

1st Grade Curriculum Night

September 17, 2020



Welcome to First Grade!

- What is 1st grade all about?
- How do I help my child be a successful and happy learner?



General Information



- Notes concerning changes in dismissal -contact Robin Giese
- Money identified for a purpose in an envelope labeled with student name, grade and teacher
- Automated lunch accounts
- Recess clothing
- Volunteer Policy
- Telephone alert system
- P.T.A. Membership



First Grade Staff

Teachers

- Mrs. Joyce Kelley
- Mrs. Bonnie Scappaticci

Specialists

- Mrs. Jane Rossi, Literacy Coach
- Mrs. Jackie Santarsiere,
Mr. David Morrell,
Mrs. Christine Greaney,
Special Education
- Ms. Kaitlin Gentile
Speech Pathologist



RULER

Class Charter Mood Meter

Recognize, understand, label,
express & regulate emotions



SECOND STEP

Weekly lessons

Follow-up student-parent
activity assigned in
Google Classroom

3 Areas of Study

1. Bullying
2. Managing and
identifying feelings
3. Problem solving



Content Areas



- ***Language Arts***

- Reader's Workshop
- Writer's Workshop
- Foundations

- ***Science***

- ***Social Studies***

- ***Mathematics***

- Problem Solving
- Addition and Subtraction fact fluency
- Place Value to 100

- ***Art***

- ***Music***

- ***Physical Education***

- ***Library/Media***

- ***Computers***



Reading



- Reader's Workshop
 - Shared Reading
 - Read Aloud
 - Guided Reading
 - Independent Reading
- Word Study (Foundations)



Small Reading Group



- Children will be grouped according to their reading needs.
- Groups are flexible.
- Children read independently
- Reading skills also practiced in Lexia
- Reading books and answering questions about the books in Raz kids

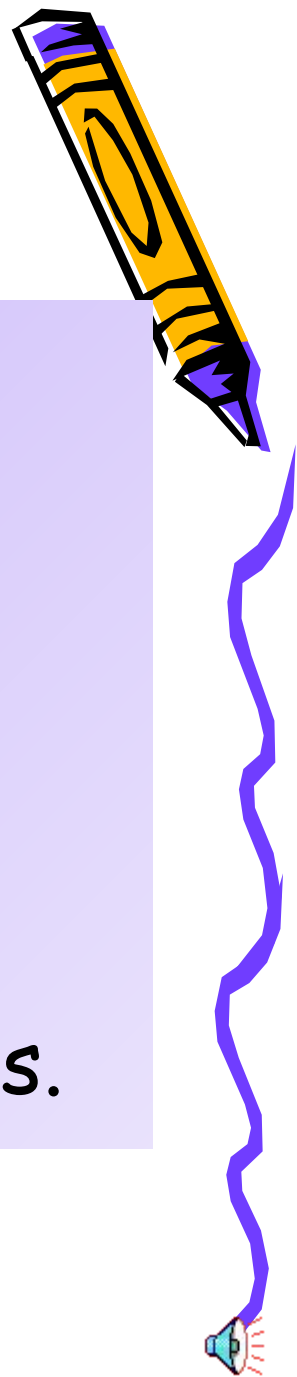


What Parents Can Do:

- Read orally to your child
- Talk about the book together
- Reinforce reading strategies
- Have your child read books from reading homework pack



Writing



- *Writer's Workshop*

Become authors of their own stories

- *Handwriting*

Legibility, Directionality, Spacing

- *Spelling*

Begin to use correct spelling by learning sight words and word parts.



Narrative Writing Checklist



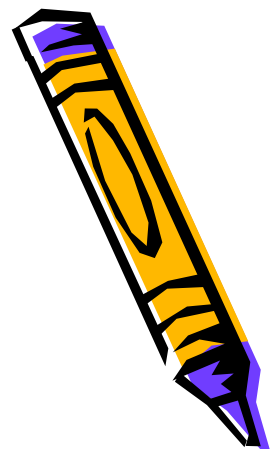
Name: _____ Date: _____

Narrative Writing Checklist

	Grade 1	NOT YET	STARTING TO	YES!
	Structure			
Overall	I wrote about when I did something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead	I tried to make a beginning for my story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	I put my pages in order. I used words such as <i>and</i> and <i>then, so</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending	I found a way to end my story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	I wrote my story across three or more pages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Development			
Elaboration	I put the picture from my mind onto the page. I had details in pictures and words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craft	I used labels and words to give details.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Language Conventions			
Spelling	I used all I knew about words and chunks of words (<i>at, op, it, etc.</i>) to help me spell.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I spelled all the word wall words right and used the word wall to help me spell other words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation	I ended sentences with punctuation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used a capital letter for names.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used commas in dates and lists.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Opinion Writing Checklist



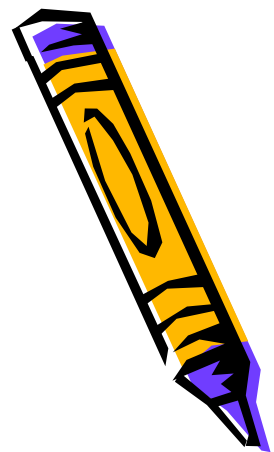
Name: _____ Date: _____

Opinion Writing Checklist

	Grade 1	NOT YET	STARTING TO	YES!
	Structure			
Overall	I wrote my opinion or my likes and dislikes and said why.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead	I wrote a beginning in which I got readers' attention. I named the topic or text I was writing about and gave my opinion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	I said more about my opinion and used words such as <i>and</i> and <i>because</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending	I wrote an ending for my piece.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	I wrote a part where I got readers' attention and a part where I said more.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Development			
Elaboration	I wrote at least one reason for my opinion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craft	I used labels and words to give details.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Language Conventions			
Spelling	I used all I knew about words and chunks of words (<i>at, op, it, etc.</i>) to help me spell.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I spelled all the word wall words right and used the word wall to help me spell other words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation	I ended sentences with punctuation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used a capital letter for names.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used commas in dates and lists.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Information Writing Checklist



Name: _____ Date: _____

Information Writing Checklist

	Grade 1	NOT YET	STARTING TO	YES!
	Structure			
Overall	I taught my readers about a topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead	I named my topic in the beginning and got my readers' attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	I told different parts about my topic on different pages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending	I wrote an ending.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	I told about my topic part by part.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Development			
Elaboration	I put facts in my writing to teach about my topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craft	I used labels and words to give facts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Language Conventions			
Spelling	I used all I knew about words and chunks (<i>at, op, it, etc.</i>) to help me spell.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I spelled the word wall words right and used the word wall to help me spell other words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation	I ended sentences with punctuation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used a capital letter for names.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used commas in dates and lists.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

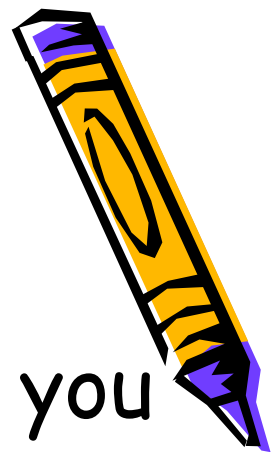


What Parents Can Do:

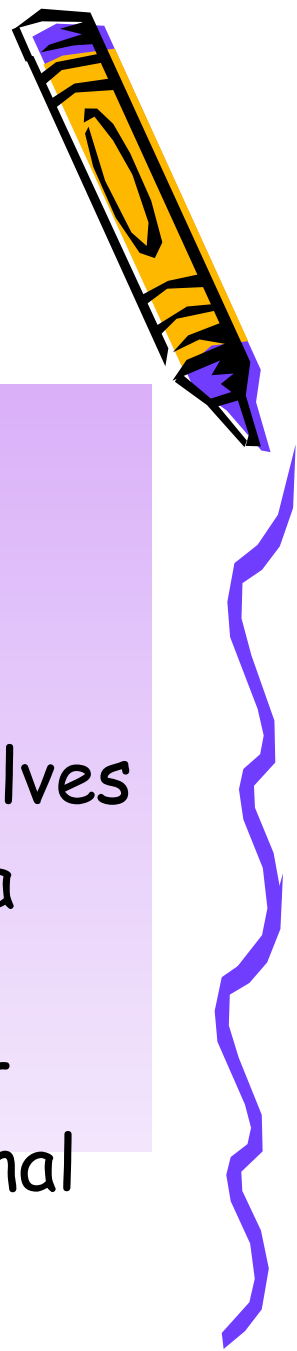
- Have your child read their stories to you
- Ask questions about their writing
- Encourage them to use their sounds when writing
- Practice letter formation and sight words with them in fun ways

Writing Folders will be sent home

- so the kids to continue their work at home (return folders to school when they come back)



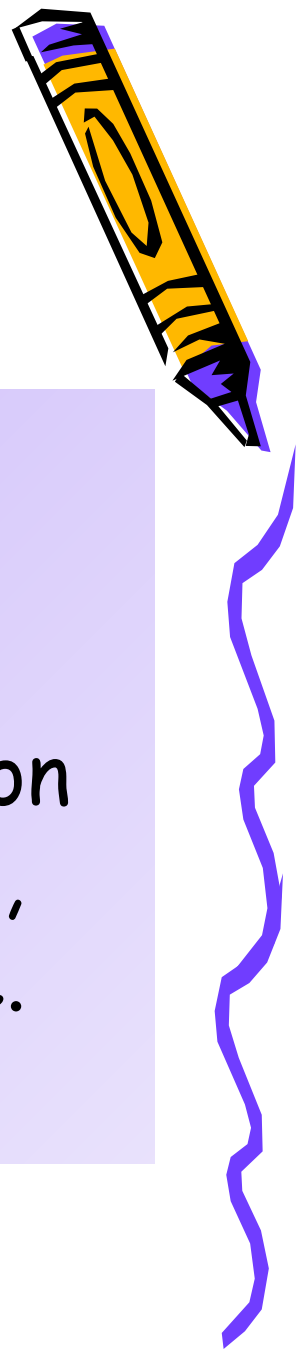
Common Core Language Arts



- More integration of Science and Social Studies
- Writing includes:
 - Narrative-writing about themselves
 - Opinion-writing an opinion with a reason
 - Informative-writing facts about real things; "How-to" instructional books



Common Core Mathematics



- Rigorous, in depth, national curriculum.
- 8 Math Units of Study include: Geometry, Addition and Subtraction within 100, Partitioning (fractions), Counting and Place Value, and Time.
- Math Program-GO MATH



What Parents Can Do:

- Incorporate math into daily routines
- Review math facts



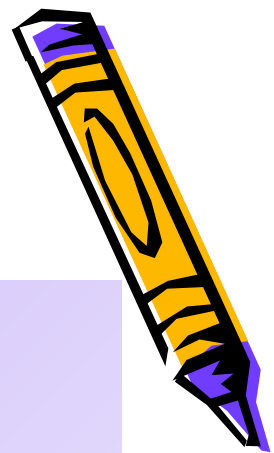
Science/Social Studies

Science

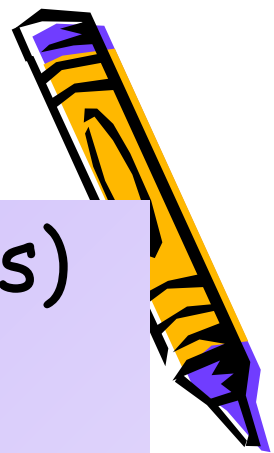
Patterns of the sun and moon, light, sound, space, plants, animals

Social Studies

Community, Citizenship, Geography, Maps



Specials



- Rotation Schedule (approx. 4 weeks)
- Art
- Music
- Physical Education (sneakers, clothes that your child can move in)
- Library (books must be brought back each week to get a new one)
- Computers (Please supply headphones in a Ziploc bag with name on it.)



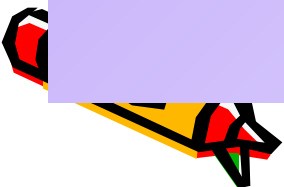
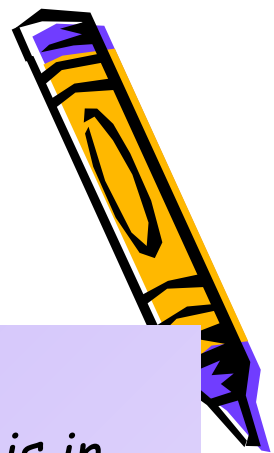
What Parents Can Do:

- Send your child in prepared



Google Classroom Work at Home

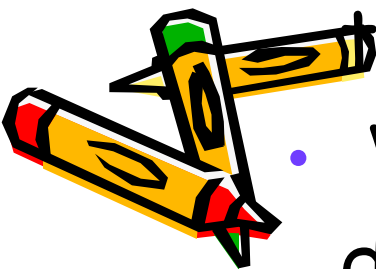
- Reading Books and Writing Folders
- *** *Book Bags will be going home on the last day your child is in school that week. Cohort A - Goes home Tuesday*
 - *Return on the following Monday*
 - *Cohort B - Goes home Friday*
 - *Return on the following Thursday*
 - *Distance Learners- Already have at home*
- *Assignments in Google Classroom*
- *Always press submit button when you are finished even if there is a paper that goes with the assignment*
- *Email if you have a problem submitting a written paper*



Google Classroom Work

What Parents Can Do:

- Create a quiet environment
- Develop a routine
- Support your child
- Notify teacher if there's any issues with assignments via email
- Return Book Bag and Writing Folder when your child comes back to school that week
- Work needs to be submitted that day



THIS WEEK'S WORK

September 21-25

REMOTE LEARNERS

Monday:

- Reading Lesson 1
- Word Work Lesson 1
- Math Lesson 1
- Writing Lesson 1
- Social Studies Lesson 1

Tuesday:

- Reading Lesson 2
- Word Work Lesson 2
- Math Lesson 2
- Writing Lesson 2
- Social Studies Lesson 2

Wednesday:

- Meet with Mrs. Kelley 10-11:00 (reading, writing, word work)
- Reading-Lexia and independent reading for 20 minutes
- Math-Wednesday activity
- Writing-Write for 20 minutes
- Music

Thursday:

- Reading Lesson 3
- Word Work Lesson 3
- Math Lesson 3

COHORT A

Monday: In Person

Tuesday: In Person

Wednesday:

- Meet with Mrs. Kelley 11-11:30
- Reading-Lexia and independent reading for 20 minutes
- Math-Wednesday activity
- Writing-write for 20 minutes
- PE

Thursday:

- Reading Lesson 3
- Word Work Lesson 3
- Math Lesson 3
- Writing Lesson 3
- Social Studies Lesson 3

Friday

- Reading-Lexia and independent reading for 20 minutes
- Math -Friday activity
- Writing-write for 20 minutes
- Second Step Lesson

COHORT B

Monday:

- Reading Lesson 1
- Word Work Lesson 1
- Math Lesson 1.1
- Writing Lesson 1
- Social Studies Lesson 1

Tuesday

- Reading Lesson 2
- Word Work Lesson 2
- Math Lesson 2
- Writing Lesson 2
- Social Studies Lesson 2

Wednesday

- Meet with Mrs. Kelley 11:30-12
- Reading-Lexia and independent reading for 20 minutes
- Math-Wednesday activity
- Writing-write for 20 minutes
- PE

Thursday: In Person

Friday: In Person



THIS WEEK'S WORK

September 21-25

COHORT A

Monday

In Person

Tuesday

In Person

Wednesday

Thursday

Friday

🗓️ Meet with Mrs. Kelley
11:00-11:30

📖 Reading-Lexia and
independent reading
for 20 minutes

✚ Math -Wednesday
Activity

📖 Writing-Write for 20
minutes

🏃 P.E

📖 Reading Lesson 3

📖 Word Work Lesson 3

✚ Math Lesson 3

📖 Writing Lesson 3

🏠 Social Studies
Lesson 3

📖 Reading -Lexia and
independent reading
for 20 minutes

✚ Math Friday Activity

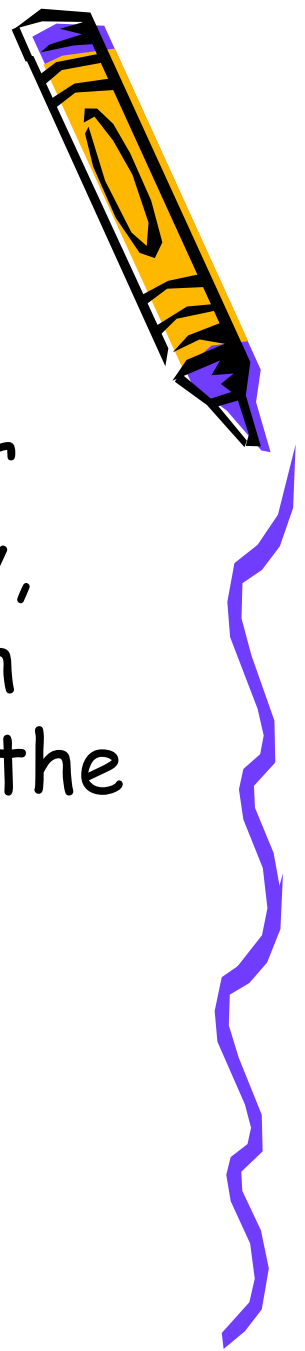
📖 Writing-write for 20
minutes

😊 Second Step
Lesson



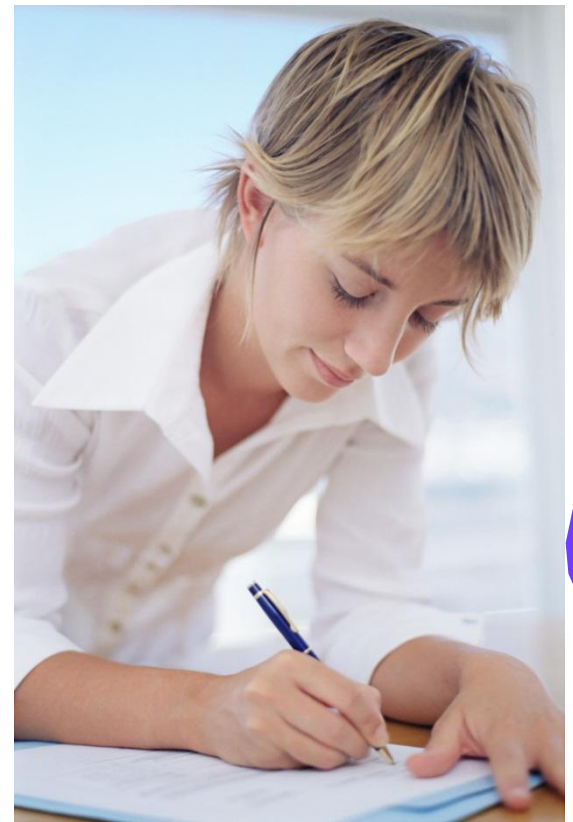
BIRTHDAY OR HOLIDAYS

- If you decide to send in anything for your child's birthday or for a holiday, please send only non-food items such as: pencils, a donation of a book for the class, stickers...
- Any questions, please contact the classroom teacher or school nurse.



Please remember to...

- Read a copy of the handbook that is available online.
- Sign up for Parent/Teacher Conferences will be October
This will be emailed to you.



Let's Have a Great Year
We are all in this together!

