



# What Your Child Will Learn in First Grade

HOWARD COUNTY  
PUBLIC SCHOOL SYSTEM

Includes *How to Help Your Child at Home*

2012-2013

## COMMON CORE STANDARDS

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts to provide a clear and consistent framework to prepare our children for college and the workforce.

These standards define the knowledge and skills students should have within their K-12 education experience so that they will graduate from high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards are informed by the highest, most effective models from states across the country and countries around the world. They provide teachers and parents with a common understanding of what students are expected to learn and provide appropriate benchmarks for all students, regardless of where they live.

Source: <http://www.corestandards.org/about-the-standards>

## MARYLAND COMMON CORE STATE CURRICULUM

Following the adoption of the Common Core Standards, the Maryland Department of Education launched a broad-based, year-long process to analyze the new Standards and compare the alignment of the existing State Curriculum to the Common Core State Standards. As a result, the Maryland Department of Education developed the Maryland Common Core Curriculum Frameworks. These Frameworks in English/Language Arts and Mathematics define the essential skills and knowledge that students need to know and be able to do in order to achieve the academic goals of the Common Core State Standards. The Frameworks are the foundation of Maryland's new Curriculum and have guided the development of curriculum resources.

The Common Core State Standards:

- Are evidence-based.
- Are aligned with college and work expectations.
- Are clear, understandable, and consistent.
- Include rigorous content and application of knowledge through high-order skills.
- Build upon strengths and lessons of current state standards.
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society.

# What Your Child Will Learn

## Language Arts

### Demonstrate Phonics and Word Recognition

- Recognize and use two to three letter clusters (blends, digraphs) that represent consonant sounds (e.g. *bi*, *sn*, *ch*, *thr*).
- Hear and identify long and short vowel sounds in words.
- Recognize and use some simple letter combinations that represent long vowel sounds.
- Recognize and use possessives that add an apostrophe and s to a singular noun.
- Recognize and understand contractions with *am*, *is*, *will*, and *not*.
- Identify and use 100 high frequency words.
- Use known words to monitor reading and spelling.
- Use known words and word parts (onsets and rimes) to help in reading and spelling new words (e.g. *sh-ake*).
- Break words into syllables to read or write them.
- Change the onset or rime to make a new word.
- Use letter-sound information in coordination with meaning and language structure to solve words.

### Demonstrate Fluency

- Read with sufficient accuracy and fluency to support comprehension.

### Demonstrate Comprehension of Literature

- Ask and answer questions about key details in text.
- Retell stories including key details and demonstrate understanding of the message.
- Describe characters, settings, and major events in the story.
- Identify words or phrases in stories or poems that suggest feelings or appeal to the senses.
- Explain major differences between books that tell stories and books that give information.
- Identify who is telling the story at various points in the text.
- Compare and contrast the adventures and experiences of characters in stories.

### Demonstrate Comprehension of Informational Text

- Ask and answer questions about key details in text.
- Know and use various text features to locate information in a text.
- Identify the reasons an author gives to support points in a text.
- Identify basic similarities in and differences between two texts on the same topic.
- Evaluate a text based on the personal, world, or text knowledge.

### Respond to Text in Writing in a Variety of Ways

- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide a sense of closure.
- Write informative texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Write narratives in which they recount two or more appropriately sequenced events; include some details regarding what happened, use time order words to signal event order, and provide some sense of closure.

### Demonstrate Comprehension and Collaboration When Listening

- Participate in collaborative conversations.
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

### Present Knowledge and Ideas Through Speaking

- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

### Demonstrate Conventions of Standard English When Speaking or Writing

- Capitalize dates and names of people.
- Use end punctuation for sentences.
- Use commas in dates and to separate single words in a series.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

### Acquire and Use Vocabulary

- Recognize and use a variety of compound words.
- Recognize and use synonyms and antonyms.
- Build vocabulary by increasing level of word and concept based knowledge (*important words*, *useful words*, *multiple meaning*, and *challenging words*).

# What Your Child Will Learn

## Mathematics

### Standards for Mathematical Practice

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

### Common Core Standards for Mathematical Content

#### Operations and Algebraic Thinking

- Add and subtract within 20 to solve word problems.
- Add three whole numbers to solve word problems.
- Use properties of operations to add and subtract.
- Understand subtraction as an unknown-addend problem.
- Relate counting on or back to addition and subtraction.
- Add and subtract within 20 and fluently within 10. Use strategies to add and subtract.
- Understand the meaning of the equal sign and determine if equations are true.
- Find the missing number in an addition or subtraction equation.

#### Number and Operations in Base Ten

- Count to 120 starting at any number. Read and write numbers.
- Understand that the two-digits in a two-digit number represent tens and ones.
- Compare two-digit numbers using  $>$ ,  $=$ , and  $<$ .
- Add within 100.
- Given a two-digit number, mentally find 10 more or less without counting.
- Subtract 10 from multiples of 10.

#### Measurement and Data

- Order three objects by length.
- Tell the length of an object with a whole number of units.
- Tell and write time in hours and half-hours.
- Organize, represent, and interpret data with three categories.

#### Geometry

- Distinguish between defining and non-defining attributes.
- Compose two or three-dimensional shapes to create a composite shape.
- Partition circles and rectangles into two and four equal shares.

## Science

### Life Science: Plants and Animals

- Explore, observe, and describe the characteristics of living things and components of a habitat.
- Explain that habitats all over the world provide basic needs for the organisms living in them.
- Observe and describe parts of plants and animals.
- Describe the movement of organisms.
- Describe ways living things grow.
- Predict and describe the interactions of plants and animals in a simulated habitat.
- Design an investigation to answer a question.
- Use balance scales, magnifiers, and nonstandard measurement to gather information.

### Earth and Space Science: Rocks and Fossils

- Explore, observe, and describe the properties of rocks, fossils, and soil.
- Explain that Earth is made of land, air, and water.
- Classify rocks by shape, color, size and texture.
- Describe rocks in terms of relative size, from boulders to grains of sand.
- Describe and compare rocks and fossils.
- Describe the Sun, Moon, and stars.
- Recognize that the Sun produces heat and light.
- Read about the Sun, Moon, and stars.

### Physical Science: Toys in Action

- Explore, observe, compare, and describe pushing and pulling forces.
- Use balance scales, spring scales, ramps, and nonstandard measurement to test and record the effects of surface, shape, slope, and weight on the movement of an object and push/pull forces.

# What Your Child Will Learn

## Social Studies

### Working Together

- Explain how rules promote fairness, responsibility, and privacy.
- Identify leadership positions and recognize their authority in keeping students safe, following rules, and maintaining order.
- Identify the rights, responsibilities, and choices that students have.
- Demonstrate ways to work together to maintain a clean and safe environment.
- Describe, discuss, and demonstrate appropriate social skills necessary for working in a cooperative group.

### The World in Our Community

- Locate the continents and oceans using maps and a globe.
- Use photographs and pictures to describe a place.
- Identify a place using bird's eye view.
- Define map elements as parts of a map that make it easy to use.
- Describe where places are located on a map using relative distance and direction, such as near-far, above-below, and cardinal directions.
- Identify and describe physical characteristics of a place.
- Identify human characteristics of a place.
- Describe places by how people make a living and where they live.
- Observe and describe ways people in their school and community meet human needs for food, clothing, shelter, and other commonalities, such as recreation, music, and stories.
- Discuss and respect traditions and customs of families in the community.
- Identify how families choose to share and borrow traditions from other cultures.

### Community at Work

- Identify and discuss goods and services provided in the community.
- Explain how getting something one wants may mean giving up something in return.
- Give examples of natural and human resources used in production.
- Describe the skills people need for their work in the home, school, and community.
- Explain how markets operate.
- Identify markets in the local community.
- Describe how people earn money by working at a job.
- Compare goods that have different values, such as same item at different stores.

### Our Changing World

- Use terms related to time to order events sequentially that have occurred in the school.
- Classify events as belonging to past or present.
- Construct meaning from informational text and text features about the past.
- Describe the skills people need for their work in the home, school, and community.
- Collect and examine photographs of the past and compare with current photographs of similar images.
- Identify how transportation links people and goods between places.

- Explain how communication links people and messages between places.
- Describe how people in a community modify their environment to meet changing needs for shelter.
- Describe why and how people protect the environment.
- Explain how people adapt to changes in the environment.
- Explain how technology affects the way people live, work, and play.
- Describe how tools and products have affected the way people live, work, or play.

## Health

### Social and Emotional Health

- Identify ways to develop friendships.
- Distinguish between tattling and telling.
- Identify healthy ways to express feelings.
- Identify and describe the characteristics of a good decision.
- Identify what is special about families.

### Disease Prevention and Control

- Practice healthy personal hygiene habits to prevent the spread of germs.
- Identify health care professionals and their roles.
- Identify health issues created by pollution.

### Nutrition and Fitness

- Categorize food on MyPlate.
- Identify healthy eating habits to include five fruits and vegetables every day.
- Explain the relationship between foods and the five senses.

### Safety, First Aid, and Injury Prevention

- Practice safety rules in the home and in the community.
- Describe how to respond appropriately to emergency situations.
- Identify the three types of touches: okay, not okay, and confusing.
- Use the "No, Go, Tell, Keep Telling" strategy for personal body safety.
- Identify adults who can help in an abusive situation.

## Educational Technology

### Technology Operations and Concepts

- Identify and describe the basic functions and parts of a computer system such as a monitor, keyboard, mouse, and CD-ROM or DVD drive.
- Store and save data on electronic devices with assistance.

### Digital Citizenship

- Use software and hardware responsibly.

### Communication and Collaboration

- Use word processing software to create and print documents.
- Use a graphics program to create an original picture.
- Create a document that includes words and pictures.
- Use a graphing program, with assistance, to construct tables and graphs.
- Create a multimedia presentation using various features (such as text and images).
- Recognize technology's role in telecommunication.
- Communicate ideas or information using technology.
- Use various media and formats for multiple purposes.

# What Your Child Will Learn

## Research and Information Fluency

- Identify, obtain, and use information from electronic data sources such as CD-ROMs, databases, and the Internet.

## Critical Thinking, Problem Solving, and Decision Making

- Solve real-world problems using technology as a tool.
- Make informed decisions using technology as a tool.

## Creativity and Innovation

Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

## Art

### Drawing

- Use lines to make a picture based on personal experiences.
- Select and use a variety of drawing tools and techniques to draw the outline of complex shapes.
- Use a variety of lines, shapes, and colors to express an idea.

### Painting

- Identify primary and secondary colors.
- Show ways to make secondary colors.
- Use color mixing and painting techniques to represent a personal experience in a composition.

### Printmaking

- Use lines, shapes, and textures to make a repeated pattern.
- Select and use a variety of colors to make an alternating pattern of printed shapes, lines, or textures.

### Sculpture

- Use a variety of materials to assemble a three-dimensional form.
- Apply texture to a three-dimensional form.
- Use sculptural materials and techniques to model a three-dimensional form.

### Crafts

- Select a form from the environment to use as a theme in the production of a craft object.
- Use craft techniques and different materials to produce an aesthetic and functional object.

## Music

### Melody and Pitch

- Demonstrate ability to echo short melodic patterns (quarter note, two eighth notes connected, and quarter rest).
- Demonstrate meter through singing.
- Sing music using head voice and chest voice.
- Experiment with high and low vocal sounds using limited vocal range.

### Harmony and Texture

- Recognize a melody alone or with simple accompaniment.
- Listen and perform music using major and minor.

### Tone Color

- Identify classroom instruments by sight and sound.
- Explore and discuss environmental sounds.

- Distinguish between adult male/female and children's voices aurally.
- Demonstrate good vocal quality such as head and chest voice.

### Tempo

- Compare fast and slow.

### Rhythm

- Demonstrate ability to echo short rhythmic patterns (quarter note, two connected eighth notes, and quarter rest).
- Practice and demonstrate steady beat through singing, speaking, and playing classroom instruments.
- Perform two and four-beat rhythmic ostinati.

### Movement

- Demonstrate musical characteristics.
- Practice steady beat through locomotor and non-locomotor movement.
- Follow musical cues in games.
- Experiment locomotor and non-locomotor movement to show meter.

### Dynamics

- Compare loud and soft sounds.
- Sing or play in groups matching dynamics levels (loud and soft).

### Form

- Identify same and different patterns (verse and refrain, call and response) aurally and visually.
- Sing a variety of echo songs.
- Echo short melodic pattern.

## Physical Education

### Movement

- Perform a soft landing from various heights.
- Skip using proper form (cues).
- Kick a stationary ball at a variety of targets.
- Maintain balance for a short time while bearing weight on various combinations of body parts.

### Attitudes

- Follow rules and participate safely in activities.
- Treat others with respect.
- Participate in physical activities with peers without disrupting the activities of others.

### Fitness

- Identify signs of moderate physical activity (fast heart rate, heavy breathing).
- Participate in physical activity during leisure time and recognize that physical activity is part of well-being.



## Library Media

### Inquiry Process

- Identify information needs.
- Develop questions to guide the research process.
- Follow systematic problem-solving steps using the Super3 process.

### Locate and Evaluate Resources and Sources

- Explore and identify a wide variety of resources.
- Evaluate potential sources for the information need.
- Use text features to select appropriate sources.
- Explore the arrangement of media materials on the shelves.
- Identify and follow the district's Acceptable Use Policy and school-based computer use rules.
- Learn to use safe practices online.

### Find, Generate, Record, and Organize Data/Information

- Learn to use keywords for finding answers to questions.
- Utilize effective search strategies for collecting relevant information from sources.
- Use technology tools to find, record, and organize data/information within sources.
- Learn to recognize information being sought in resources.
- Differentiate between fact and opinion.
- Participate in group note-taking activities to capture concepts, credit sources, and avoid plagiarism.
- Explore various formats for recording and organizing data/information.
- Create a source list using an accepted citation style.
- Match appropriate format with content to be organized.

### Interpret Recorded Data/Information

- Identify the main ideas of recorded information.
- Apply critical thinking and problem-solving strategies.
- Create new understanding and knowledge related to the information need.

### Share Findings/Conclusions

- Explore options for sharing information learned.
- Reflect on and provide feedback about the research process and the information product.

### Literature Appreciation and Life-long Learning

- Read, listen to, view, and discuss stories that reflect human experiences.
- Make literature connections to self, other literature, multimedia, and the world.
- Use libraries for personal or assigned needs.
- Utilize library circulation procedures and policies to access reading materials.
- Locate and select literature and/or multimedia in a variety of genres.
- Recognize the connection between reading and being a lifelong learner.

## ART

- Set aside an area for artwork to be done.
- Provide a variety of materials for your child to use, such as oil pastels, colored pencils, yarn, modeling clay, crayons, water-based markers, water colors, blunt-tipped scissors, paper, and glue.
- Praise and display your child's work in special places.
- Work with your child to make drawings from observation, imagination, and memory.
- Encourage your child to make artwork often that can be shared with family and friends.
- Visit galleries and museums, and speak with your child about similarities and differences between other cultures and your own.
- Visit the library and take a look at books that picture master artworks with objects which are familiar in the child's world.

## EDUCATIONAL TECHNOLOGY

- Discuss technology found in the home and community such as grocery store scanners, smart phones, Automatic Teller Machines, and electronic road signs.
- Help your child use software programs appropriate for Grade 1, such as *Pixie* and *Kidspiration*.
- Practice computer skills with your child at home or at the library.
- Visit appropriate websites to help support the classroom instruction. The school system provides online resources to assist students (*SIRS Discoverer*, *Culture Grams*, and *World Book Online*). Check with the library media specialist at your school for access information.

## HEALTH

- Encourage and model respect for others through actions and words.
- Reinforce basic safety rules to follow at home, school, and in the community.
- Discuss how to respond to emergency situations.
- Identify with your child the adults to go to for help with problems.
- Help your child practice good habits to prevent the spread of germs.
- Help your child choose healthy foods, and encourage daily physical activity.

## LANGUAGE ARTS/LIBRARY MEDIA

- Read as often as possible with your child. Encourage your child to try different ways to figure out words. Help your child by saying:
  - What word would make sense in the sentence?
  - What parts of the word do you recognize?
  - Look at the picture for clues to the word.
  - What sound would the beginning letter(s) make?
- Talk about books *before*, *during*, and *after* reading.
 

**Before:** Discuss the title, author, illustrator, title page, and dedication page. Ask your child what the story might be about.

**During:** Discuss what is happening in the story and ask what might happen next.

**After:** Discuss favorite and exciting parts and meanings of new words. Discuss what the author or illustrator did to make the book interesting to read.

# HOW TO HELP YOUR CHILD at Home

- Encourage your child to independently read at least 25 books annually.
- Encourage your child to write often.
- Provide an area in your home for writing with special materials (pencils, different types of paper, markers, envelopes).
- Praise your child's writing.
- Share letters and cards from friends and relatives with your child.
- Encourage journal writing for special occasions (trips, family events, planning a birthday party).
- Have your child help you compose shopping lists, notes and letters to friends, and invitations.
- Encourage your child to write stories.
- Allow your child to take risks on a rough draft. Be your child's partner for changing and correcting his or her writing.
- Encourage your child to write thank you notes, invitations, letters to others, lists of things to do, and items to take on a trip.
- Discuss ideas in books your child reads.
- Read an action story or tale of adventure to replace an evening TV program.
- Be a role model. Let your child see you read for pleasure.
- Practice using the Super3 model for problem solving everyday life situations.
- Obtain a library card for your child, and schedule regular visits to the library.
- Encourage your child to participate in age-appropriate activities sponsored by the public library.
- Look for computer programs that encourage reading

## ■ MATHEMATICS

- Listen carefully as your child works through math problems.
- Help your child count and identify numbers to 120.
- Allow your child to use objects to solve math problems (beans, buttons, clothespins).
- Encourage thinking and provide support when needed.
- Work on puzzles.
- Help your child measure an object.
- Help your child learn addition and subtraction facts.
- Explore the mathematics in books that you read together.
- Help your child to tell time.
- Use computers and calculators as tools to solve problems.
- Make mistakes a part of learning.
- Find opportunities to do math every day.

## MUSIC

### SINGING AND MOVEMENT

- Listen to a wide range of music with your child and discuss what is heard.
- Explore the music found at home, such as records, tapes, CD collections, library collections, radio, and television programs.
- Teach your child to sing songs that are familiar to you. Encourage your child to sing and teach you songs learned at school.
- If you play a musical instrument, play for your child frequently.
- Encourage your child to explore and create movement which reflects his or her feelings toward a wide variety of music.
- Encourage your child to make instruments at home and share them with classmates and the music teacher.
- Help your child discover ways music is used in different cultures.

## PHYSICAL EDUCATION

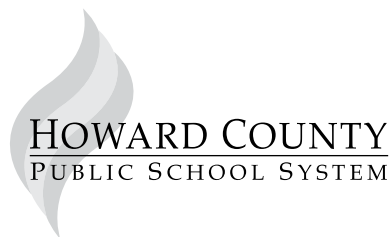
- Encourage your child to jump over low objects, landing softly by bending at the knee.
- Allow time for your child to practice walking, running, hopping, jumping, galloping, and skipping for short distances and in different directions and speeds.
- Have your child balance motionless for a short time, first on one foot, then the other.
- Arrange for your child to walk or jog for short distances.
- Toss, catch, and bounce a large playground ball.

## SCIENCE

- Encourage your child to observe carefully and to describe things indoors or outdoors (plants, animals, weather, movement of people, animals, and objects).
- Allow your child to observe objects through a magnifying glass and discuss what is seen.
- Help your child make and explain his or her predictions about events that might happen in nature.
- Assist your child in forming predictions and explaining ideas by using safe objects to weigh, measure, and mix.
- Encourage hobbies (rock collecting).
- Observe the sky during the day and night. Discuss changes in the Sun, Moon, and stars.

## SOCIAL STUDIES

- Help your child understand how people make and change rules within the family, school, and home.
- Explain how people from all cultures have the same basic wants and needs.
- Model good decision making. Show your child how to identify a problem, the goal, and how to choose the best solution.
- Create family rules with your child.



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