weekly newsletter for the current spelling and math homework assignment. The Blue homework folder goes home each Friday and is checked in and recorded on Friday morning by volunteers.
- Spelling sorts support your child's mastery of spelling patterns. Each week is focusing on a spelling pattern. It is very important that you and your child are aware and discuss the pattern throughout the week. A list of activities will be provided for you to choose to help students master their weekly spelling words.
- iReady basic Practices: Our new Math and Language program replacing Renaissance place
**Best Practices:** At the second and third grade level, automaticity of math facts is a *fundamental* skill. Flashcards are a wonderful tool to keep in the car for daily practice.

**Homework assignments have been carefully crafted and chosen to:**
1. Build a foundation of responsible work ethics that will carry on through Upper Elementary, High School, College, and the Work Force
2. Practice skills recently learned in the classroom
3. Allow students to build confidence with presentation and public speaking skills

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**WHY READ 20 MINUTES AT HOME?**

<table>
<thead>
<tr>
<th>Student A Reads</th>
<th>Student B Reads</th>
<th>Student C Reads</th>
</tr>
</thead>
<tbody>
<tr>
<td>✦ 20 minutes per day</td>
<td>✦ 5 minutes per day</td>
<td>✦ 1 minute per day</td>
</tr>
<tr>
<td>✦ 3,600 minutes per school year</td>
<td>✦ 900 minutes per school year</td>
<td>✦ 180 minutes per school year</td>
</tr>
<tr>
<td>✦ 1,800,000 words per year</td>
<td>✦ 282,000 words per year</td>
<td>✦ 8,000 words per year</td>
</tr>
</tbody>
</table>

- ✦ Scores in the 90th percentile on standardized tests
- ✦ Scores in the 50th percentile on standardized tests
- ✦ Scores in the 10th percentile on standardized tests

*If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.*

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**Set Our Students Up For Success**

- Here is our only “soapbox”: It has been scientifically proven that people will only be ready to learn if they possess the feeling that they are safe, loved, and nurtured (Google: Maslow’s Theory of Development). Laurel is a safe spot for ALL children, NO MATTER, WHAT.
- We promote kindness, care for all living creatures, plants, and the environment, empathy, grace and courtesy, and respect for diversity in all ways. Students walk away with a sense of unconditional love from their teachers and responsibility for the care of others, human or otherwise.
- The above being said, we take a proactive approach to discipline by teaching good communication skills, self-advocacy skills, and appropriate problem-solving skills
through teacher modeling, character education curriculum, daily community meetings, and role-play. Our hope is to educate our students to know the steps for solving small issues before those issues erupt into big problems. When big problems arise, we intervene as guides and mentors, and sometimes become the choice-makers, for larger issues.

- Some of the instruments and strategies that we use to build and foster strong problem-solving skills:
  - Research-Based, character education vocabulary and lessons frequently presented in our classroom (Google: PBIS, Choices, Positive Discipline, Love and Logic)
  - Direct teaching and role-play of classroom procedures, using grace and courtesy
  - Our class agenda book, where students can write down concerns so that our classroom family can discuss and process the issue as a team
  - Further development of the Peace Talk strategy, learned in K/1
  - Community Meeting time that includes team-building and discussions
  - Teachers who participate in frequent professional development and research up-to-date methods of supporting all learning styles

**CMP Policies You’ll Want to Know:**

**Absences and Tardies:**
None of us LIKE to be tardy or absent. No one likes to walk into a room having missed important information or introductions. It’s just not fun. That being said, if your child is sick with fever, is throwing up, having other tummy issues, etc. PLEASE keep them home for the CDC’s recommended 24-48 hour waiting period to not pass along germs. Sharing IS caring, but...well, you know. We DO understand however, that tardiness or absences must happen occasionally. Please let our office staff know as soon as possible, if your child will be tardy or absent. If your child will be tardy, make sure to drop them off in the office in order to check in and receive a tardy slip before walking to class. Please remind your student to enter the classroom quickly and to quietly come to the T.A. or teacher’s side to check in and present their tardy slip. If you know your child must be absent for several days, please text Mrs. Ritchie to ask which work your child can bring home to stay on top of that week’s work.

**Dress Code and “Logo Friday”:**
Thank you, in advance, for continuing to have your child dress them self in dress code appropriate clothing! Please refer to your CMP handbook for a complete list of board-approved clothing. If you ever want to know about great places to find non-logo clothing, please ask us! We like to show our school spirit, so wear “CMP Hawk” gear as much as you would like. In addition, trust us when we tell you that there is a clear and distinct POSITIVE difference in the social atmosphere of a school that is free of logos! That being said, the last Friday of each month is FREE LOGO DAY!!! All school-appropriate logos can be worn on this special CMP day!

**School Lunch Orders:**
Order forms go out monthly and must be returned TO THE OFFICE by the due date. This due date is kept SACRED in order to ensure everyone’s order is accurate. The price is only $5.00 per meal and is used by the middle school as a fund-raising opportunity as well as a real-world lesson in economics and entrepreneurship. Please keep a record of the days you have ordered food, with your child, so that they can be a part of learning how to keep and manage their weekly schedule.
Drop Off and Pick Up:
Our classes begin at 8:30. Students may arrive at 8:20 to put away their backpacks, jackets, lunches, and snacks, and then to have time to use the restroom and play. **Students arriving before 8:20 are directed to Club M for supervision because there are not adults on the playground to ensure the safety of the children until 8:20 am.** School ends at 3:00. Please make sure to go over your assigned pick-up time and location with your child so that they feel confident and competent when it comes to their end-of-day schedule. If you must change your pick-up details on a certain day, please notify the office ASAP to avoid a problematic pick-up. It hurts our teacher hearts to have to tell students that we don’t know where you are; that can be scary for any child!

Person of the Week:
Each week, one student is the Laurel “Person of the Week.” Please refer to the sheet in this packet on what will be required each day. Your child will lead our Morning and Closing meetings, greet visitors, help teachers and the office, and are the class leader. The Person of the Week job gives each child an opportunity to improve oral speaking, teaches how to lead others in a group, listening as well as speaking, and problem solving skills.

Each Special Person should bring in their Timeline of Life to share on the Monday of their week. Timelines include one picture of each year and a brief description.

Sharing: One day (other than Friday) that week, your child is invited to share 3 ITEMS (please limit their sharing to three items!) of his/her choice from home. Your child will be asked to tell the class the significance of the chosen 3 items. Please – NO TOYS – however, great ideas include a photograph, artwork, souvenir, artifacts, and items from nature, something homemade or anything related to our units of study. Please practice with your child how to discuss the sharing items, as this is an opportunity to improve public speaking skills. Live sharing (dogs, cats, etc.) needs to be approved by a teacher the day before.

Birthdays and Snacks:
   a. Birthdays...We love to share a birthday celebration with your child. **Please remember, invitations are not allowed at school unless you are planning on inviting the entire class to the party.** Feelings at this age can be crushed very easily.

   b. Snacks: Students place a snack and water bottle on the snack tray in the morning if they want to have a snack during the morning work time. For safety reasons, no one is allowed to get snack from backpacks during work time. Snacks are an opportunity to refuel our brains and bodies with good nutrition. We suggest a protein and a fruit or vegetable. *(Did you know that your organs, tissues, muscles and hormones are all made from proteins? The protein found in foods is used by every part of the body to develop, grow and function properly. It can be argued that nothing is more important than consuming protein foods, and because proteins are involved in just about every body function, it’s important that you consume foods high in protein every day. https://draxe.com/protein-foods/)*.

We are honored and delighted to partner with you in your child’s Montessori education.
Why Montessori?

The Importance of the Early Years

Dr. Montessori, one of the most important educators of our time, emphasized the need for early education. She wrote,

"The most important period of life is not the age of university studies, but the first one, the period from birth to age six. For that is the time when man's intelligence itself, his greatest implement, is being formed. But not only his intelligence; the full totality of his psychic powers...at no other age has the child greater need of an intelligent help, and any obstacle that impedes his creative work will lessen the chance he has of achieving perfection".

The Real Needs of the Child

Montessori attitudes and philosophy are most consistent with the needs of a child in the process of developing and learning. Montessori's educational theories are based on the way a child develops naturally and are then correlated for use as an educational system consistent with these laws.

Child Centered

Dr. Montessori believed that no human being is educated by another person. People teach themselves. A truly educated individual continues learning long after the hours and years spent in a classroom because he or she is motivated from within by a natural curiosity and love for knowledge. She felt therefore, that the goal of early education should not be to fill children with facts from a pre-selected course of studies, but rather to cultivate their own natural desire to learn. Her experiments made the child the center of education; her program is adapted to the interests and needs of children. As a result, children concentrate with enthusiasm and achieve a real and profound understanding of their work. This intellectual prowess is accompanied by emotional growth. The children become harmonious in movement, independent in work, and honest and helpful with one another.

Phases of Growth

Dr. Montessori discovered, and recent educational research has verified successive phases of growth in children each with characteristic sensitivities which guide physical and mental development. These phases of growth, she called "sensitive periods". They are outwardly recognizable by an intense interest
which the child shows for certain sensorial and abstract experiences. Dr. Montessori discovered that the guiding sensitivities constitute needs in the child which demand fulfillment and are universal to all children. Thus, the validity of Dr. Montessori's observations have remained constant since she began her task of the discovery of the child.

The Role of the Teacher

The function of the teacher in a Montessori classroom differs considerably from that of the traditional teacher, hence, Dr. Montessori used the term "Directress". The directress brings children into contact with the world in which they live and the tools by which they learn to cope with the world. She is, first of all a very keen observer of the individual interests and needs of each child; her daily plan proceeds from her observations rather than from a prepared curriculum. She demonstrates the correct use of materials as they are individually chosen by the children, carefully watches the progress and keeps a record of their work. Individual children's total development as well as their progress toward self-discipline is carefully guided by the directress, who prepares the environment directs the activities, and offers each child enticement and stimulation. The mutual respect of the student and the teacher-guide is the most important factor in this process.

The Ungraded Classroom

The greatest possibility for flexibility in permitting individual lessons and progress, while still retaining group sessions at no expense to the individual child exists in the Montessori environment. The use of individual materials permits a varied pace that accommodates many levels or abilities in the classroom. If the classroom equipment is to be challenging enough to provoke a learning response, it must be properly matched to the sensitivities of each child. The most satisfying choice can usually be made only by the children themselves. The Montessori classroom offers children the opportunity to choose from a wide variety of graded materials. The child can grow as their interests lead them from one level of complexity to another. They work in a group composed of individuals of various ages, abilities, cultures and interests and are not required to follow anyone else's program... it permits the younger children a graded series of models for imitation, and the older ones an opportunity to reinforce their own knowledge by helping the younger ones- hence, they add to the group as they receive from it what they need.
Montessori at a Glance

Montessori education has achieved worldwide recognition and success. This condensed explanation will acquaint you with the many advantages that Montessori offers your child.

• The Montessori Method has been time-tested for 75 years and has achieved success throughout the world with children.

• Montessori is a totally positive environment for children.

• In the scientifically prepared environment of the true Montessori school, the child develops the prime elements of character: freedom, independence, self-discipline, industry, and sense of reality in an atmosphere of cooperation.

• Each child is taught individually.

• The child's natural development of language is utilized in the process of learning to read.

• Children work at their own pace and at their own level.

• Children have the unique opportunity to fulfill their potential. Habits and skills developed in a Montessori classroom remain for a lifetime.

• The Montessori classroom is a land of opportunity for the child as well as a truly joyful place to be.

• Although much has been said about the academic achievements of Montessori children, the true value lies in the self-discipline, self-mastery and love of learning that children achieve.

What is the Montessori Method?

Montessori is a philosophy and method of education which emphasizes the potential of the young child and which develops this potential by utilizing specially trained teachers and special teaching materials. Montessori recognizes in children a natural curiosity and desire to learn; the Montessori Materials awaken this desire and channel that curiosity into a learning experience which children enjoy.

Montessori Materials help children to understand what they learn by associating an abstract concept with a concrete sensorial experience; in this manner, the Montessori child is actually learning and not just memorizing. The Montessori Method stresses that children learn and progress at their own pace so that fast
learners are not held back, and slow learners are not frustrated by their inability to keep up.

**What is Montessori Apparatus?**

The Montessori classroom offers 500 unique educational didactic (self-teaching) materials which are manipulated by the children in the classroom. They accommodate many levels of ability. They are not "teaching aids" in the traditional sense, because their goal is not the external one of teaching children skills or imparting knowledge through "correct usage". Rather, the goal is an internal one of aiding the child's mental development and self-construction. They aid this growth by providing stimuli that captures the child's attention and initiates a process of concentration. Children then use the apparatus to develop coordination, attention to details, and good work habits. When the environment offers materials that polarize children...the teacher is then able to give the freedom needed for healthy development.

**Why Should You Send Your Child to a Montessori School?**

Montessori is education...not a pre-school. The best time to start your child's education is during the early years. 2 ½ to 3 years is when most of a child's intelligence and social characteristics are formed. 50% of the child's mental development occurs before 4 years of age. In a Montessori school, your child will learn to think in logical patterns and to deal with reality. Children with a Montessori background become better prepared to cope with the complex challenges of tomorrow's world.

**What Does Montessori Offer My Child?**

Montessori allows children to experience the excitement of learning by their own choice. Dr. Montessori observed that it was easier for a child to learn a particular skill during the corresponding "sensitive periods" than at any other time in life. These are periods of intense fascination for learning a particular skill. Montessori allows children the freedom to select individual activities which correspond to their own periods of interest and readiness and to progress at their own pace. A child who acquires the basic skills of reading and arithmetic in this natural way has the advantage of beginning education without drudgery, boredom, or discouragement.
How to Help your Child Succeed in Montessori Math in the Classroom and at Home

by Ally Webb
edited by 2/3 Team at the Shingle Springs Campus

There is truly nothing out there that we have come across so far in our years as teachers that teaches math concepts in such a wide variety of visual and tactile ways and thus can speak to such a wide range of learning styles as Montessori math materials. The following pages will briefly outline some of the concepts taught by the materials that CMP students will utilize most frequently in their Montessori Math, Albanesi Math and other classroom math exercises. Our hope is that by demonstrating how some of these concepts are played out, we will be able to help you not only support your child and the other learners when you volunteer in his or her classroom, but generalize some of these concepts with materials you have around the house, so that you can practice math skills with your child in a Montessori-like format when you don’t have the benefit of having classroom materials nearby.

Here are some of the most commonly-appearing materials that the children will be using in the classroom:

The Golden Beads

The golden beads illustrate the base ten system of numbers (a ten equals ten ones, or "units," a hundred equals ten tens, etc.) in a very clear visual way. The child can see that ten hundred squares, when stacked on top of one another, literally look exactly like a thousand cube. Therefore, when performing "regrouping" steps in addition, subtraction, multiplication, and division operations (otherwise known as "exchanging" or "borrowing"), he or she has a concrete understanding of why it’s acceptable to borrow one number from the thousands column, for example, and add ten more to the hundreds column before subtracting. On an even more basic level, though, the child is getting the concrete concept of what 764 looks like, and why it’s seven hundred sixty four rather than seventy-six four or seven sixty-four.

How to duplicate the golden beads at home: Make "golden beans" at home by using one bean for each "unit" (one), a popsicle stick with ten dots drawn on it for each ten, a paper square with ten rows of ten dots on it for each hundred (or glue ten popsicle sticks together, with ten dots on each stick), and a paper cube with ten rows of ten dots on each side with each thousand. Practice making equal exchanges with your child (e.g., "You want to trade me three units for one ten? Is that fair?").
The wooden numeral cards help the child move from the concrete *three thousand cubes, two hundred squares, one ten bar, eight unit beads* to the abstract 3,218 or three thousands, two hundreds, one ten, and eight units. The use of color is prevalent throughout Montessori math materials as a subconscious strategy for helping children memorize place value. The left brain sees 3,218, while the right brain sees green, red, blue, green. By integrating left- and right-brained approaches, we are not only creating balance and helping children use their whole brains to memorize place value, we are finding a way to access right-brained learners who typically struggle with the predominantly left-brained field of mathematics.

**Using color for place value at home:** If your child struggles with seeing 764 as *seventy-six four* rather than *seven hundred sixty-four*, try replicating the color scheme we use at school when you practice math at home. Trace over thousands and units with green, hundreds with red, and tens with blue. You can even cut out strips of paper and replicate all the color-coded numbers from 1-1000 as pictured above, and have your child practice covering up the two zeros on 700 with the 60, and covering the one zero in 60 with the number 4.

The Stamp Game

The stamp game works exactly like the golden beads, but is slightly more abstract (a ten is represented by a blue 10 stamp, rather than ten units, etc.). The children “build” the numbers with the stamps, and can then add, subtract, borrow, regroup them, etc. The problem represented with the stamps above would be 3,231 + 1,323.
The Bead Frame

The bead frame works similarly to the stamp game, in that the child can "build" numbers by sliding the appropriate number of units, tens, hundreds, and thousands over to the right. As with the golden beads and the stamp game, numbers can then be added, subtracted, and multiplied, by sliding over more beads and borrowing/exchanging as necessary. One of the major concepts that this material reinforces is the importance of starting math operations in the units column (note that the unit beads are at the top). If a child is always trying to add, subtract, or multiply numbers in the thousand columns first, the bead frame might be a good material for her to work with for a while.

The Colored Bead Bars

The colored bead bars provide a fantastic approach to memorizing things like quantity, proportion, greater than/less than, multiplication facts, and squaring numbers. While the left brain sees $2 + 4 = 6$, the right brain sees green bar + yellow bar = purple bar. While the left brain is memorizing $3 \times 7 = 21$, the right brain is seeing that $3 \times 7$ means I take 7 of these pink bars out of the box, or that I take 3 of the white bars out. Subconsciously, the children are also learning that $3 \times 7$ takes up the same amount of area as $7 \times 3$, thus reinforcing geometry concepts like area and equivalency. They can see how five, five bars make up a perfect blue square, and thus understand concretely what a concept like five squared really means. The child is not just memorizing $3 \times 7 = 21$ or $5 \times 5 = 25$; she concretely knows it to be true.

Duplicating the colored bead bar concept at home: Use markers to make dots of different colors on popsicle sticks. You may want to cut the popsicle sticks down to size. Make several of each number so that the child can practice his multiplication tables. Give him as much time as he needs to count every single dot at first if need be. The memorization will come naturally in time.
The Plastic Fraction Insets

The plastic fraction insets help children visually understand concepts like equivalency, reducing fractions, adding and subtracting fractions, etc. They can put two halves, three thirds, four fourths, etc. together and see that they make a whole. They can lay six eighths out on top of three fourths and see that they are equivalent. They can add 2/8 to 4/8 by piecing them together, and then reduce them. The plastic fraction insets take all the frustration out of fractions, and make them accessible in a visual and hands-on way.

Practicing fractions at home: Make fractions fun by cutting up food like pizza, apples, etc. Reinforce concepts like the statement that fractions are equal parts of a whole by showing how you cut an apple into equal pieces. You can even go one step further and show how one number can be a fraction of another number (for example, 4 is one third of 12) by dividing M&Ms or peanuts or pieces of popcorn into little cups or bowls. Regardless of what household tools you use, it is essential that you help your child understand fractions in a concrete way before he will be able to grasp them abstractly. When he moves on to multiplying and dividing fractions, adding fractions of different denominators, etc., he will be able to do these things more quickly and confidently because he has the foundational knowledge base he needs to tackle these more advanced operations without insecurity.

One Last Note

We hope that this packet has been informative for you. At the very least, what we hope you will take out of it is that Montessori stresses the importance of working with all mathematical functions, whether they be addition and subtraction, manipulating fractions, telling time, working with money, etc., in a concrete way before ever moving on to abstraction. One of the key Maria Montessori quotes we live by is, “Never help a child with a task at which he feels he can succeed.” As difficult and counterintuitive as it may seem, try to refrain from intervening when you see the child struggling and/or making mistakes. Learning from her mistakes will help her not only sharpen her math skills, but is in fact a crucial coping skill that it is essential for her to master. Montessori materials will help the child learn to self-correct, and more often than not, if we stand back and give the child the opportunity to make discoveries about where he/she went wrong and how to fix it, we will be giving that child a gift that will last a lifetime.
# Laurel Weekly Planner

## Learning Plan

**Tuesday, February 5, 2019**

**Community Meeting**

- DLR/Word Problems
- Language Albanesi Card
- Math Albanesi Card
- Quiet Citizen 100% Almost Needs Improvement

*Cultural Rotations - Mrs. McDaniel*

- Restoring the Environment

Parent's Initial: _____

**Wednesday, February 6, 2019**

**Community Meeting**

- DLR/Word Problems
- Language Albanesi Card
- Math Albanesi Card
- Geometry
- Quiet Citizen 100% Almost Needs Improvement

- Ten Marks
- Ten Marks

*Cultural Rotations - VAPA*

- Restoring the Environment

Parent's Initial: _____

**Thursday, February 7, 2019**

**Community Meeting**

- DLR/Word Problems
- Language Albanesi Card
- Math Albanesi Card
- Ten Marks
- Quiet Citizen 100% Almost Needs Improvement

*Cultural Rotation - Mrs. Fagan*

- 2:45 Restore the Environment

Parent's Initial: _____

**Friday, February 8, 2019**

8:35-9:30 PE

**Community Meeting**

- DLR/Word Problems
- Language Albanesi Card
- Math Albanesi Card
- Quiet Citizen 100% Almost Needs Improvement

"Ketchup and Relish" - Practical Life - Free Choice

- 1:30 Restore the Environment
- 2:00-2:45 at STREET Theater

Thursday 2/14 - Next Week is very busy

Step two of your project is due

Kids Night Out - Right after school 3:30-7:30

No spelling until 2/25, Yeah!!

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**Sign-off Legend:**

- **Initialed** - Job is 100% complete and accurate. Yay!
- **Line through a job** - Excused. Student worked hard today and other jobs took longer than usual. No worries.
- **Not crossed off** - Needs to make it up.
- **Circled** - Not attempted. Student had time to complete this job, but made choices other than working.
Volunteering in the Laurel Classroom?

Thank you. Your time here is appreciated and valued. Here are some general reminders for volunteers:

1. All volunteers must be cleared by the office to work in the classroom.
2. Volunteers must sign-in at the office and wear a volunteer badge while on campus.
3. Your presence allows the teachers more time to work individually with the students. Please honor this by discussing personal questions during teacher’s office hours.
4. CMP honors the confidentiality of each and every student on campus. As outlined in CMP’s Family Handbook, “Parents shall not talk about any student to another student, parent or other third party” (p. 25).

If you dropped by and are looking for something to do, please review the following list for suggestions of how you can help today:

**Student Help:**
- Read with students (SRA, sight words, To-With-By Books)
- Check jobs before students record their work (e.g., Tower, Language, Geometry)
- Provide encouragement by sitting next to a student working on a job
- Assist students clean their cubbies

**Classroom Help:**
- File Math, Language, Geometry, and SRA cards
- Straighten library (books are shelved by reading level)
- General dusting (e.g., windowsills, shelves, etc.)

We understand that your time is valuable and we thank you for your commitment to our school and your child’s classroom.

*Mrs. Ritchie and Ms. Jennifer

Mrs. Kelly
Laurel's Special Person 2019-2020

9/9- Beatrice
9/16- Dominic
9/23- Scarlett
9/30- Liam
10/7- Isabella
10/14- Zachary
10/21- Rowan
10/28- Carson
11/4- Sawyer
11/19- Korben
12/2- Sonny
12/9- Charlie
12/16- Henry
1/6- Ori
1/13 Analise
1/20- Easton
1/27- Nikos
2/3- Hudson
2/10- Georgia
2/17- Oliver
2/24- Merrwynn
The special person in Laurel has important jobs. He or she leads the morning and afternoon circles, leads all lines, and greets students daily at the door. Special person sharing occurs during afternoon circle.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Prepare a timeline of your life to share to the class. Timelines should include one picture for each year, along with a short written description of the picture.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>Brown-Bag it! Sharing</td>
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<tr>
<td></td>
<td><strong>Brown-Bag It!</strong></td>
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<td></td>
<td>Read the following list of categories. After you get home today, find one item to represent each category. (The item must be small enough to fit into the lunch bag that your teacher will give you.) Try to find items that are 3-D and unique. Bring your bag to school tomorrow. Be prepared to share the contents of your bag with your classmates.</td>
</tr>
<tr>
<td></td>
<td><strong>CATEGORIES</strong></td>
</tr>
<tr>
<td></td>
<td>• a hobby or free-time activity that you enjoy</td>
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<tr>
<td></td>
<td>• one of your favorites (food, color, music, book, etc.)</td>
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<tr>
<td></td>
<td>• future plans or goals</td>
</tr>
<tr>
<td></td>
<td>• something you’d like to do better</td>
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<tr>
<td></td>
<td>• a place you’d like to visit</td>
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<tr>
<td></td>
<td>• something special about your family</td>
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<tr>
<td></td>
<td>• the best part of summer vacation</td>
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<td></td>
<td>• something that reminds you of a memorable event or time in your life.</td>
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<tr>
<td></td>
<td>• something that you really dislike</td>
</tr>
<tr>
<td></td>
<td>• a talent or special ability that you have</td>
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<tr>
<td>Wednesday</td>
<td>Choose 3 special items or 1 collection of items to share with the class. Sharing of electronics is discouraged.</td>
</tr>
<tr>
<td>Thursday</td>
<td>Share a favorite book, song or poem – student may read it aloud to the class or teacher will read it aloud.</td>
</tr>
<tr>
<td>Friday</td>
<td>Can you Guess? Bring something special to you in a closed bag and see if the class can guess. Remember don’t tell your friends!</td>
</tr>
</tbody>
</table>
Day 1

Melinda’s desk is a trapezoid that has a perimeter of 120 inches, with two diagonal sides that are 24 inches long, and one base that is 39 inches long. How many inches long is the other base?

Write the missing numbers to complete the pattern. 500, 475, 450.

Ava worked on her science project last weekend from 11:45 am to 2:00 pm. How long did Ava work on her project?

Are these fractions equivalent?

Banks received a small bag of jellybeans as a gift. There are 63 jellybeans in the bag. He wants to share them equally among 7 people. How many will each person get?

6 \times 4 \times 2 =

Malia has 2 trading card books. Each book has 50 cards in it. How many trading cards does Malia have?

659 - 478 =

Day 3

Sierra’s family’s dog weighs 30 kilograms. Her family’s cat weighs 6 kilograms. How many more kilograms does the dog weigh than the cat?

Complete the related multiplication facts.

14 \div 2 \quad 2 \times __

6 \div 3 \quad 3 \times __

8 \div 8 \quad 8 \times __

Adrienne had 35 pieces of candy to give away to 5 friends. Ms. Santos then gave each friend 4 more pieces. How many pieces of candy does each friend have?

955 + 34 =

20 \times 5 =

40 \times 3 =

80 \times 4 =

Day 4

What is the total area of this figure?

Divide the number line into eighths.

Label the fractions \(\frac{1}{8}\) and \(\frac{5}{8}\).
1. Anton has 5 packs of 6 balloons. If he wants to share all of the balloons with 3 friends, how many balloons will each friend get?

2. \[ 725 - 469 = \]

3. Write the missing numbers to complete the pattern.

252, 264, 276, _____, _____, _____

4. Are these fractions equivalent?

5. \[ 70 \times 7 = \]

50 \times 8 =

60 \times 3 =

6. Divide the number line into sixths. Label the fraction \[ \frac{2}{6}. \]

7. The dimensions of Raul's beach towel are 152 cm by 76 cm. How many centimeters is its perimeter?

8. Nathan worked on his science project from 8:15 am to 10:30 am and then again from 1:00 pm to 2:30 pm. How long did Nathan work on his science project?

9. Each box of paper clips weighs 15 grams. If there are 5 boxes of paper clips, how many grams do the boxes weigh together?

10. What is the total area of this figure?
Recommended Children’s Books
Grades K-3

Give your child plenty of inspiring resources to fill his or her daily reading time.
This recommended children’s fiction list offers many colorful, educational, character-building topics.

**Bear and Mrs. Duck**  
P. Brewster  
Holiday House  
Bear receives a lesson in diversity as he learns to appreciate his new babysitter, Mrs. Duck.

**Catundra**  
S. Cosgrove  
Price/Stern/Sloan  
Other animals ridicule a tubby cat before an obliging mole becomes her personal trainer.

**A Choir for My Mother**  
B. Williams  
Greenwillow  
When Rosa’s house burns down, she unites with her mother and grandmother to save dimes so they can buy a chair.

**It Takes a Village**  
J. Cowen-Fletcher  
Scholastic  
In this story, West African Yemi almost loses her brother but her neighbors come to the rescue.

**The Legend of the Bluebonnet**  
T. dePaola  
Putnam  
A Comanche heroine sacrifices her most prized possession to save her people from drought.

**The Meanest Thing to Say**  
B. Cosby  
Cartwheel Books  
A Bill Cosby classic. Little Bill “plays the dozens” with a bully. He finds a way to stop hurting his friend’s feelings.

**Milo and the Magical Stones**  
M. Pfister  
North South Books  
Milo the Mouse discovers a magic stone that he hopes will change life on his island.

**Now One Foot, Now the Other**  
T. dePaola  
Putnam  
Bobby struggles to understand what has happened to his grandfather in the aftermath of a stroke. He discovers an opportunity to help his grandfather learn how to walk again.

**Osa’s Pride**  
A. Grifalconi  
Little Brown  
Osa’s Grandmother uses her story cloth to help her learn that pride can blind people to the truth.

**The Patchwork Quilt**  
V. Flournoy  
E.P. Dutton  
Tanya’s grandmother helps her make a family quilt, then becomes ill. Tanya is determined to finish.

**Somewhere in Africa**  
N. Daly & I. Mennen  
Dutton Children’s Books  
Ashraf lives in Africa, but learns about African wildlife through books in the library.

**Stellaluna**  
J. Cannon  
Harcourt Brace  
A baby fruit bat is separated from her mother and befriends a family of birds, who raise her in a most peculiar way.

**Stone Soup**  
A. McGovern  
Scholastic Trade  
When an old woman can’t feed a hungry young boy, he convinces her he can make soup with a stone.

**The Treasure Hunt**  
B. Cosby  
Cartwheel Books  
Young Bill Cosby yearns for a special talent or passion. He thinks he has little to offer the world until his grandmother helps him discover his gift for storytelling.

**The Velveteen Rabbit**  
M. Williams  
Doubleday  
The classic story about a toy rabbit that becomes real through the love of a young boy.

**Whitewave**  
D. Walkstein  
Harcourt Brace  
A young Chinese farmer discovers a goddess living in a snail shell. The shell transforms his life.
Reading Counts Log

<table>
<thead>
<tr>
<th>Tri. #</th>
<th>Novel Title</th>
<th>Book Points</th>
<th>Reading Level</th>
<th>Parent’s Approval*</th>
<th>Teacher’s Approval*</th>
<th>Date Test Passed</th>
<th>Score</th>
<th>Supervisor’s Verification</th>
</tr>
</thead>
</table>

*You must have parent and teacher approval before reading a book.
Honor students must take note that there is a minimum reading level required.
All students are required to verify the reading level before they read.
I dreamed I stood in a studio
and watched two sculptors there.
The clay they used was a young child’s mind
and they fashioned it with care.

One was a teacher,
the tools she used were books and music and art;
One was a parent with a guiding hand
and a gentle loving heart.

And when at last their work was done.
They were proud of what they had wrought,
For the things they had worked into the child
could never be sold or bought.

Day after day, the teacher toiled with touch
that was careful, deft, and sure.
While the parent labored by her side
and polished and smoothed it over.

And each agreed they would have failed
if each had worked alone,
For behind the parent stood the school,
and behind the teacher, the home.

- Unknown Author