

# Room 4's

**Parent / Student**

Handbook  
2007~2008

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## **Welcome**

Welcome to Room 4 for the 2007~ 2008 school year. Our focus at Point Dume School this year is creating a Caring Community. This year will be filled with learning, laughter, and lots of memories. This handbook was created to help you understand some of the activities, routines and norms that are a part of our classroom community. While I have tried to be as complete as possible there will no doubt be additions, deletions, and corrections throughout the year. Also, if you have any questions at all don't hesitate to make contact with me at your earliest convenience. My contact information is located on the cover of this handbook. I would like to share a little information about me. Please take a few minutes to look through the handbook and then put it in a safe place so you can reference it throughout the year. Thanks and again welcome to Room 4.

## **A Little About Miss Hovest**

This is my 22<sup>nd</sup> year of teaching and my 5<sup>th</sup> year at Point Dume Marine Science School. I have taught K, 1, 2, 3, as well as undergraduates. I am a reading specialist. Prior to coming to PDMSS, I taught literacy learning to low achievers in Santa Monica's McKinley School for six years. I have three degrees in education. Two are from The Ohio State University and one is from UC-Santa Barbara. I am Reading Recovery trained, National Board Certified, and have four state credentials. I serve as a member of the board of directors to the Big Ten Club and Ohio State's Alumni Club.

## **Multiage Learning**

In a multiage classroom, students of different interests and abilities can work together to share their talents, encourage their classmates and stretch themselves in new directions. Younger students can look upon older students to see what their future might entail. Older students can better understand their own ideas by sharing them with younger students. That does not mean that older students will spend all their time helping younger students, nor does it mean that younger students will be pushed beyond their own ability. It means that students of different abilities will interact together to benefit from each other. A multiage classroom is more representative of real life and how people interact. Families have children who are younger and older. Businesses have employees who are novices and experts. These differences are not seen as deficits but as assets. The same is true for the multiage classroom. Our differences, our prior knowledge and our individual passions all contribute to a rich and enjoyable learning environment.

## **Communication**

I feel that strong, consistent, two-way communication is extremely important. One way that I will be communicating to you is through weekly homework packets that are sent home and returned on Mondays. I also send an email at the end of the week explaining our activities and helpful hints to reinforce our new learning at home. I hope that together we can provide the opportunities for your child to have a wonderful year. Your daily support for what occurs in the classroom and your continued efforts at home will only help to insure that your child reaches her or his potential. Please feel free to talk to me anytime about your child and our classroom. You can also leave a message here at school at 310-457-9370x104 or e-mail at [hovest@smmusd.org](mailto:hovest@smmusd.org)

## **Homework Folders**

Homework is a very important link between home and school. Please take some time to go through the papers completed in class (often a part of your structured homework time). Have your child bring back the folder with work completed each Monday morning. When work is too difficult or lengthy, please feel free to adapt the assignment at home and/or contact me for more suggestions.

## **Volunteering**

I encourage you to participate in your child's education as often as you possibly can. Whether you can commit to a regular weekly time, want to work on special projects or activities, or would simply like to help "behind the scenes," please try your best to volunteer.

If you would prefer to work "behind the scenes" (copying, putting material together, and word processing) or if this fits your schedule better, there are also things for you to do. Please contact me as soon as possible so that I can organize my volunteer schedule and make sure that your time is well spent. Also, don't forget you need to have a valid TB test on file with the school, agree to the code of conduct (with signature), and have participated in a volunteer training conducted by Ms. Kim before you can start in the classroom on September 24, 2007. If you can't make your volunteer time, please notify me via email or leave a message as soon as possible so I can adjust the class activities accordingly.

## **Literacy**

We are using the Houghton-Mifflin Language Arts program adopted by the school district. It is a comprehensive reading and writing program with a variety of components. The program will also be supported by a variety of reading, writing and speaking opportunities such as journal writing, read aloud, sharing, and guest reading. Our goal is to empower your child to be an independent, confident communicator who can read, write, and speak in authentic situations. One of the most important activities that you can do to support your child's growth in this area is daily reading. Try to read 15 to 20 minutes a day either to your or listening to your child. This will help to reinforce what is being learned in school.

## **Read Aloud**

Although students are beginning to read on their own and need to practice the skill of reading, they also need to continue to hear good literature. The more that a child is read aloud to, the more opportunities they have to hear fluent, expressive reading. For more information about reading aloud to your child and/or recommendations for read aloud books visit Jim Trelease's website.

<http://www.trelease-on-reading.com>

## **Writing Workshop**

This is the time of the day when your child can express themselves with words. Students are encouraged to work independently and with their writing partner. Their work is kept in a pocket folder where students will collect their small seed ideas. Students will be asked to take their piece through the writing process (draft, revise, edit, publish). Throughout the year we will be working on how to generate story ideas, how to add detail, and how to zoom in on our story. We will be writing personal narratives, non-fiction (including reports), poetry, and fantasies throughout the year. We will also do an author studies. Encourage conversations at home around writing ideas and discuss details about family events or other experiences as an opportunity to create a story in class or at home.

## **Math**

We are using the Harcourt-Brace Mathematics program adopted by the school district. This program covers state standards in the areas of the number concept, computation, problem solving, critical thinking, algebra, geometry, spatial relationships, time and money. Math will be taught during four rotational centers. This is a great time to volunteer. Math is taught to both grades first thing daily.

1. Direct instruction
2. Practice the skill independently
3. Computer skills
4. Game Table/ Math Tiles

Our goal is to give each child the confidence and the tools necessary to be successful mathematicians. You can help support your child's mathematical knowledge by giving her or him opportunities to use their skills at home. Playing card games and board games will help them with their thinking and counting skills. Asking them math problems while driving in the car or taking a walk will help them with their math facts. Encourage them to use their fingers or other objects to help them find the answer. Mental math games (i.e. 20 questions, I Spy, estimation) and other activities such as doing puzzles, building objects and cooking will also contribute to helping your child to think mathematically. The more you can get your child thinking mathematically, the better. Memorizing the basic facts of addition and subtraction (multiplication and division for 3<sup>rd</sup> gr.) is essential. Please be sure to practice the facts each week for clear and quick recall. Sets of flash cards are sold everywhere or make a set at home.

## **Science**

We have a brand new science curriculum this year as adopted by our district. The textbooks, handbooks, workbooks, and additional lab kits are all new to us. The program will be used concurrently with the Environmental Awareness Program that the Pt. Dume teachers are piloting this year.

2<sup>nd</sup> Grade – We will discover forces such as pushes and pulls, magnets, sound, sequential stages of life cycles, and explore the physical properties of different kinds of rocks.

3<sup>rd</sup> Grade – We will discover that energy and matter have multiple forms, light has a source and travels in a direction, adaptations in physical structure may improve an organism’s chance for survival, and objects in the sky move in regular and predictable patterns (stars, moon, planets, sun).

We will have a marine science focus this year that will include Earth, Life, and Physical sciences as well as Investigation and Experimentation. We will be taking advantage of our school’s science lab and our fabulous science teacher, Sandy Carter, as well as our local, natural resources to help learn more about our environment and the many ways that we can help nurture its continued existence and growth. Our goal is to give students an understanding, appreciation, and a sense of responsibility for the world in which they live as well as teach them the scientific process through investigation and experimentation. Second graders will be going on monthly tide pool walks to collect data and observe animals in their natural habitat. We need parents to walk along on these trips. The third graders will visit the Malibu Lagoon, Santa Monica Planetarium, and Topanga as a part of the science program. Parents are welcome on these trips too. The seconds and thirds have their own time with Mrs. Carter in the lab. A volunteer at each time is helpful to Mrs. Carter. For a more in depth list of topics for Science at each grade level you may go to [www.cde.ca.gov](http://www.cde.ca.gov)

### **Social Studies**

Our social studies program was brand new last year. The textbooks, workbooks, and handbooks allow for non-fiction comprehension strategies, new vocabulary, and geography/mapping skills.

2<sup>nd</sup> Grade - We will focus on families, now and long ago (ancestors), the land around us, governing the people, using our resources, people in the marketplace, and people making a difference. We will learn more about our community, the world, and ourselves. We will examine our families and cultures as well as the people and places of other families and cultures.

3<sup>rd</sup> Grade – We will focus on geography, Native Americans, community history, government and citizenship, standing united, and understanding economics.

The third graders will have an opportunity during the year to visit Dee Dee Cooper in the library for computer lab. Here students will work on projects dealing with either social studies or science topics. Students will research and develop projects on the computer in order to understand further these important social studies and science topics.

### **Music**

Music will be with Julia Holland once a week to work on a performance in the winter and the spring.

Along with the music education we will do with Julia Holland, we will be working with the school district to add another type of music class. We will be singing and learning basic musicianship skills. The scope of music will range from classical to modern and much of what comes in between. I have as yet to learn the name of our instructor, but last year's instructors were fantastic and really taught music appreciation with lots of enthusiasm. We have music textbooks that are new to our district with many songs as well as music history, learning to read music, and music appreciation.

### **Art/Yoga**

In conjunction with the art we do in the classroom, we will be working with an art teacher throughout the year. Art is meant not only to improve skills and understanding of different media but also as a way to express creativity and improve appreciation for the aesthetics and value of art in each person's life. We will also have yoga instruction as a part of this year's curriculum.

### **Technology**

The computers in the classroom are used for a variety of purposes. Students type short stories/poems, use word processing skills, practice their typing skills, and refine their searches. Being comfortable with the keyboard and having knowledge of word processing skills are goals for this school year. If you are a 'techy' and would like to volunteer in class or at the library with computers, this is a great way to help our school and our students.

### **Physical Education (P.E.)**

We have PE, with the P.E. Coach, Monday through Thursday for 30 minutes. Please make sure that your child wears shoes and clothes that are appropriate for running, jumping and exercising. The more comfortable

your child is, the more likely they will be to participate. They will learn new games and skills as well as practice sportsmanship and cooperative learning. Students who are injured or unable to participate in PE must have a note from their parents excusing them from participating.

### **Snacks**

We have snack time at recess (9:55 – 10:15) every day. It is important to make sure your child has a healthful snack (carrots, apple, half a sandwich, and water) every day even if they are buying a school lunch. Learning takes energy and students constantly need fuel to keep the learning going.

### **Birthdays**

Birthdays are usually celebrated in the classroom right before recess (9:55). If your child would like to share a treat with the class please bring it in before school or just before recess. The school district has adopted a healthy treats policy for birthday celebrations and parties. If you are bringing in something, please be creative and think of a treat that doesn't have so much sugar. Examples: Zucchini bread, banana bread, veggies and dip, muffins, fruit, etc. Anything towards the healthier side of the spectrum is always appreciated. Another option instead of the treat is to donate a special Birthday Book to the school library and/or classroom. A Birthday Book can be any book that your child loves or thinks other students would enjoy. We'll write your child's name and birthday in the book cover and students will enjoy this gift for many years. Please do NOT bring birthday invitations to class to hand out. Also, we are a balloon-free campus.

### **Homework**

Homework is an enjoyable and thoughtful experience for all involved. Homework for second graders this year will consist of reading for 20 minutes, studying math facts, and completing spelling word activities. Each student will need to maintain a Reading Log in order to meet the 25-book challenge. If you feel that you need to supplement your homework with worksheets or other activities there are a list of suggestions near the end of this handbook. Third grade homework will consist of writing, reading, and various homework sheets ranging from math review, cursive review, grammar review, and/ or reading review. Homework is due every Monday morning and goes home every Monday afternoon.

### **Weekly Electronic Newsletter**

It is important that I receive your e-mail address so that I can communicate with you weekly about what is going on in our classroom. Some weeks will be more eventful than others. Parents in the past have found this very helpful. If you don't have access to a computer, let me know. I will print a paper version and place it in the homework folder.

### **25 Book Reading Challenge**

We have a school wide reading challenge. Children will have a reading log placed in their homework folder. This is for them to write the books they read and the amount of pages of each book. Fifty pages counts as one book. So if your child is reading a 100-page book, it counts for two books.

### **Report Cards/Parent Conferences/ Testing**

Conferences will be held on Nov. 14<sup>th</sup>, 15<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup>, 16<sup>th</sup>, 19<sup>th</sup>, and 20<sup>th</sup>. We will review your child's progress, create goals, and review assessments. Please bring any questions that you may have regarding your child at this time. Report cards are sent in January and June. We have the state mandated tests in early May and several district tests during the school year. I always encourage the children to do their best and to accept the self-challenge to try their very best. That's is all we can ask, and we do not want to bring on any additional stresses to the children. Although we have testing in our school, the amount of tests are held to a minimum and the students seem to feel genuinely happy about their own abilities and progress week to week. This is very important to their academic development. Thanks for encouraging them to try their very best at home.

### **Schedule**

2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade
8:15-9:55 Math	8:15-9:55 Math
9:55-10:15 Recess	9:55-10:15 Recess
10:15-11:45 L. Arts	10:15-11:45 L. Arts
11:45-12:25 Lunch	11:55-12:25 Lunch
12:25-12:55 PE T & W 10:15-10:45	12:25-12:55 PE
12:55-2:45 Science/Soc. Sc./Specials	12:55-2:45 Science/Soc. Sc./Specials

2/3 Art is Wed. from 2:00-2:45

2/3 Dist. Music is Thurs. 10-25-10:55

2<sup>nd</sup> Music Mrs. Holland 2:15-2:45 Thurs; 3<sup>rd</sup> 1:15-1:45 Mon.

## **Supplemental Homework Ideas**

Some parents ask about getting more homework assignments. I firmly believe that children need unscheduled time to play, read, draw, use their imaginations and that MORE homework takes away from that time. I strongly suggest eliminating or severely limiting television and video games (all count as “screen time”) on school nights and giving your child more time to be a child. There are other learning activities you can do with your child besides additional worksheets for school. Here are some suggestions:

Read, read, read, read, read  
Write summaries of the reading  
Write a new ending to a story  
Write a new beginning to a story  
Write a poem or a song  
Write a new title or new chapter names  
Keep a journal  
Compare and contrast characters  
Write letters  
Write fiction  
Write an instruction manual  
Write a new story using familiar characters  
Research an interesting topic  
Make a diorama of a favorite scene in a book  
Draw a picture  
Cook together  
Build something with wood  
Knit, crochet, and sew  
Build with blocks or Legos  
Look up unknown words  
Play a board game  
Write word problems  
Play “21” (Blackjack!)  
Play Scrabble or Boggle  
Make a scrapbook  
Turn off the TV!

Be creative and have fun with your child.

For those parents who feel that their child would benefit from added work at home, we have included a list of places and websites that you can use to

obtain practice materials. Please don't hesitate to contact me to discuss what would be appropriate for you to obtain for your child.

Educational Stores:

- Sophie's Education Corner in Thousand Oaks (805-777-0077)
- Lakeshore in West Los Angeles (310-559-1684)

Bookstores:

- Diesel in Malibu (310-456-9961)
- Borders in Thousand Oaks (805-497-8159)
- Barnes & Nobles in Westlake Village (805-446-2820)

Stores

- Ralphps in Malibu (310-456-2917)
- CVS in Malibu (310-456-9645)
- Costco in Westlake Village (818-597-3901)
- Staples in Westlake Village (818-865-9660)
- Target in Thousand Oaks (805-480-9114)

The Internet

- <http://www.kidzone.ws/math/index.htm>
- <http://www.edhelper.com/>
- [http://www.mathbuilder.com/math\\_grade1.htm](http://www.mathbuilder.com/math_grade1.htm)
- <http://www.eduplace.com/rdg/hmr/1/>

**Spelling Activities**

1. Write your words in ABC order.

Example: apple, bat, cat...

2. Write your words in REVERSE ABC order

Example: zebra, yellow, watch...

3. Write each word on a card. Select a card and read the word; then turn the card over. Spell the word on you paper. Repeat this until you have spelled each word in the list twice correctly.

4. Use the following code, a red marker, and a blue marker to write your spelling words.

Code: RED=Vowels; BLUE=Consonants

5. Use all of your spelling words to create an original story. Look at your spelling words – Who can be your main character? What words could be used to describe the setting or the story's problem?

6. Write each spelling word and then write a word beside it that has the same beginning sound.

7. Look in a newspaper for your words. Each time you see one, circle it with a marker.
8. Create a crossword puzzle on graph paper. Put your spelling words at the bottom of your graph paper so that someone can find your words.
9. Create several categories into which all the words can fit. Regroup them into different categories.
10. Change the initial or middle consonants to create other words. Or keep the consonants the same and change vowels to form other words.
11. Create analogies using the words. Example: "happy" is to "sad" as "smile" is to "frown"
12. Try to write a sentence using the letters in the word.  
Example: bread = Bill runs eagerly at daybreak.
13. Type your spelling words on a computer 3 times each.
14. Classify the words according to their parts of speech.
15. Use each word in a tongue twister.
16. Draw a picture. HIDE your words in the picture.
17. Estimate how much time it would take for you to copy your spelling list; then have a friend time you while you write each word one time. How close was your estimate to the actual time?
18. Write each word 2 times print/2 times cursive (3rd).
19. Write a poem using as many spelling words as possible.
20. Write each spelling word. Beside each word write how many syllables it has.
21. Write each spelling word. Draw one line under each long vowel and two lines under each short vowel.
22. Write each spelling word and then write a word that has the same ending sound.
23. Practice writing your spelling words 3 times each with markers, crayons, and/or pen.
24. Cut out letters from a magazine to spell your words.
25. Create a cartoon strip using your spelling words.
26. Make a learning aid to help you learn the spellings.
27. Write the alphabet down the left side of your paper. Beside the letters, write the numbers 1-26 in order. Now predict which three words on the spelling list will have the greatest total when the values of the letters are added. Use a calculator to find out if your predictions are accurate.
28. Write your spelling words in sentences. You can use more than one word in a sentence if it makes sense.
29. Write each word, skipping a line in between. Make an outline around each word. Tell the name of an object that might be in this shape.

30. Write each spelling word. Then write the name of an animal whose first letter is the same as the first letter of your spelling word.

31. Word Ladders

c

ca

car

carp

carpe

carpet