

Informational Packet

K - 3rd Grade

2009 -2010 School Year

CCSM

CLASSICAL CHRISTIAN SCHOOL OF MANKATO

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Orientation - Parents are required to attend orientation. This will be held before school begins in September.

Grades -

- E = Excellent
- S = Satisfactory
- N = Needs improvement
- U = Unsatisfactory

Many tests and quizzes will be given in a percentage grade based on the scale below.

- E+ = 100
- E = 96-99
- E- = 93-95
- S+ = 89-92
- S = 84-88
- S- = 79-83
- N = 70-78
- U = Unsatisfactory

Conduct

Our goal is first time obedience. As an encouragement for the students to reach this standard, tutors may, at their discretion, use the following conduct system:

- If a classroom rule is broken, the student is given a polite reminder.
- If another incident occurs, the student is given a warning and may be asked to write their name on the board.
- A conduct mark is given for a third offense and the student is sent to Mr. Forbes. The parent may be contacted and Dad may be asked to come in to school.
- Certain behavior will warrant an immediate conduct mark.

Conduct marks are also given if a student arrives to class late, is without proper textbooks or proper uniform.

In the unlikely event that a student receives more than five conduct marks in a grading period, the parents will be contacted by phone and asked to help in correcting the misbehavior. Dad may be called in to school to help deal with the problem.

Conduct Grade Scale

<u># of Marks</u>	<u>Grade</u>
0	E+
1	E
2	E-
3-4	S+
5	S
6-7	S-
8	N
9	N-
10	U

Classroom Rules

- 1. Be kind with your words and actions.** Be an encourager. Keep your hands, feet and other objects to yourself.
- 2. Be honest.**
- 3. Be respectful and courteous to everyone.** Do not disturb others who are trying to learn. Refrain from making comments, noises, and using inappropriate language that does not belong in the classroom.
- 4. Be patient to speak out.** Talk in turn by raising your hand and waiting for the teacher to call on you.
- 5. Be obedient immediately when asked to do something.**
- 6. Be a hard worker and come prepared to learn.** Always do your VERY BEST!

Lunch

Students will be expected to eat with manners and clean up their messes. Keep lunches simple! **Do not send anything your child cannot open himself.** We suggest a sandwich, fruit, and chips. **Fast food is not allowed.** Water is the only drink permitted. Because of the risk of allergic reaction, please instruct your child not to share his lunch with anyone. **We will not be using microwaves for lunches.**

Healthy Snack Break

Raw or dried fruits, raw vegetables, and cheese are the only snacks CCSM allows. No other snack items will be permitted in the classroom. **Be sure snacks are cut in edible portions in ziplock baggies as the teacher will not have time to peel, cut or clean messy snacks.** Nuts **will not** be allowed because of possible allergic reactions.

Parent/Teacher Binder

- All families will be required to have a Parent/Teacher (P/T) binder per child.
- This binder will hold many of the papers your child does throughout the year and any communication letters sent home. This is a great way to keep everything tidy, organized, and at hand when needed.
- This will also serve as a record of your child's work in case you ever need to show proof of it.
- Please refer to your child's grade-specific supply list for binder size and tabs.
- There will be a sample Parent/Teacher Binder at orientation.

Suggested Schedule for Home (2nd – 3rd grades)

- Phonograms and Spelling (30-40 minutes)
- Handwriting (10 minutes)
- Logic (10 minutes)
- Math (30-60 minutes)
- Grammar (20-60 minutes)
- Scripture Memory (5-10 minutes)
- Latin (15 minutes)
- History (10 minutes)
- Science (10-30 minutes), when applicable
- Literature/Narrations (20-40 minutes)

The amount of time to work on each subject is estimated on the high end. Kindergarteners will be spending about 1-2 hours a day on their work. First graders should be spending 2-3 hours a day on school work. Second and third graders should be spending 3-4 hours a day on school work. These times do not include breaks, lunch, discipline, down-time/naps, interruptions or corrections. Some students may require more time to complete their day's tasks. As your child matures, much of this time will become less parent-directed and more student -motivated. Please work a schedule that best fits your family.

Lesson Plans & Spelling Lists

Do not copy or scan Spelling Lists or Lesson Plans. They are copyrighted and are the property of DSCS. *All spelling lists must to be returned upon completion of the list. New lists will not be issued if completed list is not returned.* Grades 1 – 3 can review previously taught words by using the student's master list in their spelling notebook. Kindergarten students can review previously taught words by using their word index cards. Lesson plans will contain important information and teaching techniques. Record this information in the Parent/Teacher Manual under the appropriate subject. Please note: Information will not be repeated each week. Being diligent to keep the manual up-to-date is important

Assignment Folder

- Each student will receive three folders. Two assignment folders, one yellow and one blue, and a red circulating folder. Assignment folders are collected at 8:15 a.m. every Monday. The lesson plans will let you know which assignments should be included each week.
- The folders will alternate each week (when you get one folder back, you will be turning in the other folder).
- Tutors will hand the graded folders back with the new lesson plans inside. On the day your child returns home from classes, look through the folder with your child and distribute the papers in the correct sections of your parent/teacher binder or the appropriate binder for each subject. This folder will now be used for the new week's assignments. One of the most productive activities you can do with your child is to spend ten minutes at the beginning of each week going over your child's assignment folder.
- Spend another 10 minutes carefully reading over the new lesson plan for the week. This prepares you for the week and allows you to send in any questions on the following CCSM day.
- The red circulating folder is to be checked daily for special announcements, notes home, etc., and parents may also use it as a means to communicate with the teacher.
- Most teachers prefer any questions or comments be sent in written form rather than calling. Parents are instructed to leave notes in the red circulating folders. Please refrain from visiting the classroom with questions.

Homework Packets

- All homework is checked by the parent and should be marked.
- Math: Place a red check by each correct problem. Circle a problem that is incorrect and have the child write the correct answer next to the problem.
- Grammar: If a child does not diagram a sentence correctly, mislabels a part of speech, or gives a wrong answer, have them re-do the work in red pencil as a correction.
- Phonogram quizzes: All phonogram quizzes should be done on a horizontal half-sheet of Rigg's penmanship paper and placed securely in the testing envelope once it is graded.
- Put a red dot over correct phonograms.
- Write the correct phonogram above any that are missed.
- At the top of the page, write the number correct over the number missed.
- Spelling Review Tests: Spelling review tests should be on a vertical half-sheet of Rigg's penmanship paper.

Students receive two grades, one for spelling and one for markings. A separate grade is given for spelling and marking. If there are 16 words, then they can get a possible 16 of 16 for spelling and a possible 16 out of 16 for markings. Both grades should be listed in red, at the top of the page. Each word is only worth one point for spelling and one point for markings. Once a spelling error has occurred, it is automatically a marking error; so one point is deducted for spelling and one for marking. If the child spells the word correctly, and yet marks the word incorrectly, one marking point is deducted. Incorrect syllabication spacing counts as a marking error.

The weekly spelling tests are a tool to let us know the progress your child is making in both long-term memory and application of facts. For these reasons, please avoid reviewing test material the day of the test. Review should take place the night before the test. The goal is to develop long term memory, enabling the child to make correct application of the taught concepts. Daily review and proper practice (using all four senses) will establish your child's long-term memory. Do not be too concerned with the grade. Patience and practice will lead to true success in spelling.

- Reading Assignments: In certain grades, students may receive reading sheets with instructions to highlight spelling words and underline specific phonograms. Please check these assignments by circling any missed items with a red pencil. Put a sticker or a red check at the top of the page.
- Written work for the week in spelling and other subjects should be written on the same sheet of penmanship paper. Show your student the proper way to head their paper and then have them begin their work directly inside the margin. Students are to continue on the same sheet of paper, skipping one line between each subject.

NOTE: Certain grammar and reading assignments will be completed on separate paper. Lesson plans will give specific instructions for these assignments.

- Logic: If the student did the page correctly, a simple red check at the top of the page will suffice. If they missed any, have them redo the missed ones.
 - Penmanship: A star or sticker is fine for good penmanship. Be sure to have your child redo sloppy work.
 - Parents are not to record percentage grades.
- **Any papers returned not graded will be sent home for grading. If not returned by the next CCSM day they will be considered late and will receive 25% off the students grade for that work.**
 - **Any papers or work turned in late receives one grade lower. If percentage points are given, the late paper will receive 25 points off.**

Returning Homework Packets

- Homework packets are to be returned in the assignment folder. ***Please organize your child's work by subject with the earliest date on top.*** For example organize their work with Tuesday on top, Thursday in the middle and Friday on the bottom. Please paper clip each subject together if applicable.
- Place the phonogram/spelling testing envelope in the front of the Homework Summary sheet so that the teacher can easily find them to record a grade.
- Lesson plan sheets and completed spelling lists must be included with your folder. These are the property of DSCS and are to be returned.

Bible History

Bible History is taught in chronological order. K – 1st grade students learn the seven days of Creation. This study begins in January. Second and third grade students are taught history from a Biblical worldview in chronological order. This is an important time for parents to discuss and interact with their child. Teachable moments should be taken to make valuable connections between daily life and Biblical Truth.

Science

K – 1 science begins the second semester. Students will chart the seven days of Creation. Second and third graders have science once a week all year long.

Latin

Second and third graders learn 100 of the most commonly used Greek and Latin roots. They will also learn Latin songs and vocabulary.

Logic

Building Thinking Skills by Bright Minds is the curriculum used for logic in Kindergarten through third grade. The K – 1st grade logic requires attribute blocks which the parent must purchase on their own. See supply list.

Handwriting/Penmanship

Kindergarten and first grade students learn how to hold a pencil correctly. They will learn to form letters using the “clock” method and seven basic strokes. They will learn how to write numbers and capital letters. Second and third graders learn Italic handwriting. All assignments must be completed in the handwriting method taught in class. Neat penmanship is expected on all assignments. Stetro pencil grips (see supply list) are used in the classroom and should be used at home.

Language Arts

The foundation of our language arts program comes from the work of **Dr. Samuel Orton**, a famous neurologist, who isolated the 70 most used phonograms, the "Phonics Codes", of the English language. It is vital that students know their phonograms, spelling markings and rules in order to write, spell and read correctly. This program naturally strengthens a child's cognitive skills through its multi-sensory, Socratic approach to learning. Students entering first grade are expected to know the first 55 phonograms. Students entering second and third grades are expected to know all 71 phonograms. **On the first day of classes all students, both returning and new, take a phonogram test.**

Readers/Literature:

Students in second and third grades will read out of the McGuffey Reader series. Additionally, it is important to read to your child and encourage narrations. (A handout will be sent home after school begins explaining the narration process). Your child should hear you read. There must be interaction and discussion between you and your child during literature time. CCSM assigned reading should never be independent in first grade. Second and third graders need to have a chapter book from the approved reading list with them every day, as they may have some independent reading time.

Math

Saxon Math has been proven to be the most effective method for developing successful math skills. In order for this program to be effective for your child, it is important to note:

- Read each lesson carefully to be sure you understand the content before you sit down to teach it to your child. Gather the materials needed, and plan how you are going to implement the lesson.
- Notice that each lesson has a title. That title is the name of the concept that you will be teaching your child that day. **ALWAYS** point out the name of the concept each time you teach it and each time you see it in a practice sheet. This repetition will insure that your child becomes familiar with the concepts and terms needed in math.
- Always use manipulatives. They give your child the “hands on” approach to math, helping them to “see” it, “feel” it, and therefore learn it. Manipulatives are an essential part of math.

• **NEVER** abbreviate the lesson. Saxon tells you exactly how to teach your child, any deviations may cause your child to lose an important concept. • Never spend more than 15-20 minutes teaching a lesson and be careful not to lecture. If time permits, change roles after teaching a lesson, and have your child teach it back to you. Many parents find this method useful in areas of listening skills, memory retention/recall, teaching and communication. It also ensures true comprehension.

• **Parents need to grade all math work as soon as the student completes it. Place a small red check next to the correct answers and circle any wrong answers in red. Students then need to make corrections next to the missed problems.**

Example:

$$\begin{array}{r} 2 \\ + 5 \\ \hline 87 \end{array}$$

- Drills are very important. With constant repetition and daily drills, your child can fully master multiplication, addition and subtraction facts before the fourth grade. Use the fact cards as often as possible. (They will probably fall apart by 4th grade!) Take them with you in the car, on doctor visits, etc.
- Any work not finished at school must be completed at home.

Art

Art is incorporated into the student's subjects. If the tutor needs your student to bring any special supplies not on the supply list she will let you know. A variety of art projects will be done throughout the year.

Music

Music class is once a week. The music will consist of a variety of songs for the students. The children will be performing at the Open House in the spring.

Supplies

- Each grade has an individual supply list; please refer to it for specific items and quantities.
- **All items that are used at school are community items. Do not put your child's name on them.**
- **Please bring these items to school the first day in food storage bags if appropriate.**
- **Have pencils opened and separated into plastic food storage bags. Remove any packaging from rulers, glue sticks, etc. Be aware that as supplies run out during the middle of the year your tutor may send home a note requesting help to replenish supplies.**

