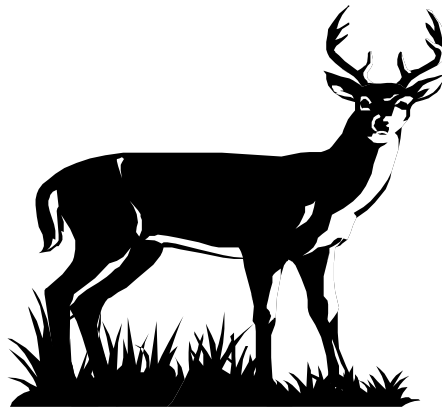


Deerwood Elementary

FIRST GRADE

INFORMATIONAL BOOKLET



"Educating our students to reach their full potential."

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Mission Statement

Educating our students to reach their full potential.

Deerwood's Beliefs

Deerwood is a community of learners, committed to a partnership between students, school, home and community.

Our School Community will:

- Promote high standards of academic learning and developmentally appropriate expectations.
- Develop creative and critical thinking skills needed to solve problems and to communicate effectively and thoughtfully.
- Strive to develop intellectual curiosity and creative, artistic and aesthetic expression.
- Develop responsible, self-disciplined individuals with good decision making skills.
- Develop the interpersonal skills needed to be responsible, compassionate members of society.
- Promote understanding and respect for diverse cultures, backgrounds, talents, and abilities of others.
- Nurture the skills necessary in the development of a healthy self-image.
- Develop our own physical health and well being as well as respect for the physical differences within others.

The Role of the Parent in Education

Parents play an important role in their child's development and school success at Deerwood.

Research has shown that parents of children who are successful in school do two things: They are involved in school programs, and they monitor their child's progress in school. These actions demonstrate to a child that his/her parents are concerned about and value school achievement. Through actions, not just words, parents reinforce the idea that school is important.

Be Involved in School Programs

It is important to visit your child's classroom and meet his/her teacher. There are several opportunities for you to do this at Deerwood.

- ◆ **An Open House is scheduled before the school year begins for parents and students to meet their teacher.**
- ◆ **A Back to School Night for parents is also held before school begins.** At Back to School Night, each classroom teacher will meet with parents and share important information regarding their child's school program and also the responsibilities of students and parents in areas such as homework. We would like to encourage **all** parents to attend Back to School Night. Being well informed is vital to your child's school success.
- ◆ **Parent-teacher conferences** are scheduled in October and again in February.
- ◆ Parents are invited to **volunteer** in their child's classroom or other areas of the building such as the media center or lunchroom.

Monitor Your Child's Progress

Parents should monitor their child's progress at school. Check your child's progress by reviewing schoolwork brought home each day and encourage your child to tell about his/her schoolwork and experiences. The extra time and attention you spend will not only build your child's self-esteem, it will also reinforce what your child has learned in school. If you have a concern, please feel free to call or make an appointment with your child's teacher.

Home and School

Reading and studying will become a natural part of the day for children if parents establish a routine and time for it. Set aside a specific time each day for your child to spend on schoolwork. Your child needs a quiet place for study, free from distractions or interruptions. The length of time spent on reviewing concepts should correlate with your child's grade level and ability.

Research shows that children who are read to, or who read independently, are apt to be better readers, read for enjoyment and develop a life-long love of reading. Therefore, we suggest that a family reading time be part of each day in your home.

Please review the papers and projects that your child brings home each day. This will show your child that you believe his/her school work is important and also keep you informed about your child's work at school.

Regular school attendance will help your child develop responsible work habits and emphasize the importance of education.

Help your child prepare for school each day. You can do this by making sure your child is rested, has a nutritious breakfast, is properly dressed, has the needed supplies and is carrying a school bag.

Together, we have a common goal - to help your child be a happy, well-adjusted learner.

First Grade Discipline Policy

First Graders' Rights and Responsibilities

In school, your child has the right to be safe and the right to learn. To better protect these rights, and in accordance with Deerwood's discipline policy, we have established the following rules for first grade:

Respect others' feelings and property.

Follow directions.

Take turns talking/Raise your hand.

Keep hands, feet, and other objects to yourself.

Talk in a quiet voice.

We will spend time in class helping the children understand that these are behaviors that will help make our classrooms pleasant and enjoyable places where individuals have respect for themselves and each other.

Deerwood Elementary School Homework Policy

Homework is not assigned as a daily requirement, but rather as an outgrowth or continuation of a school project. Homework is the child's responsibility--not that of the parent. Being aware of and interested in what your child does at school and in papers and projects he/she brings home is vital to the child's success in school. The Homework Policy at Deerwood Elementary is as follows:

To help ensure the best possible education for the students at Deerwood Elementary, and to answer questions regarding make-up work, a set of guidelines have been developed.

When a student is absent due to family vacations, it is our belief that much more is accomplished during the teaching day other than assigning and correcting of worksheets. Discussions, explorations, discovery through experimentations, social interactions, formal and informal evaluation, and the learning of a new concept in a designed fashion are all missed when the student is not at school.

For these reasons, we would like to ask that vacations be planned, whenever possible, during the times when school is not in session. Since that is not always possible, **our policy for these occasions is as follows:**

1. Homework will not be assigned to students so that it can be completed before they leave on a vacation.
2. Assignments which do not need special lead-up teaching, such as review sheets, drill work, independent work, and journals will be given at the discretion of the teacher.
3. New concepts and ideas which need teacher direction and involvement will not be assigned, but made up upon the return of the student.

In the case of student illness, work will be held for the student with ample time to complete work. If the illness is going to be for an extended amount of time, work can be sent home for completion.

If a parent wishes to pick up homework for their child, the teacher needs time to put together the assignments. For this reason, we need to be notified in the morning before the start of the school day, or we may not be able to honor the request. Homework may be picked up in the office at the end of the school day, if you have requested it from the teacher.

Welcome to First Grade. We appreciate your interest in your child's first year of a full school day! Our day will begin at **8:20** a.m. and will conclude at **2:40** p.m.

A sample daily schedule for a typical school day is as follows. Each teacher may have a schedule that varies slightly because of different specialists' time.

<p style="text-align: center;">First Grade Daily Schedule</p>
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First Bell

Opening Activities

Language Arts

(Readers Workshop, Writers Workshop, Phonics, Word Study, Handwriting, and Guided Reading)

Lunch/Recess

Read Aloud

Math

Music, P.E., Library, Art

Unit Activities (Social Studies, Science, Health, Computer)

Cleanup/Prepare to go home

Dismissal

First Grade Curriculum Overview

Guidance

Guidance, which is integrated into other curriculum areas, assists in establishing goals, expectations, support systems and experience for all students. It is designed to enhance student learning by helping students acquire and use lifelong learning skills in three broad areas of development: academic, career and personal/social. The curriculum employs strategies, developmentally appropriate for each level, to enhance academics, provide career awareness, encourage self-awareness, foster interpersonal communication skills and convey life success skills for all students. The guidance and health curriculum complement each other to provide knowledge and skills in the area of drug prevention.

Resources

Variety of district-selected materials

Topics

Students will acquire knowledge and skills in the following areas:

- Improved academic self-concept
- Improved learning
- Plan to achieve goals
- School success
- Career awareness
- Organization and time management
- Self-knowledge
- Interpersonal relations
- Personal safety

Health

Development of self-awareness (emotionally, socially and physically) and the best ways of keeping well (healthy decision-making) are emphasized. Topics introduced in the first years are reviewed and discussed in more depth each year along with new topics.

Resources

Your Health, Harcourt, Inc.

Topics

Mental/Emotional/Social

- Why I am special
- Conflict resolution
- Feelings
- Friendship

Chemical Health

- Medicines
- Drugs

Safety and First Aid

- Bus Safety
- Water Safety
- Pedestrian/Bike Safety
- Playground Safety
- Emergencies
- Personal Safety

Growth and Development

- Teeth and their care

Communicable/Chronic Diseases

- Germs
- Hand washing
- Staying healthy

Decision-Making

- Choosing healthy behaviors (decision-making model)
- Reinforcing healthy decisions (refusal skills)

Language Arts

Reading, writing, listening, speaking, word study and handwriting are all-important components of language arts. Skills and strategies in each area are modeled, taught and practiced, taking into account the unique needs of each learner. Knowledge and skills are acquired through connected experiences between home, school and community. Students read from a variety of texts, including fiction (short stories and whole books), poetry and nonfiction (textbooks, newspapers and magazines). Students read (or are read to) and write daily.

Resources

- Classroom Libraries
- Guided Reading Resources
- *Invitations to Literacy*, Houghton Mifflin

- Writing-Units of Study for Primary Writing
- Word Study - *Phonics Lessons: Letters, Words and How They Work*
- Handwriting - District developed

Topics

Reading

- Predicting before, during and after reading
- Compare/contrast
- Character, plot, setting (fiction)
- Beginning, middle and end of a story
- Topic, main idea and details (nonfiction)
- Letter-sound relationships (phonemic awareness)
- Picture cues
- Reading with fluency by using expression, phrasing and punctuation
- Use graphophonic (sounds), syntactic (language) and semantic (meaning) strategies to understand text

Writing

- *Primary Writing* by Lucy Calkins
- Planning, composing, writing and editing

Speaking

- Discussing information from first-hand experiences
- Correct grammar
- Relevant contributions to discussions

Word Study (includes phonics, vocabulary and spelling)

- Phonetic principles; such as hearing rhyme, letter/sound relationships
- Spelling patterns; understanding and knowing how to look for word patterns to make word solving faster and more efficient.
- High Frequency Words (*Must Know Words*); learning how to memorize words used in everyday reading and writing

Handwriting

- Legible printing of numbers and letters using uniform shape, size, placement, spacing

Home/School Connection:

District 196 believes that parents play a key role in laying the foundation for learning about literacy. A parent is a child's first tutor in unraveling the fascinating puzzle of communication and language. Parents are partners in establishing an expectation that school activities are supported and practiced at home.

Mathematics

While connecting mathematical experiences to the world around them, young children are challenged to become increasingly sophisticated in dealing with mathematical concepts. The elementary mathematics curriculum builds on students' math understanding, skills, and proficiency at each grade level, as appropriate, by integrating concepts such as number and operations, algebra, geometry, measurement, and data analysis and probability. Students also engage in problem solving, reasoning, and communicating ideas while making connections to the world around them.

Resources

Scott Foresman/Addison Wesley Mathematics

Investigations in Number, Data, and Space - Dale Seymour Publishers

Topics

Numbers and Operations - Understanding of and proficiency with counting, numbers and arithmetic, as well as an understanding of number systems and their structures.

- Sense of numbers
- Basic counting techniques
- Size of numbers
- Number relationships
- Place Value
- Addition and subtraction
- Computational fluency

Algebra - Relationships among quantities, including ways of representing mathematical relationships and expression of relationships by using symbolic notation.

- Classification, patterns and relations
- Operations with whole numbers
- Use of step-by-step processes

Geometry - Geometric shapes and structures, and how to analyze their characteristics and relationships

- Explore, investigate and discuss shapes and structures in the classroom
- Become proficient in describing and representing shapes in their environment
- Learn to represent two- and three-dimensional shapes

Media Center

Students will have many opportunities throughout the year to visit the media center with their class and individually. Children are also encouraged to use the media center when they need to work on projects or check out additional reading material. Books are checked out for a one-week period, and may be renewed as needed. Kindergarten through second grade students check out one book at a time, and third through fifth graders may have two books at a time, unless they need more for a special project. Children do not have to wait for their library day to exchange their books! We encourage children to "save" a book until the next day if they forget their books on their assigned library day - parents should never feel that they need to make a special trip to school to return a book on a certain day!

We use an automated check-out system as well as a computer "card catalog" at Deerwood. Many of our library skills lessons will center around the use of this system. Our media curriculum is coordinated with the Houghton Mifflin and Rigby reading curriculum.

We invite all parents to stop in and browse at any time. (Try our computer catalog!) Please feel free to call if you have any questions about your child's books, or special requests for books you'd like to have them check out. Parents are welcome to check out books - in fact, we have a special shelf of parenting books just for you!

Music

All students in grades one through five will have vocal music. Students in all-day kindergarten will also have vocal music. The music teacher designs lessons to encourage curiosity about patterns in sound, in movement, in words and in names. Noticing patterns is the key to unlocking our ability to hear and identify sound, which is the key to understanding music. The children study through song games using their voices as the primary instrument. As their pattern detecting ability develops, they use percussion instruments, xylophones and recorders. The playful study supports self-esteem, allows mistakes and "second tries," challenges creative thought and fosters fun!

Students in grades two through five will participate in one vocal music concert each year. Performances are an important part of a student's musical development;

therefore, these experiences are considered part of students' participation grades on their report cards.

Resource

Making Music, Silver Burdett

Topics

- Singing part songs in a group
- Performing simple rhythmic and harmonic patterns on classroom instruments
- Improvising accompaniments using classroom instruments, voice or both
- Common symbols and terms of music
- Identifying aurally and visually lesser known instruments of the orchestra
- Responding to a variety of music

Physical Education

Physical Education contributes to the lifelong development of the whole person: physical, social and emotional.

A quality Physical Education program...

- Is an integral component of a student's education as it contributes to the total fitness, growth and development of the child
- Provides opportunities to enhance social development through physical activities.
- Promotes fitness, wellness and a healthy attitude toward exercise.
- Provides experiences that lead to a physically active life and long-term good health.
- Promotes respect for the uniqueness and dignity of self and others through physical activities.

The Physical Education goals in grades K- 5 are that a student will...

- Participate in physical activities that develop motor skills and physical fitness.
- Demonstrate an understanding of motor skills and physical fitness.
- Demonstrate an understanding of rules, skills and strategies associated with elementary physical education activities.
- Display etiquette and team-building skills.

Physical Education Specifics Physical Education Attire: Tennis shoes **MUST** be worn for **ALL** Physical Education classes. Shoes must have laces in them or velcro shut. Please be certain the tennis shoes have non-marking soles. Dress in comfortable

clothes. Anticipate the weather outside. We try to go out as much as possible during the Fall and Spring. If wearing a dress or skirt, shorts should be worn underneath to avoid any uncomfortable situations.

Medical Excuses: Parental excuses must be given to the school nurse at the start of each day. They will then be given to the P.E. Specialist before classes begin on that day. Excuses for more than 1 week should have a Doctor's note accompanying them. Should your child's activity be limited or restricted in anyway, please inform the school nurse, P.E. teacher, and the classroom teacher. Examples might be asthma, allergies, broken bones, etc.

Parents are Encouraged to...Take an active role in your child's personal fitness and wellness. Plan physical activities involving the entire family. Encourage your child to practice skills and share information learned in Physical Education class, including nutrition.

Science

The science curriculum provides opportunities for students to learn science concepts through hands-on activities. Students learn to observe, compare, collect data, organize and analyze information, and communicate what they have learned. The investigations focus on physical and life science concepts.

Resources

Full Option Science System (FOSS) kits

Topics

Solids and Liquids (physical science)

- Properties of solid particles in closed bottles
- Appearance and behavior of different liquids in containers
- What happens when solids and liquids are mixed with water

New Plants (life science)

- Growth of seeds and plant development
- Development of roots on stems or bulbs
- Recording and communicating observations in words and drawings

Air and Weather (earth science)

- Observing and recording daily weather data
- Cloud types
- Effects of air on other materials such as soap bubbles, propellers and gliders

Social Studies

In first grade, social studies students are introduced to the structures of schools and families. Students learn how to get along with classmates, follow school rules, and identify people who work at a school. They learn about family traditions and the ways in which family members interact and change. They apply their learning in hands-on activities such as categorizing photographs of family members and acting out the roles of school staff.

Resources

Social Studies Alive! My School and Family, published by Teacher's Curriculum Institute (TCI).

Technology

Children at Deerwood are learning to use technology as a tool in all curriculum areas. They are communicating ideas using a variety of technology applications. They are using technology to effectively solve, and/or present solutions to problems.

Visual Arts

The elementary Visual Arts curriculum, *Explorations in Art*, uses unit themes to show students the relevance of art in their own lives and the lives of people across time and place. Students examine art from a broad multicultural perspective and are encouraged to learn cooperatively in both large and small groups.

In each studio experience emphasis is placed on the importance of thinking, planning and reflection in creating original artworks. Students have the opportunity to experience a wide variety of art media while learning basic art concepts and creative thinking skills.

Students keep a portfolio of their work as they progress through their lessons, which are frequently grouped together and so that one assignment will demonstrate several concepts.

Student artwork is exhibited throughout the school during the year. There are also opportunities for student work to be displayed at the Fall and Spring Art Show at the district office and occasionally in our community.

Review of Curriculum and Excusing Students

Please note that parents have a right to review any materials used in instruction of students, and/or request that students be excused from instruction on specific topics and/or lessons. If you wish to have more information on this, please contact your principal.

OTHER FIRST GRADE INFORMATION

Here is a list of suggestions and procedures for you to be aware of:

NAME ON ALL PERSONAL BELONGINGS

We recommend that you put your child's name in all jackets and on other belongings that your child brings to school.

TOTE BAGS

We suggest that your child carry a school bag of some kind to school each day. This protects your child's belongings and school books during bad weather and helps to ensure that important papers and messages reach home.

TENNIS SHOES

All students wear tennis shoes in gym. Tennis shoes are also worn on the playground at recess. (Please, no slip ons.)

NOTES FROM HOME

Please send a note to school in any of the following situations:

Absence from school

Injury or illness preventing outdoor or physical activity

Change in plans for going home from school

LUNCH OR MILK MONEY

Your child will have a lunch account number which he/she will need to learn and punch into the computer each day.

Send lunch or milk money in an envelope marked with your child's name, teacher's name, lunch account number, and the number of lunch or milk credits to be purchased. We appreciate your help with this procedure.

PARENT INVOLVEMENT

Each teacher will ask for Room Helpers and Field Trip volunteers at the beginning of the year.

BUSES

Children riding the bus have been notified by transportation during the summer. On the first day of school each child will be handed a colored square of construction paper with a number on it. Each bus number will be represented by a different color. The teacher will collect these when the child gets to the classroom. After school, the teacher will take the students to line up according to the color of the bus tag that was received in the morning.

If your child ever needs to ride a different bus in the afternoon than their regular bus, please send a note to the teacher. This note will then be approved at the office and will help school personnel in assuring the child leaves school safely.

Special Services

Academic Support Room

The Academic Support Room at Deerwood is a place students can visit during the school day for small group activities under the supervision of a paraprofessional. This specific room provides a quiet place for students to receive academic support during the school day.

Developmental/Adapted Physical Education (D/APE)

D/APE is a special education service that provides support for students who cannot safely or successfully participate in the mainstream physical education class due to health, physical, sensory or learning problems. Individualized/personalized instructional alternatives can be developed with the cooperation of the student's parents, medical/health professionals and school personnel. These alternatives can be developed based upon the identification of students and the assessment of individual student strengths and needs.

Emotional/Behavioral Disorders (E/BD)

Emotional and Behavioral Disorders is an area of special education for children who have been identified through extensive assessment. These students receive small group instruction and support from the school psychologist.

Additionally, there are two district-wide classrooms at Deerwood Elementary for students who are in severe need of small group opportunities due to an Emotional/Behavioral Disorder. Students in these two classrooms may come to this program from Deerwood or about eight other elementaries in our district.

These classrooms are designed to provide individual opportunities for growth and development while maximizing students' self-concepts. This program specializes in 1) the structure to assist in development of appropriate school behaviors and 2) the social skill and problem-solving practice to foster successful interpersonal relationships.

Students in the E/BD program at Deerwood spend part of the day in mainstream classes and the remainder of the day with the E/BD specialists. Continuous efforts are made to prepare students for increased integration into mainstream classes, first at Deerwood, and then back at the student's neighborhood school.

English Language Learner (ELL)

The ELL teacher teaches listening, speaking, reading and writing skills in English to students whose first or native language is a language other than English. The District 196 ELL program at the elementary level functions as a support program for students demonstrating a need. Students receiving the ELL service are mainstreamed into the regular classroom and are taken out of the classroom on a daily basis for ELL instruction.

Enrichment

Enrichment is a part of every classroom at Deerwood. Many opportunities are available within each classroom. Enrichment also includes many volunteer-led activities (such as Art Adventure), after school classes and clubs (such as Ski Club or Community Ed. classes), and all-school lyceums or experts-in-residence.

Students are also encouraged to consider self-directed, independent investigations beyond assigned classroom instruction.

The *GT* Specialist works with teachers at each grade level to assist with enrichments that may be offered to whole class groups or smaller groups. Most often enrichments take place within the regular classroom. Sometimes flexible enrichment groups meet with the *GT* specialist to work on projects or units of study beyond the regular curriculum. Decisions about enrichment groups are made with consideration for a variety of factors, including student performances and grade level or classroom needs.

Gifted and Talented

Our district has set criteria for the identification of *Gifted and Talented (GT)* students which includes superior performances on cognitive tests, achievement tests and classroom work, as well as a parent and teacher recommendation component.

Service to these identified students includes classroom differentiation of curriculum and consultation and teaming between the child's teacher and our building's *GT* Specialist. Additionally, there will be direct support from the *GT* Specialist to enhance the student's intellectual processes (such as critical and creative thinking, problem solving, research and communication skills) and affective domain (self-concept, leadership and understanding giftedness).

Occupational Therapy

The occupational therapist emphasizes the development of adaptive or functional behaviors. Adaptive equipment and techniques that will promote a student's fine motor and independent functioning and increase their probability of success in a school setting will be provided.

Occupational therapy services will focus on these areas:

1. self care
2. fine motor skills
3. gross motor skills
4. physical sensation activities
5. visual-perceptual skills

As much as possible, occupational therapy services are to be provided in the classroom and integrated into regular classroom or home activities. When this is not possible, students will be worked with on an individual basis that will attempt to minimize the disruption to the child's normal instructional routine.

Students who receive occupational therapy services must demonstrate a significant discrepancy in their fine and/or gross motor abilities when compared with same aged peers. Further definition of what is a significant discrepancy is defined in the occupational therapy entrance criteria. Occupational therapy services are not to replace or duplicate services provided by the physical therapist, adaptive physical education teacher or the child's case manager.

Reading Recovery

Reading Recovery is a program that will provide help for some first graders who are "at risk" in reading. The program is a systematic intervention that includes procedures for working with children. Reading Recovery students will receive intensive, one-to-one reading lessons for 30 minutes a day. The boys and girls will read many "little books" to build fluency and confidence. They also learn to hear sounds in words through daily writing exercises and by rereading favorite books.

School Psychologist

Another specialist at Deerwood is the school psychologist. A school psychologist is a resource person to students, parents and faculty regarding each student's social, emotional and academic well-being. During the year the psychologist is available for consultation with parents and teachers concerning the academic progress or emotional and behavioral needs of individual students.

The psychologist also serves as a member of the child student team by administering, interpreting, and reporting the results of individual intelligence tests and social, emotional and behavioral assessment instruments when students are referred for special education evaluation. Additionally, the psychologist works directly with students who have identified emotional or behavioral or autism spectrum disorders and requires special educational programming.

School Nurse

"Health is basic to learning. Learning cannot occur in children who are physically or emotionally distressed." This statement by the Coalition of National Health Education Organizations emphasizes the need for assessment and health screening as carried out by the school nurse. School nurses have a background in medicine and education, a Registered Nurse License, a Public Health Certificate and a baccalaureate degree from an accredited college or university. School nurses are member of education teams, with their main concern being the promotion of health, which is basic to learning.

The Deerwood school nurse is available at any time to discuss parental concerns about a child's health. Vision and hearing screenings are done on a regular basis, as stated in the parent handbook. Teachers or parents can also request these tests at any time. The school nurse is available to help manage a student's chronic disease to ensure they are able to succeed in school.

School Social Worker

The Deerwood school social worker provides consultation, support, and education to families regarding student needs and concerns. Throughout the school year, the social worker conducts groups and individual meetings for students addressing barriers to learning such as grief and loss, family change, bullying, anger management, self-esteem and social skills. The social worker also provides classroom instruction related to pro-social interactions. Additionally, the school social worker assists families in connecting with community or county resources.

Specific Learning Disabilities (SLD)

Specific Learning Disabilities is an area of special education for children who have been identified through extensive assessment. These students receive small group instruction for specified periods of time in the areas of reading, written language and/or math. The SLD teachers assist in modifying the mainstream curriculum and materials for their students and provide support for the classroom teachers. They may assess other students who are referred to special education because a teacher suspects that a child may have a learning disability.

Speech and Language

Speech and language are two of the most important areas of communication. Language is our method of communicating through the use of signs and symbols: written, spoken or gestured. Speech is made up of the articulated sounds that are put together to form the spoken symbols of language. The majority of people acquire these communication skills following developmental norms. However, some people need help in acquiring the necessary speech and language skills appropriate to their age. Our speech and language clinician will be working with these children to assist the development of their language skills.

S.T.A.R. ROOM - "Stop, Think and Regroup"

The S.T.A.R. Room at Deerwood is a place students can visit during the school day for small group activities under the supervision of our behavior support clerk. The STAR Room provides a quiet place for students to finish assignments or work in small groups. The STAR Room is also available to a student who needs time away from his/her homeroom to "stop, think and regroup" when he/she is experiencing behavior problems. The student and behavior clerk will process the problem together and work towards positive classroom behavior.

Title 1

This program will give assistance to students, mainly in the areas of math, reading, spelling and writing. In some instances, the assistance may come in the form of individual help, or in other situations, in small group settings.

The program serves selected children in grades K-3 who are having some difficulty in Language Arts and/or Math. If your child is chosen for this program, you will be notified. Certified teachers will be working with students in this program.

Young Scholars Program

The Young Scholars (YS) program is an academic program designed for students with high potential who are not likely to be identified for gifted programs using traditional methods of identification. It is funded by state integration dollars and is available in all District 196 elementaries. The program includes whole class

thinking skills lessons at the beginning of the year in grades K-3. Utilizing student performance information from these classes as well as other school data, teachers collaborate to identify students for the YS program. These students are supported to develop their potential as creative and critical thinkers, with the goal being their pursuit of advanced coursework in middle and high school.

DEERWOOD ELEMENTARY
1480 Deerwood Drive
Eagan, MN 55122

FIRST GRADE SUPPLY LIST

1. 4 Ounce Bottle of Glue (recommend Elmer's Glue-All)
2. 4 Pencils (sharpened, **no mechanical pencils**)
3. Eraser (large)
4. 2 Regular size boxes of tissues to share with class
5. 1 Pair of scissors (recommend Fiskars)
6. 1 Box of Crayons (16-24)
7. 2 Tablets of Paper (spiral notebook)
8. 2 **Small** School Boxes for keeping supplies in (approximately 5"X8")
9. 1 **Small** covered Pencil Sharpener (no mechanical sharpeners)
10. 5 Pocket folders (1 red, 1 blue, 2 yellow, 1 color of your choice)
11. School Bag
12. Tennis Shoes (non-marking soles)
13. 2 Expo Dry Erase Markers (not yellow or black, wide chisel tip)
14. Crayola Markers (washable, classic colors)
15. 4 Glue Sticks
16. 1 Sock for whiteboards
17. 1 Package Colored Pencils
18. Prang - Watercolor Paint
19. 1" 3-ring binder
20. 1 container of disinfecting wipes

Please **label all supplies** before your child brings them to school.
These supplies will need to be replaced throughout the year.

BACK-TO-SCHOOL NIGHT Wednesday, August 26, 2009 6:00 P.M.	OPEN HOUSE Wednesday, September 2, 2009 5:00 - 6:30 P.M.
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Please bring supplies labeled the night of Open House!