

WELCOME TO

1ST GRADE

CURRICULUM NIGHT



LANGUAGE ARTS/READING

McGraw-Hill "Wonders":

Reading Comprehension

Phonemic Awareness

Phonics

Reading Fluency

Vocabulary

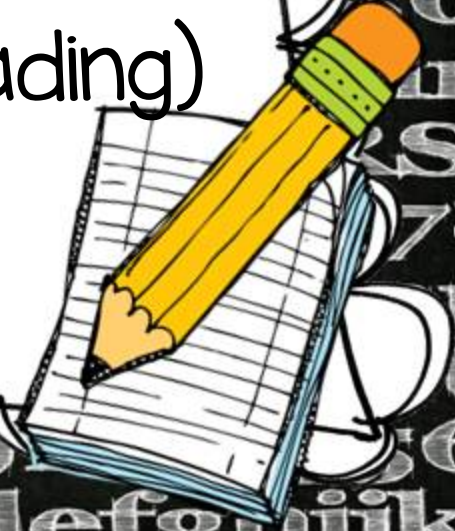
Oral Language

Writing



TYPES OF DAILY LANGUAGE ARTS/READING INSTRUCTION

- Whole Group
- Small Group
- Literacy Centers
- AR Time (Independent Reading)



ENGLISH/LANGUAGE ARTS ASSESSMENTS

Wonder's Assessments

--Weekly skills based tests

- Beginning 2nd Semester students will be required to read the passage independently.

--Weekly spelling tests (phonics skill of the week)

- A list of words may be sent home as example words to follow when studying, but the exact words may not be used on the assessment. However, similar words will be used that follow the same pattern or rule. Again, the purpose of the assessment is to measure the application of the spelling focus to ensure students carry that skill over to other facets.
- The expectation is that appropriate spelling be utilized as children write.

--Assessments will be sent home after the teacher has had time to grade and review results

FRY Sight Word Assessment

--Words (51-200)

--Assessed 3 times throughout the year

D.I.B.E.L.S. 8TH EDITION

--Dynamic Indication of Early Literacy Skills

--Given three times/year (Fall, Winter, Spring)

Explanation of each subtest:

Letter Naming Fluency (LNF): Students are presented with a page of upper- and lower-case letters arranged in a random order and are asked to name as many letters as they can.

Phoneme Segmentation Fluency (PSF): Assesses a student's ability to segment three- and four-phoneme words into their individual phonemes.

Nonsense Word Fluency (NWF): Tests letter-sound correspondence in which letters represent their most common sounds and of the ability to blend letters into words. (e.g, sig, rav, ov)

Word Reading Fluency (WRF): Students read individual words aloud from a word list printed on a sheet of paper for one minute.

Oral Reading Fluency (ORF): Student performance is measured by having students read a grade level passage aloud for one minute.

All subtests have a 1 minute time limit

STAR TESTS

- STAR Early Literacy (compact out at SS 775)
- STAR Reading
- STAR Math

- Taken 5 times throughout the year to monitor growth

- Student data collected from this test will be sent home throughout the year



ACCELERATED READER (A.R.)

--3-10 questions which assess reading comprehension

--Students will read books within their ZPD range (they will be assigned a "color(s)" of books they can check out from the library)

--Our goal is for students to maintain a 90% average on these tests

--Students must take at least 2 AR tests each week 1st and 2nd 9 weeks. Students who meet their weekly AR goal will be rewarded with Fun Friday.

--Beginning 3rd 9 weeks, students weekly test goal will vary depending on their 9 week AR goal set by the teacher and student.

--This should be recorded using the Reading Log in your child's binder.



MATH INSTRUCTION

Pearson "EnVision" & Other supplemental instructional resources

-Focus/Objectives: counting, number recognition, number sense, addition and subtraction, geometry, step by step problem solving, time, and measurement

-We use a lot of hands on activities and manipulatives to help students gain a concrete foundation of math concepts.



TYPES OF DAILY MATH INSTRUCTION

Whole Group
Small Group
Math Journals
Math Centers



MATH ASSESSMENTS

- A formal math assessment is given at the end of each 9 weeks.
- Beginning 2nd 9 weeks students will take timed addition/subtraction tests
- Students math progressions are monitored throughout the year by the teacher (i.e. standard checks)



SCIENCE/SOCIAL STUDIES

--AMSTI Science

- Wild Organisms
- Sound, Light, & Sky

--Social Studies

- Integrated into Wonders Series
- Focuses on living and working together in community and state



REPORT CARDS

Grading Scale:

3 = Consistently demonstrates mastery of the standard
(standard met)

2 = Sufficient progress towards mastery of the standard by
the end of the year

Inconsistently and/or partially demonstrates mastery of the
standard (4th 9 weeks only)

1 = Insufficient progress towards mastery of the standard
by the end of the year.

Insufficient progress towards mastery of the standard.
(4th 9 weeks only)

--Report Cards go home at the end of each 9 weeks.

--Please sign and return ASAP.



REPORT CARDS

Behaviors that Support Learning

S—Satisfactory—Consistently demonstrates the behavior

N—Needs Improvement—Inconsistently demonstrates the behavior

U—Unsatisfactory—Rarely demonstrates the behavior and learning is affected



PROGRESS REPORTS

- Standards that need continued practice will be highlighted.
- 3, 2, 1 scale is not used on Progress Reports
- Sent home every 4.5 Weeks
 - o First Progress Report will be sent home September 23rd
- Sign and return ASAP





GIFTED SERVICES IN MADISON CITY SCHOOLS

Intellectually gifted children and youth are those who perform or who have demonstrated the potential to perform at high levels in academic or creative fields when compared with others of their age, experience, or environment. These children and youth require services not ordinarily provided by the regular school program. Children and youth possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor. Gifted students may be found within any race, ethnicity, gender, economic class, or nationality. In addition, some students with disabilities may be gifted. Madison City Schools shall prohibit discrimination against any students on the above basis with respect to his/her participation in the gifted program.





PROVIDED GIFTED SERVICES

Consultation services offered for K-2.

Collaboration services for general education teachers across grade levels concerning meeting the needs of high-end learners in the general education classroom.

Second Grade Child Find: All second graders are observed throughout their second grade year using state mandated protocol.

Pull out services for grades 3-5:

Students can be referred for screening at any time from 3rd-5th grade by teachers, counselors, administrators, parents or guardians, peers, self, and other individuals with knowledge of the student's abilities. These pullout services provide curriculum that is concept and problem based as well as provide the social and emotional support gifted learners often need.

6th grade Innovative Explorations course offered for gifted qualified students.

Advanced courses offered for grades 7-12.





THE LEADER IN ME

Overview:

1. Is a process designed to help teachers develop leadership skills in their students.
2. Helps students discover their unique strengths.
3. Gives all students an opportunity to shine—to become leaders.
4. Helps infuse the language of the 7 Habits into all the curriculum.

*Student Clubs





HOMework

--Monthly Menu

- Choose 10 activities to complete each month
- Will begin after Labor Day

--Read A.R. Books

--Practice FRY Sight Words

Teacher may send home additional practice for certain standards as needed.



CLASS DOJO

- Positive and Negative Behaviors
- Check daily and initial behavior log each day

Rewards:

- 20 Points=Trip to Treasure Box or Reward Coupon
- 90-100% Positive Points/Month
 - o Attend Monthly Behavior Party



PARENT / TEACHER CONFERENCES

- Fall
- Spring

You may contact me to schedule a conference ANYTIME throughout the school year!





TUESDAY FOLDERS

--Sent home every Tuesday

--Includes student work, important notes, school wide information, PTA papers & flyers

--Empty folder on Tuesday, sign any necessary work/tests, and return to school on Wednesday





TRANSPORTATION

ALL transportation changes must be communicated by e-mail to the teacher or phone call to the office before 1:30.

256-772-2075



ABSENCES

- In order to excuse your child's absence or tardy, you must send a parent note (written or through email) or a doctor's excuse when your child returns to school.
- A tardy is issued when your child checks into school late OR checks out of school early.





CAR LINE AND SCHOOL HOURS

- Instruction begins at 7:40 and dismissal begins at 2:40
- Car line opens at 7:10 and closes at 7:35.
- If car line is closed when you arrive, you must park, walk your child(ren) to the office and sign them in.
- When picking up your child in car line, you **MUST** have their car tag. If you do not have it, you can go to the front office, show your I.D., and your child will be sent to you. Carline closes at 3:00 PM.
- Please stay in your vehicle! We have teachers to help your child in and out of the car safely.



OTHER IMPORTANT INFORMATION

- Breakfast
- Lunch
- Daily Snack
- Library Books
- Tennis Shoes
- Birthdays
- Field Trips
- Out of County
Permission Trip Form
- Visitors
- 2 Class Celebrations
- Early Dismissal
- Parent Volunteer
Opportunities
- PTA
- Communication



THANKS FOR COMING TO LEARN MORE ABOUT OUR CLASSROOM!

Dear Parents: If you promise not to believe everything your child says happens at school, I'll promise not to believe everything he says happens at home.

somee cards
user card

