

Grove First Grade Syllabus

1st Grade Teacher Contact Information

Teacher Name	Email	Phone	Website
Lindsey Finley	lfinley@greenville.k12.sc.us	(864) 355-5945	website
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Mary Grace Mack	mmack@greenville.k12.sc.us	(864) 355-5964	website
Suzanne Martin	sbmartin@greenville.k12.sc.us	(864) 355-5939	website
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Amanda Wood	ajwood@greenville.k12.sc.us	(864) 355-5960	website

1st Grade Teacher Schedule Links:

Miss Finley

[Miss Harris](#)

[Miss Mack](#)

[Mrs. Martin](#)

Miss McClain

[Miss Wood](#)

[Supply List for First Grade](#)

Unit Study Overview

	READING	Word Study	Writing	Grammar	MATH	SCIENCE/SOCIAL STUDIES/HEALTH
QUARTER 1	Module 1-3	- Short vowels - Open and closed syllables - Floss rule - Digraphs	- Narratives - Informational	- Action Verbs - Common Nouns - Adjectives - Complete Sentences - Singular and Plural Nouns	- Understanding Ten Ones Make a Ten - Developing Addition and Subtraction Strategies	- Light and Sound Waves - We are Citizens of our school, community, and state - Personal and Community Health - Mental, Emotional, and Social Health
QUARTER 2	Module 4-6	- Blends - Open and closed syllables - Long vowels - Soft and hard c and g	- Informational - Narratives	- Prepositions - Proper Nouns - Subject and Verbs - Verbs and Time - Compound Sentences - The Verb Be	- Exploring Quantities to 100 - Measuring, Ordering and Comparing Lengths - Represent and Interpret Data 2D Shapes & Patterns - Equal Shares and Telling Time	- Sky Watchers - Inquiring about our SC History Then and Now - Injury Prevention and Safety
QUARTER 3	Module 7-9	- Trigraphs - Inflectional suffixes - Vowel teams	- Narratives - Informational	- Future Tenses - Pronouns - Possessive Nouns - Contractions - Adjectives - Kinds of Sentences	- Extend Addition and Subtraction to 20 with Story Problems - Place Value - Shapes and Patterns	- Sky Watchers - SC – Our unique state - ATOD - Nutrition and Physical Health
QUARTER 4	Module 10-12	- R-controlled vowels - Vowel teams - Diphthongs	- Informational - Opinion	- Adverbs - Adjectives that Compare - Review Skills	- Understanding Place Value to Add and Subtract - Money - Proficiency with Power Standards	- Exploring Organisms - Economic Impact - Human Growth and Development

South Carolina Standards

What your child should be learning in English Language Arts

[ELA Standards](#)

What your child should be learning in Mathematics

[Math Standards](#)

What your child should be learning in Science

[Science Standards](#)

What your child should be learning in Social Studies

[Social Studies Standards](#)

Fountas and Pinnell Reading

Greenville County elementary schools have a balanced literacy program known as Fountas and Pinnell. The F&P program will provide specifically designed lessons with intensive support to help meet the individual needs of each student. This program is based on a lettering system and assesses both fluency and comprehension.

[Instructional Reading Level Goals](#)

Student Records

In most instances, access to a student's records is restricted to the parents or legal guardian (regardless of custodial rights), appropriate school district and educational agency officials, transferee school, and persons obtaining access to student records only with the written consent of the parent or guardian. Unless parents or guardians direct otherwise, however, the district will release directory information consisting only of a student's name, school, dates of attendance, awards received, and participation in official recognized activities.

Missed Work and Make-Up Policy

1. Provision for make-up of school work missed during excused absences shall be worked out with the teacher concerned, at the earliest time possible. The time should not exceed five(5) school days after the student returns to school.
2. Make-up of school work missed during unexcused absences may be approved only with the permission of the principal after consultation with the teacher concerned.

Attendance Policy

Lawful absences

1. Personal illness of a child verified by a statement from a physician within two days of a student's return to school.
2. Serious illness or death of an immediate family member verified by a statement from the parent within two days of the students return to school.
3. Absences for religious holidays when approved in advance. Such requests must be made to the principal in writing.
4. Absences for extreme hardships approved by the principal. Such approval should be prearranged when possible.

Any excuse for an absence must have the reason the child was absent clearly stated in written form.

Tardy Policy

School begins at 7:45. Students who arrive late to school (after 7:45) must go to the office to receive a tardy slip. Frequent tardies will require a phone call to home. Doctor's appointments will need a doctor's note.

Early Dismissal Policy

No early dismissals are given after 1:45 p.m.

Rules and Procedures

Grove Elementary has established quality traits for success. The traits are posted in every classroom. All first graders are expected to uphold all quality traits while in all classes at Grove. Every student at Grove Elementary is expected to follow SOAR expectations.

SOAR to SUCCESS

Each Staff member at Grove Elementary School accepts responsibility for the maintenance of discipline and for the promotion of a program for the development of wholesome human relations. A student's behavior should conform to acceptable standards of conduct as established by the district wide Code of Conduct. To further assist students, the staff of Grove Elementary has established the following set of Lifelong Guidelines:

S: Safety

O: Outstanding

A: Accountability

R: Respect

Consequences:

We discourage inappropriate behavior in our school and classrooms. The following guidelines will be followed for rule violations at Grove Elementary School:

- Teachers will refer to rule violations for level 1, 2, and 3 behaviors.
- If a student reaches a level 2 or 3 behavior administration will cooperate with the teacher on next steps for the student. All classroom discipline reports will be posted in the Incidental Management System (IMS) and sent home to the parent.
- Communicating with parents about ongoing problems is a must. This needs to take place prior to sending a child to the office.

Parent Communication

- Weekly Newsletter
- Notes Home
- Phone Calls
- Conferences
- Report Cards
- Teacher Webpage