

## DEAR PARENTS AND CAREGIVERS:

We recognize that you are your child's first and most important teacher and that it is our responsibility to build on your efforts by providing the rich set of learning experiences outlined in this curriculum digest.

Our curriculum follows the hundreds of pages of the Massachusetts Department of Education Curriculum Frameworks. This curriculum digest, therefore, is only a summary, but we believe the summary paints a vivid picture of the abilities and skills your child will develop this year. If you would like additional details about our curriculum expectations, please ask your child's teacher or download copies of the Massachusetts Frameworks from the Department of Education website at: <http://www.doe.mass.edu>.

As we deliver this curriculum we strive to provide all students with the skills and knowledge that they need to be successful in a complex world. We do this by providing an educational environment that is supportive of individual differences and where all people are valued and respected. Finally, we recognize how critical the parents and community members are to achieving this mission.

We look forward to communicating with you while we help your child to have a productive and rewarding year.



Daniel Mayer, Ed.D.

Assistant Superintendent of Curriculum,  
Assessment, and Instruction

## ENGLISH/LANGUAGE ARTS

### Language *Students will:*

- Question, listen, and contribute to class discussions.
- Make oral presentations to classroom peers and outside audiences.
- Acquire new vocabulary and use it correctly in reading, writing, and speaking.
- Demonstrate use of basic grammar skills.

### Reading and Literature *Students will:*

- Decode and recognize words in grade level text.
- Read orally with fluency and expression.
- Identify main ideas and recall important details in stories.
- Make predictions and identify elements of plot, theme, character, and setting as they read.
- Read and comprehend a variety of literature including fiction, nonfiction, and poetry.

### Composition *Students will:*

- Participate in modeled and shared writing.
- Write for different audiences and purposes using a variety of forms and genres.
- Organize ideas in writing with a clear focus, following a sequential order.
- Use knowledge of Standard English conventions when writing.

### Media *Students will:*

- Distinguish between fiction and reality in videos, television, and audio tapes.

### Major Projects/Events

- Morning Meeting
- Reading Logs
- Journal Writing

### Major Resources Used:

- Scott Foresman Reading
- Ann Duclos Library—leveled texts
- Green Meadow Media Center

## MATHEMATICS

### Number Sense and Operations *Students will:*

- Count, name, write (in numerals) whole numbers to 100, identify the place value of the digits, and order numbers.
- Identify/represent common fractions (1/2) as part of wholes and parts of groups. Introduce common fractions 1/3 and 1/4.
- Introduce odd/even numbers and determine whether a set of objects has an odd or even number of elements.
- Identify and combine the value of all U.S. coins (penny, nickel, Dime, quarter).
- Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more), equalizing (how many more are needed to make these equal), and separation (how much remaining).
- Estimate and solve problems involving addition and subtraction of two digit numbers.
- Write number sentences using +, -, and = to represent mathematical relationships in everyday situations.

### Patterns, Relationships, and Algebra *Students will:*

- Identify, reproduce, describe, extend, and create simple rhythmic, shape, size, number, color, and letter repeating patterns.
- Identify different patterns on the hundreds chart.
- Skip count by twos, fives, and tens.
- Construct and solve open sentences that have variables (Ex.  $\_ + 7 = 10$ ).
- Write number sentences using +, -, and = to represent mathematical relationships in everyday situations.

### Geometry *Students will:*

- Describe attributes and parts of 2D and 3D shapes.
- Recognize congruent shapes.
- Identify shapes that have been rotated (turned), reflected (flipped), translated (slid), and enlarged.
- Identify symmetry in two-dimensional shapes.

### Measurement *Students will:*

- Identify parts of the day, days of the week and months of the year.
- Tell time at 1/2 hour intervals on analog and digital clocks.
- Measure and compare common objects using centimeters and inches.
- Select and correctly use the appropriate measurement tools, e.g. ruler, balance scale, and thermometer.

### Data Analysis, Statistics, and Probability *Students will:*

- Use interviews, surveys, and observations to gather data about themselves and their surroundings.
- Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, and pictographs; interpret their representations.
- Draw conclusions and make educated guesses about a situation based on information gained from data.
- Decide which outcomes of experiments are most likely.

### Major Projects

- 100<sup>th</sup> Day

### Major Resources Used

- Scott Foresman Mathematics- [www.mathsurf.com](http://www.mathsurf.com)
- TERC Investigations and Resources
- Mass Department of Education Curriculum Standards

## SCIENCE

### Inquiry *Students will:*

- Ask questions.
- Tell why and what.
- Make predictions.
- Identify and use equipment to gather data.
- Observe and record data.
- Draw conclusions.

### Life Science *Students will explore:*

- Recognize that plants and other animals interact with the environment through their senses of sight, hearing, touch, smell, and taste.
- Recognize that plants and animals have life cycles, and that life cycles vary for different living things.

### Physical Science *Students will:*

- Demonstrate that a magnet and the magnetic force surrounding it work together in a system to affect objects.
- Recognize that magnets vary in size and shape, but that these variables are not always proportional to their strength.

### Earth Science *Students will:*

- Understand that air is a mixture of gases, that it is all around us, and that wind is moving air.
- Recognize that water, rocks, soil, and living organisms are found on the earth's surface.
- Describe the weather changes from day to day and over seasons.

### Technology and Engineering *Students will:*

- Distinguish between natural and human-made materials.
- Identify and describe safe and proper use of classroom tools.
- Identify that materials both natural and human-made have specific characteristics that determine how they will be used.
- Describe how engineering design requires creative thinking and consideration of a variety of ideas to solve practical problems.
- Computer Lab.

### Major Projects/Events

- Magnet Program (Discovery Museum).
- Birds of Prey.
- Planting seeds and/or bulbs.

### Resources

- Science Resource Center
- Green Meadow Media Center

## HISTORY/SOCIAL STUDIES

### Theme: Individuals, Families, and Communities

#### Topic(s) Outline:

- Now and Long Ago
- Near and Far
- American Leaders
- American and National Symbols
- Events and Holidays
- Folk Tales, Legends, Stories
- Pledge of Allegiance
- Family and Community Traditions and Customs

#### History and Geography *Students will:*

- Use words and phrases related to time correctly(now, in the past, in the future) and recognize the existence of changing historical periods (other times, other places).
- Place events in students' own lives in chronological order.
- Use a map as a representation of a space, such as the classroom, the school, the neighborhood, town, city, state, country, world.
- Identify cardinal directions (north, south, east, west) and apply them to maps, locations in the classroom, school playground.

#### Civics and Government *Students will:*

- Give examples that show the meaning of politeness, achievement, courage, honesty, and reliability.

#### Economics *Students will:*

- Give examples of products (goods) that people buy and use.
- Give examples of services that people do for each other.
- Give examples of the choices that people have to make about the goods and services they buy.

#### Major Projects/Events

- Morning Meeting, Responsive Classroom.

#### Resources

- Weekly Reader, Green Meadow Media Center, Maps, Scott Foresman Reading, classroom trade books, Harcourt Horizons, Time for Kids Readers.

## WELLNESS

#### Physical Education *Students will:*

- Catch and manipulate objects at different levels.
- Perform a variety of stationary and moving activities with balance.
- Identify body parts used in fundamental motor skills, e.g., arm for throwing and leg for kicking.
- Identify, perform and combine different pathways of movement.
- Applies rules, procedures, and safe practices with teacher reinforcement.
- Work cooperatively and stay on task in small group station activities.

#### Health *Students will:*

- Identify activities that contribute to a healthy heart.
- Identify food groups within the food pyramid and their contributions to a healthy body.
- Demonstrate understanding that the heart is a muscle that gets stronger with exercise.

## MUSIC

#### *Students will:*

- Use beat, simple rhythms, meter 2,3,4.
- Emphasize singing skills—intonation, rhythmic accuracy, diction, and posture.
- Sing alone when possible and in small or whole groups.
- Recognize four instrument groups—brass, woodwind, string, and percussion.
- Play and distinguish beat and rhythm using classroom instruments.
- Build repertoire of songs connected to varied cultures, holidays, patriotism, folk, pop, and classical sources.
- Emphasize singing with appropriate tone and expression.
- Move to music and learn simple folk dance.
- Use dramatic play with singing connected to cultural themes.
- Learn about Native American Music and instruments, cross cultural songs, traditions and instruments; unit on the Nutcracker ballet, Tchaikovsky, instruments of the orchestra and sound production; (subjects to change depending on school-wide theme). Participate in cultural programs and performances at morning meeting.

## ART

#### *Students will:*

- Use vocabulary related to materials and techniques.
- Learn proper use of art materials and tools.
- Study Art History—individual artists and historical/cultural styles.
- Use color to convey mood and time of day.
- Use texture in painting.
- Identify organic shapes in nature.
- Learn Pinch and Pull techniques in clay.
- Use watercolor techniques.
- Identify warm colors and cool colors.
- Identify visual arts in children's literature.

#### Major Projects

- Writing poetry about paintings.

## LIBRARY/MEDIA

#### *Students will learn:*

- Areas of the library: Story Corner, Everybody, Fiction, and Nonfiction sections.
  - Book selection using special spine labels.
  - Alphabetical order to locate fiction materials.
  - Concept behind organization of nonfiction materials.
  - Visual and auditory skills re: storytelling.
  - Verbal response to and retelling of stories.
  - Concepts of title, author, illustrator, title page, dedication.
  - Concepts of character: major and minor.
  - Literature genres.
- #### Major Projects/Events
- Author/illustrator/storyteller visit
  - Poetry Break and Poem in Your Pocket Week
  - Young Author's Corner – collaboration between GMLMC and WAVM

## HOME/SCHOOL CONNECTION

Learning is a continuous process that involves the home as well as the school. Children need to see a relationship between the classroom learning experience and their lives out of school.

It is important for students to develop sound study habits at an early age. Children benefit greatly from the knowledge that parents are interested in and supportive of their education. The following are general guidelines for parental involvement in children's education:

#### Keep informed of your child's progress by:

- Taking time each day to talk with your child about school.
- Communicating with teachers regularly.
- Scheduling classroom visits.
- Volunteering time at school or at home.
- Attending parent conferences, Open House, and other school activities.

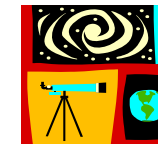
#### Help your child develop good study habits by:

- Establishing a regular routine for completion of homework.
- Providing a quiet time and place for study.
- Assisting your child with the completion and correction of homework, while ensuring the final product is reflective of the child's understanding of the assignment.
- Maintaining a positive manner about your child's school.

#### Develop attitudes that encourage learning by:

- Developing good nutritional, rest, and safety habits.
- Taking educational trips to pursue individual interests.
- Providing books, newspapers, and magazines.
- Encouraging your child to pursue reading and writing for pleasure.
- Using television and computers in educationally appropriate ways.
- Visiting and utilizing the public library.

# Maynard Public Schools



## A CURRICULUM OVERVIEW YOUR CHILD'S YEAR IN FIRST GRADE



Dr. Mark R. Masterson, Superintendent  
Dr. Daniel Mayer, Assistant Superintendent  
Bernadette McLaughlin, Principal, Green Meadow School

