

# Dr. Carrie D. Robinson Littleton Elementary School

700 Hutto Road, North Fort Myers, FL 33903  
239-995-3800  
<http://lit.leeschools.net>



## PBS Student Expectations

Every student at Robinson Littleton Elementary is expected to have a **STAR** day every day.

S - Stay safe

T - To be prepared

A - Active learner

R - Respect self and others

**This planner belongs to:** \_\_\_\_\_

I have read and understand the contents of this planner.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent Signature

# A Message from Administration

Dear Student:

We hope you are ready for an exciting and challenging school year. We are so delighted to have you as a part of the Dr. Carrie D. Robinson Littleton Elementary school family. Our goal is to create an atmosphere where you develop a lifelong love of learning and experience the joys of achievement and accomplishment.

Our staff cares about each and every one of you. We are committed to doing our best every day to help you learn and develop the skills and gifts that make you a very special student.

This student planner will give you information and expectations that will help you have a successful year. We are proud of Dr. Carrie D. Robinson Littleton Elementary and want you to be also!

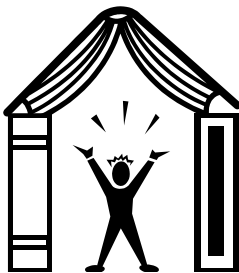
Inside the planner, you will find information pertaining to:

- School's Vision and Mission
- School-Wide Policies and Procedures
- Reading Focus Tips
- Monthly School Calendar
- Student Daily Calendar for Homework and Parent – School Communication
- Positive Behavior Support

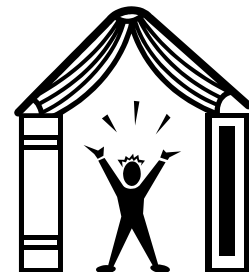
Best wishes for a very successful school year!

*Mrs. Broughton*  
Principal

*Mrs. Carlsen*  
Assistant Principal



*“Creating a Community of Life-Long Learners”*



## VISION STATEMENT

To provide a structured education stressing strong foundational skills, as well as, a shared responsibility with teachers, parents, and students

## MISSION STATEMENT

To ensure that each student achieves his/her highest personal potential

## SCHOOL BELL TIMES

### SCHOOL HOURS

Classrooms Open for Students  
7:30 am

Breakfast (optional)  
7:30-7:50 am

Morning Announcements Begin  
7:45 am

Last Bell  
7:55 am

Students Tardy  
7:56 am

Student Dismissal  
2:10 pm

Owl Connection After-School Program  
2:10 pm - 5:55 pm

We encourage students to be in their classrooms at 7:45 am for a good start to the day. Visitors are always welcome at our school. Please sign in at the front office prior to proceeding to classrooms. If you have questions/concerns, please call 995-3800.

## ATTENDANCE POLICY

The purpose of this policy is to establish the definition, procedures, and consequences associated with governing student attendance for all elementary, middle and high school students enrolled in the District's schools. It is the intent of this policy to ensure that students are always present in class unless a situation exists which makes their absence absolutely necessary.

All children who have attained the age of 6 by February 1 of any school year or who are older than 6 years of age but have not attained 16 are required to attend school regularly during the entire school term unless otherwise exempt by law.

All students are expected to be on time and present each day during the school year. The school principal or designee is the only person authorized to excuse a student's absence. A phone call is suggested for each day a student is absent. However, a note is required when a student returns from being absent. Please know that a note from the parent or guardian is a request that a student's absence be excused.

\*If a situation exists which makes it necessary for a student to be absent, the parent or guardian **MUST** contact the front office and explain why the student is absent from school and the parent or guardian **MUST** provide a note specifying the date(s) and the reason for the absence upon the student's return to school. If a note is not received in the front office, the absence will be unexcused. If a student is absent 3 days in a row, a doctor's note is required.

\*Five (5) unexcused absences will result in a letter sent to the parent or guardian and a mandatory meeting with the School Social Worker and the Attendance Committee will be scheduled.

\*If an elementary student has 19 or more excused or unexcused absences where the student is at risk academically within a school year the student shall be referred to the Response to Intervention Team to determine whether the student shall be promoted.

### TARDIES:

It is very important that your child be at school on time every day. If a student is tardy, the parent is requested to come to the front office, sign-in the student and receive a late pass, which the student will give to his/her teacher.

\*Habitual tardiness is defined as six or more tardies to school per quarter.

## BREAKFAST AND LUNCH PROGRAMS

A nutritious breakfast and lunch is served every day in the Robinson Littleton Elementary cafeteria. A variety of hot and cold breakfast foods are served. At lunch, students have a choice of two menus. **Breakfast and lunch will be free during the 2018-2019 school year for all students.**

## CHROMEBOOKS

Each student is responsible for Chromebooks issued to him/her. Equipment, like textbooks, is instructional material, and you are responsible for the replacement cost of the equipment if it is damaged while in your child's possession. If the equipment is damaged, it is the student's responsibility to report it immediately to his/her teacher and/or the Tech Support Specialist.

## **BULLYING/HARASSMENT BASED UPON SEX, RACE, COLOR, NATIONAL ORIGIN, AND DISABILITY**

Everyone who works and learns in The School District of Lee County has a right to feel respected, secure, and safe. A bully or harasser may be a student or an adult. Bullying and harassment are described below.

### **Bullying**

Bullying means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve, but is not limited to:

- teasing
- social exclusion
- threat
- intimidation
- stalking
- physical violence
- theft
- public humiliation
- destruction of property
- cyberbullying

### **Sexual Harassment**

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when submission to that conduct is used as a factor in decisions concerning educational opportunities, awards, grades, and other opportunities provided by the School District. Examples of conduct which may constitute sexual harassment include:

- touching oneself sexually or talking about one's sexual activities in front of others;
- coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
- sexually dirty jokes or gestures;
- graffiti of a sexual nature or notes and cartoons of a sexual nature;

- forcing or attempting to coerce or force sexual intercourse or a sexual act on another person;
- unwelcome touching, patting, pinching, or physical contact other than necessary restraining of pupil(s) by school personnel to avoid physical harm to persons or property;
- offensive or graphic posters or book covers;
- violent acts; and
- unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status.

### **Bullying/Harassment Because of Race or Color:**

Racial harassment or bullying of a student consists of verbal or physical conduct relating to an individual's race or color, when:

1. the harassing conduct is sufficiently severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment;
2. the harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance;
3. the harassing conduct otherwise adversely affects an individual's learning opportunities.

Examples of conduct which may constitute bullying/harassment because of race or color include:

**NOTE:** Section 1006.147, Florida Statutes, prohibits bullying or harassment of any student or employee of a public K - 12 educational institution. School District policies and procedures are specified in Board Policy 4.14

- graffiti containing racially offensive language;
- name calling, jokes, or rumors;
- threatening or conduct directed at another because of the other's race or color;
- notes or cartoons;
- racial slurs, negative stereotypes, and hostile acts which are based upon another's race or color;
- written or graphic material containing racial comments or stereotypes and which is posted or circulated, and which is aimed at degrading individuals or members of protected classes;

- a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race, or color;
- other kinds of aggressive conduct such as theft or damage to property which is motivated by race or color.

### **Bullying/Harassment Based upon National Origin or Ethnicity:**

Ethnic or national origin harassment of a student consists of verbal or physical conduct relating to an individual's ethnicity or country of origin or the country of origin of the individual's parents, family members or ancestors when:

1. the harassing conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment;
2. the harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance;
3. the harassing conduct otherwise adversely affects an individual's learning opportunity.

Examples of conduct which may constitute bullying/harassment because of national origin or ethnicity include:

- graffiti containing offensive language which is derogatory to others because of their national origin or ethnicity;
- threatening or intimidating conduct directed at another because of the other's national origin or ethnicity;
- jokes, name calling, or rumors based upon an individual's national origin or ethnicity;
- ethnic slurs, negative stereotypes, and hostile acts which are based upon another's national origin or ethnicity;
- written or graphic material containing ethnic comments or stereotypes which is posted or circulated and which is
- aimed at degrading individuals or members of protected classes;
- a physical act of aggression or assault upon another because of, or in a manner reasonably related to, ethnicity or national origin;
- other kinds of aggressive conduct such as theft or damage to property which is motivated by national origin or ethnicity.

### **Bullying/Harassment Because of Disability:**

Harassment because of the disability of a student consists of verbal or physical conduct relating to an individual's physical or mental impairment when:

1. the harassing conduct is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment;
2. the harassing conduct has the purpose of substantially or unreasonably interfering with an individual's work or academic performance;
3. the harassing conduct otherwise adversely affects an individual's learning opportunities.

Examples of conduct which may constitute bullying/harassment because of disability include:

- graffiti containing offensive language which is derogatory to others because of their physical or mental disability;
- threatening or intimidating conduct directed at another because of their physical or mental disability;
- jokes, rumors, or name calling based upon an individual's physical or mental disability;
- slurs, negative stereotypes, and hostile acts which are based upon another's physical or mental disability;
- graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes;
- a physical act of aggression or assault upon another because of, or in a manner reasonably related to an individual's physical or
- mental disability;
- other kinds of aggressive conduct such as theft or damage to property which is motivated by an individual's physical or mental disability

If any words or actions make you feel uncomfortable or fearful, you need to tell a teacher, counselor, the principal, or the equity coordinator.

You may also make a written report. It should be given to a teacher, counselor, the principal, or the equity coordinator. Your right to privacy will be respected as much as possible. We take seriously all reports of sexual harassment, bullying and harassment and will take all appropriate action to investigate such claims to

eliminate that harassment and to discipline any persons found to have engaged in such conduct. The School District will also take action if anyone tries to intimidate you or take action to harm you because you made such a report.

**SEXUAL HARASSMENT AND HARASSMENT BASED ON RACE, COLOR, NATIONAL ORIGIN AND DISABILITY ARE AGAINST THE LAW. DISCRIMINATION BASED ON RACE, COLOR AND NATIONAL ORIGIN IS AGAINST THE LAW.**

## **BUS TRANSPORTATION**

Parent cooperation is requested to ensure that children riding the bus understand and follow school bus rules. The intent of the rules is to ensure student safety and to comply with Florida law and School Board policy.

### **While waiting for the bus, students must:**

Conduct themselves in an orderly manner, stand away from the road, and be on time to ensure a prompt arrival for all students at school. Buses are unable to wait for students who are late to their bus stop.

### **Upon entering the bus, students must:**

Enter only when the driver is present, board and leave the bus at their assigned stop. Changes are permitted only with the written permission of the parent and the principal prior to the change. **(Emergencies only; personal convenience will not be approved.)** If a temporary bus change is required, please send a note to the office before 8:45 am on the day of the requested change.

## **CHILD ABUSE/NEGLECT**

It is a felony for school officials to fail to report suspected child abuse to the proper authorities. Our school will report suspected child neglect as well.

## **DISCIPLINE**

Students are expected to conduct themselves in a manner that promotes a safe, orderly learning environment. It is our expectation that students follow STAR behavior in and out of the classroom and therefore limit any behavior issues.

- S** - Stay safe
- T** - To be prepared
- A** - Active learner
- R** - Respectful



Inappropriate behavior will not be tolerated as it disrupts the learning process. Students may be subject to the following corrective measures:

Conferences: Teacher-student (may include parent);  
Referral to administration or school counselor;  
Deprivation of privileges or special activities;  
In-school suspension OR out-of-school suspension;  
Time-out in the classroom or another classroom;  
Work detail; Parent communications (notes, phone calls, etc.); Reassignment of the student

## **DISMISSAL OF STUDENTS**

For the safety of all students, each student will be sent home in his or her usual way unless a written note is received from the parent/guardian to the teacher and the office. Please help avoid confusion at dismissal time by following this request. Telephone requests will only be honored if we can verify the identity of the caller. Telephone requests will not be honored after 12:00 pm. Be sure to inform your child about transportation changes before he or she departs from home in the morning.

**It is a disruption to the classroom when you pick your child up early, and we ask that you do this only for doctor/dentist appointments. Please send in a note to the teacher to let the teacher know that your child will need to leave early. If it becomes necessary for a student to be dismissed early from school, a parent (with supporting identification) must visit the office to properly release the student. Please assist us by making these arrangements early. Students will only be released to parents/legal guardians unless written permission is provided by a parent/legal guardian. At the end of the day, students must be picked up through the parent pick-up line and not dismissed at the classroom door. Therefore, dismissals will not be allowed after 1:30 pm, except for emergency or doctor appointments.**

### **STUDENTS WILL NOT BE DISMISSED TO ANYONE AT A CLASSROOM DOOR.**

**Please understand that this is for the safety of your child.**

## DRESS AND GROOMING

At Robinson Littleton Elementary School, students follow a uniform dress code policy. Students must be in uniform every day except for special announced occasions approved by the principal.

**GIRLS** may wear the following:

Dark navy blue or khaki dresses, shorts, skorts, pants, or jumpers purchased at local retail stores. Denim is not permitted. Matching hair accessories may also be worn.

**BOYS** may wear the following:

Dark navy blue or khaki shorts or pants purchased at local retail stores. Denim is not permitted.

All students must wear a red, white, or dark navy blue shirt with a collar. The only logo permitted on the uniform shirt is the embroidered school emblem sold only at the school. Tee shirts are not acceptable. Students must keep their shirts tucked in at all times.

During cool weather, all students may wear dark navy blue or white sweats. Dark navy blue, white, or red jackets with buttons or zippers are preferred for cooler weather days. Please note that denim, tank tops, bare midriffs, oversized shorts or pants, short shorts and short skorts are never appropriate for school regardless of the activity.

Shorts and pants should fit appropriately and not sag. Belts are required if the belt loops are part of the article of clothing.

Shoes must be closed toe, closed heel, and rubber soled. Black, white, or navy shoes are suggested. Tennis or recreational shoes allow maximum safety and participation in physical education and playground activities. White or dark navy socks should also be worn to coordinate with the outfit. Tennis shoes with roller-skates (Heelys), Crocs, and shoes without a closed heel are not permitted.

Uniforms must be worn on all school sponsored field trips unless otherwise noted.

## EMERGENCY NUMBERS

**Emergency forms are necessary because we need the telephone numbers of responsible adults who can be reached during the day in case a student becomes ill or has an accident. Please inform us of any changes in phone numbers. Updated emergency forms are mandatory.**

## GENERAL RULES OF CONDUCT

The following are expectations for all of our students at Robinson Littleton Elementary School:

Students are primarily responsible for their actions.

Students will observe all safety rules of our school.

Students will respect all people and all property of others, including school property.

Students will always be truthful.

Students will follow all classroom rules as established by the classroom teacher.

## HEALTH SERVICES

Each school receives the services of a registered professional school nurse approximately one day every week. The school nurse is available to assist parents and students with the management of students' health problems in school.

Students who become ill or injured in school will be cared for in the school clinic until he or she is able to return to class or to be taken home by the parent or guardian. A health aide cares for students until a parent or guardian can be reached.

Most medication should be taken at home. However, if there is a need to take prescription medicine at school, it must be brought to school in the original container with a pharmacy label. If medication is to be taken at school, a special form will be sent home for the doctor and parent to complete.

Non-prescription medication (aspirin, cough medicine) will **not** be given without a written statement from the doctor.

An asthmatic student in grades 4-12 may carry a metered dose inhaler on their person when they have written permission from both their parent/guardian and their health care provider. Younger students may be given permission to carry an inhaler when deemed able by the licensed prescriber, parent and school nurse. An Authorization Form, available from the school clinic, must be completed.

If medication is to be given in school for longer than two weeks, a statement from the attending physician must also be provided on the form supplied by the school. All medications will be stored in the clinic. Students should not carry medications with them.

## INTERIM REPORTS

Interim reports are sent home approximately halfway through each grading period. These reports show a student's progress, needs, and behavior. Interim reports need to be signed and returned to school within

three days. Interim reports are an excellent form of home/school communication and parents are encouraged to write comments or request conferences at a mutually agreeable time between parent and teacher.

## **OUTDOOR ACTIVITIES**

Each student is encouraged to wear a hat during physical education classes, and a hat and/or sunscreen on field days and on outdoor field trips. Please discuss the importance of protecting self from the sun's harmful rays. Hats should not be worn indoors and must be kept in backpacks or desks during the school day. Tennis or recreational shoes allow maximum safety and participation in physical education and playground activities.

## **PARENT INVOLVEMENT**

Parents' involvement in their child's education is vital to the student's academic success. Our parent group, Parent Teacher Connection (PTC), provides you with an opportunity to contribute suggestions for the improvement of our educational program. Please call our school office if you are interested in serving on this important committee. We look forward to working with you as we continue to improve and enhance the many educational opportunities available to our students.

## **PERSONAL POSSESSIONS**

Label your child's possessions so that lost items may be returned. Do not write telephone numbers or name where it is visible on the personal possessions for safety reasons. The school is not responsible for lost or damaged items. Student safety and providing an environment conducive to learning are primary concerns of our staff. Articles which are hazardous to the safety of others or that interfere in some way with school procedure will be impounded and returned only to the parents at their request. Parents are requested

The School Board of Lee County, Florida: Mary Fischer, District 1, Chairman; Jane E. Kuckel, PhD, District 6, Vice-Chairman; Melisa Giovannelli, District 2; Chris N. Patricca, District 3; Steven K. Teuber, District 4; Pamela H. LaRiviere, District 5; Cathleen O'Daniel Morgan, District 7; Dr. Gregory K. Adkins, Superintendent.

to assist in helping students understand the importance of these rules. Prohibited items include, but are not limited to:

- Weapons of any kind
- Fireworks
- Playthings such as toy guns, water pistols, bean shooters, and sling shots
- Athletic equipment such as hardballs, basketballs, bats, etc.
- Radios, portables, stereos, record players, tape or C.D. players
- Skates, skateboards, or rollerblades
- Shoes with skates (Heelys)
- Controlled substances
- Glass containers
- Electronic pagers and cellular phones
- Tobacco products

Students may occasionally wish to bring items to school to share with their class. Arrangements should be made with the school office and classroom teacher prior to bringing such items to school.

## **TELEPHONE USE**

Our school phone is a business phone. Please handle all pick up or other arrangements with your child before he/she comes to school. Please do not call the office and ask for a message to be relayed to a student unless it is of extreme importance. Telephone use by students must be approved by the principal or office personnel.

## **TEXTBOOKS AND LIBRARY BOOKS**

Each student is responsible for textbooks issued to him/her. Lost books must be replaced through payment for new books. Damaged books will also need to be replaced. Likewise, library books that a student checks out must be returned or the cost of the books must be paid.



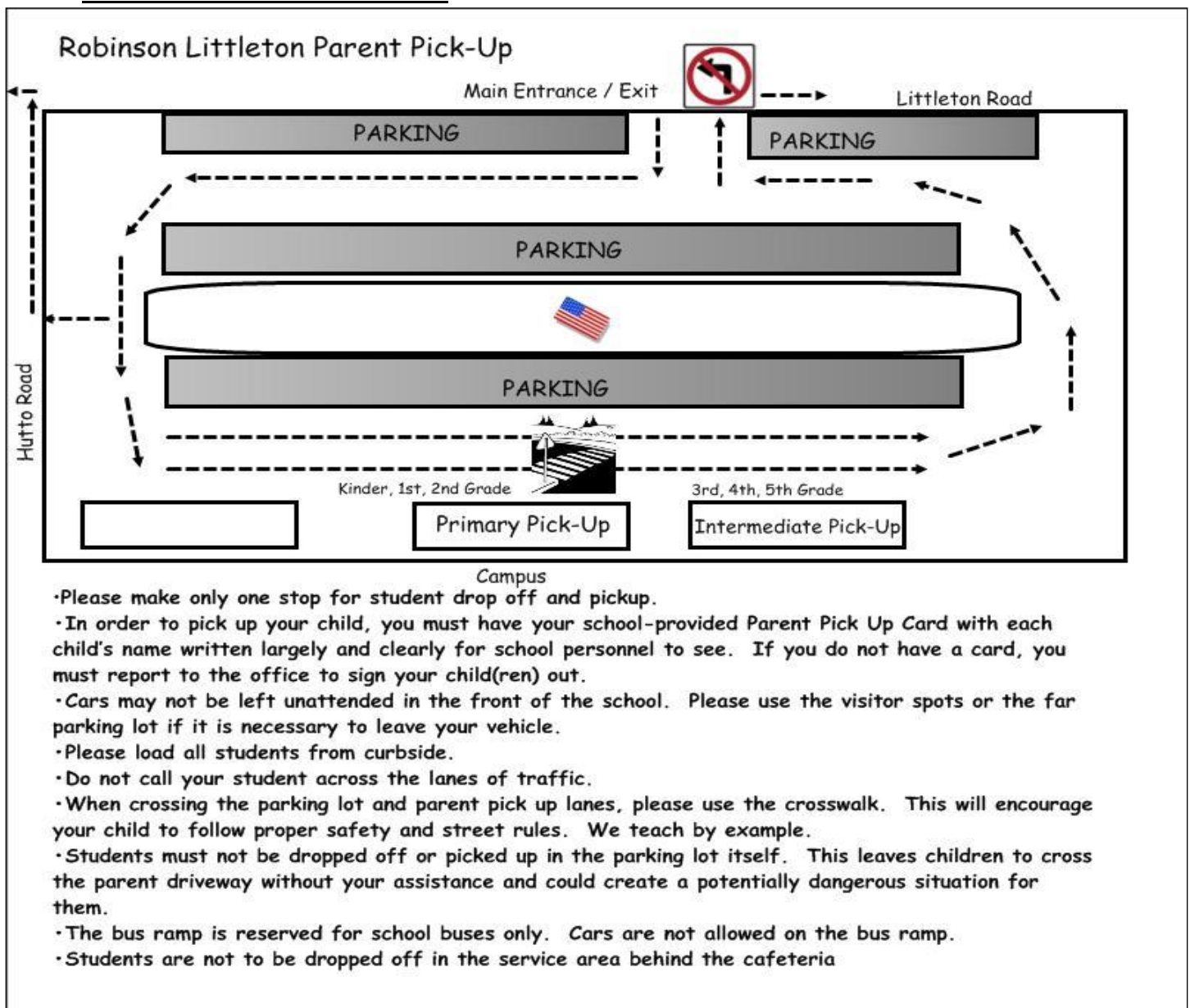
### **Weather Emergencies**



The School District of Lee County will always consider student and staff safety of primary importance when making a decision to close when severe weather threatens. Unless there is an absolute threat of danger, the decision to close school will be made around 4:00 A.M. and announced through NBC-2, WINK, and ABC-7 TV morning news and via NOAA Weather Alert Radios. Listen to local media beginning at 5:00 A.M. for the latest information pertaining to school closing during severe weather months.



## TRANSPORTATION BY CAR



Providing a safe and orderly environment for your child is a major goal of the entire staff of Robinson Littleton Elementary School! Please help us to achieve this goal by following these rules:

Parents should use the driveway entrance on Littleton Road when dropping students off in the morning and picking them up in the afternoon. **Please reserve Hutto Road for school bus traffic.** To ensure student safety, there will be a single lane of traffic for student drop off. When picking up students, grades kindergarten, first and second will be located at the first covered area. Cars should wait in the curbside lane. Students in grades three, four and five will be at the second covered area. Cars are to wait in the center lane. Younger students with older siblings may wait in the older student area. **There are only two lanes for student pick-up. IT IS EXTREMELY DANGEROUS TO FORM A THIRD LANE.** Smooth traffic flow and student safety depend upon parent cooperation.

## VISITORS

Every visitor must sign-in at the school office and receive a visitor's pass before entering any part of the school beyond the front office. **Photo ID will be required.** Parents are discouraged from conferencing with the teacher other than at pre-arranged times.

## **VOLUNTEERS ARE ALWAYS APPRECIATED!**

Please contact our school office to inquire about volunteer partnership opportunities.

# Reading Focus of the Week

From August 13<sup>th</sup> through February 4<sup>th</sup>, students will focus on 12 strategies we use in our reading class to reinforce comprehension. As you read at home with your child, we encourage you to review and use the suggestions located in this section of our planner. These strategies can be used in all genres of reading materials and with all age levels. Adjust the questions or situations to fit the grade level of your child. Enjoy helping your child learn to become a better reader.

August 13<sup>th</sup>

## **Finding Main Idea**

Who/what is the story/article mostly about?  
What did this story/article tell you?  
What is the BIG idea the author is trying to tell you?  
If you were the author, what would you want the readers to remember from this story/article more than anything?

August 20<sup>th</sup>

## **Reading Together**

Making predictions helps children to think about what they are reading.

Ask:

What might happen next?  
How will the story end?  
What is the author trying to tell me?  
What might I learn from this text?



August 27<sup>th</sup>

## **Read to be Informed**

When reading informational text such as a newspaper, ask your child to explain the content of the text. What information is the author trying to share with the reader? Is the information from a reliable source?

August 28<sup>th</sup>

## **Finding Main Idea**

Why did the writer choose this title for the story/article?

Can you think of a better title? Read newspaper articles and write to explain the main idea. Use details from the article to support your answer.

September 3<sup>rd</sup>

## **Recalling Facts and Details**

After your child reads a story, ask:  
Who is the story about?  
Who are the main characters in the story?  
How are the characters alike/different?  
Tell what you remember from the story.

September 10<sup>th</sup>

## **Recalling Facts and Details**

After your child reads a story ask:  
Where did the story take place?  
When did the story take place? (long time ago, in the future, now) Why did something happen in the story?

September 17<sup>th</sup>

## **Understanding Sequence**

After reading a story, ask your child:  
What happened before?  
What happened after?  
What happened last?  
When did the characters...?

September 24<sup>th</sup>

## **Understanding Sequence**

Make a list of things you do every day and put them in the order you usually do them. Write the directions in sequence for making a peanut butter jelly sandwich. Write the directions in sequence for getting ready for school, or to go to bed.

October 1<sup>st</sup>

## **Recognize Cause and Effect**

What happens in a story/article is the effect. Why it happens is the cause. Identify the cause and effect in stories. Use the terms cause and effect with your child. Talk about what happened (the effect): The boy was late for school. Talk about why or how it happened (the cause): His alarm did not go off.

October 8<sup>th</sup>

## **Recognizing Cause and Effect**

When reading look for clue words that signal cause and effect:  
So, since, so that, because, if, as a result, are some examples.

October 15<sup>th</sup>

### **Comparing and Contrasting**

When reading, think about:

How are the characters alike?

How are they different?

How is this like another book I read?

How is this different?

October 22<sup>nd</sup>

### **Comparing and Contrast**

A great way to visually describe the similarities and differences between two items/characters, is to use a Venn diagram:

In section A list things unique to item/character A.

In section B list things unique to item/character B.

In section AB list things that are in common to both items/characters. You can also have your child compare and contrast toys, family members, shapes etc.

October 29<sup>th</sup>

### **Making Predictions**

Pictures often have clues. Sometimes pictures show something that is happening or something that will happen. Have your child predict what they think will happen from the front cover or pictures in the story. Before you come to the end of a story, ask your child to predict what might happen next or how the story will end.

November 5<sup>th</sup>

### **Making Predictions**

Select a book.

Use clues from the title to guess what might happen in the story. Read half-way through a story and write or draw a picture of how the story might end. Continue reading. Check your prediction.

November 12<sup>th</sup>

### **Finding Word Meaning in Context**

If you find a new word and you are not sure of the meaning:

Look for clues in the sentence or picture where the word is found. Look in sentences before and after the new word. Think about the way the word is used in the sentence. Read the entire sentence skipping over the unknown word; Look at the beginning sound(s) of the word and think about what would make sense.

November 19<sup>th</sup>

### **Finding Word Meaning in Context**

If your child stops to focus on a word, re-read the whole sentence to be sure they understood the meaning of the sentence. Look for clues in the sentence where the word appears. Look in sentences before and after the new word.

November 26<sup>th</sup>

### **Drawing Conclusions and Making Inferences**

After reading a story, discuss the following:

Sometimes the event in the story might not tell you exactly what happens; sometimes you have to figure things out for yourself. Think about the details in the story and talk about things that are implied but not explicitly told.

December 3<sup>rd</sup>

### **Drawing Conclusions and Making Inferences**

Read a story to your child, or after they read ask:

How do you think the writer feels about the outcome of this story? Why? What can you conclude from this story? Why? If the story were to continue, what do you think might happen next?

December 10<sup>th</sup>

### **Distinguishing Fact and Opinion**

Fact is generally accepted as true, can be measured, tested, proven and supported by evidence. Opinion is based on feelings, likes, dislikes, moods or guesses. Identify facts and opinions in stories or articles.

December 17<sup>th</sup>

### **Distinguishing Fact and Opinion**

As you read, identify things that are facts and also the author's opinion. Read newspaper articles and discuss or list facts and opinions.

December 24<sup>th</sup>

### **Identifying Author's Purpose**

Select a book and discuss:

Why do you suppose the author chose this title?

What is the main thing the author is saying to you?

Why did the author write this book or article?



December 31<sup>st</sup>

### **Identifying Author's Purpose**

Select a book and discuss:

What clues in the story tell you this is the author's message? What did the author have to know to write this book? What kind of things does the author like or dislike?

January 7<sup>th</sup>

### **Interpreting Figurative Language**

Figurative Language is an exaggeration of words and usually creates a picture in the reader's mind.

It means much more than is actually written on the page. Watch for examples of figurative language as you read:

Look for things that are being compared (*She is as quiet as a mouse.*) Think about the literal and figurative meaning of idioms such as:  
*The cat has his tongue.*

January 14<sup>th</sup>

### **Interpreting Figurative Language**

Try making a list of similes or idioms you have heard

before  
*Similes: As cold as a dog's nose; as good as gold. Metaphors: He has the speed of a cheetah.*

*Idioms: He got up on the wrong side of the bed.*

*Personification: The car hiccupped to a stop.*

January 21<sup>st</sup>

### **Summarizing**

Restate a paragraph or story in your own words.

Read several pages, stop and think about what you have learned so far. Explain how a character is feeling.

January 28<sup>th</sup>

### **Reading Together**

Dear Parents and Students,

Read together for at least 15 minutes each day.

Spend time talking about stories, pictures and words.

Keep informed about your child's progress in school and ask the teacher about ways you can help. Be a reader and writer. Children learn habits from people around them.

February 4<sup>th</sup>

### **Summarizing**

Select a book and discuss:

How did you feel reading the book? Why did you feel that way? What was the funniest part? Saddest? What was the most exciting or strangest thing that happened? What do you remember most about the story?

February 11<sup>th</sup>

### **Reading Together**

**Fluency** is the ability to read words rapidly and accurately in order to understand what is read.

To build fluency:

Model fluent reading. Read out loud smoothly and with expression. Read a passage or paragraph and then have your child repeat the text. Science and social studies books are a good source for this strategy.

February 18<sup>th</sup>

### **Reading Together**

Writing supports learning to read.

Students should be given regular opportunities to express themselves on paper. List three things you liked about a book or article. Write a note to the author about why you liked the book. Write a summary of a book or article.

February 25<sup>th</sup>

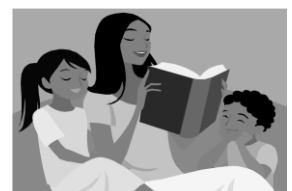
**Read Across America Week, Celebrating Dr. Seuss**  
Hello Students,

Join the National Education Association in the largest celebration of reading ever. It's called **Read Across America**, and anyone can join in. All you need to do is log onto: [www.nea.org/readacross](http://www.nea.org/readacross)

March 4<sup>th</sup>

### **Reading Together**

Be a role model. Let your child see that you value reading materials! Let them see your reading. Make regular visits to the public library! Let your child get his or her own free card.



March 11<sup>th</sup>

**Reading Together**

Students need to be good thinkers while they are reading. Help your child think about what is being read by making connections with the story.

Ask: What do you already know about this topic?  
Find something in the story/article that is connected:  
to your life (Text to self)  
to another book (Text to text)  
to things in the world (Text to world)

March 18<sup>th</sup>

**Reading Together**

To promote comprehension, encourage your child to notice the following in the story or article:  
What are the important details?  
What is the author telling me?

March 25<sup>th</sup>

**Reading Together**

Read together to promote comprehension.  
Ask your child to close his or her eyes and recall details from the story:

I can see . . .  
I can hear . . .  
I can feel . . .  
I can smell . . .  
I can taste . . .



April 1<sup>st</sup>

**Reading Together** To promote comprehension encourage your child to wonder about:

What might happen next?  
How will the story end?  
Why did the author write this?  
What else do I want to know?

April 8<sup>th</sup>

**Reading Together**

Making predictions helps children to think about what they are reading.

Ask:  
What might happen next?  
How will the story end?  
What is the author trying to tell me?  
What might I learn from this text?

April 15<sup>th</sup>

**Reading Together**

Read, Read, Read  
All readers use skills when they read. The more they use these skills, the more automatic the skills become. Just like learning to ride a bike, learning to balance, steer, pedal and brake is hard at first; but once you have mastered these skills, you don't have to think about how to ride a bike (putting all the separate skills together) - you just ride!  
Read with your child daily!

April 22<sup>nd</sup>

**Reading Together**

Practice choral reading. Read passages out loud, together. Read a line from a text and then have your child read the same line and mimic your expression. Have older students read to younger siblings.

April 29<sup>th</sup>

**Reading Together**

Make a plan for summer reading:  
Stop at garage sales and buy books. Visit thrift stores and find new books. Subscribe to magazines. Schedule weekly trips to the local library and get your free library card.

May 6<sup>th</sup>

**Reading Together**

Remember, reading is the most important skill for future success. Make reading a part of everyday in your home! Don't forget to complete your Summer Reading list!

May 13<sup>th</sup>

**Recognizing Cause and Effect**

Encourage your child to read books about history to link our past to our present.

May 20<sup>th</sup>

**Stop Summer Reading Loss**

Research shows students that do not read over the summer start the next school year 5-10 months behind peers that spend at least 30 minutes each day over the summer break reading. Help stop your students' summer reading loss by completing Littleton's Summer Reading List.  
Lost your copy? Download it from our website <http://lit.leeschools.net>

# What is positive behavior support?

Positive Behavior Support (PBS) is a collaborative, assessment-based approach to developing effective interventions for problem behavior. PBS emphasizes the use of proactive, educative, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle changes for all students.

The aim is to build effective environments in which positive behavior is more effective than problem behavior so that academic success can be achieved.

## Some Students May...

- Pose a risk to others' learning
- Create a loss of academic time
- Lead to exclusion from educational opportunities

## PBS Can...

- Reduce and eliminate disruptive behaviors
- Maintain a safe and positive environment for all students
- Restore communication between home and school



## What can parents do?

1. Reinforce the expectations.
2. Keep clear and positive communication between home and school.
3. Check planner for STAR day and intervene when necessary.
4. Review, sign, and address any Classroom Infraction Reports that may come home.
5. ***Praise and give attention to good behavior!***

## **Our Mission**

- To establish a positive environment with clear expectations
- To identify the root of undesired behavior, then teach
- To reinforce the proper behavior through a positive approach where the student has buy-in

## **Classroom Behavior Expectations**

Pay Attention/On Task  
Stay in Seat/Line  
Raise Hand/Wait Turn  
Follows Directions/Rules

Physical/Verbal Control  
Accepts Criticism  
Shows Respect  
Positive Attitude