



First Grade

WELCOME

to

BACK TO SCHOOL

night!

[Admin BTSN Slides](#)



Piney Ridge Elementary School

VISION

To inspire a community of caring independent individuals who positively impact our changing world.

MISSION

To develop students as thinkers, problem solvers, and communicators. All will work to ensure maximum achievement for every child in all curricular areas in a positive learning environment.

meet the **TEACHER**

Mrs. Baldwin

Mrs. Knox

Mrs. Mason

Mrs. Palmer

Mrs. Hamilton (Instructional
Assistant)



Advanced Academics/Gifted and Talented

Direct instruction on the Primary Thinking Skills (visual, deductive, analytical, divergent):
Pre-K to grade 2- Four (4) times a year

May work with small groups of students as needed to provide extensions/advancement to grade level content, as appropriate.

Administer CogAT (Cognitive Abilities Test) to all Grade 2 students in January/February. This test is used to identify students who have the potential for gifted thinking ability.



Mrs. Stump

Have questions?
kestump@carrollk12.org

CES- Tuesday/Thursday
PRE- Wednesday/Friday
Alternate Mondays



ways you can

SUPPORT OUR CLASSROOM

HOME > OPERATIONS > HUMAN RESOURCES > VOLUNTEER PROGRAM

Volunteer Program

"Volunteers don't necessarily have the time, but they have the heart." ~ Anonymous

The Carroll County Public School System encourages and welcomes volunteers. Volunteers strengthen ties with families, community members, and business partners. Volunteers are those who offer their time, effort and/or talents without receipt of monetary compensation or service learning hours to benefit students in the school system. The invaluable contributions of volunteers are recognized and appreciated by the staff and students of the Carroll County Public School System.

*****If you have already been approved as a CCPS Volunteer for the current school year and need to add an additional school to your approved list, please contact Human Resources at 410-751-3176*****

Please use the link below to complete the Volunteer Training:

[2024-2025 Volunteer Training](#)

Chaperone
a Field Trip

Material Prep

Work with
students

School-wide
events



DAILY SCHEDULE

8:45 - 9:15 Arrival

9:15 - 11:15 ELA (120 mins)

11:15 - 11:45 Lunch

11:45 - 12:15 Recess

12:15 - 1:35 Math (80 mins)

1:35 - 2:35 Specials

2:35 - 3:05 Social Studies (30 mins)

3:05 - 3:35 Science (30 mins)

3:35 - 3:45 Pack-up

3:45 Dismissal

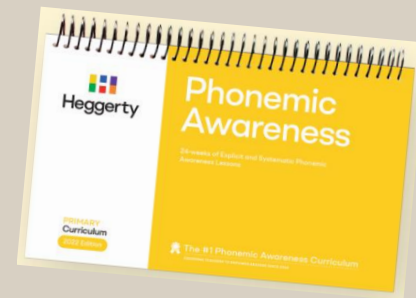
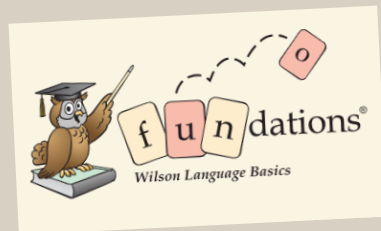
SPECIALS *schedule*

	Mon.	Tues.	Wed.	Thurs.	Fri.
Mrs. Baldwin	P.E. Music	Health P.E.	Art	Health P.E.	Music Media
Ms. Mason	P.E. Health	Music Media	P.E. Music	P.E. Health	Art
Mrs. Knox	Music P.E.	Art	P.E. Media	Health Music	P.E. Health
Mrs. Palmer	Media P.E.	P.E. Health	Music Health	Art	P.E. Music

Language arts

Components of the ELA Block

Whole Group
Small Group Instruction
Independent Practice
Writing



writing

Focus Units are about 8 weeks

Building the Foundation

Drawing detailed pictures and labeling pictures with best spelling

Writing complete sentences and lists

Writing stronger sentences

Writing more than one sentence on a topic and to answer a question

Responding to questions

Personal Narrative

Informational/Non-Fiction

Opinion/Persuasive

writing

Components of the Writing Block

STUDENTS CAN REFER TO THE SLIDE WRITING

Remember...

Your Turn
to make a sentence stronger by adding *how*.

★ INDEPENDENT

Our Turn
to make a sentence stronger by adding *how*.

Maci was

Maci quickly
her hands

Watch Me
make a sentence stronger by adding *how*.

Ben gladly

Writing Chat
what is an adverb


An adverb oftentimes tells more about the verb. It answers the question *how*. Here are some examples.

- Jen ran.
- Jen ran quickly.
- Jen ran slowly.
- Jen ran happily.

The underlined words are verbs. They tell me what Jen did - what her action was. The words *quickly*, *slowly* and *happily* are adverbs. They tell *how* Jen ran. When adverbs are added to sentences, the sentences are more interesting because now we know *how* something was done.

★ BUILD BACKGROUND

★ ENCOURAGE CONVERSATIONS



math

First 10 Days

Unit 1: Operations and Algebraic Thinking

Unit 2: Number and Operations in Base Ten Place Value

Mid-Year Math Assessment (end of January)

Unit 3: Number and Operations in Base Ten Add./Sub.

Unit 4: Geometry (2D shapes, partitioning)

Unit 5: Measurement (non-standard, time to hour and half hour)

End of Year Math Assessment (end of May)

math

FACT FLUENCY

Our goal has shifted from memorizing facts and procedures to increased understanding of the math strategies. We will support student thinking by helping them see when certain strategies are applicable.

Grade 1 Math Unit	Fact Strategy Instructional Focus	Fact Strategy Review, Reteach, & Practice
1	Add 2/Subtract 2 Make 10/Subtract from 10	+/- 0 +/- 1
2	Differences of 1 and 2 Doubles (addition)	Add 1/Subtract 1 Add 2/Subtract 2 Make 10/Subtract from 10
3	Halves (subtraction)	Add 2/Subtract 2 Make 10/Subtract from 10 Differences of 1 and 2 Doubles (addition)
4	Building Fluency with Mixed Facts	Add 2/Subtract 2 Make 10/Subtract from 10 Differences of 1 and 2 Doubles (addition) Halves (subtraction)
5	Building Fluency with Mixed Facts	Add 2/Subtract 2 Make 10/Subtract from 10 Differences of 1 and 2 Doubles (addition) Halves (subtraction)

The key is to help students see
get to the without counting.

the strategy that helps them

Meaningful practice of strategies is a key part of developing fact fluency.

social studies

Civics

Geography

Economics

History

science

Space Systems: Out of this World September Lessons 1-3
December Lessons 4-6

Ecosystems and Heredity: It's Alive

October-December Lessons 1-4
January-March Lessons 5-12

Pollinators: Best of Bugs

April-June

HOMWORK

WEEKLY HOMEWORK MENU

Name _____ RETURN ON FRIDAY

<p>Bar Graph: Favorite Fruit How many kids chose Apples and Oranges?</p>	<p>Solve. Thor gathered 4 rocks, 8 sticks, and 8 leaves. How many things did he gather? Represent the problem with a picture and equation.</p>	<p>Monthly Words First, read the words on the back. Next, select 2 words. Then, write a complete sentence for each of the two words you picked.</p>					
<p>Mark the Words Scrap the base word. Circle the suffix. Box around the glued sounds. Star bonus letter. Underline digraphs. Example: sh<u>ir</u>e kicks winks lungs which <u>falls</u></p>	<p>Read Every Night</p> <p>Use the strategies on back to help you figure out words.</p>	<p>Skip Count Count back by tens to complete the ladder.</p> <table border="1"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td>60</td></tr> <tr><td>70</td></tr> </table>				60	70
60							
70							
<p>Trick Words Read each word: could, should, would Include one in a complete sentence.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>							

Select 4 or more squares to complete.

Draw an X through the square after you have completed it.

Parent Signature _____

- To begin in October
- Menu style
- At-home practice of current skills
- Sent home beginning of school week and due Friday

current events

Social and Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.

Second Step Second Step is the framework our school uses to teach social and emotional skills. With different monthly lessons, our students will learn how to recognize and manage their feelings, demonstrate empathy for others, establish positive friendships, make responsible choices, and problem solve in challenging situations.

Monthly lessons with our Guidance Counselor, Ms. Good

BEHAVIOR MANAGEMENT

Positive Behavior Interventions and Supports (PBIS)

"PBIS is a proactive systems approach for creating and maintaining safe and effective learning environments in schools and ensuring that all students have the social/emotional skills needed to ensure their success at school and beyond."

The expectation of our school's PBIS plan are based on three main ideas...

BEHAVIOR MANAGEMENT

1. Students need to know what is expected of them. Our three school-wide expectations are the basis of our Code of Conduct.

We call them our 3 Rs: Respect, Responsibility and Resilience.

(PAW Behaviors)

	Perform Respectfully	Act Responsibly	Work Resiliently
I was ready to learn today!	<ul style="list-style-type: none"> Using kind words and actions Being a good listener Helping and being kind to others 	<ul style="list-style-type: none"> Following directions Being prepared Completing your work 	<ul style="list-style-type: none"> Working hard and bouncing back Learning from your mistakes Solving your problems
I needed to stop and think	<ul style="list-style-type: none"> Using unkind words or actions Not listening 	<ul style="list-style-type: none"> Not following directions Being unprepared Being off-task 	<ul style="list-style-type: none"> Not doing your best Repeating the same mistakes Making poor choices
I needed support to be successful	<ul style="list-style-type: none"> Using profanity or bullying others Showing disrespect to adults Causing student conflict (physical contact or fighting) Stealing or destroying property 	<ul style="list-style-type: none"> Refusing to follow school rules Causing classroom disruption Using unsafe behavior 	<ul style="list-style-type: none"> Cheating on classwork or assessments

P	A	W
Perform Respectfully	Act Responsibly	Work Resiliently
 <p>Use kind words and actions</p>	 <p>Follow directions</p>	 <p>Work hard & bounce back</p>
 <p>Be a good listener</p>	 <p>Be prepared</p>	 <p>Learn from your mistakes</p>
 <p>Help and be kind to others</p>	 <p>Complete your work</p>	 <p>Solve your problems</p>

BEHAVIOR MANAGEMENT

2. Correct behaviors are established, taught, modeled and acknowledged in a systematic way throughout the school.

As students are “caught” engaging in the desired behaviors, these behaviors are regularly reinforced and recognized using

PAW BUCKS



BEHAVIOR MANAGEMENT

3. The correct behavior needs to be encouraged and acknowledged. Motivation will be to receive positive feedback as well.

Students will have the opportunity to spend and save their PAW Bucks

Spending Opportunities

- 1.) Weekly “trip” to PAW MART (classroom store)
- 2.) Monthly School-Wide Raffle

Saving Opportunity: Debit Card



BEHAVIOR MANAGEMENT

Daily Communication:

- **I was ready to learn today:** No News is Green News
- **I needed to stop and think:** a yellow slip with the behavior/s that required additional support will be sent home in the Dalmatian Folder
- **I needed support to be successful:** a referral is completed and sent via email

current events

Field Trips: 2 trips TBD



THANK YOU
for coming!

Questions?