

# First Grade Curriculum Information



Middleton School  
2017-2018



## The Social Curriculum

In first grade we will begin the year by emphasizing the social curriculum. Our focus during the first six weeks of school is creating a positive and collaborative classroom climate. In respectful and proactive ways, the children are taught expectations for behavior, care for themselves and each other, and the skills necessary to be independent and motivated learners.

The academic curriculum is gradually introduced in these first six weeks, while the social curriculum is emphasized. Children use their academic skills in activities that lead to group building, care for each other and our classroom, and exploration of the possibilities for future learning.

Our hope is that children begin the year feeling confident about academic skills in non-threatening ways before plunging into new academic work. This is also a critical time for us to observe and assess each child's present social behaviors, knowledge and skills so that we can group accordingly. Then we can best provide learning experiences to meet individual needs.

Source: *The Responsive Classroom*  
Northeast Foundation for Children





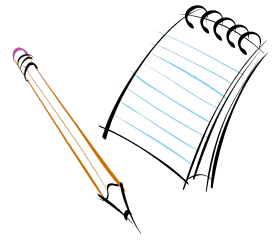
## Language Arts Curriculum Reading/Writing/Word Work

We follow a balanced literacy approach in language arts. In a balanced literacy approach, teachers model, share, and guide developing readers and writers in a variety of ways. During our reading block students participate in shared reading, guided reading, and independent reading. During our writing block we incorporate shared writing, guided writing, and independent writing using a workshop approach. Word work is also integrated throughout our language arts block.

### Reading

- During **Shared Reading**, a variety of enlarged texts are used. These may include big books, pocket charts, or poems. This instruction provides the children with explicit demonstration of reading strategies, builds a sense of story, and provides support from the group.
- During **Guided Reading**, students meet in small groups for focused comprehension and reading strategy instruction. Each reading lesson is based on the needs of the children in the group. Groups are flexible and are based on the changing needs of each child.
- During **Independent Reading**, the students practice and apply new strategies they have learned during shared and guided reading. The students will also have opportunities to confer individually with teachers for targeted instruction based on individual needs.

## Writing



- During **Shared Writing**, the children work together to compose a piece of writing, including messages, stories, and observations. We emphasize how good writers best express their ideas. We also emphasize the importance of communicating ideas clearly by using the traits and conventions of good writing.
- During **Guided Writing**, students meet with their teacher for individualized instruction as part of a writing conference. At this time, the students are supported as they further develop a piece of writing. Individual needs and strengths guide the conference.
- During **Independent Writing**, students write about topics of their choice. At this time, they will be expected to apply the traits of good writing that they have learned during shared and guided writing.

In first grade, we will focus on the following kinds of writing: narrative writing, informational writing, poetry, and opinion/review writing. Neat handwriting and the use of punctuation and correct grammar are also skills practiced at this time.

## Word Work

- Each classroom has a **Word Wall** which includes the most commonly used first grade words. New words are added to the wall on a weekly basis. The children practice the words in a variety of ways and use the word wall as a resource during independent writing. As the year progresses, the children are expected to read, write, and spell these words correctly in their daily writing.
- During **Phonics Instruction**, we focus on word concepts that will help the children to develop both decoding and spelling strategies. Students will learn about letter/sound relationships, spelling patterns, and vocabulary. These skills will be developed through words games, word sorts, and independent practice. As students practice and apply these important phonics skills, they will become stronger readers and writers.

## Reading Workshop: The Daily Five

The Daily Five is a way of structuring the reading block so every student is independently engaged in meaningful literacy tasks. Throughout the reading block, students receive explicit whole group instruction and time to read independently. As students are working, teachers are instructing small groups and individuals.

Once our routines are established, students will be engaged in the Daily Five. They will spend their reading time doing the following:

- Read to Self
- Read to Someone
- Listen to Reading
- Work with Words
- Respond to Reading

There are very specific behavior expectations that go along with each Daily Five component. We will spend our first weeks working on building our reading stamina, learning expectations, and creating a positive classroom environment. The teachers will also spend time learning about each child's reading strengths and greatest needs to best plan for each student's instruction.

In order to help children to develop into motivated life long readers, the Daily Five incorporates choice and extended reading time. Students will have the opportunity to choose books and daily activities with teacher guidance. Most importantly, students will be spending most of their time actually reading, which research states as the number one way to improve reading. These Daily Five structures will also support the children as they take greater ownership of their learning.

Please think of our classrooms as you visit garage sales or clean your own child's bookcase. It is our goal to make our classroom libraries as appealing as your favorite bookstore for browsing.



## Reading Workshop: CAFÉ

You may hear your child talking about “CAFE”. No, we are not having a coffee break each day ☺. CAFE is an acronym we use to identify the four main areas of reading. Throughout the year, we will meet individually with children on a regular basis to set goals and work on strategies to help them become better readers. The students’ goals will change as they continue to make progress.

When you come into our classrooms, you will find a CAFE bulletin board containing the strategies that we are currently focusing on.

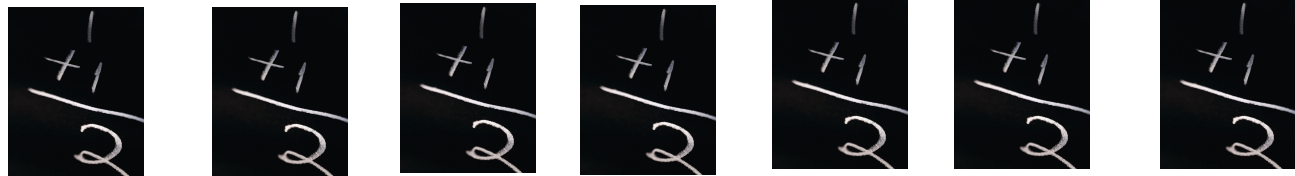
**“C” stands for Comprehension:** The most important part of reading. Students will learn strategies to use in order to better understand what they are reading.

**“A” stands for Accuracy.** In this category, students will learn strategies that will help them read the words correctly.

**“F” stands for Fluency.** Students who read fluently are able to understand more about what they read. This category includes strategies that help students read accurately, with expression, and at an appropriate rate.

**“E” stands for Expand Vocabulary.** This category includes strategies that help students find the meaning of unknown words.

We use the CAFE system within our Daily Five structure each day in order to create effective whole-class, small-group, and side-by-side instruction that best meets the needs of our students.



## Eureka Math Module Topics

### Module 1:

- Number Parts and Totals
- Counting On
- Addition Word Problems
- Strategies For Counting On
- The Commutative Property for Addition & the Equal Sign
- Development of Addition Fluency Within Ten
- Subtraction as an Unknown Addend Problem
- Subtraction Word Problems
- Decomposition Strategies for Subtraction
- Development of Subtraction Fluency Within Ten

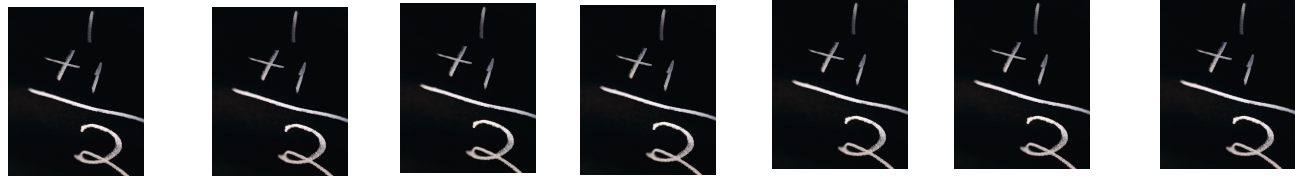
### Module 2:

- Counting On or Making Ten to Solve Result Unknown and Total Unknown Problems
- Counting On or Taking from Ten to Solve Result Unknown and Total Unknown Problems
- Strategies for Solving Change or Addend Unknown Problems
- Varied Problems with Decompositions of Teen Numbers as 1 Ten and Some Ones

### Module 3:

- Indirect Comparison in Length Measurement
- Standard Length Units
- Non-Standard and Standard Length Units
- Data Interpretation





## Eureka Math Module Topics

### Module 4:

- Tens and Ones
- Comparison of Pairs of Two-Digit Numbers
- Addition and Subtraction of Tens
- Addition of Tens or Ones to a Two-Digit Number
- Varied Problem Types Within 20
- Addition of Tens and Ones to a Two-Digit Number

### Module 5:

- Attributes of Shapes
- Part–Whole Relationships Within Composite Shapes
- Halves and Quarters of Rectangles and Circles
- Application of Halves to Tell Time

### Module 6:

- Comparison Word Problems
- Numbers to 120
- Addition to 100 Using Place Value Understanding
- Varied Place Value Strategies for Addition to 100
- Coins and Their Values
- Varied Problem Types Within 20
- Culminating Experiences





## First Grade Social Studies

During our study of **our school community**, we will learn about:

- Getting along in school
- Learning from each other
- School rules
- School helpers
- Schools long ago

During our study of **maps**, we will learn about:

- Using map symbols
- Using various maps
- Creating maps

During our study of **families**, we will learn about:

- Needs and wants of families
- Caring for each other
- Family changes over time
- Special traditions



# First Grade Science

During our study of **patterns and cycles in space** we will do the following:

- Observe and record what the sun looks like each day or to identify a pattern and make a prediction about what it will look like in the future.
- Record daily sunrise and sunset data to identify a pattern and make a prediction about the seasonal patterns of sunrise and sunset.
- Create and use models to understand how objects in the sky look different during different times of the year.
- Observe and record what the moon looks like each day or night to identify a pattern and make a prediction about what it will look like in the future.
- Observe and record the stars in the night sky (from media or app) to identify patterns and make a prediction about what they will look like in the future.
- Communicate our thinking and learning with others through drawing and writing.

During our study of **light and sound waves** we will do the following:

- Make observations to construct an evidence-based account that objects can be seen only when illuminated.
- Describe how light interacts with different kinds of materials.
- Conduct tests to find what factors affect the shape and size of shadows.
- Use shape tiles to compose larger composite shapes.
- Plan, build, test, and redesign scenery for a shadow theater.
- Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
- Make and use a musical instrument to discover how vibrations create sound waves that travel through the air to your ear.
- Use tools and materials to design and build a device that uses light or sound to solve a problem of communicating over a distance.

During our study of **plants and animals** we will do the following:

- Observe how plants and animals grow and change.
- Compare adult/mature plants and animals with their young and describe how they are alike and different.
- Observe and describe how different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find and take in food, water and air.
- Observe, measure, and collect data to compare how plants and animals use their parts to survive.
- Observe and describe ways that animal parents engage with their young to help them to survive and identify patterns of behavior.
- Use known information about plant and animal parts and behaviors to solve a human problem.

