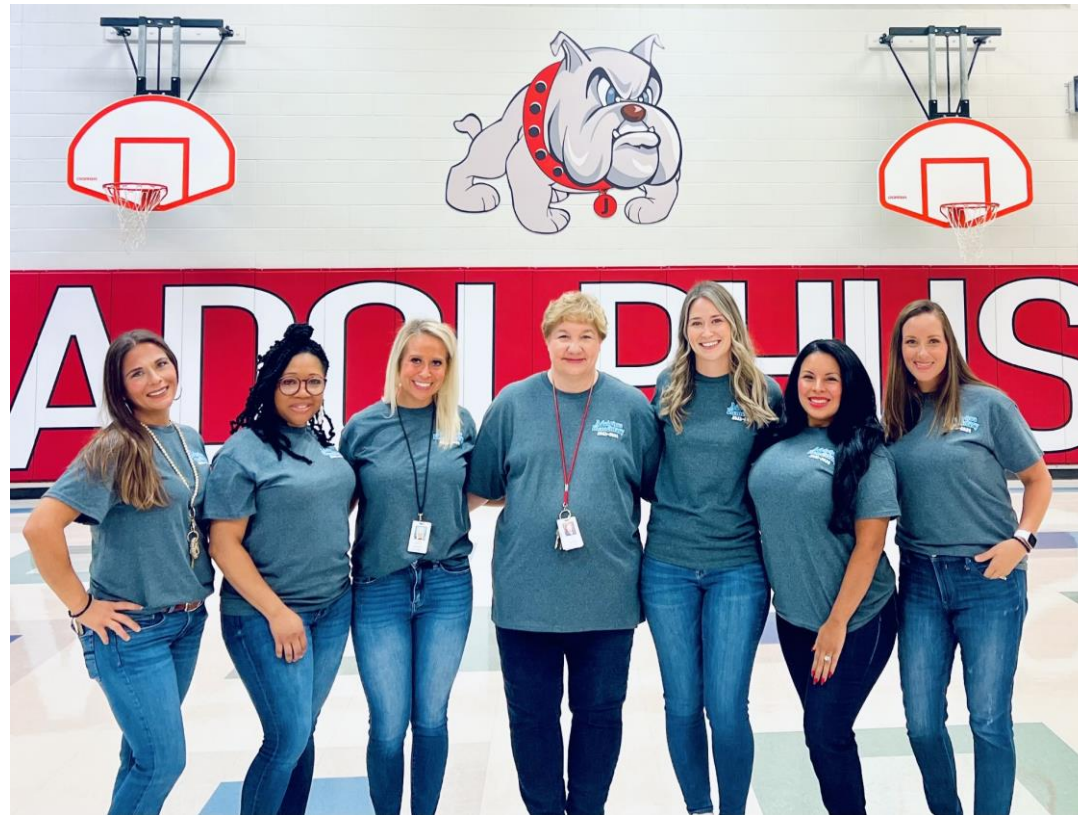


Riding the Wave in First Grade

**Bulldog Basics
2023**

First Grade Team



Mrs. To'oto'o, Mrs. Montgomery, Mrs. Hodges, Mrs. Maddox, Ms. Walker, Mrs. Martinez and Mrs. Holtman

Morning Procedures

- **School doors open at 6:45 am.**
- **First grade reports to the first-grade hallway to sit in lines by class and read books.**
- **Please make sure your child has 2 books in their backpack labeled with their first and last names.**
- **Students are dismissed to their classrooms at 7:05am to start their day!**

First Grade Schedule:

- 6:45 – students enter building**
- 7:05 – students enter classroom**
- 7:15 – Tardy bell/announcements**
- 7:15-7:50 – Phonics/Word Study**
- 7:50-9:30 – Reading/Writing/Small Groups**
- 9:30-10:00 – Bulldog Learning Time**
- 10:00-10:30 – recess**
- 10:30-11:00 – lunch**
- 11:05-12:35 – Whole group math and small groups**
- 12:35-12:45 – Science**
- 12:45-1:35 – Specials**
- 1:35-2:05 – Science (continued)**
- 2:05-2:35 – Social Studies**
- 2:35 – Pack up**
- 2:40 – Dismissal**

Conduct and Communication

- Teachers will be utilizing a daily folder to communicate homework assignments and behavior.
- Red Tuesday folders will be sent home each week with school correspondence and graded papers. Please review the contents inside and take them out. Please sign and return the Tuesday folder every Wednesday.
- We will be holding parent/teacher conferences at the end of the first nine weeks grading period.

Weekly Newsletters

The first grade team will send out weekly newsletters via e-mail on Fridays.

Newsletters include important information such as our weekly learning, reminders, upcoming events, spirit nights and homework.

Homework

- **Homework Menu** – students will choose an option from the homework menu to complete nightly, Monday-Thursday
- **Take Home Decodable Passages/Readers** – these will be checked out to students once all beginning of year phonemic awareness and reading assessments are complete
- **Dreambox** – Students will log into this app through Classlink to complete lessons
 - **Homework will begin in September** – look for more information soon!

Homework Sample



SEPTEMBER HOMEWORK MENU



Reading	Math	Writing	Science/ Social Studies
Listen, Read and Answer Questions for 2 books	Draw Tally Marks for these numbers: 5, 8, 12, 17, 3 <u>9/7</u>	Write 3 sentences to tell about you. Draw and color a picture.	Make a list of science tools.
Write a sentence for the beg., middle and end of the story. Add pictures.	Skip count by 2s to 20, 5s to 50 and 10s to 100 with a grown up. Then write them.	Write a sentence using the sight words for this week.	Write 3 sentences about how you can be safe in the science lab.
<u>9/6</u> What was your favorite part from the story? Write a sentence & draw a picture	Write tens and ones for these numbers: 13, 10, 17, 19, 15.	Choose 3 colors and rainbow write this week's sight words.	Draw a scientist and label his clothing/ things he should wear to be safe.
Make a list of characters from the story and describe them.	Write expanded form for these numbers: 14, 11, 16, 18, 20.	Write a story about something you like to do in the fall. Draw and color a picture. <u>9/8</u>	Draw and label 3 rules we have to follow at school. <u>9/9</u>
Write 3 facts your learned from a nonfiction story.	Tell a grown up all 12 months of the year and the 7 days in a week.	Use your finger and air write this week's sight words 3 times.	Draw and label 3 authority figures.

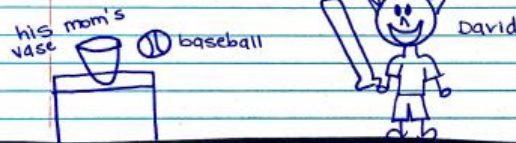
- **Mondays** - choose 1 menu item from the Reading column, practice sight words, read for 10 minutes
- **Tuesdays** - choose 1 menu item from the Math column, practice sight words, read for 10 minutes
- **Wednesdays** - choose 1 menu item from the writing column, practice sight words, read for 10 minutes
- **Thursdays** - choose 1 menu item from the Science/Social Studies column, practice sight words, read for 10 minutes.

Homework will be checked for the week each Friday.

Homework Example

Monday, Sept. 6 - Reading

My favorite part from No, David is when he played baseball in the house.



Tuesday, Sept. 7

Tally Marks:

5 ||||

17 ||||| ||||| ||||| ||

8 |||| |||

3 |||

12 ||||| ||||| ||

Homework Example

Wednesday - Sept. 8

Writing

I love fall. I like to visit the pumpkin patch. I like to pick big, orange pumpkins.

Thursday - Sept. 9

Rules at School:

1. Use an inside voice.
2. Walk inside the building.
3. Try my best.

GraphoGame



GraphoGame American Engli...

Learn to Read with Phonics!

★★★★★ 1

\$2.99



GraphoGame is a wonderful app you can purchase for your phone or iPad that aligns well with the Science of Reading that your child can use at home.

Behavior Chart

Your student will get a new behavior chart each nine weeks. Please leave it inside your child's daily folder and initial daily.

Name						Adolphus Elementary – Grades 1-5						1 st NW			
Date	Monday	Tuesday	Wednesday	Thursday	Friday										
Aug. 14-18															
Aug. 21-Aug. 25															
Aug. 28-Sept. 1															
Sept. 5-8	No School Labor Day														
Sept. 11-15															
Sept. 18-22															
Sept. 25-28													No School Ft. Bend County Fair Day		
Oct. 2-5													No School Fall Break		
Oct. 10-13	No School Fall Break														

Parents: Please Initial Daily

Campus Expectations

Dress Code

DC

Smart Tag

ST

Categories	Work Habits
	1-Adheres Time/Wiliness
	2-Listens Attentively
	3-Follows Directions
	4-Participates
	5-Completes Homework
	6-Works Independently
	Social Behaviors
	A-Disrupts Positive Atmosphere
	B-Respects Authority
	C-Respects Others
	D-Exercises Self Control
	E-Works Well with Others
	0-2 Marks Per Category = 0
	3-4 Marks Per Category = 1
	5-6 Marks Per Category = 2
	7-8 Marks Per Category = 3

Overall Conduct	Grade
0-2 N in Category Grade = 0	
3-4 N or 1 U in Category Grade = 1	
5+ N or 2+ U in Category Grade = 2	
Any office referral will automatically lower the overall conduct one grade level.	
Loss of conduct card results in an automatic grade of N.	

Legend	Grade
1 = Satisfactory	
N = Needs Improvement	
U = Unsatisfactory	

Snack

- Each classroom allows one small snack during the day.
- Snacks should not need to be kept cold and should not need utensils.
- Teachers do not supply snacks to students who do not bring or forget their snack.
- Snacks are not allowed to be shared for health reasons.



First Grade Specials Schedule:

Appropriate Shoes – Please be sure your child wears flat, rubber-soled, tennis shoes that are fixed firmly on their feet, cover the entire foot, and do not leave scuff marks on the floor.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Art	Hodges	Walker	To'oto'o	Montgomery	Martinez	Maddox	Holtman
PE	Holtman	Hodges	Walker	To'oto'o	Montgomery	Martinez	Maddox
Music	Maddox	Holtman	Hodges	Walker	To'oto'o	Montgomery	Martinez
PE	Martinez	Maddox	Holtman	Hodges	Walker	To'oto'o	Montgomery
Comp. Lab	Montgomery	Martinez	Maddox	Holtman	Hodges	Walker	To'oto'o
PE	To'oto'o	Montgomery	Martinez	Maddox	Holtman	Hodges	Walker
Library	Walker	To'oto'o	Montgomery	Martinez	Maddox	Holtman	Hodges



Class Dojo

This year, we are using Class Dojo to build our classroom community as part of our PBIS system.

Check out Class Dojo daily to see what points your student earned for the day by making god choices!



English Language Arts

Students will be instructed in small groups based on their level in phonics and reading.

Students will be assessed on the district benchmark reading assessment called the GRA (Guided Reading Assessment) three times per year – beginning, middle and end.

Students will learn the editing process, compose personal narratives, research nonfiction topics and write poetry.

Science of Reading

What is the Science of Reading, and why am I hearing so much about it lately?

The Science of Reading is a large body of research that shows educators the best ways to teach children literacy skills, including how to read. This research includes information from brain scans and neuroscience, as well as studies that have been done in real classrooms. Some of the studies are newer, but many have been around for years.

More recently, news outlets and other groups have drawn public attention to the fact that some schools are not fully following the Science of Reading. Many schools are making changes to their reading instruction to better follow the research.

How should reading be taught, according to the science?

Research shows that the most effective way to teach all children to read is to help them learn the relationships between letters and sounds (phonics), and get them sounding out words. It is important to provide instruction in "the big 5." This includes:

Phonemic awareness - An awareness of and ability to work with the individual sounds in words. For example, a child needs to know how to take the sounds /m/ /a/ /t/ and blend them together to say "mat."

Phonics - The relationships between letters and their sounds. This can be as simple as the letter "p" representing the /p/ sound, or the letters "igh" representing the long i sound, like in the word "light."

Fluency - The ability to read easily, quickly, accurately, and with expression. The greater a child's fluency is, usually the better their comprehension is.

Vocabulary - Knowledge of words, phrases, and their meanings. Vocabulary knowledge helps children improve their comprehension.

Comprehension - The ability to understand a text, both what is literally stated in the text and by making inferences or thinking critically. Comprehension is the end goal of reading!

What can families do to help?

The most important thing you can do is to be open to learning new ways to help your child! Some teacher requests or assignments might surprise you or be different from the way you or any other children you have learned to read.

When you listen to your child read, encourage them to sound out words. Don't ask them to use the pictures to guess at words. When your child asks you how to spell a word, see if they can figure it out by breaking the word up into its individual sounds (i.e. "sheep" -> /sh/ /e/ /p/) If your child is struggling, ask their teacher for help.

PHOTOGRAPH BY THE PENCIL POINT

What does the Science of Reading say about teaching "sight words" or "high frequency words"?

Sight words or high frequency words are common words that appear often in text. Examples are: and, the, is, what, etc.

In the past, sight words were taught by having kids "memorize" them. Some sight words have tricky spellings and sounds, so it was believed that kids simply needed to memorize what they looked like. However, the research shows that children learn sight words more effectively when they learn how to sound them out! For example, even though the letter "a" in the word "what" has a surprising sound, short u, you can teach your child to sound out the word like this: /w/ /u/ /t/.

The end goal is for kids to read these words instantly. However, this will take practice and usually requires kids to practice sounding out a sight word a few times (or many times) before they can read it instantly. Having your child practice spelling a sight word can help them learn it more quickly, too.

Why are the books my child is reading a little different from what I might expect?

The Science of Reading has shown educators that children best learn to read when they are given decodable books. You may also hear these called "phonics books" or "decodable readers."

These books are written especially for beginning readers. The authors carefully limit the kinds of words that are included in a decodable book. This way, the child can use what they've learned about phonics to successfully read the book.

Just because a book is labeled a decodable book does not necessarily mean that your child can read it, however. Teachers choose decodable books that match your child's current level of phonics knowledge. If you need help finding appropriate books for your child to read at home, reach out to your child's teacher.

Reading Strategies at Home

Things to do:

- Start from the left
 - Say each sound
 - Blend the sounds together and read the word
- Split the word into syllables
- Check to see if it makes sense

Don't do:

- Look at the picture
- Use only the first letter
- Guess what the word might be
- Ask Mom or Dad to tell me the word

Math

Students will work in whole group and small groups using manipulatives while engaged in hands-on activities

We will be focusing on problem solving, place value up to 120, telling time to the hour and half hour, 2D and 3D shapes and their attributes, halves and fourths, basic addition and subtraction, fact families, counting money up to \$1.00

Students will use the Dreambox app as a rotation in the math centers. Look for more information soon from your child's teacher.

Science

Students will be instructed in whole group, hands-on activities.

Students will frequently visit the science lab and/or participate in science experiments in the classroom.

Students will learn about matter and energy, force and motion, rocks, soil and bodies of water, objects in the sky, organisms and environments.

Social Studies

Students will be instructed whole group activities.

Students will learn about famous Americans, Texas symbols, citizenship, goods and services, producers and consumers, authority figures, rules and laws, origins of customs, holidays and traditions.

Grading

Students will be assessed in all subjects – English Language Arts, Math, Science and Social Studies.

ELAR – 5 minor grades, 2 major grades per nine weeks
Math – 7 minor grades and 2 major grades per nine weeks
Science – 5 minor grades, 2 major grades per nine weeks
Social Studies – 5 minor grades, 2 major grades per nine weeks

****If a student receives a failing grade, ONLY the major assignments will be reassessed.**

Assessment Guidelines

1 st Nine Weeks			
Week	Recommended Reading Level	Reading	All Other Subjects
1-3	D (6)	<ul style="list-style-type: none">• Teacher reads aloud any text that is above the recommended level for that point in the nine weeks.• If the reading selection is on the recommended reading level, students will read it independently.	Teacher reads aloud any text that is above the recommended level for that point in the nine weeks, including questions and answer choices.
4-6	D-E (6-8)	<ul style="list-style-type: none">• Teacher reads aloud questions and answer choices	

Assessment Guidelines

2nd Nine Weeks

		2 nd Nine Weeks	
1-3	E (8)	<ul style="list-style-type: none">• Teacher reads aloud any text that is above the recommended level for that point in the nine weeks.• If the reading selection is on the recommended reading level, students will read it independently.• Teacher reads aloud questions and answer choices.	Teacher reads aloud any text that is above the recommended level for that point in the nine weeks, including questions and answer choices.
4-6	E-F (8-10)		
7-9	F (10)		

Assessment Guidelines

3rd Nine Weeks

1-3	F-G (10-12)	<ul style="list-style-type: none">• Reading selections will be written at the recommended level, and students will read the text independently.• Teacher may read words or phrases in the questions or answer choices at student's request.	Teacher reads aloud any text that is above the recommended level for that point in the nine weeks, including questions and answer choices.
4-6	G-H (12-14)		
7-9	H (14)		

Assessment Guidelines

4th Nine Weeks

		4 th Nine Weeks	
1-3	H (14)	<ul style="list-style-type: none">• Reading selections will be written at the recommended level, and students will read the text independently.• Students read questions and answer choices.• Teacher may read words or phrases in the questions or answer choices at student's request.	Teacher reads aloud any text that is above the recommended level for that point in the nine weeks, including questions and answer choices. Efforts should be made to provide students with on-level assessments that they can read independently, while allowing them to ask for assistance with reading complex vocabulary.
4-6	H-I (14-16)		
7-9	I (16)		

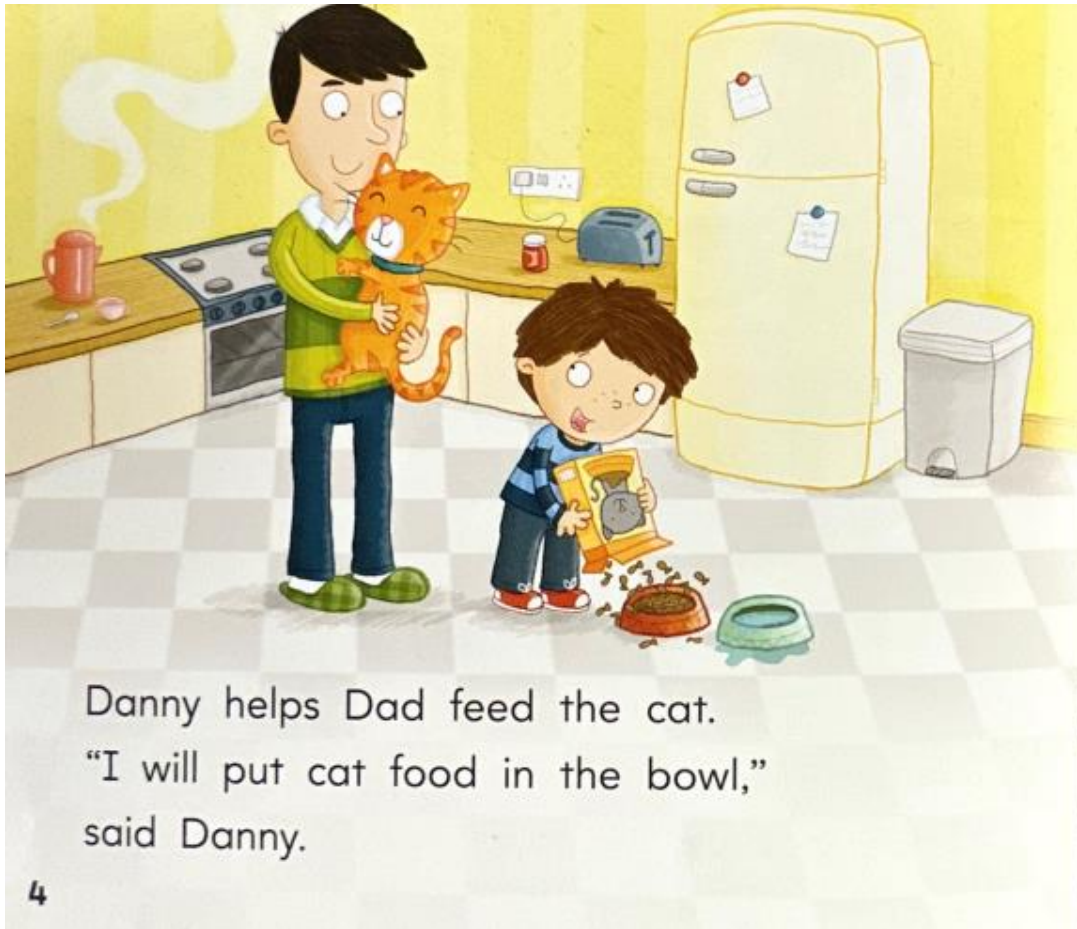
GRA Level Expectations

GRA Pacing Guide (K-2) (Next Step Guided Reading Assessment)

	First Nine Weeks			Second Nine Weeks			Third Nine Weeks			Fourth Nine Weeks		
	3 weeks	6 weeks	9 weeks	3 weeks	6 weeks	9 weeks	3 weeks	6 weeks	9 weeks	3 weeks	6 weeks	9 weeks
K	Pre-A	A (0-1)	A (1)	A (1)	A-B (1-2)	B (2)	B (2)	C (3-4)	C (3-4) <small>(running records)</small>	C-D (4-6)	D (6)	D (6)
1	D (6)	D-E (6-8)	E (8)	E (8)	E-F (8-10)	F (10)	F-G (10-12)	G-H (12-14)	H (14) <small>(running records)</small>	H (14)	H-I (14-16)	I (16)
2	I (16)	I-J (16-18)	J (18)	J-K (18-20)	K (20)	K (20)	K-L (20-24)	L (24)	L (24) <small>(running records)</small>	L-M (24-28)	M (28)	M (28)

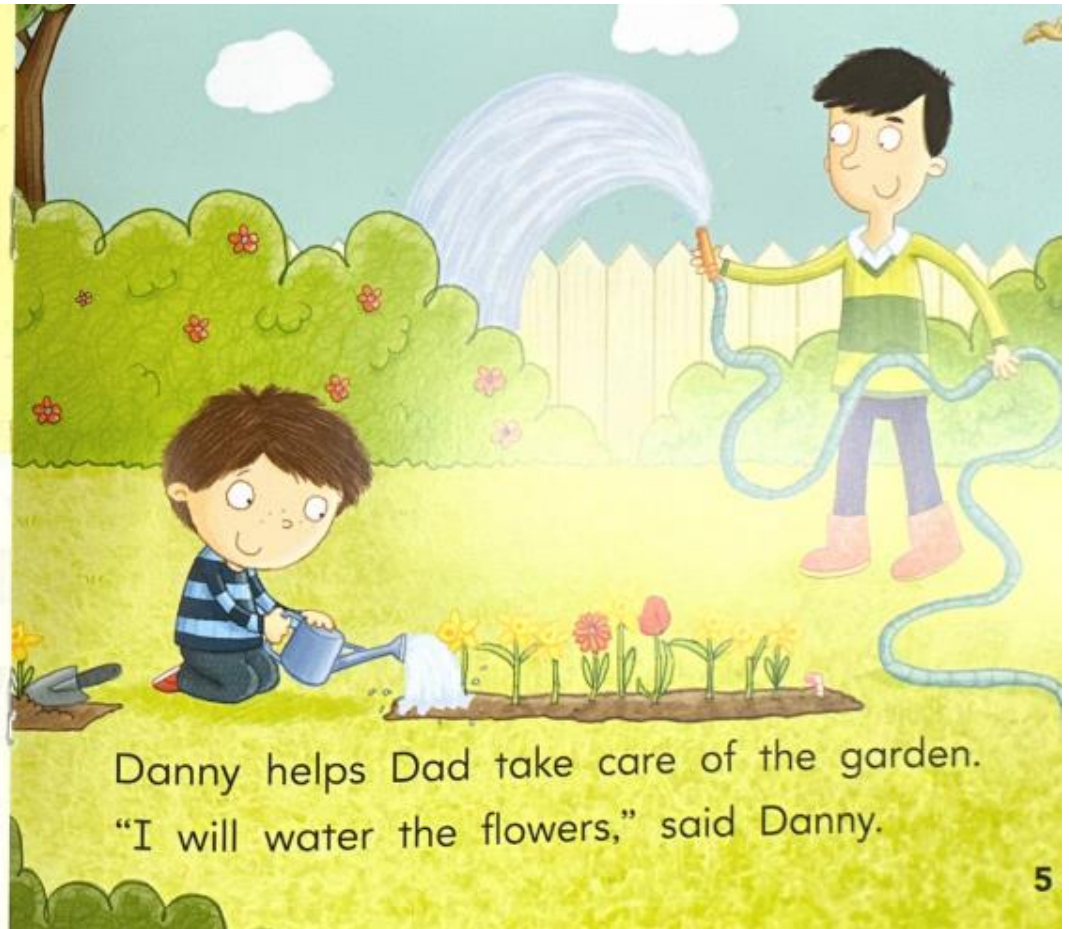
Bolded levels are the expected independent level at the end of each nine weeks.

Sample E Leveled Text



Danny helps Dad feed the cat.
"I will put cat food in the bowl,"
said Danny.

4



Danny helps Dad take care of the garden.
"I will water the flowers," said Danny.

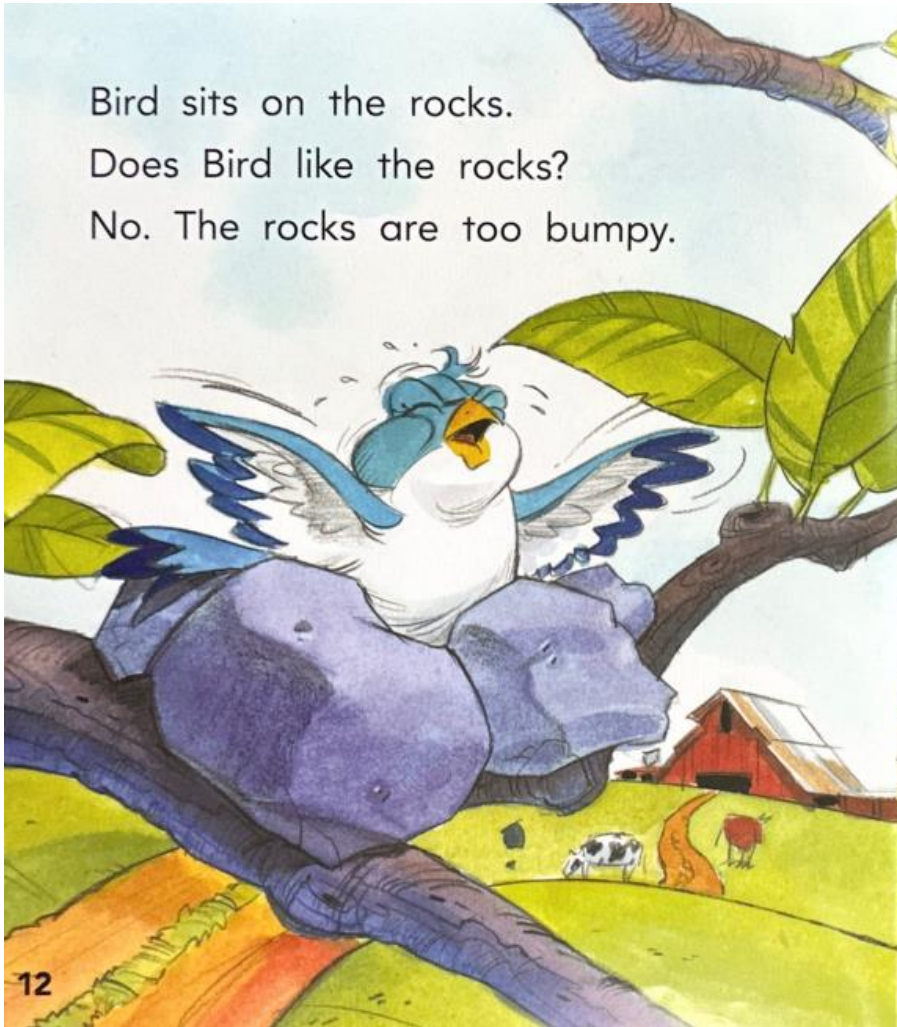
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Level E Student Behaviors

- Flexible enough to process texts with varied placement of print and a full range of punctuation
- Attend to more subtle ideas and complex stories Solve longer words with inflectional endings
- Read sentences that carry over 2-3 lines or over two pages
- Left-to-right directionality and voice-print match are automatic
- Oral reading demonstrates fluency and phrasing with appropriate stress on words
- Read without finger pointing, bringing in finger only at point of difficulty
- Recognize many high-frequency words
- Easily solve words with regular letter-sound relationships, as well as a few irregular words

Sample F Leveled Text

Bird sits on the rocks.
Does Bird like the rocks?
No. The rocks are too bumpy.



12

Bird is sad.
What can she use to make
her nest?
She will go under the tree.
She will think about what to do.



13

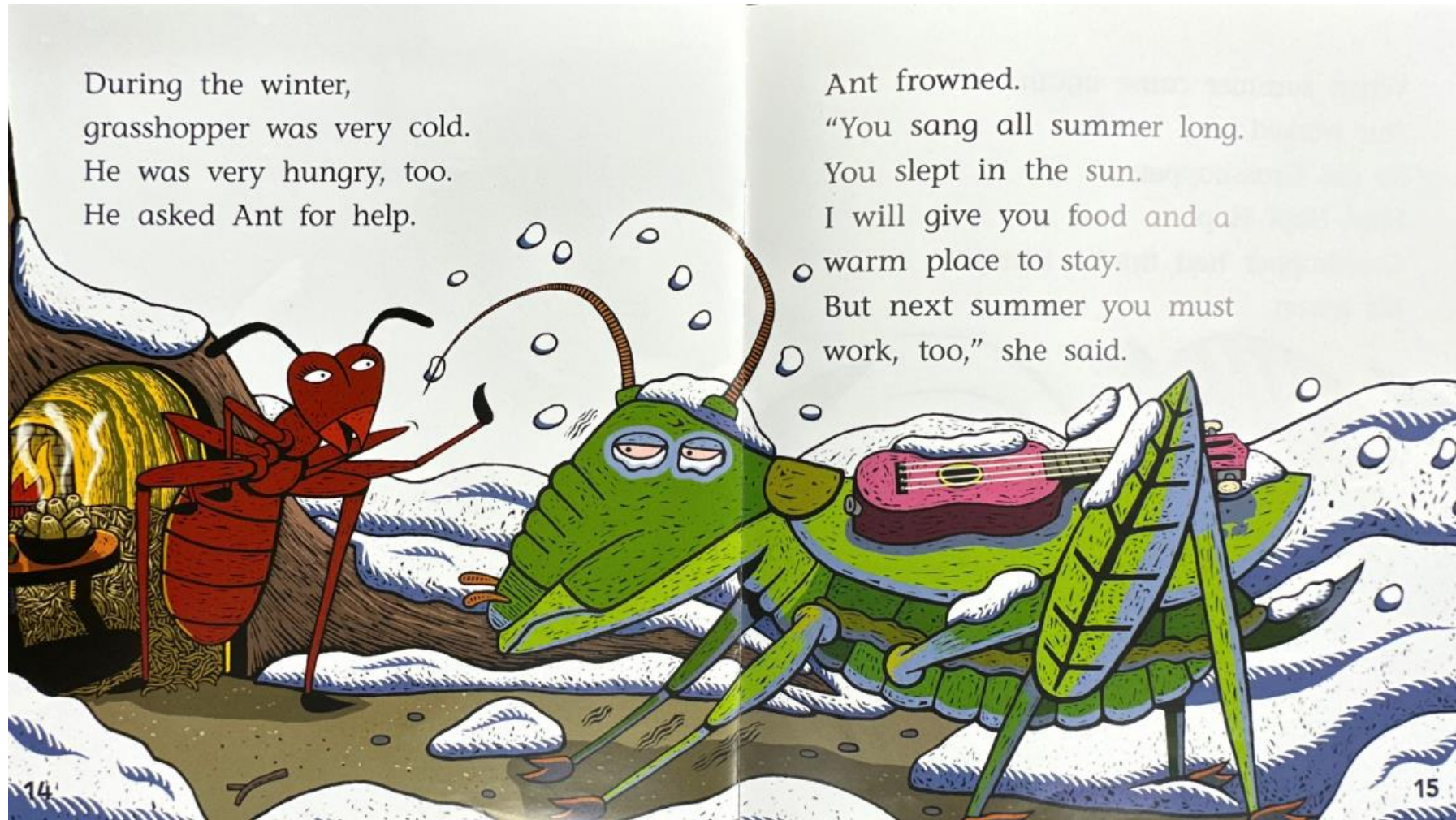
Level F Student Behaviors

- **Beginning to build knowledge of the characteristics of different genres of texts**
- **Read stretches of both simple and split dialogue**
- **Recognize many high-frequency words quickly and automatically**
- **Use letter-sound information to take apart simple, regular words and some multisyllable words**
- **Process and understand text patterns that are particular to written language**
- **Beginning to read fiction with more well-developed characters**
- **Left-to-right directionality and voice-print match are completely automatic**
- **Read without pointing and with appropriate rate, phrasing, intonation, and stress**

Sample H Leveled Text

During the winter,
grasshopper was very cold.
He was very hungry, too.
He asked Ant for help.

Ant frowned.
"You sang all summer long.
You slept in the sun.
I will give you food and a
warm place to stay.
But next summer you must
work, too," she said.



Level H Student Behaviors

- **Encounter more complex language and vocabulary**
- **Read longer, more literary stories**
- **Able to process a great deal of dialogue and reflect it through appropriate word stress and phrasing**
- **Solve many multi-syllable words, plurals, contractions, and possessives**
- **Able to read a larger and larger number of high-frequency words**
- **Able to think at increasingly deeper levels**
- **Solve words with complex spelling patterns**
- **Begin to read more new texts silently, to achieve efficient and smooth processing**

Sample I Leveled Text



Look at the pretty ladybug! Did you know that it did not begin life looking this way? Let's learn about the four stages of a ladybug's life.

Stage 1

A ladybug begins its life inside an egg. Mother ladybugs lay eggs on leaves. The eggs are tiny and yellow.



Level I Student Behaviors

- **Able to process mostly short texts (eight to sixteen pages); some easy illustrated chapter books**
- **Able to sustain attention and memory over longer periods of time**
- **Can process longer (ten words or more) and more complex sentences**
- **Have a large sight-word vocabulary**
- **Able to use word-solving strategies for complex spelling patterns, multisyllable words, and words with inflectional endings, plurals, contractions, and possessives**
- **Read many texts silently, following text with their eyes and without pointing**
- **Oral reading reflects appropriate rate, stress, intonation, phrasing, and pausing**

Promotion Requirements

In grades 1-5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level standards (Texas Essential Knowledge and Skills) in ELAR and mathematics, and a yearly grade of 70 or above in reading and mathematics.

A student in grade 1 must master the district's minimum independent reading level (GRA level I or higher), or the student may be in jeopardy of being retained.

*taken from LCISD's Student Handbook

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