# What We’ve Learned This Year!!
## First Grade 2019 – 2020

<table>
<thead>
<tr>
<th>Subject</th>
<th>Concepts We’ve Learned</th>
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</table>
| Math    | • count forward orally by ones, twos, fives, and tens to 110.  
• write the numerals 0 to 110 in sequence and out-of-sequence  
• count backward orally by ones when given any number between 1 and 30  
• group objects into tens and ones and write how many objects there are  
• compare two numbers between 0 and 110  
• order three or fewer numbers from least to greatest and greatest to least.  
• Use and understand the words first through tenth  
• represent and name fractions for halves and fourths  
• estimate how many are in a given group  
• create and solve single-step story and picture problems using addition and subtraction within 20.  
• demonstrate fluency with addition and subtraction within 10.  
• determine the value of a collection of like coins (pennies, nickels, or dimes) whose total value is 100 cents or less.  
• tell time to the hour and half-hour, using analog and digital clocks  
• read and interpret a calendar.  
• Use nonstandard units to measure and compare length, weight, and volume.  
• identify, trace, describe, and sort figures (triangles, squares, rectangles, and circles) according to number of sides, vertices, and angles  
• identify and describe representations of circles, squares, rectangles, and triangles in different environment  
• collect, organize, and represent data using graphs  
• read and interpret data displayed tables and graphs using the vocabulary more, less, fewer, greater than, less than, and equal to.  
• identify, describe, extend, create growing and repeating patterns.  
• Understand what the equal sign means |
| Reading | The student will develop oral communication skills.  
• Initiate conversation with peers and adults.  
• Adapt or change oral language to fit the situation.  
• Participate in discussions about various texts and topics.  
• Follow rules for conversation using appropriate voice level in small-group settings.  
• Ask and respond to questions to seek help, get information, or clarify information.  
• Express ideas orally in complete sentences.  
The student will demonstrate growth in oral early literacy skills.  
• Tell and retell stories and events in sequential order.  
• Indicate first, next and last events in a story  
The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness. |
- Create rhyming words.
- Blend sounds to make one-syllable words.
- Segment one-syllable words into individual phonemes. Cat “c-a-t”
- Change phonemes orally to make new words (ice/rice, card/cart, sat/sit)

**The student will apply knowledge of how print is organized and read.**

- Read from left to right and from top to bottom.
- Match spoken words with print.
- Identify letters, words, sentences, and ending punctuation.
- Recognize that a sentence starts with a capital letter and ends with a period, question mark, or exclamation point

**The student will apply phonetic principles to read and spell.**

- Use initial and final consonants to decode and spell one-syllable words.
- Use two-letter consonant blends to decode and spell one-syllable words. (tr, dr, fr, sl, fl, pl, sw,)
- Use consonant digraphs to decode and spell one-syllable words. (sh, th, ch, wh, ck)
- Use short vowel sounds to decode and spell one-syllable words.
- Blend initial, medial, and final sounds to recognize and read words.
- Use word patterns to decode unfamiliar words. (am, at, all, ing, ung, ang, ong, unk, ink, onk, unk)
- **Read and spell commonly used sight words.**
  - Use knowledge that every syllable has a vowel sound to help determine if a word has one or two syllables.

**The student will use semantic clues and syntax for support when reading.**

- Use titles and pictures.
- Use information in the story to read words.
- Use knowledge of sentence structure.
- Reread and self-correct.
- Notice when words or sentences do not make sense in context.

**The student will expand vocabulary and use of word meanings.**

- Discuss meanings of words in context.
- Develop vocabulary by listening to and reading a variety of texts.
- Ask for the meaning of unknown words and make connections to familiar words.
- Use text clues such as words or pictures to discern meanings of unknown words.
- Use singular and plural nouns.
- Use adjectives to describe nouns.

**The student will read and demonstrate comprehension of a variety of fictional texts.**

- Preview the book by looking at the title, cover and illustrations
- Set a purpose for reading.
- Relate previous experiences to what is read/Make a connection
- Make and confirm predictions- before and during reading
- Ask and answer who, what, when, where, why, and how questions about what is read.
- Identify characters, setting, and important events.
- Retell stories and events, using beginning, middle, and end in a sequential order.
- Identify theme/author's message
- Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.

**The student will read and demonstrate comprehension of a variety of nonfiction texts.**

- Preview the book by looking at the title, cover and illustrations
- Set a purpose for reading
- Identify text features such as pictures, headings, charts, and captions.
- Make and confirm predictions.
- Ask and answer who, what, where, when, why, and how questions about what is read.
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<thead>
<tr>
<th>Writing</th>
<th>Social Studies</th>
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<tbody>
<tr>
<td>• Communicate ideas in writing and illustrations</td>
<td>• Good Citizen</td>
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<tr>
<td>• Form letters accurately and neatly</td>
<td>The student will apply the traits of a good citizen by:</td>
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<tr>
<td>• Use spaces between words in sentences</td>
<td>• focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;</td>
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<tr>
<td>• Set a purpose or reason for writing: narrative, descriptive, and opinion</td>
<td>• recognizing the purpose of rules and practicing self-control;</td>
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<tr>
<td>• Generate ideas for writing (fiction/non-fiction)</td>
<td>• working hard in school;</td>
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<td>• Draw a picture to generate ideas for writing</td>
<td>• taking responsibility for one’s own actions;</td>
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<td>• Use a simple graphic organizer to create ideas for writing and to stay on topic</td>
<td>• valuing honesty and truthfulness in oneself and others;</td>
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<td>• Focus on one topic</td>
<td>• participating in classroom decision making through voting.</td>
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<tr>
<td>• Organize writing</td>
<td><strong>Patriotic Symbols</strong></td>
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<td>• Use letters to spell unknown words phonetically</td>
<td>The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by demonstrating respect for the American flag by learning about the Pledge of Allegiance.</td>
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<td>• Write to express an idea or opinion with a reason (I think ……because…..)</td>
<td>• identifying the Virginia flag, state capitol building, state bird, and state flower; and</td>
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<td>• Share writing with others</td>
<td>• describing why people have symbols and traditions.</td>
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<td>• Begin to revise by adding descriptive words (adjectives) when writing about people, places, things, and events</td>
<td><strong>Virginia Government and the People</strong></td>
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<td>• Write in complete sentences</td>
<td>The student will understand that the people of Virginia</td>
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<td>• Use capital letters at the beginning of sentences</td>
<td>• have state and local government officials who are elected by voters;</td>
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<td>• Use punctuation (periods, exclamation marks, question marks in writing) at the end of sentences</td>
<td>• make contributions to their communities; and</td>
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<tr>
<td>• Ask questions to gather information</td>
<td>• include people who have diverse ethnic origins, customs, and traditions and are united as Americans by common principles.</td>
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<td>• Communicate observations and data using simple graphs, pictures, drawings, numbers, speech and/or writing</td>
<td><strong>Economics</strong></td>
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<td>The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.</td>
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• The student will explain that people make choices because they cannot have everything they want.
• The student will recognize that people save money for the future to purchase goods and services.

**Virginia’s History, People and Holidays**

*The student will demonstrate knowledge of Virginia history by describing important events and people in the history of the Commonwealth, including*

- the settlement of Virginia at Jamestown;
- famous Virginians, such as George Washington and Thomas Jefferson, who helped form a new nation; and
- life in Virginia today, including food, clothing, shelter, transportation, and recreation.

*The student will describe the stories of influential people in the history of Virginia and their contributions to our Commonwealth, with emphasis on*

- Powhatan;
- Pocahontas;
- Christopher Newport;
- Maggie L. Walker; and
- Arthur R. Ashe, Jr.

**Science**

- The Sun’s energy and light warms the Earth’s land, air, and water
- The Sun’s position changes in the Earth’s sky throughout the day
- Changes in temperature, light, and precipitation occur over time and affect plants and animals,
- Weather changes within the season’s
- What plants need to grow (nutrients, air, water, light, and a place to grow)
- Parts of plants perform specific functions (stems, roots, leaves, and flowers)
- Plants can be classified based on a variety of characteristics
- What animals need to live (air, food, water, shelter, and space)
- Animals have different physical characteristics that perform specific functions (arms, legs, wings, fins, and tails)
- Animals can be classified based on a variety of characteristics
- Limited natural resources
- Human actions can affect the availability of natural resources
- Conserving natural resources
- demonstrate an understanding of scientific practices
- asking questions and defining problems
- planning and carrying out investigations
- with guidance, conduct investigations to produce data
- interpreting, analyzing, and evaluating data
- constructing and critiquing conclusions and explanations
- make simple conclusions based on data or observations
- recognize unusual or unexpected results