Grade

First Grade Roadmap to Success

Established 1915
BROWARD
County Public Schools

LANGUAGE ARTS/LITERACY

Broward County Public Schools is committed to preparing all of our students for a 21st century world through high quality instruction. The implementation of a rigorous and relevant curriculum that embraces the major instructional shifts can provide students with the skills necessary to be successful in college and careers. This year, your child's instruction will include a balance of informational and literary texts, a deep understanding of disciplines, and the use of academic vocabulary in speaking and writing. Your child will be expected to write from sources and support their answers with text-based evidence. Below you will find what your child will learn for each area of Language Arts.

The First Grade Student:

In Foundational Skills,

- Locates the title, table of contents, names of author(s) and illustrator(s) and glossary of books.
- Segments spoken words into beginning, middle and ending phonemes (Students identify phonemes as words are pronounced or heard. The first sound in "smile" is /s/.) including words with digraphs (two letters which work together to make a single sound like sh in shell or fish) blends (e.g., br, dr, fl, gr) or trigraphs (e.g, ore as in "bore" ear as in "dear).
- Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs
- Blends and breaks apart single-syllable spoken words with at least five phonemes.
- Segments and blends phonemes in multi-syllable spoken words
- Decodes (reads) words that have a final -e or vowel team to make long vowel sounds (e.g., kite, line, heat, main, feet)
- Decodes (reads) words with inflectional endings (e.g. -s, -ing, -ed).
- Decodes (reads) words using knowledge of spelling-sound connections for common consonant digraphs, trigraphs, and blends.
- Decodes (reads) simple words with r-controlled vowels (e.g., her, dirt, first)
- Decode(reads) and encodes (determining the spelling of a word based on the sounds in the word) regularly spelled one-syllable words.
- Decodes (reads) two-syllable words with regular patterns by breaking the words into syllables
- Recognizes and reads grade-level texts automatically with accuracy, and appropriate expression

In Reading,

- Identifies and explains descriptive words and phrases in a text
- Compares and contrasts two texts on the same topic
- Identifies and describes the main elements in a story
- Identifies and explains the moral of a story
- Explains who is telling the story using context clues, or hints the author gives within the story
- Identifies stanzas and line breaks in poems
- Uses text features including titles, headings, captions, graphs, maps, glossaries and illustrations to demonstrate understanding of text
- Explains similarities and differences between information provided in visuals and words in an informational text
- Identifies the author(s) opinion about the topic
- Retells a text in oral or written form to enhance comprehension, using main story elements at the beginning, middle and end for a literary text and the topic and important details for an informational text

In Communication (including Writing),

- Writes expository texts about a topic using a source providing facts and provides a sense of closure
- Writes an opinion statement about a topic/text along with at least one supporting reason from the source and provides a sense of closure
- Prints all upper and lower-case letters
- Writes narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure
- With guidance and support from adults, improve writing, as needed, by planning, revising, and editing
- Follows the rules of standard grade level appropriate English grammar, punctuation, capitalization and spelling
- Presents information orally using complete sentences and appropriate volume
- Participates in research to gather information to answer a question about a single topic
- Uses a multimedia element (e.g., apps, Power Point, artifacts, video, etc.) to enhance oral or written tasks
- Identifies and use digital tools to produce and publish writing individually or with peers and with support from adults

In Vocabulary,

- Recognizes and appropriately uses grade-level academic vocabulary in speaking and writing.
- Identifies and uses frequently occurring base words and their common inflections (e.g. look, looks, looked, looking) in grade-level content.
- Identifies and uses picture clues, context clues (hints from the author in the text), word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words

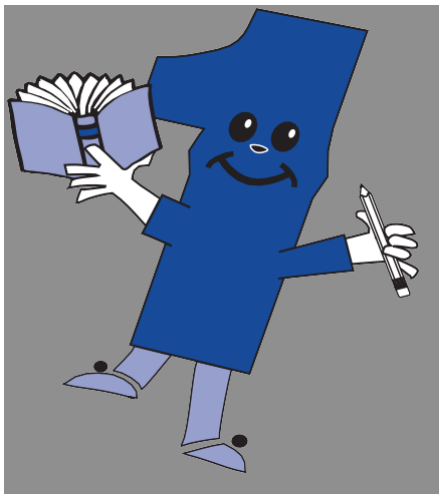
SOCIAL STUDIES

Social Studies centers around understanding how the world works on a social level. Students in the elementary grades are taught how to interact with the community, society, and the world around them. Social Studies instruction includes fundamental concepts of history, culture, economics, and political skills to produce responsible and productive citizens, and allows your child to develop critical thinking, research, and writing skills. Below you will find what your child will learn for each area of Social Studies.

The First Grade Student:

In History,

- Develops an understanding of a primary source
- Understands how to use the media center/other sources to find answer to questions about a historical topic
- Understands history tells the story of people and events of other times and places
- Identifies celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage
- Identifies people from the past who have shown character ideals and principles
- Distinguishes between historical fact and fiction using various materials
- Uses terms related to time to sequentially order events that have occurred
- Creates a timeline based on the student's life or school events, using primary sources



In Geography,

- Uses physical and political/cultural maps to locate places in Florida
- Identifies key elements of maps and globes
- Constructs a basic map using key elements
- Identifies a variety of physical features using a map and globe
- Locates the student's local community, Florida, the Atlantic Ocean, and the Gulf of America on maps and globes
- Describes how location, weather, and physical environment affect the way people live in our community

In Economics,

- Recognizes that money is a method of exchanging goods and services
- Defines opportunity costs as giving up on thing for another
- Distinguishes between goods and services
- Distinguishes people as buyers, sellers, and producers of goods and services
- Recognizes the importance of saving money for future purchases
- Identifies that people need to make choices because of scarce resources

In Civics and Government,

- Explains the purpose of rules and laws in the school and community
- Gives examples of people who have the power and authority to make and enforce rules and laws in the school and community
- Explains the rights and responsibility students' have in the school community
- Describes the characteristics of a responsible citizenship in the school community
- Identifies ways students can participate in the betterment of their school community
- Explains how decisions can be made or how conflicts might be resolved in fair and just ways
- Recognizes symbols and individuals that represent American constitutional democracy

MATHEMATICS

First grade marks an important milestone in your child's academic career in mathematics. Your student will begin to grasp more abstract mathematical concepts by an increased focus on four critical areas:

- understanding the place value of tens and ones within two-digit whole numbers;
- extending understanding of addition and subtraction and the relationship between them;
- developing an understanding of measurement of physical objects, money and time and
- categorizing, composing and decomposing geometric figures.

Below you will find what your child will learn for each area of Mathematics.

The First Grade Student:

- Models addition (2 or 3 addends) and subtraction within 20 in a variety of ways to solve word problems using the concepts "adding to", "taking from", "putting together", and "comparing" with unknowns in all positions
- Applies properties of operations such as the Commutative and Associative Properties as strategies to add and subtract. (Example, 2 + 7 = 9 and 7 + 2 = 9)
- Understands subtraction as an unknown-addend problem
- Relates counting to addition and subtraction (count on, counting back)
- Recalls addition and subtraction facts within 10 with automaticity
- Understands the meaning of the equal sign and determines if equations involving addition and subtraction are true or false and determines unknown whole numbers in equations
- Counts forward and backwards by ones to 120 starting at a given number and skip counts by 2s to 20 and 5s to 100
- Reads numbers 0 to 100 in standard, expanded, and word form and writes numbers 0 to 100 in standard and expanded form
- Composes and decomposes two-digit numbers in multiple ways using tens and ones
- Plots, orders, and compares whole numbers up to 100 using >, <, or =
- Explores addition of a two-digit number and a one-digit number with sums to 100
- Explores subtraction of a one-digit number from a two-digit number
- Calculates mentally 1 more, 1 less, 10 more, or 10 less than a given two-digit number
- Finds the sum of three or more whole numbers
- Estimates the length of an object to the nearest inch or centimeter
- Orders and compares three objects by length
- Understands how to use a ruler to measure length to the nearest inch
- Tells and writes time in hours and half-hours using analog and digital clocks
- Identifies values of coins and finds the value of combinations of and cents up to $1 and dollars up to $100
- Organizes, represents, interprets, and answers questions about data with up to three categories
- Distinguishes between defining versus non-defining attributes of shapes and builds or draws shapes to possess defining attributes
- Composes two-dimensional (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional (cubes, rectangular prisms, cones, and cylinders) to create composite shapes
- Partitions circles and rectangles into two and four equal shares and describes the shares using the words "halves", "fourths", and "quarters"

In the Practice of Mathematics:

In learning and understanding mathematics, students need to develop "habits of mind" so they can utilize math strategies, talk about the math they are learning and solve problems. These mathematical standards will help your student learn content and apply mathematics to real world situations.

The First Grade Student:

- Uses words and numbers to make sense of mathematical problems
- Explains how he/she solved a problem and actively listens and makes sense of others' solutions
- Shows mathematical thinking using pictures, objects, drawings, or symbols
- Chooses and uses mathematical tools to explore and understand mathematics
- Shares ideas and thinking using accurate math vocabulary and computations
- Identifies a pattern or structure in the number system or shapes
- Notices when calculations are repeated and then finds more general methods and short cuts

SCIENCE

Teaching technological literacy, critical thinking and problem-solving through science education gives students the skills and knowledge they need to succeed in school and beyond. In First Grade, students are learning about concepts related to the vast number of stars, the heat, and light of the Sun; the Law of Gravity; the effects of pushes and pulls; understandings related to soil and water; and the study of living things. They learn to ask questions, explore the world around them, draw conclusions, and share their thinking with others. Below you will find what your child will learn for each area of science.

The First Grade Student:

In The Practice of Science,

- Raises questions about the natural world, investigates them in teams through free exploration, and generates appropriate explanations based on those explorations
- Using the five senses as tools, makes careful observations, describes objects in terms of number, shape, texture, size, weight, color, and motion, and compares their observations with others
- Keeps records as appropriate, such as pictorial and written records, of investigations conducted
- Asks, “How do you know?” in appropriate situations

In Earth in Space and Time,

- Observes and discusses that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky
- Explores the Law of Gravity by demonstrating that Earth’s gravity pulls any object on or near Earth toward it even though nothing is touching the object
- Investigates how magnifiers make things appear bigger and help people see things they could not see without them
- Identifies the beneficial and harmful properties of the Sun

In Properties of Matter,

- Sorts objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture

In Earth Structures,

- Recognizes that water, rocks, soil, and living organisms are found on Earth’s surface
- Describes the need for water and how to be safe around water
- Recognizes that some things in the world around us happen fast and some happen slowly

In Motion of Objects,

- Demonstrates and describes the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow

In Forces and Changes in Motion,

- Demonstrates that the way to change the motion of an object is by applying a push or a pull

In Organization and Development of Living Organisms,

- Makes observations of living things and their environment using the five senses
- Identifies the major parts of plants, including stem, roots, leaves, and flowers
- Differentiates between living and nonliving things

In Heredity and Reproduction,

- Makes observations that plants and animals closely resemble their parents, but variations exist among individuals within a population

In Interdependence,

- Through observation, recognizes that all plants and animals, including humans, need the basic necessities of air, water, food, and space

PHYSICAL EDUCATION

Broward County Public Schools elementary students receive 150 minutes of physical education each week as required by state statute. A minimum of 30 consecutive minutes is required on any day that physical education instruction is provided. Florida's physical education standards are organized around four strands. These strands carry throughout all grade levels and are centered around developing a physically literate individual. These strands include Movement Competency, Cognitive Abilities, Lifetime Fitness, and Responsible Behaviors and Values. For more information about the physical education standards, visit fldoe.org.

ACTIVITIES TO PRACTICE WITH YOUR FIRST GRADER

Parents and caregivers play an integral role in their child's academic performance. Children thrive when parents are committed to actively participate in their child's education. Consistent parental involvement yields greater academic success, improved self-esteem, a positive attitude, and higher levels of intrinsic motivation. Below are some simple activities you can do with your child to support their love of learning at home.

English Language Arts	Social Studies	Math	Science
• Help your child make connections to letters and sounds • Continue reading sight words and have your child identify the words in stories they are reading, or you are reading to them • Read aloud to your child every night with excitement and emotion • Talk with your child about the information in the books you are reading • Frequently visit your local library and choose books together • Have your child write frequently and praise your child's reading/writing skills • Encourage your child to sound out and spell words when writing rather than telling them how to spell words • Be a positive role model for reading • Help build your child's vocabulary by talking to them with a large vocabulary and teach them new words • Help your child extend their oral language by helping them think of words they could add to their sentences • When reading with your child, point out different aspects of grammar and conventions (e.g. punctuation, first word, capital letters)	• Share with your child different cultural or ethnic celebrations • Discuss and compare life in the past to life today • Identify celebrations and national holidays • Share with your child different maps and globes while pointing out the cardinal directions (north, south, east and west) • Discuss with your child different jobs that people hold in your community • Work with your child to identify the different forms of money in America (coins and dollars) • Discuss the difference between buyers, sellers, and producers of goods and services in their communities • Discuss with your child how your family makes fair decisions • Make a list of what makes a good citizen with your child • Discuss the symbols and individuals that represent American democracy.	• Help your child find alternative ways to solve problems • Ask your child to draw a picture or act out problems • Help your child analyze wrong answers • Ask open ended questions (not able to be answered with yes or no) • When your child asks for help, provide guidance, not answers • Practice using mental math with your child • Use computer or smart phone apps to practice math facts while in your car • Praise your child for working through a challenging problem • Have your child explain the mathematics task/problem to you step-by-step • Model problem solving by thinking aloud as you work through a problem • Find ways to practice number operations (addition and subtraction) • Find ways to sort, collect and organize information • Use environmental objects to get your child to think about mathematics (speed/highway signs, grocery stores, menus, license plates, cooking/baking etc.)	• Model curiosity • Encourage your child to ask questions • Ask your child to make observations that focus on their senses • Encourage your child to record their observations • Explore and find answers together • Give your child time and space to explore • Use items you have at home to conduct experiments

Critical Thinking Questions to Ask Your Child While Reading	
• What do you think about what was written/said? Explain why using evidence. • Would you agree or disagree with this? What made you feel this way? • Does this problem feel familiar? Why? • What could you add to improve the solution that was given? • Explain a different way to solve the problem and convince us that your way is the best way. • What makes this problem something you can solve? • How would you translate this information into a visual form? • What patterns did you find that led you to the answer? • How does this relate to you / your daily life? Be specific. • How does this relate to things going on in the world (current events)?	• How did any of the characters or events remind you of yourself? Why? • If you were this character, how would the story change? • What do you think the author is trying to accomplish with this story? • How did the character's actions affect you? Explain. • Which of the ideas shared make the most sense and why? • How would the story change if it was told from another character's view? • Would you change the end of the story and why? • What evidence or data is given that help make the this easier to understand? • Which set of data or information (evidence) is most relevant or important to your decision? • What's the purpose for this experiment or argument?

TIPS TO SUPPORT YOUR CHILD'S LEARNING AND SUCCESS

Homework	Struggling Learners	Staying Engaged	Teacher Conferences
• Set a specific time and place for homework • Provide a quiet well-lit place for homework • Remove any possible distractions • Stay positive about homework • Stay informed and in communication with teacher • When your child asks for help, provide guidance, not answers • Provide necessary supplies and identify resources • Communicate with teachers regarding homework (challenges and successes) • Reward progress with homework • Monitor homework progress, but let your child work independently	• Focus on your child's strengths while working to improve their weaknesses • Be positive and supportive • Model how to struggle with a task and eventually succeed • Expose your child to reading material that is interesting to them • Make sure your child has opportunities to excel at non-academic activities • Limit electronics, especially during homework time	• Attend Back-to-School Night and Parent-Teacher Conferences • Know the names of your child's teachers and friends • Visit the school and its website • Support homework expectations • Send your child to school ready to learn • Teach organizational skills • Teach study skills • Get involved • Know the disciplinary policies • Take attendance seriously • Tuck a supportive note into your child's backpack each morning • Make time to talk to your child about school (Academics, Social, Homework etc.) **Sample questions:** o What was the best thing that happened at school today? o What was something that was challenging at school today? o Can you show me or describe something that you learned today? o What could you have done to make your day at school even better?	• Arrive on time • Be prepared • Talk to your child about the conference before you attend • Determine the best way to keep in touch with the teacher • Ask specific questions **Sample questions:** • *Is my child working up to his/her ability?* • *How will you evaluate my child's progress?* • *What can I do at home to support my child?* • *What is the class/school discipline policy?* • *What is your homework policy?* • *What resources are available to assist with homework?* • *What are my child's strengths, weaknesses, and learning style?* • *What questions would you recommend that I ask my child about your class each day?*