

St. Stephen the Martyr First Grade 2023-24

Courses to be taught:

- Language Arts
 - Reading
 - Grammar
 - Spelling
 - Writing
 - Phonics
- Math
- Religion
- Science
- Social Studies
- Handwriting

Textbooks and Workbooks:

Subject	Publisher	Title	Copyright
Reading	McGraw-Hill Education	Wonders: Literature Anthology 1,2,3,4,5; Reading Writing Workshop; Your Turn Practice Book	2014
Grammar	McGraw-Hill Education	Wonders Grammar	2014
Spelling	McGraw Hill	Wonders Spelling	2014

Handwriting	Scott Foresman	D'Nealian Handwriting (workbook)	1993
Science	Amplify	Amplify Science	2018
Religion	Our Sunday Visitor Ruah Woods	Alive in Christ Theology of the Body	2014

Math	Houghton Mifflin Harcourt	Math Expressions	2018
Social Studies	Pearson	My World	2013
Phonics	Spalding	Phonics for Reading	2009

Summary of subjects:

Religion

In first grade the children will gain a basic understanding of the one true God and his unconditional love for them. The children will learn about the complete life of Jesus and his teachings. They will become aware of the three persons in the Holy Trinity. They will learn that Mary is the Mother of God. First graders will be exposed to the basic understanding of the Mass and some simple prayers. The children will be attending a first/second grade Liturgy on Tuesdays, an all-school Mass on Fridays, occasional Friday Benediction, and Stations of the Cross during Lent. The various liturgical seasons of the year like Advent, Christmas, Lent and Easter will also be studied. Every year Catholic Schools Week will also be celebrated. Students will also learn Theology of the Body which at this grade level is an extension of the "Creation" unit.

Language Arts/Reading/Phonics:

The McGraw-Hill Wonders Reading Program integrates phonics, grammar, spelling and literature to build upon each student's reading and writing skills. It is designed to meet the needs of a child individually and in a group setting. Phonemic awareness and sound/symbol relationships begin our journey. Students will learn how to identify the parts of a story such as the beginning, middle and end. In their reading they will be capable of telling you the characters, setting and plot in the stories. Each student will learn ways to decode words and develop stronger skills and comprehension. The children are involved with a host of literacy activities. They listen to quality literature

read aloud and then share their ideas enhancing their verbal skills. They also participate in shared reading, guided reading and independent reading, occasionally using leveled readers with various genres of books. Evaluation is an on-going process. Some of the ways that we evaluate are: weekly tests, weekly reading words, independent work, reading inventories by the classroom teacher or Resource Teacher, Spalding assessments, unit tests , etc. We also do “benchmarking” twice or more a year with Fountas and Pinnell and “STARS” Assessment. We will also implement “Kids A-Z” leveled reading.

The Spalding Reading Program is also taught. The Spalding Method® is a language arts program for grades K–6 that uses explicit, integrated instruction and multisensory techniques to teach spelling, writing, and reading.

There are 5 good reasons to read to your child.

- 1. When you hold them and give them your attention you are bonding with them and they know that you care and love them.***
- 2. When you read with them it will spark them to read as well.***
- 3. Today’s books are amusing for adults too.***
- 4. The art work is captivating and draws them into the story.***
- 5. Books are a way of passing your morals down to your son/daughter.***

We also implement the “Daily 5” as much as possible. This includes reading to yourself, reading to someone else, listening to reading, doing word work, and writing.

Grammar

Teaching and understanding what makes a noun and a verb is one skill. The children learn how to write simple sentences with correct verb choices. The use of singular and plural words in a sentence is also studied. Correct punctuation and the proper usage of capitalization is also introduced.

Math

Our first grade math curriculum relies on many learning tools such as games, manipulatives, worksheets and assessments. The major math standards for first grade include numeric relationships, addition and subtractions operations, algebraic relationships and processes, addition and subtraction applications, geometry and measurement, and data analysis/probability concepts. Math skills will be assessed twice a year with the STARS Assessment.

Handwriting

The D’Nealian style of printing is utilized at St. Stephens. The children learn how

to place their paper properly on their desks and to hold their pencils in the correct manner. Learning proper slant and spacing between words is an important skill. At the close of the year, the students should know how to accurately print numerals, and lower and upper case letters.

Social Studies

The series My World has five units. Unit 1 is entitled My School, My Community. The curriculum covers school and community rules and the issue of citizenship. It also examines American symbols, holidays, heroes and some of our Presidents. Unit 2 is named Work in the Community. It talks about needs and wants. It touches on different occupations and how to deal with money. Unit 3 is Looking at Our World. The children learn how the Earth is made up of land and water. It covers different types of transportation as well. Traditions We Share is Unit 4. This unit talks about culture. All cultures have a past and a present. They are alike and different in many ways. Unit 5 is entitled Our Past, Our Present. The text compares and contrasts schools now and then. Also at St. Stephen's we have a Junior Achievement Course and it focuses on Needs and Wants. It is taught by a parent volunteer.

Science

Amplify Science is an inquiry based program. The main objectives for first grade are: Spinning Earth, Animal and Plant Defenses, and Light and Sound.

Spelling

On Monday the children will receive their spelling words and are responsible for learning how to spell eight words for their Friday test. In class, children will develop their skills through games and activities, and practice with Spalding Phonics. Beginning in the fall, students will have an opportunity to receive "challenge" spelling words based on a pre-test. This list of words will be different but still on the same "skill set."

Writing

Students will begin to learn how to write using the 6 traits: Organization, Word Choice, Convention, Ideas, Sentence Fluency, and Voice. First graders will also begin learning about prewriting, drafting, editing, revising, proofreading, and publishing. They will explore different types of writing such as the personal narrative, writing a friendly letter, and journal writing.

*All subjects will be taught on a regular basis. Teaching strategies include using differentiation, and incorporating all modalities of learning. When new resources used indicate an adoption to Common Core, these are only resources that we use to follow the

curricula provided through the Catholic Schools Office that coincide with the Nebraska State Standards.

Skills List:

Reading

Illustrations

Sequence

Character

Setting

Events

Main idea & details

Plot & sequence

Cause & effect

Compare & contrast

Point of view

Problem & solution

Theme

Author's purpose

Phonics instruction

Inflected endings -s, -ed, -ing

 drop final e

 double the last letter

 change y to i

Plural nouns

Irregular plural nouns

ABC order

Possessives

Contractions

Closed & open syllables

Prefixes re-, un-, & pre-

Compound words

Abbreviations

Comparing using -er & -est

Final stable syllables

Suffixes -ful, -less

Vowel team syllables

R-controlled vowel syllables

English

Sentences

- word order
- statements
- questions
- exclamations
- writing

Nouns

- singular & plural
- possessive
- common & proper
- irregular plural

Verbs:

- present tense
- past tense
- future tense

Contractions

Adverbs

Conjunctions

Adjectives

Prepositions & prep phrases

Pronouns

- possessive
- Indefinite

Religion

All creation comes from God

- we are created by God

- His creations are gifts to us

- we care for creation

The Holy Trinity

The Holy Family

The bible

Jesus heals

Jesus teaches love

Jesus teaches us to pray

We respond to God

The Holy Spirit

Saints

Disciples serve

We make choices

Showing sorrow

Jesus is our Savior

Sacraments

baptism

Eucharist/Mass

Heaven

Living for God's kingdom

Social Studies

School & Community

citizenship

rights/responsibilities

rules

leaders/government

Work: needs/wants

goods/services

buying/selling

spending/saving

World: maps/globes

land/water

continents/oceans

Traditions

culture

alike/different

celebrations

Past/Present

measuring time

History

American heroes

life then & now

technology then & now

Math

Count, sequence & compare numbers 0-100

Identify & write numbers 0-999

<, >, =

Number words

Skip count by 2s & 5s

Skip count by 100s to 1000

Odd & even

Ordinal positions

Fractions

Add & subtract through 20

Addition strategies: Related math facts

- Doubles/near doubles

- making a ten

- counting up

- number lines

Subtraction strategies: related math facts

- counting back

- number lines

Add/subtract 2-digit numbers with & without regrouping

Penny, nickel, dime, quarter

Add 3 numbers

Tools of measurement

- clocks: hour/half hour

- calendar: days, weeks, months

- ruler: inch/feet/yard/cm

- balance scale: pound/gram/kg

- thermometer

Left/right

Symmetry

2-dimensional shapes: square

- circle

- triangle

- rectangle

- trapezoid

- hexagon

- parallelogram

3-dimensional shapes: cube

- sphere

- rectangular prism

- cone

- cylinder

- triangular prism
- pyramid
- Open/closed polygons
- Edge, vertices, faces
- Bar graph/pictograph
- Tally marks
- Probability
- Patterns of color/shape/numbers
- Input/output table
- Sort & classify by attributes

Science

- Animal superpowers
 - parent & offspring traits
 - animal structures & survival
 - animal behavior & offspring survival
 - camouflage & offspring survival
 - inheritance & variation of traits
- Plant superpowers
 - plant traits & offspring
 - plant survival & engineering
 - plant movement & survival
- Sun & shadow
 - sun, shadows, & daily patterns
 - daylight & seasonal patterns
- Moon & Stars
 - moon phases & patterns
 - stars & daily patterns
 - stars & seasonal patterns
- Light, sound, & communications
 - sounds & vibrations
 - transparent, & opaque
 - light & illumination
 - light, communication, & engineering
 - lights, sounds, & communications

Types of Assessments

The first graders will be assessed weekly on Spelling, Reading and Grammar. Spalding Phonics assessments will be given approximately every 6 weeks. Math, Science, and Social Studies will be assessed both during the unit and at the close of every unit. Religion will be assessed at the close of every unit. Fountas and Pinnell Reading benchmarking will be assessed two or three times throughout the year. STARS Early Literacy, Reading, and Math assessments will also be used three times per school year.

Special Projects

- Embryology (Religion Theology of the Body/Science)
- Service Project (Veteran's Day Project)

Tentative Field Trips

- Rose Theater (Language Arts-author)
- Zoo (Science--plants/animals/living things)
- Mission Imagination/Omaha Symphony Orchestra (Music)
- Omaha Children's Museum

Grading Scale

E is 93-100%

S+ is 86-92%

S is 78-85%

S- is 70-77%

U is 69% and below

Criteria for late and missed assignments:

If a student does not finish his weekly homework he must take time to

practice/study academic skills rather than participate in a classroom reward at the end of the week.

Policy for students who will be completing work after an absence:

- If a student is ill, he/she will have a couple of days to complete the assignment and return it.
- If a student knows in advance of his absence, most non-graded work will be issued in advance for completion at home then returned to school.
- If the absence is due to a serious illness/extended absence, then a plan will be made with the teacher.

Behavior Policy

SSM recognizes the benefits of consistency among those disciplining. The administration retains the authority to review the facts associated with any incident and determine a penalty or consequence for an action other than that presented as a guide in this handbook when it is deemed necessary.

In accordance with the philosophy of the school, which emphasizes deep respect for the human dignity and uniqueness of every individual, each student will be considerate of the rights of others in the interaction of the school day. All students are expected to cooperate with the spirit and policies of the school, which are designed to foster mature development and personal responsibility. This requires courtesy in all personal relationships, promptness in fulfilling obligations, concern for the environment, and many other factors which the students' sense of appropriateness will indicate to them.

Discipline in first grade reflects the "Love and Logic" Method and Restorative Practices. With Love and Logic, we use corrective teaching, effective praise, coupling statements, guided self-correction, preventative prompts, and proactive teaching. We work to create a culture of calm, list our goals, and encourage positive behaviors. Restorative practices provide students and caring adults with an intentional, inclusive, and respectful way of thinking about, talking about, and responding to issues or problems that arise.

At SSM we **PRAY** every day:

Practice Safety

Respect God, Self, and Others

Act with Kindness

Yes to Responsibility

When behaviors are appropriate, students will receive verbal praise or rewards. Rewards may include stickers, positive notes, candy, special privileges, and tickets for a chance to win a prize. Some rewards are individual and some involve the whole group.

The goal of any consequence is NOT to punish but to learn a more appropriate behavior. When a child receives a negative consequence (card flip—see below) we give a reason for it and state the appropriate behavior. When behaviors are inappropriate, a reminder will be given to the student. This is often a verbal warning but can also include the following techniques: giving “the look,” using a student’s name, asking a question, physical proximity, a gentle tap or touch to the shoulder, changing the tone of voice, redirecting behavior, using signals, etc.

If the inappropriate behavior persists after a reminder, a consequence will follow. A typical consequence is removing the child from the group, or a time-out for five minutes. If outside, the student will “walk the line” in time-out. Another typical consequence would involve a loss of privileges. The most commonly used consequence is a card flip (see below). Card flips usually occur after a “3-strike, you’re out/stop sign” system, however some behaviors warrant immediate card flips in cases such as physical harm to others, bullying, blatant disrespect to the teacher, lying, or cheating.

Our **Primary** grades, Preschool through second, utilize a card system. Should the student fail to comply with the rules governing behavior, the student will be verbally warned. In the case of a second offense within the day, the student will have their card flipped on the classroom discipline chart. On this chart, the student has colored cards with each card representing a different consequence. Teachers will ensure that they are in contact with parents if behavior becomes repetitive or a concern.

1. The first card flip (yellow) in a single day means a student will miss 5 minutes of recess.
2. A second card flip (purple) in a single day means a student will miss an entire recess and fill out an “Inappropriate Action” form. On this form, the teacher will write what inappropriate behavior was displayed by the student. The form goes home. Parents and the student complete the form by writing why the behavior was inappropriate, and what behavior would be better the next time. Parents then sign the sheet and return it to me.
3. A third card flip (red) in a single day means a loss of recess, filling out the “Inappropriate Action” form, and a phone call or email home from the Principal, Assistant Principal, or classroom teacher to discuss a plan for the student. Some behaviors may warrant a visit to the Principal or Assistant Principal’s office.

*Parents are asked to enforce a consequence at home in response to the inappropriate behaviors of the student that day. Severe infractions will be referred to the Principal. It is the responsibility of the student to inform their parent(s) of any card-flips. Please see SSM Handbook for another explanation of Discipline Procedures for the Primary grades.

Conduct Grades: There will be a weekly conduct grade. Each child will start out at “100 points.” For every card flip that week, 10 points will be taken off.

Policy for mastery learning, test retakes and extra credit:

- Students should perform at an 85% or higher to become proficient.
- Extra credit is sometimes given at this level.
- In some cases, independent graded work and/or test retakes are offered and an average grade is taken for both.

Expectations of Homework:

You can expect your child to spend at least 40 or more minutes of homework every week. The time it takes depends on the child’s skillset. Your child can do the homework at his/her own pace throughout the week. Homework will be sent home in the blue Friday folder prior to the week it’s due and will be due at the end of the week, usually Friday. Homework includes a checklist in which a parent needs to approve by writing their initials, and a worksheet or two attached to the checklist. Please return all papers, including the checklist, need to be returned. Students who complete homework by the end of the week will receive a “homework reward.”

Parents can stay current on academic progress by:

1. Reviewing papers in their child’s backpack each evening
2. Reviewing weekly tests, and test results, which will be in your child’s Friday folder
3. Logging onto FACTS, the school’s digital grade-keeper. Academic grades will be updated every week.

Guidelines for parents offering students assistance with homework: Please help

your children with homework as needed. Students at this age typically need assistance from a parent. Please sign-off on each task of the weekly homework assignments before Friday.

In General:

- Please go through your child's papers with him each night. This will give you an indication of how he is progressing. It also provides an opportunity for you to teach your child the importance of hard work and always doing his best. Each child learns differently. If you notice your child is struggling with a particular concept, please review and re-teach the concept if possible. Classroom teachers can give you resources and tips for this!
- Take-home folders:
 - Green: Comes home every day. This folder will contain daily papers, notes, correspondence from the teacher, etc.). These folders go back to school the next day. If sending any papers back, please put them in the green folder. Your child is expected to empty the contents of the green folder and give it to the teacher.
 - Blue SSM: Contains all tests that have been completed and corrected, and any communication from the office or teacher. This folder is the "Friday Folder." Empty and send back by the beginning of the following week to be reused.
- Please be sure to check our classroom website frequently at <http://ckeller.weebly.com>, My website can also be found on the SSM website www.stephen.org . Our websites are designed to provide important reminders and to let you know what we are learning each week. There are links to other websites to assist you and your child with various things. The websites will be the main way of communicating important things to you. The webs are updated weekly.

Reading: Parents play a pivotal role in helping their child learn to read. You and your child should read together as much as possible. Practice makes good readers!

- Reading Words: These will be included on the weekly homework page. They are also found on the website. Students should be practicing them daily or until mastered. The student should be able to hear them, read them, speak them, and connect them to everyday living. As parents, you can play games (I Spy, BINGO, concentration/memory, etc.) with your child to help them recognize their words in everyday life. There are ideas on my website to help you. You can always put the words on flashcards to practice at any time, even while waiting in the car.
- Fry Words: These are lists of the most frequent sight words in the English language. They can be found on my website, and will also come home on a "ring" with stickers to practice/master and sentences to practice words in content. Instructions were included in the First Fry Word packet at the beginning of the school year.
- Make sure your child is able to read the books he/she is reading (difficult books will only frustrate the child)--a general rule of thumb is if your child is reading 5 or more words incorrectly on a page, then the book is too difficult for your child.
- Set a time to read quietly each day. Reading TO your child is a great way to model reading and develop a love of books.

- Read books that interest your child (child-selected).
- Ask questions about books to test your child's comprehension (reading is not only recognizing the words)
- Visit your local library, see Raz Kids, or my website for other interactive books online.

Spelling: Your child should be learning 8 spelling words each week. 6 words will be phonetic (sounded out) and 2 of them will be sight words (non-phonetic). These can be found on my website and on Seesaw. With spelling, sounding out the phonetic sounds and/or memorization is essential. Your child should study all week (or until mastered) for the test given on Friday. There are some good ideas on my website for practicing and learning spelling words.

Handwriting: Handwriting is an art which needs to be cultivated. Here at SSM we use the D'Nealian style of manuscript writing.

- Practice and dedication are the only ways to improve. This should be done daily. Encourage your child to use proper handwriting. You can create your own printable worksheets at www.dnealian.com.
- Begin by forming letters slowly. The repeated movements will come more naturally with practice
- Handwriting grades are derived from the handwriting packets and from daily assignments.

Math: Math is a subject where practice is imperative. If math is included in your child's homework, it is directly correlated to the concepts we've learned in class. Please review your child's homework before returning it to school, help your child if he needs help, and sign your initials. It's always a good idea to practice math facts (addition/subtraction) with your child.

Science and Social Studies: You can help your child by having discussions with them about what we're learning, and applying what we are learning to the world around us.

Religion: We are very fortunate to have the opportunity to attend 2 Masses each week at SSM. We expect the students to pay attention to God's Message, participate during Masses, and display appropriate behavior. Encouraging these things when your child is in your presence is good practice as well. Discussing with your child any religious materials and tests that come home should be helpful also. We have the privilege of having occasional visits from Fr. Zach to supplement our Religion program.

Contact Information:

Please feel free to contact us by email or phone.

Email (preferred method): c.keller@stephen.org

Phone (402) 896-0754

Thank you for your support,

Mrs. Cat Keller