## 2011-2012 A guide for parents and families about what your first grader should be learning in school this year

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# A Guide for Parents and Families About What Your FIRST GRADER Should Be Learning In School This Year

SC EDUCATION OVERSIGHT COMMITTEE

This guide shares important information about the South Carolina Academic Standards. These standards outline state requirements for your child's learning program and what students across the state should be able to do in certain subjects.

A good educational system provides many tools that help children learn. Academic standards are useful for making sure:

- teachers know what is to be taught;
- children know what is to be learned; and
- parents and the public can determine how well the concepts are being learned.

The following pages provide information about the South Carolina Academic Standards for mathematics, English language arts, science and social studies for First Grade. The information can help you become familiar with what your child is learning at school and may include activities to reinforce and support your child's learning, selected book titles for additional reading, and Web site addresses for extended learning. Because sites change, please preview before students begin work. This version does not include every standard taught in First Grade. The complete South Carolina Academic Standards for each subject area can be found at www.ed.sc.gov.

The state-developed test, Palmetto Assessment of State Standards (PASS), is based on the South Carolina Academic Standards and is administered in grades 3-8.

## South Carolina Academic Standards

Here are seven key reasons parents should be in the know about the academic standards:

1. Standards set clear, high expectations for student achievement. Standards tell what students need to do in order to progress through school on grade level.
2. Standards guide efforts to measure student achievement. Results of tests (PASS) on grade-level academic standards show if students have learned and teachers have taught for mastery.
3. Standards promote educational equity for all. Instruction in every school in the state will be based on the same academic standards.
4. Standards help parents determine if children in South Carolina are taught the same subject content as children across the nation. South Carolina Academic Standards have been compared with and matched to national standards as well as standards of other states to make sure that they are challenging.
5. Standards inform parents about the academic expectations for their child. Standards give parents more specific information for helping their child at home. Parents no longer have to guess the type of help their child needs to do better in school.
6. Standards enable parents to participate more actively in parent/teacher conferences. Knowledge of the academic standards helps parents understand more about what their child is learning and what they can do at each grade level. Parents are able to have conversations with teachers about student progress in specific areas and understand more completely the progress of their child.
7. Standards help parents see how the current grade level expectations are related to successive years' expectations. Parents are able to see how their child's knowledge is growing from one year to the next.

### WEB RESOURCES

South Carolina Department of Education (SCDE):
www.ed.sc.gov

South Carolina Education Oversight Committee (EOC):
www.eoc.sc.gov

South Carolina Education Television (SCETV):
www.knowitall.org

# ENGLISH LANGUAGE ARTS

Students should be able to:

## Reading

- Use pictures and words as clues to make and revise predictions about what will happen next in a story
- Retell a story, including who is in the story, where the story takes place, and important events as they occur
- Create responses to reading through writing, acting, and drawing
- Understand why authors choose words for particular reasons
- Read independently for extended periods of time
- Understand the difference between fiction and nonfiction
- Summarize the main idea and supporting evidence about a topic from a nonfiction text
- Make inferences and draw conclusions from nonfiction texts
- Understand the difference between facts and opinions
- Understand why subheadings, different size letters, charts, and maps are used in books
- Use pictures, other words, and a knowledge of letter and sound relationships to understand the meaning of new words
- Recognize familiar base words with endings -s, -es, -ing, -ed, -er, and -est
- Recognize words often seen in books
- Use new words learned from people, books, or the media
- Use appropriate voice level when speaking or reading (not too loud or too soft)
- Use a knowledge of letter sounds to read new words
- Spell new words in their writing using letter sounds
- Use a knowledge of smaller words to understand compound words and contractions in books and their writing
- Alphabetize words to the first letter
- Create rhyming words
- Identify beginning, middle, and ending sounds in short words
- Compare words with the same meaning or sound
- Understand parts of a book
- Read material from left-to-right and top-to-bottom
- Distinguish among letters, words, and sentences

## Writing

- Write simple sentences
- Use capital letters for proper nouns, such as names, the first word of sentences, and the pronoun "I"
- Use singular (e.g., dog) and plural nouns (e.g., dogs) correctly
- Use correct punctuation at the end of sentences
- Use correct spelling of common words
- Revise and edit writing to correct and improve word choice
- Use appropriate spacing between words
- Use a knowledge of letters and sounds to write words from left-to-right.
- Write thank you notes, stories, journal entries, simple rhymes, poems, or descriptions that appeal to the senses

## Research

- Gather information about a topic using books, newspapers, pictures, charts, graphs, and nonprint media (video, Internet, etc.)
- Give one- and two-step directions orally

## Activities

- Encourage your child to reread, look at pictures and predict meaning when he comes to a word he does not know while reading
- Encourage your child to keep a journal
- Talk to your child. Answer and ask how and why questions about books.
- Allow your child to "retell" a story in his own way
- Provide a variety of types of reading materials for your child, such as books, magazines, newspapers, empty food boxes, junk mail, etc. and ask him to respond to what he has read
- Reward your child with books or journals
- Get your child a library card. Go to the library or bookstore regularly.
- Read books to your child so he will develop ease and confidence in reading
- Read aloud to your child and ask him to respond to a story by drawing a picture
- Use different voices when reading aloud for different characters in a story
- Ask your child to describe a place or object using a word for each of the five senses
- When drawing a picture, ask your child to create a caption that is a complete sentence
- Ask your child to identify new words that he hears on television or in conversations and discuss the meaning of these words
- After reading a story, ask your child to pick out his favorite word in the story. Discuss what he likes about the word and why the author may have chosen it.
- Have your child write thank you notes for gifts on special occasions

## Books

- Aliki. *Digging Up Dinosaurs*
- Eastman, P. D. *Are You My Mother?*
- Gibbons, Gail. *Sharks*
- Henkes, Kevin. *Lily's Purple Plastic Purse*
- Hoffman, Mary. *Amazing Grace*
- Lester, Julius. *Sam and the Tigers*
- Lobel, Arnold. *Frog and Toad Are Friends*
- Minarik, Else. *Little Bear's Visit* (or other Little Bear books)
- Numeroff, Laura. *If You Give a Moose a Muffin*
- Rathmann, Peggy. *Officer Buckle and Gloria*
- Rylant, Cynthia. *Mr. Putter and Tabby Row the Boat*
- Shaw, Nancy. *Sheep in a Jeep*
- Zolinsky, Paul. *The Wheels on the Bus*

## Web Sites

- Carol Hurst's Children's Literature Site – http://www.carolhurst.com
- Learning Page.com – http://www.sitesforteachers.com
- Surfing the Net with Kids – http://www.surfnetkids.com
- United States Department of Education – http://www2.ed.gov/parents
- The Write Source – http://www.thewritesource.com

# MATHEMATICS

Students should be able to:

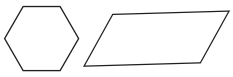
## Numbers and Operations

- Recall basic addition facts through 9+9 and corresponding subtraction facts
- Generate strategies to add and subtract without regrouping through two-digit numbers
- Estimate the number of objects in a set of 20 to 100 objects

## Algebra

- Understand how patterns relate to addition and subtraction
- Classify a number as odd or even

## Geometry



- Classify two-dimensional shapes as polygons or non-polygons
- Identify the three-dimensional geometric shapes, prism, pyramid, and cone

## Measurement

- Determine the value of a collection of coins totaling less than a dollar
- Tell time to the half hour and understand past and future dates on a calendar
- Use thermometers to measure temperature

## Data Analysis and Probability

- Use survey questions to collect data

## Activities:

Have your child:

- Play a game that requires recall of basic addition and subtraction facts
- Play "How Close Can You Get?" by estimating the number of objects in a set of 20 to 100 objects and comparing the estimate to the actual number of objects
- Determine if a number is odd or even
- Go on a shape hunt and identify prisms, pyramids, and cones in the environment
- Determine the total amount of change you have that is less than one dollar
- Use analog and digital clocks to tell time to the nearest half hour
- Use family birthdays or special occasion dates as the basis for identifying past and future dates on a calendar
- Play "Did the Weatherman get it right" by using thermometers to measure temperature and comparing the results with temperatures given on the weather report
- Conduct a simple survey by asking family members given questions like "What is your favorite color?"

## Books:

- Brisson, Pat. *Benny's Pennies*
- Harris, Trudy. *100 Days of School*
- Long, Lynette. *Domino Addition*
- McGrath, Barbieri. *The Baseball Counting Book*
- Ross, Tony. *Centipede's One Hundred Shoes*
- Talbot, Jim. *Coin Count-Y: A Bank in a Book*
- Wells, Rosemary. *Emily's First 100 Days of School*

## Web Sites:

- http://www.funbrain.com/kidscenter.html - Interactive math activities

# SCIENCE

Students should be able to:

## Inquiry

- Compare, classify, and sequence objects by number, shape, texture, size, color, and motion, using standard English units of measurement where appropriate
- Use tools (including rulers) safely, accurately, and appropriately
- Carry out simple scientific investigations when given clear directions
- Use appropriate safety procedures when conducting investigations

## Plants

- Recall the basic needs of plants (including air, water, nutrients, space, and light) for energy and growth
- Illustrate the major structures of plants (including stems, roots, leaves, flowers, fruits, and seeds)
- Classify plants according to their characteristics (including what specific type of environment they live in, whether they have edible parts, and what particular kinds of physical traits they have)
- Summarize the life cycle of plants (including germination, growth, and the production of flowers and seeds)
- Explain how distinct environments throughout the world support the life of different types of plants
- Identify characteristics of plants (including types of stems, roots, leaves, flowers, and seeds) that help them survive in their own distinct environments

## Sun and Moon

- Compare the features of the day and night sky
- Recall that the Sun is a source of heat and light for Earth
- Recognize that the Sun and the Moon appear to rise and set
- Illustrate changes in the Moon's appearance (including patterns over time)

## Earth Materials

- Recognize the composition of Earth (including rocks, sand, soil, and water)
- Classify rocks and sand by their physical appearance
- Compare soil samples by sorting them according to properties (including color, texture, and the capacity to nourish growing plants)
- Recognize the observable properties of water (including the fact that it takes the shape of its container, flows downhill, and feels wet)
- Illustrate the locations of water on Earth by using drawings, maps, or models
- Exemplify Earth materials that are used for building structures or for growing plants

## Exploring Motion

- Identify the location of an object relative to another object
- Explain the importance of pushing and pulling to the motion of an object
- Illustrate the fact that sound is produced by vibrating objects
- Illustrate ways in which objects can move in terms of direction and speed (including straight forward, back and forth, fast or slow, zigzag, and circular)

## Activities:

Have your child:

- Plant several different seeds and watch them sprout and grow. Measure the weekly growth with a ruler.
- Talk about the different kinds of materials that are found when digging in the earth, roots, sand, clay, stones, and so forth
- Look at different kinds of plants and ask your child to tell what she or he sees. Ask about the differences between them.
- Talk with your child about what you and she or he sees outdoors; daylight and darkness, moon, and stars
- Care for a household plant, identifying the plants need for air, water, nutrients, space, and light
- Place a glass of ice on the counter and observe it changing from a solid to a liquid. Identify other solids and liquids in the home.
- Observe the moon over several months, record observations on a calendar, and look for patterns
- Look at maps and globes and point out the location of water
- Observe the vibrations of an object such as a rubber band when it is plucked. Listen to the sound it produces.
- Collect rocks and sand from different regions. Talk about what they have in common and how they are different.

## Books:

- Carle, Eric. *The Tiny Seed*
- Dussling, Jennifer. *Looking at Rocks*
- Fowler, Allan. *So That's How the Moon Changes Shape!*
- Gibbons, Gail. *Sun Up, Sun Down*
- Heller, Ruth. *The Reason for a Flower*
- Murphy, Patricia J. *Push and Pull*
- Stille, Darlene R. *Push and Pull, Fast and Slow*
- Trumbauer, Lisa. *All About Sound*
- Woodman, Nancy. *Dirt: Jump Into Science*

## Web Sites:

- AAAS Science Netlinks - www.sciencenetlinks.com
- Learning Network Parent Channel - www.familyeducation.com
- NASA website especially for children - http://kids.msfc.nasa.gov
- National Wildlife Federation - www.nwf.org/kids/

# SOCIAL STUDIES

Students should be able to:

## Families Here and Across the World

- Summarize the characteristics that contribute to personal identity
- Summarize ways in which people are both alike and different from one another in different regions of the United States and the world
- Illustrate personal and family history on a timeline
- Compare the daily life of families across the world
- Illustrate different elements of community life, such as schools, jobs, and transportation
- Identify a familiar area or neighborhood on a simple map
- Compare the ways that people use land and natural resources across the world
- Identify the basic functions of government
- Summarize the concept of authority and give examples of people in authority
- Identify ways that government affects the daily lives of people in the United States
- Summarize possible consequences of an absence of laws and rules
- Recognize the basic values of American democracy
- Identify the different levels of government-local, state, and national
- Recall the contributions made by historic and political figures to democracy in the United States
- Recognize ways that all citizens can serve the common good
- Summarize the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules)
- Explain how people have to make choices about which goods and services to obtain
- Explain how methods such as using money or bartering are used to pay for goods and services
- Identify ways that families and communities cooperate and compromise in order to meet their needs and wants
- Recognize the roles of producers and consumers and the ways in which they are interdependent

## Activities:

Have your child:

- Learn about your family history. Place significant or memorable family events on a family history timeline.
- Take a walk or a drive with your child. See how many ways you can find to show how people use and change the land.
- Design a map of his/her bedroom. Expand this map and design a map of your home. Label the rooms and locations of the furniture.
- Make a list of all the stores your family uses. Talk with your child about what each of these places provides for your family.
- View old home movies, photos, or videos. Discuss how people are the same or different.
- Make a list of your family rules. Talk about why your family has these rules and what might happen if you did not have them.
- Talk about his/her needs and wants while you are in a store. Discuss why people have to make choices between different items.

## Books:

- Ahlberg, Janet and Allan. *The Jolly Postman*
- Barnes, Peter and Cheryl. *Woodrow, the White House Mouse*
- Barnes, Peter and Cheryl. *House Mouse, Senate Mouse*
- Barnes, Peter and Cheryl. *Marshal, the Courthouse Mouse*
- Barnes, Peter and Cheryl. *Woodrow for President*
- Bartone, Elisa. *American Too*
- Hartman, Gail. *As the Crow Flies: A First Book of Maps*
- Kindersley, Barnabus. *Children Just Like Me*
- Garza, Carmen Lomas. *In My Family (En Mi Familia)*
- Rabe, Tish. *There's a Map on My Lap*
- Sweeny, Joan. *Me and My Family Tree*
- Wilcox, Jane. *Why Do We Celebrate That?*
- Wilheim, Hans. *A Cool Kid Like Me!*
- Wilmore, Kathy. *Library of Living and Working in Colonial Times*

## Web Sites:

- Fun School - www.funschool.com
- Kid info - www.kidinfo.com
- Kid's Space - www.kids-space.org
- National Geographic - www.nationalgeographic.com
- Primary Games - www.primarygames.com
- Scholastic - www.scholastic.com
- The Smithsonian Institution - www.si.edu
- Weekly Reader - www.weeklyreader.com

# SC EDUCATION OVERSIGHT COMMITTEE

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