



International School
of Lago Patria

Istituto Paritario

C.M. NA1A5500X
C.M. NA1E18100V
C.M. NA1M26500L
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 **Cambridge English**
Exam Preparation Centre

1st Grade General Curriculum

Introduction

First grade is packed with important and exciting transitions as children leave behind much of the play of preschool and kindergarten, and begin to develop more academic skills. The 1st grade classroom is usually organized more like a traditional elementary school classroom, with tables and desks for students to spend most of their time at.

Your child will also go through a significant transition to more extensive learning. As your child adjusts, he/she may get tired at the end of the day or have trouble focusing as the day progresses — that’s normal! Just check with your child’s teacher on his/her progress, and work together to develop strategies if he/she is having trouble adjusting, especially at the beginning of the year.

Most importantly, prime your child for success by continuing the learning process at home with enriching books and activities that support what he’s/she’s learning in school. When your first grader spends time learning new skills with you, it not only makes that time more valuable to him/her, but also helps him/her reach the milestones expected of him/her at this age. Here is everything you need to know about the exciting year of 1st grade.

Reading: 1st Grade

Building reading skills is an essential part of a first grader’s learning process and academic success down the road. Even when students are not specifically learning “reading,” they are constantly using this skill to learn other subjects—which is why it’s crucial for your child’s success in all subjects. As first graders develop their reading comprehension, they will talk more about certain topics and gain a deeper understanding of what they read.

To build his reading skills, your first grader:





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Recognizes the features of a sentence (for example: first words, capitalization, and ending punctuation).

Recognizes the spelling and sound of two letters that represent one sound, such as th, ch, wh (these are also known as digraphs).

Learns to read regularly spelled one-syllable words.

Understands how an “e” at the end of a word changes a vowel within the word.

Breaks up longer words into syllables in order to read them.

Reads grade-level words that have “irregular” spellings.

Knows the difference between and reads fiction texts and non-fiction texts with purpose and an understanding of the plot and important ideas and characters.

Talks about and answers questions about the text he reads.

Reads texts aloud at an appropriate speed and with expression.

Compares different characters, events, or texts.

Understands the purpose of and uses common features in a book, such as headings, tables of contents, and glossaries.

Begins to read grade-appropriate poetry and identifies words and phrases that relate to emotions and the senses.

Writing: 1st Grade

Once your child has mastered writing letters and begins to improve his/her spelling skills, he/she can begin to write longer pieces in a variety of genres. First grade is that magical time in which your child progresses from simply writing words to becoming a “writer,” and his/her spelling skills will improve in the meantime.





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As with reading, your child will use writing throughout the day in a variety of subjects. For example, students may write in a writing journal daily or about a math problem, explaining how they solved it, or write about a topic they learned in science or social studies. All of this work makes her a better writer—and learner—overall.

To build her writing skills, your first grader:

Writes a variety of texts including, opinion pieces, narratives, and explanatory/informational pieces.

Writes with structure, including an introductory sentence, supporting or accurate details, and some sense of closure.

Begins to use digital tools, including computers, to practice and “publish” writing.

Gathers information as a class, with the aid of a teacher, to answer a question or create a shared research or writing project.

English As a Second Language: 1st Grade

We organize the English as a Second Language curriculum for each student dependent upon their level of English when registered with our school. The framework promotes an enquiry-based approach to learning, develops thinking skills and encourages intellectual engagement.

Areas of learning include:

- Reading • Listening
- Writing • Speaking
- Use of English

The curriculum provides a comprehensive set of progressive learning objectives for learners of English as a Second Language. The framing of learning objectives as





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a progressive can-do sequence should encourage the use of learning-centered, activity-based approaches by teachers in the implementation of the curriculum framework.

Speaking Levels Beginner, Intermediate and Advanced:

Beginner

- Make and respond to basic statements related to personal information.
- Ask questions in order to find out about a limited range of personal information and classroom routines.
- Use a limited range of basic words, phrases and sentences related to classroom objects, activities and routines.
- Respond to basic questions on classroom and daily routines.
- Use words and phrases to describe people and objects.
- Contribute suitable words and phrases to pair, group and whole-class exchanges.
- Take turns when speaking with others in a limited range of short, basic exchanges.
- Express basic likes and dislikes.

Intermediate

- Provide basic information about themselves at sentence level on a limited range of general topics.
- Ask questions to find out general information on a limited range of general and curricular topics.





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- Give an opinion at sentence level on a limited range of general and curricular topics.
- Use basic vocabulary for an increasing range of general and curricular topics.
- Organize talk at sentence level using basic connectors on a limited range of general and curricular topics.
- Communicate meaning clearly using phrases and simple sentences during pair, group and whole-class exchanges.
- Keep interaction going in short, basic exchanges on a limited range of general and curricular topics.
- Relate basic stories and events on a growing range of general and curricular topics.

Advanced

- Provide basic information about themselves and others at discourse level on a range of general topics.
- Ask questions to find out general information on a range of general and curricular topics.
- Give an opinion at discourse level on an increasing range of general and curricular topics.
- Respond, with limited flexibility, at both sentence and discourse level to unexpected comments on a range of general and curricular topics.
- Organize talk at discourse level using appropriate connectors on a range of general and curricular topics.
- Communicate meaning clearly at sentence and discourse level during pair, group and whole-class exchanges.





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- Keep interaction going in longer exchanges on a range of general and curricular topics.
- Relate some extended stories and events on a limited range of general and curricular topics.

Math: 1st Grade

Students continue to develop their addition and subtraction skills in 1st grade, and in many classes, math tools and manipulatives such as blocks, tiles, and different shapes are used to help students practice using concrete, visible objects. This helps students truly understand the concepts underlying the math they learn. What's more, students in 1st grade may begin to write about the math they do, answering questions about how they solve problems and understand certain processes.

To build his math skills, your first grader:

Adds and subtracts numbers 1-20, solves word problems by using objects, drawings, and traditional equations (with the plus and minus signs).

Adds three numbers that add to a number up to 20.

Solves addition and subtraction problems by adding up or subtracting smaller numbers, for example: $10+4 = 10+2+2$ and $15-6 = 15-2-2-2$.

Learns the relationship between addition and subtraction, for example: $2+3=5$ and $5-3=2$.

Counts out and groups objects in order to solve single digit addition and subtraction problems.

Counts and writes the numbers 1 to 120, starting from any number less than 120.





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Understands and creates numbers using 10 as a base, for example: $12 = \text{one } 10 \text{ and two } 1\text{'s}$.

Compares two 2 digit numbers using the $<$, $>$, and $=$ signs.

Adds up to 100 using objects and the concept of 10's.

Subtracts or adds 10 to a 2-digit number in his mind, without counting, and subtracts by 10 from numbers 1-90, using concrete objects or tools.

Orders three objects by length.

Begins to tell and write time using both digital and analog clocks.

Understands data; specifically, the total number of data points, how many are in each category, and how many more or less there are in a category.

Understands the definition of and difference between shapes and creates shapes using this knowledge.

Creates 2 and 3 dimensional shapes.

Breaks up circles and rectangles into two and four equal parts, and understands that the parts are halves, fourths, and quarters, and that smaller parts make up larger ones.

Science: 1st Grade

Your child spends his/her time exploring and experimenting in 1st grade. Students are taught to observe, ask questions, and record their observations and answers. Science lessons often overlap with math and literacy as teachers use books, graphs, and measurement to help students learn. Since specific science topics taught in a 1st grade class will vary.

To build her science skills, your first grader:





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Explores and experiments with the world around her and with objects provided by the teacher.

Learns new facts about a variety of topics including the human body, animals, plants, environmental awareness and care, measurement, sound, forces and matter.

Makes observations and records what she sees and learns using graphs, pictures, and words.

Social Studies: 1st Grade

Focus will be on the student's own history, geography, and communities. The 1st grade class begins to explore their communities and the world around them more deeply, enhancing their research skills, general knowledge of the world around them, and ability to compare and contrast different groups. This is done in a variety of ways through group projects, group research, read-alouds, class trips, and exploratory activities. In addition, first graders continue to have class meetings where they learn about the calendar and discuss class events.

To build his social studies skills, your first grader:

Learns and talks about his own family, different types of families in the present and in history, and his community.

Uses and studies maps to locate his own community as well as others.

Develops communication and conversation skills.

Creates both group and individual work to represent what he has learned, using writing, illustrations, and graphic organizers such as Venn diagrams and T-charts.

Begins to explore the role of technology and media.





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Gains an understanding of the importance of rules, democracy, and citizenship in the classroom and in his community.

Italian Language for Non-Italians: 1st Grade

Much like ESL, Italian As a Second Language (ISL), focuses on the level of the student upon registration with the school. The framework promotes an enquiry-based approach to learning, develops thinking skills and encourages intellectual engagement. The student takes part in communicative/verbal exchanges (conversation, class or group discussion) with classmates and teachers respecting his turn and formulating clear and meaningful messages most suited to the situation.

Beginner – Verbal and Writing

- Make and respond to basic statements related to personal information.
- Ask questions in order to find out about a limited range of personal information and classroom routines.
- Use a limited range of basic words, phrases and sentences related to classroom objects, activities and routines.
- Respond to basic questions on classroom and daily routines.
- Use words and phrases to describe people and objects.
- Contribute suitable words and phrases to pair, group and whole-class exchanges.
- Take turns when speaking with others in a limited range of short, basic exchanges.
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Intermediate – Verbal and Writing





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- Provide basic information about themselves at sentence level on a limited range of general topics.
- Ask questions to find out general information on a limited range of general and curricular topics.
- Give an opinion at sentence level on a limited range of general and curricular topics.
- Use basic vocabulary for an increasing range of general and curricular topics.
- Organize talk at sentence level using basic connectors on a limited range of general and curricular topics.
- Communicate meaning clearly using phrases and simple sentences during pair, group and whole-class exchanges.
- Keep interaction going in short, basic exchanges on a limited range of general and curricular topics.
- Relate basic stories and events on a growing range of general and curricular topics.

Advanced – Verbal and Writing

- Provide basic information about themselves and others at discourse level on a range of general topics.
- Ask questions to find out general information on a range of general and curricular topics.
- Give an opinion at discourse level on an increasing range of general and curricular topics.
- Respond, with limited flexibility, at both sentence and discourse level to unexpected comments on a range of general and curricular topics.





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- Organize talk at discourse level using appropriate connectors on a range of general and curricular topics.
- Communicate meaning clearly at sentence and discourse level during pair, group and whole-class exchanges.
- Keep interaction going in longer exchanges on a range of general and curricular topics.
- Relate some extended stories and events on a limited range of general and curricular topics.

Listen and understands communications and news “transmitted” by medias and is able to grasp the core of the message, the main information and its purpose.

Reads and comprehends texts of various types – both continuous and non-continuous – and through the use of reading strategies that are appropriate to the scope of the task, is able to identify the texts overall meaning and main information.

Uses functional abilities in his/her study: identifies and extrapolates from texts information that is relevant to the “assimilation” of a given topic and is able to compare it with other data; he/she is further able to summarize this same information, also in a view of a possible presentation; lastly, he/she acquires a core set of specific terminology.

Reads texts of various genre – which are part of children's literature – both aloud and to him/herself (silently and independently), formulating his/her own personal opinion.

Writes texts – which are orthographically correct, clear and coherent – linked to the various experiences and writing opportunities offered by the school; he/she also reworks texts paraphrasing, completing and/or transforming them.





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Understands and uses in his/her oral and written exposition both basic and articulate vocabulary; understands and uses the most frequent, specific terms related to the discipline he/she is studying.

Reflects on own texts and those of others to grasp morphological-syntactic regularity and other features of the lexicon; acknowledges that the different linguistic choices are related to the variety of communicative situations.

Is aware that, in communicating, different language properties and different languages are used (multilingualism).

Masters and applies, in different situations, fundamental knowledge regarding the logical-syntax organization of simple sentence, parts of speech (or lexical categories) and major connectives.

Physical Education: 1st Grade

Physical education is a vital part of a balanced school curriculum. Regular exercise improves both physical and mental health and there is growing evidence that it improves academic performance across the curriculum. Establishing good patterns of exercise in school also provides students with the foundation of an active and healthy lifestyle for life.

PE: 1st Grade

Moving well practice and refine basic movement skills. Practice, refine and consolidate a broad range of movement skills.

Understanding movement

Describe own and others' movement using simple activity-specific vocabulary.

Describe own and others' movement using some activity-specific vocabulary and be able to identify more and less effective movement.





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Moving creatively

Explore a variety of movements and movement patterns that begin to demonstrate creativity.

Show creativity and innovation in a range of individual, group, expressive, competitive and cooperative contexts.

They will improve their coordination, flexibility, speed, stamina and strength. This course develops important social skills such as taking turns and sharing, as well as an understanding of leadership, collaboration and fair play through a range of team and group activities.

Students will:

- develop their confidence, moving with increasing control, fluency and variety
- improve their understanding of concepts, rules, tactics, strategies and compositional ideas
- participate as individuals and group members in respectful and responsible ways, engaging appropriately and safely
- improve knowledge and understanding of how physical education can contribute to a healthy and active lifestyle
- develop transferable skills promoting physical, cognitive and social development, and become independent, critical and reflective movers and thinkers.

Italian Studies for Italians: 1st Grade

Italian

Listening and spoken





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Interact in a conversation by asking questions and giving relevant answers on topics of first-hand experience.

Follow the narrative of texts heard or read by showing that you know how to grasp the global sense.

Tell a story neatly in accordance with the logical and chronological order. Understand and give instructions on a game or activity.

Reading

Read simple texts by grasping the central topic and essential information.

Writing

Communicate in writing with simple and accomplished phrases

Produce simple texts linked to concrete purposes.

Reflecting on the language

Make simple observations on words and texts to detect some regularities.

Art: 1st Grade

Objectives

- Creatively process personal and authentic productions to express sensations and emotions; represent and communicate the perceived reality.
- Transform images and materials by looking for original figurative solutions.
- Experimenting with tools and different techniques for making graphic, plastic, pictorial products.

Music 1st Grade

Objectives





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- Listen, analyze, and represent sound phenomena and musical languages
- Creative use of voice, various objects, and body movements to create different sounds
- The sounds of the environment and objects of various kinds
- Some types of vocal expression (vocal games, nursery rhymes, fables) and songs of various kinds to be able to express themselves in expressive and motor activities also with the support of objects
- Classify acoustic phenomena based on the concepts of silence, sound, noise
- Distinguish natural sounds and noises from artificial sounds and noises

