

Welcome to First Grade



Vision: To ensure that every student excels academically, builds character, and is a productive member of our community.

ACADEMICS



**Physical Education
& Health**



**English Language
Arts**



**Information
Literacy and
Technology**



**English
Language
Development**

**History/
Social
Studies**



Mathematics



Arts



Science

1st



English Language Arts

Reading, Writing, Speaking, Listening, and Research

First Grade Students should master:

- Recognizing sentence features
- Applying grade level phonemic awareness skills and strategies
- Applying grade level phonics and word analysis, short and long vowels, digraphs
- Reading grade level literature fluently with expression
- Retelling story details- characters, settings and major events
- Comparing and contrasting the experiences of characters
- Identifying the main idea and details of texts
- Understanding text structure/informational elements
- Writing narrative, informational and opinion writing pieces
- Organizing and sequencing writing with detail and description
- Printing legibly, left to right. With spacing and use of capitalization
- Spelling commonly used words accurately and using phonics for new words
- Producing complete sentences in discussion and writing
- Listening and communicating clearly with peers and adults
- Asking appropriate questions in discussions

ELA is about:

- Meaning Making
- Language Development
- Effective Expression
- Content Knowledge
- Foundational Skills

1st



English Language Development

(English Language Learners ONLY)

First grade students should be working toward mastery in:

Listening & Speaking

- Engage in conversations with complete sentences.
- Follow multi-step directions.

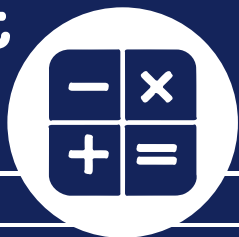
Reading & Writing

- Recognize high-frequency words.
- Retell stories.
- Write simple sentences with punctuation.

Grammar

- Use past/present tense, pronouns and adjectives correctly

1st



Mathematics

Grade 1 students should master:

- Counts to 120 and reads and writes numbers to 120
- Adds and subtracts within 20
- Demonstrates fluency for addition & subtraction within 10
- Understands the meaning of the equal (=) sign
- Orders 3 objects by length
- Understands place value (tens and ones)
- Compares two 2-digit numbers using symbols
- Mentally adds or subtracts 10 from a two-digit number

Grade 1 student work towards fluency in:

- Determines an unknown in a +/- equation
- Uses +/- to solve word problems
- Uses +/- properties (commutative and associative)
- Uses strategies/concrete models to add & subtract up to 20
- Adds within 100 using various strategies
- Measures objects using non-standard units
- Builds and distinguishes between defining and non defining attributes of 2D and 3D shapes
- Subtracts multiples of 10 in the range from 10-90

Grade 1 students are introduced to:

- Tells and writes time in hours and half hours
- Composes 2-and 3-dimensional shapes
- Organizes, represents & interprets data - 3 categories
- Partitions circles and rectangles into halves and fourths

In Math, students will:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

1st



Science

Next Generation Science Standards

1. Plant Shapes

Students explore their natural surroundings with nature hunts and garden planting. They examine the shapes and parts of plants and begin to ask questions about what purpose these parts serve, how the shape of the parts helps them accomplish this purpose, and how the shapes of young plants are similar to the shapes of their parents.

2. Animal Sounds

Students observe the behavior of parents and babies, noticing patterns in how they communicate. They explore the nature of sound, notice the physical parts of animals that produce sounds, and construct physical models that mimic animal sounds.

3. Shadows and Light

Students plan and conduct investigations of how light travels and interacts with different objects. They use these observations as the foundation for constructing models of how people see.

4. Patterns of Motion of Objects in the Sky

Students track the motions of the Sun, Moon, and stars, noticing patterns in how sunlight varies throughout the seasons and moon phases change over the month. They analyse their data to develop a model that predicts the position of objects.

Students will learn about

Science focuses on:

- **Phenomena to Performance Tasks**
- **Disciplinary Core Ideas**
- **Cross Cutting Concepts**
- **Science and Engineering Practices**

1st



History-Social Science

Students will learn about

- Responsibility and Citizenship
- Geography
- My Country Then and Now
- My Community Then and Now
- American Culture
- Economics

A Child's Place in Time and Space

1st



Arts

California Art Standards

Artistic Processes

Creating

Conceiving and developing new artistic ideas and work.

Performing (dance, music, theatre)

Realizing, interpreting, and presenting artistic ideas and work.

Presenting (visual arts)

Interpreting and sharing artistic work

Producing (media arts)

Realizing and presenting artistic ideas and work

Responding

Understanding and evaluating how the arts convey meaning

Connecting

Relating artistic ideas and work with personal meaning and external context.

Anchor Standards: Students will...

1. **Generate** and conceptualize artistic ideas and work.
2. **Organize** and develop artistic ideas and work.
3. **Refine** and complete artistic work.
4. **Analyze**, interpret, and select artistic work for presentation.
5. **Develop** and refine artistic work for presentation.
6. **Convey** meaning through the presentation of artistic work.
7. **Perceive** and analyze artistic work.
8. **Interpret** intent and meaning in artistic work.
9. **Apply** criteria to evaluate artistic work.
10. **Synthesize** and relate knowledge and personal experiences to make art.
11. **Relate** artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Art options for students:

- Visual Arts with HSS
- Theater within HSS
- Music
- Dance
- Media Arts- MSCD Tech Scope and Sequence

1st



Information Literacy & Technology

California Art Standards

- Turn on an iPad or computer and login.
- Use icons, windows, and menus to open applications and documents
- Explain and use age-appropriate online tools and resources (e.g. tutorial, assessment, web browser)
- Use an application to write, edit, share, print and save simple assignments.
- Select text to highlight, copy and paste
- Copy and paste images within the document and from outside sources (correlate with digital citizenship)
- Revise writing by moving, inserting, and deleting text and using revision history if available.
- Create, edit, and format text on a slide
- Comply with classroom and district rules (Acceptable Use Policy) regarding responsible use of computers and networks
- Explain Fair Use Guidelines for the use of copyrighted materials, and giving credit to media creators
- Identify cyberbullying and describe strategies to deal with such a situation.
- Use age appropriate technologies to locate, collect, and organize content from media collections for specific purposes, citing sources.
- Evaluate teacher-selected or self-selected internet resources in terms of their usefulness for research
- Identify and analyze the purpose of a media message (to inform, persuade, and entertain)
- Use a variety of age-appropriate technologies (e.g. drawing program, presentation software) to communicate, collaborate, and present information for specific purposes (e.g. reports, research papers, presentations, newsletters, websites, podcasts, blogs), citing sources.

Students should master these skills

STAYING SAFE ONLINE-How do you stay safe when you visit a website?

FOLLOW THE DIGITAL TRAIL-What information is OK to have in your digital footprint?

SCREEN OUT THE MEAN-What can you do when someone is mean to you online?

USING KEYWORDS-Which keywords will give you the best search results?

SITES I LIKE-What makes a website the right site for you?

1st



Physical Education and Health

California Art Standards

Physical Education and Health:

- 100 minutes per week
- Nutrition and Exercise
- Sports, Games, and Dance
- Teamwork, Sportsmanship, and Individual Goal Setting
- PE Teacher meets students every two weeks

1st



Wellness Policy

Classroom Celebrations & Snacks

Our schools promote a positive learning environment by providing healthy celebrations that shift the focus from food to the child. Classroom celebrations will strive to have non-food celebrations. When food is included, it must be compliant with all Smart Snack and Competitive Food regulations.

Can parents bring snacks for a child's birthday or classroom celebration?

Yes, as long as the snack:

- Meets state and federal regulations for food served during the school day, such as fresh fruit, 100% fruit juice, and whole grain snacks. Most cupcakes/cakes do not meet these requirements.
- Food items are not homemade. We have many students with sensitive food allergies.
- Non-food items are the safest option to help prevent foodborne illness and allergic reactions.

What else can parents and teachers do to celebrate? MCSD recognizes that student birthdays are special days. Parents/guardians may send a small gift bag (non-food items) for students to share with their class at a time determined by the classroom teacher (arrange with the teacher first).

Examples: pencils, erasers, stickers, playdough.

What else can classrooms do to celebrate?

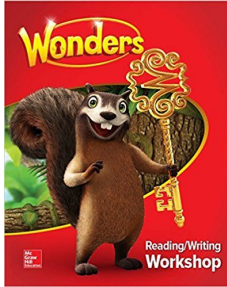
- Games, such as relays
- Hold class outdoors
- "Free choice" time
- Stickers/pencils
- Art supplies/projects
- Read a story
- Movie day

Resources and Important Information

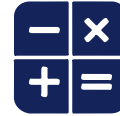


1. **Adopted Materials**
2. **Assessments**
3. **Academic Excursions**
4. **Social-Emotional Learning**
5. **Parent/Home Activities**

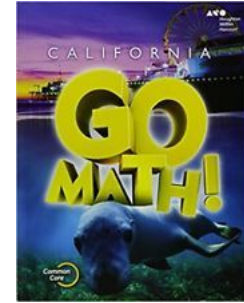
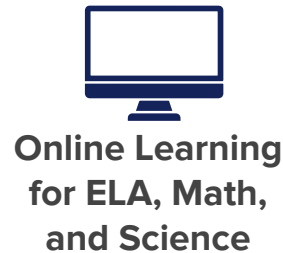
Adopted Materials by Content



English
Language Arts



Mathematics



Online Learning
for ELA, Math,
and Science



Science

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History-
Social
Science



State	District	Grade Level
<ul style="list-style-type: none">Not applicable	<ul style="list-style-type: none">Diagnostic Performance Assessment (DPA) Two times per yearmCLASS (Reading Risk Screen) Three times per year	<ul style="list-style-type: none">Common Formative Assessments (CFA) Four times per yearWriting Performance Task (WPT) Three times per year

Academic Excursions

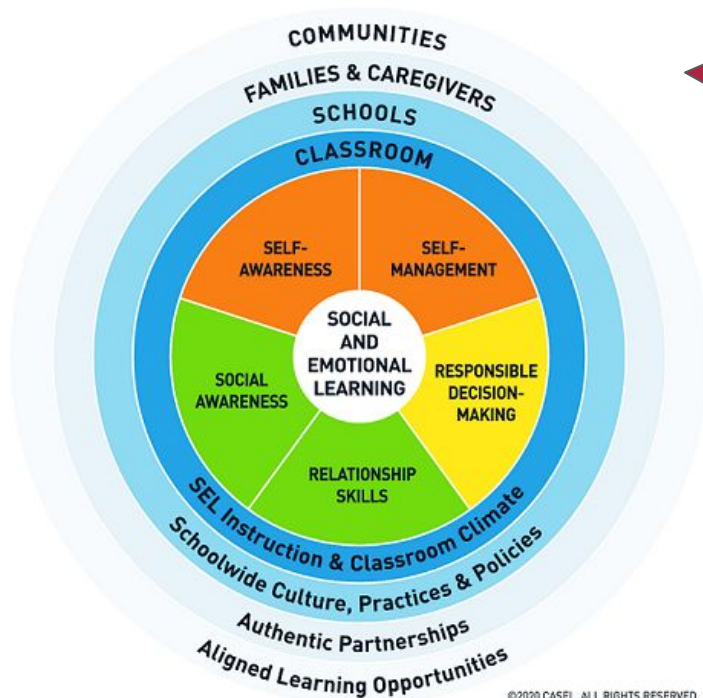
HSS: A Child's Place in Time and Space

NGSS: Growth, Season, Light and Sound

- Downing Planetarium at CSU Fresno
- KiDS Kids Discovery Station
- Chaffee Zoo
- Local stores and malls
- Post Office/Fire Station/Train Station
- Merced College Farm
- Pumpkin Patch
- Local Plays and Performances/Symphonies
- **STEAM Center Experience-Creative Thinking with John Pearson**



Social-Emotional Learning (SEL)



Social-emotional learning reflects the critical role of positive relationships and emotional connections in the learning process and helps students develop a range of skills they need for school and life.

1. Set and achieve positive goals (PBIS)
2. Feel and show empathy for others (CD)
3. Establish and maintain positive relationships (CD)
4. Make responsible decisions (CD)
5. Understand and manage emotions (CD)

Positive Behavior (PBIS): Teach and practice expected behavior

Conscious Discipline (CD): Maintain an environment respectful to education

Parent/Home Activities

- Read to students every night
- Obtain a public library card and visit weekly
- Write letters and keep a journal
- Practice hand-eye coordination with pencils, crayons and tools.
- Count objects and skip count- 2's 5's 10's
- Estimate time and distance
- Work with coins and clocks
- Notice and Wonder Science and Nature
- Practice peaceful solutions
- Exercise, hike, run, play, catch
- Find opportunities for teamwork and sportsmanship



THE KEYS TO SUCCESSFUL SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS (Epstein's 6 Types of Involvement)

Type 1 – PARENTING

Assist families in understanding child and adolescent development, and in setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.

Type 2 – COMMUNICATING

Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.

Type 3 – VOLUNTEERING

Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.

Type 4 – LEARNING AT HOME

Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.

Type 5 – DECISION MAKING

Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.

Type 6 – COLLABORATING WITH COMMUNITY

Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.

Thank you for your support!



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