




**Welcome to 1<sup>st</sup>  
Grade**

A decorative border made of green triangles and chevrons surrounds the text.

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# COMMUNICATION

Conference Time: 10:10-11:00

Take home Binders

School website

E- Mail:

[Tralonya.Taylor@gpisd.org](mailto:Tralonya.Taylor@gpisd.org)

[Lisa.Francis@gpisd.org](mailto:Lisa.Francis@gpisd.org)

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Home + School  
Working Together  
=  
Student Success

# Mission Statement

**Our vision as a first grade team is working together for the common cause, student success, building each other up in a loving, honest, positive and confidential way.**

# BEHAVIOR

## Rules and Procedures: (social contract)

1. Keep your hands and feet to yourself.
2. Talk and share out at appropriate times and at the appropriate noise level.
3. Be respectful of others.
4. Finish all assigned work in a timely manner.
5. Follow directions and procedures.
6. Do your best work.
7. Tell the truth.

- **Consequences:**

- Verbal warning, review expected behavior (Capturing Kid's Hearts questions).
- Private conference with student, (walk 5 playground laps before free play).
- Parent contact, (walk 8 playground laps before free play).
- Parent conference with Administrator, (walk 10 playground laps before free play).
- Office referral

- **Positive Incentives:**

- |                            |                                  |
|----------------------------|----------------------------------|
| • <b>Praise</b>            | <b>Notes home</b>                |
| • <b>Stickers</b>          | <b>Classroom group incentive</b> |
| • <b>Thunderbird bucks</b> | <b>Treasure box</b>              |

# DAILY SCHEDULE

<b>7:50AM-8:10AM</b>	<b>Breakfast in the Classroom</b>
<b>8:10AM-8:20AM</b>	<b>Word study/journal writing</b>
<b>8:20AM-9:00AM</b>	<b>Reading lesson</b>
<b>9:10AM-10:10AM</b>	<b>Guided reading</b>
<b>10:10AM-11:00AM</b>	<b>Specials</b>
<b>11:00AM-11:30AM</b>	<b>Writing/Grammar</b>
<b>11:30-12:00PM</b>	<b>Lunch</b>
<b>12:00PM-12:30PM</b>	<b>Recess</b>
<b>12:30AM-12:45PM</b>	<b>Writing Continued</b>
<b>12:45PM-1:10PM</b>	<b>Math Concept Lesson</b>
<b>1:10PM-2:40PM</b>	<b>Guided Math Small Groups</b>
<b>2:10PM-2:45PM</b>	<b>Enrichment</b>
<b>2:45PM-3:30PM</b>	<b>Science/Social Studies</b>
<b>3:30-3:35</b>	<b>Dismissal</b>

# **HOMEWORK EXPECTATIONS**

Students should be reading their guided reading book and poems daily and it should be logged on their reading log.

Other reading may include Reading A-Z or library books.

Students should complete the writing prompt on the back of the newsletter.

Students should be able to read, write and spell weekly word wall words.

# MATH

Students are expected to use higher level thinking skills. They are encouraged to use the **Problem Solving Process** to show their thinking.

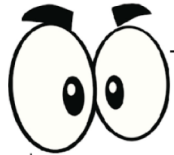
**Guided Math** – Math is taught to small groups and is tailored to students' needs.

**Math Stations** – Students work in review stations while teachers work with small groups.

**Vocabulary** – Students will be introduced to math vocabulary that will be used throughout school.

Our goal is for students to be fluent in their **addition and subtraction facts**.

# MATH: PROBLEM SOLVING



Analyze

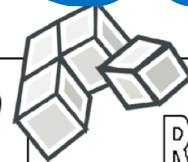
What are the important details?  
What is the question?

Plan



How are you going to solve the problem?

- strategy

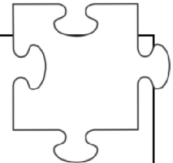


Represent

How can the important details be represented?

- symbols
- diagrams
- language

Solve



How did you solve the problem?

- equation
- computation
- written explanation



Solution

What's the answer?

- Complete sentence

Justify

Check solution for reasonableness.  
How do you know it's correct?





# WRITING

- Empowering Writers
- Students should be practicing their writing at home.
- You can help your child improve their writing by giving them a prompt about almost anything.
- Anytime your child writes anything, have them go back and check to make sure that...
  - It makes sense.
  - All sentences start with capital letters and end with a punctuation mark.
  - That all core spelling words are spelled correctly.

# LANGUAGE ARTS

- Word Journeys is our word study curriculum. Students learn a spelling pattern rather than specific words. For example: “sh” makes a “sh” sound rather than just an “s” sound and an “h” sound. The spelling pattern (not a specific set of words) will be tested on Friday.
- Word Wall Words are sight words that don’t follow a pattern and have to be memorized.
- Each Day a Sentence is our grammar curriculum.

# READING

In class, students are reading just-right books. Students choose books based on their reading level and interests.

Guided Reading Daily – Small groups of students on the same reading level spend time reading to the teacher. These are the same books they bring home to practice with.

Students are given 45 minutes of independent reading and writing time during class. Students not working in a small group with the teacher spend time in literacy centers reading, writing and working on words.

Our focus for the first nine weeks is to improve reading comprehension!

# READING

- Students should be reading every night at home. Studies prove that the more students read, the better readers and writers they will become and the better grades they will get in ALL subjects.
- This reading should be recorded in their home/school reading log at home.
- Students should be reading their guided reading book.

# READING

- How to help at home:
- Ask your child to retell the story.
- Ask your child questions about what they are reading.
- Ask, “What are you thinking about as you read? Why?”
- Read to your child.
- Let your child see you as a reader!
- Take a trip to the library together.

**Students are allowed to check out books from the school library.**

First Semester	Second Semester
1st Nine Weeks	3rd Nine Weeks
<p><b><u>Unit 01: Exchanging Ideas and Messages (20 days for the entire unit)</u></b>  1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.1F, 1.2A, 1.2C, 1.2D, 1.2E, 1.2F, 1.3A.i, 1.3A.ii, 1.3B, 1.3C.i, 1.3D, 1.3H, 1.3I, 1.4A, 1.4B, 1.6A, 1.7B, 1.8A, 1.12A, 1.16A, 1.17A, 1.17B, 1.17E, 1.19C, 1.20A.i, 1.20A.ii, 1.20A.vi, 1.20A.vii, 1.20B, 1.20C, 1.21A, 1.21B.i, 1.21B.ii, 1.21B.iii, 1.21C, 1.22A, 1.22B.i, 1.22C, 1.22E, 1.27A, 1.27B, 1.28A, 1.29A, 1.Fig19B, 1.Fig19C, 1.Fig19D, 1.Fig19E</p> <p><b><u>Unit 02: Readers Read for a Purpose (20 days for the entire unit)</u></b>  1.2C, 1.2D, 1.2E, 1.2F, 1.3A.ii, 1.3A.iii, 1.3A.iv, 1.3B, 1.3C.i, 1.3D, 1.3E, 1.3H, 1.3I, 1.4A, 1.4B, 1.4C, 1.6A, 1.6D, 1.7A, 1.10A, 1.13A, 1.16A, 1.17A, 1.17B, 1.17C, 1.17D, 1.18A, 1.19A, 1.19C, 1.20A.i, 1.20A.ii, 1.20A.iii, 1.20A.iv, 1.20A.vii, 1.20B, 1.20C, 1.21A, 1.21B.i, 1.21C, 1.22A, 1.22B.iii, 1.22C, 1.22D, 1.22E, 1.27B, 1.28A, 1.29A, 1.Fig19A, 1.Fig19B, 1.Fig19C, 1.Fig19D, 1.Fig19E, 1.Fig19F</p>	<p><b><u>Unit 04: Developing Readers and Writers Using Informational Text (20 days for the entire unit)</u></b>  1.3A.ii, 1.3C.ii, 1.3C.vi, 1.3D, 1.3F, 1.3H, 1.4B, 1.4C, 1.5A, 1.6B, 1.6C, 1.6E, 1.13A, 1.14A, 1.14B, 1.14C, 1.14D, 1.15A, 1.15B, 1.17C, 1.17D, 1.19A, 1.19B, 1.19C, 1.20A.iv, 1.20A.v, 1.20A.vii, 1.21B.ii, 1.21B.iii, 1.21C, 1.22A, 1.22B.ii, 1.22C, 1.22D, 1.22E, 1.23A, 1.24A, 1.24B, 1.24C, 1.Fig19C, 1.Fig19D, 1.Fig19F</p> <p><b><u>Unit 05A: Media Mania (11 days for the entire unit)</u></b>  1.3A.v, 1.3C.v, 1.3D, 1.3F, 1.3G, 1.3H, 1.4B, 1.4C, 1.5A, 1.6B, 1.6E, 1.13A, 1.14A, 1.14B, 1.14C, 1.14D, 1.16A, 1.16B, 1.17C, 1.17D, 1.19A, 1.19C, 1.21C, 1.22A, 1.22C, 1.22E, 1.Fig19C, 1.Fig19D, 1.Fig19F</p>
2nd Nine Weeks	4th Nine Weeks
<p><b><u>Unit 02: Readers Read for a Purpose (continued) (20 days for the entire unit)</u></b>  1.2C, 1.2D, 1.2E, 1.2F, 1.3A.ii, 1.3A.iii, 1.3A.iv, 1.3B, 1.3C.i, 1.3D, 1.3E, 1.3H, 1.3I, 1.4A, 1.4B, 1.4C, 1.6A, 1.6D, 1.7A, 1.10A, 1.13A, 1.16A, 1.17A, 1.17B, 1.17C, 1.17D, 1.18A, 1.19A, 1.19C, 1.20A.i, 1.20A.ii, 1.20A.iii, 1.20A.iv, 1.20A.vii, 1.20B, 1.20C, 1.21A, 1.21B.i, 1.21C, 1.22A, 1.22B.iii, 1.22C, 1.22D, 1.22E, 1.27B, 1.28A, 1.29A, 1.Fig19A, 1.Fig19B, 1.Fig19C, 1.Fig19D, 1.Fig19E, 1.Fig19F</p> <p><b><u>Unit 03: Developing Readers and Writers through Literary Works (20 days for the entire unit)</u></b>  1.2B, 1.2C, 1.3A.ii, 1.3A.iv, 1.3B, 1.3C.iv, 1.3D, 1.3F, 1.3H, 1.4A, 1.4B, 1.4C, 1.5A, 1.6B, 1.6C, 1.6E, 1.7A, 1.7B, 1.8A, 1.9A, 1.9B, 1.10A, 1.11A, 1.17C, 1.17D, 1.18A, 1.18B, 1.19C, 1.20A.iv, 1.20A.v, 1.20A.vii, 1.20C, 1.21C, 1.22A, 1.22B.ii, 1.22C, 1.22D, 1.22E, 1.28A, 1.29A, 1.Fig19A, 1.Fig19C, 1.Fig19D, 1.Fig19E, 1.Fig19F</p>	<p><b><u>Unit 05B: Research: Making a Plan (12 days for the entire unit)</u></b>  1.3A.v, 1.3A.vi, 1.3C.iii, 1.3C.v, 1.4B, 1.6D, 1.14A, 1.14B, 1.14C, 1.14D, 1.17C, 1.17D, 1.19A, 1.19C, 1.21C, 1.22A, 1.23A, 1.23B, 1.24A, 1.24B, 1.24C, 1.25A, 1.26A, 1.28A, 1.Fig19C, 1.Fig19D, 1.Fig19F</p> <p><b><u>Unit 06A: All About Literacy (11 days for the entire unit)</u></b>  1.3A.v, 1.3A.vi, 1.3C.iii, 1.3C.v, 1.4B, 1.8A, 1.9A, 1.9B, 1.11A, 1.17C, 1.17D, 1.18A, 1.18B, 1.19C, 1.22A, 1.Fig19D, 1.Fig19E, 1.Fig19F</p> <p><b><u>Unit 06B: Making Connections (9 days for the entire unit)</u></b>  1.4B, 1.6C, 1.6E, 1.7A, 1.10A, 1.13A, 1.14A, 1.19B, 1.19C, 1.22E, 1.Fig19F</p>



# **DRA2/EDL2 MINIMUM EXPECTED LEVELS OF PERFORMANCE** (BY BOY, MOY and EOY)

## **KINDERGARTEN**

**Level A-6 EOY GOAL-Level 6**

September (BOY)

Emergent Reading Skill /  
Level A

January (MOY)

Level 2

May (EOY)

Level 6

## **FIRST GRADE**

**Level 6-20 EOY GOAL-Level 20**

September (BOY)

Level 6

January (MOY)

Level 12

May (EOY)

Level 20

## **SECOND GRADE**

**Level 20-30 EOY GOAL-Level 30**

September (BOY)

Level 20

January (MOY)

Level 24

May (EOY)

Level 30

## **THIRD GRADE**

**Level 30-40 EOY GOAL-Level 40**

September (BOY)

Level 30

January (MOY)

Level 34

May (EOY)

Level 40

## **FOURTH GRADE**

**Level 40-50 EOY GOAL-Level 50**

September (BOY)

Level 40

January (MOY)

Level 40

May (EOY)

Level 50

## **FIFTH GRADE**

**Level 50-60 EOY GOAL-Level 60**

September (BOY)

Level 50

January (MOY)

Level 50

May (EOY)

Level 60

<u>Month</u>	<u>Level</u>	<u>Fluency</u>
September	3	
October	4	8 wcpm
November	6	16 wcpm
December	8	20 wcpm
January	10	28 wcpm
February	12	36 wcpm
March	14	44 wcpm
April	16	52 wcpm
May	18/20	60 wcpm



# Enrichment

**Our first graders alternate between Music, P.E., and Art classes each day.**

- Our music teacher is Kalli Bankston.
- Our P.E. teacher is Jason Bentley.
- Our art teacher is Elvia Vigil.

# GRADES

**A minimum of nine grades for each subject, per nine weeks is required and should be spread out fairly evenly over the grading period. The grades will be taken from a variety of grading methods.**

**All assignments are weighted the same with the exception of Language Arts (writing composition 75% and grammar 25%)**

**All assignments are considered daily work.**

**Report Cards Dates may be found on Skyward.**

# Any Questions?



# BEFORE YOU LEAVE...

Sign up for a conference time in the hallway with your child's HOMEROOM teacher if you desire one.

If you have not already done so, please make sure your email is updated in our system, so that you are aware of all the great events happening at Moseley.

If you have not already done so, please sign-up for your child's teacher "REMIND" group to receive the most current Classroom information.

If you have not already done so, complete the online registration and turn in ALL paperwork.

*Thank you so much for  
coming!*