

# 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

## 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
- the subject matter of art
  - landscape, human figure, portrait
  - nonobjective, illustration, animals, 3 dimensional
- the skills of art
  - drawing, painting, printmaking
  - weaving, stitching, pasting/gluing
  - cutting, tearing, handbuilding in clay



## 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)

## 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:

- Balancing and weight transfer
- Body and spatial awareness
- Chasing, dodging and fleeing
- Cooperation
- Dribbling with hands & feet
- Fitness
- Growth and development
- Jumping and landing
- Locomotor movements
- Problem Solving
- Safety and accident prevention
- Social Skills
- Striking
- Substance abuse prevention—medicines
- Throwing and catching
- Travel concepts—across, over, under, around, through



# 2012 - 2013 Regional School District #10 Grade Level Benchmarks *Experience and Expectations*

## Grade 1

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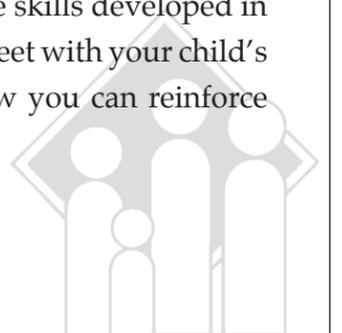
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Dear Parents,

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:

- retell important story elements/ facts from text
- read 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
- write a story with a beginning, middle and end and include some details
- spell 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



## 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.

## Math

In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

1. Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.
2. Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.
3. Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.
4. Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry. (Common Core State Standards, pg. 13)

## 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

## 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.