

Dr. Carrie D. Robinson Littleton Elementary School

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



PBIS 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 Students & Parents:

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 Behavioral Interventions & Supports

Best wishes for a very successful school year!

Mrs. Broughton
Principal

Mr. Sanders
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 HOURS

Before School Care	6:30 a.m.
Parent Drop-Off begins	7:30 a.m.
Classroom doors open	7:30 a.m.
Breakfast Served	7:30 a.m.
Breakfast Ends	7:50 a.m.
Gates close	7:54 a.m.
Instruction Begins	7:55 a.m.
School Dismisses	2:10 p.m.
Owl Connection After-School Program	2:10-5:55 p.m.

School hours are 7:55 a.m. through 2:10 p.m. Students must be in their classroom when the bell rings at 7:55 a.m. The front gate will close each day at 7:54 a.m. There is no one available to supervise your child before 7:30 a.m. and after 2:40 p.m. Please refrain from dropping off your child before 7:30 a.m.

We encourage students to be in their classrooms at 7:45 a.m. for a good start to the day. Visitors are welcome at our school. Please sign in at the front office with photo identification each time you are on campus. If you have questions/concerns, please call 995-3800.

ATTENDANCE/ABSENCES/MAKE-UP WORK/TARDIES

Attendance is mandatory by law and is vitally important for the education of students. To participate fully in the educational process, your child needs to attend school every day, be on time (no later than 7:55 a.m.), and remain in class until the end of the day (2:10 p.m.).

Please refer to the *Parent Guide & Code of Conduct for Students* for other Attendance Policies and Procedures.

Based on the Lee County School Board and Littleton's policies and procedures, our attendance guidelines are as follows:

- Parents should call the school by 9:00 a.m. to report all absences. A note in the student's planner explaining your child's absence should also be sent the day the child returns to school. If a student is absent 3 days in a row, a doctor's note is required.
- Excused absences will be granted for personal illness, medical or dental appointments, death of a relative, established religious holidays, emergencies, for educational purposes, students having or suspected of having a communicable disease or infestation which can be transmitted, or other justifiable reasons as approved by the Principal.
- Suspension, truancy, avoidable absence and absence without contact with the school (except in cases of emergency) are considered unexcused absences.
- Family vacations cannot be approved as an excused absence.

Non-attendance for instructional activities is established by tardiness, early sign-outs, or absences for all or any part of the day. An accumulation of daily absences (excused or unexcused), by tardiness, or early sign-outs that equal 5 days in a calendar month or 10 days within a 90 calendar day period may be exhibiting a pattern of non-attendance.

"Habitual Truant": If a student has 15 or more unexcused absences within 90 calendar days, a letter will be sent home mandating a meeting to develop a plan to improve the student's attendance. If the student's attendance does not improve, a referral to the Truancy Intervention Program may occur.

MAKE-UP WORK: Excused Absences: Make-up work for credit and grade is allowed for all excused absences. Immediately upon return to school, the student will be given the number of days absent plus one additional day to make up all work missed.

TARDIES:

It is very important that your child be at school on time every day. A student is tardy if he/she arrives on our school campus at 7:56 a.m. or later. If a student is tardy, the parent is requested to come to the front office to sign-in the student. A late pass will be given to the student to give to his/her teacher. A doctor's note is needed if the tardy is due to an appointment.

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

Early Sign Outs

No student shall be released within the final 30 minutes (1:40 p.m. or later) of the school day unless the principal/designee determines it is an emergency. Please make doctor appointments after 2:30 p.m.

BEHAVIOR

Students are expected to conduct themselves in a manner that promotes a safe, orderly learning environment. We follow *The School District of Lee County Parent Guide & Code of Conduct for Students* as our guide for discipline concerns. At Littleton, we believe that children do their best in an environment that fosters self-responsibility and independent problem solving. Faculty, staff, and students are trained in proactive strategies that support appropriate behavior choices and create a positive school environment. We encourage parents to discuss these expectations with their children and their children's teachers so that we can work together as partners to develop positive character qualities in all of our students.

We are a PBIS (Positive Behavioral Interventions & Supports) school using a school-wide approach to discipline that includes systematic and individualized strategies to support social and academic success for all students. The school-wide STAR expectations are that all Littleton students will:

- 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

BIRTHDAYS

Students' birthdays are recognized on the morning news program and in classrooms. Parents need to contact the teacher if they want to bring in treats. All treats must be store bought. Cupcakes are requested instead of cakes. Treats can be served in the café.

BOOKS

The school must be reimbursed for lost and/or damaged textbooks and library books. Call 995-3800 for the cost of textbooks. Please make checks payable to Littleton Elementary.

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 2022-2023 school year for all students.**

If you wish for your child to purchase extra food or drink, please make checks payable to Littleton Elementary School. You may also pay using the district on-line pre-payment option: MYSCHOOLBUCKS.COM

Glass bottles or glass containers are not permitted in the cafeteria.

Special Note: If you have allergies, we must have a written doctor's note letting us know the types of food and drink you cannot have at school.

For the safety of all children, no homemade items can be brought in to share with classmates.

All food items brought in to school for parties, birthdays, etc. must be purchased at the store.

BULLYING

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.

Please visit the "anti-Bullying" link located within the student section of the Parent Portal at www.leeschools.net.

What Bullying IS

Bullying is aggressive behavior, which must include the following three (3) elements:

- 1) it involves an imbalance of power (real or perceived),
- 2) it is intentional and purposeful and causes physical hurt or psychological stress, and,
- 3) it is repeated over time

Physical bullying is repeatedly hitting, kicking, pinching, spitting, tripping, pushing, making mean or rude gestures, taking or destroying someone's belongings.

Verbal bullying is repeatedly teasing, name-calling, making inappropriate sexual comments, taunting, threatening to harm.

Social bullying is repeatedly leaving someone out on purpose, telling others not to be friends with someone, spreading rumors, embarrassing someone. Those who bully others do not need to be stronger or bigger than those they bully. The power imbalance can be one of popularity, strength, or even intellect.

Bullying creates a hostile environment and frequently interferes with the target's participation in school. Bullying can be one person repeatedly acting aggressively toward another, or, it can be many people acting aggressively toward one individual.

What Bullying is NOT

- Bullying is not a mutual conflict between two individuals; bullying must involve an imbalance of power.
- Bullying is not just physical. The most common form of bullying for both boys and girls is verbal bullying (name-calling) and social bullying (excluding someone).
- Children who have social power and like to dominate are not the only ones likely to exhibit bullying behavior. Children who are socially isolated or have low self-esteem may also bully others. Please refer to *the School District of Lee County Parent Guide & Code of Conduct for Students* for additional information regarding district policies concerning bullying/harassment. Please visit the Littleton Elementary website for additional tips and procedures for identifying and dealing with these concerns.

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, there should be no running or playing,
- stand or sit away from the road, at least 6 feet (3 giant steps),
- pay attention to their surrounding area,
- 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,
- never talk to strangers; alert your bus driver as soon as possible if a stranger tries to approach you.

Upon entering the bus, students must:

- enter only when the driver is present &
- board and leave the bus at their assigned stop.

Bus stop and bus numbers can be accessed through: leeschools.net

- Contact the school office if a change is needed involving bus transportation.
- Students must ride the same bus and get off at the same stop.
- ***Any request to ride a bus other than the one assigned or to get off at a different stop on the student's regular bus will only be approved in an emergency situation and also must be signed by the parent and approved by an authorized school administrator.***
- Please arrive at your bus stop ten minutes before the assigned time.
- If a student chooses to violate a bus rule, the driver will issue a bus referral. The referral will be handled by the administration.



COMMUNICATION WITH TEACHERS & PARENTS

Student Planner

- All students in grades K through 5 will be given one free planner.
- If they lose, misplace or damage their planner, they will be expected to replace it at a cost of \$5. Students are expected to have their planner each day.
- By using a planner, a student learns how to organize homework assignments and develop good study skills and habits.
- Your child's planner is an excellent means of communication with the teacher.
- Change of transportation must be written in the planner.
- Parents are expected to sign the planner each night. Teachers are expected to sign it each day.

Brown Weekly Communication Envelopes

- Envelopes are sent home once a week on Monday.
- Graded papers and/or school wide information will be included in the envelope.
- School newsletters will be included at the beginning of each month.
- Parents must empty the envelope, sign the outside, and return the following day.

Conferences

- Teachers are available for conferences before and after school.
- Conferences with teachers need to be scheduled at times other than during student arrival and instructional time.

E-Mail

- Teacher e-mail addresses are available on our website.
- We request e-mail be used on a limited basis.

School Messenger

- There is a link on our school website for School Messenger. The app is available for iPhone and Android users.
- Parents will be able to view attendance, café balances, quarterly grades, & graded assignments.
- Specific messages will be sent out for reminders of class news, school events and issues.
- Please make sure the office has updated phone numbers and e-mail addresses.
- School Messenger will be the main communication when there is an emergency.

Phone Calls

- Teachers are available for phone calls before and after school. We will not be able to put calls through during the school day.

Web Site

- Our website, <http://lit.leeschools.net/>, has updated information throughout the school year. Please check periodically.

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.

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.

COUNSELING

Our school counselor provides intervention when a student's concerns make functioning in school difficult. This may involve working with teachers, parents, and/or children individually, in small groups and/or in classrooms as the need arises. Students may request to meet with the counselor and teachers may request for the counselor to meet with a student or students. Parents may call the school and request a phone call from the counselor to discuss concerns or to set up an appointment for a meeting.

Meeting with the school counselor is not a substitute for individual counseling in a therapeutic setting and is not intended to serve as a replacement when a need for mental health counseling arises. Our school counselor works with school resource personnel and community agencies to obtain help for children and families and will provide community resource listings upon request.

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. The school cannot verify the identity of a caller over the phone. Thus, way home changes will not be honored via phone. Be sure to inform your child about transportation changes before he or she departs from home in the morning.

- Requests to ride a different bus or use another stop must be made in writing and approved by a school administrator. This will only be approved in emergency situations.
- There will be no bus changes made over the phone for any reason. For example: change student from Parent Pick-up to bus is not permitted.
- Early removal from class will be honored only for doctor's appointments or emergencies.

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. There will be no dismissals after 1:40 pm. Thus, please try to schedule appointments after 2:30 pm.

Students will not be dismissed to anyone at the classroom door.

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

DRESS AND GROOMING

At Robinson Littleton Elementary, students follow a uniform dress code policy. Students must be in uniform every day except for special announced occasions approved by Administration. The Administration shall also determine when a student's

personal hygiene, appearance, or dress is such that it disrupts or interferes with the educational process or endangers the health or safety of the student or others.

GIRLS may wear the following:

Dark navy blue or khaki dresses, shorts, skorts, pants, or jumpers purchased at local retail stores. Matching hair accessories may also be worn. During cool weather, girls may wear leggings under their dress, skirt, or skorts, but must be of school colors: navy blue, red, or white. Denim is not permitted.

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. Tee shirts are not acceptable. Students must keep their shirts tucked in at all times.

Sweaters/Jackets with a zipper or buttons: solid color, no writing or emblems, and no hoods.

Sweaters and lightweight jackets can be worn in the classroom and on cool days to P.E. Room temperatures vary and students will be allowed to keep a jacket or sweater in their classroom.

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

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.

Shoes must be closed toe, closed heel, and rubber soled. Tennis or recreational shoes allow maximum safety and participation in physical education and playground activities. Socks should always be worn to coordinate with the outfit. Tennis shoes with roller-skates (Heelys), Crocs, high heels, and shoes without a closed heel are not permitted.

Be considerate when wearing fragrances, such as cologne/perfume. Many students have allergic reactions.

Clothing with slogans or advertising, which, by its controversial or obscene nature, disrupts the educational setting, is prohibited.

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.

EMERGENCY SCHOOL CLOSINGS

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, ABC-7 TV morning news shows, and via NOAA Weather Alert Radios. Listen for a School Messenger and also local media beginning at 5:00 a.m. for the latest information pertaining to school closing during severe weather months.

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 oneself 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

Parent involvement in their child's education is vital to the student's academic success. According to research, the most accurate predictor of a student's achievement is not income or social status, but the extent to which a family is able to create an environment that encourages learning, communicate high expectations, and be involved in their child's education at school. 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 confiscated and returned only to the parents at their request. Parents are requested 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 hard balls, helmets, bats, etc.
- Skates, skateboards, rollerblades, Heelys
- Glass containers
- Controlled substances or 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.



SUN PROTECTION

To help prevent your exposure to the sun, caps and sunglasses may be worn to recess, PE, on outdoor field trips, and at any other outdoor activity. When indoors, these articles must be removed and placed in a designated area. *Mark your items so that they can be easily identified.*

Sunscreen is also beneficial protection against sun exposure. Apply it at home before dressing for school. Sunscreen should not be brought 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. The principal or office personnel must approve telephone use by students.

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.

USER NAMES/PASSWORDS & WEBSITES

There are several websites available to parents and students to assist with learning and communicating. Launchpad: Students may log on to the District's Launchpad from home devices and use most programs from home to keep current with their practice. These programs may include, but are not limited to Overdrive, AR Home Connect, Compass Odyssey, and more.

1. Open Browser.
2. Go to <http://launchpad.leeschools.net/>
3. Enter student's district username and password.
4. First time logging in, verify the network password.
5. Select the Instructional Apps Folder.
6. Select the application icon.

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! Smooth traffic flow and student safety depend upon parent cooperation. Please help us to achieve this goal by following these rules.

Parent Drop-Off (Morning)

Parents should use the driveway entrance on Littleton Road when dropping students off in the morning. **Please reserve Hutto Road for school bus traffic.** To ensure student safety, there will be a single lane of traffic for student drop off. Please do not drop-off students before 7:30 am.

Parent Pick-Up (Dismissal)

Parents should use the driveway entrance on Littleton Road when picking-up in the afternoon. **Please reserve Hutto Road for school bus traffic.** To help ensure student safety, there will be a single lane of traffic. Cars should wait in the curbside lane.

In order to pick-up your child, you must have your school provided Parent Pick-Up Card with each child's name written large and clear enough for school personnel to see. If you do not have a card, you must report to the front door of the office with ID and wait for someone to assist you. Cars may not be left unattended in front of the school. Please park in a parking space if need be. Please note it will not be quicker to park and come to the front door to sign-out your child.

A staff member will take the name(s) of the student you are picking-up from the parent pick-up line. Names will only be taken from 10 vehicles at a time. Teachers will dismiss students to parent pick-up as names are displayed for them to see in the classroom. Staff members will be stationed in key areas to ensure that each student reports to the parent pick-up area. Once you have your student(s), you will be signaled as to when to exit and other vehicles will then to pull up.

PLEASE NOTE: When exiting the school campus, right turn only between the hours of 7:00-8:30 am and 1:45-2:45 pm.

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.



The School Board of Lee County, Florida: Debbie Jordan, District 4, Board Chair; Mary Fisher, District 1, Board Vice-Chair; Melisa Giovannelli, District 2; Chris N. Patricca, District 3; Gwynetta S. Gittens, District 5; Betsy Vaughn, District 6; Cathleen O'Daniel Morgan, District 7; Dr. Christopher Bernier, Superintendent.

Reading Focus of the Week

From August 10th through January 30th, 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 10th

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 15th

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 22nd

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 29th

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 5th

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 12th

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 19th

Understanding Sequence

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

September 26th

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 going to bed.

October 3rd

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 10th

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 17th

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 24th

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 31st

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 7th

Making Predictions

Select a book.

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

November 14th

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 21st

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 28th

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 5th

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 12th

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 19th

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 26th

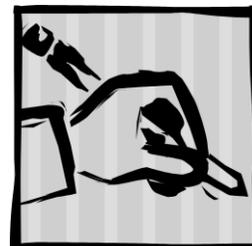
Identifying Author's Purpose

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?



January 2nd

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 9th

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 16th

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 23rd

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 30th

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 6th

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 13th

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 20th

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 27th

Read Across America Week

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

March 6th

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 13th

Read, read, read!



March 20th

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 27th

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?

April 3rd

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 10th

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 17th

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 24th

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 do not have to think about how to ride a bike (putting all the separate skills together) - you just ride!
Read with your child daily!

May 1st

Reading Together

Practice choral reading. Read passages aloud 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.

May 8th

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 15th

Reading Together

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

May 22nd

Recognizing Cause and Effect

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

May 29th

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 Behavioral Interventions and Supports?

Positive Behavior Interventions and Support (PBIS) is a collaborative, assessment-based approach to developing effective interventions for problem behavior. PBIS 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

PBIS 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