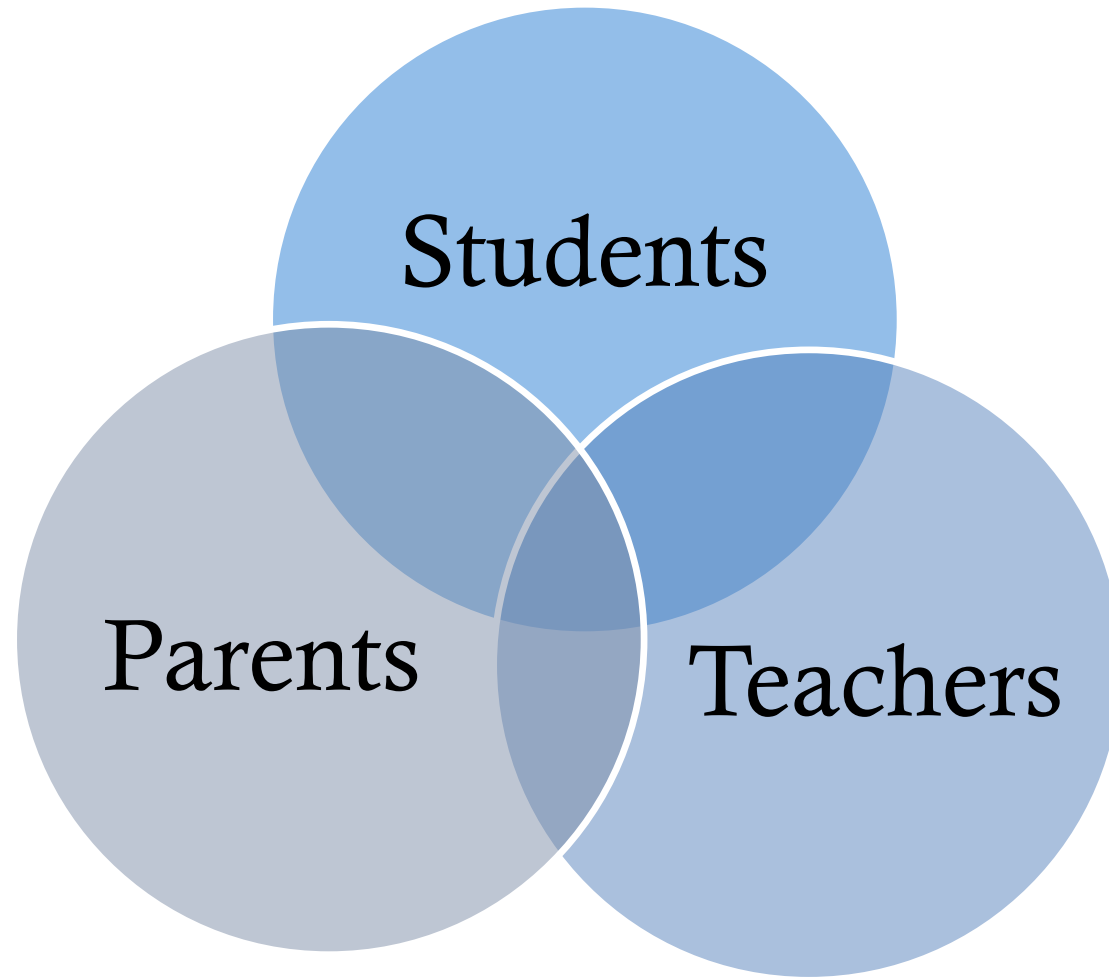


# First Grade Curriculum Night



# Agenda

- First Grade Curriculum
- School Wide Initiatives
- Academic Data
- Palm Pointe TEAM Expectations
- Expectations for an Independent First Grader
- 100 Book Challenge

# First Grade Curriculum

- Florida State Standards – LAFS & MAFS
  - Learning Goals and Targets
  - Common Academic Language
  - Staircase of Increasing Complexity
  - Rising Rigor
- English Language Arts
  - Reading – Extract and Employ Evidence in Literature and Informational Text
  - Writing – Opinion, Informative/Explanatory, and Narrative Pieces
  - Foundational Skills – Print Concepts, Phonics, Word Recognition, and Fluency
  - Language – Conventions of Standard English and Vocabulary
  - Speaking and Listening – Comprehension, Collaboration, and Presentation
- Mathematics
  - Operations and Algebraic Thinking – Addition and Subtraction with 20
  - Numbers in Base 10 – Place Value, Counting to 120
  - Geometry – 2D/3D Shapes, Fractions/Equal Parts, and Defining Attributes
  - Measurement & Data – Tell Time, Interpret Data, Measure and Compare Length

# First Grade Curriculum

First Grade Informative/Explanatory Writing	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.
Score 3.0	<p>Students will be able to write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <b>1.W.1.2</b></p> <hr/> <p>Performs complex skills:</p> <ul style="list-style-type: none"> <li>★ With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. <b>1.W.2.6</b></li> <li>★ With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. <b>1.W.2.5</b></li> </ul> <p>No major errors or omissions regarding the score 3.0 content</p>
Score 2.0	<p>The student:</p> <p>Recognizes or recalls specific terminology: informative, explanatory, topic, facts, closure, digital, suggestion, recall, information, peers, experiences, sources, collaboration, respond, strengthen</p> <p>Performs basic skills:</p> <p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <li>• Produce and publish writing <b>1.W.2.6</b></li> <li>• Use a variety of digital tools <b>1.W.2.6</b></li> <li>• Add details to strengthen writing as needed <b>1.W.2.5</b></li> <li>• Respond to questions and suggestions from peers <b>1.W.2.5</b></li> <li>★ Provide some sense of closure <b>1.W.1.2</b></li> <li>★ Supply some facts about the topic <b>1.W.1.2</b></li> <li>★ Name a topic <b>1.W.1.2</b></li> </ul> <p>No major errors or omissions regarding the score 2.0 content</p>
Score 1.0	With help, partial success at score 2.0 content and 3.0 content
Score 0.0	Even with help, no success

# School Wide Initiatives

- Kagan Cooperative Learning
  - Find Someone Who
  - Quiz, Quiz, Trade
  - All Write Round Robin
- Thinking Maps
  - Circle Map
  - Bubble Map
  - Flow Map
  - Tree Map



*Kagan*

Grand Ma

Dad Harold

Dad



friends

Grandpa

Couch

MOM

Mama

Papa

OCT 03 1996



Draw Your Thinking

BUBBLE MAPS

KINDERGARTEN



name ANDREW

# Flow Map

How a seed becomes a flower





# Animals

## Reptiles



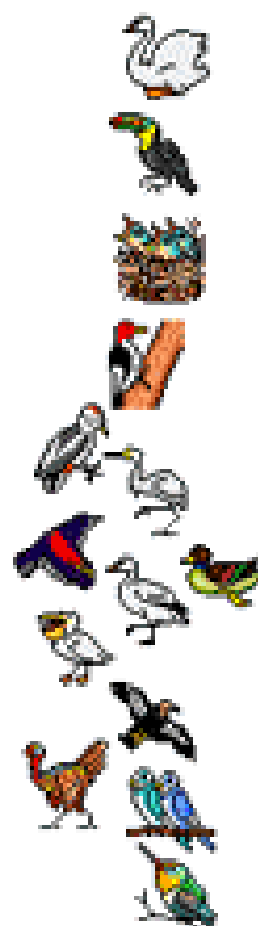
## Insects



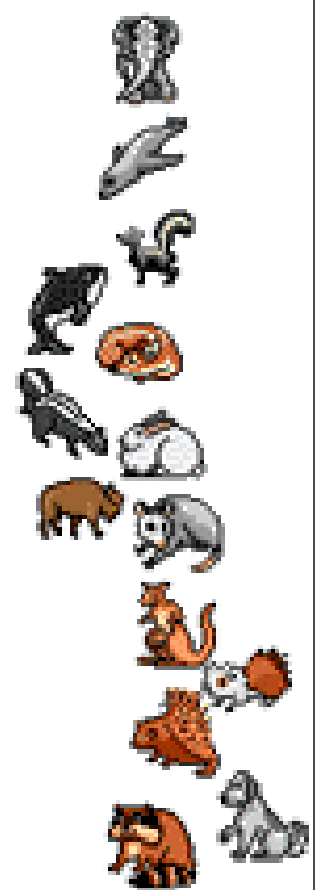
## Fish



## Birds



## Mammals



# Report Card Data

## Grades

4

Above Standard

3

At Standard

2

Approaching Standard

1

Below Standard

0

Not Attempted

School Board of Saint Lucie County REPORT CARD FOR PRIMARY GRADES															
School			RECORD OF ATTENDANCE		Present Excused Unexcused Tardy		Excessive unexcused tardies may count as unexcused absences.								
Classroom Teacher		Phone		Date											
Student Name											Explanation of Grade Marks				
Florida I.D. #		Grade		Grade Placement Next Year		4 Above Standard		Standards not directly taught during the quarter will be shaded out							
Student is in Danger of Being Retained		Q1	Q2	Q3											
											Working Below Grade	Q1	Q2	Q3	Q4
<b>Language Arts</b>											Reading				
Reading: Foundational Skills											Reading				
Reading: Literature											Math				
Reading: Informational Text											Teacher Comments				
Speaking and Listening															
Language															
Writing															
<b>Math</b>											Teacher requests a conference with the parent/guardian.				
Number and Operations in Base 10															
Geometry															
Measurement and Data															
Operations and Algebraic Thinking											Parent/Guardian Comments				
<b>Music</b>															
Music															
<b>Physical Education</b>															
Physical Education															
The areas of Science, Social Studies, Health and Art are part of your child's regular instruction; however, these subjects are not evaluated individually in primary grades.															
<b>Personal Development</b>											Q1	Q2	Q3	Q4	
Follows class and school rules															
Works well with others															
Completes tasks															
Works independently															
Completes and returns homework															
											Parent/Guardian requests a conference with the teacher.				
Parent/Guardian Signature: _____											Date: _____		Phone #: _____		
<small>Parent/Guardian is requested to sign this progress report and return white copy to school with the student within three(3) school days.                      La traducción en español de la nota explicativa se puede conseguir de su escuela.                      Lakot ou a gen tradikasyon senbol yo an kretyol.</small>															

# iReady

- **School Requirements**
  - 45 minutes a week.
  - Fall, winter, spring
- **Home Fun**
  - Log in with 562# and lunch#
  - Students must work independently

*Testing results enable teachers to create data driven lesson plans including differentiated instruction.*

# Palm Pointe's **TEAM**

## Expectations

### **T**ake Responsibility

- Have materials ready (morning routine)
- Use object as intended (planner/folder/binder)

### **E**ngage in Your Learning

- Complete assignments on time
- Work cooperatively with classmates

### **A**ct Respectfully

- Follow directions

### **M**ake Safe Choices

- Keep hands, feet, and objects to yourself

# Expectations for an Independent First Grader

- Come prepared for learning
- Turn in notes, forms, money, and homework
- Organize supplies for a purpose
- Understand learning goals and targets
- Complete assignments in a timely manner
- Follow multiple step directions
- Communicate appropriately with adults and other children
- Memorize 562 id and lunch numbers
- Tie shoes
- Keep shirt tucked in

# K-2 Reading Log

My Home/School Reading Log

Name: Theresa Davis

Enter one title for every 15 minutes of reading

#	Title	Date	Level	Parent/teacher Signature
1	Brownie	1-27	22	mal
2	Big or Small?	1-27	22	mal
3	The Bird Nest	1-28	22	mal
4	Brownie	1-28	22	mal
5	Monkey's Best Toy	1-29	22	mal
6	Dogs and	1-29	22	mal
7	Cat Smacks	1-29	22	mal
8	Yummy	1-29		
9				
10				

# 100 Book Challenge: Role of the Student

- Know reading level
- Know power goal
- Pick books at their level, which are books they can read fluently
- Change books daily
- Read and Reread books to increase fluency
- Practice sight words/Power Words
- Read 30 minutes at school (2 steps)
- Read 30 minutes at home (2 steps)
- Record reading on Reading Log to earn steps
- Pack books so they return safely to school.

# Palm Pointe Educational Research School at Tradition

