

First Grade Learning Outcomes for February 2020

Read Aloud/Shared Reading

- Identify a main topic or idea in a text and retell important details
- Identify a variety of genres and explain differences between literary texts and informational texts
- Identify specific words that express feelings and senses

Foundational Skills

- Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound
- Decode two syllable words following basic patterns by breaking the words into syllables

Academic Vocabulary Words

- connection
- conversation

Writing

Informative/Explanatory

- Write an informative/explanatory text to introduce a topic, supplying some facts to develop point, and provide some sense of closure
- Develop questions and participate in shared research and explorations to answer questions and to build knowledge

Speaking and Listening

- Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).
- Follow agreed upon rules for discussions and participate by actively listening, taking turns, and staying on topic
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges
- Ask questions to clear up any confusion about topics and text under discussion
- Consider individual differences when communicating with others
- Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience

Math

Topic 7

- Count to 120, starting at any number less than 120. In this range read and write numerals and represent a number of objects within a written numeral
- The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, nine, tens (and 0 ones)

Social Studies

Geography, humans, and the Environment

Unit 3: The Community

- The location and place of physical features and man-made structures can be described and interpreted using symbols and geographic vocabulary

Maps, and Map skills

- People and communities depend on and modify their physical environments in order to meet basic need

Communities Meet People's Needs

- A person can be a citizen or member of a community, a school, a state, a country, and the world
- An engaged and active citizen participates in the activities of the group or community and makes positive contributions
- Students, teachers, and staff members are all citizens of the school community and have rights and responsibilities
- As global citizens, we are connected to people and cultures beyond our own community and nation, and we have a shared responsibility to protect and respect our world

Science

Light and sound

- Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate
- Make observation (firsthand or from media) to construct and evidence-based account that objects can be seen only when illuminated
- Use tools and materials to design and build a device that uses light or sound to solve the problem of communication over a distance
- Use observations of the Sun, moon, and stars to describe patterns that can be predicted
- Make observations at different times of year to relate the amount of daylight to the time of year

Spanish

- Identify days of the week
- Identify months of the year

Physical Education (Personal Health and Fitness)

- Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health
 - Students will perform basic motor and manipulative skills, they will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities.

Library

- Identify a main topic or idea in a text and retell important details
- Identify a variety of genres and explain differences between literary texts and informational texts
- Identify specific words that express feelings and senses

Art

- Use new art vocabulary such as:
 - Collage
 - Rip
 - Tear
 - Cut
 - Texture
- Use different techniques to change the shapes of their papers.
- Make choices about which techniques to use in different parts of their work.
- Create a collage image of an animal of their choice including a background.
- Maintain a portfolio of their work.

English as a Second Language (targeted students only)

- The students will be able to look at a picture and answer two questions about the picture
- The students will be able to look at different types of graphic information and answer a question about the graph