Welcome to
First Grade
Open House

Ms. Wilson-Smith (RM #102)
Mrs. Forsythe (RM #103)
Mrs. Panza (RM #104)
Dear Parents,

We are excited to be able to offer your student an opportunity to be a part of a flexible seating classroom this year!

**What is flexible seating?**
A classroom with flexible seating looks different from a traditional classroom that uses only desks and chairs. Items such as pillows, stools, bouncy balls, standing tables, etc. are used to allow students to have options for where they can best work and learn. The goal of flexible seating is to give students choice and to help them find the type of seating that allows them to achieve their best learning. Their best learning spot may change throughout the day based on their needs or the work that they’re being asked to do, so students will have the option of changing work spots when necessary.

**How will flexible seating be introduced?**
At the beginning of the school year, we invite students to join with us to create a list of guidelines/rules for using the different seating options. We spend time teaching them what it should look like when they’re using the seats and how to best take care of them. We then allow students the opportunity to try out the different options in our classroom and determine where they work best. They will be able to evaluate the choices available in order to choose the best spot for them to complete the task they are being asked to complete.

There are many different options for seating, but you will notice that all options still allow for a workspace for students. Almost all of our seating choices are still placed at tables and individual desks are still available for any student that shows us that they need a bit more structure (or less choice).

We have seen many benefits since implementing flexible seating. Implementing flexible seating has empowered our kids, increased student engagement and has helped us prepare our students for the real world. Our students in the past have loved the opportunity to have a choice about their seating and we hope your child will too!
growth mindset

IS YOUR MINDSET FIXED?

A person with a fixed mindset may do these things:
- avoid challenges
- give up easily
- ignore feedback
- become threatened by other people’s success
- try hard to appear as smart or capable as possible

WHAT DOES A GROWTH MINDSET LOOK LIKE?

A person with a growth mindset may do these things:
- embrace challenges
- give their best effort
- learn from feedback
- become inspired by other people’s successes
- believe their intelligence can change if they work hard

WHAT IS IT?

We used to think that our intelligence was fixed – meaning we were either smart or we weren’t. Scientists have proven again and again that simply is not true. Our brain acts like a muscle – the more we use it, the stronger (and smarter) our brain becomes.

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growth mindset
ways to help your child

TALK ABOUT IT
Talk with your child about his or her day, but guide the discussion by asking questions like:
- Did you make a mistake today? What did you learn?
- What did you do that was difficult today?

ENCOURAGE FAILURE (say what?!)
Your child needs to know that failure can (and often does) happen and it is okay! Remind her that each time she fails and tries again, her brain is growing stronger! Don’t step in to prevent your child’s failure - this is how she learns to persevere in the face of challenges.

THE BRAIN CAN GROW!
Remind your child that his or her intelligence is not fixed. Remind her that when things are difficult, her brain grows if she persists through the challenge. Each time she learns something new, her brain is making new connections. Your child needs to know this is possible!

PRAISE THE PROCESS
Instead of saying, “You’re so smart!” praise effort, goal setting, persisting through challenges, or being creative. You can say something like:
- “Wow! You must have worked really hard on this!”

HELP THEM CHANGE THEIR DIALOGUE
The way your child talks to himself makes a huge impact on his mindset. If he says, “This is too hard!” help him change that to “I can’t do this yet, but I will keep trying.” Give him the words to say when he is feeling defeated by modeling it yourself!

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GRADE LEVEL EXPECTATIONS - FIRST GRADE

SOCIAL/EMOTIONAL DEVELOPMENT
* Accepts responsibility for own actions
* Resolves conflict appropriately
* Demonstrates responsible behavior outside the classroom
* Demonstrates responsible behavior in the classroom
* Communicates appropriately with adults and children
* Is courteous and considerate

WORK HABITS
* Follows directions and procedure
* Stays on task through completion
* Strives to do personal best
* Works without disturbing others

MATH - NUMBER AND OPERATIONS
* Counts, writes and orders numbers
* Explores place value
* Adds and subtracts whole numbers
* Estimates and measures length
* Tells time
* Works with money
* Solves problems
* Creates and describes shapes
* Creates and describes patterns involving geometric objects
* Understands pictographs

READING
* Concept of Print (demonstrates an understanding of how printed language works and the characteristics of a book)
* Phonemic Awareness (blends and deletes a wide range of sounds)
* Phonics (decodes using letter/sound relationships, work chunks, sentence structure, picture clues)
* Word Recognition (uses strategies to identify unknown words: letter/sound, sentence structure, picture clues and context)
* Vocabulary (determines meaning of words)
* Fluency (reads familiar text fluently)
* Narrative Text (understands story elements, sequence and a variety of genres)
* Informational Text (understands text features: responds by finding evidence and taking a position)
* Comprehension (retells up to three events from familiar text, makes text-to-text, text-to-self and text-to-word connections)
* Independent Reading Level First Grade DRA levels (4 - 16)
CONSTRUCTING AND REFLECTING SCIENTIFIC KNOWLEDGE

*Identifies the needs of animals
*Describes the life cycle of animals including the following stages: egg, young, adult; egg, larva, pupa, adult
*Identifies the characteristics of animals (for example: body coverings, beak shape, body parts) that are passed on from parent to young
*Classifies young animals based on characteristics that are passed on from parents (for example: dogs/puppies, cows/calfes)

PHYSICAL SCIENCE
*Demonstrates the ability to sort objects according to observable attributes such as color, size, and shape, as well as sinking and floating
*Demonstrates that water as a solid keeps its own shape, and as a liquid takes on the shape of various containers
*Identifies materials that are attracted by magnets
*Observes that like poles of a magnet repel and unlike poles of a magnet attract

EARTH SCIENCE
*Identifies the sun as the most important source of heat that warms land, air and water on earth
*Compares daily changes in the weather related to temperature, cloud cover, precipitation and wind
*Describes and compares weather related to the four seasons in terms of temperature, cloud cover, precipitation and wind
*Describes severe weather events
*Describes precautions that should be taken for human safety during severe weather conditions
*Observes and collects data of weather conditions over a period of time

HISTORICAL PERSPECTIVE
*Uses a variety of records to construct a narrative about their personal family histories

GEOGRAPHICAL PERSPECTIVE
*Identifies locations of significance in the immediate environment and explains reasons for their location
*Compares their community and region with others

CIVIC PERSPECTIVE
*Describes consequences of not having rules

ECONOMIC PERSPECTIVE
*Describes how the choices they make impact business decisions

INQUIRY
*Locates information using people, books, audio/video recordings, photos, simple maps, graphs and tables
*Organizes information (makes and interprets simple maps of local surroundings and simple graphs and tables from experience)

PUBLIC DISCOURSE
*Takes a position on matters of public concern that they have encountered in school or in their community
*Engages others in conversation about issues pertaining to governing their school
*Compares their opinion with others
Reading at home makes a difference!

What you can do at home...

Reading Ideas:

• Read bedtime stories...
  (You read to your child and your child reads to you.)
• Have your child read the grocery list to you as you shop.
• Write down a recipe for your child’s favorite food then read it together as you make it.
• Get excited to check out your local library.
• Play a board game...
  (Have your child read all the playing cards to you.)

Reading Tips:

• Don’t leave home without it! Always have reading materials available to read in the car or if your child has to wait for an appointment.
• Once is not enough. Encourage your child to re-read favorite stories. This helps to build fluency, speed and accuracy.
• Dig deeper! Ask your child questions about what they just read. Why do they think something happened? What else might have happened?
• Encourage your beginning reader to follow along with their finger on the words as they read and to sound out unfamiliar words.
• Be patient, correct gently and praise with enthusiasm!

Allow your child to select some reading materials that interest them.

Your child is interested in reading about...
Write about...

- Favorite summer activity
- First day of school
- Light bulb moment
- Childhood memory
- Achieving a goal
- Teaching someone something
- Changing places with someone
- An important friend
- An important family member
- Snow day
- Favorite place
- Special adventure
- Best pet
- Reasons for no HW
- Field trip suggestion
- Favorite sport/team
- Rule change
- Most important subject
- A time you got in trouble
- Solutions for bullying
- Books vs. movies
- Family vacation
- Describe your room
- Describe your classroom
- If you were a movie star...
- If you were a music star...
- Time Machine
- Favorite TV Show
- Favorite book
- Favorite movie
- Favorite breakfast meal
- Write about your Thanksgiving
- Favorite lunch meal
- Favorite dinner meal
- A moment that changed your life
- A special gift
- Your favorite hobby
- A special interest
- Super power
- Being a child vs. adult
- A really great dream
- A really bad dream
- The best weather
- The worst weather
- Teacher for the day
- Principal for the day
- President for the day
- If you had a million dollars
- Genie gives you three wishes
- Dream job
- Book idea
- Stranded on an island
- Dream home
- Biggest fear
- Something I'm very good at
- Favorite time of the day
- Something that bothers me
- Something that makes me happy
- Something that makes me sad
- Favorite season
- Least favorite season
- Favorite holiday
- If I could fly
- Write about your Winter Break
- If you didn't have a TV
- If animals could talk
- If you could be any animal
- A place you would like to go
- No electricity
- A cool invention
- Living on another planet
- How to change the world
- Special family tradition
- Start your own business
- How to make something
- Create your own menu
- Fight with a friend
- Write about your Spring Break
- Someone who helped you
- Someone you helped
- Best birthday party
- What makes a great friend
- Next school year
- If I were invisible
- Ten years from now
- An exotic pet
- Meet someone famous
- Create your own theme park
- Create your own video game
- Letter to someone far away
How do I help my child become a better reader?

If they are reading a **Fiction** book ask them:

- Who are the main characters and what traits can you infer about them?
- How have the characters changed during the book?
- What questions do you have as you are reading?
- Is the story written in first or third person point of view?
- What is the author's purpose? Persuade, Inform or Entertain?
- What is the problem in the story? How do you think it will be solved?
- What do you predict will happen next?
- Could the story happen in real life?
- How are you similar to the characters? How are you different?
- What is the theme of the book? What lesson did the characters learn?
- Write a summary of the story using Somebody, Wanted, But, So, Then...
- What was your favorite part and why?
- Did you like the ending? If not, how would you change it? Write your own ending.

If they are reading a **Non-Fiction** book ask them:

- What do you think you will learn from this book?
- What do you already know about this topic?
- What questions do you have as you are reading?
- What is the main idea of the text?
- What is the author’s purpose? Persuade, Inform or Entertain?
- What text features were used in this text? How did they help your understanding?
- What did you learn from this text?
- Do you have any questions after reading this?
- Were there any unknown words in this text? How did you find out their meaning?
- Where could you find more information on this topic?
- Write a summary of this text- remember to include the main idea and supporting details.

Help your child become a better **writer** by encouraging them to write about what they read!
Developmental Spelling

Beginnings
Translation:
My Mom took us to the store to get some tomato juice.

Consonants
One letter, usually the first one heard, is used to represent the word.
Translation:
I went out in a boat and caught a fish this big.

Initial and Final Consonants
The first and last sounds are represented.
Translation:
The next day some more flowers grew.

Vowel/Consonant Combinations
Consonants and vowels start to appear in the middle of words.
Translation:

Words
All syllables in the words are represented.
Translation:
Chris,
You were sleeping. You woke up when everybody left. You are clumsy.
You were snoring. Zzzz.

Standard Spelling
Children begin to build a repertoire of spelling patterns and add to their store of sight words.
Translation:
Once upon a time, there was an old old woman who had a dog. The woman's name was Polly. The dog's name was Sally. Sally was a quiet dog, except for when she was hungry. So Polly knew what Sally wanted when Sally barked.
### Doubles

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