

Syllabus

First Grade



Lake Forest Elementary

2026-2027

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Link to [SC First Grade Standards https://ed.sc.gov/instruction/standards-learning/](https://ed.sc.gov/instruction/standards-learning/)

ELA



HMH Module 1

Suggested Pacing: 15 days



HMH Module 2

Suggested Pacing: 15 days



HMH Module 3

Suggested Pacing: 15 days



HMH Module 4

Suggested Pacing: 15 days



HMH Module 5

Suggested Pacing: 15 days



HMH Module 6

Suggested Pacing: 15 days



HMH Module 7
Suggested Pacing: 15 days

Unit 8

HMH Module 8
Suggested Pacing: 15 days

Unit 9

HMH Module 9
Suggested Pacing: 15 days

Unit 10

HMH Module 10
Suggested Pacing: 15 days

Unit 11

HMH Module 11
Suggested Pacing: 15 days

Unit 12

HMH Module 12

Suggested Pacing: 15 days

Math



Unit 1: Math is...

Suggested Pacing: 9 days

The focus of this unit is on the Mathematical Process Standards. The lessons in this unit will set the tone for the year as students are encouraged to approach problems strategically and persist in finding solutions. They will learn the importance to clearly communicate mathematical ideas using accurate language, tools, and models. A strong conceptual understanding of math, including operations and relationships, is essential, especially when applying concepts to real-world situations. Additionally, students will use critical thinking to reason abstractly and quantitatively, recognizing patterns to make generalizations.

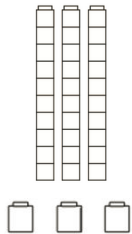


Unit 2: Number Patterns

Suggested Pacing: 14 days

In this unit, students will learn to understand numbers up to 100 by using hands-on tools, drawings, and number forms like expanded and standard form. Students will practice recognizing how numbers are built using place value and will be able to find one more, one less, ten more, or ten less than a number up to 99. They will also count forward and backward by ones starting at any number up to 120,

including tricky parts like moving from 89 to 90. In addition to number skills, your child will explore growing shape patterns, describing how they change and predicting what comes next. Students will also work with repeating patterns using sequences like AB, AAB, ABB, and ABC, and will extend these patterns correctly. These activities build a strong foundation for number sense, logical thinking, and early algebra skills.



Unit 3: Place Value

Suggested Pacing: 18 days

In this unit, students will learn to read, write, and show numbers up to 100 using hands-on tools, drawings, and number forms like standard and expanded form. Students will understand numbers are made up of tens and ones, and a digit's place affects its value. Students will practice building and breaking apart numbers in different ways using groups of tens and ones, and explain their thinking using pictures or math tools. They will also compare numbers up to 100, using phrases like "greater than," "less than," or "equal to" to describe the relationship. These skills help build a strong understanding of how numbers work and how to use them in real life.

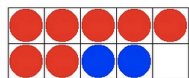


Unit 4: Addition within 20: Facts and Strategies

Suggested Pacing: 16 days

In this unit, students will learn to decide if math equations with numbers up to 10 are true by looking at them in different formats. Students will learn how to figure out missing numbers in addition problems within 10. Students will practice adding numbers within 10 quickly and accurately. These skills help them build confidence and flexibility in early math thinking. Students will also explore the idea that in addition, the order of numbers doesn't change the total—for example, $4 + 3$ is the same as $3 + 4$. They will solve addition facts within 20.

First graders build their fluency skills for addition and subtraction only to 10, but they solve problems within 20.



Unit 5: Subtraction within 20: Facts and Strategies

Suggested Pacing: 18 days

In this unit, students will learn to check if subtraction math equations with numbers up to 10 are true, even when written in different ways. They will solve real-life word problems using subtraction within 20, including problems where they need to find a missing part or the total. Students will practice subtracting numbers within 10 quickly and correctly. Students will also work on figuring out missing numbers in equations like $15 - 9 = \underline{\quad}$ or $10 - \underline{\quad} = 6$. These skills help build a strong foundation for understanding how numbers and operations work together.

First graders build their fluency skills for addition and subtraction only to 10, but they solve problems within 20.



Unit 6: Shapes and Solids

Suggested Pacing: 11 days

In this unit, students will learn to sort different polygons and explain how they grouped them based on their shapes and features. They will identify and describe both flat (2D) and solid (3D) shapes, such as triangles, squares, circles, cubes, and spheres. Students will explore the attributes of each shape, like the number of sides, corners, or faces. Students will also find and name these shapes in everyday objects, helping them connect math to the world around them. This builds important observation and reasoning skills through hands-on learning.

5	10
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Unit 7: Meanings of Addition

Suggested Pacing: 12 days

In this unit, students will learn to build numbers up to 20 in different ways and show their thinking using equations. They will solve real-world addition problems, including ones where parts of the

problem are missing, like the total or one of the numbers being added. These activities help your child understand how numbers can be put together and taken apart in different ways. It also strengthens their problem-solving and number sense skills.

First graders build their fluency skills for addition and subtraction only to 10, but they solve problems within 20.

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5	?

Unit 8: Meanings of Subtraction

Suggested Pacing: 15 days

In this unit, students will learn to break apart numbers up to 20 in different ways and show their work using equations. They will solve subtraction problems based on real-life situations, including problems where the missing number or the total needs to be found. These activities help children understand how numbers can be taken apart and how subtraction works. It also builds flexible thinking and strengthens their overall number sense.

First graders build their fluency skills for addition and subtraction only to 10, but they solve problems within 20.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

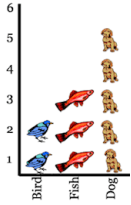
$$\begin{array}{c} \text{61} \\ + \\ \text{30} \end{array}$$

Unit 9/11: Addition within 100/Subtraction within 100

Suggested Pacing: 18 days

In this unit, students will use place value understanding to find numbers that are one more, one less, ten more, or ten less than a given number up to 99. They will add a two-digit number to a one-digit number or to a multiple of 10 using hands-on tools, drawings, and strategies that show how place value works. Your child will also begin to understand how addition and subtraction are connected and use that to help solve problems. Students will

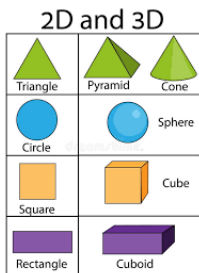
find the difference between two multiples of 10 (like 60 – 30) and explain their thinking. These skills help build strong number sense and confidence in working with larger numbers.



Unit 12: Measurement and Data

Suggested Pacing: 18 days

In this unit, students will learn to sort pictures or objects into at least three groups and explain how they sorted them. They will create a simple survey question, collect data, and make charts or graphs with up to three categories using a single scale. Then, Students will use those graphs to answer questions and draw simple conclusions. In measurement, your child will practice ordering three objects by length with direct comparison and will estimate and measure items using nonstandard tools, like paper clips or blocks, without gaps or overlaps. Students will also learn to tell and write time to the hour and half hour using both analog and digital clocks. In money skills, students will identify and write the value of coins and bills using symbols like ¢ and \$, focusing on pennies, nickels, dimes, quarters, and bills up to \$20. They will also count collections of pennies, nickels, and dimes to find the total value, staying within \$1. These skills help your child gather, use, and understand everyday math in meaningful ways.



Unit 13/14: Equal Shares/Analyze, Compare, and Contrast Shapes

Suggested Pacing: 15 days

In this unit, students will learn to divide squares, rectangles, and circles into two or four equal parts and name them as halves or fourths. They will practice sorting different polygons and explain how they chose to group them. Students will identify and describe the attributes of both flat (2D) and solid (3D) shapes, such as sides, corners, faces, and edges. Students will also learn to spot these shapes in everyday objects—for example, recognizing that a can is shaped like a cylinder or a ball is a sphere. Your child will classify shapes as either two-dimensional (flat) or three-dimensional (solid) and use proper

	math terms when describing them. They will also compare and analyze shapes of different sizes and orientations using formal math language. These activities help your child develop strong reasoning and geometry skills through hands-on and real-world experiences.
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$q + 6 =$	<u>Unit 15: Proficiency with Power Standards</u> Suggested Pacing: 10 days This unit focuses on working with students to ensure proficiency in the Power Standards for the 25-26 school year. Make sure to be aware of which students have not mastered the Power Standards at this point and work with those students to ensure mastery (revisit the indicators listed below based on your classroom data).
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Science



Unit 1 - Introduction to Science & Engineering Practices and Crosscutting Concepts

Students will begin exploring how scientists and engineers use the Science and Engineering Practices (skills scientists and engineers use) including asking questions, defining problems, developing and using models, planning and carrying out scientific investigations, analyzing and interpreting data, using mathematical and computational thinking, constructing explanations, designing solutions, engaging in argument from evidence, and obtaining/evaluating/communicating information. Students will also be introduced to the Crosscutting Concepts (ways scientists and engineers think about phenomena) including patterns, cause and effect relationships, scale/proportion/quantity, systems and system models, energy and matter, structure and function, and stability/change. Finally, students will be introduced to the engineering design process where students will define problems before developing and optimizing solutions to local, national, and global issues.



Unit 2 - Shadows, Light, and Motion in the Sky

1-PS4-2, 1-PS4-3, 1-PS4-4, 1-ESS1-1, 1-ESS1-2

In Part 1, students will make observations to support an evidence-based claim that objects in darkness can be seen only when illuminated by light sources. Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light. Students will describe the cause and effect relationship for how objects can only be seen if light is available to illuminate them

or if they give off their own light. Students will plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light. Examples of materials could include clear plastic (transparent), wax paper (translucent), cardboard (opaque), and mirrors (reflective). Students will describe the cause and effect relationship for how light passes and interacts with materials. Light travels from place to place. Some materials allow light to pass through them, others allow only some light through, and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam. People also use a variety of devices to communicate (send and receive information) over long distances. Students will use tools and materials to design and build a device that uses light or sound to communicate over a distance.

In Part 2, students will use observations of the sun, moon, and stars to describe patterns that can be predicted. Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day. Seasonal patterns of sunrise and sunset can be observed, described, and predicted. Students will make observations at different times of year to relate the amount of daylight to the time of year. Emphasis is on relative comparisons of the amount of daylight in the winter or summer to the amount in the spring or fall.



Unit 3 - Animals Communicate

1-LS1-1, 1-LS1-2, 1-LS3-1, 1-PS4-1, 1-PS4-4

In Part 1, students will plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. Examples of vibrating materials that make sound could include tuning forks and a stretched string that is plucked. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork. Students will describe the cause and effect relationship for how sound can make matter vibrate and vibrating matter can make sound. People also use a variety of devices to communicate (send and receive information) over long distances. Students will use tools and materials to design and build a device that uses light or sound to communicate over a distance.

In Part 2, students will make observations to support an evidence-based claim that most young animals are like, but not exactly like, their parents. Emphasis is on identifying patterns of shared features between young and adult animals. Examples of observations could include a particular breed of dog that looks like its parents but is not exactly the same. All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air. Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Students will use materials to design a solution to a human problem by mimicking how animals use their external parts to help them survive, grow, and meet their needs. Examples of human problems that can be solved by mimicking animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, or animal scales; stabilizing structures by mimicking animal tails; keeping out intruders by mimicking animal quills; or detecting intruders by mimicking eyes or ears. Students will describe how the shape and stability of structures and natural and designed objects are related to their function(s). Students will obtain information from multiple sources to determine patterns in parent and offspring behavior that help offspring survive. Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, or other vocalizations) and the responses of the parents (such as feeding, comforting, or protecting the offspring). Information may be obtained through observation, field study, text, media, etc. Students will describe the patterns for how adult animals can have young. In many kinds of animals, parents, and the offspring themselves engage in behaviors that help the offspring to survive.



Unit 4 - Plant Shapes

1-LS3-1, 1-LS1-1, 1-PS4-3

In Part 1, students will make observations to support an evidence-based claim that most young plants are like, but not exactly like, their parents. Emphasis is on identifying patterns of shared features between young and adult plants. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size. Plants are very much, but not exactly, like their parents. They can also vary in many ways. Plants have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. Plants also respond to some external inputs. Students will mimic how plants use their external parts to help them survive, grow, and meet their needs. Examples of human problems that can be solved by mimicking plant solutions could include stabilizing structures by mimicking roots on plants or keeping out intruders by mimicking thorns on branches. Students will describe how the shape and stability of structures and natural and designed objects are related to their function(s).

In Part 2, students will plan and conduct an investigation to determine the effect of how light interacts with plants and their dependency on light for survival. Plants have specific parts, such as leaves, that a beam of sunlight will effect in its ability to absorb, however, too much light can be harmful.

Students will describe the cause and effect relationship between parts of plants and how light interacts with these parts. Light travels from place to place, reaching plants high and low. Some plants are able to adapt using its parts to reach light, such as vines on a tree. The structure and function of plants is dependent on its survival using light.

Social Studies



Unit 1: We are Citizens of Our School and Community **Suggested Pacing: 15 days + 1 flex**

The goal is to lead students into making connections of diversity. Even with diversity we have the same rights and responsibilities as citizens of our class and school. In this unit, students will be exploring responsible citizenship in the classroom, school, and community as a beginning to understanding citizenship in a broader sense in South Carolina. The inquiry lessons provided in this unit address citizenship; the teacher will have to use their discretion to make sure that diversity/embracing differences and working together is also part of other lessons that they teach in this unit.



Unit 2: We are Citizens of Our State **Suggested Pacing: 29 days + 2 flex**

South Carolina's population is diverse when considering such attributes as age, ethnicity, family, gender, religion, and socioeconomics. Because of this diversity, civic dispositions are essential in governmental operations and day to day interactions between various groups. In this unit, students will be exploring local and state governments as well as determining their functions. Students should identify that different leaders exist at local and state governments and that each has a set of rules and laws that govern them. Governments at different levels support one another in order to make positive change in our communities and across our state.



Unit 3: Inquiring About History: SC Then and Now

Suggested Pacing: 25 days + 5 flex

This unit is designed to help students develop inquiry skills - evaluating sources of evidence (art, artifacts, digital sources, graphs, maps, oral histories, photographs/images texts); analyzing events; making predictions about possible outcomes; identifying similarities and differences; change over time. Generally, the theme is that place affects people and people affects place; this theme will be revisited throughout the year as students use the historical thinking skills they will be explicitly taught in this unit. Allow students to develop the foundational understanding that history involves continuities and changes in people from all backgrounds, and that patterns of history develop over time.



Unit 4: South Carolina, Our Unique State

Suggested Pacing: 27 days + 3 flex

Geography in the primary grades encourages the study of Earth as a home for humans and how they interact with it. Knowing where South Carolina is located, identifying key physical and human features in our state using a variety of primary and secondary sources, and understanding the different types of communities (rural, urban, and suburban) in South Carolina is essential for responsible citizenship. Students will also explore the advantages and disadvantages of living and working in each type of community in our state, while also examining the beautiful features and places that make South Carolina a unique and wonderful place. Students are encouraged to use inquiry with a variety of sources used to investigate and compare the location of South Carolina to the rest of the United States.

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Unit 5: Economic Impacts

Suggested Pacing: 32 days + 5 flex

Building off of what students learned about needs and wants in Kindergarten, first grade students are now ready to explore how goods and services meet those needs and wants. By inquiring about goods and services in the school, the community, and South Carolina, students will identify goods as items for purchase and services as actions that benefit others. Civic dispositions are integrated into the identification of economic wants or needs and collaborating on possibilities to create a good or service to meet them.

Health



Unit 1: Personal and Community Health

Suggested Pacing: 7 weeks

Students will understand the chances of being exposed to harmful substances or contracting many illnesses can be within personal control. Students will be equipped with the knowledge and skills to make healthy decisions related to personal and community health.



Unit 2: Mental, Emotional and Social Health

Suggested Pacing: 3 weeks

Students will understand mental health includes our emotional, psychological, and social well-being. Students will be able to discuss how mental health affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.



Unit 3: Injury Prevention and Safety

Suggested Pacing: 9 weeks

Students will understand that preventing injuries is an important way to improve overall health and wellness. Students will also understand that preventing injury is an important part of protecting themselves and those around them. Students will practice making small changes to the way they think and the things they do in order to help to prevent injuries.



Unit 4: ATOD

Suggested Pacing: 4 weeks

Students will understand that effective education in ATOD is important because young people are faced with many influences and pressures to participate in risky behaviors. Students will also understand that engaging students in ATOD education assists them in making healthy and safe choices, identify risky situations, and develop strategies to prepare them for challenging situations.



Unit 5: Nutrition and Physical Activity

Suggested Pacing: 7 weeks

Students will be equipped with the knowledge, skills, self-efficacy, and intentions to make healthy decisions related to nutrition and physical activity.



Unit 6: Human Growth and Development

Suggested Pacing: 6 weeks

Students will understand that growth and development refers to the changes that occur as a child grows and develops in relation to being physically healthy, mentally alert, emotionally sound, socially competent and ready to learn. Understanding these changes prepares the student for the different stages of child development.

Instructional Materials and Resources/Required Tests:

Instructional Materials/Resources:

Promethean Board
Teacher created flipcharts
iPad Apps
Computer / Internet Access

Examples of Websites

Starfall.com
Brainpop Jr.
Spelling City
United Streaming videos
Promethean Planet
ABCya
Epic
RAZ Kids
Dreambox

Software to support texts
Math Manipulatives
Greenville County School District Science Kits:
Pebbles, Sand, Silt
Sound and Light
New Plants
Everyday Counts Calendar Math Kit
Reading Horizons
Leveled Readers
Decodable Readers
Trade Books
Library Books
White boards
Content vocabulary cards
Greenville County Schools Curriculum Platform

Texts:

McGraw Hill-Reveal
Houghton Mifflin Harcourt Reading Series - Into Reading
Pearson Social Studies and Science Series
Houghton Mifflin Health

Required Tests

District Math Benchmark Test
Teacher Created Math Unit tests

Assessments/Records

Language Arts will be assessed through observation, teacher made assessments, and Reading Horizons Phonics program. Running records will also assess fluency, word decoding, and comprehension.

Writing will be assessed throughout the year through sample writings, notebooks, and other various writings.

Math will be assessed through observations, tests, daily work, quizzes, and participation. Teacher-created tests are given at the end of each unit.

**Teacher Created math tests will be sent home to be signed and must be sent back to school. District tests cannot be sent home, however we will send a skill report and grade home. They will be kept on file and available for viewing during scheduled conferences. Running records will be kept on file also.

Science and Social Studies will be assessed by unit tests, observations, projects, and participation

Report Card Grading

ACADEMIC SKILLS INDICATORS	
M	The student consistently meets or exceeds end-of-year expectations for this standard
P	The student shows expected growth/progress in meeting this end-of-year standard
B	The student is beginning to progress toward meeting this end-of-year standard
N	The student needs intensive support at school and home to develop this end-of-year
	If left blank, this standard was not addressed or assessed during this reporting period

Parents will be invited in for a conference to discuss each student's progress during October of the first quarter.

Students will receive a report card for the 1st, 2nd, 3rd, and 4th quarters.

Class Procedures

Early Morning

When children enter class in the morning, they unpack their book-bags, hang them up, put their homework folders in the basket. Students will have the opportunity to eat breakfast in the classroom and then begin their morning work. We watch the LFTV news broadcast, say the Pledge of Allegiance, pause for a moment of silence, and make a lunch choice.

Restroom

Students are allowed to use the restroom whenever needed. We try to use the restroom during independent work time so that direct instruction is not interrupted. They are to knock on the door first, quickly go to the restroom, wash their hands, and return to their work.

Lunch

Parents are invited to join us for lunch on days we will eat in the cafeteria (*subject to change due to Covid protocols); however, fast food and carbonated drinks are not allowed in the cafeteria. Please wait until after Labor Day to visit. We will be eating in the cafeteria every other day, so please check with your child's teacher to be aware of your child's lunch schedule. Please wait in the cafeteria until our class arrives. Then get in line with your child. When sending lunch money to school, please put it in an envelope with your child's name on it. The first 10 minutes of lunch is for eating, so there is no talking during that time. Students are also allowed to buy ice cream or snacks at lunch. Extra money needs to be sent in for that.

Homework

Homework consists of reading daily and logging their reading on a reading log. Spelling and word work is optional, but will greatly benefit your child's reading and writing abilities.

School Expectations and Discipline Plan

Lake Forest School uses Conscious Discipline to teach expected behaviors and self-regulation to students. This allows students to take responsibility for their actions and reactions in and out of the classroom. Each list of expectations covers the five areas of PRIDE (found on the next page).

During instructional time, children are taught to use "Whole Body Listening." We listen with our ears, our brain, our eyes, our lips, our hands, our feet, and our heart. Many opportunities are given for children to move during the day, but children are expected to respect themselves, others, and property.



P

I will be a **positive** role model and exhibit a **positive** attitude.

R

I will show **respect** to all teachers, staff members, and my peers.

I

I will be **involved**, participate in my learning, and complete my work.

D

I will show that I am **determined** by not giving up on my work or myself.

E

I am preparing for my future now by showing **effort** in my learning.

Rewards

Students are able to earn for making good choices. Good behaviors, such as, raising their hand, following directions, using good manners, following hallway expectations, completing work, and participating in class can earn privileges..

Consequences for not following expectations include:

1. Reteaching expected behavior
2. Communication with parents
(Following As Needed)
3. A “behavior reflection” sheet-a child writes and/or draws about his or her undesired behavior and makes a plan for what he or she will do the next time. This will be sent home to be signed by a parent.
4. A minor incident report: which will be sent home to be signed by a parent
5. Time spent reflecting on behavior during recess.
6. A trip to the office to meet with one of the administration.
7. Suspension from school

E-Learning Expectations

First grade will be using SeeSaw on any e-learning days. In addition, your child’s teacher will communicate a time for any Google Meets. Please be prepared to have your child log on to their Chromebook on time and have a quiet space to participate. All e-learning assignments are due by the end of the day in order to be marked present.

Absences/Tardies/Make-Up Policy

Our school day begins promptly at 7:45 am. If your child is tardy, he/she must go to the office and get a tardy pass to come to class. If your child is sick, please keep them home so as not to infect others; otherwise, they should be at school. In the event of an absence, please send a doctor’s note or parent note the next day that your child returns to school. Your child will have one week to make up missed assignments. The homework will be in their folder and should be completed upon return. Classwork that can be made up will be sent home after the child returns to school. There is so much in first grade that is hands on and teacher directed that most of it is impossible to recreate to do at home. If there are worksheets or book assignments that can be made up, we will send them home in the homework folder. If you want to pick up your child’s work, call the school office and they will have them in the front office for pick up by 3:00.

Communication

Your child’s work will be sent home weekly. However, some math work may be sent home as examples for homework problems as needed. Please look over the work and discuss it with your child. Items that are underlined or circled were done incorrectly. Once corrections are made, a smiley face is drawn on the paper.

Other information that is pertinent to the class and also information from the office and the PTA will be sent home in the blue folder. The weekly newsletter will contain the weekly homework but also items of interest about the class. Please read the items carefully.

First grade will communicate with parents by conference, phone, note, or email. Our website is available for information also. Our school website is www.greenville.k12.sc.us/lforest . You can follow the staff link on the Lake Forest website to find my website/email.

Arrival and Dismissal

Students should be dropped off at the cafeteria entrance if you arrive from 7:00-7:30. Students should not be dropped off at the side entrance before 7:30. The side entrance will be opened and students will be sent to class at the 7:30 bell.

Bus students and walkers will wear a tag indicating their dismissal number. First grade bus riders are not allowed off the bus without an adult or older child to take responsibility for them. In order to pick up a walker, you must have a dismissal tag.

All car riders will be dismissed on the side at 2:15. If you are also picking up older children, they will meet your younger child at the side car dismissal. A designated adult with a dismissal card must pick up your student.

If your child needs an early dismissal, please send a note with them that morning. Come to the office and your child will be called up to the office. There will be no early dismissal after 2:00.

Health Room Guidelines

If your child needs prescription medicine, you must walk the medicine into the nurse. Your child should never have medicine in his or her book bag. The nurse is not allowed to give "over the counter" medications. Your child should stay home if he or she has had a fever, or has thrown up within the last 24 hours.

Thank you for our support of Lake Forest and our first grade team. We look forward to a great partnership with you to help your child have the best year possible.