

BACK TO SCHOOL NIGHT

1ST GRADE

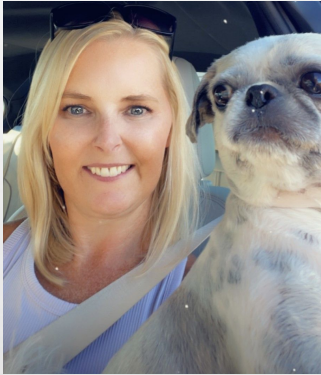
2023-2024



MEET THE TEACHERS!



Ms. Adams
Classroom
Teacher



Mrs. Bae
Classroom
Teacher



Mrs. Brogan
Classroom
Teacher



Ms. Norquist
Classroom
Teacher



Ms. Eads
Classroom
Teacher



Ms. Johnson
Classroom
Teacher



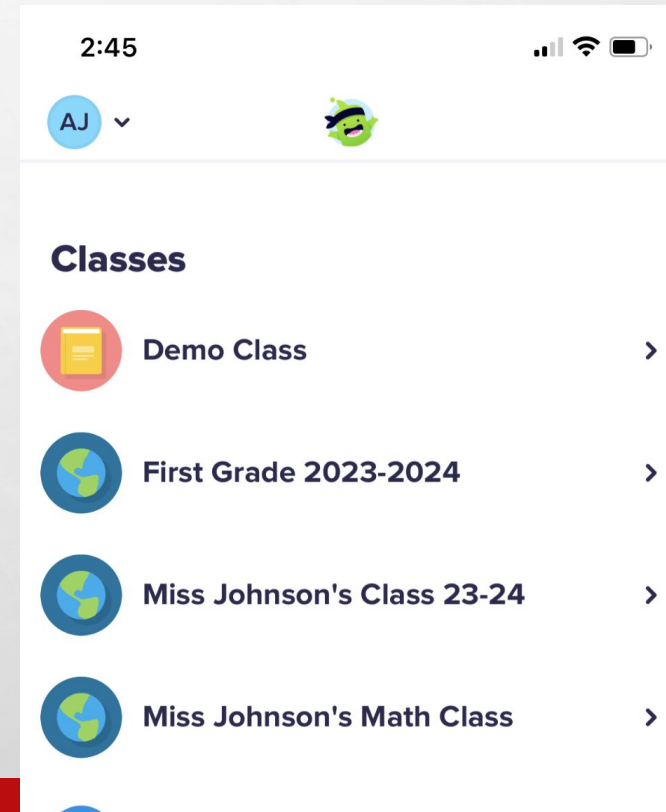
Mrs. Sharkey
Paraeducator

CLASS DOJO

- We'll build a positive culture where students are engaged, encouraged, and love learning!
- Families are part of our classroom community.
- If you haven't done so yet, please log in so that you receive our class messages.
- Messages can be translated into multiple languages.



ClassDojo

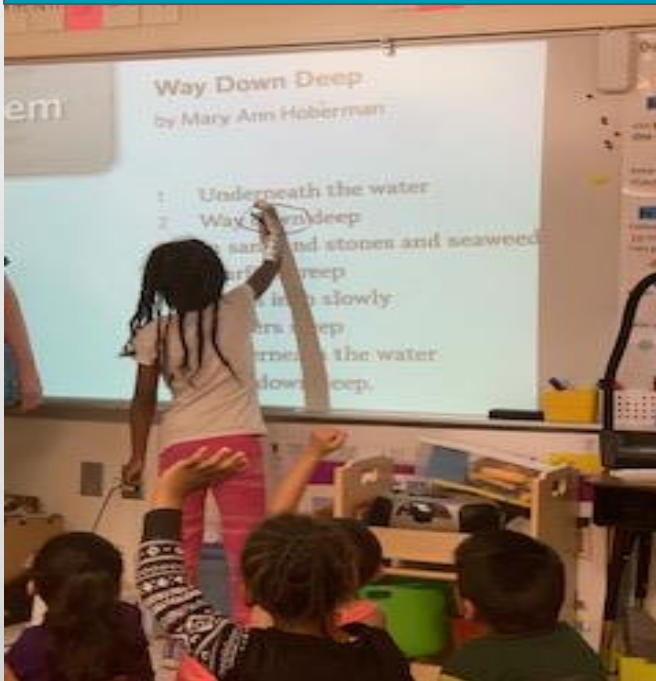


A TYPICAL FIRST GRADER'S DAY...

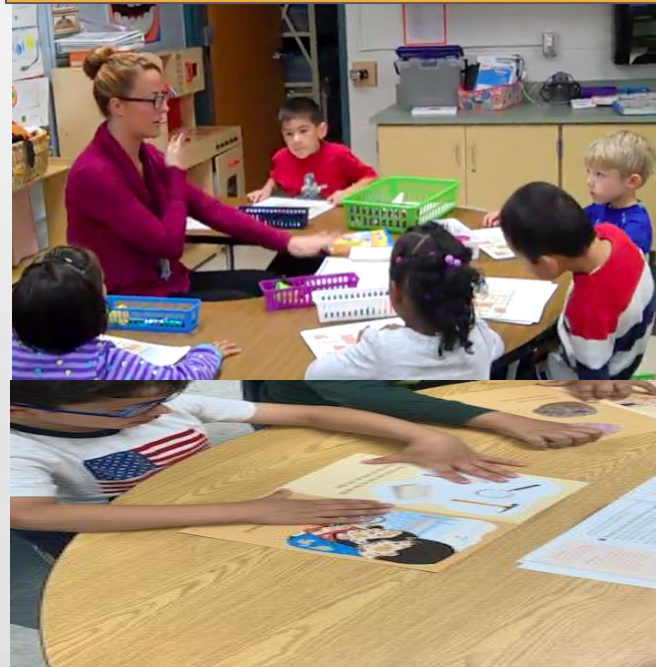
8:25 - 8:40	Arrival & Breakfast
8:40 - 8:55	Class Circle
8:55 - 10:55	Reading & Writing
10:55-11:25	Lunch
11:25 - 11:55	Recess
11:55-1:10	Math
1:10 - 1:45	Content (Science, Social Studies, Health)
1:55- 2:55	Related Arts
3:10	Dismissal

Being A Reader & Heggerty

Whole Class Instruction



Small Group Instruction



Handwriting



Being A Writer

Students will explore writing using their knowledge of individual sounds to write words, build sentences, and begin to use punctuation

Build Social Skills



Write Original Pieces

Share and Discuss Work

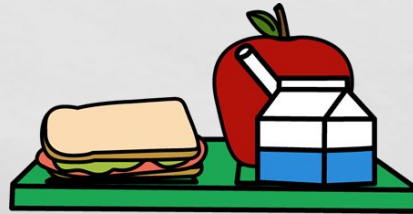


LUNCH & RECESS

Lunch

****We do not have snack time in first grade****

- Please fill out the lunch form to qualify for free lunch. Otherwise lunch costs \$2.80
- Please remind your child to stay in their seat at lunch.



Recess

- Dress your child for the weather!
- Label ALL your child's belongings.

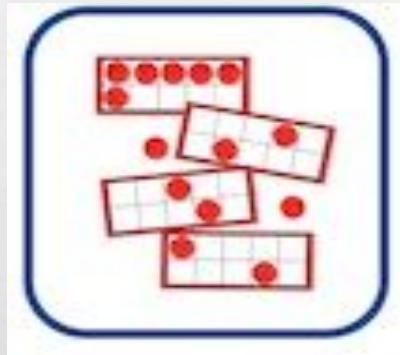


MAJOR MATH CONCEPTS

Number
Concepts



Numbers &
Operations



Time



Measurement
& Data



Geometry







BASIC FACTS

Basic fact flash cards practiced nightly for 5 minutes





1. $+/-$ 1 and 2
2. $+/-$ Making ten and $+/-$ 0
3. $+/-$ Doubles/Halves
4. $+/-$ 10



SCIENCE UNITS

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Plant and Animal: Structure and Function	Patterns in Space Systems	Light	Sound
			

SOCIAL STUDIES UNITS

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Civics	Geography	Economics	History
			

HEALTH UNITS

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Social & Emotional Health	Personal Safety	Injury Prevention	Personal Health and Disease Prevention
<p>Helpguide's 6 Keys to Mental Health</p>  <p>A diagram titled 'Helpguide's 6 Keys to Mental Health' featuring a central brain icon surrounded by six colored hexagons: 'Managing Stress' (pink), 'Brain-Healthy Diet' (orange), 'Quality Sleep' (green), 'Meaning & Purpose' (teal), 'Social Connection' (purple), and 'Staying Active' (blue).</p>	 <p>An illustration of three children wearing face masks: a girl in a purple dress, a boy in a green shirt and blue shorts, and another boy in an orange shirt and blue shorts.</p>	 <p>A red circular logo with a white cross in the center. The words 'FIRST AID' are written in white capital letters around the perimeter of the circle.</p>	 <p>An illustration of a hand holding a magnifying glass over a globe. The globe is covered with various colorful germs and bacteria, symbolizing disease prevention.</p>

LEARNING BEHAVIOR EXPECTATIONS

- Focus on learning
- Follow adult directions the first time
- Keep body and objects to self
- Respect self, others, and property
- Appropriate bathroom etiquette
- Appropriate school language



HCPSS Incident Report

- Completed by a staff member when there is a violation of the student code of conduct that resulted in one of the following consequences:
- This form is used to
 - process the incident with the student.
 - communicate the consequence with the parent/guardian
- When this form is completed by a staff member they will call the parent/guardian to let them know.
- This form is NOT an Office Disciplinary Report. It is NOT a part of the student's cumulative record.

Howard County Public School System		Incident Report/Staff Documentation	
Student Name: _____		Grade: _____	Date Entered: ____/____/____
Referring Staff Member: _____		Date of Incident: ____/____/____	Time: _____
Class: _____		Location: _____	
<i>* If the student has an IEP, 504, BIP or receives Alternative Education services, staff should consult with the student's case manager.</i>			
Staff Action(s) prior to assigning an Incident Report			
<input type="checkbox"/> Reminder(s)/Prompting	<input type="checkbox"/> Community Building	<input type="checkbox"/> SEL Instruction	
<input type="checkbox"/> Offer Help/Support	<input type="checkbox"/> Parent/Guardian Phone Call	<input type="checkbox"/> Skill Building with SST Staff	
<input type="checkbox"/> Private Conversation	<input type="checkbox"/> Consultation with SST Staff	<input type="checkbox"/> Other: _____	
Observed Behavior			
<input type="checkbox"/> Absent from Class without Permission	<input type="checkbox"/> Drugs - Controlled Substances	<input type="checkbox"/> Sexual Attack	
<input type="checkbox"/> Academic Dishonesty	<input type="checkbox"/> Drugs - Inhalants	<input type="checkbox"/> Sexual Discrimination/ Harassment/Misconduct	
<input type="checkbox"/> Alcohol Violation	<input type="checkbox"/> Electronics - Inappropriate use	<input type="checkbox"/> Stalking	
<input type="checkbox"/> Arson/Fire Violation	<input type="checkbox"/> Explosives	<input type="checkbox"/> Tardiness	
<input type="checkbox"/> Attack on Staff	<input type="checkbox"/> Extortion	<input type="checkbox"/> Theft	
<input type="checkbox"/> Attack on Student	<input type="checkbox"/> False Alarms/Threats	<input type="checkbox"/> Threat to Adults	
<input type="checkbox"/> Bullying, Cyberbullying, Harassment, Intimidation	<input type="checkbox"/> Fighting	<input type="checkbox"/> Threat to Students	
<input type="checkbox"/> Destruction of Property	<input type="checkbox"/> Gambling	<input type="checkbox"/> Tobacco Violation	
<input type="checkbox"/> Discrimination	<input type="checkbox"/> Gang Activity	<input type="checkbox"/> Trespassing Violation	
<input type="checkbox"/> Disrespect: Adult or Peer	<input type="checkbox"/> Leaving School Grounds without Permission	<input type="checkbox"/> Truancy	
<input type="checkbox"/> Disruption	<input type="checkbox"/> Serious Bodily Injury	<input type="checkbox"/> Weapons - Other Guns	
<input type="checkbox"/> Dress Code Violation	<input type="checkbox"/> Sexual Activity	<input type="checkbox"/> Weapons - Other Weapons	
Staff member's description of the incident in observable terms (please refrain from using other student names): _____ _____			
Referring Staff Member and Student Discussion			
<i>* Student has the option of speaking with an administrator or student services staff member</i>			
Student's description of the incident in their own words (staff may write for the student if the student requests): _____ _____			
Discussion Summary (What do you need moving forward? How can staff support you? Is there anything you need to do to make things better?): _____ _____			
Discussed with: _____			
<input type="checkbox"/> I decline to process the situation (written and/or verbal). Student Name/Signature: _____			
Action(s) Taken: <input type="checkbox"/> Phone Call I Spoke to: _____ I left a message for: _____			
<input type="checkbox"/> Extended School Day: <input type="checkbox"/> Before <input type="checkbox"/> Lunch <input type="checkbox"/> After <input type="checkbox"/> Other: _____		<input type="checkbox"/> Loss of Privileges Explain: _____ <input type="checkbox"/> School Community Service <input type="checkbox"/> Other: _____	
<input type="checkbox"/> Exclusion - Location: _____		Duration: _____ Minutes (cannot exceed 30 minutes)	
<input type="checkbox"/> Referral to School Administration			
Administrator Follow-Up (if applicable) Administrator Name: _____			
Action Taken: _____			
Determined to be Office Disciplinary Report <input type="checkbox"/> Yes <input type="checkbox"/> No			
Staff signature _____		<input type="checkbox"/> Parent/guardian signature (if box is checked) _____	
Date _____		Date _____	
Distribution: White - Parent/Guardian Yellow - School Use Pink - Referring staff member SA 4701-01-39502022			

What Do Grades Look Like?

M

MEETS EXPECTATIONS

- Consistently demonstrates understanding and skill with content described in the academic standards
- May make minor errors

P

MAKING PROGRESS

- Demonstrates some understanding and skill with content described in the the academic standards
- Performance is inconsistent

L

LIMITED OR NO PROGRESS

- Demonstrates little to no understanding or skill with content described in the academic standards
- Significant errors

THE HOWARD COUNTY PUBLIC SCHOOL SYSTEM

- Report Card

Student:

Student ID:

Grade:

Teacher: , .

Academic Grades	Learning Behaviors
M - Meets Expectation	1 - Meets Expectation
P - Making Progress Towards Expectation	2 - Making Progress Towards Expectation

MATHEMATICS	REPORTING PERIOD			
Demonstrates understanding of number concepts and relationships	1	2	3	4
Demonstrates understanding of addition				

REPORTING PERIOD

MATHEMATICS	1	2	3	4
Demonstrates understanding of number concepts and relationships				
Demonstrates understanding of addition				
Demonstrates understanding of subtraction				
Adds and subtracts to solve word problems				
Demonstrates understanding of measurement and data concepts				
Reasons about shapes and their attributes				
SCIENCE				
Demonstrates use of science and engineering practices to build understanding of the content				

Demonstrates Responsibility																				
Demonstrates Perseverance																				
Demonstrates Collaboration																				
Demonstrates Initiative																				

Understanding the report card: A gray box above indicates the score is not reported during the reporting period. The report card is one means of communicating your student's progress within Howard County Public School System's curriculum for each quarter. Parents are encouraged to maintain communication with school staff throughout the year.

Student:

Student ID:

Grade:

Teacher: , .

REPORTING PERIOD		
ART	2	4
Generates and reflects on a variety of ideas to develop personal solutions		
Uses design strategies, reflects on and refines work to ensure quality		
INSTRUCTIONAL TECHNOLOGY		
Employs digital citizenship, computational thinking skills and transfers knowledge to explore emerging technologies		
Demonstrates proficient use of technology operations and computing systems		
LIBRARY MEDIA		
Demonstrates new knowledge through inquiry, critical thinking and problem solving		
Demonstrates an appreciation of literature in a variety of topics, genres, and formats		

REPORTING PERIOD		
MUSIC	2	4
Demonstrates skills and strategies to inform and develop performance		
Generates, communicates and evaluates musical ideas for refinement		
PHYSICAL EDUCATION		
Demonstrates fundamental motor skills		
Demonstrates knowledge and skills related to fitness and movement concepts		

Academic grades and learning behaviors for these content areas are reported semesterly.

Principal _____

	ART		INSTRUCTIONAL TECH		LIBRARY MEDIA		MUSIC		PHYSICAL EDUCATION	
LEARNING BEHAVIORS	2	4	2	4	2	4	2	4	2	4
Demonstrates Interpersonal Skills										
Demonstrates Responsibility										
Demonstrates Perseverance										
Demonstrates Collaboration										
Demonstrates Initiative										

Report Card Comments

- Report card comments will look different this year. The county has developed new guidelines for comments
 - 1 strength
 - Clarification on a L, 3, or N/A

For example,

-Sarah follows directions in all subject areas.

-Megan listens to directions in small group settings. She is unable to add within 20 at this time.



More Information on SBIR



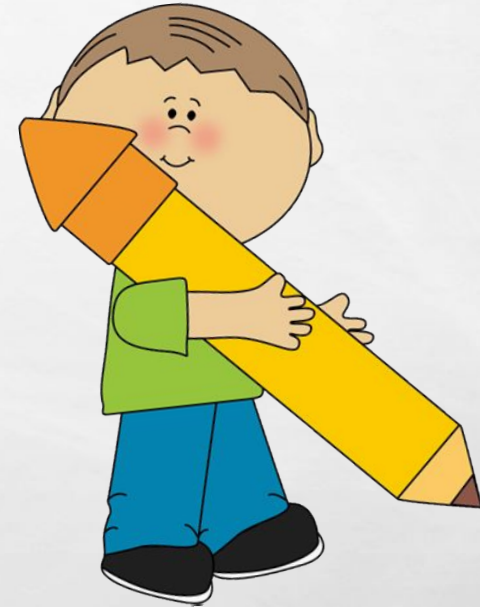
HOMework

- **Reading**

- Independent or with an adult
- 15 to 20 minutes every night
- Word Practice: 5 minutes

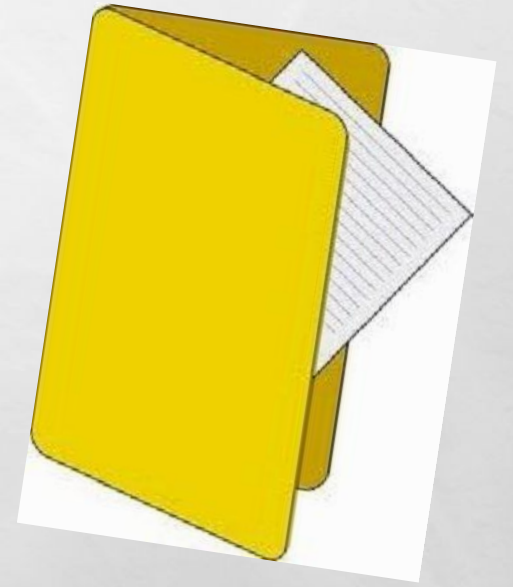
- **Math**

- Basic fact practice: 5 minutes
- Follow-up Practice



DAILY FOLDERS

- Folders are sent home every day.
- Please remove papers and return the next school day.
- Folder includes school and community information.



DISMISSAL PROCEDURES

- School policy dictates your child will follow their normal routine, unless their teacher receives **written** (not Dojo) notification of the dismissal change.
- Please update your Family File for emergency closures.
- ALL first grade walkers will go out the back recess doors. Please meet us on the blacktop to pick up your child.





Please complete the evaluation form.