

# 1ST GRADE ACADEMIC PARENT-TEACHER TEAM

APTT

# MORNING MEETING

## WHY HAVE MORNING MEETING?

- It helps build the classroom community.
- A child's social skills are as important as their academic skills.
- We must know your child individually, culturally, and developmentally.

## WHAT DOES MORNING MEETING LOOK LIKE?

1. Greeting
2. Sharing
3. Group Activity
4. Morning Message

# GREETING

- Students and teachers greet one another by name.
- Foster's acceptance, hospitality, and belonging
- Assists in building meaningful relationships amongst peers.

## LET'S PRACTICE!

When it's your turn, please introduce yourself!

“Good evening. My name is \_\_\_\_\_ and I am \_\_\_\_\_'s mom/dad.”

# SHARING

- Students share information about themselves based on a specific prompt.
- Encourages children to ask questions and inquire.
- Promotes active listening.
- Gives time for students to practice their public speaking.

## LET'S PRACTICE!

When it's your turn, please share something that you love about your child.

“I am \_\_\_\_\_’s mom/dad and I love how \_\_\_\_\_ they are.”

# GROUP ACTIVITY

- Students participate in a brief, lively activity that helps students practice social and academic skills
- Allows for all students to participate.
- Builds a sense of community through fun activities.

## LET'S PRACTICE!

Let's play "Find Someone Who."

# MAKING CONNECTIONS

# MORNING MESSAGE

- Students read and interact with a short message written by their teacher.
- Signals the transition to the academic day.
- Makes students aware of any schedule changes or special events.

Dear Parents,

Thank you for attending our first Academic Parent Teacher Team night! We will focus on literacy and hope to accomplish the following goals:

- Share recent changes in our literacy assessments
- Share your child's beginning of the year assessment data
- Discuss strategies to support your child's reading skills by developing their oral comprehension

If at any point you have questions, please write them down on a sticky note.

Thank you!

# HOME CONNECT LETTERS

NC DPI | Cedar Fork Elementary  
**mCLASS® Literacy Performance Report**  
1st Grade, Beginning-of-Year Assessment  
mCLASS® Literacy Performance Report  
Assessment: September 11, 2018  
Next assessment: January 7, 2019

**DIBELS Next Composite:** What does this mean?  
The DIBELS Next composite score reflects performance on the skills shown below. It has not grade-level expectations in DIBELS Next®. The DIBELS Next composite score reflects performance on the skills shown below. It has not grade-level expectations.

**TRC Reading Level:** Has Met Goal

**Why is it used during assessment?**  
To examine the important skills needed to become a successful reader, we use mCLASS® Reading 10™, a program that combines DIBELS Next to assess performance on foundational skills, and TRC to determine how these skills are applied to increasingly complex text for comprehension.

**What can I do?**  
To reinforce what learning in school, you can read together every day at home.

What are the skills a child should learn to become a good reader?

**Phonemic Awareness**  
Hearing and using sounds in spoken words, measured by DIBELS Next Phoneme Segmentation Fluency (PSF)

Can your child...  
...identify the first sound in moon? (moo)  
...identify the middle sound in cat? (at)  
...identify the last sound in fish? (sh)

**Instructional reading level (TRC)**  
Hearing all sounds in a word (PSF)

**Phonics**  
Knowing sounds of letters and sounding out written words, measured by DIBELS Next Nonsense Word Fluency (NWF)

Can your child...  
...sound out single words like cat? (c-a-t, m-o-o)  
...speak and write a list of two- and three-letter words?

**Instructional reading level (TRC)**  
Reading letter sounds (NWF-Correct Letter Sounds)

**Accurate and Fluent Reading**  
Reading words in stories easily, quickly, and correctly. We will start measuring reading accuracy and fluency in the

**Reading Comprehension**  
Reading for meaning is the ultimate goal of comprehension, which is measured by Text Reading and Comprehension (TRC).

...tell you about the story she or he just read?  
...sit in the chair in this sentence? "Before you sat, be sure to [ ] your hands!"  
...read often and in many subjects?  
...show a passion for reading?

**Instructional reading level (TRC)**

**D TRC Reading Level:**  
Has Met Goal



## Reading Comprehension

Reading for meaning is the ultimate goal of comprehension, which is measured by Text Reading and Comprehension (TRC).



Instructional reading level (TRC)



Instructional reading level (TRC)



Instructional reading level (TRC)



Instructional reading level (TRC)

Look at your child's home connect letter, and identify your child's reading level.

1 <sup>st</sup> Grade BOY (Beginning of Year) TRC Benchmark Levels	
Far Below Proficient	PC
	RB
	A
Below Proficient	B
Proficient	C
	D
Above proficient	E
	F
	G
	H
	I

# 1ST GRADE MCLASS SCORES

## TRC



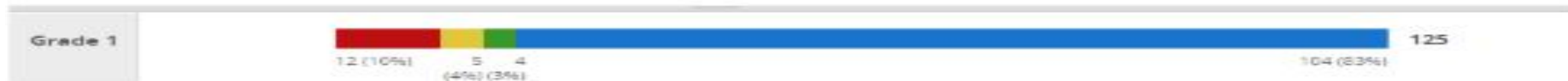
## Composite Score



## PSF



## NWF (CLS)



## NWF (WWR)



# I STATION

For years Wake County has used mclass to assess the foundational skills and reading comprehension of our students. North Carolina is in the process of switching from mclass to istation to assess the reading skills of our students. This will begin in January with MOY testing. At this point, we do not have more information about the assessment and all teachers will be trained prior to the opening of the MOY assessment window. Once teachers have been trained, information regarding the assessment will be provided to parents.

Based on TRC data, the highest 1st grade need is...

ORAL  
COMPREHENSION

# BIG UNIVERSE

This is an online reading  
resource with leveled  
books.

<https://www.biguniverse.com/>

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# MODELING ORAL QUESTIONS WITH A BIG UNIVERSE BOOK

[https://www.biguniverse.com/  
reader/books/hungry-for-worm  
s/content/](https://www.biguniverse.com/reader/books/hungry-for-worms/content/)

Big Universe Book: Hungry  
For Worms

1. Read the book together
2. Write oral  
comprehension questions  
using question stems

# LOOK AT BOX D UNDER FICTION. WHAT QUESTIONS COULD WE ASK STUDENTS ABOUT THE BOOK?

	Fiction	Nonfiction
A-D	Retell (beginning, middle, end)	Tell me the main idea and at least two important details.
D	Why does (character)...? What happens after...? What is happening in this picture? How does (character) feel about...? Which character says, "..."?	What is the main idea of this text?
E	Who says, "..."? Why is this line important to the story? How does (character) know...? What details in the text and pictures tell you where the story takes place?	What is the text mostly about? What is happening in this picture? Why is (title) a good title for this book?

Which character says, "What is that noise?"

What is happening in the picture on page 19?

# PARENT ACTIVITY: CREATING ORAL COMPREHENSION QUESTIONS

At your table there is a poster labeled with a book level and a genre (Non-fiction or Fiction).

## As a table group:

1. Log into Big Universe using one child's username and password.
2. Choose a book on the level that is posted on the poster.
3. Write at least 2 oral comprehension questions using the question stems for the books level.
4. Record questions on the poster.

# SCHOLASTIC BOOK WIZARD

<https://www.scholastic.com/teachers/bookwizard/>

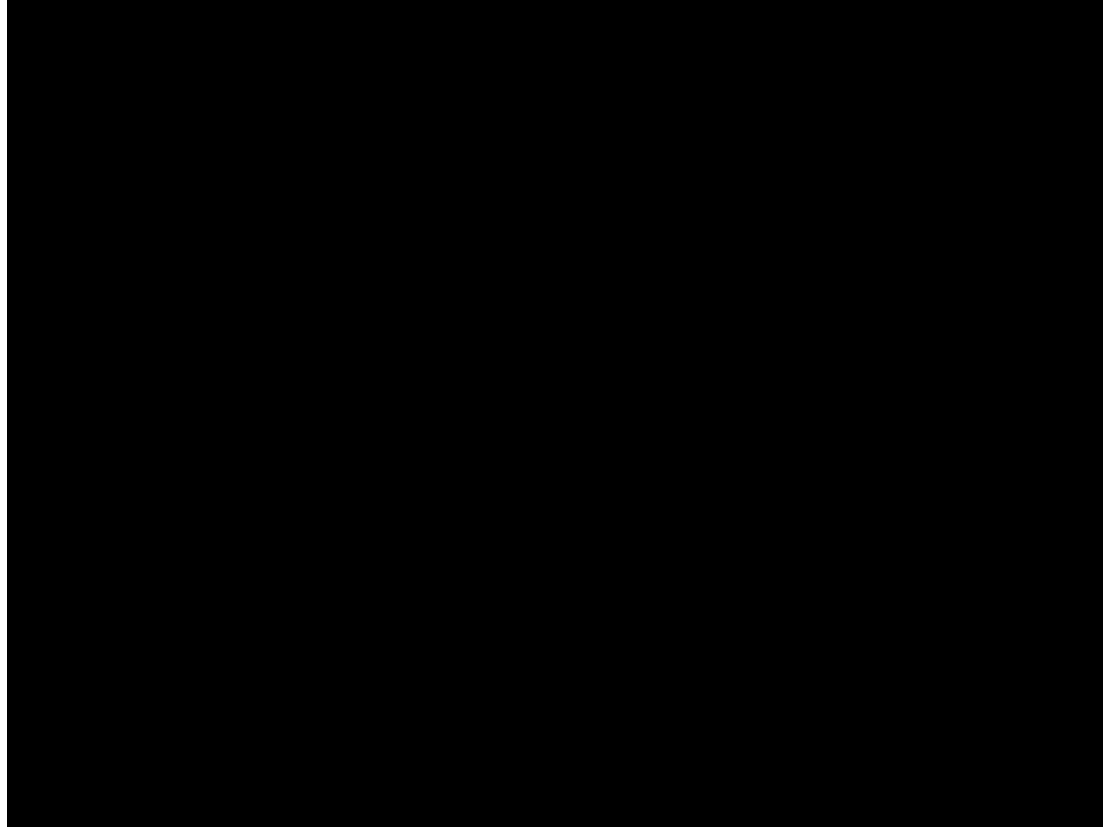
Type in the title of a book.

Look for the “Guided Reading Level”

You can also download the app on your smartphone and scan the barcode of books.

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# ASKING ORAL COMPREHENSION QUESTIONS EXAMPLE









# HOW DID THE STUDENT DO?

**Mom:** Which character says, “Don’t pull”? Why do they say this?

**Student:** Harry.

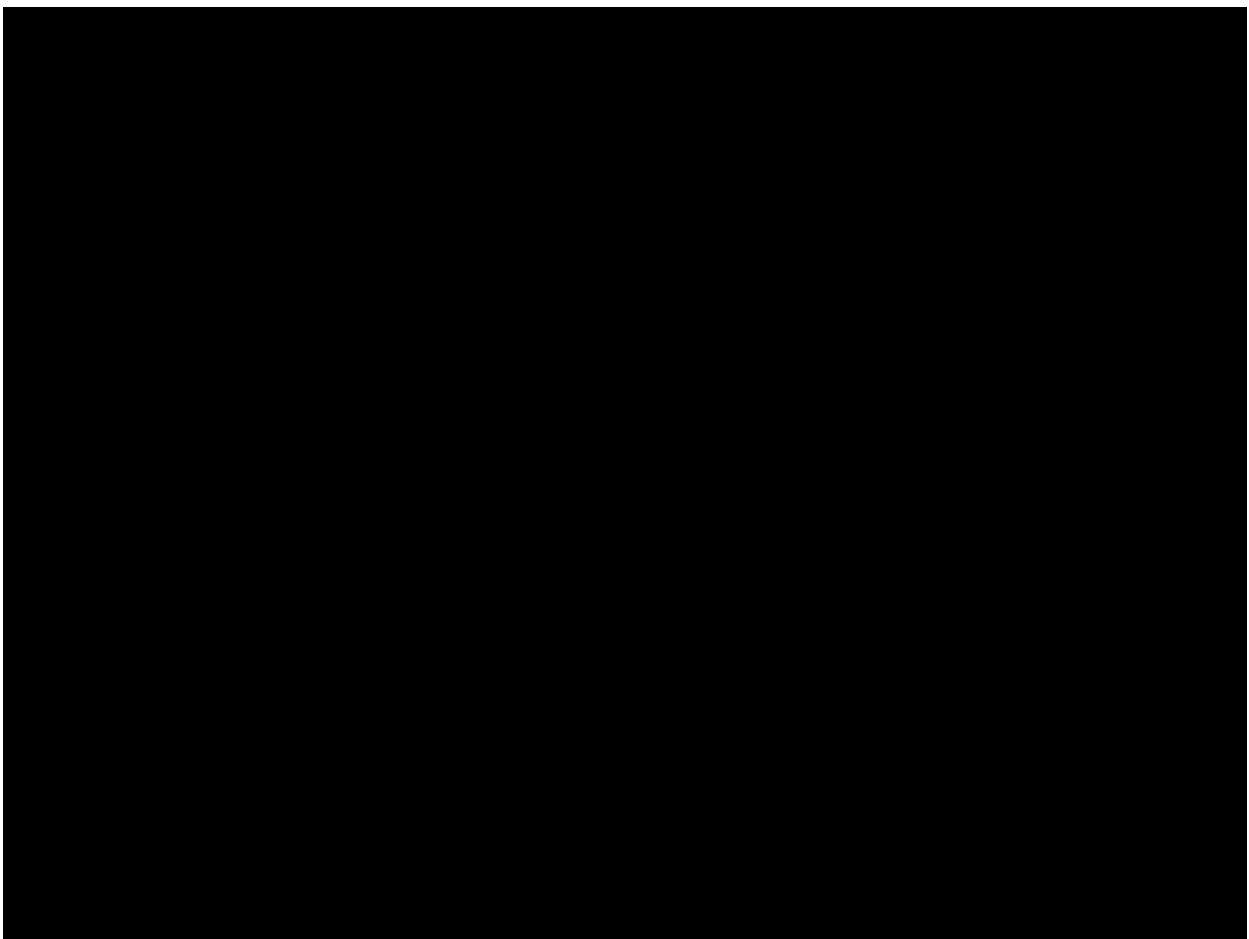
- Refer to the comprehension rubric.
- What else could the student have added?

**Comprehension Rubric**

Score	Level	What It Means	What It Requires
0	No Understanding 	Response shows no understanding of text	<ul style="list-style-type: none"><li>• Incorrect, not about the question, missing</li></ul>
1	Minimal Understanding 	Response shows a small understanding of text	<ul style="list-style-type: none"><li>• Minimally answers question</li><li>• Uses only a little information in answer</li></ul>
2	General Understanding 	Response shows some understanding of text	<ul style="list-style-type: none"><li>• Answers the question</li><li>• Uses information from the text to answer the question</li></ul>
3	Complex Understanding 	Response shows full understanding of text	<ul style="list-style-type: none"><li>• Answers all of the question</li><li>• Effectively uses information from the text to explain and/or extend answer</li></ul>

### LEVEL 3 ANSWER:

Chelsea the cheetah said, “Don’t pull.” She said that because Harry pulled the door when he was supposed to push.







# HOW DID THE STUDENT DO?

**Mom: What does the hippo do in this story that hippos can't do in real life?**

**Student: Hippos can't go shopping. They can't open doors. They can't talk.**

- Refer to the comprehension rubric.
- What else could the student have added?

**Comprehension Rubric**

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## LEVEL 3 ANSWER:

Student provided enough textual evidence to score a 3.







# HOW DID THE STUDENT DO?

**Mom:** Look at the picture on page 16.  
What is happening in the picture?  
How do you know?

**Student:** Harry is happy because he can get the door open. It's one of those doors that opens on its own like at Harris Teeter.

- Refer to the comprehension rubric.
- What else could the student have added?

**Comprehension Rubric**

Score	Level	What It Means	What It Requires
0	No Understanding 	Response shows no understanding of text	<ul style="list-style-type: none"><li>• Incorrect, not about the question, missing</li></ul>
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### LEVEL 3 ANSWER:

Harry is happy because he can get the door open. It's one of those doors that opens on its own like at Harris Teeter. I see the doors opening in the picture, and Harry has a smile on his face.







# HOW DID THE STUDENT DO?

**Mom:** What details in the text and in the picture tell you that part of the story takes place in the toy store?

**Student:** I see toys in the picture.

- Refer to the comprehension rubric.
- What else could the student have added?

**Comprehension Rubric**

Score	Level	What It Means	What It Requires
0	No Understanding 	Response shows no understanding of text	<ul style="list-style-type: none"><li>• Incorrect, not about the question, missing</li></ul>
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### LEVEL 3 ANSWER:

I see toys in the picture. I see the words “toy store” above the door. I read “Chelsea and Harry went to the toy store” in the words.

# HOMEWORK

Wake County Math Resources:

<https://sites.google.com/wcpss.net/k-12mathematics/elementary-math-courses/1st-grade>

1st Grade Optional Choice Board

<https://drive.google.com/drive/u/0/folders/115KfnnQCwBRaLxWzGheASMPnsphMVTu>

# FIRST GRADE WEBSITE

<https://sites.google.com/wcpss.net/cedar-fork-first-grade/home>

# DREAMBOX



- Dreambox is an online math program that students will be able to access from home.
- In order for this program to best meet your child's needs, they should complete it independently without adult help.
- Dreambox will not be graded, it is a program to give students more practice.
- Please do not exceed 5 lessons per week.
- Allow for 10-12 minutes for each lesson.

# SECRET MESSAGE

Using a white crayon, please write an encouraging message to your child. Tomorrow, your child will discover what you've written!



Thank you so much for coming!

Please complete the following survey  
to help us make APTT even better!



<http://bit.ly/k2aptt1920>