



A PARENT/CAREGIVER'S GUIDE TO **First Grade**



Sun Prairie Area  
School District



# Child Development

## WE KNOW...

*“Stages of growth and development follow a reasonably predictable pattern. Children and adolescents do not proceed through each stage at the same pace. Children and adolescents progress through the various aspects of development at their own rate. Growth is uneven.”*

Source: *Yardsticks: Child and Adolescent Development Ages 4–14*, by Chip Wood



## Physical Development

- First graders often prefer to stand while doing work, even at their desks.
- At this age, they often have new teeth coming in, so they may chew on pencils, fingernails, and other objects.
- As they begin to read, their visual tracking from left to right and to the next line is normative.
- They are more interested in the process of writing, not staying on the line and being aware of space.
- They work a short duration of time and tire easily.
- It is not uncommon to have frequent illness or absences.

## Social and Emotional Development

- First graders enjoy playing and working in groups. They may engage in dramatic and cooperative play.
- They like doing things for themselves and don't always want to ask for help.
- They need clear boundaries and limits.
- They often tattle, tease, have tantrums, and complain as means to understanding relationships with peers and adults.
- They rely on adults for constant reassurance and understanding.

## First-Grade Experience

First graders will ...

<b>ART</b>	<ul style="list-style-type: none"><li>• Explore uses of materials and apply basic art concepts to their artwork</li><li>• Use art vocabulary to describe artistic choices and share preferences</li><li>• Engage in The Studio Habits of Mind, a set of thinking dispositions utilized throughout the creative process</li></ul>	<ul style="list-style-type: none"><li>• Understand that people from different places and times have made art for a variety of purposes</li><li>• Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces</li><li>• 1st grade media includes drawing, painting, collage, fiber, printmaking, ceramics, and 3D sculpture</li></ul>
<b>HEALTH</b>	<ul style="list-style-type: none"><li>• Provide an example of when assistance is needed to make a health-related decision</li><li>• Define health needs and personal wants</li></ul>	<ul style="list-style-type: none"><li>• Communicate knowledge of healthy and unhealthy behaviors to family members, trusted adults, or friends</li></ul>
<b>PHYSICAL EDUCATION</b>	<ul style="list-style-type: none"><li>• Demonstrate mature movements while traveling throughout space at different levels/speeds</li><li>• Participate cooperatively and safely for the enjoyment of movement</li><li>• Performs fundamental motor skills while participating in vigorous physical activity</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate the physical skills necessary to perform class activities</li><li>• Demonstrate responsible personal and social behavior in physical activity settings</li><li>• Demonstrate understanding and respect for differences among people in physical activity settings</li></ul>
<b>MUSIC</b>	<ul style="list-style-type: none"><li>• Sing with “head voice” in a tuneful and healthy way</li><li>• Remember short songs and sing them alone or with others</li><li>• Demonstrate steady beat and various rhythms (and melodies) with their body and on various instruments</li><li>• Identify classroom instruments by sound</li></ul>	<ul style="list-style-type: none"><li>• Move expressively in response to different styles of music</li><li>• Describe music using appropriate vocabulary, such as <i>piano</i>, <i>forte</i>, <i>largo</i>, <i>presto</i></li><li>• Learn to be a quiet audience member</li><li>• Read simple rhythms</li></ul>
<b>GUIDANCE</b>	<ul style="list-style-type: none"><li>• Listen, focus, and pay attention (attention skills)</li><li>• Be a friend, cooperate, not bully others (social skills)</li><li>• Identify feelings and emotions</li><li>• Begin to regulate emotions</li></ul>	<ul style="list-style-type: none"><li>• Develop mindfulness</li><li>• Develop a growth mindset</li><li>• Identify ways to prevent bullying</li><li>• Continue career exploration</li></ul>

# End-of-Year Expectations

First graders will know how to ...

# Family Learning Activities

Practice these strategies at home in your family's native language as well as in English.

## LITERACY

READING	WRITING	
<ul style="list-style-type: none"> <li>Isolate and pronounce beginning, middle, and final sounds in spoken single-syllable words (including digraphs and blends)</li> <li>Read grade-appropriate irregularly spelled words, final -e words, and common vowel team spellings for long vowel sounds (such as <i>ai</i>, <i>ay</i>, <i>oa</i>, <i>ea</i>, <i>ee</i>, <i>ie</i>, <i>ue</i>, <i>ow</i>).</li> <li>Read and write several two-syllable words that follow basic spelling patterns, and notice common word endings such as <i>-s</i>, <i>-ed</i>, and <i>-ing</i>.</li> <li>Read emergent-reader texts with purpose, understanding, and sufficient accuracy and fluency to support comprehension.</li> <li>Read emergent-reader texts with purpose, understanding, and sufficient accuracy and fluency to support comprehension.</li> <li>Participate in conversations around texts and support ideas about characters, settings, major events, and key details.</li> <li>Select a non-fiction topic and identify facts to share. Learn to identify a main idea/topic with guidance and support.</li> </ul>	<ul style="list-style-type: none"> <li>Write informative texts that name a topic, supply some facts about the topic, and provide some sense of closure.</li> <li>Write narratives that recount two or more sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</li> <li>Write opinion pieces that introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</li> <li>Strengthen writing through planning, revising, and editing.</li> </ul>	<ul style="list-style-type: none"> <li>Play word games together. Stretch (or sing) the sounds in words with 4 and 5 sounds. Say, "Guess my word: /s/ - /t/ - /o/ - /m/ - /p/." Do this verbally and visually, with magnetic letters or letter cards.</li> <li>Take turns adding to a story the two of you make up while riding in a car. Try making the story funny, dramatic, or spooky.</li> <li>Fill a box with drawing and writing materials. Write stories, letters, thank-you cards, poems, and grocery lists with your child. Assist them in segmenting sounds in words to spell words that are important to them and their writing.</li> <li>Talk about words with similar and opposite meanings (synonyms and antonyms) to intentionally build vocabulary, especially in topics your child is interested in learning more about.</li> <li>Show interest in words you see in books, noticing prefixes and suffixes, or word endings like <i>-s</i>, <i>-ed</i>, and <i>-ing</i>. Go on "Word Hunts" in books, finding words with similar beginnings or endings.</li> <li>Read books, poems, and magazines for fun with your child. You and your child can take on the character's voice and actions in a story. Be mindful that your child's reading level differs from their listening level. When you read easy books, beginning readers will soon be reading along with you. When you read more advanced books, you instill a love of stories.</li> <li>Ask your child questions (Who, What, Where, Why, How, etc.) and make retelling stories fun to support their understanding.</li> </ul>

## MATH

<ul style="list-style-type: none"> <li>Use addition and subtraction within 20 to solve word problems.</li> <li>Apply properties of operations to add and subtract (e.g., if <math>8+3=11</math>, then <math>3+8=11</math>, and <math>2+4+6=2+10</math>).</li> <li>Use counting to add and subtract, plus quickly recognizing groups up to 10 or 20.</li> <li>Use various methods for adding and subtracting up to 20. Strategies include counting, making tens and ones (place value), decomposing numbers, and using known sums.</li> <li>Count up to 120 from any number below 120. Write and read numbers, and match them with objects.</li> <li>Add within 100 using models, place value, and strategies, and understand adding tens with tens and ones with ones.</li> <li>Mentally find 10 more or 10 less without counting, and subtract multiples of 10 within 10-90 using place value and properties of operations.</li> </ul>	<ul style="list-style-type: none"> <li>Play fun math games with your child and create simple addition and subtraction problems using real-life situations.</li> <li>Use coins to practice counting by 5s and 10s, forwards and backwards. Practice exchanging every 5 pennies for a nickel, 2 nickels for a dime, 10 dimes for a dollar, etc.</li> <li>Share with your child how numbers can be fun, and are often used when cooking, baking, and shopping.</li> <li>Build things with blocks or other building materials. As you build, have your child count pieces by tens, add and subtract pieces, and pay attention to the different shapes you use.</li> <li>Have your child ask family members or friends to select from 4 or 5 favorite foods, music, or sports, and make graphs that share the results.</li> </ul>
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## SCIENCE

<ul style="list-style-type: none"> <li>Participate in activities, discussions, and investigations</li> <li>Demonstrate understanding of key unit concepts</li> </ul>	<ul style="list-style-type: none"> <li>Encourage your child to observe the world and to draw what they see.</li> <li>Try the Science extensions with your child.</li> </ul>
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## SOCIAL STUDIES

<ul style="list-style-type: none"> <li>Understand how the past affects the present and the future (History)</li> <li>Understand the role of government and citizenship in various communities (Civics)</li> <li>Describe resources that are important or useful to self, family, community, and country (Economics)</li> <li>Develop curiosity about other people's lives and experiences and identify similarities and differences to their own (Culture)</li> <li>Compare and contrast different modes of transportation and communication used by families in work and daily life (Geography)</li> </ul>	<ul style="list-style-type: none"> <li>Discuss wants and needs with your child.</li> <li>When traveling, show your child a map of where you are going and discuss the different ways of travelling.</li> <li>Talk about current events in family, community, and country.</li> <li>Ask what your child notices about other people.</li> </ul>
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WE **welcome** OUR FAMILIES.

WE **honor** WHAT YOU BRING TO OUR LEARNING COMMUNITY.

WE WANT TO **partner** WITH YOU IN WAYS THAT HELP YOUR CHILD.

501 South Bird Street, Sun Prairie, WI 53590  
Telephone: 608-834-6500 • Fax: 608-834-6592

[sunprairieschools.org](http://sunprairieschools.org)

