

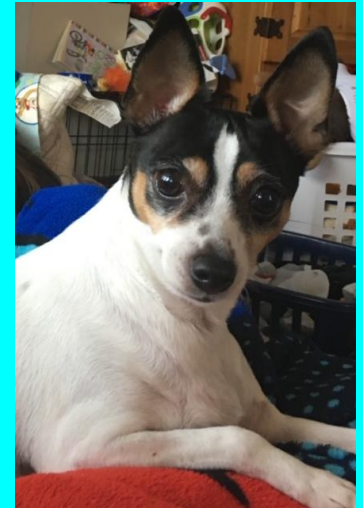
Mrs. Rollo



# Mrs. Rollo

Oreo

My husband Joe



At a math conference with the famous teacher Reagan Tunstall

My 3 boys 💜



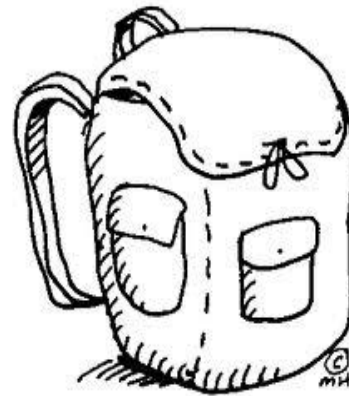
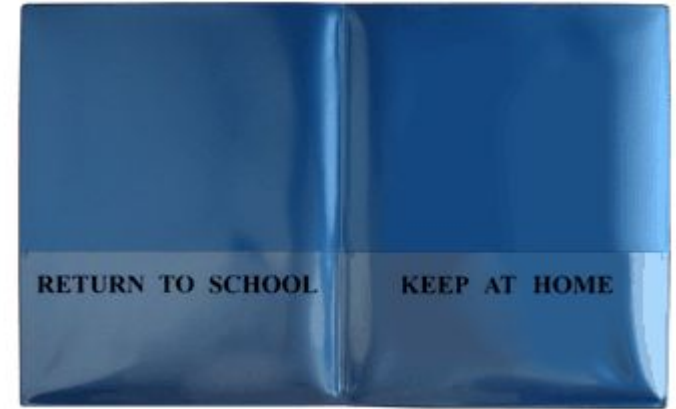
Me in first grade



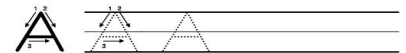
# Morning Routine

8:45-9:00

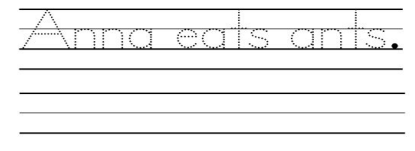
1. Students move their magnet to home or school lunch and take blue folder out of their bags and put notes in a basket and folder in their mailbox.
2. Work on any morning work activity that is put out.
3. Morning Greeting and Calendar



Zaner-Bloser® style Print worksheet

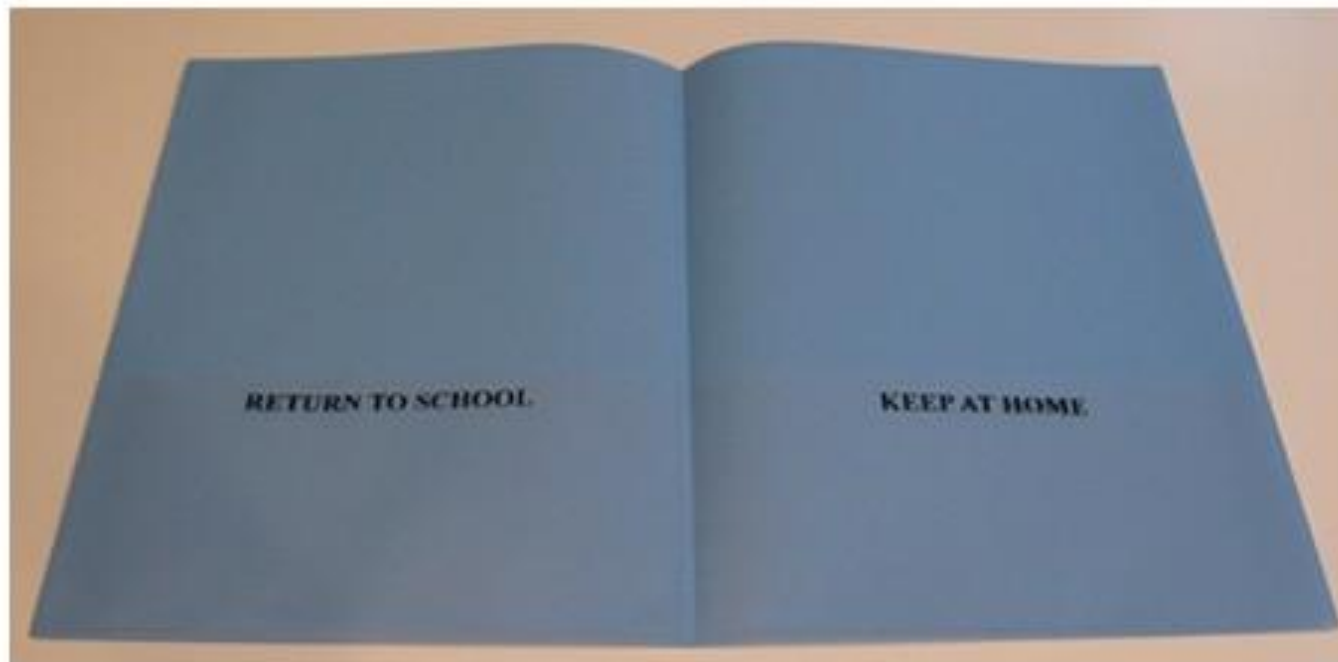


Anna eats ants.













ELBOW BUMP



SALute



HiP BUMP



Foot BUMP



WAVE



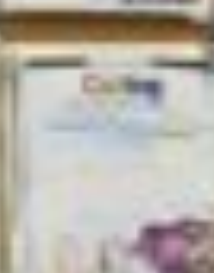
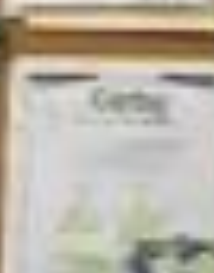
SPIRIT FINGERS





# OUR AWESOME WORK!

AMAZING  
WORK  
Coming  
Soon



# Have You Filled a Bucket Today?



A Guide to  
Daily Happiness  
for Kids

By Carol McCloud ... Illustrated by David Messing

## Have You Filled a Bucket Today?

Share

Smile

Listen

Be Kind

Be

Take Turns

Compli

Include Others



### Filling Buckets...

Guess what...when you fill someone's bucket, you  
fill your own bucket too!



You feel good when you  
help others feel good.



We are d









cket filling classroom

# CLASS RULES



Name \_\_\_\_\_ Date \_\_\_\_\_

# What I Worked On Today

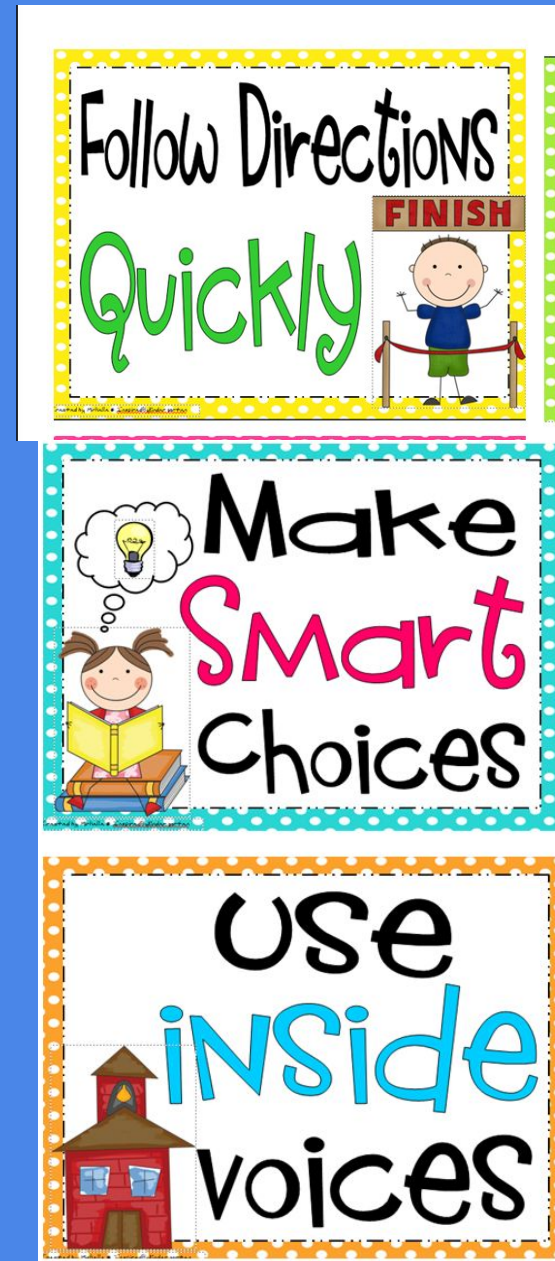
 <p>I will raise my hand for permission to leave my seat.</p>	 <p>Following directions quickly.</p>	 <p>Using helpful hands and words.</p>
 <p>Using my inside voice.</p>	 <p>Making smart choices.</p>	 <p>I will raise my hand to speak.</p>

Comments (If necessary): \_\_\_\_\_

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

© 2015 by The Sprinkle of Kindergarten

If your child receives many verbal reminders about a rule and continues to not follow the rule, they will receive a card with the rule on it. If they receive any two rule cards in a day, a note like this will be sent home with the rules circled that they need to work on. You must sign and please discuss with your child on how they can change their behavior. Return the note the next day.



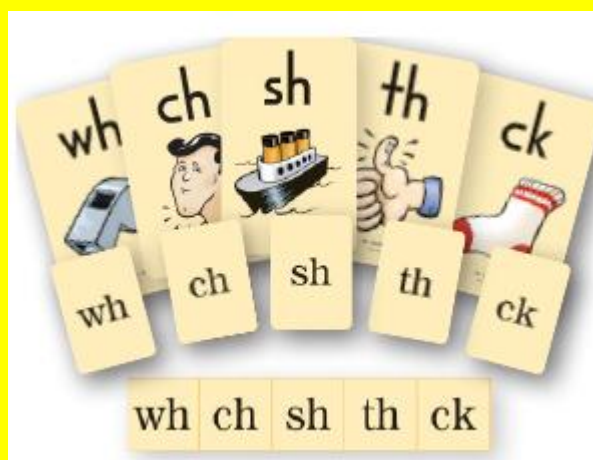
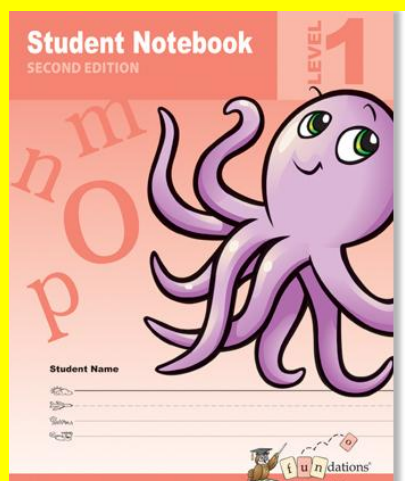
# Math





- We are piloting **HMH Into Math** this year in our class
- **Practicing math facts** is a very important part of first grade learning.
- When your child brings home any math papers, go over what they learned and any mistakes they made.
- Playing online **math games** and **studying flashcards** is very beneficial for your child.



# PHONICS: FOUNDATIONS

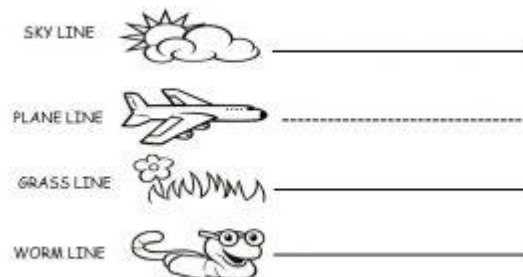


## R-Controlled Vowels

- ar**  /ar/
- or**  /or/
- er**  /ər/
- ir**  /ɪr/
- ur**  /ər/

© 2010 Wilson Language Basics. All rights reserved.

## WRITING GRID



Student \_\_\_\_\_

Date \_\_\_\_\_

### Trick Words Pre-Assessment

SCORE: \_\_\_\_\_/93

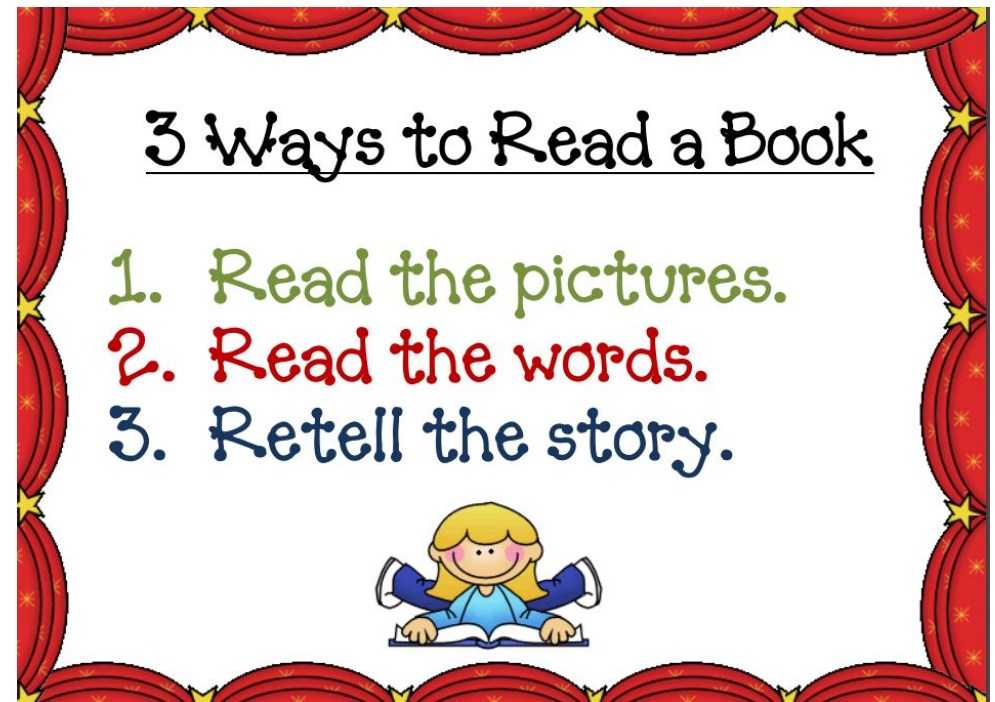
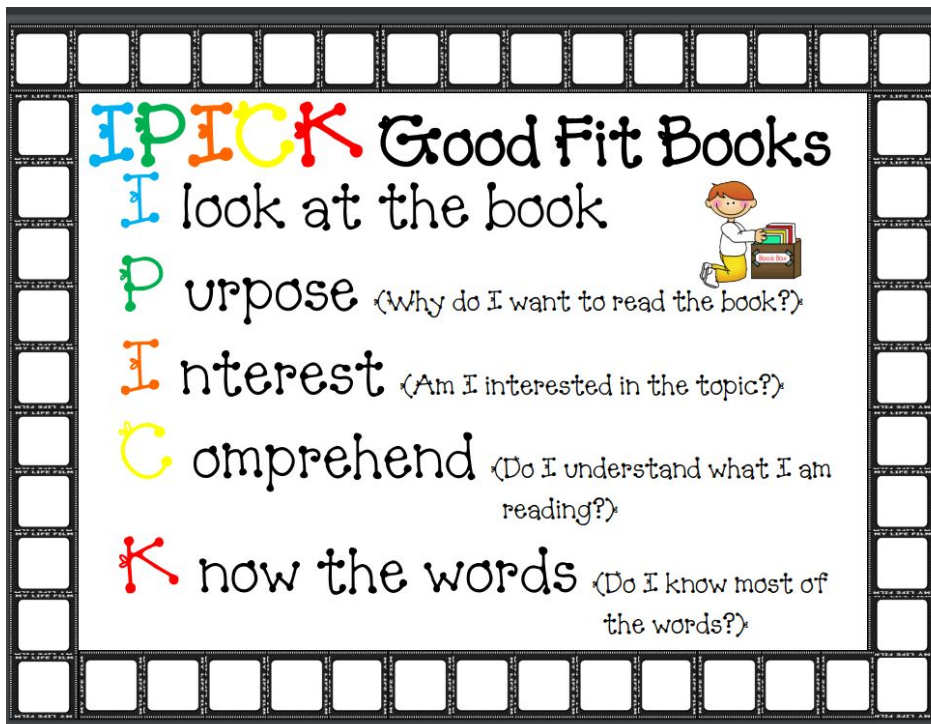
\* Put a check next to every word that the student reads correctly and fluently.

___ the	___ they	___ put	___ how	___ word
___ a	___ was	___ two	___ now	___ write
___ and	___ one	___ too	___ down	___ being
___ is	___ said	___ very	___ out	___ their
___ his	___ from	___ also	___ about	___ first
___ of	___ have	___ some	___ our	___ look
___ as	___ do	___ come	___ friend	___ good
___ has	___ does	___ would	___ other	___ new
___ to	___ were	___ could	___ another	___ water
___ into	___ are	___ should	___ none	___ called
___ we	___ who	___ her	___ nothing	___ day
___ he	___ what	___ over	___ people	___ may
___ she	___ when	___ number	___ month	___ way
___ be	___ where	___ say	___ little	
___ me	___ there	___ says	___ been	
___ for	___ here	___ see	___ own	
___ or	___ why	___ between	___ want	
___ you	___ by	___ each	___ Mr.	
___ your	___ my	___ any	___ Mrs.	
___ I	___ try	___ many	___ work	




NOTES:



# READING



# Why Read **20 MINUTES** At Home?

Student A Reads	Student B Reads	Student C Reads
20 minutes per day	5 minutes per day	1 minute per day
3,600 min. per school year	900 min. per school year	180 min. per school year
1,800,000 words per year	282,000 words per year	8,000 words per year
		
Scores in the 90 <sup>th</sup> percentile on standardized tests	Scores in the 50 <sup>th</sup> percentile on standardized tests	Scores in the 10 <sup>th</sup> percentile on standardized tests

If you start reading for 20 minutes per night in kindergarten, by the end of 6<sup>th</sup> grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3 school days.

**WANT TO BE A BETTER READER? SIMPLY READ.**




**i-Ready Connect**

Username

Password

[Forgot Username/Password](#)

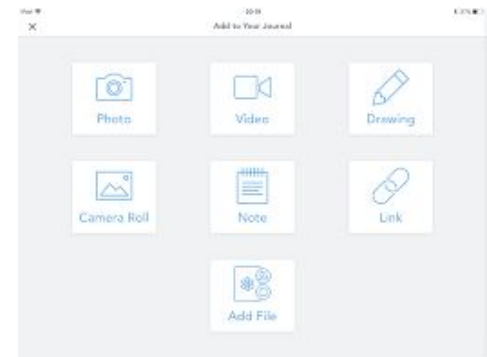
State



Capture the learning with  
**Seesaw**



**Seesaw**



Post to Student Journal

Send Announcement



Open House Slide Show - Qooq... Mrs. Rollo's 2019-2020 Class

app.seesaw.me/#/class/class.a872be49-000b-4f15-998d-78c53fba1cc8

Apps Mail Google Spotify Ashburnham West... EMAIL North Middlesex Re... AES Tpi Gohoodle Seesaw Scholastic News Pearson SuccessNet YouTube TeachPoint Timers Other bookmarks

Dianne Rollo Teacher - 1 Class

Journal

Everyone Dianne Rollo

**TOMORROW, SEP 14 AT 10 AM - 1 PM**  
**Scoby Doo's birthday Scavenger Hunt**  
Ashby Free Public Library Central Library

Seen by Allison Mosconski, Ashley Cavatoli, Ashley Sun, Carol McLaughlin, Jennifer Fors, Jennifer Peck, Joseph Batterby, Ken Batterby, Lori Zuccal... Sep 13, 2019

♥ Dianne Rollo

♥ Liked Comment jR

Everyone Dianne Rollo

**Zoinks! It's Scooby Doo's 50th Birthday and we're celebrating at the library, but his Scooby Snacks have GONE MISSING! Come help solve the Mystery of the Missing Scooby Snacks and Scooby will share a birthday treat with you!**

Mrs. Rollo's 2019-2020 Class Teacher

Journal Activities Inbox Skills

Jackson Sarbacker 11 items

Kai Sun 11 items

Lexie McLaughlin 11 items

Liam Pucko 11 items

Lilah Peck 11 items

Lucia Testagrossa 11 items

Mason Fisher 11 items

Mason Gravel 11 items

Students Families

Show all

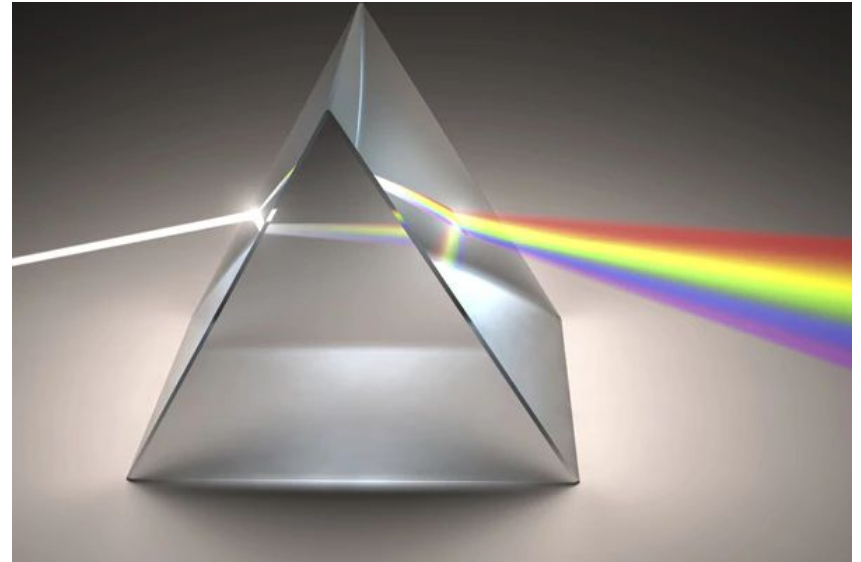
Type here to search

8:33 AM 9/17/2019



## SCIENCE STANDARD 1

# SOUND WAVES AND LIGHT

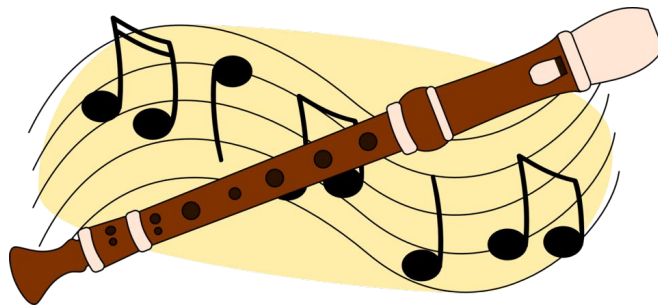


## **PAIR SCIENCE AND MUSIC FOR FIRST GRADE SCIENCE STANDARDS TOO!**

To meet your sound wave standards, include your schools music teacher and his/her tuning fork and instruments, or work in your class with small instruments like drums or guitars (make your own out of recycled materials if you don't have access to these!)

Strum them, bang on them and observe. What do you see/notice when the instrument is making noise? Together, discuss how sound waves vibrate and the vibrations make sounds.

Help your students notice the speed of vibrations in comparison to the sound i.e. fast vibrations = higher pitched sound, slower vibrations = lower pitched sounds. You can also demonstrate sound waves by using a speaker and music with paper or a tissue in front of it. The students will be able to see the movement of the paper caused by the sound waves!

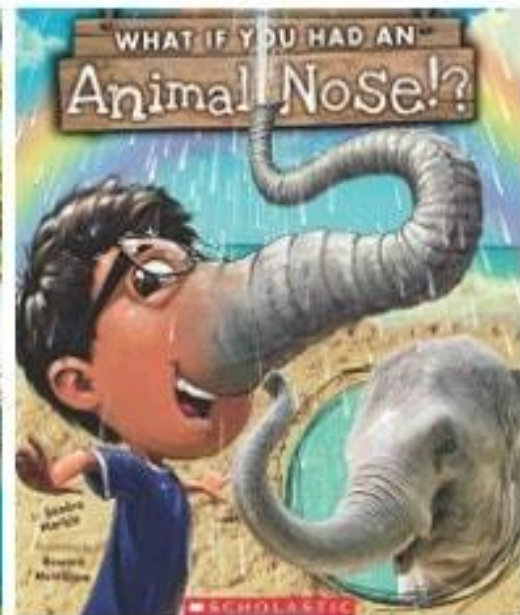
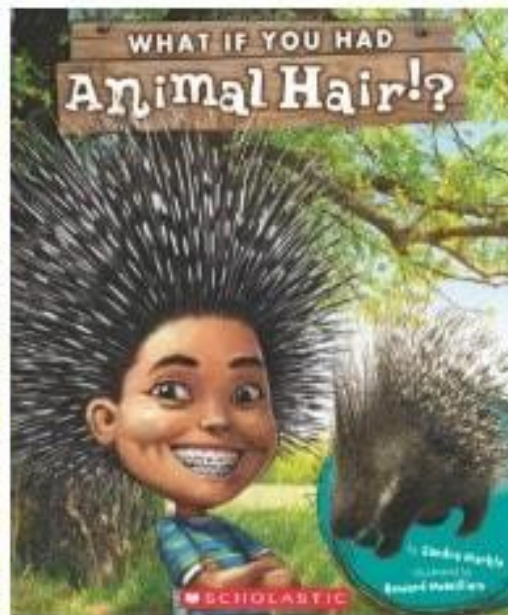
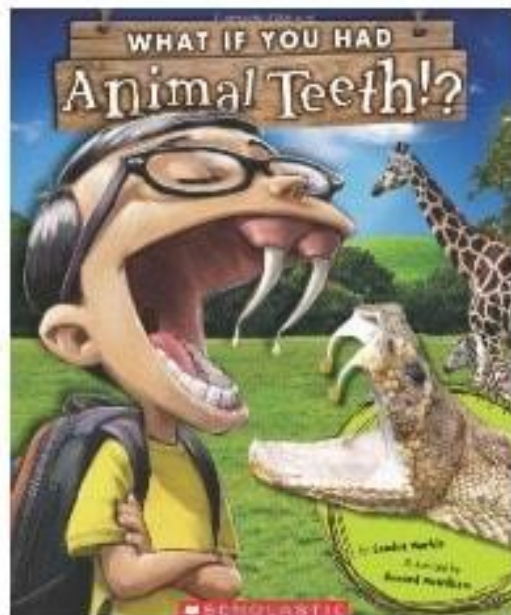


## SCIENCE STANDARD 2

***“From molecules to organisms: structures and processes” is the second set of standards to be taught in first grade. What this simply means is you’re going to talk to students about animal physical features and plant parts and how they protect/help the animals/plants.***

**We’re going to build off of some of the Kindergarten standards and understandings in this bundle! There are some awesome books out there for this standard, most specifically the “What if you had animal teeth/noses/ears/feet?” series by Sandra Markle comes to mind!**

**Through the use of these books (or others) and your classroom discussions for this unit, students will explore why animals and plants have certain external parts like shells, thorns and feathers for example, and how these features help the organisms survive, grow and meet their needs.**

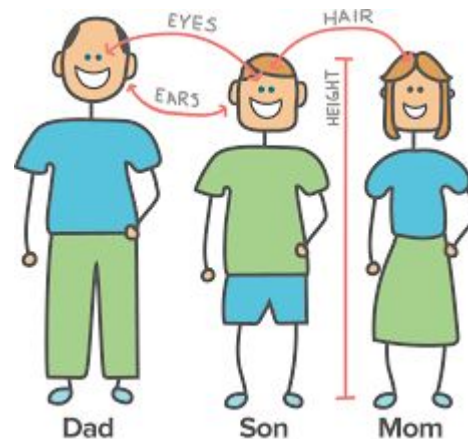


# SCIENCE STANDARD 3

***Unit 3 asks your students to explore heredity!***

**With your students you are going to discuss physical features of plants/animals/humans and their offspring. Students will explore how the “adults” and “children” may look similar but are not the same. You can talk to your students about size, shape, and eye/hair/fur color of different animals/plants/humans from the same family.**

**Through this exploration, our goal is to help students understand the only NGSS standard for this unit, which aims to have students “make observations to construct an evidence based account that young plants and animals are like, but not exactly alike, their parents”.**



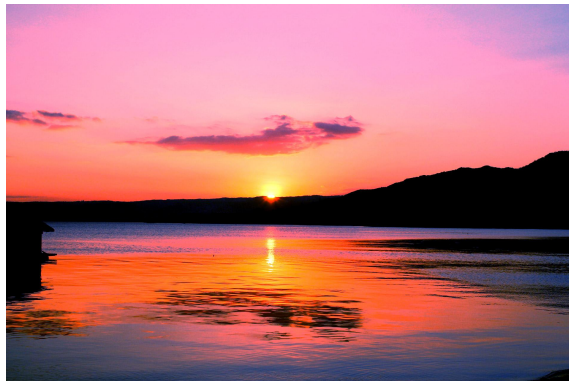
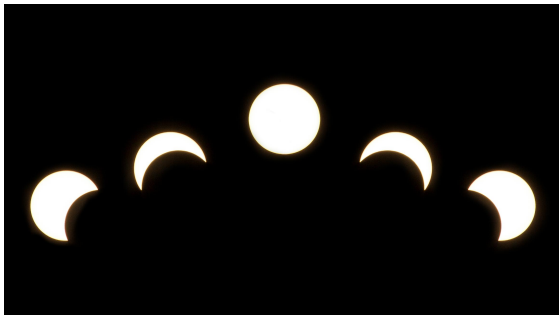
# SCIENCE STANDARD 4

***The fourth and final NGSS unit for first grade focuses on Earth's place in the universe.***

**The goal of this bundle of standards is to help students make observations surrounding the patterns that the sun, moon and stars create. Talk about when stars and the moon can be seen. Compare this to when the sun can be seen.**

**You can also discuss where the sun/moon rises and sets and how they appear to travel across the sky because of the movement of Earth. Take time to go outside and look at the sky, trace shadows on the pavement with chalk and notice the movement of the sun and Earth in a few different ways!**

**You are also going to explore how the amount of sunlight we get each day changes throughout the year. This concept may be one that you want to talk about over a longer period of time, so students can notice and discuss the changes from summer/fall to winter for example.**



We can identify the contributions made by famous figures like Benjamin Franklin (inventor/author/ statesman).



Historical Understandings  
SS.HIa-1

[www.TheSecretStories.com](http://www.TheSecretStories.com)

We can identify the contributions made by famous figures like Thomas Jefferson (i.e. Declaration of Independence).



Historical Understandings  
SS.HIa-2

[www.TheSecretStories.com](http://www.TheSecretStories.com)

We can describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation).



Historical Understandings  
SS.Hb



We can read and listen to American folktales and explain how they characterize our national heritage.



Historical Understandings  
SS.Hc



www.TheSecretStories.com

We can identify goods that people make and services that people provide for each other.

Economic Understandings  
US1



[www.TheSecretStories.com](http://www.TheSecretStories.com)

We can explain that people have to make choices about goods and services because of scarcity.

Economic Understandings  
US2



[www.TheSecretStories.com](http://www.TheSecretStories.com)

A [Quick Tutorial](#) to set up your book order!



This Month's Offer and

Got it... [Do Not Show Again](#)



Hi, Mrs. ROLLO

Red Apple



CLASS CODE

J3TDY

VIEW & SUBMIT

1

[Student Online Orders](#)

REWARDS BALANCE

6423

Bonus Points

NEXT ORDER DUE DATE [?](#)

THU, SEP 30, 2021

[MANAGE](#)

[DUE DATES](#) | [REMINDERS](#)

Share Class Code, Digital Flyers, and Your Order Due Date!

SHARE NOW

Thank you for coming  
to our Virtual Open  
House! I look forward  
to a fantastic year with  
everyone!