WHAT WILL MY STUDENT BE LEARNING IN FIRST GRADE?

LANGUAGE ARTS

In Reading, your first grade student:
• reads orally with fluency at a first grade level.
• uses meaning, word order, letters, and sounds (phonics) to figure out words.
• cross checks meaning, structure, and visual cues to figure out unknown words.
• retells a story, including character, setting, problem, sequence of events, and resolution.
• retells informational text including main idea and supporting information.
• answers questions that require thought beyond what is read.
• understands predictable, easy narrative, and informational text.
• summarizes a story, poem, or article.
• responds accurately to questions that require thought beyond stated information.
• uses the reading process (e.g., predicting and rereading).
• uses technology and print resources to access information.

In Writing, your student:
• uses familiar sight words.
• communicates content (e.g., writes phrases, sentences, and paragraphs that include specific details; writes a group story including character, setting, problem, sequence of events, and resolution; writes a paragraph that tells how or why).
• demonstrates organization (e.g., a simple beginning, middle, and end).
• demonstrates correct conventions (e.g., generally uses correct grammar, capitalization, and punctuation; correctly spells sight words).
• demonstrates the writing process: prewrites, composes, revises, edits, publishes.
• chooses to write.
• prints legibly.

In Listening, Viewing, and Speaking, your student:
• uses responsive listening, viewing, and speaking for a variety of purposes.

In Language, your student:
• uses vocabulary appropriate to a situation.
• demonstrates knowledge of capitalization (e.g., names, first word in sentence, days of the week, months, the word I, and abbreviations such as Mr. and Mrs.).
• demonstrates knowledge of punctuation (e.g., period and question mark).
• demonstrates knowledge of grammar and usage (e.g., one cat/ two cats, bigger/biggest, run/ran).

In Literature, your student:
• listens and responds to a variety of literature.
• reads and responds to a variety of literature (e.g., stories, poems, informational materials, picture books, letters, and fables).

HELPFUL HINTS TO USE AT HOME

❑ Read stories and informational materials to your student.
❑ Listen to your student read to you.
❑ Discuss the story (ask what happened in the previous parts and what might happen next).
❑ At times, have your student retell the story.
❑ Use the library on a regular basis.
❑ Ask your student to write for real purposes (e.g., grocery lists and letters to family members).
❑ Chat with your student about his or her interests every day (car trips are good times to talk and listen).
❑ Celebrate your student's successes.

MATHEMATICS

In Number Sense, Concepts, and Operations, your student:

• matches written and oral names and standard numerals with the numbers 0-99.
• determines relative size, order, and position for numbers less than 100 by counting, using manipulatives, number lines, and technology.
• uses objects to represent numbers or commonly used fractions (e.g., whole, 1/2, 1/4).
• counts and groups by 1's, 2's, 5's and 10's to 100 out loud and with manipulatives.
• demonstrates an understanding of place value by using number patterns and grouping when counting.
• understands and explains the effects of addition and subtraction on numbers.
• selects the appropriate operation to solve addition and subtraction problems.
• adds and subtracts using manipulatives, mental mathematics, paper and pencil, calculator and/or technology.
• estimates quantities.
• classifies and uses manipulatives to show numbers as even or odd.

In Measurement, your student:

• uses basic measurement concepts including length, weight, analog and digital time (hour and half hour), temperature, and capacity.
• makes comparisons (e.g., tall, taller, or tallest; big, bigger, or biggest).
• measures objects using inches or centimeters, or nonstandard units, using blocks or other small objects.
• orders objects according to size (length, width).
• estimates lengths, widths, time intervals, and money, and compares estimates to actual measurements.
• selects and uses appropriate measuring tools (e.g., scales, rulers, and clocks) to measure within customary or metric systems.

In Geometry and Spatial Sense, your student:
• describes, draws, and identifies two- and three-dimensional shapes.
• explores shapes by combining, dividing, or changing.

In Algebraic Thinking, your student:
• classifies and relates patterns using common characteristics.
• recognizes, extends, generalizes, and creates a variety of patterns using symbols and objects.
• demonstrates that geometric symbols can represent unknown quantities in equations (e.g., 6 + = 8).

In Data Analysis and Probability, your student:
• generates, organizes, and analyzes data and simple graphs and charts.
• shows data in a simple model to demonstrate the concepts of range and mode.
• understands basic concepts of chance and probability.
• predicts which simple event is more likely, equally likely, or less likely to occur.
• decides how data can be collected, displayed, and interpreted to answer relevant questions.
• collects data and interprets the results using line graphs, pictographs, and charts.

HELPFUL HINTS TO USE AT HOME

❑ Demonstrate various arithmetic strategies for your student by thinking aloud when solving problems.
❑ Provide your student with opportunities for "real" measurement (e.g., in the kitchen while cooking, in the garage while building or repairing).
❑ Ask your student the time whenever possible.
❑ Find and identify shapes in the environment and at home.
❑ Play games such as Battleship. Build with blocks and toys (e.g., Lincoln Logs, Legos).
❑ Pose problems for your student to solve.
❑ Play card games.
❑ Play board games (e.g., checkers, chess, Chinese Checkers, four score, Penta).
❑ Use mathematical vocabulary when appropriate (e.g., chance, probability, more likely, equally likely, less likely).
❑ Gather data from family regarding "favorites" (e.g., food, TV shows, games, sports).

SOCIAL STUDIES

In Time, Continuity, and Change [History], your student:
• knows ways people in different cultures live, work, play, move about, and communicate.
• extends and refines understanding that history tells the story of people and events of other times and places.
• knows ways to investigate and document a family history.
• understands calendar time (days, weeks, months, years).
• knows ways in which communication methods have changed

In People, Places, and Environments [Geography], your student:
• knows terms used to describe distance (for example, feet, yards, meters, miles, kilometers).
• knows the locations of the four hemispheres and selected countries on a map and globe.
• understands that a map represents a real place.
• knows the four cardinal directions (for example, north, south, east, west).
• understands ways physical environments in other parts of the world are similar to and different from one's own (for example, mountains, deserts, plains, shore).

In Government and the Citizen [Civics and Government], your student:
• knows similarities and differences between rules and responsibilities at home and at school.
• knows selected major elected officials (for example, president, governor).
• knows responsibilities of authority figures at home, school, and in the community (for example, parents, teachers, police officers).
• knows some individual rights and responsibilities.

In Production, Distribution, and Consumption [Economics], your student:
• understands the basic concept of scarcity.
• understands the difference between goods and services.
• understands cost (for example, something one gives up when one decides to do something) and benefit (for example, something that satisfies wants).
• knows how different types of work benefit the family and community.
• knows ways in which people exchange goods and services (for example, barter, payment).
• knows different ways to save money.

SCIENCE

In Plants are Living Things, your student:
• identifies living/nonliving parts of our environment (e.g., trees, rocks).

In Plants Grow and change, your student:
• identifies growth changes of living things

In All About Animals and Places to Live, your student:
• describes why plants and animals need each other.
• lists the basic needs of all living things.

In Looking and Caring for Earth, your student:
• makes a picture showing the phases of the moon.
• draws a picture of the sky during the day and night.
• explains why we need to take care of our earth (air, land, water).

In Weather and Sky, your student:
• discusses weather and its patterns.
• discusses the different seasons.
• recognizes repeating patterns (e.g., moon phases, weather).

In Matter, your student:
• classifies objects in many different ways (e.g., color, shape).
• describes different states of matter of the same materials (e.g., water, steam, ice).

In Motion and Energy, your student:
• identifies sources of heat (e.g., sun, candles).
• shows actions which require energy (e.g., jumping, running).
• explains the effect of various forces on an object.

In The Nature of Science, your student:
• explains why it is necessary to repeat procedures in order to observe and compare in an investigation (e.g., class science project).
• identifies various tools used in science (e.g., thermometers, scales).
• demonstrates team work and sharing.

HELPFUL HINTS TO USE AT HOME

❑ Visit museums, zoos, and scientific theme parks.
❑ Follow weather patterns.
❑ Participate in science fairs.
❑ Observe and discuss animals and plants in their natural environment.

Health

In Health Literacy, your student:
• recognizes body parts and their functions.
• thinks about decisions related to health before taking action (e.g., takes medicine only with permission of an adult).
• explains how to prevent accidents and illnesses (e.g., looks both ways before crossing a street).
• classifies food according to the Food Guide Pyramid.

In Responsible Health Behavior, your student:
• handles anger in a positive manner.
• accepts people with special health needs.
• resolves conflicts in a healthy manner.
• practices good health habits.
• demonstrates effective listening skills.

In Health Advocacy and Promotion, your student:
• identifies health situations that require a trusted adult (e.g., lost child).
• helps others make healthy choices (e.g., reminds friend to cover mouth when coughing).
• shares health information (e.g., tells others that smoking can cause people to get sick).