

# Southfield Public Schools



**Southfield  
Public Schools**

Scholars Positioned *for* Success

## FIRST GRADE

Curriculum Handbook

## Using the Curriculum Guide

This guide is intended to address the continuum of learning as it develops across the grade levels. As children enter first grade with diverse experiences and varying abilities, they will continue at different rates of skill development. Classroom instruction is individualized, specific, and differentiated to meet the individual needs of the child. Although there are benchmarks for each grade level, it must be remembered that children progress at paces specific to their abilities and interests.

Therefore, this guide is an overview of the various curriculums and methodologies used to meet the Common Core and Michigan State Learning Standards for each grade level and content area.

# CURRICULUM

## English Language Arts Program

Southfield Public Schools District has adopted a balanced literacy approach in conjunction with Teachers' College Reading and Writing Workshop. In First Grade, students will build important reading, writing, speaking, and listening skills. Students will continue to learn the letters and sounds that make up words. They will read and listen to stories, articles, and other sources of information. They will practice asking and answering questions about what is read. Students will participate in class discussions by listening and responding to what others are saying. They will think, talk, and write about what they learn. They will write to describe an event, provide information on a topic, or share an opinion. In their writing, students will work on putting together clear sentences on a range of topics using a growing vocabulary. Students learn literacy skills during authentic reading and writing experiences.

**The instructional framework includes the following components:**

- ★ Reading aloud to children to model appropriate strategies and thinking about books and to expose children to a wide range of literature.
- ★ Shared reading which demonstrates the process of reading, which provides the opportunity to participate and behave like a reader while building a sense of story and ability to predict.
- ★ Guided reading provides the opportunities to problem solve while reading for meaning, to use strategies on extended texts, and for teacher guidance, demonstration, and explanation.
- ★ Independent reading allows time for practicing what is taught during mini-lessons, read-alouds, shared reading and guided reading.
- ★ Shared writing demonstrates how writing works to enable children to compose messages and stories.
- ★ Interactive writing allows children to "share the pen" with the teacher to construct texts. The teacher demonstrates the concepts of print, early writing strategies and how words work and allows children to hear sounds in words and connect with letters.
- ★ Independent writing allows time for practicing what is taught during the mini-lessons and encourages students to write about a topic that interests them, within a specific genre, using mentor texts and models as a guide.

**The Common Core Learning Standards in the English Language Arts state that children will read, write, listen, and speak for:**

- ★ Information and understanding
- ★ Literary response and expression
- ★ Critical analysis and understanding
- ★ Social interaction

The expectation is that students will “read a minimum of 25 books or the equivalent per year across all content areas and standards” and will “write on a daily basis across all content areas and standards.”

### **Reading**

To support children in the meeting of these standards, first grade students will read from informational texts, beginning with picture books, experience charts, classroom displays, charts and posters and progress to books, children's magazines, age-appropriate reference materials, and electronic -based texts. Using these informational texts, children will move along the continuum of developing skills:

- ★ Distinguish between print and pictures
- ★ Recognize the difference between letters and words
- ★ Recognize and identify letters
- ★ Distinguish between vowels and consonants
- ★ Recognize the different sounds that make up a word
- ★ Recognize letter/sound correspondence (phonetic awareness)
- ★ Recognize that words consist of a combination of sounds (phonemic awareness)
- ★ Monitor own reading by applying strategies such as sounding out letters, using context, grammar, picture clues and rereading to determine meaning
- ★ Read aloud with expression and fluency
- ★ Use computer software to support early reading development
- ★ Identify purpose for reading Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (root words, prefixes, and suffixes)
- ★ Apply corrective strategies, using classroom resources such as teacher, peers, and reference tools

- ★ Read with attention to sentence structure and punctuation to assist in comprehension
- ★ Engage in independent silent reading
- ★ Determine the meaning of unfamiliar words by using context clues and other resources
- ★ Read with increasing fluency and confidence from a variety of texts

In support of the Southfield Public Schools' commitment to provide a robust reading program that focuses on research-based instructional strategies, all literacy instruction is grounded in the 5 components of reading identified by the National Reading Panel. These 5 components are the following: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

### The Big 5: Key Concepts for Learning to Read

Concept	Definition	Classroom/Home Activities
<p><b>Phonemic Awareness</b></p>	<p>Means knowing that spoken words are made up of smaller parts called phonemes. Teaching phonemic awareness gives students a basic foundation that helps them learn to read and spell.</p>	<ul style="list-style-type: none"> <li>● Recognizing which words in a set of words begin with the same sound ("Bell, bike, and boy all have /b/ at the beginning.")</li> <li>● Breaking, or segmenting a word into its separate sounds ("up - /u/, /p/.")</li> </ul>
<p><b>Phonics</b></p>	<p>Phonics teaches students about the relationship between phonemes and printed letters and explains how to use this knowledge to read and spell.</p>	<ul style="list-style-type: none"> <li>● Teach students to match the letters in their names with the sounds in their names.</li> <li>● Write letters on pieces of paper and put them in a paper bag. Let your children reach into the bag and take out letters. Have them say the sounds that match the letters</li> </ul>

<p><b>Fluency</b></p>	<p>Fluency means being able to read quickly, knowing what the words are and what they mean, and properly expressing certain words - putting the right feeling, emotion, or emphasis on the right word or phrase.</p>	<ul style="list-style-type: none"> <li>● Reread favorite books</li> <li>● Repeat, repeat, repeat. Read stories over, and over, and over again.</li> </ul>
<p><b>Vocabulary</b></p>	<p>Teaches students how to recognize words and understand them.</p>	<ul style="list-style-type: none"> <li>● Using the dictionary to teach word meanings and asking students to use those words in sentences during class participation.</li> <li>● Offer a simple, kid-friendly example that makes sense within their daily life: Remember that really big watermelon we got at the grocery store? That was an <i>enormous</i> watermelon!</li> </ul>
<p><b>Comprehension</b></p>	<p>Teaches specific strategies students can use to help them understand what they are reading.</p>	<ul style="list-style-type: none"> <li>● <b>"Right There"</b> Questions found right in the text that ask students to find the one right answer located in one place as a word or a sentence in the passage.</li> <li>● <b>"Think and Search"</b> Questions based on the recall of facts that can be found directly in the text. Answers are typically found in more than one place, thus requiring students to "think" and "search" through the passage to find the answer.</li> </ul>

## Writing

The competencies that kindergarten students are expected to develop as they learn to write include to:

- ★ Create a drawing or picture to represent a word or concept
- ★ Follow left to right and top to bottom direction when writing
- ★ Use spacing between letters and words when writing on a line
- ★ Write recognizable letters in manuscript
- ★ Write letters of own first and last name
- ★ Spell high frequency words correctly
- ★ Put words together in sentence format
- ★ Use beginning of sentence capitalization and end punctuation
- ★ Use classroom resources (word walls, picture dictionaries, teachers, peers) to support the writing process
- ★ Begin to develop a voice in writing
- ★ Use correct verb tense
- ★ Use varied vocabulary and sentence structure
- ★ Write sentences in logical order and paragraphs to develop ideas
- ★ Use a format that reflects beginning, middle and end
- ★ Use computer software to support development of early writing skills



Writing tasks in *Grade One* may include short compositions that tell a story, share an opinion, or present information. Please review the grid below to see a few examples of how your child will develop important writing skills across grade levels.

Kindergarten Writing	Grade One Writing	Grade Two Writing
<ul style="list-style-type: none"><li>• Using a combination of drawing, dictating, and writing, students name what they are writing about and supply some information about the topic.</li></ul>	<ul style="list-style-type: none"><li>• Students name a topic and supply some facts about the topic.</li><li>• Students provide some sense of closure.</li></ul>	<ul style="list-style-type: none"><li>• Students introduce a topic and use facts and definitions to develop points.</li><li>• Students provide a concluding statement or section.</li></ul>

This overview for English Language Arts provided by the [Council of the Great City Schools](#), reflects how the [Common Core State Standards](#) have guided our development of a rich and comprehensive curriculum for our students.

### **K-5 District Literacy Resources:**

- Fountas and Pinnell Classroom
- Heggerty Phonological & Phonemic Awareness by Literary Resources
- [i-Ready Central Resources | Family Center - Home](#)
- Learning Ally



# CURRICULUM

## Social Studies Program

The aim of Social Studies is the promotion of civic competence - the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. Civic ideals and practices enable students to learn about the rights and responsibilities of citizens of a democracy, and to appreciate the importance of active citizenship.

The revision of the Social Studies curriculum which currently reflects the *Michigan State Social Studies Standards*. The revision process is being guided by the newly issued *College, Career, and Civic Life (C3) Framework*, and is supported by the Michigan State Board of Education. To view the entire document that explains the C3 Framework, please visit: <http://www.socialstudies.org/c3>

### **Grade One - My Family and Other Families, Now and Long Ago**

- ★ My family and other families (beliefs, customs, and traditions)
- ★ History of my family
- ★ My community and local region
- ★ Economic decision-making (people work to earn money to purchase goods and services)
- ★ Rights, responsibilities, and roles of citizenship
- ★ People making and changing rules and laws (key terms: democracy, citizenship, nation, state, justice)

**HISTORY:** Individually and collaboratively, students will engage in planned inquiries to investigate family life in the past, including beliefs, customs, and traditions of their family and other families.

**GEOGRAPHY:** Individually and collaboratively, students will engage in planned inquiries to investigate ways in which people interact with their environments (community level and local region).

**CIVICS AND GOVERNMENT:** Individually and collaboratively, students will engage in planned inquiries to investigate ways in which people can get along, including finding fair ways to make decisions and resolve conflicts. Students will explore their rights, responsibilities, and roles as citizens. They will engage in learning around how people make and change rules and laws (key terms: democracy, citizenship, nation, state, justice).

**ECONOMICS:** Individually and collaboratively, students will understand that people work to earn money to purchase goods and services. Students will engage in planned inquiries to investigate how scarcity and choice impact decision making.

**PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION:** Individually and collaboratively, students will explore and discuss a school community issue, generate and discuss possible solutions, and develop and implement an action plan around the issue.

### **K-5 District Social Studies Resources:**

- SAVVAS MyWorld Interactive
- BrainPOP and BrainPOP Jr.
- Newsela (for Grades 3-5)

# CURRICULUM

## District Math

### ***First Grade Overview***

In first grade, students continue to learn to use mathematics as a means to describe and make sense of the world around them. Students do this, in part, by learning to use a variety of representations (e.g., concrete manipulatives, drawings, story contexts, etc.) to help them solve mathematical problems, including those with real world contexts. Over time, they learn to use these representations, as well as others including data displays, to communicate their mathematical reasoning to others. Eventually students begin to listen to one another's ideas in order to add on to, revise, or clarify thinking. Much of students' learning at this grade is centered on the ideas of composing and decomposing numbers and shapes. Students use composing and decomposing to make sense of and develop fluency with the mathematics described in the first grade standards.

### ***District Math Resources***

- Curriculum Resource: [enVision Mathematics K-5](#)
- Supplemental Resource: [BrainPOPJr](#)

	Months	Topic
<b>Quarter 1</b>	September - October	<b>1.</b> Ways to think about addition and subtraction <b>2.</b> Strategies to use while adding and subtracting <b>3.</b> Strategies can you use for adding to 20 <b>4.</b> Strategies to use while subtracting
<b>Quarter 2</b>	November -January	<b>5.</b> Adding and subtracting help you solve or complete equations <b>6.</b> Collect, show, and understand data? <b>7.</b> Counting past 100 <b>8.</b> Count and add using tens and ones

<b>Quarter 3</b>	January -March	<b>9.</b> Ways to compare numbers to 120 <b>10.</b> Ways to use tens and ones to add <b>11.</b> Strategies to solve subtraction to subtract tens <b>12.</b> Ways to measure length of an object
<b>Quarter 4</b>	April - June	<b>13.</b> Determining the values of coins, and what are some different ways to tell time <b>14.</b> Define shapes and compose new shapes <b>15.</b> Identify different names for equal shares

## **CURRICULUM**

### **Science**

The SPS Science program includes unit lessons aligned with the Next Generation Science Standards (NGSS) which include learning in Life Science, Earth and Space Science, and Physical Science. It is well known that we learn by doing, and with the adoption of 3 Dimensional learning, Science learners engage in lessons that are rich in content and practice. The Science Department creates, promotes, and supports a rigorous, engaging, and hands-on curriculum that sparks student curiosity, allows students to be active participants in their own learning. Our goal is that all students:

- Are curious, and have an appreciation for discovery and science
- Feel actively involved in the classroom learning community
- Deeply understand key scientific concepts that will have real world connections

- Can think critically and communicate effectively about science

**District Math Resources**

K-5 District Science Resource [Mystery Science](#)  
 Supplemental Science Resource [Brainpop](#)



<b>Animal Traits and Survival</b>
• 1-LS1-1 • 1-LS1-2 • 1-LS3-1
In this unit, students explore how the external characteristics of animals are essential for their survival. Students also make observations of parents and their offspring, determining how they are similar and how their behaviors help offspring survive
<b>Plant Traits and Survival</b>
• 1-LS1-1 • 1-LS3-1 • K-2-ETS1-1 • K-2-ETS1-2 • K-2-ETS1-3
In this unit, students explore the different parts of plants and how those parts are essential for plant survival.
<b>Day Patterns</b>
• 1-ESS1-1 • 1-ESS1-2
In this unit, students make observations of the Sun and shadows throughout the day and across the seasons. They use their observations to understand patterns that occur throughout the day
<b>Night Patterns</b>
• 1-ESS1-1

In this unit, students explore the Moon and stars. They observe and record the appearance of the Moon to determine its cyclical pattern. They also determine why stars are only visible at night.

### **Light Sound and Communication**

• 1-PS4-1 • 1-PS4-2 • 1-PS4-3 • 1-PS4-4 • 1-2-ETS1-2

In this unit, students investigate light and sound! They explore how materials vibrate and how vibrating materials can make sounds. They also investigate light and illumination and use those investigations to create simple devices that allow them to communicate across a distance.

### **Pushes and Pulls**

• K-PS2-1 • K-PS2-2 • K-2-ETS1-1 • K-2-ETS1-2 • K-2-ETS1-3

In this unit, students are introduced to pushes and pulls and how those affect the motion of objects. Students observe and investigate the effects of what happens when the strength or direction of those pushes and pulls are changed.