

# USD 503 FIRST GRADE GOALS



By the time your child has completed first grade, the things he or she will be expected to know and be able to do are:

## READING

Identify sounds and names of both upper and lower case letters.

Identify and distinguish between letters, words, and sentences.

Demonstrate *phonological awareness* skills:

- identify and manipulate onsets/rimes (m-an, f-an).

Demonstrate *phonemic awareness* skills:

- isolate, identify, and sort sounds in words
- pull sounds apart in words (segmenting)
- put sounds together to form words (blending)
- remove, add, and substitute sounds in words.

Demonstrate *phonics* skills when reading unknown words:

- consonant-vowel patterns
- blends and digraphs
- word families.

Demonstrate an understanding of *concepts of print*:

- front-to-back of a book
- top-to-bottom and left-to-right of a page
- capitalization.

Use punctuation while reading.

Read expressively with familiar text.

Use knowledge of sentence structure and word-recognition skills to read fluently.

Recognize sight words automatically.

Use picture clues and context clues to determine meaning of unknown words.

Identify synonyms and antonyms.

Use knowledge of word structure to determine meaning of unknown words:

- compound words
- contractions
- endings.

Locate and discuss title, author, illustrator, and illustrations.

Participate in discussions about a variety of texts after listening to or reading independently:

- narrative (fiction)
- expository (non-fiction)
- technical (directions).

Use pictures, content, and prior knowledge to make predictions and draw conclusions.

Answer questions before, during, and after listening to or reading a text.

Develop awareness of text structures of sequence, problem-solution, and comparison-contrast.

Sequence events into basic story structure of beginning, middle, and end.

Compare and contrast information between texts.

Identify topics and main ideas.

Identify and discuss characters in literature.

Identify and describe setting.

Follow events in a plot.

Listen to or read text to connect personal experiences and ideas with those of other cultures in literature.

## WRITING

Write narrative and expository text.

Choose an idea about which to write.

Begin to orally communicate and/or write using experiences.

Use details in pictures and words to develop a story or informational writing.

Understand the difference between copying and using ones own words.

Participate in shared writing activities.

Write several complete sentences about one idea.

Write sentences with ideas presented in sequential order.

Express feelings through pictures and words.

Explore the use of new words to make writing more interesting.

Identify and use nouns and verbs in writing.

Use correct subject/verb agreement.

Use correct spacing between words.

Capitalize the beginning of a sentence and use correct ending punctuation.

Spell most words like they sound.

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## MATH

Demonstrate the following skills with whole numbers 0 through 100:

- know, explain, and represent with concrete objects
- compare and order with concrete objects
- read and write in numerical form
- represent with place value models
- count subsets of numbers forwards and backwards
- identify the place value of digits
- use the order property of addition ( $3+2 = 2+3$ )
- use the zero property of addition ( $4+0=4$ )
- estimate quantities
- describe and compare whole numbers using equal to, less than, or greater than
- plot on a number line
- describe a given whole number as coming before or after on a number line
- use a number line to model counting and addition.

Recognize a whole, a half, and a fourth using concrete objects.

Identify and use ordinal numbers first through tenth.

Identify and state the value of coins (penny, nickel, dime, quarter) and currency (\$1, \$5, \$10) using models.

Recognize and count like groups of coins.

Write whole numbers 0 through 10 in words.

Identify whole numbers 0 through 30 as even or odd.

State and use basic addition facts with sums from 0 through 10 and corresponding subtraction facts.

Skip count by 2's, 5's, and 10's through 50.

Show that addition and subtraction are inverse operations using concrete objects.

Use repeated addition to find a sum with concrete objects, with groups of ten or less (multiplication).

Use repeated subtraction to find the number of groups with concrete objects (division).

Add to sums through 99 without regrouping using concrete objects.

Subtract two-digit numbers without regrouping using concrete objects.

Read and write the same addition problem horizontally and vertically.

Use concrete objects and drawings to identify, continue, and generate a variety of types of patterns such as:

- AB (1-2, 1-2...)
- ABC (1-2-3, 1-2-3...)
- AAB (1-1-2, 1-1-2...).

Explain and use symbols to represent unknown numbers from 0 through 20.

Find the unknown sum or difference of basic facts using concrete objects ( $\_ \text{ cubes} = 2 \text{ cubes} + 4 \text{ cubes}$ ).

Know, explain and use models to represent mathematical concepts:

- concrete objects
- pictures
- number lines
- hundred charts
- calendars
- place value models
- fraction models
- input/output tables
- geometric models.

Identify and draw circles, squares, rectangles, triangles, ovals.

Identify cubes, rectangular prisms, cylinders, cones, spheres.

Use whole number estimates for length and width using non-standard units (the width of the desk is about 5 erasers).

Compare two measurements using:

- longer, shorter
- taller, shorter
- heavier, lighter
- hotter, colder.

Select measuring tools for length, weight, volume, and temperature.

Measure length and width using non-standard units.

Read and tell time at the hour and half-hour using analog and digital clocks.

State the number of days in a week and months in a year.

Describe the spatial relationship between two objects (behind, below, beside...).

Recognize whether an outcome is impossible, possible, or certain.

Display and read data in a variety of types of displays:

- graphs using concrete objects
- pictographs
- tally mark tables
- bar graphs
- Venn diagrams.

Collect data.

Identify the lowest (minimum) and highest (maximum) values in a data set.

Sort data by one attribute (color, shape) and determine the most (mode).

Solve real-world problems.

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## SOCIAL STUDIES

- Discuss the need for rules in the family, school, and community.
- Identify shared ideals in American society (truth, freedom, etc.).
- Demonstrate leadership qualities by taking on responsibilities in the classroom and home.
- Identify privileges as benefits, which can be given or taken away.
- Recognize that people can make rules which leaders enforce.
- Understand individuals and families cannot have everything they want, so they have to make choices.
- Understand the concept of exchange and the use of money to purchase goods and services.
- Discuss why people save money in a bank.
- Understand that people have jobs to earn a wage.
- Describe the purposes of maps and globes.
- Find Kansas on a wall map.
- Make a map to represent some location important to him/her.
- Locate major geography locations (United States, Canada, Mexico, Atlantic Ocean, Pacific Ocean).
- Create maps of physical and human features of the school.
- Identify ways in which people depend on the physical environment to meet needs and wants (water, food, fuel).
- Describe how the physical environment impacts human choices of clothing, housing, crops, and recreation.
- List ways people can maintain or help the quality of their environment.

- Tell the story of an important person in his/her life.
- Identify the office of the president as the leader of the United States and identify the first president and the current president.
- Describe the needs of a family (food, shelter).
- Describe the different foods produced in Kansas over time (wheat, corn, soybeans, sunflowers, livestock).
- Compare at least two types of shelter used by families today.
- Compare types of shelter used by American Indians in Kansas over time.
- Identify types of shelter used by early Kansas families.
- Use a timeline to share the history of a family.
- Recognize the United States flag, Pledge of Allegiance, and bald eagle as important national symbols.
- Recognize the Kansas flag and identify the symbols on it.
- Identify some important United States national holidays.
- Put events in chronological order.
- Use information to provide details to support a main idea in history.
- Ask questions, share information and discuss ideas about the past using resources (maps, photographs, books, and people).

## SCIENCE

(Kindergarten, First and Second Grades)

- Identify, sort, and arrange groups of objects by a variety of properties, one property at a time.
- Collect information.

- Ask and answer questions about objects, organisms, and events in the environment.
- Describe an observation orally or with pictures.
- Discuss that organisms live only in environments in which their needs can be met.
- Observe life cycles of different living things.
- Observe living things in various environments.
- Examine the structures of living things.
- Observe, compare, and sort earth materials.
- Observe and recognize the sun, moon, stars, clouds, birds, airplanes, and other objects in the sky.
- Describe that the sun provides light and warmth.
- Observe and record daily weather changes and identify local weather patterns.
- Discuss weather safety procedures.
- Explore the way things work.
- Use technology to experience science and learn about people in science.
- Engage in personal health care.
- Discuss types and benefits of healthy foods on the food pyramid.
- Discuss the basic human need for safety and how to practice safety at home and school.
- Experience explorations, which provide knowledge of the scientific process.