



1ST GRADE HANDBOOK



This year your child will continue to grow to be an open-minded and principled learner that will immerse themselves in different cultures and traditions. Our First Grade Mission is to help students become global citizens using the PYP learner profile traits. Students will show cooperation and be a risk-taker by engaging in hands on and inquiry based lessons throughout the year. Some fun activities we have planned are: The Living Museum, Our Habitat Showcase, on-going service to animals, and connecting to classrooms around the globe.

1ST GRADE

HOME – SCHOOL CONNECTION

Home–Learning Policy

It is recommended that your child reads at least 20 minutes each night. This can be done independently, with a buddy, or on MyOn. Don't forget to have them record it in their Book-It reading log. The Book-It program runs October –March.

In addition, students will periodically have IB projects that need family support, unfinished classwork, or extra practice with something we've worked on in class sent home to be completed.

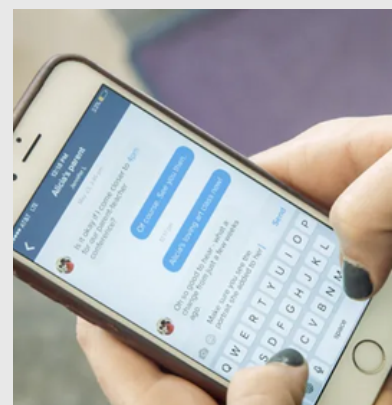


Home – School Communication

Your child will bring home his/her blue Friday folder each Friday. It is clearly labeled "Keep at Home" and "Return to School" on each pocket. The "Keep at Home" pocket is expected to be empty each day upon return to school on Monday. This folder is where you will place notes for the teacher, permission slips, etc. Please send money in a sealed envelope or plastic baggy and include your child's name and the purpose of the money (lunch, field trip). The teacher will also place notes for you in their folder making it one of the main forms of parent/teacher communication.

Each teacher also communicates through the ClassDojo App. Please check often for classroom pictures, sign-up lists and updates from your teacher.

We encourage parents to become our authentic resources! Please let your child's teacher know if you have special skills that you wouldn't mind sharing with the students! We'd love to have you!



LEARNING OBJECTIVES

ENGLISH LANGUAGE ARTS (ELA)

Language is fundamental to learning, communicating, and thinking. Language is a necessary component for your child's success across all curriculum areas. Our classrooms are print rich environments and provide multiple opportunities for language development in a transdisciplinary approach. We encourage parents to become part of our reading curriculum through classroom read alouds.

Foundational Skills

Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.

Read grade-level texts with accuracy, automaticity, and appropriate expression.

Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.

Reading

Identify and describe the main story elements and moral in a story.

Identify stanzas and line breaks in poems.

Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.

Compare and contrast two texts on the same topic. Retell a text in oral or written form.

Explain similarities and differences between details provided in visuals and words in an informational text.

Explain who is telling the story using context clues.

Identify an authors opinion(s) about the topic.

Communication

With guidance and support from adults, improve writing, as needed, by planning, revising, and editing.

Students will write narrative, expository and opinion writing pieces that include supporting details and provide closure.

Present information orally using complete sentences and appropriate volume.

Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.

Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Participate in research to gather information to answer a question about a single topic.

Print all upper- and lowercase letters.

Vocabulary

Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.

Use grade-level academic vocabulary appropriately in speaking and writing.

LEARNING OBJECTIVES MATHEMATICS

Mathematics is a universal language. Students will be engaged with hands on learning and enrichment through the curriculum. Students will be assessed with pre assessments, informative checks, performance tasks and formal assessments.

Number Sense Operations

Extend counting sequences and understand the place value of two-digit numbers.

Develop an understanding of addition and subtraction operations with one and two-digit numbers.

Algebraic Reasoning

Solve addition problems with sums between 0 and 20 and subtraction problems using related facts.

Develop an understanding of the relationship between addition and subtraction.

Measurement

Compare and measure the length of objects.

Tell time and identify the value of coins and combinations of coins and dollar bills.

Fractions

Develop an understanding of fractions by partitioning shapes into halves and fourths.

Geometric Reasoning

Identify and analyze two- and three-dimensional figures based on their defining attributes.

Data Analysis and Probability

Collect, represent and interpret data using pictographs and tally marks.



LEARNING OBJECTIVES SCIENCE

Science will be integrated into our curriculum daily using inquiry-based learning that includes hands-on investigations, technological resources and higher-order thinking to immerse the students in deep understanding of the science curriculum presented to first grade.

Life Science

Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.

Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.

Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.

Understand the organization and development of living organisms.

Physical Science

Demonstrate that the way to change the motion of an object is by applying a push or a pull.

Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.

Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.

Earth and Space Science

Identify the beneficial and harmful properties of the Sun.

Investigate how magnifiers make things appear bigger and help people see things they could not see without them.

Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.

Describe the need for water and how to be safe around water.

Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object.

Recognize that some things in the world around us happen fast and some happen slowly.

Recognize that water, rocks, soil, and living organisms are found on Earth's surface.

Nature of Science

Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.

LEARNING OBJECTIVES

SOCIAL STUDIES

In 1st grade, inquiry-based lessons will spark students to think outside of their community. Students will engage in resources from around the world. Students will actively engage in lessons that utilize both primary and secondary sources to provide real-world experiences in social interaction with people that are alike and different.

American History

Develop an understanding of primary sources and how to use them to research historical topics,

Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.

Compare life now with life in the past. Identify historical fact vs fiction.

Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.

Create a timeline based on the student's life or school events, using primary sources.

Geography

Identify a variety of physical features using a map and globe.

Describe how location, weather, and physical environment affect the way people live in our community.

Economics

Recognize that money is a method of exchanging goods and services.

Identify that people need to make choices because of scarce resources.

Distinguish people as buyers, sellers, and producers of goods and services.

Civics

Explain why people form governments and how the U.S. government protects the liberty and rights of American citizens.

Describe how the absence of rules and laws impacts individuals and the community.

Recognize symbols and individuals that represent the Florida and the United States.

Describe the rights, responsibilities, and characteristics of citizenship in the school community.

Recognize that the United States and Florida have Constitutions.

African American History

Identify African American artists (i.e., Aretha Franklin, Charles White [Abraham Lincoln portrait], James Earl Jones, Maya Angelou).

VISUAL ARTS

The arts engage students in creative processes through which they explore and develop skills in a continual cycle of action and reflection. Exposure to and experience with arts opens doors to questions about life and learning.

1st Grade Learning Objectives in Art

- Develop good craftsmanship skills, collaborate with peers to complete an art task.
- Seek inspiration from art periods or other cultures for self-expression.
- Compare techniques used by peers and established artists, as well as constructive criticism, to improve one's artwork.
- Describe, interpret and analyze visual imagery. Describe (I see...), Interpret (I think...) and Analyze (The artist used...)
- Distinguish between the Elements and Principles of Art including Color (primary/secondary, warm/cool, Shape (geometric and organic), geometric forms, Emphasis, Movement; printmaking and landscapes.
- Compare artworks with utilitarian objects
- Identify where artists or designers have community impact



GENERAL MUSIC

Music students explore, develop, and refine their musicianship through listening, singing, expressive movement, playing instruments, creating, and performance while making relevant connections to PYP Units of Inquiry. Students are exposed to music from a variety of cultures, are encouraged to ask questions, and create their own developmentally appropriate performances and compositions. Much of our assessment techniques in music class are performance-based with teacher and/or student observation. Students are encouraged to self-assess their progress and develop reflections based upon their learning. Cooperative learning strategies are frequently used during music instruction.

1st Learning Objectives in Music

- Sing simple songs, from a variety of cultures, using head voice and maintaining pitch – singing both in unison and in two parts
- Notate simple rhythmic and melodic patterns using traditional notation
- Identify families of orchestral and band instruments (ex: woodwind, brass, strings, percussion)
- Discuss how music in America was influenced by people and events in its history (ex: African-American spiritual, blues, jazz)
- Identify, using correct music vocabulary the elements in a musical work (ex: rhythmic values, melodic direction, tempo, dynamics, form)
- Collaborate with others to create a music presentation and acknowledge individual contributions as an integral part of the whole



STRINGS PROGRAM

First Grade violin students review and build upon the steps and skills learned in Kindergarten. They continue to work on their positions. This includes balancing the body, sitting and standing, and balancing the violin on their shoulder without use of the left hand, proper hand position with bow, and proper placement and pressure of the bow on the string. The goal is always to make a gentle controlled sound at this age. Students will review and continue on Twinkle Variation 1, as well as progress to the other variations throughout the year.

1st Grade Learning Objectives in Strings

- Demonstrate an understanding of how to properly care for the instrument and bow
- Identify the parts of the instrument and bow o Instrument – neck, body, bridge
- Demonstrate an understanding of correct posture in rest and playing position
- Demonstrate an understanding of how to correctly apply rosin to the instrument bow
- Be able to play on the open A and E strings with good tone
- Be able to echo the teacher on simple rhythmic patterns on the open A and E strings
- Be able to play step-wise motion on the A and E strings, using fingers 1, 2, and 3
- Be able to play skip-wise motion on the A and E strings, using fingers 1, 2, and 3



WORLD LANGUAGE

All students at Macfarlane Park participate in our Spanish Language and Culture Program. Students learn to interpret and present information, concepts, and ideas orally from a variety of authentic sources on a variety of topics in Spanish. Students will also learn to engage in conversations and exchange information in writing in Spanish. Finally, students will practice using the Spanish language to gain knowledge and demonstrate understanding of key components of Hispanic cultures.

1st Grade Learning Objectives in Spanish

- Use appropriate greetings and farewells
- Ask and give names
- Give and follow simple classroom commands
- Identify school supplies and classroom items
- Use appropriate courtesy words
- Numbers 0-20 and introduction to +/ - phrases
- Distinguish colors: red, blue, yellow, green, pink, brown, black, white, orange
- Recognize shapes: circle, square, triangle, oval, rectangle
- Identify the vowel sounds and names: a, e, i, o, u
- Special letters: silent h, j, ñ, ll hard and soft sounds c & g
- Recognize beginning/ending ¿ ? , ¡ !
- Use correct rules for writing days of the week
- Create a simple story in correct sequence
- Express (ask and say) time to the nearest hour
- Recognize key elements of maps and globes
- Design a treasure map in Spanish and provide simple directions to a specific spot
- The family: parents, grandparents, siblings, aunt, uncle, cousins
- Describe pets: needs, habitats, & characteristics
- Ask and tell how someone's feeling: I am happy, sad, mad, tired, hungry...
- Describe contributions of historical Latin figures Culture: participate in traditional Latin celebrations and traditions: Hispanic Heritage Month, Dia de los Muertos, Navidad, Cinco de Mayo...



(PSPE) PERSONAL, SOCIAL, PHYSICAL EDUCATION

Physical Education is an integral part of the holistic development to each student here at Macfarlane Park IB School. From social interactions to gross and fine motor skill development, each student has a responsibility to be an active participant in all physical education activities.

1st Grade Learning Objectives in PSPE

Social and Character Development

- Exhibits responsible social behavior that respects oneself and others.
- Values physical activity for health, enjoyment, self-expression, and social interactions.
- Academic Language: Rules, Personal Responsibility, Appropriate Behavior, Feelings

Movement Concepts

- Demonstrates competency in a variety of motor skills and movement patterns.
- Applies those movement patterns to safely participate in lifelong physical activity.
- Academic Language: Personal/General space, locomotor skills, non-locomotor skills

Fitness

- Participates regularly in physical activity. (Both inside and outside of the school day)
- Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Manipulative Skills

- Rolling & Collecting, Throwing & Catching- Dribbling (Hands and feet)
- Striking (With body parts, Implements (long and short handled)

Educational Dance

- A knowledge and appreciation for multiple forms of expression through dance.
- Exploration of creative movements in relation to aesthetics, and cultural traditions.

RECESS - IB students will participate in 20 minutes of supervised and unstructured free-play per day. Unstructured free-play is recognized as an essential component of the total educational experience.



● Macfarlane
Park
Elementary

MACFARLANE PARK SCHOOL



WELCOME!

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