



***Mehlville School District***

*Individually Focused. Committed to All.*

# Parent/Student/Family Curriculum Handbook

## First Grade

### 2022 - 2023



Dear Parents, Guardians, Students and Families of the Mehlville School District:

The Curriculum Department is pleased to present you with the Mehlville School District Parent/Student/Family Curriculum Handbook. This handbook has been developed to help you understand what children should know and be able to do by the end of each grade level in each subject area.

This handbook is revised annually and includes Board-approved curriculum revisions to help meet the identified educational objectives for your child's grade level. Our teachers, principals and directors have provided suggestions for families to enhance and assist with your child's learning. We hope this handbook is helpful to you in having meaningful discussions with your child and your child's teacher about the curriculum being taught in their classroom.

Mehlville teachers and administrators work diligently to provide the best education possible for your children. We appreciate your support and the opportunity to serve in such a wonderful community. If you have any questions or comments regarding curriculum, feel free to contact your teacher, principal, curriculum directors (listed in the *Acknowledgements* section at the back of this book), or me. We welcome your thoughts and appreciate hearing from you.

The Mehlville School District provides educational opportunities for students and families from birth through adulthood. We are very proud to serve thousands of families beginning with our Parents as Teachers Program (PAT), Early Childhood Program, K-12 Programs, and our Community Education Program. It is our hope these important programs enhance the quality of life for all district patrons.

To access the handbook online, please go to [www.mehlvilleschooldistrict.com](http://www.mehlvilleschooldistrict.com), click on *Curriculum*, then *Handbooks*. We are happy to provide hard copies for families that prefer them over online access. Please take a few moments to look at the handbook and feel free to let us know your thoughts regarding the prepared documents.

The Mehlville Board of Education, Central Office Team, Principals, Curriculum Directors, Teachers and Support Personnel all wish you and your child a successful school year.

Sincerely,

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## English Language Arts

The English Language Arts curriculum for First Grade is a balanced literacy approach that includes reading to, with, and by students. It also includes writing for, with, and by students. This is accomplished by fostering phonemic awareness, phonics, spelling, word solving using meaning, structure and visual cues, and sharing what is read and written through the whole group, flexible group, and individual instruction in a print-rich environment. The needs of the students are determined by initial and on-going assessment, and then met by using a variety of instructional strategies including direct instruction, guided practice, individual practice, cooperative learning and hands-on activities.

### Course Objectives:

- apply grade level decoding strategies to read fluently and comprehend a range of texts at grade level
- retell the key ideas and details, determine the main idea and supporting details, and describe story elements
- determine meaning of unknown words and phrases the author uses in a text choosing from a variety of strategies and will use grade appropriate vocabulary when writing and speaking
- read grade appropriate sight words and will read one syllable words by segmenting and blending sounds
- write opinion, narrative, and informative pieces for a variety of audiences and purposes using grade level structure and craft
- develop and strengthen their writing by following a writing process with guidance and support from peers and adults
- demonstrate and apply the command of Standard English grammar and usage when reading, writing, or speaking
- utilize technology to research information, collaborate with peers, publish writing, and to present knowledge and ideas
- engage in a range of collaborative discussions with diverse partners on grade one topics and texts using grade appropriate discussion protocols and will apply listening comprehension to information presented in diverse media

### Parents/Families may assist their children by:

- reading and writing with them daily
- discussing stories and ideas with the child daily
- practicing spelling and vocabulary words daily
- assisting the child in communicating in a positive way
- providing a home library with a variety of reading materials

## English Language Learners

The first grade curriculum enables English Language Learners (ELL) students to participate actively in a social and educational setting. Particular emphasis is placed on developing communication skills and introducing students to the procedures of the American classroom. Initially, teachers work to enable the student to meet safety, emotional and social needs.

Special emphasis at this grade level is placed on gaining meaning from text, conveying meaning through both oral and written language, and listening effectively, all skills that are vital to the student's ongoing participation in the American classroom.

### Course Objectives:

#### Beginning Proficiency - Level 1

- give information and respond to questions about home and family and state their name, address and phone number
- identify emotions depicted in pictures and stories
- express limits, "No," "I don't want to," etc.
- request clarification, help and permission
- participate in a simple game, take turns and follow rules
- understand verbal directions by comparing them with nonverbal cues
- respond appropriately to selected nonverbal cues
- follow oral and multi-step directions
- participate in group response
- participate in question/answer format
- demonstrate knowledge through application in a variety of contexts
- label classroom, home and playground objects
- label and describe activities of school workers
- recognize and name numerals from 1 to 100
- count to 100 with understanding

#### Intermediate Proficiency - Levels 2 and 3

- appropriately use selected math words: more, less, fewer, least, most, add, subtract, plus, take away
- match pre-printed words to 1 or 2 pages of predictable text
- recognize selected sight words
- recognize selected word patterns, including rhymes, and create words
- participate in echo reading, guided reading, choral reading, pretend reading
- create pictures to demonstrate and extend comprehension of text
- sequence pictures and explain orally
- retell a simple story (with repetition and picture cues)
- predict events in a story through interpretation of pictures
- respond to wh-questions (who, what, when, where, why) concerning content
- brainstorm, with teacher input, wh-questions (who, what, when, where, why) suitable for an interview of a story character, animal, etc.
- participate orally in songs, chants and reading of predictable texts and fill in selected missing words
- with teacher input, create a map, graph or chart and explain it orally
- as a child expert on a topic, present information to the teacher or a small group
- write (copy) from a word wall and find rhyming words, write words called, write words from clues and write words to complete sentences
- dictate language experience text and practice reading as appropriate
- create simple text with drawings and invented spelling
- demonstrate emerging awareness of use of capital letters, periods and question marks
- make oral suggestions to create a web related to a character, animal, etc., or otherwise list salient points
- orally (and in writing, when appropriate) complete patterned sentences related to personal lives, stories or nonfiction content
- use prepositions of location

**Advanced Proficiency - Levels 4 and 5**

- tell the story of an event that occurred in the past
- given a timeline of the student's life or other events, write from the timeline, using the past tense
- given a picture prompt, construct sentences describing a scene and demonstrating subject/verb agreement
- given regalia or a picture prompt, write a description or riddle comparing objects according to size, color, etc., using appropriate comparison of adjectives
- elaborate upon a simple story through the addition of adjectives, adverbs or simple transitions
- demonstrate effective use of vocabulary and key expression related to a topic

**Parents/Families may assist their children by:**

- making sure they know how to repeat their name, address and phone number
- nurturing their native language development through conversation and reading
- exploring a variety of English books together through reading, discussing, labeling pictures and helping them to retell stories
- joining them in singing songs or chants, playing board games, lotto, number Bingo, "Simon Says," manipulating magnetic letters, counting objects
- furnishing art supplies and writing materials: pencils, crayons, markers, scissors, glue, and blank paper and encouraging individual expression
- taking them on appropriate outings: the grocery store, zoo, park, post office, the public library, and talking about these activities
- encouraging them to write simple greeting cards, notes, letters, lists, and signs
- returning homework folders, keeping in touch with the teacher, and requesting an interpreter as needed

## Gifted (STRETCH)

The primary grade level gifted curriculum incorporates the core curricular areas as an instrumental foundation. Activities are designed to introduce the students in kindergarten through third grade to higher level thinking skills, problem solving techniques, creativity, research skills, and to promote understanding of self, others and the world.

In order to correctly identify as many gifted students as possible, a uniform multi-criteria screening process is necessary. The following battery of tests and inventories is used in accordance with state guidelines to determine eligibility for gifted education:

- Ability Tests
- Achievement Tests
- Creativity Tests
- Parent and teacher surveys of student behaviors and characteristics

### Course Description:

- apply research skills to develop a knowledge base for use in product development
- utilize at least one of the higher level thinking skills of analysis, synthesis and/or evaluation
- demonstrate the necessary skills to recognize and solve a problem
- exhibit the creative thinking skills of fluency, flexibility, originality and elaboration in written, oral and/or visual presentations
- gain self-awareness and develop interpersonal skills

### Parents/Families may assist their children by:

- using their questions and expressions of interest as guides into further learning and exploration
- providing opportunities that can spark interest
- visiting museums, art galleries, educational institutions and historical places
- opening their world to encompass as many and varied experiences as possible
- encouraging them to take a chance on a new activity
- helping them understand that it's okay to make mistakes
- stimulating and widening their minds through suitable experiences with books, recreation, travel, games and the arts
- being an advocate for them

### Recommended reading for parents:

- *Guiding the Gifted Child* by James T. Webb, Ph.D., Elizabeth Meckstroth, M.S.W. and Stephanie S. Tolan, M.A.
- *When Gifted Kids Don't Have All the Answers* by Jim Delisle, Ph.D. and Judy Galbraith, M.A.
- *Teaching Gifted Kids in the Regular Classroom* by Susan Winebrenner

## Guidance & Counseling

Mehlville School District Guidance and Counseling activities for students in the first grade will consist of experiences in the areas of learning skills, making decisions, understanding and getting along with others, understanding and accepting self, personal responsibilities and career awareness.

Assessment includes counselor/ teacher/student observations, classroom activities and verbal/written quizzes.

### Course Objectives:

- demonstrate appropriate listening behaviors
- demonstrate knowledge of a decision-making process
- demonstrate knowledge of how to resolve conflicts and get along with others
- demonstrate the ability to identify feelings
- demonstrate understanding of personal responsibilities
- demonstrate knowledge of career opportunities

### Parents/Families may assist their children by:

- discussing problems and concerns with the school counselor
- encouraging them to seek advice and assistance from the counselor
- modeling appropriate behaviors
- discussing and demonstrating the need for school rules

## Health

The first grade health curriculum will cover a variety of health topics leading to the knowledge and skills important to living a healthy life.

Assessment includes the anecdotal records of teacher observations of student skills and performances. Paper and pencil assessments are given in some cases.

### Course Objectives:

- describe the five senses and their functions
- state three reasons why regular physical and dental examinations are important
- identify the major food groups
- identify the differences between communicable and non-communicable diseases
- give one reason why immunizations are important
- identify characteristics of a stranger and three potential dangers in everyday situations
- identify medicines used to treat or prevent health problems and identify safe and unsafe drugs
- identify and describe basic structures and functions of the cardiovascular system

### Parents/Families may assist their children by:

- discussing strategies to avoid acceptance of tobacco, alcohol and other drugs
- mixing ingredients when cooking
- having them plan healthy meals
- teaching them good eating habits
- talking to them about good nutrition

## Library Media

First grade students will build on their skills in independent use of the Library Media Center, focusing on book care, literature enrichment and expanding circulation procedures.

Assessment includes librarian and teacher observations of student skills and performances. Teacher-assigned projects are used as assessments.

### Course Objectives:

- find, evaluate, and select appropriate sources to answer questions
- apply an understanding of fiction and nonfiction information and ideas
- develop as a self-motivated reader
- recognize patterns and relationships such as front and back cover, spine, title page and spine label
- identify and discuss story elements, structures of text, and patterns of language
- participate in discussions of stories using higher-level thinking skills
- abide by the Acceptable Use Policy for Electronic Resources

### Parents/Families may assist their children by:

- visiting the library with them
- reading with them
- encouraging responsibility by seeing that books are returned on time
- helping them select age-appropriate books

## Mathematics

Mathematics is designed to provide a classroom environment where the beginning learner develops number sense in everyday life by applying mathematical processes, reasoning, and problem-solving strategies. This is an integrated program that provides instruction in mathematical concepts. The topics covered include: developing number sense up to 120, addition and subtraction within 20, geometric shapes, place value, measurement, and data. The student will move through concrete models to pictorial representation, to abstract representation of mathematical concepts with an emphasis on problem solving and reasoning.

### Course Objectives:

- make sense of problems and persevere, reason abstractly and quantitatively, model with mathematics, use tools strategically, attend to precision, make use of structure, look for and make use of repeated reasoning, construct viable arguments, and critique the reasoning of others when solving problems
- represent and solve problems involving addition and subtraction
- understand and apply properties of operations and relationship between addition and subtraction
- add and subtract within 20
- work with addition and subtraction equations
- extend the counting sequence
- understand place value
- use place value understanding and properties of operations to add and subtract
- measure lengths indirectly and by iterating length units
- tell and write time
- represent and interpret data
- reason with shapes and their attributes

### Parents/Families may assist their children by:

- using real money
- dividing candy equally among family members
- playing cards or board games
- playing math games used at school

*Please see page 14 of this handbook for information on related websites.*



## Music

In First Grade Music, students broaden their musical knowledge and skills through the artistic processes of creating, performing, responding to, and connecting with music. Students engage in a variety of artistic mediums including singing, playing instruments, moving, reading, and listening.

### Course Objectives:

- Conceive and develop new musical ideas and work
- Realize artistic ideas and work through interpretation and presentation
- Understand and evaluate how the arts convey meaning
- Relate artistic ideas and work with personal meaning and external context

### Parents/Families may assist their children by:

- singing with them
- listening to them sing
- encouraging them to move to the beat of the music
- clapping a short rhythmic pattern and asking them to echo it
- playing music in the home
- providing opportunities to experience music outside the home
- attending their school performances
- attending a variety of musical events within the community
- discussing appropriate audience behavior at various musical events
- playing toy instruments together at home (xylophone, horn, drum, kazoo, etc.)

## Physical Education

The first grade physical education curriculum will provide the students with a variety of movement experiences and guided instruction.

Assessment will include teacher observation on locomotor, non-locomotor, manipulative and tumbling skills. Students will also be tested on the Presidential Physical Fitness Test twice a year.

### Course Objectives:

- participate regularly in health-related fitness activities (cardiovascular, flexibility, muscular strength, muscular endurance, body composition)
- name three things you do to stay physically active
- participate regularly in physical activities that promote wellness (e.g., walking, jogging, skating)
- recognize things associated with moderate-to-vigorous participation (fast heart rate, heavy breathing, perspiration)
- demonstrate an appropriate warm-up and cool-down activity
- tell why muscles and bones are important to movement (e.g., brain sends messages to move)
- show on the body a few of the major bones (e.g., patella, humerus, ribs, cranium, phalanges, femur, tibia, fibula, radius, ulna)
- exhibit, with little or no reinforcement, safe behaviors while participating in physical education activities
- display consideration of others
- exhibit verbal and nonverbal indicators of enjoyment
- show acceptance of all students without regard to personal differences in gender, abilities, cultural background, ethnicity
- tell the difference between general space awareness and personal space awareness
- participate in warm-up, cool-down and flexibility activities to prevent injuries
- recite 911 emergency telephone number
- demonstrate the correct technique of five locomotor skills
- recognize all locomotor skills
- demonstrate all non-locomotor skills in a variety of activities
- demonstrate a variety of manipulative skills while moving and stationary
- demonstrate fine motor skills while manipulating small objects
- demonstrate static and dynamic balance activities
- demonstrate introductory stunts and tumbling skills (e.g., log, forward, sideward rolls)
- demonstrate the ability to stop with control on signal
- show forward, backward, and sideways movement while changing directions quickly in response to a signal
- perform various symmetrical and non-symmetrical shapes at different levels (e.g., high, medium, low)
- identify and use a variety of relationships (over, under, through) with objects (e.g., wands, hula hoops)
- demonstrate the difference between slow and fast movement when performing locomotor movements
- demonstrate motor skills and knowledge of rules while participating in low organized games
- demonstrate cooperative skills with partners and small groups to accomplish the object of a game
- participate in chasing, fleeing, and dodging activities
- apply critical cues while practicing fundamental skills
- perform basic apparatus activities on a balance beam, climbing rope, cargo net, parallel bars, vault and climbing wall
- demonstrate the ability to move to the beat of music
- show basic cues to music (e.g., Hokey Pokey)
- create/interpret movements to a variety of music (e.g., locomotor/non-locomotor skills to a beat/rhythm pattern)
- participate in a variety of rhythmic activities
- follow a rhythmic pattern
- perform a basic partner dance using locomotor skills
- demonstrate social characteristics (e.g., responding to a partner in a positive manner)

### Parents/Families may assist their children by:

- going on a walk with them
- involving them in at least one sport of their interest
- sending proper shoes to school for P.E.
- exercising with them
- reinforcing cooperative spirit and fair play

## **Remedial Reading Services**

Remedial reading services are offered to eligible students at each elementary building in the Mehlville School District. Reading services are supplemental to classroom reading instruction. Reading Specialists provide remedial reading groups for grades K-3 and grades 4-5 if space allows.

Children are referred for remedial reading services by their classroom teachers. After permission to evaluate is received from the parent, the Reading Specialist administers an individual reading assessment to the student. Based on the results of the assessment, children may be eligible for remedial reading services. Parents are notified of assessment results and children are placed in the reading program as appropriate. Children who participate in remedial reading programs are reassessed at the end of each school year to evaluate progress and determine eligibility for the following school year. Parents are notified of their child's assessment results and eligibility for the following school year in May.

## **Science**

The First Grade student will be studying about space systems (patterns and cycles), structure, function, and information processing, as well as waves, light, and sound. In addition, the students will utilize the science and engineering practices by asking questions and defining problems, developing and using models, and analyzing and interpreting data. The teacher will use a hands-on, minds-on approach to actively engage the students in constructing and revising their understanding of these concepts.

### **Course Objectives:**

- understand that they can observe, describe, and predict patterns in space systems
- understand that animals and plants have structures and behaviors that help them survive and grow
- observe that there can be similarities and differences between offspring and their parents
- understand that sound can travel through vibration  
understand how light travels

### **Parents/Families may assist their children by:**

- making collections of things found in nature (leaves, bugs, etc.)
- taking trips to the St. Louis Zoo, Magic House, Science Center, Botanical Gardens, Butterfly House, etc.
- planting and observing a plant or garden
- reading books about animals and their offspring and pointing out the similarities and differences

## **Social Studies**

The First Grade student will gain an understanding of our school and community, both past and present. First Grade Social Studies develops an awareness of community in the larger context as a segue into learning how the past impacts the present.

### **Course Objectives:**

- Discuss the changing nature of rules and laws and the role they play in safety and maintaining order in our school and community
- Define good citizenship in our school and community
- Model production and consumption as they relate to our school and community
- Read and create maps for multiple purposes
- Identify the physical and human characteristics within our community
- Recognize the diversity of our community

### **Parents/Families may assist their children by:**

- reviewing their address, city, state, and country and locate on a map, emphasizing general map features
- helping to increase their awareness of community helpers and what they do for us
- discussing responsibilities expected in your family and community
- locating on a map the residence of family and other familiar figures

## Special Education

Special School District (SSD) provides special education and related services for students with educational disabilities in the Mehlville School District.

In collaboration with partner districts, Special School District provides technical education and a wide variety of individualized educational and support services designed to ensure the student's successful contribution to our community.

If you suspect that your child may have an educational disability and require an evaluation for special education, you should contact your child's teacher, school counselor, or principal.

## Technology Literacy

The first grade technology literacy curriculum will introduce students to computer basics, provide experiences in a variety of other technologies and promote responsible use of technology.

Assessment includes teacher observations of student skills. Teacher-assigned projects are used to assess the technology literacy curriculum.

### Course Objectives:

- use a mouse and keyboard
- identify the parts of a computer
- demonstrate the proper care and use of computers
- locate letters, numbers, and special keys/buttons for the purpose of word processing words and sentences
- use technology tools to demonstrate basic operations and concepts involving computer applications, hardware and software
- explore Internet Web sites in a teacher-led session
- demonstrate positive ethical and social behaviors including compliance with the Acceptable Use Policy while using technology

### Parents/Families may assist their children by:

- providing computer and software materials
- providing appropriate supervision
- supporting the school's efforts to improve technical equipment
- investing in educational software programs

## Visual Arts

In First Grade Visual Arts, the student will develop their creative ability and explore different art media, such as drawing, painting and collage, sculpture and printmaking. The students will be exposed to famous artworks from history and other cultures as well as learn skills in interpreting and discussing works of art.

### Course Objectives:

- Create - The student will have opportunities to play, investigate, acquire skills and interact with art materials and art processes.
- Perform - The student will be able to select, analyze, explain and share art experiences.
- Respond - The student will be able to perceive, analyze, interpret and evaluate works of art and their art experiences.
- Connect - The student will be able to connect art work to their own personal lives or the lives of others.

### Parents/Families may assist their children by:

- making coloring important and providing blank paper and coloring books along with crayons and markers
- visiting the Art Museum and partaking in programs designed for young children
- checking out art books written for young children from the library
- encouraging creativity and providing a place for children to work and explore building with different materials

## Websites to Help Your Child Continuing Learning at Home

Prior to publication of this document, each site below was checked for appropriateness. The Mehlville School District is not responsible for any content or advertisements housed/published on these sites.

### District Purchased: Log In through Class Link

#### Discovery Education

*Videos, articles, and content for all subject areas.*

#### i-Ready

*Math & ELA practice through student individualized "My Path" or digital math games.*

#### NewsELA

*Large content of authentic and accessible articles to support/enhance curriculum and engage learners. Articles available across multiple reading levels.*

#### Reading A-Z

*Leveled books for reading instruction at all ages K-5.*

#### Scholastic Learn at Home

*Activities & projects to keep kids reading, thinking and growing.*

#### World Book Online

*Online reading resources*

#### Typing Club (Grades 3-5)

*Touch typing practice and instruction for kids*

### Free Online Sites

#### [Epic!](#)

*Online reading resources. Videos, read to me books, Ebooks, leveled books, and more available to support reading instruction.*

#### [Khan Academy](#)

*Standards-aligned, student-paced instruction in math and social studies.*

#### [GoNoodle](#)

*Brain break videos for children that include: movement, academic, Social Emotional Learning, mindfulness, and more!*

#### [Kids Health](#)

*Resources for teaching health and safety. Students can access information without logging in.*

#### [Scratch](#)

*Coding website. You can use scratch to create stories, games, and animations.*

#### [Code.Org](#)

*Coding website dedicated to bringing computer science skills to all learners*

## World Book Online Web

World Book Online, a grade-appropriate research tool that includes encyclopedias, multimedia, eBooks, and primary source databases, is available to Mehlville students both at school and at home. The online reference tool developed by education experts also includes a time-line builder, citation builder, individual research accounts, a translation tool generating content in thirty languages, text-to-speech feature, video tutorials, interactive activities, magazine articles, newspapers and the following databases:

- World Book Kids – encyclopedia for elementary school students age 7 and up
- World Book Student – encyclopedia for middle school and high school students age 11 and up
- World Book Advanced – encyclopedia for high school and college students age 13 and up
- Living Green – online interactive site that examines causes of pollution and offers tips on green practices
- Early Peoples – online interactive site that examines history of ancient cultures
- Inventions and Discoveries – online, interactive site that examines inventions and discoveries
- Dramatic Learning – uses plays, skits and monologues to help students become more fluent readers and help them understand core concepts and retain information
- Early World of Learning – narrated stories, interactive games and reference materials to help young learners

To Access World Book Online:

- Go to <http://mehlilleschooldistrict.com>
- Select *Parents/Students*
- Select *Library Resources*
- Go to *World Book Online*

World Newspapers:

Located on the upper left side of the World Book Advanced home page is Research Tools. Within the Research Tools is World Newspapers which provides newspapers from the United States and around the world.

To access a newspaper:

- Select *World Newspapers* on the World Book Advanced home page
- Choose a location from around the world
- Click *GO*