

Cross & Crown School

First Grade

In the first grade, students master beginning decoding and phonic skills. They learn the basic rules of the English language. They begin to spell words. Students develop basic sentence writing abilities and learn to write a paragraph. They learn to predict and preview a story. Vocabulary increases as children are presented with new words in stories and studies.

Study skills increase and so does homework. Daily homework assignments are given and it is the students' responsibility to do them. Listening and directional skills are emphasized parts of speech are introduced and correct letter formation is developed.

Students are taught to think mathematically. Addition and subtraction are taught and mastered using up to 3 addendums. Number lines, time, measurement, sentence problems, money and graphs are covered in a developmentally appropriate form in the class.

Social Studies and Science text book units are followed in first grade. Children read, discuss and develop the text book units of study.

Computer, Music, PE and Faith Development are taught as Enrichment subjects. Art is incorporated into the classroom through projects in subject areas.

Children are encouraged to learn to think for themselves. They respond to questions, to solve problems, to pursue an argument and to weigh alternatives. Christian moral values are taught in all aspects of the curriculum. Character development is an essential part of the program. Traits such as fairness, self control and responsibility are valued. Concepts of good and bad are taught through habit training, moral literacy and Christian values.

The specifics of the first grade curriculum are contained in the rest of this section of the curriculum guide.

First Grade Curriculum

Reading

I. Decoding and phonics skills

A. *Consonant*

1. Initial sound recognition
 - a) Orally review words.
 - b) List words that have that initial sound.
 - c) Children name various words that begin with that letter sound.
 - d) Match picture card to the initial sound.
 - e) Play a riddle game for naming word with the letter sound recognition.

2. Medial sound recognition
 - a) Identify sound in word.
 - b) Name some words with medial sound.
 - c) Orally name words and children identify which medial sound.
 - d) Read words and identify with picture.
 - e) Name three words and child chooses correct one with sound.

3. Final sound recognition
 - a) Review sounds.
 - b) List and name words with that sound.
 - c) Orally name word and children identify what sound.
 - d) Read words and identify with picture.
 - e) Name three words and child choose correct one with sound.

B. *Short and long vowels*

1. Review vowel sounds.
2. List on the board words with that vowel sound.

3. Choose from an oral selection the word with the correct vowel sound.
4. Choose another word from a written selection the word with the same vowel sounds.
5. Identify the word that names the correct picture.

C. *Inflectional endings*

1. Identify action words with “s” and without “s”.
2. Display sentences with correct usage of “s” and without a “s”.
3. Discuss “s” added to an action word about one person.
4. Discuss that “s” is not added to an action word about 2 or more people.
5. Choose correct usage of “s” in sentences in written sentences.
6. Act out sentences using the correct “s” endings.
7. Read sentences with one action word and discuss “s”, “ed”, and “ing” to show that things happened at different times.
8. Act out various sentences to show endings tell different times when something happened.

D. *Plurals*

1. Identify naming words with “s” and “es”.
2. Discuss and list words that name one thing (show a group of one. Children act out).
3. Discuss and list words that name more than one thing. (Show a group of more than one. Children act out).
4. Read sentences and choose correct spelling for one or more than one.

E. *Possessions*

1. Display sentence showing possessive use.
2. Act out ownership of objects.
3. Have child circle apostrophes next to a name - discuss it as a signal for ownership.
4. Read and act out several sentences showing an item being owned.
5. Orally read sentences and have children reword to show possession.
6. Work worksheet with sentences.

II. Comprehension

A. *Recall details*

1. Discuss what details are and the importance of them.
2. Orally read story and then ask questions about story.
3. Have children silently read story. Then have a volunteer read aloud. Ask questions about the story. Then complete written page with questions.

B. *Main idea (title and description)*

1. Discuss what is the main idea (most important idea).
2. Read a short story and discuss what was important. List sentences about story on the board. Have volunteer which is most important.
3. Children read several short stories and select from sentences which is the main idea.
4. Select from three titles which would name important ideas for the story.

C. *Sequence events*

1. Discuss how events happen in a certain order.
2. Have volunteer demonstrate 2-3 actions. Have class name order first, next, and last. Could it happen in a different order?
3. Orally read a story. Have children tell what happened first and what happened last.
4. Children silently read the story and choose correct sentence from list of what happens first. Repeat for last occurrence.
5. Cut pictures of events and have the children put them in the right sequence.

D. Compare and contrast

1. Discuss sameness and differences.
2. Name how children in class are the same and how they are different.
3. Compare photos of two similar things and compare and contrast.
4. Read two stories and discuss how they are the same and different.
5. Discuss two characters in a story on their likenesses and differences.

E. Comprehension Strategies

1. Build background
 - a) Discuss childrens experiences similar to a story before reading a story.
 - b) Discuss childrens feelings about a certain topic before reading story on that topic.
 - c) Look at pictures before reading story to familiarize them with subject.
 - d) Do an activity with class similar to story before reading it.

2. Predict and preview
 - a) Have a volunteer demonstrate action and then have children tell what will happen next. Show pictures of events and have volunteers tell what might happen next.
 - b) Tell part of a story and have children tell what might happen next.
 - c) Read a short story. Then choose a picture that shows what happens next.
 - d) Read a short story. Then children choose correct sentence that tells what happens next.

3. Form Categories
 - a) Show pictures of various similar things. Discuss why they are alike.
 - b) Have a group of items that are similar and one not. Choose and tell why one does not fit.
 - c) Present a group of items that can belong to more than one group. Have children sort and discuss how and why they belong to each group.
 - d) Play “I am thinking of” game and children tell items that would go in it.

III. Vocabulary

A. Instructional

1. Write new vocabulary words on board. Go through each one and explain what it means and sound it out.
2. Have class repeat each word.
3. Read sentences using each word.
4. Have children write each word twice.
5. Children silently read sentences and choose from list the correct word for the sentence.

B. Context Clues

1. Discuss that there are ways to figure out unfamiliar words in a sentence.

2. Show picture cards with the name on it. Discuss what it is. Read sentence with missing word and have children select correct word from context and picture clue.
3. Present sentence on a chart with made up words and a list of various words. Children select the correct word.
4. Independent work with sentences and correct word choice.

C. *Antonyms*

1. Discuss antonyms (opposites) have completely different meanings.
2. Have children act out various opposites.
3. Display word cards of opposites- have volunteers choose two cards of opposites.
4. Play a game of opposites - give one direction and the children do the opposite thing.
5. Read sentences with one word underlined and children choose the opposite word.

D. *Contractions*

1. Explain “what is a contraction”. Show examples of some.
2. Explain what the apostrophe is in a contraction.
3. List some contractions on the board. Have volunteers identify how they are made.
4. List various sets of 2 words (that make up contractions) on the board. Have volunteers identify what contractions can be made.
5. Use worksheets to identify contractions and also word pairs that can be made into contractions.

E. *Compound Words*

1. Explain what makes a compound word.

2. List some compound words on the board. Have volunteers identify the 2 words making the compound word.
3. List some pairs of words (that can be made into compound words). Have volunteers name a compound word.
4. Use worksheets to identify compound words and the 2 words that can make up a compound word.

IV. Study Skills

A. Follow Directions

1. Class discussion about the importance of following directions.
2. Start with oral activity to follow various directions.
3. Have the children draw a picture following directions.
4. Class picks a game. The class will give the information about how to play. List the directions on the board and play the game.
5. Reading assignment to follow directions on written page.

B. Alphabetical Order

1. Review the order of the alphabet.
2. Discuss looking at the first letter for correct place.
3. List three words listed in correct ABC order and discuss it.
4. Children circle first letter of words on a list, then number the words in ABC order.
5. List three words in random order and let a volunteer put them in ABC order.
6. Give three cards with words on them to each child. Have them put them in the correct order.
7. Apply skill on written page and list three words written in correct alphabetical order.

8. Divide Alphabet cards into sections and have the children put them in correct order.

C. *Parts of a Book*

1. Discuss books have different parts.
2. Present a chart with an example of a title page. Discuss different parts. Children use reader's title page and identify correct parts as requested.
3. Present a chart with an example of a table of contents page from a book. Discuss different parts of page. Have children identify correct parts of page as directed.
1. 4. Create a class book from creative writing stories from the class. Have the children suggest names of the book and other information to create a title page and table of contents for the book.
5. Independent work on worksheets to identify parts.
6. Use a story book and have them list parts of book on index cards.

Text book used: The Macmillan Reading Program. Macmillan Publishing Company

Supplements from: Skill Practice
Comprehension Strategy
Challenge Activities
Vocabulary Strategy
Writing Activities

Language and Literature Skills

I. Language

A. *Listening skills*

1. Discuss the importance of listening to the teacher.
2. Read a story and have the children answer questions about the story.
3. Present an activity sheet for each child. Explain that directions are given only once. Read directions to be completed on each page.
4. Pass out worksheet and have the children work the page as directed step by step.

B. *Sentence Structure*

1. Discuss that a complete thought makes a sentence. It makes sense.
2. Read complete sentences and incomplete sentences and have children identify which is which.
3. Distribute word cards to the children and have them put them in order of complete sentences.
4. Have the children complete incomplete sentences with their own endings.

C. *Capitalization*

1. Discuss what words need to be capitalized.
2. Discuss when words need to be capitalized
3. Distribute work pages with words needing to be capitalized. Have the children select and correct words needing capitalization.

D. Punctuation

1. Discuss the three different kinds of sentences and what type of punctuation is needed for each kind. Present with examples of each.
2. Identify that questions have question words as a clue and they need an answer.
3. Children correctly place the punctuation for each kind of sentence on board.
4. Have the children show written work and apply the correct punctuation at the end of the sentence.
5. Discuss that sentences are read differently according to the punctuation. Give oral examples.
6. Have the children read each kind of sentence using the appropriate voice expression.

E. Parts of Speech

1. Discuss nouns (naming words), verbs (action words) and adjectives (describing words).
2. Have children name naming words and point them out.
3. Have children name action words and act them out.
4. Have children name describing words and point them out.
5. Look at a story from the reading series and have the class identify nouns, verbs and adjectives in it.

F. Hand Writing

1. The teacher demonstrates the correct way to form a letter on the board.
2. Each child traces a page with the letter correctly formed on it.
3. Each child writes free form writing the letter correctly.

4. The class will write sentences forming the letters correctly.

Workbooks for Listening Skills:

Listening Skills. Instructional Fair, Inc., Basic Skills Series. All pages.

Whos Listening? Beverly Armstrong. A Learning Works Skills Builder. All pages.

Book Source for Language Skills:

The Macmillan Reading Program. Macmillan Publishing Company.

II. Spelling

- A. Have a pretest to test knowledge of words.*
- B. Present the children with a list of words. Discuss each word for pronunciation and meaning.*
- C. Children fill in worksheets with word spelled and used correctly.*
- D. Children create and write sentences using the words.*

III. Literature

- A. Realism and Fantasy*
 1. Discuss the difference between realism and fantasy.
 2. Read a story that contains both realism and fantasy. Have the children tell what could be real and what could not happen.
 3. Have the class work on sentences deciding which are real and which are fantasy.
- B. Character, Plot and Theme Development*
 1. Discuss what is a character.

2. Read a story and discuss the characters feelings in the story. This will tell them why the character did what he did.
3. Discuss what is a plot.
4. Is there a problem? What happened in the story?
5. Discuss what is a theme.
6. What is the main idea of the story or the most important thing that happened in it?
7. Each student writes a story and discusses the ideas.

C. *Introduction of Literary Form*

1. Discuss different kinds of literature.
2. Read stories, books, and poems that represent each of these forms.
3. Read and act out a play.
4. Let them try to write their own form of each form of literature.

D. *Creative Writing*

1. Discuss that this is their own form of expression in writing.
2. Let them choose what they want to write.
3. Write the story developing character, plot and theme in a rough draft form with complete sentences.
4. Review it together and revise what is needed.
5. Rewrite the final copy and share it with the class.

Textbook: Harcourt Brace Spelling. Harcourt, Brace & Company.

Mathematics

I. Think Mathematically

A. Discuss each new topic and why the information is important in their lives.

B. Visually show how the math is useful.

C. Present pages that show another way of using information.

II. Calculate Mathematically

A. Join and Separate Groups.

1. The children act out joining and separating.
2. The children use manipulatives.
3. The children use pictures.
4. The class discusses vocabulary words such as: sum and difference.

B. Write a number sentence.

1. Discuss math has sentences made up of numbers.
2. Review addition is grouping together.
3. Have the students draw a picture of an addition situation and write the sentence that tells about the picture.
4. The students tell a story using numbers and act it out placing cards in the correct place to form a number sentence.
5. Have the children match the correct number sentence to a picture or a group of things added together.
6. Review the process of subtraction (subtracting is taking away a group from a larger group).

7. The children will draw a picture showing a subtraction situation and write a subtraction sentence.
8. Students act out and put correct number cards in order to show story.

C. *Use a Number Line*

1. Explain what a number line is.
2. Have the children use counter on the number line by moving them to solve addition and subtraction sentences.
3. The teacher will do oral lessons with the class using number lines to solve problems.

D. *Add and Subtract to Twenty*

1. Review addition and subtraction problems with smaller numbers.
2. Use “Add On” method to add larger numbers.
3. Use Count Back method to subtract from larger numbers.
4. Use manipulatives.

E. *Add Three Addends*

1. Use manipulatives to add two groups together, then add on the third group.
2. Write number sentences with three addends. Add the first two numbers and get a sum, then add the third number to get that sum.

F. *Group Tens*

1. Discuss the importance of grouping by tens.
2. Divide a large group of objects into groups of ten. Count how many.

3. Present objects on a worksheet and circle groups of ten. Count how many.
4. Discuss only ten can go into a group.

G. Order Numbers to One Hundred

1. Rote count to one hundred.
2. Fill in missing numbers on a worksheet counting to one hundred.
3. Write all the numbers up to one hundred.

H. Working with Money

1. Show, identify and discuss the coins and bills value of money used today.
2. Use punch out coins to learn values and recognition of each coin.
1. 3. Add various groups to determine value.
4. Play store using play money to purchase items in the store.
5. Group various coins together to equal groups of same value.

I. Understand Time

1. Discuss hour hand and minute hand.
2. Discuss digital and analog clocks.
3. Discuss the numbers on the face of the clock.
4. Learn time on the hour.
5. Learn to tell time on the half hour.

J. Add Two Digit Numbers (without regrouping)

1. Review groups of tens by separating cubes into groups of ten.
2. Start with adding groups of tens worksheets.
3. Work with groups of tens and one and add more ones with the manipulatives. Then answer on a worksheet.
4. Add two digit numbers on worksheets.

K. Subtract Two Digit Numbers (without regrouping)

1. Work with counters to review one digit subtraction.
2. Work with counters (ten sticks) to review subtracting tens.
3. Work with groups of tens and ones and subtract more ones without regrouping, with objects then answer worksheets.
4. Subtract two digit numbers on worksheets.

L. Work with Solid Shapes

1. Use examples of everyday items to identify solid objects: cones, spheres, boxes, cylinders, and cubes.
2. Match everyday shapes to objects in the same shapes.
3. Match solid shapes to flat shapes.
4. Worksheets to color in certain shapes a certain color to identify correctly.
5. Identify which of these solid shapes (listed above) can stack (have flat sides); roll (have curved sides); slide (have flat sides); or a combination of properties.

M. Work with Measurement

1. Estimate and identify objects of equal and different lengths.
2. Use paper clips or any length object to show nonstandard units of measurement.

3. Identify the ruler and the inch measurement; Measure various objects.
4. Identify the centimeter side of a ruler as another method of standard unit measurement.
5. Compare measuring items in inches and centimeters.

N. Work with Fractions

1. Identify equal parts of an item as a fair share.
2. Introduce and identify one- half fraction.
3. Introduce and identify one - third fraction.
1. 4. Introduce and identify one - fourth fraction.
5. Use objects and worksheets to reinforce equal fraction value.

O. Work with Graphs

1. Present various shapes to the class, count how many of each.
2. Discuss how to make a graph and what it represents.
3. Complete graphs together.

Text book: Mathematics Plus Grade One, Harcourt Brace Company.

Handwriting

I. Formation

A. Form letters and numbers correctly.

1. Present each letter and demonstrate the correct way of forming each letter.

2. Have the children write the letters and observe if the formation is correct.
3. Practice writing each letter correctly.
4. Do the same procedures as above with number formation.

II. Neatness

A. *Write Neatly*

1. Make sure work is neat and not messy.
2. Erase completely before rewriting.
3. Form letters and numbers correctly.

Work book: Handwriting, Traditional Manuscript, Instructional Fair , Inc.
Basic Skills Series all pages.

Social Studies

I. Building Skills

A. *Using Calendars*

1. Review names of the months and review order.
2. Review days of the week.
3. Discuss what a chart is and what this kind of chart represents.
4. Students will make a calendar for a particular month and fill in all the parts and discuss the importance of this chart.
5. Have the students make a calendar for their birthday month.

B. *Discuss what is a map.*

1. Show a picture of a map and the students discuss what they see.
2. Identify and discuss the map key as a way to identify what is on the map.
3. Have them locate particular places on the map.
4. Discuss the four major directions on a map and locate places according to directions on the map

Social Studies

II. Unit Topics

A. Families

1. Explain that every person is unique and special.
2. Describe how every person grows and changes over time.
3. Recognize that every family is unique and special.
4. Explain that every family changes over time.
5. Discuss that families have rules.
6. Describe how families work together, cooperate, and share.
7. Recognize that families live both in the United States and in other lands.

B. Needs and Wants

1. Recognize that all people have basic needs for food, clothing, shelter, and affection.
2. Distinguish between needs and wants.
3. Realize that people earn money to pay for their needs and wants.

C. Places We Live

1. Realize that people live and work in neighborhoods.
2. Identify people who live near one another as neighbors.
3. Recognize that every neighborhood is different.
4. Explain that every neighborhood changes over time.
5. Identify school as a place where people go to learn.
6. Name our country as the United States of America.
7. Describe the major types of landforms and bodies of water found in the United States.
8. Define resources as materials from the earth that people use to meet their needs.
9. Recognize that all people on the earth live in a neighborhood and in a country.

D. Our Country's History

1. Define history as the story of our past.
2. Identify American Indians as the first Americans.
3. Name Christopher Columbus as an explorer who reached America.
4. Describe the story of the Thanksgiving feast celebrated by the Pilgrims and Wampanoag.
5. Recognize that our national holidays are a way of remembering our past.

E. Special Americans

1. Recognize that heroes and heroines have had an important role in helping to shape our history.

2. Name some of the major heroes and heroines in America's history.
3. Describe the story of the first American flag.

Science

I. Earth Science

A. *Life Long Ago*

1. Earth and its life forms have changed over time.
2. Dinosaurs differed in size, shape, diet, habitat, and mode of locomotion.
3. Dinosaurs became extinct although fossils that are studied indicate when and where they existed.

B. *Land around Us*

1. Earth's rocks and minerals can be identified by physical properties.
2. Earth's land is also covered by soil and is an important resource.

C. *Earth and Space*

1. The sun provides Earth's heat and light.
2. Earth's rotation causes day and night.
3. People explore space.

II. Life Science

A. *Living Things*

1. The world is made up of living and nonliving things.
2. Plants and animals, including people, are living things.

B. Animals

1. Animals are different in their sizes, body parts, and body coverings.
2. Animals live in different habitats.

C. Plants

1. All plants have certain plant parts.
2. Plants need animals to perform certain functions.
3. Animals use plants in a variety of ways.

III. Physical Science

A. Observations

1. We observe by using our senses.
2. Objects are characterized by their properties.
3. We identify solids, liquids, and gases by observing their physical characteristics

B. Magnets

1. Magnets can pull or attract some metals such as iron.
2. Magnets can push or repel when the ends or poles are alike.
3. Magnets can have different shapes and sizes and are used in many ways because of their ability to attract and repel.

IV. Human Body

A. The Body

1. Body parts are used for movement and for sensing the world around us.
2. People eat healthful food, exercise, rest and practice cleanliness to stay healthy and strong.

B. Staying Safe

1. Each person is special because he/she has different physical characteristics and different interests and abilities.
2. Following safety rules helps to protect our bodies.