

# WELCOME!

1ST GRADE CURRICULUM NIGHT

# HIGHLANDS HEROES ARE...

- RESPECTFUL
- RESPONSIBLE
- SAFE
- KIND



These are the core values that will guide our behavior expectations throughout the building.

# MATH COMPONENTS

## Mental Math

- Think flexibly about numbers
- Develop accurate and efficient strategies
- Explain thinking

## Practice

- Focus on critical areas of learning
- Collaborate in small groups
- Solve problems independently

## Integrated Tasks

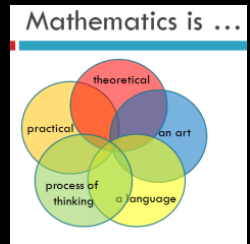
- Solve complex problems
- Build perseverance
- Discuss reasoning with others

## Standards for Mathematical Practice

- Develop processes to engage in all math content



# Standards for Mathematical Practice



1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

# MATH COMMON CORE STATE STANDARDS

## CRITICAL AREAS OF FOCUS

### 1<sup>ST</sup> GRADE



- Developing understanding of addition, subtraction and strategies for addition and subtraction within 20
- Developing understanding of whole number relationships and place value, including grouping in tens and ones
- Developing understanding of linear measurement and measuring lengths as iterating length units
- Reasoning about attributes of, and composing and decomposing geometric shapes

# SOCIAL EMOTIONAL LEARNING

## Social Emotional Learning

### Self-Awareness Self-Management

- Recognize and labels the five basic emotions in oneself
- Identify different strategies to calm oneself

### Social Awareness Relationship Skills

- Apply listening skills to identify the feelings and opinions of others
- Identify and makes positive choices when interacting with others

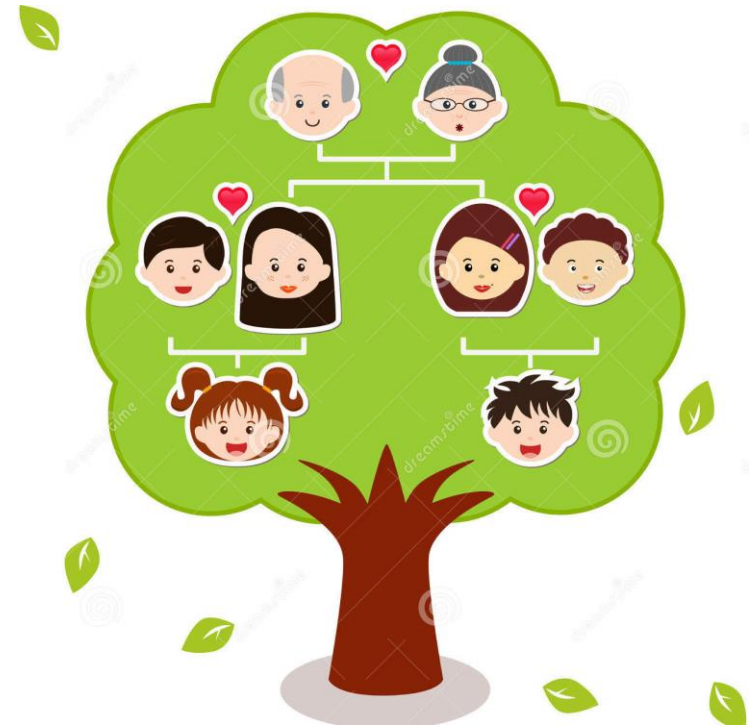
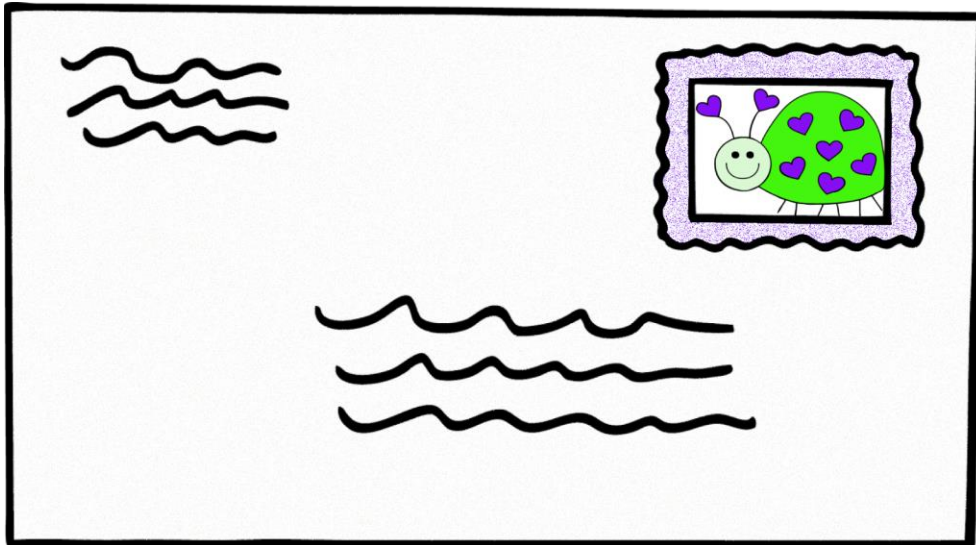
### Responsible Decision Making

- Identify and perform roles that contribute to one's classroom

# SOCIAL SCIENCE



- Relationships
- Change
- Place



# SCIENCE INQUIRY



## Space Systems Light

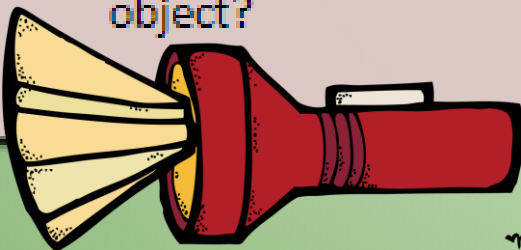


### Space Systems:

- Do patterns exist in space like they do on Earth?
- What causes day and night?

### Light:

- Why can't we see in the dark?
- What happens to light when it hits an object?



## Sound

- What makes sound?
- What patterns exist with creating sound?
- How do musical instruments produce sound?
- Can we talk to each other without using our voices?

## Animal and Plant Relationships

- What are different animal parts and why are they important?
- How do animals survive?
- How do parents help their young survive?
- How are animals like their parents?
- What are the different parts of plants and why are they important?
- How do plants survive?



# SOCIAL EMOTIONAL LEARNING □SEL□

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## Social Awareness Relationship Skills

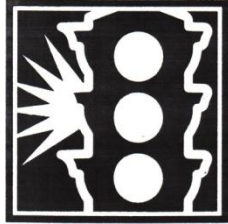
- Apply listening skills to identify the feelings and opinions of others
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# HABITS OF MIND



■ Managing Impulsivity



■ Thinking Flexibly



■ Persisting

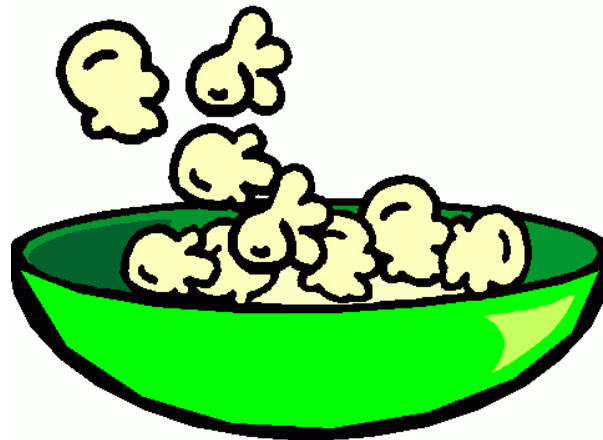


■ Striving for Accuracy

# RECESS

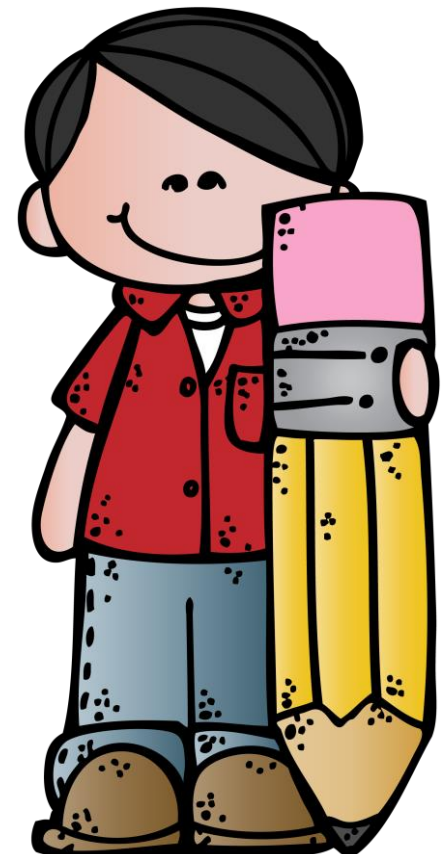
Healthy Snacks for Recess

Water for Classroom



# FIRST GRADE WRITING UNITS

- Small Moments: Narrative Writing with Focus, Detail, and Dialogue
- Informational Writing
- Writing Reviews
- Writing Fiction: Series Writing



# BALANCED LITERACY BLOCK

Reading

Writing

Language

(Word Study/Grammar)

Speaking  
&  
Listening

READING – WRITING – FOUNDATIONAL SKILLS

LANGUAGE – SPEAKING & LISTENING

# LANGUAGE



## Word Study

- Work with letter sounds and identifying word patterns in order to become proficient spellers
- Work at their appropriate developmental levels
- Be introduced to new word study patterns regularly
- Practice hands-on activities at school and at home to sort words

## Grammar

- Learn grade appropriate conventions of standard English
- Develop skills related to the mechanics and use of grammar in writing and speaking
- Use language to convey meaning

# READING & WRITING WORKSHOPS

## Whole Class

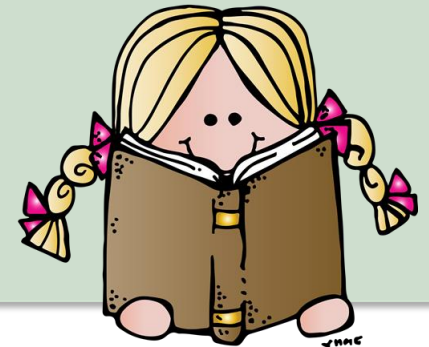
- Read-Aloud
- Mini-Lesson
- Class Discussion

## Small Group

- Strategy Lesson
- Guided Reading
- Partner Reading

## One-on-One

- Conferences



Students will be reading and writing independently every day at school.

# READING COMPONENTS:

## DAILY 4

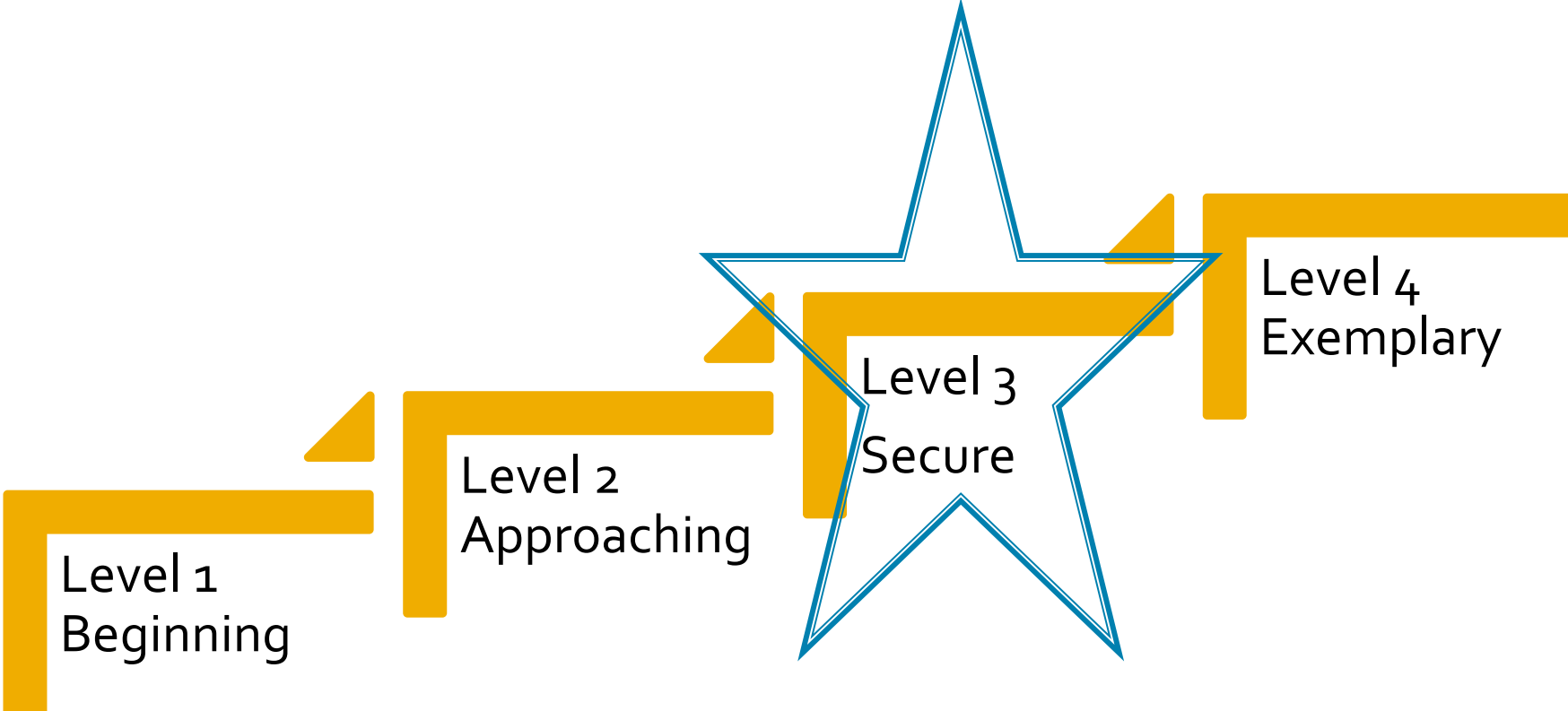
- Read to Self
- Read to Someone
- Listen to Reading
  - Writing
  - Word Work



# SUPPORTING STUDENT LEARNING

- I use student data and observation to determine appropriate support.
- I provide opportunities that reinforce learning and offer additional support by scaffolding content based on grade level targets and reteaching.
- I use flexible groups that respond to students' needs. This grouping allows me to target specific skills and build background knowledge.
- I access with the support of a grade level Instructional Assistant, two first grade Enrollment Assistants, Reading Specialist, Learning Behavioral Specialist, and Learning Support Coach.
- I utilize the gradual release model of "I Do, We Do, You Do."

# LEARNING PROGRESS

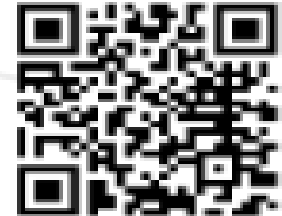


# NWEA MAP GROWTH



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## NWEA MAP Growth



- Online assessment of literacy and numeracy;
- Designed to assess present level of performance and growth compared to a national sample of peers;
- Administered in the fall, winter and spring;
- Identifies knowledge, concepts and skills that students are ready to learn;
- Adaptive – question difficulty is based on student performance;
- Individual student reports will be sent home after each administration; and
- Go to <https://www.nwea.org/parent-toolkit/>

# DIGITAL LEARNING INITIATIVE - DLI

## Digital Learning

Our K-1 students will be using shared iPads in the classroom.

- Devices will **not** be sent home with students



# SEESAW

## Students

- Independently document learning
- Built-in creative tools
- Authentic audience for work

## Families

- Provides a personalized window into your child's school day
- Helps encourage communication with teacher (when applicable)

## Teachers

- Communication tool
- Portfolio for assessments
- Safe place to teach 21<sup>st</sup> Century skills



The Learning Journal

# STANDARDS BASED GRADING [REPORTING STANDARDS]

## Content Standards

*Exemplary*  
*Secure*  
*Approaching*  
*Beginning*

- Literacy
- Math
- Science
- Social Studies
- Social Emotional Learning
  - *No EXEMPLARY category*

## Process Standards

*Consistently*  
*Occasionally*  
*Seldom*

- Is focused and engaged in learning
- Demonstrates responsibility by completing assigned tasks in a timely manner
- Demonstrates perseverance with a variety of tasks

# FIELD TRIPS



- Theater: Pete the Cat, November 12<sup>th</sup>
- Math in Action, Dupage Children's Museum in house field trip, date TBD



# HOMEWORK



- Blue (Take Home) Folder
- Home Connections (grammar, reader's workshop, for example: reading spot, etc.)
- Literacy Bags (next day)
- WTW Word Sorts (keep)
- Second Step Follow Up
- At home projects (in directions)

# K-5 PARENT/TEACHER CONFERENCES

- **Conference Purpose:** to review strengths and opportunities for growth for each student
  - October 10<sup>th</sup> and 11<sup>th</sup>
  - March 5<sup>th</sup> and 6<sup>th</sup>
- **Standards Based Reporting**
  - **Purpose:** to report process standards, student learning, and progress in content areas
- **Standards Based Reporting (Report Cards)** will be available in November, March and May



# COMMUNICATION

- Contact by email  
[kmcgovern@naperville203.org](mailto:kmcgovern@naperville203.org)  
[rshambo@naperville203.org](mailto:rshambo@naperville203.org)  
[lwisinski@naperville203.org](mailto:lwisinski@naperville203.org)
- Highlands web site  
<http://schools.naperville.org/highlands>
- District information  
<http://www.naperville203.org/>
- Monthly grade level newsletter



# THANK YOU FOR COMING!

- Leave a note  
FOR YOUR CHILD
- FEEL FREE TO LOOK AT YOUR CHILD'S WRITING  
IN THEIR JOURNAL