

# Curriculum Guide for First Grade

NORTHBROOK  
**DISTRICT**

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Teaching Learning Caring



Northbrook School District 28  
2016-2017

Larry A. Hewitt, Ed.D. Superintendent of Schools  
Kathy Horvath, Ed.D. Assistant Superintendent  
Stephanie L. Smith, M.A.L.S. Director of Learning  
Rosanne Dwyer, Ed.D. Director of Student Services  
1475 Maple Avenue  
Northbrook IL 60062  
(847) 498-7900 (847) 498-7970 fax

Greenbriar School  
1225 Greenbriar Lane  
Northbrook IL 60062  
(847) 498-7950  
Principal: Ginny Hiltz

Meadowbrook School  
1600 Walters Avenue  
Northbrook IL 60062  
(847) 498-7940  
Principal: Pat Thome

Westmoor School  
2500 Cherry Lane  
Northbrook IL 60062  
(847) 498-7960  
Principal: Mary Sturgill

Northbrook Junior High School  
1475 Maple Avenue  
Northbrook, IL 60062  
(847) 498-7920  
Principal: Scott Meek, Ed.D.

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Dear Parents,

We hope you find this Curriculum Guide helpful! Over the past few years, members of the Northbrook District 28 Curriculum Council have designed these guides for you. The guides will give you an overview of what your child will be learning at a grade level. Hopefully, this overview will assist you when you have conversations about classroom work with your child's teacher and as you reinforce learning concepts at home with your child(ren).

We welcome your feedback as you use these Parent Curriculum Guides throughout this year. Your feedback helps us improve our design. The Northbrook District 28 faculty, assistants, and administrators appreciate your working with us as we work on behalf of all children in this district. We thank you.

Best wishes for a successful school year.

Yours truly,

Northbrook School District 28 Faculty, Staff and Administrators

District 28 Curriculum Guides are available on the district website:  
**[www.northbrook28.net](http://www.northbrook28.net)**

# LITERACY

Literacy skills and knowledge are essential for student success in every area of the curriculum. District 28 has adopted a comprehensive literacy philosophy, which is designed to meet the needs and readiness of individual students. Reading, writing, speaking and listening are integrated within the literacy program.

## By the end of First Grade we expect students to be able to....

### READING

- understand and utilize vocabulary.
- identify and create rhyming words.
- understand alliteration.
- break sentences into words.
- break words into syllables.
- manipulate word families.
- identify the name and sound for each letter.
- decode words using letter sounds, blends, digraphs and word chunks.
- recognize high frequency words.



### Comprehension and Reading Strategies

- making connections using schema.
- clarify meaning when necessary (re-read, read ahead, use visual and context clues, ask questions, re-tell).
- begin to read aloud with fluency, accuracy and understanding.
- begin to summarize and synthesize text.
- sequence story events.
- begin to make inferences and predictions.
- draw conclusions from reading.
- ask questions about text.
- determine important ideas in text.

## Literary Analysis

- identify the elements of a story (main idea, plot setting, characters).
- distinguish between fiction and non-fiction reading material.
- be exposed to various literary genres.

## WRITING

### Parts of Speech

- begin to use nouns, pronouns, verbs, and adjectives in sentences.
- begin to use correct grammar, spelling, punctuation, and sentence structure in writing.

### Writing Skills

- introduce correct use of capital letters.
- write complete sentences using capitals and periods.
- write simple fiction and non-fiction paragraphs.
- introduce editing skills.

### Spelling

- begin to spell words in word families.
- spell first grade high frequency words accurately.



## SPEAKING AND LISTENING

### Communication Skills

- maintain eye contact when speaking and listening.
- participate effectively when in discussions.
- follow verbal directions
- use grammatically appropriate language when speaking to groups and individuals.

# MATHEMATICS

The purpose of mathematics is to provide essential problem-solving tools applicable to a range of scientific disciplines, business practices, and everyday situations. The District 28 mathematics curriculum promotes opportunities for students to develop and apply basic mathematical skills and solve problems confidently using a wide variety of strategies. The program encourages students to become independent thinkers, share responsibility for their own learning, and appreciate the value of working together to solve difficult problems. Instruction fosters skillful reasoning in diverse situations and effective communication of both solutions and methods.

**By the end of First Grade, we expect students to be able to...**

## NUMERICAL CONCEPTS AND OPERATIONS

### Concepts and Computation

- understand place value through tens.
- recognize numerals 0-120.
- count using a variety of strategies.
- develop addition and subtraction concepts.
- solve one and multi-step addition and subtraction problems.
- count on and back by 1,2, 5 and 10.
- develop concept of place value.
- use known facts to estimate answers.
- check if estimation is reasonable.
- explore halves and thirds of a whole.



## ALGEBRA

- identify, create and extend patterns.
- explore number relationships and operations on a 100 chart.
- count up or back to find the unknown quantity of a number sentence.

# MATH cont'd

## Geometry

- compare, identify, and make shapes using pattern blocks.
- construct models using manipulatives.
- describe three dimensional shapes.

## Measurement

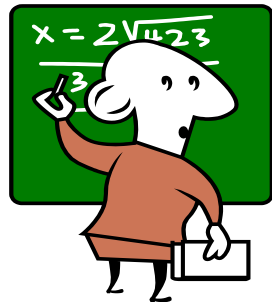
- estimate measurement using a variety of strategies.
- measure length using non-standard units.
- identify days of the week and months of the year using a calendar.
- explore the concept of time to the hour and half hour.

## Data Analysis and Probability

- collect, organize, and analyze data to construct tables and graphs.
- interpret data from data tables.
- interpret bar graphs.
- create, read, represent, and interpret data on a bar graph.
- collect, record, organize, graph, and analyze data.

## 8 MATHEMATICAL PRACTICES

- make sense of problems and persevere in solving them.
- reason abstractly and quantitatively.
- construct viable arguments and critique the reasoning of others.
- model with mathematics.
- use appropriate tools strategically.
- attend to precision.
- look for and make use of structure.
- look for and express regularity in repeated reasoning.



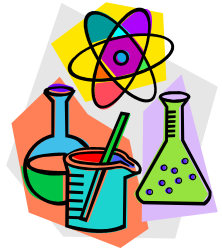
# SCIENCE

The biological, physical and earth sciences are studied in kindergarten through fifth grade. The opportunity to use the scientific method of questioning, experimentation and drawing conclusions is provided throughout the grade levels. A science teacher/consultant provides student instruction on a regular basis in our well-equipped science labs.

**By the end of First Grade, we expect students to be able to...**

## SCIENTIFIC PROCESS

- begin to use the basic steps in the scientific method (e.g., predict, hypothesize, experiment, observe, collect, record, interpret data and draw conclusions).
- learn proper lab procedures and safe handling of lab equipment.



## SPACE SYSTEMS: PATTERNS AND CYCLES

- recognize that the sun, moon, and stars are objects in the sky.
- understand the sun is visible during the day, stars are visible at night, and the moon is visible during the day and night .
- observe that all objects in the sky rise in one part of the sky, travel across the sky during the day and set in the opposite end of the sky at night .
- demonstrate the rotation of the Earth causes all objects to rise in one part of the sky and set in the opposite end of the sky.
- track and record the amount of daylight based on the time of year.
- demonstrate how seasons affect the amount of daylight.
- collect data to understand the phases of the moon.





# SCIENCE cont'd

## WAVES: LIGHT AND SOUND

- plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
- identify different objects that create sound (tuning fork, stretch string, speaker, musical instruments, etc.)
- recognize that light is needed in order to see objects.
- understand how different objects affect the path of light.
- distinguish between objects that create their own light and objects that require external light to be seen.
- utilize tools and materials to construct a device that uses light and sound to communicate.

## PLANTS AND ANIMALS

- compare and contrast features of living and non-living things.
- describe the basic needs of plants, animals and humans.
- identify the basic parts of plants.
- recognize that there is a cause and effect relationship between living things and their environment.



# **SOCIAL STUDIES**

Social Studies for kindergarten through fifth grade focuses on the home, school, community, city of Chicago, state of Illinois, regions of our nation, and the United States. Students learn map skills, geography, and cultural awareness.

**By the end of First Grade, we expect students to be able to...**

## **CITIZENSHIP**

- identify their role as a member of a group.  
(Focus: family, school, community, country)
- recognize the role of rules in maintaining stability in and among groups.
- understand the process of voting and majority rule.
- recognize leaders of groups and how they attained their role as a leader.

## **CULTURE AND TRADITIONS**

- learn from the past and recognize how it has defined the present.
- compare and contrast different cultures and their traditions.
- recognize political and cultural holidays.
- identify key figures in political holidays.  
(Explorers, Presidents, Civil Rights Activists)

## **MAP SKILLS**

- identify the need for maps.
- understand how to read a simple map.
- compare and contrast the perspective represented on maps.

## **ECONOMICS**

- identify resources as natural, man-made, or human.
- differentiate wants versus needs.
- compare and contrast goods and services.
- recognize that prices vary based upon supply and demand.

# SPANISH

All students in grades one through five will study Spanish for 30 minutes daily. Students focus on basic language acquisition and cultural awareness in a learning environment in which students are immersed in the target language.

## By the end of First Grade, we expect students to be able to...

### LISTENING COMPREHENSION

- understand simple descriptions, stories, and conversations directly related to the curriculum.
- follow simple directions given in the target language.



### SPEAKING

- mimic correct Spanish pronunciations.
- speak about known topics in familiar conversations, as appropriate to grade level.
- use the target language in spontaneous and meaningful ways.

### READING

- recognize the alphabet, sound/letter correspondence and target vocabulary words in Spanish.
- read simple descriptions, stories and conversations directly related to the curriculum, as appropriate to grade level.

### WRITING

- write simple guided sentences and phrases directly related to the curriculum, as appropriate to grade level.

### CULTURE

- recognize common Hispanic holiday traditions and celebrations.
- recognize where Spanish is spoken in the U.S. and worldwide.
- participate in children's songs and games from Spanish-speaking cultures.



### THEMATIC UNITS

- provide students with real-life connections and applications to their own lives as well as the Spanish-speaking world.

# SOCIAL EMOTIONAL LEARNING

Effective SEL programs begin at an early age and continue through high school. They work to develop students' key SEL skills. These include five core social and emotional competencies:

- **SELF-AWARENESS:** Knowing what we are feeling in the moment; having a realistic assessment of our own abilities and a well-grounded sense of self-confidence.
- **SOCIAL AWARENESS:** Sensing what others are feeling; being able to take their perspective; appreciating and interacting positively with diverse groups.
- **SELF-MANAGEMENT:** Handling our emotions so they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; persevering in the face of setbacks and frustrations.
- **RELATIONSHIP SKILLS:** Handling emotions in relationships effectively; establishing and maintaining healthy and rewarding relationships based on cooperation, resistance to inappropriate social pressure, negotiating solutions to conflict, and seeking help when needed.
- **RESPONSIBLE DECISION MAKING:** Accurately assessing risks, making decisions based on a consideration of all relevant factors and the likely consequences of alternative courses of actions, respecting others, and taking personal responsibility for one's decisions. (Excerpt from Safe & Sound, CASEL)

## **By the end of First Grade we expect students to have an understanding of the following skills:**

Listening (Give Me Five)

Stop and Think (consequences, good choice, bad choice)

Accepting and enjoying differences

Telling vs. tattling

Dealing with feelings

Apologizing

Dealing with a bad choice

Dealing with teasing

Giving and receiving compliments

Following directions

Asking for help

Offering help

How and when to interrupt

# LIBRARY

The library curriculum focuses heavily on literature appreciation and cultivating a lifelong love of reading through exposure to a wide variety of reading materials and constant access to a school library with trained library personnel. In addition, students learn information literacy skills as outlined below.

## **By the end of First Grade we expect students to be able to.....**

- take responsibility of library materials.
- choose “just right” materials independently from wide variety of texts, including award winning titles.
- differentiate between fiction and nonfiction texts.
- differentiate various types of materials.
- recognize different parts of a book and their function.
- understand how libraries are organized.
- locate materials in the library independently.
- begin to identify an informational need.
- begin to organize information from a variety of sources including digital formats.
- begin to determine importance in text.
- begin to evaluate information for accuracy and quality.
- begin to synthesize information into their own thinking.
- share new learning with peers.



# MUSIC

The purpose of music education in District 28 is to cultivate thoughtful members of society that are tuneful, beatful, and artful. This is achieved by incorporating folk songs, multicultural music, and historical musical selections into the curriculum. A balanced mix of learning experiences utilizing creative movement, instruments, and singing are extended and further developed each year.

**By the end of First Grade, we expect students to be able to demonstrate.....**

## MELODY

- matching pitch on two or more notes.

## RHYTHM

- steady beat, rhythmic notation for quarter and eighth notes, quarter rest.

## EXPRESSION

- improvising movement, basic dance formations, following a director, instruments of the orchestra.



# PHYSICAL EDUCATION

Northbrook School District 28 recognizes daily, elementary physical education as an integral part of every student's educational program. Growth in social, emotional, cognitive and motor skills is fostered through physical activity. In addition to the development of physical skills, we emphasize good sportsmanship and encourage healthful living. Cooperation and respect for each other helps provide a safe environment, both physically and emotionally.


Healthful, active life-styles are taught through developmentally appropriate physical activity. The goal of elementary physical education is to achieve and maintain a healthy level of physical fitness that begins at the earliest possible age and progresses sequentially.

**In grades 1-3 we expect students to gain knowledge and skills in the three following areas...**

## MOVEMENT SKILLS

- locomotor (running, skipping, hopping, galloping, etc.)
- non-locomotor (bending, stretching, twisting, swaying, etc.)
- manipulative (bouncing, catching, tossing, kicking, etc.)

## PHYSICAL FITNESS

- components of physical fitness (cardiovascular endurance, flexibility, muscular endurance, agility and muscular strength) 
- heart rate (identifying and recording)
- physical changes to the body during exercise (sweating, increased heart rate, increase breathing rate, etc.)
- body system awareness (muscular and skeletal)

## TEAM BUILDING

- individual responsibility during group activities (name calling, taking turns, making good choices, include everyone, etc.)
- responsibilities as a team member (respect for self and others, leadership opportunities, accepting roles, etc.)

# ART

**By the end of First Grade we expect students to be able to...**

## **DRAWING**

- identify and reproduce different lines.
- identify and reproduce organic and geometric shapes.
- use a variety of drawing media.

## **PAINTING**

- use basic color theory in a painting.
- experiment with methods of paint application and brush manipulation.
- demonstrate proper care of brushes.



## **DESIGN**

- recognize and use basic shapes and other art elements in a composition.
- gain experience in cutting with scissors and proper use of art room tools and materials.
- discuss works of Art using basic art vocabulary.

## **SCULPTURE**

- create a 3-D piece by manipulating paper or other materials.

## **GRAPHICS**

- understand printmaking as a method to transfer an image.
- create a repeat design using student-made stamps or found objects.

## **ART APPRECIATION**

- introduce aesthetic awareness to artwork as well as the environment
- respond verbally to art work.



**Notes:**

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WE WELCOME YOUR COMMENTS