

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Communication Tools for Teachers: A Guide for Improving  
Teacher-Parent Communication

A graduate project submitted in partial fulfillment of the requirements  
for the degree of Master of Arts in Education,  
Elementary Education

By

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## ABSTRACT

### Communication Tools for Teachers: A Guide for Improving Teacher-Parent Communication

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This graduate project focused on ways to improve teacher-parent communication through the use of various paper and electronic tools. The tools included in this project are part of my own communication system, as well as those of colleagues who were open and willing to share their time-tested and effective tools. Whether paper or electronic, the tools included in this project can be used by teachers in their own classrooms to enhance communication with parents, and each tool is ready for implementation.

Tools were described in terms of purpose, grade-level applicability, type of communication (one- or two-way), frequency of use, and for electronic tools the device(s) required to utilize the tool. Each was rated according to the user-friendliness and educational benefit to the teacher scale developed for purposes of this project. The tools were organized by purpose (i.e., beginning of the year, homework, behavior, academic progress report, parent-teacher conference sign-up, etc.). The appendices contain a variety of both electronic and paper tools, with several examples of each that have been used effectively in classrooms. All communication tools included in this

project are free of charge to ensure immediate implementation. The project concludes with a discussion of implications and suggestions for teachers in designing, implementing, and utilizing communication tools in order to improve teacher-parent communication.

## CHAPTER ONE

### Introduction

#### Scenario 1

9:10 a.m.: Teacher uses ClassDojo application on her phone to mark student for an off-task behavior.

10:30 a.m.: Student tells teacher, “My mom texted me that why was I off task!” Teacher smiles to herself and thinks, *I love technology!*

#### Scenario 2

9:13 a.m.: Teacher uses ClassDojo application to mark a student for an off-task behavior. Student gets upset and tells another student, “Shut up!”

9:14 a.m.: Teacher uses ClassDojo to take a point away from the same student, this time for foul language. Student exhibits a negative attitude and yells to the teacher, “I hate this school!”

9:15 a.m.: Teacher uses ClassDojo to take a point away from the same student, this time for being disrespectful.

10:00 a.m.: Student is called to office per parent request. The student’s parent, having logged into ClassDojo, noticed the three consecutive negative behaviors. The parent has a talk with the child regarding his behavior.

10:30 a.m.: Student returns to class, with a written letter of apology for the teacher. Teacher thinks, *Do I love technology?*

These scenarios are not uncommon occurrences in my classroom, the two having happened in the same week. The two scenarios provide a context for this project, pointing out that immediate responses from parents may occur when teachers use communication technology as part of the behavior management system. Thanks to recent advances in technology, teacher to parent communication has taken a turn for the better. I can communicate instantly with individual parents, groups of parents, or the entire class with the touch of a button. Within nine years of teaching, I’ve gone from hand-written notes and memos, to e-mails, websites, and text messages! However, these technological changes also mean that parents have options for communicating instantly with me as well.

With increasingly busy lives, it can be quite challenging not only for teachers to communicate with parents, but also for parents to communicate with teachers. Today's fast-paced society has schools, parents, and teachers responding to increased expectations and economic pressures, with less time available, making face-to-face communication between home and school almost nonexistent. However, cooperation and communication between parents and teachers is key to maximizing children's educational experiences (Epstein, 1995; Welch & Tisdale, 1986). Educators must find the means possible to keep the lines of communication open, thus enhancing teacher-parent relationships which have historically shown a significant effect on student learning and achievement (Ames, et al., 1995; Connors & Epstein, 1994; Henderson & Berla, 1995; Henderson & Map, 2002). If teachers communicate clearly, effectively, and consistently with their classroom parents, then parents will in turn reciprocate communication and feel motivated to take part in the classroom (Ames, et. al., 1995; Graham-Clay, 2005). Effective communication opens the door for involvement. Parent involvement affects student motivation. Therefore, teachers have the greatest effect on both parent involvement and student motivation, a relationship that all starts with communication.

While I was growing up in the late 1980s and early 1990s, the only forms of communication employed by my K – 12 teachers were either on paper, face-to-face, or via telephone calls. Notes were the standard form of communication, but telephone calls were a more urgent method, normally reserved for dire situations. As students progress through the grades, teachers find maintaining communication with parents increasingly difficult due to the large number of students that they teach. Teachers in middle and high school typically communicate with parents only when there is a problem, whether the

reason for the contact is academic or behavioral (Ramirez, 2001). Having been an average student, I can still remember the one time a teacher contacted my parents. My senior year of high school I took AP Statistics. Although I had earned an A during the fall semester, my grade had dropped to a C sometime in the spring. When my teacher asked why, I told her I had started working part-time and I would sometimes get home late and not be able to do homework. She called my father and talked to him about her concern over the drop in my grade. Getting a phone call from the teacher made my father realize the severity of the issue, and I was no longer allowed to work on school nights. Having graduated from high school almost 15 years ago, I do not remember most of my teacher's names; but I do remember the name of the teacher who called home.

Although some forms of communication still stand the test of time, teachers must utilize a variety of tools from their teaching “tool belt” in order to meet the needs of parents. As a teacher, I try to use a variety of innovative communication methods with parents – some old school and some new. In gathering materials for this project, I have seen the evolution of my own communication tools. I started out with the same methods used when I was a student: handwritten notes, letters/memos, phone calls, and face-to-face interactions with parents. However, there are inefficiencies in these types of communications. I would get frustrated when I would find paper communications on the school yard, left behind in the classroom, or stuffed inside a student's backpack – unread. Sometimes when I would call home, there would be no answer, a full voicemail inbox, or worse, a disconnected phone number. I knew there had to be more efficient methods to communicate with parents, ones that would not get tossed, crumpled, erased, or lost in the abyss of a backpack.

The tools I have acquired in the last nine years have been developed through my own teaching experience, research, and/or interactions and discussions with other teachers. In my experience, teachers tend to stay in their own world (the classroom), so when an opportunity arises for teachers to learn from each other, the experience can be quite eye-opening, especially for a newer, less experienced teacher. Three events in particular changed my approach and view of teacher-parent communication: 1) a professional development session presented by a group of first grade teachers at my previous school; 2) teaching kindergarten; and 3) completing an action research project in a university course.

The first event, the professional development session, made me realize how a simple letter or form can open the doors for parents and improve teacher-parent relationships. One form that was shared that afternoon that I remember in particular was simply a blank page with instructions at the top to “write about what you would like me to know about your child.” Some parents, the teacher commented, would not write much, or at all; but others would fill the page, in which case the teacher gained very important information regarding the child and his/her family.

The second event, teaching kindergarten, was a whole new experience altogether. Having previously taught third grade for four years, I was not accustomed to the constant contact and face-to-face communication with parents. Kindergarten parents have to walk their child to the classroom in the morning and pick them up at the door at the end of the day, so face-to-face parent communication became an everyday occurrence. Many of the communication tools included in this project were created at that time to engage the

handful of parents who could not be physically present everyday, and to enhance communication of those who could.

The third event that changed my approach and view of teacher-parent communication was the completion of an action research project in a university course in the Spring of 2013. After having read a chapter in one of our textbooks in which a teacher examined her communication practices, keeping track of how and how often she communicated with her classroom parents, I decided to investigate my own communication practices. As a result of my investigation, I found that most of my teacher-parent communication was face-to-face, while the majority of my parents preferred to communicate via e-mail and/or text messaging. In my literature review, I found that teacher-parent communication is an area that has long been neglected by teacher education programs and professional development, despite the research citing its importance to student learning and achievement.

Parents are a pivotal part of their children's success. Teachers can enable or disable parental involvement and support, therefore having a great effect on parents, students, and schools. Although there have been recent laws requiring more parental involvement in schools (Goals, 2000; NCLB), establishing and maintaining connections with parents and involving them in the classroom is up to each individual teacher. The first step in involving parents more fully in their children's education is more communication between teachers and parents.

This project is an effort to address the gross negligence of teacher-parent communication in professional development and teacher education programs. The main purpose is to promote awareness of the importance of teacher-parent communication and

to help teachers become familiar with a selection from the vast number of communication tools currently available. I have compiled a collection of communication tools for teachers. These resources are gathered from my own personal collection, from tools used effectively by colleagues, as well as those in the public domain. Many of these resources can be found on the Internet or from various application stores and downloaded to cell phones, computers, and tablets.

This project includes a review of the literature on teacher-parent communication, which will highlight the following:

- Six types of parent involvement, which includes communication
- Effect of teacher-parent communication on student learning
- Avenues of communication
- Modes of communication
- Teacher perceptions
- Parent perceptions
- Barriers to communication
- Overcoming communication barriers
- The role of technology

Chapter three will review the methodology of the project, such as how and when the tools were collected and/or designed, and what procedures were involved in the design of the project. Chapter four will include over 50 communication tools that K – 12 teachers can use on a yearly, monthly, or weekly basis, each with a description and rating on its user-friendliness and benefit to education. Chapter five will discuss the

implications of teacher-parent communication and give further advice for teachers in designing, implementing, and utilizing communication tools. The appendices include a selection of electronic and paper communication tools designed for varying educational purposes in an effort to improve teachers' communication practices.

## CHAPTER TWO

### Review of the Literature

*“It takes a village to raise a child” – African Proverb*

Indeed, it continues to be the responsibility of the village: the family, school, and community, to raise children. Epstein (1995) described the relationship between schools, parents, and the community as “overlapping spheres of influence” that establish the context in which children succeed in school and later in life (p. 82). Epstein emphasized the importance of a partnership between schools, families, and the community, suggesting that relationships between these three “spheres” enhanced student achievement and encouraged families’ participation in their children’s education. These three spheres – the school, family, and community – should overlap, and put the child at the center of the relationship. This review of the literature will focus on one means of improving family/school/community relationships: communication.

#### **Parent Involvement**

Research suggests that school-family partnerships may help to promote student learning and success in school. In a meta-analysis of fifty-one studies, Henderson and Mapp (2002) found that students whose families were engaged with school were more likely to earn higher grades and enroll in higher-level programs, stay in school, and enroll in postsecondary education, regardless of socioeconomic status or family background. According to Constantino (2003), the home learning environment has an effect on achievement that is three times as large as family socioeconomic status. Henderson and Berla (1995) synthesized sixty-six studies on family involvement and found the following student benefits: a) higher grades and test scores, b) better attendance and homework

completion, c) fewer placements in special education, d) more positive attitudes and behavior, e) higher graduation rates, and f) greater enrollment in postsecondary education. Ziegler (1987, as cited in Constantino, 2003) stated that students whose parents are aware of what their children are learning in school, who are in regular communication with their teachers, and who help to reinforce schoolwork show higher achievement all the way through secondary school. These findings stress the importance of school-family partnerships, the degree of effect that parent involvement has on schooling, and the role that each stakeholder plays in the life of a child.

### **Legislation on Parent Involvement**

Recent legislation has required increased levels of parent involvement in schools. The reauthorized Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act (NCLB) of 2001, established parent involvement requirements for schools and districts in Title I and Title II – Part D (Wisconsin Department of Public Instruction, 2005). Title I of NCLB requires every district and school to develop jointly with parents a written parent involvement policy. The parent involvement policy must detail the ways the district will involve parents in school improvement plans, coordinate and integrate parent involvement strategies such as limited English proficiency programs, and identify barriers to parent involvement, especially to parents who have limited English proficiency or who are economically disadvantaged. Additionally, a school-parent compact must be developed that describes: the school's responsibility in providing high-quality curriculum and instruction, parents' responsibilities for supporting children's learning, and the importance of ongoing parent-teacher communication. In order to accomplish this, schools and districts are responsible for educating teachers,

administrators, and other school staff about the methods and value of reaching out to parents. Schools and districts must also arrange conferences at school or at other locations and at various times deemed more conducive to parent schedules, to maximize parent participation.

The other section of NCLB that requires parent involvement is not as descriptive and demanding as Title I. Title II, Part D – Enhancing Education through Technology, requires school districts applying for these funds to have effective use of technology in place for promoting parent involvement and increasing home-school communication. Thus, NCLB has mandated a variety of intensive school-parent interactions, including effective systems of communication.

### **Types of Parent Involvement**

For purposes of this project, Epstein’s framework of six major types of involvement will be utilized (see Table 2.1). Epstein’s work on parent involvement is the most influential and often cited in education. According to Epstein (1995), parent involvement is a multidimensional framework that includes parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. Communication is only one form of parent involvement, yet it is the first stepping-stone into the other five forms of involvement. In her six-type model of parent involvement and “caring,” Epstein defined Type 3 Communicating as the design of effective forms of school-to-home and home-to school communications about school programs and children’s progress. Epstein argued that, “Communications should offer two-way, three-way, and many-way channels of communication that connect schools, families, students, and the community” (p. 86). Effective forms of communication should reach and engage

all families in the best ways in order to truly establish a partnership with the teacher and school. Examples of communication may include yearly conferences for every parent, language translations as needed, regularly sending notices, memos, newsletters, and other communications, scheduling phone calls, and giving clear information on school policies and programs.

**Table 2.1 Epstein’s Six Types of Parent Involvement**

<b>Type 1 Parenting</b>	<b>Type 2 Communicating</b>	<b>Type 3 Volunteering</b>	<b>Type 4 Learning at Home</b>	<b>Type 5 Decision-Making</b>	<b>Type 6 Collaborating with the Community</b>
Refers to the home environment, and making it conducive to learning. Schools may offer suggestions on how to establish a home environment that supports learning, offer parent education courses, and provide family support programs that assist with health, nutrition, or other services.	Refers to the one- and two-way dialogue between parents, teachers, and other school staff. Schools engage in communication practices with parents by designing effective forms of school-to-home and home-to-school communications about the school’s programs, as well as each individual child’s progress.	Involves the recruitment and organization of parents in helping in the classroom, supporting school functions, and creating structures to provide all families with needed information.	Refers to the opportunities to enhance learning outside of school, such as providing access to books or computers, visiting the library, and monitoring homework.	Involves the development of parents as leaders and the inclusion of parents in school decision-making groups, such as the Parent Teacher Association (PTA), or local school board.	Involves the identification and integration of resources from the community to strengthen school programs, family practices, and student learning, such as establishing partnerships with civic, cultural, health, recreation, and other agencies and organizations.

Modified by Preciado, 2014 (Epstein, 1995)

### **Descriptors of Communication**

#### **Subliminal Communication Signals**

Teachers send visible and invisible signals everyday that parents both consciously and unconsciously use to develop their “perceptual collage” that defines who teachers are (Banach, 2007, p. 4). Each parent’s perceptual collage is complex, and results from information obtained from individual teachers, other teachers, principals, administrators, the media, and impressions of the school. In order to create a positive perceptual collage,

teachers must understand the forces that influence parents' perceptions and take charge of communication related to the teacher and the classroom. Constantino (2003) states that schools subliminally send signals to parents about the school culture within; from the condition of the parking lot, sidewalks, landscaping, cleanliness of the main doors, to the first encounter with staff in the main office, all of these communicate a message to parents, whether it is positive or negative, as to whether parents are welcome or unwelcome.

### **Avenues of Communication**

Teacher-parent communication varies in its mode, frequency, and intent. Graham-Clay (2005) described the various avenues of communication. She described communications as being one-way or two-way. One-way communications include any form of written communication, such as notes, newsletters, and school-to-home notebooks. One-way communication is a "permanent product" (p. 119), meaning, once you write and send, changes cannot be made. Also, one-way communication does not offer parents the opportunity to respond immediately in the same way that a telephone call or face-to-face communication would allow. In contrast, two-way communication involves interactive dialogue between teachers and parents, such as that during a phone call or parent-teacher conference. Graham-Clay concluded by stating that just as skilled as teachers are in teaching, they need to be equally as skilled in communicating with the parents of their students in order to create strong school-home partnerships and increase parent involvement. Since Graham-Clay's 2005 research, both one- and two-way communications have been improved and enhanced with new forms of technology, such as websites, blogs, and software applications. Although Voicemail, e-mail, websites, and

other two-way communication systems are widely established in connecting schools to homes, the telephone continues to have the advantages of familiarity, ease of use, and access.

In addition to one-way and two-way communication, Thompson and Mazer (2008) identified the medium of communication as being either rich or lean. Rich media communications are those that allow for a variety of communication cues, such as natural language and the capacity for immediate feedback. The richest media would be face-to-face communication (FTF). Lean media are described as written documents. Findings by Thompson & Mazer suggested that parents and teachers prefer FTF communication for negative messages, while e-mail or other lean media are better equipped for neutral or positive messages. Findings also suggest that teachers use a combination of modes for effective teacher-parent communication.

Banach (2007) stated that communication methods range from formal to informal. Formal communications are written documents, print or electronic, that are scheduled and one-way, such as a monthly newsletter or web-site posting. These types of messages are generic and impersonal, usually written for reasons of time and energy. According to Banach, formal messages are more likely to be ignored, rejected, analyzed, or criticized. Informal communications are usually oral, two-way, and unscheduled. Examples of informal communications would be a telephone call to or from a parent, or an impromptu meeting before or after school. Informal messages are likely to be received, accepted, and understood. There are also semiformal communications, which can be a combination of both formal and informal, such as parent committees, meetings, or small group discussions, and also a combination of letters and one-to-one exchanges with parents.

These three types of communication constitute Part One of Banach's ABC Inventory of Teacher-Parent Communication: a) formal methods, b) semiformal methods, and c) informal methods. Teachers must use a variety of communication methods in order to meet the needs of parents.

### **Modes of Communication**

Traditional methods, or modes, of teacher-parent communication include phone calls, notes home, and face-to-face communication (FTF). Due to advances in technology, the face of communication as we know it is changing and evolving, even at the classroom level. Teacher-parent communications may now include electronic mail (e-mail), classroom web pages, blogs, and text messaging. Thompson & Mazer (2008) concluded that parents now prefer to communicate with teachers via e-mail over more traditional methods of communication. Some advantages that e-mail has over more traditional methods of communication, such as phone calls, include its asynchronous nature. Teachers are able to e-mail parents at any time, without having to worry about interrupting a family's dinnertime or calling when no one is home. Similarly, Tobolka's action research project (2006) suggested that electronic communication provided parents with more knowledge about daily school activities, and students' interest in their work also improved.

### **Teacher Practices and Perceptions**

Banach (2007) offered a caveat for teachers: effective communication is not another thing to *do*; it should be the essence of what teachers do. Teaching not only includes classroom interactions between teachers and students, but also a full range of professional responsibilities employed by educators. Domain 4C of Danielson's

Framework for Teaching (2007), which is now being used by school districts in their teacher evaluation systems, calls on the importance of teachers communicating with families. Student learning is enhanced when families are involved and informed.

According to Danielson, teachers need to provide: 1) information about the instructional program; 2) information about individual students; and 3) engagement of families in the instructional program. Within these three “elements,” there are four levels of performance: unsatisfactory, basic, proficient, and distinguished. A “distinguished” level of performance is described as follows:

- a) Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families;
- b) Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity;
- c) Teacher’s efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation (p. 100).

It is nearly impossible to be a good teacher unless you are also a good communicator. In a survey of over 100,000 parents, students, and teachers, Banach (2007) revealed opinions about “good” teachers and “good” schools. Some opinions expressed about good teachers and schools were that a good teacher is competent, has a caring attitude, takes an individual interest in each student, makes comments about each student’s work, and keeps parents continuously informed about their child’s progress or

lack thereof. Good teachers also have good teacher-parent communication that is frequent, timely, straightforward, and honest (p. 5). The surveys also indicated that 60 percent of teachers believe they do a good job communicating with parents, which leaves 40 percent believing otherwise.

Teachers are expected to communicate with families, yet the frequency, variety, and quality is up to each individual teacher. According to Rudney (2005), experienced teachers know that frequent, positive communications with parents will help build better relationships before problems occur. Although at the onset of each new school year teachers pledge to improve their communication efforts, the reality is that their daily rituals and duties make it difficult for them to do so. Communication between teachers and families are usually made when there is negative information about grades, achievement, or behavior (Constantino, 2003; Ramirez, 2002). In order to build positive teacher-parent relationships and enhance a positive school culture, teachers need to establish positive contacts with families, such as phone calls, post cards, notes, good news grams, and other forms of communication that send positive messages. Successful teachers realize that good communication is a two-way street, and understanding what parents want and need is vital.

Positive communication is key. Too often teachers' communication with parents revolves around negative disciplinary actions or grades. In communicating with parents, Berger (2008) advocated using the "sandwich" approach to maintain a positive relationship with parents and keep the lines of communication open. Berger recommended beginning communications, especially parent conferences, with pleasant and positive items before proceeding with negative comments or concerns, and then once

again ending with a positive summary. Similarly, Bender (2005) encouraged beginning communications positively; the feelings of goodwill that positive comments generate help foster a more receptive environment when covering unpleasant topics becomes unnecessary. Ramirez (2001) suggested that teachers make positive contacts early on to open the lines of communication and become allies with parents. Ramirez stated that this type of communication might foster mistrust not only of parents toward teachers, but also of teachers toward parents. By making positive contact early on, teachers will be better able to communicate issues later on in the school year. Additionally, communication sends messages that either welcome or disenfranchise families, and teachers need to choose the tools and methods that are both meaningful and culturally sensitive (Eberly, et al., 2007; Linse, 2010). Ultimately, parents remember teachers' patterns of behavior, whether they are positive or negative. According to Rudney (2005), parents remember when their children's teachers...

- Show a personal interest in their children...and when they don't.
- Communicate openly and frequently...and when they don't.
- Respond to problems with concern and understanding...and when they don't.
- Give extra help and time to children when necessary...and when they don't.

(p. 38)

Seitsinger, Felner, Brand, and Burns (2008) found that teacher practices in contacting parents were found to be significantly related to student academic adjustment and achievement, as well as parent reports of the school's contact performance. Seitsinger, et al.'s large-scale longitudinal study included data collected over five years that included 35,000 teachers from urban, suburban, and rural elementary and secondary schools in 24

states. The researchers found the top three reasons that teachers communicated with parents was to (a) provide information regarding student performance and problems, (b) provide information and suggestions to increase parent involvement in academics, and (c) give suggestions for connecting with health and community services. In addition, Seitsinger, et al. found that teachers in elementary school reach out to parents more often than secondary school teachers. Their findings are consistent with Ramirez (2001 & 2002) that there is a decrease in teacher-parent communication at the secondary level.

### **Parent-Teacher Conferences**

School conferences traditionally take place either after school or during the school day. Some families, especially those where both parents are working or single-parent families, endure great difficulty in attending conferences at the teacher's prescribed time, or at all. Attending meetings can result in loss of wages, either in the form of childcare, or taking time off work, which creates more economic difficulties for families, not to mention the issues of traveling to and from school. Not every family has access to transportation, so attending a conference may result in incurred fees for the parent. (Constantino, 2003; Ramirez, 2001; Ramirez, 2002). Language barriers may also affect a parent's ability to attend a conference. There are also times when the notification of conferences is not in the family's native language, or it arrives too late for them to be able to make arrangements to attend. When these barriers occur, teachers have the impression that families are apathetic toward their child's education, when in reality the teacher and/or school does not understand the family's situation.

## **Teacher Attitudes and Perceptions**

Families cannot be involved if teachers do not see family involvement as their responsibility. In a survey of 150 teachers by Connors and Epstein (1994), 90 percent of teachers felt that family involvement was necessary. However, when asked if it is the teacher's responsibility to involve families, only 32 percent of teachers agreed. While the majority of teachers recognized the importance of school/family relationships, a minority were willing to admit that involving families was the teacher's responsibility. This discrepancy in perceptions shows that not all teachers are willing to take the steps necessary to engage families.

Rudney (2005) urged teachers to change their thinking from "what can a parent do for me?" to "what can I do for parents?" Schools and/or teachers will often install roadblocks to effective communication without realizing that they have done so; other times, roadblocks are intentionally set up. Berger (2008) described five types of roles that schools and/or teachers take on that create roadblocks which hamper communication between teacher/school and home: a) authority-figure role; c) sympathizing-counselor role; d) pass-the-buck role; e) protect-the-empire role; f) busy-teacher role. The first roadblock, authority-figure role, occurs when teachers and administrators act superior to parents, often neglecting opportunities to include parents as equals in the educational process of their child(ren). Parents are locked out of decision-making processes, and seen as only able to impart information *to* and not *from*. Sympathizing-counselor role, the second roadblock, describes when school personnel focus on consoling parents over a child's mishaps, not taking advantage of opportunities to collaborate and focus on student achievement. Pass-the-buck role refers to when school personnel refer parent's concerns

to other departments or people, sometimes giving parents the impression that the school is deliberately stalling or delaying their child's learning. A united, close-knit staff can give the impression that the "fort" (i.e. school) is impenetrable by parents; this is the protect-the-empire role. School staff needs to be inclusive of all stakeholders in the educational setting and keep all lines of communication open. The final roadblock is the busy-teacher role. Teachers may claim that they do not have time to communicate with students' parents; however, with an infinite number of both professional and personal responsibilities, in and out of school, teachers must set aside time to communicate, and overcome all roadblocks.

Ramirez (2002) shed light on the conscious, and sometimes subconscious, negative attitudes educators have toward parents. Noticing several negative depictions of teacher-parent relationships displayed as cartoons in educational research journals, Ramirez began to question the assumptions and attitudes of teachers toward their students' parents, and the messages imbued towards pre- and in-service teachers. Teachers may receive these negative, antagonistic messages as anti-parent, thus lessening their disposition toward parents and parent involvement. Another portrayal of parents is of their lack of interest in their child's schooling and not wanting to be involved. As Ramirez stated, the reality is that parents DO want to be involved, however, several factors limit or exclude their participation in school events: a) work schedules; b) lack of day care; c) lack of transportation; d) teachers not wanting/welcoming parents on campus; d) negative memories of their own schooling experiences; e) insufficient information sent by the school; f) schools making parents feel unwelcome; g) lack of self-esteem; h) teachers "speaking down" to parents; i) lack of trust for school officials; j) a

negative school atmosphere; and k) scheduling school events during the workday.

Ramirez urged teacher education programs and in-service trainings to, at the very least, make teachers aware of parents' feelings toward involvement and the obstacles that prevent them from becoming involved.

### **Parent Preferences, Practices, and Perceptions**

Parents want to know if their child is safe, what their child is learning, how they are progressing, and if they are struggling academically or behaviorally (Freytag, 2001). Parents concerned with how they are going to put food on the table will have little energy to be concerned about their child's educational needs. Maslow's hierarchy of needs (1968, as cited in Berger, 2008), "stresses that basic needs must be met before a person can climb higher rungs of the ladder toward self-actualization" (p. 132). Parents facing unemployment, and in some cases even deportation, will not be as involved in their children's schooling, and will need extra support in building positive, effective partnerships. These various debilitating situations, coupled with previous schooling experiences and economic pressures, can cause some parents to stay away from the school. There are, however, some parents that tend to dominate schools and are extremely involved. According to Berger (2008), there are five categories of parents: a) parents who avoid schools like the plague; b) parents who need encouragement to come to school; c) parents who readily respond when invited; d) parents who are comfortable and enjoy involvement; and e) parents who enjoy power and are overly active. Each parental type will require different responses from the teacher, some with more encouragement and support, and others with significantly less.

Ames, de Stefano, Watkins, and Sheldon (1995) found that parents' sense of comfort with the school, their reported level of involvement, and overall evaluations of the teacher were higher when they received frequent and effective communications. Their study was part of a longitudinal project examining the relationship between parent involvement and school-to-home communications. The researchers sampled 35 teachers, ranging from second grade to fifth grade, from four midwestern school districts. The researchers implemented an intervention program that was designed to increase the frequency and content of their teacher-parent communications. The communication practices included: a) classroom newsletters, b) information about classroom learning activities, c) progress reports on child's performance, d) notes about their child's accomplishments and improvement, e) ideas about how to help children learn, and f) activities for parents to do together with their children. These researchers concluded that when parents viewed the communication practices as frequent and effective, parents reported feeling more involved in their child's learning and more comfortable with the school, which in turn may mediate the relationship between school and home communications and parent involvement.

Parents may feel excitement and anticipation, or dread and anxiety, about their children's schooling depending on their past school experiences. Cultural and social backgrounds also affect parents' attitudes toward school, as well as current pressures.

Berger (2008) described six parent roles that inhibit communication:

- Protector Role – These parents protect their own egos and overprotect their children. Parents subconsciously view their children as extensions of themselves, and take any criticism or negative messages personally. Parents put up a shield against “attack”, and make it very difficult to communicate.

- **Inadequate-Me Role** – These parents avoid participating and going to school events because they feel as if they do not belong. Many parents do not feel comfortable talking to school personnel and find it difficult to communicate their feelings or desires.
- **Avoidance Role** – This category features both parents that avoid the school due to their difficulties in school growing up, as well as parents who do not respect the school and/or its treatment of parents and students.
- **Indifferent-Parent Role** – Due to financial and time pressures, these parents shift their parental responsibilities to others, in this case, schools. These parents do not feel that they make a difference in their child’s life.
- **Don’t-Make-Waves Role** – Parents who take on this role are unwilling to be honest with their concerns because they feel that the school or teacher will take it out on their child.
- **Club-Waving-Advocate Role** – These parents are the opposite of the “inadequate-me” or the “don’t-make-waves” parents, and sometimes get carried away with their devotion to their children, which they may exhibit through power play. These advocates become overt in their desire to change school policies that affect their children.

Berger (2008) emphasized the importance of handling each parental role with care and attending to the needs of each parent. The remedies are as varied as the roles; ranging from encouragement and early communication, to offering parents opportunities to be leaders, teachers need to be creative in determining which type of communication best suits each role. Research shows that schools and teachers need to take the necessary steps to engage families in order to help them overcome any negative feelings toward schools (Berger, 2008; Constantino, 2003; Freytag, 2001; Linse, 2011).

### **Parent Communication Practices**

Parents’ communication practices are evolving. Communication practices now include e-mailing and communicating via websites, as well as text messaging and video conferencing (Lewin & Luckin, 2010; Thompson, 2008; Thompson & Mazer, 2012; Tobolka, 2006). The Internet broadens parents’ opportunities to be involved with their

child's school without having to physically be there, and the asynchronous nature of certain modes make them viable options for parents who are short on time. In their study of data from over 2,700 schools in Florida, Hohlfield, Ritzhaupt, and Barron (2010) found that the use of e-mail and websites is on the rise at all school levels. The researchers claimed that information and communication technology (ICT) can be used as a bridge between schools, families, and the community, and can be a viable tool in increasing family involvement.

Thompson (2008) reported an increase in the level of parental involvement and parent-teacher communication at the elementary and secondary level due to the use of ICT. In his interview of 30 parents and 30 teachers, and analysis of over 341 parent-teacher e-mail messages, Thompson found that parents preferred communicating with teachers via e-mail. Parents preferred the use of e-mail to communicate due to its asynchronous nature, convenience, and ability to give and receive immediate feedback. Thompson also found that parents typically initiated e-mail communication more frequently than teachers because parents had easier access to teachers' e-mail addresses (1 – 6 e-mails for parents compared to 20 – 150 for teachers), and parents were responsible for fewer children.

In their 2012 study, Blau and Hameiri examined teacher-family online interactions and gender differences in parent involvement. The data included three years of teacher-parent online interactions in seven Israeli schools. The researchers found a significant gender difference in parental involvement in the form of logging onto an online system in order to receive academic updates and information on their child, with mothers having a higher level of online parental involvement than fathers. Also

significant were their findings on teacher-parent interactions: parents' communication practices increased when teachers engaged in higher amounts of communication with parents. In other words, the more teachers initiated communication with parents, the more parents engaged in communication with the teacher.

### **The Role of Culture in Communication**

Parents that come from different cultural backgrounds may face culture clashes in terms of parent involvement. Loera, Rueda, and Nakamoto (2011) found that although Latino/a parents had high hopes and expectations for their children's education, they feared that they were being disrespectful and/or meddling in the teacher's business if they were more involved. The American school culture, and the Chinese and Latino cultures, are clashing in terms of their view of parent involvement.

Several studies have been conducted on parent involvement in English Language Learner (ELL) families. Using data from the Early Childhood Longitudinal Study-Kindergarten Cohort, Turney and Kao (2009) analyzed parental involvement of minority immigrant parents. Parental involvement was classified as follows: (a) attending open house or back-to-school night, (b) attending a PTA meeting, (c) going to a parental advisory or policy council group, (d) attending a parent-teacher conference, (e) attending a school or class event, (f) volunteering at the school or serving on a committee, or g) participating in fundraising for the school. Parent participation rates were higher than in the Ji & Koblinsky study (2009). Whereas only 35% of the Chinese immigrant parents from the Ji & Koblinsky study reported having attended a parent-teacher conference, 86% of parents in the Turney & Kao study reported attending a parent-teacher conference. The minority immigrant parents in the sample were also more likely to attend

a PTA meeting (36%) or a parental advisory group meeting (9%), when compared to Chinese parents, who reported not attending PTA or advisory group meetings at all.

In their 2010 study, Harper and Pelletier compared the communication and involvement of parents who spoke English as a first language (EL1) with parents who were English language learners (ELL). The parents' knowledge of their children's abilities in reading and mathematics was also examined. Results of this study showed that there was a significant relationship between the language status and the frequency of parent communication, with ELL parents communicating less frequently with teachers when compared with EL1 parents. However, there was no significant relationship in their parent involvement. For both language groups, parents' ratings of their child's abilities in mathematics accurately predicted their actual math scores, but not their reading scores. According to the researchers, this discrepancy could be due in part to the parents' various abilities in reading and math. For ELL parents, they may have a better idea of their child's progress in math due to the fact that math is easier to observe than reading.

### **Barriers to Communication**

Parents face many barriers to their involvement and direct participation in school events, including their communications to and from school. Turney & Kao (2009) outlined several barriers to school involvement, which included: a) inconvenient meeting times, b) no child care, c) problems with safety going to school, d) not feeling welcomed by school, e) problems with transportation, f) problems with language because meetings are conducted in English only, and g) not hearing about interesting things, and h) family members not getting time off work to attend (p. 260). About one third of the parent sample reported no barriers to parental involvement, but a little over half, 55%, reported

one or two barriers. Socioeconomic status (SES) was a negative predictor of all barriers to involvement. In other words, the lower the SES, the more barriers reported. Foreign-born Black, Hispanic, and Asian parents faced higher levels of barriers than their White native-born counterparts. Interestingly, native-born Asian and Hispanic parents faced similar amounts of barriers as their White native counterparts. The English language ability of parents was also an important predictor of perceived barriers as well. Hispanic foreign-born participants were 5.5 times more likely to report language as a barrier to involvement. Hispanic foreign-born and Asian foreign-born parents were 2.5 to 2.8 times more likely to report not feeling welcomed at their child's school. Overall, all immigrant parent groups were more at a disadvantage in both participation and barriers in their child's schooling. Hispanic, Asian, and Black foreign-born, as well as Black native-born, parents were less involved in their child's classrooms and less likely to get involved in their schools. English language ability and time in the United States were positively associated with involvement.

There are many more barriers facing the ELL population. Socioeconomic status, language level, and parent educational level are all predictors of barriers (Huntsinger & Jose, 2009; Turney & Kao, 2009; Vera, et al., 2012). Research has found that the most common barriers are linguistic, followed by a lack of familiarity with the educational system, and not wanting to interfere with how teachers do their job. In order to break down barriers, parents must be educated on how schools in the United States work, and expectations of parent involvement (Vera, et al., 2012).

Several researchers (Constantino, 2003; Eberly, Joshi, & Konzal, 2007; Harper & Pelletier, 2010; Ji & Koblinsky, 2009; Turney & Kao, 2009) cited language as a major

barrier to communication. In order for communication to be meaningful it must be in a language that parents understand. Teachers should be careful in their word choices and avoid educational jargon. Acronyms or specialized concepts, such as formative assessment or criteria chart, either should be explicitly, yet simply explained, or not used altogether. Constantino (2003) recommended curricular information to be provided in an easy to understand, jargon-free format that can be easily understood by all families. Distributing school information in more than one language is necessary, and should equal the depth, breadth, and quality of the first language communication. Translations should appear in the same form and format as the first language communication. For example, if a letter is sent home on letterhead, all other translations should be on letterhead. Similarly, if a brochure or flyer is printed in color, so should its other language counterpart. This sends a message that all families, regardless of what language they speak, are equally important.

### **Role of Technology in Communication**

#### **Removal of Barriers**

Barriers to family involvement make it difficult, and in some cases, impossible to create strong school-family relationships. Constantino (2003) stated that the largest barrier to involvement was time. Many families in his study indicated they have little time for their children, or even themselves, and simply do not have time to become involved in their children's school life. Time is at a premium in households where there is a single parent, both parents work, or another family member or guardian is left to take care of children outside of school. Technology can be a useful tool in these types of situations. Voicemail technology, and other asynchronous web-based systems can

provide valuable information for families at a time that is more convenient for their schedule. Constantino emphasized, “Breaking down the barrier of time means trying new ideas, reaching out to disengaged families, and breaking old paradigms of traditional thinking about school access” (p. 89).

In dealing with difficult, hard-to-reach parents, a key part of working with them is changing the pattern of interaction (Rudney, 2005). Changing the mode of communication, or even location where communications take place, can alter the outcome. An example would be to meet parents on neutral ground instead of in the classroom, if previous face-to-face communications have been unsuccessful or confrontational. Perhaps writing notes, sending an e-mail, or talking over the phone would also achieve better results.

### **Determining Appropriate Technology**

The number of products and websites catering to communication needs are on the rise, and determining how to select the appropriate technology can enhance the relationship between home and school. A teacher’s knowledge of technology, coupled with an understanding of their students’ demographics and cultures, is important in determining which forms of technology to use. However, more technology is not necessarily better in establishing communication. The degree of access to technology available to each family, along with best practices in establishing communication with families, need to be taken into consideration. According to Constantino (2003), the telephone continues to be the most popular technology available to a larger audience. Even with the explosion of the Internet, e-mail, and applications, he concluded that telephone technology remains the best way to connect all families. “Designing a

technology system that is accessible to everyone, every day, twenty-four hours per day, 365 days per year, is the advantage that no other means of home-school communication can offer” (p. 44).

Many teachers do not have access to telephones in their classrooms, making connecting with a teacher by telephone very difficult for parents. Often, a series of phone calls and messages may take place over a number of days, leaving both parties frustrated. Providing telephones in every classroom could revolutionize the ability for teachers to communicate with parents.

As familiar as the Internet is to those who are computer savvy, it is not widely accessible to all families, especially those who are non-English speakers or whose socioeconomic status does not afford them the option to have a home computer with Internet capability. Although there are numerous products that use the Internet to bring information such as grades, assignments, and attendance to parents and families, the Internet remains out of reach for those families who do not have access. Constantino (2003) suggested finding the technology that provides the same information available on the Internet in a voice-digitized fashion so that families may retrieve it via the telephone.

This review of literature related to teacher-parent communication has attempted to provide an overview of research findings on communication, such as avenues and modes of communication, and teachers’ and parents’ habits of communication in the school setting. The following chapter describes the methodology of this graduate project.

## CHAPTER 3

### Methodology

This project was designed to help improve teacher-parent communication with the use of both paper and electronic communication tools. The aim of this project was to include the tools that I have created and used regularly as a teacher, and to also collect and share what other teachers use in their classrooms in order to offer tools for a variety of purposes and grade levels. Too often, teachers are isolated in their own classrooms and are not given enough opportunities to collaborate and share ideas and tools with colleagues. I was inspired by a professional development session hosted by a group of first grade teachers at my previous school that shared some communication tools they used effectively in their classrooms. This project will include some of those tools, as well as many other tried and true communication tools that are currently used in classrooms at the school, district, state, country, and global levels.

The first step in gathering tools was in looking back at nine year's worth of communication tools that I have created and collected over the years. Being in my ninth year of teaching, and having taught grades K, 1, 3, and 4 at three different schools, I have had to create and use many different tools, serving many different purposes and types of families, including those of various linguistic and cultural backgrounds. The tools that I have selected to include in this project represent the most adaptable and usable of my collection; any teacher can change some of the wording to suit their specific grade level. From beginning of the year forms, to parent-teacher conference invitations and reminders, the tools can be used in any classroom, at any school, and in any grade level to communicate with parents.

The second step in the tool-gathering process was to collect and gather communication tools that other teachers use in their classrooms and that they would be willing to share. A letter (see Figure 3.1) or e-mail was sent to the teachers at two of my schools, as well as to other friends who are teachers that I have kept in touch with over the years. Approximately 10 teachers responded via school mail, e-mail, or in-person. A number of their paper and electronic communication tools are included in this project.

**Figure 3.1 Teacher Letter**

Dear Teachers:

As mentioned during last Tuesday's PD, I need your input! As part of my final graduate project, I am collecting and compiling resources, tools, forms, and the like, that facilitate communication with parents that are used by REAL teachers in REAL classrooms. It would be of great service to me, and the profession, if you shared your tried and true communication tools. Some examples include, but are not limited to, the following:

- Newsletters
- Note/letter formats (positive or negative)
- Phone call format or protocol
- Weekly or monthly behavior/progress notes or report forms
- Parent conference sign-up or reminder
- E-mail format
- Class blog or webpage
- Other technology tools – websites, apps, etc...

Please know that any tool used in my final project will be cited and credited appropriately. For those who are willing to share their communication tools, I will also be sure to provide you with my compilation of resources once the project is completed. In order to ensure that I complete my project in a timely manner, please send me your materials by **Wednesday, March 5, 2014**. You can either put them in my box (paper-clipped, with your name on it/them), OR e-mail them directly to me at: [ypreciado.young@gmail.com](mailto:ypreciado.young@gmail.com).

Thank you in advance,  
Yesenia Preciado



The electronic communication tools that are included in this project are either used in my own classroom, were recommended as effective by other teachers, or were discovered through research. Whether it is an electronic tool that I already use, a tool recommended by a teacher, or ones I discovered through research, I wanted to make sure that all of the electronic tools were FREE of charge, for both the teacher and the parent and/or student. This was an important criterion because I did not want cost to be a factor in the use or non-use of a communication tool. There are already enough barriers between teacher and parent; I did not want money to be yet another roadblock.

Each communication tool is described in terms of purpose, rationale, grade-level applicability, type of communication (one- or two-way), frequency of use, user-friendliness, and educational benefit to the teacher. The description for electronic tools also includes the type of device(s) required to fully utilize the tool. User-friendliness and educational benefit to the teacher will be rated on a scale from 1 to 5 apples, a rating system that I developed for purposes of this project to depict at-a-glance the user-friendliness and educational benefit of each tool (see Table 3.1).

**Table 3.1 User-Friendly and Educational Benefit Scale**

User-Friendly	Educational Benefit
 Difficult to use	 Not at all beneficial
 Somewhat difficult to use	 Somewhat beneficial
 Neutral	 Neutral
 Easy to use	 Beneficial
 Extremely easy to use	 Extremely beneficial

User-friendliness is used to describe two things: 1) how easily a teacher can implement this tool in his or her classroom; and 2) if the tool is easy and understandable to set up and use. According to the scale, a rating of 1 to 2 apples means that implementation is difficult or somewhat difficult, or that the set up or construction of the tool is difficult, lengthy, or too time-consuming. This would deter teachers from using the tools, so I have not included tools with a rating of 1 or 2. A user-friendly rating of 3, 4, or 5 means that teachers would have little to no difficulties in implementing the tool(s) in their classroom, and would not require much time to set up or use consistently.

The educational benefit scale describes how beneficial the tool would be to a teacher's communication practices. If the tool would greatly improve or enhance teacher-parent communication, the tool was rated 4 or 5 apples; 3 apples translates into little to no change or improvement in communication. However, if the tool would not benefit teacher-parent communication, a rating of 1 or 2 would be given; once again, I have not included tools in this project which would not improve communication.

My evolution as a teacher and in the tools I have used to enhance classroom communication, have led me to this project today. As I have changed and evolved, discovered what works and what does not, and learned about new communication tools available to teachers, I have developed this project as a resource and guide for teachers to enhance their communication techniques. A detailed list of paper and electronic tools is included in Chapter 4 of this project.

## CHAPTER FOUR

### Communication Tools for Teachers

This project was designed to identify paper and electronic communication tools for teachers to utilize on a daily, weekly, monthly, and yearly basis to enhance their teacher to parent communication. These tools are currently used in my own classroom, my colleagues' classrooms, and in other classrooms across California, the United States, and in some cases, the world. Teachers can use these tools in their own classrooms and each is ready for implementation. Each is described in terms of purpose, grade-level applicability, type of communication (one- or two-way), frequency of use, user-friendliness, and educational benefit to the teacher. User-friendliness and educational benefit will be rated using the scale established in Chapter 3.

The communication tools I currently use consistently and effectively are described in this chapter. Others that colleagues have provided and those I am just now discovering are included in the appendices. The teacher tools are organized by type, paper versus electronic, as well as purpose (i.e., beginning of the year, behavior, progress report, parent-teacher conference sign-up, etc...). In the appendices you will find the following resources:

**Appendix A:** Electronic Tools – The tools are presented according to mode and each includes a description of how the tool can be used in the classroom.

**Appendix B:** Beginning of the Year Tools – Examples of various paper tools sent home or used at the beginning of the school year are included in this section, such as introductory letters, surveys, and questionnaires.

**Appendix C:** Homework Tools – I have provided several examples of homework checklists and newsletters that are used either in my classroom or in colleagues' classrooms to communicate with parents regarding homework.

**Appendix D:** Behavior Management Tools – Each tool included was created by classroom teachers to track behavior and/or communicate with parents regarding their child’s behavior.

**Appendix E:** Academic Progress Tools – This collection of tools can be used to notify parents of their child’s academic progress in addition to, and more frequently than, the standard school report card.

**Appendix F:** Parent Conference Tools – The examples of Parent Conference Tools included were designed to schedule and remind parents of conferences.

**Appendix G:** Other Notification Tools – From field trips to special holidays, these teacher-created tools can be used to inform parents of upcoming school events and other pertinent information throughout the school year.

All communication tools included in this project, whether paper or electronic, are completely free; certain equipment, however, is needed to create or use the tools. All paper tools require, well, paper, a computer, and a printer. The electronic tools require a computer, smartphone, tablet, and/or access to the Internet. Regardless of whether the tool is a paper or electronic tool, once the equipment is secured, the only investment teachers have to make is that of time; invest the time in using these tools, and the returns will be great.

### **Electronic Tools**

Technology continues to change the face of communication. Within the last 15 to 20 years, technology has been developed to enhance communication for a variety of users, and teachers are no different. From e-mail and websites, to more recent software applications and blogs, there are tools available to suit every teacher’s communication needs. While many tools are included in this project, the list is comprehensive, but not exhaustive; new apps and programs are developed, it seems, every day! The following

tools are the ones which I have found to greatly benefit communication in my own classroom, a colleague's classroom, or that I feel have the potential to significantly enhance teacher-parent communication in any classroom.

Besides e-mail, four of the electronic tools included in this project are used consistently in my classroom: ClassDojo, Remind101, ClassMessenger, and Jooner's. The use of these four electronic tools has been one of the greatest determiners of this project; I love the convenience and ease of the four tools, and feel that all teachers could, and should, use these tools in their classrooms.

### ClassDojo

Title: ClassDojo

Grade-level: All

Type: One-way

Frequency: Daily

User-Friendly: 

Educational Benefit: 

Required Device(s): smartphone, tablet, and/or computer

Purpose: To track student behavior throughout the day; to keep parents informed of their child's daily conduct.

Rationale: Parents want to know how their child behaved in school on a daily basis. They want to know if they listened to the teacher, if they completed their assignments, or if the opposite occurred. ClassDojo informs parents of these behaviors, and does not require parents to physically come to school to ask about their child.

### Remind101

Title: Remind101

Grade-level: All

Type: One-way

Frequency: Daily

User-Friendly: 

Educational Benefit: 

Required Device(s): smartphone, tablet, and/or computer

Purpose: To inform and remind parents of upcoming events, due dates, and other important school-related information.

Rationale: Keeping parents informed is important so that they feel included in their child's school experience, and also to ensure that their child understands and complies with the information being sent (i.e. when an assignment is due, and a parent making sure they complete the assignment by the due date).

### Jooner's

Title: Jooner's

Grade-level: All

Type: One-way

Frequency: Daily

User-Friendly: 

Educational Benefit: 

Required Device(s): Computer and/or tablet

Purpose: To schedule events that require parent participation such as parent-teacher conferences, classroom parties, volunteers at school functions, and more; it allows parents to sign-up for their designated time and/or activity.

Rationale: Oftentimes, paper notices and sign-ups get lost in the hustle and bustle of everyday life; Jooner's allows parents to sign up online, and will send them a reminder of their conference, volunteer duty, or what items to bring or donate for a class event.

Jooner's also gives parents a choice in what and when they sign up.

### ClassMessenger

Title: ClassMessenger

Grade-level: All

Type: One-way

Frequency: Daily

User-Friendly: 

Educational Benefit: 

Required Device(s): smartphone, tablet, and/or computer

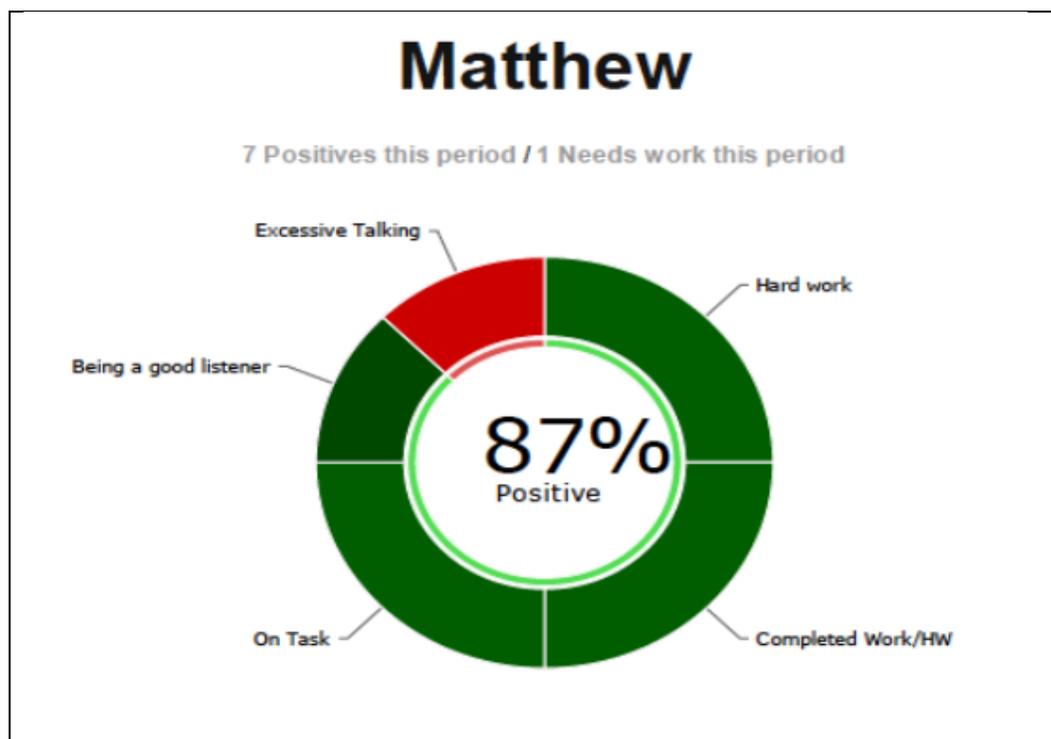
Purpose: To enable two-way messages between teacher and parent, as well as teacher and student. The app also allows teachers to set up volunteer/donation opportunities, which parents may then select. Teachers can also send pictures to keep parents in the loop on what is going on in the classroom, or even send homework or missing assignments via an attachment.

Rationale: Two-way communication makes teachers and parents equal partners; what both say is equally important. A parent's sense of comfort and ability to communicate consistently with the teacher is enhanced with the use of this application/service.

**True-life testament.** I began using ClassDojo and Remind101 approximately one year ago in my kindergarten classroom, and now that I am teaching 4<sup>th</sup> grade, they both are still equally useful despite the fact that I moved from teaching in the primary grades to the upper grades. ClassDojo started as a behavior management application (hereto referred to as an “app”), which allows the teacher to track behavior throughout the day using a smartphone or tablet application, or via a computer or laptop. Parents are able to login through the app on their phone or tablet, or via the ClassDojo website to see how their child behaved throughout the day. ClassDojo tracks the exact time the teacher recorded the behavior and what the specific behavior was, which can be positive or negative. A report is e-mailed at the end of the week to every parent showing his or her child's behavior for the week (Figure 4.1). The teacher also has the option of inserting personalized comments for each child. Within the last few months, ClassDojo has now added a messaging service that can “broadcast” a message to all parents, or any individual parent of their choosing. Regardless of what grade I have taught, parents

always ask, “How was my child today?” Teachers do not always have time to talk to parents after school, which may hinder communication between teacher and parent. ClassDojo is the solution to this problem. Parents no longer have to show up at the door at the end of each day to ask the teacher about their child’s behavior; parents can track their child’s progress throughout the day, whether they are at home, work, the grocery store, getting a pedicure...you name it. Figure 4.1 is an example of one student’s behavior report e-mailed to the parent by ClassDojo.

**Figure 4.1 ClassDojo Weekly Report**



Remind101 is an app that allows the teacher to send out reminders to parents via text message or e-mail (the mode is up to the parent’s choosing). A great feature of Remind101 is that you can schedule the exact time the reminder is sent out to parents, unlike e-mail, which is sent out immediately (I personally do not want parents to know that I am up at 1:00 a.m. sending out a reminder). I have used Remind101 to remind

parents about holidays, minimum days, Crazy Hat day, picture day, upcoming tests, and when projects are due. The true value of Remind101 became evident when a parent commented to me during parent conferences that if I had not sent out a reminder via Remind101 about when the California Mission project was due, they would not have known about the project and their child would have failed social studies. Because I had sent out the reminder on the Monday before it was due, she had time to work with her child on the project that was due that Friday, and her child ultimately earned a 4 on his project (on a 4 point scale). Even though I had sent out a paper reminder, the reminder obviously never made it home. One drawback of this tool, however, is that currently Remind101 only allows for one-way communication (teacher to parent.)

Upon recommendation by another teacher, I began using Jooner's this school year, which is an on-line sign-up sheet that can be used to schedule parent-teacher conferences, volunteers for school events, and to solicit classroom donations. In scheduling parent-teacher conferences, the teacher creates the schedule for conferences, "publishes" the schedule through an e-mail to parents, and parents then log on to the Jooner's website using the teacher's code. Parents do not need to login, but once they are on the teacher's page using the teacher's access code, a parent can then select the day and time of their choosing by entering their name and e-mail by their chosen time, and *voilà!*, they are signed up for a conference (for an example see Figure 4.2). Another convenient feature of Jooner's is that a reminder is sent out to parents either one or two days (teacher chooses number of days) before their conference. When using Jooner's to solicit donations, such as helpers or food for a class party, the teacher inputs the help and items needed and the quantity of each (for example: set-up helpers, clean-up help, 12-pack hot

dog buns, etc...). Once again using the teacher's access code, parents can view the sign-up online and input their name by the items requested (see Figure 4.3 for an example).

Parents can easily see what items have already been fulfilled, and what are still needed.

**Figure 4.2 Jooner's Sample Parent Conference Sign-up**



## Parent Teacher Conferences

Initiated by: Sandy Burger

Parent teacher conferences are an important check point for parents to hear about the progress of their kids in the school environment.

Coordinate hassle-free parent-teacher conferences. Teachers can quickly and easily create a sign up sheet for parent-teacher conferences. Parents can sign up for a date and time that works best for them.

**What do you want volunteers to do or bring?**

Select	Needed	Dates	Volunteer name	Note to organizer
<b>▼ 8:30am Meetings</b>				
<input type="checkbox"/>	8:30am - 9:00am	10/23/2012	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	8:30am - 9:00am	10/24/2012	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	8:30am - 9:00am	10/25/2012	<input type="text"/>	<input type="text"/>
<b>▼ 9:00am Meetings</b>				
<input type="checkbox"/>	9:00am - 9:30am	10/23/2012	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	9:00am - 9:30am	10/24/2012	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	9:00am - 9:30am	10/25/2012	<input type="text"/>	<input type="text"/>
<b>▼ 9:30am Meetings</b>				
<input type="checkbox"/>	9:30am - 10:00am	10/23/2012	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	9:30am - 10:00am	10/24/2012	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	9:30am - 10:00am	10/25/2012	<input type="text"/>	<input type="text"/>

**Figure 4.3 Jooner’s Sample Classroom Party Sign-up**

**Classroom Party**

Initiated by: Sandy Burger  
 Email help@jooners.com  
 Date: Fri Nov 16 2012  
 Time: 12:15 PM - 01:30 PM

Looking to have a classroom party? Is it to welcome kids back to school or a First 100 Days Party?

Be sure to involve everyone in the efforts and coordinate any classroom party with ease, using this sign up sheet. You can invite parents to volunteer on the day and also to provide craft items or food for the party.

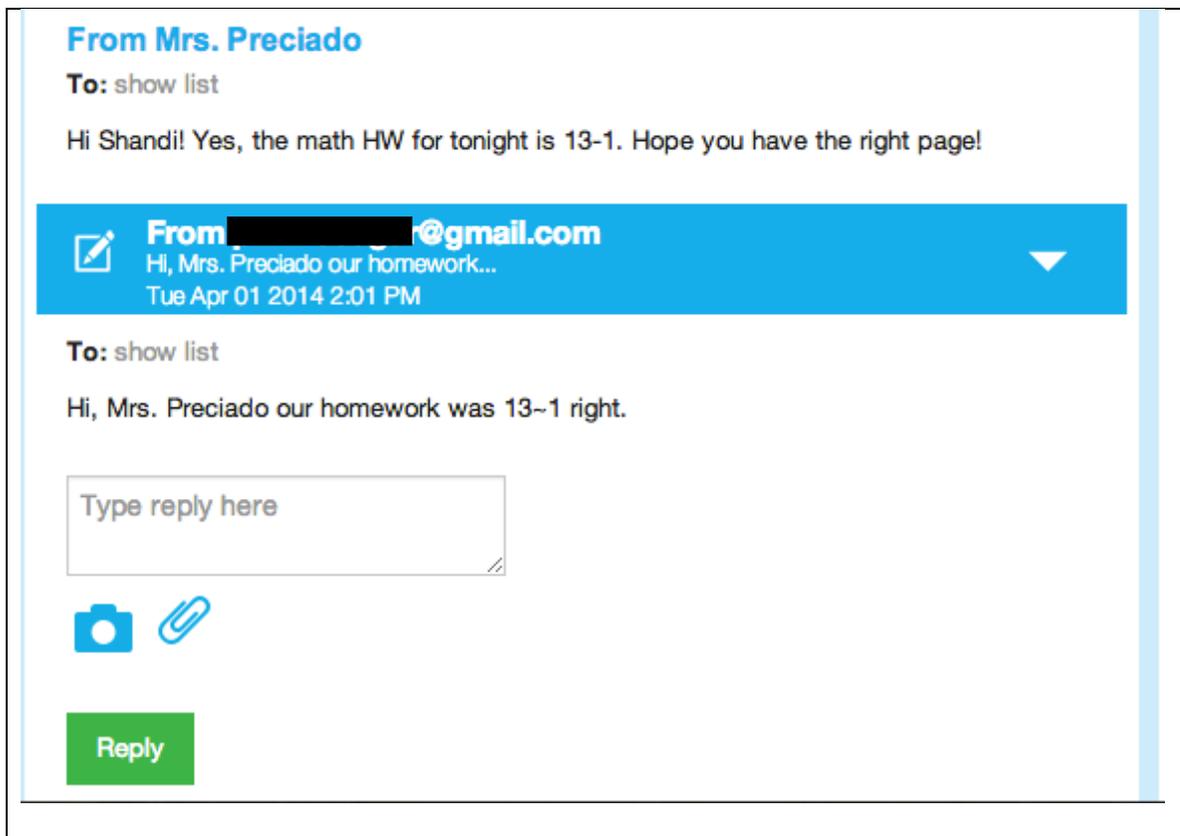
What do you want volunteers to do or bring?

Select	Needed	Volunteer name	Notes
<b>▼ Helpers</b>			
<input type="checkbox"/>	Set up Helpers		
<input type="checkbox"/>	Set up Helpers		
<input type="checkbox"/>	Set up Helpers		
<input type="checkbox"/>	Set up Helpers		
<input type="checkbox"/>	Clean up Helpers		
<input type="checkbox"/>	Clean up Helpers		
<input type="checkbox"/>	Clean up Helpers		

The most recent of the electronic tools I have incorporated into my classroom communication techniques is ClassMessenger. Similar to Remind101, ClassMessenger enables the teacher to send messages, reminders, alerts, etc. to parents and students. Unlike Remind101, ClassMessenger allows two-way communication between teacher and parent, and teacher and student. Parents and students can download the app on their tablet or smartphone, or access the class account through the website. Students under the age of 13 require parent permission and a class activation code. In addition to all my parents being signed up, several of my current fourth graders are signed up for the ClassMessenger service. One student in particular recently sent me a message asking

about a homework assignment (see Figure 4.4). I was able to respond to her immediately, and she was able to complete the correct homework assignment. My quick response was due to the fact that in addition to e-mail, ClassMessenger sends “push notifications,” which is when the message pops up on a phone or tablet’s home screen. No login required, no checking of e-mail; the notification is immediately visible. Another added benefit of ClassMessenger is that teachers can also send pictures and other attachments to parents and students. I recently used ClassMessenger to send parents pictures of student projects; if they cannot come to the classroom, ClassMessenger can bring the classroom to them.

**Figure 4.4 ClassMessenger Student Message and Response**



## More Electronic Tools

ClassDojo, Remind101, Jooner's, and ClassMessenger are only four electronic tools of hundreds that are available to teachers that can potentially improve teacher-parent communication. The following electronic tools are categorized by mode: web-based, telephone, text messaging, and video. All tools have the same purpose: to keep parents informed and involved in the daily occurrences of the classroom. A complete list of the electronic tools referenced in this chapter can be found in Appendix A.

### Web-based tools.

#### E-mail

Title: Electronic mail (e-mail)

Grade-level: All

Type: Two-way

Frequency: Daily, or as often as needed

User-Friendly: 

Educational Benefit: 

Required Device(s): Computer, tablet, and/or smartphone

Purpose: To enable two-way communication between teacher and parent; to notify parents of upcoming events, give information on student progress, or share any praises or concerns regarding the student.

Rationale: E-mail allows for two-way communication, which is the ideal avenue of communication because both teacher and parent have equal power. E-mail's asynchronous nature makes it a very convenient communication mode, as e-mail can be sent at anytime.

#### Class Website

Title: Class Website

Grade-level: All

Type: One-way

Frequency: Ongoing; updated as often as needed

User-Friendly: 

Educational Benefit: 

Required Device(s): Computer and/or tablet

Purpose: To keep parents, families, and students informed of upcoming events and pertinent information regarding classroom happenings. A class website can contain curricular information, current class happenings, a calendar of events, homework for the week, extra credit opportunities, and more.

Rationale: A class website offers a glimpse into the classroom without actually stepping into the classroom. With increasingly busy schedules, parents do not always have time to come into the classroom and ask the teacher questions regarding what their child is learning. A website can help keep parents informed and connected.

#### Web-logs (Blogs)

Title: Blogs

Grade-level: All

Type: Two-way

Frequency: Daily, or as often as needed

User-Friendly: 

Educational Benefit: 

Required Device(s): Computer and/or tablet

Purpose: To give information or keep a log on a specific topic or event. A teacher can post a blog on any subject, such as a recent field trip or curricular unit, and readers (parents, families, etc.) can comment on the blog post, ask questions, and engage in an online discussion with the teacher, other parents, and students.

Rationale: In order to keep the lines of communication open, teachers need to offer multiple modes of communication. A blog allows communication between teacher, parent, and student, and keeps them informed on what is happening in the classroom.

## ClassCharts

Title: ClassCharts

Grade-level: All

Type: One-way

Frequency: Daily, or as often as needed

User-Friendly: 

Educational Benefit: 

Required Device(s): Computer and/or tablet

Purpose: To track student behavior according to where they are seated and/or what class they are in, and keep parents informed of student behavior.

Rationale: Parents need to be kept up-to-date with daily classroom behavior, whether the behavior is positive or negative. Parents are notified of behavior and can help reinforce or reward their child at home. ClassCharts also allows collaboration amongst teachers at the same school to keep track of the same student in all classes, so a parent can track behavior from class to class. If negative behavior patterns emerge, appropriate interventions can be discussed between parent and teacher(s).

## Tackk

Title: Tackk

Grade-level: All

Type: One-way

Frequency: Daily, or as often as needed

User-Friendly: 

Educational Benefit: 

Required Device(s): Computer and/or tablet

Purpose: To post announcements, assignments, and examples of student work in a digital format. Tackk is an online webpage/bulletin board that gives information and gives a snapshot of what students are learning, what work they have completed, or work that they yet have to complete. Content can include text, photo, and video.

Rationale: Tackk can be used to communicate information to parents and families, showcase student work, and explain or give examples on how to complete an assignment/project. The multi-modal feature of Tackk can engage parents and offer a more accurate picture of classroom activities, compared to reading a newsletter or note on paper.

### ClassPager

Title: ClassPager

Grade-level: All

Type: Two-way

Frequency: Daily, or as often as needed

User-Friendly: 

Educational Benefit: 

Required Device(s): Computer, tablet, smartphone, and/or iPod Touch

Purpose: To engage parents and students by running class wide polls, giving individual and/or group feedback, and broadcasting information and updates.

Rationale: Engaging in two-way, interactive dialogue with parents and students positively impacts teacher-parent relationships. ClassPager allows the teacher to engage with parents and students in multiple ways; for example, by including them in class polls, such as asking for suggested field trips or activities, giving specific feedback to each parent regarding his/her child, and keeping all parents updated, all of which improve teacher-parent communication.

### Engrade

Title: Engrade

Grade-level: All

Type: Two-way

Frequency: Daily, or as often as needed

User-Friendly: 

Educational Benefit: 

Required Device(s): Computer and/or tablet

Purpose: To inform parents of attendance, behavior, and grades

Rationale: The free Engrade account enables teachers to mark attendance, input grades, create seating charts, and send messages to parents. Teachers can use Engrade to keep parents informed of student attendance, behavior, and grades, all which significantly affect achievement and lead to student success. Engrade allows for more frequent communication regarding student achievement, which is typically limited to bi-annual teacher-parent conferences.

### Blackboard Connect

Title: Blackboard Connect

Grade-level: All

Type: One-way

Frequency: Daily, or as often as needed

User-Friendly: 

Educational Benefit: 

Required Device(s): Computer and/or tablet; telephone

Purpose: To send notifications via phone or e-mail (parent's choice), in most cases in the family's home language.

Rationale: A teacher can send mass messages to classroom parents using Blackboard Connect, or any combination of groups or individuals, via telephone or e-mail. Teachers choose from a menu of pre-set messages that match those found on the student report card by 5:00 p.m., and Blackboard sends the message out to the selected recipients not only via the parent's preferred mode of communication, but also their preferred language of communication. As the telephone continues to be the most accessible device for communication, Blackboard is a viable and reliable option for teacher-parent communication.

## Telephone/voice messaging.

### Vocaroo

Title: Vocaroo

Grade-level: All

Type: One-way

Frequency: Weekly, or as often as needed

User-Friendly: 

Educational Benefit: 

Required Device(s): Computer and/or tablet; microphone

Purpose: To record voice messages that can be sent to various recipients via e-mail, or converted into a QR (quick-response) code that can be embedded within a website, blog, or any paper tool.

Rationale: The recording of voice messages allows more access to parents and students. Even in today's day and age, certain populations of parents are illiterate, limiting the tools that can be used to communicate with them. A voice recording will be much easier for parents to understand than something written on paper or read online.

### Voxer

Title: Voxer

Grade-level: All

Type: Two-way

Frequency: Daily, or as often as needed

User-Friendly: 

Educational Benefit: 

Required Device(s): Computer, tablet, smartphone, iPod Touch

Purpose: To communicate via live voice, text, and/or photo sharing; messages can be sent and received instantly on any device.

Rationale: The multi-modal capability of Voxer makes this a very valuable tool. Both teacher and parent can initiate communication, which the receiver will receive instantly.

From short announcements (i.e., bring a flash drive tomorrow!) to photos of students at work, parents will be kept in the loop, which creates a sense of inclusiveness.

### Zello

Title: Zello

Grade-level: All

Type: Two-way

Frequency: Daily, or as often as needed

User-Friendly: 

Educational Benefit: 

Required Device(s): Computer, tablet, smartphone, and/or iPod Touch

Purpose: To communicate via live voice messaging, similar to a walkie-talkie.

Rationale: Teachers can send short, quick messages to parents, which they receive instantly via the Zello app. Engaging in two-way communication with parents builds stronger relationships between teacher and parent; timely, frequent, and effective communication fosters trust and makes communicating issues that may arise later, easier.

### Vtok

Title: Vtok

Grade-level: All

Type: Two-way

Frequency: Daily, or as often as needed

User-Friendly: 

Educational Benefit: 

Required Device(s): iOS devices only (iPad, iPhone, Mac)

Purpose: To send and receive free video calls, voice calls, and text chats with anyone in your Google contacts list.

Rationale: Vtok enables two-way communication, which is the most effective avenue of communication. Both teachers and parents have a choice in the mode they use to communicate, such as video calls (live, can see each other via the device), voice calls (phone call), and/or a text chat (text messaging). The flexibility in mode usage allows

users to select the mode appropriate for the occasion (i.e., video calls for conferencing, voice calls for communicating behavior issues, and text chats for quick reminders).

### Phonevite

Title: Phonevite

Grade-level: All

Type: Two-way

Frequency: Daily, or as often as needed

User-Friendly: 

Educational Benefit: 

Required Device(s): Telephone

Purpose: To record a voice message, which can be sent out via social media or phone.

Rationale: Telephone communication still remains the most reliable and accessible for all parents. Using voice messaging to communicate enables messages to reach a greater number of parents, and also allows for cues in voice tone that would not be discernible in print only.

### Google Voice

Title: Google Voice

Grade-level: All

Type: Two-way

Frequency: Daily, or as often as needed

User-Friendly: 

Educational Benefit: 

Required Device(s): Telephone and/or mobile/smartphone; Google account

Purpose: To link your personal phone number to a Google Voice phone number of your choice; the Google Voice phone number could be given to parents and set to operate during all or any time of the day.

Rationale: For teachers who want to keep their personal cell phone or home phone number private, having a Google Voice number would still make the teacher accessible to parents without losing privacy. A Google Voice number would link up to a teacher's

actual phone number, allowing parents to call that number, which can either be answered by the teacher, or sent to voicemail. Google Voice also converts voice messages into text, so a teacher could check messages through their e-mail without having to dial voicemail.

**Video.**

Skype

Title: Skype

Grade-level: All

Type: Two-way

Frequency: As often as needed

User-Friendly: 

Educational Benefit: 

Required Device(s): Computer, tablet, and/or smartphone; webcam and Internet connection

Purpose: To engage in free video and voice calls with anyone else who has a Skype account. Users can also engage in instant messaging and file sharing.

Rationale: There may be times when parents cannot make it to parent-teacher conferences or other school events. Skype would enable teacher and parent to conduct a video or phone conference, or communicate about other topics face-to-face, virtually.

Tango

Title: Tango

Grade-level: All

Type: Two-way

Frequency: As often as needed

User-Friendly: 

Educational Benefit: 

Required Device(s): Computer, tablet, and/or smartphone

Purpose: To engage in free video calls, voice calls, and messaging with other users of the Tango app.

Rationale: Comparable to Skype, Tango allows teachers and parents to engage in one-on-one, two-way communication via the app, which features video calls, voice calls, and messaging. Tango can be used weekly to send brief messages or reminders, and also for the occasional video conference to communicate more sensitive information.

### Glide

Title: Glide

Grade-level: All

Type: Two-way

Frequency: Weekly, or as often as needed

User-Friendly: 

Educational Benefit: 

Required Device(s): Smartphone and/or tablet

Purpose: To record and send instant video messages to individual or group recipients.

Rationale: In addition to weekly newsletters, Phonevite, and Vocaroo, which can be used to inform parents on a weekly basis of upcoming events, Glide adds the video/visual component. Recording and sending a video message allows for communication that is more clear for the recipient, as videos allow for facial cues and vocal intonations.

Teachers can record and send videos to one, some, or all parents.

### Animoto

Title: Animoto

Grade-level: All

Type: One-way

Frequency: Monthly, or as often as needed

User-Friendly: 

Educational Benefit: 

Required Device(s): Computer, tablet, and/or smartphone

Purpose: To create and share videos up to 20 minutes long with a variety of audiences via e-mail and/or a website or blog post.

Rationale: Several factors may inhibit parents from participating in special school events such as Back-to-School Night, Open House, Math Night, etc. From the sharing of student work and projects, to recording a parent workshop or missed Back-to-School Night session, Animoto can bring the classroom to any audience.

**Other applications.**

LINE

Title: LINE

Grade-level: All

Type: Two-way

Frequency: Daily, or as often as needed

User-Friendly: 

Educational Benefit: 

Required Device(s): Computer, tablet, and/or smartphone

Purpose: To engage in voice calls, video calls, and messaging with other users of the app.

Rationale: Line is basically a one-stop shop (that's free!). All you need is in this one application. Once the app is downloaded onto the desired device, teachers and parents can engage in voice calls, video calls, and messaging with individuals or an entire group.

WeChat

Title: WeChat

Grade-level: All

Type: Two-way

Frequency: Daily, or as often as needed

User-Friendly: 

Educational Benefit: 

Required Device(s): Computer, tablet, and/or smartphone

Purpose: To connect across various platforms with individuals or groups; live chat, group chat, voice call, or text message other WeChat users.

Rationale: Once parents download the app, the teacher can create a group for their classroom only, keeping all information exchanged private. The teacher can communicate

with one, some, or all parents, and vice versa; the app also allows for parents to stay connected with other parents as well.

### Teacher App & Grade Book

Title: Teacher App & Grade Book      Grade-level: All

Type: Two-way      Frequency: Daily, or as often as needed

User-Friendly: 

Educational Benefit: 

Required Device(s): Computer, tablet, and/or smartphone

Purpose: To track behavior, input grades, create and maintain a class calendar, and send messages or attachments to individuals or groups.

Rationale: Teachers need to keep parents informed of all aspects of their child's school life: daily behavior, grades earned, important events on the calendar, homework, etc.

Teacher App & Grade Book keeps track of all data entered by the teacher, which can then be sent to parents. Teachers can also send messages and/or attachments to any or all parents whose child may have misplaced their homework or other important notice sent home.

### TeacherKit

Title: TeacherKit      Grade-level: All

Type: Two-way      Frequency: Daily, or as often as needed

User-Friendly: 

Educational Benefit: 

Required Device(s): Computer, tablet, and/or smartphone

Purpose: To track attendance, manage behavior, input grades, create seating charts, and engage in two-way messaging with parents.

Rationale: As opposed to some apps that only offer behavior tracking or grade keeping, the TeacherKit app contains all the tools a teacher would need to stay organized, as well those needed to maintain open communication with parents.

### Google Translate

Title: Google Translate

Grade-level: All

Type: N/A

Frequency: Daily, or as often as needed

User-Friendly: 

Educational Benefit: 

Required Device(s): Computer, tablet, and/or smartphone

Purpose: To translate text and voice to and from over 70 different languages.

Rationale: Outstanding paper and electronic tools are virtually useless if parents do not understand the language in which they are presented. Google Translate, available both as a website and downloadable as a smartphone app, can convert written text or spoken input into both written and aural forms.

### Paper Tools

Paper tools are those created by teachers using a computer, or in some cases, by hand. Paper tools are “old” school tools; perhaps as old as paper itself. Teachers use paper tools on a daily, weekly, and monthly basis for a variety of purposes. Being a teacher myself, a large amount of paperwork is sent home at the beginning of the school year. After this period, the teacher determines the frequency and purpose of using paper communication tools. The paper tools included in this section of the project are organized by purpose: beginning of the year, homework, behavior, academic progress, parent conferences, reminders, and other notifications. Examples of each tool are available in Appendices B, C, D, E, F, and G.

## Beginning of the Year Tools (Appendix B)

### Beginning of the Year Welcome Letter

Title: Beginning of the Year Welcome Letter

Grade-level: All

Type: One-way

Frequency: Yearly

User-Friendly: 

Educational Benefit: 

Purpose: To introduce yourself to the parents at the beginning of the year, state general classroom rules and objectives, ask for donations and volunteers, and to give parents your contact information.

Rationale: Parents want to know who is their child's teacher and that teacher's particular set of classroom rules and procedures. The beginning of the school year is the best time to disseminate this information, as well as ask for donations and volunteers, and a paper form of the letter must be sent in addition to electronic versions to ensure access to all parents.

### Welcome Brochure

Title: Welcome Brochure

Grade-level: All

Type: One-way

Frequency: Yearly

User-Friendly: 

Educational Benefit: 

Purpose: Same as the Beginning of the Year Welcome Letter; a brochure, however, is a different format, and does take significantly more time and effort to create than a letter.

Rationale: Brochures can be more handy and eye appealing to the reader, and has the capability to present short, concise information to parents. All information that needs to be given to parents at the beginning of the school year, such as when and how to contact

the teacher, and what the class behavior and homework policies are, can be presented in this format.

### Kindergarten Orientation Parent Handout

Title: The First Days of School

Grade-level: All

Type: One-way

Frequency: Yearly

User-Friendly: 

Educational Benefit: 

Purpose: The purpose of the orientation handout is to inform parents of basic information before school starts. This paper tool would be handed out at a meeting before school starts, with information such as who the teachers of that grade-level are, what supplies are needed for school, what a child should wear to school, where and when to pick up children from school, and breakfast and lunch information.

Rationale: The beginning of the school year is a time of great excitement, but may also induce some anxiety or nervousness over fear of the unknown. By sending and/or giving parents the orientation handout, many of their first-day questions will be answered ahead of time, which therefore will lower parents' and students' anxiety level.

### Back to School Night Handout

Title: Back to School

Grade-level: All

Type: One-way

Frequency: Yearly

User-Friendly: 

Educational Benefit: 

Purpose: The purpose of the Back to School Night handout is to inform parents of what students will be learning that year, as well as classroom and school policies.

Rationale: Back to School Night normally has a good turn out since it takes place within the first month of school. Having written documentation of what was covered that

evening is a helpful reminder for parents later on if they have any questions regarding classroom procedures, rules, or how to contact the teacher. The handout can also be given to new parents who come later in the school year.

### Parent Information Sheet

Title: Parent Information Sheet

Grade-level: All

Type: Two-way

Frequency: Yearly

User-Friendly: 

Educational Benefit: 

Purpose: The purpose of the Parent Information Sheet is to collect parent information in order to contact them throughout the year.

Rationale: Knowing each student's parents' contact information is just as important as knowing curricula, as this information will be used on a daily, weekly, and monthly basis to contact parents regarding classroom happenings or issues that may arise.

### Student Information Sheet

Title: Student Information Sheet

Grade-level: All

Type: Two-way

Frequency: Yearly

User-Friendly: 

Educational Benefit: 

Purpose: The purpose of the Student Information Sheet is to collect valuable information pertaining to the student and their parents.

Rationale: The Student Information Sheet paints a bigger picture of the family: who lives at home with the student, how many siblings they have, where they live, do they have Internet access, allergy information, and religious or cultural beliefs that the teacher needs to be aware of. Knowing this information will make teachers aware of culturally relevant topics within the classroom population.

## Teacher-Parent Communication Survey

Title: Teacher-Parent Communication Survey Grade-level: All

Type: Two-way

Frequency: Yearly

User-Friendly: 

Educational Benefit: 

Purpose: The purpose of the teacher-parent communication is to find out what parent's preferred modes of communication are, as well as how frequently they would like to receive communications, and on what topics.

Rationale: Knowing parents' preferred modes of communication is important for teachers to be aware of so that s/he uses the tools most appropriate for communication. If a parent prefers paper tools such as newsletters or hand-outs and a teacher only uses e-mail to communicate with parents, then there will be a lot of miscommunication due to the mismatch of mode.

## Volunteer Sign-up

Title: Volunteer Sign-up

Grade-level: All

Type: Two-way

Frequency: Yearly

User-Friendly: 

Educational Benefit: 

Purpose: The purpose of the volunteer sign-up is to solicit help from parents and families early in the year. Depending on the school and individual class schedule, teachers can set the volunteer days and times, and have volunteers sign up for the times available.

Rationale: Parents want to be involved in their children's schooling experience. Some parents have the time and means to be physically involved by volunteering in the classroom, but others may still want to be involved outside of school hours. In addition to

setting up volunteer times, a teacher can also inquire about other skills or jobs parents are willing to do to help out the classroom by having a volunteer sign-up at the beginning of the year.

### E-mail Update

Title: E-mail Update

Grade-level: All

Type: Two-way

Frequency: Monthly; or as needed

User-Friendly: 

Educational Benefit: 

Purpose: The purpose of the e-mail update is just that: to update parent e-mails as they may have changed at some point during the school year.

Rationale: Occasionally sending out an e-mail update is an important practice because families may go through changes from the beginning to end of the school year, changes that may involve a change of physical address or e-mail address. Teacher records need to be updated periodically to ensure that parents do not fall in the cracks.

### Homework Tools (Appendix C)

#### Weekly Homework Sheet

Title: Weekly Homework

Grade-level: All

Type: One- & Two-way

Frequency: Weekly

User-Friendly: 

Educational Benefit: 

Purpose: The purpose of the weekly homework sheet is to inform parents of the assigned homework for the week, and also for students to track assignments they have completed.

The examples included in the appendix also have a dual purpose, serving as a homework sheet and as a newsletter, as they contain information about upcoming events, important dates, and the like.

Rationale: Having a weekly homework sheet is important and helpful to the teacher, student, and parent. The homework sheet details what homework students are assigned that week, oftentimes including a check-off list, and many times require a parent signature to ensure that parents are keeping track of their children’s homework. This tool helps teachers check-off completed homework, and helps students and parents keep track of completed homework assignments for the week.

### Homework/Reading Logs

Title: Homework/Reading Log

Grade-level: All

Type: Two-way

Frequency: Monthly, weekly

User-Friendly: 

Educational Benefit: 

Purpose: The purpose of reading logs is to keep a record of what books students have read for the month.

Rationale: Students should either read or be read to on a daily basis. The Reading Log holds students and parents accountable for the reading, and the log also informs the teacher of what books the child has read.

### Behavior Tools (Appendix D)

#### Behavior Management Letter

Title: Behavior Management

Grade-level: All

Type: Two-way

Frequency: Yearly; as needed

User-Friendly: 

Educational Benefit: 

Purpose: The purpose of the Behavior Management letter is to inform parents of the classroom behavior management system. The letter lists the classroom rules and consequences, and requires a parent signature to ensure that the parent understands the

rules and consequences, and what will happen when their child follows the rules and when they do not.

Rationale: When parents are aware of the classroom discipline policy, when behavior issues arise a teacher can refer to the behavior management letter and parents will not be surprised with the consequences, as they will have already read and agreed to them from the start of the school year.

### Behavior Report

Title: Weekly Behavior Report

Grade-level: All

Type: Two-way

Frequency: Weekly

User-Friendly: 

Educational Benefit: 

Purpose: The purpose of the weekly behavior report is to keep parents informed on a day-to-day basis of their child's classroom behavior.

Rationale: Parents want to stay informed about their children's daily classroom behavior. A weekly or daily behavior report would provide frequent feedback to parents and would also allow for problems or inconsistencies in their children's behavior to be identified and resolved before they escalate.

### Academic Progress Tools (Appendix E)

#### Progress Report

Title: Kindergarten Progress Report

Grade-level: Primary, K – 2

Type: One-way

Frequency: Quarterly (up to teacher)

User-Friendly: 

Educational Benefit: 

Purpose: The purpose of a progress report is to inform parents of their children's academic progress more frequently than the tri-annual report card.

Rationale: Frequently sending home academic progress reports will inform parents of their child’s progress in a more timely manner, as opposed to waiting for the official report card which is released only three times throughout the school year. Both teachers and parents would be able to identify any academic deficiencies, and jointly plan interventions for the child to work on at school as well as at home.

### Sight Word Progress

Title: High Frequency Word List

Grade-level: Primary, K – 2

Type: One-way

Frequency: Weekly; as needed

User-Friendly: 

Educational Benefit: 

Purpose: The purpose of the sight word progress tool is to inform parents of the sight words their child has mastered, and which they have yet to learn.

Rationale: In grades K – 3 students are learning how to read. A big part of that is mastering their sight words. By letting parents know what words their child already knows and which they need to know, parents can pinpoint and plan what to work on with their child at home.

### Assessment Results

Title: Assessment

Grade-level: All

Type: One- or two-way

Frequency: As needed

User-Friendly: 

Educational Benefit: 

Purpose: The purpose of Assessment Results tools are to inform parents of their children’s test scores after taking an assessment.

Rationale: If parents are kept constantly informed then there will be no surprises at report card time, and time is left to take steps to improve scores, if necessary.

## Parent-Teacher Conference Tools (Appendix F)

### Parent-Teacher Conference Sign-up

Title: Parent-Teacher Conference Sign-up    Grade-level: Elementary

Type: Two-way

Frequency: Bi-yearly

User-Friendly: 

Educational Benefit: 

Purpose: The purpose of the parent-teacher conference sign-up is to give parents a choice in selecting a conference time that would accommodate both the teacher and parent's schedules.

Rationale: Families are in short supply of time. If teachers do not take the parent's schedule into consideration when scheduling parent-teacher conferences, the parent may not show up at all. Teachers may be seen as insensitive and at fault in creating roadblocks to communication.

### Parent-Teacher Conference Confirmation

Title: Conference Confirmation

Grade-level: Elementary

Type: One- or two-way

Frequency: Bi-yearly

User-Friendly: 

Educational Benefit: 

Purpose: The purpose of the parent-teacher conference confirmation is to confirm the scheduled day and time of a parent's parent-teacher conference.

Rationale: There may be anywhere from 1 – 3 weeks between the time a conference is scheduled and the time the conference takes place. Sending a reminder the week before the scheduled conference, and a few days before as well, will ensure that parents do not miss their conference time.

## Other Notification Tools (Appendix G)

### Awards Notifications

Title: Awards Assembly

Grade-level: All

Type: One-way

Frequency: As needed

User-Friendly: 

Educational Benefit: 

Purpose: The purpose of awards notifications is to inform parents of their child receiving an award and to request their presence at the accompanying assembly.

Rationale: Keeping parents informed of their children's successes is important and success should be celebrated. Attending these celebrations of success communicates to the child that their parent is proud of them, as well as shows evidence that the teacher and parent are in communication.

### Field Trips

Title: Field Trip Notes/Reminders

Grade-level: All

Type: One-way

Frequency: As needed

User-Friendly: 

Educational Benefit: 

Purpose: The purpose of field trip notes is to inform parents of pertinent information regarding upcoming field trips, such as what to wear, what to bring, and what time students are expected to be back at school for pick-up.

Rationale: Field trips are memorable times for all. Notifying parents of information regarding field trips is important so that children can participate and are prepared for the trip. Not having a jacket when visiting a cooler climate, or forgetting to bring gift shop money, will not make the trip a memorable one.

## Reminders

Title: Reminders (Vary by Event)

Grade-level: All

Type: One- or two-way

Frequency: As needed

User-Friendly: 

Educational Benefit: 

Purpose: The purpose of reminders is just that – to remind parents of upcoming events within the school or classroom.

Rationale: Parents need and want to be informed of school and classroom events. Sending home reminders on paper, in addition to electronic will ensure access to important information for all parents.

## CHAPTER FIVE

### Conclusion

The goal of this project was to create and collect resources that teachers can use to enhance teacher-parent communication in their classrooms. Both teachers and parents are pressed for time, so anything that can improve communication between the two will prove to be especially beneficial. Positive relationships and communication between parents and teachers have been shown to have a significant effect on student learning, achievement, and motivation, and student success is a shared goal between these two parties. The tools included in this project can be easily implemented in any K – 12 classroom to keep teachers and families connected.

In researching and collecting the various tools, I discovered several things: 1) Not all tools are created equal; 2) There are so many electronic tools available now, the number is almost overwhelming; and 3) One type of tool cannot completely replace the other. With all the apps, websites, and software being developed everyday, one would think that technology would be replacing all paper forms of communication. However, not all families have access to technology, and so a teacher must utilize both paper and electronic tools in order to meet the needs of parents. While I selected both paper and electronic tools that I felt would benefit teachers the most, there are many more tools available that can enhance teacher-parent communication in any classroom.

Although both teachers and parents are equally important to a student's success, the teacher is in control of how, what, when, and why to communicate with parents. Teachers need to communicate frequently and efficiently in order to establish and maintain relationships with parents, which will in turn make both lives easier. Part two of

Banach's ABC inventory of teacher-parent communication gives suggestions on specific times that teachers can communicate with parents (see Figure 5.1).

**Figure 5.1 ABC Teacher-Parent Communication**

- A**
- Getting information from parents**
- Conducting a communication-related survey...
    - At the beginning of the school year
    - At the midpoint of the school year
    - At the end of the school year
    - At times other than at the beginning, middle, and end of the school year
  - Providing a written feedback mechanism that parents can send to you at any time during the school year
  - Hosting parent meetings throughout the school year
  - Inviting parents to visit you by appointment
  - Inviting parents to volunteer in your classroom
  - Inviting parents to telephone you during school hours
  - Inviting parents to call you evenings and weekends
  - Inviting parents to send you an e-mail anytime
  - Providing a homework help line for assignments
- B**
- Getting written information to parents**
- Providing parents with a vita that outlines your professional qualifications and experience at the beginning of the school year
  - Providing parents with a vita that shares some of your personal interests (family, hobbies, pets, etc.) at the beginning of the school year
  - Providing parents with an outline of the curriculum for the semester or year at the beginning of the school year or semester
  - Providing classroom information on a school website
  - Providing classroom information on a classroom website
  - Publishing a classroom newsletter
  - Sending a weekly note home with samples of student work
  - Sending informational notes to parents at least weekly
  - Notifying parents individually as soon as possible when...
    - Their child is struggling academically
    - Their child is exhibiting poor behavior
    - Their child experiences a classroom success
    - Their child exhibits exemplary behavior
  - Sending progress reports to parents at least
    - Weekly
    - Monthly
    - Quarterly
  - Providing parents with a midyear classroom progress report
  - Celebrating classroom success in an end of year progress report to parents
  - Expressing thanks to parents in a year end message
- C**
- Communicating with parents person-to-person**
- Conducting parent conferences at least twice yearly
  - Inviting parents to discuss their child's progress with you anytime during the school year
  - Telephoning individual parents to celebrate a student success or express concerns
  - E-mailing individual parents to celebrate a student success or express concerns
  - Regularly using community volunteers in your instructional program
  - Regularly giving students an oral summary of what was learned in class today

Banach, 2007, p. 17 - 18

Banach's Inventory derives from biological and life science theories which state that "every living system must adapt to its environment" (Banach, 2007, p. 11). The classroom is continually growing, changing, developing, and adapting, and the communication methods implemented need to reflect this environment. Banach argued that effective and efficient communication must be planned, and works best if you have goals for your classroom. Banach (2007, p. 21) recommended the following questions for teachers that must be considered when planning communication goals:

- 1) What do you want to communicate?
- 2) What is the message you want to communicate?
- 3) To whom will you communicate this?
- 4) Why will you communicate this?
- 5) How will you communicate this?
- 6) When will you communicate this?

Teachers need to devise a plan at the beginning of the school year on the types of communication tools they are going to use and consider Banach's questions. Although many teachers make promises and have high hopes early in the year on improving their teacher-parent communication, following through can be difficult. The tools in this project, once implemented, will remedy that problem, as many of the selected tools are quite easy to keep up with, once a teacher has invested the initial time it takes to create or set up the tool.

Clear, effective, and efficient communication is an important part of everyone's job, whether they are a fast-food cashier, corporate CEO, or classroom teacher. Taking time to plan communication has many positive rewards, and helps to build stronger

relationships, especially of teacher-parent, teacher-student, and parent-student. Teachers who are effective in their communication will likely receive more parental support, have more discussion and dialogue with parents, send positive signals about themselves and their school, and report higher levels of student achievement and motivation. Teachers are in a unique position to build positive relationships, to create a better understanding of education, and to generate more positive perceptions of the classroom and education profession.

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APPENDIX A  
LIST OF ELECTRONIC TOOLS

**YAHOO!**

**Google**

Web-based Tools

- **E-mail** - There are many companies and websites that offer free e-mail accounts. Some examples are Yahoo!, Google, Hotmail, and AOL.



**Hotmail**

Yahoo!: [www.yahoo.com/mail](http://www.yahoo.com/mail)  
Google: [mail.google.com](mailto:mail.google.com)  
Hotmail: [www.hotmail.com](http://www.hotmail.com)  
AOL: [mail.aol.com](mailto:mail.aol.com)

**AOL**

- **Class Websites** - Many companies offer free websites, especially for teachers. Here is a list of a few:

Google: [sites.google.com](http://sites.google.com)  
Jimdo: [www.jimdo.com](http://www.jimdo.com)  
SnapPages: [www.snappages.com](http://www.snappages.com)  
Webs: [www.webs.com](http://www.webs.com)  
Weebly: [www.weebly.com](http://www.weebly.com)  
Wix: [www.wix.com](http://www.wix.com)  
Yola: [www.yola.com](http://www.yola.com)

**weebly**



- **Class blogs** – Free blogs! Provided by the following:

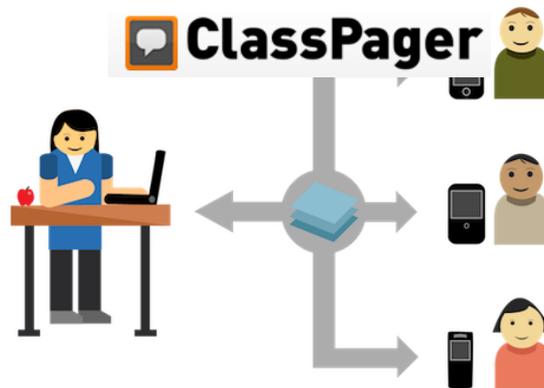
Google Blogger: [www.blogger.com](http://www.blogger.com)  
Edublogs: [www.edublogs.com](http://www.edublogs.com)  
Weebly: [www.weebly.com](http://www.weebly.com)  
WordPress: [www.wordpress.com](http://www.wordpress.com)

**edublogs**

- **ClassCharts** – [www.classcharts.com](http://www.classcharts.com) – An online classroom management system that includes seating charts, collaboration amongst teachers of the same students in a school setting, and converts behavior points earned or lost into a report that can be sent to parents.



- **Tackk** – [www.tackk.com/education](http://www.tackk.com/education) – An online webpage for announcements, assignments, and digital portfolios.
- **ClassPager** – [www.classpager.com](http://www.classpager.com) – A website designed specifically for teachers to two-way text message parents and students.



- **Blackboard Connect** – [www.blackboardconnected.com](http://www.blackboardconnected.com) – An online mass messaging system that delivers messages via telephone or e-mail. Many school districts, including Los Angeles Unified School District, have purchased Blackboard services, making this tool free for those teachers.
- **Engrade** – [www.engage.com](http://www.engage.com) – Purchased by certain school districts, Engrade is a one-stop shop for teachers, offering attendance, grade, seating charts, behavior tracking, and communication tools.



- **Jooner's** – [www.jooners.com](http://www.jooners.com) – Custom online sign up sheets for anything from parent conferences and volunteers, to parties and field trips.



### Telephone/Voice Tools

- **Google Voice** – [www.google.com/voice](http://www.google.com/voice) – Google Voice allows you to choose a different phone number than your own, that can link up to your actual phone number, keeping your real phone number private. The Google Voice phone number can be given to parents and set to operate during all or any time of the day (from 3 – 5 p.m., for example), and can transcribe voice messages into text messages.



- **Phonevite** – [www.phonevite.com](http://www.phonevite.com) – Record and broadcast messages to individuals or groups; send free reminders and alerts.



- **Vocaroo** – [www.vocaroo.com](http://www.vocaroo.com) – An online voice recorder, where you can record a message, and send the message to various recipients via e-mail, or convert your message into a QR (Quick Response) code to put on paper, in newsletters, on websites, etc.



- **Vtok** – [www.vtokapp.com](http://www.vtokapp.com) – Vtok enables free video, voice calls, and text chats with anyone in your Google contacts. Available for iOS devices (Apple products).



- **Voxer** – [www.voxer.com](http://www.voxer.com) – Available on any data network and for any device (iOS, Android, Windows, or Internet), Voxer features live voice, text, and photo sharing. Featuring push-to-talk technology (PTT), messages can be sent and received instantly (likened to a walkie-talkie).



- **Zello** – [zello.com](http://zello.com) – Zello is a walkie-talkie app that features PTT; teachers can create their own private channel, and engage in instant, radio-style talk with classroom parents. Available on all networks and devices.



### Video

- **Skype** – [www.skype.com](http://www.skype.com) – Free video and voice calls to anyone else with a Skype account (free); users can engage in instant messaging and file sharing. Skype works on all devices, however a webcam and Internet connection are required.



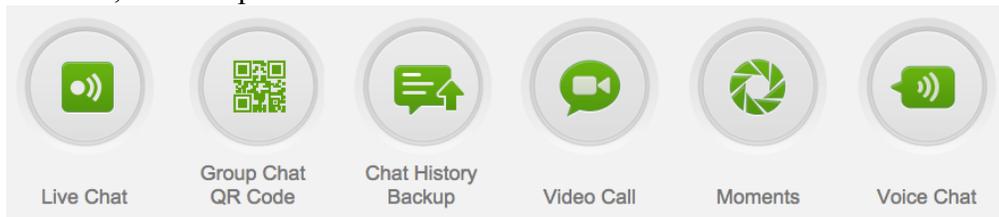
- **Tango** – [www.tango.me](http://www.tango.me) – Tango offers free video and voice calls, as well as messaging, to other users of this app. Tango is available in all formats and for all devices.



- **LINE** – [line.me/en/](http://line.me/en/) – LINE is an application available on smartphones, tablets, and computers, where users can engage in voice and video calls, as well as send messages.



- **WeChat** – [www.wechat.com](http://www.wechat.com) – WeChat is an app offering new ways to connect across various platforms with individuals or groups. Live chat, group chat, voice call, or text message other WeChat users. The app is available for mobile devices, tablets, and computers.



- **Glide** – [www.glide.me](http://www.glide.me) – This is a mobile app that offers instant video messaging. Record a video and send to individual or group recipients.



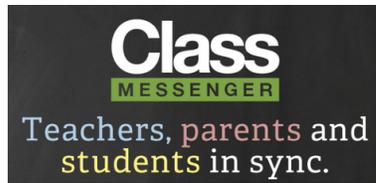
- **Animoto** – [animoto.com/pro/education](http://animoto.com/pro/education) – Create high definition (HD) videos up to 20 minutes long and share with a variety of audiences via e-mail, posting to a website or blog, etc. From sharing of student work and projects, to recording a parent workshop or missed Back-to-School Night session, Animoto can bring the classroom to any audience.

### Other Apps



- **ClassDojo** – [www.classdojo.com](http://www.classdojo.com) – A classroom tool that tracks behavior and notifies parents with the touch of a smartphone, tablet, or computer button. A weekly report of the student's behavior is e-mailed to each parent at the end of the week; no additional data-entry required.





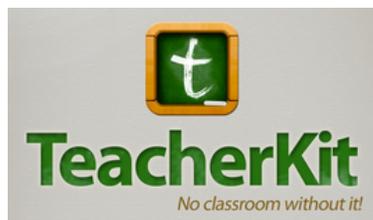
- **ClassMessenger** – [www.classmessenger.com](http://www.classmessenger.com) – Send messages in a variety of formats, including e-mail, text, or via the mobile phone app. Messages, photos, and short videos can be sent to one or all parents, and even students.



- **Remind101** – [www.remind101.com](http://www.remind101.com) – A safe way for teachers to send text messages and/or attachments to students and/or parents. Messages are one-way, and can be scheduled to be sent at a later time or date.



- **Teacher App & Grade Book** – [www.academicallyinformed.com](http://www.academicallyinformed.com) – An educational app aimed at enhancing collaboration between teachers, parents, students, and schools. Teachers can track behavior, input grades, create and maintain a class calendar, and send messages or attachments to individuals or groups.
- **TeacherKit** – [www.teacherkit.net](http://www.teacherkit.net) – This app contains all the tools a teacher would need: attendance tracker, behavior manager, grade book, seating chart, and messaging.



- **Google Translate** – [translate.google.com/](http://translate.google.com/) – Google’s free language translation service is available both online and downloadable as an app on a tablet or smartphone. Paper and electronic tools need to be comprehensible to parents, and offering them tools in their home language will facilitate their comprehension and not allow language to be a communication barrier.

## APPENDIX B

### BEGINNING OF THE YEAR TOOLS

(FRONT)



**Welcome to Kindergarten!**  
**Wednesday, September 15, 2012**

Hello and welcome to Kindergarten Room 4! My name is Yesenia Preciado and I am your child's kindergarten teacher. I look forward to working with you and your child to make this year a success. Here are a few things you need to know.

#### School Hours

The first bell rings at 7:55 a.m., and school promptly begins at 8:00 a.m. Please make sure your child comes to school everyday and on time. They can't learn if they're not here! School ends at 2:24 p.m. on Mondays, Wednesdays, Thursdays, and Fridays; 1:24 p.m. on most Tuesdays beginning next week. If your child is absent, a note explaining the reason for the absence needs to be sent to school when your child returns. Also, please remember to drop off your children at the kindergarten playground and pick them up directly from the classroom through the walkway door.

#### Homework

Beginning next week, a homework packet will be sent home every Monday with the homework for the entire week. Homework is to be turned in daily. When turned in, homework should be placed inside a folder of your choice. Homework needs to be neat, complete, and done in pencil (unless there's coloring). Make sure your child brings their folder to school every day, check it daily, and empty the folder every week. In addition to the homework, you will need to read to your child at least 20 minutes daily, which needs to be recorded onto the monthly reading log.

#### Behavior

It is important for children to be responsible and take responsibility for their actions. There are four classroom rules, which will also be recited daily as our Class Pledge.

1. Be a good listener.
2. Have a kind heart.
3. Make good choices.
4. Always try your best.

If your child follows these rules, they will receive a green card/ticket for great behavior. If they do not receive a green ticket, ask them how they can improve so they can earn one the next day.

#### Snacks

Students should bring a nutritious snack such as fruit, cheese and crackers, or vegetables. The snack is for the morning recess and should only be enough so that it can be eaten in 10 minutes or less and can be easily opened. PUT THE SNACK IN A BAG, SEPARATE FROM THEIR LUNCH, LABELED WITH YOUR CHILD'S NAME.

(BACK)

### Lunch

Please put your child's lunch money in a plastic baggie or coin holder labeled with their name and room number. If they bring a lunch from home, then label the outside of the container with their name and room number. Also, please be sure to send them to school with their lunch already; if not, then you need to bring it sometime in the early morning ONLY.

### Water

Students may bring a room-temperature water bottle (so it doesn't sweat on their desk or papers). Please make sure that your child is able to open and close the bottle on their own.

### Other Information

- Due to limited space and safety concerns, only the children going to YDP may bring a backpack to school.
- In order to ensure that your child is at their best and ready to learn each and every day, make sure they have a full, healthy, breakfast every morning, and a good night's sleep.

### The Giving Tree

There will be a "giving" tree posted up on the classroom bulletin board outside listing supplies that are needed. Please ask or check it regularly. Your donations are not mandatory, but are greatly appreciated. Monetary donations need to be made in the office

Here are some examples of what we need:

- Glue sticks
- Kleenex/facial tissue
- Hand wipes or unscented baby wipes
- Lysol/Clorox Wipes
- Band-aids

If you have any questions or concerns, you can stop by after school once all children have been dismissed, send a note with your child, e-mail me at: [ypreciado.young@gmail.com](mailto:ypreciado.young@gmail.com), or call the school at (818) 363-5061 and leave me a message. I will return your phone call as soon as possible.

Sincerely,

Mrs. Preciado





August 13, 2013

Dear Students and Families,

I am so excited to welcome you to 1st Grade! Lemay is a wonderful school and the 1st grade year is such a fun and challenging year of learning. I can't wait to teach and share all that the students need to learn! I hope all our students and their families are equally as excited!

I take my job very seriously and I feel the responsibility of taking on a new classroom of students each year to help them achieve the greatest success possible academically and socially. I also take great joy in watching the children blossom into curious and confident students and as I see all the progress that is made from August to June. Thank you for entrusting me with your children!

I hope we can all work together to make this the best year possible. I hope the students will come to school each day prepared to learn, work hard, and try their best. I hope each family will give their child the support needed at home by being sure they get plenty of sleep, come to class on time each day, complete all their homework, read every night, and by giving them lots of praise and encouragement.

I, in turn, will provide an interesting and engaging learning environment, be prepared for the lessons, provide opportunities for learning individually and within groups, and promote critical thinking. I will clearly explain the directions and information the students need and will encourage them to ask questions. I will also make myself available to families if they have questions or concerns.

***With all of us working together, each child can plan on having a fun and successful year!***

Again, I want you know how excited I am to work with these new 1<sup>st</sup> graders! It is always exciting to interact with the personalities of these little ones and see the growth each student makes as we move through the school year.

Sincerely,



P.S. The students are bringing home a yellow Homework Folder today. Please make sure your child brings his/her Homework Folder every day. There is a prize for each student who uses this folder all year long. Thank you!

*Created by C. Hughes*

August 13, 2013

Dear parents,

My name is Mrs. Ramos and I am pleased to be your child's fourth grade teacher. This is my 22<sup>nd</sup> year teaching and my second year at Mountain View Elementary. I am certain we will have a successful year and I promise you I have your child's best interest at heart and will go the extra mile to assist your child and help them become successful. However, I need your help! Below are some suggestions/requests to assist me in the educational and emotional advancement of your children:

1. Make sure they arrive on time
2. Make sure they come to school unless they have a fever or contagious illness (when they are ill, please call the office and send a note the first day back)
3. Set a bed time to make sure they get enough sleep (8:30-9:00 p.m.)
4. Make sure they eat a nutritious and substantial breakfast and lunch
5. Encourage them to do their best in school and to follow all class and school rules
6. Provide them with a quiet environment to read and do their homework
7. Limit the amount of television, video, and computer games they play
8. Take them to the public library and **read, read, read**
9. Play games which involve memory, logic, and multi-steps
10. Check their homework to make sure it is done properly and neatly. Your child will receive between 45-60 minutes of homework Monday through Thursday, and on occasion, a simple, memory activity or extra math fact practice on the weekends
11. Each day, ask your child three new things he or she learned or did that day
12. Teach your child the importance of diversity and acceptance of others...be a role model!

Please do not hesitate to contact me if you have any questions or concerns. **You can reach me by either leaving a message in the office at (818) 352-1616, sending a note with your child, or sending an email to me at [dramos2@lausd.net](mailto:dramos2@lausd.net).** Thank you for entrusting me with your children. I'm looking forward to working with you and your child.

Sincerely,



Mrs. Ramos

\*P.S. It is sometimes very chilly in the room, so you may want to send a sweater daily ☺

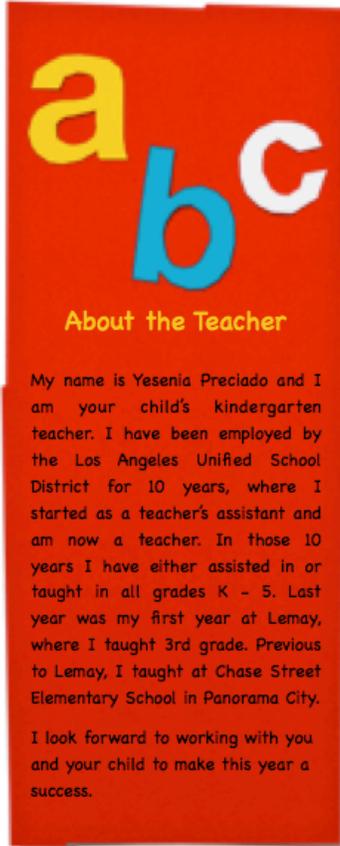
*Created by D. Ramos*

## Beginning of the Year Brochure

(Outside)

### Contact

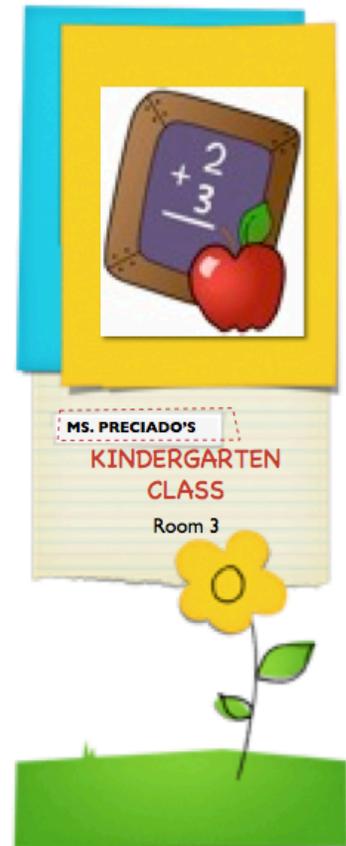
If you have any questions or concerns, you can stop by after school, send a note with your child, or call the school at the number below and leave me a message. I will return your phone call as soon as possible.



**About the Teacher**

My name is Yesenia Preciado and I am your child's kindergarten teacher. I have been employed by the Los Angeles Unified School District for 10 years, where I started as a teacher's assistant and am now a teacher. In those 10 years I have either assisted in or taught in all grades K - 5. Last year was my first year at Lemay, where I taught 3rd grade. Previous to Lemay, I taught at Chase Street Elementary School in Panorama City.

I look forward to working with you and your child to make this year a success.



# Beginning of the Year Brochure

(Inside)



### Other Information

Please make sure that your child does not bring any games, toys, or electronics, as well as gum, candy, and any other junk foods. If I see any of these items, they will be taken away and returned to you (the parent) in person.

In order to ensure that your child is at their best and ready to learn each and every day, make sure they have a full, healthy, breakfast every morning, either before getting to school or from our school cafeteria.

### Supplies/Donations

These are some things we need for the classroom and your donation would be greatly appreciated:

- Electronic pencil sharpener (for big pencils)
- Elmer's Glue
- Glue sticks
- Puzzles
- Kleenex/facial tissue
- Paper towels
- Liquid hand soap (without DMDM in the ingredients)
- Lysol/Clorox Wipes
- Staples Gift Cards (for copies)
- Lakeshore/Education Station gift cards

## IMPORTANT FACTS

### SCHEDULE

The first bell rings at 8:07 a.m., and school promptly begins at 8:10 a.m. Please make sure your child comes to school everyday and on time. School ends at 2:34 p.m. on Mondays, Wednesdays, Thursdays, and Fridays; 1:34 p.m. on Tuesdays. If your child is absent, a note explaining the reason for the absence needs to be sent to school when your child returns.

### HOMEWORK

A homework packet will be sent home every Monday with the homework for the entire week. All homework is due on Friday. When turned in, homework should be placed inside the homework folder your child was given. Homework needs to be neat, completed at home or after school, and done in pencil (unless there's coloring). In addition to regular homework, students should be reading at least 20 minutes daily, which needs to be recorded onto the reading log.





# Lemay Street Elementary

## The First Days of School

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### Orientation: What you need to know!!!

- 1. Who are the kindergarten teachers?**  
Mr. Gutierrez Room 1                      Mrs. Alonzo Room 2                      Ms. Preciado Rm 3
- 2. Are the first days of school scary?**  
Your child may start out nervous, but give them time and they will end up loving school.
- 3. What does my child wear?**  
Try to dress your child in comfortable clothes appropriate to the weather. Avoid open toe sandals for the girls. Tennis shoes are the best for avoiding injury during playtime. Also, please label sweaters and jackets with child's name on the label!!! Many sweaters and jackets end up lost.
- 4. What supplies does my child need?**  
At Lemay we supply everything in the classroom. You may want to purchase a backpack to store school work at home. You may also want to set up an area in your home with school supplies like crayons, glue and scissors so your child can do their school work.
- 5. What about food for my child?**  
Start the day off with a healthy breakfast. Breakfast at school costs \$0.60 and begins service at 7:30am. If you would like, you may send a healthy snack for our 20 minute break in the morning. Snacks may include, but are not limited to fruit, vegetables, etc. Please avoid unhealthy snacks like potato chips, cookies and soda. These snacks are very bad for teeth and eyes and do affect learning. Lunch is at 11:40am. Cost is \$1.00. Lunch applications will be sent out and take up to 2 weeks to process. You may or may not qualify for a free or reduced meals for your child.
- 6. What time does school start and end? (DON'T BE LATE!!!)**  
Morning kindergarten starts at 8:10 am and ends at 2:36 pm. Attendance is very important. You can't learn if you are not here!!
- 7. Where do I drop off and pick up my child?**  
You drop off your children at the kindergarten playground. Never leave your child alone. Traffic is very busy in the morning. Make sure you walk them all the way into the kindergarten yard. Some one will be there to watch them before class begins. Children are to be picked up at the door at the opposite side of the kindergarten classroom building. Please be on time!!! Children get very sad and upset when you are not there and everyone else is getting picked up. If you are going to be late please call the office. Your child will be there waiting for you. For students going to the children's center, your children will be dropped off and picked up by the teachers there.
- 8. Who is my child's teacher?**  
Your child has been assigned to Mr. G., Mrs. Alonzo or Ms. Preciado Please listen for your name as we call out roll.



**Let's get  
ready for  
school!!!**

*Created by E. Gutierrez*



## News From Room 13



### Our First Week

We had a great first week of 1st grade! Most of the students were here and on time each day and almost all of the homework was completed! That's a great way to start a new year! Let's keep it up! We have a terrific group of students in Room 13 this year and I am excited to watch them grow!

Thank you for the wonderful letters you wrote about your child! I loved reading about how much you care for your children and about the concerns and hopes you have for them. The insights you gave will help me plan and help me meet the students' individual interests and needs.

### Lunch and Snacks

Regarding lunch, each morning I ask the students how many brought their own lunch and how many are eating the cafeteria food. I give these numbers to the cafeteria so they can prepare the right amount of food for that day. Please remember that even if your child is in the free/reduced lunch program, it is still very important s/he tells me each day whether s/he is eating the in the cafeteria that day

correct amount of food. The students line up in alphabetical order so that when they arrive at the cafeteria it is easy and fast for the cafe manager to find each child on the computer and check them off.

Could you please make sure your child's lunch and snack is marked with his/her name? That would be very helpful. This will help ensure that the lunch count is correct, and will assist us in leaving the class quickly for recess and lunch.

### Homework

A Weekly Homework Assignment Sheet will be sent home with the students each Monday. It outlines the assignments for the week. Please put this on your refrigerator or some other safe location where you can easily refer to it all week. The spelling words and a fluency passage will also be listed on this sheet.

The reason for homework is two-fold. First, the practice helps to reinforce skills taught in class. Secondly, it teaches responsibility in completing the assignments and in returning the homework and the folder the next day.

As Lemay requests, please be sure an adult signs each assignment every night so we know you are aware of what your child is doing. While I know it is sometimes tempting and faster for you to do part of the homework for your child (especially on the writing assignments), please only help enough so s/he understands how to do it correctly.

### Reading Logs

You will note that one of the daily homework activities is for the students to read for a minimum of 20 minutes each night. While many of the students are reading on their own, others are not yet ready to read independently. Therefore, during the 20 minutes it will be great if the students read to an adult, read with an adult, or are read to by an adult.

A new Weekly Student Reading Log is sent home each Friday so that the weekend reading can be recorded. Most children and parents *enjoy this time together!* The log needs to be filled out each night and returned the next day. Please be sure to mark how much time was spent and how the book(s) was/were read

*Created by C. Hughes*

(e.g. Read To, Read With or Read Independently.) It is amazing how this helps with fluency & comprehension!

Starting in September, we will be going to the library each week. The students are allowed to check out one book for the week. The students are also welcome to check out a book from my classroom library. The books can be checked out at the end of the day and returned a day or two later.

#### Rules, Rewards & Consequences

The students created their own class rules this week. My favorite rules they suggested are "No drawing on the walls" and "Don't throw backpacks in the trash". These rules were agreed to and signed by all the students. We then consolidated the many specific rules into three main rules which will be posted in class.

The three rules are:

1) Follow directions the first time; 2) Keep your hands, feet and objects to yourself; and 3) Use only kind words and actions.

We are using a color wheel system for keeping track of behavior. There will be rewards for good behavior, and consequences for behavior that is not in keeping with our class rules.

Each student starts every day on green. After one free reminder, each time a student breaks a rule s/he progresses from green to blue, to yellow, to red and lastly to purple.

The class has discussed and agreed on rewards and consequences. The rewards will include, table & individual points, classroom jobs, small prizes, and Star Awards.

The consequences will be 5 and 10 minute time-outs for blue and yellow, a note home to be signed by a parent for red, and a cell-phone call home during class and/or a trip to the coordinator or principal's office for purple. At times, it may not be appropriate for a student to step away from the group for a time-out. If so, the color will be changed and the time may be made up later.

Please ask your child each day about what behavior color s/he ended up on and why they are on that color.

#### For Your Information

Starting this week, we will have P.E. on Fridays. Please be sure your child wears safe clothes & shoes. Remember the students must always wear shoes that enclose the back of the foot.

As budgets allow, we will have art opportunities with rotations of Drama & Music.

Please note that Youth Services DOES NOT provide supervision after school for 1st Graders. If you are unable to pick your child up at 2:30 each day (1:30 on Tuesdays), you can check with the office to see about applying for either the Beyond the Bell program which is a free service but has limited space, or for the YMCA program for which there is a cost. 1st grade students are not allowed on the yard afterschool, not even with an older brother or sister.

#### Class Time

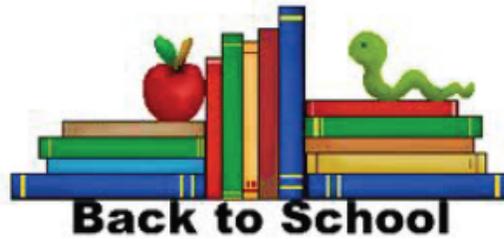
It would help us all to maximize the use of our class time if you could reinforce with your child how important it is for him/her to use the restroom during recess and lunch. Also, please take them to the restroom before coming to school and/or just before class begins. Thanks!

#### Thank You

I want to thank all parents for your involvement in your child's education. I know that you are interested and concerned with your child's academic and social experience. Please be sure to let me know of any concerns you have. I hope that together we can make this year both enjoyable and successful for all!

*Created by C. Hughes*

## Back to School Handout



Tuesday, August 28, 2012

Welcome Parents!

The purpose of tonight is to give you a brief overview of what your child will learn this year, as well as some of our classroom and school policies. The following are some of the things your child will learn throughout the year:

### Math

- Writing and Recognizing Numbers  
1 - 30
- Patterns
- Counting by 2's, 5's, and 10's
- Counting to 100
- Sorting by different attributes
- Adding and subtracting (#'s up to 10)
- Plane & Solid Figures
- Calendar
- Graphing

### Language Arts

- Letter recognition
- Sound recognition
- Concepts of Print
- Phonemic Awareness & Phonics
- 96+ High frequency words
- Rhyming
- Writing and reading of simple sentences

In addition to these core subjects, they will also learn many things in the areas of Science, Social Studies, Art, P.E., Music and Dance, and most importantly, social skills.

In this packet you will find some tools you may use to practice and discover some of the aforementioned areas at home. The education of your child is a team effort, with all of us working together. It is necessary that you not only help your child with the weekly homework, but also read a minimum of 20 minutes daily (to be recorded on the reading log). You may also work on letter recognition and sound practice. It is also essential that you work on the high frequency words daily to avoid having your child fall behind (first level included in this packet).

Numbers can also be practiced at home daily. Use the numbers provided to create flashcards and practice at home.

### Homework

Homework packets are sent home every Monday. The entire homework packet and the reading log (begins in September) are due every Friday. Homework does count towards a report card grade, so please be sure that your child completes their homework and turns it in on time. For a "4," which is the highest grade on the report card, all Homework assignments must be complete and turned in on time, with the reading log, and the extra "Challenge" homework done as well.



### Behavior

Our classroom rules are as follows:

1. Be a good listener.
2. Have a kind heart.
3. Make good choices.
4. Always try your best.

Children who follow these rules and stay on green, receive a green ticket at the end of the day. When they collect 10 tickets, they may be turned in for a prize from the treasure box. Tickets are redeemed only on Fridays. Please place their 10 tickets in a Ziploc bag, and turn it in with their homework on Friday. They also earn stickers throughout the day for behavior. When they collect 20 stickers, they can also receive a prize from the treasure box.

### Snacks/Lunch

Every morning there are 3 baskets on our table. The smallest basket is for lunch money. Please send their lunch money in a Ziploc bag, labeled with their name and room number. The medium-sized blue basket is for their homework folder. Please have them place it in the basket daily. The largest purple basket is for SNACKS ONLY! Please do not have your child put their backpack, lunch, or water bottles inside the snack basket. Snacks need to be placed either in a brown paper bag, or a Ziploc bag, and should be labeled with your child's name and room number. If your child brings their own lunch, or if their snack and lunch are in the same bag, please have them hold onto their bag until they enter the classroom. There is a special shelf for all of their lunch bags. Sorry for the confusion, and thank you for your cooperation!

### Donations

Thank you to all parents who donated items from our "Giving Tree." I will continue to post items on the tree as needed. In addition to the Giving Tree, I

have posted a project on DonorsChoose.org. I am asking for a new classroom rug for the kids to sit on. Our classroom calendar rug is not big enough for all of the children to sit on, so with a new rug, there will be room for all. Donors Choose will match any donations to our Donors Choose project. So, for example, if you make a \$10 donation, Donors Choose will also make a \$10 donation. You can find our project at: [www.donorschoose.org/ypreciado](http://www.donorschoose.org/ypreciado)

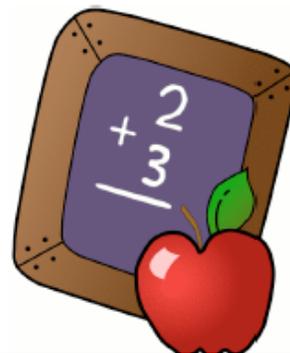
#### Reminders

1. If your child does not bring their own lunch, then please send \$1.50 daily for lunch. Don't forget to also provide a healthy snack at recess.
2. Please send me a note anytime your child is tardy or absent, explaining the reason for their tardiness or absence.
3. Make doctor's and dentist's appointments during after school hours or on the weekend if possible. Taking your child out of school early counts as a "tardy" on their attendance record.
4. Label EVERYTHING. That includes snacks, lunch bags, jackets, water bottles, you name it...
5. Backpacks are not necessary. Your child only needs to bring their homework folder and snacks/lunch daily.

If you have any questions or concerns, you can stop by after school once all children have been dismissed, send a note with your child, e-mail me at: [ypreciado.young@gmail.com](mailto:ypreciado.young@gmail.com), or call the school at (818) 363-5061 and leave me a message. I will return your phone call as soon as possible.

Thank you,

Mrs. Preciado



**Back-To-School Night Video Presentation**



To \_\_\_\_\_'s Family,

I am sorry you were unable to attend Back-To-School Night. A lot of valuable information was given that evening about the school year. As one of my goals is to always have good communication between the home and school, I had a video made of the presentation.

Please keep this tape for the next day or two and watch it when you have a chance. It is about 40 minutes long so you may need to split it up between two nights. I hope it will prove to be helpful to you.

If you have any comments or questions after watching the presentation, please be sure to write them below and return this paper with the videotape.

Thank you for taking the time to watch this and thank you for supporting your child and me!

Sincerely,

*Ms. Hughes*

Comments

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Questions

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*Created by C. Hughes*

Mrs. Tanger - ACL9503@lausd.net  
Mrs. Preciado - ypreciado.young@gmail.com  
<http://tulsa4thgrade.weebly.com>  
Rooms 41/43

## BACK TO SCHOOL NIGHT!

Welcome 4th Grade Parents! We are so excited to meet you and discuss the fantastic year ahead! Here are some of the main topics we will be discussing tonight:

- **Team Teaching**
- **Tour of the class website**
- **Behavior expectations/Class Dojo ([classdojo.com](http://classdojo.com))**
- **Parent Participation/homework logs**
- **Curriculum**
  - \*AR- (<https://hosted225.renlearn.com/266211/HomeConnect/>)
  - \*Language Arts-CST writing test
  - \*Math- ([www.pearsonsuccessnet.com](http://www.pearsonsuccessnet.com))
  - \*Science
  - \*Social Studies
- **Ways to Contact Us**
  - Remind 101
  - Email
  - Jooners
- **Class wish list**

<p><u>AR Password:</u> Username: First initial + last four letters of last name (ex. atang) Password: abc</p>
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<p><u>Pearson Math Password:</u> Username: Student full name + homeroom (ex. imastudent43) Password: room4143</p>
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NOTES:

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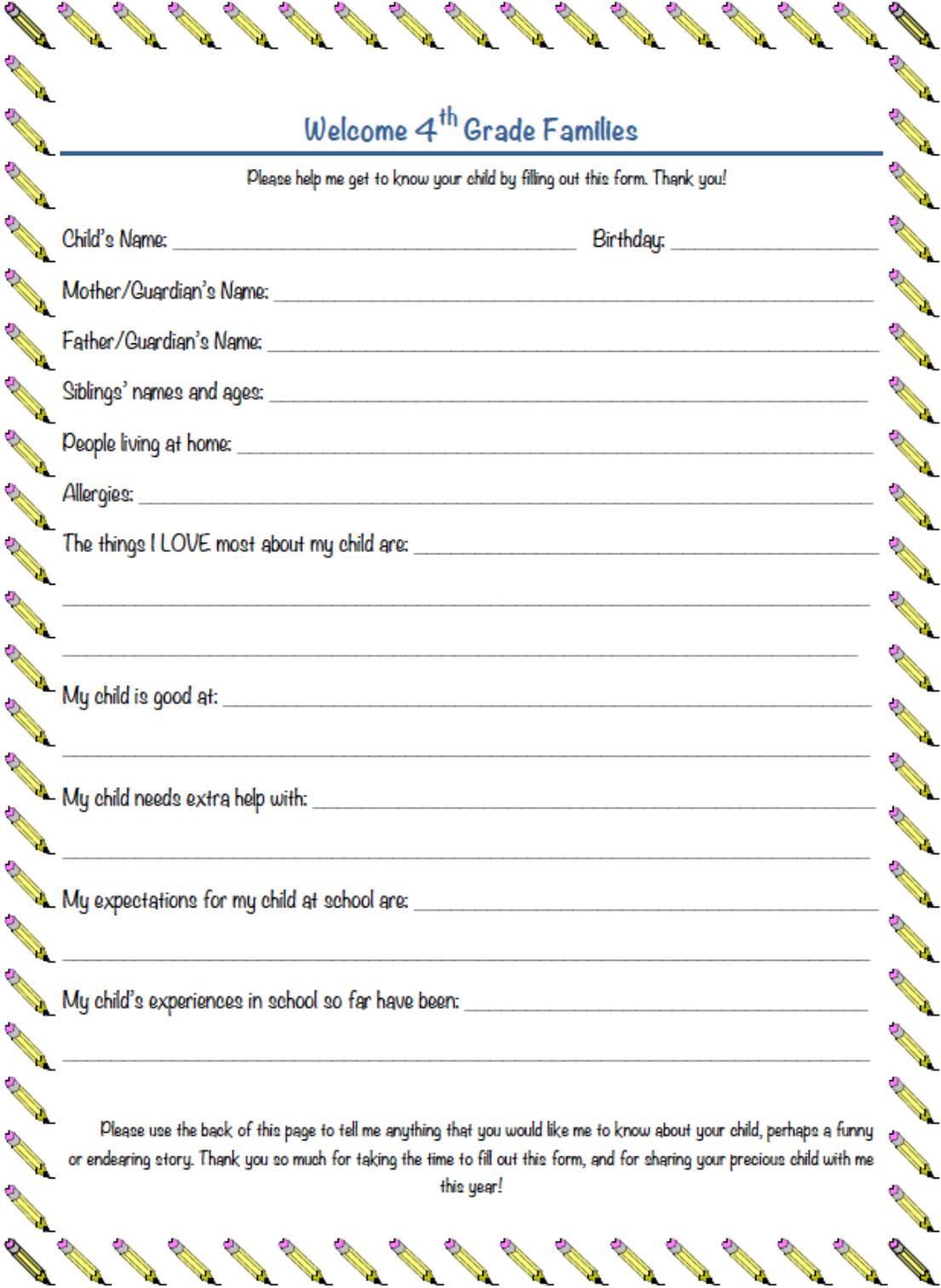
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*Created by A. Tanger*

Welcome \_\_\_\_ Grade Families



Welcome 4<sup>th</sup> Grade Families

Please help me get to know your child by filling out this form. Thank you!

Child's Name: \_\_\_\_\_ Birthday: \_\_\_\_\_

Mother/Guardian's Name: \_\_\_\_\_

Father/Guardian's Name: \_\_\_\_\_

Siblings' names and ages: \_\_\_\_\_

People living at home: \_\_\_\_\_

Allergies: \_\_\_\_\_

The things I LOVE most about my child are: \_\_\_\_\_

\_\_\_\_\_

My child is good at: \_\_\_\_\_

\_\_\_\_\_

My child needs extra help with: \_\_\_\_\_

\_\_\_\_\_

My expectations for my child at school are: \_\_\_\_\_

\_\_\_\_\_

My child's experiences in school so far have been: \_\_\_\_\_

\_\_\_\_\_

Please use the back of this page to tell me anything that you would like me to know about your child, perhaps a funny or endearing story. Thank you so much for taking the time to fill out this form, and for sharing your precious child with me this year!

Student Information Sheet

Student Information Sheet

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Age: \_\_\_\_\_ Birthdate: \_\_\_\_\_

Home Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Lives with: \_\_\_\_\_

How child gets home: \_\_\_\_\_

Mother's/Guardian's Name: \_\_\_\_\_

Occupation: \_\_\_\_\_

Home Phone Number: \_\_\_\_\_ Work: \_\_\_\_\_

Cell Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Father's/Guardian's Name: \_\_\_\_\_

Occupation: \_\_\_\_\_

Home Phone Number: \_\_\_\_\_ Work: \_\_\_\_\_

Cell Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Do you have internet access at home?: \_\_\_\_\_

Siblings attending this school:

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

Any allergies/medical issues or concerns: \_\_\_\_\_

\_\_\_\_\_

Is there anything else I need to know about your child?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Parent Information

**Parent Information/Información de los Padres**

Student Name/Nombre de Estudiante:\_\_\_\_\_

Mother's Name/Nombre de Mamá:\_\_\_\_\_

Father's Name/Nombre de Papá:\_\_\_\_\_

Home Address/domicilio:\_\_\_\_\_

Home Phone/Telefono de casa:\_\_\_\_\_

Cell Phone/Telefono celular:\_\_\_\_\_

When is the best time to call?/¿ Cuando seria el mejor tiempo para llamar?  
\_\_\_\_\_

Do you have any questions or concerns? ¿Tienen cualquier pregunta o preocupación?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Teacher-Parent Communication Survey

## Teacher-Parent Communication Survey

Please answer the following questions regarding teacher-parent communication as best as you can.

1. In general, what type of communication do you prefer from the classroom teacher?  
Rank them in order from 1 (most preferred) to 6 (least preferred).

- \_\_\_ Phone call
- \_\_\_ Face-to-Face
- \_\_\_ Note (handwritten)
- \_\_\_ E-mail
- \_\_\_ Text
- \_\_\_ Weekly Newsletter (on weekly Homework sheet)
- \_\_\_ Memo (typed letter)

Please give a brief explanation of why you prefer this type of communication:

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2. What type of communication do you prefer for the following: (choose from the list above)
- a. When your child misbehaves \_\_\_\_\_
  - b. When your child is having academic difficulties \_\_\_\_\_
  - c. When your child succeeds or does well \_\_\_\_\_
  - d. When your child receives an award \_\_\_\_\_
  - e. When your child commits a good deed or act \_\_\_\_\_
  - f. Classroom events \_\_\_\_\_
  - g. School events \_\_\_\_\_
3. How often do you think teachers should communicate with parents regarding the following:  
(Circle one for each)

- |                        |       |        |         |                               |
|------------------------|-------|--------|---------|-------------------------------|
| a. Grades.....         | daily | weekly | monthly | once each reporting<br>period |
| b. Good behavior.....  | daily | weekly | monthly | once each reporting<br>period |
| c. Misbehavior .....   | daily | weekly | monthly | once each reporting<br>period |
| d. Class events .....  | daily | weekly | monthly | once each reporting<br>period |
| e. School events ..... | daily | weekly | monthly | once each reporting<br>period |

4. Feel free to write any other comments or thoughts on parent-teacher communication:

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Thank you for taking the time to complete this survey!

## Volunteer Sign-Up

### Room 4's Volunteer Sign-Up

You may sign up to volunteer on a weekly or monthly basis. For weekly volunteers, here are the times available: 8:00 a.m. - 10:00 a.m., 10:20 - 11:40 a.m., or 12:30 p.m. - 1:24/2:24 p.m. For monthly volunteering, you can help out with holiday projects (and the like) that we do every month. I will let you know a week in advance of an upcoming project. Also let me know if you are able to make copies or take things home to cut, staple, etc...

Your Name	Child's Name	Phone Number/E-mail:	Day(s) Available	Time(s) Available
			Circle: M T W Th F	8:00 - 10:00 a.m. 10:20 - 11:40 a.m. 12:30 - 1:24/2:24 p.m.
			Circle: M T W Th F	8:00 - 10:00 a.m. 10:20 - 11:40 a.m. 12:30 - 1:24/2:24 p.m.
			Circle: M T W Th F	8:00 - 10:00 a.m. 10:20 - 11:40 a.m. 12:30 - 1:24/2:24 p.m.
			Circle: M T W Th F	8:00 - 10:00 a.m. 10:20 - 11:40 a.m. 12:30 - 1:24/2:24 p.m.
			Circle: M T W Th F	8:00 - 10:00 a.m. 10:20 - 11:40 a.m. 12:30 - 1:24/2:24 p.m.
			Circle: M T W Th F	8:00 - 10:00 a.m. 10:20 - 11:40 a.m. 12:30 - 1:24/2:24 p.m.
			Circle: M T W Th F	8:00 - 10:00 a.m. 10:20 - 11:40 a.m. 12:30 - 1:24/2:24 p.m.

APPENDIX C

HOMEWORK TOOLS



Homework Week of June 11, 2012 (Due 6/15)

This is the last homework for this school year! Parents, this Thursday, June 14<sup>th</sup> is the Kindergarten Show and culmination. We hope to see you there at 9:15 a.m. in the auditorium. I will be sending a note home regarding what to wear for the show. Your child may change after the show into something more appropriate for the culmination. Thank you to those parents who have turned in their \$5 donation for the end of the year luncheon. Unfortunately we have not received enough donations for the luncheon, so it may be cancelled. I will either refund the money to those who turned it in, or we will have a party of our own. I will let you know. *Padres este jueves es el show y culminacion de Kindergarten. Esperamos verlos alli a las 9:15 a.m. en el auditorio. Voy a mandar una nota diciendo que tienen que traer puesto para el show. Despues de el show los niños pueden cambiarse para la culminación. Gracias a los padres que han entregado los \$5 para la comida del fin del año. Desafortunadamente no tenemos suficiente dinero para la comida y va ser cancelado. Les regresaré su dinero a los que lo han entregado, o tal vez tendremos una comida en nuestro salon. Les voy a dejar saber. Gracias/Thank you!*

This week we will work on:

- Review all sounds
- Review of all sight words
- Math Review: More, less, addition, subtraction
- Rehearsals for Kindergarten

CHECKLIST:

- \_\_\_\_\_ Sentence: (write about your favorite kindergarten memory)
- \_\_\_\_\_ Letter practice review: Yy & Zz
- \_\_\_\_\_ Phonics /j/ & /kw/qu + Setting
- \_\_\_\_\_ Phonics /y/ & /z/ + Blending
- \_\_\_\_\_ Pre-decodable: Where Is My Bat? (read each night)
- \_\_\_\_\_ Math worksheet: More
- \_\_\_\_\_ Math worksheet: Fewer
- \_\_\_\_\_ Math worksheet: Most, fewest
- \_\_\_\_\_ Math worksheet: Some, all, none
- \_\_\_\_\_ Reading Log (Monday - Thursday) - record on separate sheet of paper

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



# September Reading Log



Please read to your child at least 20 minutes for each day listed. Fill in the information completely and turn in with the homework on Friday. The reading log each week is equivalent to one week of homework.

Date	Title of Book(s)	# of Minutes Read	Parent Signature
Tues. 9/4			
Wed. 9/5			
Thurs. 9/6			
Mon. 9/10			
Tues. 9/11			
Wed. 9/12			
Thurs. 9/13			
Mon. 9/17			
Tues. 9/18			
Wed. 9/19			
Thurs. 9/20			
Mon. 9/24			
Tues. 9/25			
Wed. 9/26			
Thurs. 9/27			

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



# April Reading Log



Student's Name: \_\_\_\_\_

Date/ Fecha	Title of Book(s)/Titulo del Libro(s)	# of Pgs/ # de Pjns	Signature/ Firma de Padre	Check/ Registrado
Tues./ Martes 4/2				
Wed./ Mier. 4/3				
Thur./ Jueves 4/4				
Mon./ Lunes 4/8				
Tues./ Martes 4/9				
Wed./ Mier. 4/10				
Thur./ Jueves 4/11				

*Created by E. Gutierrez*

Date/ Fecha	Title of Book(s)/Título del Libro(s)	# of Pgs/ # de P/ps	Signature/ Firma de Padre	Check/ Registrado
Mon./ Lunes 4/15				
Tues./ Martes 4/16				
Wed./ Mier. 4/17				
Thur./ Jueves 4/18				
Mon./ Lunes 4/22				
Tues./ Martes 4/23				
Wed./ Mier. 4/24				
Thur./ Jueves 4/25				

Reading should be done each night by family member or student. Please write down the title and number of pages per book read including those pages with only pictures. Please sign or initial box that you have read book to child. For every 25 pages read to child, student will get credit for completing 1 book towards goal of 19 or more books this month or 475 pages. Students who achieve or exceed this goal will receive special recognition of accomplishment.

*Created by E. Gutierrez*



# Homework Assignment Sheet



<p><b>Monday - February 28, 2011</b></p> <ul style="list-style-type: none"> <li>• Read the weekly Spelling/Sight word fluency passage on the back of this paper.</li> <li>• Sort your 13 Spelling Words into the "ou" and "ow_" spelling patterns. Write each word 3 times. Write your 6 Sight Words in ABC order 3 times each on the back.</li> <li>• Math</li> <li>• Read for at least 20 minutes, fill out your Reading Log and return it tomorrow.</li> </ul>		
<p><b>Tuesday - March 1, 2011</b></p> <ul style="list-style-type: none"> <li>• Read the weekly Spelling/Sight word fluency passage on the back of this paper.</li> <li>• Writing Assignment</li> <li>• Math</li> <li>• Read for at least 20 minutes, fill out your Reading Log and return it tomorrow.</li> </ul>		
<p><b>Wednesday-March 2, 2011 100th Day of School, Dr. Seuss's B-day &amp; Music today!</b></p> <ul style="list-style-type: none"> <li>• Read the weekly Spelling/Sight word fluency passage on the back of this paper.</li> <li>• Write your 19 Spelling &amp; Sight Words once each. Then write <u>6</u> extended sentences using at least 6 of your Spelling and/or Sight words. Use a <u>straight line</u> to underline your spelling words and use a <u>wavy line</u> to underline your describing words (adjectives).</li> <li>• Phonics Practice</li> <li>• Math</li> <li>• Read for at least 20 minutes, fill out your Reading Log and return it tomorrow.</li> </ul>		
<p><b>Thursday - March 3, 2011</b></p> <ul style="list-style-type: none"> <li>• Read the weekly Spelling/Sight word fluency passage on the back of this paper.</li> <li>• <b><u>Have an adult</u></b> give you a Spelling Practice Test at home. <b><u>Have the adult correct the test.</u></b> <b><u>Write any words you missed 3 times each.</u></b></li> <li>• Math</li> <li>• Reading for Fluency &amp; Comprehension</li> <li>• Read for at least 20 minutes, fill out your Reading Log and return it tomorrow.</li> </ul>		
<p><b>Friday - March 4, 2011 P.E. and Computer Lab today!</b></p> <ul style="list-style-type: none"> <li>• Read for 20 min. over the weekend, fill out the Log and return it on Monday.</li> </ul>		
<p><b>Spelling Words</b></p> <p>out      how cow      sour sound    crowd frown    shout count    town</p> <p><b>Bonus Words</b></p> <p>drown crown clown</p>	<p><b>High Frequency/ Sight Words</b></p> <p>Within our reading we will be working on the following words:</p> <p>wrap      write wrote      build clothes    guess</p> <p>High Frequency Words need to be practiced regularly, read, and spelled without hesitation. These words will be on the spelling test on Friday.</p> <p>Please make sure your child practices these words all week long so they commit them to memory and thereby improve both their reading and writing.</p>	<p><b>Special Notes</b></p> <p>Wednesday is Dr. Seuss's birthday. If your child owns a book by Dr. Seuss, please have him/her bring it in on Tues, for our Read Across America activity! Please be sure your child's name is in the book</p> <p>Wednesday is also the 100th Day of School. Please make sure your child finishes his/her 100 item art project and brings it in on Wednesday.</p> <p>We have just finished our unit on Captain Bill Pinkney. The students have already taken the Word Reading and Spelling portions of the test. They will take the Writing and Fluency assessments early this week.</p> <p>This week the students will start reading their first anthology, a hardback book with a collection of pieces of good literature. We will now spend more time on comprehension.</p> <p>Don't forget Saturday is the Final Mile Celebration at UCLA for those students who have been participating in and have completed the Marathon Kids challenge.</p>

Created by C. Hughes



# Weekly Homework

## March 17 -21, 2014



**Language Arts:** This week we will continue with our plant unit. This week we will be learning more about seeds and how seeds move.

**Vowel Replacement: ex: (cat, take off the /a/ and put an /o/ the new word is cot)**

**New Words:** Practice All words on the rainbow list. Keep practicing daily !  
Letter sounds – Uu

**Math:** This week we will continue with composing and decomposing numbers.

**Science :** Review of Water Cycle/ Begin New Unit Plants

---

### **Monday Checklist – HAPPY ST. PATRICK'S DAY !**

1. Math- How to make 6
2. Language- Write 1-2 sentences about the picture of the Leprechaun.
3. Reading Log

#### **Lunes:**

1. Matematicas – diferente formas de hacer el numero 6
2. Lenguaje- escribir 1 o2 oraciones sobre la foto.
3. Lectura

---

### **Tuesday Checklist -**

1. Math –How to make 7
2. Language Sheet- Letter Uu
3. Reading Log

#### **Martes**

1. Matematicas – hacer el numero 7
2. Lenguaje- Sonido de la letra Uu
3. Lectura

---

### **Wednesday Checklist -**

1. Math Worksheet—Find the missing number
2. Language Sheet- Practice Uu
3. Reading Log

#### **Miercoles**

1. Matematicas – Que numero falta
2. Lenguaje- La vocal Uu
3. Lectura

---

### **Thursday Checklist -**

1. Math – Missing signs to complete the sentence + -
2. Language Sheet-Review of all the vowels
3. Reading log



*Created by C. Alonzo*

**Jueves**

1. \_\_\_ Matematicas- Que falta + o -
2. \_\_\_ Hoja de lenguaje- Repasar Vocales
3. \_\_\_ Leer y llenar el diario de lectura.

---

## Upcoming Events and Messages

- ◆ **Chavez Holiday March 31 - No School**
- ◆ **CORRECTION: Open House will not be in April. It will be on Tuesday, May 7<sup>th</sup>.**
- ◆ **STAR AWARDS – If you receive an invitation in your child's folder today, this means your child will be receiving an academic award or a perfect attendance award. The ceremony will be held on Wednesday morning.**



*Created by C. Alonzo*

## Weekly Homework Assignments:

### Monday:

1. Read for 20 minutes or more and record it on your Reading Log
  2. Writing draft \_\_\_\_\_
  3. Reading Comprehension page side 1 (is it right there or in my head?)
  4. Math \_\_\_\_\_
  5. Review math facts if you need extra practice
- \*challenge (optional): Divide vocabulary words into syllables/ name them

### Tuesday:

1. Read for 20 minutes or more and record it on your Reading Log
  2. Copy **ALL** spelling words **NEATLY** three times each
  3. Write the parts of speech next to vocabulary words (use cheat sheet)
  4. Math \_\_\_\_\_
  5. Review math facts if you need extra practice
- \*challenge (optional): Make a parts of speech tree map using spelling words

### Wednesday:

1. Read for 20 minutes or more and record it on your Reading Log
  2. Use six spelling or vocabulary words to write sentences with emphasis on: \_\_\_\_\_ (use your parts of speech cheat sheet).
  3. Reading Comprehension page side 2 (is it right there or in my head?)
  4. Math \_\_\_\_\_
  5. Review math facts if you need extra practice
- \*challenge (optional): Use vocabulary words in sentences instead

### Thursday:

1. Read for 20 minutes or more and record it on your Reading Log
  2. Writing - publish
  3. Make a tree map using **ALL** of your spelling words using spelling patterns
  4. Math \_\_\_\_\_
  5. Review math facts if you need extra practice
- \*challenge (optional): add prefixes and/or suffixes to spelling /vocab. words

### Reminders:

- \*Do your homework in a quiet environment (turn off all electronics)
- \*Do it right the first time so you won't have to do it again!
- \*All Lending Library books and Reading Logs are due on the last Friday of each month. If you choose to exercise for extra credit, please bring your log this day too.

*Created by D. Ramos*



# Homework & News

Week of 3/3/14

Mrs. Billaud's Tenacious Tigers

## POWER WORDS From the book:

Write Well, Speak Well: Key Words to Improve & Expand Your Vocabulary

M: commemorate      T: dialogue      W: divulge      TH: eclectic      F: pulverize

**Health 8.1.M** Encourage others when they engage in safe and healthy behaviors. **Expectation 1: Students will demonstrate ways in which they can enhance & maintain their health & well being.** Food Choices: Make healthy food choices.

The American Heart Association recommends no more than 12.5g of sugar an entire day for kids 4-8 yrs.

BIC      M: Zucchini Bread = 25g sugar      T: Breakfast Burrito = .7g sugar      W: Cafe LA Coffee Cake = 34g sugars

TH: Quesadilla .23g sugar      F: Whole Wheat Pancakes 6.7g sugar no syrup

## REQUIRED HOMEWORK

**5 Oceans:** The student's have been learning about the 5 oceans; Arctic, Atlantic, Indian, Pacific, & Southern. Each student will locate each ocean on the globe. Please practice and research the oceans with your child. Our planet is 71% water.

**Map/Building Project** - Social Studies; Unit 4 due: Friday, March 14th. H-SS K.4.4 Construct maps and models of neighborhoods. See flyer for instructions and the location your child selected.

**Reading Log:** twenty minutes each day; equivalent to one month homework. **March Reading Log due Tues., 4/1/14** Only log in the stories read to you by your child!!!! Please continue reading higher level books to them so you can share the love of reading and learning. Make sure that at least half of the books read are non-fiction. I just finished the Elmer & the Dragon trilogy and now I'm reading The Chocolate Touch.

. Start "homework time" with stretching. Healthy Tigers are smarter Tigers!

**MON.** Feb. Reading Log due today

Math: 13-4 (due tomorrow)

Weather Presentation/Project Due: Friday

*Please have your child create the sentence and drawing!!!*

This will be displayed in class and saved for their Memory Book.

**TUES.** Math: 13-5 (due tomorrow)

**WED.** Math: 13-6 (due tomorrow)

**THURS.** Math Enrichment: 13-7 (due tomorrow)

**FRI.** Math Test: Topic 13

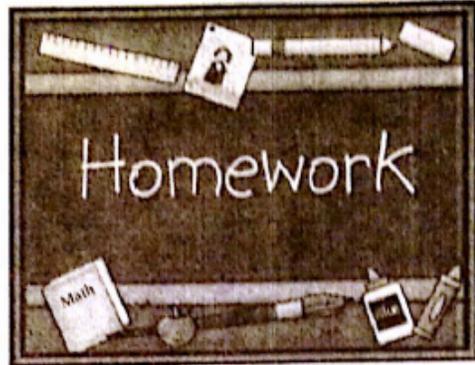
**EXTRA CREDIT** (Counts towards a "4" for the Report Card homework grade. Will not replace the Reading Log score.

~~Math Enrichment: (due Monday)~~ Work on map/building project.

**WORD WIZARD** Practice/play games with the **High Frequency Words (HFW)**

Eliminate words when they have mastered them, add them back occasionally for review. To be a Word Wizard, the students need to know all the words from Unit 1-7. These words may be used for spelling practice.

*Created by L. Billaud*



Dear Parents,

Just a note to outline the homework procedures.

The homework packet will come home on Mondays.

The students will return the homework daily as noted on the homework cover letter.

Please do not work ahead, the math is a follow-up to the lesson taught in class that day. Our class is utilizing the Math Enrichment Lessons.

The Practice Homework Book is to be completed at home but doesn't need to be turned in. The Math Practice Homework Book is for review, so complete the same lesson as listed that day for homework. I trust that you will have your child complete these. Keep this math book!!! If funding for copies is limited later in the year, the Math Practice Homework Book will replace the Enrichment lessons as homework.

Extra credit will consist of various activities and give your child the opportunity to earn a 4 in homework on the Report Card.

I truly want to make the homework meaningful and appropriate for our class. So I'll seek out activities to challenge and engage your child. Please feel free to give me your input.

Sincerely,  
*Mrs. Billaud*

*Created by L. Billaud*

**Directions: Check off each day as you complete that day's page. Please write your name on each page in case the packet comes unstapled.**

\_\_\_ **Monday**

\_\_\_ **Tuesday**

\_\_\_ **Wednesday**

\_\_\_ **Thursday**

**Return the packet Friday morning with your parent's and your signature, indicating that you have COMPLETED AND CHECKED each page.**

**Student** \_\_\_\_\_

**Parent** \_\_\_\_\_

*Created by A. Henry*

**Homework Slip**

**I did not turn  
in my homework  
today !!!**

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

Assignment(s) due:

\_\_\_\_\_ Worksheet

\_\_\_\_\_ Reading Log

\_\_\_\_\_ Other:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Please help  
me remember  
to bring it  
tomorrow.**

*Created by E. Gutierrez*

APPENDIX D  
BEHAVIOR TOOLS



Behavior Management



Classroom Rules

1. We follow directions the first time.
2. We keep our hands, feet, and objects to ourselves.
3. We raise our hand quietly for permission to speak.
4. We are safe, respectful, and responsible.
5. We always try our best!

Consequences

1. Verbal warning
2. Color Change (green, yellow, red)
3. 5 minute time out
4. Note or phone call home

Rewards

1. Star Chart & Star Awards
2. Table Stars
3. Superstar ticket for Monthly Behavior Chart
4. Stickers

Please discuss the above with your child, then sign and return the bottom portion below with your child's weekly homework on Friday.

-----  
I have read and discussed the classroom rules, consequences, and rewards with my child.

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

Child's Name: \_\_\_\_\_

## Weekly Report

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

Dates: \_\_\_\_\_

<b>Day</b>	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Fri</b>
Shows self control					
Exhibits a positive attitude					
Controls talking					
Shows good manners					
Respects others					
Participates in class					
Stays on task					
Returns materials sent home					
Listens and follows directions					
Completes assignments on time					
Completes homework					
Uses time wisely					

	<b>Parent's Signature</b>	<b>Teachers Comments</b>
<b>MON</b>		
<b>TUES</b>		
<b>WED</b>		
<b>THURS</b>		
<b>FRI</b>		

- Please return the log on Monday so I may keep a record of your child's progress!

*Created by A. Tanger*

**Behavior & Homework Report**  
 For \_\_\_\_\_  
 For the week of Feb. 28 - March 4

This is to inform you that last week your child's behavior color was on  
 Green \_\_\_\_\_ days (Green = 0 or 1 free reminder)  
 Blue \_\_\_\_\_ days (Blue = at least 2 warnings)  
 Yellow \_\_\_\_\_ days (Yellow = at least 3 warnings)  
 Red \_\_\_\_\_ days (Red = Note sent home)  
 Purple \_\_\_\_\_ days (Purple = Phone home/visit  
 to the Principal's Office)

---

Last week your child was missing \_\_\_\_\_ homework assignments.  
 Last week your child was missing \_\_\_\_\_ Reading Log entries.  
 \_\_\_\_\_ homework assignments or Reading Logs came in late.

*Created by C. Hughes*

**Weekly Behavior & Homework Report**

For \_\_\_\_\_ Week of \_\_\_\_\_

Last week, your child's behavior color was on:  
 Green \_\_\_\_\_ days (great day; 0-1 warning)  
 Yellow \_\_\_\_\_ days (2 warnings; 5 minutes  
 away from group)  
 Orange \_\_\_\_\_ days (note sent home)  
 Red \_\_\_\_\_ days (phone call to parents)

---

Your child was missing \_\_\_\_\_ Homework Assignments.  
 Your child was missing \_\_\_\_\_ Reading Log entries.  
 \_\_\_\_\_ Homework Assignment/ Reading Log was late.

*Created by C. Alonzo*

## Weekly Behavior & Homework Report

For \_\_\_\_\_

Week of \_\_\_\_\_

Your child's behavior was on:

Green     \_\_\_ days

Yellow    \_\_\_ days

Orange    \_\_\_ days

Red        \_\_\_ days

Missing \_\_\_ HW Assignments

Missing \_\_\_ Reading Log entries.

Late \_\_\_ HW/ Reading Log

\_\_\_ All Sheets Completed

\_\_\_ All Sheets are Neat

\_\_\_ Sheets completed ONLY by students; parent signed

\_\_\_ Turned in on time.

Score	Rating	Criteria
	Great	All areas are checked
	Good	Three areas are checked
	Needs Work	Two areas are checked
	Below Average	One area or none checked

*Created by C. Alonzo*



# September 2013 Behavior Chart



If child receives a star card for day please glue on day received and keep track of behavior. If they do not receive one talk about what happened and how they can do better.

red card    yellow card    green card    blue card    purple card

Monday	Tuesday	Wednesday	Thursday	Friday
<b>No School</b>	3  Was I a Star Today?	4  Was I a Star Today?	<b>No School</b>	6  Was I a Star Today?
9  Was I a Star Today?	10  Was I a Star Today?	11  Was I a Star Today?	12  Was I a Star Today?	13  Was I a Star Today?
16  Was I a Star Today?	17  Was I a Star Today?	18  Was I a Star Today?	19  Was I a Star Today?	20  Was I a Star Today?
23  Was I a Star Today?	24  Was I a Star Today?	25  Was I a Star Today?	26  Was I a Star Today?	27  Was I a Star Today?

*Created by E. Gutierrez*

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

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

Daily Behavior Report

8:00 to 10:00	
10:00 to 12:00	
12:00 to 2:30	

Please sign and return tomorrow!

Parent Signature X

*Created by S. Voltz*



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

Daily Report

Date	Goal 1	Goal 2	Goal 3	Goal 4
	Will organize ongoing and completed work.	Will pay attention to his teacher and to his work.	Will listen and follow directions the first time.	Will complete <u>class work</u> and homework neatly and on time.
8:00 – 10:00				
Recess: 10:00				
10:20 – 12:20				
Lunch: 12:20				
1:05 – 2:24				
<b>Key:</b>				
Green Face – 0 to 1 reminder.				
Yellow Face – 2 reminders.				
Red Face – 3 or more reminders.				
Teacher's Comments	Needs to pay attention and complete work on time.			
Parent's Signature				
Parent's Comments				

Created by K. Neil

Dear Parents,

Your child had problems working and following the class and school rules. Please remind your child of the rules and that we come to school to learn.

Thank you,

Ms. Neil

Please sign and return with  
your child tomorrow.

---

*Created by K. Neil*

APPENDIX E

ACADEMIC PROGRESS TOOLS



**Progress Report for Reporting Period 2**

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



Dear Parent/Guardian,

The following information reflects the skills your child has mastered from August to March 2013, including some advanced skills. Please help your child with the skills they have not yet mastered for the final reporting period in June. If you have any questions, please come see me so that we can help your child succeed.

**Language Arts – Reading**

Score

Pass

1. Can you name CAPITAL letters out of order? (18) M S F L R N H V W Z B C D G P T J K Y X Q I O A U E	/26	Y / N
2. Can you name lowercase letters out of order? (18) m s f l r n h v w z b c d g p t j k y x q i o a u e	/26	Y / N
3. Can you tell what sound each letter makes? (18) Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz	/26	Y / N
4. Can you give me a rhyming word for... (4) bug _____ mop _____ fan _____ hill _____ get _____	/5	Y / N
5. Can you blend these sounds to make a word? (6) m/a/t s/a/m f/a/n h/o/p s/t/ar b/l/ue t/r/a/sh ch/ee/se	/8	Y / N
6. Can you tell me the sounds in... (6) cup ham fox log jet mat stop black	/8	Y / N
7. Can you read these CVC words?: (6) pig box fun rat pen cap ran bug	/8	Y / N
8. Can you read these nonsense words?: (6) sop mip kiv of raj nup wuk zel	/8	Y / N
9. Can you read the following sight words: (53) like can I we the it in at be no a an up some big of yes or small on so come by not from see go out who make three one two five nine six seven eight four ten black red green blue white yellow brown orange pink purple to far but have hot there were that had when did very them just now all our get ran tell because think well keep her	/75	Y / N

**Language Arts – Writing**

1. Can you write uppercase and lowercase letters Aa – Zz neatly? (see sample)		Y / N
2. Can you write CVC words? (see sample)		Y / N
3. Can you write a simple sentence independently?		Y / N

**DIBELS Mid-Year Assessment**

Dynamic Indicators of Basic Early Literacy Skills	Benchmark	Student Score
Composite Score	122	
First Sound Fluency	30	
Letter Name Fluency	N/A	
Phoneme Segmentation Fluency	20	
Nonsense Word Fluency	17	

**Math**

1. Can you recognize these numbers out of order? (22) 8 0 26 2 17 21 3 29 24 6 10 11 12 5 30 27 14 16 23 19 1 9 15 20 4 13 7 22 18 25 28	/ 31	Y / N
2. Can you write numbers 0 – 30 neatly?		Y / N
3. Can you count up to 30 objects correctly?		Y / N
4. Can you count up to 100? (Can count up to ____)		Y / N
5. Can you skip count to 100 by 10's?		Y / N
6. Can you skip count to 100 by 5's?		Y / N

**EnVision Math Topic Test Scores:**

Topic 6	Topic 7	Topic 11	Topic 12

**Quarter 2 District Exam:**

Multiple Choice: \_\_\_\_ / 20      Constructed Response: \_\_\_\_ / 4

Mrs. Preciado – Kindergarten – Room 4 – 2012/13 School Year

*Modified by Y. Preciado from E. Gutierrez*

# Final Progress Report for Report Card Period 1



Dear Parent/Guardian,

The following circled information reflects what the skills your child has learned from the beginning of the year to 11/22/2010. They need to know all the information below to receive a 3 or better on their language arts and math report card grades. Please help your child with the skills they still need some work on below for next grading period.

1. Your child can write his or her first name neatly without looking at it.

Yes                  No

2. Your child knows the names of the following letters out of order:

A    B    C    D    E    F    G    H    I    J    K    L    M  
a    b    c    d    e    f    g    h    i    j    k    l    m

3. Your child can write the uppercase and lowercase letters Aa-Mm neatly.

Yes                  No

4. Your child can match upper and lower case letters:

Yes                  No

5. Your child can identify rhyming words.

Yes                  No

6. Your child can count syllables in words:

Yes                  No                  pen/cil                  e/le/phat                  car/toon                  Sun/day

7. Your child can blend word parts to make a word:

Yes                  No                  di-nosaur                  cray-on                  m-onkey                  c-andy

8. Your child can read the following sight words:

the    a    here    is    an    I    see    and    we  
are    at    you    he    she    can    look    too    not

9. Your child can recognize the following numbers out of order:

0    1    2    3    4    5    6    7    8    9    10

10. Your child can count objects up to 10.

Yes                  No

11. Your child can tell which has more or fewer.

Yes                  No

*Created by E. Gutierrez*



## High Frequency Words

### *Unit 1: Family*

Please write these on index cards so you can practice with your child.

like      can      I      we      the  
it          in          at          be          no

The underlined high-frequency words are assigned from the Treasures program. The additional words are from the Dolch Word Lists. The Dolch words include the 220 most frequently found words in books that children read. Children who learn these words have a good base for beginning reading. Many of these words cannot be sounded out and must be learned as sight words.

Your child will be a "Word Wizard" when they know all Unit 1 words. In special recognition, all Word Wizards will get a star with their name featured on the Word Wizard Wall, a certificate, and 1 extra green card.

*Modified by Y. Preciado from L. Billaud*

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

Level 1

like            can            I            we            the  
it            in            at            be            no

I know the words that are circled.

Please help me learn the words that I don't know.

*Modified by Y. Preciado from L. Billaud*

Thursday, January 24, 2013

Dear Parents,

Attached you will find the list of the first four levels of Kindergarten sight words. The words that your child has learned have been circled. Please help your child learn the words that are not circled, and have been highlighted. Mastering sight words is a very important skill that will greatly benefit them now, and for many, many years to come. Not only that, but in order for your child to receive a 3 or a 4 in Reading on their report card, they need a sight word passing rate of 70% or higher. Please take the time to practice at home with your child. If you have any questions, please feel free to contact me.

Sincerely,

Mrs. Preciado  
ypreciado.young@gmail.com

To the family of \_\_\_\_\_,

Your child has been assessed on the 82 sight words that should have been mastered in kindergarten. Your child was unsure or did not know \_\_\_\_\_ of those 82 words. I have written those words on index cards for you and your child to practice at home daily. We will also be reviewing these words in class.

Thank you for your help,

*Created by C. Hughes*

April 2013

To the Family of \_\_\_\_\_,

The students recently took the District's Quarter 3 Math Assessment. The assessment consisted of 20 multiple-choice problems worth 1 point each and a constructed response problem requiring some problem solving and a written response that was worth 4 points. Here is how your child scored:

Multiple Choice	Constructed Response	Total	Overall Score
_____ out of 20	_____ out of 4	_____ out of 24	_____ % = _____

Remember that a score of 3 or 4 is passing and a score of 1 or 2 is not passing. If you have any questions, please do not hesitate to contact me.

Thank you,

4=Advanced    3= Proficient    2=Partially Proficient    1=Not Proficient

*Created by C. Hughes*

February 2014

To the Family of \_\_\_\_\_,

The students completed the District's 1st Math Common Core State Standard Performance Task. The task consisted of 5 fill-in-the-blank problems. These were not multiple choice problems. The students then had to explain/show how they got their answer for two of the problems using words, pictures, or numbers. The concepts covered were place value, skip counting, number patterns, addition with double digits, and comparing numbers. Here is how your child scored:

Fill-in-the-Blank	Explanation	Total	Overall Score
_____ out of 7 pts.	_____ out of 2 pts.	_____ out of 9 pts.	Level 1: Minimal Success (0-2 pts) Level 2: Below Standard (3-4) Level 3: Standard Performance (5-6) Level 4: High Level Achievement (7-9)
			Level _____

Remember that a score of 3 or 4 is passing and a score of 1 or 2 is not passing. We will look at your child's work on this task at our upcoming Parent Conference. Please do not hesitate to contact me if you have any questions.

Thank you,

*Created by C. Hughes*

May 11, 2010

To the family of \_\_\_\_\_,

The 1<sup>st</sup> Grade classes have completed the fifth **District Open Court Reading Assessment**. There were five parts to the test; Fluency (2 passages), Spelling, Word Reading, Comprehension (New!) and Writing (Applications, Strategies, and Conventions). Below are your child's results from this assessment.

1 Minute Fluency #1 \_\_\_\_\_ /75 WCPM is passing at the 75th percentile /60 WCPM is passing at the 50<sup>th</sup>  
1 Minute Fluency # 2 \_\_\_\_\_ /75 WCPM is passing at the 75th percentile /60 WCPM is passing at the 50<sup>th</sup>  
New Ave. Fluency \_\_\_\_\_ /75 WCPM is passing at the 75th percentile /60 WCPM is passing at the 50<sup>th</sup>

Your child's fluency rate increased/decreased by \_\_\_\_\_ WCPM

Spelling \_\_\_\_\_ /10 (8 is considered passing)  
Word Reading \_\_\_\_\_ /10 (8 is considered passing)  
Comprehension \_\_\_\_\_ /10 (8 is considered passing)

Writing (Applications) \_\_\_\_\_ (A score of 3 or 4 is passing)  
(Strategies) \_\_\_\_\_ (A score of 3 or 4 is passing)  
(Conventions) \_\_\_\_\_ (A score of 3 or 4 is passing)

If you have any questions about this information please feel free to contact me.

Thank you,

*Created by C. Hughes*

March 2014

To the family of \_\_\_\_\_,

The 1<sup>st</sup> grade classes recently completed the fourth **Treasures Reading & Writing Assessments**. There were six parts to the test; Spelling, Word Reading, Comprehension, Writing Strategies, Grammar and Writing (Genre, Grammar and Conventions). Below are your child's results. A score of 8 or more out of a possible 10 is considered passing and a score of 3 or 4 is passing in writing.

Spelling /10	Wrđ Rdng /10	Comprehension /10	Wrtnġ Strats. /10	Grammar /10	Writing		
					Genre	Gram.	Conv.

A fluency assessment was also part of this end-of-the-unit assessment. The spring fluency benchmark is 53 WCPM (Words Correct Per Minute) at the 50<sup>th</sup> percentile, 82 WCPM at the 75<sup>th</sup> and 111 WCPM at the 90<sup>th</sup> percentile. Below are your child's results.

1 Minute Fluency Passage 1 \_\_\_\_\_ WCPM Passage 2 \_\_\_\_\_ WCPM Average \_\_\_\_\_ WCPM

If you have any questions, please do not hesitate to contact me.

Thank you,

*Created by C. Hughes*

**Weekly Progress Report Mrs. Voltz**  
 Reporte de Progreso Semanal

Name: \_\_\_\_\_ Week of: \_\_\_\_\_  
 Nombre Semana

Yes No

Friday Club House Participation  
 Participación en "Club House"

Vocabulary Test: \_\_\_\_\_ Spelling Test: \_\_\_\_\_  
 Examen de vocabulario Examen de deletreo

	Excellent Excelente	Satisfactory Satisfactorio	Unsatisfactory No cesita mejorar	Comments from Mrs. Voltz Comentarios
Classroom				
Citizenship Comportamiento en clase				
Playground				
Citizenship Comportamiento en patio				
Tardy Llegar tarde				
Homework Complete Completar tareas				
Classwork Complete Completar trabajo en clase				
Classroom Effort Esfuerzo en clase				

Consequences: 3 unsatisfactory checks = No Friday Club House  
 Consecuencias: 3 marcas de mejoramiento = No participación en "Club House"

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

---

Name

---

Date

Dear Parents,

Your child did not score a 3 or 4 on their reading comprehension /writing and /or skills tests. Workbooks with reading comprehension passages and questions where your child has to write the answers in complete sentences, may be helpful in improving your child's reading and grammar skills. Workbooks may be purchased at the Lakeshore Store, Education Station, or Target. Please sign and have your child return this note and the test as soon as possible. Thank you for your support.

Sincerely,  
Ms. Neil

---

Parent's Signature

*Created by K. Neil*

# Parent Conference Form

2nd Reporting Period 11/12/13 - 2/28/14

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

<b>Attendance</b>	Absences	Tardies

Homework : \_\_\_\_\_ late or missing Homework/Reading Logs

**Reading - dibels                      Fluency Expectations   81 @90th           47 @ 75th           23 @ 50th**

NWF Sounds /43-193	NWF Words 8-50	DORF /23-250 Fluency M/Ave	DORF Fluency Accuracy	DORF Retell Goal 50% of Flu	1st Grade Sight Words /127

**2nd Treasures Unit Assessment**

Spelling /10	Word Rding /10	Comp /5	Writing Strats /8	Grammar /10

**3rd Treasures Unit Assessment**

Spelling /10	Word Rding /10	Comp /5	Writing Strats /8	Grammar /10	Fluency

**Selection Multiple Choice Assessments /9 or /10**

--	--	--	--	--	--	--	--	--

**Weekly Assessments - Comp /6 (/4) Overall /14**

--	--	--	--	--	--	--	--

**Spelling on Tests**

Spelling Words	Sight/HF Words

**District CCSS - Opinion Writing Assess.      Other In-Class Writing Assessments - Comments**

Applications	Strategies	Conventions

**Writing - 3rd Treasures Unit Assessment**

Applications	Strategies	Conventions

**Math**

Topic 7- Ret Get&Ptn 120	Topic 7 Get&Ptn 120	Topic 8 Ret Place Value	Topic 8 Place Value	Topic 9 - Ret Crps&Order #s to 100	Topic 9 Crps/Order #s to 100	Topic 10 Ret Addition w/ 10s & 1s	Dist CCSS	Timed Tests

Comments on back

*Created by C. Hughes*

APPENDIX F

PARENT CONFERENCE TOOLS

**Parent Teacher Conference Sign-Up  
March 4 – 8, 2013**

	<b>Monday 3/4</b>	<b>Tuesday 3/5</b>	<b>Wednesday 3/6</b>	<b>Thursday 3/7</b>	<b>Friday 3/8</b>
<b>7:40 a.m.</b>					
<b>12:40 p.m.</b>					
<b>1:00 p.m.</b>					
<b>1:20 p.m.</b>					
<b>1:40 p.m.</b>					
<b>2:00 p.m.</b>					
<b>2:20 p.m.</b>					
<b>2:40 p.m.</b>					
<b>3:00 p.m.</b>					

Dismissal on Monday, March 4<sup>th</sup> is 2:24 p.m.

Dismissal on Tuesday, March 5<sup>th</sup> is 1:24 p.m.

Dismissal on Wednesday and Thursday March 6<sup>th</sup> & 7<sup>th</sup> is 12:29 p.m.

Dismissal on Friday, March 8<sup>th</sup> is 2:24 p.m.

Please write your child's name in at least three or more open boxes indicating a time you can attend a parent conference, and return this form as soon as possible. Parents will be accommodated on a first-to-turn-it-in basis. *Por favor escribe el nombre de su hijo/a en 3 lugares o mas indicando que tiempo usted podria asistir a una conferencia y regresen esta forma lo mas pronto posible. Thank you/gracias!*

Dear Parents,

This is a reminder that parent-teacher conferences begin next Tuesday, November 12th. Although many of you have already signed up for a conference through Jooner's, there are still some who have not. Below is a list of times that are still available. Please e-mail me with any questions or concerns you have about signing up for a conference, or you may send a note with your child as well. If you do not have internet access, you may send me your request by paper.

Here's a list of the available spots:

**Tuesday, 11/12:** 2:40 p.m. & 3:00 p.m.

**Wednesday, 11/13:** 2:20 p.m.

**Thursday, 11/14:** 1:00 p.m., 1:40 p.m.

**Friday, 11/15:** 1:00 p.m., 1:40 p.m., 2:00 p.m., 2:20 p.m.

**Monday, 11/18:** 3:00 p.m., 3:20 p.m.

Also, here is the link to our Jooner's conference sign-up:

<http://www.jooners.com/guest/?l=161bc36d-b665-428b-906e-86df6591b985>

Lastly, please remember that next Monday, November 11th there is no school in honor of Veterans' Day, and Wednesday - Friday are minimum days, with students being dismissed at 12:35 p.m. (Tuesday is still 1:28 p.m.).

Thank you!

Mrs. Preciado

Dear Parents,

The week of **Monday March 3 – Friday March 7th** will be parent conferences. Please choose **3 boxes** with a date and time below and write your **child's name** in the **3 boxes** of your choice. Times and dates are on a 1<sup>st</sup> serve basis. I will see what is available from your 3 choices and return a confirmation to you the following day.

**Please note the different times for each day.**

Thank You, Mrs. Alonzo

Estimados Padres, la semana de **Lunes, 3 de marzo – viernes 7 de marzo** seran las conferencias de padres. Por favor escoja tres cajas con la hora y fecha que pueda asistir y escriba el **nombre de su hijo/a** en las 3 cajas. Yo le informare el dia siguiente con una nota, la fecha que le tocara a usted. Entre mas pronto devuelva la nota mejor oportunidad de obtener la fecha y hora que usted escoja.

**Por favor de fijarse los diferentes horarios cada dia.**

Gracias, Sra Alonzo

Mon 4	Tues 5	Wed 6	Thur 7	Frid. 8
1:00	1:30	1:00	1:00	1:00
1:30	2:00	1:30	1:30	1:30
2:00	2:30	2:00	2:00	2:00
2:30	3:00	2:30	2:30	2:30
3:00	3:30	3:00	3:00	3:00
3:30			3:30	3:30
4:00				4:00

**PLEASE RETURN**

**As soon as possible**

**Por favor de devolver lo mas pronto possible.**

## Parent Conference Schedule

Below are the times I have scheduled for the conferences. I did my best to choose one of the 3 times you indicated on the initial sheet. If you did not turn a preference sheet in, please choose from the options left below.

Thank You!  
Mrs. Alonzo

Mon 4	Tues 5	Wed 6	Thur 7	Frid. 8
1:00 Michelle	1:30 Amy	1:00 Eli	1:00 Joshua	1:00 Jesse
1:30 Kenia	2:00 Sebastian	1:30 Kelsey	1:30	1:30
2:00	2:30 Natalie	2:00 Helen	2:00 Yessenia	2:00
2:30 Derek	3:00 Ludmila	2:30 Jason	2:30 Valeria	2:30
3:00	3:30 Giselle	3:00 Kathy	3:00	3:00 Richie
3:30 Khori	4:00		3:30 Daniel	3:30
4:00 David			4:00	

*Created by C. Alonzo*

Parent Conference Schedule  
December 6 - 10, 2010

	Monday 12/6	Tuesday 12/7	Wednesday 12/8	Thursday 12/9	Friday 12/10
12:35					
1:00					
1:30					
2:00					
2:30					
3:00					
3:30					
4:00					
4:30					
5:00					
5:30					

*Created by C. Hughes*

APPENDIX G

REMINDER/OTHER NOTIFICATION TOOLS



**FROM THE KINDERGARTEN TEACHER**

**Just a reminder that kindergarten class starts promptly at 8:00 AM. Students are expected to be in line and ready to begin when doors open.**

**Please have your child present on the kindergarten playground by 7:50 AM so they are not tardy and do not miss any instruction.**

**Thank you for your support in this matter, your child will benefit from it.**



*Created by E. Gutierrez*



## Lemay Street Elementary Kindergarten Bulletin

Dear Parents,

Please find enclosed a list of the high frequency words your child will be working with throughout the year. You can cut them apart and practice them with your child as part of their everyday homework. This will help them read their pre-decodable books when they are introduced in class and sent home.

Also enclosed is a list of the upper and lowercase letters of the alphabet. You may also want to cut these apart and place them in zip lock bags. You may want to play games with your child such as showing them the letter and they name them out of order or matching the uppercase with the lowercase letters. You may also have them try to make words with the letters once we begin introducing the letter sounds.

We hope this will help your child obtain mastery of the alphabet and help them become good readers. Thank you for partnering with me in your child's success. Please contact me if you have any questions on how to further help your child.

---

Estimados Padres,

Por favor encuentre incluida la lista de palabras de alta frecuencia que su hijo estará trabajando con otra vez del año. Usted las puede separar y practicarlas con su hijo como parte de su tarea diaria. Esto los ayudará leer sus libros "pre-decodable" cuando sean introducidos en clase y mandados a casa.

También incluida está una lista de las letras mayúsculas y minúsculas del alfabeto. Usted puede separar estas y guardarlas en bolsas plásticas. Usted puede jugar con su hijo enseñándoles la letra y que ellos la nombren fuera de orden o correspondiendo la mayúscula con la minúscula. Usted también puede hacer que traten de formar palabras con las letras una vez que empecemos a enseñar el sonido de las letras.

Nosotros esperamos que esto ayude a su hijo a obtener el mayor conocimiento del alfabeto y ayudarlos hacer mejores lectores. Gracias por compartir conmigo en la superación de su hijo. Por favor llámenme si tienen alguna pregunta en como mejor ayudarlos.

*Created by E. Gutierrez*

Dear Parent,

We are excited to implement a new web-based curriculum called MobyMax in our classroom. MobyMax is tailored to your child's individual needs, and I think you will be very impressed by how fast your child will excel while using Moby. Moby's features include:

- Placement tests that accurately identify where your child excels, and where his or her missing skills are
- Targeted instruction to fill in those missing skills
- Systematic review sessions that ensure that your child retains 100% of what he or she has learned

Best of all, your child can access Moby from your home computer at any time.

Login steps for [Student]

1. Please go to [www.mobymax.com/signin](http://www.mobymax.com/signin)
2. Enter School Code: **ca6175**
3. Enter

Username:

Password:

Once logged in, your child will immediately start the lessons and begin improving his or her missing skills.

You can sign in as a parent as well by selecting "Parent" from the drop-down menu and entering your child's username and password. You will be able to monitor your child's progress and even send messages to me.

Sincerely,

Mrs. Ramos

Mountain View Elementary

*Created by D. Ramos*

Dear Mrs. Ramos,

\_\_\_\_\_ Yes, I would like my child to participate in Room 23's **Lending Library**. I understand my child \_\_\_\_\_ (name) will receive 5 books or magazines each month and will return them the last week of each month. I will make sure my child takes care of the books and keeps them in a safe place. I also understand if the books get damaged or lost, I will replace them or donate similar books.

**or**

\_\_\_\_\_ No, I do not want my child to participate in Room 23's Lending Library. The reason is \_\_\_\_\_.

Thank you,

\_\_\_\_\_

(parent signature please)

*Created by D. Ramos*

Thursday, March 29, 2012

Dear Parents,

This is to inform you that your child, \_\_\_\_\_, will be receiving an award in the area of \_\_\_\_\_ at our Awards Assembly. The assembly will be on Monday, April 9, 2012 at 8:30 a.m. in Lemay's auditorium. We hope to see you there!

Jueves 29 de marzo 2012

Queridos Padres,

Esto es para informarles que su hijo/a, \_\_\_\_\_, recibirá un premio en la area de \_\_\_\_\_, en nuestro Asamblea de Premios. La asamblea será el lunes 9 de abril 2012 a las 8:30 a.m. en el auditorio de Lemay. Esperamos verlos allí!



# HELP WANTED



I need volunteers for the upcoming Halloween Carnival. Our class is responsible for running a game booth. If you have any ideas or suggestions for a booth, and/or are available to help run the booth on October 31<sup>st</sup> from 12:30 - 3:30 p.m. (for any amount of time) please fill out the bottom portion and return it to me as soon as possible.

.....

Child's Name: \_\_\_\_\_

Parent's Name: \_\_\_\_\_

Phone#: \_\_\_\_\_ E-mail: \_\_\_\_\_

Please circle:

1) I have ideas for our classroom booth



2) I can volunteer on October 31<sup>st</sup>



## Costume Parade & Party

Thursday, October 31, 2013

Next Thursday, October 31st, our class is planning a fun-filled activity after the Costume Parade. We need your HELP! We are looking for parent volunteers to run some games and to help set up and clean up. In addition to the games, we would like to have some party food to snack on. Since there will be a lot of collecting and eating candy later that evening, we are avoiding cakes, cookies, and candy for our class party. If you would like your child to bring something for the snacking area, please choose a healthy treat from the list below, enough to serve 8 - 10.

Please remember that all food items must be store-bought and cannot be made or prepared at home.

If possible, please bring your food or paper goods items when you come for the parade. If you are not going to be able to come to the parade, then sending it with your child in the morning will be just fine.

Individual Bags of popcorn      Cheese Sticks      Juice Boxes  
Individual Bags of Sliced Apples      Gummy Fruit Snacks      Water Bottles  
Baked Chips or Pretzels      Plates and/or Napkins      Small prizes for games

P.S. I have been asked if it is okay to make and bring "Goodie Bags". That is fine; please just make sure to bring enough for the whole class. We have 24 students.

---

Please fill out & return the bottom portion of this notice by Thursday, Oct. 24th.

---

Child's Name

Parent's Name

Yes, I would love to help!

Yes, my child will bring \_\_\_\_\_

No, I cannot help that day.

No, we can't bring a food item this time.

*Created by C. Hughes*



# Winter Program

Dear Kindergarten Parents:

Our holiday winter program will be next Wednesday December the 14th. There will be 3 shows that day. Our Kindergarten classes will be singing the song from Polar Express (the movie) "When Christmas Comes to Town" and we will also be singing "Winter Wonderland".

We are asking that your children come dressed in WHITE (for boys a white shirt will be fine) and that they wear a scarf and knit hat. The idea is that they look like they are ready for winter "play". If you do not have a scarf readily available at home, we have a few extras here at school we could lend them, just please let us know.

Thank You again for your cooperation and we hope to see you there !! Happy Holidays !

Sincerely,  
The Kindergarten Teachers

*Created by E. Gutierrez*

# REMINDER!!

Our holiday program is on Wednesday, December 15, 2010. Shows are at 8:30am, 10:30am or 1:00pm.

Please have your child wear the following:

- a white long sleeved buttoned shirt with a collar or white dress.
- white pants or skirt.
- black dress shoes.



Thank you and we hope to see you there!!!

# 5 things I can do during winter break!!!

## 1. Visit a museum.

- **The Getty Center** 1200 Getty Center Drive (Off Sepulveda Blvd. and 405 freeway) (310) 440-7300 Tue-Thu 10am-6pm; Fri-Sat 10am-9pm; Sun 10am-6pm
- **L.A. Natural History Museum** 900 Exposition Blvd., Los Angeles 90007 (213) 763-3515, FAX (213) 743-4843
- **Page Museum at the La Brea Tar Pits** 5801 Wilshire Blvd. Los Angeles, CA 90036 (323)763-DINO

## 2. Go to an educational store and buy activity books to work on over the holiday.

- **Education Station** On Balboa South of Devonshire in Northridge
- **Lakeshore Learning** 17072 Devonshire St., Northridge

## 3. Visit the library and get a library card.

- **Van Nuys Branch Library**—6250 Sylmar Ave Van Nuys CA
- **Panorama City Branch Library** -14345 Roscoe Blvd Panorama City CA
- **West Valley Regional Library**—19036 Vanowen St Reseda CA

## 4. Visit a website on the computer for kids.

- [www.disneyjr.com](http://www.disneyjr.com)
- [www.discoverykids.com](http://www.discoverykids.com)
- [www.nickjr.com](http://www.nickjr.com)
- [www.pbskids.com](http://www.pbskids.com)
- [starfall.com](http://starfall.com)
- [funbrain.com](http://funbrain.com)



## 5. Spend time with family and friends.

*Have a happy and safe holiday!!!*

*Created by E. Gutierrez*

December 12, 2013

Dear parents,

It has been a very busy, productive year so far, and Room 23 has been buzzing with various activities. We incorporate learning into everything we do! In addition to textbook learning which we do in language arts, math, science, and social studies, there are a myriad of ways in which learning takes place. Whether it's reading for enjoyment, researching topics expand our knowledge, exercising with math, identifying types of rocks, or touching genuine artifacts from Native Americans, learning never stops! Your children are so curious about the world around them and it is both an honor and a pleasure to guide them in their journey to becoming life-long learners.

During these few weeks of vacation, I would like to ask you to "sit in the driver's seat" to ensure all our hard work is not lost. Although I am not assigning an enormous amount of homework, everything I am assigning is relevant and will help your child become successful. Below you will find a checklist to use for his/her assignments which are due on \_\_\_\_\_. Please discuss a schedule ahead of time and make sure all electronics are turned off. I have also included some learning opportunities which are just as important and hopefully enjoyable for the entire family. It is my hope that you and your families have a safe, enjoyable, "educational" holiday.

Mrs. Ramos Questions? [dramos2@lausd.net](mailto:dramos2@lausd.net)

**Required Activities:** \_\_\_\_\_ Health Reading and Answers \_\_\_\_\_ Math Review

\_\_\_\_\_ Lending Library Books with Reading Log and Exercise Log

\* \_\_\_\_\_ California Native American Notes, Report, and project (\*due January 22<sup>nd</sup> but please remember to work on it)

**Suggested Activities (if evidence is brought in, students can receive extra credit):**

\*Visit a museum and choose an artist whose work inspires you. Go home and create your own masterpiece.

\* \*Plan a menu using the four food groups...explain the importance of healthy eating!

\*Cook together!!! Have your child read the directions, measure, and cook/bake with your guidance.

\*Go to the library, choose a book together, read and write a summary!

\*Exercise: dance, walk, jog, "mathercise" , and record it on the exercise log!

---

\*\*\*Other\*\*\* Many students use this time to plan and prepare for the Science Fair in the spring!

*Created by D. Ramos*



**Due: Tuesday, February 5, 2013**

Hooray! We've made it to the 100<sup>th</sup> day of school! Your child is being asked to bring 100 identical food objects for the 100<sup>th</sup> day of school. We will be putting everyone's 100<sup>th</sup> day snack together for one big class snack. Some ideas are 100 cheerios, M&M's, popcorn, skittles, goldfish, fruit snacks, pretzels, etc... Please make sure they fit in a zip-loc, or similar, bag that is labeled with your child's name and room number. Remember, food please!

Thank you!

10    20    30    40    50    60    70    80    90    100

### **A Note Regarding Valentine's Day**

This Thursday, February 14<sup>th</sup> is Valentine's Day! That afternoon will be filled with lots of fun activities and treats. If you would like to join us from 12:30 – 2:30 p.m., then please let me know by this Tuesday either verbally or in writing.

If your child is bringing Valentine's treats and/or cards to give out, please make sure there is enough for everyone. We currently have 22 students in our class. Also, in order to make the passing out of treats/Valentines quicker, please do not have your child write individual names. They should simply write the following:

To: My Friend, From: \_\_\_\_\_ (insert your child's name)

If you have any questions, concerns, or comments, please let me know.

Thank you,  
Mrs. Preciado

## Spring is Here!

Next week, there will be two important events for which I am asking for either your presence, a donation, or both.

1. Next **Thursday, March 21, 2013** is **Bring Your Parents To School Day**. Please join us as we plant our Kinder "garden." This event will be from 8:15 – 9:30 a.m. I am asking for a few items to be donated:

- Potting soil
- 25 plastic, see-through cups
- Watering cans
- Quick-growing seeds; flowers such as marigolds, zinnias, alyssum, and vegetables such as cucumber, tomato, and lettuce are good examples

2. Next **Friday, March 22, 2013** we will have a small **Spring celebration** from 10:30 a.m. – 12:30 p.m. Here are some of the items we need:

- 12 plastic Easter eggs, pre-filled with candy
- 3 – 5 bags of Easter grass
- 12 - 24 Easter cookies and/or cupcakes
- 12 - 24 juices
- Approximately 6 -7 pizzas

Please return the bottom portion by **Monday, March 18, 2013**. We will need donations by **Wednesday, March 20<sup>th</sup>** (except for the pizzas, of course). Thank you in advance for your continued support. I appreciate all of your help!

### Kinder "Garden"

\_\_\_\_\_ Potting soil (1 bag)  
\_\_\_\_\_ 25 plastic cups  
\_\_\_\_\_ Watering can (1)  
\_\_\_\_\_ Seeds

### Spring Celebration

\_\_\_\_\_ 12 pre-filled plastic Easter eggs  
\_\_\_\_\_ Easter grass (\_\_\_\_ bags)  
\_\_\_\_\_ 12 Easter cookies  
\_\_\_\_\_ 12 cupcakes  
\_\_\_\_\_ Juices (\_\_\_\_) # of juices  
\_\_\_\_\_ Pizza (\_\_\_\_) # of pizzas

\_\_\_\_\_ Yes, I will be attending Bring Your Parents To School Day on March 21<sup>st</sup>.

\_\_\_\_\_ Yes, I am available to help for the Spring Celebration on March 22<sup>nd</sup>.

Child's  
Name: \_\_\_\_\_

Parent's Name: \_\_\_\_\_ Phone #: \_\_\_\_\_



## 100<sup>th</sup> Day of School Art Project

Can you believe we have been in 1<sup>st</sup> Grade for almost 100 days?

In celebration of that day, which falls on Tuesday, February 5th, we are planning on holding an Art Show.

The artists will be the 1<sup>st</sup> grade students. We are sending home poster board today for your child to use as a "canvas" for their artwork. Please have your child make an original piece of art using 100 pieces of something.

You can use whatever you want to make your art as long as you can glue it down onto the poster board. We have seen great art made from toothpicks, silk flowers, sunflower seeds, dried beans, stickers, etc. Please try to avoid using pennies (they don't stay glued) or sugary candy or food that attracts ants. Be creative! You can use 100 of the same item or a combination of a few different items, as long as there are exactly 100 items in the artwork, no more, no less. The subject of your art can be anything you choose – it can be a portrait, an abstract, a design, a still life, a landscape, whatever your child would like.



Please be sure to have your child bring his/her original "100 pieces" artwork to class on Tuesday, February 5th.

We have such creative students! I can't wait to see what the children come up with!

*Created by C. Hughes*

# Hip Hip Hooray! It's the 100<sup>th</sup> Day!

Our 100<sup>th</sup> day of school is on February **3**, 2013. As part of the celebration, we would like you to help your child with this 100 day project. Here's what to do:

Find one clear, clean 20 oz bottle (soda or water) with a top. Fill the bottle with 100 of the same item. Close the top tightly and place the bottle in the attached brown bag. Make sure to put your name on the outside.

Help your child think of and write 3 clues to read to the class. The students will read their clues to the class so they can try to guess what is in the bottle. Be sure to use descriptive words when writing the clues, such as those that describe the items size, color, shape, function, texture and so on. An example for M&M's might be: "They are a lot of different colors. They are round. You can buy them at the candy store."

Tip: To help with counting the 100 items, organize them into 10 groups of 10 items each. Count the items before you put them in the bottle.

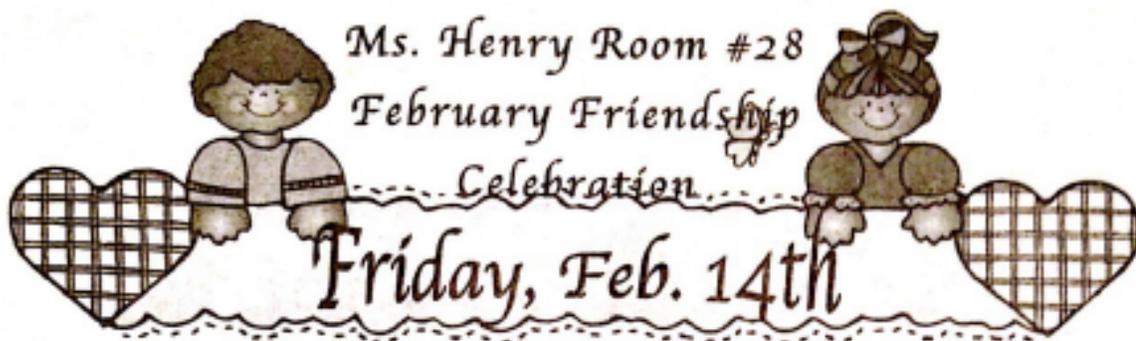
Some ideas: buttons, beans, feathers, rocks, marbles, candies, pins, rubber bands, pennies, chocolate chips, shells, toothpicks, cotton balls, bolts, screws, Legos, cereal, beads..... What else can you think of?

Please bring your bottle to school by February **3**.

Have Fun!

First Grade Teachers

*Created by A. Henry*



We will be making a Friendship Fruit Salad in class  
 To host this event we must have parent volunteers.

Some of the items we will need are:

- ♥ Fresh Fruit    ♥ Cookies
  - ♥ String Cheese    ♥ Crackers    ♥ Cupcakes
- Any snack item you would like to share

If you would like to have your child exchange Valentine Cards please  
 do not write names on the cards & make sure to bring a Valentine for  
 each student



There are 22 students, 15 boys and 7 girls

If you have any questions, please contact Sayra at

818-207-1773 or via E-mail at [sayra.vargas@yahoo.com](mailto:sayra.vargas@yahoo.com)



Happy Valentine's

Child's Name: \_\_\_\_\_

Parent's Name: \_\_\_\_\_ Phone #: (    ) \_\_\_\_\_

Parent's E-mail: \_\_\_\_\_

I will send the following item(s) for the celebration: \_\_\_\_\_

I will help set-up and/or cleanup for the party.

**Thank you for your time and donations!**

*Created by A. Henry*

# Valentine's Day!



**On Thursday, February 14, 2013 our Kindergarten Class will be celebrating friendship in honor of Valentine's Day !!!**

If your child wishes to bring cards to give out, please have them labeled to :My friend, from: Your child's name. This makes it easier for kids to pass out their own cards.

We are also making a friendship salad so we are asking that each child participate by bringing one of the following fruit items from the choices below:

Please make sure all the fruit is washed and precut- ready to eat. (except for bananas)

Also, please make sure the items are placed in a ziplock bag, that we can dispose of. ( no plates)

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Please have your child bring just one of the following items on Thursday, Feb,14, 2013—Portion for 1 child (no more than that1)

Name \_\_\_\_\_

Strawberries \_\_\_\_\_

Grapes \_\_\_\_\_

Bananas \_\_\_\_\_

Melon \_\_\_\_\_

Kiwifruit \_\_\_\_\_

Honey Dew \_\_\_\_\_

Rasberries \_\_\_\_\_

If you wish, you may also donate any of the following for the picnic: cupcakes \_\_\_\_\_ or Cookies \_\_\_\_\_

Mini water bottles \_\_\_\_\_ Remember we have 26 Kids !

*Created by C. Alonzo*



February 2011

Dear Parents,

As of yesterday, we are half way through the school year! I am writing this letter to let you know about some very exciting events that are taking place this week and in the near future. As always, if you have any questions regarding any of these events or projects, please feel free ask me. Thank you for your support and cooperation.

**Captain Bill Pinkney Unit Opener:** Last Friday, the first graders participated in an Opening Unit Activity on the travels of, "Captain Bill Pinkney." Each of the first grade classes were transformed into one of the continents visited by Captain Bill Pinkney. Room 12 was Africa, Room 13 was Australia, and Room 14 was South America. The first graders "traveled" to each of these classrooms and learned more about those three continents. We tried to replicate Captain Bill's Journey, since the children will now be reading all about it in the upcoming weeks. This activity gave students valuable background knowledge about traveling and visiting different geographic locations. As they left each classroom, their passport/suitcase was "stamped" with the name of the continent they just "visited". Please ask your child questions about this experience. Ask: What did you hear, see, feel or touch in each classroom?

**Writing Assessment:** During the next few weeks, the first grade students will continue getting ready for the 3rd District Writing Assessment. The teachers will be working hard to prepare the students in class to use sensory details (saw/heard/felt-touched) in their writing. We will be modeling this type of writing and doing interesting and fun activities to get the students motivated to add as many sensory details to their writing as they can. Please make sure that you sit down with your child on Tuesdays to review their writing homework. The writing homework that we send home this month will be directly related to the skills the students will need to pass their writing assessment. This writing unit is lot of fun and really allows each child to express themselves in an interesting way.

**Valentine CandyGrams:** The students have the opportunity to buy Valentine Candy Grams from the Student Council during recess and/or lunch for 50 cents apiece this week. They can send them to anyone in the school as long as they know the room number! They can buy them all this week, **including Friday.**

**Friendship Picnic:** Next Monday the whole school will be participating in a Friendship Picnic where the students will take their cafeteria lunch or sack lunch out to the grassy area to eat lunch with their teacher and classmates. If your child would like to bring a treat to share with their classmates, they may do so as long as they bring enough for all the students and as long as the treat is store-bought. This is not at all necessary, but some of the students have asked if they can bring something.

**Valentines for the Class:** At the end of the day on Monday, the students will have a chance to pass out valentines to the rest of the students in class. What I am asking is that if your child does bring valentines, that s/he brings enough for all the students in class (22) and that s/he "signs" each valentine but that s/he does not "address" it to each individual student. It takes too long and becomes frustrating to the students when all the students want to pass them out and they have to have the names read for them and then find that exact person. Trust me, the students are still very excited to receive the valentines from their friends even if they are not addressed to them personally.

**Know It By-Heart Club:** This is a timed Math activity where after students have passed each individual 2 1/2 minute test on addition and then subtraction, they have 10 minutes to complete 80 math facts. So far we have 8 students who have joined the Addition By-Heart Club. In order to pass, students must get all 80 facts correct! This may sound like a rigorous activity, but it is a standard for 1st grade and a lot of fun for the students. They get very excited about adding their names to each heart.

**100th Day of School:** March 2nd marks the day which will be filled with many 100 type activities! Look for a notice going out next week about a fun take-home project!



*Created by C. Hughes*



## CONGRATULATIONS!

Your child, \_\_\_\_\_, has earned an award for achievement during this last grading period. The Awards Assembly will be held on Thursday, Dec. 16, 2010 at 8:30 a.m. in the Auditorium. I hope you will be able to be there to see your child recognized for his/her good work.

Thank you,

*Ms. Hughes*

*Created by C. Hughes*



## Two More Field Trips!

Attached to this notice you will find two more Permission Slips. One is for the trip to Underwood Family Farms (May 6th) and the other is for our trip to America's Teaching Zoo (May 20th). Please fill out both, sign both, and return them tomorrow. Please make sure to check off whether your child will be bringing his/her own lunch, or if they want a school cafeteria sack lunch.

**If you check off that you want a school cafeteria sack lunch please make sure to attach either the tickets for the dates of the field trip, or \$1.00 for each field trip to the permission slip you are returning tomorrow.** We have to turn in the lunch requests to the cafeteria as soon as possible. If you are not sure whether your child will want a sack lunch or to bring his/her own lunch and you have dated tickets, I suggest you send in the ticket and then if your child decides to bring his/her own lunch at the last minute, they will then have a choice.

*Created by C. Hughes*



## 1<sup>st</sup> Grade Field Trip!

Please fill out the attached permission slip tonight and return it to class tomorrow. Be sure to check off whether your child will be bringing his her own lunch or whether s/he will need a sack lunch from the cafeteria that day.

If you are requesting a cafeteria sack lunch please attach one of the following to the signed permission slip 1) \$1.00; 2) a purchased ticket which does not have a date printed on it, or send in the Oct. 11<sup>th</sup> lunch ticket once you receive it . If you are attaching either kind of ticket, please write your child's name on the ticket. Thanks!

*Created by C. Hughes*



# Welcome to the Room 1 Tour



Try to visit every area with your child. Have fun and thank you for coming.

1. Visit the writing center and show your work.



2. Visit the computer center and play a game.



3. Visit the art center and paint a picture.



4. Visit the science/social studies center.



5. Show parents UAT/UAMT.



6. Visit the calendar.



7. Visit class library and concept/question board.



8. Visit sight word wall and read them.



9. Stop by and visit with Mr. Gutierrez.



**Don't forget to stop  
by the book fair !**



*Created by E. Gutierrez*

## Reminders and SAVE the DATE!

Dear Parents,

Spring Break is here! There will be no school from March 25<sup>th</sup> – April 1<sup>st</sup>, 2013. The first day back will be TUESDAY, April 2, 2013. Dismissal that day will be at the regular time, 2:24 p.m. Here are some reminders of important dates coming up after the break:

April 2, 2013 – School resumes

April 3, 2013 – Spring Picture Day

April 11, 2013 – Student Success Awards

May 2, 2013 – Last Student Success Awards

May 17, 2013 – Field trip to Underwood Family Farm

May 27, 2013 – Memorial Day (No School)

June 6, 2013 – Kindergarten Culmination (Minimum Day - Dismissal at 12:29 p.m.)

June 7, 2013 – Last Day of School (Minimum Day - Dismissal at 12:29 p.m.)

### SAVE the DATE!

Each Kindergarten class will be having their own individual culmination and celebration on **Thursday, June 6, 2013**. That day will also be a minimum day, so most likely the culmination and celebration will take place from 10:30 – 12:29 p.m. I will send a more detailed letter as the date approaches. But for now, please mark your calendars for **JUNE 6, 2013!**



**Lemay Street Elementary Kindergarten Presents  
The End of the Year Cullmination  
and Awards Celebration**



**Wednesday, June 20 at 10:30am**

You are invited to attend and celebrate the end of the year with your child. There will be award presentations and a reflection of the year in Kindergarten.

Please be a part of this very special event.

*Created by E. Gutierrez*



**ABC**

End-of-the-Year-Party !

We are going to have an

ABC Initial Party!

**ABC**



This means each student gets to pick something to bring to the party that begins with the first letter of his/her first, middle, or last name!

For instance, **Diego Portillo** might bring **Donuts** or **Pretzels** and **Melody Chavez** might bring **Mints** or **Carrots!**

Please choose only one thing to bring, and don't bring too much! We have 21 students so if each student brought 21 of his/her item that would mean each student would have 21 things to eat, and that is probably too much!

Instead of a food item, you could bring something else for everyone. For instance **Lessly** might want to bring **Letters**, **Samantha** - **Stickers**, or **Ethan** - **Erasers**.

Be creative!

Food items need to be store-bought, and non-food items could be either store-bought or handmade.

I will provide the paper goods and drink.



The Room 13 "ABC Initial Party"  
will take place on  
**Thursday, June 6, 2013.**



Have the students bring their items with them in the morning.  
(We already have bottled water so please do not bring any drinks.)  
Thank you!

*Created by C. Hughes*