

First Grade

English Language Arts

The Rhoades School first grade students expand their skills in word analysis. They learn to decode phonetic elements of consonant blends, digraphs, vowel teams, diphthongs, r-control vowels and root words with common inflectional endings such as -ed, -es and -ing. First grade students also deepen their understanding and application of reading and comprehension strategies. They learn to describe story elements of plot and identify answers to who, what, where, when and how questions. Students also learn to confirm predictions made about text, identify key or signal words such as next and then, and learn how to retell the central ideas of simple expository or narrative passages. Throughout the year, students analyze and respond to literature by discussing, illustrating, summarizing, dramatizing and writing about books they have read.

Reading instruction for first grade students is individualized based upon analysis of frequent formal and informal oral reading assessments to determine skill application and next-step instructional needs. Depending on their changing needs and abilities, students receive guided reading instruction in small groups using a combination of leveled books, specific phonics readers, and grade-level basal readers. First grade teachers' emphasis in written language instruction is on helping students learn to select and maintain a focus in their writing and present ideas in logical sequence. Students work towards developing main ideas for paragraphs with supporting details.

Essential Questions:

- Why do we need phonics?
- How do phonics skills help us decode words?
- Why is it important to understand what you read?
- What makes a complete sentence?
- What are parts of speech?

Learning Outcomes:

1. Students will understand the basic features of reading, including concepts about print, phonemic awareness, decoding and word recognition.
2. Students will develop fluent oral reading.
3. Students will read, understand, and respond to grade-level-appropriate material by drawing upon a variety of comprehension strategies.
4. Students will be able to identify the story's main ideas as well as the plot, setting, and characters and include a description of the beginning, middle and end of the story.

5. Students will be able to write clear and coherent sentences and paragraphs, including a main idea and descriptive words applied in journals, friendly letters, and non-fiction reports.
6. Students connect the text to background knowledge, personal experience, and other texts by thinking about other stories the text reminds them of, what they already know about the topic, place, time, and how the plot or characters are similar to another text.
7. Students will indicate an understanding of the genre in a description of the text, its purpose, and how it is organized.
8. Students will build a rich oral and written vocabulary through exposure to a variety of fiction and non-fiction texts
9. Students will be able to define nouns, verbs, and adjective and locate them in text.

Resources Used: Scott Foresman Reading, Words Their Way, Fountas and Pinnell Guided Reading

Math

First grade math students build number sense and learn relationships among numbers and quantities up to 100. The use of manipulatives continues to be an integral part of the curriculum as students connect abstract concepts of place value, addition and subtraction, data graphs and patterns to concrete understanding. Determining operation and useful information in word problems helps students develop problem-solving skills. Students continue to work on developing greater computational fluency and automaticity of basic addition and subtraction facts through 20.

Essential Questions:

- What do numbers mean?
- Why are numbers valuable in the world?
- How do patterns define our world?

Learning Outcomes:

- Students will interpret numbers to tell how many there are in all.
- Students will construct numbers to represent the values in multiple ways.
- Students will relate addition and subtraction are inverse operations.
- Students will interpret tables and graphs to understand facts about the real world.
- Students will construct number patterns and apply them to various real life models.

- Students will name the value of a number based on its position.
- Students will understand that ones can be regrouped as tens to add.
- Students will combine various combinations of coins to understand the value of money.
- Students will understand time to the half hour and hour on an analog clock.
- Students will use various models and strategies to add and subtract 2 digit numbers.
- Students will describe, compare and combine shapes to understand geometrical figures.
- Students will synthesize various units of measure to understand length.
- Students will infer that units such as days, weeks, months, and years are used to measure time.

Resources Used: Math in Focus

Social Studies

First grade students explore the concepts of geographical location, physical characteristics of geography, and the effects of geography on the people who live in varied areas. Through comparisons of everyday life in different times and places, students learn that certain aspects of people, places and things stay the same over time, while others change.

Essential Questions:

- What is a community?
- How do we fit into the world around us?
- What are landforms and how are they formed?
- How do you read a map?

Learning Outcomes:

1. Students will understand the rights and responsibilities of being a citizen.
2. Students will be able to compare and contrast the absolute and relative locations of places and people, describing the physical or human characteristics of places.
3. Students will understand the symbols and icons of the United States and how these play a part in the tradition and sense of community in America.
4. Students will be able to identify the city, state, country, continent and planet in which they live.

5. Students will understand cardinal directions and be able to interpret simple maps.
6. Students will be able to identify and locate the five oceans and seven continents.
7. Students will be able to identify and describe how various landforms are formed and how they affect the people living in proximity to them.

Science

The Rhoades School first grade students develop abilities necessary to do scientific inquiry in classroom and outdoor investigations. They learn that information and critical thinking, scientific problem solving, and the contributions of scientists are used in gathering data.

Learning Outcomes:

Water and its Properties

1. Students will explain and identify the steps in the scientific method.
2. Students will collect data and make observations during science experiments.
3. Students will demonstrate that air can block water.
4. Students will define density.
5. Students will compare and contrast the differences between hydrophobic and hydrophilic.
6. Students will define cohesion.
7. Students will apply concepts of surface tension to classroom experiments.
8. Students will demonstrate capillary action in a lab setting.
9. Students will explain the cause and effect of chromatography.
10. Students will comprehend crystal growth as demonstrated by Borax and alum compounds.
11. Students will explain the stages of the water cycle.
12. Students will explain the different processes of evaporation, condensation, precipitation, and collection.
13. Students will explain that heat from the Sun causes water on Earth (in oceans, lakes, etc.) to evaporate (turn from liquid into gas) and rise into the sky.
14. Students will explain that water vapor collected in the sky is in the form of clouds.
15. Students will describe that as water vapor in the clouds cools down, it becomes water again, through a process called condensation.

16. Students will explain that water falls from the sky in the form of rain, snow, hail, or sleet through a process called precipitation.
17. Students will be able to describe collection in the form of run-off.

Light and Energy

1. Students will compare and contrast the differences and similarities between direct and indirect light.
2. Students will be able to explain that light is made up of photons.
3. Students will explain that light waves travel in straight lines through empty space.
4. Students will demonstrate that light waves can bend through refraction.
5. Students will compare and contrast the differences between specular reflection and diffuse reflection.
6. Students will define the effect of diffraction.
7. Students will describe that two light sources produce waves of light that travel and will interfere with one another where they cross.
8. Students will classify transparent, translucent, and opaque objects.
9. Students will explain how we see color.

Visual Arts

First Grade Visual arts Overview of Activities: How does art in the global community connect with me?

thinking, imagining, responding

In First Grade, students expand their ability to create with various art materials, and to reflect on the importance of the visual arts in defining community and transferring that knowledge to an evolving world view. New techniques are introduced to enhance personal expression. Social skills such as sharing, and respect for the work of others are emphasized. Students become aware of the role of artist in building a community. Art is understood as a worthy endeavor. First Grade will learn about Art History and cultures.

Learning Outcomes:

Each activity will follow with a critique to reflect:

- Articulate and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information.
- The critique process informs judgments about artistic and aesthetic merits in works of art. The processes and philosophies of art and design inform interpretations in works of art.

Sample Activity: Aboriginal dot painting-symbols.

Artists: Indigenous Aboriginal art

Goal: Learning to understand and respect the art, artifacts, and traditions of diverse cultures and understand how these extend the knowledge and boundaries of our own personal culture. Art represents and renders the stories of people, places, or things, SYMBOLISM in art.

Objective: Use art materials such as acrylic paint markers to complete painting that explore the use of art elements such as variations in the use of dots to create repeated patterns, lines, positive/negative shape, texture and color. Learning to understand that symbolism is prevalent in many cultures to express many ideas.

Spanish

A critical learning outcome of first grade Spanish at the Rhoades School is for all students to acquire an affinity and appreciation for learning Spanish.

To this end, students are active learners of Spanish, engaging in real world encounters, play-based activities, games, songs, and crafts. First grade students are exposed to Spanish language and grammar concepts, such as: pronunciation of letter sounds, singular and plural forms, gender agreement, prepositions to describe location, expressions of quantity, and interrogatives. Students engage in authentic communication and participation that includes listening, speaking, reading, and writing.

Units are organized around thematic topics such as: greetings and salutations, the body, the family, the house, the school community, shopping/clothes, restaurants/food, seasons and weather, and travel.

In addition, students grow in their awareness of Hispanic and Latino cultures with exposure to music, art, and literature. Students are encouraged to make connections and comparisons among cultures.

Resources include Spanish picture books, Spanish songs, puppets, and Spanish websites, such as Spanish 4 Teachers, Study Spanish, and Fun for Spanish Teachers.

Music

Learning Outcomes:

FIRST GRADE students will:

Become more proficient at reading and playing 4-beat patterns of quarter notes, quarter rests and two beamed eighth notes and practice reading and playing along with recorded music using first body percussion, then transferring the rhythms to classroom percussion instruments.

Practice playing these patterns in a variety of rhythmic and instrumental combinations of gradually increasing complexity throughout the year.

Listen to and discuss two famous classical compositions: French composer Camille Saint-Saens' "Carnival of the Animals" and Russian composer Peter Tchaikovsky's "Peter and the Wolf". They will practice identifying which instrument is playing each featured part and will take part in class discusses , including why a particular instrument was a good choice to create the effect/mood that the composer was trying to convey.

Practice identifying and writing the rhythm of the words of brief classic children's poems/songs by 4-beat phrase. They will be able to distinguish between "rhythm" and "beat" and develop their sense of beat through a variety of kinesthetic music games based on the poems.

Listen to, discuss, and interact with a sampling of Native American, African and Irish music.

Sing a variety of recreational songs, including some that include words from foreign languages.

Computer Technology

Kindergarten through 3rd grade technology curriculum is an interdisciplinary approach to the learning of technology and computer programming skills through the content areas of language arts, science, math, art and social studies. There are seven broad categories for computer instruction as defined by ISTE (International Society for Technology in Education):

- Empowered Learner
- Digital Citizen
- Knowledge Constructor
- Innovative Designer
- Computational Thinker
- Creative Communicator
- Global Collaborator

Second Grade Learning Outcomes:

- Students will communicate about technology using developmentally appropriate and accurate terminology.
- Students will be able to navigate in virtual environments such as electronic books, simulation software and Web sites.
- Students will be able to research and collect data using digital resources.
- Students will deepen their knowledge of computer programming language and skills.

- Students will learn beginning robotics engineering concepts.
- Students will be able to solve their own programming problems.

Tools: First Grade students use Bluebot during centers to practice language arts or math skills as well as continue beginning programming and robotics. Bluebot is a “see-through” robot with wheels, blinking eyes and basic programming keys such as forward, back, turn right, turn left and go. Students use a grid mat with cards that correlate to the day’s lesson such as reading sight words, identifying or naming adjectives and proper nouns or telling time. Bluebot allows students to use an iPad or PC to program the robot remotely. Students also use Probot (Beebot & Bluebot’s big brother). Pro-Bot offers students an enticing, engaging, and hands-on experience with Logo programming as well as robotic controls. Pro-Bot commands are entered via a set of arrow and number keys mounted on the back or through a computer program. Students plan a route for Pro-Bot and press the corresponding keypad controls, press the GO button and send Pro-Bot on its way. Pro-Bot will follow the sequence of commands that were entered step by step. iPad apps such as Shadow Puppet, Sushi Monster and Phonics Genius are used to create digital stories, record reading fluency and support math, language arts and science skills.

Physical Education

The Rhoades School Physical Education Department understands that practicing physical activity, movement, and sport in a safe environment is essential in the development of the whole student. The staff not only teaches about the physical and mental benefits of exercise and fitness, but also stresses the importance of social skills applied within group game play and sports. The program emphasizes a supportive social arena in physical education classes where students feel safe enough to take risks and express themselves through movement and action, as well as verbally. All movement skills and concepts learned are developmentally appropriate and are taught within a logical, gradual progression to ensure confidence and efficiency. Students not only develop physically and individually on all levels, but also learn how to positively contribute to their peer group in an informal, athletic setting. A student’s confidence grows as class offers various opportunities to practice decision-making and leadership skills, as well as developing athletic skills and seeing how physical education knowledge contributes to an overall healthy lifestyle, or wellness.

At The Rhoades School, grades K-5 have physical education class three times each week. At all levels classes include an aerobic warm-up, flexibility/stretching training, specific lead-up activity or game instruction. The majority of the period concludes with the sport/activity/game play.

The main goal of the staff is to promote a fun, safe atmosphere that promotes healthy, educated students that have the skills and confidence needed to enjoy a lifetime of physical activity. Our curriculum is based on the California State Physical Education Framework, and the AAHPERD (American Alliance for Health, Physical Education, Recreation, and Dance) general national standards.

Learning Outcomes & Essential Questions:

Each of the following general learning outcomes apply to all grade levels (K-8) at age adjusted expectations within these criteria. For example, for the final standard, a first grade student would demonstrate a lack of interference with others and an eighth grade student would demonstrate respect for officials in a game and show appreciation for all participants with the game.

- Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
- Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performances of physical activities.
- Students assess and maintain a level of physical fitness to improve health and performance.
- Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Students demonstrate and utilize knowledge of psychological and sociological concepts, principle, and strategies that apply to the learning and performance of physical activity.

Development Factors and Essential Questions

DF: Slow reaction time, moderate/steady growth phase, impulsive, balance improving, no abstract thinking, “me” oriented, fundamental movement skills emphasized.

EQ: Why is it important to have strong muscles?

What does exercise make you feel like? Why is it important?

Students will:

- Demonstrate competency in a variety of motor skills and movement patterns (e.g. hops, gallops, jogs and slides).
- Travel showing the difference between jogging and sprinting.
- Jump and land in a horizontal plane using a 2 foot take off and landing.
- Maintain their balance on different bases of support.
- Demonstrate twisting, bending, curling and stretching actions.
- Throw underhand with opposite foot forward most of the time, with accuracy at a reasonable distance.
- Throw overhand with opposite foot forward most of the time, with accuracy at a reasonable distance.
- Catch an object from a self toss before it bounces.
- Catch various size balls from a skilled thrower.

- Dribble continuously using their preferred hand.
- Tap or dribble a ball using the inside of the foot while walking in general space.
- Approach a stationary ball and kick it forward.
- Strike an object with a short handled paddle, sending it forward or upward.
- Jump forward or backward consecutively using a self-turned jump rope.
- Jump a long rope 5 times consecutively when a teacher is turning the rope.
- Hula Hoop for three consecutive motions.
- Move in self-space and general space in response to designated beats/rhythms.
- Demonstrate a variety of relationships with objects (i.e. over, under, around, through).
- Differentiate between fast and slow speeds.
- Differentiate between strong and light force.
- Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Discuss the benefits of playing/exercising.
- Identify the heart as a muscle that grows stronger with exercise, play and physical activity.
- Exhibit responsible personal and social behavior that respects self and others.
- Accept personal responsibility by using equipment and space appropriately.
- Follow the rules & parameters of the activity.
- Respond appropriately to the general feedback from the teacher.
- Work independently with others in both small and large group settings.
- Follow the given directions for safe participation and proper use of equipment without reminders.