

Grade 1 Parent's Guide to Marking Period 4

During Marking Period 4, students in Grade 1 receive instruction on the concepts and skills described below.

PLEASE NOTE: Skills and Concepts in *Italics* Are Taught but Not Graded on the Report Card.

MATHEMATICS

Measurement and Data

- Tell and write time in hours and half-hours using analog and digital clocks.

Numbers and Operations in Base Ten

- Place Value: Add within 100.
 - adding a two-digit number and a one-digit number,
 - adding a two-digit number and a multiple of 10,
 - using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction,
 - relate the strategy to a written method and explain the reasoning used,
 - understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
- Place Value: Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences)—
 - using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
 - relate the strategy to a written method and explain the reasoning used.

Operations and Algebraic Thinking

- Add and subtract within 20 using strategies such as—
 - counting on;
 - making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$);
 - decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$);
 - using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$);
 - creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
- Fluently add and subtract within 10.

Geometry

- Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
- Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
- Partition circles and rectangles into two and four equal shares.

- Describe the shares using the words halves, fourths, and quarters.
- Use the phrases half of, fourth of, and quarter of.
- Describe the whole as two of, or four of the shares.
- Understand for these examples that decomposing into more equal shares creates smaller shares.

READING

Foundational Skills

- *Demonstrate understanding of the organization and basic features of print.*
- *Demonstrate understanding of spoken words, syllables, and sounds (phonemes).*
- *Know and apply grade-level phonics and word analysis skills in decoding words.*
- *Read with sufficient accuracy and fluency to support comprehension.*

Reading Comprehension: Literature

- Ask and answer questions about key details.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Describe characters, settings, and major events in a story, using key details.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- Identify who is telling the story at various points in a text.
- Use illustrations and details in a story to describe its characters, setting, or events.
- Compare and contrast the adventures and experiences of characters in stories.
- With prompting and support, read prose and poetry of appropriate complexity for Grade 1.

Reading Comprehension: Informational

- Ask and answer questions about key details in text.
- Identify the main topic and retell key details of a text.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in text.
- Distinguish between information provided in an illustration/picture and the text.
- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- With prompting and support, read informational text appropriately complex for Grade 1.

Language: Vocabulary Acquisition and Use

- Participate in collaborative conversations.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify

something that is not understood.

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.
- Sort words into categories in order to demonstrate understanding of a concept.

WRITING

Informative/Explanatory

- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Process, Production, and Research

- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Use of Language

Describe people, places, things, and events with relevant details, expressing ideas and feelings.

- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation.
- Use singular and plural nouns with matching verbs in basic sentences (e.g., he hops; we hop).
- Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- Use frequently occurring adjectives.
- Use frequently occurring prepositions (e.g., during, beyond, toward).
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Opinion

- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

SCIENCE

Physical Science

- *Identify and describe the sources and uses of electricity in daily life.*

Earth and Space Science

- Recognize that caring about the environment is an

important human activity.

- Recognize and describe that the activities of individuals or groups of individuals can affect the environment.

SOCIAL STUDIES

Geography

- *Explain how transportation and communication link people and places by the movement of goods, messages, and people.*

Economics

- Describe economic choices people make about goods and services.
- Describe the production process.
- Explain how technology affects the way people live, work, and play.
- Describe types of markets in the community.
- Describe how goods and services are acquired.

INFORMATIONAL LITERACY

- *Use a variety of formats to prepare the findings/conclusions of the information need for sharing.*
- *Identify relationships within fiction and nonfiction and real life.*
- *Use specific sources to find information.*
- *Evaluate the relevance of information within a source to meet the information need.*
- *Record data/information in a variety of formats.*

ART

Creating and Connecting to Art

- Observe and investigate to generate multiple ideas for artwork.
- Use art elements and design principles to represent ideas about place.
- Demonstrate proper procedures when using art tools, media, and workspace.
- Develop craftsmanship through manipulating art tools.
- Create art in response to place.
- Identify reasons why people from different places make art.

Presenting and Responding to Art

- Select an artwork from a personal collection for presentation and justify the choice.
- Identify how different spaces might enhance artworks.
- Identify reasons why art in a museum may be viewed differently from art in other places.
- Observe and describe aesthetic characteristics of natural, human made, and imagined environments.
- Categorize subject matter and describe relevant details to interpret artworks.
- Apply established criteria for success to self-evaluate artwork.

MUSIC

Reading and Notating Music

- Read simple rhythm and pitch patterns
- Notate simple rhythm and pitch patterns, placing notes in spaces and on lines.

Creating Music

- Improvise using the voice to enhance a story or song.

- Arrange sounds to create ostinato patterns to enhance a given melody.
- Create simple rhythmic and melodic patterns and notate them using iconic representation.

Responding to Music

- *Identify various classroom instruments by sight and sound.*
- *Use a variety of locomotor and non-locomotor movements to show meter.*
- *Identify aurally presented excerpts of music representing diverse styles and cultures.*

Performing Music

- *Sing in upper, lower, and middle registers.*
- *Sing a variety of songs and tonal patterns, matching pitch within a limited vocal range.*
- *Sing, listen to, and describe music from a variety of world cultures.*

PHYSICAL EDUCATION

Personal and Social Responsibility

- Recognize the relationship between effort and improvement.
- Establish and modify personal physical activity goals while monitoring progress toward achievement.

Movement Skills and Concepts

- Recognize that a person's skill development results from prior experience, natural ability, and practice.
- Demonstrate kicking a stationary ball.
- Demonstrate striking with various body parts.
- Practice dribbling with the feet.

HEALTH EDUCATION

Disease Prevention and Control (DPC)

- *Identify basic ways to prevent the spread of germs.*