

WELCOME TO FIRST GRADE!

**Maxey 2018-19**

# HELLO! MY NAME IS MRS. UHING!

I have been a first grade teacher for nearly 24 years. This is my 13th year at Maxey. Before that I taught at Holmes Elementary for 9 years and Fredstrom Elementary for 2 years. I have a business degree from Wayne State College and worked in the accounting department at Ameritas for 10 years before earning my teaching certificate from UN-L.

When I'm not teaching I enjoy watching baseball and practicing yoga. My husband, Russ, is the Director of Student Services for Lincoln Public Schools. We like biking, reading, and traveling. Our son, Pete and his wife, Karina were married in the summer of 2016. They live in Lincoln where Pete is a Mechanical Engineer for the Clark Enersen Partners and Karina is working on her doctorate in Math at UN-L.

I'm looking forward to another great year in Room 501!



# HELLO! MY NAME IS MRS. DAHARSH!

I grew up in Lincoln and after graduating from Wesleyan I have spent my entire teaching career in Lincoln Public Schools.

My husband, Doug, worked for the Nebraska National Guard as a Facilities Construction Manager. We have two children, Emily and Lance.

Emily and her husband, Curt, have a little boy named Sawyer. Emily works at a bank and also owns and operates Starstruck Dance Academy.

Lance is working on his doctorate at UNL in Virology.

I am excited to work with your children this year in 1st Grade!



# HELLO! MY NAME IS MISS MEYER!

I have been teaching for 23 years. This is my 11th year at Maxey. My experiences teaching include Early Childhood, Kindergarten, and First Grade.

I graduated from UNK with BA in Early Childhood Special Education and Mild/Moderate K-6. I have a MAE in Curriculum and Instruction and also earned a certification in Early Childhood Dual B-3 endorsement.

In my spare time, I love to read, experience outdoor activities, and travel.

I'm so very excited for this school year! I can't wait to spend the year with your child scaffolding their learning and support their development as a young learner. :)



# HELLO! MY NAME IS MRS. TREAT!

I LOOK FORWARD TO WORKING WITH ALL THE FAMILIES THIS YEAR. I HAVE BEEN TEACHING FOR 16 YEARS AND I RECENTLY FINISHED MY MASTER'S DEGREE IN CURRICULUM AND INSTRUCTION WITH AN ELL ENDORSEMENT. I AM EXCITED FOR THIS NEW ADVENTURE AT MAXEY ELEMENTARY AND TO LEARN MORE ABOUT YOUR CHILD AND FAMILY. I HAVE THREE CHILDREN IN LPS. MY OLDEST DAUGHTER, KAYLA IS A FRESHMAN. ADDISON IS A SEVENTH GRADER. KEENAN IS THE YOUNGEST CHILD AND IS IN SECOND GRADE. MY HUSBAND IS A 6<sup>TH</sup> GRADE TEACHER AT SCHOOL MIDDLE SCHOOL.



# HELLO! MY NAME IS MRS. FRANDOLIG!

This is my third year at Maxey and my twelfth year teaching first grade. I have been teaching for LPS since 1998, with 13 years at Fredstrom and 5 years at Humann. Prior to that, I taught third grade and special education. I am a Minnesota native so I especially enjoy winter. My twin sons attended Maxey so I know what a great place it is to be. My husband Mark and I enjoy attending all the activities that our sons are involved in. In my free time, I enjoy reading, running, and traveling.



# FIRST GRADE SCHEDULE

9:00-9:20 Daily Math Routines

9:20-10:10 Literacy

10:10-11:20 Guided Reading and Workstations

11:20-11:55 Lunch and Recess

11:55-12:55 Math

12:55-1:30 Unit Studies (Health, Science, Social Studies)

1:30-2:20 Specials

2:25-2:40 Recess Writing

2:40-3:35 Writing

3:38 Dismissal

# FIRST GRADE PLC /SHORTENED DAY SCHEDULE

9:00-9:20 Daily Math Routines

9:20-10:10 Literacy

10:10-11:20 Guided Reading and Workstations

11:20-11:55 Lunch and Recess

11:55-12:35 Math

12:36-1:12 Specials

1:15-1:45 Unit Studies and Writing

1:45-2:15 Team Time

2:18 Dismissal

# LITERACY

We use the McGraw-Hill Wonders reading curriculum. This curriculum allows us to model new skills first, then we provide opportunities for whole group, small group, partner talk, and collaborative groups before having students use the skills independently.

Unit 1 - Getting to Know Us

Unit 2 - Our Community

Unit 3 - Changes Over Time

Unit 4 - Animals Everywhere

Unit 5 - Figure It Out

Unit 6 - Together We Can!

# GUIDED READING

Your child has learned (or will be learning) these reading strategies in their guided reading groups at school. We also practice using these reading strategies throughout the school day. Please refer to these strategies while reading with them at home.

"We can run."



Point carefully



Say the  
first sound



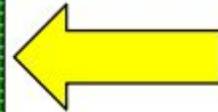
Check the  
picture



Think: What would  
make sense?



Think: What  
would look right?

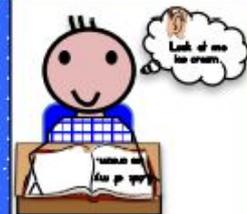


Go back  
and reread



Get organized

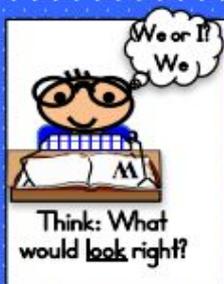
# GUIDED READING - MORE STRATEGIES



Think: What would sound right?



Think: What would make sense?



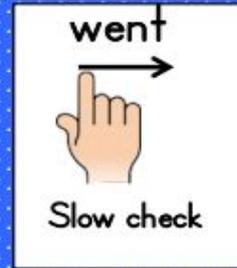
Think: What would look right?



Go back and reread



Say the first 2 sounds



Slow check



Say the first biggest part



Take the word apart



Cover the ending  
Look for a part you know



Analogy  
Think of a word that looks like that.



cap  
cape  
Try the other vowel

# MATH

Unit 1: Partners and Number Patterns Through 10

Unit 2: Addition and Subtraction Strategies

Unit 3: Unknown Numbers in Addition and Subtraction

Unit 4: Place Value Concepts and Money

Unit 5: Place Value Situations

Unit 6: Comparisons and Data

Unit 7: Geometry, Measurement, and Equal Shares

Unit 8: Two-Digit Addition

# SOCIAL STUDIES

Quarter 1: Exploring Our School - In this quarter students will begin learning about how our school works by learning about maps, what a map is, and what maps are used for. Students will then create their own maps of the classroom and identify important components of their school map. Students will have the opportunity to explain the most important places on the map of their school and justify why those places are important. Students will complete the unit by learning about our school community and how the staff and students work together to make it a positive learning environment.

Quarter 2: Exploring Our Neighborhoods - In this quarter students will learn how our neighborhood works. Students will explore different places in your specific school neighborhood, then they will compare those places to another school neighborhood in Lincoln. Students will think critically about the most important places in their neighborhood as a formative assessment. Students will learn about community helpers within their neighborhood and how those individuals help make a neighborhood community work. Students will pick a job in community that they would like to do and write about why they feel it is an important part of the community. To close the unit, students will engage in community involvement by thinking of a community helper they would like to thank.

# SOCIAL STUDIES

Quarter 3: Exploring Our Country (Places) - In this quarter students will focus on the framing question, "How has our country changed?". Students will look at pictures of how our country has grown and how the flag has changed with our nation. Students will explore the current U.S. Map, learn the history of the U.S. flag and discuss what it represents. Students will have a Summative Assessment opportunity to show they understand why the flag has changed over time as each new state joined our country. Students will go on virtual field trips to four cities across the nation and answer the framing question, "What is life like in other cities?". Students will virtually visit the cities Lincoln, NE, New York City, NY, New Orleans, LA, and Juneau, AK. Students will have a Summative Assessment opportunity to decide which of these four cities they would like to live in and why.

Quarter 4: Exploring Our Country (People) - In this quarter students will learn how one person can make a difference in our country. Students will learn why it is important to make a difference. We will look at how people in history have identified problems and came up with solutions to change our nation. We will discuss Martin Luther King Jr., George Washington Carver, Susan B. Anthony, and Ruby Bridges. As a Formative Assessment will write a letter to Ruby Bridges and identify the change she made in history and why it is important. Students will identify current kids who are change-makers and then come up with a solution to a problem in our country to become a change-maker themselves.

# HEALTH (ORDER OF UNITS MAY CHANGE)

Quarter 1: Home Safety - Students will learn how to identify unsafe household substances. Then demonstrate safe behaviors around unsafe household substances. They will also learn how to identify common fire hazards. Then illustrate how to avoid fire hazards. Students will describe safe behavior when home alone. Then demonstrate appropriate home-alone behavior. They will also identify whom to ask for help in an emergency. Then demonstrate how to ask for help.

Quarter 2: Drug Free - Students will identify reasons for taking medicines and identify who can give medicine safely, define alcohol and distinguish between alcoholic and nonalcoholic drinks, identify harmful effects of alcohol, tobacco, and other drugs, and demonstrate how to refuse alcohol.

# HEALTH

Quarter 3: Smart Snacking - Students will be able to name parts of the body that are used to eat and digest food, list reasons why the body needs food (grow, stay well, be strong, have energy), define the term “healthful meals”, name foods in the five basic food groups and foods in the “other foods” category, choose and record a favorite healthful food from each of the five groups, plan a balanced breakfast, and identify the benefits that healthful snacks provide for the body.

Quarter 4: Body Care - Students will be able to describe effects of getting too little sleep and recognize the importance of a regular bedtime, identify the importance of regular brushing and flossing to healthy gums and teeth and recognize the importance of regular dental and medical checkups, locate and tell the function of the major internal organs (heart, lungs, stomach, brain) and bones and muscles, name ways to tell that the body has grown and name ways that body parts change as the body grows, recognize that physical activity benefits muscles as well as heart and lungs and identify the effects of physical activity on the body, and identify how preventing the spread of germs and keeping the body healthy help prevent illness, recognize the role of hygiene in personal health, then demonstrate behaviors that help to prevent illness.

# SCIENCE

Quarter 1: Life Cycles

Quarter 2: Animals

Quarter 3: Waves

Quarter 4: Space

(Order of units may change.)

# SECOND STEPS

The Second Step program teaches skills in the following five areas:

1. **Skills for Learning:** Students gain skills to help themselves learn, including how to focus their attention, listen carefully, use self-talk to stay on task, and be assertive when asking for help with schoolwork.
2. **Empathy:** Students learn to identify and understand their own and others' feelings. Students also learn how to take another's perspective and how to show compassion.
3. **Emotion Management:** Students learn specific skills for calming down when experiencing strong feelings, such as anxiety or anger.
4. **Problem Solving:** Students learn a process for solving problems with others in a positive way.
5. **Bullying Prevention:** Students learn how to recognize, report and refuse bullying behaviors and how to utilize bystander power.

# WRITING

Quarter 1

Launching  
Small Moments

All About  
Books/Science  
Notebooking

Quarter 2

Revision

Opinion

Quarter 3

Nonfiction Research  
or Poetry

Authors as Mentors

Quarter 4

Nonfiction Research  
or Poetry

Small Moments  
Review

# SPECIALS

Computer/Media(library) - your child will checkout books once a week

Art

Music/PE - please have your child wear or bring tennis shoes

PE/Music - please have your child wear or bring tennis shoes

Media(Library)/Computer

# HOMWORK

Math: Students will have daily homework assignments practicing the concepts taught that day as well as reviewing concepts to ensure retention of skills. If their homework folder is in their backpack - that means they have homework to do that night. Please return it the next day.

Spelling: Students will have weekly spelling lists which include phonetic and high frequency words. We will typically test every Friday. The list of words will be sent home each week to practice.

Reading: Students will bring familiar guided reading books home to read for fluency practice. Please have them read to you (or any family member!) every time a book is brought home. Please return the book the next day.

# FIELD TRIPS

Pioneer's Park Nature Center Field Trip at Chet Ager - March 22nd and 25th, 2019

March 22nd Uhing, Daharsh, and Frandolig - 9:30 - 12:00

March 25th Regan and Meyer- 9:30 - 12:00

Lincoln Children's Zoo - May 21, 2019 from 10:30 - 2:30

We will be taking school buses on each of these field trips.

# Hikes Themes and Descriptions

## 1<sup>st</sup> grade Field Trips

**Animal Classification.** Students explore how animals are classified into different groups using body covering, number of legs, backbone vs. exoskeleton, lungs vs. gills, etc. Specific aspects for animals (e.g. diet, migration, hibernation) are discussed as animals are encountered.

**Life Cycles.** Students investigate the differences in Life Cycles for Vertebrates, Invertebrates and Plants by comparing concepts such as eggs, life birth, parental care, social groups and non-social groups for organisms. Metamorphosis and thermoregulatory aspects for different animals will be introduced.

# 1st & 2nd Grade – Pioneers Park Hike

## **LPS Hike Scheduling For 1<sup>st</sup> & 2<sup>nd</sup> Grades**

- Hike Times: 10:00 – 11:30 and 12:30 – 2:00. The 1 hour gap is for lunch and hike prep.
- Hike Duration is 1.5 hours.
- Schools with 1, 2, 3 or 4 classrooms at a grade level will come as 1 group (1 field trip).
- 4 classrooms schools will be scheduled on Wednesday or Thursday.
- Schools with 5 classrooms at a grade level will come as 2 groups (2 field trips. One day with 3 classrooms and one day with 2 classrooms.).
- Schools with 6 classrooms at a grade level will come as 2 groups (2 field trips with 3 classrooms each day).
- PPNC sends out email confirmation 2 – 3 weeks prior to field trip.
- Schools are expected to bring 2 adults (teacher + parent volunteer or para) for each classroom to satisfy standard protocol of 2 adults (1 PPNC + 1 LPS) with groups of children. Schools may not bring more than 4 adults per classroom (2 adults per group).
- Field trips will not be cancelled due to inclement weather. PPNC provides alternative indoor programs when necessitated by weather. [We will defer to principal's decisions]
- Field trips will not be cancelled due to dangerous air quality indices. PPNC provides alternative indoor programs when necessary due to air quality concerns. [We will defer to principal's decisions]

# DONATIONS

- Expo markers (low odor)
- Glue sticks
- Markers
- Ziploc bags
- Kleenex
- Hand sanitizer (Germ-X and/or Purell)
- Highlighters
- Sticky notes

If you see something that you are able to donate - please send it with your child to school.

# MORNING DROP-OFF

Please take a moment to look over the Morning Drop off diagram to help keep the traffic flowing. As always, remember to have students ready to exit the car and follow all traffic signs and laws. To see a larger image, go to the Documents Tab.

[https://ptoffice.mjssoftware.com/mywebsite/Maxey Elementary PTO NE/Documents Forms](https://ptoffice.mjssoftware.com/mywebsite/Maxey_Elementary_PTO_NE/Documents_Forms)

We are still looking for volunteers to help monitor the front drop off lane. Volunteers would be there from 8:45-9:05 1 day a week for the first quarter of school. Contact: [president@maxeypto.org](mailto:president@maxeypto.org) if you would like to volunteer!



## ***Morning Drop off at Maxey Elementary***

### **Front Lane (West Lane)**

**Orange Cars:** choose a line, stay in that line, wait to move up to drop off areas

**Blue Cars:** pull up along the drop off curb all the way to the handicap parking spot, quickly drop off children, wait for the 5 purple cars to pass, then cross to the outside lane and leave

DO NOT TURN RIGHT, Left Turn Only

**Purple Cars:** pull up in the outside lane to the sign on the left side, wait for the 5 blue cars to leave, then cross to inside lane and pull all the way up to the end of the Kindergarten playground fence, quickly let your kids out, then leave

DO NOT TURN RIGHT, Left Turn Only

### **Side Lane (North Lane)**

**Orange Cars:** wait in line and wait to move up to drop off areas

**Green Cars:** Pull up past the crosswalk, 5 cars let kids out, leave

DO NOT TURN LEFT, Right Turn Only

*If you need more time, please park in the parking lot or side streets.  
Use crosswalks and follow Lincoln traffic laws and no parking signs.*

# CONTACT INFORMATION

Please feel free to contact us with any questions or concerns. It's so important to us to keep communication open and we would love to talk with you whenever you feel the need.

Mrs. Uhing - [kuhing@lps.org](mailto:kuhing@lps.org)

Mrs. Daharsh - [jdahars@lps.org](mailto:jdahars@lps.org)

Miss Meyer - [kmeyer@lps.org](mailto:kmeyer@lps.org)

Mrs. Treat - [jtreat@lps.org](mailto:jtreat@lps.org)

Mrs. Frandolig - [jfrando@lps.org](mailto:jfrando@lps.org)

THANK YOU!