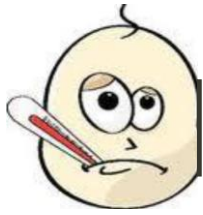


The ABC's of First Grade



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Absences



Please be sure to let the office know if your child is or will be absent!

You will need to write a written note letting the office know why your child was or will be out.

Please try to limit the number of absences if possible. Frequent absences and/or tardies can cause your child to miss parts of lessons or leave him or her with incomplete projects or activities.

Unfortunately, work will NOT be given to your child during illness or vacations. If your child is absent, he or she can make the work up when he or she returns to school.



Birthdays



We have a small celebration to celebrate each child's birthday! We will sing "Happy Birthday!" Your child's name will be mentioned on the morning announcements. And your child will receive a special birthday eraser.

If you would like to send in a treat, you may send in one of the following , peanut AND nut-free, pre-packaged treats:

- *Betty Crocker/ Nabisco Fruit Snacks or Roll Ups
- *Oreos/ Chips Ahoy (regular only)
- *Rice Krispy Treats (store packaged only)
- *Tootsie Pops Lollipops/Dum Dum Lollipops
- *Nilla Wafers
- *Hostess Cupcakes, Ho-Hos, Twinkies
- *Applesauce / Fruit Cups
- *Pencils, Erasers, Stickers

Please do NOT send in anything that needs to be refrigerated or frozen!

If your child's birthday falls in the summer, we will choose a date during the school year to celebrate your child's "unbirthday"!



Class List

Alejandro

Amore

David

Jayce

Jaydyn

Johnny

Juliette

Kaleb

Macy

Madison

Mason

Melanie

Molly

Nathaniel

Nicholas

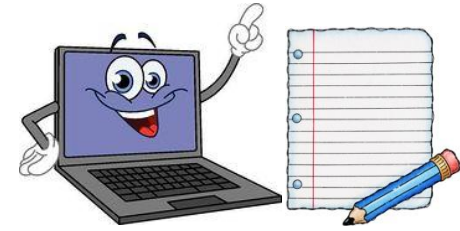
Nicolas

Noelle

Sophia



Communication



In order to get in contact with me, the following times are the most convenient!



E-mail kceltruda@groton.k12.ct.us (the best and fastest way) -

I am usually able to check my e-mail throughout the day, and usually once at night from home.



Phone Calls 572-5825

- ✧ Mornings (8:35 - 8:50)
- ✧ Lunchtime (12:30 - 12:50)
- ✧ After School (3:30 - 3:45)

(Occasionally I have meetings during these times, so I may not be available. If you prefer to discuss an issue over the phone, you can e-mail me with times and numbers where I can reach you and I will be happy to call you back when I get a chance!)



Notes (Place in your child's Take Home Folder and remind your child to put it in my "mailbox" when they get to school.)

Conferences



Parent conferences are ...

- * October 25th 1:45 - 3:30, 5:00 - 7:00
- * October 26th 1:45 - 3:30
- * April 4th 1:45 - 3:30, 5:00 - 7:00
- * April 5th 1:45 - 3:30

You may sign up for conferences during the **Parent Night at S.B.Butler**. Parents who are able to come to Parent Night get their first choice of conferences. If you cannot make it to Parent Night, you may call the school AFTER Parent Night, and choose an available time slot. **If your first grader has a sibling at S.B.Butler, please leave 15 minutes between each conference to allow for travel time between conferences and classrooms!**

The spring conferences will follow the same format, meaning whichever time slot you chose in the fall will be the same time slot you will receive in the spring.



Discipline



We use Responsive Classroom as our school wide, behavior management program. Responsive Classroom incorporates engaging activities, a positive community, classroom management, and developmental awareness as a means to prevent negative behavior and offer reminders and logical consequences when necessary.

First graders are still learning from their mistakes, and some children find it more challenging to follow rules than others. So it is not uncommon for a first grader to demonstrate disrespectful or irresponsible behavior in class from time to time. If this occurs, the student will be given a logical consequence to help him/her take responsibility for his/her behavior.

A list of common logical consequences is listed on the "Logical Consequences" page.



Dismissal



Dismissal is at 3:25. Bus students are dismissed to the front of the school where an adult will help them line up and walk them out to the bus. Walkers are dismissed to the cafeteria, where they will wait for their parent or caregiver. Parents will come up to the outside door next to the blacktop, where a teacher will dismiss their child to them. If a child's parent is not there at the cafeteria door, they will be brought to the office to wait there for their parent.

Please send in any dismissal notes to school in your child's folder, and I will send it down to the office. If you have a dismissal change after your child has left for school, please make sure to call the school (860-572-2825). **Please do NOT e-mail me to inform me of the change.** There are times I am unable to check my e-mail during the day. However, the school secretary will always let me know of the change, so calling the school is the best way to ensure that your child goes home in the correct way.

*Please see the section labeled "Early Dismissal" to see additional procedures if your child is to be picked up before 3:30.



Early Dismissal



If your child needs to be dismissed early, you will need to sign him or her out in the office. You should wait there while Mrs. Clang, the secretary, calls your child down to the office.

It is helpful if you can send in a note in the morning informing me of an early pick-up!

Please arrive about 10 minutes early to pick your child up to allow time for your child to clean up what he/she was working on and to get packed up! Sometimes it can take this long for first graders to pack up by themselves if I am teaching.



Homework

* Homework will be given at the beginning of the week, and will be due at the end of the week. It will come home in a Special Red Folder that I will provide to you. Homework starts in October.

(Please see section labeled "Late Work")

* Homework for first grade consists of:

- * **Reading** - for 15 minutes each night (Your child will bring home a book each night in a special reading envelope.)
- * **Skill Practice (Math/ Phonics/Language/Spelling)**- up to three times a week as needed for practice.
- * **Sight Word Practice** - every night (This is only given if your child is having a difficult time learning his/her sight words and needs additional practice.)

*Occasionally, I will give a special family project in addition to the weekly homework.



Independence



First Grade is likely the first year your child has had one adult in the classroom. In preschool and Kindergarten, your child probably had access to another adult when the teacher was busy. This is not the case in first grade. I am often busy working with other students in groups throughout the day, so students must get used to waiting for help when needed and being able to independently find materials in the class and put items where they need to go. This can be an adjustment period for many first graders. Some students quickly adapt and are independent right from the start while others have a very difficult time learning to do things for themselves and need lots of assistance to be successful.

We spend over a month at the beginning of the year learning and practicing these independence skills while I monitor and assist students until I am confident that they are able to follow routines on their own.

It is important that you support your child's independence in the classroom. You can help by praising your child when he/she is responsible on class work, homework, and work habits as I will be doing the same in class! Likewise, you can support your child if he/she is having difficulty following the routines, completing class work, or turning in homework by encouraging your child to be independent and expressing your confidence in your child's ability to do so! Even though First Graders are so young, you will be amazed at how much they can do on their own by the end of the year!

Late Work

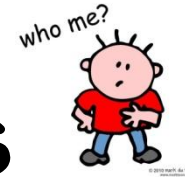


Homework is due on Friday (or the last day of the week if there is no school on Friday due to a holiday). Homework should be turned in completed in your child's Homework Folder.

I try to correct all students' homework at the same time. Therefore, I will not correct homework if it is late. If it is turned in late because your child was absent on Friday due to sickness, your child will receive a checkmark only, but he/she will be given credit. Otherwise, it will be sent home unchecked without credit.

I know that some weeks are very busy, your child may be sick, or your child's homework may be misplaced. So your child is permitted to miss a homework assignment 3 times each term. (You do NOT need to send a note in to me explaining why your child's work is late! I am a parent! I understand! 😊) However, after 3 times, your child will receive an "inconsistent" on his/her report card. If your child is consistently not doing his/her homework, he/she will receive a grade of a "Needs Improvement" and I may request a conference with you.

Logical Consequences



If your child demonstrates disrespectful or irresponsible behavior in class, he/she will be given a logical consequence. Students are given logical consequences in order to help them take responsibility for their actions, to help them see how their actions can effect others, and to help give a sense of closure to the behavior so they can learn from their mistakes and move on. Below are some common behaviors in First Grade and the related logical consequences.

Class Disruption - Student would be asked to sit in the "Take a Break Chair" (a chair where the student practices breathing exercises and thinks about ways to gain self-control. The student may leave the chair and return to the group when he/she is ready.) If the disruptions become consistent and occurs multiple times, the teacher may write an office referral.

Disrespectful Behavior Towards Another Student - Student would write an "Action of Apology" note to the students and "Fix" what he/she did. (Ex. If he/she was mean to another child, he/she may give the child a compliment. If he/she would not let the child play with him/her, he/she would play with the child the following day.)

Aggressive Behavior - Student would write an "Action of Apology" note to the student and "Fix" what he/she did by writing a "Get Well" card. (Depending on the severity of the behavior, an office referral and/or note home may also be necessary.) Parents would be informed.

Disrespectful Behavior Towards an Adult - Student would write an "Action of Apology" note to the adult and lose a privilege. Parents would be informed.



Lunch



First Graders eat lunch at 12:00 each day. (On early dismissal days they eat at 11:30.)

If your child will buy lunch, you should send cash or a check in a marked envelope. Your child's name and the amount of money enclosed should be printed on the outside of the envelope. This is very important so the cafeteria knows who has sent in the money. Loose cash will be sent back home. You may send in exact change for the week ahead or pay for additional, future lunches if they wish. Mrs. Melanson in the cafeteria will keep track of how much money you have sent in and any lunch credits your child may have. You may also purchase lunches online through the Meals Pay Plus program (you can find the link on the Groton website.)

Any questions about lunch money or credits should be directed toward Karen Melanson in the cafeteria (kmelanson@groton.k12.ct.us). Lunch costs \$2.80 per day and milk costs 50 cents per day.



Skills: Math



Represent and solve problems involving addition and subtraction.

- * Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.¹
- * Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Understand and apply properties of operations and the relationship between addition and subtraction.

- * Apply properties of operations as strategies to add and subtract.² *Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)*
- * Understand subtraction as an unknown-addend problem. *For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.*

Extend the counting sequence.

- * Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Math Skills cont.

Add and subtract within 20.

- * Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- * Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

Work with addition and subtraction equations.

- * Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.
- * Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.*

Understand place value.

- * Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
- * 10 can be thought of as a bundle of ten ones – called a “ten.”
- * The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

Math Skills cont.

- * The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
- * Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Use place value understanding and properties of operations to add and subtract.

- * Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
- * Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- * Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Represent and interpret data.

- * Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Math Skills cont.

Measure lengths indirectly and by iterating length units.

- * Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- * Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*
- * Tell and write time.
- * Tell and write time in hours and half-hours using analog and digital clocks.

Reason with shapes and their attributes.

- * Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
- * Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.¹
- * Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Parent Volunteers



Because sometimes my students have a hard time when their parents volunteer in the classroom and/or can cause them to become distracted, I prefer to have volunteers work with my students who are not parents of my students.

However, parents are always needed for events like Field Trips and Field Day!

If you wish to volunteer this year, please contact the School Volunteer Coordinator. All Parent Volunteers must go through the School Volunteer Coordinator now, not the classroom teacher.

In order to volunteer in the classroom or chaperone for a field trip **you must be fingerprinted and/or have a background check** through Groton Public Schools. Please check with the School Volunteer Coordinator or the school secretary for more information.

Report Cards



The report card is sent home 10 days after each marking period closes. Below are the dates each marking period ends:

Dec 1st
March 8th
June 13th

Academic Grading:

- * Score of 3 - Your child has independently made good progress with little assistance from the teacher to master skills taught.
- * Score of 2 - Your child has made good progress, but has needed some assistance along the way from the teacher in order to master skills taught.
- * Score of 1 - Your child has made limited progress towards learning skills taught, even with significant teacher support (*If your child were to receive this score, you would know your child was having difficulty before the report card came home!*)
- * Score of 4 - Your child has exceeded expectations toward mastering skills taught. (*Most children will not receive a score of 4.*)

* Behavior/Work Habits Grading in on following page.

Report Cards (cont.)

Behavior/Work Habits Grading:

- * Score of C - Your child independently and consistently demonstrates the desired behavior with very few reminders from the teacher.
- * Score of I - Your child is able to successfully demonstrate the desired behavior with reminders and redirection from the teacher.
(It is not uncommon for students to receive a score of I in First Grade as they are still developing their independence and self-control. A score of I is not necessarily a cause for concern, but I would recommend that you have a chat with your child about how they may work towards getting a C next term! ☺)
- * Score of N- Your child finds it a challenge to successfully demonstrate the desired behavior even with constant reminders and redirection from the teacher.
*(It is **not** common for students to receive a score of N in First Grade. If your child receives a score of N, you would have been notified of my concerns prior to the report card.)*



Responsibility



* There are several ways that students learn and practice responsibility in our classroom. Students are expected to independently...

- ✧ Remember and follow morning routines (backpacks, lunch choices, Folders, etc.) and afternoon routines (check mailbox, pack up Folders and backpacks, put up chairs, etc.).
- ✧ Keep track of their classroom materials (pencils, books, homework assignments, etc.).
- ✧ Clean up after themselves.
- ✧ Work quietly during quiet work times.
- ✧ Complete homework assignments and pass them in on time.
- ✧ Listen to and follow directions.
- ✧ Remember to do their class job each day.
- ✧ Relay information to parents about homework assignments or other important topics.



Science Topics



- 🔍 Vibrating materials can make sound and that sound can make materials vibrate.
- 🔍 Objects in darkness can be seen only when illuminated.
- 🔍 Plants and/or animals use their external parts to help them survive, grow, and meet their needs
- 🔍 Patterns in behavior of parents and offspring that help offspring survive
- 🔍 Young plants and animals are like, but not exactly like, their parents.
- 🔍 The sun, moon, and stars have patterns that can be predicted.
- 🔍 At different times of year the amount of daylight changes.
- 🔍 The shape of an object helps it function as needed to solve a given problem



Skills: Language



Conventions of Standard English:

- * Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- * Print all upper- and lowercase letters.
- * Use common, proper, and possessive nouns.
- * Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- * Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- * Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- * Use frequently occurring adjectives.
- * Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).

Language Skills cont.

- * Use determiners (e.g., articles, demonstratives).
- * Use frequently occurring prepositions (e.g., *during, beyond, toward*).
- * Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- * Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- * Capitalize dates and names of people.
- * Use end punctuation for sentences.
- * Use commas in dates and to separate single words in a series.
- * Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- * Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Language Skills cont.

Knowledge of Language:

- * Vocabulary Acquisition and Use:
- * Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade / reading and content*, choosing flexibly from an array of strategies.
- * Use sentence-level context as a clue to the meaning of a word or phrase.
- * Use frequently occurring affixes as a clue to the meaning of a word.
- * Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
- * With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- * Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- * Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

Language Skills cont.

- * Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- * Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.
- * Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).



Skills: Math



Represent and solve problems involving addition and subtraction.

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Math Skills cont.

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Math Skills cont.

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- * Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Represent and interpret data.

- * Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Math Skills cont.

Measure lengths indirectly and by iterating length units.

- * Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- * Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*
- * Tell and write time.
- * Tell and write time in hours and half-hours using analog and digital clocks.

Reason with shapes and their attributes.

- * Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
- * Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.¹

Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.



Skills: Reading



Key Ideas and Details:

- * Ask and answer questions about key details in a text.
- * Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- * Describe characters, settings, and major events in a story, using key details.

Craft and Structure:

- * Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- * Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- * Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

- * Use illustrations and details in a story to describe its characters, setting, or events.
- * Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity:

- * With prompting and support, read prose and poetry of appropriate complexity for grade I.

Reading Skills cont.

Key Ideas and Details:

- * Ask and answer questions about key details in a text.
- * Identify the main topic and retell key details of a text.
- * Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure:

- * Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- * Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- * Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas:

- * Use the illustrations and details in a text to describe its key ideas.
- * Identify the reasons an author gives to support points in a text.
- * Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity:

- * With prompting and support, read informational texts appropriately complex for grade I.

Reading Skills cont.

Phonological Awareness:

- * Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- * Distinguish long from short vowel sounds in spoken single-syllable words.
- * Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- * Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- * Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition:

- * Know and apply grade-level phonics and word analysis skills in decoding words.
- * Know the spelling-sound correspondences for common consonant digraphs.
- * Decode regularly spelled one-syllable words.
- * Know final -e and common vowel team conventions for representing long vowel sounds.
- * Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- * Decode two-syllable words following basic patterns by breaking the words into syllables.
- * Read words with inflectional endings.
- * Recognize and read grade-appropriate irregularly spelled words.

Reading Skills cont.

Print Concepts:

- * Demonstrate understanding of the organization and basic features of print.
- * Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Fluency:

- * Read with sufficient accuracy and fluency to support comprehension.
- * Read grade-level text with purpose and understanding.
- * Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- * Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



Skills: Speaking & Listening



Comprehension and Collaboration:

- * Participate in collaborative conversations with diverse partners about *grade / topics and texts* with peers and adults in small and larger groups.
- * Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- * Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- * Ask questions to clear up any confusion about the topics and texts under discussion.
- * Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- * Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Speaking & Listening Skills cont.

Presentation of Knowledge and Ideas:

- * Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- * Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- * Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 [here](#) for specific expectations.)



Skills: Writing



Text Types and Purposes:

- * Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- * Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- * Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing:

- * 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.
- * With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Writing Skills cont.

Research to Build and Present Knowledge:

- * Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
- * With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.



Snack

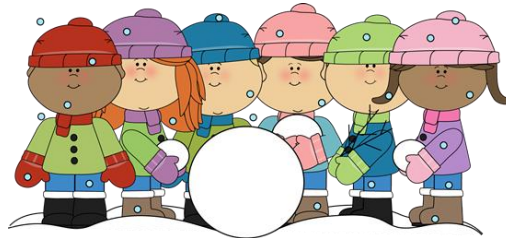


Please be sure to have your child eat a good, healthy breakfast before school each day! If your child misses breakfast at home, he/she can get breakfast each day in the cafeteria before school for \$1.00.

We will have a very QUICK, snack time in the morning each day. Your child's snack should be something healthy! Please do not send in cookies, snack cakes, or candy for snack! The best snack choices are fresh fruits, veggies, cheese, and nuts. However, if your child is like my own children and like more of a “variety”, crackers, pretzels, popcorn, graham crackers, granola bars, bagels, muffins (not cupcakes), yogurt, and half-sandwiches are also acceptable choices!

Your child may also bring water to drink with his/her snack, or he/she can get a drink at the water fountain during snack time. (Unfortunately I do not allow juice or milk for snack time because often we have papers out on the tables during snack time, and if juice or milk spills, it can stain or ruin papers kids may be working on. However, those drinks are fine to have in the cafeteria at lunch time!)

Please send a snack with your child on days he/she may get hot lunch, so he/she will have something to eat during snack time! The school does not supply snacks!



Snow Gear

Unless the black top is unsafe or the temperature falls below 20 degrees, students go outside when there is snow on the ground. Please make sure your child is dressed appropriately and has a warm coat, mittens and a hat.

Students are not permitted to leave the black top unless they have **BOTH** snow boots **and** snow pants. If your child brings in snow boots and pants, please send them in a separate, sturdy bag (please do not send them in a plastic bag). These clothes are often wet when your child returns from recess and a separate bag prevents your child's backpack and papers from getting wet and dirty.



Social Studies Topics



The Relationship Between Family, School, and Community (the ways in which communities changed, how peoples' beliefs change over time)



Citizenship in Our Community (how rules in school and community changed over time and why)



Our Needs as a Community (how the way people made a living changed in the community)



Geography and Maps (using maps to help us understand the history of our community)

Specials



Art (Mondays 10:45-11:25)



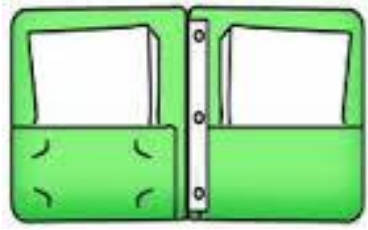
PE (Tuesdays 2:30 - 3:10)



Library (Wednesdays 10:45-11:25)



Music (Thursdays 2:30 - 3:10)



Take Home Folders

The Take Home Folder is your child's everyday folder. The purpose of it is to provide students with an organized way of keeping track of materials and papers to go home and come back to school and to provide easy communication for parents and teachers. It should go back and forth from home to school every day, and it should be emptied each afternoon!

Tests



Students will be assessed many times throughout the year in order to plan instruction.

Tests in first grade are for assessment purposed ONLY, and students should not feel badly if they do not do well! I explain to students many times throughout the year that a “test” in first grade is ONLY to help me learn which skills I need to help students with and which skills students have already mastered! It is not a measurement of how well they are doing in school! The growth of skills is what is important at this age!

Website



Here is my website address:

<http://groton.k12.ct.us/Domain/1108>

On my website, you will find...

- * First Grade Information
- * Class List
- * Links to websites for students



Worksheets



I give three kinds of worksheet work in my class - group work, independent work, and homework.

Group work is work that we complete together as a class or during small groups. This work may be a new skill or may include a skill that is presenting a challenge to students. We complete this work in a group so I can help students as needed. Your child is not usually expected to complete this work accurately without assistance.

Independent Work is work that students are expected to complete on their own in the time they are given to complete it. This consists of review and practice skills. I only give this kind of work to my students that I know they are capable of doing on their own. If your child struggled with any of these skills while we were learning them, the work would be modified for him/her so that it could be completed independently. Therefore, all independent work that I give students is expected to be completed neatly and accurately with few mistakes. Although perfection is certainly not expected, your child is expected to make a good effort to do his/her best work.

Homework consists of work that provides your child with extra practice on a skill that he/she is having difficulty with. If your child is doing fine on all first grade skills, he/she may not have any worksheets for homework. If your child does not complete his/her independent work in class due to talking/not focusing on the work, I may also send home that work to complete at home in addition to any other homework.

