

## SCIENCE

### The Nature of Science

- raises questions about the natural world, investigates them in teams through free exploration, and generates appropriate explanations based on those explorations
- uses the five senses as tools, makes careful observations, describes objects in terms of number, shape, texture, size, weight, color, and motion, and compares their observations with others
- keeps records as appropriate-such as pictorial and written records-of investigations conducted
- asks “how do you know? In the appropriate situations

### Earth and Space Science

- observes and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky
- investigates how magnifiers make things appear bigger and help people see things they could not see without them
- identifies the beneficial and harmful properties of the Sun
- describes the need for water and how to be safe around water

### Life Science

- makes observations of living things and their environment using the five senses
- identifies the major parts of plants, including stem, roots, leaves, and flowers
- differentiates between living and nonliving things
- through observation, recognizes that all plants and animals, including humans, need the basic necessities of air, water, food, and space

### Physical Science

- sorts objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float
- demonstrates and describes the various ways that objects can move, such as in a straight line, zigzag, back and forth, round and round, fast and slow
- demonstrates that the way to change the motion of an object is by applying a push or pull



### 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. Magnets can be found in unusual places: paper clip holders, cupboard door catches, flashlight holders, handbag clasps, magnetized strips on bank cards, and so on
- ☺ Have your child place some soil in a small pot. Make sure it has light and water. Observe the soil daily for signs of growth. Perhaps there were weed seeds hidden below the soil
- ☺ Have your child draw things they observe providing details. Discuss with them
- ☺ Discuss the basic needs of different plants and animals they observe

#### School Board Members

Ms. Misty Belford, Chairman  
Mr. Matt Susin, Vice Chairman  
Ms. Katye Campbell  
Ms. Jennifer Jenkins  
Ms. Cheryl McDougall

#### Superintendent

Mark W. Mullins, Ed.D.

#### Elementary Leading and Learning

##### Assistant Superintendent

Mrs. K. Jane Cline

#### Elementary Programs Director

Mrs. Tara Harris

What Your Child is Expected to Learn in First Grade 2021-22

## What Your Child is Expected to Learn...



## 1<sup>st</sup> Grade

### A Representative Sample of Grade Level Learning Expectations

For a complete list of the state adopted standards, please go to the keyword search tab at: <http://www.cpalms.org/Standards/FLStandardSearch.aspx>

Dear Parents,

The mission of Brevard Public Schools is “to serve every student with excellence as the standard.” Our elementary schools work toward this goal each school day by ensuring that every child has exciting and meaningful learning experiences. We expect all of our students to learn and to demonstrate increasingly complex skills as they progress through the grades toward the goal of becoming responsible and productive adults. Toward this end, I am pleased to share with you a representative sample of the learning expectations for your child this year. These sample learning expectations are stated within State Standards from the Florida Department of Education.

These standards provide focus and consistency for teachers and students and offer parents and community members a clear view of a school's expectations for student learning. The parent's role in supporting children's educational progress is increasingly important in our rapidly changing world. I urge you to review these expectations and to take advantage of opportunities to provide rewarding learning experiences for your child each day.

I wish your child a successful school year!

Sincerely,

*Tara Harris*

Tara Harris, Director  
Elementary Leading and Learning

For a complete list of standards, go to the subject area links at:  
<https://www.brevardschools.org/Page/14057>

# ENGLISH LANGUAGE ARTS

## Reading

- blends, segments, and manipulates individual sounds within words
- uses knowledge of phonics and word analysis skills including spelling-sound correspondence, blends and digraphs, final-e words, and r-controlled vowels, etc. to decode words
- reads grade-level texts fluently and accurately
- identifies and describes main story elements
- identifies and explains the moral of a story
- explains who is telling the story using context clues
- identifies stanzas and line breaks in poems
- uses text features (ex. titles, headings, captions, graphs, maps, glossaries, illustrations) to demonstrate understanding
- identifies the topic and details
- explains the similarities and differences between information provided in visuals and words
- identifies an author's opinion(s) about the topic
- identifies and explains descriptive words and phrases
- retells a text, speaking or writing, to enhance comprehension, using main story elements at the beginning, middle, and end for literature and topic and important details for informational text
- compares and contrasts two texts on the same topic

## Communication

- prints all upper- and lowercase letters
- engages in collaborative discussions
- uses appropriate voice and tone when speaking and writing
- cites evidence to explain and justify reasoning
- presents information orally using complete sentences and appropriate volume
- writes detailed narratives, opinions, and expository products
- improves writing by planning, revising, and editing
- follows the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to the grade level (students are expected to use conventions from previous years):
  - capitalizes proper nouns
  - forms and uses simple verb tenses by adding the affix -ed
  - forms and uses complete simple sentences
  - uses possessives
  - uses subject-verb agreement in simple sentences
- participates in research to gather information to answer a question about a single topic

## Vocabulary

- identifies and uses base words and their common inflections in grade-level content
- identifies and uses picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words
- uses grade-level academic vocabulary appropriately in speaking and writing



## Ideas for Helping Your Child at Home

- ☺ Read to and with your child using a variety of texts
- ☺ Provide writing tools: paper, crayons, pens, pencils, chalkboard/ whiteboard
- ☺ Encourage discussions at mealtimes, in the car, etc

# MATHEMATICS

## Operations and Algebraic Thinking

- uses addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions
- solves word problems that call for addition of three whole numbers whose sum is less than or equal to 20
- applies properties of operations such as the commutative (e.g., if  $8 + 3 = 11$  then  $3 + 8 = 11$ ) and associative (to add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ ) properties to add and subtract
- understands subtraction as an unknown-addend problem (e.g.) subtract  $10 - 8$  by finding the number that makes 10 when added to 8
- adds and subtracts within 20 by using strategies such as make a ten and think addition
- understands the meaning of the equal sign
- determines the unknown whole number in an addition or subtraction equation (e.g.,  $5 = ? - 3$ )
- compares the relative magnitude of numbers, orders numbers, and represents them on a number line
- solves two-digit addition and subtraction problems using mathematical reasoning, understanding of place value, and invented strategies
- uses manipulatives, diagrams, and the "act it out" strategy to solve routine and non-routine problems
- extends patterns (repeating and growing), fills in the missing terms, and justifies their reasoning

## Number and Operations in Base Ten

- counts to 120 starting at any number less than 120
- understands that the two digits of a two-digit number represents amounts of tens and ones
- compares two two-digit numbers based on the meaning of tens and ones
- decomposes two-digit numbers in multiple ways (e.g., 64 is 6 tens and 4 ones; 64 is 5 tens and 14 ones, etc.)
- adds within 100 using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction
- given a two-digit number, mentally finds 10 more or 10 less than the number without having to count
- subtracts multiples of 10 in the range 10 – 90 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction

## Measurement and Data

- orders three objects by length; compare the lengths of two objects indirectly by using a third object
- finds and expresses the length of an object as a whole number of length units
- tells and writes the time in hours and half-hours using analog and digital clocks
- organizes, represents, and interprets data with up to three categories
- asks and answers questions about the total number of data
- understands how to use a ruler to measure length to the nearest inch
- identifies and combines values of money in cents up to one dollar working with a single unit of currency
- relates the value of pennies, dimes, and quarters to the dollar (e.g., there are 100 pennies, 10 dimes, or 4 quarters to the dollar)

## Geometry

- distinguishes between defining attributes such as closed and three-sided versus non-defining attributes such as color, orientation, size)
- composes two-dimensional shapes or three-dimensional shapes to create a composite shape



## Ideas for Helping Your Child at Home

- ☺ Engage your child in solving problems encountered daily
- ☺ Have your child "teach" you the various addition and subtraction strategies she/he uses to solve basic addition and subtraction facts
- ☺ Play thinking games that involve strategies with your child such as checkers, Connect Four, card games, and so on
- ☺ Discuss the relationship of numbers as opportunities arise – for example, ages, the number of cupcakes needed for class celebrations, and so on

# SOCIAL STUDIES

## American History

- understands and asks questions when examining primary sources
- compares lives from the past to present
- uses chronological thinking by sequentially ordering events and creating timelines

## Geography

- identifies key elements of maps and globes
- constructs simple maps
- uses maps and globes to locate hometown, Brevard County, Florida, the Atlantic Ocean, and the Gulf of Mexico

## Economics

- recognizes money is used for exchanging goods and services
- distinguishes between buyers, sellers, and producers of goods and services
- recognizes the importance of saving money

## Civics and Government

- explains the purpose of rules and laws and people who have the power and authority to enforce them
- describes characteristics of responsible citizenship
- recognizes symbols and individuals that represent the United States Constitution and democracy



## Ideas for Helping Your Child at Home

- ☺ Visit important buildings in the community and discuss why they are needed (voting, city hall, tax collector, etc.)
- ☺ Read the informational text with your child
- ☺ Collect family stories and share your family history
- ☺ Discuss current events with your child