

First Grade

Grade Level Objectives



Milne Grove Elementary School

Education is our connection to the future.

Mrs. Donna Gray, Superintendent

Mrs. Tracy Carlson, Principal

Lockport Elementary School District 91

808 Adams Street

Lockport, Illinois 60441

Phone (815) 838-0737 Fax (815) 834-4339

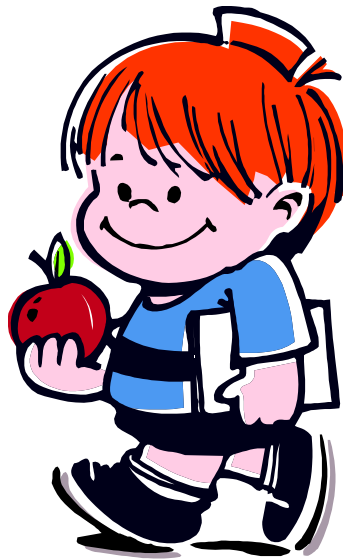
The grade level objectives listed in this brochure represent the course of study for this grade and provide a general focus for the instructional program in your child's grade. The purpose of this grade level brochure is to provide parents with an overview of the content objectives that represent the district's core curricular programs for each grade level. Most students are expected to demonstrate proficiency of these objectives by the end of the school year. We believe that when the school and home form a partnership, our children will have the best opportunity to learn and succeed in school. We encourage parents to familiarize themselves with these objectives. If you have questions about your child's program, please contact your child's teacher or principal for more information.



Mission Statement

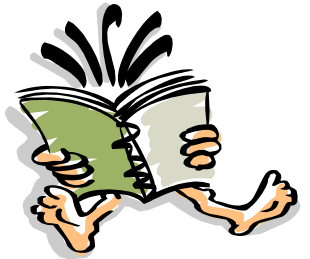
We believe that ALL students can be successful in school. It is the mission of Milne-Kelvin Grove School District 91 to provide a supportive environment for learning in which students acquire knowledge and skills, develop a healthy self-image, demonstrate positive social behaviors, as well as acknowledge and respect ethnic and cultural diversity. We expect students to become life-long learners and productive citizens.

- Create a work of art using patterns.
- Use texture in the drawings.
- Use proportion to show distance.
- Create a three-dimensional piece from paper or cardboard.
- Identify works of art in their everyday world.
- Identify past and futuristic works of art.
- Verbally create a story to tell what the picture is about.
- Recognize what a work of art tells about life in the time that it was created.



Reading/Language Arts

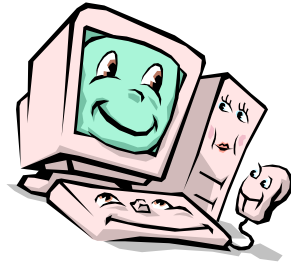
- Identify letter/sound association in middle and final position.
- Identify long and short vowel sounds.
- Place the letters of the alphabet in correct sequence.
- Recognize age appropriate high frequency words.
- Understand the purpose of and correctly use the dictionary.
- Be able to make predictions before and during the reading of a selection based on picture clues, prior knowledge, and/or clues from the reading selection.
- Form judgments based on prior knowledge & information obtained from reading.
- Identify the main idea and supporting details of a selection.
- Verbally summarize a selection identifying setting, characters and sequence.
- Draw conclusions from written or oral information.
- Read age-appropriate material aloud with fluency and accuracy.
- Make comparisons across reading selections.
- Identify how authors and illustrators use characters/setting to express their ideas.
- Identify important themes and topics.
- Obtain and use information from simple tables, maps and charts to form an interpretation.
- Identify the plot within a literary work.
- Identify works of fiction and nonfiction.
- Recognize the terms poetry and prose.
- Verbally respond to a selection.
- Identify the relationship between a literary work and its historical period.
- Identify cultural perspective through literature.
- Relate character, setting and plot to real-life situations.
- Write a sentence capitalizing the first letter of the sentence.
- Use a period or a question mark at the end of a sentence.
- Identify nouns.
- Use descriptive words when writing about people, places, things and events.
- Write a complete sentence.



- Write a descriptive sentence.
- Write a personal narrative.
- Create media compositions or productions that visually convey meaning for a variety of purposes.
- Use correct spelling of familiar words.

Technology

- Review skills taught in Kindergarten.
- Identify parts of the computer:
 - Monitor
 - Keyboard
 - Mouse
 - Hard drive
 - CD Rom
 - Floppy drive
- Distinguish between keyboard keys:
 - Return
 - Space bar
 - Arrows
 - Numbers
 - Letters
- Begin word processing
- Use available software programs to practice :
 - Reading
 - Phonics
 - Science
 - Math
 - Problem solving
 - Literature



Math

- Identify and write numbers to 100.
- Identify the number that is greater or less than, given two numerals 0-99.
- Read, write, compare and order numbers to 100.
- Identify place value to 100.
- Identify ordinal position to sixth.
- Identify even and odd numbers.

Art

- Identify primary colors.
- Identify highlights and shades of colors.
- Identify geometric and free form shapes.
- Recognize types of lines used in a work of art.
- Identify symmetrical balance.
- Discriminate between background, middle-ground and foreground.
- Understand how color effects a picture's mood.
- Talk about possible meaning or mood created by the work.
- Use appropriate vocabulary when discussing techniques, materials and methods of the fine arts.
- Identify and demonstrate paper assemblage in both two-dimensional and three-dimension works of art.
- Identify and demonstrate appropriate procedures for using basic drawing tools (e.g., crayon, pencil, pastels and oil pastels).
- Identify and demonstrate appropriate procedures for using basic painting tools (e.g., watercolor, tempera, brushes and sponge).
- Demonstrate weaving skills both two and three-dimensionally.
- Identify and demonstrate basic printmaking process (stamping, relief and sponge).
- Identify and demonstrate collage processes.
- Use balance in two-dimensional works.
- Use color to show emotions and environments.
- Create a painting using watercolor or tempera paints and brushes.
- Create a work of art using pattern(s).
- Use texture in the drawings.
- Use proportion to show distance.
- Create a three-dimensional piece from paper or cardboard.
- Use balance in two-dimensional works.
- Use color to show emotions and environments.
- Create a painting using watercolor or tempera paints and brushes.
- Verbally create a story to tell what the picture is about.
- Recognize what a work of art tells about life in the time that it was created.



Music



Understand the sensory elements, organizational principles and expressive qualities of the arts.

- Tempo
- Dynamics
- Pitch/register
- Direction
- Duration
- Form
- Tone color or timbre
- Beat

Identify a variety of sounds and sound sources (tone colors):

- Instruments
- Voices
- Environmental or other sounds

Relate symbol systems to musical sounds:

- Icons
- Syllables
- Name
- Kodaly
- Numbers
- Letters
- Sing or play on classroom instruments a variety of music representing diverse cultures and styles.

Identify the distinctive roles of:

- Artist
- Audiences

Identify how the arts contribute to:

- Communication
- Celebrations
- Occupations
- Recreation
- Know how images, sound and movement convey stories about people, places and times.

$$\begin{array}{r} 1 \\ + 1 \\ \hline 2 \end{array}$$

- Count and write by 5's to 100.
- Count and write by 10's to 100.
- Count and write by 25's to 100.
- Count and write by 2's to 20.
- Identify fractions as equal parts.
- Write the sums for addition problems given facts to ten.
- Write the differences for subtraction problems given facts to ten.
- Compute sums for two-digit addition problems without renaming.
- Compute differences for two-digit subtraction problems without renaming.
- Use a variety of strategies for computing and estimating.
- Recognize when an estimate is appropriate.
- Determine the reasonableness of results.
- Compare the number of objects in groups.
- Tell time to the hour.
- State the date, month and year when presented with a current calendar.
- Identify and name penny, nickel, dime and quarter and state the value of each.
- Identify the value of a group of coins consisting of pennies, nickels and dimes.
- Measure units of length in inches.
- Estimate measurements and compare to actual measurements using appropriate instruments.
- Use appropriate tools/instruments for solving problems.
- Understand the concepts of length, capacity, weight, area, volume, time, measurement and angle.
- Write number sentences to solve addition problems with sums to 10.
- Write number sentences to solve subtraction problems with differences to 10.
- Interpret and describe pictorial graphs.
- Use manipulatives and drawings to describe basic arithmetic operations for addition and subtraction without renaming.
- Find the unknown number in whole-number addition and subtraction without renaming.
- Identify circles, squares, rectangles, triangles and ovals.
- Recognize the terms sphere and cube.
- Sort, classify and compare familiar shapes.
- Make and draw congruent shapes and designs
- Create patterns using concrete materials.
- Construct, read and interpret displays of data.
- Collect, organize and describe data (e.g., using pictorial/bar graph, tallies or charts).

Science



- Describe an observed event.
- Develop questions on scientific topics.
- Collect data for investigations using measuring instruments and technologies.
- Record and store data using available technologies.
- Arrange data into logical patterns and describe the patterns.
- Compare observations of individual and group results.
- Identify and describe the components of living things and their major functions.
- Categorize living organisms using a variety of observable features.
- Describe and compare characteristics of living things in relationship to their environments.
- Describe how living things depend on one another for survival.
- Compare large-scale physical properties of matter.
- Identify components and describe diverse features of the Earth's land and atmospheric systems.
- Identify renewable and nonrenewable natural resources.
- Identify and describe characteristics of the sun, Earth and moon as familiar objects in the solar system.
- Identify and simulate daily, seasonal, and annual patterns related to the Earth's rotation and revolution.
- Use basic science safety practices.
- Explain why similar results are expected when procedures are done the same way.
- Explain how knowledge can be gained by careful observation.
- Explain the uses of common scientific instruments.
- Describe contributions men and women have made to science and technology.
- Identify and describe ways that science and technology affect people's everyday lives.
- Demonstrate ways to reduce, reuse, and recycle materials.

Social Studies



- Identify concepts of responsible citizenship (e.g., respect for the law, working with others).
- Explain why key individuals, groups, issues, and events are celebrated with holidays.

- Explain the contributions of individuals and groups who are featured in legends, folklore, and traditions.
- Compare depictions of the environment that are found in myths, legends, folklore, and traditions.
- Describe how the local environment has changed over time.
- Identify the physical characteristics of places, both local and global.
- Identify the characteristics and purposes of geographic representations and be able to locate specific places using maps and globes.
- Identify components of the earth's physical systems.
- Identify changes in geographic characteristics of a local region.
- Describe how individuals interacted within groups to make choices regarding food, clothing and shelter.

Health

- Identify methods of health promotion and illness prevention.
- Identify dangerous situations and safety methods to reduce risks.
- Encourage and support others in making positive health decisions.
- Identify basic parts of body systems and their function.
- Identify healthy actions that influence the functions of the body.
- Benefits of proper nutrition.
- Differentiate between positive and negative behaviors.
- Recognize how choices can affect health.
- Demonstrate basic refusal skills.

Physical Education



- Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills.
- Demonstrate safe movement in physical activities.
- Follow directions and class procedures while participating in physical activities.
- Use identified procedures and safe practices with little or no reinforcement during group physical activities.
- Work independently on tasks for short periods of time.
- Work independently on tasks for short periods of time.
- Work cooperatively with another to accomplish an assigned task.