

1st Grade Curriculum Guide



Riverside Public Schools District 96

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Language Arts

District 96 is committed to an integrated, holistic, and challenging language arts program, which includes high expectations in reading, writing, listening, speaking, spelling, and grammar. Success is provided at each child's developmental level through differentiated instruction. We believe in creating a low-risk environment that nurtures the joy and appreciation of language and life long learning.

A balanced literacy program is implemented to give students the tools to become independent learners. Open Court Reading and the school's leveled library serve as resources for the balanced literacy program. Balanced literacy provides and cultivates the skills of reading, writing, learning about words, thinking, listening, and speaking through the use of the following components:

Modeled/Shared Writing: *Teacher and students collaborate to write text; teacher acts as scribe*

- Develops concepts of print
- Develops writing strategies
- Supports reading development
- Provides model for a variety of writing styles
- Models connections among and between sounds, letters, and words
- Produces text that students can read independently
- Necessitates communicating in a clear and specific manner

Interactive Writing: *Teacher and students compose together using a "shared pen" technique in which students do some of the writing*

- Provides opportunities to plan and construct texts
- Increases spelling knowledge
- Produces written language resources in the classroom
- Creates opportunities to apply what has been learned

Independent Writing: *Students write independently*

- Strengthens text sequence
- Develops understanding of multiple uses of writing
- Supports reading development
- Develops writing strategies
- Provides opportunities to write authentically for audience and purpose

Reading Aloud: *Teacher reads selection aloud to students*

- Provides adult model of fluent reading
- Develops sense of story/text
- Develops vocabulary
- Encourages prediction
- Builds a community of readers
- Develops active listening
- Models strategies through think-alouds

Shared Reading: *Teacher and students read text together*

- Demonstrates awareness of text
- Develops sense of story or content
- Promotes reading strategies
- Develops fluency and phrasing
- Increases comprehension
- Encourages politeness and respect
- Promotes vocabulary development

Guided Reading: *Teacher introduces a selection at student's instructional level within flexible, small groups*

- Promotes reading strategies
- Increases comprehension
- Encourages independent reading
- Expands belief in own ability
- Promotes vocabulary development

Independent Reading: *Students read independently*

- Encourages strategic reading that is purposeful and active
- Increases comprehension
- Supports writing development
- Extends experiences with a variety of written texts
- Promotes reading for enjoyment and information
- Develops fluency
- Fosters self-confidence by reading familiar and new text
- Provides opportunities to independently monitor and clarify their own understanding

A Balanced Literacy Framework

Our goal in Riverside District 96 is to incorporate whole group, small group, and independent learning into everyday literacy experiences.

Most Support

Read Aloud

Teacher exposes students to rich, interesting, and varied text forms in order to build vocabulary, fluency, comprehension, and an appreciation of literature.

Shared Reading

Teacher provides explicit instruction of comprehension strategies, text forms (genres), fluency skills, word study, and vocabulary.

Guided Reading/Practice

Teacher leads small group work with text at student's instruction text level, addressing learner's specific needs determined through a variety of assessments.

Independent Reading

Students practice previously taught skills and strategies independently while reading for meaning. Teachers conference with students about their reading.

Least Support

WORD STUDY, VOCABULARY, SPELLING, and LANGUAGE
Integrated throughout the framework.

Most Support

Write Aloud

Teacher thinks aloud while composing text to model and familiarize students with the characteristics, style, and form of a chosen genre.

Shared Writing

Teacher and students collaborate to write text. Teacher writes while scaffolding students' language and ideas.

Guided Writing

Students plan and construct with teacher guidance. Students attempt to apply what has been previously demonstrated with support and validation from the teacher and/or group.

Independent Writing

Students take responsibility to write independently for different purposes using previously taught skills.

Least Support

1st Grade Literacy Goals

Reading

- Uses letter-sound information along with meaning and language to solve words
- Reads orally and is beginning to read silently
- Reads fluently with phrasing on easy texts
- Recognizes high frequency words
- Applies phonetic skills
- Checks to be sure reading makes sense, sounds right, looks right
- Uses strategies to solve unknown words
- Uses strategies for reading comprehension
- Reads longer books with high frequency words and supportive illustrations
- Constructs meaning from text
- Independently chooses to read books

Writing

- Uses conventional spelling for high frequency words
- Uses appropriate developmental spelling
- Forms letters accurately utilizing Handwriting Without Tears
- Composes multiple sentences on one topic
- Writes about familiar topics and ideas
- Consistently uses spacing
- Relates drawings with writing to create a meaningful text
- Rereads and revises their writing
- Demonstrates use of correct writing conventions/mechanics (spacing, punctuation, capitalization)
- Writes with a specific audience in mind.
- Writes for meaningful purposes
- Presents ideas clearly, with a logical, well-organized flow

Speaking and Listening

- Speaks clearly and audibly
- Makes meaningful contributions during class activities
- Responds to questions with clarity and insight
- Uses confidence as a speaker in classroom discussions
- Uses oral language to critique, interpret, and apply information

Math

Students are provided a curriculum that is rich in opportunities and materials for exploration, inquiry, and thinking, and is centered on learner needs. *Everyday Mathematics* is a research-based curriculum developed by the University of Chicago School Mathematics Project. The balanced math curriculum contains concepts that come from five major areas: Numbers and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability. The following information shows the instructional goals for each unit. However, these goals are adapted through differentiated instruction, based on each child's individualized learning needs.

Unit 1: Establishing Routines

Students will:

- Count by 5's to 40 (Developing/Secure)
- Count by 2's to 40 (Developing/Secure)
- Write numbers from 1 to 20 (Developing/Secure)
- Compare pairs of numbers less than 16 (Developing/Secure)
- Write and count tallies (Developing)
- Count to 20 by 1's, starting with any number (Secure)
- Count 20 or more objects (Secure)

Unit 2: Everyday Uses of Numbers

Students will:

- Calculate the values of various combinations of pennies and nickels (Developing/Secure)
- Find complements of 10 (Developing)
- Solve addition and subtraction number stories (Developing)
- Count up and back by 1's on the number grid (Developing/Secure)
- Tell time to the nearest hour (Developing/Secure)
- Exchange pennies for nickels (Developing/Secure)
- Count by 2's to 40 (Secure)
- Count by 5's to 50 (Secure)

Unit 3: Visual Patterns, Number Patterns, and Counting

Students will:

- Complete Frames-and-Arrows diagrams (Beginning/Developing)
- Identify and complete patterns (Developing)
- Solve addition and subtraction problems by skip counting on the number line and the number grid (Developing)
- Identify numbers as odd or even (Developing)
- Know the values of pennies, nickels, and dimes, and calculate the values of combinations of these coins (Developing)
- Tell time to the nearest half-hour (Developing)
- Solve addition and subtraction number stories (Developing)

Unit 4: Measurement and Basic Facts

Students will:

- Use standard units for measuring length (Developing)
- Find sums and missing addends (Developing)
- Calculate the values of combinations of pennies, nickels, and dimes (Developing)
- Solve addition and subtraction number stories (Developing)
- Order and compare numbers to 22 (Developing/Secure)
- Tell time to the nearest half-hour (Developing/Secure)

Unit 5: Place Value, Number Stories, and Basic Facts

Students will:

- Find missing numbers and/or the missing rule in "What's My Rule?" problems (Beginning/Developing)
- Understand place value for tens and ones (Developing)
- Compare numbers using greater than and less than symbols (Developing)
- Know +1, +0, doubles, and sums of 10 addition facts (Developing)
- Solve addition and subtraction number stories (Developing)

Social Studies

We seek to promote informed, responsible, and participatory citizens. In order to achieve civic competence, students will be provided a solid foundation in the areas of history, geography, economics, political science, and culture. The Scott Foresman Social Studies series guides daily instruction in the following content areas:

Why Do Children Attend School?

- Routines
- Daily life
- Need for rules and laws in home, school, and community
- Good citizenship

What Jobs Do People Do?

- Requirements for various jobs
- Distinguish between needs and wants
- Spend/save

Who were the Native Americans? / Symbols in Our Country/Choosing our Country's Leaders

- Native Americans
- Citizens
- Voting

Children Around the World:

- Alike and different

Martin Luther King, Jr.

- Equality

President's Day

- Abraham Lincoln
- George Washington

Our Earth, Our Resources

- Landforms
- Geography
- Weather
- Natural resources

For more information, please visit www.sfsocialstudies.com

Unit 6: Developing Fact Power

Students will:

- Measure objects to the nearest centimeter (Beginning)
- Understand digital notation for time (Beginning)
- Know addition facts (Beginning/Developing)
- Calculate the values of combinations of pennies, nickels, dimes, and quarters (Beginning/Developing)
- Find equivalent names for a number (Developing)

Unit 7: Geometry and Attributes

Students will:

- Identify 3-dimensional shapes and know their characteristics (Beginning)
- Identify symmetrical figures (Beginning)
- Sort and identify objects by attributes (Developing)
- Identify polygons and know their characteristics (Beginning/Developing)
- Know addition facts (Developing)

Unit 8: Mental Arithmetic, Money, and Fractions

Students will:

- Make change for amounts less than \$1 (Beginning)
- Identify fractional parts of regions and sets with a focus on unit fractions (Beginning/Developing)
- Calculate the values of combinations of pennies, nickels, dimes, and quarters (Developing/Secure)
- Solve addition and subtraction number stories (Developing/Secure)
- Understand place value for tens and ones (Developing/Secure)
- Know addition facts (Developing/Secure)

Unit 9: Place Value and Fractions

Students will:

- Solve 2-digit addition and subtraction problems (Beginning)
- Compare fractions less than 1 (Beginning)
- Find equivalent fractions for given fractions (Beginning)
- Identify fractional parts of a region (Beginning/Developing)
- Identify and use patterns on the number grid (Developing/Secure)

For more information, please visit <http://everydaymath.uchicago.edu/>

Science

We are committed to an integrated, hands-on, balanced approach to science education, which includes life, earth, physical, and environmental sciences. The Scott Foresman Science series guides daily science instruction in the following content areas:

Sound, Heat, and Light

- Properties of matter
- Kinds of sounds
- How sounds are made
- How shadows are made
- How shadows change
- What gives off heat

Earth and Sky

- Land, water, and sky
- Recycling
- Sun, moon, and stars

Nutrition

- Growing and changing
- Functions of bones and muscles
- Food groups
- Staying healthy

Butterflies and Insects

- Living things that grow and change

Plants

- Function of roots, stems, and leaves
- Water movement
- How seeds grow
- Uses of plants

For more information, please visit <http://www.sfscience.com/>

Physical Education

The goal of the physical education program is to improve physical fitness and skill levels, develop cooperative social skills, enhance positive learning experiences, and encourage a desire for life-long fitness. Students attend physical education class 2 days per week, and also participate in teacher-directed P.E. 3 days per week. Through a variety of movement experiences, including games and sport related activities, students will:

- Demonstrate the fundamental locomotor skills of jogging, running, skipping, galloping, hopping, jumping, sliding, and leaping
- Demonstrate the non-locomotor skills of bending, stretching, pushing, pulling, swinging, swaying, twisting, turning, and balancing
- Demonstrate the manipulative skills of tossing, catching, throwing, rolling, kicking, trapping, dribbling, and striking
- Identify and demonstrate spatial awareness in relationship to objects and people
- Demonstrate the ability to follow directions, class rules, and procedures during physical activity
- Demonstrate the components of good sportsmanship
- Discuss ways to resolve conflicts during physical activities
- Identify changes that take place in the body after moderate/vigorous physical activity including increased heart rate and rapid breathing
- Identify and demonstrate appropriate warm-up activities
- Perform sustained moderate/vigorous activity for short periods of time that improves cardiovascular endurance, muscular strength, and flexibility
- Identify a health-related goal
- Discuss behavioral choices that impact wellness

Art

The purpose of the art program is to improve creativity, enhance a positive learning experience, and to encourage a desire to embrace the area of art. Students attend art class once each week for 50 minutes. Through weekly art instruction, students will:

- Recognize the primary colors
- Use line/shape to create a human portrait
- Create different textures
- Understand symmetry
- Distinguish between organic and geometric shape
- Create pattern by repeating shapes
- Recognize genre (landscape, portrait, still life)
- Investigate story in a work of art
- Understand that there are different tools for 2 dimensional and 3 dimensional work
- Use a variety of drawing materials - markers, crayons, oil pastels, chalk, and pencils
- Experiment with basic painting tools
- Use various painting mediums – tempera and watercolor
- Use scissors and glue to create composition
- Use basic hand building techniques to create ceramic/clay sculpture
- Create art from 3 sources: memory, observation and imagination
- Express individual ideas, thoughts and feelings in art work
- Demonstrate hand/eye coordination when using tools and materials to create both 2 dimensional and 3 dimensional art

Music

The intention of the elementary music program in District 96 is to engage each student on a journey of appreciation, understanding and exploration of the world of music. Students attend music class twice a week for 30 minutes each. Through singing, performing on instruments, improvising, moving, composing, reading, notating, listening, analyzing, describing, and evaluating, students in District 96 will grow in the knowledge, passion and joy of music.

The curriculum unfolds through six basic musical concepts; rhythm, melody, harmony, tone color, form and expressive qualities. Innate to the curriculum is a spiral effect where earlier concepts are reinforced and expanded.

First Grade Music Curriculum

- Rhythm – steady beat/no beat, strong/weak beats, meter in 2 and 4, repeated patterns, even and uneven, quarter and eighth notes, quarter rest
- Melody – melodic contour, melodic movement by leaps, steps, and repeats, melodic patterns, melodic repetition, and solfege so, mi, la
- Harmony – teacher ostinato.
- Tone Color – one voice/many voices, speak rhymes and sing unison songs, woman/man/child voice discrimination, classroom percussion instruments, solo/duet/trio, etc.
- Form – phrase, verse/refrain (AB form) solo/chorus
- Expressive Qualities: **style** – seasonal songs and celebrations for Veteran’s Day and programs/concerts, songs of different cultures, lullabies and marches, **dynamics** – piano, mezzo piano, mezzo forte, forte **tempo** – gradual changes (getting faster and slower)
- History/Appreciation - Camille Saint-Saens’ Carnival of the Animals

Social/Emotional

Notes

The purpose of the social work classroom program is to engage students in activities that promote self-awareness, interpersonal skills, and responsible behavior. Thirty-minute lessons are administered monthly by the school social worker within the classroom setting. The following areas are addressed through story telling, artwork, role-play, and/or class discussion:

- Recognize personal qualities
- Recognize individual and group similarities and differences
- Recognize personal qualities and external supports
- Identify and manage one's emotions and behavior
- Identify peer strengths