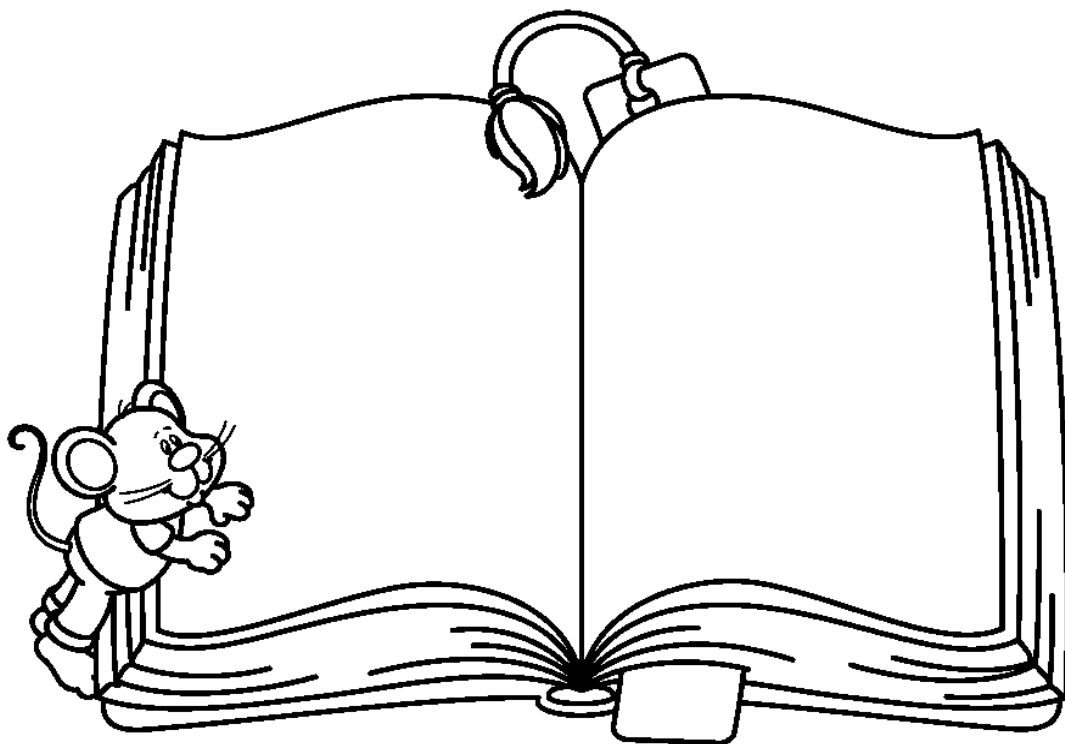


Osakis
First Grade
Curriculum Booklet



Created by
the Osakis First Grade Team
composed of:

Gina Hoffarth, Wendy Moore
& Gina Wagner

Osakis Elementary School

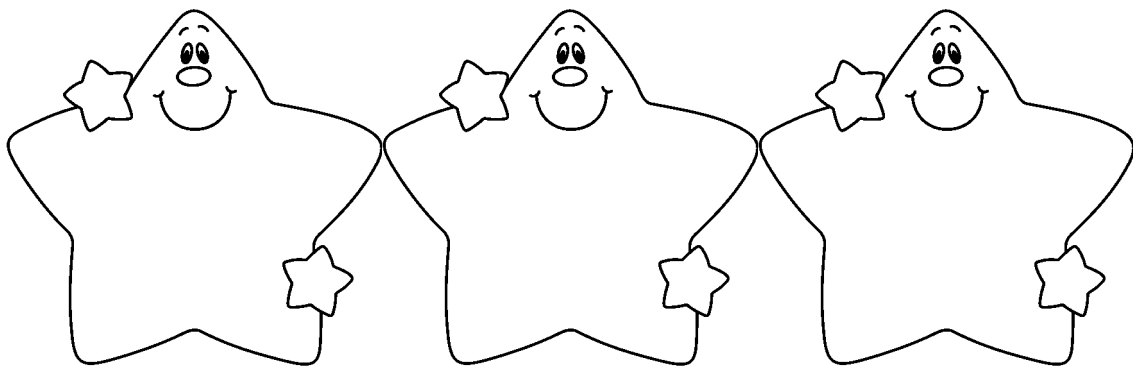
“Outstanding Students Always Keep In Step”

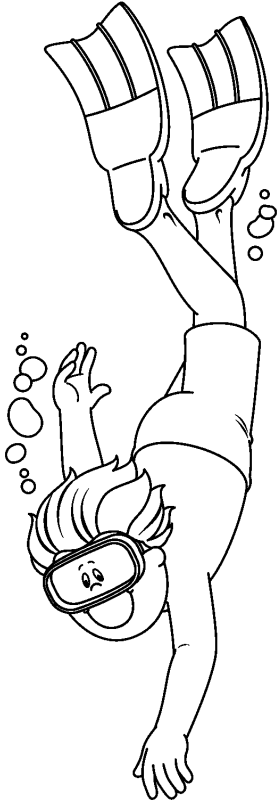
Dear Parents,

We have written a summary for each subject area and have compiled them into this curriculum booklet. We hope that you will find this information interesting and informative.

Sincerely,

Mrs. Hoffarth, Mrs. Moore, Mrs. Wagner
First Grade Teachers

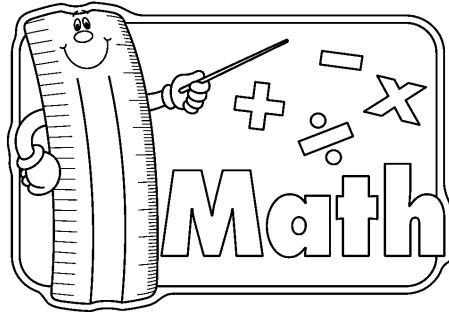




HEALTH

Our First Grade curriculum for Health is called The Great Body Shop. It is a comprehensive health program that will help your child learn more about his or her own body and how to best take care of it.

Children will receive their own pamphlets from The Great Body Shop each month that correspond with our lessons. Each unit contains information to help your child understand his/her own body, the way it works and the best ways to keep it healthy. The students will participate in activities alone or in groups that will reinforce the lessons contained in each unit. The topics included in our curriculum include: fire danger, our body and its systems, feelings, medicines, nutrition, illness prevention, drug/alcohol abuse and safety.



Our First Grade curriculum for Math comes from the McGraw-Hill series Everyday Mathematics. Everyday Mathematics offers children a broad background in mathematics. The approaches used in this program may differ from those you learned as a child.

Throughout Everyday Mathematics, emphasis is placed on:

- *A realistic approach to problem solving in everyday situations.**
- *Frequent and distributed practice of basic skills through on-going program routines and mathematical games.**
- *An instructional approach that revisits topics regularly to ensure full concept development and long-term retention of learning.**
- *Activities that explore a wide variety of mathematical content and offer opportunities for students to apply their skills and understanding to geometry, measurement and algebra.**

First Grade Everyday Mathematics emphasizes the following content strands, skills and concepts:

***Number and Numeration:**

Counting, reading, writing and modeling whole numbers; investigating whole number place value; exploring fractions; using ordinal numbers.

***Operations and Computation:**

Learning addition and subtraction facts and exploring fact families; beginning informal work with properties of numbers and operations; exploring the values of coin combinations.

***Data and Chance:**

Collecting, organizing and displaying data using tally charts, tables, line plots and graphs; exploring concepts of chance.

***Measurement and Reference Frames:**

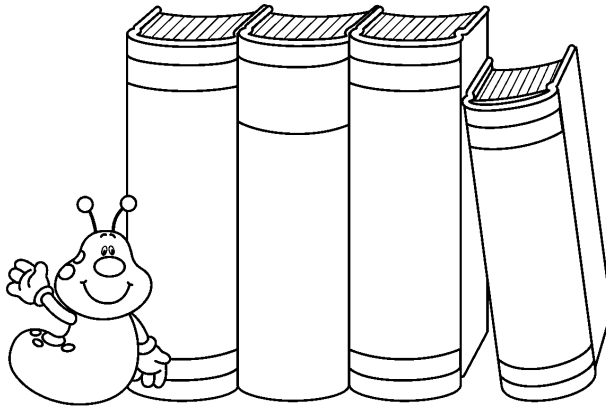
Using tools to measure length and weight; using clocks, calendars, time lines and thermometers.

***Geometry:**

Exploring 2- and 3- dimensional shapes.

***Patterns, Functions and Algebra:**

Exploring attributes, patterns, sequences, relations and functions; finding missing numbers and rules in Frames-and-Arrows and “What’s My Rule?” problems.



Language Arts

Our First Grade Language Arts curriculum is founded on the Macmillan/McGraw-Hill program called Treasures. It is a fully integrated, thematically based reading and language arts program. This program is composed of a wonderful collection of high-quality, authentic children's literature. The literature was created by award-winning authors and illustrators selected to represent not only a variety of genres and styles but also the nature of our society. The Macmillan/McGraw-Hill reading/language arts program has instruction in skills and strategies that will help students develop into fluent, lifelong readers, learners and articulate, effective communicators.

Daily, our students participate in lessons and activities that correspond to four main areas (Oral Language, Word Work, Reading, Language Arts). In each of these key areas, students center their activities/lessons encompassing a specific theme. Listed below are the key areas and brief examples of what an ordinary day for first graders might entail in our Language Arts program.

Oral Language

Oral Vocabulary:

Each week students will be introduced to 2-4 key words. They will be taught the definitions of these specific words, will see them throughout the literature for the week and will be encouraged to use them in their writing. These words often correlate to a Morning Message that begin our lesson each day. This Morning Message (a few sentences on the board) allows us to practice concepts of print, review high-frequency words and introduce the weekly theme. Oral Vocabulary words are often reviewed daily through picture prompts, graphic organizers, response charts or big books that tie into the theme at hand.

Phonemic Awareness:

Phonemic Awareness instruction teaches children to isolate, identify, categorize, blend, segment, delete, add or substitute phonemes. It focuses on the skills of blending and segmenting words. In this portion of the lesson, sounds are taught by listening for them in a “Rhyme and Chime” or through modeling and guided practice with the teacher.

Word Work

Phonics:

Children are taught to manipulate phonemes by using letters. This portion of the lesson is often taught from the overhead machine using letters that are manipulated to segment, blend, isolate or add sounds. Students, daily, focus on a particular sound (example—short a). The sound is practiced multiple times in a variety of ways throughout the week.

Spelling:

Children are given a pretest each Monday. The words for the week are phonetic words and are often in word families.

Children practice these words daily, in context, with a worksheet and they see them in the literature they encounter as well. A posttest is given on Friday to test their retention of these words each week.

High-Frequency Words:

Students will be introduced to a few high-frequency words each week that correlate to each theme. These words appear throughout the literature. Each day students see these words, practice using them in sentences and are encouraged to use them in their writing as well. Each week students are immersed in these high-frequency words with a Decodable Reader book that builds the story using these key words.

Reading

Comprehension:

Students are immersed in high-quality literature daily throughout this program. Each week students are given a particular strategy and skill to work on to enhance their comprehension skills. An example of a strategy that may be focused on could be: Analyzing the structure of a story. An example of a skill may be: Analyzing character and setting of a story. By helping students understand the components of a story, their comprehension skills will increase.

Fluency:

Everyday students are given opportunities to develop word automaticity or fluency in their reading. Fluency is practiced with echo-reading excerpts from their literature, as well as echo-reading the phonetic words of the week on a chart.

Leveled Readers:

A portion of time throughout the week is spent with students in appropriately challenging literature. Students are divided into one of three possible groupings (Approaching, On-Level, Beyond) that immerse students in literature that is appropriate for their reading abilities. Teachers work with students in groups throughout the week on lessons incorporating the appropriately challenging literature.

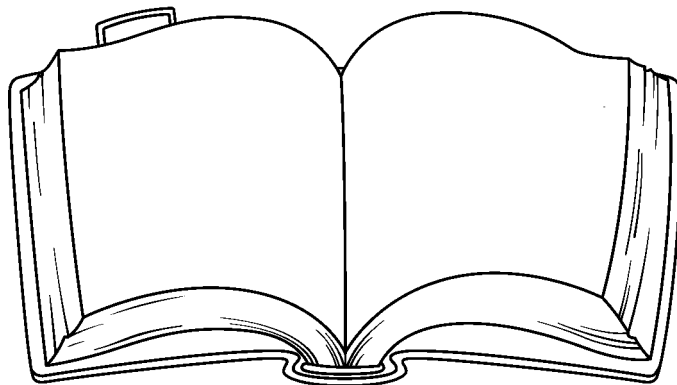
Language Arts

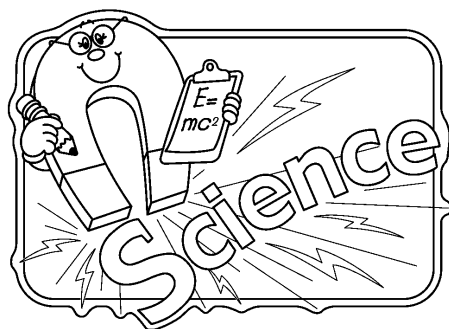
Grammar:

Students daily practice a grammar skill (example- statements/questions) in a large group setting and with a corresponding worksheet. The skills change daily, but continue to cycle back for repetitive practice.

Writing:

Students are given opportunities to respond to our theme or literature daily. Each week they work on a “Prewriting Book” that collects their responses to particular questions or prompts each day from Monday through Wednesday. On Thursday students work on proofreading and correcting their rough draft from the previous day. This polished piece of writing is transferred into their journals. Each Friday, students share their writing with their classmates. This program encourages students to learn about different purposes for writing and how to write to specific audiences. Children will write in a variety of ways throughout the year (examples—personal narrative, how-to, descriptive, etc...).





First grade curriculum guidelines are determined by the Minnesota Science Standards adapted by the Department of Education. Our curriculum comes from the Macmillan/McGraw-Hill series “A Closer Look”. Listed below are the standards that our students are required to learn in First Grade. However, science is all around us. There will be lessons that are not limited to the standards below.

I. HISTORY AND NATURE OF SCIENCE

A. Scientific Inquiry: The student will raise questions about the natural world, make careful observations, and seek answers.

1. The student will observe, describe, measure, compare and contrast common objects, using simple tools including but not limited to ruler, thermometer and balance.

II. PHYSICAL SCIENCE

A. Structure of Matter: The student will understand that objects have physical properties.

1. The student will describe objects in terms of color, size, shape, weight, texture, flexibility and attraction to magnets.

B. Forces of Nature: The student will understand that forces can act at a distance.

1. The student will know that magnets can be used to make something move without direct contact.
2. The student will know that something near the Earth fall to the ground unless something holds them up.

III. EARTH AND SPACE SCIENCE

A. The Water Cycle, Weather and Climate: The student will investigate weather cycles.

1. The student will observe, record and describe characteristics in daily weather and seasonal cycles.

B. The Universe: The student will recognize the changes that occur in the sky in a 24-hour day.

1. The student will observe and describe the changes in the position of the sun and the moon.

IV. LIFE SCIENCE

A. Organisms: The student will observe plant and animal life cycles.

1. The student will observe and describe how plants and animals grow and change.

B. Heredity: The student will understand that there is a variation among individuals of one kind within a population.

1. The student will describe ways in which many plants and animals closely resemble but are not identical to their parents.
2. The student will match adult animals and plants to their offspring.

C. Flow of Matter and Energy: The student will understand that organisms have basic needs.

1. The student will know that animals need air, water and food and that plants require air, water, nutrients and light.

D. Human Organism: The student will know that the human body is made up of parts.

1. The student will observe and describe major parts of the body including, but not limited to, eyes, nose, heart, skin, arms, legs and muscles.

E. Human Organism: The student will learn that some diseases are caused by germs.

1. The student will know that diseases caused by germs can be spread from person to person; the number of germs can be reduced by personal behavior.



Our First Grade curriculum for Social Studies comes from the McGraw-Hill series “Adventures in Time and Place”. Each Unit begins with a Big Book that sets the tone for the upcoming topics to be studied. Listed below are the Units that we will cover throughout the year. Social Studies lessons are also incorporated throughout our curriculum through current events, reading lessons and daily discoveries.

Unit 1: Where We Live

Throughout this unit children will learn about neighborhoods, communities and their place in this nation in relation to the world.

Unit 2: We Belong

Throughout this unit children will learn about different families, relationships and getting along with one another.

Unit 3: People At Work

Throughout this unit children will learn about transportation, different jobs, needs versus wants, goods versus services and various career opportunities.

Unit 4: Our World

Throughout this unit children will learn about geographical differences throughout our nation, as well as caring for and protecting our natural resources.

Unit 5: In Happened in America

Throughout this unit children will learn about various events in American history, reading timelines and important people and places in our countries past.

Unit 6: Americans Celebrate

Throughout this unit children will how to appreciate the diversity of people throughout our country, different holidays and symbols that represent the United States of America.