

1: Fleming Island Elementary / Homepage

Select Readings Second Edition includes more reading than ever before. This new edition of the successful reading skills course features a brand new Elementary level, four new chapters in each book and 50% more reading content in every chapter.

In many parts of the country, parents are now faced with the decision to send their children to public, private, parochial, or charter schools in the area. It is more evident than ever that the experience a child has in the elementary school years sets the stage for a lifetime of learning and points the trajectory for all the educational experiences which follow. The elementary school years are the years of investment. During this time, children hone their skills, develop academic stamina, and learn the lessons of scholarship through sustained efforts and guided practice. These habits and skills are mastered in lower school. How would you describe your own educational philosophy? By establishing and ranking your priorities, you will more easily be able to narrow your choice to a selected school that is a perceived fit. This is the alignment that you are seeking in the school search. GreatSchools and Private School Review. The Internet can be a powerful tool in helping you create a shortlist of schools; there is a tremendous amount of school-specific information now available online, including school profiles, policies, test scores, and demographic stats. No online review or profile can take the place of a school visit, when you are able to observe teachers and students in a class and form your own opinion of the campus environment. Here are 12 key factors to consider before choosing an elementary school. The answers to these questions will help you make an informed decision about the best elementary school for your child. The Waterford School instills qualities of independent thought, responsibility, and service as it prepares students to lead purposeful and honorable lives. The Waterford School strives to awaken a passion for learning that will last a lifetime. What is the learning environment like? And how does class size contribute to that learning environment? Take the time to observe classrooms during a regular school day. What kinds of exchanges do teachers have with their students? Is the classroom a place where you would want to spend your time? Class size is an important factor to consider at the earliest grades. Researchers have found that younger children learn and perform best in smaller classes 20 students or less. A small class size, however, may be beneficial only insofar as a teacher tailors their instruction to the needs of the class SAGE University of Wisconsin-Madison. Ask teachers how the number of students in their classroom affects their teaching style. Do students work in small groups? Do students receive individual attention? The quality of any school begins and ends with its classroom teachers. The Waterford student experience is enriched by daily classes with specialists in science, visual art, music, physical education, computers, and movement. Waterford specialists are accomplished practitioners in their areas of expertise: Students meet with specialists in dedicated studios, labs, and gymnasiums tailored to elementary instruction to facilitate in-depth curriculum exploration. Waterford combines specialized arts and science instruction with the core subjects of reading, writing, mathematics, and history to create a cohesive and stimulating educational experience. Ultimately children will come to love what their teachers love. By design, Lower School students at Waterford are surrounded and taught ably by these passionate exerts throughout their years in the Lower School program. The Waterford School understands the value of small classroom size. A low teacher-student ratio allows teachers to know their students and appropriately challenge every student in their class. In PreK - Class III the schedule is set up so that teachers can work with even smaller groups of students for small-group instruction, allowing for individualization and differentiation. I want my child to feel safe. Approaches to discipline and safety vary widely from school to school. The Waterford School is committed to providing a safe learning environment for our students. Waterford has a comprehensive Student Handbook which outlines behavioral expectations for all students. The Waterford School understands that students must feel emotionally safe to learn. A priority is placed on the social and emotional development of the students and appropriate interactions among peers. How much homework is assigned? How much homework is assigned by grade? What types of assignments are typically given? Is homework assigned over weekends and vacations? Does the amount of homework vary by teacher or does the teaching staff subscribe to the same homework philosophy? The Waterford Lower

School recognizes the importance of collaboration between home and school in the healthy development of the whole child. Homework assignments offer practice, application, and extension of topics introduced in the classroom. Appropriate amounts of homework establish habits of learning, and homework is assigned Monday through Thursday. Time spent on homework per evening by class-- Kindergarten: How is technology integrated into the curriculum? Technology continues to play a growing role in 21st century education. Elementary schools are in a unique position to shape the budding relationship students have with technology. Learn how technology is used to support teaching and learning at a school. What Internet and computer skills do children learn? What types of computers or tablet devices does the school own and where are they situated? How often and in what context is technology used in the course of a day? At The Waterford School, technology becomes a tool weekly to enrich and extend the classroom experience. Waterford students in Kindergarten - Class II test into their appropriate learning level and work at an individualized pace through reading, math, and science modules. Classroom assignments are completed in the lab using a variety of computer applications such as Google Docs, Keynote, Garageband, Numbers, and Pages. Their computer instruction also includes digital citizenship, keyboarding skills, email etiquette, and programming skills. How do the arts fit into the curriculum? Fewer public elementary schools are offering visual and performing art classes given recession-induced budget cuts and an increased focus on reading and math initiatives. Research in neuro-education, however, has shown that education in the arts strengthens and develops connections in the adolescent brain that benefits all learning Johns Hopkins University School of Education. Ask what types of art programs are in place at the school and what kind of support they receive. Students begin arts instruction in PreK and Kindergarten and continue their studies in the elements of art, music literacy, and movement through Class V. What extracurricular activities are available for students? Extracurricular activities allow students to pursue interests outside of the school curriculum, build positive social relationships with peers and mentors, and have been found to have a positive effect on academic performance U. What types of after-school activities does the school offer? Are these activities available to all students? Do you anticipate your child being interested in any of the activities offered? The Waterford School offers an array of extracurricular activities which serve to extend and enhance the academic experience. These clubs meet regularly and welcome students of all abilities. There are competitive robotics, chess, and math opportunities available for students who wish to compete. The Waterford School also offers a wide variety of summer term courses. How does this school support students with different strengths and needs? When visiting any school, it is crucial to consider the academic and social-emotional needs of your child and their learning profiles. Does your child perform above grade level and need to be challenged in an accelerated environment? Does your child have a learning disability that requires individualized attention? Waterford is a college preparatory school with a challenging and demanding curriculum by design. Work is differentiated in each classroom to meet the needs of each individual student. The Waterford Lower School employs a full-time school psychologist who addresses the needs of individual students through the use of student plans. The school psychologist works with the administration, faculty, and parents to facilitate collaboration between home and school in order to maximize individual student learning. Waterford has a state-of-the-art, in-house tutoring program for reading, writing and math. Our tutors are trained by Waterford professionals and work closely with classroom teachers to provide support for our students when needed. What professional development opportunities do teachers have? How do teachers collaborate? The professional culture of the school greatly informs the student experience. Research has demonstrated a clear connection between teacher effectiveness and student performance Center for Public Education. Do teachers collaborate and share a unified vision for their students? Are professional development opportunities available to teachers? Are teachers held to a high standard? The Waterford School employs teachers with extensive experience in elementary school education. The school seeks, supports, and retains talented faculty members who share a deep passion for teaching; the average years of service among Waterford Lower School teachers is 15 years. And all Specialist teachers are highly-credentialed within their disciplines. Teachers attend weekly grade-level planning meetings, as well as several cluster and Lower School meetings throughout the school year. The main purpose of these meetings is to provide an opportunity for collaboration as well as share and exchange ideas among teachers. Educators are

expected to always be looking at the latest education research to determine revisions and additions that should be made to the curriculum as guided by the research.

2: Kermit King Elementary / Homepage

Students > Select Readings Second Edition > Elementary Here are the audio files for Select Readings, Second Edition Elementary. Click on a file to download and listen to each track.

But in fact it is almost as complicated. You would think it would be easier to get your child into an elementary or primary school than a prep or high school, right? Depending on where you live, demand for places in elementary schools may be greater than the supply. The other issue frequently encountered is the style of teaching. Supply and demand Places for the best elementary schools are always going to be in demand. What do I mean by best schools? It is amazing how word gets around about such things but it does. Well, I am exaggerating a tad. Do it well in advance. Two years ahead of time is not too early. Determine the kind of school you want This part of the process is the toughest. It is also probably the most important. It is tough because you will have many schools to choose from. It is the most important simply because you need to get it right. The last thing you want is to have to change schools every couple of years. Refine your search by eliminating any schools which do not meet your requirements. Your requirements include such things as whether or not you want your child attending a faith-based school or a school which adheres to a specific educational philosophy such as Montessori or Waldorf. Once you have refined your search, you should end up with a list of schools. The next step is to request materials from those schools, attend open houses and schedule interviews. What kind of teaching do you want? There are basically two approaches to teaching at the elementary grade level: The traditional teacher-directed approach Each approach has its proponents and opponents. The traditional teacher-directed approach You will find the traditional teacher-directed approach in most elementary schools. The teacher determines what will be learned, how it will be learned and when it will be learned. The classroom reflects this more regimented view of how children learn. You will find desks and chairs all neatly lined up in rows, for example. Children are usually grouped by age level and by grade. The curriculum follows that kind of structured approach as well. This is the way most of us have been taught. You may still feel that this is the best approach for your child. What do I mean? In a student-centric classroom the teacher guides children in their learning process. But basically you will find children working on whatever they want to whenever they wish to. The day has broad blocks of time set out for learning and discovery. Students are typically grouped in multi-age classes encompassing several grades. You will find her sitting with a child explaining a math concept he has asked about. Or perhaps she is helping children to plant seedlings in the window garden. Whether that works or not has to be something you determine. It is most important that you and the school be in harmony with regard to your mutual expectations. The goals of an elementary education should be: Teaching a child how to read and write Teaching a child how to interact with others Developing a sense of discovery and love of learning The goal of elementary education is not to prepare your child for Harvard. Lay solid foundations for learning and inculcate good core values, and getting into Harvard will take care of itself. The reality which every parent has to deal with is that the school can only do so much. Most of the teaching really is up to us parent. Children are exposed to so much sex and violence in the popular media these days that one of the best things a parent can do is to carefully limit the amount of television, video and music your child has access to on a daily basis. If you buy into that approach to childraising, then you will look closely at the schools you select to see that they too embrace those values. Encouraging children to use their imaginations is what reading good books does. Interacting in a meaningful way with your children is always preferable to sitting them in front of a video game or television show. Parental involvement As I mentioned in passing above, the school can only do so much. We parents need to do the rest. We need to encourage our children to read. Spend time with your child every day. Have her read to you. We need to encourage active versus passive activity. Carefully limit those passive activities. Establishing the proper habits in the primary grades will cast the die for middle and high school. Hopefully the school which you have chosen will embrace your values. If it does, that will make your job so much easier. Teachers plan classroom activities throughout the year which need parents to help out. Schools hold events to help raise money for various purposes. Be ready and willing to help as needed. During the interview process express your

willingness to help the school. Explain how you plan to support what the school does. Talk about how you enrich her daily learning activities at home. Private schools value parents who understand that education is a partnership of three. One final word about selecting an elementary school for your child: That all-important happiness quotient is what will make all the difference. You need to decide what things really matter to you most. Since each private school is unique in just about every respect, that places the onus on you to get it right. Decide what matters most to you. Not to somebody else. Then make your decision based on those criteria. Read about elementary education. Try to understand the different approaches and philosophies. Find out which you prefer. When you and the school get it right, you will kindle a passion for learning which will last a lifetime.

3: Elementary | Select Readings Second Edition | Oxford University Press

Dear West Wing Parents, I am honored to be the principal of a highly performing school such as West Wing School. We are thrilled to be in our 14th successful school year.

What kind of learner is your child? Does she like to work alone or in groups? Is she skilled at any particular subjects? Where does she need extra help or support? Does she need a highly structured environment or something more open and flexible? Is she shy or very social? Most importantly, what kind of school will work both for your child and for you? When You Get There: Consider if this school is a good fit for your child and you. Can you picture your child being successful here? Will this school engage his interests, and work for his learning style? Will this school help your child feel confident building on his strengths and help him with weaker areas in positive ways? How will your child do socially in this environment? Plus, consider practical concerns like the availability of after-school care and transportation. What is the look and feel of the school? Does it feel warm and inviting? Or cold and institutional? What kind of work is up on the walls? Are the facilities old or new? Is there a well-equipped gym? How often is it used? Do the teachers and students seem to enjoy being there? Does the school have a particular philosophy or educational approach? Is the approach modeled on the work of any particular educators? Does the school utilize any special educational programs or offer specialized teaching? Some philosophies are play-based in the early grades, introduce reading and math earlier than others, and many schools incorporate multiple philosophies. Some schools follow specific educational models such as the Montessori Method, the Waldorf approach, Dr. Learn about Montessori, Waldorf, Reggio Emilia and other philosophies. How large are the classes? Class sizes in public schools are mandated by state standards, and they will vary from state to state. Ask your school what the approved size is for your area. Studies have shown that younger children learn best with class sizes of 17 or under, but most public schools have far more students. So if the class is large, how does the teacher deal with it? Do children work in small groups? Do students get individualized assignments and unique attention? Do students work cooperatively in small groups or by themselves? Is the teacher standing up and lecturing, or working with students in active ways? Is the teacher using visual and physical models as well as text to teach? Do kids get to manipulate objects as they learn? Are individual differences such as in learning styles and academic strengths being accommodated, or do all students do equal activities at the same time? Do the teachers make real connections with their students? Do the students seem excited and curious? Do many of these questions inspire children to think about and brainstorm answers, or is there only one right answer? What does student work look like? Look around the classroom and ask to see some homework assignments. Does this work look creative and inspired? Are there fill-in-the-blanks answer sheets? Is this the kind of work your child would find interesting and benefit from doing? How does the school address social-emotional issues? Does the school have specific guidelines and programs in place for helping children develop communication skills and work through social conflicts? Ask the school to describe their approach. Consider whether this will work for your child. What are the discipline and homework policies? Ask for specifics and consider if they will work for your child and for you. Also, inquire about homework rules and regulations. How balanced is the curriculum? Find out how often kids have gym and arts classes, and what they do in those classes. What kind of work is graded homework, tests, projects? Consider whether this approach will motivate your child to succeed. Are the needs of boys and girls addressed? Studies show that some boys and girls have different needs in school. Does the school have books that boys will want to read? Are girls encouraged to speak out as much as boys? Are girls given opportunities in math and science? Do both boys and girls raise their hands in class and are they acknowledged equally? What kinds of books are on the shelves? How often do students visit? What do they learn when they go there? What kinds of computers do they have, where are they situated? What kinds of computer and internet skills do children learn, and how is this learning incorporated into the curriculum? What kinds of extra-curricular classes are offered and who gets to do them? Would your child enjoy them? How do parents get involved in the school? Is there an active PTA? How often are the meetings? Can parents volunteer in the classroom? If you do volunteer, what kinds of

SELECT ING ELEMENTARY pdf

activities can parents help with? And will you get to work with your child? How is information communicated to parents? How do teachers and the administration keep parents informed? Is there a good newsletter? Is e-mail used to communicate with teachers? Are teachers available for additional meetings if needed? Is there a student government? How is student feedback elicited and incorporated? What grades can participate? Do teachers learn from each other? Public schools need to meet state and district requirements. All schools will give out some materials but ask for specifics like class schedules, rule books, homework samples, newsletters, and policy statements. And then read them.

4: Beech Elementary / Homepage

Choosing an elementary school is one of the most important decisions you can make for your child. Celebrate the choice – you have an exciting opportunity to pick a school partner in your child's educational journey.

5: Stirling Elementary School / Homepage

Get directions, reviews and information for Marion P Thomas Charter School Select Elementary Academy in Newark, NJ.

6: West Wing School / Homepage

Luling Elementary School, home of the Tiger Cubs, serves students in grades Pre-Kindergarten through fifth grade. Led by Principal Sam Buhler, the school is home to more than students and employees.

7: Leader in Me is a CASEL SElect program for Pre-School and Elementary

Welcome to our website! Each school has its own individual site that can be accessed at the top right of the district page by clicking the button "select a school".

8: Luling Elementary / Homepage

Each residence within the district is assigned to a specific "feeder pattern" composed of a specific elementary, middle, and high school. To determine which schools serve your residence, please click on Select a School at the top of this page or call the Student Transfer Department at

9: Elementary or Middle School . Choosing a School . Education | PBS Parents

Each neighborhood has a feeder pattern, connecting an elementary school to a middle and high school. The continuity allows for aligned learning from grades K

Marathi katha Privatization and economic reform in Central Europe Book 1. Stories about animals Can you top that? Conclusion: Leaping beyond Plato Rulers of the South The filmgoers companion The secession movement in Virginia, 1847-1861 Creating a Healthier Community Prayer And Contemporary Criticism Factor analysis and its discontents : Catellian science Notes to my biographer Wildflowers Grasses and Other Plants of the Northern Plains and Black Hills Ricardo corn surplus note How animals protect themselves Chaucerian comedy and Criseyde Alfred David Players handbook 5th Texas women in World War II Song for one or two Oliver Stones Platoon Salvador Ibooks taking notes on Darwins struggle with theodicy Let America be America again and other poems The shadow realm between life and death C. Lebbe From tent to cabin The sun in winter The cockroaches jo nesbo Essentials of WNV assessment Providing experiences of the living world outdoors All things bright and beautiful piano Radioactive and other environmental threats to the United States and the Arctic resulting from past Sovie Frogs into princes Submission of the Vietnam conflict to the United Nations. II. NOTRE DAME DE PARIS 83 Neural activity and the growth of the brain Masterwork Studies Series 100 Years of Solitude Kidnapped! (Silhouette Sensation) Meggs history of graphic design 5th Open in play books The NCLEX-RN examination : from a new graduates perspective