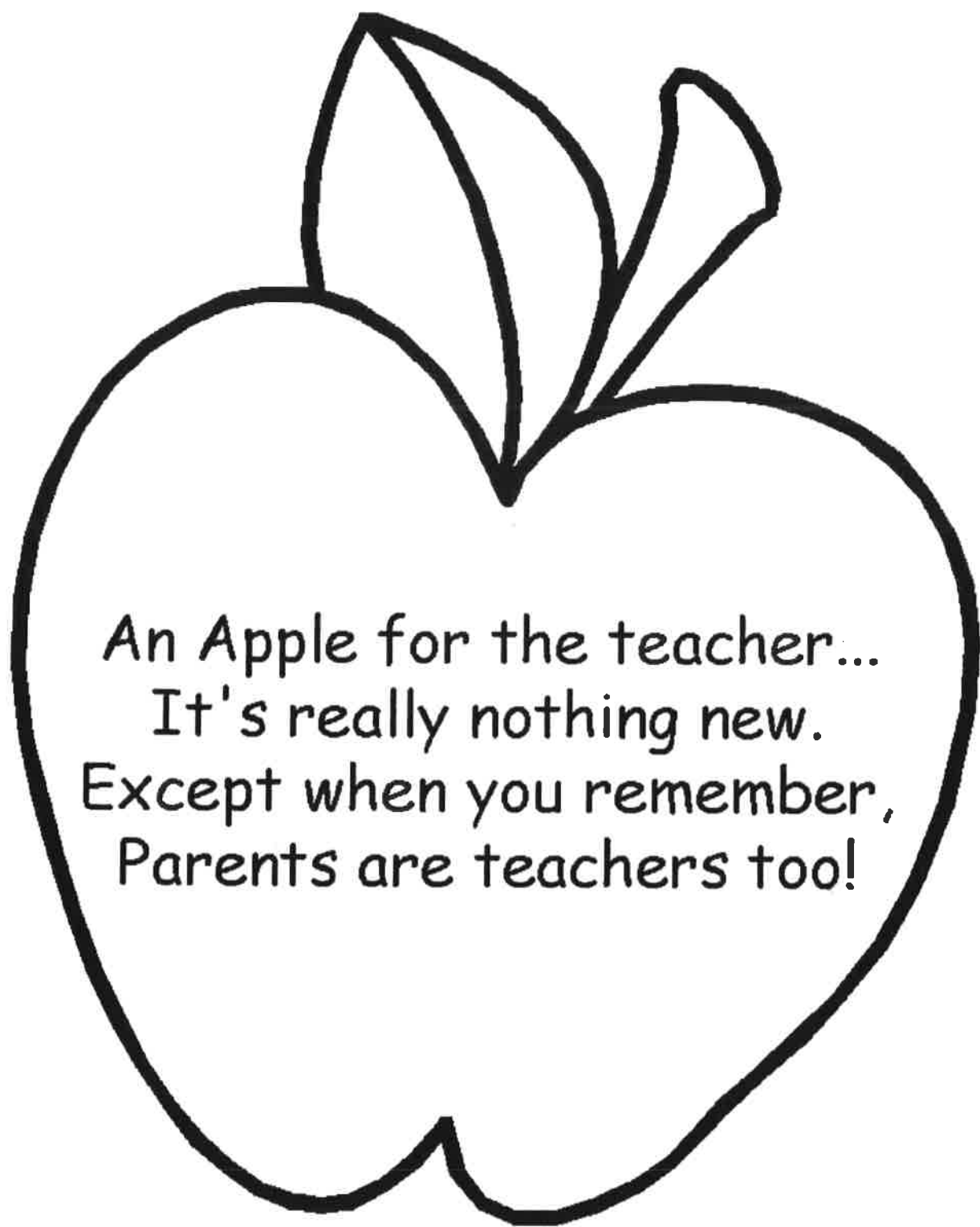


# Welcome to Expectation Night



Nelson Prairie

**Mrs. Esser**

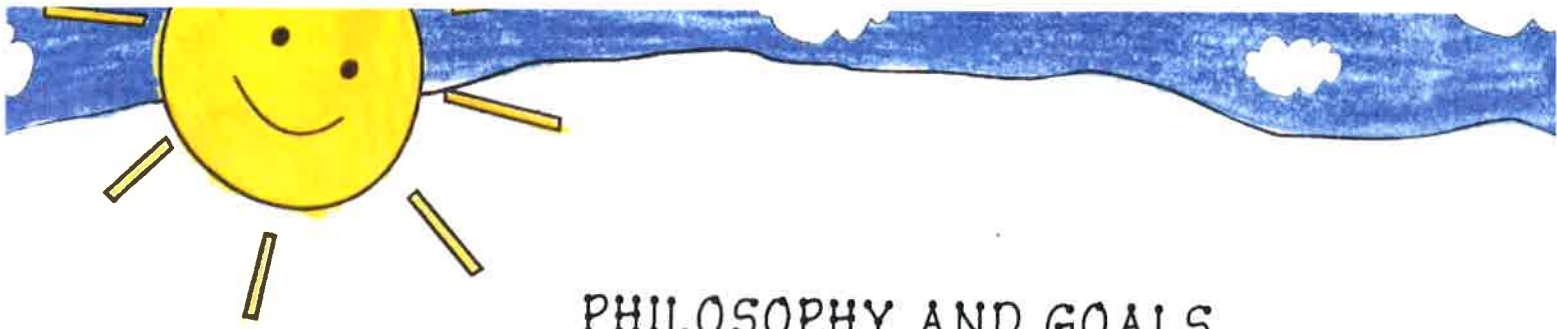


Use the QR Code to link to  
[Mrs. Esser's Classroom Website!](#)  
You can find many classroom resources  
here!!!



Use the QR Code to link to the  
[Nelson Prairie Website!](#)  
You can find school information and  
resources here!!!





## PHILOSOPHY AND GOALS

I will help and treat each child as a unique human being. Each student has his/her own rate of growth and development. I recognize and embrace that each person learns differently. My goal is to always try my best to teach each student at their level.

I intend to maintain your child's security and self-respect, as well as make the classroom a pleasant, fun, safe, and secure place to learn.

My goals are to help each child make new friends, maintain a healthy self-image, and experience many successes through positive interaction and seeing pride in their accomplishments.

## DISCIPLINE

I believe in consistency. I am firm, but warm and welcoming. It is crucial each child knows the rules, why they are important, what to expect, and to know that each person will be treated fairly. I will help each student toward developing self-discipline controls and to find responsible solutions to problems. They are included in choices for modifying behavior. Another important aspect of discipline is to protect the rights of all children. All members of a school community have the right to be treated with respect.

## COMMUNICATION

Communication from and to you is vital! Your support and cooperation are extremely necessary. If at any time you have any questions or concerns, please feel free to e-mail ([tesser@nlsd122.org](mailto:tesser@nlsd122.org)) or call me at school (462-2874).





A decorative border surrounds the page, featuring the letters A through Z. Each letter is accompanied by a colorful handprint in various colors (blue, green, yellow, red, orange).

## Prairie Expectations

1. Respect others and their property.
2. Be responsible for myself and my materials.
3. Keep my hands, feet, and objects to myself.
4. Listen and follow directions.
5. Walk quietly and safely at all times.

### Mrs. Esser's Behavior Plan

To encourage positive behavior, the students will be rewarded with raffle tickets. They can earn tickets for having nice manners, great behavior, being a good friend, outstanding work, participation, etc. Tickets can be used in our raffles for fun prizes!!! It is the students' responsibility to keep track of their tickets until the raffle.

Since we are a "family" and work as a team, our warm fuzzy jar rewards all of us. If everyone is having a great day or behavior on a whole is outstanding, warm fuzzies will be added to our classroom jar. Once the jar is full, the class can vote on a fun activity!!

Students begin each day with their behavior clip on green in the "Ready to Learn" category. It is their goal to remain in green each day or rise above to the blue (Good Day), purple (Great Job) and pink (Outstanding). When students misbehave, their clip will be moved down the chart to yellow (Stop and Think), orange (Teacher's Choice) or red (Parent Contact). If severe or repeated misbehaviors occur, students will be sent to the office to speak with the principal. Students may move up or down the chart during the day depending upon their behavior.

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

Signed Logs are due every Monday

## Reading Log

Your child is responsible for the weekly story, as well as, the robust vocabulary words. ☺

Goal = 100 Minutes Per Week

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<u>Minutes Read</u>	<u>Minutes Read</u>	<u>Minutes Read</u>	<u>Minutes Read</u>	<u>Minutes Read</u>	<u>Minutes Read</u>	<u>Minutes Read</u>

## Math Facts Log

Your child is responsible for the math homelinks that go home.

Goal = 25 Minutes Per Week

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<u>Minutes Practiced</u>	<u>Minutes Practiced</u>	<u>Minutes Practiced</u>	<u>Minutes Practiced</u>	<u>Minutes Practiced</u>	<u>Minutes Practiced</u>	<u>Minutes Practiced</u>

Total Minutes Read: \_\_\_\_\_

Total Minutes Practiced: \_\_\_\_\_

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

Date: \_\_\_\_\_

# *TouchMath Parent Letter*

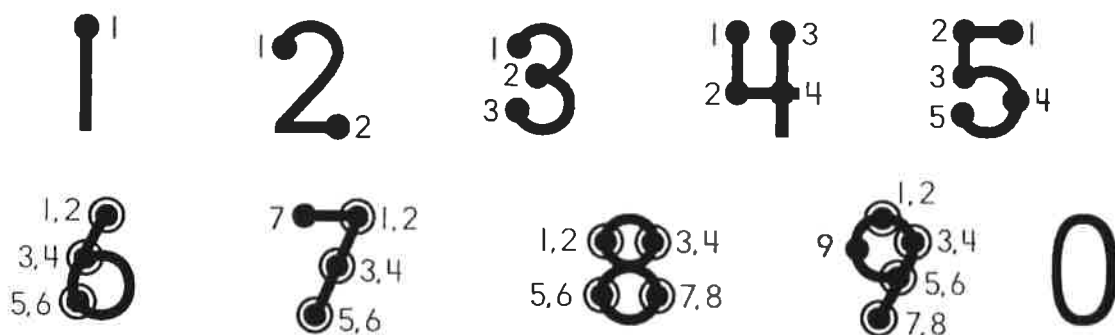
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Dear Parent,

All parents want their children to have positive experiences with mathematics. I am pleased to inform you I will be using the TouchMath Program to supplement my daily teaching lessons in the area of subtraction. For those of you who are new and unfamiliar with the TouchMath system, it is a multisensory program that has been used for nearly 40 years in classrooms around the country.

To better understand the TouchMath approach to computation, please check out the Web site at: [www.touchmath.com](http://www.touchmath.com). You will want to watch the portion of the training DVD introducing the addition strategy. It is presented in the Training section of the Web site. Remember: TouchMath is similar to learning to ride a bike. You start off with training wheels but leave them behind when you learn how to ride!

The TouchMath Program uses TouchPoints on the numerals. Each TouchPoint on the numerals 1 through 5 represents one counting number. Numerals 6 through 9 use double TouchPoints that are touched and counted twice. The zero has no TouchPoints, so you "STOP" and never touch and count a zero. In subtraction, students count backward on the TouchPoints of the numerals.



Reading and writing numbers to one thousand, consistent fact mastery, solving three-digit addition with and without regrouping, organizing word problems and exploring multiplication of 0, 1, 2, 5, and 10 will receive prime focus this year. Assessments of progress will be regularly administered so you will be able to keep track of your child's mathematical comfort level.

I know that you will be pleased with your child's mathematical progress this year and I look forward to working with your child in this exciting program. Please contact me with any questions concerning TouchMath.

Sincerely,

$1 + 1 = 2$	$2 + 8 = 10$	$4 + 6 = 10$	$6 + 4 = 10$	$8 + 2 = 10$
$1 + 2 = 3$	$2 + 9 = 11$	$4 + 7 = 11$	$6 + 5 = 11$	$8 + 3 = 11$
$1 + 3 = 4$	$3 + 1 = 4$	$4 + 8 = 12$	$6 + 6 = 12$	$8 + 4 = 12$
$1 + 4 = 5$	$3 + 2 = 5$	$4 + 9 = 13$	$6 + 7 = 13$	$8 + 5 = 13$
$1 + 5 = 6$	$3 + 3 = 6$	$5 + 1 = 6$	$6 + 8 = 14$	$8 + 6 = 14$
$1 + 6 = 7$	$3 + 4 = 7$	$5 + 2 = 7$	$6 + 9 = 15$	$8 + 7 = 15$
$1 + 7 = 8$	$3 + 5 = 8$	$5 + 3 = 8$	$7 + 1 = 8$	$8 + 8 = 16$
$1 + 8 = 9$	$3 + 6 = 9$	$5 + 4 = 9$	$7 + 2 = 9$	$8 + 9 = 17$
$1 + 9 = 10$	$3 + 7 = 10$	$5 + 5 = 10$	$7 + 3 = 10$	$9 + 1 = 10$
$2 + 1 = 3$	$3 + 8 = 11$	$5 + 6 = 11$	$7 + 4 = 11$	$9 + 2 = 11$
$2 + 2 = 4$	$3 + 9 = 12$	$5 + 7 = 12$	$7 + 5 = 12$	$9 + 3 = 12$
$2 + 3 = 5$	$4 + 1 = 5$	$5 + 8 = 13$	$7 + 6 = 13$	$9 + 4 = 13$
$2 + 4 = 6$	$4 + 2 = 6$	$5 + 9 = 14$	$7 + 7 = 14$	$9 + 5 = 14$
$2 + 5 = 7$	$4 + 3 = 7$	$6 + 1 = 7$	$7 + 8 = 15$	$9 + 6 = 15$
$2 + 6 = 8$	$4 + 4 = 8$	$6 + 2 = 8$	$7 + 9 = 16$	$9 + 7 = 16$
$2 + 7 = 9$	$4 + 5 = 9$	$6 + 3 = 9$	$8 + 1 = 9$	$9 + 8 = 17$
				$9 + 9 = 18$




Name: \_\_\_\_\_

# ***SUBTRACTION FLASH CARD LIST***

18-9=9	14-5=9	11-9=2	10-3=7	8-4=4	6-1=5
17-9=8	13-9=4	11-8=3	10-2=8	8-3=5	5-4=1
17-8=9	13-8=5	11-7=4	10-1=9	8-2=6	5-3=2
16-9=7	13-7=6	11-6=5	9-8=1	8-1=7	5-2=3
16-8=8	13-6=7	11-5=6	9-7=2	7-6=1	5-1=4
16-7=9	13-5=8	11-4=7	9-6=3	7-5=2	4-3=1
15-9=6	13-4=9	11-3=8	9-5=4	7-4=3	4-2=2
15-8=7	12-9=3	11-2=9	9-4=5	7-3=4	4-1=3
15-7=8	12-8=4	10-9=1	9-3=6	7-2=5	3-2=1
15-6=9	12-7=5	10-8=2	9-2=7	7-1=6	3-1=2
14-9=5	12-6=6	10-7=3	9-1=8	6-5=1	2-1=1
14-8=6	12-5=7	10-6=4	8-7=1	6-4=2	
14-7=7	12-4=8	10-5=5	8-6=2	6-3=3	
14-6=8	12-3=9	10-4=6	8-5=3	6-2=4	

# Spelling Menu

<b>Rainbow Write</b>  First, write the words in pencil. Then trace over them in two different colors.	<b>Silly Sentences</b>  Write silly sentences using a spelling word in each sentence. Underline the spelling words and write neatly!	<b>Hidden Words</b>  Draw and color a picture. Hide your spelling words inside the picture. See if someone can find your hidden words!	<b>Backwards Words</b>  Write your spelling words forwards and then backwards! Remember to write neatly!
<b>Waterfall Words</b>  Example: c ca cat catc catch	<b>ABC Order</b>  Write your spelling words in ABC order. If words start with the same letter, look at the next letter.	<b>Story, Story</b>  Write a story using ALL of your spelling words. Be sure to underline your spelling words in the paragraph.	<b>Fancy Words</b>  Write your words using fancy letters 2x! Example: <i>catch</i> CATCH
<b>Three Times</b>  First, write each word in pencil. Then, write each word in crayon. Finally, write each word in marker!	<b>Adding My Words</b>  Vowels are 10 and consonants are 5. Write your words and then add the value of each word. Ex. cat 5+10+5=20	<b>Riddle Me</b>  Write a riddle for each of your words. Don't forget to answer them. Ex: I am cute. I wear diapers. Answer: baby	<b>Rhyming Words</b>  Write each of your spelling words with a rhyming word next to them. Ex: cut shut
<b>Code Words</b>  Come up with a code for each letter of the alphabet. Then write your words in code. Ex: A = ☿ B = ■ C = ☺ Write out the word.	<b>UPPER and Lower</b>  Write your words one time with all uppercase letters and one time with all lowercase letters.	<b>Colorful Words</b>  Write each of your spelling words. Write each letter using a different color. Ex. c a t	<b>Choo Choo Words</b>  Write the entire list end-to-end as one long word. Write each new word in a different color. Ex. trainbackstop
<b>Magazine Words</b>  Use an old magazine or newspaper and find your words or letters that make up words. Glue them down.	<b>Words Within Words</b>  Write each spelling word and then write at least two words made from that word. Ex: catch cat hat	<b>Words Without Vowels</b>  Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels.	<b>Other Handed</b>  First, write your words with the way you usually do. Then, write the list using your other hand!

<p><b>Letter Stampers</b></p> <p>Use alphabet stamps to stamp each word. Then write each word. <u>Underline</u> any words that have more than one syllable.</p>	<p><b>Rainbow Words</b></p> <p>Write your words using markers. Try to follow the rainbow order of colors: red, orange, yellow, green, blue, and purple.</p>	<p><b>Play-Doh® Words</b></p> <p>Starting with the words you are having the most trouble spelling, use Play-Doh® to create letters as you spell your words.</p>
<p><b>Sign Language Words</b></p> <p>Use American Sign Language to spell each word. Write each word on paper after you spell it with your fingers.</p>	<p><b>Words in Words</b></p> <p>Write one of your words. Now try to write two more words that can be spelled using the letters in that word.</p>	<p><b>Popsicle Words</b></p> <p>Grab some popsicle sticks to spell your words. When you are done, choose three words and write a sentence for each.</p>
<p><b>Doodle Words</b></p> <p>Write your words using doodles to show what each word means. When you are done, put a * by your favorite doodle word.</p>	<p><b>Silly Sentences</b></p> <p>Create a silly sentence for each word. Can you turn a silly sentence into a tongue twister by starting each word with the same letter?</p>	<p><b>Print Words</b></p> <p>To spell each word, cut out the letters from a magazine, catalog, or newspaper and glue them onto another piece of paper.</p>
<p><b>Dictionary Dig</b></p> <p>Find each word in the dictionary. Write your word, the page number, and the two guide words at the top of the dictionary page.</p>	<p><b>Sort Your Words</b></p> <p>Sort your words by deciding on the categories. Be sure to label your sort. Can you sort them more than one way?</p>	<p><b>Your Choice</b></p> <p>Describe your idea for working with words; then give it a try.</p> 

# How can I help my child **SUCCEED** in school?



Stay involved and feel free to  
contact your child's teacher  
with any questions or  
concerns.

Ask your children  
about school and  
encourage them to talk  
about their day.

Do not talk negatively  
about your child's  
teacher or school.

Read with your  
child every night.

Make sure your child is getting plenty of  
sleep and is ready for school each day.

Help your child  
with his/her  
homework  
every night.

Teach your children to  
be responsible for  
their actions and their  
schoolwork.

# How can I help my child with **MATH**?

Count your steps as you take  
a walk. Count by 1's, 2's, 5's,  
and 10's.

Give your child story  
problems to try and  
solve. Have your child  
explain how to solve  
the problem.

Let your child help you cook. Cooking  
involves a lot of counting and measuring.

Help your child  
learn math  
vocabulary.

Give your child  
coins to practice  
counting money.

Have children point  
out patterns they  
find.

Show your child  
that math is in our  
everyday lives.

# Help your child become a better **R E A D E R**

Questions to ask your child while reading  
fiction text.



- Who is the main character?
- What is the setting in the story? Does the setting change?
- What was the problem in the story and how was it solved?
- Did the character change during the story? How?
- How are you like the main character? How are you different?
- What do you predict will happen next in the story?
- Why do you think the author chose this title for the story?
- Do you like the title of the story? Why or why not?
- Can you think of a different title for the story?
- Which character from the story would you choose to be your friend? Why?
- Which part of the story was the most exciting? Why?
- Did you like the end of the story? Why or why not?
- Which parts in the story could really happen? Which parts could not really happen?



# Help your child become a better **READER**

Questions to ask your child while reading  
nonfiction text.



- What is the main idea of the text?
- Can you tell me something you already know about this topic?
- What did you learn from reading the text?
- Are there any words that you do not know what they mean?
- What are some new words that you learned?
- Do you have any questions after reading this?
- Were there any features (diagrams, charts, pictures) that were important?
- Where could you find out more information about this topic?
- What questions would you ask the author about this topic?
- What would be a good title for this text?
- Can you think of another book that you have read about this topic? How was it similar? How was it different?
- Did you like the text? Why or why not?

# HAPPY BIRTHDAY!!!!

The New Lenox School District 122 Wellness Committee requests that students refrain from sharing birthday treats that are food related. These types of treats will not be allowed in the classroom for student birthdays.

In order to make your child's birthday as meaningful as possible I have included a number of ideas and suggestions to make this day one to remember!!

- Treat the class to a "Birthday Book!" Your child may donate a new book to our classroom library. Since this book will become a permanent part of our classroom your child can attach his/her picture and birth date inside the book!
- Treat the class to a "Birthday Game!" Your child may donate a new game to play during indoor recess. Since this game will become a permanent part of our classroom your child can attach his/her picture and birth date inside the game box!

## Alternative Birthday Celebration Options Include...

- Stickers
- Pencils
- Pencil Grips
- Erasers
- Bookmarks
- \$1.00 books (Scholastic Book Orders)
- Activity Books (Puzzles/Word Searches)

Please note that your child is not obligated to bring in a birthday treat for the class!! All student birthdays will be celebrated in our classroom regardless of if there is a "treat" or not. ☺

If your child's birthday falls outside of the school year, he/she can choose a day during the school year to celebrate! Please let me know prior to this day so that I will be prepared to celebrate with your child!

## **Dear Parent/Guardian,**

### ***Should Your Child Have a Professional Eye Exam?***

Here are some facts that may surprise you:

- One out of every four children has an undetected vision problem that may impede learning.
- Eighty percent of what we learn before age 12, we learn through our visual system.
- Children are the least likely group to have visited an eyecare professional in the last year.\*
- In-school vision screenings, using the Snellen (Big E) eye chart, detect only 20 to 30 percent of vision problems in children.
- Poor vision is one of the leading causes of learning difficulties in elementary school children.

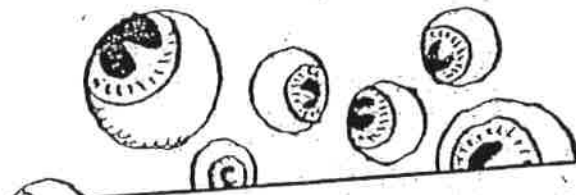


Just as a child makes regular visits to a pediatrician and a dentist, so too should a child pay a regular visit to an eyecare professional. Only eyecare professionals are trained and equipped to diagnose and treat vision problems. Undetected vision difficulties can lead to poor grades, low self-image and a negative school experience.

Here are some symptoms that indicate your child may have a vision problem:

- Rubbing eyes repeatedly
- Using a finger as a place mark while reading
- Holding head at an angle while reading
- Complaining of headaches after reading
- Shutting or covering one eye to focus
- Sitting too close to the television
- Holding books too close to the face
- Developing red or crusty eyes
- Daydreaming

Because of rapid growth and subsequent vision changes, school-age children should have their eyes examined annually by an eyecare professional.



#### **Fun Eye Activity for the Whole Family**

Just as people are right-handed or left-handed, so too are they either right-eyed or left-eyed. To determine whether your right or left eye is your dominant eye, hold a piece of cardboard or paper with a 1-inch hole in the center in both hands at arm's length. With both eyes open, sight a distant object through the hole. Move the cardboard or paper slowly toward your face. Which eye is looking through the hole? That is your dominant eye.

**ACT NOW!** If you have not already made an appointment for your child to have a complete eye exam by a licensed eyecare professional, schedule one now!