

## Elementary Disclosure Document First Grade 2018-19

Mrs. Nielsen

Room 249

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### Grade Level/Class Description

- Welcome to first grade! It is always exciting to start a new school year! During first grade students will be immersed into a literature rich environment where a clear understanding of the text is supported. Students will learn to read with fluency and expression. Students will also learn a variety of comprehension strategies. In math students will continue their development of number sense through both addition and subtraction. Students will work with two dimensional and three dimensional shapes and begin working with fractions. Students will learn problem solving skills and become familiar with a wide variety of story problems. In first grade, students learn about themselves and their relationship to the classroom, school, family, and community. Students develop the skills of questioning, gathering information, measuring using both standard and nonstandard units, constructing explanations, and drawing conclusions.

### Grade Level Goals and Objectives

- Utah has developed a Core Curriculum which outlines standards of learning that are essential for all students at each elementary grade level. The curriculum includes ideas, concepts, and skills to provide a foundation on which subsequent learning may be built. The curriculum of each grade level can be accessed on the Utah State Office of Education's website at: <http://www.schools.utah.gov/curr/core>.
- Utah has also implemented the Utah Common Core.
- Literacy Focus – we will use multiple reading strategies, build fluency, and expand our vocabulary. We will analyze text for greater meaning and fact finding. During writer's workshop we will focus on narrative, poetry, informational, and opinion writing.
- Math Focus – we will use daily fluency practice; to maintain previously learned material, to prepare for the day's learning, or to anticipate skills or concepts needed for an upcoming lesson. Application problems - provide opportunities for additional practice after a concept has been introduced. As we move through the lessons, we will draw on prior knowledge to deepen and broaden our learning of a concept.

- We will work together to become self-regulated problem-solvers, critical thinkers, and quality workers.
- I will continue to utilize best teaching practices and authentic assessment to drive my instruction.  
Instructional Materials
- SLCSO adapted basal programs - Wonders: McGraw-Hill, 2014 and Eureka Math: Great Minds, 2015.
- Writing Program – Lucy Calkins Writing Pathways, 2013
- Teacher created materials and creditable resources.

## Instructional Practices

- I follow a researched-based model called Gradual Release of Responsibility for my delivery of instruction. Instruction starts by activating students' background knowledge. After, I state the standard/goal. I model the new concepts/strategies during an explicit mini-lesson in whole group/small group. Next, we move into guided practice to give students the opportunity to transfer new learning to their own work. I conference with students on a daily basis (one-on-one, drop-in, and small group). This type of scaffolding allows me to provide specific feedback to support students to go above their level of understanding. Based on the outcomes, I adjust instruction to meet students' needs (review, re-teach, assess, or move on to another concept). Students will produce: oral, written, visual, and individual/group projects in all subject areas. Finished products will be placed into an individual portfolio to show progress over time.

## Course Requirements

- Students are expected to attend school regularly, be on time, and come prepared to learn.
- Students will be expected to participate in a variety of learning activities throughout the day.
- Students will be assigned weekly homework. It is important that they complete the work on their own.
- Students will help create classroom rules and decide on rewards for positive behavior.
- Students will follow school and classroom rules. If there is an infraction, students will receive an appropriate consequence for their action.  
Grading Procedures
- Clear standards and expectations are established for all students at each grade level. To be on grade level, students are expected to be able to demonstrate knowledge for the information that has been taught with minimal assistance from the teacher.

- Formal and informal assessments will be used to determine if students have made appropriate progress: observations, anecdotal notes, Words Their Way (spelling), Developmental Reading Assessment (oral reading), DIBELS (reading fluency) SLCSO Writing Assessments, SLCSO Reading and Math Interims, exit tickets, mid and end of module assessments, journals, and portfolios.

## Homework

- Daily homework helps reinforce skills, helps your child develop good study habits and encourages learning away from school.
- Your child's assignments will include:
  - \* daily math practice page
  - \* 20 minutes of daily reading - library books, book sent home, or home library. Parents reading aloud to your child counts as part of the time.
- Homework Folder: your child will receive a folder to use for homework. Each Monday, your child will have a new assignment sheet in the folder. This sheet will explain the math and reading homework. It will also include a summary of the big math ideas and literacy themes/skills. Please check the folder on Monday and make sure that it is returned to school on Friday. Feel free to use this as a place to pass along any notes or questions for me.

All homework needs to be completed and turned in by Friday.

## Discipline

Our classroom rules are:

1. We take care of ourselves
  2. We will take care of each other
  3. We will take care of our school
  4. We will take care of our world
- I model and encourage students to make appropriate choices and be accountable for their actions. Students are to help create a safe and pleasant environment for learning. I look for every opportunity to praise and acknowledge great behavior with rewards and recognition. Students who demonstrate positive behavior are rewarded with the following: positive feedback, free-choice, stickers, prizes, class points, class celebrations, and positive emails/ phone calls home.
  - We use a clip chart system for behavior management: all students start on "I am doing my best to learn today". Then they have two paths they can follow during the day. Everyone has the opportunity to move up when he/she has made positive choices. At the end of the day, if students have made good choices they get a sticker. Once they have 3 stickers they get a prize from the prize box. In addition, they will move their clip down according to

consequences of their behavior. If they clip down to “I can make better choices”, there is a time out at their seat for 3 minutes. After think time, I debrief with them and make sure they are ready to make better choices. There is also is teacher choice – consequences are: sit by teacher, sit in a different place, visit principal, or losing a special. If the behavior continues, I will contact the parent and set up a meeting and put a plan of action in place.

## Tentative Class and Activity Schedule

First grade - Monday through Thursday 8:45-3:15 Friday 8:45-1:15

Mrs. Nielsen's - 1<sup>st</sup> grade schedule

Daily Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8:40</b>	Morning Routines	Morning Routines	Morning Routines	Morning Routines	Morning Routines
<b>9:00</b>	<b>Math</b> calendar fluency practice application problem concept development small group independent practice	<b>Math</b> calendar fluency practice application problem concept development small group independent practice	<b>Math</b> calendar fluency practice application problem concept development small group independent practice	<b>Math</b> calendar fluency practice application problem concept development small group independent practice	<b>Math</b> calendar fluency practice application problem concept development small group independent practice
<b>10:00</b>	<b>Reading Workshop</b> oral vocabulary listening comprehension word work phonological awareness, phonics, spelling, HFW reading	<b>Reading Workshop</b> oral vocabulary listening comprehension word work phonological awareness, phonics, spelling, HFW reading	<b>Reading Workshop</b> oral vocabulary listening comprehension word work phonological awareness, phonics, spelling, HFW reading	<b>Reading Workshop</b> oral vocabulary listening comprehension word work phonological awareness, phonics, spelling, HFW reading	<b>Reading Workshop</b> oral vocabulary listening comprehension word work phonological awareness, phonics, spelling, HFW reading
<b>10:30</b>	Recess	Recess	Recess	Recess	Recess
<b>10:45</b>	<b>Grammar</b>	<b>Grammar</b>	<b>Grammar</b>	<b>Grammar</b>	<b>Grammar</b>
<b>11:00</b>	<b>Science/Social Studies</b>	<b>Science/Social Studies</b>	<b>Science/Social Studies</b>	<b>Science/Social Studies</b>	<b>Science/Social Studies</b>
<b>11:30</b>	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch
<b>12:05</b>	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Read Aloud
<b>12:20</b>	<b>Computers - Lexia</b>	<b>Music</b>	<b>Library</b>	<b>Computers - ST Math</b>	<b>Art</b>
<b>1:05</b>	<b>P.E. &amp; Daily Five</b> small group instruction	<b>Music &amp; Daily Five</b> small group instruction	<b>Daily Five</b> small group instruction	<b>Daily Five</b> small group instruction	Clean up and dismissed at 1:15
<b>2:00</b>	Recess	Recess	Recess	Recess	
<b>2:15</b>	<b>Writers Workshop</b> mini lesson independent practice share	<b>Writers Workshop</b> mini lesson independent practice share	<b>Writers Workshop</b> mini lesson independent practice share	<b>Writers Workshop</b> mini lesson independent practice share	
<b>3:15</b>	Dismissed	Dismissed	Dismissed	Dismissed	

Please sign below to acknowledge that you have received a copy of the disclosure document. Keep contents of document and return this bottom portion to the classroom.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_