



## Back-to-School Night "Cheat Sheet"

### School Hours:

Monday/ Tuesday/ Thursday/ Friday: 8:05-2:05

Wednesday: 8:05-1:20

Please note that students shouldn't be on campus before 7:55 am.

### Mrs. Yates' Contact Information:

[kyates@mbusd.org](mailto:kyates@mbusd.org)

310-546-8033 ext. 5618 (Least favorite form of communication!)

EVERY TIME your child is **absent**, please report the absence to Zara Jamani ([zjamani@mbusd.org](mailto:zjamani@mbusd.org)) and be sure to state the reason for the absence (i.e. sick, vacation, etc.).

**Library** will be on Monday at 11:20-11:50pm. The students will be allowed to check out 3 books. Books are due back one week after they are checked out.

**Music** will be every Wednesday from 8:10-8:55. Students will check into class first and then go to music.

**Science Lab** will be every other Friday from 1:20-2:05pm. **THEY WILL BE DISMISSED FROM SCIENCE LAB.** This is a wonderful hands-on portion of our curriculum.

We have **Physical Education** every Wednesday from 12:35-1:15 and Friday from 10:30-11:30pm. Please make sure that your child is wearing appropriate shoes and clothing. Students will only be excused from PE with a doctor's note.

Each student will have access to an **iPad**. These iPads will stay at school. Please make sure to send in your child's own set of headphones as soon as possible. Place the headphones in a ziplock bag, clearly marked with your child's name.

We will have a **goal-setting conference** in November. At this time we will discuss your child's academic line of growth as well as any social/emotional goals and/ or concerns. An online sign up will be made available as the dates draw near.

**Homework** will follow the district's new homework guidelines. The time spent doing homework should be about 30 minutes a night with the majority of that time spent on reading. The remainder of the time will be spent on activities that reinforce the concepts introduced in class.

If you are able to **volunteer** in the classroom, you **MUST** be TB screened and cleared. Make sure that you **ALWAYS** go to the office first and pick up a visitors badge. Thanks!

Please remember that there is no playing on the playground at school before or after school. The only exception is if you are waiting for a Kindergartner or 4<sup>th</sup>/5<sup>th</sup> grader. If so, all parents and children have to wait down on the lower playground. Please make sure to pass this info along to your caregiver if applicable. Please help us control this problem!

Please do not hesitate to email me with any questions or concerns you might have! Thank you and I look forward to a fantastic year!

Warmly,  
Mrs. Yates



**Manhattan Beach  
Unified School District**

**2017-2018  
Important Dates for Elementary Schools**

Back to School Night

Date: Thursday, August 31<sup>st</sup>

Elementary Minimum Day following Back to School Night

Date: Friday, September 1<sup>st</sup>

Grades 1-5 Fall Fountas & Pinnell Reading Assessments (Minimum Days for Grades 1-5; Kindergarten regular schedule)

Date: September 11<sup>th</sup> – September 15<sup>th</sup>

Grades 1-5: Parent/Teacher Goal Setting Conferences (Minimum Days)

Date: November 6<sup>th</sup> – November 9<sup>th</sup> and November 13<sup>th</sup>

Kindergarten Fall Fountas & Pinnell Reading Assessments (Minimum Days)

Date: November 6<sup>th</sup> – November 9<sup>th</sup> and November 13<sup>th</sup>

Kindergarten Parent/Teacher Goal Setting Conferences (Regular Schedule)

Date: December 12<sup>th</sup> and December 14<sup>th</sup>

First Semester Report Cards (sent home)

Date: January 19<sup>th</sup>

Open House

Date: Thursday, March 15<sup>th</sup>

Elementary Minimum Day following Open House

Date: Friday, March 16<sup>th</sup>

Spring Fountas & Pinnell Reading Assessments (Minimum Days)

Date: May 29<sup>th</sup> - June 1<sup>st</sup> (Wednesday, May 30<sup>th</sup> will be 1:30 pm dismissal)

**Fountas & Pinnell Benchmark Reading Assessments** – These 1:1 comprehensive reading assessments help identify a **range of books** at each student's independent and instructional reading levels to support planning of differentiated reading instruction by teachers.

- Independent Reading Level = **read, understand, and enjoy independently**
- Instructional Reading Level = read and understand with guidance, support and scaffolding by the teacher or an adult

**Goal Setting Conferences** – Teachers excited about sitting down with parents during the fall to gain insight into their child's strengths and needs, learning styles, interests, and more. Our efforts to better understand parent aspirations and perspectives foster mutual respect, build a trusting partnership, and foster a personalized learning experience. Parents will leave these conferences with specific goals identified for their child.

# Unity

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.

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

And when at last their task was done,  
they were proud of what they'd wrought.  
For the things they molded into the  
child could neither be sold or bought.

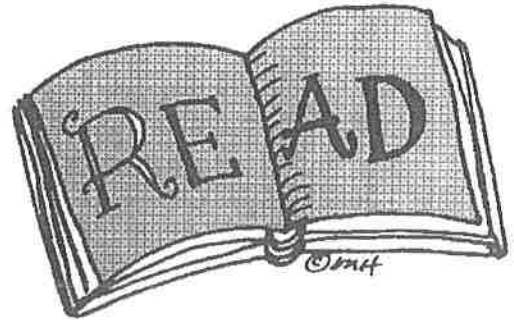
And each agreed she would have failed  
if she had worked alone.  
For behind the parent stood the school,  
and behind the teacher, the home.

By: Ray A. Lingenfelter



# How to Talk with Your Child When S/He is Reading

- The following questions can help a reader learn to comprehend and to think about what s/he is reading.
- You may want to use these questions as your child does her/his nightly reading log.



## Ask him/her...

- What do you see? Tell me about it.
- What would happen if...?
- Have you ever...?
- Have you ever wondered about...?
- Do you remember when...?
- What do you know about...?
- If you were...?
- Pretend you are the character, what would you...?
- What do you think the character might be thinking here?
- What do you think will happen next?
- Where do you think the story took place? Why?
- What made you say or think that?  
(Use with any question above)

## More Questions:

- Who was your favorite character? Why?
- Which character did you dislike most? Why?
- Are you like any character in the story? Explain.
- If you could be any character, who would you be? Explain.
- What does the story remind you of in your own life?
- What kind of person do you think the author of the story is?
- How do you respond to this story so far?
- Do you share any feelings of the characters in the story? Explain.
- What is an important word, phrase, or paragraph in the story? Explain.
- If you were the teacher, would you want your students to read this story? Tell why.

# Components of Balanced Literacy

## MBUSD Guiding Framework for Reading Instruction

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**Word Study** - Involves the areas of phonemic awareness (ability to identify, hear, and work with the smallest units of sounds), phonics (letter/sound relationships), morphemic analysis (using word parts to denote meaning), and automaticity for sight words. Word study involves both the decoding (reading) and encoding (phonics and spelling) of our symbol system so students can make meaning from an author's message and convey meaning by creating their own message. Essential reading component(s) addressed: phonics, phonemic awareness, and vocabulary.

**Interactive Read Aloud** - Teacher reads aloud various types of text to the whole class, taking away the visual sources of information, so students participate by listening to text and teacher's thinking strategies. Teacher stops at planned points to ask questions that elicit student response. Students learn to think deeply about text, to listen to others, and to grow their own ideas. Essential reading component(s) addressed: comprehension and vocabulary.

**Shared Reading** - Teacher reads an enlarged or shared text aloud (students need to be able to see it), students participate by reading along, using strategies when they encounter difficulties. Teacher explicitly models reading strategies and skills that the students need to learn. The responsibility for reading is "shared" between the teacher and the students; however, the teacher reads most of the text. Essential reading component(s) addressed: comprehension and vocabulary.

**Strategy Groups/Guided Reading** – Teacher provides small-group reading instruction for students at a similar reading level and/or students working on a specific strategy. The teacher uses this time to explicitly teach skills and strategies and have students practice the strategy. Essential reading component(s) addressed: fluency, comprehension, and vocabulary.

**Independent Reading/Conferences** - Independent Reading is a time when students read text (either self-selected or teacher recommended) at their *independent reading level* to practice reading strategies and develop fluency and automaticity. The teacher confers with students one-on-one, prompts the use of the strategies, discusses various aspects of the text, and learns about each student as a reader. Students may respond to the text in meaningful ways through writing, discussing, or sketching. Essential reading component(s) addressed: fluency, comprehension, and vocabulary.

Traditional Approach	Readers Workshop
<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>• Whole class reading/Reading groups</li> <li>• Limited/no independent reading time</li> <li>• Teacher teaches whole class reading skills</li> <li>• Lack of student participation</li> <li>• Teacher sets the pace for reading (some students are held back, some fall behind)</li> </ul>	<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>• Whole class, small group, and independent reading</li> <li>• Explicit Modeling/Think-Alouds in whole group and targeted instruction in small group and conference.</li> <li>• Teach Reading Skills <i>and</i> Strategies</li> <li>• All students participate (Turn and Talk)</li> <li>• Students read at their own pace; they can move ahead or re-read as necessary</li> </ul>
<p><b>Application:</b></p> <ul style="list-style-type: none"> <li>• Students read the SAME text over a period of time</li> <li>• The students answer questions at the end of a story and complete worksheets to demonstrate the skill</li> <li>• Students not aware of teacher's reading processes and practices</li> <li>• Primary instruction of reading skills presented in a format based on basal</li> </ul>	<p><b>Application:</b></p> <ul style="list-style-type: none"> <li>• Students read different books (interest and level)</li> <li>• Students apply and demonstrate skills and strategies for their own books, leaving "tracks" of their thinking</li> <li>• Teacher models reading processes and shares reading practices (use of read alouds and think alouds)</li> <li>• Instruction emphasizes teaching reading strategies based on standards through selected literature</li> </ul>
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Comprehension Multiple Choice Assessment</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Running records, conferencing, rubrics, notebook, self-reflection, comprehension open ended/multiple choice assessments</li> </ul>

# 3 KEY IDEAS FOR PARENTS about the Common [CORE]

## Thinking Deeply

The Common Core emphasizes critical thinking. It requires students to analyze more, discuss more, evaluate more, justify more and explain their thinking & understanding deeply, especially in writing. *Take-Away: Really thinking deeply is hard. Let it BE hard, help them talk it out.*

## Integrating Learning

The Common Core emphasizes learning across disciplines (reading with math & social studies standards combined into one task). Students spend more time working together with different settings, structures & tools. *Take-Away: Problems & solutions happen everyday in the real world.*

## Showing How They Know

The Common Core emphasizes proof & evidence. Long gone are the days of worksheets, fact memorizations and skill & drill. Students are not taught this way and they are not assessed this way. *Take-away: The new tests will require students to explain how they know.*

## Supporting The Common Core at Home

- 1 Ask *\*why\** when children tell you they want something or want to do or not do something.
- 2 Use the word *\*because\** after "No" or "Not tonight..."
- 3 Give reasons—you to them and them to you.
- 4 Encourage questions & explore answers (especially questions whose answers **are not** yes or no.)
- 5 Explain & discuss issues or problems in your house, neighborhood, & community. Brainstorm solutions.
- 6 Compare how things are alike and different—videos, movies, food.
- 7 Look for patterns
- 8 Describe & categorize stuff.
- 9 Tell your children what you value & why.
- 10 Encourage & celebrate opinions.

## Ideas for Writing at Home

1. Write your biography - children are very interested in their parent's backgrounds. As an added bonus, if your child sees you writing, they will be more inclined to write themselves! 😊
2. Keep a family diary - trips, treats, troubles. Encourage drawings, letters from relatives, etc.
3. Become a note-writing family - leave notes for kids EVERYWHERE!
4. Start a home notice board. (A "message" board like a chalk/white board).
5. Do practical writing - get children to write grocery lists while you dictate. Write favorite menus.
6. Make writing a game - signs, invitations, letters, ads, comics, poems, etc.
7. Make a scrapbook of events.
8. Write letters of all sorts.
9. Make your own cards.
10. Make special books.
11. Have your child write a summary of their favorite book/TV show.
12. Have your child rewrite their favorite book/TV show.