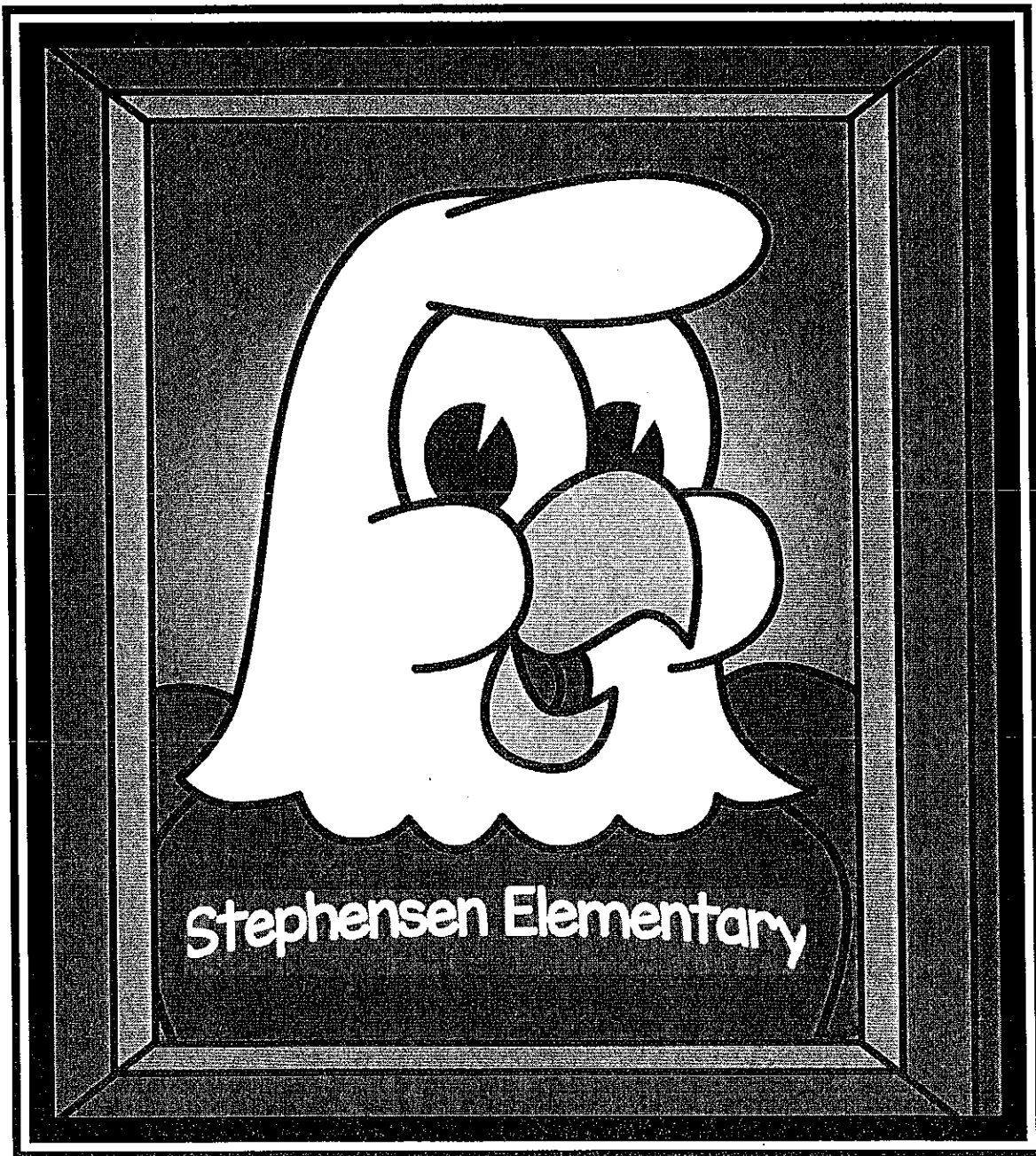


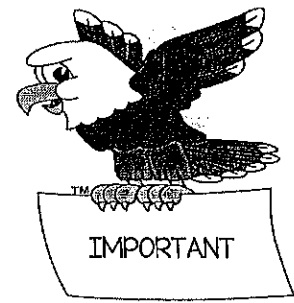
Welcome to



First Grade

Dear Parents,

We are teachers who believe that children learn best when they feel safe and supported in their classroom environment. Additionally, we understand that as a parent, you are the most significant person in your child's life. We know it is in your child's best interest that we work together to make the educational experience the best it can be.



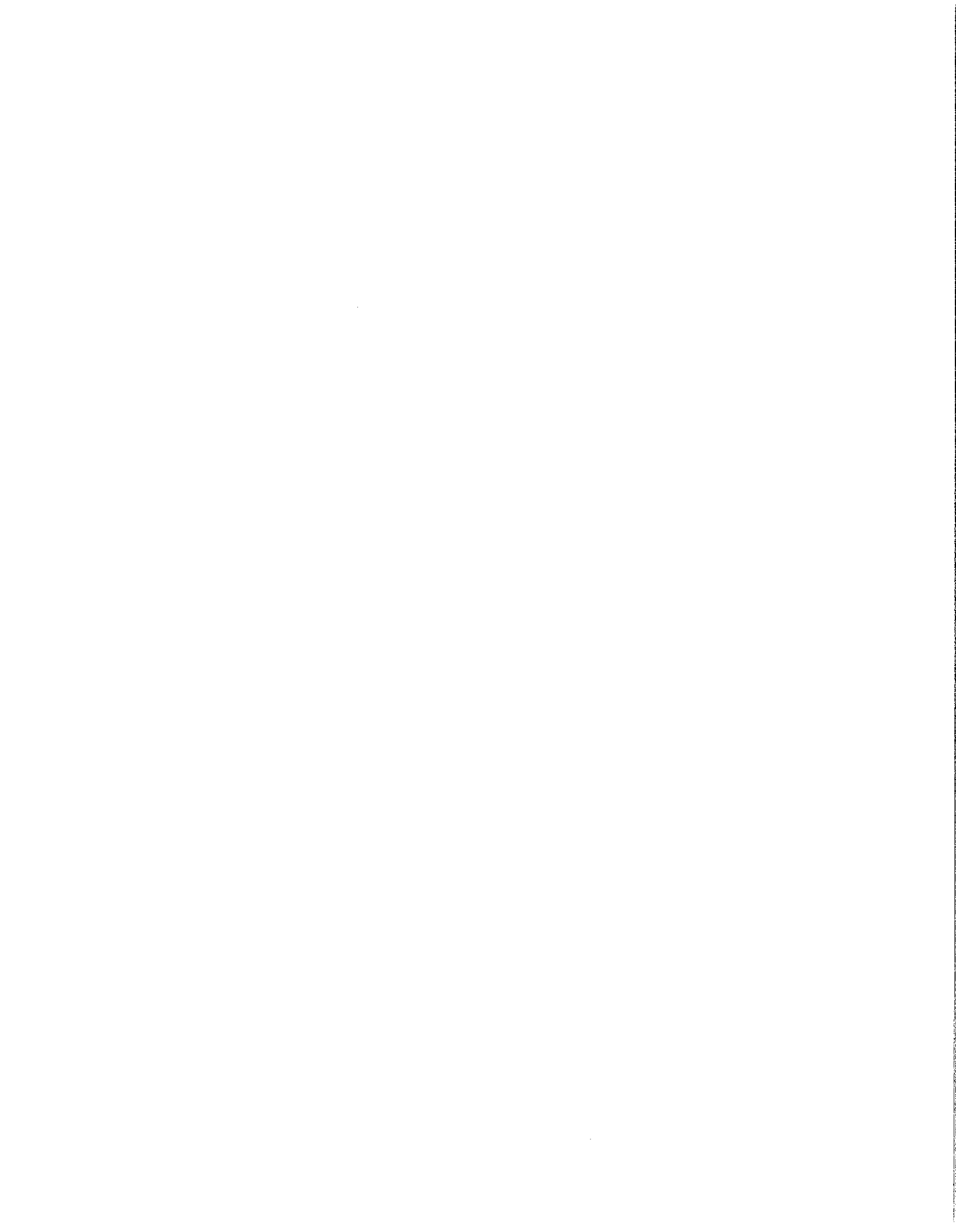
We aim to be accessible to you in meeting the needs of your child's education; however, our time in the classroom is very valuable. For this reason, 3:00-3:30, Monday through Thursday will be the time we are available to meet with you and return messages. Due to our small staff, many teachers have committee meetings or clubs that meet right after school. It is encouraged your pre-arrange a time with your child's teacher if you would like to meet.

Included in this handbook is *almost* everything you need to know this year about first grade at Stephensen Elementary. Please keep this handbook in a safe place to refer back to.

Thank you for the opportunity to work with your child this year. Please do not hesitate to contact us if you have questions or concerns. We are here to support you and your child.

Sincerely,

The First Grade Teachers
Stephensen Elementary
(208) 832-4651



Mountain Home School District No. 193

2019-2020

July '19						
Su	M	Tu	W	Th	F	Sa
	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			

August '19						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11			14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September '19						
Su	M	Tu	W	Th	F	Sa
1		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					

October '19						
Su	M	Tu	W	Th	F	Sa
		1	2	3		5
6	7	8	9	10		12
13	14	15	16			19
20	21	22	23	24	25	26
27	28	29	30	31		

November '19						
Su	M	Tu	W	Th	F	Sa
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24						30

December '19						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19		21
22						28

Normal School Day

August
 7 - 8 Teacher Workdays
 9 - 13 PD Day – No School
 14 1st Day of School

September
 2 Labor Day – No School

October
 4 PD Day – No School
 11 End 1st Quarter
 17 Parent/Teacher Conference –
 1:30 dismissal
 18 No School

November
 25 - 29 Thanksgiving Break – No School

December
 2 School Resumes
 20 End 1st Semester
 23 - 31 Christmas Break – No school

January
 1 - 3 Christmas Break – No school
 6 PD Day – No School
 7 School Resumes
 20 Martin Luther King & Human –
 Rights Day – No School

February
 7 PD Day – No School
 13 Parent/Teacher Conference –
 1:30 dismissal
 14 No School
 17 President's Day – No School

March
 11 End 3rd Quarter
 20 PD Day – No School
 23 - 27 Spring Break – No School

April
 Nothing Scheduled

May
 20 End 2nd Semester –
 Last Day of School
 21 PD Day – No School
 22 PD Day – No School
 22 Graduation Day –
 5:00 p.m. – Tiger Field

Teacher Workday – No School

January '20						
Su	M	Tu	W	Th	F	Sa
						4
5		7	8	9	10	11
12	13	14	15	16	17	18
19		21	22	23	24	25
26	27	28	29	30	31	

February '20						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6		8
9	10	11	12			15
16		18	19	20	21	22
23	24	25	26	27	28	29

March '20						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10		12	13	14
15	16	17	18	19		21
22						28
29	30	31				

April '20						
Su	M	Tu	W	Th	F	Sa
			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		

May '20						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19			23
24	25	26	27	28	29	30
31						

June '20						
Su	M	Tu	W	Th	F	Sa
	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				

Approved: January 15, 2019
 Revised: February 19, 2019
 Revised: May 21, 2019

Login Information

Website/App: _____

Username: _____

Password: _____

Website/App: _____

Username: _____

Password: _____

Website/App: _____

Username: _____

Password: _____

Website/App: _____

Username: _____

Password: _____

Website/App: _____

Username: _____

Password: _____

Website/App: _____

Username: _____

Password: _____

Website/App: _____

Username: _____

Password: _____

Website/App: _____

Username: _____

Password: _____

Meet the First Grade Team

Miss Carlotta Vaughn

Classroom: Room 101
Email: vaughn_cj@mtnhomesd.org
Website: <http://vaughncj.mtnhomesd.org>

Background: Miss Vaughn has lived in the Mountain Home area since 1996 when her parents were stationed at MHAFB and graduated from Mountain Home High School in 2007. An educator at Stephensen since 2011, Miss Vaughn has taught both first and third grades. First grade is her favorite grade to teach because students have an inherent love for learning and seem to think every day is "the best day ever". Miss Vaughn's educational experience includes a B.A. in Elementary Education with a minor in Music from Boise State University and a M.A.E. with concentration in STEM. She is currently pursuing her Ed. D in Educational Technology from Boise State University. In her free time, Miss Vaughn enjoys riding her bike along the Boise river, hitting the slopes at the local ski resorts, and traveling to new places.

Mrs. Jody Young

Classroom: Room 103
Email: young_ja@mtnhomesd.org
Website: <http://youngja.mtnhomesd.org/>

Background: Mrs. Young is a Mountain Home alumna! She attended K-12 in the district and graduated from MHHS in 2006. This will be Mrs. Young's second year in first grade, but her 9th year teaching. Mrs. Young has her B.A. in Elementary Education with a minor in literacy, a master's in Reading and Literacy, is certified for K-12 Special Education, and will be earning her Mathematical Consulting Teacher Endorsement this summer. In her free time, Mrs. Young loves spending time with her husband and three children. She is so excited to work with you and your parents in our fantastic first grade adventures to come!

Mrs. Enhelder

Classroom: Room 106
Email: enhelder_hm@mtnhomesd.org
Website: TBA

Background: Mrs. Enhelder has lived in Mountain Home since the beginning of January 2019, when she moved here with her husband who is an Air Force maintainer and serves in Honor Guard. Before that, she was born and raised in the piedmont area of North Carolina. Mrs. Enhelder went to Appalachian State University, which is ranked second in the southern regions for best undergraduate teaching program, where she earned her Bachelors of Science in Elementary Education. This year is her first year of teaching, however, she has had experience working with multiple grade levels through internships and student teaching. Mrs. Enhelder is super excited to be working as a 1st grade teacher this year at Stephensen Elementary.

Intervention, Art, Specials, & Daily Schedule

Intervention

Intervention is a time of day where first and second grade students will switch among each other to work on focused skills. During this time, your student may be in another class with a mixture of first and second grade students. Groups are determined by needed skills on demonstrated on benchmark assessments. Focused skills are phonics, fluency, and comprehension. With this, intervention can be on grade level, remedial, or enrichment pending your students needs.

Art

Art is a volunteer program ran by parents. Students will attend every other week. Their projects will be displayed during the annual Art Show in April. Please volunteer with this program if you are able to ensure its success.

Specials

Your student will participate in specials daily. They will have PE and Music once a week, and library and technology lab twice a week. On Wednesdays, we participate in grade level specials. This time will also be used for reviewing expectations, teacher social skills, and other special activities.

Daily Schedule

- Breakfast Starts: 7:45
- School Starts: 8:15
- Lunch: 11:00-11:45
- Recess: 1:30-1:45
- Dismissal: 3:00

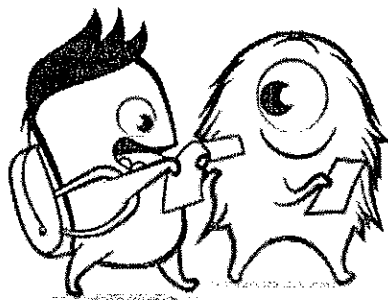
ClassDojo!

The first grade team will be using ClassDojo to encourage important skills, like working hard and participating. We will also use it to communicate with you by sharing messages, updates, and photos. It's the easiest way for you to see how your child is doing at school and to get in touch with us.

We'd like for all parents to join and sign up for ClassDojo! It is a simple, free mobile app for iOS and Android or can be used from a computer at: www.classdojo.com.

We will send the invitation to you using your cell number or your email address. Please be sure to sign up!

Thank you so much!

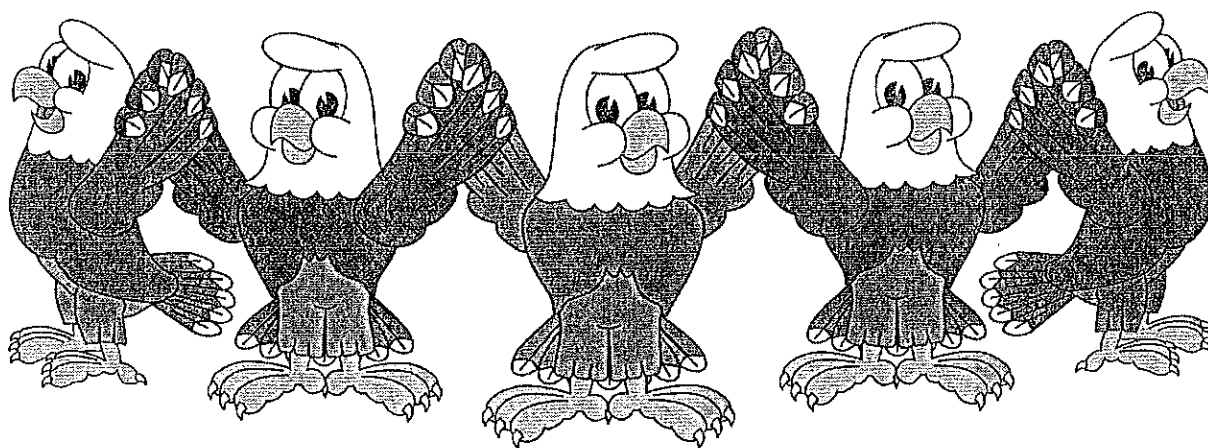


For more information visit: www.classdojo.com/LearnMore
www.classdojo.com/PrivacyCenter

STEPHENSEN ELEMENTARY

does things the

EAGLE WAY!



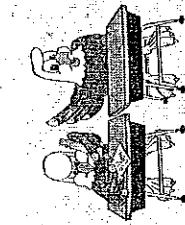
● **BE RESPECTFUL**

● **BE RESPONSIBLE**

● **BE SAFE**

Stephensen Elementary

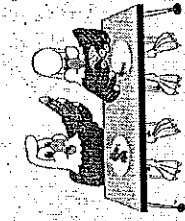
Behavior Matrix



Classroom

- Listen & follow directions the 1st time
- Use polite words, tone, and body language
- Support the learning of others
- Be ready to learn
- Do your best
- Do the right thing, even when no one's watching

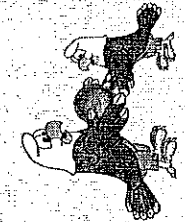
Be Respectful



Cafeteria

- Use good manners
- Keep my area clean
- Keep myself to myself
- Only eat my own food
- Use tools & supplies as intended

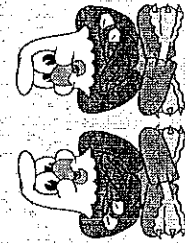
Be Safe



Playground

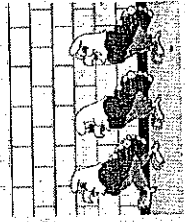
- Be kind & include others
- Have good sportsmanship
- Follow directions the 1st time
- Be a problem solver (Kelso's Choices)
- Stop playing when the bell rings

Be Responsible



Assemblies

- Be an attentive listener/participant
- Follow directions the 1st time
- Monitor myself
- Stay seated in my designated area



Hallway

- Eagle Walk (silence my beak, fold my wings, & mind my feet)
- Hold the door for the person behind me
- Remember my purpose (go only where I need to go and do only what I need to do)
- Stay in line



Bathroom

- Clean up after myself
- Return to class quickly
- Flush
- Use a quiet voice

Go, Flush, Wash, Leave Quickly & Quietly

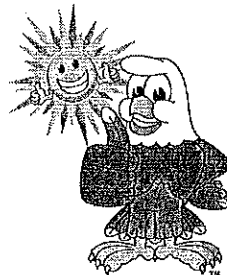
- Mind others' personal space
- Wash my hands with soap
- Eagle Walk (silence my beak, fold my wings, & mind my feet)
- Stay to the right
- Mind the Eagle Perch

Merit Badges

Merit badges are awards given to our classes for various events throughout the year. Each quarter the class with the most merit badges earned between first and second grade will have a party with Mr. McCluskey. A few of the merit badges include: Reading Logs, Spirit Day Game Winners, Dress Up Days, All Gold/Silver Stars in Specials, Federal Survey Cards, Happy Feet, Classroom Behavior, Golden Spatula, and Box Tops.

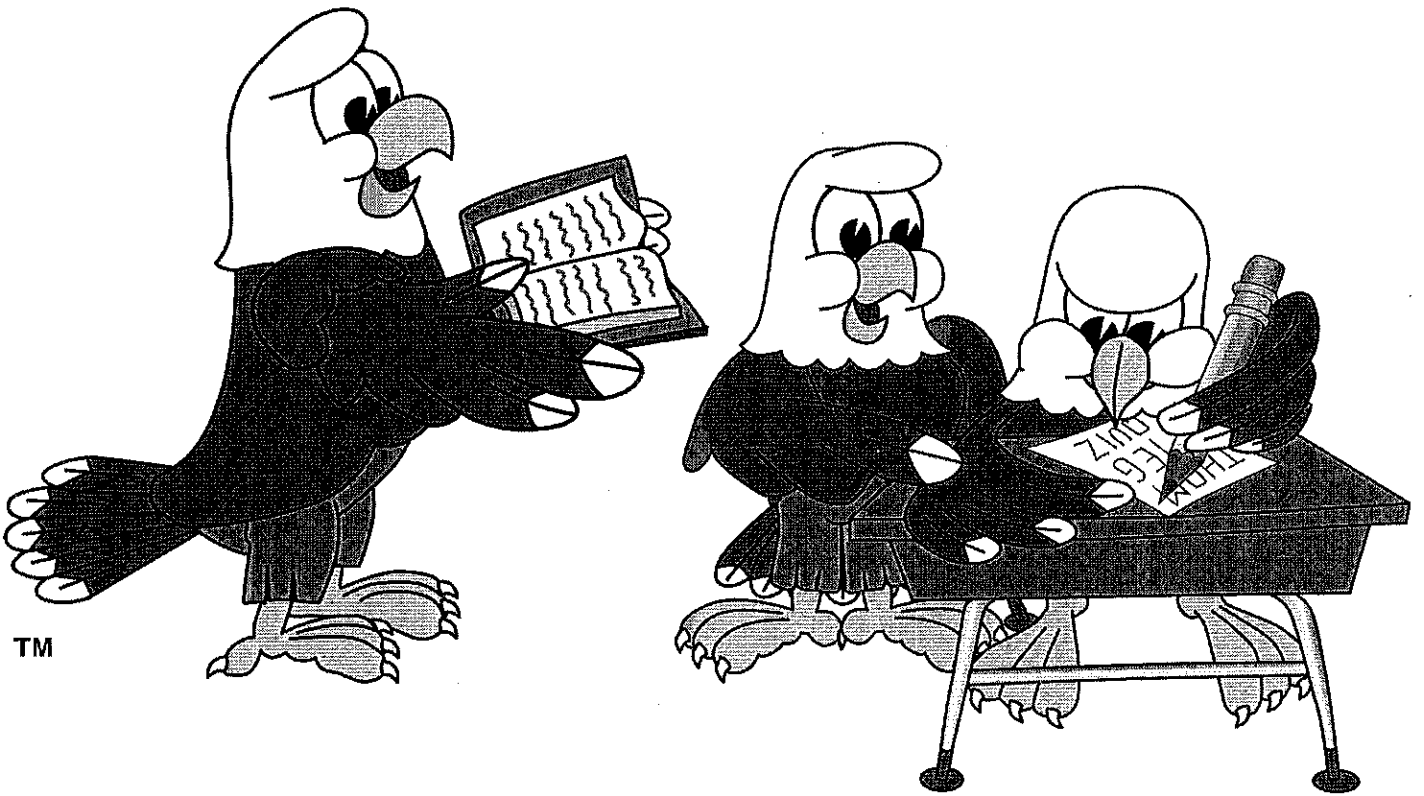
Golden Eagle

The Golden Eagle award is only given out to one student in each class per month that displays the core values of our school (be respectful, responsible, and safe) and acts "The Eagle Way."

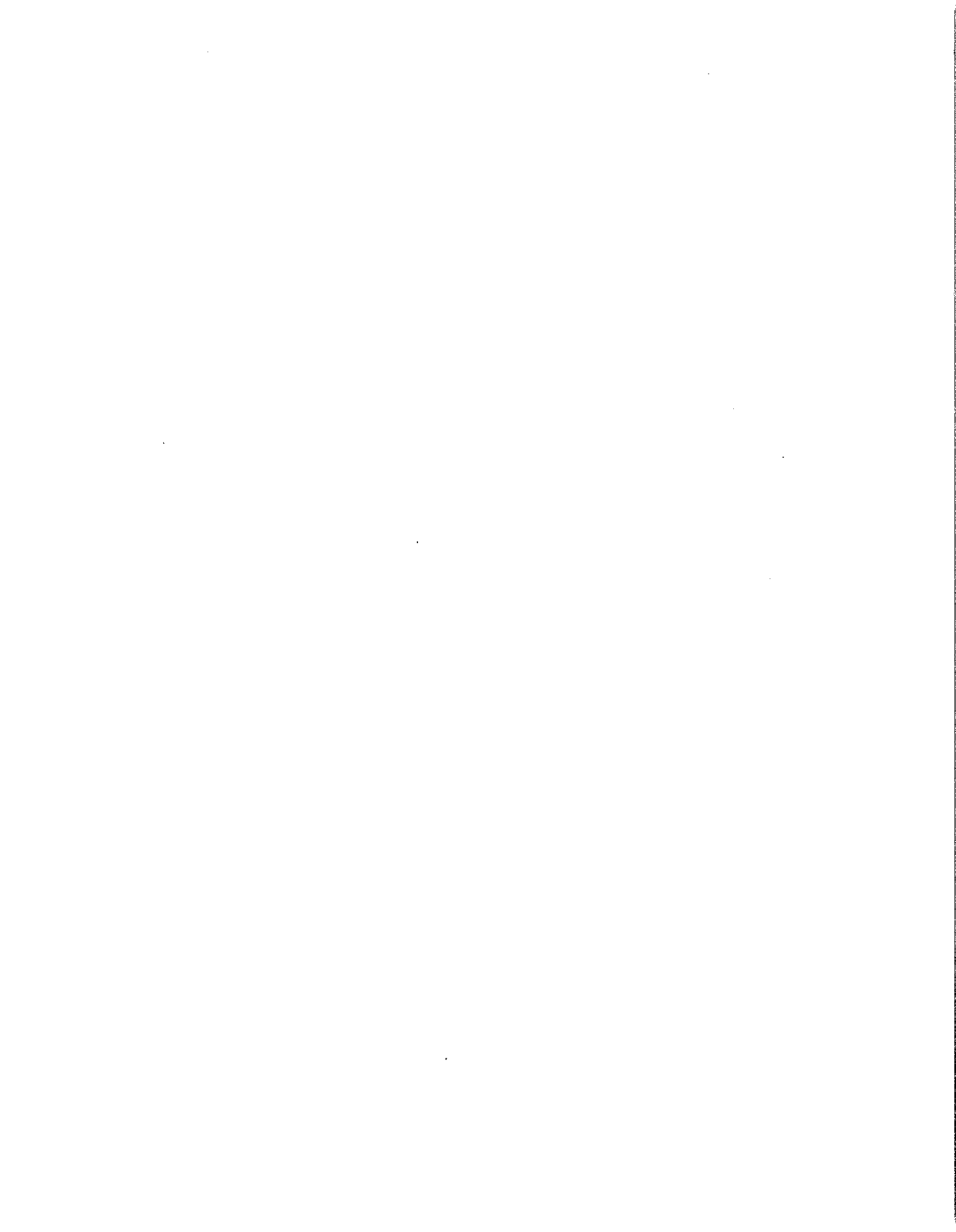


ELA

Standards & Resources



TM

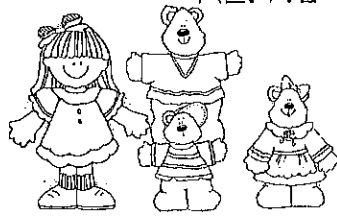


1st Grade Standards- ELA

RL.1.1
RI.1.1

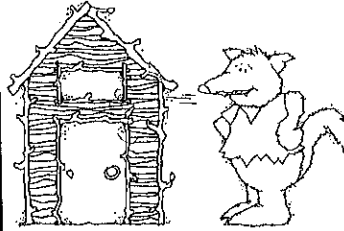
**Who? When?
Where?
What? Why?**

I can ask and answer questions about a fiction and nonfiction text!



RL.1.2

I can retell stories, including key details and the central message or lesson!



RL.1.3

I can describe characters, setting and major events in a story using key detail!

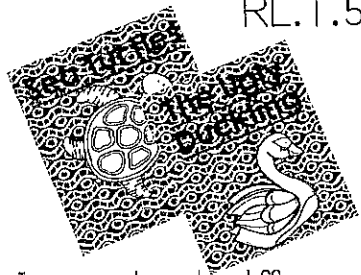


RL.2.4

Fee fi fo fum!

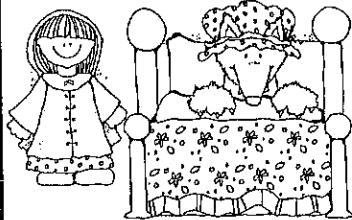
I can identify words or phrases in stories or poems that suggest feeling or appeal to the sense!

RL.1.5



I can explain the difference between books that tell stories and books that give information!

RL.1.6



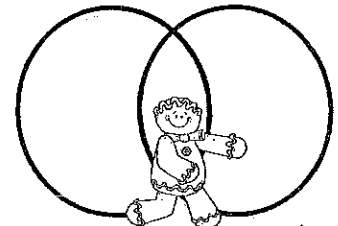
I can identify who is telling the story at various points in the text!

RL.1.7



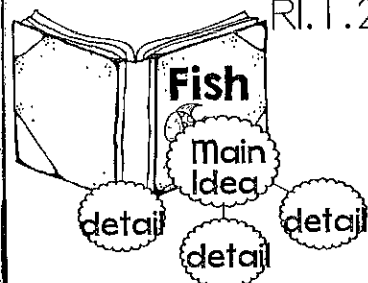
I can use illustrations and details in a story to describe characters, setting or events!

RL.1.9



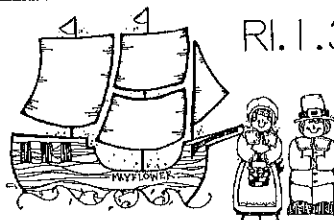
I can compare and contrast the adventures and experiences of characters in stories!

RI.1.2



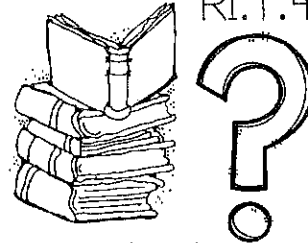
I can identify the main topic and recall key details in a nonfiction text!

RI.1.3



I can describe the connection between individuals, events, ideas of pieces of information in a text!

RI.1.4



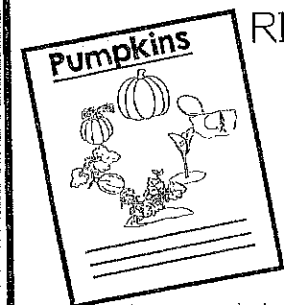
I can ask and answer questions to help determine the meaning of words or phrases in a text!

RI.1.5

**headings
table of contents
icons
glossaries
electronic menus**

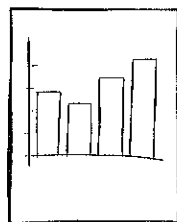
I can use text features to locate key facts or information in a text efficiently!

RI.1.6



I can distinguish between information provided by pictures and by words!

RI.1.7



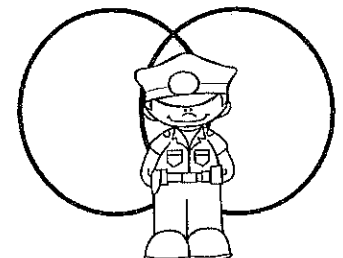
I can use illustrations and details in a text to describe its key details!

RI.1.8



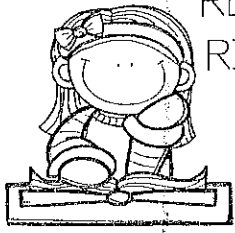
I can identify the reasons an author gives to support points in a text!

RI.1.9



I can identify similarities and differences between two texts on the same topic!

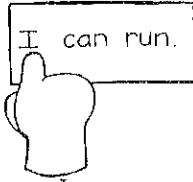
1st Grade Standards- ELA



RL.1.10
RI.1.10

I can read and comprehend 1st grade literature and informational text!

first word capitalization punctuation
RF.1.1a



I can recognize the distinguishing features of a sentence!



RF.1.2a



I distinguish between long and short vowels in spoken words!



RF.1.2b

I can orally produce words by blending sounds!

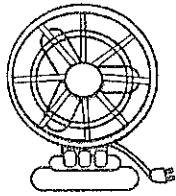
RF.1.2c

hot
→ /h/ /o/ /t/



I can identify the first, middle and ending sounds in words!

RF.1.2d



/f/ /a/ /n/

I can segment words!

RF.1.3a

th

ch

sh

wh

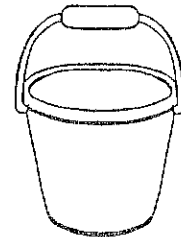


I can spell using consonant digraphs!

RF.1.3b

RF.1.3c

pail



I can read and write long and short vowel words!

RF.1.3d
RF.1.3e



den*tist

I can identify syllables in words and read 2-syllable words!!

RF.1.3f



jumps
Jumped
jumping

I can read words with inflectional endings!

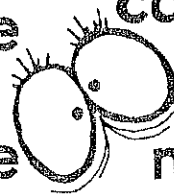
RF.1.3g

the

can

see

my



I know my sight words!!

RF.1.4a



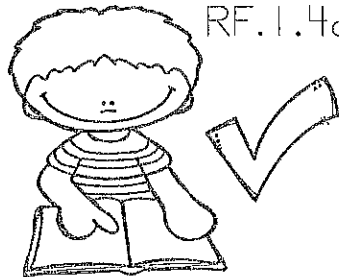
I can read 1st grade text with purpose and understanding!

RF.1.4b




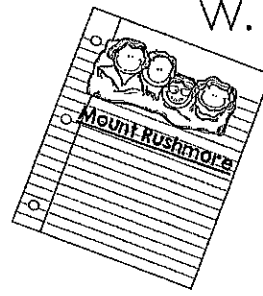

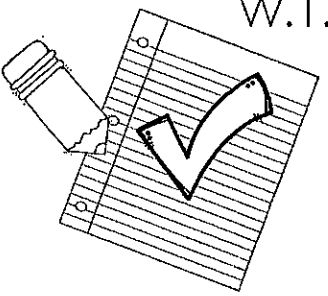


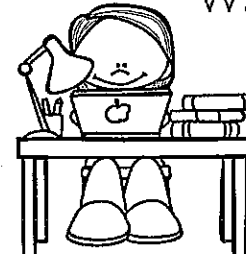
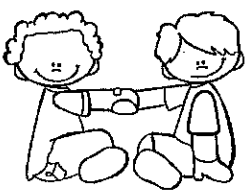


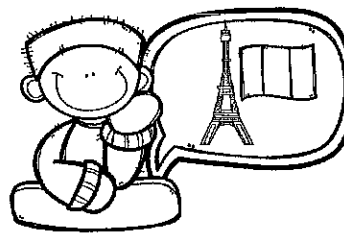

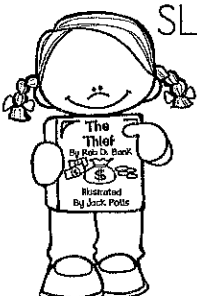
I can read 1st grade text with accuracy, appropriate rate and expression!!

RF.1.4c

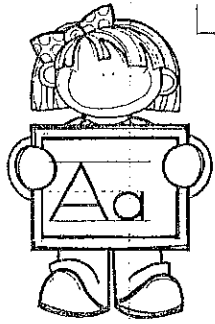


I can use context to confirm or self correct words!

1st Grade Standards- ELA

<p>W.1.1</p>  <p>The best pet is..... because...</p> <p>I can write an opinion piece about a topic or book with my opinion, supporting reasons and closure!</p>	<p>W.1.2</p>  <p>I can write an information/explanatory text with a topic, facts and a closure!</p>	<p>W.1.3</p>  <p>I can write a narrative and recount two or more events with details and closure!</p>	<p>W.1.5</p>  <p>I can focus on a topic and strengthen it by revising and editing!</p>
<p>W.1.6</p>  <p>I can use a variety of digital tools to produce and publish writing, including collaboration with peers!</p>	<p>W.1.7</p>  <p>I can participate in shared research and writing projects!</p>	<p>W.1.8</p>  <p>I can recall information from experiences or gather information from provided sources to answer a question!</p>	<p>SL.1.1</p>  <p>I can participate in collaborative conversations about grade level topics with peer and adults!</p>
<p>SL.1.2</p>  <p>I can ask and answer questions about key details in a text read aloud or information presented orally or through other media!</p>	<p>SL.1.3</p>  <p>I can ask and answer questions about what a speaker says to gather information or clarify a misunderstanding!</p>	<p>SL.1.4</p>  <p>I can describe people, places, things and events with details, expressing ideas and feelings clearly!!</p>	<p>SL.1.5</p>  <p>I can add drawings or visuals to descriptions when appropriate to clarify!</p>
<p>SL.1.6</p>  <p>I can produce complete sentences!</p>			

1st Grade Standards- ELA



L.1.1.a

I can print all upper and lowercase letters!



apple L.1.1.b
Mexico
common proper

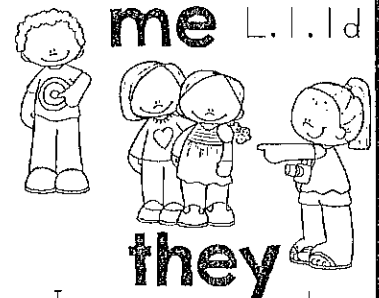
boy's bike
possessive
I can use common, proper and possessive nouns!



L.1.1.c

He sits.

They sit.
I can use singular and plural nouns with matching verbs!



me L.1.1.d

they

I can use personal, possessive and indefinite pronouns!



L.1.1.e

Yesterday, I walked.
Today, I walk.
Tomorrow, I will walk.

I can use verbs to convey a sense of past, present and future!

L.1.1.f

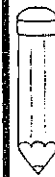
pink flower



I can use adjectives!

L.1.1.g
and but
because
or so

I can use conjunctions!



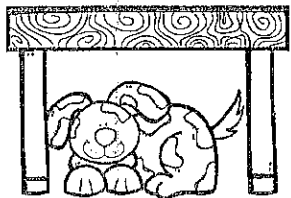
L.1.1.h

The pencil.



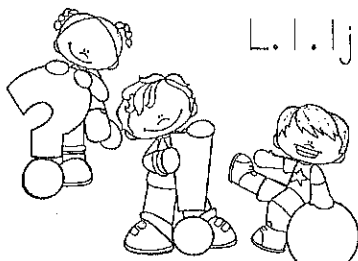
This pencil.

I can use determiners (articles, and demonstratives)!



L.1.1.i

I can use prepositions!



L.1.1.j

I can produce simple and compound declarative, interrogative, imperative and exclamatory sentence!!

a. Capitalize dates and names of people



Ben

b. Use punctuation



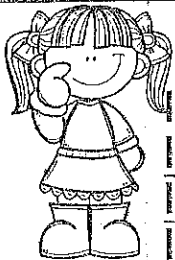
c. Use commas in dates and to separate words in a series



d. Use known spelling patterns and spell sight words correctly

L.1.2

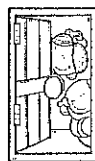
I can use capitalization, punctuation and correct spelling when writing!!



L.1.4

look
looks
looked
looking

I can determine the meaning of unknown words using context clues, affixes and roots!



L.1.5

peek
look



I understand word relationships and meanings by sorting words, identifying real life connections and identifying shades of meaning among words!

The flowers grew because the boy cared for them.



L.1.6

I can use new words and phrases including conjunctions to signal simple relationship!

Words Their Way

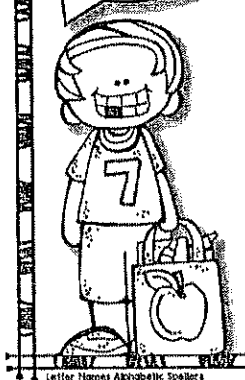
We use Words Their Way as our spelling curriculum. This is differentiated spelling that uses a feature analysis assessment to place your students based on their phonics skills. Each list focuses on specific phonics skills. They are asked to sort their words by identifying the skills for their current list.

Cut out the words below. Use the sorting mat on the back to practice reading and sorting each one.

SORT #38

CVC Words: short a and o

a		o		ODDBALLS
sad	ham	box	hop	was
has	had	mom	lot	boy
cab	wag	job	mop	
ran	map	got	top	
jam		fox	hot	



Letter Names Alphabetic Spellers
Teacher's Breathing Space © 2008

Your students bring home their words on a page similar to the one pictured above. They have a sorting mat on the back. This allows them to cut and sort their words based on the features of the sort.

Included in this packet are ways your students can practice their words at home. If they turn in written practice, they will earn Eagle Bills that will be entered in toward our weekly drawing. Your students can also practice using Spelling City on the website or app. The website is www.spellingcity.com. Your student will need their login and password.

Due to having several groups, your students may not test on the same day as their peers.

Please let us know if you have any other questions or concerns.

Thank you,
First Grade Teachers

WORDS THEIR WAY

Word Study in Action Parent Overview

word sorting defined

Word sorting is the process of grouping sounds, words, and pictures into specific categories.

- Word sorting includes teacher-directed instruction and independent student learning.
- Words Their Way is a word study program that further individualizes the way students learn to spell words.
- It is a hands-on approach to practice spelling patterns in words.
- Allows students to manipulate words into different categories.
- The sorting process helps students analyze and examine, compare and contrast, and differentiate the patterns in words.
- The hands-on approach not only motivates students to practice spelling words but it also helps students internalize the spelling patterns in words for the future.
- In the beginning of the year, students were given a Spelling Inventory that helped determine which spelling stage the students were performing at.

the process

1. Teacher will begin word sorting by demonstrating how to sort word cards by sound or pattern.
2. As students sort word cards on their own, teacher will help them make discoveries and generalizations about the conventions of English, orthography, or spelling.
3. Students will compare and contrast word features such as consonants, and digraphs (ch, wh, sh, etc.) so they can discover similarities and differences within the categories.
4. Students will practice through a two week word study rotation using a variety of activities and games.

helpful hints

1. Each spelling list has headers (features/categories) that show what the sorting pattern is for the week.
2. The sort is written at the top of the word list.
3. The sorting patterns are written in bold along with the first words for each pattern.
4. Students have to HEAR what the words have in common or SEE what they have in common (or both).
5. Words are not meant to be memorized or written in rote fashion. The objective is for students to learn and understand the spelling patterns.

word their way vocabulary

SORTING

Organizing words into groups based on similarities in their patterns or meanings.

CONSONANTS

(represented by a C)
All letters other than the vowels. Consonant sounds are blocked by the lips, tongue, or teeth during articulation.

VOWEL

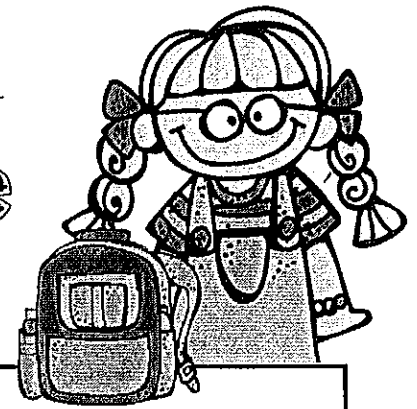
(represented by V)
One of 6 letters causing the mouth to open when vocalized (a, e, i, o, u, and usually -y). A single vowel sound is heard in every syllable of a word.

SOUND MARKS //

Sound marks around a letter or pattern tell the student to focus only on the sound rather than actual letters. Ex: gem could be grouped into /j/ category because it sounds like a j.

ODDBALL

Words that cannot be grouped into any of the identifying categories of the sort. Students are taught that there are always words that "break the rules" and do not follow the general pattern.



August Tic-Tac-Toe

Select 3 boxes that form a tic-tac-toe. Use your spelling words to complete the activities. Remember to **attach your work**.

Design a lunchbox by folding a piece of paper in half and adding a paper or ribbon handle. Then, open it up and write your words inside.

Write your spelling words on a piece of paper, but leave off the first letter of each word. Then, find the missing letters in a magazine. Cut and glue each letter into place.

Sand @sk mad

Use the computer to type your words. Use different colors, fonts, and sizes for each word.

ask
mad rabbit

Write each spelling word on an index card. Then, cut each card in half and mix them up. Finally, match the two parts to spell your words

rab bit

Draw a picture of something you did or somewhere you went this summer. Hide your words in the drawing.

Write your spelling words. Then, underline all of the vowels in each word. Draw a tally mark for each vowel you found. Finally, list how many vowels there were in all.

mad rabbit ask and
||| = 5 in all

Fill a page with large seashells. On each of the shells, write one of the words from your list. Make sure to include all of the words and spell correctly.

Write your name in big bubble letters. Then, write your spelling words inside the bubble words. Make sure to write each word at least once.

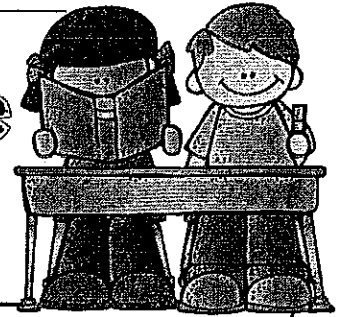
Debbie

Write each spelling word using an AAB color pattern. Use the colors:

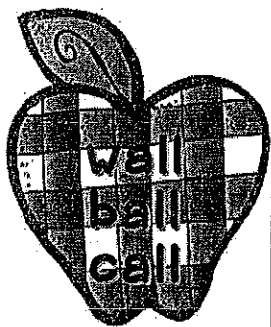




Green and Blue

happy

September Tic-Tac-Toe

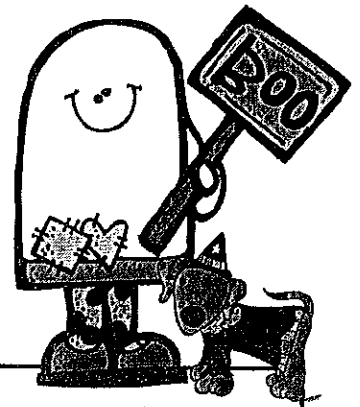


Select 3 boxes that form a tic-tac-toe. Use your weekly spelling words to complete the activities. Remember to **attach your work**.

<p>Draw or cut out a big apple. Write each spelling word in the apple. Print neatly.</p> 	<p>Write your spelling words. Then, trace over all of the vowels in red.</p> <p style="font-size: 2em; text-align: center;">wall</p>	<p>List your words in ABC order. Make sure to number the list and spell correctly.</p> <ol style="list-style-type: none"> 1. all 2. ball 3. call 4. fall 5. hall
<p>Write each of your spelling words using an ABB color pattern.</p> <p style="text-align: center; font-size: 1.5em;">all ball wallet</p>	<p>Decorate a paper lunch bag with your spelling words. Write each word once on the front of the bag, and again on the back.</p> 	<p>In honor of Johnny Appleseed's birthday, draw a large cooking pot. Fill it with your spelling words.</p> 
<p>Write your words 3 times each using your very best printing.</p> 	<p>Write your spelling words. Then, look at your phone keypad. Change each letter into the numbers on the keypad. Now write the number code!</p> <p style="text-align: center; font-size: 1.5em;">ball = 2255</p>	<p>Design a "Back to School" bookmark. Then, copy all of your words on the backside. Make sure to spell correctly.</p> 

Name _____ Date _____

October Tic-Tac-Toe



Select 3 boxes that form a tic-tac-toe. Use your weekly spelling words to complete the activities. Remember to **attach your work**.



Draw a large bat or hairy spider. Decorate the picture with your spelling words.



Write your words in pyramid form.

b
ba
bat

Draw a large trick-or-treat bag filled with goodies. Write one spelling word on each piece of candy or treat inside the bag



Write all of your spelling word using **orange** for the vowels and **black** for the consonants.

bat

Draw and cut out a large pumpkin. Cover the surface with your spelling words.

Write each word at least once.

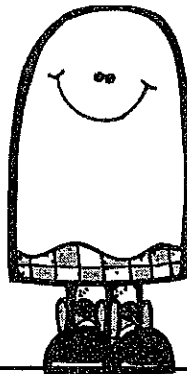


Write each of your words going across and down.

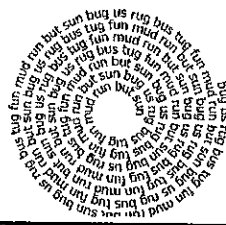
b a t
a
t

Create a set of **spelling flash cards**. Spell the word on one side and draw a picture on the other. Use the flashcards to practice your words.

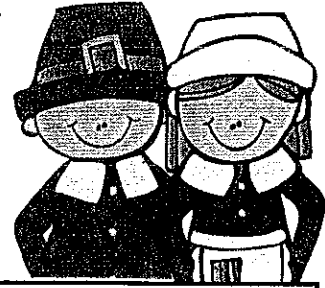
Draw and cut out a large white ghost. Write each spelling word 2 times on the ghost's body.



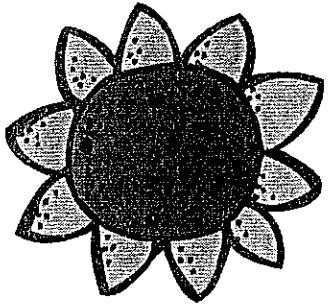
Draw a large simple shape. Begin writing your words around the outside edges of the shape. Keep going until you get to the middle.



November Tic-Tac-Toe



Select 3 boxes that form a tic-tac-toe. Use your weekly spelling words to complete the activities. **Attach your work.**



Draw a giant sunflower with lots of petals. Write one word on each petal.

Select 5 or more words from your list. Then, cut out letters from magazines to spell them ransom note style. Glue them to a piece of paper.

FUNNY


Visit the website:
www.abcy.com/word_clouds.htm
 Type in your spelling words to create a piece of word art. Print it out and attach.

mudtug
 run
 bug
 sun
 bus
 rug

Write your spelling words. Then, **trace over** all the vowels in **BROWN**.

tug
 funny

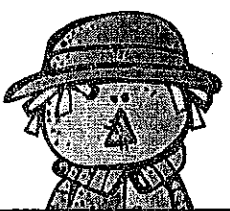
Draw a page full of fall-colored leaves. Write one word on each leaf.



Organize your spelling words in lists by the number of letters in each word.

2	3	4	5
up	tug	shut	funny
	bug		sunny

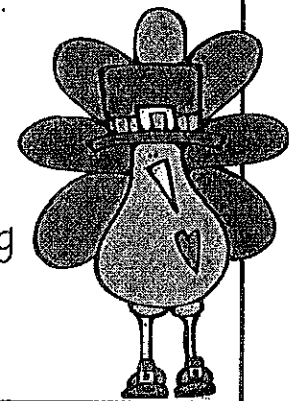
Draw a scarecrow wearing a big hat. Decorate his hat with your spelling words. Write each word at least once.



Write your spelling words using an **ABC color pattern**. Use the colors: **yellow, orange, and red**.

funny

Draw a large picture of a turkey. Then cover the turkey with your spelling words.




Trees

Write your words, adding a letter every line so your words form a pine tree.

★
 ex: t
 t r
 t r e
 t r e e

Alphabetical

Write your words in alphabetical order...
 a b c d e f g h i j k l m n
 o p q r s t u v w x y z

ex: 

Practice Test

Have an adult or older brother or sister give you a practice test at home. Write the words you missed 2 times each

How Many Letters?

Organize your spelling words in lists by the number of letters in each word.

ex:

4	5	6
tree	candy	lights
snow	jolly	winter

Curly or Dotted Letters

Write your words in curly or dotted letters

ex: winter snow

Color the Letters

Write all your words. Color the consonants green and the vowels red.

ex: snowflake

Candy Cane Letters

Write your words in bubble letters then, make diagonal stripes like a candy cane.

ABCDEF G
 HIJKLMN
 OPQRSTU
 VXYZ

Story

Write a winter story using all of your spelling words in your story.

Hidden Picture

Draw a winter scene. Hide each spelling word in your picture and see if someone in your family can find them all!

Each week **choose 3 boxes** that form a tic-tac-toe. Use your weekly spelling words to complete the activity. Pick a space in the following pages to show your work.

Name _____ Date _____

JANUARY Tic-Tac-Toe

Select 3 boxes that form a tic-tac-toe. Use your weekly spelling words to complete the activities. Remember to save and attach your work.

Fold and cut a white piece of paper to make a large snowflake.

Write all of your words on it.



Write your spelling words together without spaces. Your spelling words will be one long word.

bluetruedueargue

Write all spelling words using rainbow colors.



Use a different color for each letter.

Write your spelling words in bubble letters.

blue

Write your words three times each to form a triangle every time.

blue
blue
blue

Choose five words to make an acrostic poems with

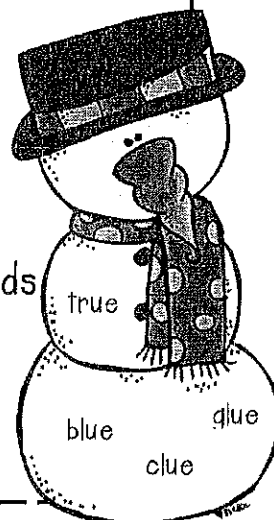
Fun
Funny clowns
Up on the high wire
Need help getting down

Write a story using all of your spelling words. Then, underline each word you used. Read it to a parent.

Write your spelling words. Add how much they are worth if consonants are worth 10 and vowels are worth 5. said: $10+5+5+10=30$

Draw a big snowman.

Then, write all your words somewhere on his body.





February Tic-Tac-Toe

Select 3 boxes that form a tic-tac-toe. Use your weekly spelling words to complete the activities. Remember to save and attach your work.

Cut out a big heart.
Write each spelling word **2 times** somewhere on the heart.



Write your spelling words. Add how much they are worth if consonants are worth a **nickle** and vowels are worth **quarter**.

smart

$$5+5+25+5+5=45 \text{ cents}$$

Type your spelling words on the computer. Use a **different** font for each word. **Print it out**.



CARD

Write your spelling words in ABC order. Then, **trace over** all the **vowels** in **RED**.

art
army
card

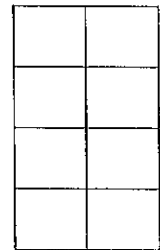
Write each of your words using an AB color pattern with **red** and **pink**.

s m a r t

red, pink, red, pink, red

Fold a paper into **8 or more rectangles**.

Create a valentine in each space. Use one or more of your words on each valentine card.



Write your spelling words together like one long word but draw a heart between each word.

art♥army♥card♥smart

Draw a heart. Write your words **around the outside**, and then again to **fill the middle**.

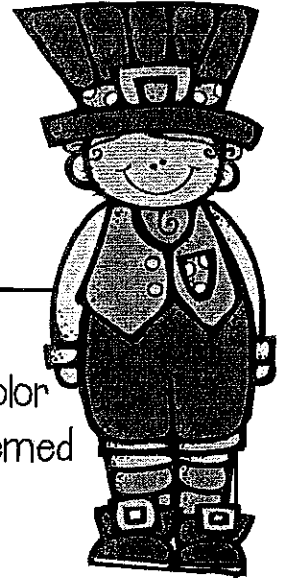


Write each word in its own heart. When you are finished, you will have a page filled with hearts.




March Tic-Tac-Toe

Select 3 boxes that form a tic-tac-toe. Use your weekly spelling words to complete the activities. Remember to save and **attach your work**.



Draw a large pot filled with gold coins. Write one of your words on each of the coins.

Make sure you have written each word at least once.



Write your spelling words in ABC order. Then, trace over all the vowels in GREEN.

rain
paint
wait

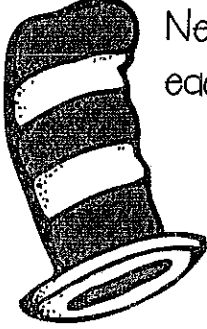
Draw and color a Spring-themed picture.

Hide each of your words somewhere in the drawing.

Write silly sentences like Dr. Seuss using all of your spelling words. Make sure to use correct spelling and punctuation. Underline your words.

Draw a large top hat for the cat. Write your words on the hat.


Next to each word, write a rhyming word.



Pretend you are a famous children's author. Make up titles for your new books using your words. List the titles.

Waiting for Rain


Draw or cut out a large shamrock. Fill it with your weekly words. Write each word at least once.

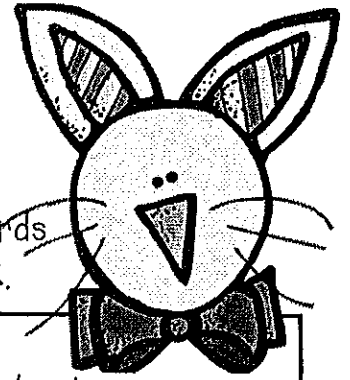


Write each word using an ABC pattern using the Mardi Gras colors:

green, purple, and yellow (gold).

Draw a large rainbow. Write 2 or 3 words on each band of color. Make sure to write each word at least once.





April Tic-Tac-Toe

Select 3 boxes that form a tic-tac-toe. Use your weekly spelling words to complete the activities. Remember to save and **attach your work**.

In honor of Earth Day, **reduce** and **reuse**. Write your words **2 times** each



on something you have reused. Make sure it is flat and can be stapled to this paper.

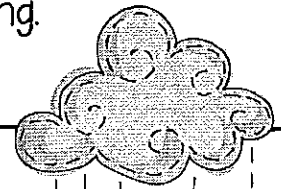
Write your spelling words in **ABC order**.

Then, **trace** over all of the **vowels** or **vowel teams** in

pink, purple,
and **yellow.**

Draw and color a **Spring-themed picture**.

Hide each of your words somewhere in the drawing.

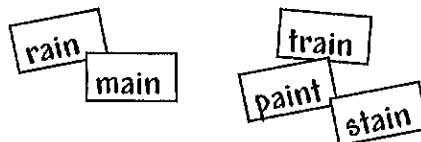


Go to the website: www.worksheetworks.com

Under "puzzles" click on **word search**. Then type in your spelling words to create your very own find-a-word puzzle. Once you are done, print it out and solve.

Create a set of **flash cards**. Write one word on each card.

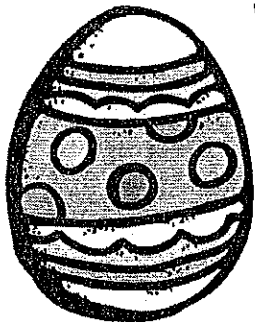
Sort your word cards by **number of letters** then by **number of syllables**.



It is said that, "April showers bring May flowers." **paint** **rain** **stain** **snail** **train**

Draw a large **cloud** that is **raining** your spelling **words**.

Draw and cut out a large egg. **Decorate** it with designs and all of your **spelling words**.



Draw a large **basket** filled with **colorful eggs**.

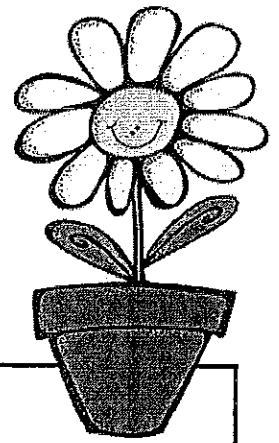
Write one of your words on each egg. Make sure you write each word at least once.

Write each of your spelling word using an **ABB** pattern using the colors:

Pink and **Yellow-Green**

because

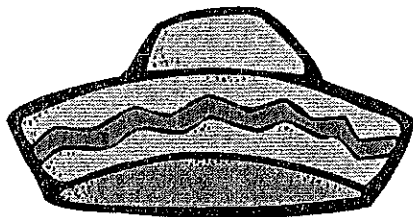
Name _____ Date _____



May Tic-Tac-Toe

Select 3 boxes that form a tic-tac-toe. Use your weekly spelling words to complete the activities. Remember to save and **attach your work**.

Draw a large sombrero.
Then decorate it with
colorful designs and
your spelling words.



Write each of your
words with fancy letters
or type them on the
computer using a
decorative font.

kite

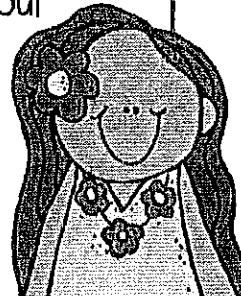
Draw a large vase or
pot filled with flowers.

Write your words 2
times each on the
flower petals.

In honor of Mother's Day,
draw and color a picture
of your mom, grandma, or
other special woman in
your life.

Hide your spelling words
in the picture.

Create a simple flower
pattern. Use it to trace
enough flowers for each
word. Write a word on
each. Then, cut out
and hole punch.
String together
to make a
May Day lei.



Write your spelling
words in ABC order.
Then, trace over all the
vowels in purple.

bike
strike
hike

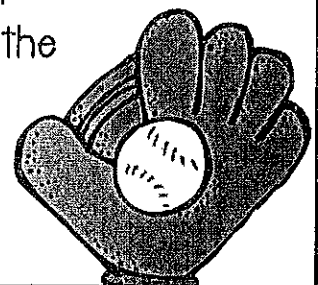
Cut out a large butterfly.

Decorate the front and
back of the wings with
your spelling words and
other colorful designs.

Write your words 2 times
each.

In honor of Teacher
Appreciation Week,
design a special book
mark for your teacher.
Write your spelling
words on the back side
in your very best printing.
Be creative!

Draw a baseball glove,
ball, or bat. Write your
spelling words either
inside or
around the
outside
of the
picture.



Journey's First Grade
Words I Can Spell

Unit 1	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	am	if	log	yet	up
	at	is	dot	web	bug
	sat	him	top	pen	mud
	man	rip	hot	wet	nut
dad	fit	ox	leg	hug	
mat	pin	lot	hen	tub	
Unit 2	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
	an	in	on	yes	us
	bad	will	got	let	sun
	can	did	fox	red	but
	had	sit	pop	ten	fun
cat	six	not	bed	bus	
ran	big	hop	get	run	
Unit 3	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
	that	chin	ship	came	time
	then	chop	shop	make	like
	this	much	which	brave	kite
	them	chip	when	late	bike
with	rich	whip	gave	white	
bath	chick	fish	shape	drive	

Journey's First Grade
Words I Can Spell

Unit 4	<u>Lesson 16</u> so go home hole no rope jokes bone stove poke	<u>Lesson 17</u> me be read feet tree keep eat mean sea these	<u>Lesson 18</u> play grain sail mail may rain way day stay pain	<u>Lesson 19</u> show row grow low blow snow boat coat road toad	<u>Lesson 20</u> bedtime sunset bathtub sailboat flagpole backpack playpen raincoat inside himself
Unit 5	<u>Lesson 21</u> far arm yard art jar bar barn bark card yarn	<u>Lesson 22</u> her fern girl sir stir blind fur hurt turn third	<u>Lesson 23</u> look book good hook brook took foot shook wood hood	<u>Lesson 24</u> soon new noon zoo boot too moon blew soup you	<u>Lesson 25</u> how now cow owl ouch house found out gown town
Unit 6	<u>Lesson 26</u> mix mixed hop hopped hope hoping run running use used	<u>Lesson 27</u> hard harder hardest fast faster fastest slow slower slowest sooner	<u>Lesson 28</u> my try sky fly by dry pie cried night light	<u>Lesson 29</u> sad sadly slow slowly dust dusty trick tricky help helpful	<u>Lesson 30</u> even open begin baby tiger music paper zero table below

Journey's First Grade
Words to Read

Unit 1	<p><u>Lesson 1</u> and you be play help with</p>	<p><u>Lesson 2</u> for he what look have too</p>	<p><u>Lesson 3</u> do sing find no funny They</p>	<p><u>Lesson 4</u> all me does my here who</p>	<p><u>Lesson 5</u> friend hold full many good pull</p>
Unit 2	<p><u>Lesson 6</u> away every call hear come said</p>	<p><u>Lesson 7</u> animal of how some make why</p>	<p><u>Lesson 8</u> her she now today our Would</p>	<p><u>Lesson 9</u> after read draw ' was pictures write</p>	<p><u>Lesson 10</u> eat put give small one take</p>
Unit 3	<p><u>Lesson 11</u> blue little water cold live where far their</p>	<p><u>Lesson 12</u> been never own brown off very know out</p>	<p><u>Lesson 13</u> down green open fall grow yellow goes New</p>	<p><u>Lesson 14</u> four over two five starts watch into three</p>	<p><u>Lesson 15</u> bird fly those both long walk eyes or</p>

Journey's First Grade
Words to Read

Unit 4	<p><u>Lesson 16</u> around bring show because carry think before light</p>	<p><u>Lesson 17</u> about by car could don't maybe sure there</p>	<p><u>Lesson 18</u> first food ground right sometimes these under Your</p>	<p><u>Lesson 19</u> done great laugh paper soon talk were work</p>	<p><u>Lesson 20</u> door more mother old try use want wash</p>
Unit 5	<p><u>Lesson 21</u> few window shall night noise world loudly story</p>	<p><u>Lesson 22</u> baby begins eight follow learning until years young</p>	<p><u>Lesson 23</u> again along began boy father house nothing Together</p>	<p><u>Lesson 24</u> ready kinds covers country earth warms soil almost</p>	<p><u>Lesson 25</u> buy city family myself party please school seven</p>
Unit 6	<p><u>Lesson 26</u> above bear even pushed studied surprised teacher Toward</p>	<p><u>Lesson 27</u> always happy once different high stories enough near</p>	<p><u>Lesson 28</u> across head second ball heard should cried Large</p>	<p><u>Lesson 29</u> caught thought beautiful took minute friendship listen idea</p>	<p><u>Lesson 30</u> brothers loved people everyone most sorry field only</p>

Fast ForWord®

Dear Parents,

We are pleased that your child will have the opportunity to work with the Fast ForWord Products

What is Fast ForWord?

It is a series of computer-delivered brain fitness exercises designed to produce dramatic language and reading improvements in a variety of student populations by improving memory, attention and processing skills. The Fast ForWord products support existing curriculum—they don't replace it. When students process more efficiently, every other instructional strategy works better. The results in schools throughout the country are dramatic; students can achieve a one- to two-year gain in reading skills in 8-12 weeks.

What kinds of changes might you see after your child starts working on Fast ForWord products?

- Increased self-esteem
- A new excitement towards learning
- Better listening and communication skills
- Improved ability to follow directions
- Improved reading abilities
- Better academic performance

What can you do to help?

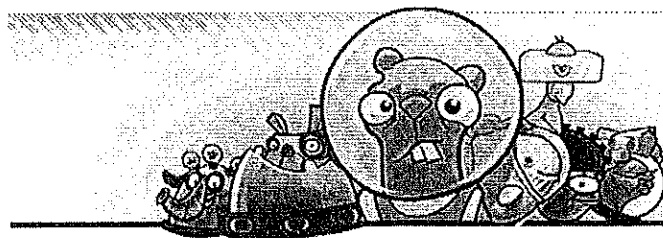
- Ensure that your child has good attendance. Success with Fast ForWord requires consistent effort.
- Make sure your child knows that you value his/her participation in the program. Acknowledge their success!
- Meet with your child's teacher to discuss improvements.

Want to learn more?

- Visit Scientific Learning's website www.ScientificLearning.com
- Speak with your child's principal or teacher.

If you have any questions about the program, please contact your child's teacher.

Thank you,
First Grade Teachers



Dolch 220 High Frequency Sight Words

Arranged into smaller lists from greatest to least frequency in children's literature

- | | | | | | | | | |
|--|--|---|---|--|--|---|---|--|
| LIST 1 | LIST 2 | LIST 3 | LIST 4 | LIST 5 | LIST 6 | LIST 7 | LIST 8 | LIST 9 |
| the
to
and
he
a
I
you
it
of
in
was
said
his
that
she
for
on
they
but
had
at
him
with
up | all
look
is
her
there
some
out
as
be
have
go
we
am
then
little
down
do
can
could
when
did
what
so
see | not
were
get
them
like
one
this
my
would
me
will
yes
big
went
are
come
if
now
long
no
came
ask
very
an | over
yours
its
ride
into
just
blue
red
from
good
any
about
around
want
don't
how
know
right
put
too
got
take
where
every | pretty
jump
green
four
away
old
by
their
here
saw
call
after
well
think
ran
let
help
make
going
sleep
brown
yellow
five
six | walk
two
or
before
eat
again
play
who
been
may
stop
off
never
seven
eight
cold
today
fly
myself
round
tell
much
keep
give
work | first
try
new
must
start
black
white
ten
does
bring
goes
write
always
drink
once
soon
made
run
gave
open
has
find
only
us
three | our
better
hold
buy
funny
warm
ate
full
those
done
use
fast
say
light
pick
hurt
pull
cut
kind
both
sit
which
fall
carry
small | under
read
why
own
found
wash
slow
hot
because
far
live
draw
clean
grow
best
upon
these
sing
together
please
thank
wish
many
shall
laugh |

Handwriting Without Tears

Copy capital P.

Copy lowercase p.

Copy the sentences.

Pat picks Pat pays

Pat gets a popside.

© 2013 Handwriting Without Tears
My Printing Book 49

My Printing Book workbook, p.49

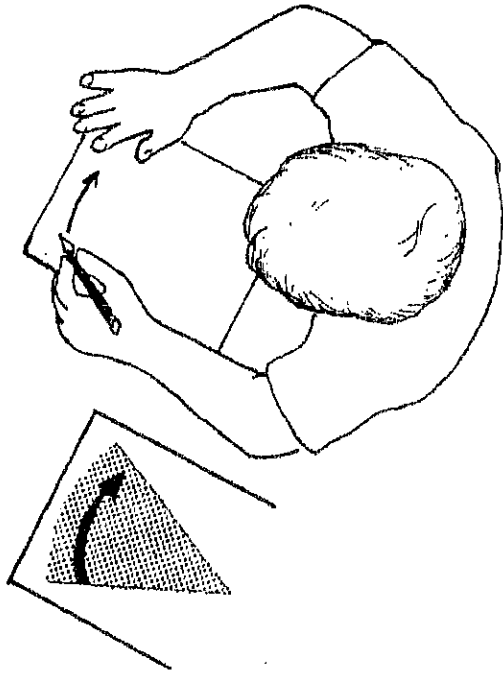
We will be using the first grade handwriting curriculum, Handwriting Without Tears. It is a simple, developmentally based curriculum. The unique materials and appealing workbooks will help your child avoid problems with letter formation, reversals, and sentence spacing.

Your child will be using the workbook, My Printing Book, at school. The lessons focus on good habits for numbers, letters, words, and sentences. We'll also teach punctuation, poem and paragraph skills, and review number formations. We're building the good handwriting habits that will help your child succeed.

We're sending letter and number formation charts home so you'll know what to say when you help your child. Please let us know if you have any questions.

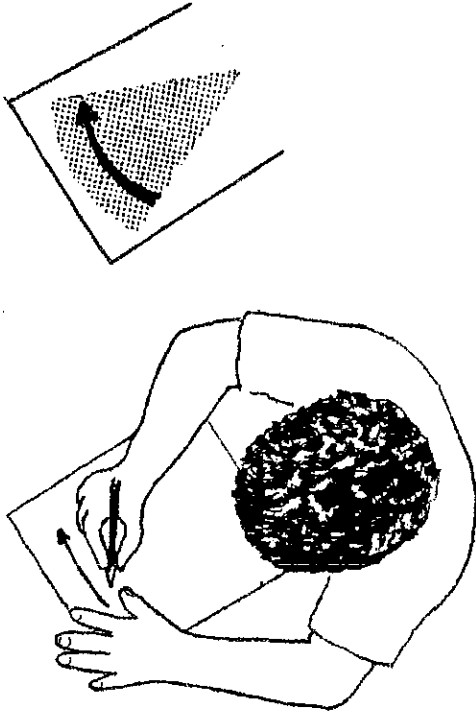
Suggested Pencil Grip and Posture

Left-Handed

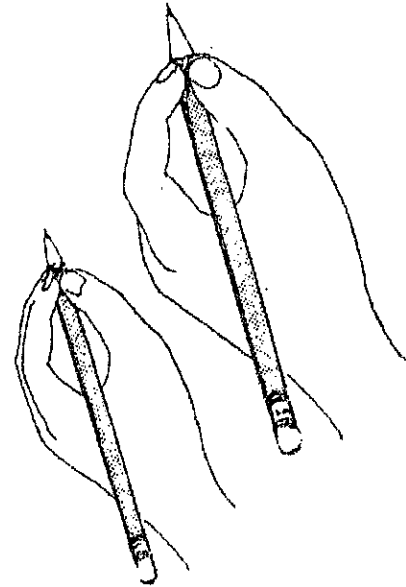


Place the top left corner of the paper higher for left-handed students.

Right-Handed

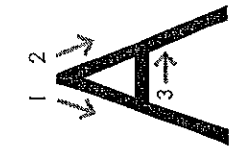


Place the top right corner of the paper higher for right-handed students.



Pinch the pencil between the thumb pad and index finger pad. The pencil rests on the middle finger. The eraser points back toward the shoulder of the writing hand. (An alternate grip is a pinch with the thumb and two fingers. The pencil rests on the ring finger.)

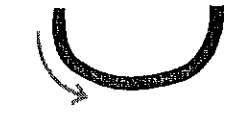
Capital Formation Chart



Big Line
Big Line
Little Line



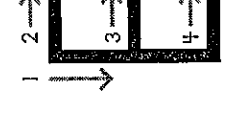
Big Line
Little Curve
Little Curve



Big Curve



Big Line
Big Curve



Big Line
Little Line
Little Line
Little Line



Big Line
Little Line
Little Line



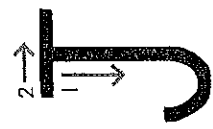
Big Curve
Little Line
Little Line



Big Line
Big Line
Little Line



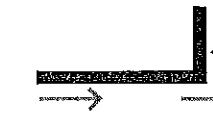
Big Line
Little Line
Little Line



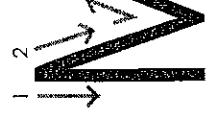
Big Line
Turn
Little Line



Big Line
Little Line
Little Line



Big Line
Little Line



Big Line
Big Line
Big Line
Big Line



Big Line
Big Line
Big Line



Big Curve
Go around



Big Line
Little Curve



Big Curve
Go around
Little Line



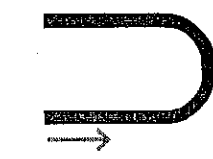
Big Line
Little Curve
Little Line



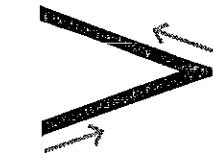
Little Curve
Turn
Little Curve



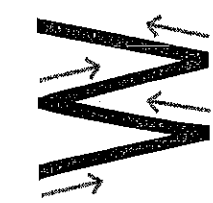
Big Line
Little Line



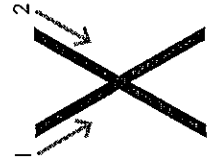
Big Line
Turn
Big Line



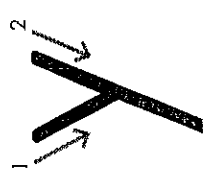
Big Line
Big Line



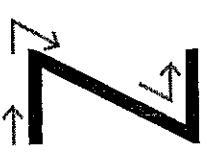
Big Line
Big Line
Big Line
Big Line



Big Line
Big Line

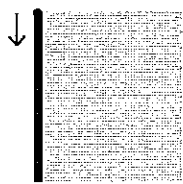


Little Line
Big Line

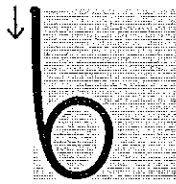


Little Line
Big Line
Little Line

Number Formation Chart



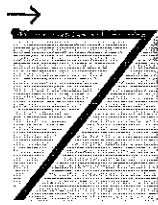
- 1 starts in the Starting Corner.
- 1 makes a Big Line down.
- 1 stops in the corner.



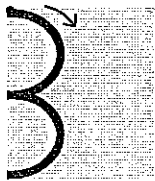
- 6 starts in the Starting Corner.
- 6 is a baby bear.
- 6 goes down to curl up in the corner.
- 6 is hibernating.



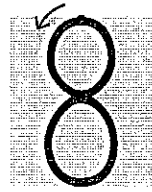
- 2 starts in the Starting Corner.
- 2 makes a Big Curve.
- 2 stops in the corner.
- 2 walks away on the bottom.



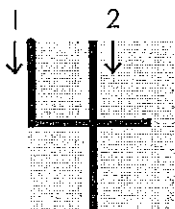
- 7 starts in the Starting Corner.
- 7 makes a Little Line across the top.
- 7 says, "I better slide down."



- 3 starts in the Starting Corner.
- 3 makes a Little Curve to the middle.
- 3 makes another Little Curve to the bottom corner.



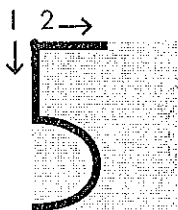
- 8 is different.
- 8 doesn't like corners.
- 8 starts at the top center.
- 8 begins with S and then goes home.



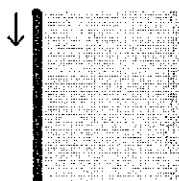
- 4 starts in the Starting Corner.
- 4 makes a Little Line down to the middle.
- 4 walks across the dark night.
- 4 jumps to the top and says, "I did it." (Big Line down)



- 9 is so special.
- 9 has its own corner.
- 9 makes a Little Curve and goes up to the corner.
- 9 makes a Big Line down.








- 5 starts in the Starting Corner.
- 5 makes a Little Line down to the middle. It starts to rain.
- 5 makes a Little Curve around.
- 5 puts a Little Line on top to stop the rain.




- 10 uses two places.
- 1 comes first.
- 0 is next.
- 0 starts at the top center.
- 10 is finished.


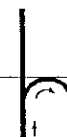
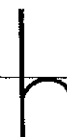
Lowercase Formation Chart









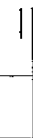


Magic c up like a bump back down bump








dive down swim up and over down






dive down swim up and over around bump




Dots for you!

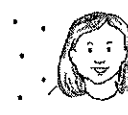



down bump dot









Magic c







Dots for you!








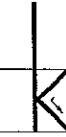

down turn dot











Magic c up like a up higher back down bump









down bump the line kick! slide away





start hit the ball run the bases stop



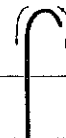
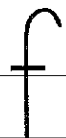
Start of the top!




down bump the line






At first, curve up. Then go straight down.









up down bump the line cross











start with n swim up and over down (m has two humps)




Magic c up like a bump back down turn








dive down swim up and over down (n has one hump)

Lowercase Formation Chart





Magic c keep on going stop




bump


down, travel, up back down bump

dive down swim up and over around bump




slide down slide up





Magic c bump


up like a back down U turn




slide down and up slide down and up


dive down swim up and over




slide down slide down



little Magic c turn down curve around



slide down slide down




Start at the top!

Directions for crossing T:

Left-handed Right-handed

down bump the line cross



go across slide down go across

L.E.G.O. READERS

Let's Encourage Growing Outstanding Readers

Reading Incentive Program

Each student can earn their own L.E.G.O. Reader prize by reading a total amount books throughout the year. The goal of the L.E.G.O. Reader program is to build a stronger love for reading by exposing the students to the variety of genres. The L.E.G.O. Reader program will also help to accomplish their 20 minutes of home reading. At the end of the year, if they accomplished the set goal (or more) of books for their grade level they will receive a prize at our school assembly.

Each student has a tracker to keep track of the books they have read. Once the student has finished a book either at school or home, they are responsible to complete to response page and then turn it in. This must be completed by the student. To build interest throughout a year, each sticker will equal one LEGO building piece for the students to build a class structure to share at the end of the year assembly celebration.

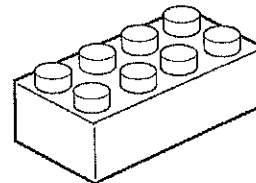
This incentive program is designed to encourage students to work on the Common Core standards related to Fluency and Range of Reading and level of Text Complexity. When completing response pages, the students will also be addressing other standards that support comprehension.

Displayed below is what your child is expected to read throughout the year in correspondence to their grade level. We will help and encourage your child at school. We need your support at home. This incentive program will evolve into the O.S.C.A.R reading program in 3rd and 4th grades.

Thanks again for your support! We hope you understand the purpose behind this assignment. Once again, this assignment goes right along with our expectations that they read twenty minutes for at least five days throughout the week. When they are reading their 20 minutes at home, they can be working on the L.E.G.O. Reader program, too.

Please feel free to contact us if you have any questions.

1st & 2nd grade teachers



1st Grade Lego Reader Requirements

4 Realistic Fiction	
4 Poetry/Rhyming	
8 Non-Fiction	20-40 Total
8 Fiction	
4 Fantasy	
4 Biography/Autobiography	
8 Free Choice Chapter Books	

*Chapter books can be counted as 2

Name: _____

Date: _____

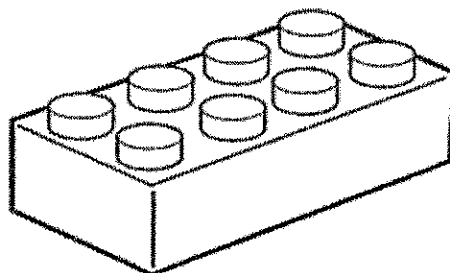
L.E.G.O. READERS

Let's Encourage Growing Outstanding Readers

reading incentive Program

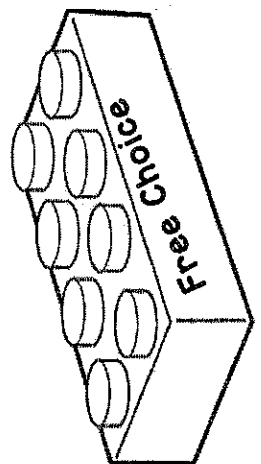
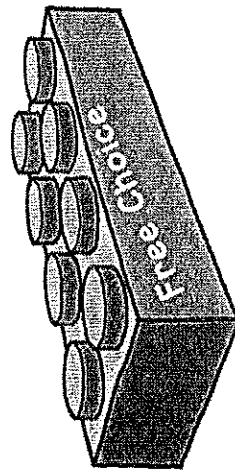
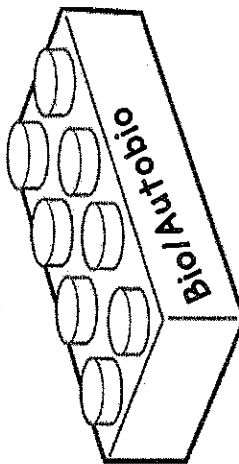
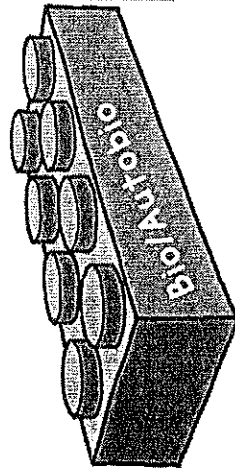
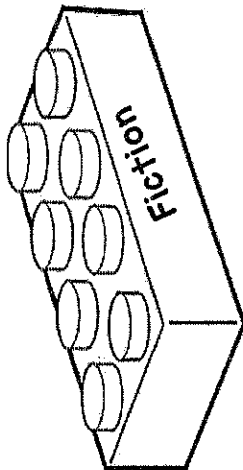
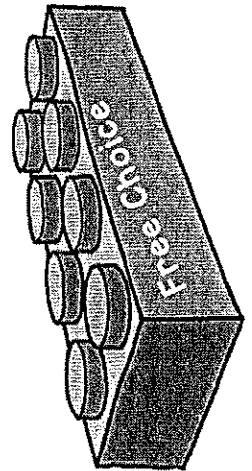
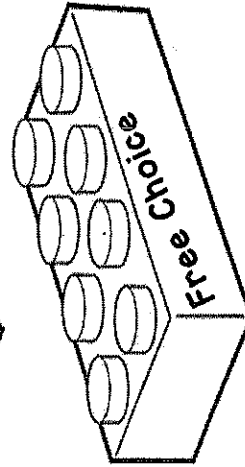
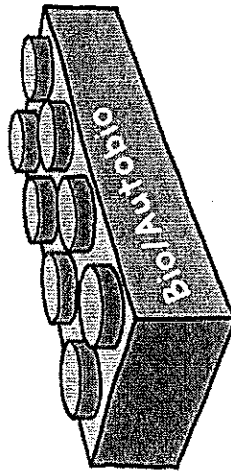
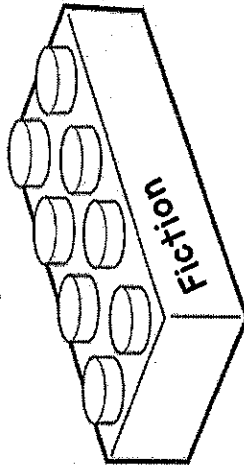
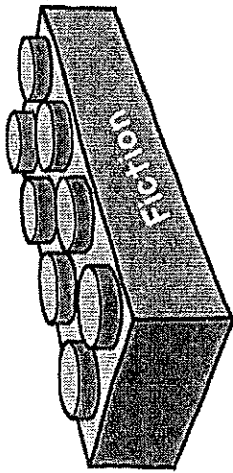
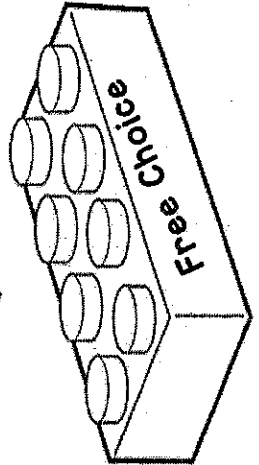
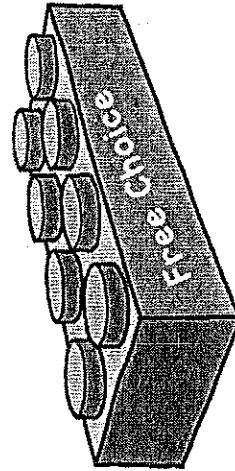
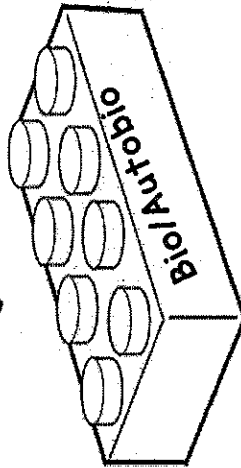
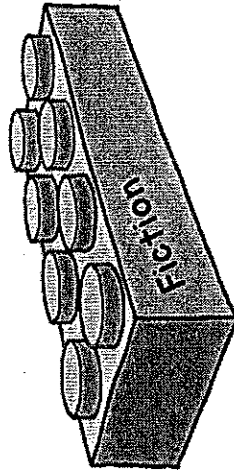
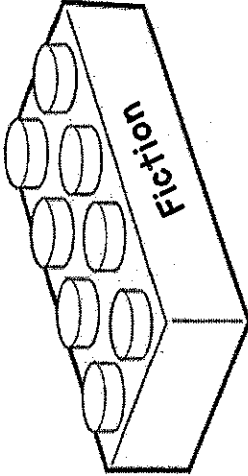
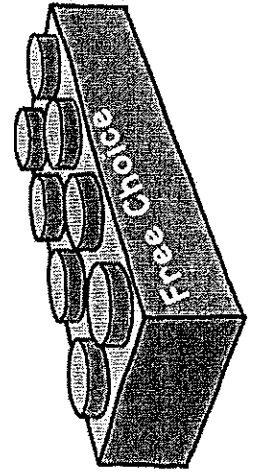
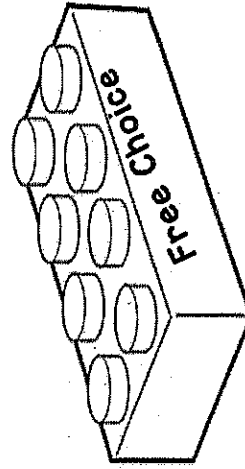
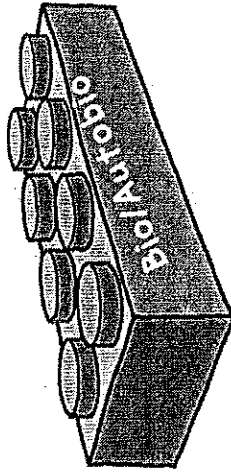
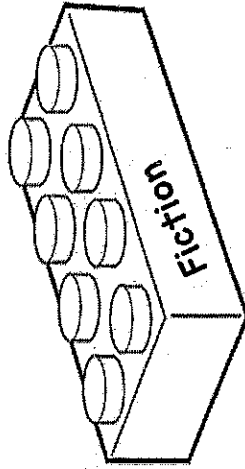
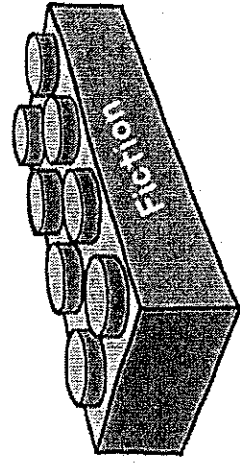
Use the table below to see which genres your student still needs to be encouraged to read to earn their way towards their LEGO Reader bricks. Remember, your student has to fill out a response form in order to earn credit for the book being read.

	Needed	I still need:
Realistic Fiction	4	
Poetry/Rhyme	4	
Non-Fiction	8	
Fantasy	4	
Biography/Autobiography	4	
Fiction	8	
Free Choice	12	



Name: _____

The Big Book of Tracer



L.E.G.O. READERS

Let's Encourage Growing Outstanding Readers

Student Response Form

Must be filled out by the student to count!

STUDENT NAME:

Title:

Author:

Genre: realistic fiction Poetry/Rhyme Non-fiction fantasy

Biography/Autobiography Fiction free choice

Response: What was your favorite part of the book?

.....
.....

- Picture Book
- Chapter Book

L.E.G.O. READERS

Let's Encourage Growing Outstanding Readers

Student Response Form

Must be filled out by the student to count!

STUDENT NAME:

Title:

Author:

Genre: realistic fiction Poetry/Rhyme Non-fiction fantasy

Biography/Autobiography Fiction free choice

Response: What was the setting of your book?

.....
.....

- Picture Book
- Chapter Book

L.E.G.O. READERS

Let's Encourage Growing Outstanding Readers

Student Response Form

Must be filled out by the student to count!

STUDENT NAME:

- Picture Book
- Chapter Book

Title: _____

Author: _____

Genre: Genre: realistic fiction Poetry/Rhyme Non-fiction fantasy

Biography/Autobiography Fiction free choice

Response: Who were the main characters in your book?

L.E.G.O. READERS

Let's Encourage Growing Outstanding Readers

Student Response Form

Must be filled out by the student to count!

STUDENT NAME:

- Picture Book
- Chapter Book

Title: _____

Author: _____

Genre: Genre: realistic fiction Poetry/Rhyme Non-fiction fantasy

Biography/Autobiography Fiction free choice

Response: What was your book about?

Genres at a Glance

Fiction		
Code	Genre	Definition
TL	Traditional Literature	Stories that are passed down from one group to another in history. This includes folktales, legends, fables, fairy tales, tall tales, and myths from different cultures.
F	Fantasy	A story including elements that are impossible such as talking animals or magical powers. Make-believe is what this genre is all about.
SF	Science Fiction	A type of fantasy that uses science and technology (robots, time machines, etc.)
RF	Realistic Fiction	A story using made-up characters that could happen in real life.
HF	Historical Fiction	A fictional story that takes place in a particular time period in the past. Often the setting is real but the characters are made up from the author's imagination.
M	Mystery	A suspenseful story about a puzzling event that is not solved until the end of the story.

Nonfiction		
Code	Genre	Definition
I	Informational	Texts that provide facts about a variety of topics (sports, animals, science, history, careers, travel, geography, space, weather, etc.)
B	Biography	The story of a real person's life written by another person.
AB	Autobiography	The story of a real person's life that is written by that person.

Other Genre		
Code	Genre	Definition
P	Poetry	Poetry is verse written to create a response of thought and feeling from the reader. It often uses rhythm and rhyme to help convey its meaning.

Reading At Home

Dear Parents,

Reading is one of the most important life skills. You can help your child become an enthusiastic and fluent reader by providing experiences that will lead to success. I hope you will implement some of these ideas.

Keep a variety of books available so your child can choose and feel a sense of power over his or her reading. Read different kinds of books—picture books, mysteries, fables, biographies, nonfiction, etc. Try reading poems, songs, rhymes, and even riddles. Read to get information such as game directions, toy instructions and recipes. If possible, make frequent trips to the public library. Get your child his or her own library card. You might subscribe to a children's magazine. Children love to receive mail.

By remaining loving and supportive at all times, and by praising your child's new-found skills, you can help your child experience the wondrous world of reading.

Creating a Climate

Read with your child for 20 minutes a day. This sends the message that reading is important. Check off each item as you accomplish.

Find a quiet, comfortable place to read (turn off the TV)

Provide different types of reading materials—books, magazines, and comics.

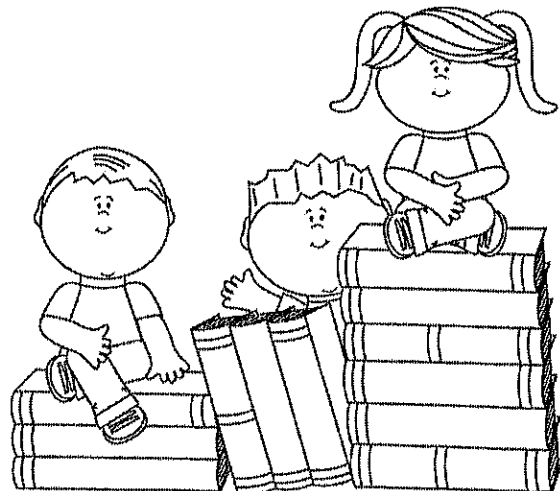
Be sure your child sees you reading.

Encourage silent reading time for everyone in your home.

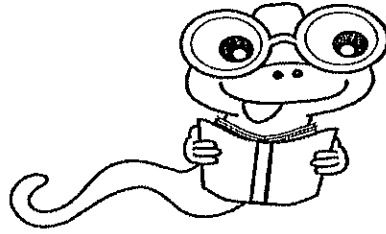
Read aloud to your child. Reread favorite stories.

Let your child read to you.

Talk about what you and your child read.



Reading At Home



Responding to Reading

Many adults tend to take certain things for granted because reading has become automatic for them. Your child must learn the words on a page have meaning and that the purpose of reading is to get that meaning. As you read in front of your child, model the strategies good readers automatically use:

It is all right to break the flow of text to talk about what you're reading. Talking expands vocabulary and improves understanding of words.

Predict what the book will be about by looking at the cover and the title.

Speculate as you read—"I wonder what will happen next?"

Anticipate the outcome of an event—"I bet the prince comes to save her."

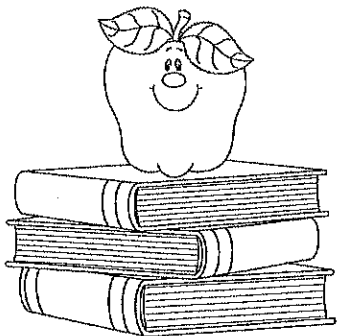
Question as you read—"Why would she carry an umbrella?"

Compare the text to a personal experience—"Remember when..."

Retell the story in the order it happened.

Discuss favorite parts, funniest parts, parts you didn't like, or something you learned.

Communicate your thoughts and feelings about what you are reading.



Reacting to Errors

Mistakes are a fact of life, especially when you are learning something new. Encourage your child to take a risk, then praise him or her for trying. The following hints will help when your child has difficulty.

Have patience. Give your child "wait time" of 10 seconds to let him or her figure out the word.

Ask your child, "What do you think the word could be?"

Suggest that your child use a picture clue if appropriate.

Tell your child to reread the sentence or read the rest of the sentence.










Ask your child, "What sound does the word begin with?" Have your child sound out the word.










Tell your child the word. Don't lose the flow of the text. Some words are difficult to figure out.









Give your child time to self-correct as he or she reads and praise him or her for the effort.










Accept appropriate substitutions such as "mom" for "mother."









Focus on what your child is doing well. Praise your child with "Good try!" and "You really figured it out!"

								
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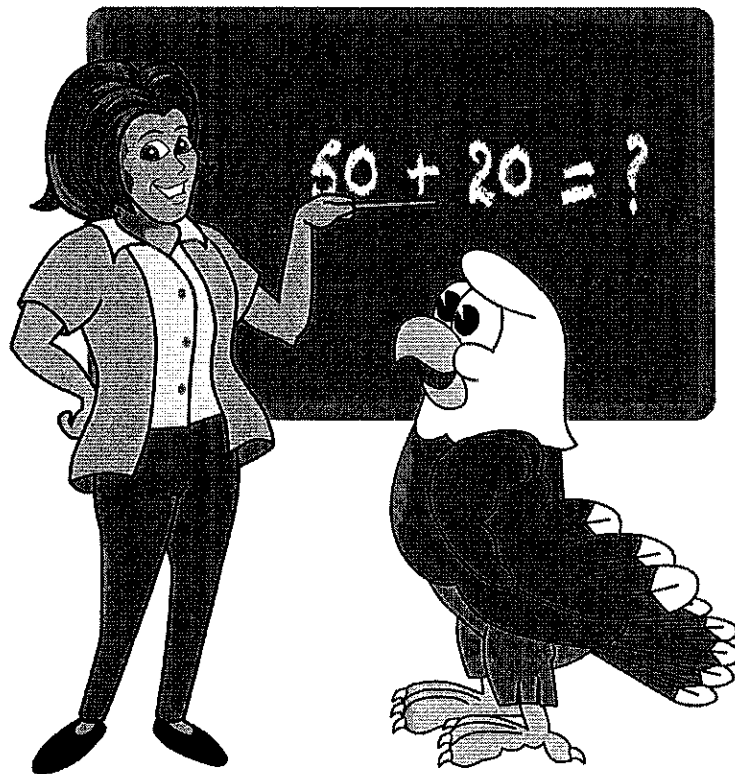
								
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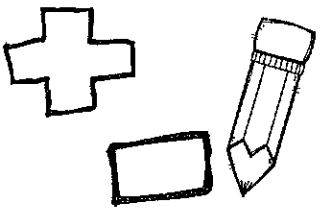
Math Standards & Resources





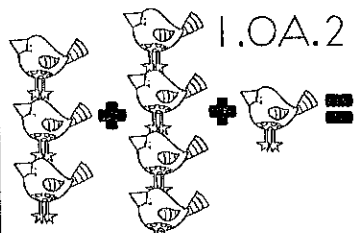
1st Grade Standards- Math

1.OA.1



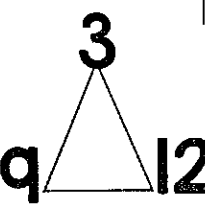
I can use addition and subtraction within 20 to solve word problems!

1.OA.2



I can solve word problems that call for the addition of 3 numbers!

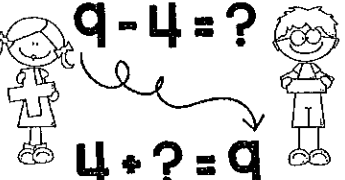
1.OA.3



$9+3=12$
 $3+9=12$
 $12-9=3$
 $12-3=9$

I can apply properties of operation as strategies to add and subtract!

1.OA.4




$9-4=?$
 $4+?=9$

I can understand subtraction as an unknown-addend problem!

1.OA.5

$15+2=?$

15 16, 17




I can relate counting to addition and subtraction!

1.OA.6

- making ten
- counting on
- decomposing numbers to make 10
- fact families

I can add and subtract within 20 using multiple strategies!

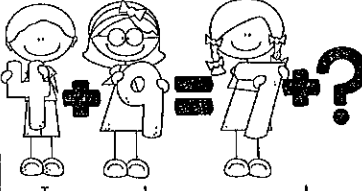
1.OA.7



$5+2$ $3+4$

I understand the meaning of the equal sign and determine if equations are true or false!

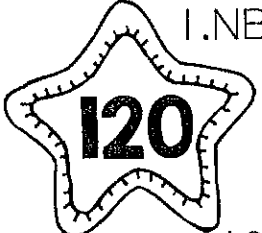
1.OA.8



$9+?=?$

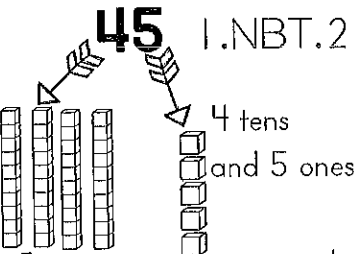
I can determine the unknown number in an + or - equation relating 3 numbers!

1.NBT.1



I can count to 120. I can read and write numbers and count objects to 120!

1.NBT.2




45

4 tens and 5 ones

I can understand tens and ones in a 2-digit number!

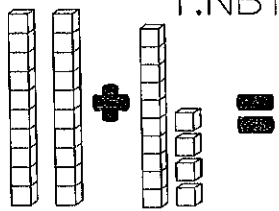
1.NBT.3



23 56

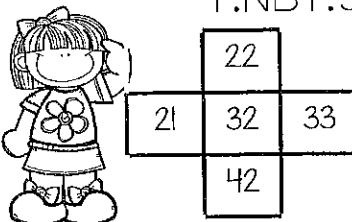
I can compare 2-digit numbers using $<$, $>$ and $=$!

1.NBT.4



I can add within 100 using models drawings and other strategies and explain my strategy!


1.NBT.5



	22	
21	32	33
	42	

I can mentally find 10 more and 10 less to a 2-digit number!

1.NBT.6



$80-60=20$
 and I know because...

I can subtract multiples of 10 up to 90 and explain my strategy!

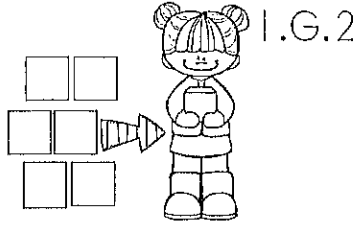
1st Grade Standards- Math

1.G.1



Closed and
3 sided flat
shape

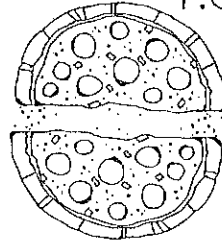
I can describe defining attributes of shapes and draw and build shapes with those attributes!



1.G.2

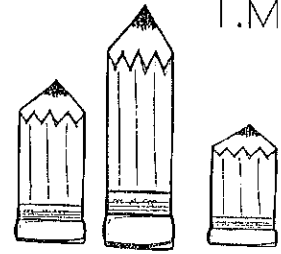
I can compose 2-d and 3-d shapes to create new shapes! I can then compose shapes from those composite shapes!

1.G.3



I can identify and describe $\frac{1}{2}$ and $\frac{1}{4}$ of circles and squares!

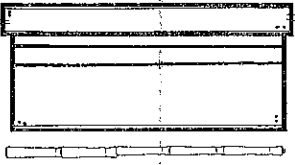
1.MD.1



I can order and compare the length of 3 objects!

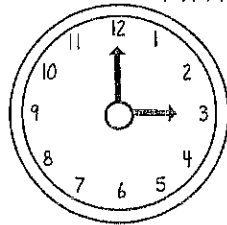
1.MD.2

1 desk = 5 markers long



I can measure the length of an object using multiple shorter objects touching end to end!

1.MD.3



I can tell and write time to the half hour!

1.MD.4



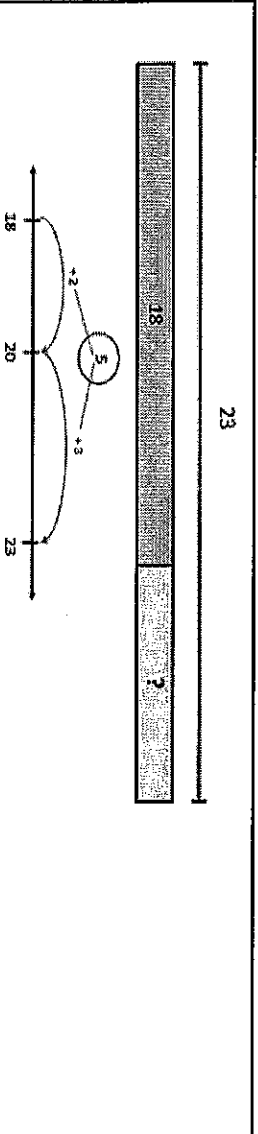
I can organize, represent and interpret data and ask and answer questions about the data!

First Grade Focus Calendar

<p>UNIT 1 Number: Counting & Place Value (CA1 & CA2)</p>	<p>Focus on counting. (1.NBT.E) Addition & subtraction within 20 using context. (1.OA.A,B) Building place value understanding of teen numbers. (1.NBT.F)</p>	
<p>UNIT 2 Informal Linear Measurement (CA3)</p>	<p>Focus on iterating linear units. (1.MD.H,J) Make connection to a 1 unit and 10 unit as well. (1.NBT.E)</p>	
<p>UNIT 3 Number: PPW, Compare, and Place Value (CA1 & CA2)</p>	<p>Focus on building place value understanding, e.g., discuss 12 as being composed of 12 ones and also 1 ten and 2 ones with the key emphasis being the different units of place value being utilized. (1.NBT.E-F) Addition & subtraction within 50 using context. (1.OA.A-D)</p>	
<p>UNIT 4 Composing Shapes & Data (CA4)</p>	<p>Address attributes. (1.G.K.1) Conduct a survey and construct a graph. (1.MD.J) Compose and decompose 2-D shapes. (1.G.K.2)</p>	

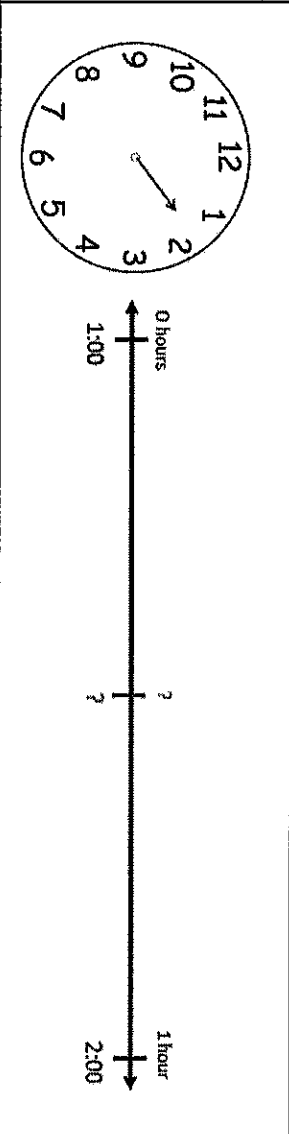
UNIT 5
 Number: Join, Separate and Place Value (CA1)

Continue work on addition & subtraction within 100. (1.0A.A-D)
 Construct place value understanding to 100. (1.NBT.F)



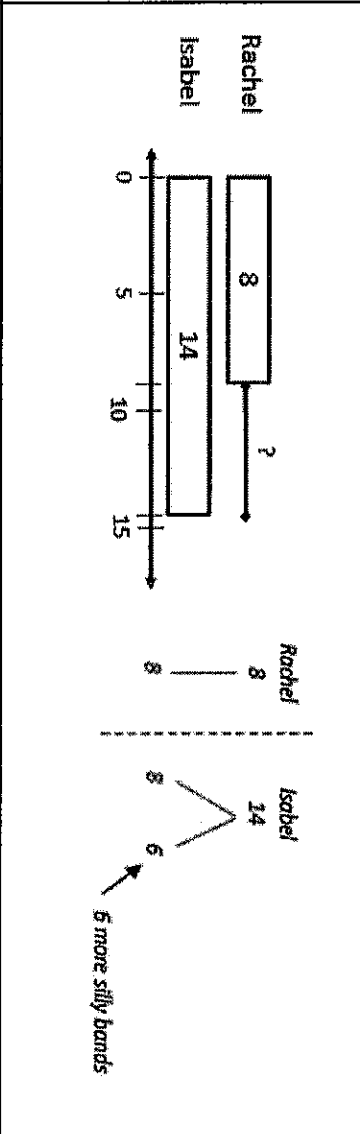
UNIT 6
 Measurement Iteration and Time (CA3)

Continue work with iterating non-standard units. (1.MD.H)
 Measure time, including using the hour hand without the minute hand. (1.MD.I)



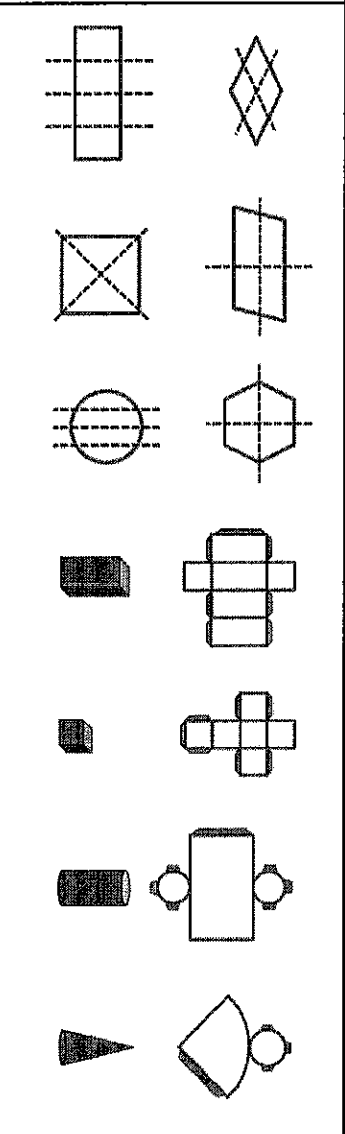
UNIT 7
 Number, Operations & Data (CA2)

Addition within 100 with single digit addends and multiples of 10. (1.NBT.G)
 Continue work on addition and subtraction within 20. (1.0A.A-D)
 Conduct a survey and have students construct bar graphs. (1.MD.J)
 Answer addition and subtraction problems based on the data. (1.MD.J, 1.0A.A)



UNIT 8
 Partitioning Shapes (CA4)

Continue composing and decomposing shapes. (1.G.K)
 Partitioning circles and rectangles as an investigation of shape properties as well as a precursor to later work with equivalent fractions in Grade 3. (1.G.K)
 Conduct a survey and construct a graph. (1.MD.J)



GRADE 1: UNIT 1 OVERVIEW

BUILDING NUMBER, COUNTING AND PLACE VALUE

Length of Unit: 3 – 4 weeks

Mathematical Practices (CCSS)	Grade Level Focus Areas	Grade Level Domains and Standards
<ol style="list-style-type: none"> 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. 	<p>FA.1. Addition & Subtraction: Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20</p> <p>FA.2. Place Value Understanding: Developing understanding of whole number relationships and place value, including grouping in tens and ones</p>	<p>Major Domain: Number and Operations in Base Ten Extend the counting sequence Understand place value</p> <p>Supporting Domains: Operations and Algebraic Thinking Represent and solve problems involving addition and subtraction Understand and apply properties of operations and the relationship between addition and subtraction</p>
Structural Components: (focusing lens)	Explanation: (based on grade level and unit topic)	
Unit/Unitizing	The unit of one and ten is used to count both forward and backwards.	
Compose and Decompose	The ability to put objects together and then break them apart while still retaining numbers' quantities and relative sizes.	
Iterate and Partition	The ability to copy a unit of the same size or measure over and over again or split it up into equivalent units.	
Relationship	Understanding how numbers or quantities are related to one another	
Formative Assessment Questions, Tasks, or Examples		
Skill/Procedure/Role	Write the number 15. Show me the number 24. Count to 32 starting at 10 and then count backwards from 32 to 20.	
Problem Solving	Solve joining and separating problem types with a focus on what aspect of the context indicates whether to add or subtract a set of numbers. E.g., 12 bunnies sat on the grass. 7 more hopped over to them. How many bunnies are on the grass now? (Join Result Unknown) E.g., 12 bunnies were sitting on the grass. If 7 bunnies hopped away, how many bunnies are left on the grass? (Separate Result Unknown)	

Conceptual	How many tens do you need to make this number if you can only use tens and ones? What is another way to use tens and ones to compose the number? Use a model to show the sum of $12 + 4$.
Reasoning & Justification	A student claims the number <i>thirteen</i> is written as 31. Why would the student think this is correct? Use a model to explain why it should be written as 13 and not 31.
Models	
Enactive	Cubes, objects, fingers, (tens frame, Rekenrek)
Iconic	Drawing of cubes, bar model, number line
Symbolic	Numbers, number sentences
Vocabulary	
Domain Specific	Count, forward, backwards, more, less, add, subtract, number line, bar model, digit, decompose, and compose, (numbers 0 to 100), compare, part, whole, addition, subtraction, some, sum, difference
General	Count up (count on), count back, join, separate, equal (same as), less than, greater than, place value, units of ones and tens, order
Inclusion Topics	
Patterns	Notice patterns visually and symbolically when counting forward and backwards (starting at 0).
Fluency Development	Students should count forward and back from any starting number 0-120 (e.g. "Start counting back from 39 and stop when I tell you to").

GRADE 1: UNIT 2 OVERVIEW

INFORMAL LINEAR MEASUREMENT THROUGH ITERATION

Length of Unit: 3-4 weeks

Mathematical Practices (CCSS)	Grade Level Focus Areas	Grade Level Domains and Standards (See Appendix A)
<ol style="list-style-type: none"> 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. 	<p>FA.3. Informal Linear Measurement: Developing understanding of linear measurement and measuring lengths as iterating length units</p>	<p>Major Domain: Measurement & Data</p> <p>Measure lengths indirectly and by iterating length units. Represent and interpret data.</p> <p>Supporting Domains: Number and Operations in Base Ten, Operations & Algebraic Thinking</p> <p>Extend the counting sequence.</p>
Structural Components (focusing lens)	Explanation (based on grade level and unit/topic)	
Units and Unitizing	Different units are used to make measurement comparisons. The unit is determined by the attribute measured (e.g. length). Smaller units of measure will result in a larger measurement. Ten units of 1 can be collected and renamed as one unit of 10.	
Partitioning and Iterating	Units must be iterated with no gaps or overlaps so that the measurable attribute is accurately measured and comparable.	
Zero	When beginning a measurement, the counted units begin at "0" until an entire unit is iterated.	
Transitivity and Conservation	Both qualitative and quantitative comparisons can be made through transitive reasoning and an understanding of the conservation of particular attributes.	
Formative Assessment Questions, Tasks, or Examples		
Skill/Procedure/Rote	Which pencil is longer? Which table is the tallest if you use these paper strips to measure their height?	
Problem Solving	Measure the height of all of the students in your group (of 3-5 students) with blocks. Draw the stacks of blocks to show how tall each person is. What is the difference in height from the tallest to shortest person in your group?	
Conceptual	Show how long all of these objects are on a number line by laying them end to end.	

Reasoning & Justification	<i>If your friend thought this pencil was 5 units long, but you knew it was 6 units long, how do you think your friend decided it was only 5 units long? If you have 32 units, how many units of 10 and 1 can you have? Show me how you know.</i>
Models	
Enactive	Blocks, cubes, lengths of string, paper strips, paper clips, straws
Iconic	Number lines, student-created drawings and simple bar graphs and pictographs
Symbolic	Oral language, written labels and numbers (primarily on number lines and informal rulers)
Vocabulary	
Domain Specific	Unit, length, weight, size, height, difference, number line
General	Compare, measure, gaps, overlaps, tools , larger, bigger, smaller, taller, shorter, heavier, lighter
Inclusion Topics	
Data Analysis	Constructing simple bar graphs (as free-hand or traced drawings) to show attributes such as length as measured with cubes or blocks
Patterns	Beginning all counted measurements with 0. Jumping by units of 10 and 1 on the number line.
Fluency Development	Developing the counting sequence by using counting as part of the process of measuring attributes. Begin skip counting sequences on numbers other than 0. For example, "Let's count by 10 but start on 3. Now let's count back down to 3."

GRADE 1: UNIT 3 OVERVIEW

NUMBER: PART WHOLE AND COMPARE PROBLEMS AND PLACE VALUE

Length of Unit: 3-4 weeks

Mathematical Practices (CCSS)	Grade Level Focus Areas	Grade Level Domains and Standards (See Appendix A)
<ol style="list-style-type: none"> 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. 	<p>FA.1. Addition & Subtraction: Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20</p> <p>FA.2. Place Value Understanding: Developing understanding of whole number relationships and place value, including grouping in tens and ones</p>	<p>Major Domain: Number and Operations in Base Ten Understand place value</p> <p>Supporting Domains: Operations and Algebraic Thinking Represent and solve problems involving addition and subtraction Understand and apply properties of operations and the relationship between addition and subtraction Add and subtract within 20 Work with addition and subtraction equations</p>
Structural Components (focusing lens)	Explanation (based on grade level and unit/topic)	
Units and Unitizing	The unit of one and ten is used to count both forward and backwards.	
Composing and Decomposing	The ability to put objects together and then break them apart while still retaining numbers' quantities and relative sizes.	
Partitioning and Iterating	The ability to copy a unit of the same size or measure over and over again or split it up into equivalent units.	
Equivalence and Relationships	Understanding how numbers or quantities are related to one another	
Formative Assessment Questions, Tasks, or Examples		
Skill/Procedure/Rote	Write the number 25. Show me the number 38. Count to 32 starting at 10 and then count backwards from 32 to 20. Which number is greater, 29 or 31?	
Problem Solving	Building on previous learning of active problem types (e.g. joining and separating) students should solve part-whole and compare contextual problems.	

	<p>E.g., 15 bunnies sat on the grass. 7 of the bunnies have spots and the rest do not. How many bunnies do not have spots? (Part Whole: Part Unknown)</p> <p>E.g., 12 bunnies were sitting on the grass and 7 bunnies were in a cage. How many more bunnies are on the grass than in the cage? (Compare Difference Unknown)</p>
Conceptual	<p>How many tens do you need to make this number if you can only use tens and ones? What is another way to use tens and ones to compose the number?</p> <p>Use a model to show the sum of $18 + 5$.</p>
Reasoning & Justification	<p>A student claims the sum of $18 + 5$ is 68. Use a model to show why this is incorrect and explain what the correct sum should be.</p>
Models	
Enactive	Cubes, manipulatives, ten frames, Rekenrek
Iconic	Drawing of cubes, bar model, number line
Symbolic	Numbers, number sentences, tree diagram, 2-column t-chart
Vocabulary	
Domain Specific	Count, forward, backwards, more, less, add, subtract, bar model, number line, digit, decompose, and compose
General	Equal (same as), less than, greater than, place value, units of ones and tens, groups, compare
Inclusion Topics	
Data Analysis	Create a bar graph representing the different types of shoes (buckles, ties, neither)
Patterns	Counting forwards and backwards
Fluency Development	Students should see smaller numbers within larger numbers (visually), e.g., 6 is made up of a 3 and 3 or a 2, 2, and 2. Basic fact fluency can be developed with a focus on flexibility and number relationships, particularly using doubles and make 10 combinations (e.g. $5 + 6 = 5 + 5 + 1$ or $6 + 6 - 1$).

● ● ● GRADE 1: UNIT 4 OVERVIEW

NUMBER: COMPOSING SHAPES AND SPACE

Length of Unit: 3-4 weeks

Mathematical Practices (CCSS)	Grade Level Focus Areas	Grade Level Domains and Standards
<ol style="list-style-type: none"> 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. 	<p>FA4. Composing & Decomposing Shapes: Reasoning about attributes of, and composing and decomposing geometric shapes</p>	<p>Major Domain: Geometry Reason with shapes and their attributes.</p> <p>Supporting Domains: Measurement & Data Represent and interpret data.</p>
Structural Components (focusing lens)	Explanation (based on grade level and unit topic)	
Shape: Composing and Decomposing	Shapes can be decomposed or composed into other shapes. For example, two triangles can make a rectangle.	
Shape: Attributes and Properties	Shapes are similar or different based on characteristics that include the number of sides and how the sides are related (e.g. length). Shapes can be classified as the same type if they share common characteristics even if they don't look identical.	
Space: Location	The orientation and location of a shape in space does not classify the shape but helps when comparing shapes.	
Space: Maneuvering	Shapes can be re-arranged in space and the path of the transformation can be described using locational and directional words (e.g. above, next to, turn)	
Formative Assessment Questions, Tasks, or Examples		
Skill/Procedure/Route	What is the name for this shape?	
Problem Solving	Cover this shape with these other shapes. Now, find another way to cover the shape with other shapes. Use these objects to build another object.	

Conceptual	What makes these two shapes different?
Reasoning & Justification	Sort these shapes into two groups based on something you think they have that is the same. Tell a partner why you sorted them this way. What does this object (3-D) look like if you pulled apart the shapes (2-D) that make it? Can you draw the shapes (2-D) that make this object (3-D)?
Models	
Enactive	Pattern blocks, shape cutouts, 3-D objects (e.g. cubes, pyramids, prisms)
Iconic	Student-created drawings, images of shapes (e.g. shape sorts)
Symbolic	Oral language, written words
Vocabulary	
Domain Specific	Shape, square, triangle, rectangle, circle, curve, side, object, cube, pyramid, prism
General	Same, different, longer, shorter, corner, left, right, above, below, turn(ed)
Inclusion Topics	
Data Analysis	Sorting and classifying shapes based on student-generated or teacher-directed characteristics.
Patterns	Examine the relationship between shapes. .
Measurement	Using linear objects (e.g. edges of cubes, string, straws) to compare lengths of sides and perimeter of various shapes.

●●● GRADE 1: UNIT 5 OVERVIEW

NUMBER (JOIN AND SEPARATE) AND PLACE VALUE

Length of Unit: 3 – 4 weeks

Mathematical Practices (CCSS)	Grade Level Focus Areas	Grade Level Domains and Standards
<ol style="list-style-type: none"> 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. 	<p>FA.1. Addition & Subtraction: Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20</p> <p>FA.2. Place Value Understanding: Developing understanding of whole number relationships and place value, including grouping in tens and ones</p>	<p>Major Domain: Number and Operations in Base Ten Supporting Domains: Operations and Algebraic Thinking</p> <p>Focus on building place value understanding (1.NBT.b), e.g., discuss 12 is 12 ones and 1 ten and 2 ones (different size units); Addition & subtraction within 20 using context (1.OA.a-d)</p> <p>1.NBT.b Understand place value 1.OA.a Represent and solve problems involving addition and subtraction 1.OA.b Understand and apply properties of operations and the relationship between addition and subtraction 1.OA.c Add and subtract within 20 1.OA.d Work with addition and subtraction equations</p>
Structural Components (focusing lens)		
Unit/Unitizing	Explanation (based on grade level and unit topic) The unit of one and ten is used to count both forward and backwards.	
Compose and Decompose	The ability to put objects together and then break them apart while still retaining numbers' quantities and relative sizes.	
Iterate and Partition	The ability to copy a unit of the same size or measure over and over again or split it up into equivalent units.	
Relationship	Understanding how numbers or quantities are related to one another	
Formative Assessment Questions, Tasks, or Examples		
Skill/Procedure/Rate	<p>Write the number 35. Show me the number 58. Count to 42 starting at 10 and then count backwards from 42 to 31. Which number is greater, 49 or 51?</p>	

Problem Solving	Building on previous learning of static problem types (e.g. part whole and compare) students should solve active problem types (e.g. joining and separating). Students should have developed familiarity with joining and separating problems in kindergarten. Extensions to situations in which the joined or separated set is unknown can be addressed. E.g., 25 bunnies sat on the grass. 7 of the bunnies left. How many bunnies are still on the grass? (Separate Result Unknown) E.g., 25 bunnies were sitting on the grass and then some bunnies hopped over to join them. If there are 31 bunnies on the grass now, how many bunnies hopped onto the grass? (Join Change Unknown)
Conceptual	How many tens do you need to make this number if you can only use tens and ones? What is another way to use tens and ones to compose the number? Use a model to show the sum of $18 + 15$.
Reasoning & Justification	A student says that the number sentence $18 + 25 = ?$ matches the problem below. Use a model to help you explain why this is not correct and then write the correct number sentence and solve the problem. <i>There were 18 kids in the gym. At lunch some more kids came to play in the gym. Now there are 25 kids in the gym. How many kids came to play at lunch?</i>
Models	
Enactive	Cubes, manipulatives, ten frames, Rekenrek
Iconic	Drawing of cubes, bar model, number line
Symbolic	Numbers, number sentences, tree diagram, 2-column t-chart
Vocabulary	
Domain Specific	Count, forward, backwards, more, less, add, subtract, bar model, number line, digit, decompose, and compose
General	Equal (same as), less than, greater than, place value, units of ones and tens, groups, compare
Inclusion Topics	
Data Analysis	Create a bar graph representing the different types of shoes (buckles, ties, neither)
Patterns	Students should focus on number patterns when adding 10 to different numbers. Ask, what is staying the same and what is changing.
Fluency Development	Students should see smaller numbers within larger numbers (visually), e.g., 6 is made up of a 3 and 3 or a 2, 2, and 2. Basic fact fluency can be developed with a focus on flexibility and number relationships, particularly using doubles and make 10 combinations (e.g. $5 + 6 = 5 + 5 + 1$ or $6 + 6 - 1$).

● ● ● GRADE 1: UNIT 6 OVERVIEW

NUMBER: MEASUREMENT ITERATION AND TIME

Length of Unit: 3-4 weeks

Mathematical Practices (CCSS)	Grade Level Focus Areas	Grade Level Domains and Standards (See Appendix A)
<ol style="list-style-type: none"> 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. 	<p>FA.3. Informal Linear Measurement: Developing understanding of linear measurement and measuring lengths as iterating length units</p>	<p>Major Domain: Measurement & Data Measure lengths indirectly and by iterating length units. Tell and write time.</p> <p>Supporting Domains: Number and Operations in Base Ten, Operations & Algebraic Thinking</p>
Structural Components (focus/ingredients)	Explanation (based on grade level and unit topic)	
Units and Unitizing	Different units are used to make measurement comparisons. The unit is determined by the attribute measured (e.g. length). Smaller units of measure will result in a larger measurement. Ten units of 1 can be collected and renamed as one unit of 10. Units of time have a connection to linear measurement but are organized into a system different than Base 10.	
Partitioning and Iterating	Units must be iterated with no gaps or overlaps so that the measureable attribute is accurately measured and comparable.	
Zero	When beginning a measurement, the counted units begin at "0" until an entire unit is iterated.	
Transitivity and Conservation	Both qualitative and quantitative comparisons can be made through transitive reasoning and an understanding of the conservation of particular attributes.	

Formative Assessment Questions, Tasks, or Examples	
Skill/Procedure/Rote	Which pencil is longer? Which table is the tallest if you use these paper strips to measure their height? Is this time (hour hand shown on a clock) closer to 1:00 or 2:00?
Problem Solving	If your friend thought this pencil was 15 units long, but you knew it was 16 units long, how do you think your friend decided it was only 15 units long? If you have 32 units, how many units of 10 and 1 can you have?
Conceptual	Show how long all of these objects are on a number line by laying them end to end and showing the tens and ones.
Reasoning & Justification	Measure the height of all of the students in your group (of 3-5 students) with blocks. Draw the stacks of blocks to show how tall each person is. What is the difference in height from the tallest to shortest person in your group?
Models	
Enactive	Blocks, cubes, lengths of string, paper strips, paper clips, straws, physical clocks with moveable hour hands (no minute hands)
Iconic	Number lines, student-created drawings and simple bar graphs and pictographs, analog clocks with no minute hand
Symbolic	Oral language, written labels and numbers (primarily on number lines and informal rulers)
Vocabulary	
Domain Specific	Unit, length, weight, size, height, difference, number line, hour, o'clock
General	Compare, measure, gaps, overlaps, tools, larger, bigger, smaller, taller, shorter, heavier, lighter, half, longer
Inclusion Topics	
Data Analysis	Constructing simple bar graphs (as free-hand or traced drawings) to show attributes such as length as measured with cubes or blocks.
Patterns	Beginning all counted measurements with 0. Jumping by units of 10 and 1 on the number line. Noting that the clock measures time from 12 to 1 and then begins at 12 again in a circular fashion.
Fluency Development	Developing the counting sequence by using counting as part of the process of measuring attributes. Begin skip counting sequences on numbers other than 0. For example, "Let's count by 10 but start on 3. Now let's count back down to 3."

GRADE 1: UNIT 7 OVERVIEW

NUMBER: NUMBER, OPERATIONS AND DATA

Length of Unit: 3-4 weeks

Mathematical Practices (CCSS)	Grade Level Focus Areas	Grade Level Domains and Standards (See Appendix A)
<ol style="list-style-type: none"> 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. 	<p>FA.1. Addition & Subtraction: Developing understanding of addition, subtraction, and strategies for addition and subtraction within 100</p> <p>FA.2. Place Value Understanding: Developing understanding of whole number relationships and place value, including grouping in tens and ones</p>	<p>Major Domain: Operations and Algebraic Thinking Represent and solve problems involving addition and subtraction Understand and apply properties of operations and the relationship between addition and subtraction Add and subtract within 100 Work with addition and subtraction equations</p> <p>Supporting Domains: Number and Operations in Base Ten and Measurement Use place value understanding and properties of operations to add and subtract. Represent and interpret data.</p>
Structural Components (focusing lens)	Explanation (based on grade level and unit topic)	
Units and Unitizing	The unit of one and ten is used to count both forward and backwards. Units of hundreds are composed of 10 units of ten or 100 units of one.	
Composing and Decomposing	The ability to put objects together and then break them apart while still retaining numbers' quantities and relative sizes.	
Partitioning and Iterating	The ability to copy a unit of the same size or measure over and over again or split it up into equivalent units.	
Equivalence and Relationships	Understanding how numbers or quantities are related to one another.	
Formative Assessment Questions, Tasks, or Examples		
Skill/Procedure/Rote	Which number is larger 34 or 43? What about 79 or 91?	
Problem Solving	Students in this unit will solve all problem types: join, separate, part-whole, and compare.	
Conceptual	Using 10's and 1's, explain which number is larger 23 or 32 and by how much?	

Reasoning & Justification	Tom says that he can use a 10's rod only to determine which number is largest. He says, "For 23, I need two 10's and for 32, I need three 10's. So, 32 is larger." Will his strategy always work?
Models	
Enactive	Cubes, paper strips, rods
Iconic	Bar model, number line
Symbolic	Tree diagram, equations/number sentences, partial sums
Vocabulary	
Domain Specific	Units, sum, difference, expanded form, word form, standard form, tree diagram, addend, bar model, digit, partial sums, commutative property, associative property, decompose, compose, inverse operations, equation
General	Count up (count on), count back, skip count, equal (same as), less than, greater than, place value, ones, tens, hundreds, place value strategy, making 10, making 100.
Inclusion Topics	
Data Analysis	Create a survey where students must use a bar graph to generate compare problems with numbers in the teens and twenties. Generate questions related to the survey. Make predictions from the data to another similar situation.
Patterns	Focus on counting by units of 10, 5, and 1.
Fluency Development	Students should practice addition and subtraction flexibility by using the following strategies (doubles when appropriate, making the next ten, and place value).

●●● GRADE 1: UNIT 8 OVERVIEW

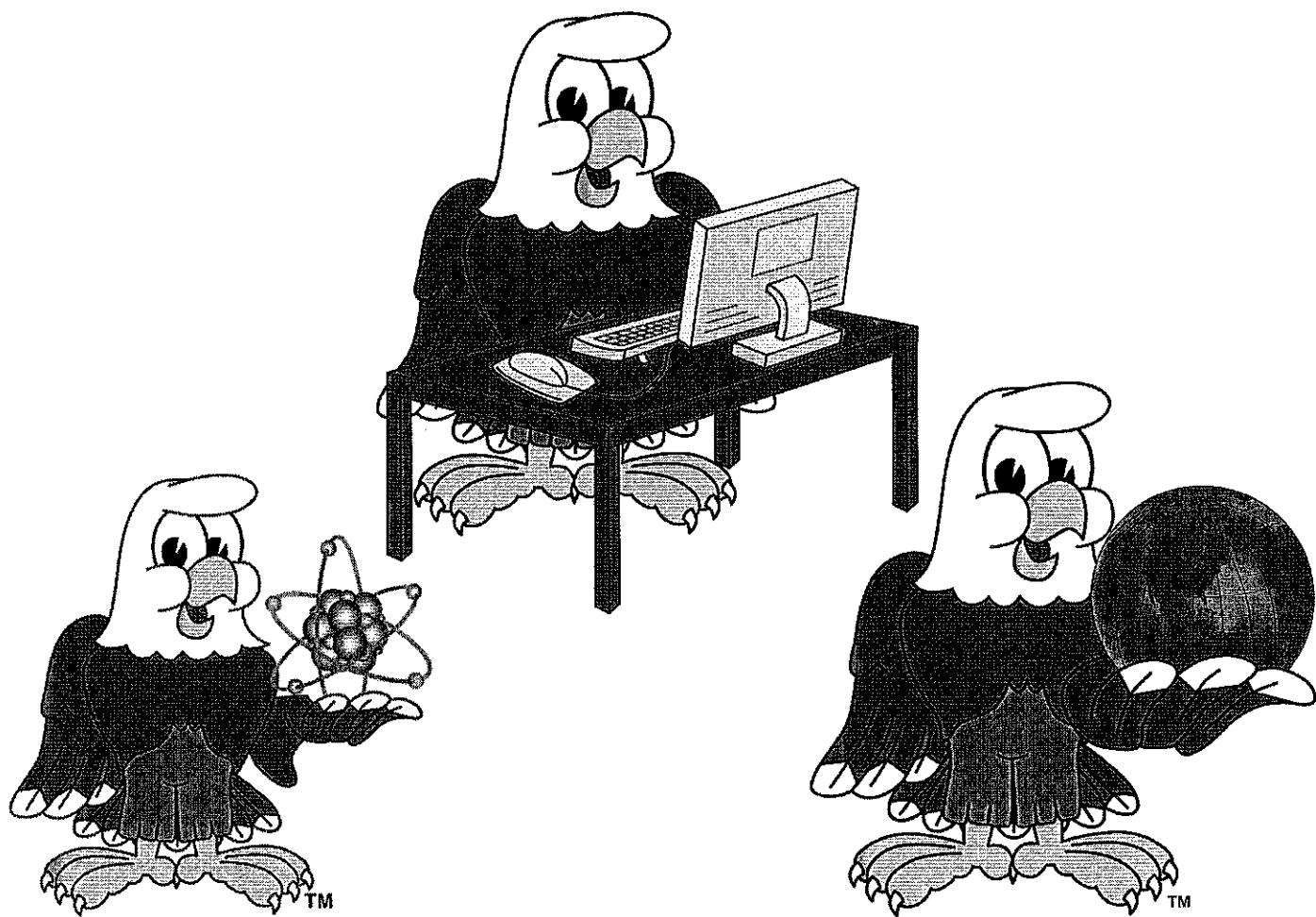
NUMBER: PARTITIONING SHAPES

Length of Unit: 3-4 weeks

Mathematical Practices (CCSS)	Grade-Level Focus Areas	Grade Level Domains and Standards
<ol style="list-style-type: none"> 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. 	<p>FA4. Composing & Decomposing Shapes: Reasoning about attributes of, and composing and decomposing geometric shapes</p>	<p>Major Domain: Geometry Reason with shapes and their attributes.</p> <p>Supporting Domains: Measurement & Data Represent and interpret data.</p>
<p>Structural Components (focusing lens)</p> <p>Shape: Composing and Decomposing</p> <p>Shape: Attributes and Properties</p> <p>Space: Location</p> <p>Space: Maneuvering</p>	<p>Explanation (based on grade, level and unit topic)</p> <p>Shapes can be decomposed or composed into other shapes. For example, two triangles can make a rectangle.</p> <p>Shapes are similar or different based on characteristics that include the number of sides and how the sides are related (e.g. length). Shapes can be classified as the same type if they share common characteristics even if they don't look identical.</p> <p>The orientation and location of a shape in space does not classify the shape but helps when comparing shapes.</p> <p>Shapes can be re-arranged in space and the path of the transformation can be described using locational and directional words (e.g. above, next to, turn)</p>	
<p>Formative Assessment Questions, Tasks, or Examples</p> <p>Skill/Procedure/Route</p> <p>Problem Solving</p>	<p>Cover this shape with these other shapes. Now, find another way to cover the shape with other shapes. Use these objects to build another object.</p> <p>What is the name for this shape?</p>	

Conceptual	What makes these two shapes different?
Reasoning & Justification	Sort these shapes into two groups based on something you think they have that is the same. Tell a partner why you sorted them this way. What does this object (3-D) look like if you pulled apart the shapes (2-D) that make it? Can you draw the shapes (2-D) that make this object (3-D)?
Models	
Enactive	Pattern blocks, shape cutouts, 3-D objects (e.g. cubes, pyramids, prisms)
Iconic	Student-created drawings, images of shapes (e.g. shape sorts)
Symbolic	Oral language, written words
Vocabulary	
Domain Specific	Shape, square, triangle, rectangle, circle, curve, side, object, cube, pyramid, prism, edge
General	Same, different, longer, shorter, corner, left, right, above, below, turn(ed)
Inclusion Topics	
Data Analysis	Sorting and classifying shapes based on student-generated or teacher-directed characteristics.
Patterns	Doubling, halving and quartering.
Measurement	Using linear objects (e.g. edges of cubes, string, straws) to compare lengths of sides and perimeter of various shapes.

Additional Content Standards



IDAHO CONTENT STANDARDS
GRADE I
SOCIAL STUDIES

Standard I: History

Students in Grade I build an understanding of the cultural and social development of the United States.

Goal I.1: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of Grade I, the student will be able to:

- I.SS.I.1.1 Recognize that each person belongs to many groups such as family, school, friends, and neighborhood.
- I.SS.I.1.2 Compare differences in the ways American families live today to how they lived in the past.
- I.SS.I.1.3 Use timelines to show personal and family history.
- I.SS.I.1.4 Compare personal histories, pictures, and music of other selected times and places in America's past.

Goal I.2: Trace the role of migration and immigration of people in the development of the United States.

No objectives at this grade level

Goal I.3: Identify the sovereign status and role of American Indians in the development of the United States.

No objectives at this grade level

Goal I.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives at this grade level

Goal I.5: Trace the role of exploration and expansion in the development of the United States.

No objectives at this grade level

Goal I.6: Explain the rise of human civilization.

No objectives at this grade level

Goal I.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives at this grade level

Goal I.8: Build an understanding of the cultural and social development of human civilization.

No objectives at this grade level

Goal I.9: Identify the role of religion in the development of human civilization.

No objectives at this grade level

Standard 2: Geography

Students in Grade 1 analyze the spatial organizations of people, places and environment on the earth's surface and explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Goal 2.1: Analyze the spatial organizations of people, places and environment on the earth's surface.

Objective(s): By the end of Grade 1, the student will be able to:

- ISS.2.1.1 Explain what maps and globes represent and how they are used.
- ISS.2.1.2 Use directions on a map: East, West, South, and North.
- ISS.2.1.3 Identify legends and keys on maps.
- ISS.2.1.4 Identify continents and large bodies of water on a globe or a map.
- ISS.2.1.5 Name and locate continent, country, state, and community in which the class lives.

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Objective(s): By the end of Grade 1, the student will be able to:

- ISS.2.2.1 Describe ways people adjust to their environment.
- ISS.2.2.2 Identify the ways people modify their environment.

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

No objectives at this grade level

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

No objectives at this grade level

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

No objectives at this grade level

Standard 3: Economics

Students in Grade 1 explain basic economic concepts and explain the concepts of personal finance.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Grade 1, the student will be able to:

- ISS.3.1.1 Identify the basic needs of people, such as food, clothing, and shelter.
- ISS.3.1.2 Identify ways people meet their needs by sharing, trading, and using money to buy goods and services.
- ISS.3.1.3 Name things that people may want but do not need and explain the difference.

Goal 3.2: Identify different influences on economic systems.

No objectives at this grade level

Goal 3.3: Analyze the different types of economic institutions.

No objectives at this grade level

Goal 3.4: Explain the concepts of personal finance.

Objective(s): By the end of Grade I, the student will be able to:

- I.SS.3.4.1 Identify ways to save money for future needs and wants.

Standard 4: Civics and Government

Students in Grade I build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States have rights and assume responsibilities.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of Grade I, the student will be able to:

- I.SS.4.1.1 Explain why rules are necessary at home and school.
- I.SS.4.1.2 Create rules and explain why rules must be applied fairly.
- I.SS.4.1.3 Discuss how individuals and groups make decisions and solve problems, such as voting and consensus.
- I.SS.4.1.4 Identify personal traits, such as courage, honesty, and responsibility.

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of Grade I, the student will be able to:

- I.SS.4.2.1 Identify the significance of symbols in the United States.
- I.SS.4.2.2 Recite the Pledge of Allegiance.
- I.SS.4.2.3 Describe holidays and events, and tell why they are commemorated in the United States.

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of Grade I, the student will be able to:

- I.SS.4.3.1 Identify individuals who are helpful to people in their everyday lives.
- I.SS.4.3.2 Name some responsibilities that students have at home and school.

Goal 4.4: Build an understanding of the evolution of democracy.

No objectives at this grade level

Goal 4.5: Build an understanding of comparative government.

No objectives at this grade level

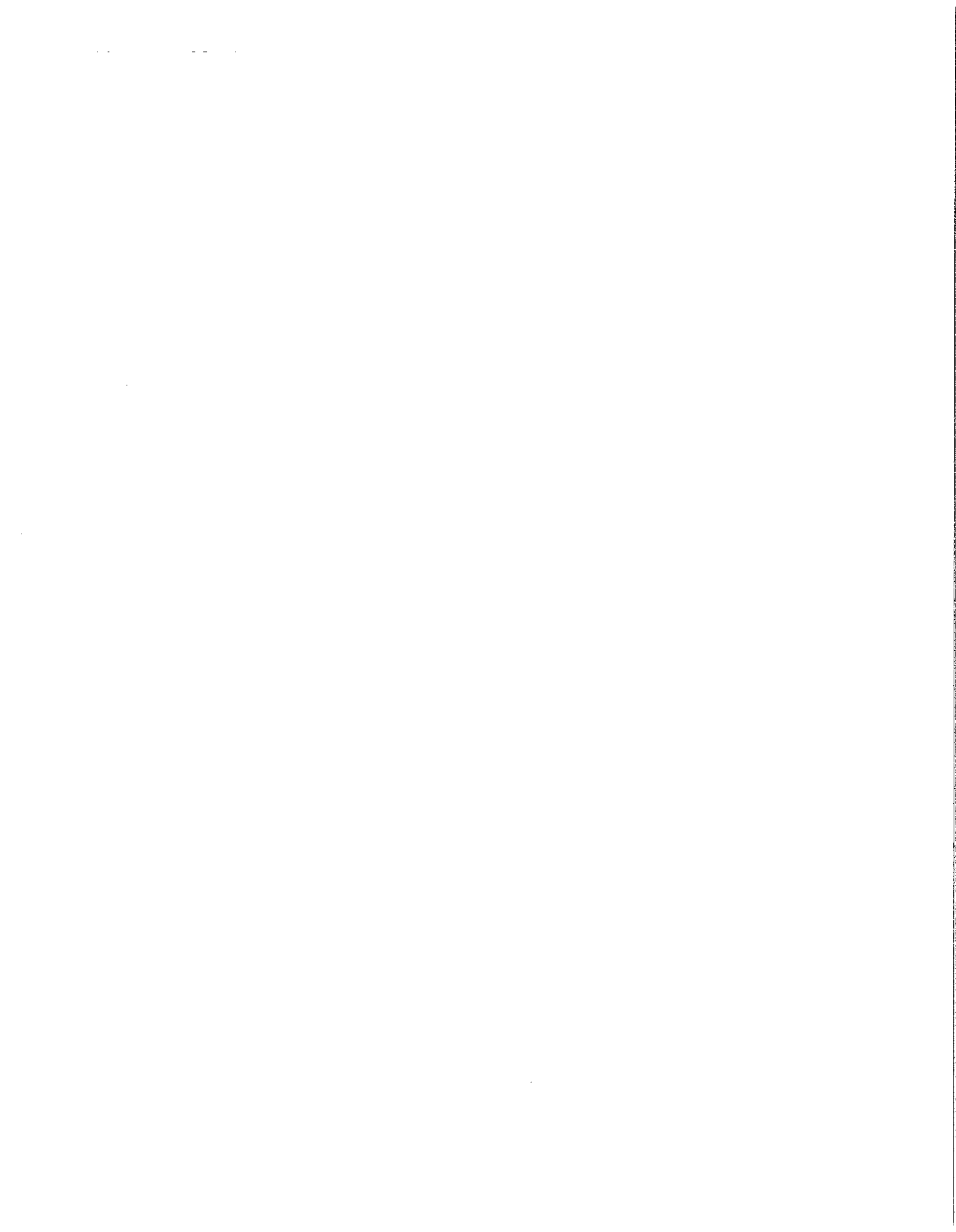
Standard 5: Global Perspectives

Students in Grade I build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of Grade I, the student will be able to:

- I.SS.5.1.1 Compare family life in other parts of the world.
- I.SS.5.1.2 Discuss family structures and daily routines of various cultures around the world.



ELEMENTARY SCHOOL SCIENCE STANDARDS (1ST GRADE)

PS: Physical Sciences

PS-I Waves

Performance Standards

Students who demonstrate understanding can:

- PS-I-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
- Further Explanation: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. 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.
- PS-I-2. Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.
- Further Explanation: 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.
- PS-I-3. Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.
- Further Explanation: Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror).
 - Content Limit: Assessment does not include the speed of light.
- PS-I-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.
- Further Explanation: Examples of devices could include a light source to send signals, paper cup and string “telephones,” and a pattern of drum beats.
 - Content Limit: Assessment does not include technological details for how communication devices work.

Supporting Content

PSHA: Wave Properties

- Sound can make matter vibrate, and vibrating matter can make sound. (PS-I-1)

PSHB: Electromagnetic Radiation (light)

- Objects can be seen if light is available to illuminate them or if they give off their own light. (PS-I-2)
- 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. (Boundary: The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.) (PS-I-3)

PSHC: Information Technologies and Instrumentation

- People also use a variety of devices to communicate (send and receive information) over long distances. (PS-I-4)

LS: Life Sciences

LS-1 Molecules to Organisms: Structure and Processes

Performance Standards

Students who demonstrate understanding can:

LS-1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

- Further Explanation: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.

LS-1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

- Further Explanation: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).

LS-1-3 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

- Further Explanation: Changes organisms go through during their life form a pattern.
- Content Limit: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.

Supporting Content

LS1A: Structure and Function

- 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. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (LS1-1)

LS1B: Growth and Development of Organisms

- Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (LS1-2)
- Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (LS1-3)

LS1D: Information Processing

- 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. Plants also respond to some external inputs. (LS1-1)

LS2-1 Heredity: Inheritance and Variation of Traits

Performance Standards

Students who demonstrate understanding can:

- LS2-1-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
- Further Explanation: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size, and, a particular breed of dog looks like its parents but is not exactly the same.
- Content Limit: Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.

Supporting Content

LS3A: Inheritance of Traits

- Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents. (LS2-1-1)

LS3B: Variation of Traits

- Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (LS2-1-1)

ESS: Earth and Space Sciences

ESS-1 Earth's Place in the Universe

Performance Standards

Students who demonstrate understanding can:

ESS-1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.

- Further Explanation: 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.

- Content Limit: Assessment of star patterns is limited to stars being seen at night and not during the day.

ESS-1-2 Make observations at different times of year to relate the amount of daylight to the time of year.

- Further Explanation: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.
- Content Limit: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.

Supporting Content

ESS1A: The Universe and Its Stars

- Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (ESS1-1)

ESS1B: Earth and the Solar System

- Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (ESS1-2)
- Seasons are created by weather patterns for a particular region and time. Local patterns create 4 distinct seasons. (ESS1-2)

TECHNOLOGY SCOPE AND SEQUENCE

This graphic shows the foundational technology skills expected to meet the learning goals embedded in the 2016 ISTE Standards for Students.

[Key = Beginning (B), Developing (D), Secure (S)]

	K	1	2	3	4	5	6	7	8	9	10	11	12
Basic Operations & Concepts													
Identify the basic components of the computer: monitor, keyboard, mouse, headphones, ports and printers.	B	D	S	S	S	S	S	S	S	S	S	S	S
Turn on/off a computer, laptop and/or hand-held device and log in.	B	B	D	D	S	S	S	S	S	S	S	S	S
Use a mouse or trackpad to manipulate shapes, icons; click on URLs, radio buttons, check boxes; use scroll bar.	B	B	D	D	D	S	S	S	S	S	S	S	S
Use desktop icons, windows and menus to open and close applications and documents; understand difference between closing and quitting applications.	B	B	B	B	B	D	D	S	S	S	S	S	S
Use shortcuts to operate the computer (i.e. Command-P, Command-C, Command-V).	B	B	B	D	D	D	D	S	S	S	S	S	S
Use gestures to navigate hand-held devices.	B	B	B	B	D	D	S	S	S	S	S	S	S
Use the print dialog box to select local printers and change settings (i.e. number of copies, color, paper size, orientation, scale, one-sided vs. two-sided).		B	B	B	B	B	D	D	S	S	S	S	S
Utilize basic troubleshooting steps to solve technical problems independently.			B	B	B	B	D	S	S	S	S	S	S
Apply prior technical knowledge and experiences to figure out how new technologies or applications work.		B	B	B	B	D	D	S	S	S	S	S	S
Manage and deploy software updates.						B	D	D	S	S	S	S	S
Logins/File Management													
Use login credentials for access to network devices, accounts, servers, printers and cloud services.	B	B	B	B	D	D	S	S	S	S	S	S	S
Name documents with appropriate file names and understand where files are being saved.		B	B	B	B	D	D	D	S	S	S	S	S
Create, save, edit, copy and rename files and folders to organize documents and materials.		B	B	B	B	B	D	D	S	S	S	S	S

Delete files and folders; recover files and folders from the trash; empty trash.		B	B	B	B	B	D	D	S	S	S	S	S	S
Retrieve previous file revisions/access revision history for documents located in cloud services.			B	B	B	B	D	D	S	S	S	S	S	S
Download, upload, attach and zip files and folders via email or cloud services.			B	B	B	B	D	D	S	S	S	S	S	S
Use search tools to locate files and applications.	B	B	D	D	S	S	S	S	S	S	S	S	S	S
Can associate document extensions with appropriate file types.		B	B	B	D	D	S	S	S	S	S	S	S	S
Understand how cloud computing is different from using software applications.		B	B	D	D	D	S	S	S	S	S	S	S	S
Is able to upload/download/retrieve files to and from the cloud.		B	B	D	D	D	S	S	S	S	S	S	S	S
Personal Data Management														
Protect accounts by logging out of shared equipment.	B	B	B	D	D	D	D	S	S	S	S	S	S	S
Keep passwords confidential, and be proactive if they are compromised.	B	B	B	D	D	D	D	S	S	S	S	S	S	S
Use passcodes/passwords to secure individual devices.		B	B	D	D	D	S	S	S	S	S	S	S	S
Create robust passwords and effectively manage password privacy.		B	D	D	D	D	S	S	S	S	S	S	S	S
Find and adjust privacy settings.					B	B	D	D	D	S	S	S	S	S
Online Safety														
Use technology independently and with peers responsibly and make safe choices.		B	B	D	D	D	S	S	S	S	S	S	S	S
Understand how to be safe online and in a digital world.	B	B	B	B	B	D	D	D	D	D	D	S	S	S
Understand the importance of not sharing personal information online.	B	B	B	B	B	D	D	D	D	S	S	S	S	S
Understand how to practice safe internet searches.		B	B	B	B	D	D	D	D	D	D	S	S	S
Evaluate whether sources/websites are safe to conduct research.		B	B	B	B	D	D	D	D	D	D	S	S	S

	K	1	2	3	4	5	6	7	8	9	10	11	12
Use basic design principles (i.e. whitespace, color, balance, texture).						B	D	D	S	S	S	S	S
Communication & Collaboration Tools													
is polite and respectful in all communications and collaborations using technological tools, using appropriate language at all times.	B	B	D	D	D	S	S	S	S	S	S	S	S
Use email, messaging and other tools to share information and communicate ideas with others.			B	D	D	D	S	S	S	S	S	S	S
Compose and send an email.			B	D	D	D	S	S	S	S	S	S	S
Understand the difference between Reply Send, Reply All and Forward when responding to an email.			B	B	D	D	D	S	S	S	S	S	S
Understand the difference between CC (carbon copy) and BCC (blind carbon copy) and use them appropriately.						B	B	D	D	D	D	S	S
Attach a document or file to an email.					B	B	D	S	S	S	S	S	S
Use a course or learning management system to access class pages, class calendars, portfolios and grades.			B	D	D	D	S	S	S	S	S	S	S
Use features of a course or learning management system such as discussion forums, polls, wikis, dropbox, etc. to access and complete assignments.			B	D	D	D	S	S	S	S	S	S	S
Access calendar and student pages on school website as needed.			B	B	D	D	D	S	S	S	S	S	S
Use audience response tools and apps to participate in class discussions.	B	B	B	B	B	D	D	D	S	S	S	S	S
Set up, share and utilize collaborative workspaces, documents or other digital tools for asynchronous and synchronous collaboration.			B	D	D	D	D	S	S	S	S	S	S
Use synchronous collaboration tools such as video conferencing, interactive television and voice over IP to connect with others.	B	B	D	D	D	D	S	S	S	S	S	S	S
Use virtual world and gaming tools to work collaboratively toward common goals.			B	B	D	D	D	D	D	S	S	S	S
Use social media tools to connect, collaborate and share.				B	B	D	D	S	S	S	S	S	S

Acceptable Use, Copyright & Plagiarism

	K	1	2	3	4	5	6	7	8	9	10	11	12
Locate required citation information on web pages and other digital resources and cite in the appropriate style.		B	B	B	D	D	D	D	D	S	S	S	S
Use age-appropriate guidelines to evaluate websites and other resources for accuracy, perspective, credibility and relevance.		B	B	B	D	D	D	D	D	S	S	S	S
Transfer the information learned from online sources into your own words.		B	B	B	D	D	D	D	D	D	S	S	S
Understand all rules and guidelines in the school's Responsible Use Policy.	B	B	B	D	D	D	D	D	D	D	S	S	S
Understand Fair Use guidelines and their application to all forms of work.			B	B	B	B	D	D	D	D	S	S	S

Organizational & Project Tools

	K	1	2	3	4	5	6	7	8	9	10	11	12
Use a calendar, task manager or other tools to organize one's self as well as manage projects.			B	B	B	D	D	D	D	S	S	S	S
Use age-appropriate note-taking tools.	B	B	B	D	D	D	D	S	S	S	S	S	S
Use graphic organizers, brainstorming applications or other digital tools to gather and organize information.	B	B	D	D	D	D	S	S	S	S	S	S	S
Use digital tools to create timelines of people, historical events, etc. to organize information sequentially.			B	B	B	B	D	D	D	D	D	S	S

