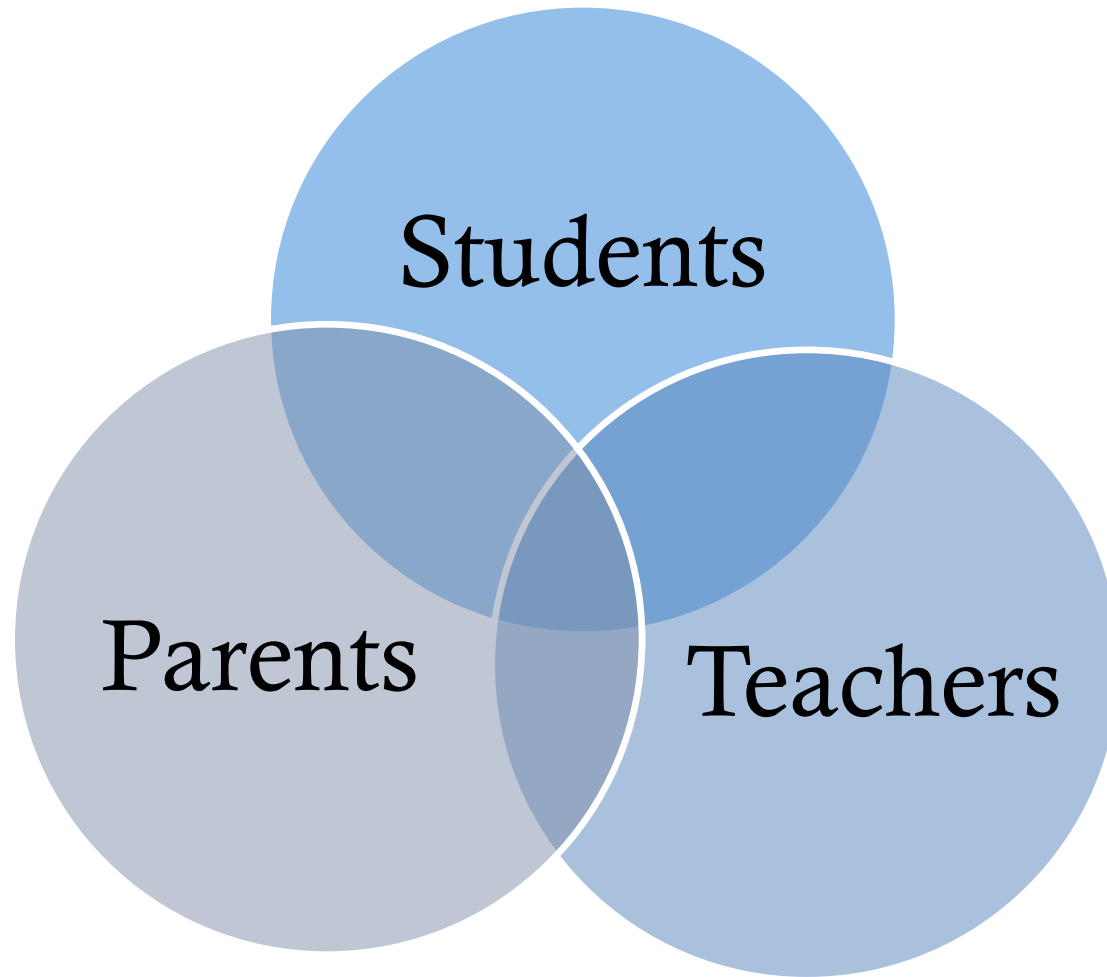


Classroom Kick Off



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

Report Card Data

Grades

**School Board of Saint Lucie County
REPORT CARD FOR PRIMARY GRADES**

School			RECORD OF ATTENDANCE	Present	Excused	Unexcused	Tardy	Excessive unexcused tardies may result in unexcused absence.
Classroom Teacher	Phone	Date						
Student Name			Explanation of Grade Marks					
Florida ID #	Grade	Grade Placement Next Year	4 Above Standard - Standards not directly taught during the school will be marked out 3 At Standard 2 Near Standard 1 Below Standard 0 Not Attempted					
Student is in Danger of Being Retained: Q1 Q2 Q3			Working Below Grade: Q1 Q2 Q3 Q4					
Language Arts			Reading					
Reading: Foundational Skills			Reading: Literature					
Reading: Informational Text			Speaking and Listening					
Language			Writing					
Math			Math					
Number and Operations in Base 10			Geometry					
Measurement and Data			Operations and Algebraic Thinking					
Music			Music					
Physical Education			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.			Teacher requests a conference with the parent/guardian.					
Personal Development			Parent/Guardian Comments					
Follows class and school rules			Q1 Q2 Q3 Q4					
Works well with others								
Completes tasks								
Works independently								
Completes and returns homework								
			Parent/Guardian requests a conference with the teacher.					

4

Above Standard

3

At Standard

2

Approaching Standard

1

Below Standard

0

Not Attempted

Parent/Guardian Signature _____ Date _____ Phone # _____

Parent/Guardian is requested to sign this progress report and return with copy to school with the student within three(3) school days.

La direction est requise de signer ce rapport de progression et de retourner avec copie à l'école avec l'élève dans les trois (3) jours scolaires.

Label of a parent/guardian should be attached.

FORM XL0008 Rev 08/12

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. 1.W.1.2</p> <hr/> <p>Performs complex skills:</p> <ul style="list-style-type: none"> ★ With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 1.W.2.6 ★ 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. 1.W.2.5 <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"> • Produce and publish writing 1.W.2.6 • Use a variety of digital tools 1.W.2.6 • Add details to strengthen writing as needed 1.W.2.5 • Respond to questions and suggestions from peers 1.W.2.5 ★ Provide some sense of closure 1.W.1.2 ★ Supply some facts about the topic 1.W.1.2 ★ Name a topic 1.W.1.2 <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

Kindergarten Writing

Kindergarten 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 use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. K.W.1.2</p> <p>Performs complex skills:</p> <ul style="list-style-type: none">With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. K.W.2.6With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. K.W.2.5 <p>No major errors or omissions regarding the score 3.0 content.</p>
Score 2.0	<p>The student: Recognizes or recalls specific terminology: informative, explanatory, topic, information, suggestion, digital tool, produce, publish, collaboration, strengthen, respond, peers, topic</p> <p>Performs basic skills:</p> <p>With guidance and support from adults:</p> <ul style="list-style-type: none">Produce and publish writing K.W.2.6Explore a variety of digital tools K.W.2.6Add details to strengthen writing as needed K.W.2.5Respond to questions and suggestions from peers K.W.2.5Supply some information about the topic K.W.1.2Name what they are writing about K.W.1.2 <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

Grand Dad

Dad



Grandpa

Friends

Couch

MOM

Mama

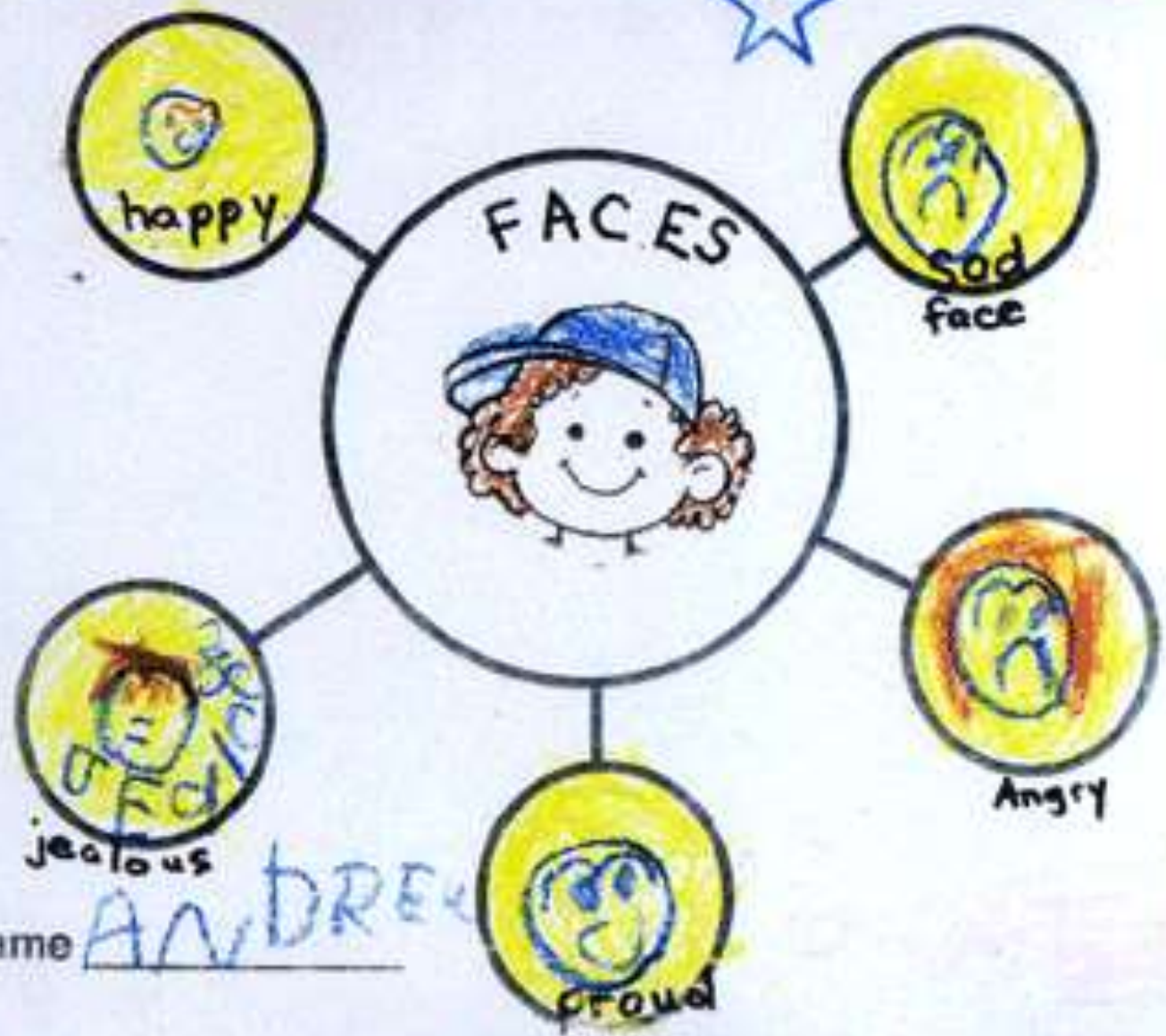
Papa



Draw Your Thinking

BUBBLE MAPS

KINDERGARTEN



name ANDREW

Flow Map

How a seed becomes a flower



Animals

Reptiles



Insects



Fish



Birds



Mammals



Progress Monitoring

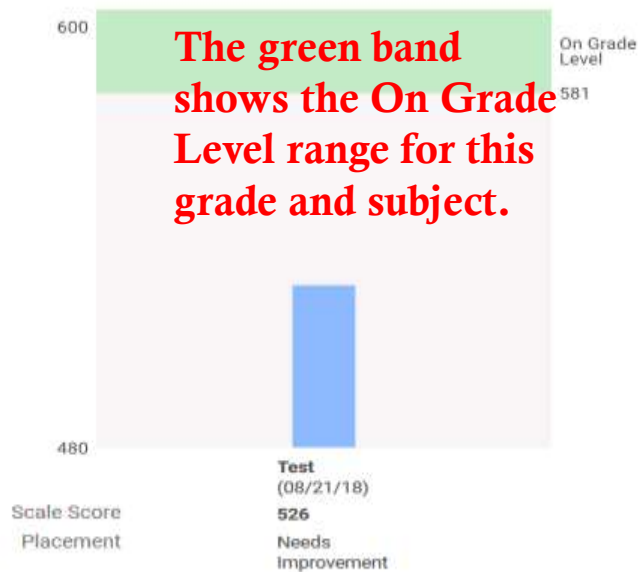
- **I Ready Testing Reading**
- **Completed in Fall, Winter and Spring**
 - This is computer based testing.
 - Reading skills tested in phonemic awareness, phonics, vocabulary, passage reading.
 - *Testing results enable teachers to create data driven lesson plans including differentiated instruction.*

Progress Monitoring

- **I Ready Testing Math**
- **Completed in Fall, Winter and Spring**
 - This is computer based testing.
 - Math skills tested are end of year goals, include time, money, fractions, geometry, adding, subtracting, multiplying.
 - *Testing results enable teachers to create data driven lesson plans including differentiated instruction.*

i-Ready Diagnostic For Families Report

J [redacted] Overall Reading Performance



The blue bar shows the student's score and placement level for the Diagnostic.

Domains are the skills within the subject.

Domain	Test (08/21/18)
Overall	Needs Improvement
Phonological Awareness*	Tested Out
Phonics*	Tested Out
High-Frequency Words*	Tested Out
Vocabulary	Approaching Grade 5
Comprehension: Literature	Needs Improvement
Comprehension: Informational Text	Needs Improvement

*Foundational Domains

Foundational Domains are not assessed for all grade levels.

Tested Out means the student did not need to take a particular subtest. Max score means that the student took the subtest and achieved a high score.

i-Ready Data - Considerations

- The i-Ready data provides one way that helps us understand your child's progress
- We are looking at this data to identify next steps
- i-Ready is one tool to help set goals and help students succeed with their academic achievement
- **i-Ready lessons provide independent practice with the math and reading domains that are taught throughout the school day**
- For maximum benefit, it is recommended that students work at least 45 minutes per week in both reading and math
- Students are provided time in the school day to accumulate this 45 minutes. Any additional time is helpful, but not required

Palm Pointe's **TEAM**

Expectations

Take Responsibility

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

Engage in Your Learning

- Complete assignments on time
- Work cooperatively with classmates

Act Respectfully

- Follow directions

Make 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	1-30		
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.

100 Book Challenge Levels are not just based off of words known:

Examples of skills:

Y- Initial sounds of CVC words, pointing to each word as they read, knowing letters names and sounds

1G- Rhyming, letter sounds, knowing the beginning middle and end of a CVC (consonant, vowel, consonant) word.

2G- Beginning blends and digraphs (br, cr, th, wh, sh) and category words (days of the week, contractions, directional words (across, over, under)).

1B- Final blends, silent e, vowel teams (ea- team/ow- town), silent letters (wr, kn, ph)

2B- Soft C and G, compound words (sailboat), inflectional endings (ed, er, est, ing)

1R- 3 syllable words, decode any word, silent letters, vowel teams

2R- syllabifications, decode any word, vowel sounds (i/y), prefix, suffixes

Ways to Help Your Child at Home ☺



First Grade Classroom Kickoff

Flashlight game

Directions how to play:

1. Write the sight words your child needs to practice on index cards. One per card.
2. Place index cards around one room in your house.
3. Turn out the lights.
4. Using a flashlight, shine the flashlight on a word and say it. To make it more challenging, ask your child to use the word in a sentence.

Flash Card Dash

Directions how to play:

1. Write each power word on an index card.
2. Place the index cards face down in the middle of 2 players. One person will flip the card over, whoever says the word, first and correctly wins the card.
3. Do this until all the cards are dispersed. Whoever has the most cards at the end, wins.

Password

Directions how to play:

1. Write power words on an index card, place the words around the house. (example: on the bathroom door, front door, next to the kitchen, etc.)
2. Each time your child must enter a room with the word pasted outside they need to say the word before entering.

How can I help my child at home?

You have made a great start already by attending Classroom Kick Off! In First Grade, building those reading foundational skills is so important. One of the many foundational skills is being able to recognize and read sight words accurately and fluently. We would like to share some fun games with you to play with your child at home.

Kaboom/ Zap/ Fiddlesticks

Directions how to play:

1. Write each of your child's words on a Popsicle stick. (thin sharpie would work best) Attached is a list of words your student needs to learn and practice.
2. On 3-4 Popsicle sticks color the tip of it a colored marker.
3. Put on Popsicle sticks with the words/colored tips face down.
4. Take turns pulling sticks. If you say the word correctly out loud keep the stick.
5. If you pull a colored stick yell out "kaboom, zap or fiddlesticks" and put all your sticks back in the cup. Each teacher calls it a different name, so feel free to call it one of those names.

Palm Pointe Educational Research School at Tradition

