

1st Nine Weeks Skills

- Skills with check marks will be taught and tested on the report card. Skills with bullets will be taught but not tested.

Reading

- ✓ Recognize symbols (e.g. signs, pictures) that represent words
- ✓ Identifies multiple syllables in words
- ✓ Predicts a likely consequence of a particular action
- Build vocabulary by reading, listening to, and discussing a variety of literature
- Recognize rhyming words
- Understand that a phoneme is one distinct sound
- Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions)
- Listen attentively to speaker for specific information
- Understand and follow simple two-step oral directions
- Use rules for conversation (e.g., raise hands, take turns, and focus attention on speaker)
- Speak clearly properly, and politely, and recognize the differentiate between formal and informal language
- Participate in group discussion - Work productively in group discussion for a particular purpose/ ask and respond to questions from teacher and other group members
- Recite poems stories and songs
- Explore various forms of informational texts (e.g., charts, magazines, books)
- Experience and respond to a variety of media (e.g., books, audio tapes, film)
- Visit libraries/media centers and regularly check out materials
- Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics
- Participate in the creation of graphic organizers (KWL charts, diagrams)
- Recognize that intonation and volume of voice assist with meaning
- Spells first name

Math

- ✓ Recognize zero as a set with no objects
- ✓ Identify positions e.g., beside, inside, outside, above, below) using models, illustrations, and stories and makes comparisons between objects (e.g., shorter, taller, longer)
- ✓ Collects and counts data
- Quickly recognize the number of objects in a small set
- Sort, order and classify objects by attribute and identify objects that do not belong in a particular group
- Identify plane shapes e.g., circle, square, triangle, and rectangle
- Sort objects into sets and describe how the objects were sorted
- Sort objects in different ways
- Begin to develop the concept of estimation using concrete objects
- Use age-appropriate books, stories, and videos to convey ideas of mathematics
- Create a set with a given number of objects
- Name and order numbers 0 - 5

Science

- ✓ Uses senses and simple tools to make observations
- ✓ Communicates using age appropriate science vocabulary
- ✓ Recognizes that things are made up of parts
- ✓ Demonstrates different types of movement such as straight line/zigzag; backwards/forwards
- Communicate interest in simple phenomena and plan for simple investigations
- Collect, discuss, and communicate findings from a variety of investigations
- Use puzzles to determine that there are many parts that make up a whole
- Use building blocks to create a whole from the parts
- Take apart an object and describe how the parts work together
- Use a variety of objects to demonstrate different types of movement. (e.g., straight line/zigzag, backwards/forward, side to side, in circles, fast/slow)

Social Studies

- ✓ Explains what a map and globe represent
- Use personal directions such as up, down, left, right, near and far to describe relative direction
- Locate places in community such as the student's home and the classroom on the campus
- Recognize that a person is a citizen of the country in which he/she is born
- Understand that rules are created to protect an environment
- Know that family structures can change
- Identify authority figures in the home, school, and community
- Explain how authority figures make and enforce rules
- Explain the use of voting as a method for group decision-making
- Recognize the need for rules for daily living and fair treatment of others
- Identify purposes for having rules
- Be aware that laws and rules are followed and created by the people, school, community, and country
- Know rules of safety including signs and signals
- Define cooperation
- Identify the concept of physical features as in mountains, plains, hills, oceans, and islands
- Describe how groups are made up of people who work, play, or learn together and share common interests
- Explain the consequences of an individual's decisions and actions
- Recognize individuals have a space or develop an understanding of space and spatial relationships
- Understand that cooperation is necessary when working within large and small groups to complete tasks
- Work independently and cooperatively to accomplish goals

2nd Nine Weeks Skills

- Skills with check marks will be taught and tested on the report card. Skills with bullets will be taught but not tested.

Reading

- ✓ Summarizes using logical sequence of events

- ✓ Arranges three items or events in sequential order
- ✓ Identifies parts of a book
- Attempt to spell simple words using pre-to-early phonetic knowledge, sounds of the alphabet, and knowledge of letter names
- Recognize rhyming words
- Recognize words that have the same beginning and ending sounds
- Use sound stretching of one syllable words to identify each phoneme
- Use the first letter of a words paired with a picture as a decoding strategy
- Understand that as letters of a word change, so do the sounds
- Understand that the sequence of letters in a written word represents the sequence of sounds in a word
- Give simple two-step oral directions
- Use illustrations to help comprehend informational texts
- Derive meaning while reading by employing the following strategies: Asking questions to clarify meaning; Participating in discussions; predicting what will happen next; creating mental images; using illustrations to gain meaning; relating knowledge from personal experience
- Identify the characters, setting, and events of a story

Skills from last nine weeks that will be carried over into this nine week:

- Build vocabulary by reading, listening to, and discussing a variety of literature
- Recognize rhyming words
- Understand that a phoneme is one distinct sound
- Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions)
- Listen attentively to speaker for specific information
- Understand and follow simple two-step oral directions
- Use rules for conversation (e.g., raise hands, take turns, and focus attention on speaker)
- Speak clearly properly, and politely, and recognize the differentiate between formal and informal language
- Participate in group discussion - Work productively in group discussion for a particular purpose/ ask and respond to questions from teacher and other group members
- Recite poems stories and songs
- Explore various forms of informational texts (e.g., charts, magazines, books)
- Experience and respond to a variety of media (e.g., books, audio tapes, film)

- Visit libraries/media centers and regularly check out materials
- Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics
- Participate in the creation of graphic organizers (KWL charts, diagrams)
- Recognize that intonation and volume of voice assist with meaning

Writing

- Brainstorm ideas with teachers and peers, use graphic organizers (e.g., webs, charts, diagrams) independently and /or in group, draw pictures to generate ideas, and use a variety of resources to gather information
- Use temporary/creative spelling to spell independently as needed

Math

- ✓ Count backwards from 10 to 1
- ✓ Identifies "more than," "less than," or "equal to" with ten or fewer objects
- ✓ Uses ordinal numbers and positional terms: (e.g., first, fourth, last)
- ✓ Recognizes 6 - 10 as "five and some ones"
- ✓ Names, copies, creates, and extends a pattern and explains a simple rule for a pattern
- ✓ Describes changes in attributes such as longer/shorter; colder/warmer; heavier/lighter
- Identifies and counts sets 6 - 10
- Use a variety of manipulatives (such as connecting cubes, number cards, shapes) to create patterns
- Make direct and indirect comparisons between objects (such as recognize which is shorter, longer, taller, lighter, heavier, or holds more)

Skills from last nine weeks that will be carried over into this nine week:

- Begin to develop the concept of estimation using concrete objects
- Use age-appropriate books, stories, and videos to convey ideas of mathematics
- Create a set with a given number of objects

Science

- ✓ Uses senses and simple tools to make observations
- ✓ Communicates using age appropriate science vocabulary
- ✓ Compares solids and liquids
- Explain how simple tools are used to extend the senses, make life easier, and solve everyday problems
- Uses tools to measure materials and construct simple products
- Invent designs for simple products
- Observe plants and animals and make records of their similarities and differences
- Record information about the care, feeding, and maintenance of a living thing
- Observe a plant to identify how it changes as it grows from a seed to the adult plant and record data using non-standard measurement devices
- Matches pictures of seedlings to adult plants
- Observe, identify, and compare the properties of various objects such as color, shape, and size

Skills from last nine weeks that will be carried over into this nine weeks:

- Communicate interest in simple phenomena and plan for simple investigations
- Collect, discuss, and communicate findings from a variety of investigations

Social Studies

- ✓ Compares family traditions and customs among cultures
- Identify basic human needs
- Explain how basic human needs of food, clothing, shelter, and transportation are met
- Understand that people create shelter according to both culture and environment
- Recognize how jobs are similar and different from one community to another
- Identify jobs in the home, and school
- Explain why people have jobs
- Distinguish between needs and wants
- Recognize that all jobs are significant and realize that some jobs are interdependent
- Define history as the story of our past

- Recognize that change occurs over time
- Observe how sites in neighborhoods and communities change over time
- Recognize that each family has a family tree
- Identify the human characteristics of places such as types of houses and ways of earning a living
- Describe how landforms and bodies of water influence where and how people live
- Describe personal connections to place, especially place as associated with immediate surroundings
- Describe how individuals meet their needs and wants through different means
- Know that individuals choose jobs that impact their lives, families and communities

Skills from the last nine weeks that will be carried over into this nine week:

- Explain the consequences of an individual's decisions and actions
- Recognize individuals have a space or develop an understanding of space and spatial relationships
- Understand that cooperation is necessary when working within large or small groups to complete tasks
- Work independently and cooperatively to accomplish goals

3rd Nine Weeks Skills

- Skills with check marks will be taught and tested on the report card. Skills with bullets will be taught but not tested.

Reading

- ✓ Recognizes and names all upper and lowercase letters of alphabet
- ✓ Reads high frequency words; color, number, and other sight words
- ✓ Spells first and last name correctly
- ✓ Recognizes and produces rhyming words
- ✓ Recognizes capital letters at the beginning of a sentence
- ✓ Recognizes periods, question marks, and exclamation points as end punctuation
- ✓ Retells a story including plot, characters, and setting
- ✓ Distinguishes between fiction and nonfiction
- ✓ Makes predictions about text
- Use capitalization when writing names

Skills from last nine weeks that will be carried over into this nine weeks:

- Attempt to spell simple words using pre-to-early phonetic knowledge, sounds of the alphabet, and knowledge of letter names
- Recognize words that have the same beginning and ending sounds
- Use sound stretching of one syllable words to identify each phoneme
- Understand that as letters of a word change, so do the sounds
- Understand that the sequence of letters in a written word represents the sequence of sounds in a word
- Give simple two-step oral directions
- Use illustrations to help comprehend informational texts
- Derive meaning while reading by employing the following strategies: Asking questions to clarify meaning; Participating in discussions; predicting what will happen next; creating mental images; using illustrations to gain meaning; relating knowledge from personal experience
- Identify the characters, setting, and events of a story
- Build vocabulary by reading, listening to, and discussing a variety of literature
- Recognize rhyming words
- Understand that a phoneme is one distinct sound
- Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions)
- Listen attentively to speaker for specific information
- Understand and follow simple two-step oral directions
- Use rules for conversation (e.g., raise hands, take turns, and focus attention on speaker)
- Speak clearly properly, and politely, and recognize the differentiate between formal and informal language
- Participate in group discussion - Work productively in group discussion for a particular purpose/ ask and respond to questions from teacher and other group members
- Recite poems stories and songs
- Explore various forms of informational texts (e.g., charts, magazines, books)
- Experience and respond to a variety of media (e.g., books, audio tapes, film)
- Visit libraries/media centers and regularly check out materials
- Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics
- Participate in the creation of graphic organizers (KWL charts, diagrams)
- Recognize that intonation and volume of voice assist with meaning

Writing

- Incorporate suggestions from teachers and peers

Skills from last nine weeks that will be carried over into this nine week:

- Brainstorm ideas with teachers and peers, use graphic organizers (e.g., webs, charts, diagrams) independently and /or in group, draw pictures to generate ideas, and use a variety of resources to gather information
- Use temporary/creative spelling to spell independently as needed

Math

- ✓ Recognizes calendar as a way of telling time
- ✓ Uses words to describe time and temperature
- ✓ Tell time to the hour
- ✓ Recognizes: a penny, nickel, dime, quarter
- ✓ Uses a thermometer to measure temperature
- ✓ Identifies plane and solid figures
- ✓ Sorts plane figures into groups based on the number of sides and vertices
- Identify and counts sets 11 - 20
- Sort solid figures into groups, name and describe the attributes of the shapes
- Use basic shapes and spatial reasoning to model objects and construct more complex shapes
- Name value of coins
- Name and describe a variety of shapes (i.e. circles, squares, triangles, rectangles, hexagons, trapezoids) shown in various positions
- Name and describe three-dimensional shapes (such as sphere, cube, cone, cylinder)

Skills from last nine weeks that will be carried over into this nine week:

- Begin to develop the concept of estimation using concrete objects
- Use age-appropriate books, stories, and videos to convey ideas of mathematics
- Create a set with a given number of objects

Science

- ✓ Uses senses and simple tools to make observations
- ✓ Communicates using age appropriate science vocabulary
- ✓ Observes and gathers weather data daily
- ✓ Compares objects in the day and nighttime sky
- ✓ Understands the sun's effect on different materials
 - Observe, discuss, and draw objects found in the day and night sky
 - Collect, compare, and record daily weather data during different seasons
 - Infer the relationship between temperature and seasonal change
 - Compare, discuss, and record temperature differences
 - Investigate the temperature differences in various locations around the school
 - Compare results and discuss possible causes of a thermometer being placed under different colored pieces of paper

Skills from last nine weeks that will be carried over into this nine week:

- Explain how simple tools are used to extend the senses, make life easier, and solve everyday problems
- Uses tools to measure materials and construct simple products
- Invent designs for simple products
- Observe, identify, and compare the properties of various objects such as color, shape, and size
- Communicate interest in simple phenomena and plan for simple investigations
- Collect, discuss, and communicate findings from a variety of investigations

Social Studies

- ✓ Explain reasons for national patriotic holidays
 - Describe how weather impacts everyday life
 - Describe seasons
 - Identify the flags of the United States and Tennessee
 - Recite the Pledge of Allegiance

Skills from last nine weeks that will be carried over into this nine week:

- Explain the consequences of an individual's decisions and actions

- Recognize individuals have a space or develop an understanding of space and spatial relationships
- Understand that cooperation is necessary when working within large and small groups to complete tasks
- Work independently and cooperatively to accomplish goals

4th Nine Weeks Skills

- Skills with check marks will be taught and tested on the report card. Skills with bullets will be taught but not tested.

Reading

- ✓ Uses phonics to decode words
- ✓ Makes new words using common word families
- ✓ Uses context clues to identify vocabulary in text
- ✓ Uses family and community as sources of information
- ✓ Narrows a research question
- ✓ Presents answer to research question orally
- ✓ Uses illustrations to help comprehend informational text
- ✓ Identifies main idea in informational text
- ✓ Derives meaning from text by employing the following strategies: Asking questions to clarify meaning; participating in discussions; predicting what will happen next; creating mental images; using illustrations to gain meaning; relating knowledge from personal experience
- Segment one-syllable words into individual sounds and blend the sounds into whole words
- Read simple text containing familiar letter-sound correspondence and high frequency words

Skills from last nine weeks that will be carried over into this nine weeks:

- Attempt to spell simple words using pre-to-early phonetic knowledge, sounds of the alphabet, and knowledge of letter names
- Recognize words that have the same beginning and ending sounds
- Use sound stretching of one syllable words to identify each phoneme
- Understand that as letters of a word change, so do the sounds
- Understand that the sequence of letters in a written word represents the sequence of sounds in a word

- Give simple two-step oral directions
- Use illustrations to help comprehend informational texts
- Identify the characters, setting, and events of a story
- Build vocabulary by reading, listening to, and discussing a variety of literature
- Understand that a phoneme is one distinct sound
- Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions)
- Listen attentively to speaker for specific information
- Understand and follow simple two-step oral directions
- Use rules for conversation (e.g., raise hands, take turns, and focus attention on speaker)
- Speak clearly properly, and politely, and recognize the difference between formal and informal language
- Participate in group discussion - Work productively in group discussion for a particular purpose/ ask and respond to questions from teacher and other group members
- Recite poems stories and songs
- Explore various forms of informational texts (e.g., charts, magazines, books)
- Experience and respond to a variety of media (e.g., books, audio tapes, film)
- Visit libraries/media centers and regularly check out materials
- Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics
- Participate in the creation of graphic organizers (KWL charts, diagrams)
- Recognize that intonation and volume of voice assist with meaning

Writing

- ✓ Create legible documents for reading by forming legible upper and lower case letters, writing from left to right and top to bottom, and tracing and reproducing letters and words correctly
- ✓ Includes descriptive words and details in writing
- Evaluate own and others' writing through small group discussion and shared work

Skills from last nine weeks that will be carried over into this nine week:

- Incorporate suggestions from teachers and peers
- Brainstorm ideas with teachers and peers, use graphic organizers (e.g., webs, charts, diagrams) independently and /or in group, draw pictures to generate ideas, and use a variety of resources to gather information

- Use temporary/creative spelling to spell independently as needed

Math

- ✓ Adds and subtracts using visual aids and manipulatives
- ✓ Matches and orders quantities to 25 using numbers and words
- ✓ Counts to 20 by twos
- ✓ Adds and subtracts single digit numbers with answer between 0 and 10
- ✓ Solves addition problems with sums less than 20
- ✓ Solves subtraction problems using numbers 1 - 10
- ✓ Solves story problems that illustrate addition and subtraction
- Count objects to 25 using one-to-one correspondence and identify the quantity in the counted group
- Model simple joining and separating situations with objects
- Understand that numbers can be represented by different groupings

Skills from last nine weeks that will be carried over into this nine week:

- Begin to develop the concept of estimation using concrete objects
- Use age-appropriate books, stories, and videos to convey ideas of mathematics
- Create a set with a given number of objects

Science

- ✓ Uses senses and simple tools to make observations
- ✓ Communicates using age appropriate science vocabulary
- ✓ Recognizes things as living or non-living
- ✓ Compares and contrasts plants and animals
- ✓ Identifies the characteristics of plants and animals within an ecosystem
- ✓ Understands natural and manmade objects
- Use a variety of representations to describe similarities and differences among plants and animals
- Match pictures of animal and plant characteristics needed for survival to appropriate environments

- Identify non-living materials found on the school site and discuss how these materials are similar and different
- Investigate and compare a variety of non-living materials using simple tools.

Skills from last nine weeks that will be carried over into this nine week:

- Communicate interest in simple phenomena and plan for simple investigations
- Collect, discuss, and communicate findings from a variety of investigations

Social Studies

- Explain that people learn in the context of families, peers, schools, and communities
- Give examples of how learning and physical development affect behavior
- Describe how groups are made up of people who work, play, or learn together and share common interests

Skills from last nine weeks that will be carried over into this nine week:

- Explain the consequences of an individual's decisions and actions
- Recognize individuals have a space or develop an understanding of space and spatial relationships
- Understand that cooperation is necessary when working within large and small groups to complete tasks
- Work independently and cooperatively to accomplish goals