

# Syllabus

## First Grade



## Lake Forest Elementary

### 2021-2022

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Link to [SC First Grade Standards https://ed.sc.gov/instruction/standards-learning/](https://ed.sc.gov/instruction/standards-learning/)

## Reading



### Building Strong Reading Habits

**Suggested Pacing: 25 days**

This unit is designed to help each and every student see himself or herself as someone who loves to read. At the start of a new year, the task is to then, rally your class, inspire your students, and to make the individual connections that help each child feel secure, confident that he or she is becoming a strong reader.



### Becoming Strong Problem Solvers in Reading

**Suggested Pacing: 25 days**

This unit is designed to ensure that students are readers who are active problem-solvers. This unit supports students' word-solving skills by providing an opportunity, very early in the year, to revisit the strategy work children learned last year but may have forgotten and it provides an opportunity for you to teach children some strategies that will help them read more challenging books. It is

	also important to consider how you will support this work in all components of the literacy framework and beyond, not only during reading workshop.
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	<p><b><u>Learning About the World Through Reading</u></b> <b>Suggested Pacing: 30 days</b></p>
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	<p>This unit is the first one of the year designed to support students in reading nonfiction closely. In it, you'll offer strategies readers use that are particular to this genre as they gradually learn to tackle increasingly complex books. You will convey the message, "We're going to learn about our world through books!" and build excitement for the unit. This excitement will help students tap into their curiosity as motivation for all of the hard reading and thinking work you'll ask of them as they read informational books.</p>
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	<p><b><u>Reading Through the Hard Parts</u></b> <b>Suggested Pacing: 25 days</b></p>
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	<p>This unit is designed to help students realize they have strategies to be in charge of their own reading, to set their own agenda, and to get through the hard parts all by themselves. They can move past the initial impulse to say, "Help me!" when faced with a tricky word or when meaning breaks down and instead they can be their own teachers, solving their own reading dilemmas by drawing on the</p>
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	tools and strategies they've learned. They will be taught to balance their reading energies between word solving and meaning making so that their experiences with texts are well- rounded and thoughtful, efficient, and meaningful.
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	<p><b><u>Getting to Know Characters</u></b>  <b>Suggested Pacing: 20 days</b></p> <p>This unit is designed to both teach students that readers study characters to understand books well and to teach more complex character work which includes how characters think, feel, and the lessons they learned. You'll also tuck in reminders that children need to continue to draw on all the strategies they've learned earlier. They will continue to check that their books make sense, to think about how all the pages in a story go together, and to figure out hard words. Above all, they will continue to build their reading volume and bring a wealth of new characters into their lives.</p>
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	<p><b><u>Deepening Comprehension</u></b>  <b>Suggested Pacing: 25 days</b></p> <p>This unit is designed to help students think deeply about texts through the powerful relationship of reading and drama. When we read, seeing through a character's eyes, we put ourselves into the drama of the story-and this means coming to understand it in richer ways. Students are invited to step into the characters in their books,</p>
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	envision as they read, use this capacity to envision to read with increasing fluency and richer comprehension- and to share this understanding with other people.
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	<b><u>Growing Our Understanding of</u></b> <b><u>Nonfiction</u></b> <b>Suggested Pacing: 30 days</b>
	<p>This unit is designed to position students to apply all that they have learned about reading genres across the year to learning about a topic across genres. It gives readers an early start to viewing the world—and all the many types of books—through the lens of a learner. The concept that readers learn from many sources will be especially pertinent as children tackle more complex books. Because most of the students at this point in the year are becoming transitional readers, in addition to teaching them to word- solve and monitor for meaning on their first reads, rereading to acquire more information will also be important. Rereading will support students’ fluency and comprehension and as a means of building knowledge of a topic.</p>

# Writing




## Narrative Writing-Launching the Writing Workshop


**Suggested Pacing: 25 days**

This unit is designed to reflect the priorities of writing that will support students through the entire year. Building stamina, becoming brave and resourceful word solvers, and generating and recording cohesive, sequenced narratives are among these priorities.

There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.

## Procedural Writing- How to... Books

	<b>Suggested Pacing: 25 days</b>
	<p>This unit is designed to build on the kindergarten informational writing unit on how-to or procedural texts. Students will be encouraged to generate their own ideas for writing and to write in ways that are clear and emulate published texts. Students will use a repertoire of strategies to spell words including stretching words and using the word wall to increase their use of high frequency words in text.</p> <p>There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.</p>

	<b><u>Informational Writing- Books that Teach</u></b> <b>Suggested Pacing: 30 days</b>
	<p>This unit is designed to give children the support and practice they will need to organize their information; again and again over the course of the unit, children will name a topic, give facts, and provide a sense of closure. During this unit of study, each child will write lots of information books about lots of different topics and will revisit his or her writing to self-assess and revise. It is also important to continue to build on students' understanding of language by introducing additional spelling strategies, working on ending punctuation and teaching children that writers use commas when writing a list. There will be many opportunities to work with partners, especially around asking and answering questions to clarify what someone is saying. Partners will have chances to talk about their topics, reflect on what they are learning, and ask questions to help each other teach even more information.</p> <p>There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.</p>

	<b><u>Opinion Writing- Writing Persuasive Reviews</u></b>
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## **Suggested Pacing: 25 days**

This unit is designed to teach students that writing can give them a way to make and defend important decisions. Whatever the item being assessed, children will learn to write their judgments and their reasons for those judgments and to organize their reasons and supply supporting details for those reasons. Eventually, children will use their skills at writing to make and defend judgments to write reviews of all sorts—restaurant reviews, movie reviews, book reviews.

There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.



## **Narrative Writing - Exploring Poetry and Songs** **Suggested Pacing: 20 days**

This unit is designed to give students the opportunity to explore the world of poetry and songs. One of the major purposes of this unit is to support the writing process- to generate ideas, plan, develop their writing with detail and craft, and to revise and edit their pieces. Some teachers have found that it is powerful to pull out anchor charts from earlier units to explore strategies children have already learned, and think about ways poets can use those same strategies and techniques. Each unit of study serves as another opportunity for children to practice and apply writing habits and strategies. The unit is not designed as a “kinds of poetry” unit—day one write a list poem, day two write a story poem, day three write a limerick, and so forth. Most teachers find that when they launch the unit with lots and lots of opportunities for immersion, students flourish—making their own choices while being inspired by mentor poems.

There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.





## **Narrative Writing - Fictional Stories**

**Suggested Pacing: 25 days**

This unit is designed to extend students' knowledge of writing small moments, or personal narrative writing. The focus of the unit is realistic fiction, rather than any kind of fiction, due to the fact that kids write best about what they know. When they realize that their true knowledge can find their way into their stories, they inevitably find that they actually have a lot to write about. Throughout this unit, children will work with increasing independence, applying and transferring what they have learned both in prior narrative units and in this unit to lots of realistic fiction books of their own creation. \*If you find that your students are not ready to embark in the work of fiction, you may need to revisit the work of personal narrative for this unit.

There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.




## **Independent Writing Projects**

**Suggested Pacing: 30 days**

This unit is designed to be a celebration of all that writing is, as well as a celebration of our youngest writers, to honor their passions for writing about particular topics as well as genres. In this final unit, you'll aim to instill the value of making decisions, investing energy in self-assigned projects, and working with independence to teach children that writing is something that is ALWAYS available for them to do. As you approach this unit, remember that it rests on the shoulders of all the genre specific work students have done all year. Writers will consider writing projects from a variety of genres. They might be writing newspapers, comic books, poetry, question and answer books, joke books, and some genre we can't imagine yet because of each child's unique tastes. Your job will not be to pre-teach every genre available, instead, you will want to support your young writers with selecting writing projects and help move them through the writing process. The hope is that this unit sets up your students for a summer of designing writing projects of their very own.

	There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.
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## Math

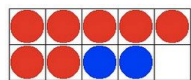
	<b><u>Unit 1: Getting Started</u></b> <b>Suggested Pacing: 4 days</b>
	This unit is designed to allow time for teachers to administer the benchmark and review fluency with facts to five.



## Unit 2: Understanding Ten Ones Make a Ten

**Suggested Pacing: 7 days**

Students will build the understanding that ten ones make a ten and apply these concepts to model numbers to 20.



## Unit 3: Developing Addition and Subtraction Strategies

**Suggested Pacing: 14 days**

Students will develop strategies to add and subtract to solve problems with facts to 10.



## Unit 4: Exploring Quantities to 100

**Suggested Pacing: 10 days**

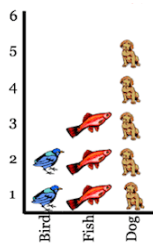
Students will extend the number sequence to 100 and represent numbers with objects and numerals to 100.



## Unit 5: Measuring, Ordering, and Comparing Lengths

**Suggested Pacing: 8 days**

Students will order objects indirectly and measure objects with nonstandard units. \*This is the only time these are standards are formally addressed. Please make sure revisit these concepts throughout the year.\*



## Unit 6: Using Data to Add and Subtract within 20

**Suggested Pacing: 12 days**

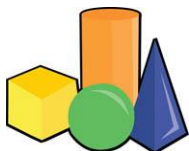
Students will continue to build on their knowledge of object and picture graphs and learn to read and interpret a bar graph. Students learn to use tally marks to gather data and organize the information in a t-chart.



## Unit 7: Telling Time to the Hour and Half Hour

**Suggested Pacing: 10 days**

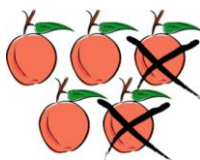
Students will tell time to the hour and half hour.



## Unit 8: Distinguishing Attributes of Shapes and Patterns

**Suggested Pacing: 10 days**

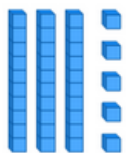
Students will focus on defining and non-defining attributes of 2-dimensional shapes and are introduced to a rhombus and trapezoid.



## Unit 9: Extend Addition and Subtraction to 20 with Story Problems

**Suggested Pacing: 14 days**

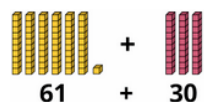
Students will solve story problems with unknowns in all positions with addition and subtraction facts to 20.



## Unit 10: Using Place Value

### **Suggested Pacing: 10 days**

Students will count through 120, represent numbers to 100 and compare two two-digit numbers based on place value.



## Unit 11: Adding Multiples of Ten

### **Suggested Pacing: 10 days**

Students will find ten more than a given number and add multiples of ten, not exceeding 100.



## Unit 12: Composing Shapes

### **Suggested Pacing: 9 days**

Students will combine shapes (2-D /3-D) to create composite shapes and continue to use defining attributes to describe shapes.



## Unit 13: Understanding the Equal Sign

### **Suggested Pacing: 10 days**

Students will build understanding of the equal sign as a relationship between two quantities and use this understanding to determine if equations with addition and subtraction are true.

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	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

## **Unit 14: Understanding Place Value to Add and Subtract**

**Suggested Pacing: 12 days**

Students will extend their understanding of addition to add a 2-digit number and a 1-digit number to compose a ten and extend their understanding of subtraction to subtract multiples of 10 from a larger multiple of 10.

$$3+2+1$$

## **Unit 15: Applying Properties of Operations to Add 3 Addends**

**Suggested Pacing: 11 days**

Students will continue to use the commutative property and learn to use the associative property to solve addition word problems with 3 addends more efficiently.



## **Unit 16: Finding Equal Shares of Shapes**

**Suggested Pacing: 5 days**

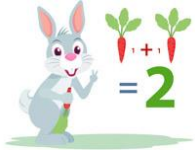
Students will partition shapes (rectangle, square, and circle) into equal shares.



## **Unit 17: Identifying Coins**

**Suggested Pacing: 5 days**

Students will identifying coins and their value.





## Unit 18: Demonstrating Proficiency in Addition and Subtraction


**Suggested Pacing: 10 days**

Students will add and subtract to 10 fluently and continue to solve addition and subtraction word problems with facts to 20.

## Science


**Unit 1 - Introduction to School and Science**


	<p><b>Suggested Pacing <u>_18 days_</u></b></p> <p>The purpose of this unit is for students to become aware of classroom and school procedures AS WELL AS begin to think and work like scientists. During this unit, students should be exposed to basic science practices and tools.</p>
	<p><b><u>Unit 2 - Exploring Light and Shadows</u></b></p> <p><b>Suggested Pacing: <u>_30_ days</u></b></p> <p>Objects can only be seen when light shines on them. Some materials allow light to pass through them; others only allow only some light to pass through; and some objects do not allow any light to pass through at all resulting in a shadow. Technology (such as mirrors) can change the directions of a beam of light. Students will explore what makes light, how light changes as well as what makes shadows and how they change.</p>


	<p><b>Unit 3 - <u>Exploring Sun and Moon</u></b></p> <p><b>Suggested Pacing: <u>_37_ days</u></b></p> <p>The sky is filled with a variety of objects that have different characteristics. These objects follow observable and predictable patterns. The students will explore the properties of the sun and the moon and how they relate to each other.</p>
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	<p><b><u>Unit 4 - Earth's Natural Resources</u></b></p> <p><b>Suggested Pacing: <u>_38_ days</u></b></p>
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	<p>The Earth's surface is made up of materials that have different properties. Natural resources are things that people use that come from Earth (such as land, water, air, and trees). Natural resources can be conserved. The students will learn what natural resources are and how they can help preserve the earth's natural resources.</p>
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	<p><b><u>Unit 5 - Plants and Their Environment</u></b></p> <p><b>Suggested Pacing: _42_ days</b></p>
	<p>Plants have special characteristics that help them meet their needs so they can survive in specific environments. Changes in the environment will affect plant survival. The students will plant their own plants and observe the effects of sunlight and water on them over time. The students will understand the parts of plants and their functions as they observe how all of those parts work together.</p>

	<p><b><u>Unit 6 - STEAM Extension: Building on the Science and Engineering Practices (SEPs)</u></b></p> <p><b>Suggested Pacing: _14_ days</b></p>
	<p>The purpose of this unit is for students to extend their knowledge and practice of the Science and Engineering Practices. It is a time for them to end the year of science utilizing inquiry based and scientific practices that will aid in preparing them for the next grade level's expectations.</p>

## **Social Studies**

	<p><b>Unit 1: We are Citizens of Our School and Community</b></p>
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### **Suggested Pacing: 15 days + 1 flex**

The goal is to lead students into making connections of diversity. Even with diversity we have the same rights and responsibilities as citizens of our class and school. In this unit, students will be exploring responsible citizenship in the classroom, school, and community as a beginning to understanding citizenship in a broader sense in South Carolina. The inquiry lessons provided in this unit address citizenship; the teacher will have to use their discretion to make sure that diversity/embracing differences and working together is also part of other lessons that they teach in this unit.



### **Unit 2: We are Citizens of Our State Suggested Pacing: 29 days + 2 flex**


South Carolina's population is diverse when considering such attributes as age, ethnicity, family, gender, religion, and socioeconomics. Because of this diversity, civic dispositions are essential in governmental operations and day to day interactions between various groups. In this unit, students will be exploring local and state governments as well as determining their functions. Students should identify that different leaders exist at local and state governments and that each has a set of rules and laws that govern them. Governments at different levels support one another in order to make positive change in our communities and across our state.



### **Unit 3: Inquiring About History: SC Then and Now Suggested Pacing: 25 days + 5 flex**

This unit is designed to help students develop inquiry skills - evaluating sources of

	<p>evidence (art, artifacts, digital sources, graphs, maps, oral histories, photographs/images texts); analyzing events; making predictions about possible outcomes; identifying similarities and differences; change over time. Generally, the theme is that place affects people and people affects place; this theme will be revisited throughout the year as students use the historical thinking skills they will be explicitly taught in this unit. Allow students to develop the foundational understanding that history involves continuities and changes in people from all backgrounds, and that patterns of history develop over time.</p>
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	<p><b>Unit 4: South Carolina, Our Unique State</b>  <b>Suggested Pacing: 27 days + 3 flex</b></p>
	<p>Geography in the primary grades encourages the study of Earth as a home for humans and how they interact with it. Knowing where South Carolina is located, identifying key physical and human features in our state using a variety of primary and secondary sources, and understanding the different types of communities (rural, urban, and suburban) in South Carolina is essential for responsible citizenship. Students will also explore the advantages and disadvantages of living and working in each type of community in our state, while also examining the beautiful features and places that make South Carolina a unique and wonderful place. Students are encouraged to use inquiry with a variety of sources used to investigate and compare the location of South Carolina to the rest of the United States.</p>



## **Unit 5: Economic Impacts**

### **Suggested Pacing: 32 days + 5 flex**

Building off of what students learned about needs and wants in Kindergarten, first grade students are now ready to explore how goods and services meet those needs and wants. By inquiring about goods and services in the school, the community, and South Carolina, students will identify goods as items for purchase and services as actions that benefit others. Civic dispositions are integrated into the identification of economic wants or needs and collaborating on possibilities to create a good or service to meet them.

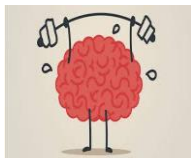
**Health**



## **Unit 1: Personal and Community Health**

**Suggested Pacing: 7 weeks**

Students will understand the chances of being exposed to harmful substances or contracting many illnesses can be within personal control. Students will be equipped with the knowledge and skills to make healthy decisions related to personal and community health.



## **Unit 2: Mental, Emotional and Social Health**

**Suggested Pacing: 3 weeks**

Students will understand mental health includes our emotional, psychological, and social well-being. Students will be able to discuss how mental health affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.



## **Unit 3: Injury Prevention and Safety**

**Suggested Pacing: 9 weeks**

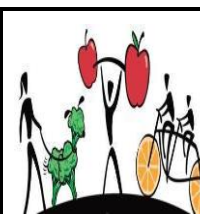
Students will understand that preventing injuries is an important way to improve overall health and wellness. Students will also understand that preventing injury is an important part of protecting themselves and those around them. Students will practice making small changes to the way they think and the things they do in order to help to prevent injuries.



## Unit 4: ATOD

**Suggested Pacing: 4 weeks**

Students will understand that effective education in ATOD is important because young people are faced with many influences and pressures to participate in risky behaviors. Students will also understand that engaging students in ATOD education assists them in making healthy and safe choices, identify risky situations, and develop strategies to prepare them for challenging situations.



## Unit 5: Nutrition and Physical Activity

**Suggested Pacing: 7 weeks**

Students will be equipped with the knowledge, skills, self-efficacy, and intentions to make healthy decisions related to nutrition and physical activity.



## Unit 6: Human Growth and Development

**Suggested Pacing: 6 weeks**

Students will understand that growth and development refers to the changes that occur as a child grows and develops in relation to being physically healthy, mentally alert, emotionally sound, socially competent and ready to learn. Understanding these changes prepares the student for the different stages of child development.

## Math

1- Getting Started	2- Ten Ones Make a Ten	3- Dev. Add/Subt. Str.	4- Expl. Quant. to 100	5- Meas., Ord., & Comp. Lengths	6- Using Data to Add/Subt. w/in 20	7- Telling Time to the Hour and Half Hour	8- Dist. Attr. of Shapes & Patterns	9- Ext. Add/Subt. Str. to 20 & Story Prob.	10- Place Value	11- Adding Mult. of Ten	12- Comp. & Drawing Shapes	13- Understanding the Equal Sign	14- Und. Place Value to Add/Subt.	15- App. Prop. of Op. to Add 3 Addends	16- Finding Equal Shares of Shapes	17- Identifying Coins	18- Demon. Proficiency in Add/Subt.
43 days - 2 days FLEX				43 days - 2 days FLEX				43 days - 2 days FLEX				43 days - 2 days FLEX					

## Social Studies

We Are Citizens of our School and Community	We Are Citizens of Our State	Inquiring About History: SC Then and Now	South Carolina Our Unique State	Economic Impacts
38 days and 7 FLEX	40 days and 5 flex	40 days and 5 FLEX	40 days and 5 FLEX	35 days and 10 FLEX

## Science/Health

Introduction to School and Science	Exploring Light and Shadows	Exploring Sun and Moon	Earth's Natural Resources	Plants and Their Environment	STEAM Extension: Building
42 days - 3 days FLEX	40 days - 5 days FLEX	40 days - 5 days FLEX	40 days - 5 days FLEX	40 days - 5 days FLEX	

1-Personal & Community Health	2-Mental, Emotional & Social Health	3-Injury Prevention & Safety	4-ATOD	5-Nutrition & Physical Activity	6-Human Growth & Development
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## English Language Arts (ELA)

Benchmark Standards	QUARTER 1										QUARTER 2										QUARTER 3										QUARTER 4									
	Aug 17	Aug 23	Aug 30	Sept 7	Sept 13	Sept 20	Sept 27	Oct 4	Oct 11	Oct 25	Nov 1	Nov 8	Nov 15	Nov 29	Dec 6	Dec 13	Jan 3	Jan 10	Jan 18	Jan 24	Jan 31	Feb 7	Feb 14	Feb 22	Feb 28	Mar 7	Mar 14	Mar 28	Apr 4	Apr 11	Apr 19	Apr 25	May 2	May 9	May 16	May 23				
Week->	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	32	33	34	35	36				
Reading	1-Building Strong Reading Habits					2-Becoming Strong Problem Solvers in Reading					3-Learning About the World Through Reading					4- Reading Through the Hard Parts					5- Getting to Know Characters					6-Deepening Comprehension					7-Growing Our Understanding of Nonfiction									
	43 days - 2 days FLEX										43 days - 2 days FLEX										43 days - 2 days FLEX										43 days - 2 days FLEX									
Curriculum Support																																								
Writing	1-Narrative Writing-Launching the Writing Workshop					2-Procedural Writing - How to .Books					3-Information Writing - Books That Teach					4-Opinion Writing - Writing Reviews					5- Narrative Writing- Exploring Poetry and Songs					6-Narrative Writing - Fictional Stories					7-Independent Writing Projects									
	43 days - 2 days FLEX										43 days - 2 days FLEX										43 days - 2 days FLEX										43 days - 2 days FLEX									



## **Instructional Materials and Resources/Required Tests:**

### ***Instructional Materials/Resources:***

Promethean Board  
Teacher created flipcharts  
iPad Apps  
Computer / Internet Access

### **Examples of Websites**

Starfall.com  
Brainpop Jr.  
Spelling City  
United Streaming videos  
Promethean Planet  
ABCya  
Epic  
RAZ Kids  
Reflex

Software to support texts  
Math Manipulatives  
Greenville County School District Science Kits:  
    Pebbles, Sand, Silt  
    Sound and Light  
    New Plants  
Everyday Counts Calendar Math Kit  
Leveled Readers  
Trade Books  
Fountas and Pinnell Phonics, Spelling, and Word Study System  
Library Books  
White boards  
Content vocabulary cards  
Greenville County Schools Curriculum Platform

### ***Texts:***

Big Ideas Learning –Big Ideas!  
Houghton Mifflin Harcourt Reading Series - Journeys  
Pearson Social Studies and Science Series  
Houghton Mifflin Health

### **Required Tests**

District Math Benchmark Test  
Teacher Created Math Unit tests

## **Assessments/Records**

Language Arts will be assessed through observation, teacher made assessments, weekly spelling tests including the 5 word wall words and 5 pattern words, and weekly dictation tests. Running records will also assess fluency, word decoding, and comprehension.

Writing will be assessed throughout the year through sample writings, notebooks, and other various writings.

Math will be assessed through observations, tests, daily work, quizzes, and participation. Teacher-created tests are given at the end of each unit.

**\*\*Teacher Created math tests will be sent home to be signed and must be sent back to school. District tests cannot be sent home, however we will send a skill report and grade home. They will be kept on file and available for viewing during scheduled conferences. Running records will be kept on file also.**

Science and Social Studies will be assessed by unit tests, observations, projects, and participation

## **Report Card Grading**

<b>ACADEMIC SKILLS INDICATORS</b>	
<b>M</b>	The student <b>consistently meets or exceeds end-of-year</b> expectations for this standard
<b>P</b>	The student <b>shows expected growth/progress</b> in meeting this end-of-year standard
<b>B</b>	The student <b>is beginning to progress</b> toward meeting this end-of-year standard
<b>N</b>	The student <b>needs intensive support</b> at school and home to develop this end-of-year
	If left blank, this standard was not addressed or assessed during this reporting period

Parents will be invited in for a conference to discuss each student's progress during October of the first quarter.

Students will receive a report card for the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> quarters.

## **Class Procedures**

### **Early Morning**

When children enter class in the morning, they unpack their book-bags, hang them up, put their homework folders in the basket. Students will have the opportunity to eat breakfast in the classroom and then begin their morning work. We watch the LFTV news broadcast, say the Pledge of Allegiance, pause for a moment of silence, and make a lunch choice.

### **Restroom**

Students are allowed to use the restroom whenever needed. We try to use the restroom during independent work time so that direct instruction is not interrupted. They are to knock on the door first, quickly go to the restroom, wash their hands, and return to their work.

### **Lunch**

Parents are invited to join us for lunch on days we will eat in the cafeteria (\*subject to change due to Covid protocols); however, fast food and carbonated drinks are not allowed in the cafeteria. Please wait until after Labor Day to visit. We will be eating in the cafeteria every other day, so please check with your child's teacher to be aware of your child's lunch schedule. Please wait in the cafeteria until our class arrives. Then get in line with your child. When sending lunch money to school, please put it in an envelope with your child's name on it. The first 10 minutes of lunch is for eating, so there is no talking during that time. Students are also allowed to buy ice cream or snacks at lunch. Extra money needs to be sent in for that.

### **Homework**

Homework consists of reading daily and logging their reading on a reading log. Spelling and word work is optional, but will greatly benefit your child's reading and writing abilities.

## School Expectations and Discipline Plan

Lake Forest School uses the Positive Behavior Intervention Supports (PBIS) which has a strong emphasis on teaching our children the expectations for good behavior in every situation at school. Therefore, we adopted a matrix of classroom, cafeteria, hallway, and bus expectations. Each list of expectations covers the five areas of PRIDE (found on the next page).

First graders earn Pride Points. We use Pride Points to encourage important skills, like working hard and participating. When your child has met expectations, they will receive PRIDE points to be redeemed for special privileges and/or rewards.

During instructional time, children are taught to use “Whole Body Listening.” We listen with our ears, our brain, our eyes, our lips, our hands, our feet, and our heart. Many opportunities are given for children to move during the day, but children are expected to respect themselves, others, and property.



**P**

I will be a **positive** role model and exhibit a **positive** attitude.

**R**

I will show **respect** to all teachers, staff members, and my peers.

**I**

I will be **involved**, participate in my learning, and complete my work.

**D**

I will show that I am **determined** by not giving up on my work or myself.

**E**

I am preparing for my future now by showing **effort** in my learning.

## Rewards

Students are able to earn Pride Points throughout the day for making good choices. They can earn points for good behavior, such as, raising their hand, following directions, using good manners, following hallway

expectations, completing work, and participating in class or items on the PRIDE Point card. At the end of each week/month, students can use all the points they have earned for special classroom privileges.

**Consequences for not following expectations include:**

1. Verbal warnings and reprimands
2. Communication with parents on behavior calendar
3. A “behavior reflection” sheet-a child writes and/or draws about his or her undesired behavior and makes a plan for what he or she will do the next time. This will be sent home to be signed by a parent.
4. A minor incident report: which will be sent home to be signed by a parent
5. Time spent reflecting on behavior during recess.
6. A trip to the office to meet with one of the administration.
7. Suspension from school

**E-Learning Expectations**

First grade will be using SeeSaw on any e-learning days. In addition, your child’s teacher will communicate a time for any Google Meets. Please be prepared to have your child log on to their Chromebook on time and have a quiet space to participate. All e-learning assignments are due by the end of the day in order to be marked present.

**Absences/Tardies/Make-Up Policy**

Our school day begins promptly at 7:45 am. If your child is tardy, he/she must go to the office and get a tardy pass to come to class. If your child is sick, please keep them home so as not to infect others; otherwise, they should be at school. In the event of an absence, please send a doctor’s note or parent note the next day that your child returns to school. Your child will have one week to make up missed assignments. The homework will be in their folder and should be completed upon return. Classwork that can be made up will be sent home after the child returns to school. There is so much in first grade that is hands on and teacher directed that most of it is impossible to recreate to do at home. If there are worksheets or book assignments that can be made up, we will send them home in the homework folder. If you want to pick up your child’s work, call the school office and they will have them in the front office for pick up by 3:00.

**Communication**

Your child’s work will be sent home weekly. However, some math work may be sent home as examples for homework problems as needed. Please look over the work and discuss it with your child. Items that are underlined or circled were done incorrectly. Once corrections are made, a smiley face is drawn on the paper.

Other information that is pertinent to the class and also information from the office and the PTA will be sent home in the blue folder. The weekly newsletter will contain the weekly homework but also items of interest about the class. Please read the items carefully.

First grade will communicate with parents by conference, phone, note, or email. Our website is available for information also. My email address [abryson@greenville.k12.sc.us](mailto:abryson@greenville.k12.sc.us) . Our school website is [www.greenville.k12.sc.us/lforest](http://www.greenville.k12.sc.us/lforest) . You can follow the staff link on the Lake Forest website to find my website.

**Arrival and Dismissal**

Students should be dropped off at the cafeteria entrance if you arrive from 7:00-7:30. Students should not be dropped off at the side entrance before 7:30. The side entrance will be opened and students will be sent to class at the 7:30 bell.

Bus students and walkers will wear a tag indicating their dismissal number. First grade bus riders are not allowed off the bus without an adult or older child to take responsibility for them. In order to pick up a walker, you must have a dismissal tag.

All car riders will be dismissed on the side at 2:15. If you are also picking up older children, they will meet your younger child at the side car dismissal. A designated adult with a dismissal card must pick up your student.

If your child needs an early dismissal, please send a note with them that morning. Come to the office and your child will be called up to the office. There will be no early dismissal after 2:00.

### **Health Room Guidelines**

If your child needs prescription medicine, you must walk the medicine into the nurse. Your child should never have medicine in his or her book bag. The nurse is not allowed to give “over the counter” medications. Your child should stay home if he or she has had a fever, or has thrown up within the last 24 hours.

Thank you for our support of Lake Forest and our first grade team. We look forward to a great partnership with you to help your child have the best year possible.