

Welcome

to 1st Grade



Reading

Our district and building goals for science are aligned with the State Standards for the Department of Education in the state of Arizona.

Our first grade reading curriculum focuses on the five components of reading. These components are:

Component 1: Phonemic Awareness

Component 2: Phonics

Component 3: Fluency

Component 4: Vocabulary

Component 5: Comprehension

The Deer Valley School District implements the **Harcourt Trophies** Reading Series.



Phonemic Awareness:

A phoneme is the smallest unit of sound in a word. Phonemic awareness is the knowledge that words are made up of a combination of individual sounds. Phonemic awareness is more than recognizing sounds. It also includes the ability to hold on to those sounds, blend them successfully into words, and take them apart again.

Phonics:

Phonics is the relationship between a specific letter and its sound, only as it relates to the written word. Phonics is used, for example, when a reader comes across an unknown word. With knowledge of phonics, he can try to read the word by focusing on the specific sound of each letter or combination of letters. Phonics is also used in writing, or encoding text.



Fluency:

Fluency is the ability to read text accurately and smoothly. When fluent readers read aloud, their expression, intonation, and pacing sound natural — much like speaking.

Vocabulary:

When children learn to read, they begin to understand that the words on the page correspond to the words they encounter every day in spoken English. Children increase their vocabulary through both direct and indirect instruction. Children continually learn new words indirectly through listening and speaking to the people around them, being read to by others, and reading on their own. Sometimes children need to be taught new words explicitly, especially when they are crucial to their understanding of a story or concept.



Comprehension:

Text comprehension is the interaction that happens between reader and text. More than merely decoding words on a page, comprehension is the intentional thinking process that occurs as we read — it's what reading is all about! Good readers are purposeful and active. They use a wide variety of strategies, often simultaneously, to create meaning from text.

Math

Our district and building goals for math are aligned with the State Standards for the Department of Education in the state of Arizona.

We have five basic strands, or areas that we cover during the year. They are:

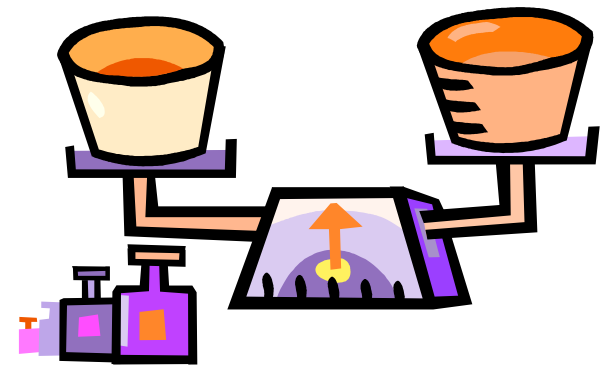
Strand 1: Number Sense and Operations

Strand 2: Data Analysis, Probability, and Discrete Mathematics

Strand 3: Patterns, Algebra, and Functions

Strand 4: Geometry

Strand 5: Structures and Logic



Our New Curriculum:

This year Deer Valley School District has adopted a new math curriculum called **enVision MATH** which is published by Scott Foresman-Addison Wesley.



The enVision MATH will cover twenty (20) topics this year. Each child has a Student Edition workbook that they will be working on in class as well as hands on manipulatives, a daily spiral review, problem of the day, quick check, center activities, practice, and enrichment.

The First Grade Curriculum has three major focal points which are:

Number and Operations and Algebra:

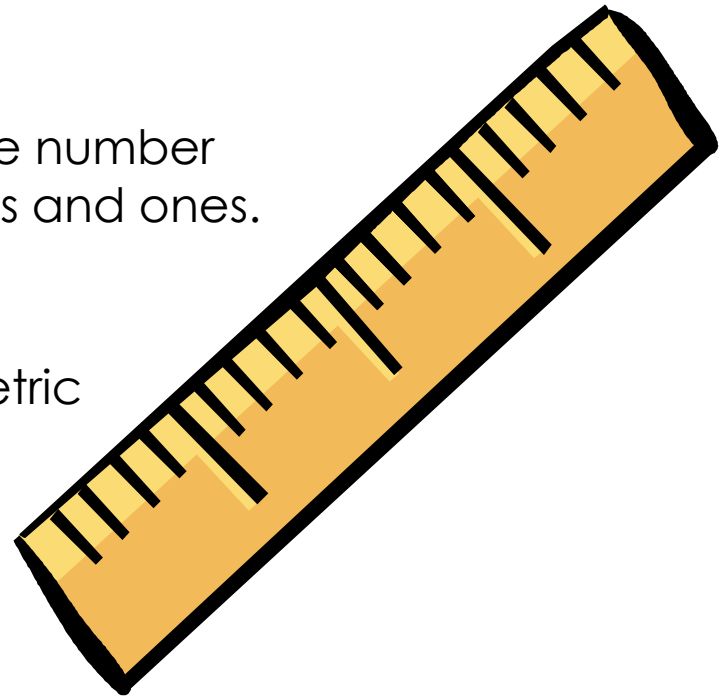
Developing understandings of addition and subtraction and strategies for basic addition facts and related subtraction facts.

Number and Operations:

Developing an understanding of whole number relationships, including grouping in tens and ones.

Geometry:

Composing and decomposing geometric shapes.



At Home Connection[®]

Please look over your child's daily math to see what they are working on in the classroom and reinforce what they are learning in the classroom at home.



Additional Practice[®]

Some other things you can work on at home with your child is writing their numbers from 0 to 100, counting by 5's and 10's, simple single digit addition and subtraction, counting pennies, time to the hour.

Thinking Maps

Circle Map

Defining in Context

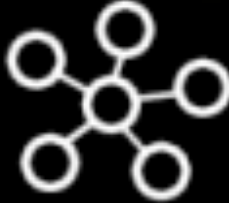


Tree Map

Classifying and Grouping

Bubble Map

Describing with Adjectives



Double Bubble Map

Comparing and Contrasting

Flow Map

Sequencing and Ordering



Multi-Flow Map

Analyzing Causes and Effects

Brace Map

Identifying Part/Whole Relationships



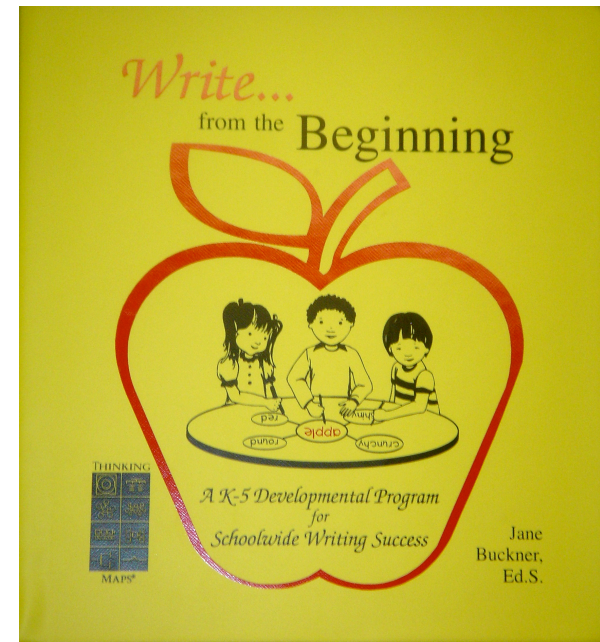
Bridge Map

Seeing Analogies

Write... From the Beginning

- Developmental writing program
- Focus on early training for successful writing
- Shared accountability, school wide writing
- First grade writing standards

The First Grade program includes both narrative and expository writing. Teachers build upon and extend the instruction of the previous grade level by using Improvement Rubrics and Focused Mini-Lessons.

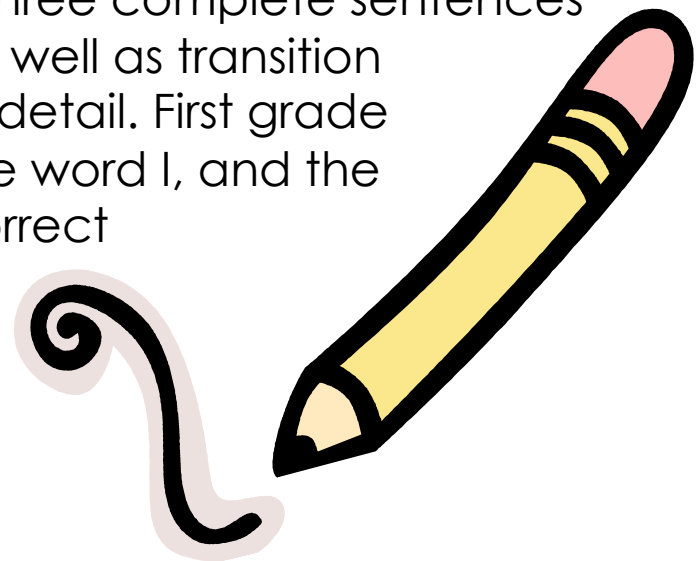


First Grade Narrative Writing:

First grade students will begin to create Thinking Maps to develop and organize ideas for writing.

Mid-year goal, first grade students will be able to write an observational/descriptive piece which includes a minimum of three complete sentences that are focused on a single topic. These sentences should contain some use of descriptive language and detail.

End of the year goal, first grade students will be able to write a Narrative which includes a minimum of three complete sentences depicting a clear sequence of event, as well as transition words, some descriptive language, and detail. First grade students will capitalize proper names, the word I, and the first word in a sentence. They also use correct end punctuation, and correctly spell some high frequency words.



First Grade Expository Writing:

To Inform:

First grade students will begin to create Thinking Maps to develop and organize ideas for writing. They will write at least three factual sentences focused on a single topic relating information they know about an object, animal, place, or event.



To Tell How:

First grade students will write at least four sentences depicting the sequential order of a task or a procedure using transition words such as first, next, then, and last. The students will name the procedure in a title.

To Explain:

First grade students will write at least four sentences relating a personal choice and reasons for that choice. They will use transition words to move the writing logically.

SCIENCE

Our district and building goals for science are aligned with the State Standards for the Department of Education in the state of Arizona.

We have six main strands, or areas that we cover during the year. They are:

Strand 1 : The Inquiry Process

Strand 2: The History and Nature of Science

Strand 3: Science in Personal and Social Perspectives

Strand 4: Life Science

Strand 5: Physical Science

Strand 6: Earth and Space Science



THE INQUIRY PROCESS:

We begin the year laying our foundation for understanding what science is and how we can be scientists. We want our students to think and act like scientists. So we begin by having them use “tools” a scientist might use, like a ruler, thermometer, magnifying glass and a balance scale.



THE HISTORY AND NATURE OF SCIENCE:

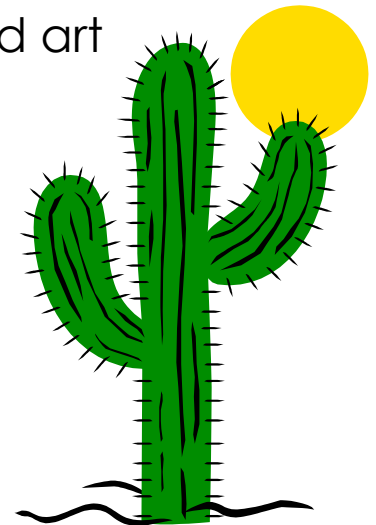
As the year continues we encourage our students to think of ways that real people use science in their every day lives. We try to connect our studies to the work of weather reporters, cooks using thermometers, doctors and nurses, pharmacists, zoo workers, and landscapers.

PERSONAL AND SOCIAL PERSPECTIVES OF SCIENCE:

As we learn about the connection of science to technology, we tie in the way people use computers, radios, cars, stoves and refrigerators. We want the students to make connections to real life situations. Each winter we spend a week discussing robots as a reading unit. We encourage each study to assemble a robot out of cardboard materials and display it at our "Robot" Fair. Families are invited to come see the robots and the related writing and art projects we do in connection with it.

LIFE SCIENCES:

We help our students learn about the plants and animals that live in our local desert environment. We encourage them to compare and contrast the desert, forest, ocean, and underground habitats. We often have articles in our weekly Scholastic News magazine that relate to the life cycle of various animals. In addition we tie our scientific study to our Harcourt reading themes as we study a wide variety of animals and plants. In the spring we have our students do some research on bears and assemble and present a simple report to their classmates.



PHYSICAL SCIENCE:

Our students study about rocks, sand and silt in an investigation unit. Students learn to classify rocks by their shape, color, size, and weight.

EARTH AND SPACE SCIENCE:

We encourage our students to explore rocks, soil and water as basic Earth materials. Students also learn about natural resources and recycling.



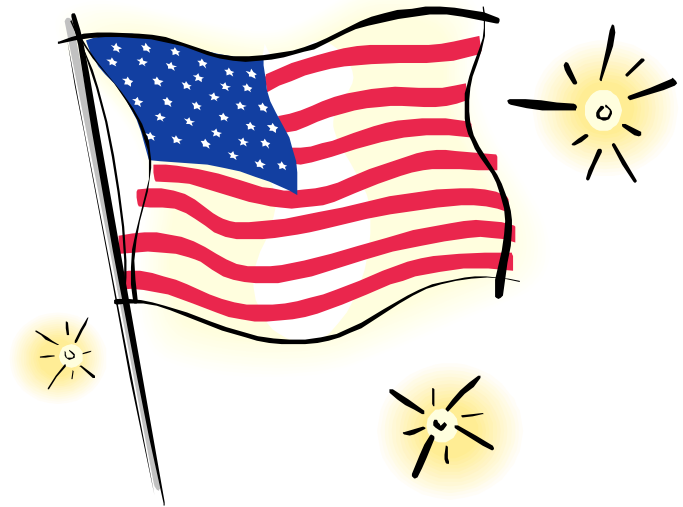
We encourage students to bring sharing items to enhance our scientific studies. This is a great opportunity for parents to help their child learn to do research scientific topics on the internet.

Social Studies

Our district and building goals for social studies are aligned with the State Standards for the Department of Education in the state of Arizona.

We have six basic strands, or areas that we cover during the year. They are:

- Strand 1:** U.S. History
- Strand 2:** World History
- Strand 3:** Historical Skills
- Strand 4:** Geography
- Strand 5:** Economics
- Strand 6:** Government and Citizenship



Government and Citizenship:

We begin the year laying the foundation for our classroom communities by discussing the concepts of rules and laws, and the consequences that occur when rules are not followed. We also learn about key symbols, like our flag, national anthem, the Statue of Liberty and the White House.



U.S. History:

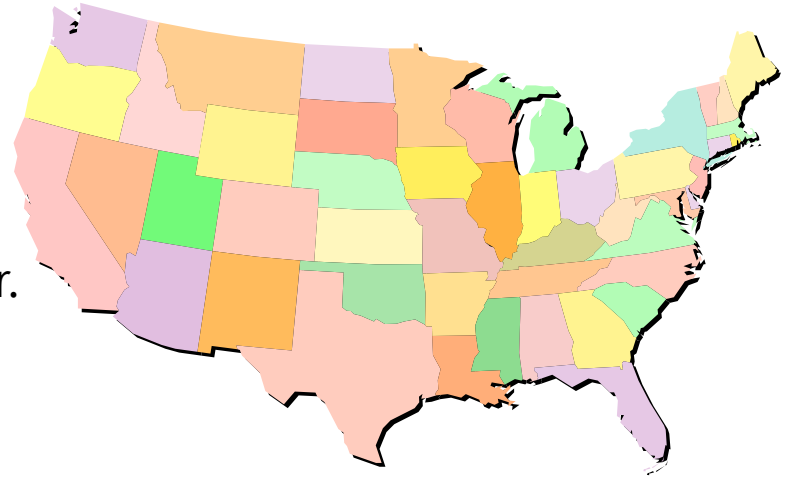
Students learn about how families live today and in earlier times. We discuss life in colonial times and the changes in the ways we travel and talk to one another.

World History:

Students learn about people who have had an impact on our world. We study about Columbus and the Pilgrims and the timeline of their part in our own history.

Historical Skills:

We help our students to learn to put events in chronological order and make timelines. We learn about the days, months, and seasons of the year.



Geography:

We study about maps and globes and learn to recognize mountains, rivers and oceans on a map. We learn about how our address is a frame of reference for where we live.

Economics:

Students are encouraged to identify the difference between the "needs and wants". They learn that money can be used to buy goods and services.

In addition to our Harcourt curriculum, we use the Scholastic News magazine to help support our study of the special people and events that have impacted our country's development.