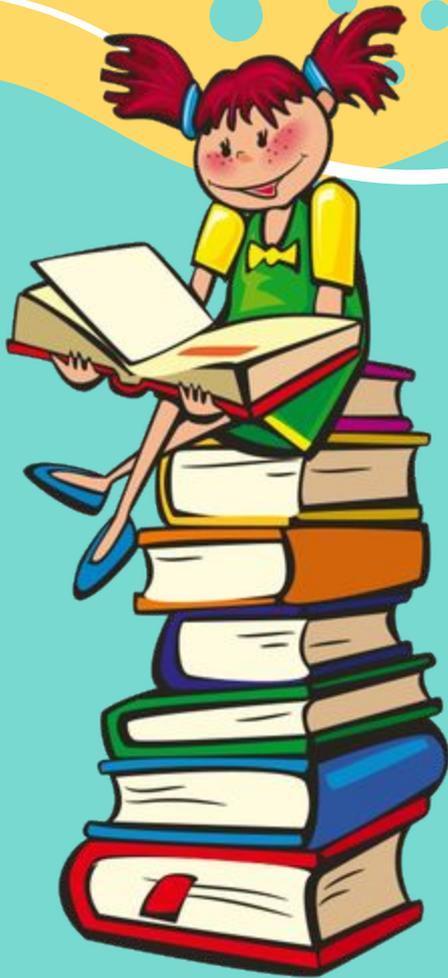
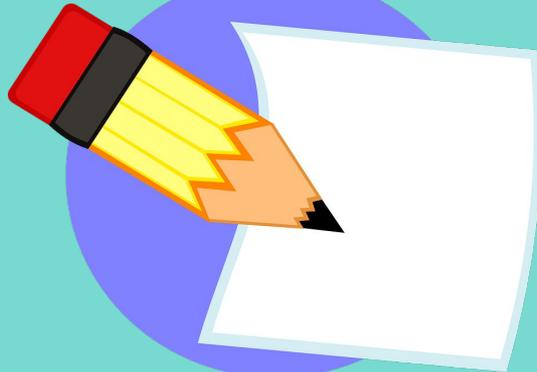


1st Grade Curriculum Night

2021-2022



Reading and Writing Units for the Year



What is ICT?

Classrooms with Integrated Co-Teaching (ICT) services include students with IEPs and students without IEPs.

There are two teachers—a general education teacher and a special education teacher.

The teachers work together to adapt materials and modify instruction to make sure the entire class can participate.

Small group instruction includes heterogeneous and homogeneous groupings and partnerships.

Reading and Writing

Below is a list of times where students practice and engage in reading and writing:

- Shared Reading
- Read Alouds
- Independent Reading
- Guided reading
- Shared Writing
- Writer's Workshop
- Independent Writing
- Word Study
- Handwriting

Reading Workshop Units



Launching Reading Workshop

- Building good reading habits/Establishing routines
- Strategies for figuring out tricky words
- Comprehension strategies
- Assessing students

Character Study

- Getting to know characters
- Comparing characters

Word Detectives

- Launching decoding work

Fluency, Phonics, Comprehension

- developing more independence
- reading with more accuracy, comprehension, fluency
- strengthen word solving strategies

Learning About The World/Non-Fiction

- Informational books
- Text features
- Understanding main idea
- Vocabulary

Meeting Characters and Learning Lessons-

A Study of Story Elements

- Studying details, ideas, and lessons in stories
- Discuss important events in sequence

Writing Workshop Units

Launching Writing Workshop

- Building good writing habits/Establishing routines
- Conventions of Writing
- Personal Narrative – students will write about a specific memory/small moment time

Non Fiction Chapter Books/ Informational- How To

- Writing to teach others
- Features of a “How-To” (materials, heading, introduction, transition words, conclusion)

Informational- How To

- Writing to teach others
- Features of a “How-To” (materials, heading, introduction, transition words, conclusion)

Writing Reviews

- Opinion Writing
- State Opinion, Transition Words

Characters Reviews – Opinion Writing

- State opinion
- Supply a reason
- Provide a sense of closure

From Scene to Series

- Writing Fiction
- Recalling specific details
- Elaboration

Math

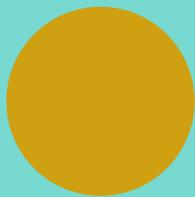


Math

- We use Investigations Mathematics, a concept-based curriculum and Georgia Math.
- Students explore mathematical concepts, learn math skills and strategies through work with manipulatives, recognize math in their everyday lives to become curious, capable mathematicians.
- We supplement our math curriculum with Number Talks, Exemplars, CGI word problems and STEAM lessons

Math: Units of Study

- 1) **Launch – Routines, procedures, Habits of Mind. Fluency of Addition and Subtraction of Numbers to 10 with Word Problems to 20**
- 2) Ordering and Expressing Length Measurements as Numbers
- 3) Place Value, Comparison, Addition and Subtraction of Numbers to 20
- 4) Place Value, Comparison, Addition and Subtraction of Numbers to 40
- 5) Place Value, Comparison, Addition and Subtraction of Numbers to 100
- 6) Identify, Compose, and Partition Shapes



■ Assessments



Assessments

Teachers assess students in reading, writing, and math in an ongoing basis throughout the year. As a school, we conduct baseline, midline, and endline assessments that allow us to track both performance and progress. We use assessment data to help us better understand students' individual needs. Our school wide assessments are directly tied to the Common Core Curriculum Standards.

In writing and math we use a standards based school-wide tracking system

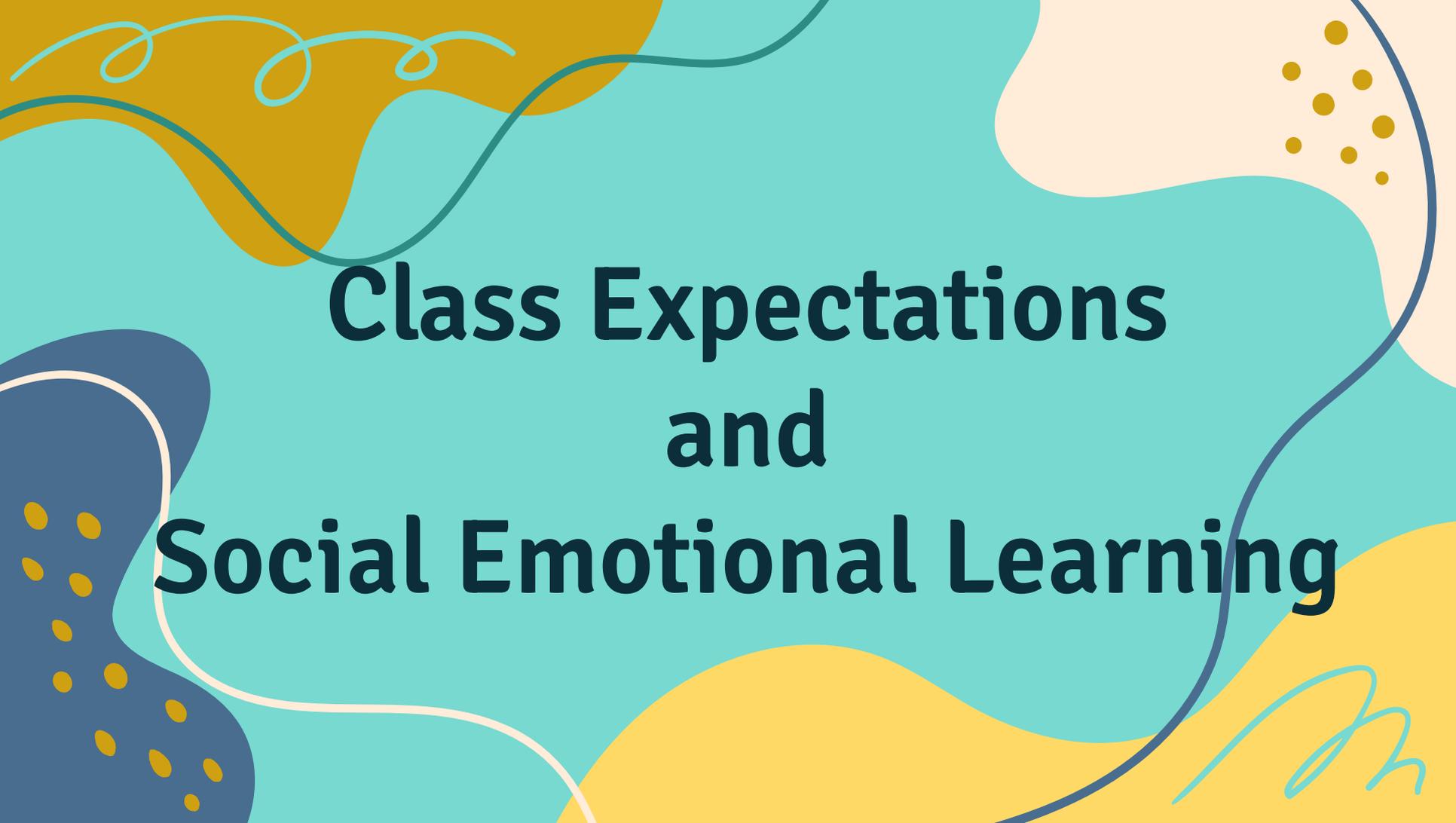


TC Reading Benchmark Levels

SEPTEMBER	NOVEMBER	JANUARY	MARCH	JUNE
<u>Kindergarten</u> Emergent Story Books Shared Reading	<u>Kindergarten</u> Emergent Story Books Shared Reading A/B	<u>Kindergarten</u> B/C	<u>Kindergarten</u> 4=D or above 3=C 2=A/B 1=Early Emergent	<u>Kindergarten</u> 4=F or above 3=D/E 2=C 1=B or below
<u>Grade 1:</u> 4=F or above 3=D/E 2=C 1=B or below	<u>Grade 1:</u> 4=H or above 3=F/G 2=D/E 1=C or below	<u>Grade 1:</u> 4=I or above 3=G/H 2=E/F 1=D or below	<u>Grade 1:</u> 4=K or above 3=H/I/J 2=F/G 1=E or below	<u>Grade 1:</u> 4=L or above 3=I/J/K 2=G/H 1=F or below
<u>Grade 2:</u> 4=L or above 3=I/J/K 2=G/H 1=F or below	<u>Grade 2:</u> 4=M or above 3=J/K/L 2=H/I 1=G or below	<u>Grade 2:</u> 4=M or above 3=K/L 2=I/J 1=H or below	<u>Grade 2:</u> 4=N or above 3=L/M 2=J/K 1=I or below	<u>Grade 2:</u> 4=N or above 3=M 2=K/L 1=J or below

Reading Dot Levels

Red Dot - A 	Black Dot- F 	Double Green Dot - K 
Orange Dot - B 	White Dot- G 	Double Blue Dot - L 
Yellow Dot - C 	Double Red Dot - H 	Double Black Dot - M 
Green Dot - D 	Double Orange Dot - I 	Double White Dot- N 
Blue Dot- E 	Double Yellow Dot - J 	Red/ Orange Dot - O 



**Class Expectations
and
Social Emotional Learning**

Classroom Expectations and Behavior

Our goals for this year are to foster a warm and safe learning environment that ensures the best possible educational outcome for each child. We expect that every child treat every member of our class and school with respect and kindness. At Spruce Street School, we use a Responsive Classroom approach that fosters a safe, challenging and joyful learning environment. Here are some practices within our classrooms which we use to reinforce positive behavior and high expectations.

1. **Classroom Agreements:**

Teachers and students collaborate to establish class norms that facilitate the Spruce Street School Be's: Be Kind, Be Safe, Be Fair, Be Responsible.

2. **Community Building and Social Skills Instruction:**

In classroom community times, students will engage in conversations and role-plays to learn strategies for solving social and emotional problems. This is time for teachers to focus on class-wide goals for behavior (e.g., walking in the hall safely, treating materials responsibly, solving conflicts constructively, etc.). Teachers allow students to have multiple opportunities to practice these skills and reflect on how their actions affect others around them.

Classroom Expectations and Behavior

3. Logical Consequences:

When students make choices that interfere with the learning community in the classroom, there will be a logical consequence for their actions. This means that the consequence directly responds to the action taken.

Category of Logical Consequence:	Example:
You break it, you fix it	<ul style="list-style-type: none">● An apology note for hurting someone's feelings● Spending Work Choice Time cleaning up a mess that you made
Loss of privilege	<ul style="list-style-type: none">● If student misuses a computer, they lose the opportunity to use it for that period and have a meeting with a teacher about how to use it● If student talks instead of working, they will spend Work Choice Time making up the incomplete work.

Classroom Expectations and Behavior

4. Home-School Communication:

Just as we try to communicate to you things that have happened involving your child at school, please know that we appreciate when you reach out to us to inform us about things your child discusses with you at home (e.g. things they are worried about, changes in their home routine, etc.). This line of communication helps us better support the social and emotional well being of your child at school.

What is RULER?

- RULER is a social-emotional learning program.
- The goal of creating a healthier, more compassionate, innovative, and more equitable society. The RULER approach acknowledges the value and impact of emotions in everyday effectiveness.
 - **R**ecognizing emotions in oneself and others
 - **U**nderstanding the causes and consequences of emotions
 - **L**abeling emotions with a robust vocabulary
 - **E**xpressing emotions in accordance with cultural norms and social context
 - **R**egulating emotions with helpful strategies

The background is a vibrant, abstract composition. It features a central teal area surrounded by organic, wavy shapes in mustard yellow, light blue, and dark blue. A white line meanders across the scene, and a light blue scribble is in the top left. A cluster of small yellow dots is in the top right, and another cluster is in the bottom left. A light blue scribble is also in the bottom right.

Communication

Communication

Take Home/School Folder:

These folders go home and come back to school each day. Some days there will be nothing in the folder but please check it daily. We also encourage you to send notes or inquiries through the folders. **Your child is responsible for unpacking his/her folder of notes. (Teachers do not check each child's folder.)**

Email:

Our days can be very hectic, and we do not always have time to check our e-mail during the school day. Please allow 24 to 48 hours for a response (excluding weekends and holidays).

***For urgent matters, please call the school and leave a message**, e.g. your child is being picked up by someone other than who was listed on the Dismissal Release sheet.

Spruce Street Phone #: (212) 466-4800.

- Please **send an email at least 24 hours in advance** when there is an alternate pickup person or dismissal time, as well as if you know in advance your child will be absent.