



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

FIRST GRADE

Elementary Progress Report Overview

In the Elementary Progress Reports, a student's academic progress may be indicated by any level at a given marking period, i.e., a student can receive a 3 or 4 for the first marking period if he/she has demonstrated that level of understanding. Since some concepts and skills are presented only at certain times during the school year, parents should expect to see some "NA"s on a student's progress report for the first marking period. This should be expected and not a concern.

Academic Key	
4	Exceeds grade level standard
3	Meets grade level standard
2	Developing towards grade level standard
1	Does not yet meet grade level standard (needs to develop)
NA	Not assessed at this time

Work Habits and Social Development are reported on three levels, allowing students who are demonstrating a higher level to be recognized.

Work Habits/Social Development Key	
O	Outstanding
S	Satisfactory
N	Needs Improvement

Progress Reports are sent home in November, March, and June following our three marking periods.

Note for Students with an IEP or 504 Plan

If your child has an Individual Education Plan or 504 Accommodation Plan, this progress report will reflect any modifications in grading, course content, or student expectations that have been specified by the Planning and Placement Team.

English Language Arts

In 1st grade, your child will become a more independent reader and writer. Your child will continue to learn phonics to recognize the sounds that make up words and learn more about word parts to help them figure out new words. Such foundational skills are necessary and important components of developing proficient readers with the capacity to understand a wide range of materials. Students will learn to think about what they read and talk about the main ideas of these stories.



Reading and discussing Informational texts will be an important focus. As they write and speak, 1st graders will learn to use language appropriately; this includes using complete sentences and spelling words with increasing accuracy. Writing will include stories from their lives as well as writing informational and opinion pieces. He or she begins to use proper punctuation and grammar.

Mathematics

In 1st grade, your child will build on last year's work and gain important new skills. One of the most important outcomes for the year is to improve speed and accuracy adding with a sum of 20 or less and subtracting from a number 20 or less. Another important goal in 1st grade is adding with a sum of 100 or less; this will rely on understanding what the digits mean in a number such as 63.

In First Grade, your child will:

- Solve addition and subtraction word problems;
- Add with a sum of 20 or less and subtract from a number 20 or less;
- Quickly and accurately add with a sum of 10 or less and quickly and accurately subtract from a number 10 or less;
- Use understanding of place value to add or subtract;
- Understand what the digits mean in two digit numbers (place value);
- Measure lengths of objects by using a shorter object as a unit of length; and
- Make composite shapes by joining shapes together and dividing circles and rectangles into halves or fourths.



Science

Learning science is an active process. Students of science ask questions, make observations, and gather information to make sense of the world around them and design solutions to problems. Students engage in inquiry-oriented instruction to build science knowledge, to learn to work collaboratively, and to communicate ideas utilizing critical thinking skills.

In First Grade your child will:

- Use observations of the sun, moon, sky, and shadows to describe predictable patterns
- Analyze how plants and animals use behaviors and external parts to meet their needs for survival
- Observe the life cycle of plants and animals to collect evidence that young plants and animals are like, but not exactly like their parents
- Determine the effect of placing objects of different materials in the path of a beam of light
- Investigate how sound is made and how light or sound can be used to communicate over a distance
- Use simple measuring tools to observe, compare, and record information about objects and organisms
- Develop a simple sketch, drawing, or physical model to illustrate thinking or to solve a problem



Social Studies

Throughout the grades, students will be learning much of their Social Studies content during their English Language Arts period. A large part of the Connecticut Core State Standards is reading non-fiction and informational writing.

We revised our Social Studies Curriculum this year to include new topics in First Grade:

- My Town & Community
- Monroe Geography
- The Present
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Students will explore non-fiction books, magazines, and newspapers as well as learning about maps of Monroe.

Art

It is the goal of the elementary art department to provide students with an exceptional art education. We seek to nurture the artistry and creativity in all our students by providing experiences that are fun, rewarding, and challenging. Our commitment is to also create within students a sense of pride and worth in their artistic abilities. Art is an expressive form of non-verbal communication important to the total education of the student in the Monroe Public Schools.



Physical Education

Our Physical Education program is based on acquiring knowledge and skills as a foundation for engaging in physical activity. The purpose of our physical education classes is to give all students the necessary tools to sustain regular, lifelong physical activity as a foundation for a healthy, productive, and fulfilling life. Physical education is a sequential educational program based on physical activities undertaken in an active, safe, and supportive atmosphere in which every student is challenged and successful.



Music

As a department, we are committed to providing all students with a quality education in music and performing arts.

In 1st, students will be evaluated on:

Effort

Creating: Create vocal/ instrumental/ movement responses

Performing: Uses voice, matches pitch, and keeps a steady beat

Responding: Describes simple musical concepts, responds to music through movement



Comments:

Each marking period, teachers will write comments sharing more specific details or examples about student performance.

It is our sincere hope that through high quality music educational opportunities using traditional, experiential, and creative instructional experiences, all students will become inquisitive, life-long learners with the 21st century skills necessary to be successful.