

FIRST GRADE CONTENT STANDARDS

Parent Handbook

Sacramento Diocese of Catholic Schools

Content Standards for **FIRST GRADE**

Why Content Standards?

With the adoption of content standards, California is stating—explicitly—the content that students need to acquire at each grade level from Kindergarten through grade twelve. With student mastery of this content, schools will be equal to those in the best educational systems in other states and nations.

How to Improve Student Performance?

Strong performance on standardized tests is an increasingly important part of life for all students. Access to higher education, most specialized employment licenses, and many public and private occupational opportunities depend on acceptable performance of one form or another on standardized tests.

The goal is to focus instruction on Standards, coordinate instruction between classrooms, and use common student assessments. These must emphasize both the content and assessment format students may face in the future in order to significantly increase student learning and student achievement on formal and informal assessments.

Goals for your Child's Education

Research has proven that student learning and overall productivity increases with the implementation of a Standards-based educational system. Standards define the curriculum for each grade level, a curriculum that is coordinated from grade level to grade level and one that identifies the level of instruction appropriate for each

grade. As teachers and parents understand the curriculum expectations at a specific grade level, they can provide the type of learning experiences that will allow the student successful achievement in all Standards.

How to Use this Parent Handbook

Use this handbook as a guide to your child's education in First Grade by:

- Reading the Standards your child should learn during the year.
- Helping your child learn the different Standards by doing the suggested Home Activities and providing instruction when your child is having trouble with his/her homework.
- Tracking your child's progress during the year using the "Student Progress Chart" found in this document.
- Taking this Handbook to your child's parent/teacher conference. At this time, compare the teacher's Student Progress Chart with your own chart, and discuss the Standards that the child needs to master.

Parent Handbook Components

This document contains:

- First Grade Standards for Religion, Language Arts, Mathematics, History–Social Science and Science
- Home Atmosphere Suggestions for improved student performance
- Home Activities for Language Arts, Mathematics, History–Social Science and Science
- Student Tracking Forms to show student progress throughout the year

RELIGION STANDARDS

Grade One

THEME:

The development of a greater awareness of relationships and community.

OBJECTIVES:

- A. God communicates with God's people through the Bible.
- B. Each person belongs to many groups: family, parish, school, neighborhood, etc.
- C. We worship together through prayer and liturgy.
- D. Every person deserves love, care, and respect.

1.0 MESSAGE: God is the creator and nurturer of all things.

1.1 God

- 1.1.1 To learn that God is the creator of all things.
- 1.1.2 To recognize that God loves and cares for each of us.
- 1.1.3 To understand God wants us to be happy and always forgives us.
- 1.1.4 To recognize that Jesus is always with us.
- 1.1.5 To learn that Jesus is the Son of God.
- 1.1.6 To be aware that the Holy Spirit gives us strength and joy.
- 1.1.7 To understand that the Holy Spirit helps us to live together in harmony.
- 1.1.8 To learn that the Holy Spirit helps us to forgive and be forgiven.
- 1.1.9 To recognize that the Holy Spirit gives us special gifts to help us live good lives.

1.2 Scripture

- 1.2.1 To learn that the Bible is a collection of many books.
- 1.2.2 To understand that Jesus teaches us about God through stories in the Bible.
- 1.2.3 To learn that each book of the Bible was written by someone chosen by God.

- 1.2.4 To learn that God speaks to us through readings from the Bible at Mass.
- 1.2.5 To learn that the Bible teaches us about God's love for us.

1.3 Doctrine

- 1.3.1 To learn that we are children of God, who made us, loves us, and cares for us.
- 1.3.2 To learn that Jesus shows us how to live.

2.0 WORSHIP: We participate in worship individually and as a part of a community.

2.1 Sacraments

- 2.1.1 To understand that through Baptism, we celebrate becoming part of God's special family, the Church.
- 2.1.2 To understand that in the Eucharist, Jesus shares a meal with us.
- 2.1.3 To learn that in the Eucharist, Jesus gives Himself to us.
- 2.1.4 To recognize that, in the Eucharist, we remember what Jesus said and did at the Last Supper.

2.2 Prayer

- 2.2.1 To know the following prayers: (1) Sign of the Cross; (2) Hail Mary, (3) Prayer before Meals, (4) Lord's Prayer; (5) Doxology (Glory to the Father...).
- 2.2.2 To recognize that prayer is communication with God.
- 2.2.3 To participate in classroom prayer through recitation, spontaneous prayer, petitions, and guided meditation.

2.3 Liturgy

- 2.3.1 To recognize that we worship as a community at Eucharistic celebrations.
- 2.3.2 To participate in liturgies and prayer services with the class, school, and parish communities.

2.4 Liturgical Year

- 2.4.1 To experience the Liturgical Seasons and their themes:
 - Advent--A time for waiting
 - Christmas--A time for giving
 - Lent--A time for sharing and growing
 - Easter--A time for joy

2.5 Feast Days

- 2.5.1 Celebrate special Feasts, Days and People:
 - Saints as heroes/heroines
 - Thanksgiving
 - Mary, Mother of God
 - Joseph, Mary's husband

2.6 Traditions

- 2.6.1 To experience Marian traditions such as the rosary and May crowning.

3.0 MORALITY: Personal responsibility is developed.

- 3.1 To recognize that we each make decisions regarding our own actions.
- 3.2 To recognize that each decision has a consequence.
- 3.3 To understand that we live good lives with the help of the Holy Spirit.
- 3.4 To learn conflict resolution skills.

4.0 CATHOLIC SOCIAL TEACHING: The Christian message is lived through service to others.

4.1 Justice

- 4.1.1 To recognize that God gives each of us gifts and talents.
- 4.1.2 To recognize the need to share ourselves each day.
- 4.1.3 To show we care about our world by taking care of it.

4.2 Peace

- 4.2.1 To treat others fairly.
- 4.2.2 To recognize that we are part of the larger world community.

4.3 Local Needs

- 4.3.1 To know that we can care for people who need our help.
- 4.3.2 To recognize that we are part of a parish community.
- 4.3.3 To participate in parish service, such as outreach to sick and parish community activities.
- 4.3.4 To participate in local outreach programs.

5.0 COMMUNITY: Each person plays a part in home, school, parish and global communities.

5.1 Models of Church

- 5.1.1 To learn that the Church is the people of God.
- 5.1.2 To recognize that we belong to the Catholic Church.
- 5.1.3 To understand that we are Christians.
- 5.1.4 To learn that a church is a special place.
- 5.1.5 To learn that a church is a home for the family of God.
- 5.1.6 To learn that the local church is called a Parish.
- 5.1.7 To learn that the Church is the Family of God.

5.2 Church History

- 5.2.1 To recognize that we celebrate God's kingdom, past, present, and future with other members of God's family.

5.3 Mary/Saints

- 5.3.1 To know that Mary is the Mother of God.
- 5.3.2 To learn about the Holy Family.
- 5.3.3 To recognize that saints are part of God's family.

6.0 FAMILY LIFE: We are a part of a family and community which should help us to grow in love and knowledge.

6.1 Human Dignity

- 6.1.1 To express our love for our family.
- 6.1.2 To show that we care for all things and model that we care for others and our world as Jesus did.

7.0 TERMINOLOGY:

Advent	create	Lent
All Saints' Day	Easter	liturgy
alleluia	Eucharist	Lord's Prayer
altar	Good Friday	Mary
angel	Great Commandment	Mass
AscensionThursday	Hail Mary	parish
baptism	hallowed	pope
Bethlehem	Holy Family	prayer
Bible	Holy Spirit	priests

bishops	host	saints
Blessed Trinity	Jesus	Savior
Catholics	Jesus' Law of Love	Sign of the Cross
chalice	Joseph	sin
Christmas	Kingdom of God	vestments
church	Last Supper	Word of God

8.0 SCRIPTURE REFERENCES to be used to develop the themes of the religion standards.

Genesis 1:1-31	Creation
Genesis 3: 1-19	The fall
Genesis 12ff	Story of Abraham; we are part of God's family of faith
Exodus 3	God reveals himself to Moses; God cares for his people
1 Samuel 16: 4-13	Samuel chooses the boy David; God sees into his heart
1 Kings 17: 7-24	Elijah and the widow; looks ahead to God's care through Jesus
Psalms 23	God cares for us
Psalms 104	Praise of God the Creator
Psalms 139	God knows us
Psalms 145: 9	God is good to all
Isaiah 43: 1	God calls us by name
Matthew 5: 14-16	Jesus, Light of the World
Matthew 6: 7-15	Lord's Prayer
Matthew 6: 25-34	Seeking the Kingdom
Luke 10: 25-34	Good Samaritan
Luke 18: 15-17	Blessing of the Children
Luke 23: 33-49	Passion of Jesus
1 John 4: 7-12	God is Source of Love

LANGUAGE ARTS STANDARDS

Grade One

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. Where possible and appropriate, the teacher will incorporate readings and writings expressive of the Catholic faith.

By the end of first grade, your child will:

- 1.1 Match oral words to printed words.
- 1.2 Identify the title and author of a reading selection, and make use of religion class resources.
- 1.3 Identify letters, words, and sentences.

- 1.4 Distinguish initial, medial, and final sounds in single-syllable words.
- 1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).
- 1.6 Create and state a series of rhyming words, including consonant blends.
- 1.7 Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).
- 1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- 1.9 Segment single syllable words into their components (e.g., cat = /c/a/t/; splat = /s/p/l/a/t/).
- 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.

- 1.11 Read common, irregular sight words (e.g., the, have, said, come, give, of).
- 1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
- 1.13 Read compound words and contractions.
- 1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).
- 1.15 Read common word families (e.g., -ite, -ate).
- 1.16 Read aloud with fluency in a manner that sounds like natural speech.
- 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys. Articles found in the church).

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material, including grade level Bibles. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). Students will be introduced to the different genre found in scripture. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal.

By the end of first grade, your child will:

- 2.1 Identify text that uses sequence and other logical order. Where appropriate use saint stories and scripture.
- 2.2 Respond to who, what, when, where, and how questions.
- 2.3 Follow one-step written instructions.
- 2.4 Use context to resolve ambiguities about word and sentence meanings.
- 2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).
- 2.6 Relate prior knowledge to textual information.
- 2.7 Retell the central ideas of simple expository or narrative passages.
- 2.8 Apply prior knowledge and central idea to all areas of curriculum, including scripture stories.

3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature, including those with religious themes and the Bible. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

By the end of first grade, your child will:

- 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle and ending. Apply when using parables and other scripture stories.
- 3.2 Describe the roles of authors and illustrators and their contributions to print material.
- 3.3 Recollect, talk, and write about books read during the school year.

Writing

1.0 Writing Strategies

By the end of first grade, your child will:

- 1.1 Select a focus when writing.
- 1.2 Use descriptive words when writing.
- 1.3 Print legibly and space letters, words, and sentences appropriately.

2.0 Writing Applications (Genres and Their Characteristics)

Using the writing strategies of grade one outlined in Writing Standard 1.0, students:

- 2.1 Write brief narratives (e.g., fictional, autobiographical) describing a Christian experience.
- 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

By the end of first grade, your child will:

- 1.1 Write and speak in complete, coherent sentences.
- 1.2 Identify and correctly use singular and plural nouns.
- 1.3 Identify and correctly use contractions (e.g., isn't, aren't, can't, won't) and singular possessive pronouns (e.g., my/mine, his/her, hers, your/s) in writing and speaking.
- 1.4 Distinguish between declarative, exclamatory, and interrogative sentences.
- 1.5 Use a period, exclamation point, or question mark at the end of sentences.
- 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.
- 1.7 Capitalize the first word of a sentence, names of people, and the pronoun I.
- 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening and Speaking

1.0 Listening and Speaking Strategies

By the end of first grade, your child will:

- 1.1 Listen attentively.
- 1.2 Ask questions for clarification and understanding.
- 1.3 Give, restate, and follow simple two-step directions.
- 1.4 Stay on the topic when speaking.
- 1.5 Use descriptive words when speaking about people, places, things, and events.

2.0 Speaking Applications (Genres and Their Characteristics)

By the end of first grade, your child will:

- 2.1 Recite poems, rhymes, songs, secular stories, and Bible verses and stories.
- 2.2 Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why and how questions. Apply this skill to Bible stories.
- 2.3 Relate an important life event or personal experience in a simple sequence.
- 2.4 Provide descriptions with careful attention to sensory detail.

MATHEMATICS STANDARDS

Grade One

Number Sense

1.0 Number Relationships

By the end of First Grade, your child will:

- 1.1 Count, read, and write whole numbers to 100.
- 1.2 Compare and order whole numbers to 100 by using the symbols for “less than”, “equal to”, or “greater than” ($<$, $=$, $>$).
- 1.3 Represent equivalent forms of the same number to 20, using physical models, diagrams, and number expressions (e.g., 8 may be represented as $4 + 4$, $5 + 3$, $2 + 2 + 2 + 2$, $10 - 2$, $11 - 3$).
- 1.4 Count and group objects into ones and tens (e.g., three groups of 10 and 4 equals 34, or $30 + 4$).
- 1.5 Identify and know the value of coins then show different combinations of coins equaling the same value.

2.0 Addition and Subtraction

By the end of First Grade, your child will:

- 2.1 Know and memorize the addition facts (sums to 20) and the corresponding subtraction facts.
- 2.2 Use the inverse relationship (e.g., checking a subtraction problem using addition).
- 2.3 Identify one more than, one less than, 10 more than, and 10 less than a given number.
- 2.4 Count by 2s, 5s, and 10s to 100.
- 2.5 Show the meaning of addition (putting together) and subtraction (taking away, compare, find the difference).
- 2.6 Solve addition and subtraction problems with one- and two-digit numbers (e.g., $5 + 58 = \underline{\quad}$).
- 2.7 Find the sum of three one-digit numbers.

3.0 Estimation

By the end of First Grade, your child will:

- 3.1 Make reasonable estimates when comparing larger or smaller numbers.

Algebra and Functions

1.0 Number Sentences

By the end of First Grade, your child will:

- 1.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction.
- 1.2 Understand the meaning of the symbols for addition, subtraction, and equal to (+, -, =).
- 1.3 Create problem situations that might lead to a given number sentence involving addition and subtraction.

Measurement and Geometry

1.0 Measurement

By the end of First Grade, your child will:

- 1.1 Compare the length, width, and volume of two or more objects by using standard or nonstandard units.
- 1.2 Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).

2.0 Geometry

By the end of First Grade, your child will:

- 2.1 Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.
- 2.2 Classify familiar plane and solid objects by common attributes, such as color, position, shape, size, roundness, or number of corners, and explain which attributes are being used for classification.
- 2.3 Give and follow directions about location.
- 2.4 Arrange and describe objects in space by proximity, position, and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of).

Statistics, Data Analysis, and Probability

1.0 Data

By the end of First Grade, your child will:

- 1.1 Sort objects and data by common attributes and describe the categories.
- 1.2 Represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs.

2.0 Patterning

By the end of First Grade, your child will:

- 2.1 Describe, extend, and explain ways to get to the next element in simple repeating patterns (e.g., rhythmic, numeric, color, shape).

Mathematical Reasoning

1.0 Making Decisions about a Problem

By the end of First Grade, your child will:

- 1.1 Determine the approach, materials, and strategies to be used.
- 1.2 Use tools, such as manipulatives or sketches, to model problems.

2.0 Solve Problems & Justify Reasoning

By the end of First Grade, your child will:

- 2.1 Explain reasoning used and justify the procedures selected.
- 2.2 Make precise calculations and check the validity of the results from the context of a problem.

3.0 Make Connections

By the end of First Grade, your child will:

- 3.1 Note the connection between one problem and another.

HISTORY/SOCIAL SCIENCE STANDARDS

Grade One

A Child's Place in Time and Space

Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people and for the rules by which we all must live: fair play, good sportsmanship, respect for the rights and opinions of others and the two great commandments of loving God and others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.

1.1 Students describe the rights and individual responsibilities of citizenship, in terms of:

1. The making of rules by direct democracy (everyone votes on the rules) and be representative democracy (a smaller elected group make the rules); examples of both in their classroom, school and community.
2. 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.”

1.2 Students compare and contrast the absolute and relative locations of people and places and describe the physical and human characteristics of places by:

1. Using maps and globes to locate their local community, the State of California, the United States, the seven continents, and the four oceans.
2. Comparing the information from a three-dimensional model to a picture of the same location.
3. Constructing a simple map, using cardinal directions and map symbols.
4. Describing how location, weather, and physical environments affect the way people live, including food, clothing, shelter, transportation, and recreation.

1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and sense of community across time, in terms of:

1. The Pledge of Allegiance, and the songs that express American ideals (e.g., My Country ‘Tis of Thee).
2. National holidays and the heroism and achievements of the people associated with them.
3. American symbols, landmarks and essential documents such a the flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, and the Declaration of Independence; explain the people and events associated with them.

1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time and others stay the same, in terms of:

1. The structure of schools and communities in the past.
2. Transportation methods of earlier days.
3. Similar and differences in the work (inside and outside the home), dress, manners, stories, games, and festivals of earlier generations, drawing from biographies, oral history, and folklore.

1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens, in terms of:

1. 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. The difficulties, successes and ways in which American Indian and immigrant populations have helped define Californian and American culture.
3. Comparisons of the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures drawing from folklore.

SCIENCE STANDARDS

First Grade

Physical Science

1.0 Materials that God created come in different forms (states) including solid liquids and gases, and these forms have different attributes -

- 1.1 solids, liquids, and gases have different properties.
- 1.2 the properties of substances can change when they are mixed, cooled or heated.
- 1.3 solids can either sink or float.

Life Science

1.0 God created all things – living and non-living. Students will understand differences and similarities between nonliving and living things -

- 1.1 know that living things need air, water, and food to survive.
- 1.2 know that living things are made and cared for by a loving God.
- 1.3 know that living things move, grow, and change.

- 1.4 know that nonliving things do not need air, water or food.
- 1.5 know that nonliving things do not move, grow, and change.
- 1.6 be able to tell living and nonliving things apart.

2.0 All living things are made and cared for by God, however, plants and animals meet their needs in different ways -

- 2.1 different plants and animals inhabit different kinds of environments and have features that help them thrive in their environment.
- 2.2 animals eat plants and other animals for food.
- 2.3 animals may use plants or even other animals for shelter or nesting.
- 2.4 how to infer what animals eat from the shapes of their teeth.
- 2.5 green leaves are from making food from the sunlight.

3.0. Be able to put animals in categories by size, shape, movement, color -

- 3.1 know that animals have fur, feather, skin, scales, or shells.
- 3.2 know that animals move in different ways (swim, fly, etc.).
- 3.3 know that animals have different sizes.
- 3.4 know that animals have different shapes.
- 3.5 know that animals help people.
- 3.6 know that animals change (life cycle, metamorphosis).

4.0 Be able to use knowledge of plants -

- 4.1 know the parts of a plant.
- 4.2 know that seeds produce plants.
- 4.3 sort plants into categories by what they have in common.

Earth Science

1.0 God the Creator made the earth, sun, and moon. Students should:

- 1.1 know about the Earth, sun, and the moon.
- 1.2 know the Earth rotates every 24 hours.
- 1.3 know the difference between day and night.
- 1.4 know the Earth revolves around the sun.
- 1.5 know the moon revolves around the Earth.
- 1.6 know the earth is made up of land and water.
- 1.7 know the types of land surfaces (soil, sand, rock, clay).
- 1.8 know how to take care of, and respect the Earth.

2.0 The Sun Supplies Heat and Light energy to the Earth

- 2.1 the sun warms the land, air, and water.
- 2.2 light energy is reflected or absorbed when it strikes surfaces.

3.0. Weather can be observed, measured and described -

- 3.1 how to record changes in the weather from day to day and over the season.
- 3.2 the weather changes from day to day, but trends in temperature or rain and snow tend to be predictable during a season.

Investigation & Experimentation

1.0 Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept, and to address the content in the other three strands, students should develop their own questions, and perform investigations. Students will:

- 1.1 draw pictures that portray some features of the thing being described.
- 1.2 record observations and data with pictures, numbers, and/or written standards.
- 1.3 record observations on a bar graph.

- 1.4 describe the relative position of objects using two references (above and next to, below and left of).
- 1.5 make new observations when discrepancies exist between two descriptions of the same object or phenomena.
- 1.6 think clearly and solve problems about science (classify, decide estimate, solve, compare).
- 1.7 talk and write clearly about science (present, persuade, collaborate, explain, recommend).
- 1.8 make careful plans and use them (brainstorm, envision, research, plan, organize, persist).
- 1.9 use the quality process.

2.0 Be able to apply science knowledge and skills to a variety of purposes -

- 2.1 be able to solve problems using the scientific method (research, hypothesis, test, results, conclusion).

- 2.2 be able to conduct research.
- 2.3 be able to use scientific equipment appropriately.
- 2.4 know how to preserve the earth.
- 2.5 possess technical skills: listen/ read/ dictate/ write/ present: instructions, chart, report, proposal, and summary.
- 2.6 technology: word processing, Internet, AV production.

3.0 Be able to use some scientific instruments -

- 3.1 be able to take care of magnets, magnifying glasses, and thermometers.
- 3.2 know the types of magnets.
- 3.3 know that the magnetic field is stronger at the poles.
- 3.4. know what a magnifying glass is and its uses.
- 3.5 know what a thermometer is and its uses.
- 3.6 be able to read a Celsius and Fahrenheit thermometer.
- 3.7 be able to measure rain.

ATMOSPHERE AT HOME

We encourage all parents to consider the following ideas when setting up a home environment for increasing student learning:

- 1. Provide an appropriate work space that is:**
 - Quiet with appropriate lighting.
 - Contains supplies such as paper, pencils, resources, etc.
- 2. Set up an atmosphere for studying by:**
 - Scheduling a regular, daily study time where all family members are studying.
 - Making sure the house is quiet during study time.
 - Working on establishing trust and accountability..
- 3. Be involved in your child's education by:**
 - Being a role model, setting values, and modeling good Christian values.
 - Demonstrating a positive attitude.
 - Providing help, resources, and encouragement.
 - Showing interest and supporting your child's work.
 - Upholding the school's expectations.
 - Supporting and participating in school service opportunities.
- 4. Strive to establish a Christian family atmosphere by:**
 - Encouraging your child to follow the teachings of Jesus in his/her dealing with others.
 - Encouraging regular family prayer and the celebration of religious experiences.
 - Modeling Christian values.
 - Acknowledging and supporting your child's efforts.
 - Reinforcing Christian behavior.
 - Providing opportunities for service to others.
- 5. Strengthen communication with your child by:**
 - Spending quality time with your child often.

- Sharing resources from your community.
- Establishing/enforcing reasonable consequences for behavior.

HOME ACTIVITIES FOR LANGUAGE ARTS

Reading

- Read to your child every night.
- Listen to your child read to you.
- Point out print in your environment (e.g., signs, road signs, labels, logos).

Reading Comprehension

- Discuss stories you read at home.
- Have your child retell stories in their own words.
- Ask your child questions about the story you read, asking about the main idea and some of the details found in the story.

Writing

- Write letters and notes to friends and family.
- Record special events in a journal (e.g., vacations, birthdays, holidays, activities with special friends).
- Encourage your child to write in complete sentences.

Written and oral English Language Conventions

- Look at the journal writings discussed in the writing activities and work with your child on correct grammar, sentence structure, punctuation, and capitalization.
- Do spelling activities or play spelling games (e.g., rhyming, finger writing, writing words in the air).
- Model proper English usage when speaking to your child.

Listening and Speaking

- Recite nursery rhymes, sing songs, and pray together.
- Play rhyming games.
- Play “I Spy” games saying “I spy something that is black, has hands and”
- Listen to first grade books on tape.

HOME ACTIVITIES FOR MATHEMATICS

Number Sense

- Set the table, counting aloud the number of plates and utensils.
- Play counting games with your child (e.g., “Candyland,” “Hi Ho Cherry O”).
- Add and subtract using objects around the house.
- Give them coins to count and use.

Algebra and Functions

- Group objects to create a number sentence (e.g., 3 apples plus 2 apples = 5 apples).

Measurement and Geometry

- Use direction words (e.g., near, far, below, above, behind, next to) and check for understanding by your child.
- Use shape words (e.g., circle, square, round, flat) and check for understanding by your child.
- Discuss the time of day for routine activities (e.g., lunch, school) and help the child read these times on an analog and digital clock.

Statistics, Data Analysis, and Probability

- Sort and compare a variety of objects such as socks, silverware, toys (e.g., sort socks by color and tell me about each different pile of socks).
- Keep a daily chart of the weather, then read and discuss the chart. Talk about the possibility of predicting the weather using the information on the chart.
- Keep a daily chart of chores to be completed, checking off each chore after it was done. Talk about the information on the chart.

Mathematical Reasoning

- Involve your child in meal planning, such as going to the store and having him/her pick out items for dinner, making sure the meal is balanced and there is enough food for everyone.
- Involve your child in planning a party, talking about the purpose for the party, who should be invited, the refreshments, and the activities.

HOME ACTIVITIES FOR HISTORY/SOCIAL SCIENCE

Rights and Individual Responsibilities of Citizenship

- Encourage your child to do chores around the house and help them see his/her responsibility in completing the chores.
- Discuss with your child what it means to be a good citizen (e.g., obey the laws, vote, don't litter, recycle, pay taxes).
- Read a book with your child about citizenship in different countries.
- When you and your child see an official doing his/her duty (e.g., fireman at a fire, policemen at an accident, ambulance going down the road) discuss the role/duty of that individual.

Locations of Places and People

- Help your child make a map of your home and label each room.
- Read books to your child about other countries and show your child where the country is on the map.
- Visit a farm, big city, and small town and discuss living conditions at each location.

Symbols, Icons, and Traditions of the United States

- When voting, talk to your child about the importance/purpose of voting.
- When available, point out different symbols/icons that refer to the U.S. (e.g., flags, president's seal).
- When celebrating a holiday, discuss with your child the reason for the holiday.

Life in Different Times and Places Around the World

- During holidays, discuss with your child how/if different cultures celebrate the same holiday.
- If possible, read a book or look at a video with your child about a holiday celebration in a different country.
- Read a book with your child about life in another country. Next write an outline showing one day of a child's life in that culture.
- Write an outline of one day's activities for your child. Compare the two outlines.

Human Characteristics of Familiar Places and Backgrounds of American Citizens

- Talk to your child about American heroes and discuss their accomplishments.
- Sing songs about America.
- Share with your child the picture albums of family members, discussing what each person's life was like when they were a child.
- Visit a museum and discuss with your child the items on display, talking about how these items were used.

Basic Economic Concepts

- Talk to your child about your job and jobs others do in the community.
- Discuss the concept of working to make money.
- If possible, give your child an allowance and let him/her make choices about spending the money, then discuss the pros/cons of his/her choice.

HOME ACTIVITIES FOR SCIENCE

Physical Sciences

Materials Come in Different Forms

- Freeze water, melt the ice, and heat the water until it boils and forms steam. Talk about the properties of the water in each of the three forms.
- Make Playdough from flour, salt, water, and food coloring. Talk about how each substance feels before it is mixed, then talk about how the Playdough feels when finished. (Recipe = 1 cup flour, 1 cup salt, small amount of water, food coloring as desired.)
- When cooking with your child, have them describe the materials that are mixed in the recipe and describe the finished item (e.g., cake mix, water, and eggs, when heated, turn into a cake).

Life Sciences

Plants and Animals Meet their Needs in Different Ways

- Have your child take care of a pet, learning about the type of habitat and food needed.. Help your child learn more about the pet and their natural habitat.
- Have your child grow some plants in flower pots. Talk about the type of soil needed, sunlight, and water. Talk about how much water and light the plant needs to grow. Have your child take care of the plant for a period of time (e.g., 1 month).
- Plant a potato or avocado seed in a jar of water, putting toothpicks into the potato or avocado, so it is halfway in the water and halfway out. Watch the roots grow and talk about the purposes of plant roots.
- When looking at pictures of animals, point out their teeth to your child. Talk about what they eat and how their teeth help them eat that type of food (e.g., Dog's teeth are designed to tear meat).

Earth Sciences

Weather can be Observed, Measured, Described

- Set up a weather station in the yard that has a thermometer and wind vane. Have your child record the temperature and wind direction at a specific time each day over a period of time (e.g., 2 weeks). Discuss the temperature differences.
- Talk about how the sun warms the land, air, and water. Take two thermometers and place one in the sun and one in the shade. Read and compare the temperatures. Repeat the experiment using two jars of water and two jars of air.

Investigation and Experimentation

Scientific Progress is Made by Asking Meaningful Questions and Conducting

Investigations

- Perform simple scientific experiments with your child to help him/her answer simple science questions (e.g., Question: What type of soil allows flowers to grow best? Experiment: Plant flowers in good soil, rocky soil, sand, and saw dust. Water regularly and see which ones grow.) Encourage your child to look at the plants each day to communicate their observation.

STUDENT'S RECORDS

How is your child's progress in school? Is he/she learning the required skills for their grade level? Are these questions that you have been asking? The **Student Records** on the following pages will allow you to identify the Standards your child has learned this year.

How to use the Student Records

As you see that your child has mastered one of the skills on the **Student Record**, write a date in the appropriate box. You could find out that your child knows the skill by: (1) giving them a test; (2) looking at your child's school papers; (3) observing your child perform the skill in his/her everyday life experiences, etc. Whatever the case, this **Student Record** is available for you to chart your child's progress throughout the school year.

Using the Student Record During a Teacher Conference

While talking to the teacher take out the **Student Record** and discuss your findings with the teacher. In this way, you are discussing real data about your child's knowledge of skills. During the discussion, the teacher may suggest changes to the **Student Record** because of classroom assessments or observations.

Keys to Success

Remember the following keys:

1. Always take this handbook to your teacher/parent conference so you can track your child's educational progress.
2. As your child demonstrates their knowledge of a specific skill, always write the date in the space provided.
3. Plan home activities that will help your child master one or more of the skills listed, then record his/her progress.
4. Discuss, with your child, his/her progress and set goals.

