

# FIRST GRADE CURRICULUM

A.S. 2021-2022



# MATHEMATICS:

## NUMBERS TO 20

### OVERALL EXPECTATIONS

By the end of first grade, students should:

- immediately recognize quantities to 20 without counting
- read, represent, compare, and order numbers to 20, using dots and number symbols
- use concrete materials to investigate amounts and relationships between numbers
- master mental and written operations involving the addition and subtraction of numbers to 20, developing own strategies

### SPECIFIC EXPECTATIONS

- represent, compare, and order whole numbers to 20
- read and print in words whole numbers to twenty
- compose and decompose numbers up to 20 in a variety of ways
- count forward and backward from a given number within 20
- understand and represent the concept of tens and units
- group and count items by tens and units
- develop mental strategies to solve addition and subtraction operations
- learn how to correctly set out and complete written operations in their notebooks following established guidelines

## SHAPES AND PATTERNS

### OVERALL EXPECTATIONS

By the end of first grade, students should:

- identify common two-dimensional shapes and sort and classify them by their attributes
- compose pictures using common two-dimensional shapes
- identify, describe, extend, and create repeating patterns

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### **SPECIFIC EXPECTATIONS**

- identify and describe common two-dimensional shapes (e.g., circles, triangles, rectangles, squares) and sort and classify them by their attributes (e.g., colour; size; texture; number of sides), using concrete materials and pictorial representations
- locate shapes in the environment
- compose patterns, pictures, and designs, using common two-dimensional shapes
- identify and describe shapes within other shapes
- identify, describe, and extend, through investigation, geometric repeating patterns involving one attribute (e.g., colour, size, shape)
- identify a rule for a repeating pattern
- create a repeating pattern involving one or more attribute(s)

## **NUMBERS TO 100**

### **OVERALL EXPECTATIONS**

**By the end of first grade, students should:**

- read, represent, and order whole numbers to 100
- use concrete materials to investigate amounts and relationships between numbers
- count forward and backward from a given number within 100
- recognize the 'place' of each number up to 100

### **SPECIFIC EXPECTATIONS**

- represent, compare, and order whole numbers to 100, using a variety of tools
- read and print in words whole numbers to one hundred, using meaningful contexts

- group numbers up to 100 in different ways
- understand and represent the concept of tens and units
- group and count items by tens and units

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## **PROBLEM SOLVING**

### **OVERALL EXPECTATIONS**

**By the end of first grade, students should:**

- understand meaning of key words found in word problems
- interpret wording and pictures accurately
- choose an appropriate operation (+ or -) to solve a problem

### **SPECIFIC EXPECTATIONS**

- recognize, investigate, and understand key words in word problems (more, less, each one, except, difference, altogether, etc.)
- draw pictures based on written instructions
- answer written questions based on pictures
- solve a variety of problems involving the addition and subtraction of numbers to 20 using concrete materials and drawings

## **MEASUREMENT & MONEY**

### **OVERALL EXPECTATIONS**

**By the end of first grade, students should:**

- estimate, measure, and describe length and mass using non- standard units of the same size
- compare, describe, and order objects, using attributes measured in non-standard units
- identify and describe Euro coins using coin manipulatives and drawings, and state their value
- represent money amounts to 20¢, through investigation using coin manipulatives and drawings

### **SPECIFIC EXPECTATIONS**

- demonstrate an understanding of the use of non-standard units of the same size (e.g., straws, index cards) for measuring
- estimate, measure, and record lengths, heights, and distances using non- standard units
- construct, using a variety of strategies, tools for measuring lengths, heights, and distances in non-standard units
- estimate, measure, and describe the mass of an object through investigation using non-standard units (e.g., “My journal has the same mass as 13 pencils.”)
- compare two or three objects using measurable attributes (e.g., length, height, width, mass), and describe the objects using relative terms (e.g., taller, longer, shorter, heavier, etc.)
- compare and order objects by their linear measurements, using the same non-standard unit
- match coins with their value
- show different ways to make 5¢, 10¢, and 20¢ with coins
- exchange a coin of a certain value with other coins (10¢ can be changed for ten 1¢ coins)

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## **REPEATED ADDITION & SUBTRACTION**

### **OVERALL EXPECTATIONS**

By the end of first grade, students should:

- investigate the concepts of repeated addition and subtraction

### **SPECIFIC EXPECTATIONS**

- recognizing repeated addition of a given number
- represent and explain, using concrete materials and drawings, the combining of equal groups
- recognize repeated subtraction as taking away the same amount from a given total several times
- represent and explain, using concrete materials and drawings, repeated subtraction as the sharing of a quantity equally

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## **ENGLISH:**

### **SPEAKING AND LISTENING**

### **OVERALL EXPECTATIONS**

**By the end of first grade, students should:**

- begin to express oneself effectively when speaking
- follow oral instructions

### **SPECIFIC EXPECTATIONS**

- speak clearly and choose words carefully
- converse with friends, teachers and other adults
- tell stories, recite, read aloud
- interpret a text by reading aloud with some variety in pace and emphasis

- begin to tell stories and describe incidents from their own experience in an audible voice
- retell stories, ordering events using story language
- experiment with and build new stores of words to communicate in different contexts
- contribute to discussion within a group
- take turns in speaking
- begin to speak confidently to a group to share an experience • ask and answer questions in the correct form, make relevant contributions, offer suggestions
- listen to others and respond appropriately
- listen to and follow instructions accurately, asking for help and clarification if necessary
- listen to a wide variety of sources and express views about how a story or information has been presented
- listen with sustained concentration, building new stores of words in different contexts

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## **GRAMMAR, PUNCTUATION and WRITING**

### **OVERALL EXPECTATIONS**

**By the end of first grade, students should:**

- **identify sentences in a text**
- **compose and write simple sentences using the verbs 'to have', 'to be' and 'to like'**
- **develop a good understanding of the use of proper nouns and pronouns**
- **develop a good understanding of the use of prepositions, nouns and adjectives**
- **know how to make regular noun plurals by adding -s**

## **SPECIFIC EXPECTATIONS**

- identify sentences in a text
- know that a capital letter is used for 'I', for names and for the start of a sentence
- know that the end of a sentence is marked with a full stop • begin to use capital letters and full stops when punctuating simple sentences
- develop an awareness of how punctuation (e.g. full stop, question mark, speech marks) helps to mark out meaning
- write letters, correctly formed and orientated
- write with spaces between words accurately
- develop a comfortable and efficient pencil grip
- spell familiar common words accurately, drawing on sight vocabulary • use knowledge of sounds to write simple regular words, and to attempt other words
- compose and write a simple sentence, with a capital letter and a full stop • know how to make regular noun plurals by adding -s
- write labels, captions, lists, questions and instructions for a purpose • make simple storybooks and information texts, with sentences to caption pictures
- write a sequence of sentences retelling a familiar story or recounting an experience

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- locate information and record answers to questions (e.g. as lists, charts) • independently choose what to write about, plan and follow it through • use key features of narrative in their own writing
- find and use new and interesting words and phrases, including story language
- create short, simple texts on paper and screen that combine words with images (and sounds)
- use the space bar and keyboard to type their name and simple texts

# **PHONICS, SPELLING, AND VOCABULARY**

## **OVERALL EXPECTATIONS**



**By the end of first grade, students should:**

- know the names of letters of the alphabet and alphabetical order
- identify separate sounds (phonemes) within words, which may be represented by more than one letter

### **SPECIFIC EXPECTATIONS**

- hear, read and write initial letter sounds
- use knowledge of sounds to read and write consonant–vowel–consonant words
- know the names of letters of the alphabet and alphabetical order
- use the terms 'consonant' and 'vowel' in talking about letter sounds
- use rhyme and relate this to spelling patterns
- begin to segment sounds into their constituent phonemes in order to spell words correctly
- recognise common word endings such as '-s', '-ed' and '-ing'
- use knowledge of common inflections in spelling, such as plurals
- identify separate sounds (phonemes) within words, which may be represented by more than one letter
- read and spell phonically decodable words
- apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable

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- practise blending phonemes for reading, and segmenting phonemes for spelling
- recognise and use the digraphs 'th', 'ch', 'sh'
- identify initial and final consonant clusters (e.g. bl-, cr-, -nd, st)
- learn common spellings of long vowel phonemes (e.g. 'ee', 'ai', 'oo')
- recognise automatically an increasing number of familiar high frequency words
- spell new words using phonics as the prime approach
- extend vocabulary from reading

## **READING and COMPREHENSION**

### **OVERALL EXPECTATIONS**

**By the end of first grade, students should:**

- read a range of common words on sight
- use knowledge of letter sounds to read simple consonant–vowel–consonant words, and attempt other words;
- read familiar and simple stories and poems, and relate words said and read

### **SPECIFIC EXPECTATIONS**

- read familiar and simple stories and poems, and relate words said and read
  - read a range of common words on sight
  - use knowledge of letter sounds to read simple consonant–vowel– consonant words, and to attempt other words
  - use all the information available to make sense of what is read
  - re-tell stories, with appropriate use of story language
  - visualise and comment on events, characters and ideas, making imaginative links to their own experiences
  - learn and recite simple poems
  - join in and extend rhymes and refrains, playing with language patterns
  - explore the effect of patterns of language and repeated words and phrases
  - attempt reading simple books independently
  - enjoy a range of books, discussing preferences
  - select books for personal reading and give reasons for choices
- Scuola Internazionale Smiling Service **First Grade Curriculum 9**
- identify and discuss characters and dialogue
  - recognise story elements (e.g. beginning, middle and end)
  - recognise the main elements that shape different texts
  - anticipate what happens next in a story showing an understanding of ideas, events and characters
  - distinguish fiction and non-fiction texts and the different purposes for reading them
  - read labels, lists and captions to find information
  - use alphabetic order of initial letters (e.g. to locate names and words for spelling)
  - know the parts of a book (e.g. title page, contents)
  - read and talk about own writing

- take note of full stops in reading aloud

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## **SCIENCE:**

### **ALL ABOUT ME**

#### **OVERALL EXPECTATIONS**

**By the end of first grade, students should:**

- investigate characteristics of parts of the body and explain how those characteristics help humans meet their needs and explore the world around them
- investigate the basic needs of humans
- understand different ways of staying healthy

### **SPECIFIC EXPECTATIONS**

- Recognise, describe and name parts of the body
- identify the location and function of major parts of the human body
- Identify the location and function of the five sensory organs • Experiment with different objects through the senses of sight, touch, hearing, smell, and taste
- Identify what things humans need to live and grow
- Identify personal actions that they can take themselves to help maintain their personal health

## **NEEDS AND CHARACTERISTICS OF LIVING THINGS**

### **OVERALL EXPECTATIONS**

**By the end of first grade, students should:**

- identify the characteristics of living things
- investigate and compare the physical characteristics of a variety of plants and animals

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- investigate and compare basic needs of plants and animals

### **SPECIFIC EXPECTATIONS**

- identify objects as living or non-living things
- group living things according to a given characteristic (plant or animal)
- observe plants and animals and name their parts and functions
- identify 'environment' as the area in which living things exist
- identify what living things provide for other living things

- investigate the physical characteristics of plants and animals and explain how they help the plants/animals meet their basic needs
- describe similarities and differences between living things

## **MATERIALS AND THEIR PROPERTIES**

### **OVERALL EXPECTATIONS**

**By the end of first grade, students should:**

- observe characteristics of various objects using their senses
- understand that objects are made from materials with specific properties
- investigate objects that are built for a specific purpose to see how their design and materials suit that purpose

### **SPECIFIC EXPECTATIONS**

- distinguish between natural and man-made objects and materials
- identify the materials that make up objects and structures
- describe the properties of materials
- work with junk material to realize a new product
- sort objects based on what material they are made of
- carry out investigations to determine the best material for a certain purpose (best material to make a boat, umbrella, etc.)

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## **HISTORY:**

## **DAILY AND SEASONAL CHANGES**

### **OVERALL EXPECTATIONS**

**By the end of first grade, students should:**

- investigate daily and seasonal changes
- understand how daily and seasonal changes affect living things
- recognise that daily and seasonal changes are a cycle

### **SPECIFIC EXPECTATIONS**

- understand the concept of 'cycle' and repetition
- learn the names and order of the days of the week and months of the year
- identify which seasons occur in which months
- describe and compare changes in the four seasons
- describe how humans and animals respond to the changes in the seasons
- assess ways in which the seasons impact our daily activities
- recognize physical changes produced by the passing of time (children bring in baby pictures of themselves, talk about how they have changed, children try to guess whose baby picture is whose)

## **MEASURING TIME**

### **OVERALL EXPECTATIONS**

**By the end of first grade, students should:**

- understand the need for measuring time
- utilize conventional instruments for measuring time and

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- periods of time (clocks, calendars)
- understand daily activities in relation to the time of day in which they occur

### **SPECIFIC EXPECTATIONS**

- compare lengths of time (standard units and lived experiences) •

become familiar with words used to talk about time: year, month, day, hour, minute, etc.

- understand how to read a calendar
- become familiar with vocabulary associated with the parts of a clock (face, hands, hour, minute, second)
- understand how to read and write time shown on analogue and digital clocks to the hour and half-hour
- master terminology 'morning, afternoon, evening, night' and relate them to the relative actions that happen during those parts of the day
- investigate different ways to measure time

## **WHEN DID IT HAPPEN?**

### **OVERALL EXPECTATIONS**

**By the end of first grade, students should:**

- recognise sequence and succession in daily events
- recount personal lived experiences using the appropriate terminology relating to chronology
- place personal events and experiences on a timeline

### **SPECIFIC EXPECTATIONS**

- sequence personal events/daily events/events from a story using time words (first, then, after, next, last)
- understand the concept of 'before' and 'after'
- explore events that happen simultaneously
- use the class timetable to talk about when things happen at school
- recount personal experiences using words related to time
- explain simple instructions using time words to indicate the order of events

## **GEOGRAPHY:**

# WHERE AM I?

## OVERALL EXPECTATIONS

By the end of first grade, students should:

- understand and use the appropriate terminology to indicate relative positions and directions within an established space
- follow and give directions to move about a given space
- show an understanding of different types of homes, spaces within a home, and their functions

## SPECIFIC EXPECTATIONS

- understand and use position words accurately (on, off, over, under, beside, next to, to the left of, to the right of, near, far, etc.)
- understand and use direction words accurately (left, right, up, down, top, bottom, centre, etc.)
- use ordinal numbers to describe the position of items in a line, and the position of a certain item in relation to the start or end of the line (the third from the left, the fourth from the right, etc.)
- Identify the position of objects in a space
- describe the location of one item in relation to another item in the same space (e.g. My desk is in between the smart board and the wall.)
- use conventional terminology to describe movements within a given space
- know their street address and phone number (make and mail a postcard home)
- recognize different types of homes
- name different rooms in the house and describe their function
- realize that different homes contain similar spaces for similar functions (room for cooking, eating, sleeping, washing, etc.)



# OUR SCHOOL AND NEIGHBOURHOOD

## OVERALL EXPECTATIONS

By the end of first grade, students should:

- show an increasing awareness of the layout of the school building, the spaces within the school, and their functions
- develop an increasing awareness of the local community around the school
- demonstrate an understanding of road safety, and how to stay safe in our community

## SPECIFIC EXPECTATIONS

- know and orientate him/herself around the school setting
- know the layout, functions and rules of the different areas of the school setting
- develop spatial awareness of the different 'spaces' within the school
- develop spatial awareness of the local surroundings around the school
- understand and describe the correct place and way to cross the street
- recognize potential hazards and know how to avoid them (avoid playing near the side of the road, don't chase after a ball into the street, wear a helmet when riding a bicycle, etc.)
- show an understanding of the meaning of common road signs and their uses
- identify the rules to follow for a given situation

# GRAPHS AND MAPS

## OVERALL EXPECTATIONS

By the end of first grade, students should:

- use and understand maps as a representation of a physical

**space**

**• read and create simple maps, grids, and graphs • use and understand graphs as a way to represent information**

### **SPECIFIC EXPECTATIONS**

- use terminology to refer to a fixed point on a grid (coordinates) • understand the importance of using reference points to indicate a route
- describe and represent paths and routes carried out on a daily basis (going to the shop, to the park, around school)
- observe a known space using simple maps
- represent a known space by drawing a simple map
- read and interpret information presented in graph form
- understand the need for organizing data in different ways
- create a graph based on a survey performed by the children

