

- teach ♥ inspire ♥ grow -

Welcome to BACK TO SCHOOL NIGHT 2026-27

Be
kind.
♥
Be
YOU.

YOU
MATTER
YOU BELONG
YOU CAN
♥

mistakes
are proof
you are
trying
♥

GOOD THINGS
GROW HERE
♥

ROOM 12



MEADOW HEIGHTS
ELEMENTARY SCHOOL
SAN MATEO - FOSTER CITY SCHOOL DISTRICT



Agenda

- Meet the teacher
- Other staff members
- Attendance
- Schedule
- Curriculum
 - ELA
 - Math
 - Science
 - Social Studies
 - Specials
- Assessment
- Communication
- Technology
- Homework
- Class Dojo
- Celebrations
- Field trips
- PTA



About Me

- *I am from Australia. I have been in the United States for 10 years.
- *I live within our district, so I am part of the community. Yes, you may even see me out in the real world at Costco.
- *My three children all attended school in our district. Two are now in High School and one is back in Australia.
- *I have a Bachelor of Education from the Australian Catholic University, and hold an Admin credential with the State of California.
- *This is around year 27 of teaching. I have held several roles during this time, including a visual arts specialist and MLL TOSA and have taught all grade levels from K-6th.



Who's in the room?



Ms. Eilers
Principal



Miss Sierra
Para



Mrs. Gilbert
SS TOSA



Ms. Alma
Office/Para



Ms. Fowler
Office



Ms. Fossaceca
SDC/PAF



Ms. Hohler
Math TOSA



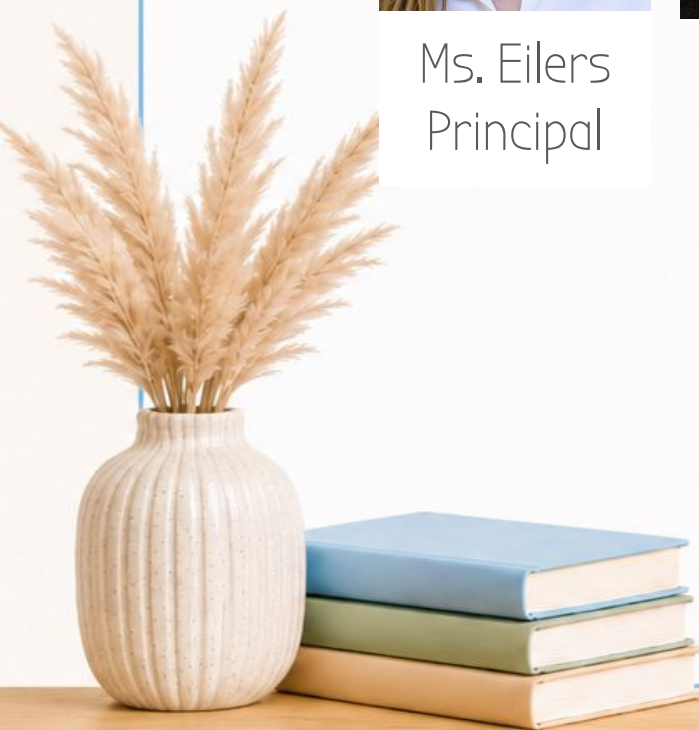
Ms. Westberg
L&L TOSA



Mr. Tate
SDC Teacher



Mr. Jeff
School Operation Team
Leader



Specials



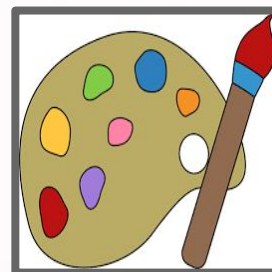
Music Teacher



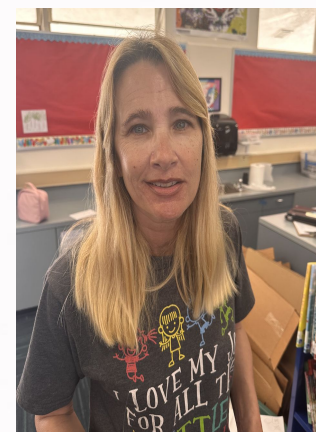
Ms. Harris
Lego Teacher



Coach Moe
PE Teacher



Ms. Duncan
Art Teacher



Ms. Michon
Librarian



Attendance



An ask: Please avoid making appointments during the school day wherever possible. This can be quite disruptive to our class.

Attendance Achievement by Month

What is Chronic Absence? **MISSING 2 OR MORE DAYS PER MONTH**
Including both excused & unexcused absences

Strive For Under 5!

Where are you?

End of Month	GOOD	AT-RISK	CHRONIC
August	0	1	2 or more
September	1 or less	2	3 or more
October	2 or less	3-4	5 or more
November	3 or less	4-6	7 or more
December	4 or less	5-8	9 or more
January	5 or less	6-10	11 or more
February	6 or less	7-12	13 or more
March	7 or less	8-14	15 or more
April	8 or less	9-16	17 or more
May	9 or less	10-17	18 or more

Attendance



Una solicitud: Por favor, eviten programar citas durante la jornada escolar siempre que sea posible. Esto puede ser bastante disruptivo para nuestra clase.

Logros de asistencia por Mes
¿Qué es Absentismo Crónico? FALTAR 2 O MÁS DÍAS AL MES
Incluye ausencias tanto justificadas como injustificadas

Intenta llegar a menos de 5
¿Dónde está usted?

Fin Del Mes	BIEN	EN RIESGO	CRÓNICO
August	0	1	2 o más
September	1 o menos	2	3 o más
October	2 o menos	3-4	5 o más
November	3 o menos	4-6	7 o más
December	4 o menos	5-8	9 o más
January	5 o menos	6-10	11 o más
February	6 o menos	7-12	13 o más
March	7 o menos	8-14	15 o más
April	8 o menos	9-16	17 o más
May	9 o menos	10-17	18 o más

Attendance

ATTENDANCE in the early grades

Many of our youngest students miss 10 percent of the school year—about 18 days a year or just two days every month. Chronic absenteeism in kindergarten, and even preK, can predict lower test scores, poor attendance and retention in later grades, especially if the problem persists for more than a year. Do you know how many young children are chronically absent in your school or community?



Who Is Affected

Kindergarten and 1st grade classes often have absenteeism rates as high as those in high school. Many of these absences are excused, but they still add up to lost time in the classroom.

1 in 10 kids

in kindergarten and 1st grade are chronically absent. In some schools, it's as high as 1 in 4.¹



2 in 10
low-income kids
miss too much
school. They're also
more likely to suffer
academically.¹



2.5 in 10
homeless kids
are chronically
absent.²



4 in 10
transient kids
miss too much
school when
families move.²



Why It Matters

If children don't show up for school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance that will carry them into college and careers.

Preliminary data from a California study found that children who were chronically absent in kindergarten and 1st grade were far less likely to read proficiently at the end of 3rd grade.

Who Can Read on Grade Level After 3rd Grade?³



64%

of kids with good attendance in K and 1st
(missed 9 or fewer days both years)



43%

of kids with at-risk attendance
(missed more than 9 days both years)



41%

of kids chronically absent in K or 1st
(missed 18 or more days one year)



17%

of kids chronically absent in K and 1st
(missed 18 or more days both years)

What We Can Do



Engage Families

Many parents and students don't realize how quickly early absences can add up to academic trouble. Community members and teachers can educate families and build a culture of attendance through early outreach, incentives and attention to data.



Fix Transportation

The lack of a reliable car, or simply missing the school bus, can mean some students don't make it to class. Schools, transit agencies and community partners can organize car pools, supply bus passes or find other ways to get kids to school.



Address Health Needs

Health concerns, particularly asthma and dental problems, are among the leading reasons students miss school in the early grades. Schools and medical professionals can work together to give children and families health care and advice.



Track the Right Data

Schools too often overlook chronic absence because they track average attendance or unexcused absences, not how many kids miss too many days for any reason. Attendance Works has free data-tracking tools.

These are a few steps that communities and schools can take. How do you think you can help?

¹ Chang, Hedy; Romero, Mariajose, Present, *Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades*, National Center for Children in Poverty: NY: NY, September 2008.

² *Chronic Absence in Utah*, Utah Education Policy Center at the University of Utah, 2012.

³ *Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes*, Applied Survey Research, May 2011.

Attendance

ASISTENCIA en los primeros grados

Muchos de nuestros estudiantes más pequeños faltan a la escuela el 10% del año escolar - como 18 días al año o sólo dos días al mes. La ausencia crónica en kínder e incluso en la pre escuela, puede predecir bajas calificaciones en exámenes, mala asistencia escolar y baja retención en los próximos años escolares, especialmente si el problema de ausencia persiste durante más de un año. ¿Sabe usted cuántos niños pequeños están ausentes crónicamente en su escuela y comunidad?



Advancing Student Success By Reducing Chronic Absence

www.attendanceworks.org

Quién es Afectado

Los estudiantes de kínder y 1er grado frecuentemente tienen niveles de ausencia tan altos como los de la preparatoria, (high school).

Muchas de estas faltas son justificadas, pero igual, se suman al tiempo perdido en clase.

1 de cada 10 niños

en kínder y 1er grado es crónicamente ausente. En algunas escuelas es tan alto como 1 en cada 4 niños.¹



2 de cada 10
niños de bajos
ingresos

faltan demasiado.
También es más
probable que tengan
problemas académicos.¹



2.5 de cada 10
niños sin hogar

están ausentes
crónicamente.²



4 de cada 10
niños migrantes

faltan demasiado
cuando la familia
se muda.²



Por Qué Importa

Si los niños no asisten regularmente, pierden habilidades fundamentales de lectura y matemáticas y la oportunidad de crear el hábito de buena asistencia, que los conduce a la universidad y una carrera.

Datos preliminares de un estudio en California encontró que los niños que fueron crónicamente ausentes en kínder y 1er grado tuvieron menos probabilidad de leer a nivel al final del 3er grado.

¿Quién puede leer a nivel después del 3er grado?



64%

de los niños con buena asistencia en
kínder y en 1er grado
(faltaron 9 días o menos en ambos años)



43%

de los niños con asistencia en riesgo
(faltaron más de 9 días en ambos años)



41%

de los niños ausentes crónicamente en
kínder y 1er grado
(faltaron 18 días o más en ambos años)



17%

de los niños ausentes crónicamente en
kínder y 1er grado
(faltaron 18 días o más en ambos años)

Qué Podemos Hacer



Involucrar a las Familias

Muchos padres y estudiantes no saben cómo las ausencias en los primeros años pueden aumentar rápidamente los problemas académicos. Miembros comunitarios y maestros pueden educar a las familias, creando una cultura de asistencia escolar, dando información temprana, incentivos y atendiendo estadísticas.



Hacer Arreglos para Llegar a la Escuela

La falta de un carro o perder el bus escolar causan que algunos niños no vayan a clase. Las escuelas, agencias de transporte y miembros comunitarios pueden organizar viajes compartidos en carro, proveer pases para el bus u otras maneras para que lleguen a la escuela.



Atender las Necesidades de Salud

Problemas de salud infantil, particularmente el asma y los problemas dentales, son de las principales causas de ausentismo escolar durante los primeros años. Escuelas y médicos pueden trabajar juntos y proveer atención médica y recomendaciones a los niños y las familias.



Monitorear los Datos Correctos

Con frecuencia las escuelas ignoran las ausencias crónicas ya que monitorean el promedio de asistencia o ausencias sin excusa, y no cuántos niños faltan muchos días por cualquier razón. Attendance Works tiene herramientas sin costo, para dar seguimiento a estos datos.

Estos son algunos pasos que las comunidades y escuelas pueden tomar. ¿Cómo puede ayudar usted?

¹ Chang, Hedy; Romero, Mariajose, Present, *Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades*, National Center for Children in Poverty: NY: NY, September 2008.

² *Chronic Absence in Utah*, Utah Education Policy Center at the University of Utah, 2012.

³ *Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes*, Applied Survey Research, May 2011.

Weekly Schedule

☀ TIME	MONDAY	TUESDAY	WEDNESDAY (HALF DAY)	THURSDAY	FRIDAY
8:35-8:50	Morning Meeting				
8:50-9:50	2nd Grade Math *	2nd Grade Math *	2nd Grade Math *	2nd Grade Math *	2nd Grade Math *
	3rd Grade Bookworms w/ Erica G. & SRSD	3rd Grade Bookworms w/ Erica G. & SRSD	3rd Grade Bookworms w/ Erica G. & SRSD	3rd Grade Bookworms w/ Erica G. & SRSD	3rd Grade Bookworms w/ Erica G. & SRSD
9:50-10:20	🎵 Music	3rd Grade Knowledge Building / Second Grade Basic Reading Series	📖 Library (9:50-10:20)	🎨 Art / Lego (9:20-10:20)	3rd Grade Knowledge Building / Second Grade Basic Reading Series
10:20-10:40	RECESS	RECESS	RECESS	RECESS	RECESS
10:40-11:45	PAF – 2nd Grade 3rd Grade Math	PAF – 2nd Grade 3rd Grade Math	PAF – 2nd Grade 3rd Grade Math	PAF – 2nd Grade 3rd Grade Math	PAF – 2nd Grade 3rd Grade Math
11:45-12:25	2nd Grade Knowledge Building * 3rd Grade Centers	2nd Grade Knowledge Building * 3rd Grade Centers	2nd Grade Knowledge Building * 3rd Grade Centers	2nd Grade Knowledge Building * 3rd Grade Centers	2nd Grade Knowledge Building * 3rd Grade Centers
12:25-1:20	LUNCH	LUNCH	12:45 DISMISSAL (HALF DAY) ❤️	LUNCH	LUNCH
1:20-1:50	2nd G Bookworms 3rd G PE	2nd G Bookworms 3rd G PE		2nd G Bookworms 3rd G PE	2nd G Bookworms 3rd G PE
1:50-2:20	3rd G Knowledge Building 2nd Grade PE	3rd G Knowledge Building 2nd Grade PE		3rd G Knowledge Building 2nd Grade PE	3rd G Knowledge Building 2nd Grade PE
2:20-2:55	Grade Level Writing / DELD / Learning Ally **	Grade Level Writing / DELD / Learning Ally **		Grade Level Writing / DELD / Learning Ally **	Grade Level Writing / DELD / Learning Ally **
2:55	Dismissal	Dismissal		Dismissal	Dismissal

Inclusion

Meadow Heights continues to be dedicated to inclusive practices.





Curriculum

What will your child learn this year?

Instruction is based on the California Common Core Standards.

Daily instruction includes:

English Language Arts

English Language Development (For multilingual learners)

Math

Science/Social Studies

PE, Music, Art

Instruction is designed within district adopted curriculum, and differentiated to suit the needs of the students in our class.





Curriculum ELA

Benchmark Advance is our adopted program for ELA and ELD.

At Meadow Heights, we integrate components of Benchmark with our TWIG science curriculum. Multilingual learners engage in prior knowledge building to enable them to participate in highly meaningful ways.

Throughout the day, students engage in read aloud complex texts and text dependent questions, shared knowledge building, writing, phonics as needed, direct reading instruction, oral language and writing tasks.



Curriculum - ELA

Benchmark Advance

- Foundational Skills (phonics, affixes, multisyllabic words)
- Fluency
- Read Alouds -Twig and/or Benchmark (Text sets for Knowledge Building for nonfiction) Fiction sets from Benchmark,
- Close Reading
- Shared Reading (Twig, Benchmark, PAF)
- Handwriting





Curriculum— Book Worms



—high-impact routine for building strong readers



Builds Knowledge & Vocabulary

Students encounter rich, complex texts and learn new words and concepts through purposeful discussion.



Strengthens Oral Language

Students regularly explain their thinking, respond to peers, and use academic language.



Develops Comprehension

Teachers model and guide students in making meaning from increasingly complex texts—not just decoding words.



Supports Literacy Development

Shared reading gives students opportunities to connect vocabulary, syntax, background knowledge, and reading strategies.



Creates Access for All Students

Because the teacher supports the reading load, **all students can engage with challenging grade-level text**, including multilingual learners and students who need additional support.





Curriculum- Book Worms



-rutina de alto impacto para para desarrollar fuertes lectores



Desarrolla Conocimiento y Vocabulario

Los estudiantes se encuentran con textos complejos, enriquecidos, y aprenden nuevas palabras y conceptos por medio de discusiones con un propósito.

Fortalece el Lenguaje Oral

Los estudiantes regularmente explican su razonamiento, responden a sus compañeros y utilizan lenguaje académico.

Desarrolla la Comprensión

Los maestros modelan y guían a los estudiantes para que construyan significado a través de textos más complejos, no solo para decodificar palabras.

Apoya el desarrollo de la alfabetización

La lectura compartida brinda a los estudiantes oportunidades para conectar el vocabulario, la sintaxis, los conocimientos previos y estrategias de lectura.

Crea Acceso para todos los estudiantes

Debido a que el maestro apoya la carga de lectura, todos los estudiantes pueden participar en textos desafiantes a nivel de grado , incluidos los estudiantes multilingües y aquellos que necesitan apoyo adicional.



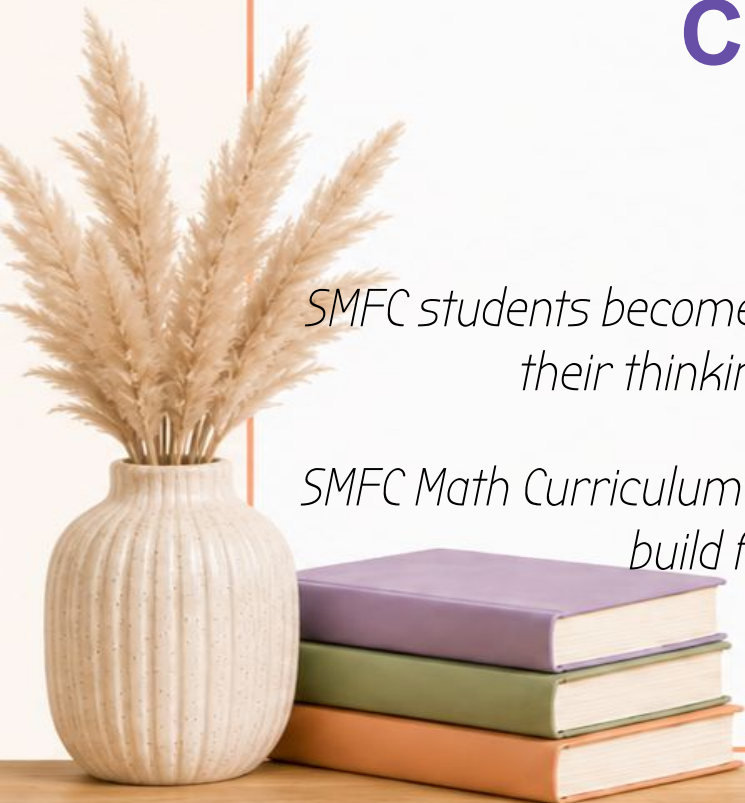
Curriculum -Math

Take Risks
Work Persistently
Communicate Productively

Mission and Vision, Mathematics

SMFC students become enthusiastic and proficient learners of mathematics who are able to share their thinking, use multiple representations, and build on the ideas of others.

SMFC Math Curriculum aims to increase meaningful mathematical discourse and sense-making to build fluency, flexibility, and strategic competence in all students.



Curriculum - Math

Welcome to Amplify Desmos Math

Why a new program?

Aligned with California's newest Mathematics Framework

Builds strong mathematical thinking and problem-solving

Encourages students to explain their reasoning and learn from one another

Supports all learners with engaging, hands-on experiences



Students will spend more time...

Solving meaningful problems

Talking about math

Using math tools and manipulatives

Explaining their thinking

Making connections between ideas



Curriculum - Math

Bienvenidos a Matemáticas Amplify Desmos

Porque un nuevo programa?

Está alineado con el nuevo marco de Matemáticas de California

Desarrolla un sólido pensamiento matemático y habilidades para resolver problemas

Anima a los estudiantes a explicar su razonamiento y aprender uno de otros

Apoya a los estudiantes con experiencias atractivas y prácticas



Los estudiantes pasaran más tiempo

Resolviendo problemas significativos

Hablando sobre matemáticas

Usando herramientas y materiales manipulativos de matemáticas

Explicando su forma de pensar

Haciendo conexiones entre diferentes ideas



Curriculum

More Math. Less Screen Time.

Less:



Screen Time

More:



Thinking



Talking



Collaborating



Problem Solving



Technology is still used as a valuable learning tool, but it is no longer the center of instruction. Students will spend more time working with classmates, discussing ideas, using manipulatives, and solving rich mathematical tasks together.

Curriculum -Math

Más Matemáticas. Menos Tiempo en Pantallas.

Menos:



Tiempo en pantalla

Mas:



Pensar



Conversaciones



Colaboraciones



Resolución de Problemas



La tecnología todavía se utiliza como una herramienta valiosa de aprendizaje pero ya no es el centro de la instrucción. Los estudiantes pasaran más tiempo trabajando con sus compañeros de clase, discutir ideas, usarán materiales manipulativos y resolverán juntos tareas matemáticas enriquecedoras.



Curriculum - Math

Supporting Math Learning at Home



Caregiver Support | Grade 1 Unit 1

Unit 1

Adding, Subtracting, and Working With Data

Essential Questions

- How can you represent data in a way others can understand?
- How can you use counting to help you add and subtract?

Unit Story:
Ying's New Town
You can read the Unit Story with your student by visiting the Unit Story page on the Caregiver Hub.



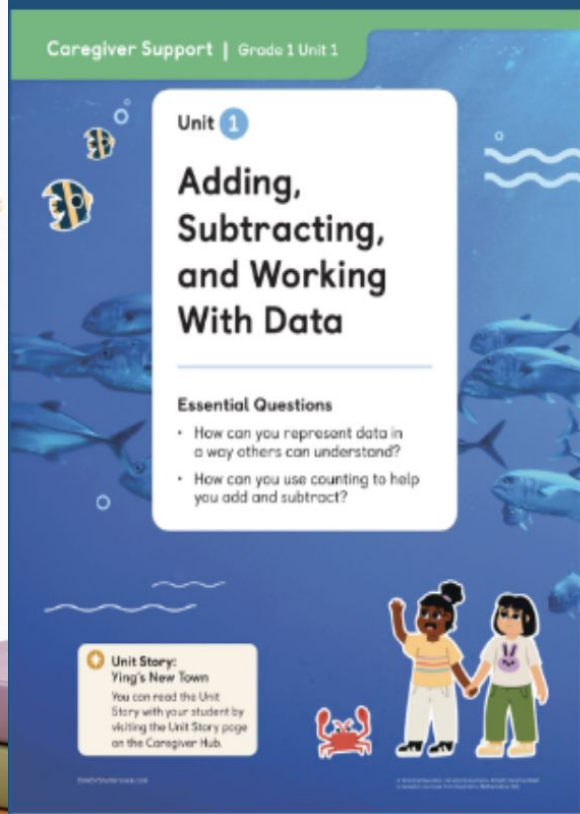
Families will receive **Amplify Caregiver Support** resources in English and Spanish. These resources explain current math learning and offer a few activities to do together at home.

ST Math is no longer part of our district's math program.

The best math practice happens in everyday moments. Count, notice patterns, play math games, solve problems together, and ask your child to explain their thinking—not just the answer.

Curriculum - Math

Apoyando el aprendizaje de matemáticas en casa



Las familias recibirán **apoyo adicional para cuidadores** recursos en Inglés y en Español.

Estos recursos explicaran el aprendizaje actual de matematicas y ofrecerán algunas actividades para realizar juntos en casa.

ST Math ya no forma parte del programa de matemáticas de nuestro distrito.

Las mejores practicas de matematicas ocurren en los momentos cotidianos. Cuenten, observen patrones, jueguen juegos de matemáticas, resuelvan problemas juntos y pídale a su hijo(a) que explique su razonamiento - no solo que le de la respuesta.





Curriculum -Science



The [TWIG science](#) curriculum provides the basis for much of our content learning across subject areas. TWIG provides high interest content learning with hands on learning.

Students have access to digital components including videos and demonstrations through Classlink.



twig
Science





Curriculum -Science



2nd Grade

M1: *Journey West*-landforms

M3: *Save the Island*-erosion

M2: *Master of Materials*- bridges, engineering

M4: *A Garden for Life*- life cycles, butterflies

twig
Science

3rd Grade

M1: *The Ultimate Playground*-forces and motion

M2: *Welcome to the Biodome*- life cycles, ecosystems

M3: *How to Survive an Ice Age*- organisms and environments

M4: *Weather Warning HQ*: weather





Curriculum -Social Studies



2nd Grade- My Community

1. *Geography and Mapping skills:* People, places and environments
2. *Economics:* People who supply our goods and services
3. Families today and in the past.
4. *Biographies:* People make a difference.
5. Government institutions and practices
6. Landmarks of citizenship

3rd Grade- California's Communities

Geography of the local region
American Indians of the local region
Development of the community:
Change over time
American citizens, symbols and government
Economics of the local region
Citizenship throughout the day

Curriculum -SEL

Soul Shoppe

- Four assemblies throughout the year

"A world where respect and empathy are the norm, and every child can thrive and shine!"

- Soul Shoppe





Curriculum -SEL



Students learn and grow by practicing Life Skills.

August/September: Growth Mindset

October: Responsibility/Decision-Making

November: Generosity and Thankfulness

December: Emotion Management/Mindfulness

January: Self Awareness/Emotion Management

February: Empathy and Kindness

March: Problem-Solving and Perseverance

April: Resourcefulness

May and June: Patience and Flexibility





Curriculum -Specials



Meadow Heights students participate in a number of specialist lessons:

- PE- every day for 30 minutes
- Art- every second week
- Lego- alternate with art
- Music
- Library





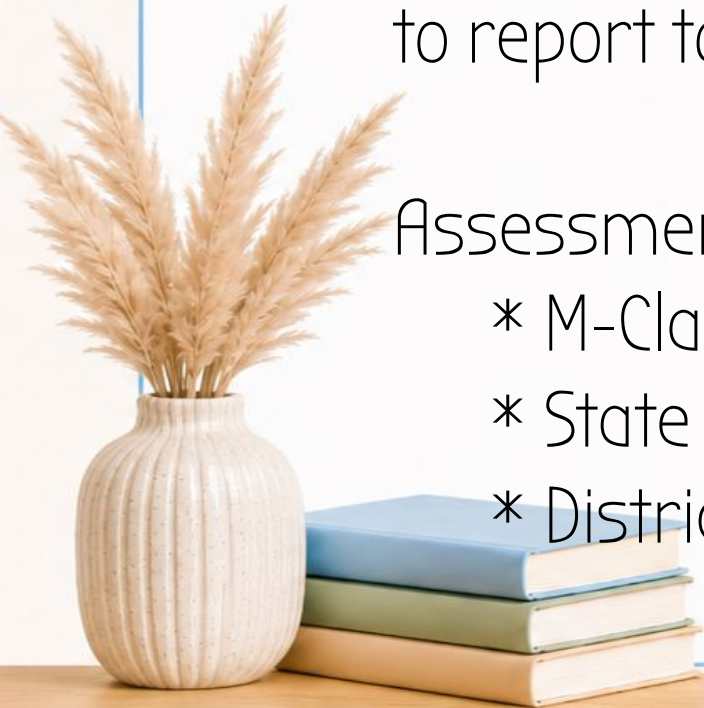
Assessment



Students are assessed on the California Common Core Standards in a variety of ways. The purpose of assessment is to monitor progress, to inform next steps for learning and to report to parents.

Assessment items include:

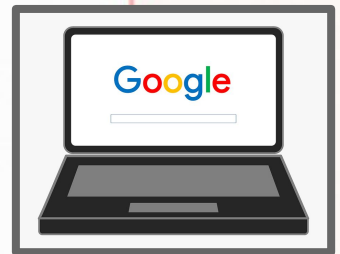
- * M-Class math assessment
- * State testing (CAASPP(3rd), NWEA(3rd), ELPAC (MLLs))
- * District testing (Math), (PAF)



Technology

Our district is transitioning TK-2 classrooms from a 1:1 assigned device model to a shared, campus-based cart model. TK-2 classrooms are encouraged to function as screen-free student environments whenever possible. Ideally, chromebook carts are not housed in the classroom.

- Tech in **TK-2** will be primarily be teacher-facing (document cameras, modeling, intro videos).
- Focus on hands-on manipulatives, paper-and-pencil writing, printed books, and human interaction.
- 3rd grade students will continue with their current Chromebook, although this will now remain at school for the majority of the time.





Supplies



Supplies needed for each student are supplied. This room uses shared supplies.

Please have a backpack, water bottle, and lunchbox for your child. (remember to label these items with your child's first and last name).





Dress Code

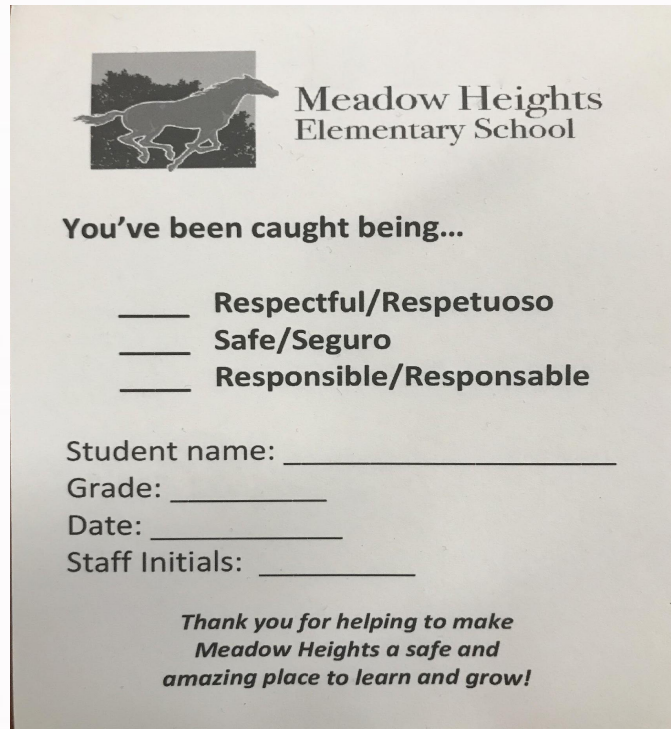
We ask that your child is always appropriately dressed for school. Please remember that all students need to wear athletic shoes for P.E. (Crocs are not safe for PE or lunch time play). Hats are welcome for outdoor activities, but will stay in backpacks during learning time. (Please label hats clearly)

Pedimos que su hijo siempre estén vestido apropiadamente para la escuela. Recuerde que todos los estudiantes tienen que llevar zapatos para correr para educación física.



PBIS

POSITIVE BASED INTERVENTIONS & SUPPORT



 Meadow Heights
Elementary School

You've been caught being...

____ Respectful/Respetuoso
____ Safe/Seguro
____ Responsible/Responsable

Student name: _____
Grade: _____
Date: _____
Staff Initials: _____

*Thank you for helping to make
Meadow Heights a safe and
amazing place to learn and grow!*

Mustang Ticket!



Class Dojo

Class Dojo is an online app that we use to track positive student points. Students receive points for all sorts of great things, both academic and social, and receive rewards as they reach certain milestones.

Please connect with us on Class Dojo, so that you can see your child's points, and praise them for making good choices. You DO NOT need to purchase a subscription for this app.

I will try to send a message and photo through Class Dojo as rewards are achieved so you can celebrate at home. Please use Class Dojo messaging for this purpose only.



Communication



**Download the
ParentSquare
mobile app**

Send and receive school
communications on the go



Parent Square is a communication app used across the district. You should already have a login and account. This or direct emails are the BEST methods to contact me.

Please know that I do not necessarily check emails during the day, but I will do my best to respond within 24 hours.

Please contact the office if there is a time sensitive message during the school day.



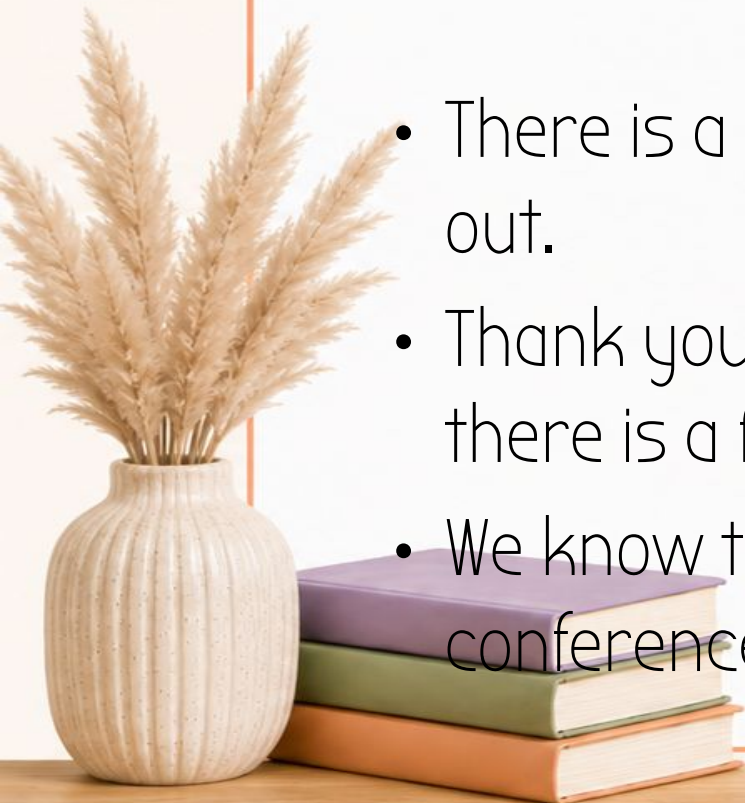


Conferences



Conferences will be 20 minutes. This is for parents. Students will attend student led conferences later in the year.

- There is a sign up sheet for conferences available on your way out.
- Thank you for being on time. I am unable to extend your time if there is a family waiting after your scheduled time.
- We know things come up, if you need to reschedule a conference, please let me know as soon as possible.



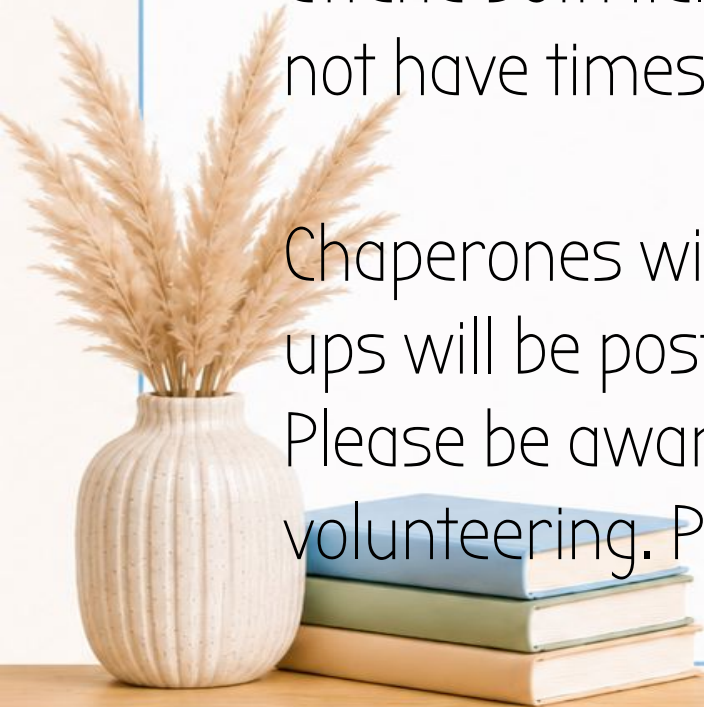


Field Trips



Classes typically attend one off campus and one on campus experience each year. With our class being split, both grades will attend both field trips, as well as the on campus experience. We do not have times or venues locked in yet.

Chaperones will be needed to make these trips successful, and sign ups will be posted on Parent Square when the time gets closer. Please be aware of new guidelines from the District about volunteering. Please be sure to look into this in plenty of time.





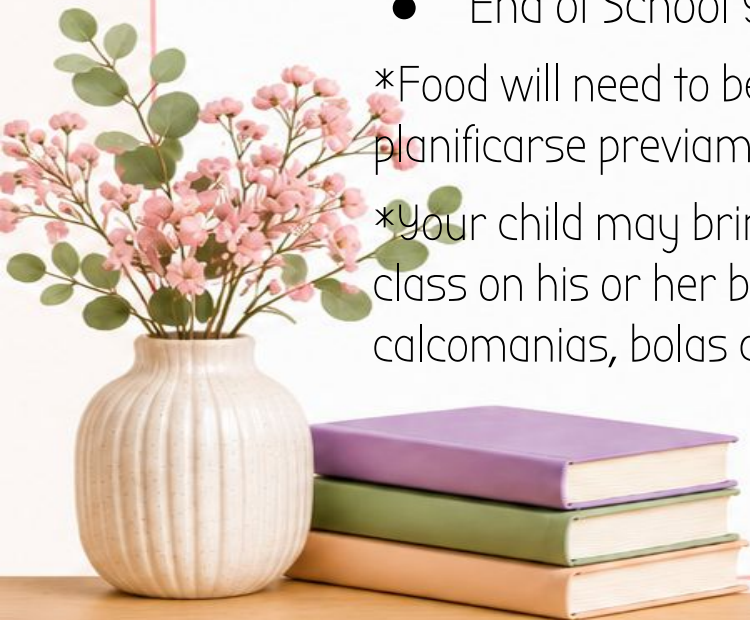
Celebrations



- We have a school and district policy regarding food items for both holiday and birthday parties. / Tenemos una política de la escuela y del distrito con respecto a los alimentos tanto para las fiestas de días festivos como para las fiestas de cumpleaños.
- Winter Holiday party / Celebración de las fiestas de invierno
- Valentine's Day party / Fiesta del día de san valentín
- End of School Year party / fiesta del final del año escolar

*Food will need to be pre-planned with the teacher and parents involved /la comida tendrá que planificarse previamente con la maestra y los padres participantes

*Your child may bring non food items (like pencils, stickers, gift bags, or bookmarks) to share with the class on his or her birthday /su hijo/a puede traer artículos que no sean comida (como lapices, calcomanias, bolas de regalo, o marcapaginas) para compartir con la clase en sus cumpleaños



PTA

Get involved and **JOIN the PTA** for only \$10 and 5 meetings a year. Together we make Meadow Heights the amazing community that it is.



Scan to Volunteer



Upcoming Volunteer Opportunities:
Harvest Carnival (October 30)
Room Parents
Multilingual Parent Resource

Questions? Email Carisa @ president@meadowheights.org



Homework

Monday through Thursday (math and reading). Homework is due on Friday

Best Practice is to follow the schedule and do a bit of homework each night to reinforce new skills learned through the day. Please do not have your child do the entire week's work in one sitting.

Missed Homework The ultimate consequence is missed learning opportunities. Homework is monitored for completion, but I ask that parents go over it each day for accuracy and provide immediate help as needed.

Learning opportunities Look for chances to practice real life math skills like counting, using money and reading clocks

Homework should take less than an 30-60 minutes a day. If your child becomes frustrated, please stop and let me know so we can work together.

If unable to complete homework for any reason, please contact me.





Homework

Homework: Do it WITH them, but not FOR them.

Reading – 120 minutes (minimum) per week.

- *Read to self
- *Read aloud to an adult
- *Talk about reading
- *Listen to reading
- *Library reading

Math- Around 20-25 minutes per night.

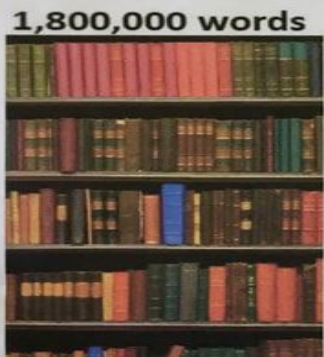
- * Amplify practice pages
- *Provide opportunities for real life math practice
- *Aim for practice and progress, not mastery



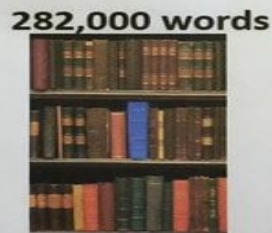
Homework

Why Can't I Skip My 20 Minutes of Reading Tonight?

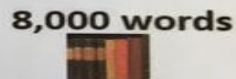
Student "A" reads 20 minutes each day	Student "B" reads 5 minutes each day	Student "C" reads 1 minute each day
3600 minutes in a school year	900 minutes in a school year	180 minutes in a school year



90th percentile



50th percentile

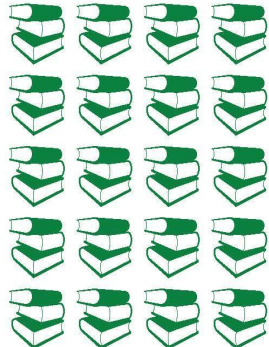


10th percentile

By the end of 6th grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1987)

¿PORQUE NECESITO LEER POR 20 MINUTOS CADA NOCHE?

Estudiante A Lee	Estudiante B Lee	Estudiante C Lee
❖ 20 minutos cada día.	❖ 5 minutos cada día.	❖ 1 minuto cada día.
❖ 3,600 minutos cada año escolar.	❖ 900 minutos cada año escolar.	❖ 180 minutos cada año escolar.
❖ 1,800,000 palabras cada año escolar.	❖ 282,000 palabras cada año escolar.	❖ 8,000 palabras cada año escolar.
		
❖ Obtiene 90 por ciento en el examen del estado.	❖ Obtiene 50 por ciento en el examen del estado.	❖ Obtiene 10 por ciento en el examen del estado.

Si empiezan leer por 20 minutos cada noche desde kinder, para el ultimo grado sexto grado, el estudiante A habra leído el equivalente de 60 dias de escuela. El estudiante B habra leído el equivalente de 12 dias de escuela, y el estudiante C habra leído el equivalente de 3 dias de escuela. (Nagy and Herman, 1987.)

¿QUIERE MEJORAR TU LECTURA? ¡SIMPLEMENTE LEE!

Homework

1. Make academics a top priority in your home.
2. Hold your child accountable for getting enough sleep every single night.
3. Hold your child accountable for his/her reading homework.
4. Remind your child when faced with a problem either socially or academically, if they have already tried to solve it but it's still a big issue, we are here to help.
5. Encourage your child to advocate for him/herself.
6. Provide a quiet workspace for your child to complete homework from home.
7. Encourage your children to persevere in solving problems. Don't save them. It's okay to let them make mistakes & struggle.

1. Haga de lo académico una prioridad principal en su hogar.
2. Responsabilice a su hijo de dormir lo suficiente todas las noches.
3. Responsabilice a su hijo por su tarea de lectura.
4. Recuérdele a su hijo cuando se enfrente a un problema social o académico, si ya ha tratado de resolverlo pero sigue siendo un gran problema, estamos aquí para ayudarlo.
5. Anime a su hijo a abogar por sí mismo.
6. Proporcione una estación de trabajo tranquila para que su hijo complete la tarea desde casa.
7. Anime a sus hijos a perseverar en la solución de problemas. No los guardes. Está bien dejar que cometan errores y luchen.



Homework

Please make sure your child is getting enough sleep every night. We are working really hard at school, and they are exhausted!

School age children aged 6-13 need 9-11 hours of sleep per night.*

*<https://www.sleepfoundation.org/children-and-sleep/how-much-sleep-do-kids-need>



Thank you



GRaCIAS
GRaCIAS
GRaCIAS

