

1<sup>st</sup> Grade  
HANDBOOK



2015-2016

# Primary General Information

## Monday Folders

### First Grade

Monday folders include the previous week's work plus a letter from the teacher outlining upcoming activities and units to be studied. It is important that parents go through the information sent home in the Monday folder on Monday evening so they can prepare their child for the upcoming week's work and activities.

## Grading Scale

The following grading scale will be used for grades Kindergarten through Second Grade.

H	High, Outstanding, Excellent Progress
S+	
S	Satisfactory Progress
S-	
I	Progress improving
N	Needs Improvement
•	Not Applicable

## Personalized Education Plan (PEP)

The Personal Education Plan (PEP) is a developmental tool that establishes a student's goals for the school year. Students are tested in reading and math during the first two days of school. This information, the test results from CSAP and CTB, and student work samples are taken into account when establishing goals and writing the PEP for each student. The PEP is reviewed with the student and parents during the Fall Parent/Teacher Conference. The goals on the PEP will guide instruction focus at school as well as needed at home practice of skills. At the Spring Parent/ Teacher Conference the PEP is reviewed and discussed in regard to meeting goals and/or continuing goals.

## RtI

### Response to Intervention (RtI)

RtI is the procedure under No Child Left Behind, to provide interventions for students who are not working at grade level. If a student does not respond to the interventions, s/he may be recommended for special education. RtI intervention is a three-tiered process. The three tiers are Universal, Targeted, and Intensive.

#### Universal:

Expectation is that 80% of the students in the classroom can perform at or above grade level, with little to no interventions.

#### Targeted:

Expectation is that 15% of the remaining students will require some type of outside intervention. Crown Pointe has graphed test results for each student and determined which students are consistently below grade level. We are currently providing small group instruction in struggling areas on top of the general education instruction to see if the "gap" closes. This intervention is provided during specials classes, so students are not taken out of core class instruction. We continually look at new data and graph new results to see if the intervention is making a

difference; if so, we continue the intervention, if not, we increase the intervention (more time, more days, etc.).

Intensive:

If we determine that students are not making progress toward being on grade level, even with a variety of interventions in the targeted level, the student moves to the third tier. This tier provides students with intensive individual interventions. This is also the tier in which teachers can bring all data to the RtI team and ask that the student be considered for special education. Approximately 5% of the students in each class might need intensive interventions.

The RtI process allows students to receive appropriate interventions to help bring them up to grade level. Most students will be successful. However, we can assume that those students who continue to struggle, even with additional interventions, probably have a true learning disability and need special education services.

## **Retention Procedure**

Students progress from grade to grade usually spending one year at each grade level in order to meet grade level standards. However, some students will benefit from spending additional time on material at a particular grade level, or from progressing more quickly through the material. Students who exhibit definite and documented deficiencies in both academic and social areas will be considered for retention. Retention decisions will be based upon: 1) teacher documented anecdotal information, 2) parental anecdotal information, and 3) developmental and achievement test scores. Students considered for retention will receive RtI interventions. Parents will be informed in writing no later than the end of the third quarter and/or at spring conferences.

## **WOW Days**

First Grade

As a school we have set aside a special day (“WOW Day”) for each child. This allows every child to pick a special day to celebrate themselves. (The “WOW” day may be your child’s birthday if it falls during the school year). Ideas to bring in on your child’s WOW day are pictures, a personal poster collage, a favorite stuffed animal or toy, special items or hobbies, etc. Healthy snacks can also be a part of this celebration, however, in the best interest of students health and nutrition, and in an effort to meet Wellness Policy guidelines, alternatives are suggested. “WOW” days are celebrated according to each classroom’s unique schedule. Refer to your classroom teacher(s) or look for information in their newsletters. If you would like to bring in a pet, please make prior arrangements.

## **Uniforms**

Be sure to check the policy for accepted uniforms. Be especially aware of:

- character and light-up shoes,
- jewelry
- Crown Pointe sweatshirts only in the classroom
- extreme hair styles
- socks
- cargo pants
- snow boots
- trim on shirts

After ten (10) uniform violations of the same offense, the student will be assigned an after school detention.

## **Water Bottles**

### **First Grade**

Your child is allowed to bring a small water bottle to class every day. We ask that the bottle be one of the short bottles that will fit inside the shelf in their cubby. Please do not send any flavored, colored water. Also be sure that your child can open and (securely) close the bottle by themselves.

## **Attendance**

Regular and punctual daily attendance is important for the school interest, social adjustment and academic achievement of your child. Therefore, children should not be kept home from school unless they are ill or the family is faced with some emergency. Continuity in the learning process is seriously disrupted by excessive absences. Please see the Parent Handbook for information on reporting absences and requesting excused absences.

### **Excessive Unexcused Absences:**

A phone call/letter will follow to parent(s)/guardians, after 4 unexcused absences in a month or 10 unexcused absences in a year, notifying them of the requirements of the state attendance law.

### **Excessive Tardies**

Students will be excused for arriving late to school ONLY for appointments. Habitually late students will receive a phone call/letter after 4 unexcused late arrivals in a semester. After 4 tardies, a student will miss lunch recess for each additional tardy. After 10 tardies, a conference will be held, a plan will be developed and the student will serve after school detention for each additional tardy. If late arrivals continue, out of school suspension may result.

## **Pick-Up – Holding Room – Walking – Riding Bikes**

### **Walking / Riding Bicycles**

Children are permitted to walk and/or ride their bicycles to school at the discretion of their parent(s)/guardian. Bicycles are to be parked in a designated area. All bicycles are to be locked. Students are not permitted to ride bicycles during school hours nor on the school grounds either before or after school. A form from the parent(s)/guardian granting permission for the student to walk/ride to and from school must be submitted to the school office before permission is granted for the student to walk/ride his/her bicycle to school.

### **Pick-up / Holding Room**

At 3:25 p.m., teachers will release students from school. Teachers will remain with the students until 3:45. At 3:45, remaining students will go to the office. For students not picked up by 3:45, there will be a \$5.00 charge assessed for each child for each 15 minutes until they are picked up.

### **Release to Persons Other Than Parents**

Please make arrangements for after school play dates, etc. before your child arrives at school. We will not release your child to someone unless their name is on the pick-up list or we have a note from you.

## Party Invitations

Invitations given out at school for personal parties such as Birthday parties must be for the entire class. **If the whole class is not invited, invitations must be sent to each child's home address.** Invitations may not be handed out on school grounds to only some children or parents before or after school. Please be sensitive to the feelings of children not invited.

## Quick Start

### First Grade

Quick Start is one hour of small group instruction offered in reading and/or math one to two days a week. It is held after school in the fall and spring semesters for children who need additional practice. Quick Start attendance is based upon teacher recommendation.

## After School Activities

### First Grade

Students have the opportunity to participate in various after school activities. Watch the Monday folder for offerings.

## Medication

Any medication sent to school must be in the original container and must be brought to the school office for safekeeping. A school authorized form signed by the parent(s) or guardian and doctor must accompany necessary medications. The following information must be written on the container: name of child, time medication is to be taken, and dosage. This includes cough drops and any topical ointments including lotions or chapsticks.

## Volunteers

### First Grade

Volunteers are always welcome in first grade. It is very beneficial for a parent to volunteer their time at the same time first grade has reading time. We are trying to help first graders become accustomed to doing "independent" seatwork and having a parent helping them with this process is valuable for all. We try to accommodate "brown bag" requests but often we have more requests than we have work for. We are looking for a dedicated parent(s) to organize volunteer calendar, classroom parties and help with field trip organization. This would serve as a room parent.

## Field Trips

### First Grade

The first grade usually takes three to four field trips a year depending on the cost. We rely on parents to drive on our field trips. As a chaperone you are responsible for those students in your car. All children must adhere to the law regarding car/booster seats (size, weight, and age) and must wear a seatbelt. No student can ride in the front seat that has an airbag. Some field trips are limited to the amount of adults, while others are not. Siblings are not permitted on field trips. Thank you for your understanding in this matter. Parents must submit paperwork for a DMV and background check at least 2 weeks prior to driving on a field trip. Current driver's license, proof of insurance and registration must on file in the office.

## **Breakfast/Lunch**

Breakfast is offered to all students daily before school. Children have the option of participating in the school lunch program or bringing their own lunches to school. Students will eat lunch in the designated area at the designated lunchtime. If you discover your child has forgotten his/her lunch, you may bring it to the front office and it will be delivered to the classroom. Phone calls will not be made home for forgotten lunches. Lunch money should be sent to the school in a sealed envelope. Please see the Parent Handbook for additional information about breakfast and lunch.

## **Snacks**

First Grade

Students may bring a healthy snack for afternoon recess.

## **Accelerated Reader**

First Grade

A.R., reading a library book in the student's reading level and taking a computerized test for comprehension, is normally started after your child has completed Decodable book 115 in the reading series. For most children, this will occur during January or February. Each child will be given an A.R. Reading Log which must be signed by an adult every night. Each morning the child will have the opportunity to take the computerized test on the book they read the evening before. To advance to the next book level, an average score of 85% must be met. Scores lower than 85% will not be counted and the child must read another book at the same level.

## **Homework**

First Grade

Homework will generally consist of two pages of Math, review of math facts that need to be memorized, 15 minutes of reading daily, and a weekly reading packet. In first grade it is required that each student read 15 minutes a night to an adult AND get their reading log signed by an adult. This reading log is also a part of their daily calendar. There are consequences if the child does not get their log signed on a nightly basis. If class work has not been completed in class, this may be sent home for completion at home.

## **Absent Work**

If a child has an excused absence, they are allowed two days for every one day of absence to make up the required work. They may have time at school to make up the work or they may have to complete the make up work at home. It is the teacher's discretion to give assignments prior to a planned, approved absence.

## **Special Events**

First Grade

There is a culminating activity each year in 1<sup>st</sup> grade. The unit for this activity will be determined by the 1<sup>st</sup> grade team and communicated well in advance to parents.

# **Art Program**

## **CONTENT**

Core Knowledge Standards in visual arts; state standards in visual arts; art topics that correlate to academic learning in the classroom; exposure to a variety of art media and techniques; introduction of art specific vocabulary and techniques; art history related to studio projects; critique famous artwork and classmates' artwork.

## **TESTBOOK/MATERIALS**

No textbook, tempera, watercolors, color pencils, markers, oil pastels, chalk pastels, etc.

## **CLASS PROCEDURE**

Elementary classes rotate between having art once a week and twice a week by the semester. All class periods are thirty minutes in length. Students are expected to:

1. listen to directions and follow them the first time
2. raise their hand when they have a question, would like to share something, or need help
3. share art supplies with their classmates, act politely, and use kind words
4. use class time to discuss and create art
5. sit in "artist mode" (freeze, put supplies down, and put eyes on the teacher) when they hear the teacher's cadence clap
6. respect the classroom, supplies, and tools, and clean-up after themselves

# **First Grade**

## **Reading**

## **CONTENT**

Phonemic awareness; decoding; word recognition; oral reading; comprehension and response; writing; spelling, grammar, and usage; poetry; fiction (stories, Aesop's Fables, literary terms); sayings and phrases.

## **TEXTBOOKS/MATERIALS**

SRA Imagine It! (115 decodable books);  
SRA Imagine It! Anthology books (approximately second half of year).  
Each student begins A.R. (Accelerated Reading) when they have completed 115 Decodable books in SRA Imagine it! with 100% accuracy.

## **CLASS PROCEDURE**

Reading time begins with a whole class review of letter sounds, blends, and diagraphs. At the beginning of the year, a lot of reading is done as a whole class. In January, we expect first graders to be able to read and work more independently. Individualized small ability groups will be conducted daily to meet the needs of each learner.

## **TESTING**

During the first half of the year, students are given an oral reading test and then are asked to answer four to five comprehension questions independently.  
When reading anthologies, the story is read in the reading group and then each student is asked comprehension questions to answer independently about the story. Running records and word fluency is used to assess growth will be administered periodically throughout the year.

## **HOW GRADES ARE DETERMINED**

Grades are determined by teacher observation, student participation and completion of reading workbook pages, timed reading tests (to determine fluency), oral questions, A.R. grades, comprehension test grades (both phonics worksheets and questions about the story read).

#### PROFICIENCY EXPECTATIONS BY THE END OF THE YEAR

First graders are expected to be on grade-level as determined by the STAR Reading test; By the end of the year, they should be reading in the 2.3 – 2.5 A.R. range and passing the tests with an 85% average on a daily basis; They should also have an 85% average on the comprehension tests; They should read sight words with at least 85% accuracy; They should average between 80-100 words per minute in reading; They should be able to retell the story in sequence as well as identify the main idea, the characters, the setting, and the plot.

#### LITERACY PLANS

Literacy plans are established for children who need additional help in reading. Teachers, parents and students must be actively involved in achieving the goals established. Literacy plans are normally reviewed by the teacher and parents at least two times a year. In May, parents will be notified if their child has achieved the goals and is removed from the plan or if the recommendation is made to keep their child on the plan until the beginning of the next school year.

## Spelling

#### CONTENT

SRA Imagine It! spelling and sight words

#### TEXTBOOKS/MATERIALS

SRA Imagine It! decodables and big books

#### CLASS PROCEDURE

Spelling lists normally consist of ten words which correlate with the letter sounds or blends that are being studied in class. Spelling lists are sent home every Friday. Beginning in October, all letters must be formed correctly (“b” and “d” sometimes get reversed at the beginning of the year) and the correct capitalization must be used. Parents, please practice spelling words daily with student.

## Handwriting

#### CONTENT

Zaner-Blozer manuscript

#### TEXTBOOKS/MATERIALS

Zaner-Blozer handwriting workbooks are used to practice letter formation.

#### CLASS PROCEDURE

Two pages of Handwriting workbooks are assigned on a weekly basis for the first half of the year. During the second half of the year, handwriting workbooks continue to be used but first graders are also graded on their daily handwriting in their reading workbooks and other written assignments.

## Creative Writing

#### CONTENT



Write simple sentences, adding descriptive words and exciting verbs using basic capitalization and punctuation correctly; make a story web; make a list; write a friendly letter. By end of year, able to write one five-sentence paragraph on a given topic.

#### TEXTBOOKS/MATERIALS

Six Traits and Scholastic sentence starters/prompts.

#### CLASS PROCEDURE

At the beginning of the year, students are expected to be able to recognize a complete/incomplete sentence and make corrections. Daily modeling is done to demonstrate how to make a sentence more exciting or descriptive and changing a telling sentence to an asking sentence and vice versa. Students are expected by January to compose their own sentences using correct grammar and conventions. By May when the District Writing Assessment is given, each student is expected to be able to compose a five sentence paragraph on a given topic, including a topic sentence and a conclusion.

Each day, students will complete Daily Oral Language activities and independent journals.

## Social Studies

#### CONTENT

Geography – spatial sense, geographical terms and features, Early Civilizations, Ancient Egypt, History of World Religions;  
History – Mexico Modern Civilization and Culture; American History – Early People and civilizations; Early Explorations and Settlements; Maps;

#### TEXTBOOKS/MATERIALS

Core Knowledge History and Geography;  
What Every 1<sup>st</sup> Grader Needs to Know;  
Books to Build On.

#### CLASS PROCEDURE

Units are taught in a variety of ways; often we read a story with the corresponding time frame; then we discuss the new unit in reference to past units studies; a culminating activity and a unit test are given. Topics of study will be communicated weekly on the calendar with homework and project information that will need to be completed. Areas of concentration will be included. Parents are encouraged to communicate with their child about the topic of study.

## Science

#### CONTENT

Living Things and their environment;  
The human body;  
Matter;  
Introduction to electricity;  
Astronomy;  
The earth;  
Science biographies.

#### TEXTBOOKS/MATERIALS

What Every 1<sup>st</sup> Grader Needs to Know;  
Books to Build On;  
Supplemental books/movies from the library.

#### CLASS PROCEDURE

Units are often introduced with a life application or a hands-on experiment with a visit to the middle school science room; stories are read and discussed in relation to previous knowledge. Topics of study will be communicated weekly on the calendar with homework and project information that will need to be completed. Areas of concentration will be included. Parents are encouraged to communicate with their child about the topic of study.

## **Character Education**

### **CONTENT**

Lessons revolve around the “Six Pillars” of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.

### **TEXTBOOKS/MATERIALS**

Young’s People’s Lessons in Character

### **CLASS PROCEDURE**

A book is read and discussed followed by a related hands-on activity which is referred to throughout the week.

## **Primary Math**

### **First Grade Math**

#### **ABOUT *GO MATH!***

We live in a mathematical world. Never before has the workplace demanded such complex levels of mathematical thinking and problem solving (National Council of Teachers of Mathematics, 2009). Clearly, those who understand and can do mathematics will have opportunities that others do not—and building students’ early foundational skills is essential. An analysis of the results of the Trends in International Mathematics and Science Study (TIMSS) and the Program for International Student Assessment (PISA) led researchers to conclude that “countries that want to improve their mathematics performance should start by building a strong mathematics foundation in the early grades” (American Institutes for Research, 2005, p. v).

The Common Core State Standards at the elementary grade levels were written to provide such a foundation for young students. The standards describe the content and skills needed for young students to “build the foundation to successfully apply more demanding math concepts and procedures, and move into applications” (Common Core State Standards Initiative, 2011).

The Common Core State Standards (CCSS) were systematically developed to:

- Be research-based;
- Focus on the critical skills at each grade level;
- Encourage conceptual mastery of key ideas;
- Develop students’ mathematical understanding and procedural skills;
- Prepare students for the demands of the future—in school and work.

The standards detail the knowledge—content and processes—students need at each grade level, but the standards do not describe the instructional approaches needed to meet the standards. Thus, an effective instructional program is needed to bridge between the expectations set out by the standards and the desired student learning and achievement. This alignment between standards, curriculum, instruction, and assessments is critical. Researchers looking at effective educational practices identified nine characteristics of high-performing schools, and reported that several of these relate to standards and standards alignment. High-performing schools have a clear, shared focus; high standards and expectations for all students; and curriculum, instruction, and assessments aligned to the standards (Shannon & Bylsma, 2003).

**Houghton Mifflin Harcourt’s *GO Math!*** was developed with the Common Core State Standards for Mathematics as a foundation, and uses research-tested approaches to address the rigors of the Common Core. Throughout ***GO Math!*** alignment with the Common Core is made explicit. At

every grade level, the program is organized around the Critical Areas identified in the Common Core. A special color-coded system in the student and **Teacher Editions** make each Critical Area easy to locate and use. The Mathematical Practices are completely imbedded in the lessons. Teachers who use **GO Math!** can be assured of meeting the expectations of the Common Core. Beyond this alignment with the content and practices of the Common Core, **GO Math!** represents a comprehensive system of mathematics instruction that includes multiple instructional approaches, diagnostic and formative assessments linked to differentiated instructional resources and tired interventions, and technology solutions designed to support and motivate students.

#### **CONTENT**

Operations and Algebraic Thinking: Represent and solve problems involving addition and subtractions; understand and apply properties of operations and the relationship between addition and subtraction; add and subtract within 20; work with addition and subtraction equations. Number and Operations in Base Ten: Extend the counting sequence; understand place value; use place value understanding and properties of operations to add and subtract. Measurement and Data: Measure lengths indirectly and by interacting length units; tell and write time; represent and interpret data. Geometry: Reason with shapes and their attributes.

### **Primary Physical Education**

#### **CONTENT**

Grades K-2 will be following a movement-based curriculum guided by the research based SPARK PE program. They will be learning and developing lots of basic skills in ways that use problem solving and plenty of discovery. There are various areas of focus throughout the year. First, students refine and lean all types of locomotor movement and travel. Second, students practice simple gymnastics or body manipulations. Third, students participate in many fitness and health oriented activities. Next is manipulative skill building, primarily throwing/catching/kicking/dribbling/ striking. Lastly is plenty of explorations and game play. Students will learn and practice new skills/movements individually and in large groups.

#### **TEXTBOOK/MATERIALS**

All students are expected to wear tennis shoes during P.E. class. Girls must have shorts under dresses or skirts (Skorts are ok!).

#### **CLASS PROCEDURE**

All elementary classes have P.E. twice a week throughout the school year. All class periods are thirty minutes in length. Classes are sometimes taken outside. Students perform a structured warm-up, often followed by fitness exercises. Then practice activities or games follow. During class students are expected to:

1. Be safe
2. Be Responsible
3. Be Respectful