

First Grade Learning Outcomes for January 2020

Read Aloud

- Make connections between self and text (texts and other people/world).
- Describe characters, settings, and major events in a story, or pieces of information in a text

Shared Reading:

- Make connections between self and text (texts and other people/world)
- Describe characters, settings, and major events in a story, or pieces of information in a text

Foundational Skills

- Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words
- Decode long vowel sounds in regularly spelled one-syllable words(e.g. Final – e conventions and common vowel teams).

Academic Vocabulary Words

- assess
- responsibility
- include

Writing

Continue Narrative

- Write narratives in which recount real or imagined experiences or event or a short sequence of events
- Create a response to a text, author, theme or personal experience (e.g. poem, dramatization, art work, or other)

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

- Describe familiar people, places, things, and events with relevant details expressing ideas clearly
- Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation and audience

Math

Topic 5

- Use addition and subtraction with 20 to solve word problems involving situations of adding to , taking from, putting together, taking apart, and comparing, with unknowns in all positions
- Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20
- Apply properties of operations as strategies to add and subtract
- Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false
- Determine the unknown whole number in an addition or subtraction equation relating three whole numbers

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 needs

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

Spanish

- Identify weather words
- Identify seasons
- Identify family members

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

- Make connections between self and text (texts and other people/world)
- Describe characters, settings, and major events in a story, or pieces of information in a text

Art

- Use new art vocabulary such as:
 - Concentric circles
 - Repetition
- Use oil pastels to create a two-dimensional design based on circles
- Compare and contrast the work of two master artists.
- Maintain a portfolio of their work.
- Learn about jobs student artists can do to help maximize our art time

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