

Grade 1 Level Benchmarks continued

Library/Information Technology

In grade one students will further develop knowledge of various authors and illustrators and are introduced to a variety of materials. Response to literature is stressed by way of craft projects, pictures and writing.

Expectations for students:

- locate fiction and non-fiction sections of the media center
- check out and return materials without assistance
- distinguish between fiction and non-fiction books
- identify various parts of books including spine, cover, title, author and illustrator
- continue to learn about Caldecott Award books and other award books
- become familiar with several classic fairytales and folktales
- predict outcomes to stories, identify main characters, setting and problems
- listen to several selections by well known authors and illustrators such as: Marc Brown, Eric Carle, Jan Brett, James Howe and Leo Lionni

Wellness

Our Physical Education and Health program is fully integrated and follows national and state standards. It provides sequential and progressive opportunities for the development of motor skills, physical fitness, team building and responsible decision-making. Students will recognize the benefits and see the value of physical activities and responsible decisions toward a healthful lifestyle.

The following concepts are reviewed:

Health

- Social skills
- Safety and accident prevention
- Growth and development
- Substance abuse prevention

Music

The study of music is a vital part of our total education. Instruction will provide opportunities for children to enjoy themselves while engaging in various musical experiences. Music objectives focus on:

- **Singing** (pitch matching, vocal tone)
- **Movement** (action and dance movements to songs)
- **Playing Instruments** (variety of percussion)
- **Listening** (variety of styles and periods from classical to contemporary with emphasis on tempo, dynamics, instruments and rhythmic patterns)
- **Reading/Notation** (music symbols and pictures)
- **Creating** (improvising and dramatizing to express music)

Physical Education

- Body and spatial awareness
- Jumping and landing
- Chasing, dodging and fleeing
- Balancing and weight transfer
- Dribbling with hands
- Locomotor movements
- Throwing and catching
- Striking
- Fitness
- Problem Solving
- Cooperation
- Travel concepts—across, over, under, around, through



2011 - 2012 Regional School District #10 Grade Level Benchmarks *Experience and Expectations*

Grade 1

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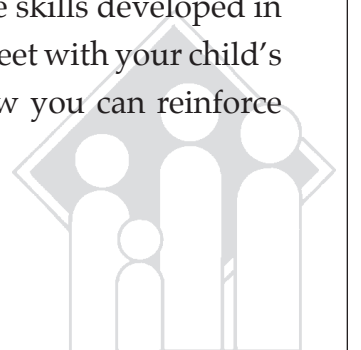
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Dear Parents,

This document provides you with a preview of the skills, knowledge, and concepts that are at the core of learning for this grade level. It also gives you a snapshot of what school life is like in Grade 1. "Benchmark" is a word used to identify target skills we seek to focus on and to develop in a particular year.

Teachers seek an active partnership with parents. Your involvement is critical to your child's success in school. Each teacher combines individual creativity with district wide goals. Different teaching strategies will be used in the instruction of these skills and concepts.

Please make opportunities to reinforce the skills developed in Grade 1 in your home. We invite you to meet with your child's teachers so that you will understand how you can reinforce what is taught in your child's classroom.



Grade 1 Level Benchmarks

Typical Day

The first grader's typical day is a busy one. During a routine day, children will spend 2 1/2 to 3 hours on language arts (reading, spelling, writing) and approximately one hour on math. Science, social studies and health are taught throughout the day. Additionally, students will have physical education, music, art and library each week. Time is also set aside for the computer lab and a supervised recess. Please contact the teacher for the specific times and routines of the week.



Language Arts Philosophy

Communication is essential to lifelong learning and successful participation in today's world. Since reading, writing, speaking, listening and viewing are keys to thinking and learning, instruction in the language arts is integrated into all disciplines. Lessons build upon prior knowledge and skill development, progressing from mastery of simple concepts of print to understanding the structure and meaning of language.

In addition, students need to be immersed in language throughout their day. Therefore, teachers, as well as administrators, media specialists, and - most importantly - parents, must provide opportunities for children to become literate. As students progress through the grades, these experiences with language help them reach the goal of becoming independent thinkers and learners.

Learning to read and write is a developmental process. Parents will observe first grade students at different stages and rates of learning as they move from beginning to more advanced readers and writers. Reading and writing throughout the day fosters growth and enthusiasm. First graders also need us to read to them daily and to see us read and write regularly, too. In addition, conversations with first graders build their vocabulary and fluency with words, as well as sharpen their thinking skills.

Reading

Expectations for students:

- retells important story elements/facts from text
- reads a variety of text (e.g., fiction, non-fiction, poetry) with fluency
- develop good reading habits at home as well as at school
- identify and pronounce words (blending sounds, rhyming, identifying vowel and consonant sounds, segmenting words into syllables)
- responds to and makes personal connections with facts, characters, and situations
- responds to literature both orally and in writing

Strategies your child will develop when reading new words are:

- thinking about what sounds right, paying attention to the meaning and structure of language. (When your child comes to an unfamiliar word, tell him/her to skip it and read to the end of the sentence listening for what sounds right.)
- thinking about the letters in the word and how they sound, noting their phonetic make-up. (Remind your child to look at the letters.)
- thinking about what makes sense, and looking at the pictures for clues

Writing

Expectations for students:

- understand the writing process
- write in journals about personal experiences
- writes a story with a beginning, middle and end and includes some details
- spells simple words and some high frequency words correctly
- apply the conventions or grammar, punctuation and capitalization at the appropriate level

Speaking and Listening

Expectations for students:

- speak clearly and audibly
- use complete sentences to communicate
- listen while others speak
- participate in group discussions



Art

The children will be introduced to a wide variety of materials, techniques, and equipment. They will also be exposed to the vocabulary of art. We study famous artists, careers, historical significance and aesthetics through the use of books, art reproductions and visual aids.

The following concepts will be covered:

- the elements of art
 - texture, shape, self-awareness
 - color, space, self-awareness in their environment
 - line, pattern, repetition/nonpattern

Social Studies

During first grade, students will develop a deeper understanding of their role as members of their family and their community. Through these studies, they develop an understanding of the difference between wants and needs and how families earn resources they use to obtain goods and services. Through studying their communities, they learn the importance of developing social interaction skills to work as members of their classroom, school, family, and neighborhood communities. They begin to develop important understandings about the nature of citizenship and are introduced to basic map skills.

Students will:

- Learn to locate places on classroom, home and neighborhood maps.
- Use map skills to locate school, town, state and country of residence, bodies of water and continents.
- Be able to describe how people are alike and different.
- Be able to describe the multiple roles of individuals within the classroom, family, and neighborhood.
- Be able to describe the wants and needs of the family and how they are met.
- Be able to identify occupations available in their area.
- Be able to recognize the difference between good and services, producers and consumers.

Science

Young children are naturally curious and eager to investigate science ideas. They learn best when given opportunities to explore familiar materials, then share and compare their ideas with others. Students will use science, language arts and mathematics tools and skills to observe, predict, record, describe and compare natural phenomena.

Concepts explored:

- Structure & Function:
 - Living things change as they progress through a life cycle
 - Organisms have different structures that help them survive
 - Living things have basic needs for survival
- Properties of Matter:
 - Matter can be classified by observing its properties and using standard measuring units
- Weather:
 - Weather changes from day to day and week to week
 - Tools can be used to measure temperature, wind speed and rainfall
 - Weather affects people's choices of clothing and activities

Math

In first grade we begin to formally teach students about the social conventions of reading and writing math. Students will develop these understandings through problem solving and structured activities. Students will be learning how to record their thinking on paper, but it is very important that students are not forced into showing their thinking using only numbers and symbols at this time. They are developing the ability to work with numbers and other math notation (such as the greater than, less than, and the equal sign) as they solve problems and participate in the activities. They learn about numbers and place value in context so they learn how numbers and symbols can represent concrete objects and actions in the real world. Students at this grade level also spend a lot of time learning about patterns and sorting objects. These are skills that will grow into math concepts studied in upper grades such as Algebra and Geometry.

Homework

Teachers assign homework for a variety of purposes: to practice and reinforce skills, extend and apply previously learned skills, prepare for a lesson yet to be presented, integrate skills and establish responsibility. Students are expected to spend 15-20 minutes, three times a week on homework, including routinely reading for pleasure and occasionally completing or correcting classwork. In addition, students are expected to complete and return weekly activity logs, working towards our goal for all students to get at least 60 minutes of physical activity daily.

