



# William H. Rowe School

52 School Street  
Yarmouth, Maine 04096  
Phone: (207) 846-3771  
Fax: (207) 846-2325

## **"Empowering All Students to Create Fulfilling Lives in a Changing World"**

Teachers at Rowe School use the Responsive Classroom® approach throughout the day. Responsive Classroom is an approach to teaching based on the belief that integrating academic and social-emotional skills creates an environment where students can do their best learning. It emphasizes social, emotional, and academic growth in a strong and safe school community.

### The guiding principles of Responsive Classroom are:

1. Teaching social and emotional skills is as important as teaching academic content.
2. How we teach is as important as what we teach.
3. Great cognitive growth occurs through social interaction.
4. What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students.
5. How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
6. Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.

### Our school-wide motto is:

**At home and at school we are SAFE, KIND, HELPFUL & POLITE.**

Each classroom has its own set of rules created by the students in the first few weeks of school. The adults at Rowe School take time to model and teach children how to translate these rules into action in different situations. At the

beginning of the year, we introduce rules and behavior expectations and guide students in practicing them. Using respectful words and tones of voice, we remind children of these expectations. When children behave positively, we let them know we noticed. These actions let children know what the expectations are and help them stay motivated to meet those expectations.

When children misbehave, the adults at school handle the misbehavior firmly while preserving the child's dignity. Our first step is to stop the misbehavior quickly and simply (for example, with a brief word or gesture). If needed, we take further steps to help the child regain self-control, fix any problems caused by his or her mistake, and get back to productive learning.

In deciding how to handle students' misbehavior, we take into account how severe the misbehavior is and how likely it is to happen again. We may:

- Simply give a reminder or redirect the child to do something different.
- Have the child sit closer to the teacher or other adult.
- Use "take-a-break" (the child goes to a designated space in the room, free from distraction, for a brief time to regain self-control). Children can also voluntarily go to "take-a-break."
- Loss of privilege (for example, blacktop games only at today's recess, try the equipment tomorrow).
- Guide the child in fixing problems caused by his or her mistake (for example, helping to pick up a peer's block tower (s)he knocked down).

At Rowe School we strongly believe children WANT to and CAN meet expectations. We value partnering with parents to help students do well in school and feel good about going to school!

If you have any questions about the Responsive Classroom approach, please feel free to contact Susan Lobel, principal ([susan\\_lobel@yarmouthschools.org](mailto:susan_lobel@yarmouthschools.org)) or Michelle Rancourt, school counselor ([michelle\\_rancourt@yarmouthschools.org](mailto:michelle_rancourt@yarmouthschools.org)).

*For more information on Responsive Classroom © please visit  
[www.reponsiveclassroom.org](http://www.reponsiveclassroom.org)*

# Rowe School Unified Arts

*Empowering all children to be creative thinkers, lifelong learners and healthy individuals*

Dear Parents and Families

We have so enjoyed getting to know your child these last two weeks. It is always energizing to see how excited they are about learning. As you take time with your child's classroom teacher tonight to learn about the Rowe School curriculum, we wanted to make sure you also knew what your child would be learning when he or she is outside of the regular classroom. Listed below are the top five things we expect your child to know by the end of their time at Rowe School in each of our content areas. Please understand that while these are the "big concepts", your child will be introduced to lots of other concepts during Unified Arts classes. More specific information regarding classroom activities will be coming home throughout the year. Our goal is to build programs that maximize success and build confidence for all children in our areas. Please feel free to contact us at any time with questions or concerns about your child's progress or with any information you think would be helpful for working with your child.

Sincerely,

Emily Landry (Art), Christina Townsend (Music), Zach Lipman (PE), Allyson Olson (Library)

## **In Art class your child will**



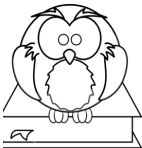
- identify primary and secondary colors
- work with a variety of art forms, including sculpture, painting, drawing and collage
- create artwork that focuses on the use of color, shape, line, texture and pattern
- continue to refine and develop fine motor skills
- learn to see the world through "artist eyes"

## **In MUSIC class your child will...**



- play and move to a steady beat
- sing using head voice
- play instruments using correct technique
- describe music using words like fast, slow, loud, soft, smooth choppy and identify the type of voice or instrument used

## **In LIBRARY class your child will...**



- develop a love of reading and books
- become familiar with the types of books available in the library, including fiction, non-fiction, poetry, fairytales and picture books
- examine the parts of a book, including the front and back cover, text and illustrations
- learn about many authors and illustrators
- continue to develop reading skills and strategies

## **In PHYSICAL EDUCATION class your child will...**



- increase physical fitness
- participate in movement education
- develop and refine sports skills
- learn about healthy living
- acquire and use cooperative learning skills

*Looking for Unified Arts  
classroom enrichments?*

*Check out the Yarmouth  
Community Services  
brochure. Most classes are  
accepting registrations!*

## **What You Can Do at Home to Help Your Child**

### **Reading**

1. Read to your child every day.
2. Be a good role model and read yourself.
3. As your child emerges as a reader, let her/him read to you easy and predictable books. Make this time a relaxing, enjoyable experience.
  - a. If s/he misses a word (house/home) and it doesn't change the meaning, do not correct your child.
  - b. If your child comes to a word they do not know, tell them:
    - i. Look at the picture for clues. Can they tell what the word might be?
    - ii. Skip the word and read to the end of the sentence.
      1. What word would make sense?
      2. Re-read the sentence to see if it makes sense.
      3. If it does, does it fit phonetically? The initial letter is a good clue.
    - iii. Does the word look like any other word s/he knows?
    - iv. Try to sound it out.

Do not let this become a frustrating experience. Give your child the word if you notice anxiety or frustration.

4. Discuss books with your children—re-tell stories, talk about favorite parts and/or characters.
5. Provide opportunities for your child to read meaningful print (notes in lunch boxes, on the fridge, on the pillow, etc.)

### **Writing**

1. Have plenty of writing supplies available for writing at home.
2. If your child asks how to spell a word, ask them to write the letters s/he hears. If they give you the sound, but not the letter that makes the sound, give your child the letter(s) and show them how to make it.
3. Respond to the topic and content rather than the spelling or handwriting.
4. Discuss with your child possible writing topics they might use in class before leaving for school.
5. Be a good role model—write letters and notes, write grocery lists together, make lists, etc.

# K-4 Math

# Overview



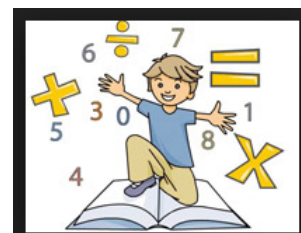
Prepared by Rachel Clark, K-4 Math Lead Teacher

We look forward to a productive, engaging year of math with your child. The following information may give you some clarity regarding math instruction at the elementary level.

Both Rowe and Yarmouth Elementary School students will use similar materials (i.e., resources, manipulatives, and journals) in all classrooms. These common classroom experiences allow for deeper conversations among teachers around best classroom practices as units are planned and implemented. Teachers have a common language to use when discussing math instruction, assessment, enrichment, and reteaching.

Many routines such as Explorations, Name-Collection Boxes, Frames and Arrows, and What's My Rule? are similar from classroom to classroom.

Number line activities and work with the 100's grid are commonplace in all classrooms, thereby giving students a strong foundation in number sense and place value.



Our primary resource materials, entitled Everyday Math, are designed to encourage children to think mathematically and to develop confidence and familiarity with math concepts by using numbers and

activities that have meaning in children's lives. Children learn about inches and centimeters by measuring their own hands, for example.

We incorporate a philosophy that provides students with frequent exposure to skills and concepts before mastery is expected. This is similar to literacy instruction in that students are given opportunities for practice and exploration and are invited to marinate in the new vocabulary.

At all grade levels, students play a variety of math games that give them plenty of practice using numbers. These motivating games are coupled with instruction where students gain strategies for acquiring automaticity of basic facts, the understanding of place value, and the relationship of operations. The ultimate goal is basic fact fluency, and we discuss many strategies that help students arrive at mastery with facts.

Additionally, children develop a variety of computational methods and the flexibility to choose the procedure that is

most appropriate in a given situation. Building a deep understanding of number sense and place value is the cornerstone of instruction regarding computation algorithms.



Problem solving and critical reasoning are key components of our math program at all grade levels.

Students will make important decisions about how to solve problems, rather than just following steps to find an answer. They learn to choose from a variety of strategies and carry out their strategies to solve problems. The focus revolves around communicating solutions in a clear and coherent manner.

You will notice a hum in math classes at the K-4 level as students are given frequent opportunities to reflect on strategies used, patterns that are noticed, and observations that are made.

Each grade level has specific learning goals that are essential and linked to the Common Core Standards.

The year features instruction and assessment centered around these essential goals. We will update you on your child's progress toward these goals in a variety of ways

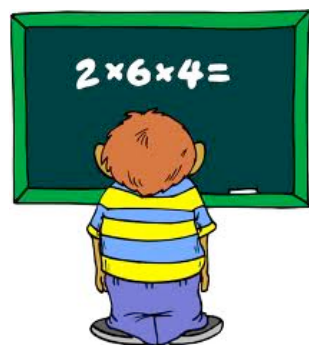
throughout the year. As parents, you are apt to hear much about the

Common Core in the coming years so here is a quick reference on how all

this relates to math instruction. For parents, it is important to know that

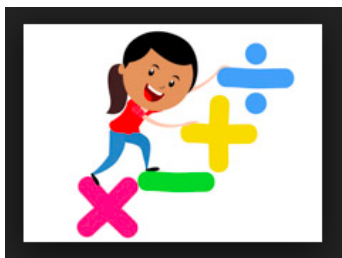
the Common Core Standards provide a shift in three areas: focus,

coherence, and rigor.



We implement a focus on teaching the most essential standards at each grade level so that instruction is deeper, not wider. You will note thoughtful coherence of major topics across and within grade levels.

And finally, the Common Core offers added rigor which involves pursuing conceptual understanding, procedural skills and fluency, and application with equal intensity.



You, as parents, will have many opportunities at home to nurture and observe your child's love of math through a variety of approaches. Games, homelinks, fact triangle practice, Discovery Math (optional), and what Everyday Math calls "do-anytime-activities" will be your resources as you support your

children. Many activities are based on real life situations such as measuring, estimating and counting



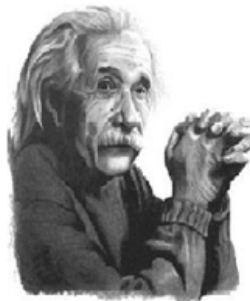
while cooking, walking or driving. Please refer to my teacher page

(<https://sites.google.com/a/yarmouthschools.org/rachel-clark/>) and family blog

(<http://rclarkmath.blogspot.com>) for added information and tutorials. Your involvement is an integral part of math acquisition as it helps students to see the relevance of math in everyday lives. Through this school/home partnership, the sky's the limit for your children.

I hope you have found this summary helpful and invite you to call me, Rachel Clark, at Rowe School or YES, or your child's classroom teacher with specific questions regarding math instruction at the K-4 level.

Most importantly, we look forward to engaging your children in the active learning of mathematics this year.

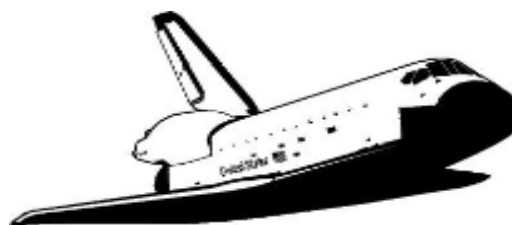


quotespedia.info

Pure mathematics is, in its way, the poetry of logical ideas.

Albert Einstein

# Discovery Math



Dear Parents,

We welcome you and your child to Discovery Math. These activities are designed for students from kindergarten through grade four. They are available to students on a weekly basis and are purely optional. Discovery Math is intended to enhance your child's journey through mathematics. As you know, having students read at home is extremely beneficial, and the results are evident in student performance. The same is true when children have the opportunity to "mathematize" at home. This is an invitation to expose your child to extra math each week. If your child expresses an interest in more challenging problem solving, is an independent learner, and is able to complete his/her math assignment in a relatively short time, perhaps Discovery Math is a good fit.

Since its creation, the Discovery Math program has far exceeded our expectations! We currently have roughly a 50% participation rate from about 500 students in grades K-4. We consistently receive positive feedback from you about the opportunity to enjoy math at home as a family as well as the growth you see in your child's confidence and motivation around math. At school, we continue to see a connection between participation in Discovery Math and math achievement.

We believe your child's readiness for this type of activity will become apparent to you as the weeks unfold. We encourage you to allow your child to take part if you feel he/she needs this type of additional challenge. For some children, our rigorous math curriculum is already challenging, engaging, and appropriate.

Here is how Discovery Math works:

- Once a week, your child will have access to an activity that he or she may work on during the week. Teachers will have these activities available in their classrooms. We will vary these activities somewhat to keep the content fresh from week to week.
- If your child's week is busy, please note that the activities are independent of one another and your child may take several weeks off before returning to Discovery Math. Again, they are optional throughout the year.

- Children who choose to work on Discovery Math problems may elect to work on them at home. At times, your child's teacher may decide to have your child work on these activities in class. Your role in Discovery Math is to encourage and facilitate your child's problem solving. During the week, allow time for him or her to think about each problem. You may need to read the problem to your child, explaining any new words encountered. Feel free to suggest a strategy for solving the problem, offer "counters" or manipulatives, or listen as your child shares her or his thinking. Your child does not have to complete all the problems in order to turn in the activity sheet to the teacher.
- It is normal for a child to NOT be able to complete every problem on an activity sheet. The process of reading, understanding, and approaching the problems is a valuable step in the solving of many types of problems. Remind your child that she or he is not expected to know the answer to every problem.
- On Friday, your child's teacher will collect the activity sheets from students who elected to participate to any degree. At Rowe, participating students will be able to select their own feedback sticker to put on their Discovery Math sheet and will then take it home. Teachers feel this will be very motivational for the students. At YES, feedback stickers will be applied to Discovery Math sheets and returned to students accompanied by an answer sheet for your review. When our schedules allow, we will continue to write specific comments on Discovery Math sheets to stay involved and see how the kids are thinking.
- The process will repeat itself every week, and your child may opt to cycle in and out of the process depending on need, interest, and time constraints.

Questions regarding Discovery Math should be directed to Rachel Clark at Rowe School (846-3771) or YES (846-3391). Feel free to use email if this would be more convenient: [rachel\\_clark@yarmouthschools.org](mailto:rachel_clark@yarmouthschools.org). Thank you for considering this opportunity for your child to embark on this mathematical adventure.

Rachel Clark  
K-4 Math Lead Teacher

# National Council of Teachers of Mathematics on the Subject of Math Games

## Why Play Math Games?

By Kitty Rutherford, Posted April 27, 2015 –

People of all ages love to play games that are fun and motivating. Games give students opportunities to explore fundamental number concepts, such as the counting sequence, one-to-one correspondence, and computation strategies. Engaging mathematical games can also encourage students to explore number combinations, place value, patterns, and other important mathematical concepts. Further, they afford opportunities for students to deepen their mathematical understanding and reasoning. Teachers should provide repeated opportunities for students to play games, then let the mathematical ideas emerge as students notice new patterns, relationships, and strategies. Games are an important tool for learning in elementary school mathematics classrooms:

- Playing games encourages strategic mathematical thinking as students find different strategies for solving problems and deepen their understanding of numbers.
- When played repeatedly, games support students' development of computational fluency.
- Games present opportunities for practice, often without the need for teachers to provide the problems. Teachers can then observe or assess students and work with individuals or small groups of students.
- Games have the potential to allow students to develop familiarity with the number system and with "benchmark numbers" (such as 10s, 100s, and 1000s) and engage in computation practice, building a deeper understanding of operations.
- Games support a school-to-home connection. Parents can learn about their children's mathematical thinking by playing games with them at home.

### Building Fluency

Fluency requires a balance and connection between conceptual understanding and computational proficiency. Computational methods that are over-practiced without understanding are forgotten or remembered incorrectly. Conceptual understanding without fluency can inhibit the problem-solving process (NCTM 2000, *Principles and Standards for School Mathematics*, p. 35).

Developing computational fluency is an expectation of the Common Core State Standards for Mathematics. Games provide opportunity for meaningful practice. The research about how students develop fact mastery indicates that drill techniques and timed tests do not have the power that mathematical games and other experiences have. Appropriate mathematical activities are essential building blocks to develop mathematically proficient students who demonstrate computational fluency (Van de Walle and Lovin, *Teaching Student-Centered Mathematics Grades K–3*, p. 94). Remember, computational fluency includes efficiency, accuracy, and flexibility with strategies (Russell 2000).

The kinds of experiences that teachers offer their students clearly play a major role in determining the extent and quality of students' learning. Students can build understanding by actively engaging in tasks and experiences designed to deepen and connect their knowledge. Procedural fluency and conceptual understanding can be developed through problem solving, reasoning, and argumentation (NCTM 2000, *Principles and Standards for School Mathematics*, p. 21). Meaningful practice is necessary to develop fluency with basic number combinations and strategies with multidigit numbers. Practice should be purposeful and should focus on developing thinking strategies and a knowledge of number relationships rather than on drilling isolated facts (NCTM 2000, *Principles and Standards for School Mathematics*, p. 87). Do *not* subject any student to computation drills unless the student has developed an efficient strategy for the facts included in the drill (Van de Walle and Lovin 2006, *Teaching Student-Centered Mathematics Grades K–3*, p. 117). Drills can strengthen strategies with which students feel comfortable—those they “own”—and will help make these strategies increasingly automatic. Therefore, strategy drills will allow students increasing efficiency, even to the point of recalling a fact without being conscious of using a strategy. *Drills without an efficient strategy offer no assistance* (Van de Walle and Lovin 2006, *Teaching Student-Centered Mathematics Grades K–3*, p. 117).

### **Introduce a game**

A good way to introduce a game to the class is for the teacher to play the game against the class. After briefly explaining the rules, ask students to make the class's next move. Teachers may also want to model their strategy by talking aloud for students to hear his or her thinking. “I placed my game marker on the six because that would give me the largest number.”

Games are fun and can create a context for developing students' mathematical reasoning. Through playing and analyzing games, students also develop their computational fluency by examining strategies that are more efficient and by *discussing relationships among numbers*. Teachers can *create opportunities for students to explore mathematical ideas by planning questions that prompt students to reflect about their reasoning and make predictions*. Remember to always *vary or modify the game to meet the needs of your learners*. Encourage the use of the Common Core's Standards for Mathematical Practice.

### **Holding Students Accountable**

*While playing games, have students record mathematical equations or representations of the mathematical tasks. This yields data for students and teachers to revisit to examine their mathematical understanding.*

After playing a game, have students reflect on the game by asking them to discuss questions orally or write about them in a mathematics notebook or journal:

- *What skill did you review and practice?*
- *Which strategies did you use while playing the game?*
- *If you were to play the games a second time, what different strategies would you use to be more successful?*
- *How could you tweak or modify the game to make it more challenging?*

For students to become fluent in arithmetic computation, “they must have efficient and accurate methods that are supported by an understanding of numbers and operations. ‘Standard’ algorithms for arithmetic computation are one means of achieving this fluency” (NCTM 2000, *Principles and Standards for School Mathematics*, p. 35).

“Overemphasizing fast fact recall at the expense of problem solving and conceptual experiences gives students a distorted idea of the nature of mathematics and of their ability to do mathematics” (Seeley 2009, *Faster Isn’t Smarter: Messages about Math, Teaching, and Learning in the 21st Century*, p. 95).

“*Fluency* refers to having efficient, accurate, and generalizable methods (algorithms) for computing that are **based on well-understood properties and number relationships**” [emphasis mine] (NCTM 2000, *Principles and Standards for School Mathematics*, p. 144).

“*Computational fluency* refers to having **efficient and accurate** methods for computing. Students exhibit computational fluency when they **demonstrate flexibility** in the computational methods they choose, **understand and can explain** these methods, and **produce accurate answers efficiently**” [emphasis mine] (NCTM 2000, *Principles and Standards for School Mathematics*, p. 152).

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Fall Score: \_\_\_\_/93

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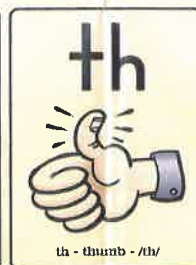
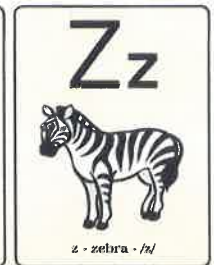
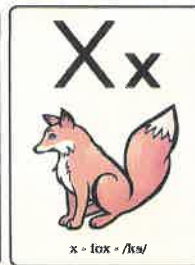
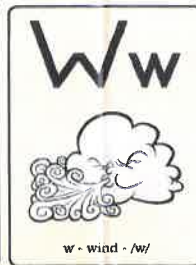
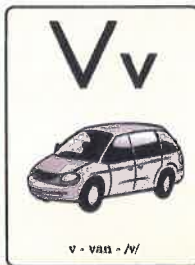
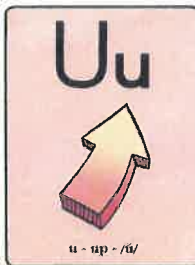
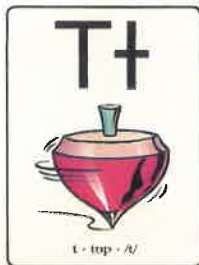
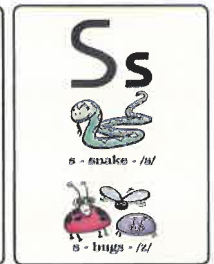
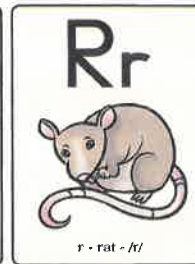
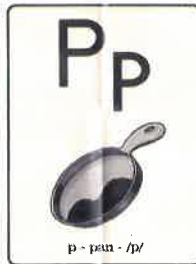
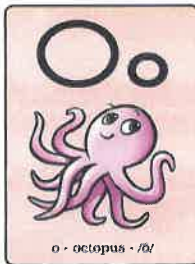
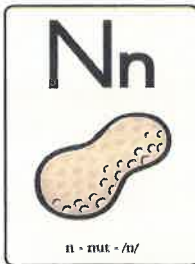
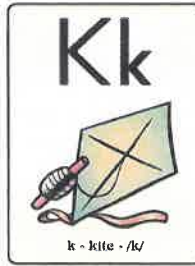
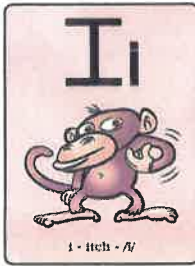
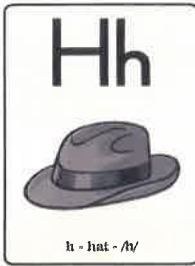
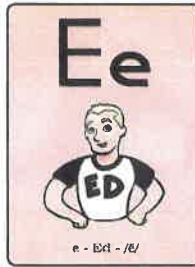
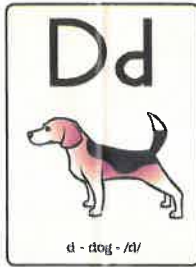
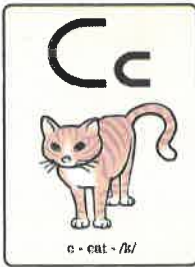
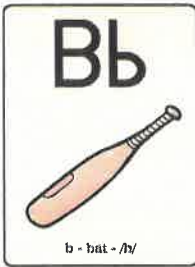
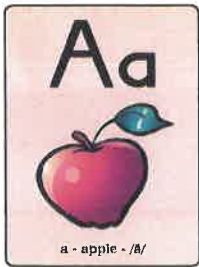
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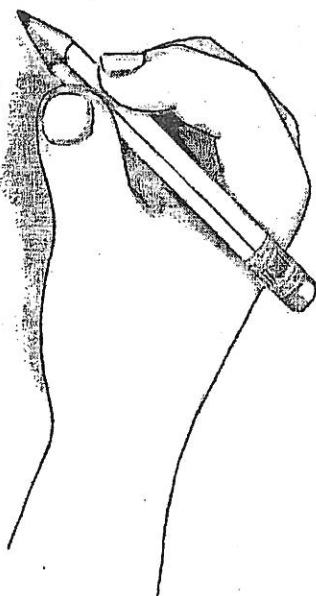
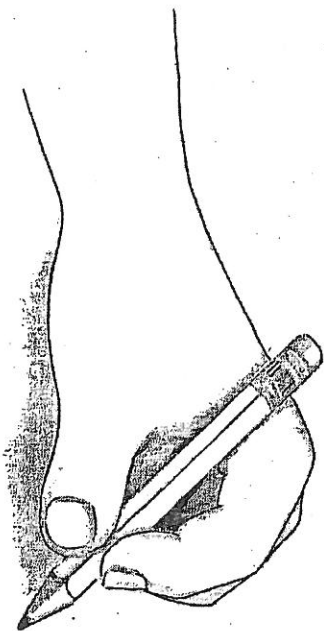


## **The Correct Grip**

The standard way for children to hold their pencil is illustrated below. If you write using a grip that is different than tripod or quadropod, alter your grip for classroom demonstration.

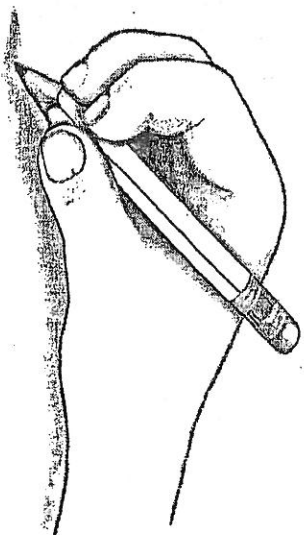
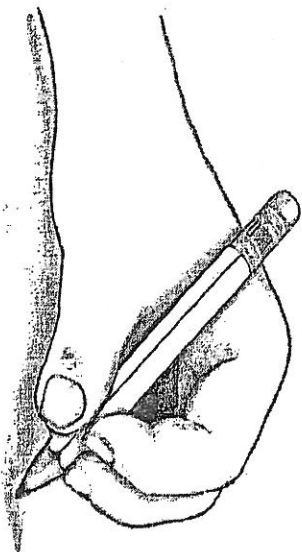
### **Tripod Grip**

**Thumb, Index Finger, Middle Finger**



### **Quadropod Grip**

**Thumb, Index Finger, Middle Finger, Ring Finger**



# Capitals, Lowercase Letters, and Numbers

