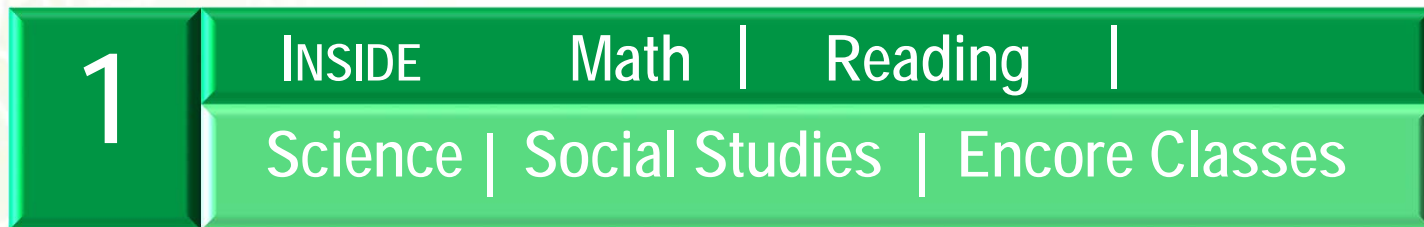




What your child will learn in Grade 1



Lower Merion School District ♦ 301 E. Montgomery Ave. ♦ Ardmore, PA 19003



Grade 1 Mathematics

	Concepts	Vocabulary	Numerical Fluency	Problem Solving
What your child will learn	<ul style="list-style-type: none"> • How to represent numbers using objects, words, and symbols • How to combine and separate in order to add and subtract • A variety of strategies for addition and subtraction • How to measure and compare lengths using a variety of standard and non-standard units • Ways to represent and interpret data • Techniques to observe, describe, and compare geometric shapes • Telling time in hours and half hours using analog and digital clocks 	<ul style="list-style-type: none"> • Numbers can be represented using objects, words, and symbols • Mathematical relationships can be represented and analyzed using words, tables, graphs, and equations • Geometric shapes can be described, categorized, and named 	<ul style="list-style-type: none"> • Read, write, and represent a number of objects (up to 120) with a numeral • Strategies to simplify counting or estimating large groups of objects • Skip-counting patterns (twos, fives, & tens) • Skills to increase fluency for addition and subtraction facts within 20 	<ul style="list-style-type: none"> • The following strategies: counting on, making 10, decomposing a number leading to ten, the relationship between addition and subtraction, and creating equivalent but easier or known sums • How to relate a strategy to a written method and explain the reasoning used
What your child will do	<ul style="list-style-type: none"> • Use appropriate manipulatives, tools, and games to explore concepts strategically • Work with addition and subtraction equations with one and two-digit numbers • Use a variety of length units to measure and compare • Organize and compare data using graphs & tables • Reason with shapes and their attributes • Compare two digit numbers based on the meaning of tens and ones • Solve story problems 	<ul style="list-style-type: none"> • Explain mathematical reasoning (orally and in writing) • Use mathematical vocabulary when discussing learned concepts 	<ul style="list-style-type: none"> • Demonstrate fluency with counting • Demonstrate fluency with addition and subtraction facts within ten • Play games that require instant recall of basic facts 	<ul style="list-style-type: none"> • Make sense of problems and persevere in solving them • Use place-value understanding and properties of operations in order to add and subtract • Explain solutions to problems using manipulatives, drawings, and/or equations • Make sense of quantities and their relationships in problem situations

Grade 1 Mathematics

	Concepts	Vocabulary	Numerical Fluency	Problem Solving
What you'll see (Products)	<ul style="list-style-type: none"> Classwork from each unit Homework sheets and games that correlate to concepts being taught 	<ul style="list-style-type: none"> Activities with mathematical terminology Increased use of math vocabulary in speaking and writing 	<ul style="list-style-type: none"> Your child's ability to count forward and backward (through 120) Depictions of number patterns and strategies to group and organize objects Increased speed with basic addition and subtraction facts Understanding of place value – tens and ones 	<ul style="list-style-type: none"> Written explanations and justifications for solutions to problems Application of problem-solving strategies to real-world situations
How you can help	<ul style="list-style-type: none"> Use "Family Letters" from each unit to encourage discussion and try related activities at home Encourage your child to read a variety of math related books Help your child recognize mathematical relationships in the "real world" Look for shape and number patterns outside of school Help your child make estimations of real-life objects Create "story problems" based on real-life examples Use the "First in Math" website to supplement classroom learning 	<ul style="list-style-type: none"> Encourage the use of mathematical language on a daily basis Allow your child to explain his or her homework to you Have your child identify geometric shapes in household objects Point out the math in games, sports, music, banking, schedules, shopping, etc. and reinforce mathematical terms 	<ul style="list-style-type: none"> Count sets of household objects Practice skip-counting by twos, fives, and tens Make addition and subtraction flashcards and play other games to practice fact recognition Assist your child in finding websites on the Internet and district eBoards that provide basic fact practice through games 	<ul style="list-style-type: none"> During homework ask. "Can you draw a picture or make a diagram to show how you solved this problem?" During homework, ask your child if he/she can solve a problem in a different way Play board games with your child that require strategic thinking Involve your child in real-world problem-solving situations

Grade 1 Reading

	Reading Comprehension	Reading Fluency	Vocabulary	Writing
What your child will learn	<ul style="list-style-type: none"> • Skills to read, understand, and respond to informational and narrative text • Skills to identify elements of a text, including main idea, key details, and components of a story • Skills to understand and respond to text • Skills for retelling story events in order • How to use graphic organizers to understand information from a text • Skills to use various text features and search tools to locate key facts in a text 	<ul style="list-style-type: none"> • Concepts of print • Alphabetic principle • Basic conventions • Grade level phonics and word analysis skills • Multiple strategies to decode unknown words (e.g., context clues, rereading, phonics) • Grade level high-frequency words • Grade level irregularly spelled words • Skills to read with appropriate rate and expression 	<ul style="list-style-type: none"> • Grade-appropriate words and phrases • Inflectional endings • Words that evoke feelings and/or appeal to the senses • Meaning of unknown words and words and phrases with multiple meanings based on grade 1 text 	<ul style="list-style-type: none"> • Concepts of print • Alphabetic principle • Basic conventions of standard English grammar and spelling • Use of variety of words, phrases, and sentence types • Sequence of events in personal narratives • Use of words and phrases for effect
What your child will do	<ul style="list-style-type: none"> • Compare and contrast ideas and characters within and between texts with focus on textual evidence • Identify the main idea and retell key details of text • Identify author's purpose • Describe characters, setting and major events in a story • Ask and answer questions about key details in a text • Read a balance of informational and narrative texts • Identify who is telling the story at various points in a text 	<ul style="list-style-type: none"> • Apply grade level phonics and word analysis skills in decoding words • Distinguish between long and short vowels in single-syllable words • Blend and segment beginning, middle, and ending sounds in spoken and written words • Read grade level high-frequency and irregularly spelled words with automaticity • Work toward the DIBELS fluency goal of 40 words per minute • Read on-level text orally with attention to accuracy, rate, and expression 	<ul style="list-style-type: none"> • Speak and write using grade-appropriate words and phrases acquired through conversations, reading, and being read to • Read grade level words with inflectional endings • Identify words and phrases in stories or poems that suggest feelings or appeal to the senses • Explore word relationships and nuances of words • Determine or clarify the meaning of unknown words and multiple-meaning 	<ul style="list-style-type: none"> • Write using conventions such as letter formation, spacing, developmentally appropriate spelling, and punctuation • Write for different purposes and audiences • Write to convey a perspective with age-appropriate content • Write with clarity and focus • Employ peer review in the revising process • Publish pieces of writing • Participate in shared research and writing projects

Grade 1 Reading

	Reading Comprehension	Reading Fluency	Vocabulary	Writing
What you'll see (Products)	<ul style="list-style-type: none"> • Graphic organizers • Written responses to literature • Illustrations of story events 	<ul style="list-style-type: none"> • High-frequency word lists • Picture books • Decodable readers • Reading at home to increase fluency 	<ul style="list-style-type: none"> • Weekly word work (high-frequency/vocabulary words) • Progression of reading levels throughout the year 	<ul style="list-style-type: none"> • Prewriting activities (drawing/graphic organizers) • Drafts, revisions, and edited pieces of writing • Finished pieces of writing • Published pieces of writing • Responses to literature
How you can help	<ul style="list-style-type: none"> • Provide a place to read on a daily basis • Supply and read more non-fiction texts • Talk to your child about what he/she is reading • Listen to your child retell a story or personal event • Ask your child to describe characters and settings • Ask "why" events happened in a story • Re-read a story many times • Ask what's real and not real • Take your child to the public library regularly and to book stores when authors visit • Encourage your child to use evidence in everyday discussions and disagreements 	<ul style="list-style-type: none"> • Read with your child daily • Store books in different rooms and in your car • Read rhyming books • Have your child practice reading familiar books often • Let your child see you read • Utilize reading development and curriculum-based websites [Starfall.com, Thinkcentral.com] 	<ul style="list-style-type: none"> • Help your child practice weekly words • Ask your child to identify letters and words seen in familiar places • Help your child create a mental image for unknown vocabulary words • Ask questions that require your child to explain • Have your child draw pictures about stories • Pick a "word of the day" each day starting with a different letter. Have your child write the word and look for other things beginning with the same letter. 	<ul style="list-style-type: none"> • Encourage your child to read his/her writing to you • Write notes to your child and ask for written responses • Praise your child's writing • Encourage your child to write letters to others • Ask your child to help with the grocery list • Create a writing station with pencils, crayons, paper, etc. • Write a story your child tells • Display your child's writing

Grade 1 Science

What your child will learn	<p>The FOSS Solids and Liquids Module provides experiences that heighten primary students' awareness, curiosity, and understanding of the physical world and provides opportunities for young students to engage in scientific and engineering practices. Matter with which we interact exists in three fundamental states: solid, liquid, and gas.</p> <p>The FOSS Pebbles, Sand, and Silt Module provides experiences that heighten primary students' awareness, curiosity, and understanding of Earth's natural resources—rocks, soil, and water—and provides opportunities for students to engage in scientific and engineering practices. Students explore the natural world by using simple tools to observe and describe properties of earth materials.</p> <p>The FOSS Insects and Plants Module provides experiences that heighten students' awareness of the living world. They come to know firsthand the life cycles of a number of insects. Students see the life cycles of insects unfold in real time and compare the stages exhibited by each species. At the same time, students grow one type of plant from seed and observe it through its life cycle to produce new seeds.</p>

Grade 1 Science

What your child will do

In the **Solids and Liquid** module, students will:

- Investigate and sort objects based on their properties.
- Observe, describe, and compare the properties and behaviors of solids and liquids. Record observations with pictures, numbers, and words.
- Recognize the properties of solid materials that make them appropriate for tower construction; build towers.
- Combine and separate solid materials of different particle sizes using tools.
- Observe, describe, and record what happens when solids and water are mixed and when liquids and water are mixed.
- Use knowledge to conduct an investigation on an unknown material (toothpaste).
- Use knowledge to conduct an investigation on an unknown material (toothpaste).

In the **Pebbles, Sand and Silt** module, students will:

- Observe and compare physical properties of rocks and soils, using various tools.
- Rub rocks together and observe that they break into smaller pieces.
- Use screens to separate and group river rocks by particle size, and investigate properties of pebbles, gravel, sand, silt, and clay particles.
- Observe weather by using senses and simple tools.
- Explore places where earth materials are naturally found and ways that earth materials are used.
- Use sand to make sculptures and clay to make beads, jewelry, and bricks.
- Find, collect, record, and compare samples of soil outside the classroom.

In the **Insects and Plants** module, students will

- Provide for the needs of living insects and growing.
- Observe beetles, moths, and butterflies change from larvae to pupae to adult. Observe insect mating and egg laying.
- Compare structures on milkweed bugs to other kinds of insects.
- Observe incomplete and complete metamorphosis.
- Compare plant and animal life cycles.
- Make predictions about the moth and butterfly life cycles, based on observations of other insects.
- Communicate observations of the life cycle of plants and the structure, behavior, and life cycle of insects in words and drawings.

Grade 1 Science

What you'll see (Products)	<ul style="list-style-type: none">• Science Readers• Science Notebooks with recorded observations, drawings, diagrams and predictions• Science vocabulary• Math concepts• Home and School Connection activities• Family letters for each module• Safety Rules and Procedures
How you can help	<ul style="list-style-type: none">• Use family discussions to review concepts taught in school• Read the Family Letter that provides suggestions for follow-up activities at home• Do the Home and School Connection Activities noted in each of the modules• Read about Science with your child• Review and discuss the Science Notebook with your child• Visit FOSSweb with your child for additional engaging activities for parents and students• Listen to your child and engage him/her on topics that interest him/her• Visit the library and science museums

Grade 1 Social Studies

What your child will learn	What your child will do	What you'll see (products)	How you can help
<ul style="list-style-type: none"> • Community <ul style="list-style-type: none"> ○ Qualities of a good citizen ○ People, laws, and leaders • Country <ul style="list-style-type: none"> ○ Historical background of national holidays ○ Biographical information • Read about and locate places on maps and globes • Work! Work! Work! <ul style="list-style-type: none"> ○ Jobs ○ The difference between wants and needs ○ Spending and saving ○ Goods and services ○ Volunteer work • Our Earth and Resources • Our Country, Our World 	<ul style="list-style-type: none"> • Participate in whole and small group discussions and collaborative activities • Map and globe work • Listen to and read fiction and nonfiction texts • Complete workbook pages to show understanding of concepts 	<ul style="list-style-type: none"> • Activities such as mini-books, reports, and art projects • Workbook sheets 	<ul style="list-style-type: none"> • Use family discussions to review concepts taught in school • Encourage map reading on outings • Read with your child • Listen to your child and engage him/her on topics that interest him/her • Visit the library, museums & historical sites

Grade 1 Encore Classes

	Music	Art
What your child will learn	<p>Students will explore rhythmic, melodic, and harmonic elements of music as well as tone color, form, and expressive elements in music. This includes the study of steady beats, musical notation of quarter and eighth notes, and introduction to the solfege syllables (sol, mi, and la.) Singing in head voice, pitch matching, and melodic direction will also be cultivated through a variety of songs with simple forms of varying styles and genres.</p>	<p>Your child will learn about the design elements of line, shape and color and how they are used by a variety of cultures and many types of genre. They will learn to make many different types of lines and be introduced to the primary colors and secondary colors.</p>
What your child will do	<p>Students will sing unison songs, chant rhythmic pieces, and play classroom rhythmic and Orff instruments. Students will use discrete movement and continuous fluid movement to a variety of multicultural music. Students will also read, listen to, and analyze music, comparing and contrasting songs of different tempi and dynamics.</p>	<p>Your child will explore a wide variety of media while creating drawings, paintings and sculptures. They will develop their manipulative skills through cutting, pasting and mark making.</p>
What you'll see (Products)	<p>This grade level has the opportunity to perform vocally and instrumentally in classroom performances. Additionally, there are opportunities for students to perform publicly for the school community.</p>	<p>Your child's portfolio will show examples of both 2-dimensional and 3-dimensional artwork.</p>
How you can help	<p>Provide a variety of musical experiences including singing games, finger plays, nursery rhymes, and age-appropriate listening. Sing a song or share an activity from Music class Foster musical appreciation by attending concerts, recitals, and other live music opportunities</p>	<p>You can help by practicing manipulative skills at home, reinforce key ideas learned and exposing them to art in your community. Contact your school for volunteer opportunities.</p>

Grade 1 Encore Classes

	Physical Education	
What your child will learn	<ul style="list-style-type: none"> • safe practices in physical activity settings • individual responsibility for safety during various activities • engage in physical activities that promote physical activity and health • good sportsmanship • the positive effects of regular participation in moderate to vigorous physical activity • changes in body responses during physical activity • likes and dislikes related to participation in physical activity • reasons why regular participation in physical activities improves motor skills 	<ul style="list-style-type: none"> • recognize positive and negative interactions of small group activities • how to recognize and use basic movement skills and concepts • recognize and describe the concepts of motor skill development using appropriate vocabulary • the function of practice • how to identify and use the principles of exercise to improve movement and fitness activities • know and describe scientific principles that affect movement and skills using appropriate vocabulary • how to recognize and describe game strategies using appropriate vocabulary
What your child will do	<ul style="list-style-type: none"> • participate in all aspects of physical education class to improve physical fitness and health • follow safe practices during physical activities • engage in individual, small group, team and whole group activities • practice skills taught during physical education class • use teacher feedback to improve physical fitness and practice skills taught during physical education class. 	
What you'll see (Products)	<ul style="list-style-type: none"> • development of motor skills such as running, hopping, jumping, skipping, sliding, galloping • develop confidence • acquire an appreciation for physical activities • develop cooperative skills 	
How you can help	<ul style="list-style-type: none"> • promote healthy lifestyle choices in relation to nutrition, fitness, hygiene, sleep etc. • visit your local community centers to become involved in activities • advocate to increase active play time and reduce screen time 	

Grade 1 Guidance / Holistic Supports

Second Step

What your child will learn	What your child will do	What you'll see and hear (products)	How you can help
Unit 1: Skills for Learning	<ol style="list-style-type: none"> 1. Listening to Learn 2. Focusing Attention 3. Following Directions 4. Self-Talk for Learning 5. Being Assertive 	<ul style="list-style-type: none"> • Name and demonstrate the Listening Rules • Apply attention, memory, and inhibitory control skills in a brain-building game • Demonstrate attention skills in the context of a game • State typical classroom verbal cues that request student attention • Demonstrate listening and following directions within the context of a game • Demonstrate self-talk strategies for remembering directions • Distinguish an assertive request from a passive or aggressive one • Identify assertive posture and tone of voice • Demonstrate assertive communication skills in response to scenarios 	<ul style="list-style-type: none"> • Home links are simple, fun activities for you and your child to complete together. They are a great way for you to understand what your child is learning and for your child to show you what they know. • Make sure to join www.secondstep.org with activation key for your child's grade level. • KG activation key is SSP1 FAMI LY71
Unit 2: Empathy	<ol style="list-style-type: none"> 6. Feelings Change 7. Accidents 8. Showing Care and Concern 	<ul style="list-style-type: none"> • Demonstrate welcoming and inviting behaviors • Know what the word <i>accident</i> means • Know what to say when they do something by accident • Predict how others might feel as a result of their own or others' actions • Recall that listening, saying kind words, and helping are three ways to show caring • Demonstrate caring and helping in response to scenarios 	

Grade 1 Guidance / Holistic Supports

Second Step

What your child will learn	What your child will do	What you'll see and hear (products)
Unit 3: Emotion Management	9. Identifying Our Own Feelings 10. Strong Feelings 11. Calming Down Anger 12. Self-Talk for Calming Down 13. Managing Worry	<ul style="list-style-type: none"> • Identify physical clues in their bodies that help them identify their feelings • Identify grown-ups to talk to about feelings • Recognize situations and physical body cues that signal strong feelings • Demonstrate two Calming-Down Steps to manage strong feelings • Explain physical and situational clues to feeling angry • Demonstrate the proper belly breathing technique • Use a three-step process to calm down: • Say “stop,” name your feeling, and do belly breathing • Recognize situations that require the use of calming-down strategies • Use positive self-talk to calm down • Demonstrate the Ways to Calm Down—belly breathing, counting, and using positive self-talk • Identify grown-ups to talk to when feeling worried
Unit : 4 Problem Solving	14. Solving Problems, Part 1 15. Solving Problems, Part 2 16. Fair Ways to Play 17. Inviting to Join In 18. Handling Name-Calling 19. Reviewing <i>Second Step</i> Skills	<ul style="list-style-type: none"> • Use words to describe problems presented in scenarios • Generate multiple solutions to problems presented in scenarios • Predict consequences using an if-then model • Select a reasonable solution to a problem • Define and differentiate sharing, trading, and taking turns • Identify and state the problem in a given situation • Generate possible solutions to a problem situation • Demonstrate the Fair Ways to Play

Grade 1 Guidance / Holistic Supports

	What your child will learn	What your child will do	What you'll see and hear (products)	How you can help
No Place for Hate	<ul style="list-style-type: none"> The No Place for Hate program was developed by the Anti Defamation League to organize communities to participate in projects that encourage an awareness of differences as well as to encourage acceptance 	<ul style="list-style-type: none"> To appreciate individual and group differences. To have honest and respectful conversations and interactions in order to develop connections with other students and school staff 	<ul style="list-style-type: none"> The No Place for Hate® campaign empowers schools to create projects to help children to learn about the differences of others and to work together to build a community where everyone can feel safe and happy at school 	<ul style="list-style-type: none"> At home, you are encouraged to continue the discussion about diversity and to foster a sense of all belonging in the Lower Merion School District
Safe Kids	<ul style="list-style-type: none"> This program, with its emphasis on teaching children personal safety, is geared toward teaching children how to differentiate between good and bad touch and to assert their rights to protect themselves from unsafe personal situations. 	<ul style="list-style-type: none"> First graders will watch the video "Johnny Leans the Touching Rules" The video preview and discussion will be 35 minutes long. Children will learn the rules of personal safety, will practice "No Go and Tell", and will discuss the adults they can trust and talk to if they have a problem. 	<ul style="list-style-type: none"> Rules of safety-Adults can touch your body to keep you clean and healthy Learn the Strategy "No, Go and Tell" 	<ul style="list-style-type: none"> Come to the video presentation/discussion to learn about the program. At home, you are encouraged to continue this conversation on personal safety.