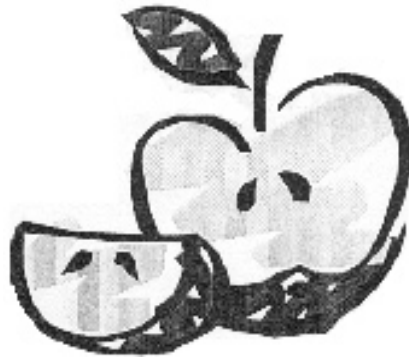




*Family Guide  
for  
Grade One*



EIGHTH EDITION

September 2007



## —HOW TO USE THIS GUIDE—

Dear Families:

This guide is written to help families understand the Wenatchee School District's grade level standards. These standards are defined by the State's Essential Academic Learning Requirements (EALRs) and the State's Grade Level Expectations (GLEs). Promotion depends upon students meeting these standards.

The opposite page outlines the Promotion Standards for this grade. It describes expectations for attendance, work ethic, test scores, and classroom work. The following pages summarize grade level standards in all subjects. How can you help your child at home? Helpful hints are provided within each section to provide ideas about how you can support your child's learning.

Research shows that parent participation is essential for student success. We also believe that educating our children is a partnership of responsibility between home and school. We want parents involved in the Wenatchee Schools! If you are interested in being a part of your child's education at the building or district level, contact your school principal for more information.

Brian Flones  
Superintendent

Jodi Smith, Executive Director  
Learning & Teaching Department

## GRADE ONE Promotion Standards

To earn promotion a student must have a score of at least 10. This rubric is intended for use by student and staff at any given time throughout the school year to assess progress.

<b>4</b> ABOVE STANDARD: Superior Performance	0-4 ABSENCES/ TARDIES	DEVELOPMENTAL READING ASSESSMENT [DRA – LEVEL: 17+]	EXEMPLARY CLASSROOM-BASED EVIDENCE OF STUDENT GROWTH  MOSTLY 4'S	URNS IN EXTRA WORK
<b>3</b> MEETS STANDARD: Solid Academic Performance	5-10 ABSENCES/ TARDIES	DEVELOPMENTAL READING ASSESSMENT [DRA – LEVEL: 16]	CONSISTENT CLASSROOM-BASED EVIDENCE OF STUDENT GROWTH  MOSTLY 3'S	REGULARLY URNS IN WORK
<b>2</b> WORKING TOWARD STANDARD	10 OR MORE ABSENCES/ TARDIES	DEVELOPMENTAL READING ASSESSMENT [DRA – LEVEL: 12- 15]  Light's Assessment indicates possible retention	SOME CLASSROOM- BASED EVIDENCE OF GROWTH  MOSTLY 2'S	URNS IN SATISFACTORY WORK INCONSISTENTLY
<b>1</b> BELOW STANDARD: Little or no Demonstration	15 OR MORE ABSENCES/ TARDIES	DEVELOPMENTAL READING ASSESSMENT [DRA – LEVEL: 11 & BELOW]  Light's Assessment indicates retention	LITTLE OR NO CLASSROOM-BASED EVIDENCE OF GROWTH  MOSTLY 0-1'S	URNS IN LITTLE OR NO WORK
	<i>ATTENDANCE/ TARDIES</i>	<i>STANDARDIZED SCORES</i>	<i>CLASSROOM-BASED EVIDENCE [Report Card]</i>	<i>WORK ETHIC/ STUDY SKILLS</i>

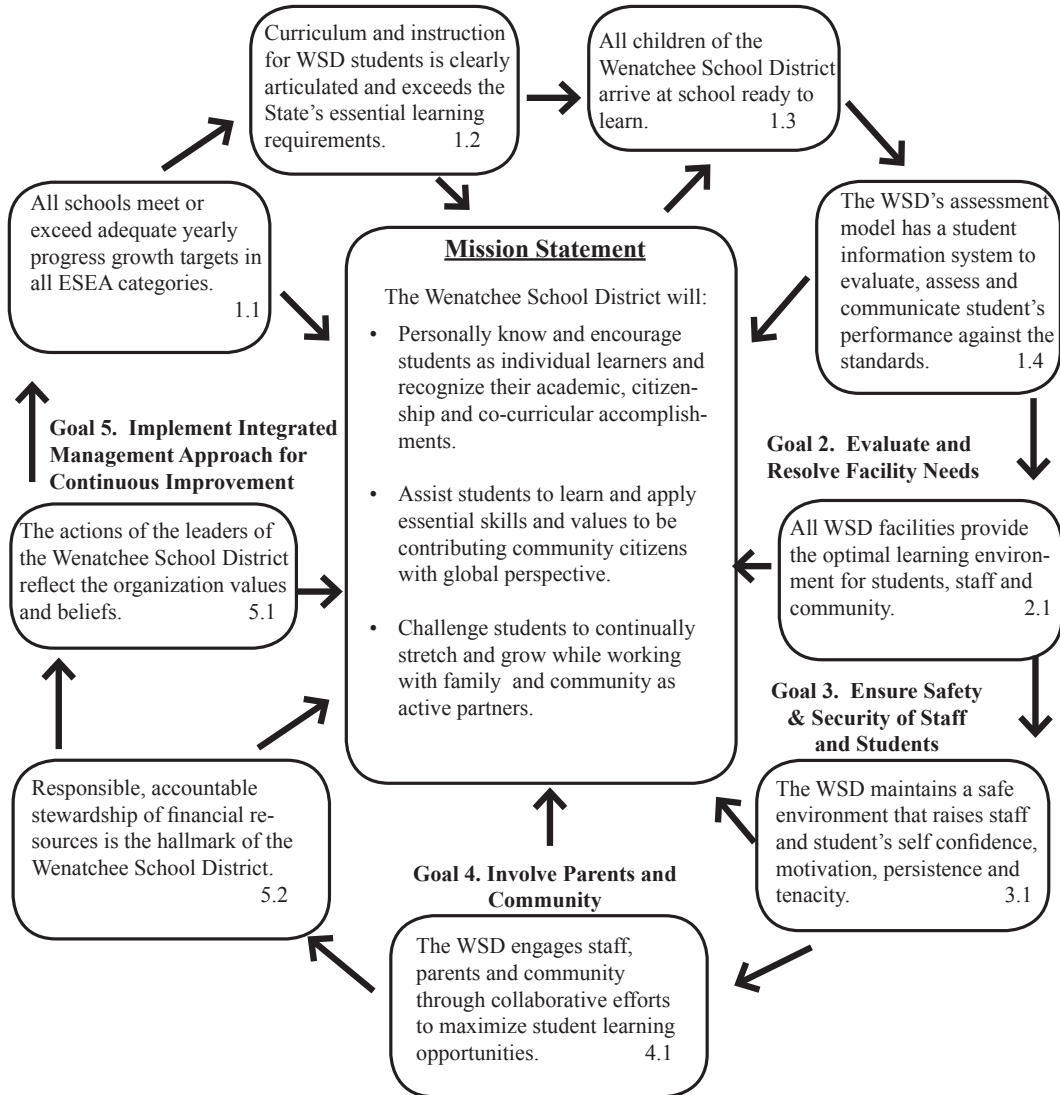
ANOTHER FACTOR TO CONSIDER IS IF THE STUDENT IS MAKING SIGNIFICANT PROGRESS TOWARD MEETING STANDARD.



# Vision Elements

*Students will meet or exceed standards when:*

**Goal 1. Improve Student Achievement**



**School Board Members -**  
 Kevin Gilbert, President  
 Jesús Hernández, Vice President  
 Laura Jaecks  
 Chuck Largent  
 Karen Norlin

Brian Fiones, Superintendent

# Technology

As citizens of the 21st century, we use technology as a normal part of everything that we do. Continuing into the next decade, technology skills will mean far more than simply programming cell phones or composing letters on desktop computers, and student knowledge of technology must grow, too. For example, electronic applications, data-based presentations, and Internet information literacy have become an expectation of high school graduates almost everywhere. Wenatchee School District students at each grade level, therefore, are required to meet technology skills standards that are integrated into specific content areas.

**By the end of first grade, your student must be able to:**

- Use mouse and arrow keys.
- Read electronic information at grade level.
- Count objects up to 100 by grouping items by 2's, 5's and 10's using electronic images.

**How you can help your child with using technology:**

- *Let them use the mouse and keyboard when you are on a computer.*
- *Use age-appropriate Internet games for pattern recognition and problem solving.*
- *If available, use CD-ROM games and puzzles for ages 6 and up.*
- *If you have a computer at home, Kid Pix and Kidspiration are excellent applications.*

**Using the Internet as a first-grader should be done only with adult supervision.**

**Here is a link to an Internet safety resource for you and your student:** <http://www.netsmartzkids.org/>

**Curriculum-related Internet resources to use at home:**

*Internet 4 Teachers – For Use as Independent Skill Activities*

- [http://www.internet4classrooms.com/skills\\_1st.htm](http://www.internet4classrooms.com/skills_1st.htm)

*Interactive Skill-Based Curriculum \_Activities and Games for Students*

- [http://www.forsyth.k12.ga.us/sbeck/interactive\\_curriculum\\_sites.htm](http://www.forsyth.k12.ga.us/sbeck/interactive_curriculum_sites.htm)

*Getting Students Connected – Educational Resources and Internet Activities for Students*

- [http://www.gsc.amdsb.ca/grade\\_one.htm](http://www.gsc.amdsb.ca/grade_one.htm)

*Picadome Interactive*

- <http://www.picadome.fcps.net/lab/interactive/primary/primary.htm>

*KidPort*

- <http://www.kidport.com/Grade1/Grade1Home.htm>

# Philosophy Statement for Reading, Writing and Communication

Reading, Writing and Communication in the Wenatchee School District is based on the belief that curriculum development is a constant process of evolution and implementation. This process is learning-centered, with students and teachers working together to support and develop each other's inquiry and understanding. The classroom is, therefore, a community where learners are encouraged to take risks in a nurturing environment that engenders ownership. Within this environment, language is recognized not only as a means of communication, but also as a means of personal and content knowledge development. Language is not only what is studied and learned; it is also a major mode of learning.

## District Reading/Writing/Communication Program Goals

1. Reading — Understand, evaluate, and appreciate written information in literary and technical writing.
2. Writing — Understand the writing process and use it effectively in a variety of forms.
3. Speaking — Speak effectively in various situations to entertain, to persuade, to respond, and to inform.
4. Listening — Actively listen for the purpose of processing and responding to a variety of presentations.

# Reading

First grade reading students use their understanding of books and phonics. Their vocabulary continues to grow. They are able to talk and write about stories they have read. They choose to read a variety of books for pleasure.

## **How you can help your child with reading:**

- *Read to and with your child daily and talk about the characters, events, and setting of the story. Ask questions like: “Who was the main character of the story?” “Where does the story take place?” “What happened in the story?”*
- *Talk to your child to develop his/her vocabulary.*
- *Use the Internet to find suggested reading list (scholastic.com).*

## **Your child needs to understand and use skills and strategies to read:**

- Uses phonics to read unknown words.
- Recognizes grade level sight words (come, have, down).
- Uses picture clues, letter sounds, and sentence structure to figure out unknown words in a story, written or electronic.
- Understands and applies new vocabulary words.

## **Your child needs to understand the meaning of what is read:**

- Retells story with correct order.
- Understands how to ask questions, picture characters and setting, make personal connections, and make predictions before, during, and after reading.
- Understands story elements (characters, setting, problem, solution).

## **Your child needs to read different materials for a variety of purposes:**

- Listens to or reads nonfiction to learn new information, answer questions, or solve problems.
- Reads and follows simple directions.
- Listens to and discusses stories about different cultures and traditions.

## **Your child needs to set goals and evaluate progress to improve reading:**

- Sets reading goals with teacher.
- Selects own books to read independently.

## **Resources to use at home:**

*Dr. Seuss books*

*Poetry Books to be read together (Alison Jackson & Alan Katz)*

*Eric Carle/ Kevin Henkes books (school and public library)*

# Writing

First grade writing students are able to write more than one sentence with details. Their sentences follow a logical sequence. They spell grade level words correctly and use phonics to write new words. They reread their writing to make it clearer for the reader. Their writing is legible.

## **How you can help your child with writing:**

- *Encourage your child to write at home.*
- *Let your child use a computer mouse and arrow keys.*
- *Play games making words from plastic or magnetic letters. Discuss similarities and differences in the way words sound and look. Ask questions like: “You made cat, Can you change the first letter of cat to make a new word?”*

## **Your child needs to understand and use a writing process:**

- Uses a plan to write a draft that has more than one sentence.
- Reads own work and makes some changes.
- Uses a simple check list for editing (capitals, periods, spelling).

## **Your child needs to write in a variety of forms for different audiences and purposes:**

- Writes notes, scientific observations, stories, poetry, and answers to questions.
- Writes for self, family, friends and teacher.
- Writes to entertain, explain, retell, inform, communicate, and express own ideas.
- Writes first and last name and address.

## **Your child needs to write clearly and effectively:**

- Elaborates topic using descriptive words.
- Organizes writing showing beginning, middle, and end.
- Understands and applies spacing and directionality and writes legibly.
- Spells grade level words correctly and uses phonics to spell other words.

## **Your child needs to analyze and evaluate the effectiveness of written work:**

- Looks at own writing and sets goals with teacher.

## **Resources to use at home:**

*Crayons, pencils, papers, note cards, markers and books*  
*Age appropriate drawing books*

# Communication

First grade communication students continue to listen and observe. They follow directions, retell stories, and answer questions. They are able to participate in a conversation and share in front of a group speaking clearly and politely.

## **How you can help your child with Communication:**

- *Talk with your child about everyday activities.*
- *Have your child practice listening and following oral directions. After giving your child directions, ask, "What is the first thing you need to do?"*
- *Encourage your child to speak clearly and in complete sentences. Ask questions like, "Can you tell me more about that?"*
- *Have conversations with your child about one topic at a time.*

## **Your child needs to use listening and observation skills and strategies to gain understanding:**

- Follows three-step directions for routines.
- Answers a variety of questions; who, what, when, where, why, whose, yes/no.
- Expresses feelings and ideas about an event.

## **Your child needs to use communication skills and strategies to interact/work effectively with others:**

- Uses courteous language.
- Knows when to talk and when to listen in a group conversation.
- Participates in group conversations by giving comments and asking questions.

## **Your child needs to use communication skills and strategies to effectively present ideas and one's self in a variety of situations:**

- Chooses a topic from personal experiences to tell a story.
- Speaks loudly, clearly and in complete sentences in front of a group.

## **The student analyzes and evaluates the effectiveness of communication:**

- Begins to set goals about participating in group discussions.

## **Resources to use at home:**

*Family board games that involve talking*

# Mathematics

First grade math students will be working on number sense, measurement, geometry, algebraic sense, probability/statistics and problem solving through: math problems, thematic investigations, exploration, calendar activities, guided practice and Home Connections (math activities completed at home).

## **How you can help your child with Math:**

- *Play Battleship, Connect Four, Uno, Make 7, Yahtzee or any other game that requires keeping score or counting.*
- *Talk with or include your child as you use math in your daily life (e.g. shopping, cooking, building, activity/party planning, etc.)*
- *Make it a priority to help your child with his/her homework (e.g. practicing addition facts, playing math games, completing worksheets).*

## **In Number Sense:**

- Your child needs to be able to count groups of objects up to 100.
- Your child needs to be able to add two numbers that are less than 10 (e.g.  $6 + 5 = \underline{\quad}$ ).
- Your child needs to be able to break numbers into chunks, using 10's and 1's (e.g. "I know that 23 is the same as 10, 10 and 3.").

## **In Measurement:**

- Your child needs to be able to place objects in order from smallest to largest using length, height, and size.
- Your child needs to understand how to measure the length of an object.
- Your child needs to be able to identify coins (penny, nickel, dime, quarter) and say how much they are worth.

## **In Geometry:**

- Your child needs to be able to describe shapes based on their attributes (characteristics) (e.g. straight lines, curved lines, sides, corners).
- Your child needs to understand the sequence of numbers up to 100 and be able to locate a number on a number line (e.g. 46 is between 40 and 50).

# Mathematics

## **In Probability & Statistics:**

- Your child needs to understand how a graph provides information.
- Your child needs to be able to answer questions about graphs (e.g. “According to the graph, how many students like apples?”).

## **In Algebraic Sense:**

- Your child needs to be able to create and describe a variety of repeating patterns (ABABAB, ABCABCABC, etc.).
- Your child needs to be able to say what comes next in a simple repeating pattern (e.g. red, blue, red, blue, red, blue, \_\_\_\_\_ - what comes next?).

## **In Problem Solving & Communication:**

- Your child needs to be able to use words, numbers or pictures to show how they solve problems involving addition.

## **Resources to use at home:**

*Use your school website! To get to your school website, you can start at the district homepage at: [home.wsd.wednet.edu](http://home.wsd.wednet.edu)*

*“Math to Learn” (a mathematics handbook) – available in English and Spanish at local bookstores/educational supply stores*

*Online (virtual) manipulatives (math tools) website: [nlvm.usu.edu/en/nav/vlibrary.html](http://nlvm.usu.edu/en/nav/vlibrary.html)*

*Website: [games.funschool.com](http://games.funschool.com)*

*Website: [www.funbrain.com](http://www.funbrain.com)*

*Website: [www.internet4classrooms.com/skills\\_1st\\_math.htm](http://www.internet4classrooms.com/skills_1st_math.htm)*

# Science

First grade science students learn to find patterns and ask their own questions about their natural world, both living and non-living. For example, students may learn to ask, “What do plants and animals need to live?”; “Why does weather change?”; and “How is weather measured?” Students develop skills with sorting, describing, comparing, and recording their observations.

## **HOW CAN YOU HELP YOUR CHILD WITH SCIENCE:**

### **Solids and Liquids Unit:**

**Learning Goal:** Observe and describe water when it is a solid or liquid (eg., ice cube, snow, rain, glass of water).

**Activities:** Draw a snowman and explain what happens when the sun comes out, take a trip to the river and talk about the water in the river and what it looks like and does, pour water from one glass to another.

**Questions:** What color is the water in your glass? What color is snow? How does snow feel? How does water taste? How do ice cubes sound when you pour them from glass to glass? How about water?

**Learning Goal:** Compare different solids and liquids based on their color, texture, size, and shape.

**Activities:** Have your child compare different objects such as: rock and pencil, milk and water, basketball and soccer ball, soap and oil.

**Questions:** How is one liquid like the other liquid? Look at three solids, how are they different? What do the objects have in common?

**Learning Goal:** Observe and describe water changing from solid to liquid and liquid to solid.

**Activities:** Set an ice cube in a cup on the counter and see how long it takes to melt, put an ice cube tray in the freezer and see how long the water takes to freeze, look at a puddle in the winter and see how it is different than in the spring, put snow in a pan and watch it melt.

**Questions:** How does water look different when it is a liquid? How does solid water feel compared to liquid water? What examples of solid water can you think of? (samples: snow, hail, ice cube, ice on a pond).

# Science

**Learning Goal:** Observe, measure, and record weather conditions noting patterns during different seasons (eg., temperature, clouds, rain, snow, wind).

**Activities:** Take the outside temperature each week, discuss the clouds each day, make a windsock and place in a location you can easily see each day (place a plastic grocery bag on the end of a stick).

**Questions:** If you were a weather person what would your forecast be today? Does today's weather make you think it is fall, winter, spring or summer?

**Learning Goal:** Describe common weather conditions.

**Activities:** Read the local forecast in the newspaper or on the Internet, listen to the weather on the news.

**Questions:** What does the weather look like on your favorite day? What shapes do you see in the clouds?

## **New Plant Unit:**

**Learning Goal:** Observe and describe the life cycle of a plant (seed-plant-flower-fruit-seed).

**Activities:** Plant a corn or bean seed in a cup of soil, crack open sunflower seeds and talk about where they came from, watch buds on a plant or tree turn into flower or blossoms, plant a garden.

**Questions:** What does a seed turn into? Why are there seeds in pumpkins?

**Learning Goal:** Observe and describe characteristics of living organisms (eg., plants have roots, stems, leaves, and flowers).

**Activities:** Take a neighborhood walk and look for plants and trees- notice their leaves, stems, flowers and possibly roots, pull weeds and look at the different parts.

**Questions:** How do two different plants look the same? What do you wonder about plants?

**Learning Goal:** Ask questions about what plants need to survive (eg., nutrients, water, light).

**Activities:** Try growing seeds in the dark; try growing seeds with different amounts of water (one without any).

**Questions:** How are plants different from people? What do plants need to live?

## **Resources to use at home:**

*"From seed to plant" by Gail Gibbons*

<http://www.kathimitchell.com/scien2.html>

*"Little Cloud" by Eric Carle*

<http://fossweb.com/modulesK-2/index.html>

*"Solids and Liquids" by David Glover*

*"A Tiny Seed" by Eric Carle*

*"Cloudy with a Chance of Meatballs" by Judi Barrett*

*Follow the local weather forecast in the newspaper or on TV*

# Social Studies

Your first grade social studies student will study neighborhood responsibilities and what holidays the U.S. celebrates.

## **How you can help your child with social studies:**

- *Visit local museums and government buildings.*
- *Share maps and diagrams of these community locations.*
- *Involve your child in community functions and celebrations.*
- *Discuss with your child what is acceptable behavior in your absence.*
- *Involve your child in the practice of recycling.*
- *Involve your child in family decision-making, help weigh pros and cons and understand why compromise is often necessary.*
- *Discuss current events with your child.*
- *Remember communication should be an important part of your relationship with your child.*
- *Talk with your child about possible cultural and language differences and likenesses with persons living in our neighborhoods. Canada? Mexico?*

## **In Social Studies your child needs to know:**

- What are the responsibilities of children in a neighborhood? Adults?
- How can children be neighborhood heroes?
- What kind of decisions does a neighborhood make?
- How do we decide how to spend our money?
- What holidays does the U.S. celebrate? Why do we celebrate these holidays?
- How do we honor our country and its symbols of freedom?
- Why do we visit other countries? Our neighbors?
- What type of transportation would you use to visit a friend in your neighborhood? Or a friend in Canada or Mexico?

## **Resources to use at home:**

[www.kids.gov/](http://www.kids.gov/)

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

# Health and Fitness

## **How you can help your child with health:**

- *Discuss bicycle safety practices and ways to prevent injuries.*
- *Practice emergency drills and procedures for your home.*
- *Include your student in meal planning and preparation.*
- *Model positive communication skills.*
- *Discuss and demonstrate respect for cultural diversity.*

## **In Health your child needs to be able to:**

- Identify healthy personal habits.
- Identify food groups within the food pyramid.
- Name healthy choices for daily living habits, including safe touching.
- Identify sources of help at home, school and community.

## **How you can help your child with fitness:**

- *Provide opportunities to create movement sequences.*
- *Practice throwing, catching, kicking, dribbling and hitting skills.*
- *Organize a family exercise time using warm-up and cool down times.*
- *Encourage play with children of other cultures, genders, and abilities.*
- *Attend a sporting event and discuss good sportsmanship.*

## **In Fitness your child needs to be able to:**

- Travel in forward and sideways directions using a variety of movements.
- Demonstrate clear contrasts between slow and fast movements.
- Manage one's body in different positions.
- Recognize that physical activity is good for personal well-being.
- Identify physical changes that result from participation in activities.
- Sustain moderate to vigorous physical activity.
- Work in a group setting without interfering with others.
- Be aware of the heart beating faster during physical activity.

## **Resources to use at home:**

[www.pecentral.org](http://www.pecentral.org)

[www.eatsmart.org](http://www.eatsmart.org)

[www.americanheart.org](http://www.americanheart.org)

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

# Dance and Movement

**How you can help your child with dance:**

- *Provide opportunities for your child to experience dance and movement from a variety of cultures.*
- *Provide an environment where your child can safely move and express themselves through dance.*
- *Teach your child proper behavior in a variety of dance settings and performance.*

**In Dance your child needs to be able to:**

- Demonstrate a variety of movements utilizing different speeds, directions and space.
- Experience dance through a variety of action songs and verses.
- Respond and move safely to teacher's signals by themselves or within a group.
- Create and perform sequences of movements.
- Appreciate dances from a variety of cultures as a performer or as part of the audience.

**Resources to use at home:**

[www.pecentral.org](http://www.pecentral.org)

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

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

# Visual Arts

First grade students will be able to identify and use visual arts vocabulary and concepts, and apply basic skills and techniques.

## **How you can help your child with Visual Arts:**

- *Display artwork around the home and workplace.*
- *Keep a variety of art materials available.*
- *Encourage safe use of material and clean-up practices.*
- *Do art projects with your child.*
- *Talk about the art objects in your home.*
- *Sign, date and save some artwork in a folder.*
- *Visit online galleries, museums and cultural events.*

## **Your child needs to understand and apply Visual Arts concepts, vocabulary and skills in order to:**

- Identify line direction, e.g. horizontal, vertical.
- Identify and use geometric and organic shapes.
- Identify tactile and visual textures.
- Identify and mix secondary colors from primary colors.
- Use art materials safely and appropriately.
- 

## **Your child needs to demonstrate the thinking skills used in the artistic processes by:**

- Applying a creative, performing and responding/reflecting process to Visual Art.

## **Your child needs to understand how to communicate through visual art by:**

- Using repetition of several elements to create patterns.

## **Your child needs to make connections within and across the Arts, to other disciplines, life, cultures, and work by:**

- Describing the features of a specific artists or culture's art.

## **Resources to use at home:**

Office of Superintendent of Public Instruction at <http://www.k12.wa.us/curriculumInstruction/arts/>

Wenatchee School District web site at <http://home.wsd.wednet.edu/>

# Music

First grade music students will be able to identify and use music vocabulary and concepts, and apply basic music skills and techniques.

## **How you can help your child with Music:**

- *Sing and/or play instruments together.*
- *Listen to, attend, and participate in a variety of musical activities.*
- *Obtain videos of musicals suitable for children*
- *Listen to various recordings of vocal/instrumental performances.*
- *Discuss music and the other arts.*

## **Your child needs to understand and apply Music concepts, vocabulary and skills in order to:**

- Identify and use loud/soft, fast/slow.
- Identify melodic phrases that move upward and downward.
- Demonstrate listening skills by accurately echoing a musical phrase.
- Identify high and low pitches on a staff.
- Sing and match pitch [sol, mi].
- Perform simple patterns of long and short sounds.

## **Your child needs to demonstrate the thinking skills used in the artistic processes by:**

- Applying a creative process in the music classroom.
- Applying a performing process in the music classroom.
- Applying a responding/reflecting process in the music classroom.

## **Your child needs to understand how to communicate through music by:**

- Expressing ideas and feelings.
- Using the arts for a specific purpose [e.g. entertain].

## **Your child needs to make connections within and across the Arts, to other disciplines, life, cultures, and work by:**

- Describing a specific artwork from home/family.
- Identifying how the arts impact home/family choices.

## **Resources to use at home:**

*“Music in the Wenatchee School District” <http://mv.wsd.wednet.edu/wsdmusic/wsdmusic.htm>*

*Local Music Teachers*

- *Piano/Vocal/Instrumental*

*Music Department Links*

*Local Music Events*

*Local Musicians*

*Local Music Stores*

*Educational Links*

Wenatchee School District  
Graduate Profile  
*“Prepared to be Contributing 21st Century Citizens”*  
**(Adopted: February 10, 2003)**

Students who are enrolled in the Wenatchee School District share a common school experience designed to prepare them to be contributing 21st Century citizens. The graduate profile describes the indicators that provide evidence of this preparation.

*Students as Scholar:*

Students will have the opportunity to demonstrate their academic scholarship as evidenced by:

- Reading with comprehension, writing with skill, and communicating effectively and responsibly in a variety of ways and settings through all content areas;
- Knowing and applying the core concepts and principles of mathematics; social, physical and life sciences; civics and history; arts and health and fitness;
- Thinking analytically, logically, and creatively, integrating experience and knowledge to form reasoned judgements and to solve problems;
- Understanding the importance of work and how performance, effort and decisions directly affect future career and educational opportunities;
- Understanding, applying, and integrating technology throughout academic studies.

*Students as Citizen:*

Students will have the opportunity to demonstrate how they can be responsible, contributing members of the community. Evidence includes the student's:

- Knowledge and appreciation of personal and cultural similarities and differences;
- Knowledge of and compliance with school policies and rules;
- Knowledge of local and global environmental issues;
- Knowledge of how to function in social, organizational and occupational systems;
- Demonstration of social responsibility;
- Demonstration of active citizenship in a democratic society;
- Application of working independently, cooperatively and in groups to achieve desired results.

*Student as Life Planner:*

Students will have the opportunity to discover and to align their educational and career goals. Evidence includes the student's:

- Demonstration and awareness of self-worth and an appreciation of the worth of others;
- Demonstration of a positive work ethic;
- Application of the necessary skills for maintaining good physical, mental and nutritional wellness;
- Demonstration of career exploration and planning in preparation for post high school;
- Demonstration of self-management.

The development of the student as a scholar, a citizen, and a life planner will be accomplished through the student's entire school experience and demonstrated through learning in classes, co-curricular activities, state and district graduation coursework requirements, the Washington Assessment of Student Learning (WASL), career planning, and a culminating project.

# School Information:

Principal's Name: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Child's Room Number: \_\_\_\_\_

School Telephone: \_\_\_\_\_

Teacher's Telephone: \_\_\_\_\_

Dates to remember:

**Open House:** \_\_\_\_\_

**Teacher/Parent Confs:** \_\_\_\_\_

**End of 1st Trimester:** \_\_\_\_\_

**End of 2nd Trimester:** \_\_\_\_\_

**End of 3rd Trimester:** \_\_\_\_\_

**Favorite authors for first grade students:**

*Arnold Lobel*

*Cynthia Rylant (Henry and Mudge, Poppleton, Mr. Putter and Tabby series.)*

*Kevin Henkes*

*Lois Ehlert*

*Laura Numeroff*

*Marc Brown*

*Robert Munsch*

*Audrey Wood*

*Helen Lester*

*Tomie dePaola*

# Mission Statement

The Wenatchee School District will:

- Personally know and encourage students as individual learners and recognize their academic, citizenship and co-curricular accomplishments;
- Assist student to learn and apply essential skills and values to be contributing community citizens with a global perspective;
- Challenge students to continually stretch and grow while working with family and community as active partners.... “My Child, Your Child, Our Children”.

## **NONDISCRIMINATION STATEMENT FOR SCHOOL PUBLICATIONS AND PUBLIC ANNOUNCEMENTS**

The Wenatchee School District complies with all federal and state rules and regulations and does not discriminate on the basis of race, color, national origin, creed, sex, sexual orientation, including gender identity, disability, familial status, marital status or age. This holds true for all staff and for students who are interested in participating in educational programs and/or extracurricular school activities. Inquiries regarding compliance and/or grievance procedures may be directed to RCW Officer and ADA Coordinator Mr. Steve Cole. Issues related to 504 should be directed to Mr. Mike Franza, Administrator for Student and Support Services.