

FIRST GRADE THIRD NINE WEEKS

READING

Phonemic Awareness, Word Recognition and Fluency

- A 3.** Demonstrate an understanding of letter-sound correspondence by saying the sounds from all letters and from a variety of letter patterns, such as consonant blends and long-and-short- vowel patterns, and by matching sounds to the corresponding letters.
- A 4.** Decode by using letter-sound matches.
- A 5.** Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.
- A 6.** Blend two to four phonemes (sounds) into words.
- B 8.** Demonstrate a growing stock of sight words.

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

- A 3.** Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts or writing simple descriptions.
- D 7.** Create and use graphic organizers, such as Venn diagrams or webs, with teacher assistance, to demonstrate comprehension.
- E 8.** Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
- F 9.** Monitor comprehension of independently-or group-read texts by asking and answering questions.
- F 10.** Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others)

Reading Applications: Literary

Text

- A 1.** Provide own interpretation of story, using information from the text.

Reading Applications: Informational, Technical and Persuasive Text

- B 3.** Ask questions concerning essential elements of informational text (e.g., why, who, where, what, when and how)
- C 4.** Identify central ideas and supporting details of informational text with teacher assistance
- D 5.** Identify and discuss simple diagrams, charts, graphs and maps as characteristics of non-fiction.

Acquisition of Vocabulary

- C 6.** Predict the meaning of compound words by using knowledge of individual words (e.g., daydream, raindrop)
- C 8.** Read root words and their inflectional endings (e.g., walk, walked, and walking)

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).
- D 8.** Use nouns, verb and adjectives (descriptive words)

Writing Processes

- A 1.** Generate writing ideas through discussions with others.
- A 2.** Develop a main idea for writing.
- B 3.** Determine purpose and audience.
- 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 12.** Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and capitalization).
- F 13.** Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

Writing Applications

- A 1.** Write simple stories with a beginning, middle and end that include descriptive words and details
- B 2.** Write responses to stories that include simple judgments about the text.
- C 3.** Write friendly letters or invitations that follow a simple letter format.
- 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 and experience.
- C 3.** Follow simple directions.
- D 4.** Speak clearly and understandably.
- E 6.** Deliver brief informal descriptive presentations recalling an event of personal experience that convey relevant information and descriptive details.
- E 7.** Deliver simple dramatic presentations (e.g. recite poems, rhymes, songs and stories)

Research

- A 1.** Discuss ideas for investigation about a topic or area of personal interest.
- B 4.** Recall information about a topic with teacher assistance.

MATH

Data Analysis and Probability

- A 5.** Construct a question that can be answered by using information from a graph.
- B 2.** Collect and organize data into charts using tally marks
- 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. (**compare**)
- D 8.** Describe the likelihood of simple events as possible/impossible and more likely/less likely; e.g., when using spinners or number cubes in classroom activities.

Geometry and Spatial Sense

- B 3.** Identify the shapes of the faces of three-dimensional objects.
- C 1.** Identify, compare and sort two-dimensional shapes; i.e., square, circle, ellipse, triangle, rectangle, rhombus, trapezoid, parallelogram, pentagon, and hexagon. For example: **b.** describe two-dimensional shapes using attributes such as number of sides and number of vertices (corners, or angles)

Measurement

- C 2.** Tell time to the hour and half hour on a digital and analog (dial) timepiece

Patterns, Functions and Algebra

- A 1.** Sort, classify and order objects by two or more attributes, such as color and shape and explain how objects were sorted.
- B 2.** Extend sequences of sounds, shapes, or simple number patterns, and create and record similar patterns. For example: **b.** continue repeating and growing patterns with materials, pictures and geometric items; e.g., x0, x00, x000, x000
- D 5.** Describe orally and model a problem situation using words, objects or number phrase or sentence.

FIRST GRADE THIRD NINE WEEKS

MATH CONTINUED

Number, Number Sense and Operations

A 5. Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example:
a. develop a system to group and count by two's, five's and ten's
b. identify patterns and groupings in a 100's chart and relate to place value concepts

B 2. Recognize and generate equivalent forms for the same number using physical models, words and number expressions; e.g., concept of ten is described by "10 blocks" full ten frame, numeral 10, 5+5, 15-5, one less than 11, my brother's age

D 7. Determine the value of a small collection of coins (with a total value up to one dollar) using 1 or 2 different types of coins, including pennies, nickels, dimes, and quarters.

E 8. Show different combinations of coins that have the same value.

G 10. Model, represent, and explain addition as combining sets (part+part=whole) and counting on.
d. explain that adding two whole numbers yields a larger whole number.

H 11. Model, represent and explain subtraction as take-away and comparison. For example:
a. Model and explain subtraction using physical materials in contextual situations

I 13. Model, represent multiplication as repeated addition and rectangular arrays in contextual situations; e.g., four people will be at my party and if I want to give 3 balloons to each person, how many balloons will I need to buy?

K 16. Develop strategies for basic addition facts, such as:
d. doubles **f.** make ten

K 17. Develop strategies for basic subtraction facts, such as:
d. using ten frames

L 17. Develop strategies for basic subtraction facts, such as:
d. using ten frames

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.

B 3. Recognize symbols of the United States that represent its democracy and values including:
a. The Bald Eagle **b.** The White House **c.** The Statue of Liberty **d.** The National Anthem

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 2. Place events from one's own life in chronological order.

B 3. Distinguish among past, present, and future

Economics

A 1. Explain that wants are unlimited and resources are scarce, thereby forcing individuals to make choices

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.

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.

SCIENCE

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

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.

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.

Physical Sciences

A 1. Classify objects according to the materials they are made of and their physical properties. (Weeks 1-4)

A 2. Investigate that water can change from liquid to solid or solid to liquid. (Weeks 1-4)

A 3. Explore and observe that things can be done to materials to change their properties (e.g., heating, freezing, mixing, cutting, wetting, dissolving, bending and exposing to light) (Weeks 1-4)

A 4. Explore changes that greatly change the properties of an object (e.g., burning paper) and changes that leave the properties largely unchanged (e.g., tearing paper) (Weeks 1-4)

B 5. Explore the effects some objects have on others even when the two objects might not touch (e.g., magnets) (Week 5)

B 6. Investigate a variety of ways to make things move and what causes them to change speed, direction and/or stop. (Weeks 6-9)

C 7. Explore how energy makes things work (e.g., batteries in a toy and electricity turning fan blades). (Weeks 6-9)

C 8. Recognize that the sun is an energy source that warms the land, air and water. (Weeks 6-9)

C 9. Describe that energy can be obtained from many sources in many ways (e.g., food, gasoline, electricity or batteries). (Weeks 6-9)