



**Department of Education**  
 Chancellor Richard A. Carranza

**MARY WHITE OVINGTON PS/IS 30**



Mrs. Carol Heeraman, Principal  
 Mrs. Ama Willock, AP  
 Mr. Zaher Idriss, AP  
 Mrs. Calliope Athanasakos, AP



**Where LEADERS ROAR!**  
*Respect, Opportunity, Acceptance, and Resilience*

Dear First Grade Parents,

It's hard to believe that we are about half-way through the school year! This month, during the 1<sup>st</sup> grade assembly, in addition to honoring students of the month, we will honor students who had 100% attendance since the beginning of the school year. You will be notified if your child qualified and you are invited to attend the assembly. We will celebrate the 100<sup>th</sup> day of school on February 14<sup>th</sup>. This is a very special day where we get to acknowledge the 100 days of learning your child has completed and to reinforce our love of math as a PS/IS 30 team! Please pay close attention to the **important dates** listed below! As always, let your child's teacher know if you have any questions or concerns.

<p><b>Important Dates:</b></p>  <p><b>First Grade Teachers:</b></p> <ul style="list-style-type: none"> <li>• 101- Ms. Ly and Mr. Green</li> <li>• 102- Ms. Moustapha</li> <li>• 103- Ms. Cosme and Ms. Hernandez</li> <li>• 104- Ms. Amira</li> <li>• K12- Ms. Adams</li> </ul>	<p><b>Parent Engagement:</b> Every Tuesday from 2:30pm-3:00pm in your child's classroom.</p> <p><b>February Events:</b></p> <p>5<sup>th</sup> – <u>No School</u>... Chinese New Year!          6<sup>th</sup> – First Grade Assembly at 12:45pm          11<sup>th</sup> – 15<sup>th</sup> School Spirit Week!          (please see the Respect for All Spirit Week flyer that will be sent home soon for more information about this special week of school ☺)</p> <p>12<sup>th</sup> – PTA Coffee with Ms. Heeraman          14<sup>th</sup> – 100<sup>th</sup> day of school          18<sup>th</sup> – 22<sup>nd</sup> – <u>No School</u>... Mid-Winter Recess          26<sup>th</sup> – PTA Meeting 5:30pm</p>
<p><b>CLKA</b>          (Domain 5 Early American Civilizations)</p> 	<p>I can...</p> <ul style="list-style-type: none"> <li>• ask and answer questions about Maya, Aztec and Inca civilizations</li> <li>• identify the main topic and retell key details of a non-fiction/informational read aloud</li> <li>• describe the connection between two individuals, events, ideas or pieces of information</li> <li>• compare and contrast similarities and differences within a single text or between two or more texts</li> </ul>
<p><b>Writing (Opinion Writing)</b></p>	<p>I can...</p> <ul style="list-style-type: none"> <li>• introduce the topic and state an opinion</li> </ul>

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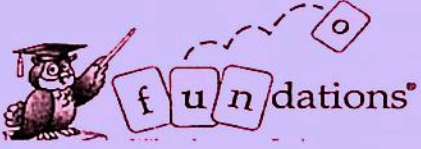



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	<ul style="list-style-type: none"> <li>• supply a reason for my opinion</li> <li>• add 1-2 relevant details</li> <li>• provide some sense of closure to my writing</li> </ul>
<p><b>Foundations</b> (Unit 7)</p> 	<p>I can...</p> <ul style="list-style-type: none"> <li>• blend and read words with -ng and -nk</li> <li>• segment and spell words with -ng and -nk</li> <li>• read and write words with glued sounds (ang, ing, ong, ung, ank, ink, onk, unk)</li> <li>• compare and contrast narrative fiction and informational books</li> </ul>
<p><b>Math</b> (Chapter 6)</p> 	<p>I can...</p> <ul style="list-style-type: none"> <li>• count to 120 by ones and tens</li> <li>• understand that the two digits of a two-digit number represent amounts of tens and ones (ex: 19 is composed of a ten and nine ones)</li> <li>• compare two digit numbers based on meanings of the tens and ones digits using these symbols: &lt;, =, &gt;</li> </ul>
<p><b>Science</b> (Unit 1 Chapter 3 Animal and Plant Defenses)</p> 	<p>I can...</p> <ul style="list-style-type: none"> <li>• compare and contrast animal defenses</li> <li>• compare and contrast an offspring (baby) to their parents</li> <li>• explain why some kinds of young offspring need help from their parents and other kinds of offspring can survive on their own</li> </ul>
<p><b>Social Studies</b> (Unit 3 The Community)</p> 	<p>I can...</p> <ul style="list-style-type: none"> <li>• identify characteristics of responsible citizens (respect others, behave honestly, help others, obey rules and laws, are informed and share)</li> <li>• explain how communities meet people's needs (natural and man-made resources)</li> <li>• explain my role in my community (students can help solve problems, make decisions, and resolve conflicts in their homes, schools, and communities)</li> </ul>

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\*To have the newsletter translated, please come in or call during parent engagement time on Tuesdays from 2:30 — 3:00 pm.

如需学校月报翻译，请在星期二下午2:30 - 3:00在家长接触时间进来或打电话。

\* Para que se traduzca el boletín informativo, ingrese o llame durante el horario de participación de los padres los martes de 2:30 a 3:00 p.m.

لرسالة الاخبارية يرجى الحضور الي المدرسة في أي يوم ثلاثاء من الساعة 2:30- 3:00 او الاتصال علي المدرسة للترجمة. شكرا لكم

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the 1990s, the number of people in the UK who are aged 65 and over has increased from 10.5 million to 13.5 million (13.5% of the population).

There is a growing awareness of the need to address the needs of older people, and the Government has set out a strategy for doing so in the White Paper on *Ageing Better* (Department of Health 2002).

The White Paper sets out a vision of a society in which older people are able to live well, and to contribute to their communities. It identifies a number of key areas for action, including: improving the health and care of older people; supporting older people to live independently; and promoting the social and economic participation of older people.

The White Paper also sets out a number of specific measures to be taken in each of these areas, including: increasing the number of health professionals trained to care for older people; and providing more opportunities for older people to volunteer.

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