

# First Grade Syllabus 2018-2019



## Teachers:

Ms. Bridwell, Mrs. Capps, Mrs. Deyton, Mrs. Grumbles, Mrs. Mills

## Communication with Parents:

At the beginning of the school year, parents receive a letter welcoming their child into the classroom. Given along with this greeting are the learning expectations, a list of classroom rules and consequences, and a list of supplies that will be needed throughout the school year.

Weekly newsletters are sent home every Monday. These letters help keep parents up to date about the events in the school. The newsletters will also be posted on the teachers' websites each week.

At the end of the first quarter, the parents will be invited to individual conferences. At this time, academic progress, social adaptation, and overall performance will be discussed. This will be a time when parents can ask questions and present their concerns. Conferences will also be held as needed, and at any other time requested by parents.

A school-wide envelope is sent home every Tuesday with general information and appropriate notes. Parents should remove papers, sign, and return the envelope on Wednesday.

Parents have an open invitation to their child's classroom. They are welcome to come observe, volunteer, or eat lunch with the class at any time.

Notes will be written and phone calls will be made as needed throughout the year. A log will be kept of all phone calls, conferences, and other contacts with parents.

## Homework Policy:

Homework is important for many reasons. First graders need practice to reinforce what has been learned in the classroom. Homework in first grade, though not extensive, sets the groundwork for good study habits in the future. Parents also benefit from their child's homework because it allows them to see what is happening in the classroom and to better understand how their child is progressing.

Our first graders will have homework every Monday, Tuesday, Wednesday, and Thursday nights. Homework will consist of a math practice sheet or reading practice sheet, and a reading assignment every night. We will send home something specific for you and your child to read together each night. In addition to this, there will be some Science and Social Studies projects throughout the year. Students should be able to complete their homework in about twenty minutes. They work hard in school all day long and we would like for them to be able to spend time at home having fun. We hope that you and your child will be able to enjoy this homework time as the school year progresses.

### Attendance, Tardy, and Make-Up Work Policy:

All students should be in class at 8:00 each day. When students are absent they miss many learning opportunities in the classroom that are difficult to duplicate at home. For this reason, we feel that every effort should be made to ensure that students are in class whenever they are well. If a student is absent due to illness, a medical excuse should be sent to school the day that the student returns to school. Any written work that the student has missed will be sent home in the homework folder. It should be completed and sent back within a reasonable timeframe.

### Behavior Plan:

Appropriate behavior is imperative in the classroom to ensure a consistent learning environment. Each student starts the day on "I am Balanced." They will move up or down throughout the day depending on their behavior.

Consequences for breaking each rule are clearly articulated in each classroom. We also believe that good behavior needs to be rewarded frequently. Each day, the student's homework folder is marked with his/her behavior for that day. Students who do not move down and remain there, will get a check on the chart each day. After 10 checks, the students earn a trip to the treasure chest.

## Math Curriculum

Go Math! Units		Standards	Time Allocated
<b>1<sup>st</sup> Quarter</b>			
	Unit	Standards	Pacing
1	Understanding Ten Ones Make a Ten	1.NSBT.2 a, b; 1.ATO.1; 1.ATO.6 a	10 days
2	Using Data to Add and Subtract within 20	1.ATO.1; 1.ATO.5; 1.ATO.6 a; 1.MDA.4; 1.MDA.5	12 days
3	Ordering and Comparing Lengths	1.MDA.1	5 days
4	Exploring Quantities to 100	1.NSBT.1 a, b, c; 1.ATO.9 a, b	8 days
5	Telling Time to the Hour	1.MDA.3	5 days
<b>2<sup>nd</sup> Quarter</b>			
6	Developing Addition and Subtraction Strategies	1.ATO.3; 1.ATO.4; 1.ATO.6 a	12 days
7	Distinguishing Attributes of Shapes	1.G.1; 1.G.4	5 days
8	Using Place Value	1.NSBT.1 a, d; 1.NSBT.2 b, c; 1.NSBT.3	10 days
9	Extending Strategies for Addition and Subtraction	1.ATO.1; 1.ATO.6 a; 1.ATO.7; 1.MDA.4; 1.MDA.5	15 days
10	Telling time to the Half Hour	1.MDA.3	5 days
<b>3<sup>rd</sup> Quarter</b>			
11	Adding Multiples of Ten	1.NSBT.4 a, b; 1.NSBT.5	10 days
12	Composing and Drawing Shapes	1.G.1; 1.G.2	8 days
13	Understanding the Equal Sign	1.NSBT.3; 1.ATO.7; 1.ATO.8	10 days

14	Understanding Place Value to Add and Subtract	1.NSBT.4 a; 1.NSBT.5; 1.NSBT.6	10 days
15	Applying Properties of Operations to Add 3-Digits	1.ATO.2; 1.ATO.3	10 days
<b>4<sup>th</sup> Quarter</b>			
16	Measuring Lengths with Non-Standard Units	1.MDA.2	10 days
17	Finding Equal Shares of Shapes	1.G.3	5 days
18	Identifying Coins	1.MDA.6	5 days
19	Demonstrating Proficiency in Addition and Subtraction	1.ATO.1; 1.ATO.6 a, b	10 days

## First Grade Reading Skills

### PHONICS/DECODING SKILLS:

Know letters and sounds to identify words as they appear in print.  
Know initial and final consonants.

#### **Know:**

Initial and Final Blends

br, cr, dr, fr, gr, pr, tr, bl, cl, fl, sl, pl, sl, sc, sk, sm, sn, sp, st, sw

Initial and Final Digraphs

sh, ch, th, wh, ck

Double Consonants

-ff, -ll, -ss

Short Vowels

a – apple, e-egg, i – igloo, o – octopus, u – up

Long Vowels

a-name, e-beet, i-like, o-hole, u-use

Vowel Digraphs/ Diphthongs

ea-read, oa-boat, ow–cow, know, ou-out, ai-mail, ay-day

oo–moon, book, ue-blue, ew–new

Sounds for Y

Ex. – my, city

R - Controlled Vowels

ar–car, or–for

### VOCABULARY:

High Frequency Words/Basic Sight Words

(Vocabulary words for each story)

Unknown Words - Use picture clues, context clues, structural clues, and phonetic clues to identify words when reading.

Synonyms - words that are the same in meaning. Ex. big, large

Antonyms - words that are opposite in meaning. Ex. big, little

Contractions - combining 2 words into 1 word. Ex. is not - isn't

Compound Words- a word made from using two smaller words. Ex. paintbrush

**READING COMPREHENSION:**

Sentence Reading - Understanding a simple sentence

Details- Answer questions about a story like *Who? Where? What? When? Why?*

Inferences, Making Predictions – The author doesn't say everything so the reader needs to figure out what happens and why things happen.

Compare and Contrast - Identify how things are alike and different.

Categorize/Classify - Put items that are alike into a group.

Ex. dog, cat, fish (pets)

Sequence - Order in which things happen. What happens first? Next? Last?

Ex. *What happened after they went to the store?*

Making Generalizations - To make a general conclusion.

Ex. Lions are not pets.

Cause and Effect - Reason why something happens.

Ex. -Why did the girl carry her umbrella?

Fantasy And Realism - Identify as real or make-believe.

Real - Ex. The cat jumps up. Fantasy-Ex. The cat reads a book.

Main Idea - What is the story about?

Character, Setting, Plot- Who is on the story? Where did the story take place? What happens in the story?

Critical Analysis/Metacognition - Use story and strategies to evaluate or analyze what is read (thinking about your thinking).

Genres- fiction, realistic fiction, non-fiction, informational text

**STUDY SKILLS:**

Parts of A Book: Table of Contents - Read and use information.

Following Directions - Follow a set of directions in the correct order to complete a task.

Glossary: Alphabetical Order- Put words in order to use a dictionary

Reading a Map- Read and interpret a map for information

**Grade 1  
Pacing Guide for Reading  
by Common Core Standards**

**Houghton Mifflin Harcourt Reading Series  
Reading A to Z  
Fountas and Pinnell**

<b>UNIT</b>	<b>READING: LITERATURE (RL)</b>		<b>READING: FOUNDATIONAL SKILLS (RF)</b>
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		<b>READING: INFORMATIONAL TEXT (RI)</b>	
<p style="text-align: center;"><u>Unit 1:</u> Around the Neighborhood</p> <p style="text-align: center;">(5 weeks)</p> <p>Skills: Main Idea, Understanding Characters, Sequence of Events, Text and Graphic Features, Story Structure</p> <p>Strategy: Summarize Infer/Predict Monitor/Clarify Questioning Analyze/Evaluate</p>	<p>RL.5.1 Ask and answer questions about key details in a text.</p> <p>RL.7.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.8.1 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.9.2 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>RI.6.1 Identify the main topic and retell key details of a text.</p> <p>RI.8.1 Distinguish between information provided by pictures or other illustrations and information provided by words in a text. &amp; Use the illustrations and details in a text to describe its key ideas.</p>	<p>RI.1.1 Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>RI.2.2 Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RI.2.3 Isolate and pronounce initial medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RI.2.4 Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RI.3.2 Decode regularly spelled one-syllable words.</p> <p>RI.3.5 Read words with inflectional endings.</p> <p>RI.3.6 Recognize and read grade-appropriate irregularly spelled words.</p> <p>RI.4.1 Read on-level text with purpose and understanding.</p> <p>RI.4.2 Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
<p style="text-align: center;"><u>Unit 2:</u> Sharing Time (5 weeks)</p> <p>Skills: Understanding Characters, Details, Sequence of Events, Text and Graphic Features, Story Structure</p> <p>Strategy: Summarize Infer/Predict Analyze/Evaluate Question Visualize</p>	<p>RL.7.1 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.8.1 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.12.1 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RL.6.1 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.7.2 Compare and contrast the adventures and experiences of characters in stories.</p>	<p>RI.5.1 Ask and answer questions about key details in a text.</p> <p>RI.6.1 Identify the main topic and retell key details of a text.</p> <p>RI.8.2 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.8.1 Use the illustrations and details in a text to describe its key ideas.</p>	<p>RI.1.1 Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>RI.2.2 Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RI.2.3 Isolate and pronounce initial medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RI.2.4 Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RI.3.1 Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RI.3.2 Decode regularly spelled one-syllable words.</p> <p>RI.3.5 Read words with inflectional endings.</p>

			<p>RI.3.6 Recognize and read grade-appropriate irregularly spelled words.</p> <p>RI.4.1 Read on-level text with purpose and understanding.</p> <p>RF.1.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
<p><u>Unit 3:</u> Nature Near and Far (5 weeks)</p> <p>Skills: Author’s Purpose, Sequence of Events, Cause and Effect, Conclusions, Compare and Contrast</p> <p>Strategy: Analyze/Evaluate Question Visualize Infer/Predict Monitor/Clarify</p>	<p>RL.5.1 Ask and answer questions about key details in a text.</p> <p>RL.8.1 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.6.1 Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>RI.7.1 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.9.1 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.8.2 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.8.1 Distinguish between information provided by pictures or other illustrations and information provided by words in a text.</p> <p>RI.8.1 Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.11.2 Identify the reasons an author gives to support points in a text.</p>	<p>RL.1.1 Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>RL.2.1 Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RL.2.2 Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RL.2.3 Isolate and pronounce initial medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RL.2.4 Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RL.3.1 Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RL.3.2 Decode regularly spelled one-syllable words.</p> <p>RL.3.4 Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>RL.3.5 Read words with inflectional endings.</p> <p>RL.3.6 Recognize and read grade-appropriate irregularly spelled words.</p> <p>RL.4.1 Read on-level text with purpose and understanding.</p> <p>RL.4.2 Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
<p><u>Unit 4:</u> Exploring Together (5 weeks)</p> <p>Skills:</p>	<p>RL.5.1 Ask and answer questions about key details in a text.</p> <p>RL.7.1 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.8.1 Describe characters, settings, and</p>	<p>RI.5.1 Ask and answer questions about key details in a text.</p> <p>RI.6.1 Identify the main topic and retell key details of a text.</p> <p>RI.7.1 Describe the connection between two individuals, events, ideas, or</p>	<p>RI.2.1 Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RI.2.3 Isolate and pronounce initial medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RL.3.1 Know the spelling-sound correspondences for common consonant digraphs.</p>

<p>Main Idea and Details; Compare and Contrast; Author’s Purpose; Conclusions; Cause and Effect</p> <p>Strategy: Question Visualize Summarize Monitor/Clarify Infer/Predict</p>	<p>major events in a story, using key details. RL.12.1 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. RL.7.2 Compare and contrast the adventures and experiences of characters in stories.</p>	<p>pieces of information in a text. RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>RI.3.2 Decode regularly spelled one-syllable words. RI.3.4 Know final –e and common vowel team conventions for representing long vowel sounds. RI.3.3 Decode two-syllable words following basic patterns by breaking the words into syllables. RI.3.6 Recognize and read grade-appropriate irregularly spelled words. RI.4.1 Read on-level text with purpose and understanding. RI.4.2 Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
<p><u>Unit 5:</u> Watch Us Grow (5 weeks)</p> <p>Skill: Story Structure; Conclusions; Cause and Effect; Sequence of Events; Understanding of Events; Understanding Characters</p> <p>Strategy: Analyze/Evaluate Visualize Monitor/Clarify Question Summarize</p>	<p>RL.5.1 Ask and answer questions about key details in a text. RL.7.1 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.8.1 Describe characters, settings, and major events in a story, using key details. RL.10.1 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.11.2 Identify who is telling the story at various points in a text.</p>	<p>RI.5.1 Ask and answer questions about key details in a text. RI.7.1 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.8.1 Use the illustrations and details in a text to describe its key ideas.</p>	<p>RI.3.2 Decode regularly spelled one-syllable words. RL.3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. RL.3.3 Decode two-syllable words following basic patterns by breaking the words into syllables. RL.3.6 Recognize and read grade-appropriate irregularly spelled words. RL.4.1 Read on-level text with purpose and understanding. RL.4.2 Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
<p><u>Unit 6:</u> Three Cheers for Us! (5 weeks)</p> <p>Skill: Compare and Contrast; Text and Graphic Features; Story Structure; Cause and Effect; Understanding Characters</p> <p>Strategy: Monitor/ Clarify Analyze/Evaluate Infer/Predict Visualize Summarize</p>	<p>RL.7.1 Retell stories, including key details, and demonstrate understanding of their central message RL.6.1 Use illustrations and details in a story to describe its characters, setting, or events or lesson. RL.7.2 Compare and contrast the adventures and experiences of characters in stories.</p>	<p>RI.7.1 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.9.1-RI.9.2 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.8.1 Distinguish between information provided by pictures or other illustrations and information provided by words in a text. RI.8.1 Use the illustrations and details in a text to describe its key ideas. RI.11.2 Identify the reasons an author gives to support points in a text.</p>	<p>RI.3.2 Decode regularly spelled one-syllable words. RI.3.4 Know final –e and common vowel team conventions for representing long vowel sounds. RI.3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. RL.3.3 Decode two-syllable words following basic patterns by breaking the words into syllables. RL.3.5 Read words with inflectional endings. RI.3.6 Recognize and read grade-appropriate irregularly spelled words.</p>

			RL.4.1 Read on-level text with purpose and understanding. RI.4.2 Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RL.4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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## Science, Social Studies, and Health Skills

Science, Social Studies, and Health studies are incorporated in our International Baccalaureate units of inquiry. The six planners described below meet most of the Standards for these subjects. Standards that are not met in the six units are met through incorporation in language arts, math, or through shorter standalone units of study.

The primary texts used in each area are:

Macmillan McGraw-Hill Science

Houghton Mifflin Social Studies, School and Family

Harcourt Health and Fitness

### IB Planners:

<b>Transdisciplinary Theme</b>	<b>Central Idea</b>	<b>Time Frame</b>
Where We Are in Time and Place	Actions have reactions.	September 4 – September 14
How We Organize Ourselves	Rules and laws are used to organize communities.	September 17 – October 5
Light and Shadows	Stand Alone	October 8 - November 2
Sun and Moon	Stand Alone	November 7 – November 30
How We Express Ourselves	Families and cultures affect how we express ourselves.	December 3 – December 21
Principles and Leaders of American Democracy	Stand Alone	January 7 – January 25
Sharing the Planet	Resources are discovered and used around the world.	January 28 – February 22
Who We Are	People have a responsibility to take care of their bodies.	February 25 – April 5
How the World Works	Plants are alike and different.	April 8 – May 17
Maps	Stand Alone	May 20- June 5



# 1st Grade Science Standards

## SCIENCE AND ENGINEERING PRACTICES

**NOTE:** Scientific investigations should always be done in the context of content knowledge expected at this grade level. The standard describes how students should learn and demonstrate knowledge of the content outlined in the other standards.

**Standard 1.S.1:** The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.

**1.S.1A. Conceptual Understanding:** The practices of science and engineering support the development of science concepts, develop the habits of mind that are necessary for scientific thinking, and allow students to engage in science in ways that are similar to those used by scientists and engineers.

**Performance Indicators:** Students who demonstrate this understanding can:

**1.S.1A.1** Ask and answer questions about the natural world using explorations, observations, or structured investigations.

**1.S.1A.2** Develop and use models to (1) understand or represent phenomena, processes, and relationships, (2) test devices or solutions, or (3) communicate ideas to others.

**1.S.1A.3** With teacher guidance, conduct structured investigations to answer scientific questions, test predictions and develop explanations: (1) predict possible outcomes, (2) identify materials and follow procedures, (3) use appropriate tools or instruments to collect qualitative and quantitative data, and (4) record and represent data in an appropriate form. Use appropriate safety procedures.

**1.S.1A.4** Analyze and interpret data from observations, measurements, or investigations to understand patterns and meanings.

**1.S.1A.5** Use mathematical and computational thinking to (1) recognize and express quantitative observations, (2) collect and analyze data, or (3) understand patterns and relationships.

**1.S.1A.6** Construct explanations of phenomena using (1) student-generated observations and measurements, (2) results of scientific investigations, or (3) data communicated in graphs, tables, or diagrams.

**1.S.1A.7** Construct scientific arguments to support claims or explanations using evidence from observations or data collected.

**1.S.1A.8** Obtain and evaluate informational texts, observations, data collected, or discussions to (1) generate and answer questions about the natural world, (2) understand phenomena, (3) develop models, or (4) support explanations. Communicate observations and explanations clearly through oral and written language.

**1.S.1B. Conceptual Understanding:** Technology is any modification to the natural world created to fulfill the wants and needs of humans. The engineering design process involves a series of iterative steps used to solve a problem and often leads to the development of a new or improved technology. **Performance Indicators:** Students who demonstrate this understanding can:

**1.S.1B.1** Construct devices or design solutions to solve specific problems or needs: (1) ask questions to identify problems or needs, (2) ask questions about the criteria and constraints of the devices or solutions, (3) generate and communicate ideas for possible devices or solutions, (4) build and test devices or solutions, (5) determine if the devices or solutions solved the problem, and (6) communicate the results.

## PHYSICAL SCIENCE: EXPLORING LIGHT AND SHADOWS

**Standard 1.P.2:** The student will demonstrate an understanding of the properties of light and how shadows are formed.

**1.P.2A. Conceptual Understanding:** Objects can only be seen when light shines on them. Some materials allow light to pass through them; others allow only some light to pass through; and some do not allow any light to pass through and will create a shadow of the object. Technology such as mirrors can change the direction of a beam of light.

**Performance Indicators:** Students who demonstrate this understanding can:

**1.P.2A.1** Obtain and communicate information to describe how light is required to make objects visible.

**1.P.2A.2** Analyze and interpret data from observations to compare how light behaves when it shines on different materials.

**1.P.2A.3** Conduct structured investigations to answer questions about how shadows change when the position of the light source changes.

**1.P.2A.4** Develop and use models to describe what happens when light shines on mirrors based on observations and data collected.

## EARTH SCIENCE: EXPLORING THE SUN AND MOON

**Standard 1.E.3:** The student will demonstrate an understanding of the patterns of the Sun and the Moon and the Sun's effect on Earth.

**1.E.3A. Conceptual Understanding:** Objects in the sky move in predictable patterns. Some objects are better seen in the day sky and some are better seen in the night sky. The Sun is a star that provides heat and light energy for Earth.

**Performance Indicators:** Students who demonstrate this understanding can:

**1.E.3A.1** Use, analyze, and interpret data from observations to describe and predict seasonal patterns of sunrise and sunset.

**1.E.3A.2** Use data from personal observations to describe, predict, and develop models to exemplify how the appearance of the moon changes over time in a predictable pattern.

**1.E.3A.3** Obtain and communicate information to describe how technology has enabled the study of the Sun, the Moon, planets, and stars.

**1.E.3A.4** Conduct structured investigations to answer questions about the effect of sunlight on Earth's surface.

**1.E.3A.5** Define problems related to the warming effect of sunlight and design possible solutions to reduce its impact on a particular area.

## **EARTH SCIENCE: EARTH'S NATURAL RESOURCES**

**Standard 1.E.4:** The student will demonstrate an understanding of the properties and uses of Earth's natural resources.

**1.E.4A. Conceptual Understanding:** Earth is made of different materials, including rocks, sand, soil, and water. An Earth material is a resource that comes from Earth. Earth materials can be classified by their observable properties.

**Performance Indicators:** Students who demonstrate this understanding can:

**1.E.4A.1** Analyze and interpret data from observations and measurements to compare the properties of Earth materials (including rocks, soils, sand, and water).

**1.E.4A.2** Develop and use models (such as drawings or maps) to describe patterns in the distribution of land and water on Earth and classify bodies of water (including oceans, rivers and streams, lakes, and ponds).

**1.E.4A.3** Conduct structured investigations to answer questions about how the movement of water can change the shape of the land.

**1.E.4B. Conceptual Understanding:** Natural resources are things that people use that come from Earth (such as land, water, air, and trees). Natural resources can be conserved.

**Performance Indicators:** Students who demonstrate this understanding can:

**1.E.4B.1** Obtain and communicate information to summarize how natural resources are used in different ways (such as soil and water to grow plants; rocks to make roads, walls, or buildings; or sand to make glass).

**1.E.4B.2** Obtain and communicate information to explain ways natural resources can be conserved (such as reducing trash through reuse, recycling, or replanting trees).

## **LIFE SCIENCE: PLANTS AND THEIR ENVIRONMENTS**

**Standard 1.L.5:** The student will demonstrate an understanding of how the structures of plants help them survive and grow in their environments.

**1.L.5A. Conceptual Understanding:** Plants have specific structures that help them survive, grow, and produce more plants. Plants have predictable characteristics at different stages of development.

**Performance Indicators:** Students who demonstrate this understanding can:

**1.L.5A.1** Obtain and communicate information to construct explanations for how different plant structures (including roots, stems, leaves, flowers, fruits, and seeds) help plants survive, grow, and produce more plants.

**1.L.5A.2** Construct explanations of the stages of development of a flowering plant as it grows from a seed using observations and measurements.

**1.L.5B. Conceptual Understanding:** Plants have basic needs that provide energy in order to grow and be healthy. Each plant has a specific environment where it can thrive. There are distinct environments in the world that support different types of plants. These environments can change slowly or quickly. Plants respond to these changes in different ways.

**Performance Indicators:** Students who demonstrate this understanding can:

**1.L.5B.1** Conduct structured investigations to answer questions about what plants need to live and grow (including air, water, sunlight, minerals, and space).

**1.L.5B.2** Develop and use models to compare how the different characteristics of plants help them survive in distinct environments (including deserts, forests, and grasslands).

**1.L.5B.3** Analyze and interpret data from observations to describe how changes in the environment cause plants to respond in different ways (such as turning leaves toward the Sun, leaves changing color, leaves wilting, or trees shedding leaves).

## **1st Grade Social Studies Standards**

### **Foundations of Social Studies: Families**

**Standard 1-1:** The student will demonstrate an understanding of how families interact with their environment both locally and globally.

**Enduring Understanding:** People interact not only with each other and but also with the environment. To demonstrate an understanding of the connections between people and the environment, the student will utilize the knowledge and skills set forth in the following indicators:

#### **Indicators:**

1-1.1 Identify a familiar area of the neighborhood or local community on a simple map, using the legend and basic map symbols.

1-1.2 Compare schools and neighborhoods that are located in different settings around the world.

1-1.3 Identify various natural resources (e.g., water, animals, plants, minerals) around the world.

1-1.4 Compare the ways that people use land and natural resources in different settings around the world.

**Standard 1-2:** The student will demonstrate an understanding of how government functions and how government affects families.

**Enduring Understanding:** Government influences the lives of individuals and families as well as the community at large. To participate effectively in civic life through an understanding of governmental processes, the student will utilize the knowledge and skills set forth in the following indicators:

#### **Indicators:**

1-2.1 Explain the making and enforcing of laws as a basic function of government.

1-2.2 Summarize the concept of authority and give examples of people in authority, including school officials, public safety officers, and government officials.

1-2.3 Illustrate ways that government affects the lives of individuals and families, including taxation that provides services such as public education and health, roads, and security.

1-2.4 Summarize the possible consequences of an absence of government.

**Standard 1-3:** The student will demonstrate an understanding of the principles of American democracy and the role of citizens in upholding those principles.

**Enduring Understanding:** The principles of American democracy are reflected in the rights, responsibilities, and actions of citizens both in the past and in the present. To participate effectively in civic life by acting responsibly with the interest of the larger community in mind, the student will utilize the knowledge and skills set forth in the following indicators:

#### **Indicators:**

1-3.1 Describe the fundamental principles of American democracy, including respect for the rights, opinions, and property of others; fair treatment for all; and respect for the rules by which we live.

1-3.2 Identify ways that all citizens can serve the common good, including serving as public officials and participating in the election process.

1-3.3 Summarize the contributions to democracy that have been made by historic and political figures in the United States, including Benjamin Franklin, Thomas Jefferson, Dorothea Dix, Frederick Douglass, Mary McLeod Bethune, and Franklin D. Roosevelt.

**Standard 1-4:** The student will demonstrate an understanding of how individuals, families, and communities live and work together in America and around the world.

**Enduring Understanding:** People from various cultures are both similar to and different from one another. To understand and develop an appreciation for the similarities and differences across cultures, the student will utilize the knowledge and skills set forth in the following indicators:

#### **Indicators:**

1-4.1 Illustrate different elements of community life, including typical jobs; the interdependence of family, school, and the community; and the common methods of transportation and communication.

1-4.2 Compare the daily lives of families together in America and across the world, including the roles of family members; typical food, clothing, and shelter; and the ways that families earn a living.

1-4.3 Identify the ways that families and communities in America and around the world cooperate and compromise with one another in order to obtain goods and services to meet their needs and wants.

1-4.4 Explain the concept of scarcity and the way it forces individuals and families to make choices about which goods and services they can obtain.

## First Grade Writing

First grade writing follows the Writer's Workshop Framework. We will write through Narrative, Informational, and Opinion Units. Students will be able to create their own books that mirror mentor texts that are read in the classroom throughout the year.

### **Standards:**

#### **Meaning, Context, and Craft**

**Standard 1:** Write arguments to support claims with clear reasons and relevant evidence. 1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure. 1.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.

**Standard 2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 2.1 Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure. 2.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing. **Standard 3:** Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. 3.1 Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure. 3.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.

#### **Language**

**Standard 4:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 4.1 Use common, proper, and possessive nouns. 4.1 Use singular and plural nouns with matching verbs in basic sentences. 4.2 Use personal, possessive, and indefinite pronouns. 4.4 Use verbs to convey a sense of past, present, and future. 4.5 Use adjectives and adverbs. 4.6 Use prepositional phrases. 4.7 Use conjunctions. 4.8 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.

**Standard 5:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 5.1 Capitalize the first word of a sentence, dates, names, and the pronoun I. 5.2 Use: a. periods, question marks, and exclamation marks at the end of sentences; and b. commas in dates and to separate items in a series. 5.3 Use conventional spelling for words with common spelling patterns. 5.4 Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words. 5.5 Consult print and multimedia resources to check and correct spellings. Range and Complexity **Standard 6:** Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. 6.1 Write routinely and persevere in writing tasks for a variety of purposes and audiences. 6.2 Print upper- and lower-case letters proportionally, using appropriate handwriting techniques. 6.3 Write left to right leaving space between words. 6.4 Locate letter keys on an electronic device to type simple messages.

## First Grade Word Study

### Interactive Word Walls:

**Interactive word walls are working documents that change and develop over time. They are organized in a way that is practical for both the teacher and the students. Based on grade level as well as the developmental needs of the learner, word walls will vary in content and *may* include:**

- a **Name Wall** highlighting the letters in students' names to reinforce the alphabet
- an **ABC Wall** using key words from nursery rhymes
- a **Words We Know Wall** featuring high-frequency, irregularly spelled words for which students are held accountable in their reading and writing\*

- **Word Pattern Walls** including spelling patterns , prefixes, and suffixes that developing readers and writers use to read and write new words
- **Content Word Walls** to reinforce domain-specific vocabulary

**\*In regards to high-frequency word walls, it is recommended that a *class word wall* should be used for high-frequency, irregularly spelled words in First Grade.**

### **Word Wall Words:**

**Recognizing that students need to develop a growing core of words that become part of their reading and writing vocabularies, a list of *Five Hundred Plus High-Frequency Words and Spelling Demons* will serve as the guide for word study. The list has been subdivided by grade level in hopes that over time students will expand the core of words that they can accurately write to include increasingly more difficult high-frequency words.**

**The First Grade Word Wall Words are arranged in order of frequency, thus providing a logical sequence for introducing the words to students. Up to 5 new words should be introduced each week (100-120 per year) and then posted on a class word wall.**

**Subsequent practice and talk in whole group, small group, and center-based activities should provide scaffolds that structure the ways in which students study, think about, and use these words. Word activities that might be demonstrated and included in a Word Study Work Station include:**

- Making words
- Sorting words
- Sorting and labeling words
- Constructing word ladders
- Using analogies

**Recognizing that students' command of the first grade high-frequency words will vary from class to class, it is important to remember that while the aforementioned list is a valuable guide, word wall word selections should be a reflection of student need in first draft writing and in reading. For example, while student writing in one class may reflect the need to revisit words from a previous grade level list, writing in another class may demonstrate command of grade level words and suggest the need to pull from other resource lists.**

### **Spelling:**

**The Spelling Principles listed in the chart below align with the demands of the *Common Core Standards for Reading: Foundational Skills* and the *Language Standards* for first grade. Following each principle is a list of suggested spelling words that are representative of that principle. After selecting, introducing, and teaching the spelling principle for the week, consider adding an illustrative word to the Word Wall as appropriate. These spelling exemplars will serve as a foundation for helping children use words they know to get to words they want to solve.**

**Weekly Spelling Tests: Select from the suggested words connected to the spelling principle as well as word wall words to create a list for a weekly spelling test. Spelling**

tests will begin in January. It is recommended that the list consist of 7-10 words. Based on the skill level of your students, consider modifying the list as appropriate.

Spelling Principles	Suggested Spelling Words (based on <u>Basic</u> Spelling Words in <i>HMH Journeys</i> )
1. Words with Short <i>a</i> 2. Words with Short <i>i</i> 3. Words with Short <i>o</i> 4. Words with Short <i>e</i> 5. Words with Short <i>u</i>	<ul style="list-style-type: none"> <li>• <i>am, at, sat, man, dad, mat</i></li> <li>• <i>if, is, him, rip, fit, pin</i></li> <li>• <i>log, dot, top, hot, lot, ox</i></li> <li>• <i>yet, web. pen, leg, hen</i></li> <li>• <i>up, bug, mud, nut, hug, tub</i></li> </ul>
6. Words with Short <i>a</i> 7. Words with Short <i>i</i> 8. Words with Short <i>o</i> 9. Words with Short <i>e</i> 10. Words with Short <i>u</i>	<ul style="list-style-type: none"> <li>• <i>an, bad, can, had, cat, ran</i></li> <li>• <i>in, will, did, sit, six, big</i></li> <li>• <i>on, got, fox, pop, not, hop</i></li> <li>• <i>yes, let, red, ten, bed, get</i></li> <li>• <i>us, sun, but, fun, bus, run</i></li> </ul>
11. Words with <i>th</i> 12. Words with <i>ch, tch</i> 13. Words with <i>sh, wh, ph</i> 14. Words with Long <i>a</i> 15. Words with Long <i>i</i>	<ul style="list-style-type: none"> <li>• <i>that, then, this, them, with, bath</i></li> <li>• <i>chin, chop, much, chip, rich, chick</i></li> <li>• <i>ship, shop, which, when, whip, fish sh: ship shop fish dish cash wish shed hush shot rush shark brush</i></li> <li>• <i>came, make, brave, late, gave, shape</i></li> <li>• <i>time, like, kite, bike, white, drive</i></li> </ul>
16. Words with Long <i>o</i> 17. Words with Long <i>e</i> 18. Vowel Pairs <i>ai, ay</i> (long <i>a</i> ) 19. Vowel Pairs <i>oa, ow</i> 20. Compound Words	<ul style="list-style-type: none"> <li>• <i>so, go, home, hole, no, rope, joke, bone, stove, poke</i></li> <li>• <i>me, be, read, feet, tree, keep, eat, mean, sea, these</i></li> <li>• <i>play, grain, sail, mail, may, rain, way, day, stay, pain</i></li> <li>• <i>show, row, grow, low, blow, snow, boat, coat, road, toad</i></li> <li>• <i>bedtime, sunset, bathtub, sailboat, flagpole, backpack, playpen, raincoat, inside, himself</i></li> </ul>
21. <i>r</i> - controlled Vowel <i>ar</i> 22. <i>r</i> - controlled Vowel <i>er, ir, ur</i> 23. Vowel Digraph <i>oo</i> 24. Vowel Digraphs <i>oo, ou, ew</i> 25. Vowel Combinations <i>ou, ow</i>	<ul style="list-style-type: none"> <li>• <i>farm, arm, yard, art, jar, bar, barn, bark, card, yarn</i></li> <li>• <i>her, fern, girl, sir, stir, bird, fur, hurt, turn, third</i></li> <li>• <i>look, good, book, hook, brook, took, foot, shook, wood, hood</i></li> <li>• <i>soon, new, noon, zoo, boot, too, moon, blew, soup, you</i></li> <li>• <i>how, now, cow, owl, ouch, house, found, out, gown, town</i></li> </ul>
26. Base Words Ending in <i>-ed, -ing</i> 27. Base Words Ending in <i>-er, -est</i> 28. Spelling Patterns <i>igh, y, ie</i> (Long <i>i</i> ) 29. Suffixes <i>-ly, -y, -ful</i> 30. Syllable Pattern CV	<ul style="list-style-type: none"> <li>• <i>mix, mixed, hop, hopped, hope, hoping, run, running, use, used</i></li> <li>• <i>hard, harder, hardest, fast, faster, fastest, slow, slower, slowest, sooner</i></li> <li>• <i>my, try, sky, fly, by, dry, pie, cried, night, light</i></li> <li>• <i>sad, sadly, slow, slowly, dust, dusty, trick, tricky, help, helpful</i></li> <li>• <i>even, open, begin, baby, tiger, music, paper, zero, table, below</i></li> </ul>

**Professional Resources:**

***Guided Reading: Good First Teaching for All Children* by Irene C. Fountas & Gay Su Pinnell, pp. 163-176**

***Phonics They Use: Words for Reading and Writing* by Pat M. Cunningham**

***Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom* by Gay Su Pinnell & Irene C. Fountas**

***Words Their Way* by Donald R. Bear et al.**