



VALLEY STREAM 13 SCHOOL DISTRICT

Family Guide to 1st Grade

October 2022

ENGLISH LANGUAGE ARTS : SUPERKIDS

Our English Language Arts curriculum emphasizes the connection between reading, writing, listening and speaking.

Reading Readiness

In 1st Grade, students will develop the following skills:

- Develop an understanding of answering questions about key ideas and details in a text
- Describe characters, settings and major events in a story
- Identify a variety of literary genres
- Make connections between self and text
- Recognize the features of a sentence (first word capitalization, ending punctuation)
- Demonstrate an understanding of spoken words, syllables and sounds (phonemes)
 - Blend and segment single syllable words
 - Create new words by manipulating individual sounds
 - Manipulate individual sounds in single-syllable spoken words
- Know and apply word attack skills
 - Know common blends (sh, th, wh, etc..)
 - Decode long vowel sounds in regularly spelled words
 - Determine number of syllables in a word

- Read most common high-frequency words
- Read texts at each individual student's level accurately and fluently

Writing Readiness

In 1st Grade, students will develop the following skills

- Create a story with a beginning, middle and end using both pictures and words
- Write in response to text:
 - Discuss feelings about characters
 - Describe characters, setting and events
 - List sequence of events in a story
 - Retell a story
 - Identify the problem and solution in a story
 - Express opinions

Listening

In 1st grade, students will continue to learn the importance of listening as a critical component of communication, with the following skills being stressed:

- Actively listening, taking turns and staying on topic while having a discussion
- Develop and answer questions about key details in a text
- Describe familiar people, places and things with relevant details

Speaking

In 1st grade students will:

- Speak in order to:
 - Retell more than one piece of information in a sequence
 - Ask questions to clarify
 - Respond verbally

Mathematics: Math in Focus

In Grade 1, students focus on three key 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; and (3) developing understanding of linear measurement and measuring lengths as iterating length units.

Operations and Algebraic Thinking Strand:

- Develop strategies for adding and subtracting whole numbers based on their prior work with small numbers.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.
- 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.
- Understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two).
- 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.
- Build an understanding of the relationship between addition and subtraction by comparing a variety of solution strategies.

Number and Operations in Base Ten Strand

- Develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10.
- Compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes.
- 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).
- Understand the order of the counting numbers and their relative magnitudes through activities that build number sense.

Measurement and Data Strand

- Develop an understanding of the meaning and processes of measurement.
- Understand the concept of iterating (the mental activity of building up the length of an object with equal-sized units).
- Measure lengths indirectly and by iterating length units.

- Tell and write time.
- Represent and interpret data.

Required Fluencies in Kindergarten

- Add and Subtract within 10

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Science: Inspire Science

Inspire Science allows students to investigate, problem solve, and discuss scientific practices. It is designed using the 5E Instructional Framework, which includes engage, explore, explain, elaborate and evaluate.

Topics of exploration in First Grade include:

Sound Energy

- How is sound made?
- How does sound change?

Light Energy

- What is light?

Earth and Space

- What causes the pattern of day and night?
- What causes the seasons?
- How can you describe the Sun and stars?

Plants and Animals

- How are living and nonliving things different?
- How do body parts help animals?

Offspring and Their Parents

- How are animals alike and different?
- How are young animals like and unlike their parents?

Health: The Great Body Shop

This health education curriculum is aligned to the National Health Education Standards. Every month students receive Student Issues which look like a health magazine.

Injury Prevention & Personal Safety

- Careless and careful behavior
- Predicting consequences of actions
- Being responsible
- Rules of safe play
- Safe and unsafe fire prevention routines
- Keeping your body safe
- Routines for body care
- Private body parts
- Types of touches
- How to yell and tell
- Refusal skills

Nutrition

- Role of food
- Effects of healthful and unhealthful foods
- Setting dietary goals
- Decision-making steps for healthy meals
- How food turns into energy
- Learning about digestion
- Food handling methods
- Food groups
- Influence of culture and family

Functions of the Body

- Identifying body parts and functions: heart, lungs, liver, teeth, five senses, brain, skin, ears, mouth, blood, stomach and intestines
- Safety routines to protect body
- Heeding body signals
- Talking and listening

- Speaking and hearing problems
- Impact of drugs on the body

Growth and Development/Cycle of Family Life

- Muscles and bones
- Growth and development throughout the life cycle
- Exercising at all ages
- How to have family fun
- Being responsible
- Setting goals
- How to cooperate
- Social awareness of differences
- Self awareness of traits

Disease & Illness Prevention

- Defining germs and how they spread
- Contrasting sick and well
- Setting illness prevention goals
- Respecting body signals
- Antibodies
- Do's and don'ts when sick
- Community health helpers
- Medicine safety rules
- Immunizations

Substance Abuse Prevention

- Identifying drugs (tobacco, alcohol, medicines)
- Knowing the effects of drugs
- Locating trusted adults for help
- Respecting community helpers
- Rules, laws for preventing drug abuse
- Routines for healthy living
- Refusal skills
- Predicting consequences of not following medicine rules

Community Health and Safety (Violence Prevention)

- Rules to keep safe
- Thanking community helpers
- Role-playing different at-risk situations
- Practicing asking for help
- How to read, write, and speak name, address, and phone number
- Knowing what help is needed when
- Refusal skills
- Avoiding violence
- Bully prevention, teasing

Self Worth, Mental and Emotional Health

- Seeing unique qualities in self and others
- Respecting self and others
- Practicing self care/healthy habits
- How to identify feelings and ways to help others
- Family support
- Boundaries and expectations
- Communication skills
- Friendship
- Empathy
- Character development
- Self management of emotions

Environmental and Consumer Health

- Basic needs of humans
- Clean and polluted air
- How to avoid smoke and smog
- Effects of air pollution on lungs
- Identifying community health/safety professionals and services
- Rules for health care products
- Proper storage of health care products
- Practicing advocacy
- How to access health services and products

Physical Fitness

- Relationship between exercise and nutrition

- Respiratory health
- Strong muscles and bones
- Defining physical fitness
- Benefits of exercise throughout life
- Safety routines
- Good sportsmanship and anger management
- Goals for self and others
- Types of physical activities
- Fitness pyramid

Social Studies: PNW Boces

In first grade, students study “My Family and Other Families, Now and Long Ago”. The units are organized around the same five units of study that organize kindergarten Social Studies—Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, Change; and Economic Systems. Students examine families and develop an awareness of cultural diversity within American culture. Responsible citizenship is introduced, as well as the role of authority in making rules and laws. The students will increase their geography skills through the use of maps and directions. Family history provides the basis for examining sources of information and organizing that information. Economic terminology and principles are introduced in the context of family resources, as well as in making economic decisions.

First Grade Enduring Understandings Include:

- Citizens develop rules and laws to govern and protect themselves.
- Citizens know important symbols of the United States and respect them.
- Citizens understand the importance of respecting themselves, and others.
- Families are similar and different
- Families grow and change over time.
- In every family, members have rules and responsibilities and help one another.
- A community is a place where people live, work, learn and play.
- Citizens have certain roles and responsibilities within communities.

- Citizens must respect and communicate with other members of the community.
- A map is a drawing of real places in communities and use symbols to represent them (schools, parks, and roads)
- Needs and wants are different and must be fulfilled in order for people to live.
- Scarcity occurs when people's needs exceed their resources.
- Community members work together to meet their needs and wants.
- Individuals and communities need to make informed decisions about how to save and budget.

Social, Emotional, Learning:

RULER Program and Responsive Classroom

Valley Stream UFSD 13 has adopted the RULER philosophy, which is an evidence-based approach for social emotional learning. RULER—which is an acronym that stands for Recognizing, Understanding, Labeling, Expressing and Regulating emotions—helps students to identify their feelings using a mood meter and work together to build a positive culture and climate in classrooms. RULER provides students with tools that help them deal with challenging feelings by reacting in less impulsive ways. Teachers incorporate aspects of RULER into their daily lessons to help support students' abilities to integrate thinking, feeling, and behaving in a fashion that promotes healthy outcomes.

In addition, Valley Stream UFSD 13 has implemented Responsive Classroom. The Responsive Classroom approach to teaching and learning fosters safe, challenging, and joyful learning environments. This approach consists of practical strategies that bring together academic and social-emotional learning throughout the day. It allows children to reach their full potential by involving them in decisions about curriculum, classroom organization, classroom management, and discipline.

SPECIALS

In first grade, students will attend Art, Music and Library once a week and Physical Education twice a week.

Music:

Melody: Listen for upward, downward and repeated pitches **Timbre:** Identify classroom instruments by sight and sound, experiment with different

instrument sounds, Explore the sound qualities of the barred instruments
Form: Same vs. Different (AB) **Dynamics:** *Forte* vs. *Piano* **Other:** *Presto* vs. *Largo*

Physical Education:

- Locomotor skills and assessment (running, skipping, jumping, hopping, galloping and leaping)
- Spatial awareness and safety
- Fitness
- Visual motor coordination/bilateral integration
- Gross motor skills
- Developmental sports skills
- Cooperative partner and small group activities
- Health concepts

LIBRARY:

Students will be introduced to a variety of authors, illustrators and genres such as folktales, nursery rhymes, picture books, nonfiction and poetry. Students will predict outcomes, draw conclusions, make inferences, and listen for details in the text. Students will use sequencing skills for recalling and retelling stories. Students will use visual literacy cues to interpret illustrations. Students will identify literary elements of character, setting, and plot. Students will compare and contrast fiction and non-fiction. Students will understand the basic organizational structure of a book: author, illustrator, title, cover, spine, spine label, title page, publisher, copyright, and end papers. Students will select books by evaluating the cover, title, illustrator, subject, contents, and difficulty. Students will expand their understanding of the basic scheme of arrangement of Easy (Picture) books, easy readers, nonfiction; finding a book by a certain author. Students will make text-to-self, text, and world connections. Students will listen to stories and share responses. Students will demonstrate respect for library procedures in browsing, selecting, and borrowing books, and proper book care. Students will participate in library lessons and demonstrate understandings in written and oral communications, including use of devices.

Art:

First graders will begin to learn about spatial relationships and expand their knowledge of line variations through drawing, and painting. They will explore

shapes and textures and further develop eye-hand coordination through rubbing, stamping, tracing, cutting and building. They will identify primary colors and expand color theory knowledge into the secondary colors.

Students will develop the following skills:

- Recognize and discuss various solutions to a single art problem.
- Using art vocabulary, students can describe choices
- Primary and Secondary Colors Textures– visual & tactile.
- Create art from real and imaginary sources of inspiration
- Continue to explore 2-D and 3-D motor skills: paint, paste, glue, fold, cut, rub, print, stamp, pinch, pull, squeeze, twist, pound, roll, tear, curl, assemble, model

Innovation Lab:

Each building boasts an Innovation Lab with a district-developed curriculum as well as supplemental activities for single-day visits to the lab. The district-developed curriculum allows students to spend four days in the lab, allowing them to discover, design, create, and build. Our K-1 students follow hands-on STEAM learning that align to their science curriculum, such as making instruments, while our 2nd-6th grade students investigate, build and code using LEGO WeDo. Activities for single day visits include using KEVA planks, Bee Bots for coding, 3D doodler pens, and LEGO train.