

# Welcome to First Grade

2024-2025



# Curriculum Night

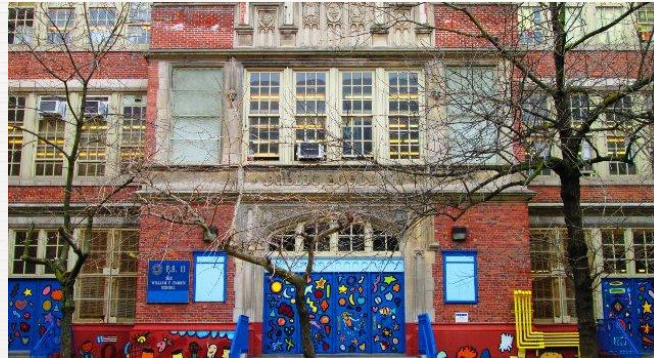
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Tonight you will hear the first grade team talk about grade level logistics, school wide initiatives, and what our core subjects entail.

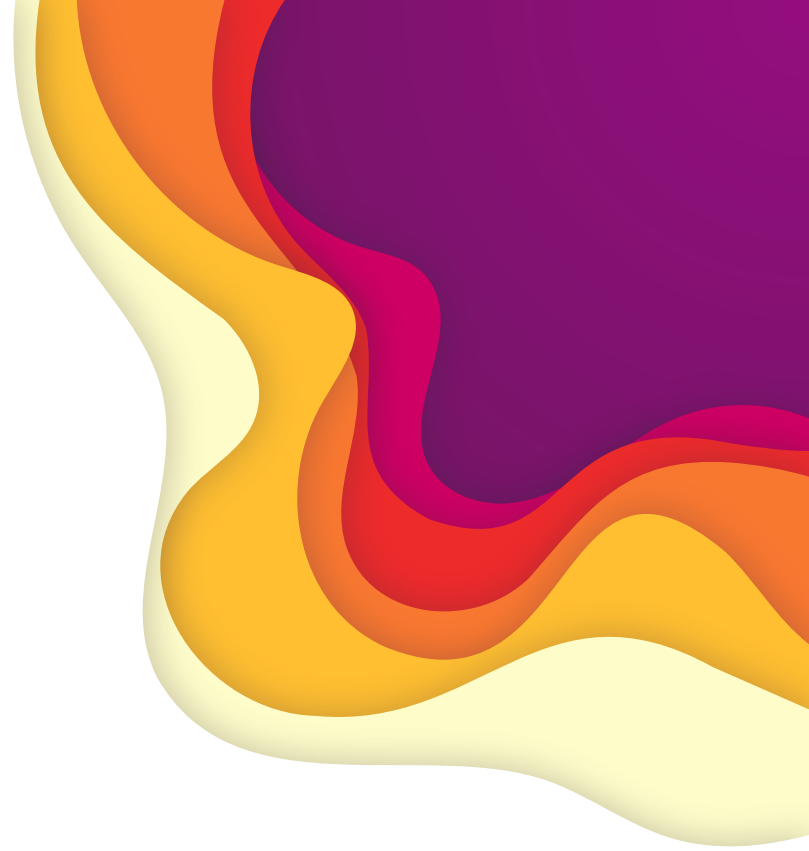


# Kind, Gentle, and Grateful

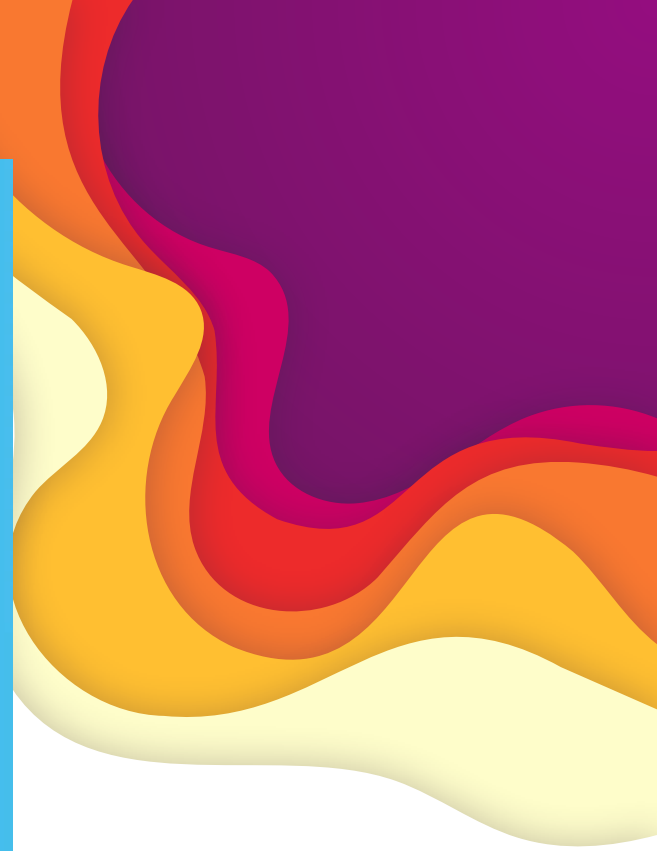
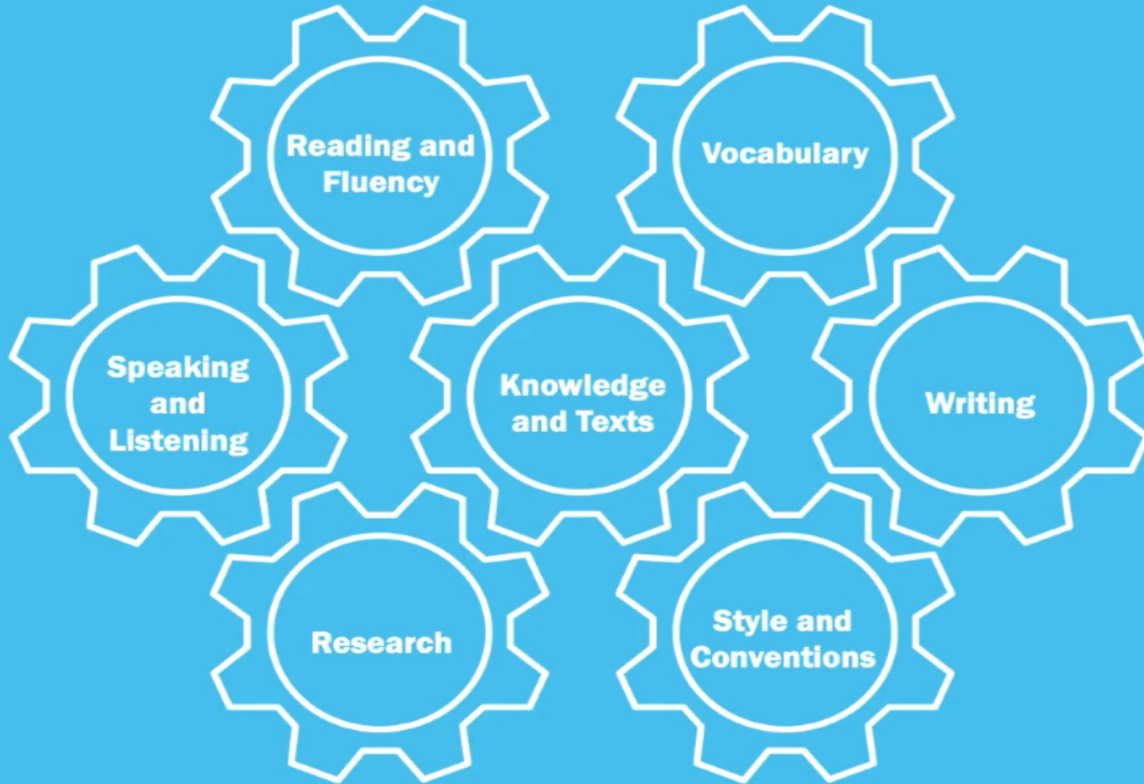
PS11 is focused on supporting students development of these core values. We will teach into what these things look and sound like around our building and in our daily lives!



# Wit and Wisdom

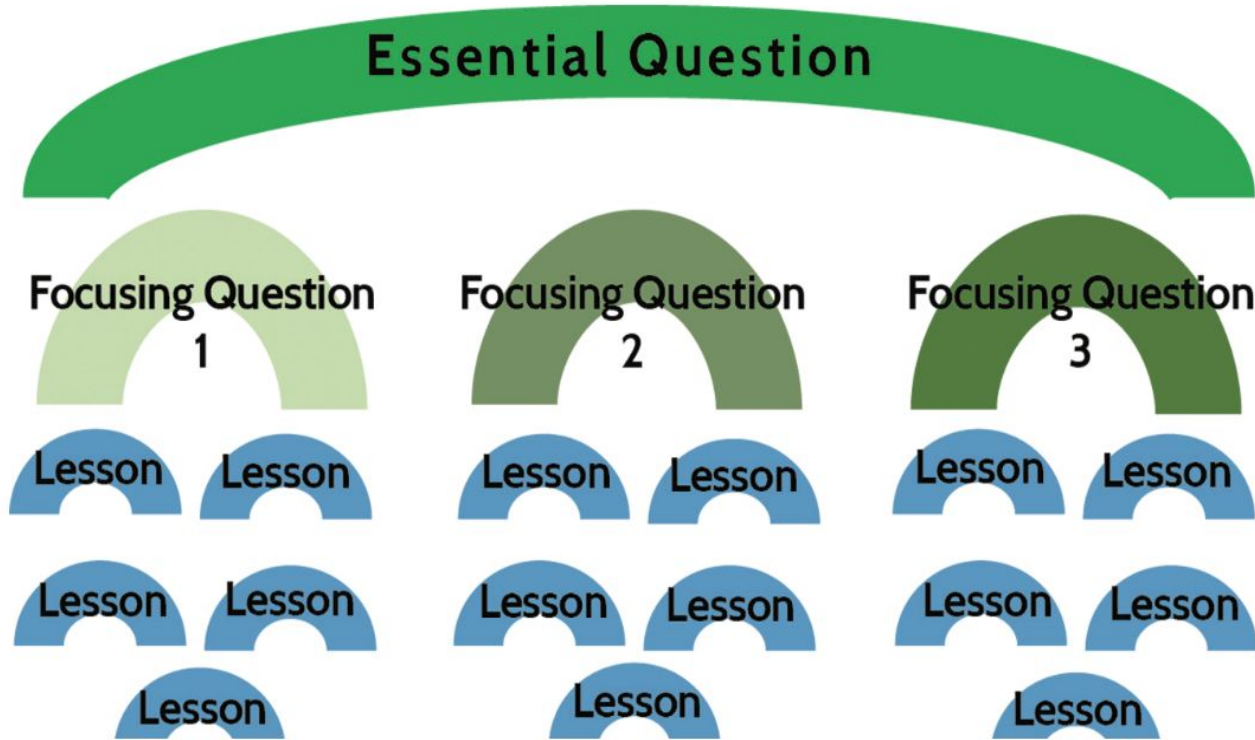


# Components





# Arc of the Unit



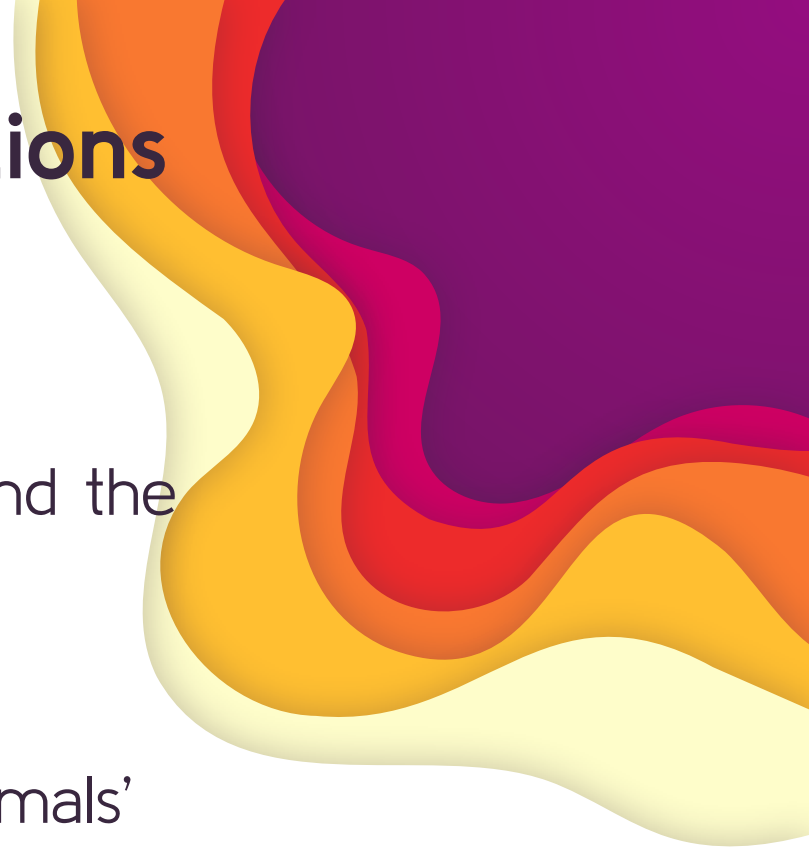
# Units and Essential Questions

## Module 1: World of Books

- How do books change lives around the world?

## Module 2: Creature Features

- What can we discover about animals' unique features?



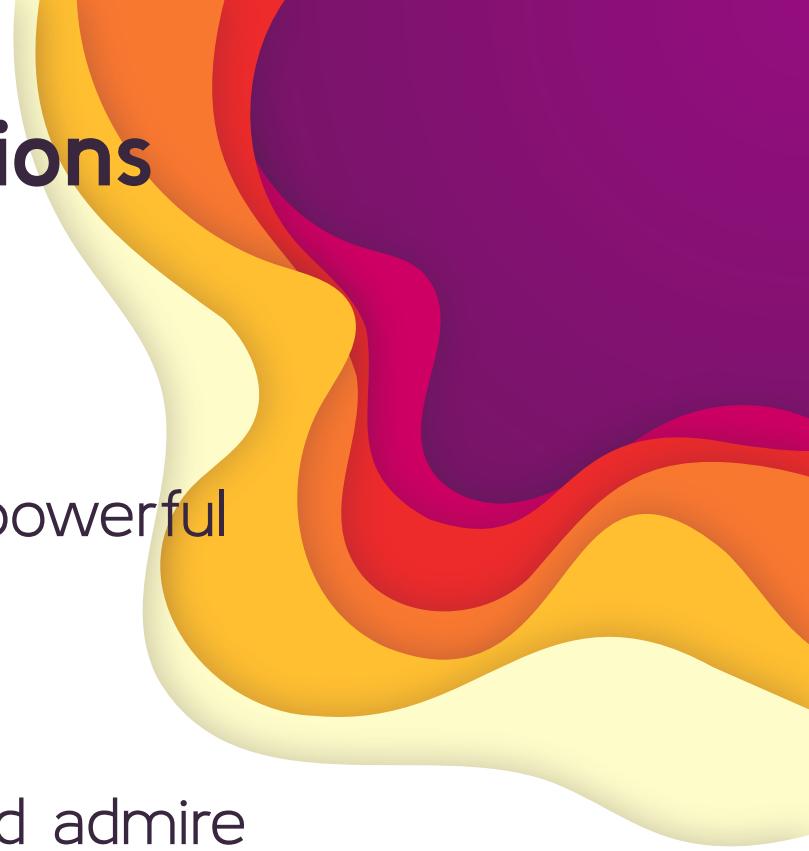
# Units and Essential Questions

## Module 3: Powerful Forces

- How do people respond to the powerful force of wind?

## Module 4: Cinderella Stories

- Why do people around the world admire Cinderella?





# Reading Across the Unit

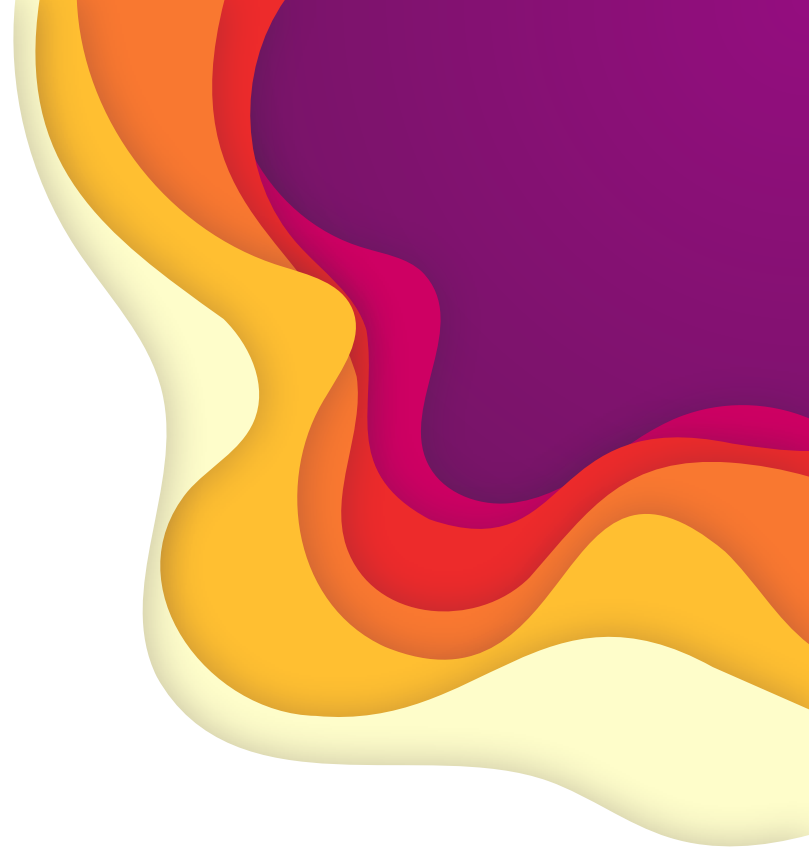
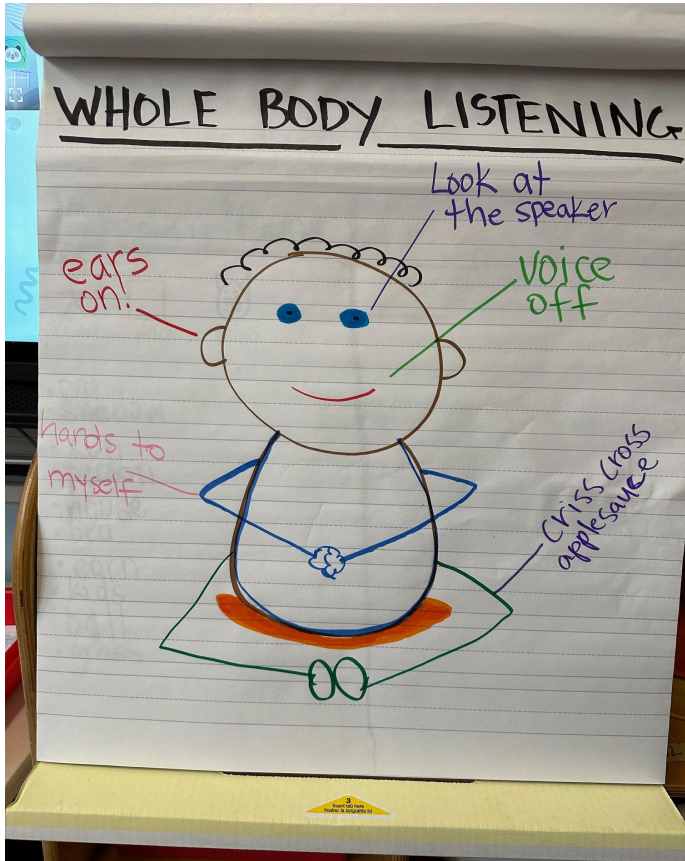
Content Stage	Content Framing Question	Description of Student Thinking and Actions
<u>Wonder</u>	What do I notice and wonder about this text?	Students read the text with curiosity and attention and ask key questions about what they read.
<u>Organize</u>	What is happening in this text?	Students organize their thinking on what the text is about, demonstrating their literal comprehension of a text.
<u>Reveal</u>	What does a deeper exploration of [text-specific element] reveal in this text?	Students go deeper into the text, explore the author's craft and word choices, analyze the text's structure and its implicit meaning, and attend to other unique features of the text.
<u>Distill</u>	What is the essential meaning of this text?	Students synthesize their understanding of a text's elements to discern the full impact of the elements they studied. They seek to understand the text as a sum of its parts, with the goal of achieving a profound understanding of the whole work.
<u>Know</u>	How does this text build my knowledge of [specific topic]?	Students consider the text in the context of their own knowledge and learning. They examine the impact of the text on their world of knowledge and articulate the transferrable knowledge and skills they have acquired during the course of studying a text.

# Writing Across the Week



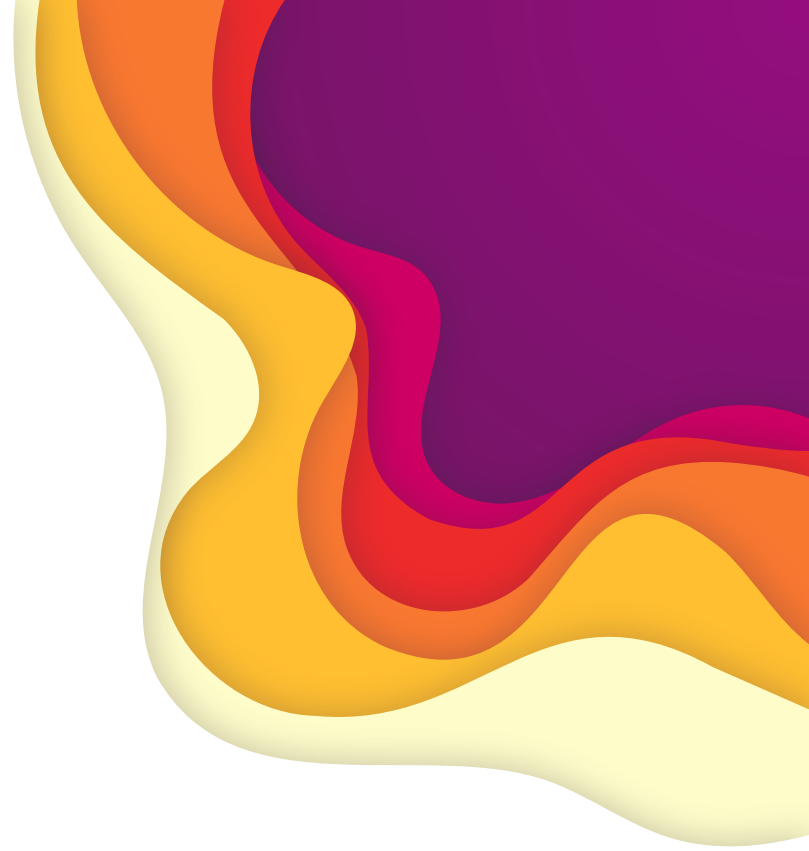
Craft Stage	Craft Question	Description of Student Thinking and Action
<u>Examine</u>	Why is [specific skill] important?	Students analyze an exemplar of a writing or speaking skill to recognize criteria for quality communication and, ultimately, to execute the skill on their own.
<u>Experiment</u>	How does [specific skill] work?	Students practice and hone the target writing or speaking skill in a scaffolded task.
<u>Execute</u>	How do I use [specific skill] in [specific task]?	Students employ the skill in their own text-based writing.
<u>Excel</u>	How do I improve my use of [specific skill]?	Students revise and revisit their speaking or writing, cultivating mastery of the target skill.

# Speaking And Listening



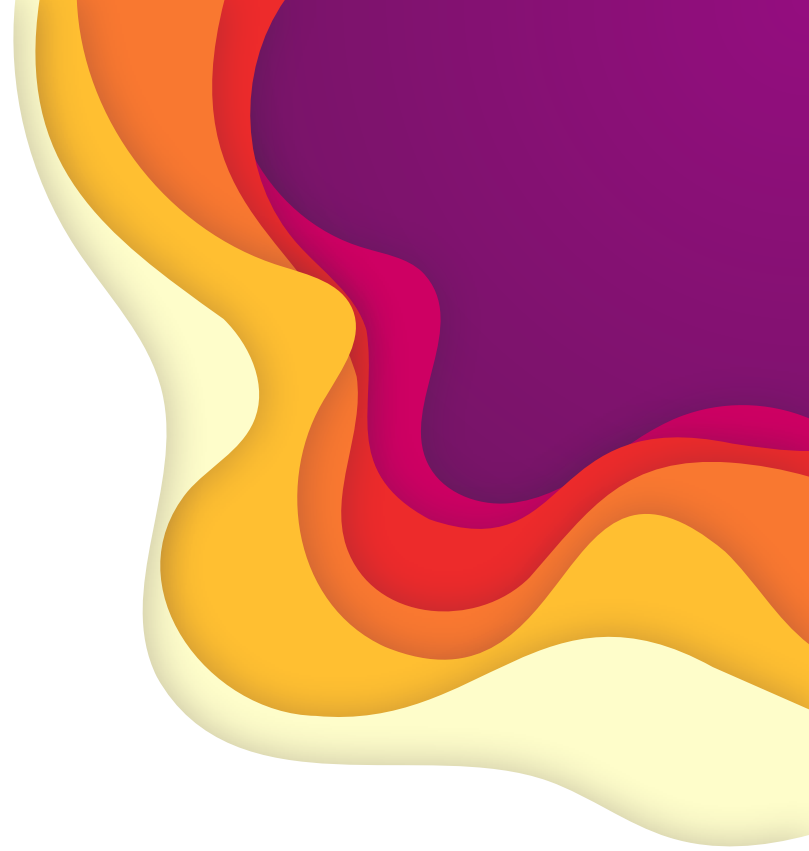
# Vocabulary

- Content
- Academic
- Literary language







# Foundational Skills

Deep Dive in every lesson teaches grammar- parts of speech, punctuation, complete sentences.



# Fluency

Fluency Anchor Chart	
Criteria	What Do Fluent Readers Do?
Accuracy 	Read without any mistakes
Phrasing 	Pay attention to punctuation. Chunk information into meaningful pieces.
Rate 	Read at the appropriate speed—not too fast and not too slow.
Expression 	Read words with emotion.

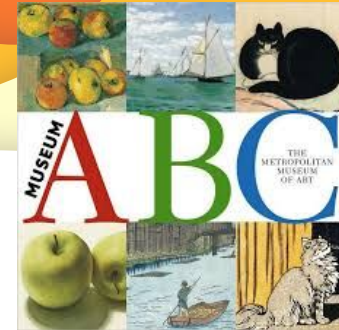
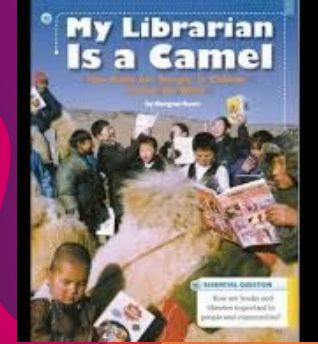
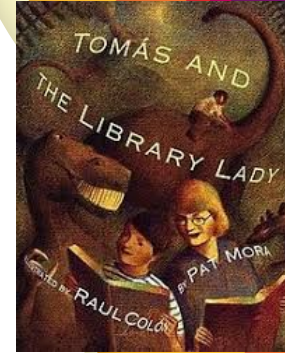
These may come home for extra optional practice.



# Books By Unit

## Module 1: World of Books

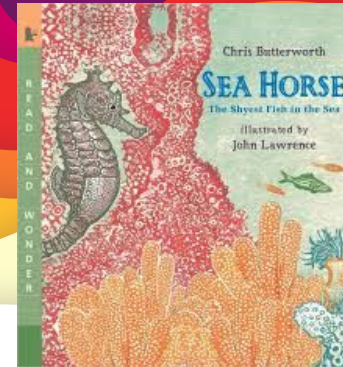
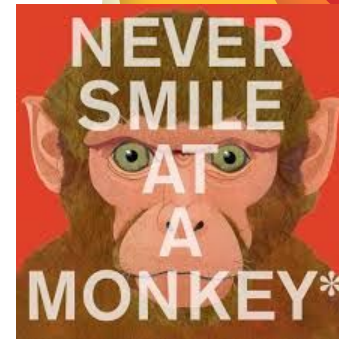
- *Tomás and the Library Lady*, Pat Mora; Illustrations, Raul Colón
- *Waiting for the Biblioburro*, Monica Brown; Illustrations, John Parra
- *That Book Woman*, Heather Henson; Illustrations, David Small
- *Green Eggs and Ham*, Dr. Seuss
- *Museum ABC*, The Metropolitan Museum of Art
- *My Librarian Is a Camel*, Margriet Ruurs



# Books by Unit

## Module 2: Creature Features

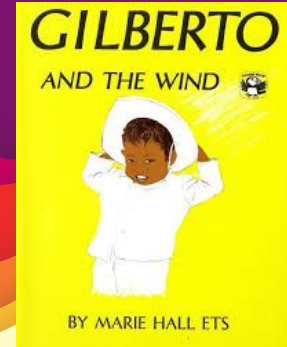
- *Seven Blind Mice*, Ed Young
- *Me...Jane*, Patrick McDonnell
- *Never Smile at a Monkey*, Steve Jenkins
- *Sea Horse: The Shyest Fish in the Sea*, Chris Butterworth, John Lawrence
- *What Do You Do With a Tail Like This?*, Steve Jenkins, Robin Page



# Books by Unit

## Module 3: Powerful Forces

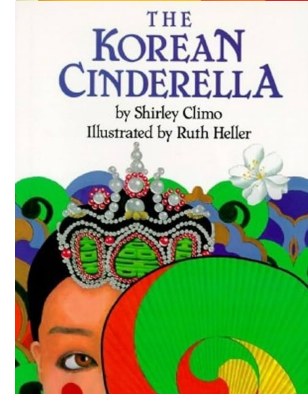
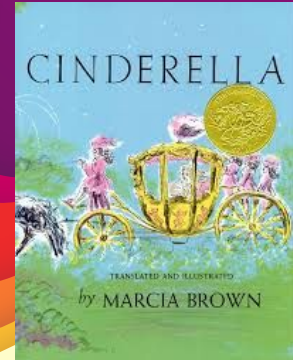
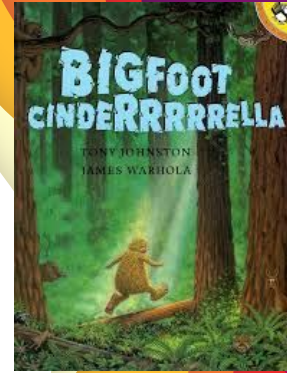
- *Brave Irene*, William Steig
- *Owl at Home*, "The Guest," Arnold Lobel
- *Gilberto and the Wind*, Marie Hall Ets
- *The Boy Who Harnessed the Wind*, William Kamkwamba and Bryan Mealer
- *Feel the Wind*, Arthur Dorros
- *Feelings*, Aliko



# Books by Unit

## Module 4: Cinderella Stories

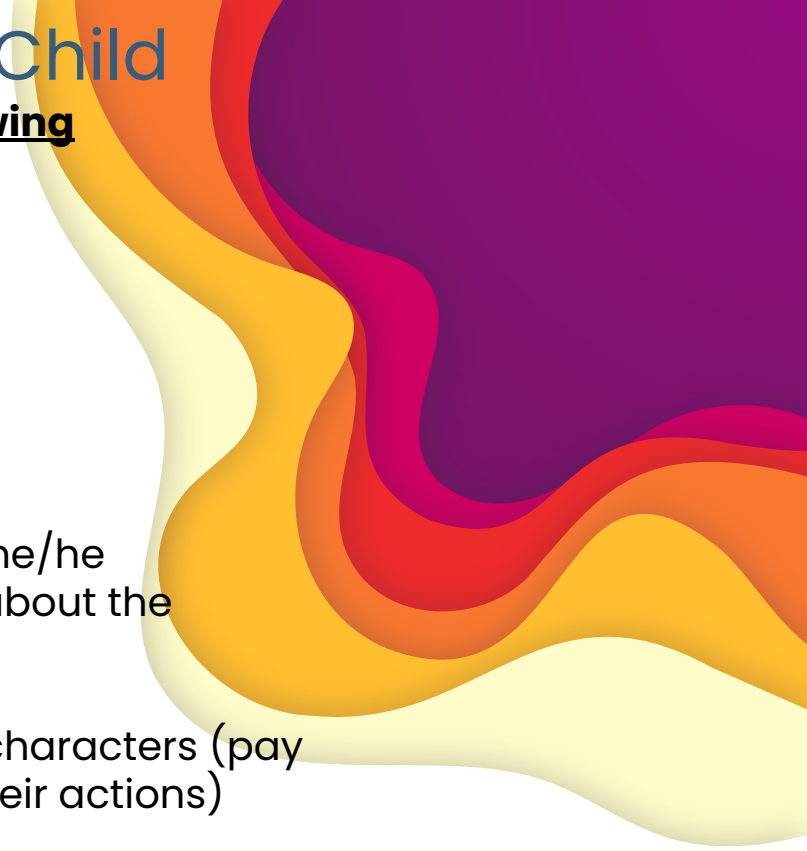
- *Adelita*, Tomie dePaola
- *Bigfoot Cinderrrrrella*, Tony Johnston; Illustrations, James Warhola
- *Cendrillon: A Caribbean Cinderella*, Robert D. San Souci; Illustrations, Brian Pinkney
- *Cinderella*, Marcia Brown
- *Glass Slipper, Gold Sandal: A Worldwide Cinderella*, Paul Fleischman; Illustrations, Julie Paschkis
- *The Korean Cinderella*, Shirley Climo; Illustrations, Ruth Heller
- *The Rough-Face Girl*, Rafe Martin; Illustrations, David Shannon



# When Reading to Your Child

## Understanding the Story and Drawing Inferences Across a Text

- Who is the character(s)?
- What problem are they having?
- Where is the story taking place?
- How is the problem getting solved?
- How is the character feeling? Why?
- What does the character want? Why?
- What problem does the character face? How does she/he overcome the problem? What does this reveal about the character?
- How do characters evolve over time?
- How do the secondary characters impact the main characters (pay attention to the dialogue between characters and their actions)
- How are you alike or different from the character?  
(personal connections – always connect it back to the text)
- What lesson did the character learn?
- What was the author trying to teach you?







# First Grade Math Workshop

## Eureka Math<sup>2</sup>

Jamie Schissel and Jenna Noto



# Modules

Units of 10

1: Counting, Comparison, and Addition

2: Addition and Subtraction Relationships

3: Properties of Operations to Make Easier Problems

4: Comparison and Composition of Length Measurements

5: Place Value Concepts to Compare, Add, and Subtract

6: Attributes of Shapes- Advancing Place Value, Addition and Subtraction.

# Components of Math Workshop

## *Parts of a Lesson*

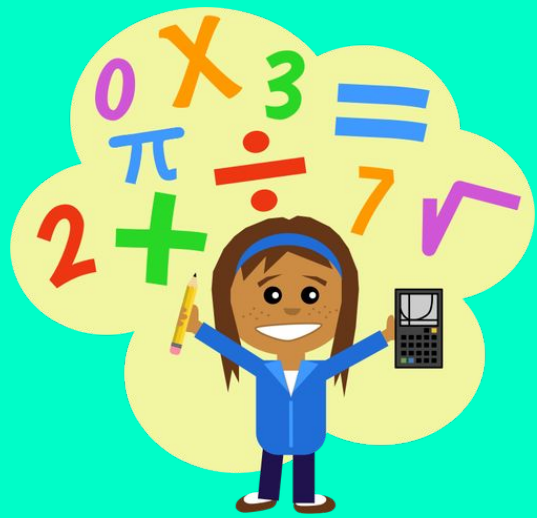
- Fluency (5-10 minutes)

- Launch (5-10 minutes)

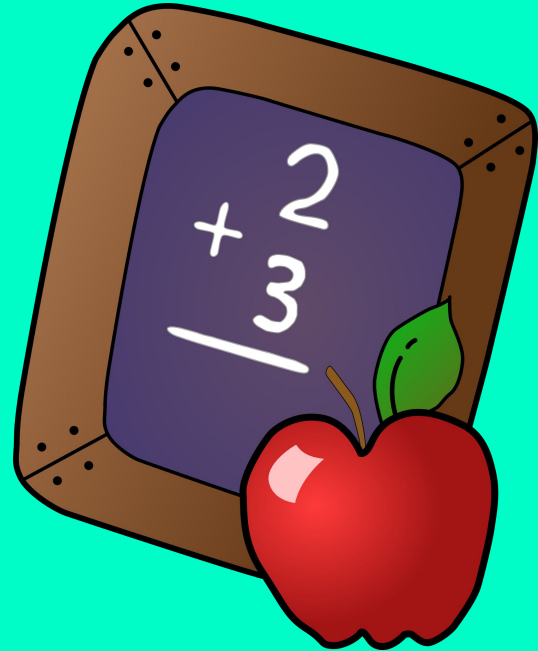
- Learn (35 minutes)

- Land (10 minutes)

Math Workshop will occur daily in the classroom



GRADE 1 ADDITION  
STRATEGIES TO MAKE  
THE NEXT TEN.



# Progression of Strategies

Concrete to abstract:

- Sticks and cubes

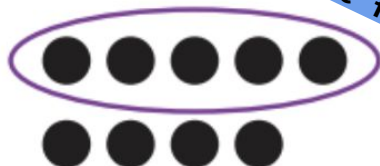
- Drawing

- Number bond to decompose one addend.

- Create your own number path to get to a ten and some more ones.

# Counting All $\rightarrow$ Counting On

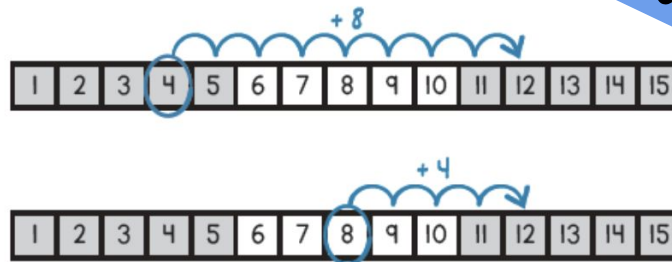
$5+4$



**Drawing**  
(Five formation)

Five, 6, 7, 8, 9

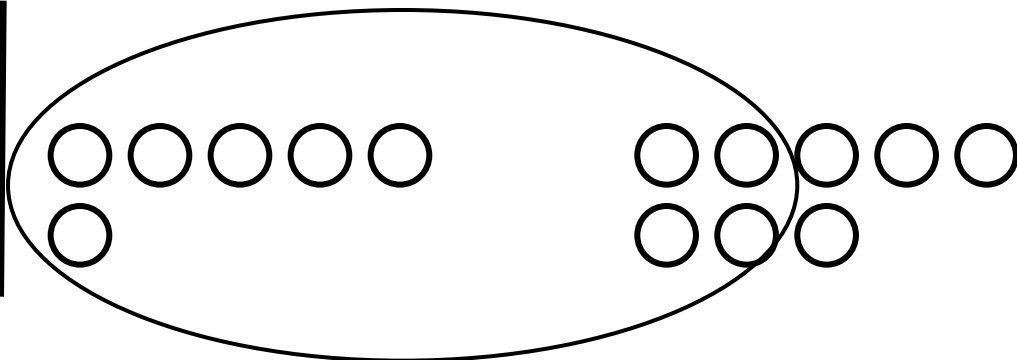
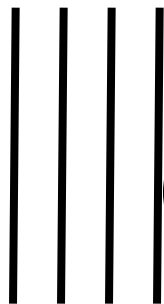
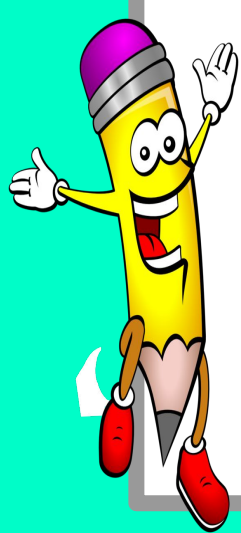
$4+8$



**Number Path**

Draw it: Find the next 10

$$46 + 8 = 54$$



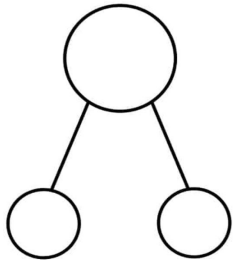
$$50 + 4 = 54$$



# Number Bond: Make the next ten

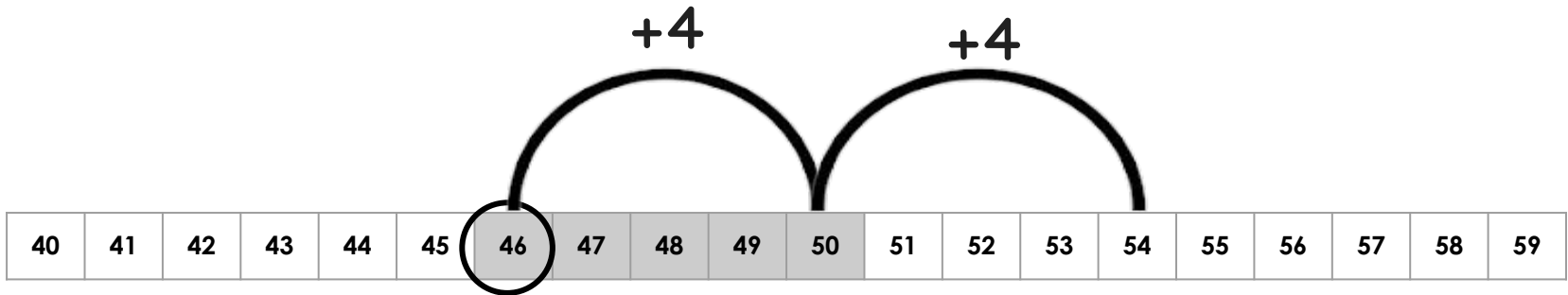
$$46 + 8 = 54$$

$$50 + 4 = 54$$



# Number Path: Hop to the next ten

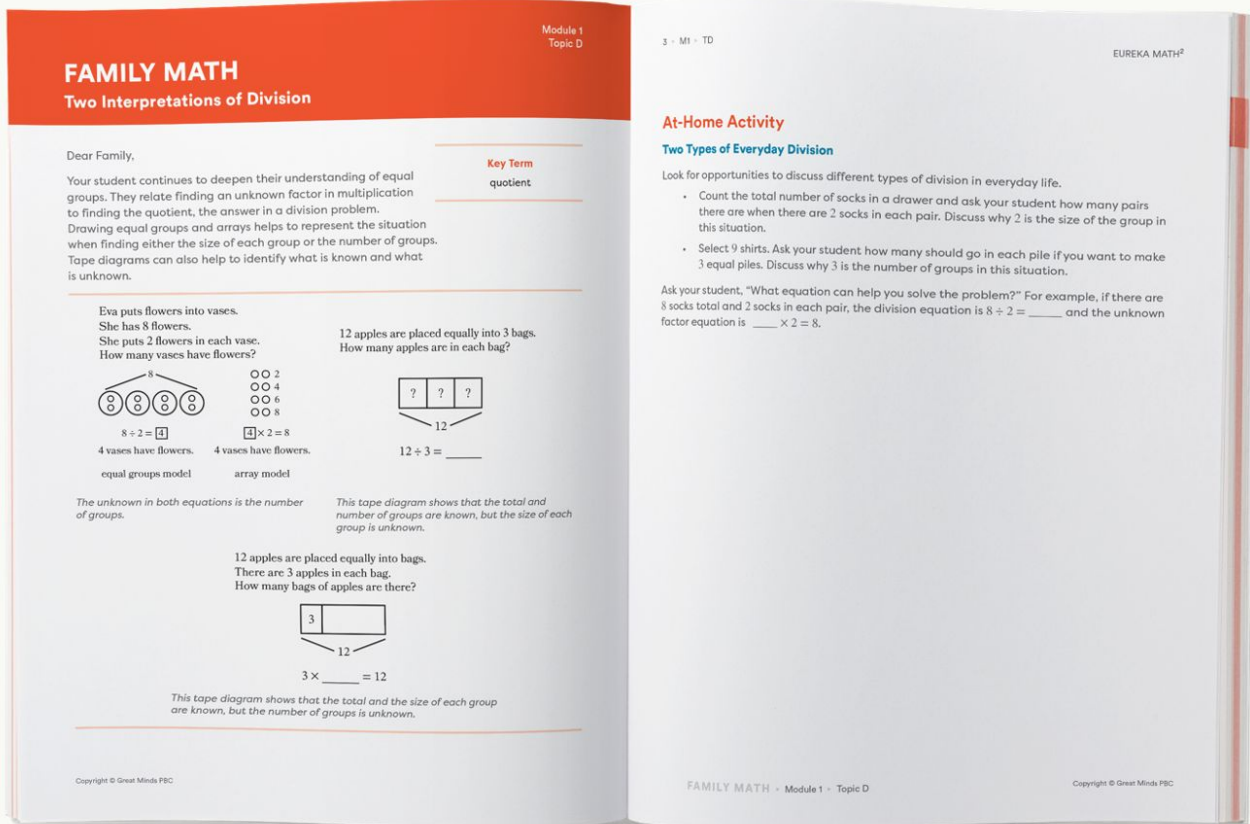
$$46 + 8 = 54$$



## Access for all!

- Many components within Eureka Math have entry points that allow access for all learners.  
Ex: The instructional routines and fluency routines
- The problem set within each module provides differentiated problems across a range of levels.
- Proficiency Indicators clearly show teachers how to push students to be highly proficient for every standard
- Small group activities/partner work: showing their work in more than one way or proving their answer.

- Describes and shows key math concepts
- Highlights new math vocabulary
- Provides activities for student and family to do together at home



# How to Help

## Practice Support

- Use the thinking of the “partner” who is solving problems like those in the Practice.

## Ask Questions

- What do you notice about how they solve the problem?
- How have you solved a problem like this before?
- How can you start the problem?
- What tool can you use?

EUREKA MATH<sup>2</sup> 1 • M1 • TC • Lesson 13

Name \_\_\_\_\_

**13**

1. Count on.

5 bees are in the hive.  
3 more bees fly into the hive.  
How many bees are in the hive now?

bees

I start with 5, then count on to find the total.

6 7 8

Five, 6, 7, 8.  
There are 8 bees total.

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EUREKA MATH<sup>2</sup> 1 • M1 • TC • Lesson 13

Name \_\_\_\_\_

**13**

1. Count on.

4 squirrels are in the tree.  
3 more squirrels run up the tree.  
How many squirrels are in the tree now?

squirrels

6 bees are in the hive.  
4 more bees fly into the hive.  
How many bees are in the hive now?

bees

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# Math is for Everybody

## Math Affirmations

- ✓ You are a math person
- ✓ There is more than one strategy
- ✓ Math is useful in our lives
- ✓ It is important to try and not give up
- ✓ Mathematicians make mistakes
- ✓ We learn from our mistakes
- ✓ The process is more important than the product

“Instead of saying I am not good at math, say I have not learned it yet.”





UFLI

PHONICS





*Developed for teachers, by teachers, with teachers*

## What is UFLI Foundations?

UFLI Foundations is an **explicit** and **systematic** program created by the team at the University of Florida Literacy Institute (UFLI—pronounced “you fly”). The program introduces students to the foundational reading skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.

## 1

Suggested  
Plan

## Scope &amp; Sequence At-a-Glance: All Concepts (K-2)

**Alphabet**

1. a /ă/
2. m /m/
3. s /s/
4. t /t/
5. VC & CVC Words
6. p /p/
7. f /f/
8. i /i/
9. n /n/
10. CVC Practice (a, i)
11. Nasalized A (am, an)
12. o /ô/
13. d /d/
14. c /k/
15. u /û/
16. g /g/
17. b /b/
18. e /ê/
19. VC & CVC Practice (all)
20. -s /s/
21. -z /z/
22. k /k/
23. h /h/
24. r /r/ Part 1
25. r /r/ Part 2
26. l /l/ Part 1
27. l /l/ Part 2, al
28. w /w/
29. j /j/
30. y /y/
31. x /ks/
32. qu /kw/
33. v /v/
34. z /z/

**Alphabet Review & Longer Words**

- (incl. CVC, CCVC, CVCC, CCVCC, & CCCVC)
35. Short A Review (incl. Nasalized A)
  36. Short I Review
  37. Short O Review
  38. Short A, I, O Review
  39. Short U Review
  40. Short E Review
  41. Short Vowels Review (all)

**Digraphs**

42. FLSZ Spelling Rule (ff, ll, ss, zz)
43. -all, -oll, -ull
44. ck /k/
45. sh /sh/
46. Voiced th /th/
47. Unvoiced th /th/
48. ch /ch/
49. Digraphs Review 1
50. wh /w/, ph /f/
51. ng /ŋ/
52. nk/ŋk/
53. Digraphs Review 2 (incl. CCCVC)

**VCe**

54. a\_e /ă/
55. i\_e /i/
56. o\_e /ô/
57. VCe Review 1, e\_e /ê/
58. u\_e /û/, /yû/
59. VCe Review 2 (all)
60. \_ce /s/
61. \_ge /j/
62. VCe Review 3, VCe Exceptions

**Reading Longer Words**

63. -es
64. -ed
65. -ing
66. Closed & Open Syllables
67. Closed/Closed
68. Open/Closed

**Ending Spelling Patterns**

69. tch /ch/
70. dge /j/
71. tch /ch/, dge /j/ Review
72. Long VCC (-ild, -old, -ind, -olt, -ost)
73. y /i/
74. y /ê/
75. -le
76. Ending Patterns Review

**R-Controlled Vowels**

77. ar /ar/
78. or, ore /or/
79. ar /ar/ & or, ore /or/ Review
80. er /er/
81. ir, ur /er/
82. Spelling /er/: er, ir, ur, w + or
83. R-Controlled Vowels Review

**Long Vowel Teams**

84. ai, ay /ă/
85. ee, ea, ey /ê/
86. oa, ow, oe /ô/
87. ie, igh /i/
88. Vowel Teams Review 1

**Other Vowel Teams**

89. oo, u /oo/
90. oo /û/
91. ew, ui, ue /û/
92. Vowel Teams Review 2
93. au, aw, augh /aw/
94. ea /ê/, a /ô/

**Diphthongs**

95. oi, oy /oi/
96. ou, ow /ow/
97. Vowel Teams & Diphthongs Review

**Silent Letters**

98. kn /n/, wr /r/, mb /m/

**Suffixes & Prefixes**

99. -s/-es
100. -er/-est
101. -ly
102. -less, -ful
103. un-
104. pre-, re-
105. dis-
106. Affixes Review 1

**Suffix Spelling Changes**

107. Doubling Rule -ed, -ing
108. Doubling Rule -er, -est
109. Drop -e Rule
110. -y to i Rule

**Low Frequency Spellings**

111. -ar, -or /er/
112. air, are, ear /air/
113. ear /ear/
114. Alternate /ô/ (ei, ey, eigh, aigh, ea)
115. Alternate Long U (ew, eu, ue /yû/; ou /û/)
116. ough /aw/, /ô/
117. Signal Vowels (c /s/, g /j/)
118. ch /sh/, /k/; gn /n/, gh /g/; silent t

**Additional Affixes**

119. -sion, -tion
120. -ture
121. -er, -or, -ist
122. -ish
123. -y
124. -ness
125. -ment
126. -able, -ible
127. uni-, bi-, tri
128. Affixes Review 2

# WHAT DOES EACH LESSON LOOK LIKE?

Suggested Pacing of UFLI Foundations Lesson Implementation				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>Concept 1</b> Day 1	<b>Concept 1</b> Day 2	<b>Concept 2</b> Day 1	<b>Concept 2</b> Day 2	Review Assessment

1. Phonemic Awareness
2. Visual Drill
3. Auditory Drill
4. Blending Drill
5. New Concept
6. Word Work
7. Irregular Words
8. Connected Text

Lesson Number	Lesson Focus	Number of times /i/ is practiced
8	i /i/	41
9	n /n/	59
10	CVC	64
11	am/an	25
12	o /ō/	14
13	d /d/	42
14	c /k/	17
15	u /ū/	26
16	g /g/	21
17	b /b/	31
Total across 10 lessons:		<b>338</b>





### The Pin in the Map

Illustrate the story here:



A map. I tap the map.  
A tin. A pin is in the tin.  
I tap the pin. I tap it in.  
The pin is in the map.



## **DECODABLE READERS**

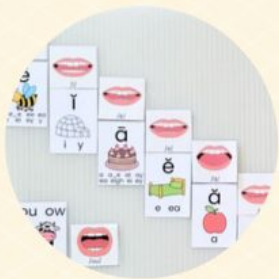
All students working on phonics patterns will be sent home with decodable readers, instead of book baggies with leveled readers. These books only contain words that your child can “sound out,” and irregular words they have been taught.

Name: \_\_\_\_\_

	Fall (Oct-November)	Winter (January)	Spring (June)
A. Letter names - uppercase	____ / 24	____ / 24	____ / 24
B. Letter names - lowercase	____ / 24	____ / 24	____ / 24
C. Consonant sounds	____ / 21	____ / 21	____ / 21
D. Long vowel sounds	____ / 5	____ / 5	____ / 5
D. Short vowel sounds	____ / 5	____ / 5	____ / 5
E. Short vowels in CVC words	____ / 15	____ / 15	____ / 15
F. Consonant blends with short vowels	____ / 15	____ / 15	____ / 15
G. Magic E	____ / 15	____ / 15	____ / 15
H. Digraphs and trigraphs	____ / 15	____ / 15	____ / 15
I. Long vowel spellings	____ / 15	____ / 15	____ / 15
J. Rony R	____ / 15	____ / 15	____ / 15
K. Vowel Vowels	____ / 15		
L. Low Frequency Vowel and Consonant Spellings	____ / 15		
M. Multisyllabic words	____ / 24		

## ASSESSMENT

Students will not receive any “reading level” until Level K. Students will first be administered a phonics based assessment. Once they pass all areas of the assessment, they will move into level K books. This assessment will also be used to create intervention plans for 3-5th graders.



## SOUND WALL

In place of a “word wall” in your child’s classroom and writing folder, students will be using a “sound wall.” This is a visual and sound based tool that helps maps sounds to letters.

## HEART WORDS

.We will be using the “heart word” method to teach irregular words. This method involves talking about the number of sounds in the word and identifying which part is a “rule breaker” that has to be memorized by “heart”- example here:  
<https://vimeo.com/368147184>

## WEEKLY PROGRESS MONITORING

Students will have a weekly “spelling test” that asks them to spell 4-5 words using the phonics patterns they were taught that week, and the irregular words they were taught. This is solely for teacher purposes and the results will not be sent home.



# Listening to Your Child Read

## Handling Errors

Use these prompts:

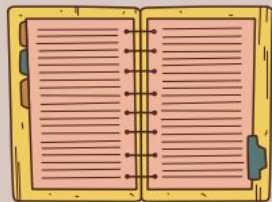
1. Look at **all** of the letters
2. Tap out each sound. What does it say?

If they don't know the sounds, tell them the sounds /c/ /a/ /t/ , what does that say?

\*Try to use connected phonation, holding the sounds out for them.

## General Reading Tips

1. Encourage looking at the words, NOT the pictures
2. Remind them to say each sound in the word.
3. After a difficult word is decoded, have them go back to the beginning of the sentence and read it again. This will help to promote fluency.
4. Never encourage guessing or looking at the picture for help.

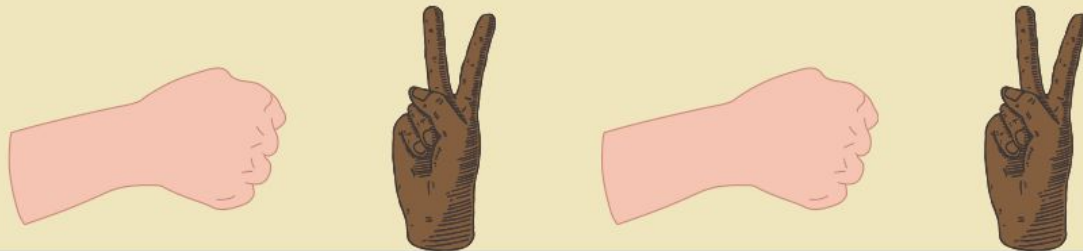




When children practice building and changing words, they are strengthening their word reading and spelling skills.



To spell words, children can use the "Pound and Sound" strategy. First, children pound a fist to represent the word (e.g., fish). Then, they use their fingers to tap out each of the individual sounds in the word (e.g., f-i-sh) to spell the word.





## Weekly Reading and Spelling Home Practice Guide

This school year, your child's teacher will be using the UFLI Foundations program for reading and spelling instruction. Your child will be learning **new concepts** (sounds and letter patterns) to build their skills in **reading and spelling words**. The UFLI Foundations program includes Home Practice sheets to help families support their child's learning at home. This is a guide for how to use these UFLI Foundations Home Practice sheets.

<p><b>New Concept and Sample Words</b></p> <p><b>sh</b></p> <p>shop shin dish lash crush</p>	<p>The Home Practice sheet will have the new concept listed at the top with a list of <b>sample words</b> for each concept. Instead of having your child memorize these words, use them to help your child practice applying what they have learned about letters and sounds. To <b>read words</b>, your child should say the sound for each letter or letter combination (d-i-sh) and then blend the sounds to read the word (dish). To <b>spell words</b>, your child should break the word into sounds and write the letter or letter combination for each sound.</p>
<p><b>Word Work Chains</b></p> <p>1. shin → ship → shop → shot 2. rash → dash → dish → wish</p>	<p>When children practice building and changing words using <b>word work chains</b>, they are strengthening their reading and spelling skills.</p>
<p><b>Sample Word Work Chain Script</b></p> <p>shin → ship → shop → shot</p> <p>1. Make the word <b>shin</b>. [spelling] 2. Change the <b>n</b> to <b>p</b>. What word is this? [reading] 3. Change <b>ship</b> to <b>shop</b>. [spelling] 4. Change the <b>p</b> to <b>t</b>. What word is this? [reading]</p>	<p>You can guide your child's practice by asking them to spell or read a new word. The Sample Word Work Chain Script shows how to alternate reading and spelling practice.</p> <p><i>Resources for Word Work:</i></p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="405 638 531 748"> <p><b>Beginner Word Work Mat</b> <a href="http://bit.ly/WordWorkMat1">bit.ly/WordWorkMat1</a></p> </div> <div data-bbox="550 638 676 748"> <p><b>Intermediate Word Work Mat</b> <a href="http://bit.ly/WordWorkMat2">bit.ly/WordWorkMat2</a></p> </div> <div data-bbox="695 638 801 748"> <p><b>Paper Letter Tiles</b></p> </div> </div>
<p><b>New Irregular Words</b></p> <p>said, we*</p> <p>♥ ♥</p>	<p>Your child will also learn to <b>read and spell irregular words</b>. These words have a tricky part, and that part needs to be learned "by heart." The rest of the word can be sounded out. An asterisk* next to a word indicates that the word is temporarily irregular. This just means your child hasn't yet learned all the letter-sound connections in the word.</p>
<p><b>Sentences</b></p> <p>1. We go to the shop. 2. She said to pick up the trash.</p>	<p>It is important for children to have opportunities to practice applying new letter-sound connections in connected text (sentences and books). Have your child practice both <b>reading and spelling the sentences</b> provided.</p>



## Home Practice

<p><b>New Concept and Sample Words</b></p> <p><b>compound words</b></p>
<p>uphill himself bathtub stepdad sandbox something</p>

<p><b>New Irregular Words</b></p> <p>because</p> <p>♥ ♥</p>
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<p><b>Word Work</b></p> <p>1. sun + set (sunset) 2. hot + dog (hotdog) 3. kick + ball (kickball)</p>
<p><b>Sample Word Work Script</b></p> <p>sun + set (sunset)</p> <p>1. Say sunset. 2. Spell the first syllable, sun. 3. Spell the second syllable, set. 2. Read the word.</p>

<p><b>Sentences</b></p> <p>1. Where is my backpack? 2. I did a handstand by the sandbox.</p>
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