

Learning Objectives

For Grade One

Directions:

Check 1st box for Mastered

Check 2nd box for Understands

Check 3rd box for Starting to Learn

Leave blank for not yet introduced

Language Arts

LISTENING

The following apply to activities in which the student must listen; e.g., stories read to him, oral instructions, television programs:

- 1.01 Recognize rhyming words in phrases and verses
- 1.02 Repeat a series of four to five numbers; e.g., 2, 5, 1, 6
- 1.03 Follow three sequential directions given only once orally
- 1.04 Screen out sounds that would distract from listening
- 1.05 Relay a brief telephone message accurately
- 1.06 Give the main idea of a conversation or short paragraph
- 1.07 Listen to stories and poems and express ideas about them
- 1.08 Order correctly the events of a story
- 1.09 Retell details of text (plot, characters, etc.)
- 1.10 Identify author's purpose
- 1.11 Give a logical conclusion to a short story
- 1.12 Recognize and react to moods of a story
- 1.13 Listen with attention for a period of ten minutes
- 1.14 Differentiate between right and wrong choices made by people in a story
- 1.15 Find a moral lesson from a given selection

ORAL LANGUAGE

- 1.16 Show respect and courtesy in all conversations
- 1.17 Say rhyming words for any given word
- 1.18 Give own name, address, and phone number
- 1.19 Recite the Pledge of Allegiance
- 1.20 Answer the telephone courteously
- 1.21 Place a telephone call correctly
- 1.22 Introduce two people to each other
- 1.23 Recite the alphabet in sequence from memory
- 1.24 Name any letter of the alphabet on sight
- 1.25 Participate in choral-speaking, role-playing, and storytelling
- 1.26 Express complete thoughts in sentence dictation
- 1.27 Give a logical conclusion to a series of events
- 1.28 Use correct word order in statements and questions
- 1.29 Describe activities, places, and personal experiences using descriptive language
- 1.30 Give a brief oral report using illustrations or exhibits; e.g., show and tell
- 1.31 Dictate ideas to be recorded



READING

The age at which these skills develop varies with each child:

- 1.32 Identify settings of pictures
- 1.33 Use pictures to predict and confirm text
- 1.34 Associate printed form with spoken word
- 1.35 Sense relative size, motion, and distance in pictures
- 1.36 Establish left-to-right direction on the page for reading
- 1.37 Recognize action or outcome from picture stories
- 1.38 Use periods, commas, and exclamation points as signals to meaning
- 1.39 Use phonics to decode words at grade level
- 1.40 Use picture clues, word shape, and context as clues to unfamiliar words
- 1.41 Note structural changes made by adding *-s*, *-ed*, *-ing*, *-er* to root words
- 1.42 Identify main idea implied but not directly stated
- 1.43 Recognize that words may have more than one meaning
- 1.44 Read familiar texts fluently
- 1.45 Project meaning, mood, and emotion through intonation when reading orally
- 1.46 Recognize structure of contractions
- 1.47 Comprehend what is read at grade level
- 1.48 Read independently (looking at pictures or reading aloud to self)
- 1.49 Use reading as a tool for gathering information

LITERATURE

- 1.50 Demonstrate understanding of a story by retelling it in own words
- 1.51 Describe the feelings expressed by characters in stories and poems
- 1.52 Understand story elements (plot, character, sequence)
- 1.53 Find similarities and differences in story
- 1.54 Identify fiction and nonfiction text
- 1.55 Identify author's purpose (e.g., entertain, explain)
- 1.56 Talk about words in a selection that have appeal for their beauty, sound, or rhythm

LIBRARY/STUDY

- 1.57 Know how to choose a book
- 1.58 Demonstrate ability to take care of books
- 1.59 Understand headings, a table of contents, page numbers; use to locate specific story
- 1.60 Complete work



THINKING

- 1.61 Follow simple directions given orally
- 1.62 Read simple diagrams and maps
- 1.63 Classify from light to dark, hot to cold
- 1.64 Describe and compare color, shape, and size of objects
- 1.65 Classify pictures and objects by categories

COMPOSITION AND CREATIVE WRITING

These skills are dependent on motor development and vary with each child:

- 1.66 Use various art media to depict stories
- 1.67 Dictate and copy complete sentences
- 1.68 Dictate a two- or three-sentence story
- 1.69 Choose own topic and use own language in telling the story
- 1.70 Use logical sequence in telling a story
- 1.71 Understand the concept of beginning, middle, and end
- 1.72 Dictate a report of 1 or 2 sentences
- 1.73 Share writing
- 1.74 Accept and use feedback from others

CAPITALIZATION/PUNCTUATION

- 1.75 Capitalize first word of sentences
- 1.76 Capitalize names (e.g., of people, pets), *God*, and the pronoun *I*
- 1.77 Capitalize titles of respect, honor, or rank; e.g., *Mr.*, *Mrs.*, *Pastor*, *Dr.*
- 1.78 Capitalize days of the week
- 1.79 Capitalize names of places; e.g., cities, states, streets
- 1.80 Capitalize important words in titles (stories, books, music, or plays)
- 1.81 Use periods at the end of statement sentences
- 1.82 Use question marks after questions

GRAMMAR AND USAGE

These will be demonstrated mostly incidentally in reading, oral, and listening activities:

- 1.83 Identify naming, action, and descriptive words
- 1.84 Recognize a pronoun as a word which takes the place of a noun
- 1.85 Recognize connecting words (*and*, *but*, *or*)
- 1.86 Add *s* to make plurals
- 1.87 Identify compound words as two words forming one word
- 1.88 Use correct word order to convey the intended meaning; e.g., *her head is on the pillow or the pillow is on her head*
- 1.89 Understand that a sentence has two parts: naming and acting



SPELLING

The age at which these skills develop varies with each child:

- 1.90 Recognize individual phonemes in words (smallest single unit of sound—*sh, oa, t, ng*)
- 1.91 Substitute consonants (*had, fad*) and vowels (*had, hid*) to spell new words from known words
- 1.92 Use sound-symbol association to spell phonetically accurate words
- 1.93 Spell sight words according to ability

PENMANSHIP

These skills are dependent on motor skills and vary with each child:

- 1.94 Know correct body position for writing
- 1.95 Follow left-to-right direction in writing words
- 1.96 Recognize proper paper placement
- 1.97 Know and use the correct pencil position
- 1.98 Form numerals correctly
- 1.99 Form upper- and lower-case letters correctly in manuscript
- 1.100 Space letters and words accurately
- 1.101 Know proper alignment and proportion of letters
- 1.102 Write within the lines
- 1.103 Recognize vertical placement of straight lines
- 1.104 Evaluate own handwriting and improve areas of weakness

Math

VALUES

- 1.01 Develop neatness and accuracy in mathematical work
- 1.02 Develop good habits in completing mathematical tasks
- 1.03 Show evidence of learning the value of money and time

STRATEGY FOR SOLVING STORY PROBLEMS

Use the following strategy to solve word problems in which a solution is not readily apparent:

- 1.04 a. Identify the problem
- 1.04 b. Decide which operation to use
- 1.04 c. Write the number sentence
- 1.04 d. Solve the sentence
- 1.04 e. Check the work



NUMBER SYSTEMS, OPERATIONS, AND ARITHMETIC

- 1.05 Count on orally by 1s and 10s from 0 to 100
- 1.06 Understand counting on (skip counting) by 2s and 5s
- 1.07 Count back from 20 to 0
- 1.08 Match objects and numerals up to 12
- 1.09 Match number-words and numerals from 0 to 12
- 1.10 Count concrete objects and record the results in 1s and 10s
- 1.11 Use ordinals *first* through *tenth*
- 1.12 Tell which in a set has *more*, has *less*, has the *most*, or if items *match*
- 1.13 Recognize *before—after*, *one more—one less*, *left—right*
- 1.14 Apply addition with sums to 12
- 1.15 Apply subtraction facts with minuends to 12
- 1.16 Recognize place value (tens and ones)
- 1.17 Understand, select, use appropriate operations (addition or subtraction)
- 1.18 Use *plus* (+), *minus* (−), and *equal* (=) symbols
- 1.19 Add one- and two-digit numbers without regrouping with or without manipulatives; e.g., $10 + 2 = \square$
- 1.20 Recognize $\frac{1}{2}$ and $\frac{1}{4}$ as parts of a whole

MEASUREMENT, TIME, AND MONEY

- 1.21 Compare the sizes of two or more objects using the terms *same as* (equal to), *longer—shorter*, *larger—smaller*, *longest—shortest*, *largest—smallest*
- 1.22 Measure objects using nonstandard units of length; e.g., a paper clip, hand, block
- 1.23 Identify and compare the values of a *penny* (1 cent), *nickel* (5 cents), *dime* (10 cents), and *quarter* (25 cents)
- 1.24 Choose the coins needed to make a purchase up to 20 cents
- 1.25 Recognize the days as a part of the weekly cycle
- 1.26 Name the days of the week
- 1.27 Tell time to the hour and half hour

GEOMETRIC CONCEPTS

- 1.28 Identify and trace circles, squares, triangles, rectangles, ovals, hexagons
- 1.29 Identify sphere (ball), cube (block), and rectangular prism (shoe box)
- 1.30 Compare the relative positions of objects (*over—under*, *above—below*, *top—bottom*, *inside—outside*, *nearer—farther*)
- 1.31 Identify symmetry



LOGIC AND REASONING

- 1.32 Classify a set of objects by one attribute; e.g., size, shape, color, or texture
- 1.33 Pattern with manipulatives and symbols; e.g. completing a pattern of colors, of figures, of dots for a number
- 1.34 Make predictions based on data
- 1.35 Extend math thinking to real-world situations
- 1.36 Use pictures or models to demonstrate understanding

STATISTICS, GRAPHING, AND PROBABILITY

- 1.37 Use a pictograph to display information
- 1.38 Collect (by observing and listening) and organize data

Science/Health

SCIENCE

Grades 1 and 2 Science/Health Objectives can be studied any time during both years:

- 1.01 Use simple scientific investigative processes
- 1.02 Recognize the various tools used to make measurements
- 1.03 Record science data
- 1.04 Use resource materials to find information
- 1.05 Recognize that the earth is made up of water and land surrounded by air
- 1.06 Understand that the earth never stops rotating
- 1.07 Understand that the sun never stops shining
- 1.08 Comprehend the importance of the sun to life on earth; e.g., heat and light
- 1.09 Understand that any change in the placement of the sun or earth would cause a disaster for life on earth
- 1.10 Know why telescopes are used
- 1.11 Know and give examples of the two forms of life: animal and plant
- 1.12 Know all creatures have the same needs for water, air, and food
- 1.13 Name farm animals and resulting products
- 1.14 Name adult and offspring of wild and domestic animals
- 1.15 Recognize the basic plant parts and growth needs
- 1.16 Predict and demonstrate whether an object will sink or float



HEALTH AND SAFETY

- 1.17 Identify the basic food groups on a pyramid chart and give examples
- 1.18 Understand how the body is affected by the foods eaten
- 1.19 Choose foods from the food groups to make a balanced meal
- 1.20 Distinguish between “junk” food and healthful food
- 1.21 Understand the effects of eating foods with too much sugar and fat and snacking between meals
- 1.22 Recognize the importance of pure water and fresh air to good health
- 1.23 Know about “bad” germs and their effect on the body
- 1.24 Understand how cleanliness helps guard against illness
- 1.25 Identify the five senses and how we use them
- 1.26 Identify stress and develop skills for coping responsibly

History and Geography

History/Geography objectives can be covered at any time during Grades 1–8 depending upon curriculum used:

- 1.01 Appreciate own country’s heritage
- 1.02 Practice good citizenship
- 1.03 Understand the Pledge of Allegiance
- 1.04 Know the origin of “The Star-Spangled Banner”
- 1.05 Demonstrate proper care and respect of own country’s flag
- 1.06 Appreciate holidays and their customs
- 1.07 Identify, compare, and contrast people’s dwellings in many countries
- 1.08 Display courtesy to others
- 1.09 Show respect and service for the elderly
- 1.10 Recognize each person has roles and responsibilities within the family

MAPS

- 1.11 Know the purpose of a map
- 1.12 Draw a simple map of a room showing the location of two or three key items
- 1.13 Recognize the globe as a model of the earth
- 1.14 Indicate land and water areas on a globe
- 1.15 Locate and name own country and state on a map
- 1.16 Locate North American continent on a map or globe
- 1.17 Locate the United States within the North American continent on a map or globe



Please provide a brief summary of what your child has worked on throughout the year in these areas:

Art:

Music:

Occupational Education (life or job skills):

Extracurricular Activities and Field Trips:

Did your child use a specific curriculum or curriculums? If so, please provide those titles.

I will also need: Child's full name, Parent's names, Child's date of birth