

Grade 1

Eddington
Elementary
School



Our Mission: RSU 63 is a community of learners dedicated to providing a safe, supportive, and challenging academic environment. Our students are respectful citizens and responsible stewards of our world. They are well prepared for high school with skills and a work ethic that enables them to succeed.

* NOTE: This brochure is an overview of the different areas of study in each grade. It in no way represents EVERYTHING students are learning in each area throughout the school year. *

Grade Level Expectations



Excitement! Engagement! Joy! Curiosity!

Welcome to first grade...

building on the foundation of life-long learning!

Support from Home

"Homework" gives students extra practice with topics we are learning in school. Please help your child make daily homework time a priority. Establishing routines and taking responsibility are important life-long skills.

Please, spend 10 minutes an evening:

Reading!

Practicing spelling!

Practicing math facts!



Students achieve automaticity with math facts when they can directly retrieve the correct answer. This development of automaticity is critical so students can concentrate on higher order thinking skills. Students who are automatic with math facts answer verbally in one second or less. Automaticity must be achieved with small sets of facts, and maintained with the facts previously mastered before more facts are introduced (National Council for Teaching Mathematics, 2003). Building this foundation in first grade with addition and subtraction facts through 10 is crucial to students' math skill development in higher grades. We greatly appreciate your help!

Core Values

Respect

Compassion

Honesty

Courage

Responsibility

Kindness



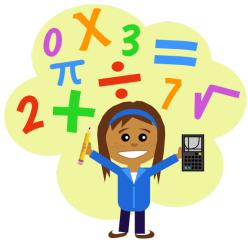
Language Arts

“Grade 1 students will be learning reading and writing using ‘Into Reading’ as the main resource. K-3 will be addressing key elements of literacy learning by focusing on language and vocabulary development, phonological awareness, phonics, reading fluency, listening and reading comprehension, writing instruction, and introduction to digital literacy. Content is integrated and built around evidence-based practices.”

Students in Grade 1 will...

- Respond to fiction and non-fiction texts when asked a variety of comprehension questions. The skills focused on include predicting, visualizing, retelling, making connections and inference. Explain the differences between fiction and non-fiction. Read with sufficient accuracy and fluency to support comprehension on benchmark assessments. ((RL.1.1-2, RL.1.9, RI.1.1-2, RI.1.8-9)
- Use a combination of drawing and writing to compose Narrative, Opinion and Informative/Explanatory pieces in which they are writing for a reader. (Standards: W.1.9, W.1.2, W.1.3)
- Learn phonics/phonemic awareness by recognizing the distinguishing features of a sentence, segment, decode, blend, isolate and produce initial sounds for single syllable words. Know final -e and common vowel team conventions for representing long vowel sounds. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Decode two- syllable words following basic patterns by breaking the words into syllables. Read words with inflectional endings. Recognize and read grade- appropriate irregularly spelled words. (RF.1.1-3)

Math



“Grade 1 students will be learning math concepts using ‘iReady’ as the main resource. K-2 lessons are flexible and based on the needs of students to accomplish learning goals. Lessons connect prior knowledge to introduce new lesson content. They build multidimensional understanding using rich tasks, problem solving, discours and multiple representations. There is in class practice time to strengthen skills and understanding.”

Students in Grade 1 will...

- Count to 120, starting at any number less than 120 (1.NBT.A.1)
- Understand that the two digits of a two-digit number represent amounts of tens and ones (1.NBT.B.2).
- Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (1.OA.A.2)
- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10 (1.NBT.B.4,1.OA.C.6)
- Name and know the value of pennies, nickels, dimes and quarters being able to count small groups of coins (1.MD.D.5)
- Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes(1.G.A.2)
- Tell and write time in hours and $\frac{1}{2}$ hours using analog and digital clocks (1.MD.B.3)

Science



“Students at the Grade 1 level are expected to demonstrate grade-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence and obtaining, evaluating and communicating information. Students are expected to use these practices to demonstrate understanding of core ideas”

Students in Grade 1 will...

1. Observe the sun and moon and describe the patterns of how they appear and disappear (for example, rising and setting and that the moon changes how it looks- phases)- Earth and Space Science (1-ESS1-1&2)
2. Describe how people and animals use their five senses to keep themselves safe and observe animals to compare/contrast the animal’s senses and their own senses- Life Science:Senses and Survival (1-LS1-1&2, 1-LS3-1)
3. Demonstrate what stops light, what lets it through, what reflects light, vibrations create sound and sound creates vibrations (1-PS4-1-4)



Social Studies

“Students at the Grade 1 level will demonstrate grade-appropriate proficiency in drawing on concepts from civics and government to understand their community. They will understand the basic ideas of geography and connect it to their own surroundings. Students will understand history as events that have already happened, including Native American history.”

Students in Grade 1 will...

- Understand similarities and differences of multicultural celebrations when studying History:Everybody Celebrates (SS-H-1.1)
- Learn about Economics: Planning for the Future by identifying the difference between things that are essential versus things that would be nice to have and by learning about saving for things they really want (SS-PFE-1)
- Learn to identify landmarks within their community and understand the difference between rural and urban communities when studying Geography: My Community (SS-G-1)
- Expand their knowledge of Maine Native American storytelling and the important role it plays when learning about Native American Studies: Storytelling (SS-H-1.2-3)

Art



“Students at the elementary level engage in various art-making processes and procedures, building skills that enable them to problem-solve and think critically both inside and outside the art classroom. Our curriculum aligns with the Maine Learning Results, which closely mirror the National Arts Standards, focusing on creating, presenting, responding and connecting. Students explore a diverse range of artists, both contemporary and historical, including Wabanaki artists from communities in Maine.”

Students in Grade 1 will...

- Use a variety of materials and techniques to show texture, line and shape. (D.A2.1a)
- Experiment with basic painting techniques to create artworks that explore color. (DA1.1.a, D.D1.1)
- Practice giving feedback during group critiques to enhance their artistic understanding. (D.A3.1, D.B1.1, D.B2.1)
- Develop storytelling skills through art by illustrating narratives and connecting them to their own experiences. (D.A3.1, D.B2.1, D.C1.1.a,b)

Music



“Music offers all students an opportunity to express themselves. Students are actively engaged in activities that represent a wide range of musical processes including: rhythm, melody, movement, singing, listening and playing instruments.”

Students in Grade 1 will...

- Participate in music activities that reflect our schools’ core values by helping everyone to grow and always do our best. (B.C2.1, B.F1.1)
- Demonstrate an awareness of rhythmic/melodic concepts and patterns.(B.A2.1, B.B3.1, B.C1.1.6)
- Perform more complex locomotor movements, moving to more complex singing games. (B.A2.1, B.B3.1, B.C1.1.c)
- Recognize through singing, how music evokes sensory and emotional responses. (B.B1.1)

“In the arts our children experience much that we would like to see in all education:

They are active and involved

They have a sense of accomplishment and exhilaration

They work with purpose and energy.

They are not ‘taking subjects’ rather they are absorbed in- exploring, discovering, creating, learning”

- *The Arts Education Partnership Working Group*

Physical Education



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“Our physical education program provides students opportunities to develop their motor, cognitive, and social skills through recreational activities, games, and sports. Students develop self-confidence through skill acquisition, leadership opportunities, cooperation, and good sportsmanship. They learn the importance of an active and healthy lifestyle while becoming lifelong”

Students in Grade 1 will...

- Complete a “Fitness Challenge”- jogging two laps without walking. (1.PE.3.4)
- Name two physiological changes to the body that occur with increased activity levels. (1.PE.3.1)
- Demonstrate and contrast differences between pencil & log rolls on inclined mat. (1.PE.1, 1.PE.3.2)
- Perform balance skills- walk the length of a floor-level 4-inch wide balance beam. (1.PE.1.1)

Health



“Each year, students receive education in health skills and content. Students will use skills such as decision-making and goal setting to enhance their health. They will learn how to access valid health information, products, and services. They will understand influences that affect the health of themselves and others. They will advocate for personal, family and community health.”

Students in Grade 1 will...

- Create a short-term goal for their own personal health and will begin to take actions towards that goal. They will also identify situations when assistance is needed in order to achieve the goal. These skills will be primarily focused on the content of nutrition. (1.HE.1.1, 1.HE.2, 1.HE.6)
- Demonstrate skills that help maintain good health as well as behaviors that allow them to improve their personal health. Similarly, they will be able to recognize behaviors that negatively impact health and how to avoid those behaviors. These skills will be primarily focused on the content of the functions of the body. (1.HE.3, 1.HE.4, 1.HE.5)
- Identify trusted adults and professionals, both within the school and the community, who can promote health. This skill will be primarily focused on the content of community health and safety. (1.HE.2, 1.HE.4.1)
- Interact with information about good personal and community hygiene as well as germs and how to fight them. (1.HE.1.2-4)

School Counseling Program



"Our comprehensive school counseling program offers students education, prevention, and intervention services which are integrated into all aspects of children's lives. Early identification and intervention of children's academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement. The knowledge, attitudes, and skills that students acquire in the areas of academic, career and personal/social development during these elementary classroom lessons serve as the foundation for future success. Concepts taught to all students at developmentally appropriate levels include: Bullying Behavior, National Red Ribbon Week as it pertains to Drug and Alcohol Awareness, Personal Body Safety, Family, Grief/Loss and Careers "

Students in Grade 1 will...

- Identify his or her special qualities and discuss a respect for differences
- Identify a variety of feelings, differentiating them from actions or behaviors and consequences of acting on those feelings
- Demonstrate basic social skills: sharing, taking turns, listening, apologizing, saying 'Please' and 'Thank you'
- Demonstrate ways that people who are disabled handle disabilities
- Define conflict
- Demonstrate a basic problem-solving model listing alternative solutions

Technology



"RSU 63 Technology Vision: RSU 63 uses technology to enhance high quality academic programs, instruction, and learning in a safe and supportive environment so students succeed in school and reach their fullest potential in life. The students' use of technology will be safe, legal, and ethical. Students will be empowered by giving them choices and the ability to work at their own pace which will be done by meeting learners where they are and providing a rigorous learning path for all. Providing choices will help our students be connected learners who know that learning does not only happen in the

classroom. Students will learn to communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals. Students will actively explore real world problems, developing ideas and employing strategies for solving problems in ways that leverage technology."

Students in Grade 1, with guidance from an educator, will...

- Develop an understanding of the importance of keeping information private- Digital Citizenship
- Create original works and share them multiple ways- Creative Communicator
- Work toward and track personal learning goals and reflect on their progress- Empowered Learners
- Identify real-world examples of how technology makes tasks easier and apply them- Knowledge Constructor