



First Grade Instructional Plan: First Semester

Course Overview

Welcome to First Grade! This first semester will be an exciting time for your child. Students will be introduced to foundational academic concepts in literacy and math, as well as explore science and social studies. We will focus on developing early reading and writing skills, number recognition and counting, and understanding patterns and shapes. Through hands-on learning, explicit instruction, and structured routines and activities, students will be supported as they transition into a school environment that nurtures curiosity, independence, and confidence.

Classroom Expectations

Our classroom is a safe learning place, which encourages teamwork, positive feedback, and academic achievement. All students will be respectful to others. We will be good listeners to the teacher and to other's ideas. All students will be hard working contributors in the process of getting their education in order to be successful and reach their full potential.

Expectation 1: Be respectful

- Use appropriate voice level and kind words
- Raise your hand, and wait your turn to speak
- Listen to all instructions and directions
- Stay in your seat and wait for teacher permission
- Respect personal space
- Be kind and include others
- Show respect to everyone

Expectation 2: Be responsible

- Complete all assigned tasks
- Be prepared: Have all necessary materials
- Be honest
- Follow rules and routines

Expectation 3: Be safe

- Always keep your hands and feet to self
- Walk at all times
- Report problems to an adult
- Thinking before acting
- Using all materials safely

Expectation 4: Be ready to learn and try your best every day

- Come to class on time
- Prioritize daily attendance
- Be on time (minimal tardies)

Positive reinforcement, visual aids, and clear routines will help students learn and meet these expectations.

If expectations are not met, the teacher will first reteach and remind the student(s) of expectations. If a student continues to fail to meet expectations, they will be redirected, then parents will be contacted. If a student is unable to meet expectations after these preventative measures, an office referral will be made.



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Attendance Policy & Its Importance

Regular attendance is vital to your child's academic and social development. First Grade continues to lay the groundwork for future learning, and consistency helps children build routines, develop friendships, and feel part of the classroom community. When students attend daily, they stay current with new skills and practice important habits that support lifelong learning.

Please notify the school if your child will be absent

Frequent or extended absences may make it more difficult for your child to learn the necessary foundational skills that ensure student success this year and in future school years.

Learning Objectives

By the end of the first semester, students will be able to:

By implementing the Amplify Knowledge Curriculum, students will develop literacy skills such as:

- Identify main characters and reasons for their actions
- Identify plot elements, including main events, problem resolution and setting
- Make inferences
- Evaluate details to determine what is the most important
- Recognize central ideas
- Use text evidence to support verbal and written responses
- Recognize characteristics and structure of informational text to gain information
- Discuss topics and determine theme by using text evidence
- Make connections to personal experiences, ideas in other texts, and society
- Synthesize information to create new understanding
- Recognize organizational patterns such as chronological order
- Use illustrations and texts the student is able to read or hear to learn or clarify word meaning

By implementing the Amplify Skills curriculum, students will develop literacy skills such as:

- Identify and describe a noun and distinguish between common and proper nouns
- Identify and describe a verb and distinguish between past and present verbs
- Use the correct punctuation at the end of a sentence (question mark, period, and exclamation points)
- Segment and blend single-syllable words
- Identify and write the sound and letter correspondence
- Manipulate phonemes: determine and discuss the position of phonemes
- Decode CVC, CVCC, CCVCC, and VCe words.
- Learn and practice tricky words (Words that don't follow the rules or code.)
- Apply the skills I have learned to a decodable book.
- Comprehend a text read aloud.
- Read fluently



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- Identify, read, and write words with vowel digraphs or vowel pairs
- Discuss story elements from a decodable text
- Produce words that rhyme.
- Notice words that have the same initial sound (alliteration)
- Make predictions about a text I read
- Use capital letters for the first letter in a sentence, names, and the pronoun “I”
- Develop handwriting by printing words, sentences, and answers legibly by leaving appropriate spaces between words
- Write complete sentences.
- Sequence events from a story I read
- Distinguish between two vowel pairs that share a similar sound.
- Read a decodable text and answer literal, inferential, and evaluative questions.
- Write words said aloud using all I have learned about sound-spelling correspondence.
- Plan, draft, revise, edit, and publish a piece of narrative writing (a summary) using transition words
- Plan, draft, revise, edit, and publish a book report.

By implementing the EMRA Math curriculum, students will develop mathematics skills such as:

- Collect, sort, and organize data by using tally charts and or T-charts
- Use data to create picture and bar graphs
- Draw conclusions and generate and ask questions from graphs
- Add and subtract numbers up to 20 using a variety of strategies
- Count forward and backward from any given number up to 120.
- Skip count by twos, fives, and tens to determine the total number of objects in a set up to 120
- Compose and decompose numbers up to 120 in different ways by using concrete and pictorial models.
- Represent numbers up to 120 by using objects, pictures, expanded form, and standard form.
- Determine the sum of a multiple of 10 and a one-digit number in problems up to 99 by using concrete and pictorial models
- Determine a number that is 10 more and 10 less than a given number up to 120
- Recognize instantly the quantity of a set of objects without counting.
- Generate a number that is greater than or less than a given whole number up to 120.
- Compare whole numbers up to 120 by using place value and comparative language.
- Order whole numbers up to 120 by using place value and open number lines.
- Represent the comparison of two numbers to 100 by using symbols
- Tell time to the hour and half hour by using an analog and a digital clock.



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By Using the SAVVAS Science curriculum, students will develop knowledge about science concepts such as:

- Science engineering design process
- Properties of objects
- Heating and cooling energy
- Force and motion
- Weather and seasons

By Using the Social Studies Weekly, students will develop understanding about social studies concepts such as:

- Communities
- Government
- Citizens
- Economics

Course Resources

- Chromebook (provided by Midland ISD)
- First grade supply list
- Amplify, EMRA, SAVVAS, Studies Weekly resources (provided by Midland ISD), i-Ready

Grading Policy

According to Midland ISD Grading Policy:

- First graders will receive number grades for assignments.
- Grades are a reflection of the student's mastery of the Texas first grade standards (TEKS).
- If a student is absent, work will be sent home with a note indicating when the assignments are due.
- Any student who receives a grade below 70 on classwork (not assessments) will receive targeted intervention and be given the opportunity to redo or correct their work. The original and corrected grades will then be averaged to determine the final score.
- Please check Skyward on a regular basis to monitor your child's grades.
- Paper report cards will NOT be sent home.

Report cards with each student's performance and absences in each class or subject are issued at least once every 6 weeks. At the end of the first three weeks of a grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher.

Assessment results will be reported to parents through the Standards Performance Reports and will be sent to parents at the end of each grading period. Teachers will also share assessment results with parents during parent-teacher conferences.

Class Dojo (School-wide System of Communication)

Our campus uses ClassDojo to communicate with families. Please ensure you join our class for important updates.



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Please feel free to reach out with any questions or concerns. We are excited to work together to make this a successful year of learning!

Please fill out the portion below and return it signed and dated to your teacher.

We acknowledge that we have read and that we understand the expectations in First Grade. We agree to contact the teacher should we have any questions or concerns regarding this instructional plan.

Parent's Name: _____

Student's Name: _____

Cell Phone Number: _____

E-Mail Address: _____

Parent's Signature : _____

Student's Signature: _____

Date: _____