

# Commack Public Schools



## *Curriculum Guide* *for* *First Grade Families*

### **The Commack School District Mission Statement**

*Within the context of a caring community of learners, our primary mission is to provide an exemplary learning experience that will allow each child to acquire the necessary knowledge, skills, attitudes, and values to become a successful, contributing member within our school community and greater society .*

*2019-2020*

## What your child will be taught in First Grade

This guide provides parents and guardians with an overview of the curriculum for first grade and provides a snapshot of the concepts and skills children will be taught in English Language Arts, social studies, mathematics, science, technology, library, art, music, physical education, health, and character education. The curriculum of the Commack Public Schools follows the guidelines set forth by the New York State Department of Education (NYSED) and creates clear expectations for what your child should know and be able to do in these academic areas. Elementary teachers recognize that children develop at different rates socially, emotionally, and academically. Our program is designed to meet the needs of all learners. Knowing what your child is learning strengthens the partnership between you and your child's teachers.

### English Language Arts

*The program is based on the foundation that children learn through rich, meaningful, and developmentally appropriate experiences with print. Our classrooms are rich with literature that provides children with the opportunity to expand listening, speaking, reading, and writing.*

#### Reading

##### *Literature and Informational Text*

- Ask and answer questions about key details
- Retell stories
- Demonstrate an understanding of central message
- Describe characters, setting, major events
- Demonstrate an understanding of genres
- Investigate the meaning of new and unfamiliar words
- Identify reasons an author gives to support points in a text
- Identify basic similarities and differences between two texts
- Begin to use comprehension strategies
- Read for information and pleasure

##### *Print Concepts*

- Understand the basic concepts of print, including directionality, letter, word and sentence

##### *Phonological Awareness*

- Distinguish long and short vowel sounds
- Recognize blends, initial, medial vowel, and final sounds in single syllable words

##### *Phonics and Word Recognition*

- Utilize reading strategies including phonics, patterns, spelling, and picture clues

##### *Fluency*

- Read grade-level text orally with accuracy, purpose, and understanding
- Self-monitor

#### Writing

- Write an opinion piece, informative/explanatory text, and narrative
- With guidance and support children will strengthen their ability to plan, revise, and edit work utilizing the writing process
- Build and present knowledge through writing

##### *Grammar and Usage*

- Common, proper, and possessive nouns
- Singular and plural nouns with matching verbs
- Pronouns, verbs, adjectives, conjunctions, determiners, and prepositions
- When writing, apply capitalization, punctuation, and spelling

##### *Vocabulary*

- Determine the meaning of unknown and multiple meaning words based on grade-level reading and content
- With guidance, demonstrate understanding of figurative language and word meaning



#### Listening/Speaking

- Listen attentively and at appropriate times
- Listen and follow multi-step directions
- Participate in collaborative conversations about grade-level topics
- Ask and answer questions about key details in a text read aloud or other media through discussion
- Ask and answer questions in order to seek help, get information, or to clarify



## Social Studies

### Family

- Understand that families have responsibilities and roles
- Recognize, appreciate, and accept that families have diverse beliefs, customs, religions and traditions
- Recognize that families lived in other places at other times

### Community

- Understand and appreciate the role of community and its members

### Geography

- Learn the basic parts of a map and globe
- Begin to identify places on a map

### Historical Events

- Begin to learn about the different events and people who make up history
- Learn family history



### Economic

- Understand that people work to earn money to purchase goods and services
- Recognize that people make decisions about how to spend money
- Recognize that communities are linked economically
- Begin to develop an awareness of economic terms

### Political

- Understand that children, teachers and staff are all citizens of the school community and have rights and responsibilities
- Participate in decision making
- Understand that citizenship includes knowledge about the American flag, the Pledge of Allegiance and patriotism
- Begin to understand the role of government

## Mathematics

*The program is structured on the principle that children are able to apply and adapt acquired mathematical ideas to new situations when they develop conceptual understanding. Conceptual understanding is understanding the 'why' in mathematics. Allowing children time to progress with concrete materials, followed by visual representations, will develop a strong number sense and a conceptual understanding.*

### Number and Operations in Base Ten

- Extend the counting sequence
- Understand place value
- Use place value understanding and properties of operations to add and subtract

### Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction
- Understand and apply properties of operations and the relationship between addition and subtraction
- Add and subtract within 20
- Work with addition and subtraction equations

### Measurement and Data

- Measure lengths indirectly and by iterating length units
- Represent and interpret data

### Geometry

- Reason with shapes and their attributes



## Science

### Inquiry Skills

- Demonstrate safety in science
- Organize and communicate observations, questions, and conclusions

### Life Science

- Discover that all organisms have external parts that help them survive and grow
- Understand that different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move and find and take in food, air and water
- Discover that adult plants and animals can share young
- Learn that in many kinds of animals, parents and offspring engage in behaviors to help the young survive
- Discover that animals have body parts that capture and convey different information needed for growth/survival

### Physical Science

- Study of matter
- Explore magnets, measurement, and energy

### Earth and Space Sciences

- Explore patterns and cycles in our earth, moon, and sun

## Technology and Computer Education

- Demonstrate knowledge of how computers are used in daily life
- Interact appropriately with the computer
- Learn to use the mouse and become more familiar with the keyboard
- Use the computer to practice academic skills learned
- Identify the parts of the computer including terms: file, font, window, and menu



## Library

- Develop awareness of the parts of a book
- Learn how to use the library
- Participate in story time

## Art

*Art provides children with opportunities to further creative expression and build language. Children will build self esteem through positive art experiences.*

- Use a variety of materials and mediums to enhance motor skills
- Identify primary concepts of color, shape, texture, line and space
- Learn to appreciate the work of famous artists
- Create multidimensional art projects



## Music

*Music also provides children with opportunities for creative expression and movement.*

- Learn that melodies are smooth or jagged
- Explore how rhythm uses repeated patterns and may change speed
- Continue to learn about different types of music and musical instruments
- Learn about famous music and musicians



## Physical Education

*Physical Education provides children with the opportunity to learn the importance of exercise and good sportsmanship.*

- Develop spatial awareness
- Learn about safety, following rules, and playing fairly
- Learn to work cooperatively and take turns
- Develop motor skills such as skipping, running, and galloping, etc.
- Develop skills used n various sports, such as throwing, etc.



## Health and Character Education

*Children will learn to make decisions regarding healthy behaviors.*

- Continue to learn about nutrition, healthy life choices, and the dangers of drug and alcohol abuse
- Continue to learn about safety, first aid, and cleanliness
- Continue to learn to demonstrate the importance of character: courtesy, honesty, attaining pride, responsibility, compassion, accountability, tolerance, endurance, and respect



## Movement in the Arts

*Movement in the Arts provides extra time for children during their school day to positively harness their energy, creates a healthy space to tap into their mindfulness, and aides in the success of their progress both in and out of their learning environment.*

- Develop healthy strategies to promote overall success using physical, musical, and artistic outlets
- Demonstrates cooperative learning while promoting good sportsmanship and positive social behavior
- Establishes confidence while learning the importance of maintaining a healthy lifestyle
- Develops lifelong tools utilizing mindfulness to combat anxiety and stress
- Introduces basic movements, cooperative games, fitness, dance, drumming and yoga
- Develops the student's ability to control their body movements and minds

## **Guidelines for Homework Best Practice: Commack UFSD**

### **First Grade -Specific Guidelines**

*The following Guidelines for Homework Best Practices have been designed by Commack educators. Classroom teachers make important instructional decisions every day. These decisions are based on the specific needs of each child and can result in individualized differentiated homework assignments that may vary from, but continue to reflect, the guidelines as necessary and appropriate.*

### **Homework Defined**

Any assignment, written or otherwise, to be completed outside of the classroom.

### **Purpose and Benefits of Homework**

The purpose of homework is the reinforcement, extension, and/or application of content and skills previously taught in school.

The Commack School District recognizes that homework may provide further benefits to students and their families. These may include the following:

- Providing families with insight regarding each child's learning;
- Developing responsibility and accountability;
- Fostering independent learning;
- Offering opportunities for confidence building; and
- Strengthening executive functioning skills (time management and organization).

### **Important Notes About First Grade Homework**

- As the year progresses, the children grow and mature. They develop more skills and gain stamina. Therefore, it is appropriate that homework may look different in June than it does in September. Homework may change in frequency and complexity.
- Other than specifically-designed, long-term assignments, homework is intended to be completed on a daily basis and reviewed by the teacher in a timely manner.
- Although children all work at different paces, first grade homework is generally intended to add approximately fifteen to twenty minutes of academic reinforcement outside the classroom. This means that on nights when homework is assigned, first graders may spend approximately fifteen to twenty minutes on daily homework assignments. This is inclusive of written assignments, activities, and/or reading. Homework may or may not be assigned every night.
- Parents are strongly encouraged to contact teachers if first graders are consistently spending less than ten minutes or more than twenty minutes on daily homework.

## What Does Homework Look Like for a First Grade Student In Commack?

- Homework reinforces concepts/skills taught in the classroom. Some homework assignments are directly related to current concepts of study and some are designed as review for concepts/skills taught earlier in the year. Homework is developmentally appropriate with clear directions and well-defined expectations. Clear directions should be provided so families can provide support.
- Homework takes a variety of forms and structures. Typical daily assignments for a first grade student in Commack may include, but are not limited to, the following:

### Math

- Math worksheet/workbook page (published or teacher created);
- Math activities with manipulatives (ex. ten frame and cubes, number bond and chips); and
- Math games (ex. card games, board games, dice games).

### English Language Arts (ELA)

- Worksheet (publisher or teacher-created);
- Writing activity (i.e. draw a picture and label it, draw a picture and write a sentence to match);
- Reading (independently, to a friend or sibling, to an adult);
- Listening to an adult or other family member read; and
- Sight word practice (i.e. bingo, memory, word rings, Go Fish, etc.).

### Other Content and/or Skill Areas

- Science and social studies concepts are often reinforced through ELA activities outlined above as well as activities such as the following:
  - “data collection” such as weather watching, interviews of family members, drawing pictures and charts etc.
- Social and emotional learning is often reinforced through ELA activities outlined above as well as activities such as the following:
  - Drawing pictures, games etc.
- Fine motor skills and language development are often reinforced through ELA activities outlined above as well as activities such as the following:
  - Cutting, pasting, drawing, coloring, and games that require students to follow directions etc.

### Long-Term Projects

Long-term projects are defined as an activity assigned and due back at a certain date in the future rather than the next day. Such assignments will likely require additional adult supervision and support. Such assignments should include a clearly stated purpose and expectations for completion.

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