

1st Grade Curriculum

2009-2010



Paul Cuffee School
459 Promenade Street (K-5)
30 Barton Street (6-8)
Providence, RI 02908

Language Arts

By the end of first grade, students will master concepts of print. They will read aloud first grade books fluently with deep comprehension. They will demonstrate phonetic knowledge when reading and writing. Students will use the writing process to produce pieces in a variety of genres. They will listen and respond appropriately to verbal and nonverbal language. They will organize their thoughts and explain them coherently. As a result students can:

Listening and Speaking

- Demonstrate good listening skills, including body language and silent listening.
- Ask important questions to help them learn new information, especially asking how and why questions.
- Carry on a conversation with at least 6 or 7 back and forth comments with another person.
- Be able to listen to a series of seven simple steps, and successfully carry out the steps.
- Retell a story with accuracy of major events.
- Describe in detail what they notice.
- Develop questions that directly relate to what they notice.
- Summarize a story from a read-aloud.
- Make predictions about a story with reference to the text.
- Describe similarities between books (text to text connections), between books and students' own experiences (text to self connections) and between books and students' awareness of the world (text to world connections).
- Answer questions that demonstrate HIGHER ORDER THINKING (analytical).

Concepts of Print

- Identify title, author, and illustrator of a reading selection (poem, book, short story).
- Know the difference between letters, words, and sentences.

Reading

- Read first grade books aloud fluently (smoothly with comprehension) in a variety of genres including non-fiction.
- Know short and long vowel sounds (cap/cape, bit/bite).
- Identify sounds and blends in 1 and 2 syllable words.
- Read consonant and vowel digraphs (sh/ch; ea/oa).
- Create groups of rhyming words by adding, deleting, or changing the beginning sounds (and, hand, sand, land).
- Read and spell first grade sight words (130 words).
- Read s, ed, and ing at the end of words (looks, looked, looking).
- Choose a "just right book."
- Retell a story with pertinent details and accurate sequence.
- Demonstrate H.O.T (higher order thinking) of literature by demonstrating analysis and interpretation of text.

Writing

- Print legibly and space letters, words, and sentences appropriately.
- Spell three and four letter, short-vowel words correctly (flat, dog).
- Write in complete and understandable sentences.
- Use sight words correctly in their writing.
- Capitalize the first word of a sentence, names of people, and the pronoun "I."
- Use periods, question marks, or exclamation marks at the ends of sentences.
- Use the writing process (draft, revise, edit, publish) to polish pieces through the year.
- Write daily, respond to literature and use a variety of genres including: narrative writing (stories), functional writing (directions, recipes), and informational writing (reports).

Mathematics

By the end of first grade, students will have developed a strong number sense. They will be able to perform computation of double digit numbers without regrouping, as well as represent them accurately. Students will explain and represent their mathematical thinking in a variety of formats including pictures, equations, graphs, and words. They will also have an understanding of concepts such as shape, weight and measurement. As a result students can:

Numbers and Operations

- Read, write, and sequence numbers to 100
- Understand and apply the concept of more, less, and equal amounts
- Know that addition means putting together, increasing
- Know that subtraction means taking away, comparing, or finding the difference
- Count by 2s, 5s, and 10s. Apply this strategy.
- Identify the name and value of coins
- Add and subtract two-digit numbers without regrouping ($12-10=$ ___ $12+12=$ ___)
- Estimate up to 30
- Odd/even numbers
- Place value (ones, tens, hundreds)
- Fractions ($a/2$, $a/3$, $a/4$)

Functions in Algebra

- Automatically know combinations of 10 ($6+4$, $8+2$, $7+3$)
- Find combinations of numbers up to 20
- Understand the meaning of the symbols $+$, $-$, $=$
- Accurately write addition and subtraction equations ($4 + 3 = 7$, $7 - 4 = 3$)
- Finding the missing number in a pattern (2, 4, ____, 8)
- Equality with addition and subtraction ($2 +$ ____ $=7$, $8 -$ ____ $=3$)

Geometry and Measurement

- Use mathematical vocabulary to describe and compare 2-D and 3-D shapes (rhombus, trapezoid, rectangular, prism, etc)
- Time to $\frac{1}{2}$ hour, full hour, and as related to a calendar
- Group shapes according to common characteristics
- Construct 3-dimensional shapes from 2-dimensional shapes
- Understand and apply the concept of *heavy* and *light*, *longer/shorter/taller*, *warmer/cooler*, *more/less*
- Measure and compare lengths using nonstandard units (paper clips, crayons, etc)
- Understand symmetry; mirror images
- Money: different combinations of 50 cents – nickels, dimes, quarters, pennies

Statistics, Data Analysis, and Probability

- Organize, represent, and compare data (information) on simple graphs (pictographs, tally charts, tables)
- Recognize patterns in number relationships (2, 4, 6, etc.)
- Create and continue patterns using a variety of formats (abab, abcabc, abbcabbc)

Mathematical Reasoning

- Record solutions to story problems with pictures, numbers, words, and equations
- Find more than one solution to a problem when possible (pictures, numbers, and words)
- Identify operation of story problems ($+$ or $-$)

Science

By the end of first grade, students are familiar with and can implement scientific processes. They will demonstrate awareness of the balance and movement of objects. Students will recognize the features of plants and animals and their need for food, water, and light. They will begin to understand the complexities of ocean properties. As a result students can:

Investigation and Experimentation

- Create a hypothesis and test the hypothesis
- Record observations and data with pictures, numbers, and words

Physical Sciences

- Understand how objects balance
- Understand the principles of how objects move
- Understand buoyancy

Life Sciences

- Develop a respect for all living organisms
- Identify several animals and their habitat and life cycle
- Match plants and animals to the environment for which they are designed
- Identify water as a need for plants and animals
- Recognize food as a need for animals
- Explain the relationships of animals and plants, related to food and shelter

Earth Sciences

- Recognize elements of the ocean including water, sand, rocks, and animals.
- Identify difference between salt and fresh water

Social Studies

By the end of first grade, students will have developed a strong sense of how a community works. They will have internalized many social skills which will help them become responsible citizens. They will have a deeper understanding of Paul Cuffee's community and other communities around the world. Students will learn how to make and use maps. They will also learn about how important diversity is in a community. As a result students can:

Diversity/Cultures/Anthropology

- Embrace and appreciate diversity

Civics/Citizenship and Life Skills

- Cooperate with peers and adults
- Understand their potential for making contributions to the neighborhood and community
- Resolve conflicts responsibly
- Develop a sense of pride in who they are and what they are capable of accomplishing

Geography

- Understand places in the community
- Begin to build an understanding of the relationship between the real world and maps

Psychology and Sociology

- Explore their place in a larger environment
- Discover the benefits of being sensitive to the concerns of their neighbors and community

Economics and History

- Understand more about Paul Cuffee by focusing on how his community functioned and thrived
- Explore the way communities grow and change over time and the reasons for those changes
- Know about some of our culture's complex historical events
- Examine multiple perspectives within communities

Global Connections

- Begin to understand the similarities and differences among communities around the world
- Make connections between communities around the world and their community