

# 2010-2011 Otsego Public Schools

*"Linking Students to the World"*

## First Grade Curriculum Overview for Parents



### **Mission Statement**

*The Otsego Public Schools will provide a challenging academic experience in a safe environment, develop individual talents, promote unity among a diverse student population and create partnerships within the community.*

# A Parent Guide to Grade Level Content Expectation

## *Michigan Sets High Academic Standards - for ALL*

This booklet is part of Michigan's Mathematics and English Language Arts Grade Level Content Expectations (GLCE). It is just one in a series of tools available for schools and families. The Michigan Department of Education (MDE) provides similar booklets for families of children in kindergarten, first and second grade.

Teacher versions of the Grade Level Content Expectations are finished for grades Kindergarten through eight. They state in clear and measurable terms what students in each grade are expected to know and be able to do. They also guide the design of the state's grade level MEAP tests required in the No Child Left Behind Act (NCLB) legislation.

Educators and classroom teachers from Michigan school districts have been involved in the development and/or review of Michigan's GLCE. The expectations were designed to ensure that students receive seamless instruction, from one grade to the next, leaving no gaps in any child's education. More importantly, they set high expectations in literacy and mathematics so we can better prepare all K-12 students for the challenges they will face in a global 21st century.

To learn more about the Michigan Curriculum Framework, visit [www.michigan.gov/mde](http://www.michigan.gov/mde) and click on "**K-12 Curriculum.**"

## **Mathematics**

First Grade Mathematics is the science of patterns and relationships. It is the language and logic of our technological world. Mathematical power is the ability to explore, to imagine, to reason logically and to use a variety of mathematical methods to solve problems -- all important tools for children's futures. A mathematically powerful person should be able to:

reason mathematically

communicate mathematically

solve problems

using mathematics, make connections within mathematics and between mathematics and other fields.

Michigan's Mathematics Grade Level Content Expectations (GLCE) are organized into five strands:

- Number and Operations
- Algebra
- Geometry
- Measurement
- Data and Probability

In the first grade, children are asked to strengthen their counting knowledge, and to explore addition and subtraction using concrete materials and situations. Students will begin to measure time and money, geometry concepts are based on children's experiences in the real world.

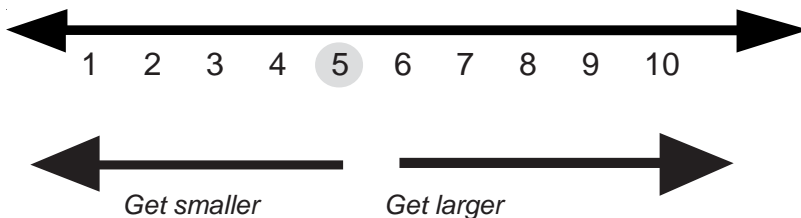
## **Glossary Terms**

Words that have asterisks (\*) are defined in the Glossary located in the back of this booklet.

## Number and Operations

### Count, Write, and Order Numbers

- Count to 110 by 1s, 2s, 5s, and 10s, starting from any number. Count to 500 by 100s and 10s.
- Use numbers to show position in a sequence (1st, 2nd, 3rd).
- Read and write numbers to 110 and match them to the same number of objects.
- Put numbers in order to 110. Compare numbers using the phrases same as, more than, greater than, fewer than; use the = symbol.
- Arrange small sets of numbers in increasing or decreasing order. (Write the following from smallest to largest: 21, 16, 35, 8)
- Identify one more than, one less than, 10 more than and 10 less than for any number up to 100.
- When using a number line, know that a number to the left of a number is smaller and a number to the right of a number is larger. Example:



- Count backward by 1s starting from any number between 1 and 100.
- Explore place value by bundling (straws) into groups of tens and ones (24 is made up of 2 tens and 4 ones ).

### Add and Subtract Numbers

- List number facts for 2 through 10. Example: Here are different facts to make 5:  $1+4=5$   $2+3=5$   $3+2=5$   $4+1=5$   $5+0=5$
- Compare the difference of objects in two groups.
- Add and subtract numbers less than 20. Be able to solve and explain story problems using objects, pictures and/or numerals.
- Understand that subtraction is connected to addition. Example: Because  $3+5=8$ , we know that  $8-3=5$ .
- Know all the addition facts up to  $10+10$  and solve the related subtraction facts.
- Find the missing numbers for addition and subtraction facts. For example:  $2+\underline{\quad}=6$   $6-\underline{\quad}=2$
- Know all the addition doubles to  $10+10$ .
- Add three one-digit numbers. Example:  $1+2+4=\underline{\quad}$

- Add and subtract in his/her head (mental math) when the problem involves a 2-digit number and a 1-digit number without regrouping or carrying. Example:  $22+2=$ \_\_\_\_\_.

### **Measurement (\*)**

- Measure the lengths of objects in non-standard units. For example: Use a pencil as a ruler to get pencil lengths of objects, or connected paper clips as a ruler to get paperclip lengths of objects.
- Compare measured lengths using the words shorter, shortest, longer, longest, taller, tallest.
- Recognize the fractions  $1/2$ ,  $1/3$ ,  $1/4$

### **Explore Concepts of Time**

#### **Tell Time**

- Tell time on a twelve-hour clock face to the hour and half hour.
- Understand days, weeks, months and years

### **Work and Money**

- Name different coins and bills
- Match one coin or bill to another way to form that same amount of money. For example: 1 quarter=2 dimes and 1 nickel.
- Tell the amount of money they see/have: using cents up to \$1.00 and using dollars up to \$100.00
- Use the symbols \$ and ¢.
- Add and subtract money in dollars only or in cents only.

### **Solve Problems**

- Solve one-step word problems using addition and subtraction, money and time, including 'how much more or less', without mixing units. For example:  $\$1.00 + \$2.00=\$3.00$

### **Geometry (\*)**

- Create and describe shapes.
- Describe common two-dimensional and three-dimensional shapes. For example: the small blue triangle, the large silver can.
- Describe the position of objects using words such as above, below, behind, in front of.
- Create and describe patterns involving geometric objects.
- Create and describe patterns, such as repeating patterns, and growing patterns using number, shape and size. For example: What would come next in these patterns?

## Shapes



## Size



- Tell the difference between a repeating pattern and a growing pattern.
- Predict the next element in a simple repeating pattern.
- Describe ways to get to the next element in simple repeating patterns.
- Recognize a line of symmetry.

## Data and Probability

### Data analysis and statistics (\*)

#### Use Pictographs (\*)

- Collect and organize data to use in pictographs
- Read and interpret pictographs
- Make pictographs of given data using both horizontal and vertical graphs. For example: Which child has the most children living on his or her block? Each ☺ = 1 child.

<b>James</b>	☺☺☺☺
<b>Kylia</b>	☺☺
<b>Bob</b>	☺☺☺☺☺☺☺

## **Mathematics Glossary**

- **Data analysis and statistics** - interpret information and see relationships, by using tables, graphs and charts.
- **Fluently** - the ability to calculate numbers with ease and accuracy.
- **Geometry** - the area of mathematics that involves shape, size, space, position, direction, and movement. It describes and classifies the physical world in which we live.
- **Measurement** - finding the length, height, and weight of an object using units like inches, feet, meters, centimeters, and pounds. Time is measured using hours, minutes and seconds.
- **Perimeter** - the distance around a two-dimensional shape found by adding together the measured length of all the sides of the shape.
- **Pictographs** - a graph constructed with pictures or icons. Pictures are used to represent numbers. For example, each ☺ = 1 cookie.

## **Science**

**In the following areas of science, by the end of first grade, your child is expected to :**

### **Life Science**

- Compare and contrast animals in terms of observable body parts and characteristics.
- Describe life cycles of familiar organisms.
- Give evidence that characteristics are passed from parents to young.  
(Leaf and flower)

### **Earth Science**

- Recognize and describe different types of earth materials.
- Compare and contrast characteristics of the sun, moon and earth.
- Describe the motion of the earth around the sun and the moon around the earth.



## **Social Studies**

**In the following areas of the Social Studies, by the end of 1st grade, your child is expected to:**

### **History**

- Construct a simple narrative about family events

### **Geography**

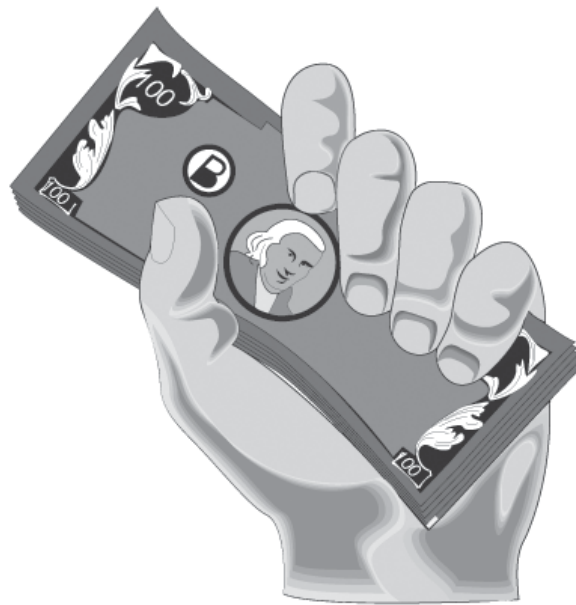
- Describe the characteristics of a classroom, school, home and neighborhood
- Identify the importance of community helpers and their activities.
- Use basic map skills to describe their school.

### **Civics**

- Understand why rules and consequences are necessary in our school and community.

### **Economics**

- Identify the difference between basic human needs and wants.



**First Grade English Language Arts (ELA)** is more than just reading and writing. It includes skills like speaking, listening, and viewing as well. ELA offers us a way to communicate. Through ELA, your child can apply what s/he learns to solve problems at home, at school and in the community.

## **Glossary Terms**

Words that have asterisks (\*) are defined in the Glossary located in the back of this booklet.

*By the end of First Grade, your child should know and be able to do the following:*

## **Reading**

### **Word Recognition & Word Study**

#### **Phonemic Awareness (\*)**

- Change the sounds of words by changing letters that can make new words. Example: “hat” becomes “\_at”.
- Recognize that words are made of sounds blended together and that words have meaning.

#### **Phonics (\*)**

- Use letter-sound clues to recognize a few one-syllable words, blends and consonant diagraphs (\*) such as letter-sounds, word chunks, word families and diagraphs th, ch, sh.

### **Word Recognition**

- Easily recognize familiar first grade words they see in print.
- Automatically recognize 100 high frequency first grade words.
- Be able to use prefixes, suffixes (\*) and context clues (\*) to read and understand unknown words. (**untie**, **replay**, **careless**, **playful**)



## **Vocabulary**

- Know the meaning of words they hear and see often.
- Use strategies to make sure the words used in texts sound right and make sense.
- Use strategies to help figure out the meaning of words that describe objects, actions, etc., when they appear in a story.

## **Fluency (\*)**

- Automatically read words first graders see often, whether they appear alone or in a sentence.
- Read aloud using expression reacting to the periods and question marks.
- Independently read aloud new text with 95 percent accuracy in books matched to their ability.

## **Narrative Text**

- Recognize how various cultures are represented in high-quality literature.
- Identify and describe a variety of genre including realistic fiction, fantasy and folktales.
- Identify a story's problem/solution, order of events, and beginning/middle/end.
- Identify how authors/artists use:
  - Pictures to support ideas
  - Words like before, after, now, etc., to show the order of events
- Show through their conversations, drawings, or writing that they know how two or more stories are connected.

## **Informational Text (Non-fiction)**

- Name and describe different types of informational text, such as how-to books, science and social studies magazines.
- Discuss patterns such as the order in which things happen or ways they are described.
- Explain how authors and illustrators use features like headings, titles, captions and pictures to help readers understand ideas.
- Show through drawings, writing or conversations how two or more informational texts are connected.

## **Writing Attitude**

- Be eager to write and learn to write.

## **Speaking**

### **Conventions (\*)**

- Use singular and plural nouns (boy/boys, mouse/mice) and contractions. (isn't, can't, won't)
- Use singular possessive pronouns. (my, mine, hers, his)
- Use words to show relationships of events in sentences or stories (if, because and after).
- Use word endings while speaking (-s, -es, -ed, -ing, or -er).
- Use language to communicate with all kinds of people for all kinds of reasons. (Express wants and needs, solve problems)
- Be able to speak out loud to the teacher:
  - Stand straight and tall
  - Make eye contact
  - Use illustrations
- Make presentations using Standard English (\*) or their version of Standard English if they are in the process of learning English.
- Give examples of how language in story books is used differently than in real life.

### **Spoken Discourse (\*)**

- Stay on topic while responding to comments and questions from others during conversations.
- Briefly tell or retell familiar stories in an organized way that makes sense from beginning to end.
- Be able to talk about the meanings of and the connections between two or more stories.
- Plan and deliver simple presentations or reports that are organized and include several facts and details.

## Listening and Viewing Conventions (\*)

- Give, restate and follow two-step directions.
- Ask good questions during a report or presentation.
- While in conversations, use eye contact and pay attention.
- While in large or small groups, pay attention and listen carefully to others.
- Be able to tell who is giving a message and who is receiving the message.

## Response

- Choose, listen to or view and discuss a variety of good books, both classic and recently written.
- Listen to or view and discuss a variety of genres. (fairy tales, poetry, stories)
- Make connections between two or more stories as they think about them. They can do this by discussing the stories, drawing pictures and/or writing.



## **Comprehension**

- Use their own experiences to help understand new ideas and connect to ideas in texts.
- Retell up to three events, in order, from a familiar story.
- Connect and compare a story to their lives as well as compare a story to other stories.
- Compare and contrast relationships among characters, events and key ideas.
- Use drawings to show key ideas and details in stories.
- Ask questions as they read.
- Remember and use what has been read from other subject areas.

## **Metacognition (\*)**

- Know when to ask questions when reading familiar text.
- Know when they do or do not understand the texts.
- Use simple strategies to increase their understanding of texts. Example: reread the story.
- Use book covers and/or pictures to predict what might happen next.
- Talk about the author's purpose.
- Begin to sort and put information in order using a venn diagram, a story map and a web.
- Discuss with teacher which comprehension strategies worked.

## **Critical Standards (\*)**

- Decide and discuss what qualities make stories good.
- With help from the teacher, begin to know how to measure the quality of their work and the work of others.

## **Reading Attitude**

- Be excited about reading and learning how to read.
- Choose to read and write on their own during free time in school and at home.

## **Writing**

### **Writing Genre (\*)**

- Write a brief personal story using pictures, words, and/or sentences.
- Write a short informational piece that can include headings, titles or pictures to help readers understand their ideas.
- Help with a class research project by adding key information gathered from materials supplied by the teacher.

## Writing Process

- With help from the teacher, think about how those who will read the paper will react as they plan to write.
- Write three or more connected sentences using first grade punctuation and spelling.
- Use word lists to try to connect their spelling.
- Make changes to their own writing by reading it to a friend, and asking for ideas to improve it to make the meaning more clear.
- Use book language when writing stories.  
("Once upon a time . . .")

## Personal Style

- Develop a personal style when speaking, writing or acting out messages. For example: they may express feelings, use details and show examples.

## Grammar and Usage

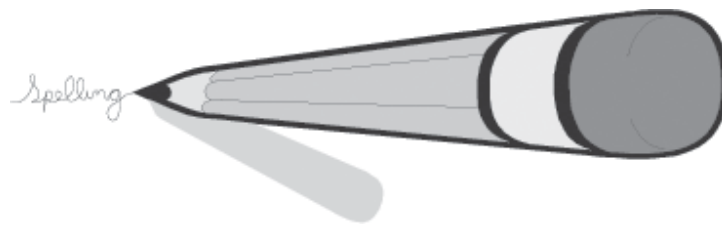
- Write with complete sentences beginning with a capitol letter and ending with a period, question mark or exclamation point.
- Identify a naming word and an action word.

## Spelling

- Correctly spell one-syllable words they see often from common word families.
- Use beginning and simple ending sounds, or word lists provided by the teacher to figure out how to spell more words.
- Spell a selected list of 30 high frequency first grade words.

## Handwriting

- Form upper and lower case D'Nealian letters neatly, so that people can read them.



# English Language Arts

## Glossary Terms

**Consonant diagraphs** - two consonants together that make one sound. Examples: ch, sh, th.

**Context clues** - hints from the surrounding words, phrases or sentences about the unknown word.

**Conventions** - the rules about how words and language works.

**Critical standards** - the high level of quality students must be able to recognize, to determine if their work reaches that expectation.

**Fluency** - the ability to recognize letters or read words with speed and accuracy.

**Genre** - a category used to describe different kinds of texts, such as poems, fairy tales, fables, etc.

**Metacognition** - the process of thinking about one's own thinking. Example: Being able to monitor when you know or don't understand a lesson.

**Phonics** - the predictable relationship between the sounds of spoken language and the letters of the alphabet that represent those sounds in written language.

**Phonemic awareness** - the ability to notice, think about and work with the individual sounds in spoken words.

**Prefixes/suffixes** - word parts known as affixes. These parts are added to words. Prefixes are added to the beginning of words (un- tie) and suffixes are added to the end of words (cheerful).

**Spoken discourse** - to participate in conversation or discussion.

**Standard English** - the form of English widely accepted as being clear and proper.

**Syllable** - a word part that contains a vowel or vowel sound.

Words can have one or more syllables. For example:

- 'hat' has one syllable    hat

- 'letter' has two syllables    let    ter

**Writing genre** - a category used to describe different kinds of writing, usually by form such as poetry, stories, fairy tales, etc.



# How You Can Help Your Child Learn:

## **Language Arts**

- Read to your child and listen while he reads to you.
- Encourage writing and praise spelling attempts.
- Let your child see you reading and writing.
- Talk about happenings.
- Plan trips to the store together.
- Subscribe to a magazine that you can enjoy reading together.
- Visit the public library.

## **Social Studies**

- Take walks and discuss your neighborhood.
- Discuss the concepts of city and community.
- Visit museums.
- Read or watch educational television programs like the History Channel.

## **Science**

- Discuss the world around you.
- Show your child physical changes like water freezing to become ice.
- Take walks in the woods.
- Visit the planetarium.
- Watch educational television programs.
- Perform simple experiments.
- Grow plants and care for animals.

## **Mathematics**

- Count aloud, count objects.
- Introduce money.
- Measure everyday objects.
- Sort silverware and laundry colors.
- Do addition aloud in the car.
- Cook with your child.
- Play board games.



## **Otsego Public Schools**

Administration Office	400 Sherwood Street, Otsego, MI 49078	(269) 692-6066
Otsego Middle School	540 Washington Street, Otsego, MI 49078	(269) 692-6199
Otsego High School	550 Washington Street, Otsego, MI 49078	(269) 692-6166
Alamo Elementary	8184 N. 6th Street, Kalamazoo, MI 49009	(269) 692-6150
Washington Street Elementary	538 Washington Street, Otsego, MI 49078	(269) 692-6069
Dix Street Elementary	503 Dix Street, Otsego, MI 49078	(269) 692-6099