



# Rymfire Elementary School

Flagler County School District

## FIRST GRADE

Volume I, Issue I  
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### Raising Student Achievement One Day at a Time

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#### GRADE LEVEL EXPECTATIONS

[A Representative Sample of Expectations by Grade Level](#)

For more detailed grade level expectations see the Florida Department of Education Website

<http://www.firn.edu/doe/menu/sss.htm>

*Expectations are built upon the preceding year's, which act as the foundation for learning.*

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Dear Parents,

The goal of Rymfire Elementary School is to provide a quality education for every student. Our elementary school works toward this goal by making sure that every child has an exciting and meaningful learning experience. We expect all of our students to learn and demonstrate increasingly complex skills as they progress through the grades towards ultimately becoming a responsible and productive member of society.

In an effort to involve you to the greatest extent possible in your child's education, we have compiled an outline of what your child will learn in this grade level. You can impact your child's academic success by becoming familiar with this curriculum and how you can reinforce classroom activities at home. The grade level expectations have been adopted by the state to provide focus and consistency for teachers, parents, and students.

If you have questions regarding curriculum or school programs, please call your child's teacher.

Sincerely,  
Paula St. Francis  
Principal

### Language Arts

#### Reading

- uses prior knowledge, illustrations, and text to make predictions
- uses basic elements of phonetic analysis (hears, segments, substitutes, and blends sounds in words)
- uses sound/symbol relationships as visual cues for decoding
- uses beginning letters and patterns as visual cues for decoding
- uses structural cues to decode words (for example, word order, sentence boundaries)
- uses context clues to construct meaning (for example, illustrations, knowledge of the story and topics)
- selects material to read for pleasure
- reads aloud familiar stories, poems, or passages
- uses simple reference material to obtain information (table of contents, fiction and non-fiction books, picture dictionaries, audio /visual software)
- alphabetizes words according to the initial letter
- uses alphabetical order to locate information
- relates characters and simple events in a story or biography to own life
- reads for information used in performing tasks (for example, directions, graphs, charts, signs, captions)

#### Writing

- writes stories about experiences, people, objects, or events
- contributes ideas during a group writing activity
- Writes questions or makes notes about

#### Special points of interest:

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*"There are perhaps no days of our childhood we lived so fully as those we spent with a favorite book."*

*Marcel Proust*

familiar topics, stories, or new experiences

- writes informal texts (for example, journal entries, reading response)
- writes simple informational text (for example, two-step instructions in sequence, directions, reports)
- uses an organizational structure in writing (including beginning, middle, and ending using supportive details)
- uses end punctuation and capitalizes initial words of sentences, names of people, "I", days of the week, and months of the year
- uses complete sentences in writing
- uses spelling approximations and some conventional spelling
- spells commonly used, phonetically regular words
- writes legibly, using manuscript form
- writes for familiar occasions, audiences

and purposes

**Listening, Viewing, and Speaking**

- uses repetition, rhyme, and rhythm in a variety of activities
- knows different functions of language
- uses basic conversation strategies
- asks questions to seek answers and further explanation of other people's ideas
- listens for specific information in stories
- uses speaking vocabulary to convey a message in conversation
- speaks clearly and uses appropriate volume in a variety of settings

**Language**

- recognizes the differences between less formal language that is used at home and more formal language that is used at school and other public settings

- understands that word choice can shape ideas, feelings and actions (for example, multiple meaning words, figurative language)
- uses repetition, rhyme, and rhythm in oral and written texts
- knows various types of mass media

**Literature**

- knows various broad literary forms
- knows beginning, middle and end of a story
- identifies problem(s) and solution(s) in a story
- relates characters and simple events in a story or biography
- knows rhymes, rhythm, and patterned structures in children's text (for example, poetry, prose)

**Mathematics**

**Number Sense, Concepts, and Operations**

- reads and writes numerals to 100 or more
- knows place value patterns and uses zero as a place holder
- adds and subtracts two-digit without regrouping (sums to 100)
- poses and solves simple number problems by selecting the proper operation
- makes reasonable estimates when comparing larger or smaller quantities

**Measurement**

- measures length, weight, or capacity of an object using standard and nonstandard units
- estimates, measures, and compares dimensions of an object
- selects and uses an appropriate nonstandard unit to measure length, weight, time and capacity

appropriate nonstandard unit to measure length, weight, time and capacity

**Geometry and Spatial Sense**

- knows attributes of two- and three-dimensional figures for example, vertices, edges)
- knows shapes that can be combined to form other shapes (for example, using pattern blocks, six triangles make a hexagon)
- uses concrete materials to demonstrate slides, turns, and reflections

**Algebraic Thinking**

- identifies, describes, and compares patterns using a wide variety of materials and attributes (for example size, color, shape)
- uses one attribute to create a pattern (for example, thick or thin, open or closed)

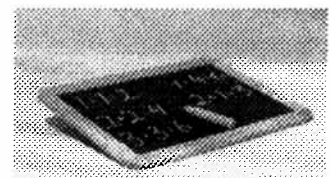
- Solves addition and subtraction sentences where an unknown number is represented by a geometric shape (for example,  $2 + \square = 9$ )

**Data Analysis and Probability**

- uses mathematical language to read and interpret data on a simple concrete graph, pictorial graph, or chart)
- explains if an event is certain, probable, or impossible
- discusses results of games and activities dependent upon chance

**Ideas for Helping Your Child at Home**

- read aloud to your child every day
- set up a home message board
- during vacation time, help your child keep a journal
- give books to your child as gifts



**Ideas for Helping Your Child at Home**

- Ask your child to help you sort change. Use coin wrappers and have your child help you count and roll the coins.
- Teach your child to recognize traffic signals by focusing on their shapes. Example: a yield sign is a triangle, a stop sign is an octagon.
- Use a calendar to help your child figure out how many days until a special event like a birthday or visit to a circus.

## Social Studies

### Time, Continuity, and Change (History)

- knows ways people in different cultures live, work, play, move about, and communicate
- extends and refines understanding that history tells the story of people and events of other times and places

### People, Places, and Environments (Geography)

- Knows the four cardinal directions (north, south, east, west)

## Science

### The Nature of Matter

- knows that objects can be grouped according to their physical characteristics (for example, shape, color, texture, form, size)
- knows the effect of heating and cooling on solids, liquids, and gases
- knows the physical properties of ice, water, and steam
- knows that objects are composed of parts that are too small to be seen without magnification

### Energy

- understands that people need food for energy
- knows nutritional value of various foods (for example, fruit, cereals, dairy, meat)
- Knows that heat from the Sun has varying effects depending on the surface it strikes

### Government and the Citizen (Civics and Government)

- knows some individual rights and responsibilities
- understands some basic civic values (for example, fair play, good sportsmanship, individual responsibility)

### Production, Distribution, and Consumption (Economics)

- understands the basic concept of scarcity
- understands the differences between goods and services

- predicts which materials will allow light to pass through
- Understands that models can be used to observe processes and changes over time

### Force and Motion

- knows that vibrations of objects (for example, strings, drumheads rubber bands) cause sounds
- Understands various ways gravity affects the motion of objects (for example, an object on a ramp, an object that is dropped)

- knows the relative order of speeds of various objects
- Knows that various things move at different speeds when different forces are applied

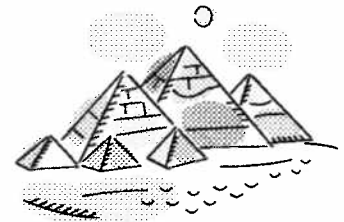
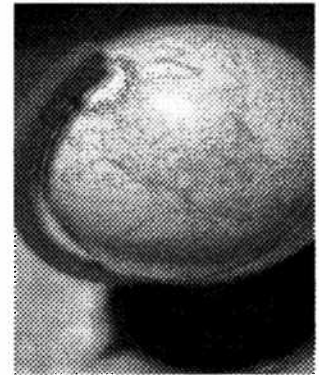
### Earth and Space

- knows that night and day are caused by the rotation of the Earth

- knows how different types of work benefit family and community

#### Ideas for Helping Your Child at Home

- Visit important buildings, statues or monuments in your area. Discover the history of these places and your community.
- Read stories about distant places and discuss how these places may be different/similar to your community.



- knows and differentiates objects seen in the day and night sky (for example, clouds, Sun, stars, Moon, planets)

- understands the cycle of the moon is every 28 days

### Processes that Shape the Earth

- uses graphic organizers to display weather data and show weather patterns
- knows some kinds of organisms that live on or near the surface of the earth in land, water, and air
- extends and refines knowledge that the surface of the Earth is composed of different types of solid materials
- extends and refines knowledge of ways to care for the Earth at home and in school

### Processes of Life

- understands why living things must have food, water, shelter and space to survive

to survive

- knows how to classify things as living and nonliving
- knows that living things grow and change in different ways and in different lengths of time (for example, butter, frog, daisy, pine tree)
- knows plants and animals that live in a particular habitat (for example, black bears in the forest, whales in the ocean, camels in the desert, ducks in the wetlands)
- knows ways organisms change as they grow and mature
- knows that plants and animals have adaptations that help them survive in their environment (camouflage, teeth, spines)
- understands different ways in which living things can be grouped

- knows that plants and animals are similar but not identical to their parents
- knows some ways in which animals and plants are adapted to living in different environments

#### How Living Things Interact with Their Environments

- understands that living things are part of a food chain
- understands why living things must have food, water, shelter, and space to survive
- knows that environments have living and nonliving parts



- knows that plants produce oxygen and food for animals

#### The Nature of Science

- works with others to complete an experiment or to solve a problem
- knows that scientists and technologists use a variety of tools
- uses information gathered to identify patterns in nature and to make predictions

#### Ideas for Helping Your Child at Home

- Send your child on a magnet hunt, searching for magnets being used in a variety of ways throughout the house.
- Have your child plant some seeds. Make sure it has light and water. Observe the soil daily for signs of growth.

## For Parents

Prepared by the FCRR Curriculum and Instruction Team:

Marcia Kosanovich, Ph.D. Carol Robinson, Ph.D. Mary Van Sciver, M.S. Michelle Wahl, M.S.

1. Create a special workspace and schedule daily quiet time for your child to do his/her homework from school. Be sure this is a time you are available to help if needed.
2. Schedule 15 minutes of special time everyday to read to your child. Take turns reading a page at a time. Or, read a sentence and then have your child reread that same sentence until you read the whole book.
3. Plan to go to the school library, public library, or the local bookstore once each week and read a new book together. After each story is read, ask her/him to retell the story to you. Go back to the story to reread sections if he/she needs help retelling the story in sequence.
4. Play the "say the word slowly" game. Say a word at normal rate and then have your child say that same word slowly, one sound at a time. For example, say the word "mat". Then your child will say the word slowly, one sound at a time, "/m/ /a/ /t/." Play this game using five to six short words each day.
5. Take turns thinking of two words that end with the same sound. Examples: mom, some; dog, rug; fun, run; paper, feather.
6. Fold a piece of paper into three parts. Let your child draw a picture of something he/she did in sequence. Then help your child write one sentence under each picture explaining what he/she did first, next and last.
7. Take every opportunity you can to help increase your child's vocabulary. You can do this by pointing to things and asking the child to tell you what they are, or you can stop and explain the meaning of any words in your reading that the child may not understand. The more you talk to your child, the faster their vocabulary will grow.

"If you add a little to a little, and then **do it again, soon that little shall be much.**" —Hesiod

## Suggested Books

The Door Bell Rang—Pat Hutchins

May I Bring a Friend—Beni Montresor

Make Way for Ducklings - Robert McCloskey

The Big Snow - Berta and Elmer Hader

The Little Red Hen - Paul Galdone

Henny Penny - Paul Galdone

Alexander and the Terrible, Horrible, No Good, Very Bad Day - Judith Viorst

If You Give a Mouse a Cookie - Laura Numeroff and Felicia Bond

Tiger, Tiger - Dee Lilegard

Madeline's Rescue - Ludwig Bemelmans

The Tall Book of Mother Goose - Feodor Rojankovsky

The Story About Ping - Marjorie Flack

Dandelion - Dan Freeman

Little Toot- Hardie Gramatky

Nobody Listens To Andrew - Elizabeth Guilfoile

Bedtime For Francis - Russell Hoban

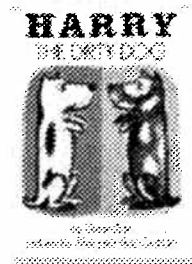
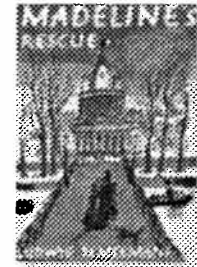
Where the Wild Things Are - Maurice Sendak

Curious George - H.A. Rey

There's A Nightmare In My Closet - Mercer Mayer

Harry, the Dirty Dog - Gene Zion

The Temper Tantrum Book - Edna Preston



*Children are made readers on the laps of their parents. (1994)*

*~ Emilie Buchwald ~*

<http://www.netsmartz.org/>

The NetSmartz Workshop is an interactive, educational safety resource to teach kids and teens how to stay safer on the Internet. NetSmartz combines the newest technologies available and the most current information to create high-impact educational activities that are well received by even the most tech-savvy kids

<http://www.healthykids.org/>

A public/private organization providing quality health insurance to Florida's children.

<http://www.readingrockets.org/home.php>

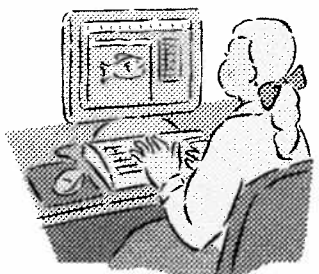
Hundreds of research-based and best-practice articles about reading and video interviews with top children's book authors plus great kids books.

<http://www.rif.org/>

You'll find many resources to help you motivate your children from preschool throughout their school years.

<http://www.icdlbooks.org> International Children's Digital Library

With participants from around the world, this 5-year research project is building an international collection of children's books that reflect both the diversity and quality of children's literature. Currently, the collection includes materials donated from 27 cultures in 15 languages.



*"Children are our most valuable natural resource."*

Herbert Hoover

President, Engineer,

Statesman, and

Humanitarian

1874-1964