



# FIRST GRADE...

## At A Glance



Providing an exemplary  
education for all learners



## District Vision

*Educating our students for the challenges of tomorrow*

## District Mission

*The mission of Lake Orion Community Schools  
is to provide an exemplary education for all learners*

## Belief Statement

We believe that:

- Education is a shared responsibility of students, family, school and community
- All students can learn
- All learners deserve equity and opportunity in their education
- High expectations promote success
- Exemplary education is the result of professional growth and continuous school improvement
- All learners are entitled to a safe learning environment
- Education promotes a healthy sense of self and encourages personal achievement
- Learning is lifelong

This brochure contains the expectations for language arts, math, science, social studies, art, physical education, music and media for each child in first grade. Separate brochures outline the expectation for other grades. The expectations are designed to ensure students receive sequenced instruction from grade to grade. These expectations are aligned with state and/or national standards.

The purpose of this brochure is to familiarize you with the concepts your child will be presented with throughout this school year. This information will allow you to work with your child's teacher to help provide the highest level of achievement. Use it when you talk with your child's teacher(s). Ask what you can do at home to support learning in the classroom and reinforce learning at home.

Lake Orion Community School teachers, administrators and support staff are committed to helping your child achieve their potential.

*Lake Orion Community Schools does not discriminate on the basis of race, color, religion, sex, natural origin, disability, marital status, height, weight or age.*

*Board of Education policy forbids acts of illegal discrimination in all matters.*



**First Grade** is a very exciting year of growth and opportunity. During the year, students progress at different rates through many developmental stages. The children develop in reading, writing, spelling, speaking and listening skills. First graders also gain an understanding of literature by studying different genres and authors.



Through hands-on activities using a variety of manipulatives, students will learn a broad range of math skills. This working foundation allows children to problem solve and process complex mathematical problems. These skills will be beneficial in life.

In science and social studies, first graders will experience the world around them. The children will become critical thinkers as they sort, classify, investigate and generate their own opinions.

An amazing year of transition awaits first graders as they journey to independence. Celebrate their learning!

## English Language Arts

### Literacy in First Grade

In first grade, your child will become a more independent reader and writer. Your child will focus on using multiple strategies to unlock unknown words. He/she will continue to learn and practice rules for recognizing the sounds that make up words and will be able to sound out more complex words. Such foundational skills are necessary and important components of developing proficient readers with the capacity to comprehend a wide range of materials. Students will learn to think about what they read and discuss main ideas of simple stories. As they write and speak, first graders will learn to use language appropriately.

### Read Aloud with Discussion

Students are read aloud to daily. During this valuable time, teachers verbally interact with the class. This process includes pre-reading, during reading, and post-reading conversations to enhance understanding and make connections with the story. The read aloud selections are a variety of genres – fiction, nonfiction, picture books or poetry. During this critical time of instruction, students will see and hear what readers do so that they may apply this same process in their own reading.

### Reading Workshop

Reading Workshop follows a predictable structure, fostering powerful learning. Each day, the teacher begins with a short lesson focusing on a skill or strategy that will benefit all students. Students self-select and read books that are at their independent reading levels. At this level,



students can read almost all the words accurately, read with appropriate speed and expression and above all, understand the text. While students are reading, the teacher meets with small groups or with individual students in order to meet their academic needs. Creating readers who love reading is the heart of Reading Workshop.

## English Language Arts

### Writing Workshop

The structures of Writing Workshop are similar to that of Reading Workshop. Fostering a love for writing, daily opportunities for practice and maximum student choice are foundations of Writing Workshop classrooms. Your child will write narrative, informational, and persuasive pieces reflective of his/her developmental interests and stage of writing development. Through individual meetings with the teacher, small group work, and assessment-based instruction, your child will be guided toward advancement of his/her writing skills. Students will publish and celebrate their many accomplishments throughout the year.

### Phonics/Word Study

Word Study will involve children learning about letters and sounds through stories, songs, chants, rhymes and games.

### What Your Child Will be Working on in First Grade

#### Reading Standards for Literature and Informational Text

- Answering questions about fiction and non-fiction text
- Describing characters, setting, major events and central message in a story using key details
- Comparing fiction and non-fiction texts
- Identifying words or phrases in stories that evoke emotion
- Comparing and contrasting adventures of characters across multiple books
- Connecting non-fiction information across texts
- Understanding who is telling the story at various points in the text
- Recounting non-fiction text by recalling the main topic and details from the text
- Knowing and using non-fiction text features (i.e., heading, table of contents, glossary) to support understanding
- Identifying evidence that supports the author's point of view on an informational topic
- Independently reading a fiction Level J text independently with fluency, accuracy and comprehension



## Language and Foundational Reading and Skills

- Using strategies to problem solve unknown words (e.g., chunk it, skip it and go back, reread, get your mouth ready)
- Using phonics (i.e., long and short vowels, diagraphs, final –e, inflectional endings, syllabication) to figure out unfamiliar words
- Learning to properly form letters using traditional handwriting
- Learning to quickly read 170-180 of most common words used in print
- Producing and expanding complete simple and compound statements, questions, commands and exclamations
- Using nouns, pronouns, possessives, verb tense, conjunctions, adjectives and articles correctly
- Demonstrating a command of capitalization when writing (i.e., beginning of sentences, dates, names of people and the pronoun I)
- Showing a command of punctuation when writing (i.e., end punctuation and commas to separate dates and words into a series
- Sorting words and pictures into categories
- Using spelling patterns and spelling rules in writing words
- Conventionally spelling frequently occurring irregular words (e.g., the, is)
- Spelling untaught words phonetically
- Identifying the correct meaning for a word with multiple meanings based on how the word is used
- Learning to think about distinctions in the meanings of near synonyms (e.g., prancing, strolling, strutting, walking)
- Developing expanded personal vocabularies

## Writing Standards

- Writing opinion pieces in which he/she states an opinion, gives reasons for that opinion and provides a sense of closure
- Writing informational texts in which a topic is chosen, details support the topic and the piece ends with a sense of closure
- Writing narrative stories in which he/she recounts events from his/her own life with appropriate sequencing, connections words and a sense of closure
- Using the writing process (drafting or organizing thoughts, writing, revising, editing and publishing) to produce multiple finished products
- Participating in shared (group) writing projects



## Speaking and Listening Standards

- Taking part in conversations about topics and texts being studied by responding to the comments of others and asking questions to clear up confusion
- Following rules for respectful discussion
- Asking and answering questions about information that is presented orally or through other media formats
- Describing people, places, things and events with relevant details, expressing ideas and feelings clearly with complete sentences

## Mathematics

### Operations and Algebraic Thinking

- Use addition and subtraction within 20 to solve word problems by using objects, drawings or expressions
- Apply properties of operations as strategies to add and subtract (Commutative and Associative properties of addition)
- Fluently add and subtract within 10
- Understand addition and subtraction equations (the meaning of the equal sign)



### Numbers and Operations in Base Ten

- Count to 120, starting at any number
- Understand place value to 100
- Compare two digit numbers using symbols ( $>$ ,  $<$ , and  $=$ )
- Add one and two digit numbers within 100

### Measurement and Data

- Measure the lengths of objects using a shorter object as a unit of length
- Order and compare objects by length
- Tell and write time in hours and half hours



## Geometry

- Organize and compare 2D shapes into categories and compare the number of objects in different categories
- Identify and build 2D and 3D shapes
- Divide circles and rectangles into halves and quarters

## Science

All science units are aligned with the Michigan Science Standards. The Michigan Science Standards are really a set of student performance expectations. These performance expectations incorporate three main elements:

- Disciplinary Core Ideas (science specific concepts in the life, earth and space, and physical sciences),
- Science and Engineering Practices (*asking questions and defining problems, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information*)
- Cross-Cutting Concepts (*Patterns, Cause and Effect, Scale, Proportion, and Quantity, Systems and System Models, Energy and Matter in Systems, Structure and Function, and Stability and Change of Systems*).

## Earth and Space Science

### Students will be able to:

- Analyze data collected over time related to the Sun and moon.
- Determine patterns that occur with the Sun and moon.
- Use patterns to predict best time of year for outdoor games.
- Draw models of phenomena related to the Sun and moon.

## Physical Science

### Students will be able to:

- Test and choose materials to use in creating a musical instrument to provide evidence that vibrations make sound and sound makes vibrations.
- Create a table/chart to record observations to provide evidence of when objects can be seen.
- Conduct an investigation to classify/categorize objects by the amount of light that is able to pass through them.
- Create a device or use previous musical instrument, using sound and/or light, to attempt solving a simple problem of communicating across the playground.



**Life Science****Students will be able to:**

- Present a model of a plant and what it needs to survive throughout its life.
- Present a model of an animal and what it needs to survive throughout its life.
- Use their knowledge of plant and animal survival to engineer a solution to a human problem based on inspiration from a plant or animal.

**Social Studies****History**

- Learn about the past, present and future by using a calendar to distinguish among days, weeks and months
- Retell in sequence important ideas and details from stories about families and schools in the past, and compare life then with now
- Identify events and people celebrated in the United States

**Geography**

- Construct simple maps and give examples of exact locations
- Distinguish between physical (clouds, trees, water) and human (buildings, playgrounds, sidewalks) characteristics of places, and describe how people modify or adapt the environment

**Civic and Government**

- Learn about the reasons for rules in school, and the use of power with authority
- Explain how decisions can be made and conflicts can be resolved
- Identify important symbols of the United States of America
- Identify some rights and responsibilities people have at home and at school, and ways in which people act as good citizens

**Economics**

- Learn about producers and consumers of common goods
- Explore reasons why people trade and earn/use money

**Public Discourse, Decision Making and Citizen Involvement**

- Identify an issue in the school community, and explore possible resolutions





## Visual Arts

The visual arts curriculum is based on the National, Michigan, and Lake Orion standards and builds a foundation for creative thinking, problem solving, and lifelong learning in the arts and other disciplines. In art class, children learn to convey ideas, feelings, and emotions by creating their own images. They explore the historical and cultural messages wrapped up in works of art. They also reflect on the meaning of what they see in art. Students learn to express their opinions and show respect for their own ideas and creations and for those of others. They explore a variety of media, techniques, and processes in the broad categories of painting, drawing, mixed media, and sculpture. They also learn the safe use and care of art materials and tools. Looking at, thinking about, and making art are presented as enjoyable and integral parts of learning about art. Students develop a better understanding of beliefs and ideas that are different from their own.

At the first grade level, students learn to identify the visual elements of design, such as line, shape, texture and color. They create art based on imagination, personal interpretations of nature, familiar places and activities with family or friends. They also acquire basic skills in using media for drawing, painting, collage, printmaking and sculpture.

## Media

The media curriculum, based on national standards, builds a foundation for future library and media center use, nurtures an interest in reading, and develops the skills for students to become life-long learners.

In order for the media program to be effective, information skills are taught in conjunction with subject area benchmarks. This requires cooperative planning between classroom teachers and media specialists. Students visit the media center weekly as a class group. Additionally, they may visit independently or in small groups. A media specialist is available to instruct and assist students during their visits to the media center. At the first grade level, students extend their knowledge of the media center concepts introduced in kindergarten. As they review and refine their understanding of fiction and non-fiction books:

- Students recognize that Everybody books and Fiction books are shelved alphabetically, by the author's last name, in separate areas of the media center
- They begin to identify sections of the media center and the types of books that can be found in each



- Students continue to use established checkout procedures to borrow books from a variety of genres as they begin to explore more nonfiction titles in areas of personal interest
- Through literature, students are exposed to selected authors, illustrators and genres. Students enjoy stories, songs and book-related social interaction at the media center
- Students discuss the outstanding attributes of award-winning books such as Caldecott Award winners
- First graders are encouraged to enjoy, value, and embrace books and reading

## Technology

The Lake Orion Elementary Technology Curriculum is based on the Michigan Educational Technology Standards for Students (METS). These standards are embedded in the Lake Orion curriculum and are introduced, reinforced or mastered by students throughout their elementary educational experience. Lake Orion educators use the technology standards as guidelines when integrating technology into the curriculum. To be effective, technology skills are taught in conjunction with subject area benchmarks in every discipline across the curriculum and result in a technologically literate individual. Media Specialists and classroom teachers work cooperatively to structure the learning environment and educate student in the tools of their time.

## Music

The music curriculum is based on the National and Michigan standards and builds a foundation for creative thinking, problem solving, and lifelong learning in music and other disciplines. Music is a unique way of knowing the world. It is a vehicle for personal expression, common to all cultures, and a doorway into understanding cultural diversity.

The nature of musical learning is such that musical understanding is developed and assessed through listening, creating, and performing. Musical thinking supports and connects to other ways of thinking. It is fundamental to developing the whole learner. Musical learning provides students with the opportunity to experience the aesthetic value of music. Everyone has the ability, and therefore, the right to learn and understand music.



Participation in music education fosters ability, positive self-image, personal and group interaction, cooperative learning, personal growth and development, and a sense of accomplishment.

At the first grade level, students continue to explore the musical elements of pitch, rhythm, melody, tempo, dynamics and timbre. Students demonstrate their understanding through movement, singing, playing instruments and verbal description. Students begin to read iconic representation of music.

## Physical Education

The Physical Education program in Lake Orion is designed in accordance with the Michigan Benchmarks and Standards. Our curriculum provides students with the knowledge, skills, fitness and attitudes necessary to lead a healthy lifestyle. Below you will find a brief overview of what your child will be exposed to during their K-5 career.

- Demonstrate appropriate form of walking, running, horizontal jumping, vertical jumping, skipping, hopping, galloping, sliding and leaping
- Demonstrate appropriate form of underhand throwing, overhand throwing, catching, hand dribbling, foot dribbling, kicking, and striking (batting)
- Demonstrate the ability to bend, stretch, rock, roll, curl, twist, turn, push, pull, swing, sway and land
- Demonstrate selected fundamental rhythmical skills, i.e., clapping while walking
- Demonstrate selected combinations of locomotor, object control, non locomotor and body control, and rhythmical skills
- Participate successfully in selected health-enhancing, lifelong physical activities and develop working knowledge of the effects of physical activity on the body
- Develop and maintain healthy levels of cardiorespiratory endurance
- Develop and maintain healthy levels of muscular strength and endurance
- Develop and maintain healthy levels of flexibility of selected joints of the body
- Develop and maintain healthy levels of body compositions
- Apply the concepts of body awareness, time, space, direction and force to movement
- Explain and apply the essential steps in learning motor skills
- Apply appropriate rules and strategies when participating in physical activities
- Describe the effects of activity and inactivity and formulate examples of lifestyle choices that result in the development and maintenance of health-related fitness
- Demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context
- Value physical activity and its contribution to lifelong health and well being

