

# **MANSFIELD PUBLIC SCHOOLS**

## **Progress Report**

### **Grade 1 - November**

#### **Reading to Understand**

Learning to read and enjoying reading are the primary literacy goals for grade 1 students. During this marking period, they have been working on phonological awareness, decoding, fluency, vocabulary, and comprehension skills and strategies. Auditory skills such as identifying all initial, medial, and final consonant sounds, blending words using word families, producing rhyming words, segmenting (breaking apart) three sound words, and hearing syllables in words. Students use strategies to decode new words by using their knowledge of initial, medial, and final consonant sounds. They also use word families to read new words and to decode words that end in the suffix –s. By this time of the year, students understand concepts of print: 1-1 correspondence, tracking, left to right progression, and return sweep. Fluent automatic reading of taught sight words is expected. Students are also expected to read aloud grade level text with accuracy and use punctuation clues appropriately. At this time of year, they are expected to speak in complete sentences and clearly share personal experiences using vocabulary appropriate to the topic. The vocabulary used in discussion reflects an awareness of the topic. They know when and how to take a turn in a conversation and are learning when to interrupt appropriately. Students in grade 1 are learning to comprehend by making a prediction and supporting it with text information; making meaningful text to self connections; activating prior knowledge about the topic; distinguishing between fiction and informational text (nonfiction); and by retelling a story with a beginning, middle and end.

#### **Writing to Communicate**

During the first marking period, students learn that writing is a form of communication and that the narrative mode tells a story. They learn to write for different purposes and each piece has a topic. The vocabulary used in writing should be appropriate to that topic and the story told should have a beginning, middle, and end. Illustrations, if drawn, will support the written topic. Students at this time of year are expected to write in complete sentences; use a capital letter at the beginning of a sentence and in names and the word “I”; and use a period at the end of a sentence. They should spell words taught correctly. Also in spelling, students should correctly hear, identify, and represent sounds in order to recognize there is a conventional way to spell words. Using this understanding, students attempt to spell new words correctly. Students are learning to write legibly by developing handwriting skills such as consistent size of letters, consistent spacing between words, correct letter formation, and by using an effective pencil grip. They can contribute ideas during shared/interactive writing time and speak in complete sentences.

#### **Mathematics**

By November, students in grade 1 continue to build number sense by counting orally to 50 by 1’s, by 5’s to 25, 10’s to 100, writing numbers to 31, and comparing quantities to 30. Basic facts include knowing one more or less than a number; 0 does not change a number’s quantity; addition combinations to 5; and subtraction combinations for numbers 5 or less. Students are learning the names and quantities for the coins (penny, nickel, dime, quarter) and learning how to count them. In geometry students know the pattern block shapes (hexagon, triangle, trapezoid, square, rhombus) and use mathematical language such as top, bottom, middle, above, below, right, left, and center. Telling time to the hour and knowing the days of the week are topics of measurement learned. Students work to identify, describe, and extend repeating patterns and are beginning their study of growing patterns. As students sort items, they are continuing to create, interpret, and make predictions about two column graphs. Finally, students are working to increase their problem solving skills by identifying the necessary information in the problem and sharing their strategies and solutions. Students are working to record their thinking using pictures, words, and numbers.