

First Grade Outline

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Available after school by appointment from 3:15 PM – 3:45 PM (M – TH)

Instructional Objectives

Bible

- Understand that studying the Bible leads to understanding God
- Begin to be familiar with the way the Bible is organized
- Apply Bible lessons to daily life
- Memorize Bible texts
- Develop a growing friendship with Jesus
- Begin developing a commitment to life-long service
- Recognize the power of prayer
- Exhibit positive character traits that reflect the Fruits of the Spirit
- Accept personal responsibility for achieving and maintaining optimum physical, mental, and spiritual health

Math

Number and operations

- Count, write, and understand numbers 0 – 100
- Count by twos, fives, tens, and twenty-fives to 100
- Skip count by tens e.g. 17, 27, 37 ...
- Understand place value of tens and ones
- Compare numbers using symbols $>$, $<$, and $=$
- Understand the meaning of addition and subtraction and relate to appropriate symbols
- Understand basic addition and subtraction fact families
- Develop a counting strategy for addition and subtraction facts to 20
- Memorize addition with sums to 12 and related subtraction facts
- Add and subtract 1- and 2- digit numbers, with no renaming
- Read number words to ten
- Understand and use a number line

Algebra

- Recognize and express expanding and repeating math patterns
- Identify properties of patterns

- Use variables and open sentences to express relationships
- Use the commutative property and solve number sentences with numbers and symbols

Geometry

- Describe attributes and parts of 2- and 3- dimensional objects
- Recognize geometric shapes
- Copy figures and draw simple 2-dimensional shapes from memory
- Recognize sides and corners of shapes

Measurement

- Estimate and measure length, weight, volume and mass using nonstandard and standard units
- Compare objects in terms of length, area, capacity and weight
- Order sequence of events with respect to time, e.g. seasons; morning, afternoon, night; o'clock
- Know the number of minutes in an hour
- Tell time to the hour and half hour using both digital and analog clocks
- Identify pennies, nickels, dimes, quarters, half-dollars, and dollars
- Determine the value of a set of coins to \$1.00
- Know and name the days of the week and 12 months of the year

Data Analysis and Probability

- Use whole number units to construct graphic representations
- Understand information represented in simple bar graphs, line graphs, and pictographs
- Collect and organize data into charts using tally marks

Language Arts

Viewing

- Use picture clues to predict content
- Compare and contrast works read and viewed
- Distinguish characteristics between fantasy and reality
- Share thoughts and feelings after viewing visual media

Listening

- Listen attentively and respectfully to others while waiting for a turn to speak
- Listen and stay on topic when participating in a conversation
- Ask questions as a means to understand listening

Reading

- Phonics
 - Hears, reads, and writes initial sounds
 - Hears, reads, and writes final consonants
 - Hears, reads, and writes initial blends
 - Hears, reads, and writes final double consonants
 - Hears, reads, and writes words with initial and final digraphs
- Fluency
 - Recognize sight words
 - Decode words in isolation and in connected text
 - Increase speed of reading while maintaining accuracy
 - Read silently for pleasure
- Word Study
 - Recognizes and identifies rhyming words
 - Recognizes names, and produces upper and lowercase letters
 - Use pictures and illustrations to determine the meaning of unfamiliar words
 - Hears, reads, and writes words with short vowel sounds
 - Use context clues to predict new words
 - Reads and writes plurals adding *s* or *es*
 - Reads and writes compound words
 - Divide words into syllables to decode short vowel words
 - Write two syllable words
 - Reads, spells, and understands base words with inflectional endings – ed, ing, silent *e* base words
- Comprehension
 - Predicts what makes sense
 - Notices and interprets details in pictures
 - Identifies characters and settings in stories
 - Sequences events using sentence strips and pictures, story maps, timelines, and sequence words in language
 - Sequences events through paragraphs using transition words
 - Analyzes and compares characters, themes, settings, and issues through maps, notes, charts, Venn diagrams, and written comparisons
 - Develops concept maps
 - Retells or takes notes on story structure: story hat, story plan, picture notes, character mobiles, cumulative story plans
- Speaking
 - Retell familiar stories in sequence
 - Recount personal experiences
 - Use appropriate tone and volume
 - Stay on topic
- Reference Skills
 - Alphabetizes words and names by first letter

- Uses glossaries and dictionaries
- Writing
 - Practice the writing process
 - Writes titles for their own and others' writing
 - Writes stories based on predictable books (story innovations)
 - Reads and writes phrases and sentences
 - Use a variety of genre to express ideas for different audiences
 - Differentiate between and write sentences that are declarative, interrogative, imperative, and exclamatory
 - Gather and organize information for writing
 - Write at least three-sentence paragraphs that develop a central idea
 - Evaluate one's own and other's writing
- Grammar
 - Edits for capitalization: beginning of sentence, names, *I*, words with quotation marks, titles of stories and books
 - Edits for punctuation: period at end of sentence, question mark, quotations marks, exclamation marks, commas between date and year
 - Edits for subject/verb agreement
 - Edits for possessive nouns and pronouns
 - Edits for usage: I'm
 - Identifies and uses parts of speech: adjectives
 - Use standard English
- Handwriting
 - Hold pencil correctly
 - Use correct formation of upper and lower case letters
 - Form letters and words so they can be easily read by others
 - Leave proper spacing between words and sentences
- Spelling
 - Use invented spelling with proper sound sequencing
 - Spell words with familiar phonetic patterns correctly
 - Use conventional spelling of short, high-frequency words; e. g. sight and CVC/CVCC and CVCe words

Science

- Life
 - Identify various habitats and the organisms that live there
 - Understand growth processes and life cycles of plants
 - Describe the basic needs of living things
 - Identify the senses and their functions and describe how they contribute to learning
- Physical
 - Define electricity and describe electrical fields of force
 - Compare the force of various magnets and how they interact with each other
 - Define work

Define energy and identify common types and uses
Identify simple and compound machines and their relationships
Understand that sound is made when objects vibrate
Observe that sound travels differently through a solid, a liquid, and a gas

- Earth
 - Identify the sun as a source of heat and light to Earth and explain why the sun is necessary for life on Earth
 - Understand that Earth revolves around the sun and the moon is Earth's satellite
 - Recognize how Earth's orbit influences the seasons
 - Understand the moon's appearance changes in different phases
 - Describe stars and pictures formed by some groups of stars
- Health
 - Describe structures, functions and personal hygiene of the sense organs
 - Describe structure, function, and personal hygiene of teeth
 - Identify food groups in the Food Guide Pyramid
 - Describe practices that help promote good health, such as exercise, cleanliness, and rest
- Scientific Inquiry
 - Make observations
 - Ask questions or form hypotheses based on these observations
 - Plan a simple investigation
 - Collect data from the investigation
 - Use the data collected from the investigation to explain the results

Social Studies

- History
 - Understand that God has a plan for each person's family
 - Develop a personal picture timeline of one's family history
 - Know family history through two generations
 - Discuss family traditions
 - Explore families in history e. g. early settlers, Native people, national leaders
 - Understand why national, cultural, and religious holidays are celebrated
 - Know the history of American symbols e. g. the eagle, the Liberty Bell, flag
- Civics
 - Understand basic safety rules
 - Understand the relationship between home, school and the community
 - Appreciate diversity in people
 - Know the importance of Christian citizenship
 - Develop responsibility through good decision making
 - Understand individual roles in groups and government
- Geography
 - Read and identify simple maps and globes

Locate where one's family lives on maps of neighborhood, community, state, country and world

Understand the climate of the community in which one lives

Recognize the importance and distribution of and changes in natural resources

- Economics

Identify how community helpers provide services for one's family

Know how families earn and spend money

Identify the difference between wants and needs

First Grade Assessment

Student progress will be assessed using the following means:

- Written work
- Participation in class
- Teacher observation
- Periodic Tests
- Verbal feedback
- Reading and Writing Conferences
- Reading Records

Meeting the Needs of Exceptional Students

The lessons will be taught in a variety of ways each day in an attempt to meet the needs of all learners. Students will be assessed on a daily basis using the tools listed above. Those students who seem to be struggling will receive more one on one tutoring in the classroom, may go at a slower pace, and receive more repetition of the skills being taught. If the teacher is unable to meet a particular child's needs, the child may be referred to a special education teacher for testing.

Students who are progressing quickly will be challenged to forge ahead, and read and write at their own level. They may spend less time in the large group reviewing what they already know, and more time in a small group learning more advanced skills. They may also be asked to lead out in groups, and help tutor their peers.

Classroom Policies and Procedures

- 1. Attendance/Tardy** - (See Handbook pgs. 9-11 for more details)
 - Attendance will be taken and class will start at **8:00 AM**. The students should be **IN THEIR SEATS** and ready to begin the day.
 - Absences and tardies require a **written note** in order to be excused.
 - It is the responsibility of the parent and student to make sure that any class work missed due to an absence is completed and turned in.

- 2. Homework Policy**

- Homework will come home in a red folder.
- All homework **must be completed and returned the next day**, unless noted otherwise. Students, who develop a habit of not returning their homework, may be asked to complete it during a recess. First grade work is completed in a very sequential order, and it is extremely important that your child does not get behind.
- The amount and regularity of the homework will be determined by the students' needs and progress.

3. Grades

- Grades in first grade are very subjective, and based on the teacher's evaluation of a student's progress using the assessment tools listed above.
- The grading scale is:

E = excellent progress
S= satisfactory progress
N= needs improvement

**Please note that on daily work a star is the same as an "E" and a check mark the same as an "S".

4. Classroom Behavior and Expectations

Expectations

- In school, children are expected to do what their teachers ask.
- The child should know how to wait.
- The child should understand that other people have rights and feelings also.
- The child should be able to share and work together in a group.
- The child should be learning to control impulsive behaviors.
- The child should be able to sit quietly and listen to a story or concentrate on a task.
- The child should be learning ways to settle arguments without fighting.
- The child should practice politeness.

Rules

- Follow directions when given the first time.
- Work quietly in you space.
- Respect others. Be kind with your words and actions.
- Respect school and personal property.
- Keep hands, feet, and objects to yourself.

Rewards

- Praise
- The joy of learning harmoniously
- Friday treat

Consequences

- Reminder / Warning
- Time Out
- Notice of Misconduct (Yellow Slip)
- A visit to the Vice Principal
- Call a Parent / Child may go home.