

Syllabus

First Grade



Lake Forest Elementary

2022-2023

Amy Beth Bryson 355-4053 abryson@greenville.k12.sc.us

Diana Ashy Nations 355-4050 dnations@greenville.k12.sc.us

Alicia Cely 355-4075 acely@greenville.k12.sc.us

Courtney Cordell 355-4066 ccordell@greenville.k12.sc.us

Eliza Finley 355 - 4033 efinley@greenville.k12.sc.us

Erin Boukather 355 - eboukather@greenville.k12.sc.us

Heidi Zimmerman 355-4064 Hdowens@greenville.k12.us

Link to [SC First Grade Standards](https://ed.sc.gov/instruction/standards-learning/) <https://ed.sc.gov/instruction/standards-learning/>

Reading



Building Strong Reading Habits

Suggested Pacing: 25 days

This unit is designed to help each and every student see himself or herself as someone who loves to read. At the start of a new year, the task is to then, rally your class, inspire your students, and to make the individual connections that help each child feel secure, confident that he or she is becoming a strong reader.



Becoming Strong Problem Solvers in Reading

Suggested Pacing: 25 days

This unit is designed to ensure that students are readers who are active problem-solvers. This unit supports students' word-solving skills by providing an opportunity, very early in the year, to revisit the strategy work children learned last year but may have forgotten and it provides an opportunity for you to teach children some strategies that will help them read more challenging books. It is

also important to consider how you will support this work in all components of the literacy framework and beyond, not only during reading workshop.



Learning About the World Through Reading **Suggested Pacing: 30 days**

This unit is the first one of the year designed to support students in reading nonfiction closely. In it, you'll offer strategies readers use that are particular to this genre as they gradually learn to tackle increasingly complex books. You will convey the message, "We're going to learn about our world through books!" and build excitement for the unit. This excitement will help students tap into their curiosity as motivation for all of the hard reading and thinking work you'll ask of them as they read informational books.



Reading Through the Hard Parts **Suggested Pacing: 25 days**

This unit is designed to help students realize they have strategies to be in charge of their own reading, to set their own agenda, and to get through the hard parts all by themselves. They can move past the initial impulse to say, "Help me!" when faced with a tricky word or when meaning breaks down and instead they can be their own teachers, solving their own reading dilemmas by drawing on the

tools and strategies they've learned. They will be taught to balance their reading energies between word solving and meaning making so that their experiences with texts are well-rounded and thoughtful, efficient, and meaningful.



Getting to Know Characters **Suggested Pacing: 20 days**

This unit is designed to both teach students that readers study characters to understand books well and to teach more complex character work which includes how characters think, feel, and the lessons they learned. You'll also tuck in reminders that children need to continue to draw on all the strategies they've learned earlier. They will continue to check that their books make sense, to think about how all the pages in a story go together, and to figure out hard words. Above all, they will continue to build their reading volume and bring a wealth of new characters into their lives.



Deepening Comprehension **Suggested Pacing: 25 days**

This unit is designed to help students think deeply about texts through the powerful relationship of reading and drama. When we read, seeing through a character's eyes, we put ourselves into the drama of the story-and this means coming to understand it in richer ways. Students are invited to step into the characters in their books,

envision as they read, use this capacity to envision to read with increasing fluency and richer comprehension- and to share this understanding with other people.



Growing Our Understanding of Nonfiction

Suggested Pacing: 30 days

This unit is designed to position students to apply all that they have learned about reading genres across the year to learning about a topic across genres. It gives readers an early start to viewing the world—and all the many types of books—through the lens of a learner. The concept that readers learn from many sources will be especially pertinent as children tackle more complex books. Because most of the students at this point in the year are becoming transitional readers, in addition to teaching them to word-solve and monitor for meaning on their first reads, rereading to acquire more information will also be important. Rereading will support students' fluency and comprehension and as a means of building knowledge of a topic.

Writing



Narrative Writing-Launching the Writing Workshop

Suggested Pacing: 25 days

This unit is designed to reflect the priorities of writing that will support students through the entire year. Building stamina, becoming brave and resourceful word solvers, and generating and recording cohesive, sequenced narratives are among these priorities.

There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.

Procedural Writing- How to... Books



Suggested Pacing: 25 days

This unit is designed to build on the kindergarten informational writing unit on how-to or procedural texts. Students will be encouraged to generate their own ideas for writing and to write in ways that are clear and emulate published texts. Students will use a repertoire of strategies to spell words including stretching words and using the word wall to increase their use of high frequency words in text.

There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.



Informational Writing- Books that Teach Suggested Pacing: 30 days

This unit is designed to give children the support and practice they will need to organize their information; again and again over the course of the unit, children will name a topic, give facts, and provide a sense of closure. During this unit of study, each child will write lots of information books about lots of different topics and will revisit his or her writing to self-assess and revise. It is also important to continue to build on students' understanding of language by introducing additional spelling strategies, working on ending punctuation and teaching children that writers use commas when writing a list. There will be many opportunities to work with partners, especially around asking and answering questions to clarify what someone is saying. Partners will have chances to talk about their topics, reflect on what they are learning, and ask questions to help each other teach even more information.

There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.

Opinion Writing- Writing Persuasive Reviews



Suggested Pacing: 25 days

This unit is designed to teach students that writing can give them a way to make and defend important decisions. Whatever the item being assessed, children will learn to write their judgments and their reasons for those judgments and to organize their reasons and supply supporting details for those reasons. Eventually, children will use their skills at writing to make and defend judgments to write reviews of all sorts—restaurant reviews, movie reviews, book reviews.

There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.



Narrative Writing - Exploring Poetry and Songs Suggested Pacing: 20 days

This unit is designed to give students the opportunity to explore the world of poetry and songs. One of the major purposes of this unit is to support the writing process- to generate ideas, plan, develop their writing with detail and craft, and to revise and edit their pieces. Some teachers have found that it is powerful to pull out anchor charts from earlier units to explore strategies children have already learned, and think about ways poets can use those same strategies and techniques. Each unit of study serves as another opportunity for children to practice and apply writing habits and strategies. The unit is not designed as a “kinds of poetry” unit—day one write a list poem, day two write a story poem, day three write a limerick, and so forth. Most teachers find that when they launch the unit with lots and lots of opportunities for immersion, students flourish—making their own choices while being inspired by mentor poems.

There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.



Narrative Writing - Fictional Stories

Suggested Pacing: 25 days

This unit is designed to extend students' knowledge of writing small moments, or personal narrative writing. The focus of the unit is realistic fiction, rather than any kind of fiction, due to the fact that kids write best about what they know. When they realize that their true knowledge can find their way into their stories, they inevitably find that they actually have a lot to write about. Throughout this unit, children will work with increasing independence, applying and transferring what they have learned both in prior narrative units and in this unit to lots of realistic fiction books of their own creation. *If you find that your students are not ready to embark in the work of fiction, you may need to revisit the work of personal narrative for this unit.

There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.



Independent Writing Projects

Suggested Pacing: 30 days

This unit is designed to be a celebration of all that writing is, as well as a celebration of our youngest writers, to honor their passions for writing about particular topics as well as genres. In this final unit, you'll aim to instill the value of making decisions, investing energy in self-assigned projects, and working with independence to teach children that writing is something that is ALWAYS available for them to do. As you approach this unit, remember that it rests on the shoulders of all the genre specific work students have done all year. Writers will consider writing projects from a variety of genres. They might be writing newspapers, comic books, poetry, question and answer books, joke books, and some genre we can't imagine yet because of each child's unique tastes. Your job will not be to pre-teach every genre available, instead, you will want to support your young writers with selecting writing projects and help move them through the writing process. The hope is that this unit sets up your students for a summer of designing writing projects of their very own.

	There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.
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Math



Unit 1: Getting Started **Suggested Pacing: 4 days**

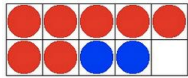
This unit is designed to allow time for teachers to administer the benchmark and review fluency with facts to five.



Unit 2: Understanding Ten Ones Make a Ten

Suggested Pacing: 7 days

Students will build the understanding that ten ones make a ten and apply these concepts to model numbers to 20.



Unit 3: Developing Addition and Subtraction Strategies

Suggested Pacing: 14 days

Students will develop strategies to add and subtract to solve problems with facts to 10.



Unit 4: Exploring Quantities to 100

Suggested Pacing: 10 days

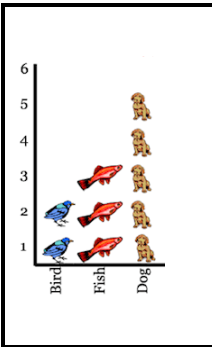
Students will extend the number sequence to 100 and represent numbers with objects and numerals to 100.



Unit 5: Measuring, Ordering, and Comparing Lengths

Suggested Pacing: 8 days

Students will order objects indirectly and measure objects with nonstandard units. *This is the only time these are standards are formally addressed. Please make sure revisit these concepts throughout the year.*



Unit 6: Using Data to Add and Subtract within 20

Suggested Pacing: 12 days

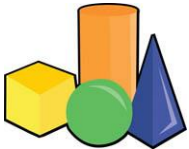
Students will continue to build on their knowledge of object and picture graphs and learn to read and interpret a bar graph. Students learn to use tally marks to gather data and organize the information in a t-chart.



Unit 7: Telling Time to the Hour and Half Hour

Suggested Pacing: 10 days

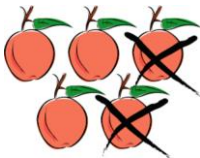
Students will tell time to the hour and half hour.



Unit 8: Distinguishing Attributes of Shapes and Patterns

Suggested Pacing: 10 days

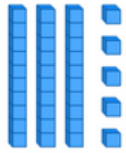
Students will focus on defining and non-defining attributes of 2-dimensional shapes and are introduced to a rhombus and trapezoid.



Unit 9: Extend Addition and Subtraction to 20 with Story Problems

Suggested Pacing: 14 days

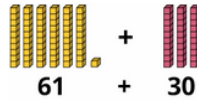
Students will solve story problems with unknowns in all positions with addition and subtraction facts to 20.



Unit 10: Using Place Value

Suggested Pacing: 10 days

Students will count through 120, represent numbers to 100 and compare two two-digit numbers based on place value.



Unit 11: Adding Multiples of Ten

Suggested Pacing: 10 days

Students will find ten more than a given number and add multiples of ten, not exceeding 100.



Unit 12: Composing Shapes

Suggested Pacing: 9 days

Students will combine shapes (2-D /3-D) to create composite shapes and continue to use defining attributes to describe shapes.



Unit 13: Understanding the Equal Sign

Suggested Pacing: 10 days

Students will build understanding of the equal sign as a relationship between two quantities and use this understanding to determine if equations with addition and subtraction are true.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Unit 14: Understanding Place Value to Add and Subtract

Suggested Pacing: 12 days

Students will extend their understanding of addition to add a 2-digit number and a 1-digit number to compose a ten and extend their understanding of subtraction to subtract multiples of 10 from a larger multiple of 10.

$$3+2+1$$

Unit 15: Applying Properties of Operations to Add 3 Addends

Suggested Pacing: 11 days

Students will continue to use the commutative property and learn to use the associative property to solve addition word problems with 3 addends more efficiently.



Unit 16: Finding Equal Shares of Shapes

Suggested Pacing: 5 days

Students will partition shapes (rectangle, square, and circle) into equal shares.



Unit 17: Identifying Coins

Suggested Pacing: 5 days

Students will identify coins and their value.



Unit 18: Demonstrating Proficiency in Addition and Subtraction

Suggested Pacing: 10 days

Students will add and subtract to 10 fluently and continue to solve addition and subtraction word problems with facts to 20.

Science



Unit 1 - Introduction to Science & Engineering Practices and Crosscutting Concepts

Students will begin exploring how scientists and engineers use the Science and Engineering Practices (skills scientists and engineers use) including asking questions, defining problems, developing and using models, planning and carrying out scientific investigations, analyzing and interpreting data, using mathematical and computational thinking, constructing explanations, designing solutions, engaging in argument from evidence, and obtaining/evaluating/communicating information. Students will also be introduced to the Crosscutting Concepts (ways scientists and engineers think about phenomena) including patterns, cause and effect relationships, scale/proportion/quantity, systems and system models, energy and matter, structure and function, and stability/change. Finally, students will be introduced to the engineering design process where students will define problems before developing and optimizing solutions to local, national, and global issues.



Unit 2 - Shadows, Light, and Motion in the Sky

1-PS4-2, 1-PS4-3, 1-PS4-4, 1-ESS1-1, 1-ESS1-2

In Part 1, students will make observations to support an evidence-based claim that objects in darkness can be seen only when illuminated by light sources. Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light. Students will describe the cause and effect relationship for how objects can only be seen if light is available to illuminate them

or if they give off their own light. Students will plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light. Examples of materials could include clear plastic (transparent), wax paper (translucent), cardboard (opaque), and mirrors (reflective). Students will describe the cause and effect relationship for how light passes and interacts with materials. Light travels from place to place. Some materials allow light to pass through them, others allow only some light through, and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam. People also use a variety of devices to communicate (send and receive information) over long distances. Students will use tools and materials to design and build a device that uses light or sound to communicate over a distance.

In Part 2, students will use observations of the sun, moon, and stars to describe patterns that can be predicted. Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day. Seasonal patterns of sunrise and sunset can be observed, described, and predicted. Students will make observations at different times of year to relate the amount of daylight to the time of year. Emphasis is on relative comparisons of the amount of daylight in the winter or summer to the amount in the spring or fall.



Unit 3 - Animals Communicate

1-LS1-1, 1-LS1-2, 1-LS3-1, 1-PS4-1, 1-PS4-4

In Part 1, students will plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. Examples of vibrating materials that make sound could include tuning forks and a stretched string that is plucked. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork. Students will describe the cause and effect relationship for how sound can make matter vibrate and vibrating matter can make sound. People also use a variety of devices to communicate (send and receive information) over long distances. Students will use tools and materials to design and build a device that uses light or sound to communicate over a distance.

In Part 2, students will make observations to support an evidence-based claim that most young animals are like, but not exactly like, their parents. Emphasis is on identifying patterns of shared features between young and adult animals. Examples of observations could include a particular breed of dog that looks like its parents but is not exactly the same. All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air. Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Students will use materials to design a solution to a human problem by mimicking how animals use their external parts to help them survive, grow, and meet their needs. Examples of human problems that can be solved by mimicking animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, or animal scales; stabilizing structures by mimicking animal tails; keeping out intruders by mimicking animal quills; or detecting intruders by mimicking eyes or ears. Students will describe how the shape and stability of structures and natural and designed objects are related to their function(s). Students will obtain information from multiple sources to determine patterns in parent and offspring behavior that help offspring survive. Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, or other vocalizations) and the responses of the parents (such as feeding, comforting, or protecting the offspring). Information may be obtained through observation, field study, text, media, etc. Students will describe the patterns for how adult animals can have young. In many kinds of animals, parents, and the offspring themselves engage in behaviors that help the offspring to survive.



Unit 4 - Plant Shapes

1-LS3-1, 1-LS1-1, 1-PS4-3

In Part 1, students will make observations to support an evidence-based claim that most young plants are like, but not exactly like, their parents. Emphasis is on identifying patterns of shared features between young and adult plants. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size. Plants are very much, but not exactly, like their parents. They can also vary in many ways. Plants have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. Plants also respond to some external inputs. Students will mimic how plants use their external parts to help them survive, grow, and meet their needs. Examples of human problems that can be solved by mimicking plant solutions could include stabilizing structures by mimicking roots on plants or keeping out intruders by mimicking thorns on branches. Students will describe how the shape and stability of structures and natural and designed objects are related to their function(s).

In Part 2, students will plan and conduct an investigation to determine the effect of how light interacts with plants and their dependency on light for survival. Plants have specific parts, such as leaves, that a beam of sunlight will effect in its ability to absorb, however, too much light can be harmful.

Students will describe the cause and effect relationship between parts of plants and how light interacts with these parts. Light travels from place to place, reaching plants high and low. Some plants are able to adapt using its parts to reach light, such as vines on a tree. The structure and function of plants is dependent on its survival using light.

Social Studies



Unit 1: We are Citizens of Our School and Community Suggested Pacing: 15 days + 1 flex

The goal is to lead students into making connections of diversity. Even with diversity we have the same rights and responsibilities as citizens of our class and school. In this unit, students will be exploring responsible citizenship in the classroom, school, and community as a beginning to understanding citizenship in a broader sense in South Carolina. The inquiry lessons provided in this unit address citizenship; the teacher will have to use their discretion to make sure that diversity/embracing differences and working together is also part of other lessons that they teach in this unit.



Unit 2: We are Citizens of Our State Suggested Pacing: 29 days + 2 flex

South Carolina's population is diverse when considering such attributes as age, ethnicity, family, gender, religion, and socioeconomics. Because of this diversity, civic dispositions are essential in governmental operations and day to day interactions between various groups. In this unit, students will be exploring local and state governments as well as determining their functions. Students should identify that different leaders exist at local and state governments and that each has a set of rules and laws that govern them. Governments at different levels support one another in order to make positive change in our communities and across our state.

Unit 3: Inquiring About History: SC Then and Now



Suggested Pacing: 25 days + 5 flex

This unit is designed to help students develop inquiry skills - evaluating sources of evidence (art, artifacts, digital sources, graphs, maps, oral histories, photographs/images texts); analyzing events; making predictions about possible outcomes; identifying similarities and differences; change over time. Generally, the theme is that place affects people and people affects place; this theme will be revisited throughout the year as students use the historical thinking skills they will be explicitly taught in this unit. Allow students to develop the foundational understanding that history involves continuities and changes in people from all backgrounds, and that patterns of history develop over time.



Unit 4: South Carolina, Our Unique State Suggested Pacing: 27 days + 3 flex

Geography in the primary grades encourages the study of Earth as a home for humans and how they interact with it. Knowing where South Carolina is located, identifying key physical and human features in our state using a variety of primary and secondary sources, and understanding the different types of communities (rural, urban, and suburban) in South Carolina is essential for responsible citizenship. Students will also explore the advantages and disadvantages of living and working in each type of community in our state, while also examining the beautiful features and places that make South Carolina a unique and wonderful place. Students are encouraged to use inquiry with a variety of sources used to investigate and compare the location of South Carolina to the rest of the United States.

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Unit 5: Economic Impacts

Suggested Pacing: 32 days + 5 flex

Building off of what students learned about needs and wants in Kindergarten, first grade students are now ready to explore how goods and services meet those needs and wants. By inquiring about goods and services in the school, the community, and South Carolina, students will identify goods as items for purchase and services as actions that benefit others. Civic dispositions are integrated into the identification of economic wants or needs and collaborating on possibilities to create a good or service to meet them.

Health

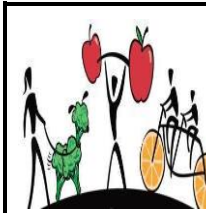
	<p><u>Unit 1: Personal and Community Health</u> Suggested Pacing: 7 weeks</p> <p>Students will understand the chances of being exposed to harmful substances or contracting many illnesses can be within personal control. Students will be equipped with the knowledge and skills to make healthy decisions related to personal and community health.</p>
	<p><u>Unit 2: Mental, Emotional and Social Health</u> Suggested Pacing: 3 weeks</p> <p>Students will understand mental health includes our emotional, psychological, and social well-being. Students will be able to discuss how mental health affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.</p>
	<p><u>Unit 3: Injury Prevention and Safety</u> Suggested Pacing: 9 weeks</p> <p>Students will understand that preventing injuries is an important way to improve overall health and wellness. Students will also understand that preventing injury is an important part of protecting themselves and those</p>

around them. Students will practice making small changes to the way they think and the things they do in order to help to prevent injuries.



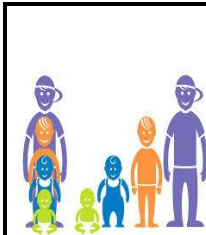
Unit 4: ATOD **Suggested Pacing: 4 weeks**

Students will understand that effective education in ATOD is important because young people are faced with many influences and pressures to participate in risky behaviors. Students will also understand that engaging students in ATOD education assists them in making healthy and safe choices, identify risky situations, and develop strategies to prepare them for challenging situations.



Unit 5: Nutrition and Physical Activity **Suggested Pacing: 7 weeks**

Students will be equipped with the knowledge, skills, self-efficacy, and intentions to make healthy decisions related to nutrition and physical activity.



Unit 6: Human Growth and Development **Suggested Pacing: 6 weeks**

Students will understand that growth and development refers to the changes that occur as a child grows and develops in relation to being physically healthy, mentally alert, emotionally sound, socially competent and ready to learn. Understanding these changes prepares the student for the different stages of child development.

Math

1- Getting Started	2- Ten Ones Make a Ten	3- Dev. Add/Subt. Str.	4- Expl. Quant. to 100	5- Meas., Ord., & Comp. Lengths	6- Using Data to Add/Subt. w/in 20	7- Telling Time to the Hour and Half Hour	8- Dist. Attr. of Shapes & Patterns	9- Ext. Add/Subt. Str. to 20 & Story Prob.	10- Place Value	11- Adding Mult. of Ten	12- Comp. & Drawing Shapes	13- Understanding the Equal Sign	14- Und. Place Value to Add/Subt.	15- App. Prop. of Op. to Add 3 Addends	16- Finding Equal Shares of Shapes	17- Identifying Coins	18- Demon. Proficiency in Add/Subt.
43 days - 2 days FLEX				43 days - 2 days FLEX				43 days - 2 days FLEX				43 days - 2 days FLEX					

Social Studies

We Are Citizens of our School and Community	We Are Citizens of Our State	Inquiring About History: SC Then and Now	South Carolina Our Unique State	Economic Impacts
38 days and 7 FLEX		40 days and 5 flex		40 days and 5 FLEX
35 days and 10 FLEX				

Science/Health

10 days Aug 15 - Aug 26	60 days Aug. 29 - Nov. 29	55 days Nov. 30 - Mar. 6	55 days Nov. 30 - Mar. 6	55 days Mar. 7 - June 2
Introduction to SEPs & CCCs	2- Shadows, Light & Motion	3- Animals Communicate	3- Animals Communicate	4- Plant Shapes

1- Personal & Community Health	2- Mental, Emotional & Social Health	3- Injury Prevention & Safety	4- ATOD	5- Nutrition & Physical Activity	6- Human Growth & Development
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English Language Arts (ELA)

Benchmark Standards	QUARTER 1										QUARTER 2										QUARTER 3							QUARTER 4								
	Aug 17	Aug 23	Aug 30	Sept 7	Sept 13	Sept 20	Sept 27	Oct 4	Oct 11	Oct 25	Nov 1	Nov 8	Nov 15	Nov 29	Dec 6	Dec 13	Jan 3	Jan 10	Jan 18	Jan 24	Jan 31	Feb 7	Feb 14	Feb 22	Feb 28	Mar 7	Mar 14	Mar 28	Apr 4	Apr 11	Apr 19	Apr 25	May 2	May 9	May 16	May 23
Week->	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Reading	1-Building Strong Reading Habits										2-Becoming Strong Problem Solvers in Reading					3-Learning About the World Through Reading					4- Reading Through the Hard Parts Reading					5- Getting to Know Characters			6-Deepening Comprehension				7-Growing Our Understanding of Nonfiction			
	43 days - 2 days FLEX										43 days - 2 days FLEX										43 days - 2 days FLEX			43 days - 2 days FLEX												
Curriculum Support																					5- Narrative Writing- Exploring Poetry and Songs			6-Narrative Writing - Fictional Stories				7-Independent Writing Projects								
Writing	1-Narrative Writing-Launching the Writing Workshop					2-Procedural Writing - How to...Books					3-Information Writing - Books That Teach					4-Opinion Writing - Writing Reviews					43 days - 2 days FLEX			43 days - 2 days FLEX												
	43 days - 2 days FLEX										43 days - 2 days FLEX																									

Instructional Materials and Resources/Required Tests:

Instructional Materials/Resources:

Promethean Board
Teacher created flipcharts
IPad Apps
Computer / Internet Access

Examples of Websites

Starfall.com
Brainpop Jr.
Spelling City
United Streaming videos
Promethean Planet
ABCya
Epic
RAZ Kids
Reflex

Software to support texts
Math Manipulatives
Greenville County School District Science Kits:
 Pebbles, Sand, Silt
 Sound and Light
 New Plants
Everyday Counts Calendar Math Kit
Leveled Readers
Trade Books
Fountas and Pinnell Phonics, Spelling, and Word Study System
Library Books
White boards
Content vocabulary cards
Greenville County Schools Curriculum Platform

Texts:

Big Ideas Learning –Big Ideas!
Houghton Mifflin Harcourt Reading Series - Journeys
Pearson Social Studies and Science Series
Houghton Mifflin Health

Required Tests

District Math Benchmark Test
Teacher Created Math Unit tests

Assessments/Records

Language Arts will be assessed through observation, teacher made assessments, weekly spelling tests including the 5 word wall words and 5 pattern words, and weekly dictation tests. Running records will also assess fluency, word decoding, and comprehension.

Writing will be assessed throughout the year through sample writings, notebooks, and other various writings.

Math will be assessed through observations, tests, daily work, quizzes, and participation. Teacher-created tests are given at the end of each unit.

****Teacher Created math tests will be sent home to be signed and must be sent back to school. District tests cannot be sent home, however we will send a skill report and grade home. They will be kept on file and available for viewing during scheduled conferences. Running records will be kept on file also.**

Science and Social Studies will be assessed by unit tests, observations, projects, and participation

Report Card Grading

ACADEMIC SKILLS INDICATORS	
M	The student consistently meets or exceeds end-of-year expectations for this standard
P	The student shows expected growth/progress in meeting this end-of-year standard
B	The student is beginning to progress toward meeting this end-of-year standard
N	The student needs intensive support at school and home to develop this end-of-year
	If left blank, this standard was not addressed or assessed during this reporting period

Parents will be invited in for a conference to discuss each student's progress during October of the first quarter.

Students will receive a report card for the 1st, 2nd, 3rd, and 4th quarters.

Class Procedures

Early Morning

When children enter class in the morning, they unpack their book-bags, hang them up, put their homework folders in the basket. Students will have the opportunity to eat breakfast in the classroom and then begin their morning work. We watch the LFTV news broadcast, say the Pledge of Allegiance, pause for a moment of silence, and make a lunch choice.

Restroom

Students are allowed to use the restroom whenever needed. We try to use the restroom during independent work time so that direct instruction is not interrupted. They are to knock on the door first, quickly go to the restroom, wash their hands, and return to their work.

Lunch

Parents are invited to join us for lunch on days we will eat in the cafeteria (*subject to change due to Covid protocols); however, fast food and carbonated drinks are not allowed in the cafeteria. Please wait until after Labor Day to visit. We will be eating in the cafeteria every other day, so please check with your child's teacher to be aware of your child's lunch schedule. Please wait in the cafeteria until our class arrives. Then get in line with your child. When sending lunch money to school, please put it in an envelope with your child's name on it. The first 10 minutes of lunch is for eating, so there is no talking during that time. Students are also allowed to buy ice cream or snacks at lunch. Extra money needs to be sent in for that.

Homework

Homework consists of reading daily and logging their reading on a reading log. Spelling and word work is optional, but will greatly benefit your child's reading and writing abilities.

School Expectations and Discipline Plan

Lake Forest School uses the Positive Behavior Intervention Supports (PBIS) which has a strong emphasis on teaching our children the expectations for good behavior in every situation at school. Therefore, we adopted a matrix of classroom, cafeteria, hallway, and bus expectations. Each list of expectations covers the five areas of PRIDE (found on the next page).

First graders earn Pride Points. We use Pride Points to encourage important skills, like working hard and participating. When your child has met expectations, they will receive PRIDE points to be redeemed for special privileges and/or rewards.

During instructional time, children are taught to use "Whole Body Listening." We listen with our ears, our brain, our eyes, our lips, our hands, our feet, and our heart. Many opportunities are given for children to move during the day, but children are expected to respect themselves, others, and property.



P

I will be a **positive** role model and exhibit a **positive** attitude.

R

I will show **respect** to all teachers, staff members, and my peers.

I

I will be **involved**, participate in my learning, and complete my work.

D

I will show that I am **determined** by not giving up on my work or myself.

E

I am preparing for my future now by showing **effort** in my learning.

Rewards

Students are able to earn Pride Points throughout the day for making good choices. They can earn points for good behavior, such as, raising their hand, following directions, using good manners, following hallway expectations, completing work, and participating in class or items on the PRIDE Point cart. At the end of each week/month, students can use all the points they have earned for special classroom privileges.

Consequences for not following expectations include:

1. Verbal warnings and reprimands
2. Communication with parents on behavior calendar
3. A "behavior reflection" sheet-a child writes and/or draws about his or her undesired behavior and makes a plan for what he or she will do the next time. This will be sent home to be signed by a parent.
4. A minor incident report: which will be sent home to be signed by a parent
5. Time spent reflecting on behavior during recess.
6. A trip to the office to meet with one of the administration.

7. Suspension from school

E-Learning Expectations

First grade will be using SeeSaw on any e-learning days. In addition, your child's teacher will communicate a time for any Google Meets. Please be prepared to have your child log on to their Chromebook on time and have a quiet space to participate. All e-learning assignments are due by the end of the day in order to be marked present.

Absences/Tardies/Make-Up Policy

Our school day begins promptly at 7:45 am. If your child is tardy, he/she must go to the office and get a tardy pass to come to class. If your child is sick, please keep them home so as not to infect others; otherwise, they should be at school. In the event of an absence, please send a doctor's note or parent note the next day that your child returns to school. Your child will have one week to make up missed assignments. The homework will be in their folder and should be completed upon return. Classwork that can be made up will be sent home after the child returns to school. There is so much in first grade that is hands on and teacher directed that most of it is impossible to recreate to do at home. If there are worksheets or book assignments that can be made up, we will send them home in the homework folder. If you want to pick up your child's work, call the school office and they will have them in the front office for pick up by 3:00.

Communication

Your child's work will be sent home weekly. However, some math work may be sent home as examples for homework problems as needed. Please look over the work and discuss it with your child. Items that are underlined or circled were done incorrectly. Once corrections are made, a smiley face is drawn on the paper.

Other information that is pertinent to the class and also information from the office and the PTA will be sent home in the blue folder. The weekly newsletter will contain the weekly homework but also items of interest about the class. Please read the items carefully.

First grade will communicate with parents by conference, phone, note, or email. Our website is available for information also. My email address abryson@greenville.k12.sc.us . Our school website is www.greenville.k12.sc.us/lforest . You can follow the staff link on the Lake Forest website to find my website.

Arrival and Dismissal

Students should be dropped off at the cafeteria entrance if you arrive from 7:00-7:30. Students should not be dropped off at the side entrance before 7:30. The side entrance will be opened and students will be sent to class at the 7:30 bell.

Bus students and walkers will wear a tag indicating their dismissal number. First grade bus riders are not allowed off the bus without an adult or older child to take responsibility for them. In order to pick up a walker, you must have a dismissal tag.

All car riders will be dismissed on the side at 2:15. If you are also picking up older children, they will meet your younger child at the side car dismissal. A designated adult with a dismissal card must pick you're your student.

If your child needs an early dismissal, please send a note with them that morning. Come to the office and your child will be called up to the office. There will be no early dismissal after 2:00.

Health Room Guidelines

If your child needs prescription medicine, you must walk the medicine into the nurse. Your child should never have medicine in his or her book bag. The nurse is not allowed to give "over the counter" medications. Your child should stay home if he or she has had a fever, or has thrown up within the last 24 hours.

Thank you for our support of Lake Forest and our first grade team. We look forward to a great partnership with you to help your child have the best year possible.