



The Children's School • K - 8

Grade Level Curricular Goals

The First Grade Year

Social-Emotional

First graders have a year of school under their belt. They are more secure and confident in the school setting. However, because they are still young children, play remains very important to the six-year-old. Six-year-olds use play to understand and solve problems, to imagine themselves in different roles and situations, and to practice social interactions. They are increasingly able to look outside of themselves and recognize that they are one of many children in our community. They make transitions easily throughout the day and demonstrate physical and emotional self-regulation by observing the routines and customs of the classroom with increased independence. They label their emotions and ask for help when needed. Six-year-olds learn best by building understanding through hands-on activities. Their play and his work are in many instances fused and they may not differentiate between a “play” activity such as pretending to be someone from a different historical period and a “learning” activity such as reading a book about how people lived during that time.

In Reading, a first-grade child:

- Reads or looks at books independently and with friends
- Listens to read-alouds; asks and answers questions about key details
- Retells stories and describes characters, setting, and major events
- Applies letter-sound association in decoding words
- Uses new vocabulary acquired through conversations, reading, and being read to

In Writing, a first-grade child:

- Enjoys and understands process of writing to communicate
- Prints upper- and lower-case letters
- Uses invented spelling, accounting for most sounds
- Describes characters, settings, and major events in a story
- Writes or dictates informative/explanatory texts by naming topic and supplying some facts about the topic
- Uses verbs to convey sense of past, present, future
- Uses singular and plural nouns with matching verbs in basic sentences

- Recognizes distinguishing features of a sentence (first word capitalization, end punctuation)

In Mathematics, a first-grade child:

- Adds and subtracts single/single and single/double digit equations
- Given a two-digit number, mentally finds 10 more or 10 less without having to count
- Adds and subtracts within 20 to solve word problems, using strategies such as counting on and making ten
- Extends counting sequence to 120, starting at any number less than 120
- Is developing understanding of place value; understands that the two digits of a two-digit number represent amounts of ones and tens
- Tells and writes time in hours and half-hours
- Identifies by name and value quarters, dimes, nickels, and pennies
- Uses measurement, both standard and non-standard, to compare objects
- Expresses length of an object as a whole number of length units
- Identifies and draws shapes such as rectangle, square, triangle, circle, trapezoid

In Project Work, a first-grade child:

- Participates in shared research and writing projects
- Recalls information from experiences and gathers information from sources to answer a question (with adult support)
- Celebrates and shares knowledge in playful, creative manner
- Participates in discussions by listening attentively, waiting turn to speak, and clearly expressing his ideas; asks questions in order to gather additional information or clarify
- Reflects on own individual activities within class project and connects individual work to broader topic; describes what others contributed

In Group Process/Civic Engagement/Social Justice, a first-grade child:

- Participates in Group and Town Hall meetings and class discussions by listening attentively, waiting turn to speak, presenting own ideas clearly, voting
- Uses developmentally appropriate respectful language and tone in bringing forth or responding to concerns or issues
- Describes and affirms own membership in identity groups (using both conventional and invented language)
- Articulates understanding that “we are all alike and we are all different” with regard to categories such as food, clothing, hair, housing, customs, beliefs, ideas
- Contributes to class discussion when discussing project topics
- Votes own conscience rather than following whatever friends are doing
- Notices when someone needs help or a job needs doing and follows through to get it done
- Knows some examples of people or peoples who have worked against inequality, e.g., Civil Rights Movement