



## ART

*Students will develop the ability to . . .*

- Identify shapes & various properties of line
- Know differences between artistic materials
- Describe various techniques and processes
- Use media to communicate ideas, experiences
- Use materials & tools safely & responsibly
- Understand the content of works of art



## TECHNOLOGY

*Students will be able to . . .*

- Demonstrate a primary degree of computer knowledge and literacy
- Properly handle software & hardware
- Successfully run grade appropriate software programs



## PUPIL SERVICES

Director, Kathleen Medaglio 781 393-2229

The Medford Public Schools are committed to insure access to the general education curriculum for all students. Support service departments include: Special Education, Bilingual & Multicultural Education, Guidance and Title I.

Keep current about district & state educational activities. Sources for educational information include channel 15 and the following websites:

Medford Public Schools  
<http://www.medford.k12.ma.us>  
<http://www.doe.mass.edu/>

## Tips For Parents

To create strong schools, the definition of the classroom must be expanded to include the family. The Medford Public Schools recognizes that parental support for their child's learning is an important component in optimizing student achievement. Here are some suggestions for supporting your child throughout the school year:

- Make your child's attendance at school a top priority. There are only 180 instructional days per school year. Given the new district curriculum and rigorous state testing, it is critical that children be in school each day to be successful.
- Consult frequently with your child's teacher about specific ways to help your child with their work.
- Work with the school to promote good study habits.
- Develop good nutritional, rest and safety habits
- Take an active interest at home in your child's daily school activities.
- Help your child select materials and ideas from home to contribute to class assignments
- Provide your child with a structure for studying that includes a schedule and locations where they can quietly work on assignments.
- Encourage your child to pursue individual interests and help him/her to link interest with schoolwork.
- Assist your child with homework, ensuring that the final product reflects his/her true understanding of the assignment
- Use family activity time to reinforce learning in school by visiting museums & libraries.

**BROOKS ELEMENTARY SCHOOL**  
388 High Street  
Medford, MA 02155  
Phone: (781) 393-2166  
Principal: Kevin Andrews

**COLUMBUS ELEMENTARY SCHOOL**  
37 Hicks Avenue  
Medford, MA 02155  
Phone: (781) 393-2177  
Principal: Kathy Kay

**MCGLYNN ELEMENTARY SCHOOL**  
3002 Mystic Valley Parkway  
Medford, MA 02155  
Phone: (781) 393-2333  
Principal: Diane Guarino

**ROBERTS ELEMENATARY SCHOOL**  
35 Court Street  
Medford, MA 02155  
Phone: (781) 393-2155  
Principal: Kirk Johnson

# MEDFORD PUBLIC SCHOOLS

# 1

## WELCOME TO

## FIRST GRADE

THIS BROCHURE IS DESIGNED  
TO PROVIDE THE  
MEDFORD PUBLIC SCHOOLS  
FAMILIES AND COMMUNITY WITH AN  
OVERVIEW OF THE CURRICULUM  
PRIORITIES BY GRADE AND BY SUBJECT.

### MEDFORD PUBLIC SCHOOLS SCHOOL COMMITTEE

Chairman: Mayor Michael McGlynn  
Vice Chair: John Falco  
Secretary: Robert E. Skerry, Jr.  
Ann Marie Cugno  
Erin DiBenedetto  
George Scarpelli  
Paulette Van der Kloot

### DISTRICT ADMINISTRATION

Roy E. Belson, Superintendent  
Beverly G. Nelson, Deputy Superintendent  
Diane Caldwell, Assistant Superintendent



## ENGLISH LANGUAGE ARTS

### READING

*Reading: Literature & Informational Text*

- Asks & answers questions about key details in a text
- Identifies differences between fiction & non-fiction
- Uses illustrations to describe the text
- Compares and contrasts between two similar texts
- Reads texts with purpose & understanding
- Identifies narrator at various points in the text
- Identifies characteristics shared by folk & fairytales
- Makes connections within the text
- Identifies the features of a sentence
- Distinguishes vowel sounds in single-syllable words
- Segments and blends single-syllable words
- Knows spelling and sounds for common digraphs
- Decodes one & two-syllable words
- Reads words with inflectional endings
- Reads grade-appropriate irregularly spelled words
- Reads with grade-level accuracy for comprehension
- Reads with grade-level fluency for comprehension

### WRITING

- Writes opinion pieces that include a topic, opinion with reason, varied sentences and a sense of closure
- Writes informational/explanatory pieces that include a topic, varied sentences, some facts, & a sense of closure
- Writes narratives that include two or more sequenced events, transition words, varied sentences, some detail, and a sense of closure
- Writes poems with rhyme and repetition
- Adds detail to strengthen written work
- Participates in research and writing projects

### SPEAKING & LISTENING

- Participates appropriately in class conversation
- Asks/answers questions about lessons
- Expresses ideas & feelings

### LANGUAGE (VOCABULARY & CONVENTIONS)

- Prints upper and lower case letters legibly
- Uses frequently occurring grade-appropriate parts of speech when speaking and writing
- Uses grade-appropriate punctuation and capitalization
- Uses conventional spelling
- Uses phonetic spelling for unknown words
- Uses grade-appropriate strategies to determine the meaning of words and word relationships



## MATHEMATICS

*Students will be able to...*

### OPERATIONS AND ALGEBRAIC THINKING

- Draw, write and solve word problems using addition and subtraction within 20. Apply properties of operations as strategies to add and subtract to 20
- Recognize the relationship between addition and subtraction; use number patterns to add on and subtract off
- Use mental strategies to add and subtract fluently within 10
- Understand the meaning of the equals sign
- Solve for an unknown number in an addition or subtraction equation. Write equations and solve problems to 20

### NUMBER AND OPERATIONS IN BASE TEN

- Count to 120 starting from any number less than 120. Name, write, use objects, words or symbols to represent numbers to 120
- Understand a two-digit number as bundles of tens and ones. Compare two-digit numbers based on place value and write using the symbols  $<$ ,  $=$ ,  $>$ .
- Add to within 100
- Explain strategies to compute 10 more or 10 less than a given number
- Use number models to express addition and subtraction relationships using multiples of 10 to 100

### MEASUREMENT AND DATA

- Order three object by length; compare the lengths of two objects indirectly; measures lengths by iterating length units end to end
- Write and tell time in whole and half hours using analog and digital clocks
- Organize data up to three categories; interprets data
- Identify and find equivalent values of U. S. coins; use appropriate notation and values of coins to solve problems

### GEOMETRY

- Define geometric attributes of shapes
- Compose and decompose plane and solid figures
- Describe shares using "halves, fourths and quarters" and phrases "half of, fourth of, and quarter of"



## HEALTH

The essential learnings for health are integrated with other curriculum areas and discussed at age appropriate levels. Themes include: personal health, nutrition & fitness, drugs alcohol & tobacco, mental health, interpersonal relationships, human growth & development, family life, disease prevention, safety, violence prevention, community and consumer health.



## SOCIAL STUDIES

*Students will be able to . . .*

- Discuss events with a basic understanding of Chronology
- Identify and discuss basic needs for goods and Services
- Identify the symbols, icons, and traditions of the United States
- Describe the life stories of notable individuals in United States History
- Identify and discuss the concepts of direction and basic geographic landforms



## SCIENCE

CAROLYN JOY, DIRECTOR  
ROCCO CIERI, COORDINATOR  
781-393-2214

*Students will be able to. . .*

### EARTH SCIENCE

- Recognize that organisms are found on earth
- Describe air as a mixture of gases and wind as moving air
- Describe weather changes from day to day and over the seasons; identify factors that affect weather; describe how plants and animals adjust to seasonal weather changes

### LIFE SCIENCE

- Differentiate between plants & animals; classify and group plants and animals by one characteristic; identify similar parts of different plants
- Identify what plants & animals need to survive
- Describe animal interactions with environment

### PHYSICAL SCIENCE

- Classify solids and liquids
- Classify and sort objects that are attracted by and not attracted by magnets
- Understand that matter can change (e.g. water as a vapor, liquid, or solid).

### ENGINEERING/TECHNOLOGY

- Describe how a magnetic force makes objects move
- Identify tools/machines used for specific purpose (e.g. magnetic compass)

## PHYSICAL EDUCATION

*Students will be able to. . .*

- Walk, run, hop, skip, gallop, slide, jump, leap, balance, tumble, and extend.
- Change movement, directionality, high, low, straight, zig-zag, fast and slow.
- Catch and throw a ball from a partner 10-15 ft. away