



What students will learn by the end of

## FIRST GRADE

### **Mission Statement**

The mission of the Roosevelt Public School district is to educate and inspire all students to excel academically\*, to become independent and creative thinkers, skillful communicators and lifelong learners. Roosevelt Public School nurtures and challenges the unique potential of each student so that our children will develop individual, social and civic responsibility as well as respect for themselves, each other, and the environment.

\*to achieve or exceed N.J. CCCS at all grade levels

(For the complete version of the New Jersey Core Curriculum Content Standards, please access: [www.state.nj.us/education](http://www.state.nj.us/education).)

Shari Payson, Interim CSA/Principal

[www.rps1.org](http://www.rps1.org)

Dear Families,

This is a snapshot of all areas of the First Grade Curriculum. This version represents the curriculum for your child's grade in school. Using basic skills and experiences as building blocks, Roosevelt's Curriculum is focused upon what children will learn at each grade level and includes a balanced program of all academic areas. Also included is an integration of the arts, physical education and world language.

This curriculum comes alive in the hands of our dedicated, talented teachers. We are committed to ensuring that our students reach their highest potential through a differentiated curriculum. We are dedicated to accommodating children's diverse needs, the way they learn, their experiences and interests, and to facilitating continuous educational growth.

We know that learning is optimized in a partnership with families, teachers, and schools. Working together, we can use your experiences as a family and our work in the classroom to create a respectful climate of academic success and joy for lifelong learning.

Sincerely,

Shari Payson  
Interim CSA/Principal

# **LANGUAGE ARTS LITERACY**

## **Reading**

The learner will:

- Apply knowledge of sounds, letters, and words to become independent and more fluent readers.
- Read a variety of materials and texts to enhance comprehension.
- Match oral words to printed words.
- Locate and identify the title, author, and illustrator of a book or reading selection.
- Sequence information and make inferences.
- Identify, describe, compare and contrast elements of plot setting and characters.
- Blend or segment the phonemes of most one-syllable words. Sound out and decode words.
- Add, delete, or change sounds to change words.
- Identify all consonant sounds in spoken words.
- Recognize high frequency sight words in and out of context.
- Answer questions correctly that are posed about stories read.
- Begin to read simple fiction and nonfiction text to enhance fluency.
- Use and explain common antonyms and synonyms.
- Draw simple conclusions from information gathered from pictures, print, and people.
- Ask and explore questions related to a topic of interest.

## **Writing**

The learner will:

- Write in clear, concise, organized language that varies in content and form for different audiences and purposes.
- Generate ideas for writing through talking, sharing, and drawing.
- Use a basic writing process to develop writing.
- Continue to use pictures, developmental spelling or conventional text to create writing drafts.

- Utilize a simple checklist to improve writing with teacher support.
- Use simple computer writing applications during some parts of the writing process.
- Write all upper and lowercase letters of the alphabet from memory.
- Use basic punctuation and capitalization.
- Use left-to-right and top-to-bottom directionality and use appropriate spacing between words.
- Create written text for others to read.

## **Speaking**

The learner will:

- Speak in complete sentences.
- Offer personal opinions in discussion and retell personal experiences.
- Role-play situations and dramatize story events.
- Ask and answer various types of questions.
- Recite and retell poems, stories, or rhymes orally (e.g. favorite nursery rhymes).
- Read aloud from developmentally appropriate texts with attention to expression.

## **Listening**

The learner will:

- Listen actively to information from a variety of sources in a variety of situations.
- Listen and respond appropriately to directions and questions.
- Listen to hear initial, final, and eventually middle sounds in words.
- Listen to a spoken word to produce another word that rhymes with it.
- Recall information from listening to stories, poems, television, and film.
- Ask questions for clarification and explanation of stories and ideas heard.
- Respond to print and non-print resources.

## **Viewing**

The learner will:

- View and understand the characters, events and settings in books, film and television. Distinguish between “pretend” and “real” in the media.
- Recognize the work of a favorite illustrator
- Compare and contrast media characters.

## **MATHEMATICS**

### **Number and Numeration**

The learner will:

- Count by 1s, 2s, 5s and 10s past 100 and back by 1s.
- Read, write, classify, sort, identify and model numbers up to 1,000.
- Investigate place value for 10s and 1s.
- Order and compare numbers.
- Calculate the value of coin combinations.
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### **Operations and Computations**

The learner will:

- Write and count tally marks.
- Interpret collected data.
- Play games with spinners and dice to explore the concept of probability.
- Demonstrate the fact families of addition and subtraction up to 10.
- Explore a variety of methods for estimating.

### **Geometry**

The learner will:

- Identify and classify two and three-dimensional figures.
- Recognize and describe patterns.
- Develop vocabulary that describes the relationship between objects in space, such as, over, above, inside, outside.
- Compare and contrast attributes of shapes.

## **Measurement and Reference Frames**

The learner will:

- Tell time to the nearest half hour.
- Measure objects to the nearest inch and centimeter.
- Identify liquid and solid measurement as well as describing temperature.

## **Patterns, Functions, and Algebra**

The learner will:

- Find the missing addends.
- Recognize change over time in everyday life, such as temperature.

# **SCIENCE**

## **Scientific Process**

The learner will:

- Raise questions and hypotheses about the world around them.
- Observe, interpret and share ideas about data.

## **Plants and Birds**

The learner will:

- Identify the needs of living things.
- Recognize different types of plants and animals.
- Understand that animal and human babies resemble their parents.
- Examine the structure and behavior of plants and animals.

## **Water, Liquids, Solids**

The learner will:

- Describe what water is used for.
- Identify the difference between liquids and solids.
- Describe the water cycle.
- Describe properties of liquids and solids.
- Identify what water is and where it can be found.
- Explain that water can change form.

## **Weather**

The learner will:

- Describe the weather outside and explain how weather affects our lives.
- Identify seasonal changes.
- Observe and record their environment.

## **Magnets**

The learner will:

- Describe and identify objects that are attracted to a magnet.
- Observe the way in which magnets exert a force on some objects at a distance.
- Identify the 2 poles of a magnet.

# **SOCIAL STUDIES**

## **Social Studies Skills**

The learner will:

- Explain the interdependence of people in their families.
- Recognize that their homes can be represented by symbols on a map.
- Describe how their families meet their economic needs and wants.
- Learn to live as responsible citizens.
- Observe how people express themselves as social beings through art, music, and literature.
- Compare and contrast the life of Pilgrim families with their own present day lives, exploring language customs, art, music, literature, and citizenship.
- Discuss that while outward appearances suggest great differences, our basic needs are the same.
- Explain how to be a good citizen.

## **Geography**

The learner will:

- Explain the location of home and school.
- Identify types of transportation used to move goods, services and people.
- Identify types of communication.