

# Texas First Grade TEKS and Correlations to Stephen Fite's Stephen's Ocean Adventure Concert

## **English Language Arts and Reading**

(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance); and

(B) identify techniques used in media (e.g., sound, movement).

(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

(A) use phonological knowledge to match sounds to letters to construct known words;

(B) use letter - sound patterns to spell:

(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen attentively to speakers and ask relevant questions to clarify information; and

(B) follow, restate, and give oral instructions that involve a short related sequence of actions.

(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed - upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

## **Mathematics**

(5) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:

(A) use patterns to skip count by twos, fives, and tens;

(B) find patterns in numbers, including odd and even;

(D) use patterns to develop strategies to solve basic addition and basic subtraction problems;

## **Science**

(2) Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:

(A) ask questions about organisms, objects, and events observed in the natural world.

(5) Matter and energy. The student knows that objects have properties and patterns. The student is expected to:

(B) predict and identify changes in materials caused by heating and cooling such as ice melting, water freezing, and water evaporating

(7) Earth and space. The student knows that the natural world includes rocks, soil, and water that can be observed in cycles, patterns, and systems. The student is expected to:

(B) identify and describe a variety of natural sources of water, including streams, lakes, and oceans.

## **Social Studies**

(11) Government. The student understands the purpose of rules and laws. The student is expected to:

(B) identify rules and laws that establish order, provide security, and manage conflict.

(C) identify other individuals who exemplify good citizenship acquired from a variety of valid sources, including electronic technology. The student is expected to:

(17) Social studies skills. The student applies critical - thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;

(B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts;

## **Physical Education**

(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:

(A) demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low;

(C) demonstrate control in balancing and traveling activities;

(E) clap in time to a simple rhythmic beat;

(F) create and imitate movement in response to selected rhythms;

(3) Physical activity and health. The student exhibits a health - enhancing, physically - active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:

(B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;

(5) Physical activity and health. The student knows and applies safety practices associated with physical activities.

The student is expected to:

(A) use equipment and space safely and properly;

(6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:

(A) demonstrate starting and stopping signals;

(7) Social development. The student develops positive self - management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

(A) follow directions and apply safe movement practices;

(B) interact, cooperate, and respect others;

## **Music**

(2) Creative expression/performance. The student performs a varied repertoire of music. The student is expected to:

(B) sing songs from diverse cultures and styles or play such songs on a musical instrument.

(5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

(A) sing songs and play musical games from diverse cultures; and

(B) identify simple relationships between music and other subjects.

(6) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:

(A) distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower, and same/different in musical performances; and

(B) begin to practice appropriate audience behavior during live performances.

## **Theater**

(1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:

(B) develop spatial awareness in dramatic play, using expressive and rhythmic movement;

(C) imitate actions and sounds; and

(2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:

(A) demonstrate safe use of movement and voice;

(B) assume roles through imitation;

(D) dramatize poems and songs.

(3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

(D) cooperate with others in dramatic play.

(5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

(A) identify appropriate audience behavior;

(B) respond to and begin to evaluate dramatic activities;

(C) identify the use of music, creative movement, and visual components in dramatic play; and

(D) observe the performance of artists and identify theatrical vocations.