

Learning Expectations

FIRST GRADE

Dear Parents,

This curriculum brochure provides an overview of the essential learning students should accomplish during a specific school year. It is a “snapshot” of the instructional focus at a particular grade level.

The Literacy and Math learning expectations described in this brochure are based on the Common Core Learning Standards adopted by the Illinois Legislature in 2010. Science curriculum is aligned to the Next Generation Science Standards and were fully implemented during the 2016-2017 school year. Illinois Social Science Standards were fully implemented in 2017-2018. Fine Arts are based on the Illinois Learning Standards adopted in 2016. All District 89 students are expected to work toward mastery of these standards. To accomplish this goal, students at each grade level must build on the concepts and skills previously learned. Daily curricular plans, instructional strategies and assessment of student work are designed to help students make progress and meet or exceed the learning standards.

Parent awareness and support for the grade level expectations contribute to establishing an effective partnership between the home and school. Parents with questions about their child’s program are encouraged to contact their child’s teacher or principal for more information.

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English Language Arts

In 1st grade, your child will become a more independent reader and writer. Your child will continue to learn and practice rules for recognizing the sounds that make up words and will be able to sound out more complex words. Such foundational skills are necessary and important components of developing proficient readers with the capacity to comprehend a wide range of materials. Students will learn to think about what they read and talk about the main ideas of simple stories. As they write and speak, 1st graders will learn to use language appropriately; this includes using complete sentences and spelling words with increasing accuracy.

A Sample of What Your Child Will Be Working on in 1st Grade

- Using phonics (matching letters and sounds) and word analysis skills to figure out unfamiliar words when reading and writing
- Describing characters, settings, and major events in a story, using key details
- Getting facts and information from different texts
- Writing about a topic, supplying some facts, and including a beginning, middle and end to complete their writing piece
- Participating in shared research and writing projects (e.g., exploring a number of “how-to” books and using them to write a sequence of instructions)
- Taking part in conversations about topics and texts being studied by responding to the comments of others and asking questions to clear up any confusion
- Describing people, places, things, and events with relevant details, expressing ideas and feelings clearly and with complete sentences
- Producing and expanding complete simple and compound statements, questions, commands, and exclamations
- Identifying the correct meaning for a word with multiple meanings, based on the sentence or paragraph in which the word is used (e.g., deciding whether the word bat means a flying mammal, or a club used in baseball)
- Learning to think about finer distinctions in the meanings of near synonyms (e.g., marching, prancing, strutting, strolling, walking)

Talking to Your Child's Teacher

Keeping the conversation focused.

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 1st grade, these include:

- Reading grade-level text with understanding and fluency
- Learning from, enjoying, and getting facts from books read and listened to

Ask to see a sample of your child's work. Ask the teachers questions such as: Is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help their learning outside the classroom?

Additionally, here are some English Language Arts activities you can do with your child to support learning at home:

- Encourage your child to read to you books such as *Little Bear* by Else Holmelund Minarik. Help them sound out difficult words. To find more books for your child to read, visit www.corestandards.org/assets/Appendix_B.pdf.
- Act out stories together from books, television, or your child's imagination.
- Pick a “word of the day” each day starting with a different letter. Have your child write the word and look for other things beginning with the same letter.
- Visit the library with your child every week. Have your child sign up for a library card.

Mathematics



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In 1st grade, your child will build on last year's work and gain important new skills. One of the most important outcomes for the year is to improve speed and accuracy adding with a sum of 20 or less and subtracting from a number 20 or less

(e.g., $17 - 8$). Another important goal in 1st grade is adding with a sum of 100 or less; this will rely on understanding what the digits mean in a number such as 63 (namely, 63 is six tens and three ones). Working with multi-digit addition this year will set the stage for 2nd grade, when your child will be working with three-digit numbers and adding and subtracting with larger numbers.

A Sample of What Your Child Will Be Working on in 1st Grade

- Solving addition and subtraction word problems in situations of adding to, taking from, putting together, taking apart, and comparing (e.g., a taking from situation would be: "Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat?")
- Adding with a sum of 20 or less, and subtracting from a number 20 or less, for example by using strategies based around the number 10 (e.g., to solve $13 - 4$, one can start with 13, subtract 3 to reach 10, and then subtract 1 more to reach 9)
- Quickly and accurately adding with a sum of 10 or less, and quickly and accurately subtracting from a number 10 or less (e.g., $2 + 5$, $7 - 5$)
- Understanding what the digits mean in two-digit numbers (*place value*)
- Using understanding of place value to add and subtract (e.g., $38 + 5$, $29 + 20$, $64 + 27$, $80 - 50$)
- Measuring lengths of objects by using a shorter object as a unit of length
- Making composite shapes by joining shapes together, and dividing circles and rectangles into halves or fourths

Keeping the conversation focused

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 1st grade, these include:

- Adding with a sum of 20 or less and subtracting from a number 20 or less (this will not be written work; ask the teacher for their observations of your child's progress in this area)
- Using understanding of place value to add and subtract
- Solving addition and subtraction word problems

Ask to see a sample of your child's work. Ask the teacher questions such as: Is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?



Talking to
Your
Child's
Teacher

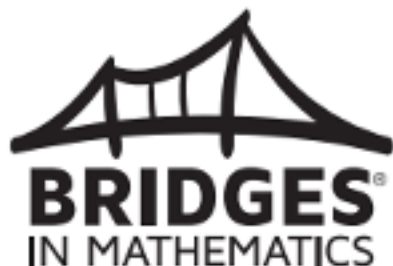
Additionally, here are some Math activities you can do with your child to support learning at home:

Look for "word problems" in real life. Some 1st grade examples might include:

- If you open a new carton of a dozen eggs, and you use four eggs to cook dinner, close the carton and ask your child how many eggs are left.
- While putting away toys into bins, count the number of toys in two bins and ask your child how many more are in one bin compared to the other.
- Play the "I'm thinking of a number" game. For example, "I'm thinking of a number that makes 11 when added to 8. What is my number?"

Mathematics

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How Will My Child Learn Math This Year?

Your child's classroom will use Bridges in Mathematics second edition, a comprehensive curriculum for grades K–5. Bridges is a rigorous program designed to address the new math standards in a way that's enjoyable and accessible to all learners.

The curriculum focuses on developing in students a deep understanding of math concepts, proficiency with key skills, and the ability to solve new and complex problems. Learning activities tap into the intelligence and strengths all students have by presenting mathematically powerful material alive with language, pictures, and movement.

Students in a Bridges classroom talk about math, describe observations, explain methods, and ask questions. They are encouraged to find multiple ways to solve problems and show different ways of thinking. This is a vital way to help students build more flexible and efficient ways to solve increasingly complex problems. Hands-on activities engage them in exploring, developing, testing, discussing, and applying mathematical concepts.

How can families help?

Visit the Support for Families page on the Math Learning Center website, where you will find:

- Unit overviews that explain what your child will be learning
- Tips for helping your child with homework
- Links to more information about each grade level of Bridges
- Links to additional resources, including books and free online games

Support for Families
mathlearningcenter.org/families

How Is the Program Structured?

Bridges features a combination of whole-group, small-group, and independent activities that are problem centered.

Problems & Investigations

Problems & Investigations often begin with a problem posed to the whole class. Students think and work independently or talk in pairs before sharing and comparing strategies and solutions as a whole class. The teacher monitors and guides the class discussion to make sure that students understand important mathematical concepts.

Work Places

Work Places are engaging math exploration activities that reinforce key skills. The teacher observes and interacts to address students' need for support and enrichment.

Number Corner

Number Corner is a skill-building program that revolves around the classroom calendar and gives students an active role. They receive daily practice as well as steady encounters with broader mathematical concepts.

Homework

Home Connections assignments are sent home at the discretion of your child's teacher. At times, your child may bring home math games or activities for you to enjoy together, but the main role for parents is not to teach but to guide your student and take an interest in their work. You'll be receiving Unit Overviews throughout the year that explain the math concepts the class is currently focused on and suggest specific ways you may support your child.



The MATH LEARNING CENTER

Waves: Light and Sound

1-PS4-1: Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

1-PS4-2: Make observations to construct an evidence-based account that objects can be seen only when illuminated.

1-PS4 - 3: Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.

1-PS4 - 4: Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

Structure, Function, and Information Processing

1-LS1-1: Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

1-LS1-2: Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

1-LS3-1: Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

Space Systems: Patterns and Cycles

1-ESS1-1: Use observations of the sun, moon, and stars to describe patterns that can be predicted.

1-ESS1-2: Make observations at different times of year to relate the amount of daylight to the time of year.

Engineering Design

K-2-ETS1-1: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2-ETS1-3: Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.



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Social Studies

SS.CV.1.1: Explain how all people, not just official leaders, play important roles in a community. (Family, school, community-town)

- I can explain the important roles that people play in my community.
- I can explain the important roles that people play in my school.
- I can explain the important roles that people play in my classroom.

SS.CV.2.1: Identify and explain how rules function in various settings, inside and outside of the school.

- I can explain how rules help us work together in my community.
- I can explain how rules help us work together in my school and classroom.
- I can explain how rules help us work together in my family.

SS.EC.1.1: Explain and give examples of when choices are made that something else is given up.

- I can explain how when I make a choice, I have to give something up.
- I can identify 'needs.'
- I can identify 'wants.'

SS.EC.2.1: Describe the skills and knowledge required to produce certain goods and services

- I can explain how a good is produced.
- I can explain how to provide a service.
- I can sort goods from services.
- I can explain how people learn to do various careers.

SS.EC.FL.1.1: Explain how people earn pay or income in exchange for work

- I can explain how income is earned.

SS.G.1.1: Construct and interpret maps and other representations to navigate a familiar place.

- I can create a map of a familiar place.
- I can read a map of a familiar place.

SS.H.1.1: Create a chronological sequence of multiple events.

- I can create a timeline of a person's life.
- I identify important events in a person's life.

SS.H.2.1: Describe individuals and groups who have shaped a significant historical change.

- I can identify individuals who have helped make important changes.
- I can describe how those individual's ideas changed our lives today.

SS.H.2.1: Compare perspectives of people in the past to those in the present.

- I can identify if an event happens in the past, present, or future.
- I can compare and contrast life today to life in the past.

Fine Arts

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By creating their own art and music, students develop the language, skills and techniques of the arts. These experiences provide a means for enjoyment and creative expression.

Art...

- Develop personal interests and ideas into art form
- Utilize design principles in art production
- Analyze historical and contemporary works of art
- Explore media choices, processes, and tools in art production

Music...

- Demonstrate good vocal technique
- Read and perform quarter notes, quarter rests and pairs of eighth notes
- Demonstrate an understanding of musical symbols (repeat sign, dynamics, etc)
- Demonstrate appropriate instrument technique

Health & Physical Education

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Health and physical education help students develop the knowledge, skills and habits that can lead to life-long health enhancing behavior and activity.

- Demonstrate physical competency in a variety of motor skills and movement patterns
- Analyze various movement concepts and applications
- Demonstrate knowledge of rules, safety, and strategies during physical activity
- Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities
- Assess individual fitness levels
- Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan
- Demonstrate personal responsibility during group physical activities
- Demonstrate cooperative skills during structured group physical activity

Learning for Life

Addressing Student Differences

Children enter school with different abilities and different learning needs. The Learning Expectations brochures describe what an average learner is likely to accomplish by the end of a specific grade level. But not all students progress at the pace of a typical learner. Teachers recognize the need to modify, adapt or enrich the learning experiences of those students who are developing knowledge and skills at different rates. The District also provides support programs to address the diverse needs of students beyond the general classroom program of instruction. These programs include English as a Second Language, Challenge, Literacy and Math Skills, and Special Education.

Assessing Student Performance

Classroom learning experiences are designed to help students make progress toward meeting District 89 grade level expectations and the Illinois Learning Standards. Students receive teacher feedback on the accuracy and quality of their work in a variety of ways. Teachers assess student performance based on the level of mastery towards the learning standards.

Communicating Student Results

Each school and teacher have a system for communicating with parents about instruction and the behavioral and academic progress of students. School and classroom newsletters, websites and other print materials are sent home to give parents an on-going stream of information about current topics of study and classroom activities. Teachers rely on phone messages, e-mail, and personal notes to convey information about individual students. The comments and scores on graded work help parents gauge how well their child understands assigned tasks. Parent/teacher conferences are scheduled each November and at other times upon request. A Student Performance Report Card summarizes a child's performance in the classroom and in any support program in which they participate at the end of designated reporting periods at each grade level. These reports align with grade level expectations and State Standards.