

The Saul Mirowitz  
Jewish Community School  
Back to School Night  
5780-5781  
2020-2021

First Grade

Morah Leiba Levine  
Morah Sallie Glaser

Every accomplishment starts  
with the decision to try!

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Mirowitz: (314) 576-6177  
7:00a.m. - 5:00p.m.

We would be happy to meet with you with advance notice. We are available to meet before and after school. Please send an email or leave a voicemail with times you are available.

### **Morah Leiba's Class**

Nadav Angel  
David Belaygorod  
Ezra Bogard  
Noa Bogard  
Mia Cohen  
Max Eidelman  
Ella Levine  
Josh Newman  
Virginia Priest  
Svetlana Rakhmanov  
Orly Shanker  
Mia Sherman  
Claire Stobie  
Joey Vianello

### **Morah Sallie's Class**

Abigail Bialecki  
Allison Brodsky  
Ari Conner  
Red Connolly  
Dasha Duncan  
Ashira Gerson  
Aria Hamami  
Wolf Hoffman  
Noble Ilyashov  
Gracie Lieb  
Adam Marmor  
Nolan Pellnberg  
Judah Yazdi  
Vivienne Zucker

# Math

Students will improve their math skills through:

## Singapore Math

### What does it look like?

Singapore Math teaches students to be effective thinkers, problem solvers, and mathematical communicators. Concepts are taught in a progression of concrete, pictorial and abstract. Students begin the process of concept mastery by engaging with math manipulatives. From there, students interact with pictures and then move onto abstract problems. Students share their ideas and learn from one another. Conceptual, procedural, and factual understanding is developed through problem solving and carefully structured practice. As a result, the students will learn how to think deeply and appreciate math.

### What are students learning?

- **First Semester**
  - Number Sense
  - Number Bonds
  - Addition
  - Subtraction
  - Shapes and Patterns
  - Ordinal Numbers and Position
  - Numbers to 20 –counting and comparing
  - Length
  
- **Second Semester**
  - Weight
  - Graphs
  - Numbers to 40
  - Mental Math Strategies
  - Calendar and Time
  - Numbers to 120
  - Multiplication and Division Readiness
  - Money

## **Math Facts:**

We define automaticity as knowing the answer to a fact in three seconds or less. Rather than treating each addition fact as an isolated piece of knowledge, a strategic approach is applied to math facts. It is important for students to see how basic facts generalize. That is, it is critical that students see the link between  $3 + 2$ ,  $30 + 20$ , and  $300 + 200$ . The purpose of these exercises is to develop a wider sense of numbers. This knowledge is also crucial to mental computation and approximation skills. In addition to generalizations, students practice facts from particular families using manipulatives, games, and flashcards. For example, if a child is practicing addition facts in the two's family, they will eventually make the correlation that they know that  $2+1=3$ , because they previously learned that  $1+2=3$  while practicing their ones.

**Students will be taught the addition and subtraction facts in order; starting with zeros. They are expected to practice their facts nightly (great to do in the car on the way home from school), and will move to the next set of facts as they master the previous. Each child will work at their own pace, and their progress will be tracked. Students are expected to have automaticity of facts with sums and differences through five by the end of the first semester (Ex:  $2+1$  and  $3+2$ ) and through ten at the end of the year (Ex:  $8+2$  and  $5 + 3$ ).**

# Language Arts

The Language Arts program is divided into five components:

## Writer's Workshop

Written by Lucy Calkins and her colleagues at the Teachers College Reading and Writing Project, the Units of Study in Narrative, Information and Opinion writing gives students repeated opportunities to practice each kind of writing and to receive explicit assessment-informed feedback at frequent intervals.

The architecture and language of the Units of Study series bring continuity to daily instruction.

- Brief mini-lessons inspire and rally students to apply the strategy or concept to be learned.
- Conferring and small-group work provides tips and ideas for making the most of one-to-one conferences and small-group strategies.
- During writing time, mid-workshop teaching either extends what children are working on or corrects the course of their work.
- In the sharing time, children come back together for a closing point and offer an observation or celebration of some great work.

## Reader's Workshop

- Independent Reading
  - Foundational Literacy Skills
  - Interactive Read Aloud
  - Shared Reading
  - Fluency
  - Read Aloud
  - Word Study
  - Heggerty Phonics Program
1. Rhyming Words
  2. Segmentation and identification of individual sounds
  3. Blending sounds together
  4. Adding, deleting, and substituting sounds to make new words
  5. Letter-sound correspondences, including blends, digraphs (two consonants-one sound), diphthongs (two vowels-one sound), and long and short vowel sounds

## Grammar

- Nouns (common, proper, possessive, singular & plural)
- Pronouns
- Verbs (past, present, future)
- Adjectives

### **Handwriting without Tears**

- First grade will be using the **Handwriting Without Tears** program. This program teaches the formation of letters in a progression that keeps the skills connected from the previous lesson.

# Social Studies

Two Social Studies units will be integrated into our literacy program.

## **Community**

Students will learn about different types of communities throughout our year-long study. They will learn that when working in communities, they have individual and shared responsibilities. All people have basic needs, and students will be able to identify needs versus wants. They will see the importance of businesses that meet the needs of the community members.

Students will be introduced to mapping skills in the context of a community. They will learn to read a compass rose and navigate a map by using the key. They will learn their own address in the community and memorize all 50 states.

## **Careers**

Students will focus on members of our community who share their talents through their professions. We will learn about the many jobs and occupations that make up our community. Students will have an opportunity to predict their future career, research it, and present to the class.

# Science

Science will be divided into 4 units of study:

## **Chickens**

We are exploring the life cycle of chickens and how they connect to our community. We will also be learning about how to care for our friends on the playground.

## **Balance and Motion**

Students will develop a growing curiosity and interest in the motion of objects. Students will use materials to test theories and manipulate outcomes. They will use investigation, free exploration and discovery.

## **Engineering**

Students will work in groups to design and develop something to show and apply their knowledge of balance and motion. They will think and work like a true engineering team!

## **Kites**

Students will learn about symmetry, gravity and other science concepts as a basis for designing and creating a kite. As with the engineering project, students will learn to "FAIL forward," (an acronym that stands for First Attempt In Learning) which is the process of evaluating their design and deciding what changes need to be made.

# Judaics

## What does it look like?

First grade Judaics includes daily exploration in Torah text study with small and large group discussions. Each student will be given many opportunities to make personal connections to our sacred stories.

## What are students learning?

The first grade Judaics curriculum will focus on the end of the book of Bereshit and the beginning of Shemot. We will also explore and celebrate the Jewish holidays during the school year. Students will learn about the history and traditional aspects of the holidays as well as various customs and traditions of celebrations.

Throughout the course of the year, students will view the TaNaKh as the formative narrative of the Jewish people – past, present and future.

## What sections and stories in the Torah will my child study?

Joseph( The Later Years)	Bereshit 44-45
Female Heroes of the Torah	Shemot 1-2
Moses: Burning Bush	Shemot 3-6
10 Plagues	Shemot 7-9
Crossing of the Sea	Shemot 14-16

## What Big Ideas and Essential Questions will guide my child's Judaic learning?

### Big Ideas

Leaders use actions and words to help people.

Shared experiences create community.

The stories of the Torah add meaning to my life.

Decisions can be difficult to make.

Important events can change my life.

## **Essential Questions**

How do I make my voice heard?  
What does it mean to trust in God?  
What motivates the characters to act as they do?  
In what ways can the text be applied?  
What does it mean to be Jewish?  
How does the Torah add meaning to my life?  
What do I have to think about or do to make good decisions about things that are important?  
How can events help me change and grow?

## **What standards and benchmarks will guide my child's Judaic learning?**

The following standards and benchmarks come from the Legacy Heritage Instructional Leadership Institute--at the Jewish Theological Seminary.

These standards and benchmarks guide our students' learning for our units.

**Standard 1:** Students will view the TaNaKH as the formative narrative of the Jewish people – past, present and future

**Benchmark A:** Students will identify main characters of central Torah narratives.

**Benchmark B:** Students will identify events of central Torah narratives.

**Benchmark C:** Students will connect relevant holidays or Jewish celebrations to the biblical narrative.

**Standard 2:** Students will develop a love of Torah study for its own sake and embrace it as an inspiring resource, informing their values, moral commitments and ways of experiencing the world.

**Benchmark A:** Students display excitement, respect, and anticipation for Torah study.

**Benchmark B:** Students link specific behaviors with biblical personalities in narrative settings.

## **Tefillah and Holidays**

We will use our time together to observe Havdalah, Shabbat and Holidays throughout our year. We will discuss and explore holidays and Jewish traditions and virtues.

## **Siddur Work**

We will share time each week exploring a prayer through song, movement and discussion. The students will draw interpretations of prayers for a siddur that they will develop as the year progresses.

You as parents will be responsible for a special letter to your child that will be placed inside their siddur in early May. This is a surprise for your child as they open their finished siddur.

# *Ivrit* - Hebrew

Ivrit in Kitah Alef builds on the skills developed in kindergarten. Instruction is in Hebrew so that students are immersed in the language. Listening to Hebrew spoken in an accessible and comprehensible way remains the primary means by which students acquire the language. Lessons are taught in a joyful atmosphere through song, story, art, movement, imitation, conversation and repetition.

Pre-literacy skills progress into reading and writing the print form of the alef-bet letters. Students will continue to study Israeli culture and literature. Topics learned, while still within the realm of students' immediate surroundings, will expand to include not only self and family, but also the classroom environment and the objects it contains, daily routines and the learning process. It is our goal that by the end of the year most students reach the "Novice-Mid" level of proficiency in listening and speaking on the language proficiency scale established by the American Council for the Teaching of Foreign Languages. At this skill level students can understand and repeat words and phrases learned in the topics listed above.

# Homework Policy

Students will have homework each school night. Please help your child establish a routine that includes a time and place for homework. Homework is intended to provide additional, independent practice for concepts introduced each day in class. Students have nightly assignments to support their continued development of time management, organization and personal responsibility.

With this in mind, students in first grade are expected to complete 10 minutes of homework each night. Additionally, we expect that your child will read 10 minutes or more each evening. Please encourage them to read a "just right book," based on the 5 Finger Rule. To determine if the book is "just right" have your child read the first page. Have them count the number of unknown words on their fingers.

0-1 = too easy

2-3 = just right

4 or more = too hard

Your child will receive a blue homework folder which will be used Monday - Thursday. On Fridays a red folder with their weekly work will go home to be emptied and shared with you, their parents. Please return the empty folder on Mondays. Students will receive daily homework assignments and are responsible for handing in their completed work each morning by 8:30 a.m.

# Odds and Ends

## **Attendance**

Please have your child at school by 8:30. Students will start their day by turning in homework, sharpening pencils, saying hello to friends and other activities that help them get ready for learning. Class begins promptly at 8:30. Arriving on time sets the pace for the day and allows for a successful transition from home to school.

## **Snacks**

Students are encouraged to bring a small, healthy, **nut free** snack and a water bottle. Water bottles should be sent on the first day of the week. Students will fill them with fresh water each day. They will be sent home each day of the week to be washed. Suitable snacks include: fruits, vegetables, dairy snacks, whole grain crackers/pretzels and nut-free granola bars. Please be aware that high sugar content snacks will raise their glycemic index (i.e. sugar buzz) and provide minimal nutritional value.

## **Masks**

Students are expected to wear masks throughout the entirety of the day, with the exception of lunch or snack. Please send your child to school with extra masks to keep with them in the case of a lost or dirty mask. Please practice healthy mask habits at home to ensure your child's comfort with this new practice at school.

## **Headphones**

Make sure your child has headphones, we are not sharing them. Also make sure they have an art smock or old oversized shirt for art class.

## **Extra Clothing**

Please send in an extra set of clothing (labeled with your child's name) for each season. Also, make sure as the weather changes that they come with coats, gloves and boots for inclement weather. We do go out unless the windchill determines it too cold to go out for recess. Rain will also keep us inside.