

FIRST GRADE Q1 NEWSLETTER

WELCOME TO 1ST GRADE!

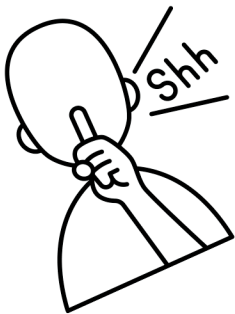


TASK INFORMATION

For Quarter 1 we will have 2 full tasks and start our 3rd task. Tasks are **TOP SECRET** until they are revealed to the students! Please help us keep these a **SECRET**.

TASK THEMES

- Primer: Star Wars
- Task 1: Pokémon
- Task 2: Homosassa



WELCOME TO FIRST GRADE, JEDIS!

The First Grade teachers are ready to get the year started and they want to know what kind of students are in their classrooms. Now it's time to decide who you will be as a first grader. Will you choose to make Light Side choices like Luke Skywalker or will you choose to join Darth Vader on the Dark Side making the wrong choices? Let's learn what the right and wrong choices are in your first grade classroom and decide what choices you will make.



LIGHT SIDE

WHICH SIDE WILL YOU CHOOSE?



DARK SIDE

Watch out!

Team Rocket has released bad Pokemon in our school! Ash needs your help to catch these Pokemon and turn them to a good pokemon that follow rules and laws in our community.

Your teachers are certified trainers at Alola Academy. They will help you train your pokemon to join Ash's team where you will earn your own trainer badge.

Go catch em' all!



Save Our Home!

Every state has indigenous animals that live in their natural habitats. In Florida, Homosassa Wildlife State Park is a location that houses many of these animals who wouldn't survive on their own because of being hurt or abandoned as babies.

These indigenous animals are taken care of by the money people spend to visit this park. Sadly, people don't know about Homosassa Wildlife State Park and go to other local zoos. If people stop going to Homosassa Wildlife State Park, the volunteers won't be able to take care of these animals anymore.

Here is where YOU come in!

JR RANGERS....We need you to help bring awareness to Sanders families and even the Tampa area by getting people to visit and support Homosassa! You will explore different animals that reside at Homosassa then design a project that will help bring people to the park!



























Can you earn your JR Ranger badge and save these creatures?!?





























































































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PHONICS

We are all very excited to be using UFLI this school year! The first 10 days we have been working on the Sound Wall. For Quarter 1, we will begin working on short vowel sounds (lesson 35a). Look for the Home Practice Activity Sheet that will come home weekly!

Consonants							
	Lips Together	Teeth on Lip	Tongue Between Teeth	Tongue Behind Top Teeth	Tongue Lifted	Tongue Pulled Back	Back of Throat
Stop	/p/  /b/ 			/t/  /d/ 		/k/  /g/ 	
Nose	/m/ 			/n/ 		/ŋ/ 	
Fricative		/f/  /v/ 	/θ/  /ð/ 	/s/  /z/ 	/ʃ/  /ʒ/ 		/h/ 
Affricate					/tʃ/  /tʃ/ 		
Glide					/w/  /w/ 	/j/  /j/ 	
Liquid			/l/ 		/r/ 		

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Vowels								
/i/ 	/ɪ/ 	/e/ 	/æ/ 	/a/ 	/ʌ/ 	/o/ 	/ɔ/ 	/u/ 
/ɛ/ 	/ɛ/ 	/ɛ/ 	/ɛ/ 	/ɛ/ 	/ɛ/ 	/ɛ/ 	/ɛ/ 	/ɛ/ 
/ɪ/ 	/ɪ/ 	/ɪ/ 	/ɪ/ 	/ɪ/ 	/ɪ/ 	/ɪ/ 	/ɪ/ 	/ɪ/ 
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READING

ELA Standard will continue to spiral all year long. You will see these standards in repetition, but each time we see that standard we will go a little deeper.

In the first quarter, students will practice identifying a character and setting, providing character feelings and traits based on evidence in a text, be able to retell a story using story structure, give the moral/theme of a story. They will also be able to identify the main topic of a text and give 1-2 details to support that topic, determine an author's opinion, and use text features to understand a text.



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MATH

In Quarter 1 we will complete Module 1 and start Module 2.

Module 1: Counting, Comparison, and Addition

In module 1, students organize data to make counting and comparing easier, and advance to apply counting on as a strategy for addition. Students compare equivalent ways of making the same total and reason about the meaning of the equal sign.

Module 2: Addition and Subtraction Relationships

Module 2 uses word problems to help students notice relationships between addition and subtraction. Students are introduced to change unknown and comparison problem types, and they explore ways of finding an unknown part for the first time.

OPTIONAL HOMEWORK

Homework is optional! However, your child's teacher may reach out to you if she feels that your child would benefit from additional practice at home.

We recommend...

- Math: workbook pages that go along with our lessons
- Math: Zearn (on mypascoconnect)
- Reading: Lexia (on mypascoconnect)
- Read nightly

UPCOMING DATES

8/31: Open House 5pm-5:30pm

9/4: Labor Day NO SCHOOL

9/6: Early Dismissal

9/15: Quarter 1 Progress Reports

10/4: Early Dismissal

10/13: End of 1st Quarter



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QUARTER 1 EXPECTATIONS

Reading

To receive an S in reading your child must...

- know all uppercase and lowercase letters
- know all consonant and vowel sounds
- reads 80% of grade appropriate irregular and regular words being taught through UFLI (sight words)
- decode CVC words/nonsense word
- read words with short vowel CVC sounds
- identify the character and setting
- identify a character trait and/or a feeling with support
- retell the story using beginning and end with support
- understand the difference between fiction and nonfiction.
- identify a general topic of a text with support
- read a grade level passage independently

To receive an E in reading your child must...

Students must do all of the above, plus:

- retell the story using beginning and end without support
- identify character traits and feelings without support
- identify a general topic of a text without support
- reads 100% of grade appropriate irregular and regular words being taught through UFLI (sight words)

Math

To receive an S in math, your child must...

- organize data to compare them with greater than, less than, and equal to signs ($>$, $<$, $=$)
- compare numbers in a pictograph
- organize and represent categorical data
- use tally marks to represent and compare data
- count on
- complete number bonds
- use number paths to count on and organize data
- use commutative property to count on and find larger totals
- add 0 or 1 to any number
- determine a number sentence to be true or false
- find all two-part equations that equal to 6, 7, 8, 9, and 10
- double facts and double facts +1
- organize, count, and record a collection of objects
- subtract 0, to 0, 1, 1 less than the total
- use fingers to subtract 4, 5, 6 efficiently
- count on and count back within 20
- solve a variety of addition and subtraction word problems

To receive an E in math, your child must...

- Explain their thinking verbally or in writing.
- Achieve all standards independently on multiple occasions.
- Use multiple strategies with no support.
- add and subtract within 20 using mental math
- Solve word problems that add or subtract within 20

Writing

In the beginning of the year, first grade students should have **mastered the Kindergarten writing expectations.**

In addition, students can

- write and provide a simple drawing that supports the topic they are writing about
- can write simple and complete sentences.
- capitalize the beginning of sentences and proper nouns.
- consistently use punctuation at the end of sentences
- High frequency words and words with sound spelling patterns that have been explicitly taught are spelled correctly

By the end of the year, kindergarten they should have learned how to be:

- organized by including a beginning, middle and end in order; gives an opinion and provide at least one reason
- state a topic and provides information
- consistently write a minimum of 3 sentences on topic
- begin sentences with an uppercase letter and have an ending punctuation
- the pronoun "I" is capitalized consistently
- use initial and end consonants and short vowel sounds to spell unknown words phonetically but spell high frequency words correctly.

Science and Social Studies

- purpose of rules and laws
- describe how the absence of rules and laws impact individuals and the community
- explain the rights and responsibilities that students have in their school community
- describe characteristics of citizenship
- recognize ways citizens can demonstrate patriotism
- recognize symbols and people that represent the United States
- recognize that Florida and the United States have a Constitution
- explain responsible ways that individuals and groups can make a decision
- be able to give one detail about Founder's Month, Freedom Week (last week in Sept.), Patriot Day & Heroes Day (9/11), Constitution Day (9/17)
- sort objects by attributes: size, shape, color, temperature, weight, texture, sink, or float
- use five sense to make observations of living things
- differentiate between living and nonliving things

To receive an E in ALU your child must...

- Consistently score as "EXPERT" on ALU rubrics

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Behavior & Work Habits

- **Shares teachers attention**- Can wait patiently for a teacher and use the "Help Board".
- **Displays self confidence**- Believes in himself/herself and uses the words "not yet" instead of "I can't".
- **Practice self control**- Keeps hands, feet and body to himself/herself. Respects personal space. Building stamina to stay focused during a benchmark lesson. Uses coping strategies when upset.
- **Accepts responsibility for his or her own behavior**- Understands and accepts why he or she receiving corrective feedback from the teacher.
- **Follows class and school rules**- Follows the 3 School Rules (Be Respectful, Be Responsible, and Be Safe) with minimal teacher support.
- **Respects the feelings and views of others**- Uses kind words towards others.
- **Respects school personnel**- Treats all staff members with respect.
- **Respects class and school property**- Uses school materials appropriately.
- **Manages personal needs**- Uses bathroom independently. Knows when to get a tissue. Washes hands independently. Knows when to ask for help when they can not solve a problem. Unpacks backpack in the morning independently. Packs up backpack in the afternoon independently.
- **Listens attentively**- Listens to the directions in a video on their activity list. Listens to the teacher during a benchmark or small group lesson.
- **Shows effort**- Try their personal best when a challenge arises. Works on a task until completed. Able to start an activity independently.
- **Follows directions**- Follows teacher directions and listens to the directions to complete an activity.
- **Works well independently**- Stays on task with limited redirection. Able to start an activity independently.
- **Works cooperatively**- Keeps hands to self, uses nice talk, takes turns, shares, remains on task with partner, etc.
- **Completes class work**- Completes work in a timely manner, limited redirection, does their personal best.
- **Shows organization**- Manage classroom materials, cleans up after themselves, keeping their work folder/cubbies organized.
- **Fine muscle control**- Able to use scissors, hold their writing utensils properly, fasten clothing, put shoes and socks on independently.
- **Large muscle control**- Control your own body in relation to others.
- **Handwriting legibility**- Able to form legible letters.