



First Grade Scoop



Communication

Newsletters will be posted on the St. Brigid of Kildare Website the first Wednesday of every month. Newsletters will outline first grade activities and school happenings. Should you need to contact the teacher regarding any concerns throughout the year you can send a note with your child, leave a phone message, or email us. You will be contacted within 24 hours.



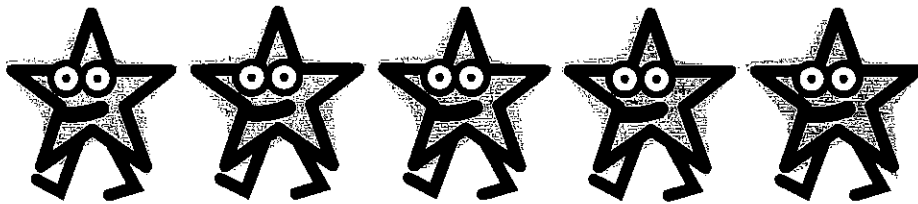
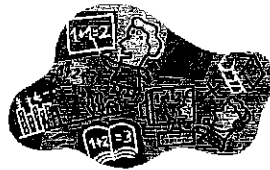
Homework

Homework will be given each night. Children are expected to spend 15 minutes on their assignments. However, not every child is the same and it may take some children longer to complete their work. If your child is showing signs of frustration, please send in the work accompanied with a parent note and we will assist your child with completion. Typically, your child's homework will be reading each night. Reading homework is in the "book in the bag." Later in the year, they will also read for the Accelerated Reader program. First graders should also practice their spelling words throughout the week. Finally, math bags, which contain books and activities, will be sent home each week. Every child will get a different math bag to share with his or her parents. Please sign your child's homework sheet located in the folder each night.



Friday Folder

Every Friday your child will receive a Friday Folder. This folder will contain your child's finished class work and homework. Please go over the corrected work with your child. This will insure that you are aware of your child's progress within each subject area and also serve as a communication tool apprising you of our weekly curriculum activities.



Wolfhound or Star of the Week

In order to foster a feeling of community in the classes, we would like to incorporate a student of the week. Students in Mrs. Springer's class will be the "wolfhound of the week" and students in Miss Smith's class will be the "star of the week." This is an opportunity for each child to be recognized by his or her class.

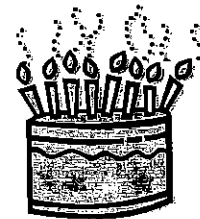
When it is your child's turn, we would like him/her to participate in one of two ways. The child may bring in pictures of himself to be displayed on the bulletin board or, she can decorate one poster board to display pictures. The student may wish to include pictures of school, family, special events, extracurricular activities, and so forth. If the student wishes to write captions under each picture, that is fine. This should be done at home and brought to school at the start of the week. The goal is for each child to share a little bit about him or herself with the class.

In addition to the pictures, your child may bring in his/her favorite book that the teacher will read Friday.

***The list of students' assigned weeks was previously distributed.**

Birthdays

Birthday celebrations will be different this year. (See letter from Miss O'Reilly) As a part of your child's special day (or $\frac{1}{2}$ special day), he or she may bring in a wrapped gift for the class. Your child will unwrap it in front of the class.



Book Clubs

We participate in several book clubs such as Scholastic, Troll and Angel. Look for these order forms to come home throughout the year. This is a great way to promote reading in your home!

Ordering from the book clubs is easier than ever now! We have set it up online so that you can look through the different catalogs online and order them that way. The paper orders will also be sent home as well so that you can still order that way. Please always send your money in a sealed envelope marked with your child's name. To expedite the ordering process, please make checks out to the respective book club only. Please do not send in cash. Thank you.



Discipline

Both first grade classes decided on rules for the classroom. Each child will be expected to follow the classroom rules and work hard throughout the school day. We are working on having a respectful and "peace"-full classroom this year. All students have their name on a peace sign and are expected to stay inside of the giant peace sign. The first time a child is not following the rules, he or she will be given a friendly reminder. The second time it

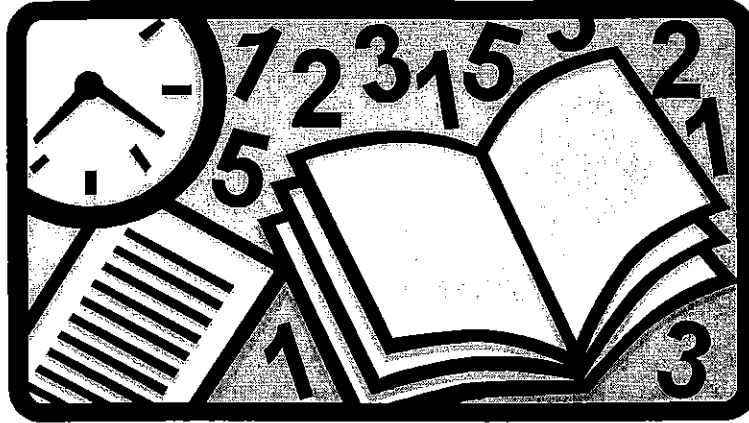
happens, he or she will be asked to move his/her magnet out of the peace sign. If a child has to move his/her magnet out of the peace sign, he or she will fill out an "oops" paper. This is just to think about what was done and to think about making a better choice next time. Please review this paper with your child, sign it, and send it back the next day. At the end of the day, every child who followed all classroom rules will receive a dollar to put in his/her Wolfhound Wallet. He or she can cash them in for various rewards each week. Students receive positive reinforcement and incentives for great behavior. They may sign the "look book" when caught with great behavior. A note will go home at the end of the week letting you know what your child did to deserve this praise.

Volunteers/Field Trip Chaperones

We will go on a field trip this year. If you are interested in volunteering for a field trip you **MUST** attend "Protecting God's Children" and be fingerprinted. More information is located on the St. Brigid of Kildare Website. Signup sheets for volunteers will be shared tonight.

Teamwork

The first grade teachers work together as a team. Our teamwork philosophy includes planning curriculum units and activities together involving both first grades, utilizing a team teaching approach for certain subject areas, as well as maintaining the same level of behavioral and discipline standards for all first grade students. We each feel equally responsible for all first graders regardless of who their teacher is. Please encourage mutual respect towards all the first grade teachers.



First Grade Assessments

Assessment is a natural, ongoing and vital tool to learning, which includes both formal and informal forms of assessment. Formal assessments are conducted on an individual basis and are the guides that place your child on the literacy ladder.

Informal assessments include, but are not limited to, daily observations that examine product, skills and strategies your child uses throughout the day in varied learning situations. In addition, your student will contribute to a reading/writing portfolio as well as a math portfolio to provide a snapshot of the child's learning experience during the year. The progress of your child's development is reported quarterly on a standard based report card and a separate, but equally important, effort and quality of work rubric.

DIBELS (Dynamic Indicators of Basic Early Literacy Skills)

- Phoneme Segmentation Fluency
- Initial Sounds Fluency
- Letter Naming Fluency
- Nonsense Word Fluency
- Word Use Fluency
- Oral Reading Fluency
- Retell Fluency

DRA (Developmental Reading Assessment)

- Book Selection
- Reading Engagement
- Oral Reading
- Comprehension
- Retelling
- Making Connections
- Reflection

Orton-Gillingham – (spelling patterns and sight words)

- Single Sounds
- Digraphs
- Short Vowels
- Long Vowels
- Diphthongs
- R-Control
- Consonant-le
- Blends/Clusters
- Red Words (Non-phonetic sight words)

Read It LOUD!

Early literacy development is key to a child's success in school and in life. It has been proven that the simple, and mutually enjoyable, act of reading aloud to a child on a regular basis during the most formative years (0-6) will increase reading and learning abilities and capabilities.

This means that reading aloud to a child for 10 minutes a day can truly make a difference in his/her life...and that is what Read It LOUD! is asking parents and all caregivers to do.

Our challenge to you - go to www.readitloud.org and sign the promise to read to your child for 10 minutes every day!

Take the challenge today and read to your child!



Diocese of Columbus Grade 1 Academic Content Standards

Grade 1 Math Standards

Standard I: Mathematical Processes

- A. Uses a variety of tools and strategies in problem solving; e.g., modeling the problem, or restating in own words.
- B. Applies mathematical skills and knowledge.
- C. Recognizes and uses connections between equivalent representations.
- D. States a reasonable estimate for addition or subtraction problems.
- E. Chooses appropriate operation and symbol for addition and subtraction problems.
- F. Recognizes the mathematical meaning of common words and phrases.
- G. Communicates mathematically by using every day language and appropriate mathematical terms.

Standard III: Measurement

- A. Identifies and states the value of a penny, nickel, dime, quarter, and dollar.
- B. Determines the value of a small collection of coins.
- C. Shows different combinations of coins that have the same value.
- D. Counts money and makes change using coins and a dollar bill.
- E. Tells time to the nearest hour and half hour.
- F. Orders sequences of events with respect to time.
- G. Estimates and measures using non-standard units; e.g., blocks.
- H. Estimates and measures lengths using standard units; e.g., inches, centimeters.

Standard VI: Data Analysis and Probability

- A. Identifies different ways to sort data.
- B. Collects and organizes data into charts using tally marks.
- C. Displays data in picture graphs.
- D. Reads and interprets charts, picture graphs and bar graphs.
- E. Constructs a question that can be answered by using a graph.
- F. Arranges five objects by an attribute; e.g., size.
- G. Describes the likelihood of a simple event as possible /impossible.

Standard II: Number, Number Sense and Operations

- A. Models, represents and explains addition as combining sets.
- B. Models, represents and explains subtraction as take-away.
- C. Uses ordinal numbers to order objects.
- D. Reads and writes numerals to 100.
- E. Counts forward to 100 and backward from 100.
- F. Uses place-value concepts, e.g. identifies patterns and groupings in a 100's chart.
- G. Represents commonly used fractions using models; e.g., $1/2$, $1/3$, $1/4$.
- H. Models and represents multiplication as repeated addition.
- I. Models and represents division as sharing equally.
- J. Demonstrates that = means the same as.

Standard IV: Geometry

- A. Identifies, compares and sorts 2-dimensional shapes.
- B. Creates new shapes by combining or cutting apart existing shapes.
- C. Identifies the shapes of the faces of a 3-dimensional object.
- D. Extends and uses location words to include distance.
- E. Copies figures and draws simple shapes.

Standard V: Patterns, Functions and Algebra

- A. Sorts, classifies and orders objects by 2 or more attributes.
- B. Extends sequences of sounds, shapes or simple Number patterns.
- C. Describes orally the general plan of repeating a pattern.



Diocese of Columbus Grade 1 Academic Content Standards

Grade 1 Language Arts Standards

Standard I: Reads a wide variety of text for a variety of purposes.

- A. Reads literature from different genre.
 - 1. Identifies the differences among stories, poems, and plays.
- B. Reads for a variety of purposes.
- C. Reads literature from many periods.
 - 1. Identifies the role of authors and illustrators.
- D. Comprehends a wide range of non-text materials, including spoken and visual texts.

Standard II: Applies a wide range of strategies to comprehend, interpret, and evaluate text.

- A. Develops phonological awareness.
 - 1. Identifies and distinguishes among letters, words, and sentences.
 - 2. Identifies and says beginning and ending sounds.
 - 3. Identifies short and long vowel sounds.
 - 4. Blends two sounds.
 - 5. Decodes by using letter-sound matches.
 - 6. Uses word families.
 - 7. Identifies and uses rhyming words.
- B. Develops word recognition and word analysis skills.
 - 1. Uses picture cues.
 - 2. Begins to predict the meaning of compound words.
 - 3. Recognizes some basic contractions and abbreviations.
 - 4. Reads root words.
 - 5. Alphabetizes words by first letter.
 - 6. Uses a beginner dictionary.
- C. Expands vocabulary.
 - 1. Develops a slight vocabulary.
 - 2. Masters grade appropriate vocabulary.
 - 3. Classifies words into categories (i.e. collection of animals).
 - 4. Begins to use context clues.
- D. Reads phrases, sentences, and passages.
 - 1. Matches 1-1 correspondence.
 - 2. Reads aloud without finger pointing.
 - 3. Reads text using fluid and automatic decoding skills.
 - 4. Reads orally using appropriate fluency, expression, and phrasing.
- E. Develops literal comprehension skills.
 - 1. Identifies and discusses simple diagrams, charts, graphs, and maps.
 - 2. Retells a story and distinguishes among the beginning, middle, and end of the story.
 - 3. Recalls the important ideas of a story.
 - 4. Sequences events in informational text.
 - 5. Identifies the character(s) and setting of a story.
 - 6. Uses the title page, photographs, captions, and illustrations to aid comprehension.
 - 7. Understands new words from context.
 - 8. Answers literal questions.

F. Demonstrates interpretive comprehension skills.

- 1. Distinguishes fact from fiction.
 - 2. Provides an interpretation of a story.
 - 3. Compares information.
 - 4. Begins to identify between cause and effect.
- G. Demonstrates critical thinking skills.**
- 1. Identifies a problem and suggests a solution.
 - 2. Makes reasonable predictions.
 - 3. Answers simple critical thinking questions.

Standard III: Demonstrates competence in the general skills and strategies of the writing process.

- A. Develops physical manipulation skills.
 - 1. Holds pencil effectively.
 - 2. Prints letters correctly.
 - 3. Prints legibly using proper spacing.
- B. Understands and develops a pre-writing process.
 - 1. Determines audience and purpose for writing.
 - 2. Generates writing ideas through discussion with others.
- C. Applies drafting skills.
 - 1. Selects a main idea and stays on topic.
 - 2. Writes simple stories.
 - 3. Uses declarative, interrogative, and exclamatory sentences.
 - 4. Uses resources when writing such as a word wall.
 - 5. Uses spelling strategies such as inverted spelling, sounding out etc.
- D. Applies editing skills.
 - 1. Spells regular short vowel patterns and most common long vowel words correctly.
 - 2. Spells high frequency words correctly.
- E. Understands and uses convention of print.
 - 1. Writes top to bottom, left to right.
 - 2. Uses some capitalization and punctuation.
 - 3. Writes short simple sentences with nouns and verbs.
- F. Composes writing applications.
 - 1. Writes in response to a prompt.
 - 2. Writes responses to a story that include a simple judgment.
 - 3. Writes a friendly letter.
 - 4. Writes messages, journals, notes, and poems.
- G. Publishes writing applications.
 - 1. Rewrites and illustrates writing for display and for sharing with others.
 - 2. Contributes to a writing portfolio.

Standard IV: Uses a variety of informational and technological resources to communicate.

- A. Demonstrates research skills.
 - 1. Discusses ideas for investigation.
 - 2. Seeks resources to help gather information.
 - 3. Recalls information to report to others.
- B. Demonstrates use of informational resources.
 - 1. Uses books to gather information.
- C. Demonstrates the use of technological resources.
 - 1. Uses audio-visual materials.

Standard V: Develops competence in speaking, listening, and viewing.

- A. Listen to/view different materials from a variety of media.
 - 1. Shows evidence of listening and viewing such as making eye contact.
 - 2. Follows simple oral directions.
 - 3. Begins to follow 2 and 3-step directions.
- B. Uses language and speaking skills appropriate to the audience, situation, and purpose.
 - 1. Delivers a simple presentation that has a beginning, middle, and end.
 - 2. Delivers a simple presentation that recalls an event or personal experience.
 - 3. Delivers a simple dramatic presentation such as a poem.



Catholic Diocese of Columbus
Student Progress Report
Grade 1

20__ - 20__

Student _____
 Teacher _____
 School _____

ATTENDANCE

	1	2	3	4	Total
Days Absent					
Times Tardy					

THIS STUDENT HAS BEEN ASSIGNED TO GRADE _____

PRINCIPAL'S SIGNATURE _____

DATE _____

PROGRESS CODES

- + Exceeds the Standard: student demonstrates superior performance with in-depth understanding of the standard, and can apply the knowledge and skills in a thorough, consistent, independent way.
- ✓ Meets the Standard: student has a solid academic performance and consistently demonstrates proficiency of the standard with few errors.
- I Improving, but not yet meeting the Standard: student demonstrates partial mastery of the standard and occasionally meets the standard.
- N Does not meet the Standard: student demonstrates limited or no understanding of the standard.

* Blank indicates not evaluated at this time.

RELIGION	1	2	3	4
Has a basic understanding of concepts and vocabulary pertinent to:				
Sacred scripture				
Catholic tradition				
Liturgy, sacraments, and prayers				
Development of the Christian person				

LANGUAGE ARTS	1	2	3	4
Applies strategies to comprehend text:				
▶ Uses a variety of reading strategies:				
• applies phonetic skills				
• uses picture cues				
• adds new vocabulary words				
• uses context clues				
• uses I-I correspondence				
▶ Reads with fluency and expression				
▶ Reads with understanding				
Demonstrates competence in writing skills and strategies:				
▶ Holds writing instrument effectively				
▶ Forms letters correctly				
▶ Spaces words properly				
▶ Prints legibly				
▶ Has a sense of the writing process				
▶ Writes in response to a prompt				
▶ Writes simple sentences				
▶ Expresses ideas in simple related sentences				
▶ Uses capitalization and punctuation				
▶ Spells assigned words correctly				
▶ Uses spelling patterns				
Uses informational and technological resources				
Listens and views attentively				
Shares experiences and information orally				

MATH	1	2	3	4
Understands mathematical processes:				
▶ Applies problem solving strategies				
▶ Uses correct mathematical language and symbols				
Understands number, number sense, and operations concepts				
▶ Masters addition facts 0-10				
▶ Masters subtraction facts 0-10				
▶ Uses place value concepts				
▶ Adds/subtracts 2-digit numbers without regrouping				
Applies measurement skills:				
▶ Sequences events				
▶ Recognizes and counts coins				
▶ Tells time: the hour, half-hour, and quarter hour				
▶ Measures using standard and non-standard units				
Sorts, compares 2 and 3-dimensional objects				
Recognizes, creates, and extends patterns				
Sorts and classifies objects				

SOCIAL STUDIES	1	2	3	4
Understands concepts and vocabulary pertinent to the theme				
Develops basic map skills				

SCIENCE	1	2	3	4
Earth Science – sun, energy, and weather				
Physical Science – motion and materials				
Life Science – basic needs of living things				

HEALTH	1	2	3	4
Understands concepts and vocabulary pertinent to the theme				

ART	1	2	3	4
Applies materials, techniques, processes, and technology				
Recognizes design elements				

MUSIC	1	2	3	4
Demonstrates vocal skills				
Demonstrates instrumental skills				
Reads and notates music				
Participates in musical activities				

PHYSICAL EDUCATION	1	2	3	4
Demonstrates basic movement skills				
Applies basic movement concepts and principles				
Demonstrates responsible personal and social behavior in physical activity settings:				
▶ Demonstrates active participation				
▶ Demonstrates positive sportsmanship				
▶ Follows the rules of the game				

Teacher's Comments:



**SAINT BRIGID
OF KILDARE SCHOOL**
Seeking Grace and Wisdom

**Quality Report and Effort
Rubric
2011-2012**



Student _____ **Teacher** _____ **Grade:** _____

Quarter	1	2	3	4
Listens Attentively				
Follows Oral Directions				
Follows Written Directions				
Uses Time Wisely				
Work is Neat				
Work is Complete				
Stays Organized				
Interacts Well With Peers				
Shows a Positive Attitude				
Shows Respect				

	Spanish				PE				Art				Music				Library			
Listens Attentively																				
Participates in Class																				
Follows Directions																				
Quarter	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

Comments:

Q1:

Q2:

Q3:

Q4:

O Outstanding
S Successful
N Needs Improvement