

WELCOME!

Driscoll First Grade

2023 - 2024





Introductions



Curriculum
Learn more about
what your child will be
working on this year



**Additional
Resources**

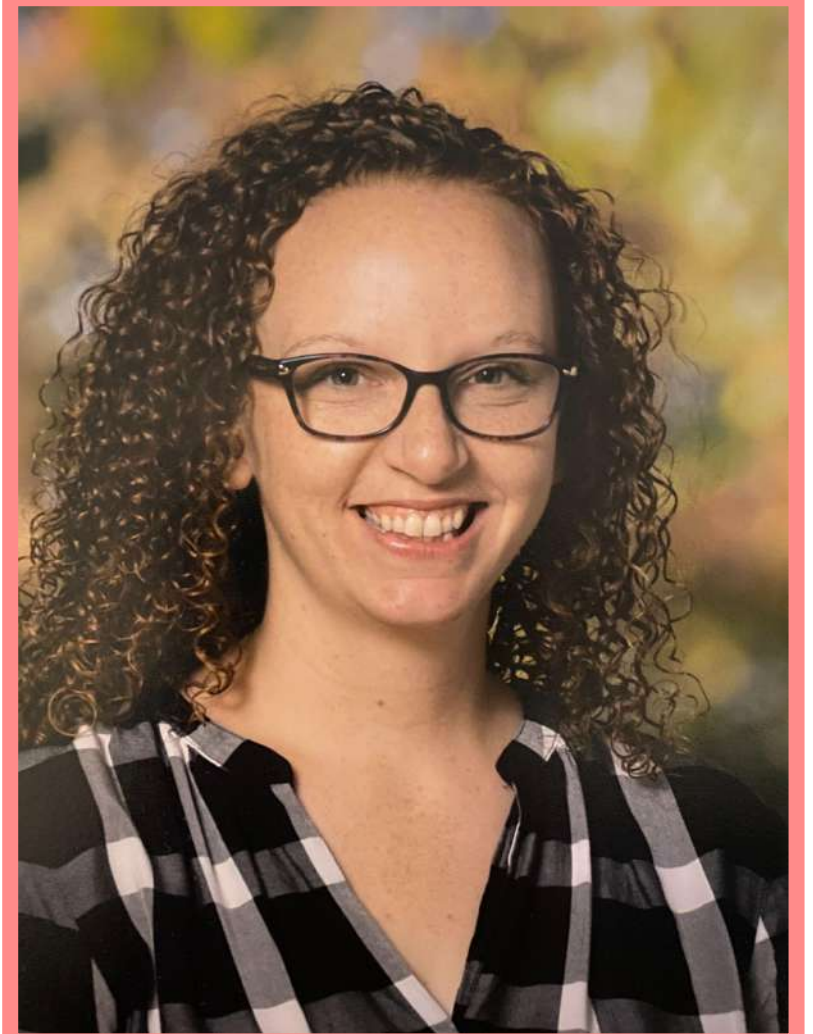
MEET THE TEACHERS



Mackenzie Snow



Sarah Cuddihy



Erica Sullivan

GOALS FOR OUR FIRST GRADERS

FEEL HAPPINESS

LOVE LEARNING

GROWTH MINDSET



SOCIAL THINKING

WORK HABITS

ACADEMIC GROWTH

SOCIAL / EMOTIONAL GROWTH

WHAT IS RESPONSIVE CLASSROOM?

Responsive Classroom is an approach to teaching and learning that consists of teaching practices and strategies for bringing together academic and social-emotional learning throughout the day. A safe, challenging, and joyful learning environment is created by integrating three domains: Engaging Academics, Effective Management, and Positive Community. The Responsive Classroom approach is based on theories of how children learn and on the experiences of classroom teachers. There are seven basic principles behind this approach:

1. Learning social skills is as important as learning academic skills.
2. How children learn is as important as what they learn: Process and content go hand in hand.
3. Children gain knowledge most effectively through social interaction.
4. To be successful academically and socially, children need to learn cooperation, assertion, responsibility, empathy, and self-control.
5. Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
6. Knowing the families of the children we teach and inviting their participation is essential to children's education.
7. How the adults at school work together is as important as how skillful each individual teacher is: Lasting change begins with the adult community.

WHAT DOES RESPONSIVE CLASSROOM LOOK LIKE IN FIRST GRADE?

Rules and Logical Consequences

- As a class, we will create our own set of rules and expectations. At the beginning of the year, we will think about our Hopes and Dreams we have for first grade. From these goals, we will create our rules that will allow us to reach our goals.
- When children break the rules, there are clear and non-punitive consequences that help them learn from the mistake. This approach teaches responsibility and self-control. In first grade, consequences will always be respectful, related to the action, and realistic.
- Additionally, all students will practice Take a Break, which will help them develop self-control while preserving the smooth flow of the classroom. Take a Break gives students a chance to sit quietly and think about what they need to do to get ready to rejoin the group. Sometimes a teacher will tell a student to Take a Break if they are having difficulty following expectations, and other times students will ask to Take a Break if they feel they need a moment to regain self control. Teachers view Take a Break as a positive and respectful consequence to unexpected behavior.



SOCIAL THINKING

- Work to develop an awareness of those outside themselves. We help them to go from “me thinkers” to “we thinkers”
- Build foundational social competencies and essential life skills through stories and whole class lessons
- Group plan, brain in the group, on-topic/off-topic, size of the problem, zones of regulation
- Help kids better understand themselves and others, develop self-awareness, perspective taking, social problem solving

Social Skills Kids Need



WORK HABITS

- Be attentive and engaged
 - “Read the room”
 - Follow routines
- Self advocate- seek **teacher** support if unclear
- Communicate ideas. Elaborate.
- Make connections and work collaboratively.
- Work through challenges and accept feedback

Social Skills · Academics



Paying Attention



Starting Tasks Independently



Taking Pride in Work



Participating



Asking for Help



Cooperating & Collaborating



Accepting Criticism



Self-Advocating



Staying Organized



Persevering Through Challenges



Avoiding & Ignoring Distractions



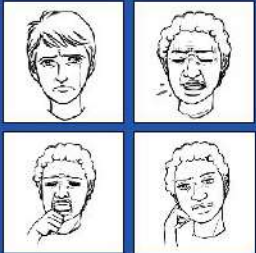
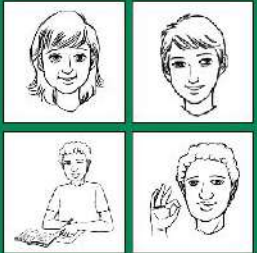
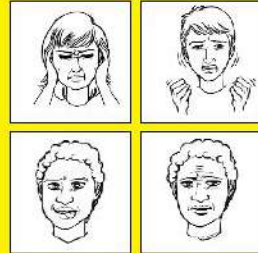
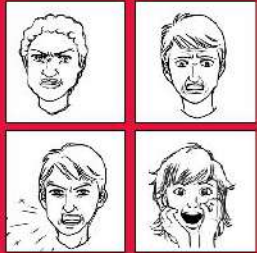
Presenting and Speaking in Front of Others

SOCIAL EMOTIONAL LEARNING

- Supports students in learning about feeling identification and practicing self-regulation.
- **Aims to teach students to:**
 - Identify their feelings
 - Understand how their behavior impacts those around them
 - Learn what tools they can use to manage their feelings

The ZONES of Regulation™ Reproducible E The Zones of Regulation Visual

The ZONES of Regulation™

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

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From The Zones of Regulation™ by Leah M. Kuypers • Available at www.socialthinking.com

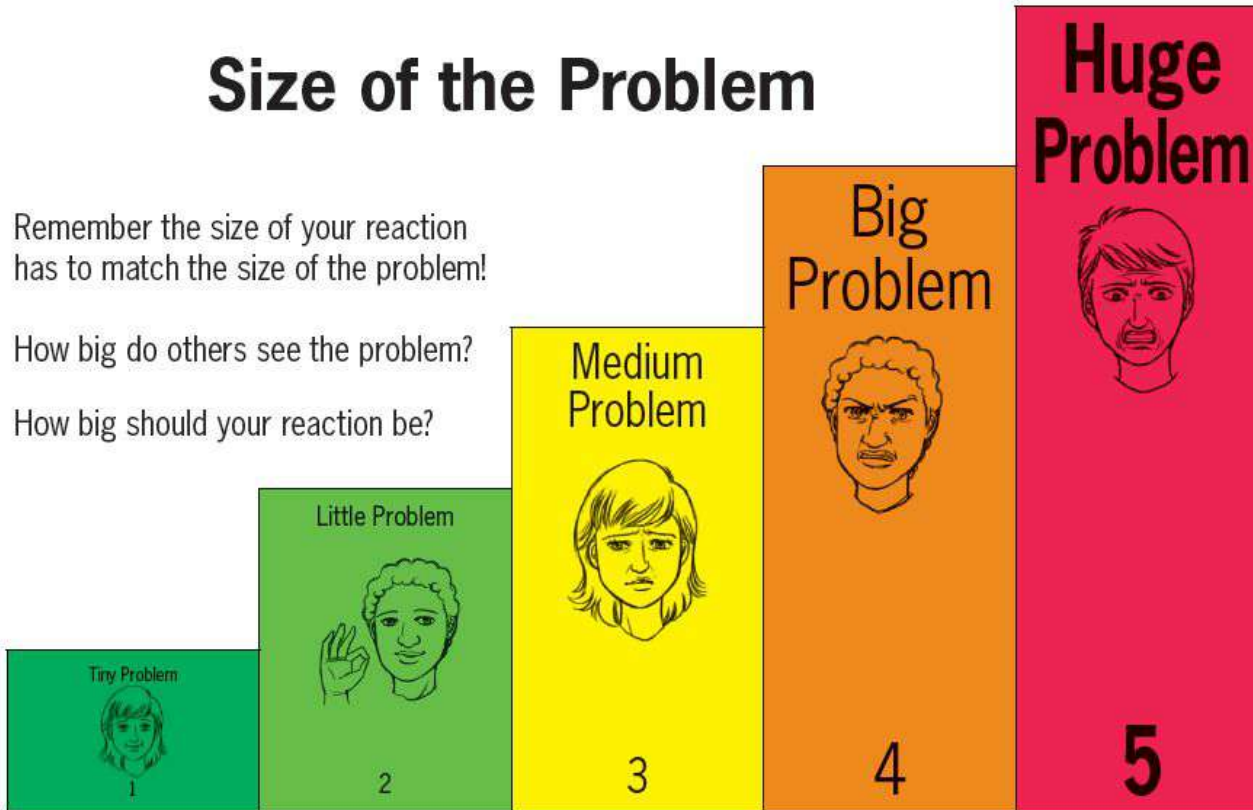
SOCIAL EMOTIONAL LEARNING

Size of the Problem

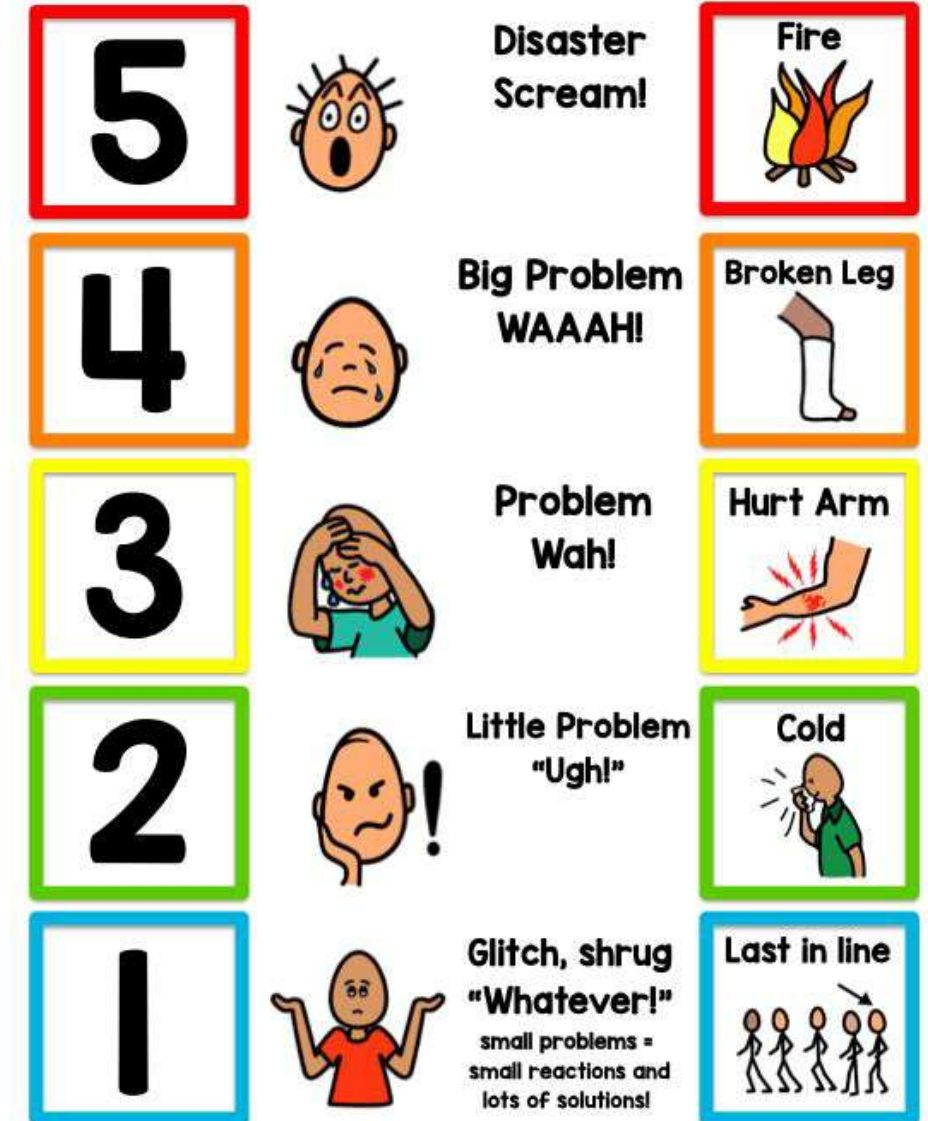
Remember the size of your reaction
has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?



PROBLEM RATING SCALE



MINDSET IN THE CLASSROOM

Thinking about the way we see ourselves as learners.

- Fixed vs. Growth Mindset
- The Power of YET...
- Modeling Mistakes
- Authentic Praise



SOCIAL EMOTIONAL LEARNING

What to expect from your first graders:

- Eager to please, excited about learning, love repetition.
- Can work quickly and aim to produce lots. Need to practice going back and checking work.
- Get tired - need breaks- movement, water, food etc.
- Have big feelings and emotions - need to feel validated.
- Headstrong- need choices and control - “You can read or I can read to you.”
- Need time and space to process emotions- a “cool down” spot or “password” to express that they need time.
- May have big fears about the world and will need reassurance.

A TYPICAL DAY IN FIRST GRADE

Morning Meeting

FUNdations

Literacy

Read Aloud

Math

Science/ Social Studies

Recess and Lunch

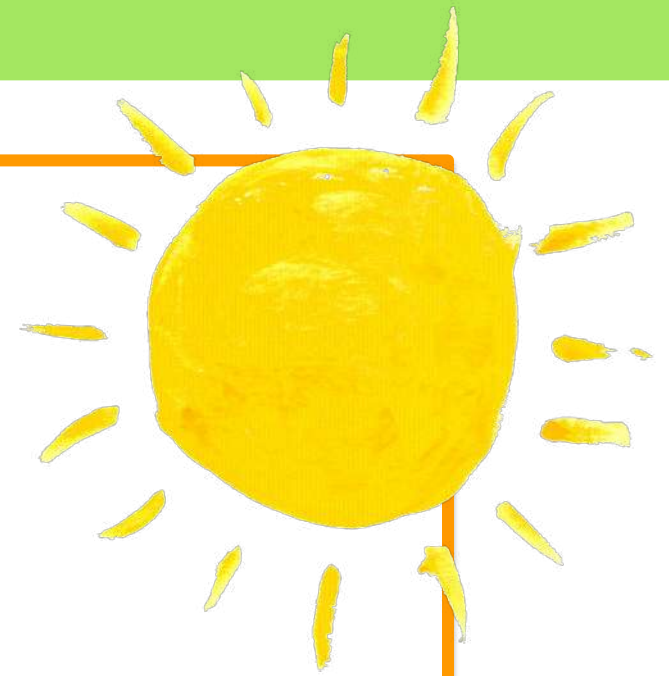
Specials & World Language

Small Groups



Morning Meeting

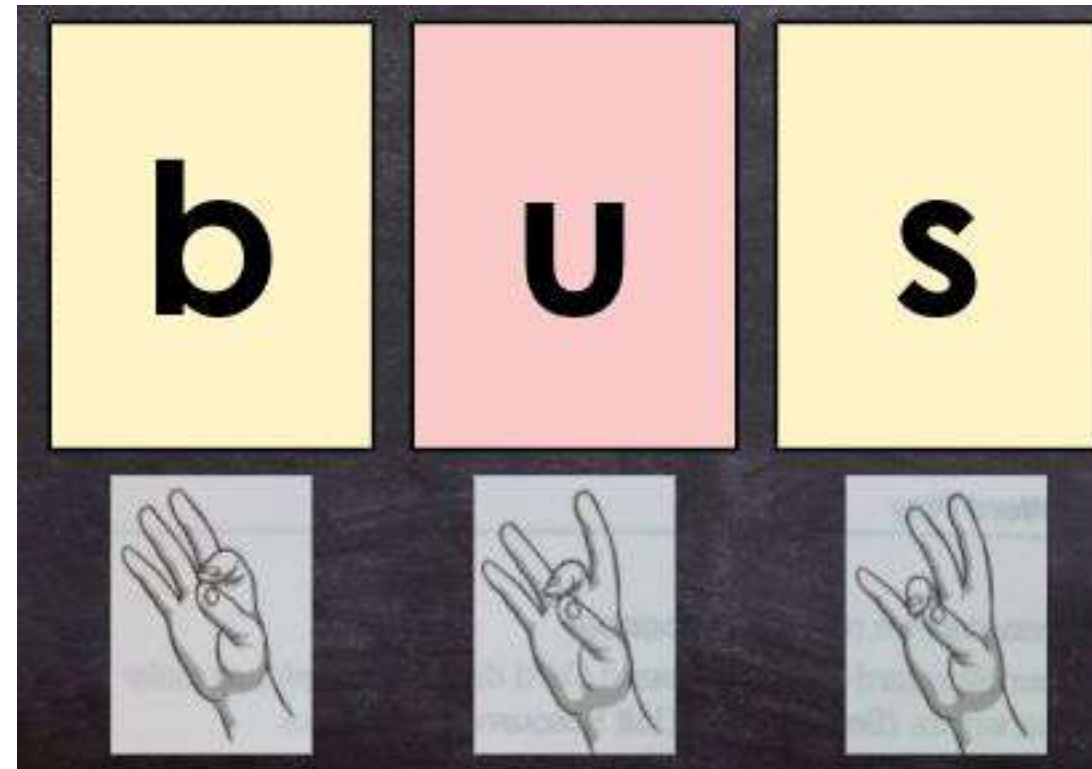
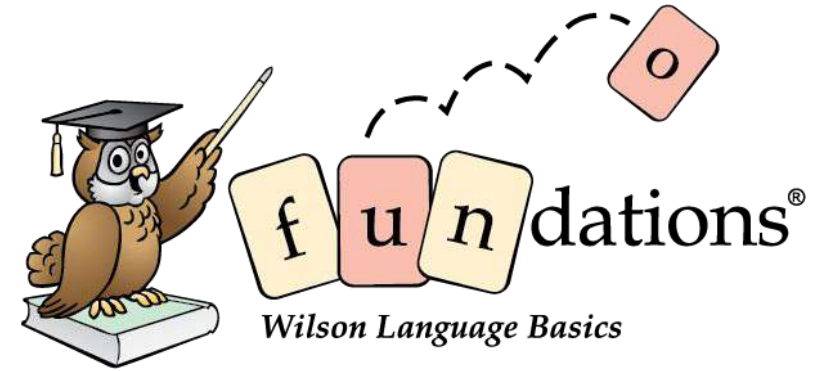
- Morning Message
- Greeting Friends
- Community Building Activity
- Daily Reporter Jobs
- Public Speaking
- Math Skills
- Mindfulness Practice

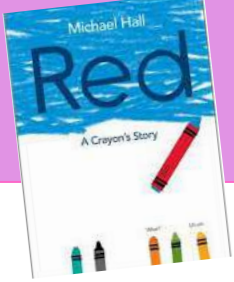


PHONICS

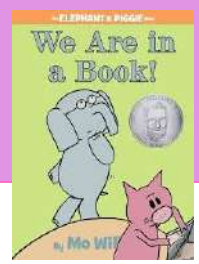
Wilson Foundations:

- Letter – sound correspondence
- Letter formation
- Segmenting and blending – “tap it out”
- Reading fluency
- Sight words
- Common spelling patterns
- Sentence structure





READING



- **Read Aloud**- Picture Books, Chapter Books
- **Shared Reading**- Everyone reads same text
 - Morning Message, Poetry
- **Guided Reading** Small, Focused Groups
- **Independent Reading** - “Just Right” books.
 - Reread SO many times.
 - Talk about books- retell story, make connections, think about perspective - who is telling the story?
- **3 Key Pieces** - Accuracy, Fluency, Comprehension

Resources for Books:

Online



Real Books

_Driscoll Library
Brookline Public
Library

Scholastic Book Club

Contact us!

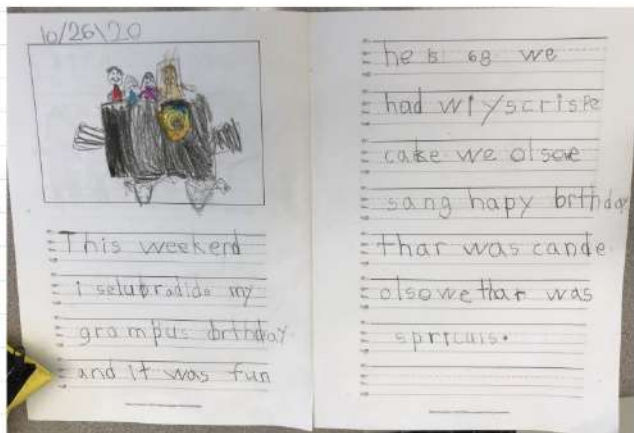
WRITING



Student: "I am done..."



Teacher: "We have 10 working minutes, what other details can you add so I can get more information from your story?"



Students learn to write in a variety of genres.

Fiction, non-fiction, poetry

Understand the *purpose* of writing.

Entertain, inform, persuade

Understand and engage in the *process* of writing.

Plan, draft, revise, edit, and publish

Understand author's *purpose* and genre

Personal narrative, opinion, informational

WRITING GOALS

(expected by the end of first grade)

1. Include appropriate spacing between words.
2. Use correct formation and sizing for upper- and lowercase letters.
3. End each sentence with proper punctuation.



Investigations 3

Each lesson builds on skills from the previous lesson.

Spiral review to build on previous skills.

Integrated lessons - multiple concepts advanced at once.

Engage skills through routines, lessons, discussions, games, daily practice, and ongoing assessment.

MATH: SESSION STRUCTURE

Classroom Routines/ Warm Up

Start with, Get to; Build It; Quick Images; etc.

Activity

Gives meaning to the lesson and can be reflected back on for self-assessment and self-monitoring

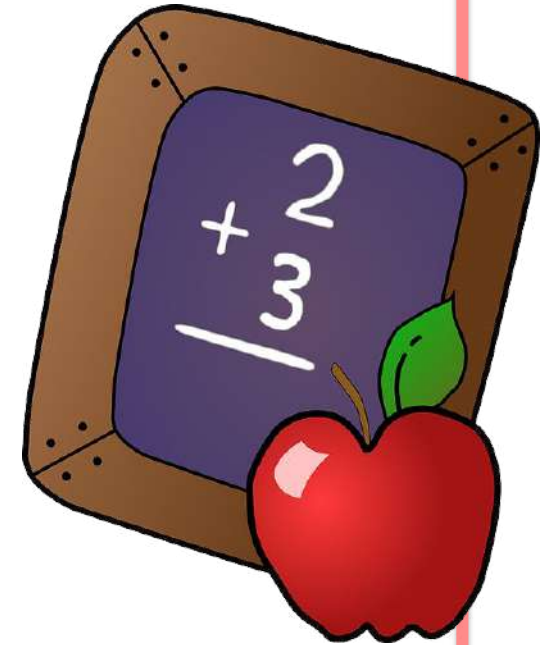
Whole Class Mini-Lesson

Math Workshop/ On-going Assessment

Independent, small group, and/or games

Session Follow Up & Discussion

Wrap-up discussion and lesson review to find connections in our learning



MAIN MATH IDEAS

Addition, Subtraction, and the Number System:

1. Understand and extend the counting sequence
2. Understand, represent, and solve problems with addition, subtraction, and unknown change
3. Understand place value - apply skill to add and subtract within 100
4. Understand equivalence

Measurement and Fractions:

1. Understand length
2. Use linear units
3. Compare attributes of shapes

Modeling with Data:

1. Collecting, representing, describing and interpreting data

SCIENCE

- Inquiry and what it means to be a scientist

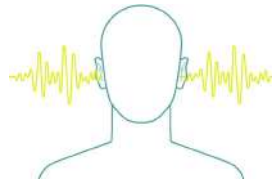
- Changes in seasons



- Light and Shadow



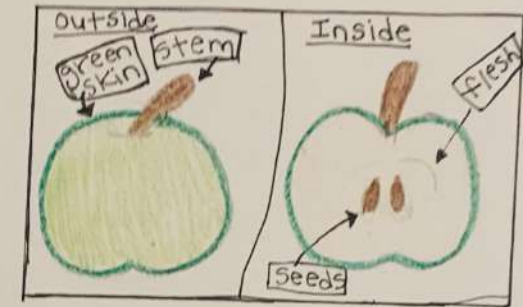
- Sound



- Insects



Apple Observations



The apple has a smooth green skin.
On the inside, there are seeds. The
apple feels crisp. It tastes sweet
and sour. There is a soft spot on
the outside of the apple. The apple
fits in the palm of my hand.

SOCIAL STUDIES

Brookline is using a new Social Studies curriculum, InquirED. It integrates inquiry-based instruction, while supporting culturally responsive education.



Teaching Tolerance Identity Anchor Standards:

1. Identity
2. Diversity
3. Justice
4. Action

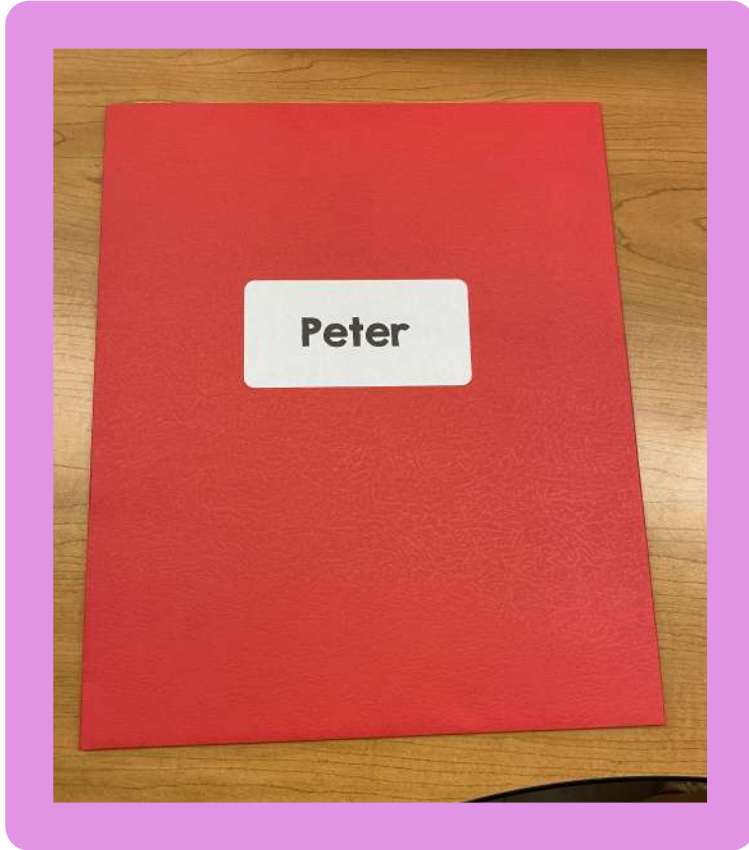


SOCIAL STUDIES

First Grade InquirED Units

First Grade		
Unit 1: Families Near and Far	Unit 2: Our Special Location	Unit 3: Civic Engagement
Inquiry Question How can we bring families together to form a stronger community?	Inquiry Question How can we help visitors appreciate our special location?	Inquiry Question How can we work together for the good of the community?
Description Families take many forms; there's no single definition. Students work together to build an understanding of family that is inclusive while identifying the various roles and responsibilities that contribute to a family structure. They explore what makes their family unique and develop curiosity and appreciation for differences among families and cultures.	Description Students investigate how location, natural features, and climate shape daily life, and how available goods and services are produced to address community needs and wants. They learn about interdependence by identifying the people they interact with who sustain the community. Students investigate how people show pride and care for the community, and then create representations to capture what makes their location special.	Description You are never too young to help make your community better through the practice of citizenship. In this unit, students explore the meaning of citizenship by investigating key topics such as rights, responsibilities, fairness, rules, and laws. They examine how practicing citizenship also requires them to inform themselves, distinguish fact from opinion, and engage in respectful discourse. Throughout the unit, students reflect on ways that they can actively practice citizenship to benefit their school and community.
Investigation Modules How are families similar and different? • Inclusive definition of family • Exploration of different family structures • Families around the world Why are traditions important? • Customs and traditions • Interview classmates for their perspectives • Honoring the voice of others How can family members care for one another? • Family roles • Responsibilities, needs, and wants of a family • Compare and contrast different family roles How does our diversity strengthen our community? • The types of families in the community • The strength of diversity in family types • The ways that families help each other	Investigation Modules How can we show others where we are? • Maps and globes: location of community, state, country • Map symbols, cardinal directions • Mapping important community locations How does the environment shape life here? • Landforms and bodies of water • Local climate, regional climates • Effects of climate and landscape on way of life How does our community meet our needs and wants? • Community needs and wants • Community goods and services • Characteristics of rural, urban, and suburban communities How do people make our community special? • Community workers and helpers • Symbols that represent our community • Representing our community	Investigation Modules How do rights and responsibilities shape our roles in a community? • Leadership roles and responsibilities • Responsibilities as community citizens • Purpose and function of rules and laws How do citizens in a community make informed choices? • Difference between fact and opinion • Respectful disagreement • Making informed choices How can people stand up for fairness? • Examples of changemakers • How to promote a culture of fairness • Upstanders vs. Bystanders How do people work for change in their communities? • Case study: Americans with Disabilities Act • Young people as changemakers • Challenges and opportunities in the community

CONNECTING HOME AND SCHOOL



Red Take Home Folder



Home Room App





HOW CAN PARENTS HELP



- Set aside a special reading time: **Children who are read to, read.**
- Have your child **count** anything and everything (**cook together, count the steps on your walk, books in the library, etc.**)
- Solve problems **with** your child; instead of **for** them. **“What’s your plan?”**
- Encourage your child to **write** (journals, notes, lists, etc.)
- Have your child pack/unpack and prepare their own school materials
- **Model making mistakes** and how to correct them
- Support your child’s growing independence and responsibility



**Thank you for
reading all about
first grade!**