

Speaking and Listening:

- **Comprehension and Collaboration** (be a part of collaborative conversations about first grade topics and texts)
- **Presentation of Knowledge and Ideas** (describe people, places, things, and events with important details, sharing ideas and feelings clearly)

Language:

- **Conventions of Standard English** (speak and write using proper grammar)
- **Vocabulary Acquisition and Use** (understand or clarify the meaning of unknown and multiple-meaning words and phrases based on first grade reading and content)

What can you do as a Parent to Help or Support Your Child?

- Read with your child every day. Read different types of books (stories, children magazines, how-to books, informative books, camp brochures, rhyming books, menu items, etc.). Ask questions to check for understanding; and whenever possible help your child make the connection of the text to something in life.
- Let your child select the books based on his/her interest that you can read together.
- Have fun when reading and do different things like brainstorm another way the story could end.
- After reading something, encourage your child to retell the story in their own words.
- Look for opportunities in everyday life to build your child's vocabulary.
- Make writing a natural part of the daily routine. Do things like write notes to one another, write special events on the calendar, add items to the grocery list, write thank you notes for gifts, or write special friends or family a letter informing them about a special event.
- If you have technology at home, use educational websites to encourage your child to find letters that match the beginning sounds in words; to practice reading independently, answer questions about what they are reading; drawing pictures and then writing the words to match their pictures/drawings



“A great place to learn, contribute and compete.”



This past year, our staff and I have been attending workshops that are helping us to gain a better understanding of the Common Core State Standards (CCSS), what our students will need to know to prepare for the 21st century. Below are the Standards for 1st Grade Math. The greatest message has been deeper experiences, not more. Children need to be able to develop their own thinking, not be told how to think. We need your help. Please become familiar with what your child needs to know and help develop these things at home.

—Terri Portice, Director of Teaching and Learning

porticet@reeths-puffer.org

For more information: http://www.reeths-puffer.org/Our_District/Departments/Curriculum/curriculum-corner-for-parents/

1st Grade Math Standards

Operations and Algebraic Thinking

- Use models, objects, and drawings to solve addition and subtraction problems
- Understand the connections and relationship between addition and subtraction
- Add and subtract within 20 (finding ways to make 10's to make solving problems easier)
- Acquire a variety of flexible strategies to solve addition and subtraction equations

Number and Operations in Base Ten

- Extend the counting sequence (starting at different numbers and continuing the counting)
- Understand what the digits mean in a number (place value; $19 = 1$ group of ten and 9 ones)
- Develop number sense in order to understand number order and quantities

Measurement and Data

- Measure lengths indirectly and by iterating (taking smaller units and building up)
- Telling time to the hour and $\frac{1}{2}$ hour
- Organize, represent and interpret data (3 categories)

Geometry

- Recognize shapes and their attributes
- Compose (put together) and decompose (take apart) shapes to make other shapes

What Can You do as a Parent to Help or Support Your Child at Home in the Area of Math?

- Count things around the house. Count how many items you have based on different groups (can goods, blue shirts in the wash, number of dominos, number of non-fiction books, etc.).
- Encourage the comparing of numbers or quantities of a given group or various items. Talk about which item/group has more? Which item/group has less?
- Give a word problem and have your child use objects or drawings to solve the given problem. Have your child show you another way to solve the same problem.
- Ask your child to look for patterns (numbers and shapes) in the world around them.
- Encourage your child to look for ways where these concepts and skills being taught at school apply to real life.
- Allow your child to explore/struggle through the process in order to gain a deeper understanding of “how” and “why” math works. Exploration and self-discovery leads to deeper understanding of the concepts being taught.
- Ask your child questions like, “How did you decide? Why do you think that might be right? How can you tell if that makes sense? Will that work every time? Is there another way to solve that problem?”

We ask that you please refrain from teaching your child a short cut like a math algorithm (procedures).

- We need students to have a solid number sense understanding and be able to use a variety of strategies to solve problems. Once an algorithm/math procedure is taught, students put their energy and thinking into remembering the procedure and lose sight of the thinking that goes around understanding the math. We need to go slow and let students gain a deeper understanding of the math concepts and skills before we teach them short cuts to solve problems. Deeper conceptual understanding is the way to prepare students for making sense of many different aspects of math integrated into a school lesson, as well as to real world situations.



English Language Arts Content Overview

Below are the standards for first grade in the area of English Language Arts. The Common Core State Standards (CCSS) require students to dig deeper into the learning experiences with an added emphasis on the application of the skills to everyday life. You will notice that students will be asked to read more challenging texts and will need to refer back to the text to find examples (evidence) to support their answers. The new standards also have an increased emphasis on building stronger writing skills around the various types of writing. Students will be increasing their vocabulary skills to ensure they can read and comprehend the grade level materials and can apply the learning to real life situations. The Reeths-Puffer staff is looking to partner with you to help your child be successful in their educational journey.

The following items outline the major instructional concepts for First Grade students in English Language Arts.

Reading Foundations:

- **Print Concepts** (understand the features of a sentence (e.g., first word, capitalization, ending punctuation))
- **Phonological Awareness** (demonstrate understanding of spoken words, syllables, and sounds (phonemes))
- **Phonics and Word Recognition** (knows and applies grade-level phonics and word analysis skills when decoding words)
- **Fluency** (read with accuracy and fluency to support understanding)

Reading Literature and Informational Text:

- **Key Ideas and Details** (identify the main topic and retell key details of a text)
- **Craft and Structure** (explain major differences between books that tell stories and books that give information; drawing on a wide range of types of text)
- **Integration of Knowledge and Ideas** (use the illustrations and details in a text to describe its key ideas)
- **Range of Reading and Level of Text Complexity** (engage in group reading activities with purpose and understanding)

Writing:

- **Text Types and Purposes** (understand there are different types of writing (narrative, informational, and opinion) and practice writing the different types)
- **Production and Distribution of Writing** (participate in a variety of writing experiences to produce and publish writing)
- **Research to Build and Present Knowledge** (participates in shared research and writing projects)