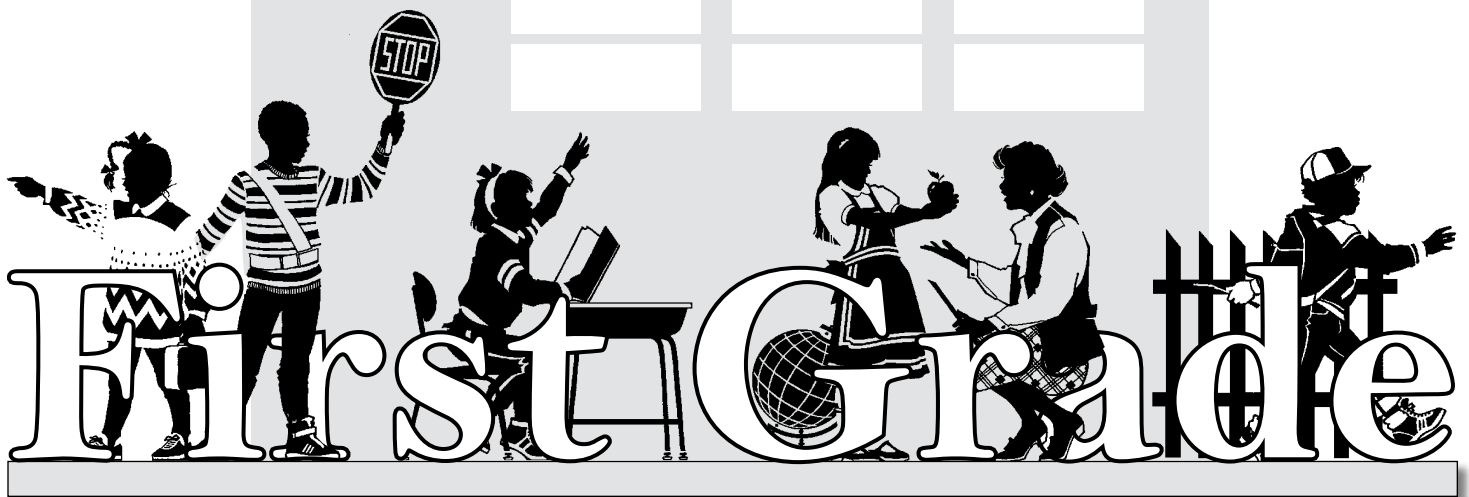


What Your Child Will Learn In



Family Guide 2009 - 2010

The purpose of this document is to give families an overview of their child's classroom learning experiences throughout the entire school year.
A child's program may differ depending on his or her instructional needs.

LANGUAGE ARTS

Reading/Listening

Phonemic Awareness

(working with sounds)

- ◆ Hear initial and final sounds in one-syllable spoken words (e.g., say: cat =/k/).
- ◆ Produce sentences with rhymes (e.g., nursery rhymes).
- ◆ Add and delete sounds to change words (e.g. at becomes cat).

Decoding

- ◆ Apply knowledge of the following when attempting to read words:
 - ◆ Initial consonant sounds (cat)
 - ◆ Ending consonant sounds (cat)
 - ◆ Short vowel sounds *a, i, and o*
- ◆ Blend sounds in words having initial and ending consonants, short vowels *a, i, and o* (can, ran, pin, tin, not, lot).
- ◆ Blend sounds (*pl + ant* = plant).
- ◆ Apply knowledge of the following sounds when attempting to read unknown words:
 - ◆ Two letter consonant blends: *bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sc, sk, sl, sm, sn, sp, st, sw, tr, tw*
 - ◆ Three letter consonant blends: *scr, spr, str, thr*
 - ◆ Consonant digraphs: *ch, sh, wh, th* (voiceless “with” and voiced “this”)
 - ◆ Some long vowel sounds formed by final *e*; vowel teams (*ai, ay, ea, ee, ei, ie, oa, and ow* as in *row*); and a single vowel in the final position of one-syllable words (e.g., *he, go*)
 - ◆ Short vowel sounds
- ◆ Use words such as contractions, compound words, and word endings (*s, ed, ing*) to break words into parts.
- ◆ Begin to take risks when trying to read words.
- ◆ Attempt to fix reading mistakes by looking at the pictures.
- ◆ Attempt to fix reading mistakes by looking at initial consonants.
- ◆ Use sentence clues.
- ◆ Recognize at least 150 words automatically in first grade level text.

Fluency

(accuracy, expression, and pace)

- ◆ Read familiar texts at a rate that is conversational

Identifying a variety of texts and appropriate strategies including:

- ◆ Read Literary text - stories, plays and poems
- ◆ Read Informational text - such as articles, maps, menus and recipes

Comprehending

Use a variety of strategies to understand what is read.

Before Reading:

- ◆ Recall prior knowledge.
- ◆ Make predictions.

During Reading:

- ◆ Ask questions.
- ◆ Clarify word or ideas.

After Reading:

- ◆ Summarize.

Comprehending Literary Text

Demonstrate an understanding of text:

- ◆ By summarizing.
- ◆ By identifying connections between pictures and story.

Comprehending Informational Text

Demonstrate an understanding of text:

- ◆ By identifying the important facts.
- ◆ By identifying connections between illustrations and text.

Information Literacy

- ◆ Link information literacy to everyday life situations with direct modeling from the teacher.
- ◆ Use the 3-step problem-solving strategy to solve problems and make decisions with direct guidance/ modeling from the teacher.

Developing Vocabulary

Expand vocabulary in all subject areas primarily through discussion of texts listened to or read by:

- ◆ Making associations between known and unknown words.
- ◆ Identifying synonyms and antonyms of words.
- ◆ Identifying new words and word meanings.
- ◆ Use newly learned words in conversation.

Listening

- ◆ Listen politely to peers and adults.
- ◆ Demonstrate an understanding of what is heard by retelling, asking questions, and relating prior knowledge.

Literature

- ◆ Read at least 25 books annually.

Writing/Speaking

Elements Of Writing

(*Using the 6+1 Traits of Writing to support the HCPSS Writing Process)

- ◆ Write to express personal ideas in stories, poems and journals.
- ◆ Write to inform by explaining a topic.
- ◆ Write to persuade in letters and notes.

Language Mechanics

Spelling patterns and rules

- ◆ Short and long vowel families
- ◆ Words beginning and ending with digraphs and blends (**ch**air, **br**ing, **fourth**, **ba**ch)

Capitalize

- ◆ First letter in first, middle, and last names
- ◆ First word in a sentence
- ◆ The pronoun **I**
- ◆ Days of the week

Punctuate

- ◆ Periods at the end of sentences
- ◆ Question marks

Grammar And Usage

- ◆ Complete sentences
- ◆ Correct form of “to be” with a noun or pronoun (*I am* here.)
- ◆ Correct form of personal pronouns (*I went with him.*)

Handwriting In Manuscript

- ◆ Hold pencil properly.
- ◆ Write from left to right, top to bottom.
- ◆ Correctly form upper and lower case letters.
- ◆ Use proper size and slant of letters.
- ◆ Use lower case letters appropriately.
- ◆ Put spaces between words.

Oral Communication

- ◆ Contribute to group-authored stories.
- ◆ Use appropriate words and grammar.
- ◆ Ask questions to gain information.
- ◆ Stick to the topic.

Mathematics

Process Standards

- ◆ Select and apply appropriate strategies to solve a problem.
- ◆ Justify solutions to problems with logic and evidence.
- ◆ Represent mathematical concepts in a variety of ways.
- ◆ Discuss and write about mathematical concepts.
- ◆ Make connections within mathematics and to the everyday world.

Algebra, Patterns And Functions

- ◆ Describe, extend, and create a variety of patterns.
- ◆ Locate whole numbers on a number line.
- ◆ Find the missing number in an addition sentence.

Number Relationships And Operations

- ◆ Develop an understanding of numbers using real-world situations and physical materials.
- ◆ Use ordinal numbers (first, second, third).
- ◆ Estimate unknown quantities by comparing to a known quantity.
- ◆ Use mental math and counting strategies.
- ◆ Name numbers to 100.
- ◆ Identify the fractions: halves, thirds and fourths.
- ◆ Identify names and values of coins: penny, nickel, dime, quarter, half-dollar, and dollar.
- ◆ Explore addition and subtraction concepts.
- ◆ Apply addition and subtraction facts to 18 to problem solving situations.
- ◆ Apply addition and subtraction of two-digit numbers without regrouping.

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Geometry

- ◆ Describe characteristics of shapes.
- ◆ Identify and create open and closed figures.
- ◆ Identify lines of symmetry in a picture or object.

Measurement

- ◆ Use a variety of measurements and apply measurement concepts to real-world problems.
- ◆ Name the days of the week and the months of the year.
- ◆ Tell time to the half and quarter hour.
- ◆ Tell time to the hour.
- ◆ Measure in inches, centimeters and pounds.

Data Analysis And Probability

- ◆ Collect, organize, and display data for given situations.
- ◆ Interpret information obtained from a display, observe patterns, and make predictions.
- ◆ Record collected data using tally marks.
- ◆ Make and interpret:
 - ◆ Bar graphs
 - ◆ Tables
 - ◆ Pictographs
- ◆ Observe patterns, make predictions, and apply basic probability concepts to problem-solving situations.
- ◆ Determine possible and impossible events.

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, magnifies, 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 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.

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.

Health

Social and Emotional Health

- ◆ Identify ways to develop friendships.
- ◆ Show care, consideration, and respect for self and others.
- ◆ Distinguish between tattling and telling.
- ◆ Identify healthy ways to express feelings.
- ◆ Choose nonviolent ways to resolve conflicts.
- ◆ Identify adults who can help solve problems.
- ◆ Identify and describe the characteristics of a good decision.

Disease Prevention and Control

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

Nutrition and Fitness

- ◆ Categorize food on MyPyramid.
- ◆ Identify healthy eating habits.
- ◆ Describe components of a healthy lifestyle.
- ◆ Identify common food allergies and risks associated with them.
- ◆ Explain how plants and animals provide food.

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 strategies for emergency preparedness.
- ◆ Identify appropriate and safe use of medicines.
- ◆ 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 Systems

- ◆ 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.

Technology For Learning 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).

Technology For Communication and Expression

- ◆ Recognize technology’s role in telecommunication.
- ◆ Communicate ideas or information using technology.
- ◆ Use various media and formats for multiple purposes.

Technology For Information Use and Management

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

Technology For Problem Solving and Decision Making

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

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.

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

Literature Appreciation

- ◆ Listen to, read, and discuss stories that reflect human experiences.
- ◆ Make text-to-self connections.
- ◆ Use libraries to help develop good reading habits.
- ◆ Choose to browse, select, and enjoy library materials.
- ◆ Listen to and independently read a variety of materials.
- ◆ Recognize the connection between reading and being a lifelong learner.

Information Literacy

- ◆ Identify information needs.
- ◆ Follow systematic problem-solving steps using the Super3 process.

Locate Information

- ◆ Learn to use key words for finding answers to questions.
- ◆ Explore the arrangement of media materials on the shelves.

Collect Information

- ◆ Utilize effective search strategies for collecting relevant information from print, nonprint, and computer/online/digital resources.
- ◆ Learn to recognize information being sought in print, nonprint, and computer/online/digital resources.

- ◆ Learn to record information using visuals and words.
- ◆ Participate in group note-taking activities to capture concepts and avoid plagiarism.

Organize and Manage Information

- ◆ Explore various formats for recording information.
- ◆ Match appropriate format with content to be organized.

Interpret Information

- ◆ Identify the main events in a story.
- ◆ Apply critical thinking and problem-solving strategies.

Share Findings/Conclusions

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

Use Information and Resources Ethically

- ◆ Demonstrate proper care and handling of media and equipment in all formats.
- ◆ Explore the concept of plagiarism.
- ◆ Learn about safe practices when working online.



HOW TO HELP YOUR CHILD AT HOME

Music

Singing and Movement

- ◆ Listen to a wide range of music with your child, and discuss what is heard.
- ◆ Explore the music found in home record, tape, and 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.

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.

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.

Library Media

- ◆ Read and enjoy books with your child as often as possible.
- ◆ Establish a routine at home for reading.
- ◆ Talk about books before, during and after reading.
- ◆ 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 family 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.

Language Arts

- ◆ 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.
- ◆ 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.



HOW TO HELP YOUR CHILD AT HOME

Mathematics

- ◆ Listen carefully as your child works through math problems.
- ◆ Help your child count and identify numbers to 100.
- ◆ 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 read a calendar.
- ◆ Help your child measure an object using inches.
- ◆ Help your child learn simple addition and subtraction facts.
- ◆ Explore the mathematics in books that you read together.
- ◆ Help your child to tell time.
- ◆ Assist your child in identifying coins and their value.
- ◆ Use computers and calculators as tools to solve problems.
- ◆ Make mistakes a part of learning.
- ◆ Find opportunities to do math every day.

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.

Educational Technology

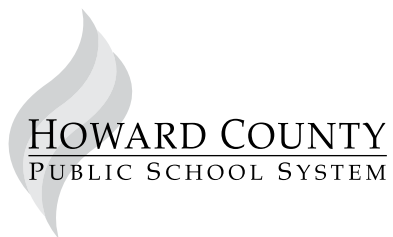
- ◆ Discuss technology found in the home and community such as grocery store scanners, smart phones, ATMs, and electronic road signs.
- ◆ Help your child use software programs appropriate for grade 1 such as *Bailey's Book House*, *Millie's Math House*, *Sammy's Science House*, *Pixie*, and *Kidspiration*.

- ◆ Practice computer skills with your child at home or at the public library.
- ◆ Visit appropriate websites to help support the classroom instruction. The Howard County Public 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.

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.





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