

OSSEO AREA SCHOOLS

ISD  279



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1ST GRADE FAMILY CURRICULUM GUIDE

This curriculum guide gives families information about what students are expected to learn in first grade.

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HOW TO USE THIS GUIDE:

This curriculum guide gives families information about what students are expected to learn in first grade.

- The first section lists important Lifelong Learning Skills, skill level expectations for first grade and tips about how families can help build these skills.
- The next section is organized by subject area: mathematics, reading, communication, health, science, social studies, art, physical education, music.

Each subject includes a list of academic standards that teachers focus on with their students, most of which are determined by the state of Minnesota. Academic standards are statements that describe what students should learn and be able to do at each grade level. The bold statements are reporting standards used on student report cards, followed by bulleted statements giving examples of what students will be learning. At the end of each subject are some tips about what families can do at home to support their students’ learning.

Thank you for being an active partner
in your child’s learning!



LIFE AND WORK SKILLS

Problem Solver

- solves problems creatively
- thinks before acting

Resourceful

- makes the best choice for learning
- learns by working with others

Responsible

- follows class rules
- respects others

Self-Directed

- works to reach goals
- checks work and make improvements

Skilled Communicator

- uses an appropriate voice level
- is a respectful listener

WHAT CAN YOU DO AT HOME TO SUPPORT LIFE AND WORK SKILLS?

- encourage your child to solve everyday problems (working out an argument between siblings and friends, discuss how to learn from mistakes)
- encourage your child to be an independent thinker (use books, internet, etc. to learn more about an area of interest)
- provide opportunities for your child to take on daily/weekly household responsibilities (make the bed, empty the dishwasher)
- help your child set goals (learn to tie shoes, read 30 minutes a day)
- encourage your child to express ideas and feelings in a variety of ways (write thank you notes, emails, phone/video call, face-to-face conversations)



SOCIAL EMOTIONAL LEARNING

Your child is engaging in social and emotional learning from Harmony SEL. The Harmony program is designed to build healthy relationships among students by having them engage in activities that promote understanding and respect. Over the course of the five units listed below, students will embrace their abilities to learn, collaborate, and spend time together.

Being My Best Self: Unit 1 explores understanding how everyone has connected emotions, thoughts, and actions; strategies to use more helpful self-talk and to take a growth mindset; and how these skills lead to positive group dynamics. Students learn about:

- recognizing their own and others' emotions
- how situations influence their thoughts and emotions
- how emotions, thoughts, and actions work together
- emotional regulation and supporting strategies
- using a growth mindset and flexible thinking

Valuing Each Other: Unit 2 explores recognizing and appreciating each other's emotions, perspectives, and contributions, and identifies strategies so everyone feels welcome and included. Students learn about:

- their own and others' diversity and contributions
- their own and others' perspectives to ensure everyone feels included
- breaking stereotypes and creating welcoming environments
- empathy and caring for others' feelings
- supporting and encouraging others in unfair situations.

Communicating with Each Other: Unit 3 explores a range of interpersonal communication skills including listening and speaking in ways that support others and build harmonious communities. Students learn about:

- watching and listening attentively to understand and respond
- conversation skills
- communicating in different settings
- when and how to speak up
- communicating for collaboration

Learning from Each Other: Unit 4 explores interpersonal problem solving involving a four-step process. Students learn that solving problems is a natural and beneficial part of harmonious groups when they stop to cool off, talk about their problems, think about solutions, and try one. Students learn about:

- perspective taking to understand the problem
- identifying problems and sharing thoughts and feelings constructively
- working together to constructively problem solve
- thinking about different solutions and using compromise
- taking responsibility and making amends

WHAT CAN YOU DO AT HOME TO SUPPORT SOCIAL EMOTIONAL LEARNING?

To learn more about Harmony and explore the curriculum on your own please visit the online learning portal at online.harmonysel.org.

- Explore Home-School Connections from Harmony SEL
 - Grade 1 Home Activities



MATHEMATICS

Numbers and Operations

Understands and uses numbers to solve problems

- counts numbers by 1's, 2's, 5's, and 10's to 120
- compares and shows whole numbers to 120
- solves addition and subtraction problems in different ways

Algebra

Uses algebra strategies to solve problems

- recognizes, creates, and describes simple patterns
- solves problems using addition and subtraction number sentences
- identifies a missing number in an equation ($3 + ? = 6$)

Geometry

Uses geometry and measurement skills to solve problems

- recognizes 2- and 3- dimensional shapes such as triangles, squares, cubes, and cylinders

Measurement & Data

Uses measurement and data skills to solve problems

- tells time to the hour and half-hour
- measures the length of one object using many copies of a different object such as pennies or paper clips
- identifies pennies, nickels, and dimes and determines the value of a group of coins up to a dollar

WHAT CAN YOU DO AT HOME TO SUPPORT MATHEMATICS?

- explore family resources at The Math Learning Center
 - mathlearningcenter.org
- connect mathematical problems to your everyday life, for example when cooking, shopping, or driving
- ask your child to explain his or her thinking when solving problems
- have your child practice counting forwards and backwards from various starting points
- have your child practice skip counting by 2's, 5's, and 10's
- play games involving dice and cards
- have your child practice basic addition and subtraction facts
- have your child sort and count coins or show a coin amount in a variety of ways
- discuss shapes and patterns you see in the real world
- have your child practice telling time to the hour and half hour using digital and analog clocks

READING

Reads grade level materials independently

- reads a variety of grade level materials both fiction and nonfiction
- accurately reads grade level materials with fluent expression at an appropriate speed

Comprehension/literature

Uses comprehension strategies to understand fictional materials

- asks and answers questions about key ideas and details in a reading
- retells stories including key details and describe characters, settings, and events
- explains the difference between fiction and nonfiction materials
- compares and contrasts two different readings on the same topic
- predicts what might happen next in a story
- determines the moral or message of a story

Uses comprehension strategies to understand non-fiction materials

- understands why the author wrote the materials
- uses reading's features to gain information about a topic (glossary, index, heading etc.)
- identifies main topic and key details of a reading
- asks and answers questions about key ideas and details in a reading

Vocabulary/Word Analysis

Uses vocabulary strategies to make sense of readings

- asks and answers questions to determine word meaning
- uses pictures and content to figure out word meanings

Uses phonics/word analysis skills to read and write new words

- uses phonics chunks and word families to decode and build words
- blends beginning and ending consonant sounds
- reads high frequency words (sight words)
- hears differences between long and short vowels
- uses base words and word endings to figure out words (ing, ed, s, es, er)

WHAT CAN YOU DO AT HOME TO SUPPORT READING?

- explore resources by visiting Benchmark Universe
 - you can access this at clever.com using your Osseo student login
- visit the local library and the website: www.hclib.org
- set up a daily reading routine with your child (have your child read at his or her level and when you read to your child, read a variety of materials and levels)
- discuss books you have both read (share thinking; questions, connections, and predictions)
- have your child identify characters, setting, and events in a story
- ask your child to retell a story in his or her own words with a beginning, middle, and an end, etc.
- find nonfiction books that interest your child (books about dinosaurs, drawing, cooking etc.)
- have your child retell nonfiction using main idea and key details
- attend Story Time at the public library
- set up a library card for your child
- play rhyming games and read poems



COMMUNICATION

Writing

Writes effectively for a variety of purposes

- uses the writing process (pre-write, draft, revise, edit, publish)
- writes opinion pieces with examples to support opinion
- writes informational pieces identifying topic and sharing facts
- writes narratives that sequences and describe events with detail
- writes effectively across subject areas

Uses punctuation, grammar, and spelling correctly when writing

- uses appropriate capitalizations (names of people, beginning of sentences)
- uses end punctuation and commas to separate a series of words
- spells common spelling pattern words and high frequency words (sight words) correctly
- uses knowledge of sounds and letters to spell new words

Speaking, viewing, listening, media, and technology

Communicates knowledge and ideas about a range of subject areas to an audience in a variety of ways

- communicate with other children and adults about various topics and materials in small and large groups
- asks questions in conversations and discussions in order to gain more information
- communicates using a variety of formats (spoken, written, digital, multimedia)

WHAT CAN YOU DO AT HOME TO SUPPORT COMMUNICATION?

- have your child keep a diary or journal
- have your child write a new ending for a story
- have your child send postcards or letters to family or friends
- have your child practice writing sight words with chalk on the driveway
- engage in conversations about your child's interests
- ask your child open-ended questions
- use a wide range of words to describe events and objects; compliment your child on his/her vocabulary choices
- explain and model different ways of thinking as you work through problems



HEALTH

Understands and demonstrates health skills and concepts to make healthy choices

- uses personal safety (fire, bus, pedestrian, bike)
- understands concepts of disease prevention and health promotion (hand washing, physical activity)
- learns about nutrition and making healthy food choices (identifying food groups and creating healthy meal plans)

WHAT CAN YOU DO AT HOME TO SUPPORT HEALTH?

- perform home fire drills; check smoke detectors
- create a plan for emergency situations
- make sure your child wears proper safety equipment (seat belts, bike helmets etc.)
- discuss personal hygiene with your child
- explore resources at choosemyplate.gov and use resources

SCIENCE

Understands and demonstrates science skills and concepts

Light and Sound

- plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate
- make observations to construct an evidence-based account that objects can be seen only when illuminated
- plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light
- use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance
- 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
- 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

- analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs

Spinning Earth

- use observations of the sun, moon, and stars to describe patterns that can be predicted
- make observations at different times of year to relate the amount of daylight to the time of year

Animal and Plant Defenses

- 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
- read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive
- make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents

WHAT CAN YOU DO AT HOME TO SUPPORT SCIENCE?

- visit [Amplify Home Investigations](#) for ideas
- visit the Minnesota Zoo or Como Zoo
- visit the Chanhassen Arboretum
- visit the Children's Museum
- interact with, observe, and talk about light and sound
- identify patterns (daytime and nighttime) in the sky and discuss why we experience repeating cycles of daytime and nighttime
- create a daily journal or diary of observations of the weather for a week



SOCIAL STUDIES

Understands and demonstrates social studies skills and concepts

Citizenship and Government

- identifies what makes rules effective and helps to create rules
- explains why good citizens participate in the civic life of their communities

Economics

- identifies and explains needs and wants
- identifies and explains goods vs services

Geography

- creates and uses maps with location words such as near, far, left, right
- explains the difference between physical and human characteristics of maps and globes

History

- reads and constructs timelines to explain past events and show changes over time
- compares and contrasts the people, tools, buildings, and technologies of the past to the present

WHAT CAN YOU DO AT HOME TO SUPPORT SOCIAL STUDIES?

- take your child with you when you go to vote
- participate with your child in a neighborhood or community cleanup project
- have your child sort pictures from magazines or newspapers into needs and wants
- discuss how your family makes budget choices
- explore a child's atlas together
- have your child make a map of his or her bedroom, yard, or home
- hang a map in your home and pin the places you've visited
- visit the Minnesota History Center
- compare and contrast your child's way of life with his/her grandparents
- have your child interview a grandparent or older adult

ART

Understands and demonstrates art skills and concepts

- identifies the elements of visual art including color, line, shape, size, texture, and space
- identifies tools, materials, and techniques used to create 2- and 3- dimensional art
- identifies the characteristics of artworks from a variety of cultures
- shares and describes personal artwork
- compares and contrasts the characteristics of a variety of art piece

WHAT CAN YOU DO AT HOME TO SUPPORT ART?

- have your child explore art using a variety of mediums; clay, play-doh, water paints, chalk, pencils, markers, and crayons etc.
- have your child create different art pieces; sculptures, portraits, fabric, scenery, still life, etc.
- visit the Minneapolis Institute of Arts or Walker Art Center
- point out art pieces you see in public places
- identify and discuss the colors, shapes, texture, and design of objects and art you see in everyday life



PHYSICAL EDUCATION

Demonstrates competency in motor skills

- performs skills in the areas of body control, propelling, receiving, striking and fitness
- demonstrates a different movement skills
- demonstrates body management throughout different tasks
- demonstrates a variety of ball skills
 - underhand and overhand throw
 - dribbling with hands and feet
 - striking with hands and feet
 - receiving a variety of objects
- demonstrates safe behaviors while engaged in physical activities

Demonstrates understanding of cognitive concepts

- understands the concepts of balance
- identifies safe behaviors in physical activities
- identifies appropriate rules and etiquette related to physical activities
- identifies appropriate player positions, player responsibilities, and activity strategies related to physical activity

Achieves a healthy level of physical fitness

- learns the correct form for a variety of fitness skills
- shows where the heart is and what changes have taken place with the heart and body after exercising

WHAT CAN YOU DO AT HOME TO SUPPORT PHYSICAL EDUCATION?

- ask questions about what your child learned in physical education
- encourage your child to be active
- encourage your child to limit electronic time or find electronics that keep him/her physically active
- do family activities together and play together
- encourage healthy snacks for school and home
- try new fruits and vegetables
- try new physical activities

MUSIC

Demonstrates knowledge and use of music skills

- sings with accurate pitch
 - consistently participates in singing
 - demonstrates using the voice for speaking and singing
 - sings songs from various cultures
 - reflects on performance
- performs accompaniment to a song using a steady beat and reflect on performance
- reads and performs rhythm patterns including quarter note/rest; eighth notes, clap rhythm patterns and draws notes
- understands music notation including melody, rhythm, terms and symbols

WHAT CAN YOU DO AT HOME TO SUPPORT MUSIC LEARNING?

- listen to music from a variety of cultures and genres including pop, classical and folk
- experience the pulse of the music by moving, dancing, clapping, or drumming to the beat
- sing a variety of songs for fun and play, including commercials, folk songs, and silly songs
- attend music concerts in the community and those involving family and friends (Family Concerts by the Minnesota Orchestra are a great introduction to music listening)
- make up songs to accompany everyday tasks
- share songs that you enjoy from your childhood and sing them with your child





If you have any questions about this curriculum guide, contact your child's teacher.

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