

PROGRESS REPORT

PARENT BENCHMARK

HANDBOOK

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FIRST GRADE

LAKESIDE UNION SCHOOL DISTRICT

What is the Progress Report?

The progress report is the tool First grade teachers use to report student progress to parents. It is a listing of the benchmarks that first grade students will attain as they grow and develop in the achievement of the Lakeside/California Standards for Academic Achievement.

A child's development occurs in four main areas – emotional, social, cognitive (science, social studies, language arts, and mathematics), and physical. It is important to value development in all four areas and not just one to ensure that the child reaches his/her full potential. The early years are essential in setting the foundation for future success in school and in life. A child's attitude toward his/her own abilities as a learner is formed during early school experiences. A child who knows success in all areas of his/her early school experiences will develop a positive attitude toward school and learning.

First grade benchmarks are assessed three times during the year; December, March and June. Since each child develops in his/her own unique manner, it is a realistic expectation that different children will be in different places on a continuum at the same point in time.

How do I read the Progress Report?

The marking key in the upper left corner of the report card indicates the four levels of proficiency toward achieving the benchmarks being evaluated. Teachers will use developmentally appropriate benchmarks in December and March to evaluate a student in each cognitive, social, and physical area based on the goal of the California Standard achievement by June. Teachers will use the California State Standards to evaluate student progress in June. In this handbook we have indicated for parents the level three – “At Grade Level” expectation for December, March and June.

The / (slash) may be used for a specific area to which students have not yet been exposed. The slash / may also be used in an area where a student has met the standard in a previous report period. In this case the slash / indicates the learning for that area is completed and the student has moved to more sophisticated skills encompassed in another area.

The Effort in all academic areas, Fine Arts, Physical Education, and Social Skills and Work/Social Habits are evaluated on student participation. In these areas the 4 = Consistently, 3 = Usually, 2 = Sometimes, 1 = Rarely.

Why is Lakeside Union School District using the Standards Progress Report?

The First grade Standards Progress Report was developed in response to the California State Department of Education development of the State Standards for Achievement in the curriculum areas. The evaluation of student progress toward the achievement of the benchmark/standards gives parents what they need to know to help improve future learning opportunities, and be aware of the learning strengths and weaknesses of their child.

How do I use the Parent Handbook?

The Progress Report Parent Handbook is designed to provide parents with information on each of the items listed on the report. The items are listed in the same order as on the report card. The December and March “at grade level” benchmarks and the June “at grade level” standards are listed for each area. For some items, further explanation of the benchmark or standard may be given. Because the best education for every student is provided when there is a parent/school partnership, suggestions are provided for ways parents can support their child’s learning at home for some areas.

LANGUAGE ARTS

READING

CONCEPTS ABOUT PRINT

Suggested Home Activities:

When reading with your child, discuss the title and author of the selection.

****This standard should be met early in the year to continue reading development.**

DECEMBER BENCHMARKS

- Student matches oral words to print words.
- Student identifies title and author of a selection.
- Student identifies letters, words, and sentences.

MARCH BENCHMARKS

- Student matches oral words to print words.
- Student identifies title and author of a selection.
- Student identifies letters, words, and sentences.

JUNE BENCHMARKS

- Student matches oral words to print words.
- Student identifies title and author of a selection.
- Student identifies letters, words, and sentences.

PHONEMIC AWARENESS

Suggested Home Activities:

- Play rhyming games with your child.

**** This standard should be met early in the year to continue reading development.**

DECEMBER BENCHMARKS

- Student identifies initial, medial and final sounds.
- Student identifies short vowel sounds.
- Student identifies short vowel words.
- Student blends sounds to hear words.

MARCH BENCHMARKS

- Student identifies some long vowel sounds.
- Student creates rhyming words.
- Student adds, deletes, or changes target sounds to change words.

JUNE BENCHMARKS

- Student identifies all long vowel sounds.
- Student identifies long vowel words.
- Student creates rhyming words.
- Student adds, deletes, or changes target sounds to change words.

DECODING AND WORD RECOGNITION

Suggested Home Activities:

- Make word cards for the core sight words. Put them up at home and read them to each other. Sight words are words your child learns by sight. They are not spelling words.
- Model by reading to your child using intonation and attending to punctuation.
- Short vowel family – cat, hat, rat, mat, sat
- Long vowel family – rate, late, hate, fate
- Root word the “look” part of “looked”

DECEMBER BENCHMARKS

- Student blends short vowel sounds with consonant blends.
- Student reads root words with “s” ending.
- Student reads short vowel word families.
- Student reads within benchmarks on reading assessment level CD for reading accuracy, fluency, and reading rate OR scores “low risk” on DIBELS assessment.

MARCH BENCHMARKS

- Student blends long vowel sounds with consonant blends to read long vowel words.
- Student reads long vowel word families.
- Student uses consonant blends to sound words.
- Student reads root words with “ed” and “ing” endings.
- Student reads within benchmarks on reading assessment level EFG for reading accuracy, fluency, and reading rate OR scores “low risk” on DIBELS assessment.

JUNE BENCHMARKS

- Student reads compound words and contractions.
- Student uses knowledge of vowel diagraphs and r-controlled letter sounds to read.
- Student reads within benchmarks on reading assessment level HI for reading accuracy, fluency, and reading rate.

READING COMPREHENSION/LITERARY RESPONSE

Suggested Home Activities:

- After reading a story, have your child retell the story.
- Have your child illustrate the beginning, middle, and end of a story

Strategies used by teachers:

Picture clues – Child uses pictures to determine an unknown word.

Structural clues – Child uses syntax, or grammatical structure of the sentence to help determine the unknown word.

Context clues – Child uses an understanding of the meaning of the words around the unknown word to help determine its meaning.

Phonetic clues – Child uses knowledge of sound/symbol relationships to determine unknown words.

DECEMBER BENCHMARKS

- Student makes reasonable predictions using pictures.
- Student responds to basic questions about a story identifying characters, setting and important events of a story.
- Student reads within benchmarks on reading assessment level CD on reading comprehension questions and retell.

MARCH BENCHMARKS

- Student completes a story map and writes about stories he/she has read.
- Student relates prior knowledge to text information.
- Student confirms predictions about what will happen next using key words in the text.
- Student follows one-step written directions.
- Student self-corrects most significant mistakes using context clues.
- Student reads within benchmarks on reading assessment level EFG on reading comprehension questions and retell

JUNE BENCHMARKS

- Student completes a story map and writes about stories he/she has read.
- Student confirms predictions about what will happen next using key words in the text.
- Student follows one-step written directions.
- Student self-corrects most significant mistakes using context clues.
- Student relates prior knowledge to textual information.
- Student reads within benchmarks on reading assessment level HI on reading comprehension questions and retell

WRITING STRATEGIES

WRITING APPLICATIONS AND ORGANIZATION

Suggested Home Activities:

Provide materials, space, and time for writing activities. Encourage your child to write letters and illustrate them to mail to family and friends.

DECEMBER BENCHMARKS

- Student writes 2 or more non patterned complete sentences with a central focus.
- Student writing is focused on the assigned writing task and shows a general understanding of purpose.
- Student writing has a main idea supported by some examples, facts, details, or explanations.
- Student writing ideas are complete and in logical order.
- Student writing has an adequate sequence of events.
- Student writing uses some descriptive words.

MARCH BENCHMARKS

- Student writes 3 or more clear, coherent sentences that develop a central idea.
- Student writing is focused on the assigned writing task and shows a general understanding of purpose.
- Student writing has a main idea supported by some examples, facts, details, or explanations.
- Student writing ideas are complete and in logical order.
- Student writing has an adequate sequence of events.
- Student writing uses some descriptive words.

JUNE BENCHMARKS

- Student writes 3 or more complex sentences with a central idea.
- Student writing is focused on the assigned writing task and shows a general understanding of purpose.
- Student writing has a main idea supported by some examples, facts, details, or explanations.
- Student writing ideas are complete and in logical order.
- Student writing has an adequate sequence of events.
- Student writing uses some descriptive words.

LANGUAGE CONVENTIONS

DECEMBER BENCHMARKS

- Student capitalizes the beginning of sentences and uses the period correctly.
- Most high frequency words are spelled correctly in writing.
- Errors in grammar, punctuation, capitalization, and spelling do not interfere with the reader's understanding of writing.

MARCH BENCHMARKS

- Student capitalizes the beginning of sentences and uses the period correctly.
- Student capitalizes pronoun I and names of people.
- Beginning to experiment with writing punctuation other than period.
- Most high frequency words are spelled correctly in writing.
- Errors in grammar, punctuation, capitalization, and spelling do not interfere with the reader's understanding of writing.

JUNE BENCHMARKS

- Student identifies and correctly uses the question mark, the exclamatory and declarative sentence.
- Student identifies and correctly uses contractions.
- Student identifies and correctly uses singular and plural nouns.
- Most high frequency words are spelled correctly in writing.
- Errors in grammar, punctuation, capitalization, and spelling do not interfere with the reader's understanding of writing.

SPELLING

Suggested Home Activities:

Always point out to the child how close he/she is to spelling words correctly. Help your child identify all the correctly spelled parts of a word.

DECEMBER BENCHMARKS

- Student correctly spells at least 100% of words introduced at this point.

MARCH BENCHMARKS

- Student correctly spells 100% of words introduced at this point.

JUNE BENCHMARKS

- Student correctly spells 100% of words introduced at this point.

PENMANSHIP

Suggested Home Activities:

Use books as a guide and point out to your child how individual words have spaces between them, and encourage your child to do the same when writing.

DECEMBER BENCHMARKS

- Student correctly forms letters with appropriate spacing.

MARCH BENCHMARKS

- Student correctly forms letters independently with appropriate spacing
- Student uses capitals and lowercase letters appropriately.

JUNE BENCHMARKS

- Student correctly forms letters with appropriate spacing independently

LISTENING AND SPEAKING

LISTENING STRATEGIES

Suggested Home Activities:

Practice giving your child tasks to complete at home with more than one step. Decrease the number of times you repeat the steps. For example: "Put the books on the shelf and get the pencil from the desk."

DECEMBER BENCHMARKS

- Student follows simple 2-step directions.
- Student listens attentively.
- Student asks questions for clarification and understanding.

MARCH BENCHMARKS

- Student follows simple 2-step directions.
- Student listens attentively.
- Student asks questions for clarification and understanding.

JUNE BENCHMARKS

- Student follows simple 2-step directions.
- Student listens attentively.
- Student asks questions for clarification and understanding.

SPEAKING STRATEGIES AND APPLICATIONS

Suggested Home Activities:

- Give your child opportunities to talk to you or other family members about something which he/she is interested.

DECEMBER BENCHMARKS

- Student stays on topic when speaking.
- Student uses descriptive words when speaking about people, places, things, and events.
- Student recites poems, rhymes, songs and stories.
- Student retells stories using basic story grammar and relating sequence of story events.
- Student relates an important life event or personal experience.
- Student provides descriptions with attention to sensory detail.
- Student gives and restates simple 2-step directions.

MARCH BENCHMARKS

- Student stays on topic when speaking.
- Student uses descriptive words when speaking about people, places, things, and events.
- Student recites poems, rhymes, songs and stories.
- Student retells stories using basic story grammar and relating sequence of story events.
- Student relates an important life event or personal experience.
- Student provides descriptions with attention to sensory detail.
- Student gives and restates simple 2-step directions.

JUNE BENCHMARKS

- Student stays on topic when speaking.
- Student uses descriptive words when speaking about people, places, things, and events.
- Student recites poems, rhymes, songs and stories.
- Student retells stories using basic story grammar and relating sequence of story events.
- Student relates an important life event or personal experience.
- Student provides descriptions with attention to sensory detail.
- Student gives and restates simple 2-step directions.

MATHEMATICS

NUMBER SENSE

Suggested Home Activities:

- Practice rote counting orally, counting objects, and comparing groups of objects and numbers.
- Count pairs of objects by 2's.
- Use coins for sorting and talk about the value of each coin. Trade coins such as five pennies for one nickel. Allow your child to buy things and handle money.
- Make flash cards with addition and subtraction facts on them. Practice a few at a time.

COUNTING

Counts, reads, writes, orders and compares numbers.

Counts and groups objects by ones and tens.

**This benchmark should be achieved early in the year so more sophisticated learning with numbers can continue.

DECEMBER BENCHMARKS

- Counts, reads, writes, orders, and compares numbers to 50.
- Counts by 10's to 100.

MARCH BENCHMARKS

- Counts, reads, writes, orders, and compares numbers to 100.
- Counts by 10's and 5's to 100.
- Counts and groups objects in ones and tens with manipulatives and represents in written numbers.

JUNE BENCHMARKS

- Counts, reads, writes, orders, and compares numbers to 100.
- Counts by 10's and 5's to 100.
- Student counts and groups objects in ones and tens with manipulatives and represents in numbers.

MONEY

Identifies and knows the value of coins and shows different combinations of coins that have the same value.

** This unit will be addressed at different times of the year by each teacher. The standard listed is for the end of the unit. Teachers will review to maintain the learning after completing the unit.

DECEMBER BENCHMARKS

- Student identifies and knows the value of the penny, nickel, dime, quarter.
- Student shows different combinations that equal the same value.

MARCH BENCHMARKS

- Student identifies and knows the value of the penny, nickel, dime, quarter.
- Student shows different combinations that equal the same value.

JUNE BENCHMARKS

- Student identifies and knows the value of the penny, nickel, dime, quarter.
- Student shows different combinations that equal the same value.

NUMBER SENSE
(Continued)

**ADDITION AND
SUBTRACTION**

**Memorizes addition and
subtraction facts to 18**

**Solves addition and subtraction
problems with one- and two- digit
numbers.**

$(23 + 4 = ? \quad 31 + 8 = ?)$

DECEMBER BENCHMARKS

- Student memorizes addition facts with sums to 6 and corresponding subtraction facts.

MARCH BENCHMARKS

- Student memorizes addition facts with sums to 12 and corresponding subtraction facts.

JUNE BENCHMARKS

- Student memorizes addition facts with sums to 18 and corresponding subtraction facts.
- Adds and subtracts problems with 1- and 2-digit numbers without regrouping.

ALGEBRA

Suggested Home Activities:

Make up oral stories that involve adding and subtracting objects.

DECEMBER BENCHMARKS

**** Algebra benchmarks are being developed through the extensive number sense work this trimester and will be evaluated in March and June.**

MARCH BENCHMARKS

- Student creates and identifies problem situations and corresponding addition and subtraction number sentences.
- Student solves addition and subtraction number sentences with unknown integers.
 $(4 + \underline{\quad} = 6) \quad (\underline{\quad} - 3 = 6)$

JUNE BENCHMARKS

- Student creates and identifies problem situations and corresponding addition and subtraction number sentences.
- Student solves addition and subtraction number sentences with unknown integer.
 $(4 + \underline{\quad} = 6) \quad (\underline{\quad} - 3 = 6)$

MEASUREMENT

Suggested Home Activities:

- Discuss how much objects will hold and what one object feels like compared to another. Ask child “Which one is longer . . . shorter?”
- Discuss the hour and half hour times that your routines take place.

**** This unit will be addressed at different times of the year by each teacher. The standard listed is for the end of the unit. Teachers will review to maintain the learning after completing the unit.**

<p>LENGTH, WIDTH, VOLUME</p> <p>Compares length, weight, and volume of objects using non-standard units.</p>	<p>DECEMBER BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Student compares the length, weight and volume of 2 or more objects using nonstandard units and direct comparison.
	<p>MARCH BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Student compares the length, weight and volume of 2 or more objects using nonstandard units and direct comparison.
	<p>JUNE BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Student compares the length, weight and volume of 2 or more objects using nonstandard units and direct comparison.
<p>TIME</p> <p>Tells time to the nearest half-hour.</p>	<p>DECEMBER BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Student tells time to the nearest half hour.
	<p>MARCH BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Student tells time to the nearest half hour.
	<p>JUNE BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Student tells time to the nearest half hour.

GEOMETRY

Suggested Home Activities:

Look for geometric shapes in the environment. Compare the shapes by size, corners, color. Give directions for your child to follow using words such as: up, down, near, far, below, above, behind, in front of , next to, left and right.

**** This unit will be addressed at different times of the year by each teacher. The standard listed is for the end of the unit. Teachers will review to maintain the learning after completing the unit.**

Geometric shapes: triangle, square, rectangle, circle, cube, cone, cylinder, triangular prism, sphere.

<h2 style="margin: 0;">SHAPES</h2> <p style="margin: 0;">Identifies, describes and compares plane and solid shapes.</p>	<p>DECEMBER BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Student identifies, describes and compares plane and solid figures listed above. ▪ Student classifies plane and solid objects by the common attributes.
	<p>MARCH BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Student identifies, describes and compares plane and solid figures listed above. ▪ Student classifies plane and solid objects by the common attributes.
	<p>JUNE BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Student identifies, describes and compares plane and solid figures listed above. ▪ Student classifies plane and solid objects by the common attributes.
<h2 style="margin: 0;">LOCATION</h2>	<p>DECEMBER BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Student gives and follows directions about locations. ▪ Student arranges and describes objects in space by proximity, position, and direction.
	<p>MARCH BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Student gives and follows directions about locations. ▪ Student arranges and describes objects in space by proximity, position, and direction.
	<p>JUNE BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Student gives and follows directions about locations. ▪ Student arranges and describes objects in space by proximity, position, and direction.

STATISTICS AND PROBABILITY

Suggested Home Activities:

- Collect and record data. For example, plant seeds and record growth of plants.

**** This unit will be addressed at different times of the year by each teacher. The standard listed is for the end of the unit. Teachers will review to maintain the learning after completing the unit.**

DECEMBER BENCHMARKS

Not assessed in this report period.

MARCH BENCHMARKS

- Student represents and compares data by using pictures, tally charts, bar graphs, and picture graphs.

JUNE BENCHMARKS

- Student represents and compares data by using pictures, tally charts, bar graphs, and picture graphs.

SCIENCE

**** SCIENCE BENCHMARKS MAY BE EVALUATED IN SEVERAL TRIMESTERS OR LIMITED TO ONE TRIMESTER. EACH TEACHER IDENTIFIES THE TRIMESTER THE UNITS ARE TAUGHT. IF A UNIT IS TAUGHT DURING TWO TRIMESTERS THE TEACHER WILL EVALUATE THE SKILLS TAUGHT DURING EACH TRIMESTER.**

<p>PHYSICAL SCIENCE</p> <ol style="list-style-type: none"> 1. Students describe the different properties of solids, liquids and gases 2. Students describe how the properties of substances change when substances are mixed, cooled, heated 3. Students draw pictures that portray some features of something being described 4. Students record observations on a bar graph 	<p>DECEMBER BENCHMARKS</p> <p>Students have all of the skills listed.</p>
	<p>MARCH BENCHMARKS</p> <p>Students have all of the skills listed.</p>
	<p>JUNE BENCHMARKS</p> <p>Students have all of the skills listed.</p>
<p>LIFE SCIENCE</p> <ol style="list-style-type: none"> 1. Students describe how different plants and animals inhabit different environments and their external features help them thrive in different kinds of places 2. Students describe the needs of plants and animals – water, food, and light 3. Students describe how some animals eat plants and other animals eat animals for food and how they use plants or other animals for shelter or nesting 4. Students describe what animals eat from the shapes of their teeth 5. Students describe the parts of a plant and their function 6. Students draw pictures that portray some features of something being described 7. Students record observations on a bar graph 	<p>DECEMBER BENCHMARKS</p> <p>Students have all of the skills listed.</p>
	<p>MARCH BENCHMARKS</p> <p>Students have all of the skills listed.</p>
	<p>JUNE BENCHMARKS</p> <p>Students have all of the skills listed.</p>
<p>EARTH SCIENCE</p> <ol style="list-style-type: none"> 1. Students demonstrate how to use simple tools (thermometer, wind vane) to measure weather conditions and record changes from day to day and across seasons 2. Students describe how weather changes from day to day and trends that are predictable during a season 3. Students describe how the sun warms the land, air and water 4. Students draw pictures that portray some features of something being described 5. Students record observations on a bar graph 	<p>DECEMBER BENCHMARKS</p> <p>Students have all of the skills listed.</p>
	<p>MARCH BENCHMARKS</p> <p>Students have all of the skills listed.</p>
	<p>JUNE BENCHMARKS</p> <p>Students have all of the skills listed.</p>

HISTORY/SOCIAL SCIENCE

**** HISTORY/SOCIAL SCIENCE BENCHMARKS MAY BE EVALUATED IN SEVERAL TRIMESTERS OR LIMITED TO ONE TRIMESTER. EACH TEACHER WILL IDENTIFY DURING WHICH TRIMESTER THE UNITS ARE TAUGHT. IF A UNIT IS TAUGHT DURING TWO TRIMESTERS THE TEACHER WILL EVALUATE THE SKILLS TAUGHT DURING EACH TRIMESTER.**

CITIZENSHIP

1. Student describes the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in the classroom, school, and community
2. Student describes the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule"

Suggested Home Activities:

- Discuss the rules of your family and the community and the ways they help us.
- Play board games and discuss the rules of winning.

UNIT BENCHMARKS

Students have all of the skills listed.

PEOPLE AND PLACES

1. Student locates on maps and globes their local community, California, the United States, the seven continents, and the four oceans
2. Student compares the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location
3. Student constructs a simple map, using cardinal directions and map symbols
4. Student describes how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation

Suggested Home Activities:

- Discuss where you live in he community, in the state, in the country.

UNIT BENCHMARKS

Students have all of the skills listed.

OUR COUNTRY

1. Student recites the Pledge of Allegiance and sings songs that express American ideals
2. Student describes the significance of our national holidays and the heroism and achievements of the people associated with them
3. Student identifies American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and knows the people and events associated with them

Suggested Home Activities:

- Discuss the national holidays and their importance with your child.

UNIT BENCHMARKS

Students have all of the skills listed.

HISTORY/SOCIAL SCIENCE (CONTINUED)

<p style="text-align: center;">CHANGES OVER TIME</p> <ol style="list-style-type: none"> 1. Student describes the structure of schools and communities in the past 2. Student describes transportation methods of earlier days 3. Student identifies similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore 	<p>Suggested Home Activities:</p> <ul style="list-style-type: none"> ▪ Discuss differences in the way people lived throughout history – transportation, shelter, food, dress.
	<p style="text-align: center;">UNIT BENCHMARKS</p> <p>Students have all of the skills listed.</p>
<p style="text-align: center;">CULTURES</p> <ol style="list-style-type: none"> 1. Student describes the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population 2. Student describes the ways in which American Indians and immigrants have helped define Californian and American culture 3. Student compares the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures 	<p>Suggested Home Activities:</p> <ul style="list-style-type: none"> ▪ Discuss your family traditions and customs.
	<p style="text-align: center;">UNIT BENCHMARKS</p> <p>Students have all of the skills listed.</p>
<p style="text-align: center;">GOODS AND SERVICES</p> <ol style="list-style-type: none"> 1. Student describes the concept of exchange and the use of money to purchase goods and services 2. Student identifies the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home 	<p>Suggested Home Activities:</p> <ul style="list-style-type: none"> ▪ Discuss jobs of the members of your family. ▪ Discuss your family’s needs as opposed to your wants.
	<p style="text-align: center;">UNIT BENCHMARKS</p> <p>Students have all of the skills listed.</p>

- The cognitive and social areas on the remainder of the progress report
- are evaluated using the participation proficiency levels. Teachers
- indicate the student’s level of participation in the standard category
- using the terms:
- 4 = “consistently”, 3 = “usually”, 2 = “sometimes”, or 1 = “rarely”.

FINE ARTS	
<ul style="list-style-type: none"> ▪ Students investigate various kinds of lines and line directions and how artists use them. ▪ Students investigate how artists use different kinds of shapes in their artwork. ▪ Students investigate primary and secondary colors. ▪ Students investigate three-dimensional forms. ▪ Students investigate the textures artists use to add interest to their artwork and the patterns artists use to give their work a sense of movement. 	<p>Suggested Home Activities:</p> <ul style="list-style-type: none"> ▪ Have your child identify where they see different kinds of lines in real life and how the lines make their eyes follow. ▪ Have your child look at fabric or wallpaper in the environment and discuss different patterns created by shapes. ▪ Ask your child how the color red makes him/her feel or what it makes him/her think of. The color blue? ▪ Have your child describe the textures and the patterns on their clothing, and textures and patterns they see in their environment.
PERFORMING ARTS/MUSIC	
<ul style="list-style-type: none"> ▪ Students will build their music literacy and understanding through singing, listening, moving, and creating in musical concepts such as dynamics, tempo, tone color, beat, rhythm, melody, texture, structure, and style. ▪ Students will participate in developing performing skills to gain confidence and poise. 	<p>Suggested Home Activities:</p> <ul style="list-style-type: none"> ▪ Listen to a variety of music styles with your child.
PHYSICAL EDUCATION	
<p>Students will participate in regular activities to improve their skills in cooperative games, recreational activities such as walking, and jumping rope, fitness and aerobic activities, and dancing and rhythmic movement.</p>	

SOCIAL SKILLS/WORK HABITS

Cooperates with and Respects Others	<ul style="list-style-type: none"> ▪ Student takes turns with others. ▪ Student shares materials and space. ▪ Student waits his/her turn. ▪ Student shows respect to others. ▪ Student handles conflicts with words. ▪ Student is a willing worker. ▪ Student cooperates with other students and adults in the classroom and on the playground. 	<p>Suggested Home Activities: Encourage your child to initiate interaction with others in a polite manner. Hitting, yelling or crying should be discouraged. Help your child learn that he/she cannot always have his/her needs met immediately. The ability to work with others is a life long skill that children need to develop. You can foster this at home by including your child in family discussions. Let him/her know that his/her opinion is valued and he/she plays an important role in the family.</p>
Completes Tasks in Time Allotted	<ul style="list-style-type: none"> ▪ Student finishes work within an appropriate time frame. 	<p>Suggested Home Activities: Encourage your child to complete household chores within a time frame. Set a timer or provide a clock for your child to see.</p>
Completes Assignments Neatly	<ul style="list-style-type: none"> ▪ Student attends to the placement of work on a page – spacing, use of lines, unnecessary marks & lines on an assignment. 	<p>Suggested Home Activities: Help your child attend to the neatness of written work. Compliment work done with care and attention.</p>
Listens and Follows Directions	<ul style="list-style-type: none"> ▪ Student follows oral directions. ▪ Student participates in routine activities. 	<p>Suggested Home Activities: Play games that foster following directions such as “Simon Says”. Give your child household responsibilities and praise for acting responsibly.</p>
Works Independently	<ul style="list-style-type: none"> ▪ Student gets work done by his/herself after directions are given. ▪ Student works without disrupting others. 	<p>Suggested Home Activities: Provide a place to do homework and the necessary materials. Encourage your child to do assignments without your help. Review the work when your child is finished,</p>
Completes Homework	<ul style="list-style-type: none"> ▪ Student completes regularly assigned homework and brings it to class. 	<p>Suggested Home Activities: Set a regular time for homework and have quiet task of your own to do while your child works. Divide homework assignments into manageable units for child’s attention span.</p>
Respects class and school rules and property of others	<ul style="list-style-type: none"> ▪ Student follows class and school rules ▪ Student is careful with the things of other people. 	<p>Suggested Home Activities: Set rules for how routines are done at home. Encourage your child to take care of the belongings of other members of the family.</p>
Accepts responsibility for his/her own actions	<ul style="list-style-type: none"> ▪ Student completes daily work. ▪ Student is responsible for his/her own belongings. ▪ Student takes credit for mistakes in judgment and has empathy for others 	<p>Suggested Home Activities: Help your child to see their part in problems that arise. Discuss what he/she could do to make the situation better.</p>
Organizes Space and Belongings	<ul style="list-style-type: none"> ▪ Student organizes belongings. ▪ Student organizes materials for a task. 	<p>Suggested Home Activities: Help your child organize his/her bedroom or desk or toy box. Identify how you are organizing and expect that things be put away.</p>