



*The Mission of the Souderton Area School District is to prepare students to demonstrate competencies needed to contribute and to succeed in a changing world by building on a commitment to excellence and innovation, by working in partnership with family and community, and by assuring a quality education for all students in a safe and nurturing environment.*

## First Grade Overview

The Souderton Area School District emphasizes student growth and achievement academically, socially, and emotionally. The District programs are developed and revised to meet district and PA Core standards in 12 subject areas and graduation requirements of the Chapter 4 Regulations. SASD ensures accomplishment of necessary curriculum characteristics in all standards areas by collaboratively working with teachers through curriculum reviews, curriculum mapping and curriculum writing. Planned course documents include academic standards, end of unit/course assessments, essential questions, enduring understandings, key concepts and competencies, major teaching points, instructional time, and materials and resources.

### English Language Arts

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#### ➤ READING

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##### Launching the Reading Workshop

**Unit Summary:** This unit of study is where it all begins in first grade. Children *must* have time to read and/or explore books. Using a workshop format, will provide all our young students with time each day to practice the mini lessons taught, as they independently read for short periods of time. Early first graders will begin to build those good habits, keeping in mind how critical they will be in the months ahead. Students will learn about teacher expectations, what a workshop looks and sounds like, how to choose and care for the books they are reading, and how to navigate their classroom library. Readers will begin to learn how to discuss the books they are reading and the courtesies that are a part of being a good listener, as well as a good speaker.

##### Building Good Reading Habits

**Unit Summary:** This unit focuses on reminding students of what they already know about reading skills and habits. The good reading habits that students will learn in this unit are: habits for reading long and strong, habits for solving hard words, and habits for working with a partner. This unit is designed to give children the best possible start of their year.

## Word Detectives

**Unit Summary:** This unit is all about supporting children’s word-solving skills in a fun and joyful way. This unit focuses on foundational reading skills such as learning to monitor reading, developing efficient word-solving skills that consistently use meaning, structure, and visual information; expanding their knowledge of phonics and its application in context; and strengthening fluency. This unit asks students to take on the role of word detectives, readers who are always on the lookout for trouble and ways to solve them.

## Learning About the World

**Unit Summary:** This unit balances support for nonfiction reading with support for reading processes. Comprehension strategies (previewing, predicting, text structure and synthesizing) will rally students to learn all they can from nonfiction texts. Students will develop good habits for decoding unfamiliar words and work to understand new vocabulary. Emphasis will continue on fluency and studying author craft.

## Readers Have Big Jobs to Do

**Unit Summary:** This unit is all about the reading process. Students will develop independence and mind set to accomplish complex text with accuracy, comprehension and fluency. This requires the development of problem solving skills. A portion of this unit is all about monitoring one’s own reading and initiating action. Children will learn strategies for developing an understanding of new words and bring everything they have learned together.

## Meeting Characters and Learning Lessons

**Unit Summary:** This unit focuses on the power of the story. This unit teaches empathy, imagination, envisionment, prediction and all the comprehension skills that enhance engagement. Students will learn the nuts and bolts of story elements and the skills that are foundational to literal and inferential comprehension.

## ➤ WRITING

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### Launching the Writing Workshop

**Unit Summary:** This unit of study is where it all begins in first grade. Children *must* have time to write. Using a workshop format, will provide all our young students with time each day to practice the mini lessons taught, as they independently write for short periods of time. Early first graders will begin to build those good habits, keeping in mind how critical they will be in the months ahead. Students will learn about teacher expectations, what a workshop looks and sounds like, and how authors choose topics and write about them.

### **Small Moments**

**Unit Summary:** This unit focuses on writing small moment stories with details, showing a character's actions, dialogue and internal thinking. Students will produce lots and lots of writing, moving with independence and stamina through the writing process. Another goal of this unit is for students to become resourceful word solvers.

### **Nonfiction Chapter Books**

**Unit Summary:** This unit prepares students to write informational texts of all sorts. This unit is also designed to grow young students' reading abilities, gaining a perspective on how to structure this kind of writing themselves. During this unit of study, each child will write lots of information books about lots of topics and will revisit his or her writing to self assess and revise.

### **Writing Reviews**

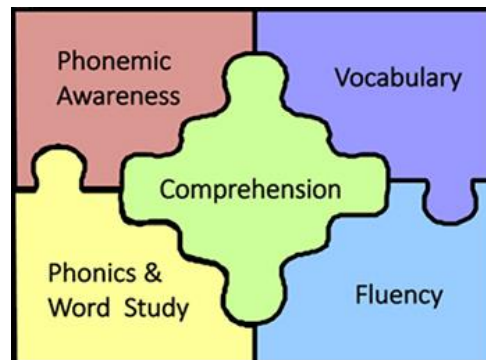
**Unit Summary:** The first portion of this unit focuses on the notion that children collect stuff. This translates to an introduction to opinion writing. Students will write review after review while incorporating qualities of good persuasive writing. Their opinion writing will include claims or opinions, followed by reasons and explanations for those reasons. This unit ends with weaving in the structure of opinion writing with book reviews.

### **From Scenes to Series**

**Unit Summary:** The focus of this unit is on realistic fiction. Students will go through the process of creating pretend characters, giving that character adventures in more than one booklet, elaborating and revising across books and finally creating a "boxed set" of their stories. Throughout this unit students will work with increasing independence synthesizing skills they have learned across the year.

## ➤ PHONICS

Wilson Foundations is a supplemental phonics/spelling program delivered to general education classrooms in 30-minute daily lessons. (Tier 1) It is designed to be combined with a literature-based program to comprehensively address English Language Arts (comprehension and writing). The program incorporates research based multisensory literacy instruction that is explicit, systematic, and cumulative. Foundations activities address all five areas of reading through an integrated approach. In addition, it addresses spelling and handwriting.  
Five Areas of Reading



### Fundations Daily Lesson

- The daily lesson is 30 minutes
- Consists of 3-5 *Learning Activities* that are rotated daily, provide lots of repetition in varied ways, and are delivered through standard procedures

**Schedule of Daily Learning Activities - Example** (Each day 3-5 activities will be presented and rotated)

Day1	Day 2	Day 3	Day 4	Day 5
Letter-Keyword Sound	Drill Sounds/Warm up	Drill Sounds/Warm up	Drill Sounds/Warm up	Drill Sounds/Warm up
Drill Sounds/Warm up	Sky Write/Letter Formation	Make it Fun	Word Play	Storytime
Sky Write/Letter Formation	Student Notebook	Echo/Find Letters	Sky Write/Letter Formation	Echo/Find Letters
Student Notebook	Echo/Letter Formation	Student Notebook	Echo/Find Letters	

## Scope and Sequence

- Segment words into syllables
- Read and spell words with s, es, ed, and ing suffixes
- Segment syllables into sounds (phonemes)- up to five sounds
- Read and spell approximately 100 Trick Words or targeted
- Name sounds of consonants (primary) and short and long high-frequency words vowels when given letters
- Construct sentences using vocabulary words
- Name corresponding letter(s) when given sounds of consonants
- Read controlled stories with fluency, expression, and vowels understanding
- Identify word structures such as blends, digraphs, basewords,
- Apply beginning dictionary skills suffixes, syllable types (closed and vowel-consonant-e
- Apply correct punctuation (period, question mark, exclamation syllables) point)
- Read and spell words with the following syllable patterns:
- Apply capitalization rules for beginning of sentences and CVC, CCVC, CCVCC, CVCe words names of people
- Read and spell compound words and other words with two
- Retell short narrative stories syllables
- Retell facts from expository text

## Math

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*Everyday Mathematics* focuses on procedures, concepts, and applications in three critical areas:

- Understanding addition, subtraction, and strategies within 20.
- Understanding whole number relationships and place value, including grouping by tens and ones.
- Understanding linear measurement as iterating length units.
- Composing and decomposing geometric shapes and reasoning about the attributes of shapes.

## Scope and Sequence

The progression of learning for the course and each unit of study is below:

*Unit 1: Counting*

*Unit 2: Introducing Addition*

*Unit 3: Number Stories*

*Unit 4: Length and Addition Facts*

*Unit 5: Place Value Comparisons*

*Unit 6: Addition Fact Strategies*

*Unit 7: Subtraction Fact Strategies and Attributes of Shapes*

*Unit 8: Geometry*

*Unit 9: Two-Digit Addition and Subtraction and Review*

## Science

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Students experience science through active construction of ideas and studying phenomena. Children investigate and begin to develop concepts and vocabulary around these experiences. Developing inquiry skills is central to helping children think as "scientists." As children begin investigations they learn to ask scientific questions, investigate the world around them, and use their observations to construct reasonable explanations for the questions that are framed for them. The role of the teacher is to guide children in the extending their scientific knowledge and to encourage children to communicate their learning, both orally and in writing, as a result of the inquiry process.

Units:

- Plant Power
- Weather

## Social Studies

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In Social Studies we focus on the following essential questions: How do I become a good citizen? **What happened in my world long ago? How has life changed for people since long ago? Where do I belong in my world? What is a family?** Who are my neighbors

Students work together to explore these questions and are supported by lessons focused on the topics below:

- Building a classroom community
- Long ago and today
- Mapping
- Family and cultural traditions

## Second Step SEL (Social Emotional Learning)

### *Skills for Social and Academic Success*

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Second Step SEL is an evidence-based social-emotional learning curriculum. When students are better equipped to manage their own emotions and build positive relationships, they're better equipped to learn.

- **Unit 1: Skills for Learning**
  - Learning to Listen
  - Focusing Attention
  - Following Directions
  - Self-Talk for Learning
  - Being Assertive
  
- **Unit 2: Empathy**
  - Identifying Feelings
  - Looking for More Clues
  - Similarities and Differences
  - Feelings Change
  - Accidents
  - Showing Care and Concern
  
- **Unit 3: Emotion Management**
  - Identifying Our Own Feelings
  - Strong Feelings
  - Calming Down Anger
  - Self-Talk for Calming Down
  - Managing Worry
  
- **Unit 4: Problem Solving**
  - Solving Problems
  - Fair Ways to Play
  - Inviting to Join In
  - Handling Name-Calling

## Related Arts

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### ➤ ART

The art curriculum develops skills and concepts that build upon each other throughout their school career. The content is built around the elements of art with awareness of the context of art. This context connects art to student experience, children’s literature, local and global cultures, historical perspectives, emerging technologies, and the changing roles of artists in society.

#### Elements of Art

- Lines – have direction
- Shape – basic and invented shapes, patterns
- Color – primary/secondary, experiment w/mixing
- Texture – textures in daily life
- Space – horizon line
- Form – folds, cylinder

#### Units

- Line/Shape
- Color
- Form
- Landscape
- Texture
- Clay

### ➤ COMPUTER SCIENCE

The computer science curriculum develops skills and concepts that build upon each other throughout their school career. The content is built around learning digital basics, coding, and STEM/Maker activities.

#### Essential Questions:

- How do devices work to help us show our learning?
- How can we tell a computer to do what we want it to do?
- How do we work through the Design Process to show our learning?



## ➤ LIBRARY

The library curriculum builds upon the skills and concepts to teach students how to appropriately access and use books and e-books. They will begin exploring the parts of a book and the basics of publication.

### **Students will understand that:**

- Prior and background knowledge is used for understanding literature.
- Online and print books can be both fiction and nonfiction.
- Online databases provide information for pursued topics.
- There is a process to publish a book.
- Books are available in multiple formats and used for a variety of purposes.

## ➤ MUSIC

Students will experience rhythm, melody, harmony, form, expressive qualities, and tone color through listening, singing, movement, creativity, and instrumental performance.

### **Students will understand concepts of:**

- Rhythm – steady beat, same/different rhythm patterns
- Melody – speaking/singing voice, high/low, same/different melodic patterns
- Harmony – exposure to music with harmony, exposure to tonalities
- Form – echo singing, call and response
- Expressive Qualities – style, dynamics, tempo
- Tone Color – environmental sounds and vocal sounds
- Movement – experience creative and choreographed movement
- Instrumental performance – explore a variety of classroom instruments

## ➤ WELLNESS

The goal of first grade wellness is for students to begin mastery of basic locomotor and nonlocomotor skills. Kindergarten concepts will continue to be reinforced as new skills and concepts are explored and developed. Greater emphasis is placed on student conduct in a physical activity setting, specifically regarding direction-following, and appropriate interaction with classmates. Safety is the focal point of health lessons.

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|----------------|--------------|
| • Locomotor    | • Rhythm     |
| • Nonlocomotor | • Space      |
| • Balance      | • Speed      |
| • Jumping      | • Force      |
| • Landing      | • Heartbeat  |
| • Underhand    | • Safety     |
| • Catch        | • Fire drill |
| • Dribble      | • A.L.I.C.E. |
| • Beat         |              |