



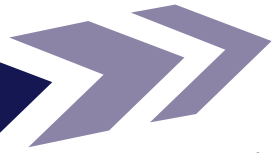
Parent Curriculum Guide

First Grade

OSSEO AREA SCHOOLS

ISD  279

## HOW TO USE THIS GUIDE



This curriculum guide gives parents information about what students are expected to learn in first grade.

- The first section lists important Lifelong Learning Skills, skill level expectations for first grade and tips about how parents can help build these skills.
- The next section is organized by subject area: mathematics, reading, communication, health, science, social studies, art, physical education, music.

Each subject includes a list of academic standards that teachers focus on with their students, most of which are determined by the state of Minnesota. Academic standards are statements that describe what students should learn and be able to do at each grade level. The **bold** statements are reporting standards used on student report cards, followed by bulleted statements giving examples of what students will be learning. At the end of each subject are some tips about what parents can do at home to support their students' learning.



Thank you for being an active partner  
in your child's learning!

**Problem Solver**

- solves problems creatively
- thinks before acting

**Resourceful**

- makes the best choice for learning
- learns by working with others

**Responsible**

- follows class rules
- respects others

**Self-Directed**

- works to reach goals
- checks work and makes improvements

**Skilled Communicator**

- uses an appropriate voice level
- is a respectful listener

- encourage your child to solve everyday problems (work out an argument between siblings and friends, discuss how to learn from mistakes)
- encourage your child to be an independent thinker (use books, internet, etc. to learn more about an area of interest)
- provide opportunities for your child to take on daily/weekly household responsibilities (make the bed, empty the dishwasher)
- help your child set goals (learn to tie shoes, read for 30 minutes a day)
- encourage your child to express ideas and feelings in a variety of ways (write thank you notes, emails, phone/video call, face-to-face conversations)

**NUMBERS AND OPERATIONS****Understands and uses numbers to solve problem**

- counts numbers by 1's, 2's, 5's, and 10's to 120
- compares and shows whole numbers to 120
- solves addition and subtraction problems in different ways

**ALGEBRA****Uses algebra strategies to solve problems**

- recognizes, creates, and describes simple patterns
- solves problems using addition and subtraction number sentences
- identifies a missing number in an equation ( $3 + ? = 6$ )

**GEOMETRY AND MEASUREMENT****Uses geometry and measurement skills to solve problems**

- tells time to the hour and half-hour
- measures the length of one object using many copies of a different object such as pennies or paper clips
- identifies pennies, nickels, and dimes and determines the value of a group of coins up to a dollar
- recognizes 2- and 3- dimensional shapes such as triangles, squares, cubes, and cylinders

- explore resources at Think Central
  - <https://www-k6.thinkcentral.com/ePC/start.do>
  - you can access using your Osseo student log-in, ask your child's teacher for assistance
- connect mathematical problems to your everyday life, for example when cooking, shopping, or driving
- ask your child to explain his or her thinking when solving problems
- have your child practice counting forwards and backwards from various starting points
- have your child practice skip counting by 2's, 5's, and 10's
- play games involving dice and cards
- have your child practice basic addition and subtraction facts
- have your child sort and count coins or show a coin amount in a variety of ways
- discuss shapes and patterns you see in the real world
- have your child practice telling time to the hour and half our using digital and analog clocks

**Reads grade level materials independently**

- reads a variety of grade level materials, both fiction and non-fiction
- accurately reads grade level materials with fluent expression at an appropriate speed

**COMPREHENSION/LITERATURE**

**Uses comprehension strategies to understand fictional materials**

- asks and answers questions about key ideas and details in a reading
- retells stories including key details and describe characters, settings, and events
- explains the difference between fiction and nonfiction materials
- compares and contrasts two different readings on the same topic
- predicts what might happen next in a story
- determines the moral or message of a story

**Uses comprehension strategies to understand non-fiction materials**

- understands why the author wrote the materials
- uses reading's features to gain information about a topic (glossary, index, heading etc.)
- identifies main topic and key details of a reading
- asks and answers questions about key ideas and details in a reading

**VOCABULARY/WORD ANALYSIS**

**Uses vocabulary strategies to make sense of readings**

- asks and answers questions to determine word meaning
- uses pictures and content to figure out word meanings

**Uses phonics/word analysis skills to read and write new words**

- uses phonics chunks and word families to decode and build words
- blends beginning and ending consonant sounds
- reads high frequency words (sight words)
- hears differences between long and short vowels
- uses base words and word endings to figure out words (ing, ed, s, es, er)

- explore resources at [new.benchmarkuniverse.com](http://new.benchmarkuniverse.com)
  - you can access this using your Osseo student log-in -ask your child's teacher for assistance
- set up a daily reading routine with your child (have your child read at his or her level and when you read to your child, read a variety of materials and levels)
- discuss books you have both read (share thinking; questions, connections, and predictions)
- have your child identify characters, setting, and events in a story
- ask your child to retell a story in his or her own words with a beginning, middle, and an end, etc.
- find nonfiction books that interest your child (books about dinosaurs, drawing, cooking etc.)
- have your child retell nonfiction using main idea and key details
- attend Story Time at the public library
- set up a library card for your child
- play rhyming games and read poems



## COMMUNICATION

### WHAT CAN YOU DO AT HOME TO SUPPORT THEM?

#### WRITING

##### **Writes effectively for a variety of purposes**

- uses the writing process (pre-write, draft, revise, edit, publish)
- writes opinion pieces with examples to support opinion
- writes informational pieces identifying topic and sharing facts
- writes narratives that sequences and describe events with detail
- writes effectively across subject areas

##### **Uses punctuation, grammar, and spelling correctly when writing**

- uses appropriate capitalizations (names of people, beginning of sentences)
- uses end punctuation and commas to separate a series of words
- spells common spelling pattern words and high frequency words (sight words) correctly
- uses knowledge of sounds and letters to spell new words

#### SPEAKING, VIEWING, LISTENING, MEDIA, AND TECHNOLOGY

##### **Communicates knowledge and ideas about a range of subject areas to an audience in a variety of ways**

- communicate with other children and adults about various topics and materials in small and large groups
- asks questions in conversations and discussions in order to gain more information
- communicates using a variety of formats (spoken, written, digital, multimedia)

- have your child keep a diary or journal
- have your child write a new ending for a story
- have your child send postcards or letters to family or friends
- have your child practice writing sight words with chalk on the driveway
- engage in conversations about your child's interests
- ask your child open-ended questions
- use a wide range of words to describe events and objects; compliment your child on his/her vocabulary choices
- explain and model different ways of thinking as you work through problems



## HEALTH

### WHAT CAN YOU DO AT HOME TO SUPPORT THEM?

##### **Understands and demonstrates health skills and concepts to make healthy choices**

- uses personal safety (fire, bus, pedestrian, bike)
- understands concepts of disease prevention and health promotion (hand washing, physical activity)
- learns about nutrition and making healthy food choices (identifying food groups and creating healthy meal plans)

- perform home fire drills; check smoke detectors
- create a plan for emergency situations
- make sure your child wears proper safety equipment (seat belts, bike helmets etc.)
- discuss personal hygiene with your child
- explore resources at [choosemyplate.gov](http://choosemyplate.gov) and use resources

## SCIENCE

## WHAT CAN YOU DO AT HOME TO SUPPORT THEM?

### Understands and demonstrates science skills and concepts

#### PEBBLES, SAND, AND SILT

- groups and classifies rocks by color, shape, and size
- describes similarities and differences between rocks and soil
- identifies and describes objects made out of earth materials

#### INSECTS AND PLANTS

- understands that plants and animals go through life cycles
- recognizes that animals need water, food, air, shelter, and space
- describes ways that an animal's habitat provides for its basic needs

#### SOLIDS AND LIQUIDS

- uses scientific tools such as screens and vials to gather information
- makes observations to answer questions
- identifies and compares the properties of solids and liquids

- explore resources at <http://www.fossweb.com/>
  - access with classroom log-in information obtained from your child's teacher
- have your child start a rock collection; sort and compare them in different ways.
- make a list of ways earth materials are used in your home and neighborhood
- observe plants and insects in different locations: your backyard, wooded areas, ponds or lakes
- take a trip to a zoo or nature area
- have your child use magnifying tools to take a closer look at insects and plants
- help your child plant a garden and record observed changes with words and pictures
- have your child create a list of items in your home that are solids and liquids

## SOCIAL STUDIES

## WHAT CAN YOU DO AT HOME TO SUPPORT THEM?

### Understands and demonstrates social studies skills and concepts

#### CITIZENSHIP AND GOVERNMENT

- identifies what makes rules effective and helps to create rules
- explains why good citizens participate in the civic life of their communities

#### ECONOMICS

- identifies and explains needs and wants
- identifies and explains goods vs service

#### GEOGRAPHY

- creates and uses maps with location words such as near, far, left, right
- explains the difference between physical and human characteristics of maps and globes

#### HISTORY

- reads and constructs timelines to explain past events and show changes over time
- compares and contrasts the people, tools, buildings, and technologies of the past to the present

- access resources at EduPlace
  - <https://secure.eservices.eduplace.com/eservicesadmin/login.do?targeturl=/eservices/>
  - username: online01, password: book01
- take your child with you when you go to vote
- participate with your child in a neighborhood or community cleanup project
- have your child sort pictures from magazines or newspapers into needs and wants
- discuss how your family makes budget choices
- explore a child's atlas together
- have your child make a map of his or her bedroom, yard, or home
- hang a map in your home and pin the places you've visited
- visit the Minnesota History Center
- compare and contrast your child's way of life with his/her grandparents
- have your child interview a grandparent or older adult

## ART

## WHAT CAN YOU DO AT HOME TO SUPPORT THEM?

### Understands and demonstrates art skills and concepts

- identifies the elements of visual art including color, line, shape, size, texture, and space
- identifies tools, materials, and techniques used to create 2- and 3- dimensional art
- identifies the characteristics of artworks from a variety of cultures
- shares and describes personal artwork
- compares and contrasts the characteristics of a variety of art pieces

- have your child explore art using a variety of mediums; clay, play-doh, water paints, chalk, pencils, markers, and crayons etc.
- have your child create different art pieces; sculptures, portraits, fabric, scenery, still life, etc.
- visit the Minneapolis Institute of Arts or Walker Art Center
- point out art pieces you see in public places
- identify and discuss the colors, shapes, texture, and design of objects and art you see in everyday life

## PHYSICAL EDUCATION

## WHAT CAN YOU DO AT HOME TO SUPPORT THEM?

### Demonstrates competency in motor skills

- performs skills in the areas of body control, propelling, receiving, striking, and fitness
  - demonstrates different movement skills
  - demonstrates body management throughout different tasks
  - demonstrates a variety of ball skills
    - underhand and overhand throw
    - dribbling with hands and feet
    - striking with hands and feet
    - receiving a variety of objects
  - demonstrates safe behaviors while engaged in physical activities

- ask questions about what your child learned in physical education
- encourage your child to be active
- encourage your child to limit electronic time or find electronics that keep him/her physically active
- do family activities together and play together
- encourage healthy snacks for school and home
- try new fruits and vegetables
- try new physical activities

### Demonstrates understanding of cognitive concepts

- understands the concepts of balance
- identifies safe behaviors in physical activities
- identifies appropriate rules and etiquette related to physical activities
- identifies appropriate player positions, player responsibilities, and activity strategies related to physical activity

### Achieves a healthy level of physical fitness

- learns the correct form for a variety of fitness skills
- shows where the heart is and what changes have taken place with the heart and body after exercising



**Demonstrates knowledge and use of music skills**

- sings with accurate pitch
    - consistently participates in singing
    - demonstrates using the voice for speaking and singing
    - sings songs from various cultures
    - reflects on performance
  - performs accompaniment to a song using a steady beat and reflect on performance
  - reads and performs rhythm patterns including quarter note/rest; eighth notes, clap rhythm patterns and draws notes
  - understands music notation including melody, rhythm, terms and symbols
- listen to music from a variety of cultures and genres including pop, classical and folk
  - experience the pulse of the music by moving, dancing, clapping, or drumming to the beat
  - sing a variety of songs for fun and play, including commercials, folk songs, and silly songs
  - attend music concerts in the community and those involving family and friends (Family Concerts by the Minnesota Orchestra are a great introduction to music listening)
  - make up songs to accompany everyday tasks
  - share songs that you enjoy from your childhood and sing them with your child

If you have any questions about this curriculum guide,  
contact your child's teacher.