

1<sup>st</sup> Grade  
HANDBOOK



2018-2019

## General Information

### Monday Folders

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.

## **WOW Days**

**First Grade**

WOW Days/Birthdays will be celebrated the First Friday of every month. All children with a Birthday in that month will be celebrated on that First Friday. This First Friday celebration will take the place of individual WOW Days. It will be a whole group/class celebration. We will coordinate snacks with those families signed up for the month about a week or two before. We will also have games out for the kiddos to play. If you wish to join in the celebration, simply let us know. We will have this time scheduled from 2:00 - 3:00. If there is no school on the First Friday of the month, we will schedule it for the following Friday. The children celebrating on that Friday will be allowed to bring 2-3 'Show-n-Tell' items to share if she/he chooses. 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. **No pets are allowed.** If your child has a summer WOW/Birthday, please select a month for her/him to celebrate during the school year (either August or May)

## **Uniforms**

Please see the Parent/Student Handbook for complete Uniform Policy.  
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.

## **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.

## **Money**

Whenever money is sent with your child to school, please seal it in an envelope and label it with **your child's name, amount, and its purpose.**

## **After School Activities**

First Grade

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

## **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

Students usually attend 2-3 field trips throughout the year. This is subject to change from year to year. Buses will be provided and students must ride with the class to and from the field trip. Any parents or guardians attending the field trip must have an annual background submitted at least 2 weeks prior to the field trip. We recommend submitting this with your annual registration paperwork. Siblings may not attend.

## **Snacks**

First Grade

Students may bring a healthy snack for afternoon recess.

## **Accelerated Reader**

First Grade

The Accelerated Reading Program (or A/R) consists of a child reading a library book on his/her individual reading level and taking a computerized test for comprehension. Participation in this program is based on beginning of the year testing and your child's ability to decode words fluently. For most children, this should occur by January or February, but CAN begin earlier, based on ability. Each child will be given an A.R. Reading Log, listing his/her A/R book levels. 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. If the child shows a pattern of struggle (i.e. poor test scores or lack of reading/testing) they may be temporarily suspended from the program and the parent(s) will be contacted, in order to plan for future success.

## **Homework**

First Grade

Homework is at the teacher's discretion. However, weekly spelling words should be studied NIGHTLY and students should complete 15 minutes of reading daily. There may be additional math or reading assignments sent home for practice. If class work has not been completed in class, this may be sent home for completion at home.

# CURRICULUM

## Language Arts

### Reading:

#### Textbook/Materials

Core Knowledge Language Arts  
Students begin A.R. throughout the year (Accelerated Reading)

#### 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 **Galileo** 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:

#### Textbook/Materials

Core Knowledge Language Arts

### Handwriting:

#### Textbook/Materials

Handwriting Without Tears workbooks are used to practice letter formation.

### 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, students should be able to write one to two grammatically correct sentences using proper conventions on a given topic.

## 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;

### Textbook/Materials

Core Knowledge History and Geography;

## Science

### Textbook/Materials

What Every 1<sup>st</sup> Grader Needs to Know;

Books to Build On;

Supplemental books/movies from the library.

## Character Education

### Content

Lessons revolve around these Character Traits: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.

### Textbook/Materials

Various Materials

## 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 tiered 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.

### Specials

Elementary students rotate through three specials: P.E., Art, and Music. All special classes are thirty minutes in length. Every class attends an EXPO class one time a week for 30 minutes.

### 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 learn 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

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

## **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.

### Textbook/Materials

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

## **Music Program**

### Content

Every grade level participates in one even music program each year.

## **Expo**

### Content

Building, designing, researching, growing...no worksheets allowed. Watch our EXPO blog on the CPA website