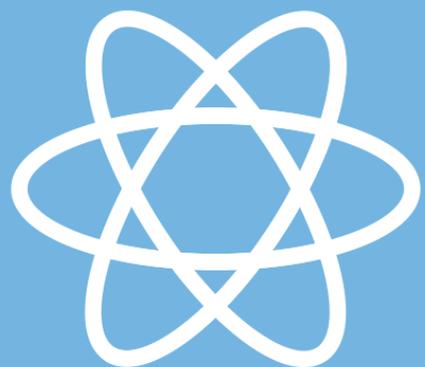


*WHAT YOUR  
CHILD WILL  
LEARN IN  
1ST GRADE*



**Akiba Yavneh  
Academy**

בית ספר עקיבא יבנה



## Operations and Algebra

## Numbers and Computation

## Measurement and Data

## Geometry

### What Your Child Will Learn

- **Understand Addition and Subtraction**
- **Fluently Add and Subtract Within 10**
- **Addition Facts to 20: Use Strategies**
- **Subtraction Facts to 20: Use Strategies**
- **Work with Addition and Subtraction Equations**

- **Extend the Counting Sequence**
- **Understand Place Value**
- **Compare Two-Digit Numbers**
- **Use Models and Strategies to Add Tens and Ones**
- **Use Models and Strategies to Subtract Tens**

- **Represent and Interpret Data**
- **Measure Lengths**
- **Time and Money**

- **Reason with Shapes and Their Attributes**
- **Equal Shares of Circles and Rectangles**

### What Your Child Will Do

- Students represent and solve problems involving addition and subtraction within 10.
- Students develop fluency for addition and subtraction within 10.
- They explore strategies to add within 20.
- Students use strategies based on the properties of operations and the relationship between addition and subtraction to solve subtraction facts to 20.
- Students work with addition and subtraction equations. They learn how to find a missing number in an equation and determine if an equation is true or false.

- Students extend their understanding of the counting sequence to numbers through 120.
- Students learn that two-digit numbers represent amounts of tens and ones.
- They use their understanding of place value to compare numbers.
- Students use strategies based on place value and properties of operations to add within 100
- They subtract multiples of 10 within 100.

- Students organize and interpret data to answer questions. They learn to represent data visually using tally charts and picture graphs.
- Students use indirect measurement to compare two lengths. They measure length using nonstandard units.
- Students are introduced to the hour and minute hands on a clock. They tell time to the hour and half hour. Students also tell the value of coins and find the value of a group of coins.

- Students explore attributes of two- and three-dimensional shapes.
- They divide shapes into two and four equal shares to build a conceptual foundation for fractions
- Students explore attributes of two- and three-dimensional shapes.
- They divide shapes into two and four equal shares to build a conceptual foundation for fractions

## Operations and Algebra

## Numbers and Computation

## Measurement and Data

## Geometry

### What You Will See

- Understand the meaning of the equal sign
- Determine if equations involving addition and subtraction are true or false
- Determine the unknown whole number in an addition or subtraction equation
- Add and subtract within 20
- Relate counting to addition and subtraction
- Add and subtract within 20 to solve word problems
- Solve word problems within 20 with three addends
- Add within 100 to solve one-step word problems
- Apply properties of operations as strategies to add and subtract
- Understand subtraction as an unknown-addend problem

- Count to 120 from a given number
- Read and write numerals to 120
- Represent up to 120 objects with a written numeral
- Understand that the two digits of a two-digit number represent amounts of tens and ones
- Understand that 10 can be thought of as a bundle of ten ones — called a “ten”
- Understand that numbers from 11 to 19 are composed of ten ones and one to nine ones
- Understand that the numbers 10, 20, ... 90 refer to one to nine tens (and 0 ones)
- Understand that the two digits of a two-digit number represent amounts of tens and ones
- Compare two two-digit numbers and use the symbols  $>$ ,  $=$ , and  $<$
- Use concrete models and strategies to add within 100
- Add a two-digit number and a one-digit number
- Add a two-digit number and a multiple of 10
- Understand when to compose a ten when adding two-digit numbers
- Mentally find 10 more or 10 less than a given number
- Subtract multiples of 10

- Organize, represent, interpret, and compare data with up to three categories
- Order three objects by length
- Compare the lengths of two objects indirectly by using a third object
- Understand how to use length units
- Tell and write time in hours
- Tell and write time in half-hours
- Identify and combine values of money in cents

- Distinguish between defining attributes versus non-defining attributes
- Build and draw shapes with defining attributes
- Compose two- and three-dimensional shapes
- Compose new shapes from composite shapes
- Partition circles and rectangles into two equal shares and use related vocabulary
- Partition circles and rectangles into four equal shares and use related vocabulary
- Recognize that decomposing shapes into more equal shares creates smaller shares

# Reading- Being a Reader- Being a Writer

Early Reading Foundations	Oral Fluency	Writing/HandWriting	Skills and Conventions
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## What Your Child Will Learn

- **Make Text-to-self Connections**
- **Reading in Unison**
- **Echo Reading**
- **Poem Concept of Rhyme**
- **Syllables**
- **Alliteration**

- **The Writing Community**
- **Getting Ideas - Fiction**
- **Telling More**
- **Writing Stories About Me - Personal Narrative**
- **Writing Nonfiction - Nonfiction**
- **Exploring Words Through Poetry - Poetry**
- **Opinion Writing - Opinion**

## What Your Child Will Do

- Make text-to-self connections
- Read and sort individual student name cards
- Count words in a line
- Discuss rhyming words
- Segmenting by clapping on syllables
- Patterns in the Story
- Concepts of alliteration and rhyme
- Author's use of onomatopoeia
- Learn how to use a table of contents
- Figurative language
- Discuss facts and sorting of information
- Text and the illustrations
- Make predictions about the story
- Discuss the beginning, middle, and end of the story

- Practice rhyming classmates' names with nonsense words
- Match rhyming words from the text
- Act out the poem
- Using patterns to read.
- Reading with punctuation
- Echo read a poem
- Hand Motions
- Speaking clearly when reading a book aloud
- Reading with punctuation
- Sentence strips

- Hear and discuss examples of good writing, see you model writing, and write and illustrate stories
- Generate writing ideas from their own lives and tell stories orally in preparation for writing
- Model writing
- Write and illustrate stories
- Guided writing practice using sentence starters

- Guided writing practice using sentence starters
- Word wall and approximating spelling using letter-sound relationships
- Explore capitalizing proper nouns
- Explore using a word wall to spell high-frequency words
- Approximate spelling using letter-sound relationships
- Practice using common and proper nouns
- Explore using exclamation points
- Explore using question marks

# Reading- Being a Reader

Early Reading Foundations	Oral Fluency	Writing/handwriting	Skills and Conventions
What You Will See			
<ul style="list-style-type: none"><li>• Rebuild a line from the story</li><li>• Learn and practice echo reading</li><li>• Count words in a line</li><li>• Rebuild lines from the story</li><li>• Students listen to, read, discuss, and rebuild a poem</li><li>• Explore the concept of rhyme</li><li>• Count syllables in words and their names</li><li>• Identify the pattern in the story</li><li>• Explore onomatopoeia in the poem</li><li>• Students look at different spellings in rhyming words</li><li>• Identify and discuss the pattern in the story</li><li>• Discuss figurative language in the story</li><li>• Discuss the typography in the book</li><li>• Find high frequency words in the text</li><li>• Discuss facts from the book</li><li>• Sort information from the book</li><li>• Text and the illustrations</li><li>• Explore how both the text and the illustrations in no two alike work to tell the story's message</li><li>• Explore making text-to-text connections</li><li>• Make a prediction before reading the story</li><li>• Discuss the stories beginning, middle and end</li></ul>	<ul style="list-style-type: none"><li>• Rebuild a line from the story</li><li>• Rebuild the poem</li><li>• Act out the poem</li><li>• Share ideas for and read new sentences for the story</li><li>• Identify the pattern in the story and use it to help chorally read</li><li>• Chorally read the story with attention to punctuation</li><li>• Read poems to explore the concepts of alliteration and rhyme</li><li>• Echo read a poem to improve fluency</li><li>• Read the words up, down, and around and find them in the book</li><li>• Learn and use hand motions for the poem</li><li>• Explore speaking clearly when reading a book aloud to the class or guide the class in chorally reading it</li><li>• Read with attention to punctuation</li><li>• Retell the story using sentence strips</li></ul>	<ul style="list-style-type: none"><li>• Practice using sentence starters (such as "I help when I" and "I want to be") builds skills and confidence</li><li>• Practice basic conventions of writing (e.g., writing left to right and putting spaces between words)</li><li>• Capitalize the first letters of sentences and use periods at the ends</li><li>• Explore using a word wall to spell high-frequency words</li><li>• Approximate spelling using letter-sound relationships</li><li>• Reread to make sure their writing makes sense</li><li>• Develop letter and word spacing in sentences</li><li>• Find compound words in books.</li><li>• Practice writing previously learned letters and punctuation marks</li></ul>	<ul style="list-style-type: none"><li>• Practice basic conventions of writing (e.g., writing left to right and putting spaces between words)</li><li>• Capitalize the first letters of sentences and use periods at the ends</li><li>• Explore using a word wall to spell high-frequency words</li><li>• Approximate spelling using letter-sound relationships</li><li>• Reread to make sure their writing makes sense</li><li>• Develop letter and word spacing in sentences</li><li>• Find compound words in books</li><li>• Practice writing complete sentences</li><li>• Practice using singular nouns</li><li>• Practice using plural nouns</li><li>• Practice using verbs</li><li>• Practice using nouns and verbs in sentences</li><li>• Practice writing exclamatory sentences</li></ul>

# Social Studies

## History

## Geography

## Civics

## Economics

### What Your Child Will Learn

- Celebrating America
- Celebrate Our Country
- Past and Present
- Past Lives

- Our Community
- Describe where we live

- Good Citizen
- Rights and Responsibilities

- People and Money
- People work

### What Your Child Will Do

- Why do Americans celebrate Independence Day?
- How does the constitution help our country?
- What do our national and state symbols mean?
- What do monuments help us remember?
- How do we celebrate important people and events?
- How can we discover history?
- How has daily life changed?
- How have many cultures shaped our country?
- What are customs?
- How do traditions bring us together?

- What does a map help us do?
- What can we learn from different kinds of maps?
- How do we use maps and globes?
- Where is our community in the world?
- How do location and weather affect us?

- How do rules and laws help us?
- How can we get along with each other?
- How should citizens treat each other?
- Why do we vote?
- How have rights and responsibilities changed over time?

- What are goods and services?
- How and why do people trade?
- What kind of jobs do people do?
- How has work changed?
- How are wants and needs different?

# Social Studies

## Skills

## Culture and Community

## Government

## History

### What You Will See

- Students will create a book of symbols that celebrate America.
- They will create the book themselves writing one sentence and drawing a picture of that symbol.
- They will interview an adult about a celebration or tradition that the adult participates in.
- They will create a poster with drawings and sentences that describes the tradition.

- Students will create a project that describes where they live.
- It will contain pictures of their neighborhood, community, state, country. They will focus on the unique characteristics of their environment.

- They will rename their class as a country and design a flag and make class rules they must follow.

- They will make a class market in which they decide what goods or services they will sell.
- Then they will participate in buying or selling at their market.

Scientific Process Skills	Systems and Subsystems in Life Science	Models, Patterns, and Properties	Causes and Effects
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## What Your Child Will Learn

<ul style="list-style-type: none"> <li>• <b>Scientists Understand</b></li> <li>• <b>Experiments and Observations.</b></li> <li>• <b>Evidence to Support their Ideas.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reduce, Reuse and Recycle.</b></li> <li>• <b>External Plant Parts</b></li> <li>• <b>Living Things</b></li> <li>• <b>Habitats</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Classify objects</b></li> <li>• <b>Sun, Moon and Stars</b></li> <li>• <b>Water Erosion</b></li> <li>• <b>Wind Erosion</b></li> <li>• <b>Animals Traits</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Heating and Cooling</b></li> <li>• <b>Vibrations and Sound</b></li> <li>• <b>Gravity</b></li> </ul>
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## What Your Child Will Do

<ul style="list-style-type: none"> <li>• Students will observe and conduct investigations in the lab.</li> <li>• Students will discover and record data of their investigations.</li> <li>• Students will learn lab safety procedures while in the lab.</li> <li>• Students will learn how to use technology and science equipment safely.</li> <li>• Students will verbalize science inquires and conclusions to the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will observe the effect of trash on our water supply, evaluate the causes, and develop possible solutions to reduce our impact.</li> <li>• Students make observations on different produce and which plant parts they come from.</li> <li>• Students will learn that a seed needs to be provided with water and light to grow into a full-grown plant.</li> <li>• Students will plan and conduct an investigation to determine how plants are affected by variations in the amount of water and sunlight they receive.</li> <li>• Students will observe, discuss, evaluate and categorize photos depicting animals helping their babies.</li> <li>• Students will learn about the needs of a specific animal , they will then use this information to create a suitable habitat for their animal.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will think of different observable properties that they can sort their objects.</li> <li>• Students make observations of the sun to identify patterns, record daily data and make predictions about what will happen based on the data they collected.</li> <li>• Students will observe the effects of moving air and flowing water on sand and soil in a teacher-designed model that enables students to see changes that would normally take a much longer period of time.</li> <li>• Students will sort pictures of parents and offspring and match pairs. They will use evidence from the photos to support their reasoning of why they matched the pairs the way they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will experiment to determine which sized chocolate chips melt faster. They will also investigate what happens when a melted chocolate chip is put in a tub of ice cubes.</li> <li>• Students will make a simple kazoo. They will then try making different sounds with it and infer how the sound is being made by vibrations.</li> <li>• Students plan and carry out an investigation on the pull of gravity affecting a falling object.</li> </ul>
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**Scientific Process Skills**

**Systems and Subsystems in Life Science**

**Models, Patterns, and Properties**

**Causes and Effects**

**What You Will See**

- A chart of Safety Rules and Symbols in the lab.
- Graphic organizers with science experiments.
- Graphs, tables, and charts of data made by each student.
- A science folder or journal that is organized.

- Students will develop a solution to the effect of trash on our water based on the information they discovered.
- Students will use evidence to group external plant parts into categories.
- Through observing the growth of many seeds, students will see a pattern that they all need water and light. They will also observe how variables, such as water and sunlight, effect plant growth.
- Students will notice that almost all animals help their babies in some way or another.
- Students will design a habitat that includes all the necessary components that an animal needs to survive.

- Students will make observations of their object and record them by specific properties.
- Students use their observations, data and predictions to identify and describe patterns in the behavior of the sun, moon and stars.
- Students will observe changes to soil due to erosion that takes place over a long period of time from flowing water, as well as a rapid change from a flood.
- Students will observe that parents and offspring have similar traits.

- Students will conclude that heat from warm water will cause chocolate chips to melt. Smaller chocolate chips will melt faster than large chocolate chips. Ice will cause melted chocolate to solidify.
- Students will conclude that their kazoo makes sound because of the vibrating wax paper.
- The students experiment with different falling objects to look for patterns and causes.