

MANSFIELD PUBLIC SCHOOLS

Progress Report

Grade One - March

Reading to Understand

During this marking period students have worked to become more proficient readers. They have developed a deeper understanding of how to use words when speaking and reading. Orally students can break words into syllables; identify initial, medial and final sounds; and blend up to four orally produced sounds into a correct word. They use their knowledge of sounds, sound combinations and word endings (-ed, -ing) to decode words. Fluent automatic reading of taught sight words is expected. Students can read aloud grade level text with accuracy and fluency. A variety of strategies are used to comprehend text. Students can formulate, modify and/or confirm predictions when reading grade level text. They use prior knowledge to support comprehension when reading a variety of texts. Students can distinguish between fiction and nonfiction and use informational text structures/features. When reading grade appropriate text students can identify character(s), setting, and story problem; retell story beginning, middle and end events; and are beginning to identify main idea and sequence in informational text. Students are expected to articulate ideas in complete sentences using correct syntax and relevant details. Students understand the difference between questions and statements and can use question words appropriately. They have an increased awareness of vocabulary and recognize that some words have more than one meaning. Content vocabulary is used appropriately both orally and in writing.

Writing to Communicate

Students continue to build upon their writing skills. They have been writing for a variety of purposes in different modes such as friendly letters, personal narratives and basic expository pieces. Students are expected to write in complete sentences and use the correct end mark. They are also expected to use a capital letter at the beginning of the sentence and to consistently capitalize the word I. They can write telling and asking sentences. Students are using their knowledge of sounds/letters to spell words conventionally and to use this knowledge when attempting to spell new words. Correct spelling of words taught to date is expected. Students can use editing skills to check work for capitalization, punctuation, correct spelling of words taught, and for complete sentences. Students are expected to write legibly by applying handwriting skills such as consistent size of letters, consistent spacing between words, correct letter formation and by using an effective pencil grip. They continue to contribute ideas during shared/interactive writing time.

Mathematics

Students are continuing to build number sense when counting by ones to 100, by twos to 20, and by fives to 50. Students are recognizing that groups of 10 help them to count objects more efficiently than counting by ones. The students are learning strategies for basic addition and subtraction facts to 10. Some of these include doubles and neighbors, adding/subtracting 2, adding 10's and 1's (to make teens), and adding 9's. Students are expected to count pennies, nickels, and dimes in amounts up to 30¢. Reading time on an analog clock to the hour and half hour is the norm. The thermometer is a tool students have learned to use to record the temperature to the nearest 10°. Through discussions about the temperature, students know that the higher the temperature the warmer it is, and the lower the temperature the colder it is. Patterning continues as they work with number patterns and sorting based on more than one attribute. Students collect data, post it on pre-made graphs, and then make generalizations and predictions based on the data. Students play games with spinners that provide more experience with chance and how likely it is that something will happen. In problem solving students are continuing to work on writing an addition or subtraction sentence along with explaining the strategy used to solve the problem.