

**FIRST GRADE SECOND NINE WEEKS**

**READING**

**Phonemic Awareness, Word Recognition and Fluency**

- A 7.** Add, delete or change sounds in a given word to create new or rhyming words.
- B 8.** Demonstrate a growing stock of sight words.

**Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies**

- E 8.** Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

**Reading Applications: Literary Text**

- A 3.** Retell the beginning, middle and ending of a story, including its important events.
- C 4.** Identify differences between stories, poems and plays.

**Reading Applications: Informational, Technical and Persuasive Text**

- C 2.** Identify the sequence of events in informational text.

**Acquisition of Vocabulary**

- A 1.** Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.
- B 4.** Recognize common sight words.
- D 2.** Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms).
- D 3.** Classify words into categories (e.g., colors, fruits, vegetables).

**WRITING**

**Writing Conventions**

- A 1.** Print legibly, and space letters, words and sentences appropriately.
- B 2.** Spell words correctly with regular short vowel patterns and most common long vowel words (e.g., time, name).
- B 3.** Spell high-frequency words correctly.
- B 4.** Create phonetically-spelled written work that can usually be read by the writer and others.
- B 5.** Spell unfamiliar words using strategies such as segmenting, sounding out and matching familiar words and word parts.
- C 6.** Use end punctuation correctly, including question marks, exclamation points and periods.
- C 7.** Use correct capitalization (e.g., the first word in a sentence, names and the pronoun I).

**Writing Processes**

- A 1.** Generate writing ideas through discussions with others.
- A 2.** Develop a main idea for writing.
- C 4.** Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.
- D 5.** Organize writing to include a beginning, middle and end.
- D 7.** Mimic language from literature when appropriate.
- D 9.** Reread own writing for clarity.
- D 10.** Add descriptive words and details.
- D 11.** Use resources (e.g., a word wall, beginner's dictionary, word bank) to select effective vocabulary.
- E 6.** Construct complete sentences with subjects and verbs.
- E 12.** Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and capitalization).

**Writing Applications**

- B 2.** Write responses to stories that include simple judgments about the text.
- C 4.** Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.

**Communications: Oral and Visual**

- A 1.** Use active listening skills, such as making eye contact or asking questions.
- B 2.** Compare what is heard with prior knowledge & experience.
- C 3.** Follow simple directions.
- D 4.** Speak clearly and understandably.

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**MATH**

**Data Analysis and Probability**

- B 7.** Answer questions about the number of objects represented in a picture graph, bar graph or table graph; e.g., category with **most**, how many more in a category compared to another, how many **altogether** in two categories.
- C 3.** Display data in picture graphs with units of 1 and bar graphs with intervals of 1.

**Geometry and Spatial Sense**

- A 2.** Create new shapes by combining or cutting apart existing shapes.
- A 3.** Identify the shapes of the faces of three-dimensional objects.
- D 5, E 5, & G 5.** Copy figures and draw simple two-dimensional shapes from memory.
- F 4.** Extend the use of location words to include distance (near, far, close to) and directional words (left, right)

**Measurement**

- C 3.** Order a sequence of events with respect to time; e.g., summer, fall, winter and spring; morning, afternoon and night.

**Number, Number Sense and Operations**

- A 3.** Read and write the numerals for numbers to 100.
- B 1.** Use ordinal numbers to order objects; e.g., first, second, third.
- B 4. and F 4.** Count forward to 100, count backwards from 100, and count forward or backward starting at any number between 1 and 100. (**forward**)
- B 15.** Demonstrate that equal means "the same as" using visual representations.
- D 6.** Identify and state the value of a penny, nickel, dime, quarter and dollar.

**Number and Number Sense Continued**

- G 10.** Model, represent, and explain addition as combining sets (part+part=whole) and counting on.
  - c. write number sentences to represent addition.
- G 12.** Use conventional symbols to represent the operations of addition and subtraction.
- H 11.** Model, represent and explain subtraction as take-away and comparison. For example:
  - b. Draw pictures to model subtraction
  - c. Write number sentences to represent subtraction
  - d. Explain that subtraction of whole numbers yields an answer smaller than the original number.
- H 12.** Use conventional symbols to represent the operations of addition and subtraction.
- K 16.** Develop strategies for basic addition facts, such as:
  - b. Counting on
  - c. One more, two more
  - g. Using tens frames
  - h. Identify property (adding zero)
- K 17.** Develop strategies for basic subtraction facts, such as:
  - b. One less, two less
  - c. All but one (for example, 8-7, 5-4)
- L 17.** Develop strategies for basic subtraction facts, such as:
  - b. One less, two less
  - c. All but one (for example, 8-7, 5-4)

# FIRST GRADE SECOND NINE WEEKS

## Social Studies

### Government

- A 1.** Recognize the role of authority figures in providing for the safety and security of individuals.
- A 2.** Explain how voting can be used to make group decisions.
- C 4.** Recognize the need for rules in different settings and the need for fairness in such rules.
- C 5.** Discuss the consequences of violating rules.

### History

- A 1.** Recite the months of the year.
- B 3.** Distinguish among past, present, and future
- C 4.** Raise questions about how families lived in the past and use photographs, letters, artifacts and books to clarify what is known and what is unknown.
- C 5.** Compare past and present, near and far, with emphasis on daily life including:
  - a.** The roles of men, women and children
  - b.** The identification of basic human needs
  - c.** Various ways people meet human needs.
- D 6.** Relate stories of the heroism and the achievements of the people associated with state and federal holidays.

### Economics

- B 2.** Describe the ways people produce, consume and exchange goods and services in their community.

### Geography

- A 1.** Identify and correctly use terms related to location, direction and distance including:
  - a.** Left/Right;
  - b.** Near/Far.
- A 2.** Construct simple maps and models using symbols to represent familiar places (e.g., classroom, school or neighborhood).
- A 3.** Identify and use symbols to locate places of significance on maps and globes.
- A 4.** Locate the local community, state and the United States on maps or globes.
- B 5.** Identify and describe the physical features (lake, river, hill, mountain, forest) and human features (town, city, farm, park, playground, house, traffic signs/signals) of places in the community.
- C 7.** Describe human adaptations to variations in the physical environment including:
  - a.** Food
  - b.** Clothing
  - c.** Shelter
  - d.** Transportation
  - e.** Recreation

### Citizenship Rights and Responsibilities

- A 1.** Demonstrate the importance of fair play, good sportsmanship, respect for the rights and opinions of others and the idea of treating others the way you want to be treated.
- B 2.** Demonstrate self-direction in school tasks.
- B 3.** Demonstrate accountability for action
- B 4.** Demonstrate pride in personal accomplishments.
- B 5.** Demonstrate citizenship traits including:
  - a.** Trustworthiness;
  - b.** Fairness;
  - c.** Self-control; Respect for those in authority.

### Social Studies Skills and Methods

- A 1.** Obtain information about a topic using a variety of oral and visual sources.
- B 2.** Sequence information.
- B 3.** Determine categories for sorting information.
- B 4.** Identify main ideas from oral, visual and print sources.
- C 5.** Communicate information orally or visually.
- C 6.** Display courtesy and respect for others in group settings including:
  - a.** Staying on the topic;
  - b.** Focusing attention on the speaker.

### People In Societies

- A 1.** Describe similarities and differences in the ways different cultures meet common human needs including:
  - a.** Food
  - b.** Clothing
  - c.** Shelter
  - d.** Language
  - e.** Artistic expressions
- B 2.** Identify cultural practices of a culture on each continent through the study of the folktales, music and art created by people living in that culture.
- B 3.** Describe family and local community customs and traditions.
- B 4.** Describe life in other countries with emphasis on daily life, including roles of men, women and children.

## SCIENCE

### Life Sciences

- B 2.** Explain that food comes from sources other than grocery stores (e.g., farm crops, farm animals, oceans, lakes and forests.) (**week 1**)

### Scientific Ways of Knowing

- C 3.** Explain that everybody can do science, invent things and have scientific ideas no matter where they live.

### Scientific Inquiry

- A 1.** Ask "what happens when" questions.
- A 2.** Explore and pursue student-generated "what happens when" questions.

### Earth and Space Sciences

- B 3.** Explain that all organisms cause changes in the environment where they live; the changes can be very noticeable or slightly noticeable, fast or slow (e.g., spread of grass slowing soil erosion, tree roots slowly breaking sidewalks. (**weeks 8-9**))
- C.** Observe, describe and measure changes in the weather, both long term and short term.
- D 1.** Identify that resources are things that we get from the living (e.g., forests) and nonliving (e.g., minerals, water) environment and that resources are necessary to meet the needs and wants of a population (**weeks 6-7**)
- D 2.** Explain that the supply of many resources is limited but the supply can be extended through careful use, decreased use, reusing and/or recycling. (**weeks 6-7**)