Washoe County School District Family Guide to Learning

How you can help your child succeed in elementary school

Washoe County
School District

1st Grade Curriculum Guide

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How you can help your child succeed in elementary school

This guide provides an overview of what your child will learn by the end of first grade as determined by the Nevada Academic Content Standards (NVACS), our statewide academic standards. The NVACS describe what all students should know and be able to do from kindergarten through the 12th grade. The NVACS is a set of minimum expectations, not a curriculum, so decisions about how to help students meet learning goals remains in the hands of the District, schools, and teachers.

The guide focuses on the key concepts in literacy, mathematics, science, and social studies as well as library, music, computers, 21st Century Skills, and Social & Emotional Learning. If your child meets the expectations outlined in the NVACS, he or she will be well prepared for 2nd grade.

If you have any questions or would like more information, please feel free to contact your child's teacher.

For additional ideas for learning at home, or to learn more about the Nevada Academic Content Standards please visit us online at http://www.washoeschools.net/Page/1002.

Washoe County School District
Every Child, By Name And Face, To Graduation[SM]

ENGLISH LANGUAGE ARTS

As part of helping your elementary student become College and Career Ready, your child's teacher will be

1. Helping your student get into the habit of using evidence in speaking, reading, and writing.
2. Building knowledge using non-fiction text.
3. Developing skills necessary for your student to work with challenging texts and its academic vocabulary.

Reading– *Foundations, Literature, and Informational Text*

- Use phonics (matching letters and sounds) to figure out unfamiliar words when reading.
- Read one-syllable words (e.g., flat, ship, rope).
- Identify the main idea and important details in texts.
- Be able to read text silently and orally with accuracy, appropriate rate, and expression.
- Read digital print either online, on a computer, or on an electronic reader.

Writing

- Spell words using knowledge of learned spelling patterns. For example, when your child learns the "ee" vowel combination, he/she can use it to spell "keep," "sleep," and "peel."
- Write opinion pieces in which he/she introduces a topic, states an opinion, supplies a reason for the opinion, and provides some sense of closure.
- Write informative/explanatory texts in which he/she names a topic, supplies some supporting evidence about the topic, and provides some sense of closure.
- Write narratives in which he/she recounts two or more appropriately sequenced events, including some details and signal words (first, next, then), and provides some sense of closure.
- Use digital tools to write and share work.

Supporting Your Child's Learning at Home

- *Read with your child every day so he/she can hear fluent reading. When reading stories, stop and ask your child questions.*
- *Encourage your child to choose books to read aloud.*
- *Answer questions about stories your child is reading.*
- *Use parts of the story to explain thinking.*
- *Have your child read both orally and silently.*
- *Tell and write about events in your child's life. Encourage your child to write about what happened first, next, and last.*
- *Use letter sounds to figure out how to spell words.*
- *Keep a personal journal or diary to tell your child's own stories.*
- *Help your child find information on the Internet related to what they are learning in school.*
- *Encourage your child to create digital content, and share it with friends and family through tools like a family blog, and ask relatives to post comments.*
- *If you use social networking sites, consider creating collaborative posts with your child to help them understand appropriate online language and behaviors.*

ENGLISH LANGUAGE ARTS (continued)

Language

- Use newly learned words in speaking and writing.
- Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Speaking and Listening

- Follow rules for discussion, such as listening to others, speaking one at a time, and asking questions to understand what someone else has said.
- Speak in complete sentences when appropriate.
- Use technology to record their voice as they read aloud and listen to it.

MATHEMATICS

Operations and Algebraic thinking

- Solve addition and subtraction problems up to 20.

Number and Operations in Base 10

- Count to 120 starting at any number less than 120.
- Understand place values of two-digit numbers and use the places to add and subtract (add tens to tens and ones to ones). For example, know that 24 is made up of 2-tens and 4-ones and that 10 is made up of 10-ones.

Measurement and Data

- Measure the length of an object accurately with non-standard units of measurement (paperclips, crayons, spoons).
- Order objects by length.

Geometry

- Think about and explain shapes. For example, understand that a figure with 3 straight sides is called a triangle and reason that triangles may look different than each other and may be rotated in any direction.
- Break apart or put together shapes to create a new shape. For example, two squares put together make a rectangle.
- Equally divide circles or rectangles. Describe these equal parts using the language "halves, fourths, and quarters."

Supporting Your Child's Learning at Home

- *Use objects (such as cheerios, Legos, pennies, etc…), and drawings, to count and solve problems.*

- *Solve real-life problems. For example, there are 12 apples in a basket. Some apples are green, and some apples are red. How many of each color apple could there be? Ask your child how they solved this problem using drawings or objects. Have your child show you another example or combination of green and red apples.*

- *Have your child measure items using objects. For example, measure the length of a table using spoons laying the spoons end to end. Then, measure the length of a book with spoons. Compare the lengths of the table and the book and discuss why the measurements are different.*

- *Tell and write time to the hour and half-hour using both digital and analog clocks (analog means clocks with hands). Consider having analog clocks and or watches around your child.*

- *Create and work with graphs with up to three categories (e.g. dog, cat, and bird); ask and answer questions about the data (e.g., How many animals does the graph show? How many more/less cats than dogs?).*

- *Encourage your child to use digital tools and apps that support development of mathematical concepts and skills.*

SOCIAL STUDIES

History

- Recall stories that reflect the beliefs, customs, ceremonies, and traditions of the different cultures in the community.
- Identify important landmarks around the world, and use online tools such as Google Earth to view them.
- Resolve problems by sharing in the classroom and school.
- Understand that children's lives in the past were different than they are today.
- Use online tools to find information, photos, and videos.

Geography

- Recognize North America and Nevada on a world map both in print and online.
- Use simple maps to illustrate direction (north, south, east, west).
- Identify similarities and differences between people in the community.
- Draw a map of your school.

Economics

- Identify a consumer (a person who uses goods and services) and a producer (someone who makes goods or offers services).
- Give examples of ways people earn money and use the Internet to research them.
- Explain what money is and how it is used.
- Play a game or simulation on the computer that allows students to manipulate different forms of money.

Civics

- Identify an individual's rights within the classroom.
- Participate in class decision-making and fulfill individual responsibilities in the classroom (e.g. vote on class questions, contribute to class clean-up, complete an assigned job such as line monitor).
- Name his/her school.

Supporting Your Child's Learning at Home

- *Discuss events that are happening at the school.*
- *Identify occupations in the community that help people and perform important duties.*
- *Use maps of the community or places you travel, including online maps and smartphone applications.*
- *Discuss how money is used.*
- *Practice trading items.*
- *Name the President of the United States and the Governor of Nevada.*
- *Practice decision-making at home.*

SCIENCE

Waves

What happens when materials vibrate? What happens when there is no light?

- Matter must vibrate to make sound. Matter is something that occupies space, has mass (weight) and can exist ordinarily as a solid, liquid or gas.
- Light is needed to see.
- Light can pass through some materials, be blocked by others or reflected by mirrors.
- Light and sound can be used for communication.* Examples of light include televisions, traffic signs and commercial displays. Examples of sound include using the horn in a car, sonar for finding sunken treasure or lost airplanes. Certain animals such as bats do not depend on light, but use their own sonar to determine where they are.

Structure, Function and Information Processing

What are some ways plants and animals meet their needs so that they can survive and grow? How are parents and their children similar and different?

- Plants and animals have parts that help them to survive and grow.*
- Some animals' parents take care of them.
- Animals and plants are very similar but not exactly the same as their parents.

Space systems

What objects are in the sky and how do they seem to move?

- Patterns of the sun, moon and stars movement in the sky can be observed, described and predicted.
- Seasonal patterns of sunrise and sunset can be observed, described and predicted (i.e. amount of sunlight).

*Engineering opportunities that allow children to apply what they have learned in science and mathematics. These activities are based on real-world problems to see how science and mathematics are relevant to children's lives.

Supporting your child's learning at home

- *Encourage your child to observe, ask questions, experiment, and seek their own understandings of natural and human-made phenomena around them.*
- *Hum softly and loudly, put your hand on your throat and feel the vibration. What other sounds can you make? (whistling, clapping and snapping fingers)*
- *Talk about animals, what structure they have and how it helps them function. (i.e., a giraffe's long neck is necessary for eating). Explore online science resources, such as "digital field trips" to a zoo.*
- *Draw phases of the moon over a 2-4 week period.*
- *Watch stars in the sky at night, visit websites to view current happenings in space, and use smartphone apps for stargazing.*

Other areas of learning beyond the areas of reading and writing, mathematics, science, and social studies include:

Music

- Perform simple folk songs, children's songs, chants, and multicultural songs from memory.
- Perform, identify, read, and write the steady beat.
- Perform, identify, read, and write rhythms using quarter notes, eighth notes, and quarter rest.
- Identify and perform speaking voice versus singing voice.
- Match pitch on simple (3-note) melodies containing so, mi, and la.
- Recognize, describe, and use the music staff.
- Read and perform known songs from the music staff using so, mi, and la.
- Perform beat and simple rhythm patterns on instruments, including drums, claves, xylophones, and glockenspiels.
- Perform and identify songs in AB form by showing same/different sounds.
- Perform echo and call & response by following a leader.
- Add sound effects and accompaniment to known stories or songs by using body percussion and/or classroom instruments.
- Perform circle games and dances, partner games, elimination games, winding games, and simple dances with peers.
- "Tinker" with digital apps and tools for creating music.

Library

- Information literacy by recognizing examples of accurate and inaccurate information and of complete and incomplete information, in print and online; exploring a variety of sources of information and the kind of information found in each source; identifying the library catalog and the Internet as sources for finding materials in the library; and recognizing fact and opinion.
- Independent learning by seeking information (in the library or online) of personal interest or well-being; reading/listening to a variety of quality literature (fiction and non-fiction) from various cultures and genres including folktales, fiction, and non-fiction; and describing simple ways to organize information, including digital tools.
- Social responsibility by demonstrating appropriate behaviors for using and circulating library materials; sharing access to limited resources; and describing others' ideas accurately and completely.
- Digital citizenship.

Computers
First graders will identify the computer and its components and they will understand what technology is and how it works. They will be able to complete drag-and-drop operations as well as computer mouse operations; these are needed in order to be able to manipulate objects on assessments which are administered through the computer. First graders will start to learn the home row keys on the computer keyboard. With assistance, first graders will collaborate with other students on classroom projects. They will practice mathematics, phonics, reading, and keyboarding skills through various interactive software products. They will begin to develop a concept of digital citizenship, including on-line identity as part of the cyber safety curriculum. They will also be introduced to the concept of netiquette, the proper way to communicate with people when using the Internet.

Social and Emotional Competencies

Social and Emotional Learning (SEL) is a process for helping children and adults develop the fundamental skills for life effectiveness. SEL teaches the skills we all need to handle ourselves, our relationships, and our work, effectively and ethically.

- Self-Awareness: Accurately identifies feelings and emotions and how it relates to his/her own behavior.
- Self-Management: Uses strategies to manage and regulate emotions and behavior before acting.
- Social-Awareness- Predict how others are feeling based on his/her facial expressions and body language.
- Relationship Skills: Practice ways to solve conflict using make-believe situations.
- Responsible Decision-Making: Considers positives and negatives in order to make independent decisions.

21st Century Learning

Students need to be prepared for this rapidly changing world and it is critical that we give them a well-rounded experience that includes not only strong academic content, but essential skills that prepare them for careers and college and help them to think critically, solve real-world problems, speak and write clearly, and work productively with others. These competencies, known as 21st century competencies, include:

- Collaboration: working effectively in pairs or groups
- Knowledge Construction: generating ideas and understandings about the world
- Real-World Problem Solving and Innovation: defining and developing solutions to problems
- Use of Technology for Learning: using technology creatively to construct knowledge
- Self-Regulation: planning and improving work over time
- Skilled Communication: connecting and expressing ideas to an audience

Students in first grade will also be exposed to visual arts, physical education, and health concepts as applicable.

LITERACY

SCIENCE

MATHEMATICS

Social and Emotional Learning

library

music

computers

21st Century Skills

SOCIAL STUDIES

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