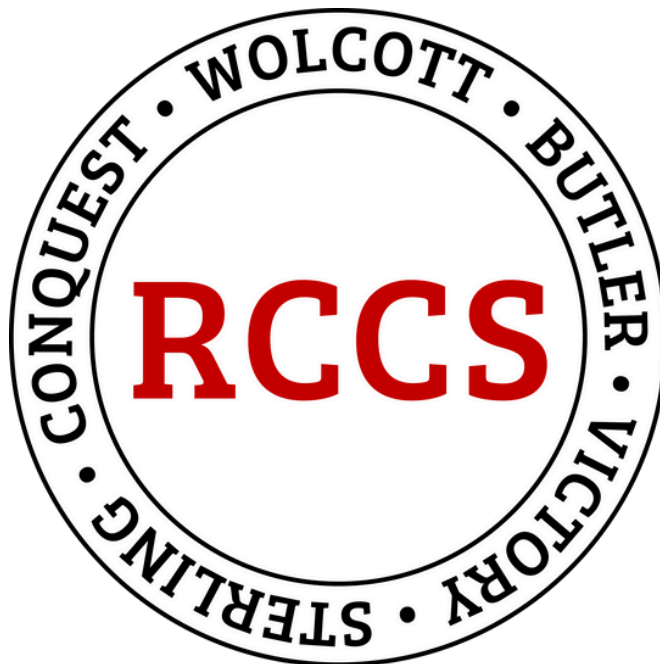


# Welcome to First Grade

2024-2025

RCCSD FAMILY GUIDE



The New York State Education Department sets expectations, or standards, for what *every* student will know and be able to do in school. This guide is designed to help you understand these standards and partner with teachers to support your child's learning at home. If you have questions about this information or your child needs extra help, please talk to your child's teacher.



# Important Concepts

## **To learn English Language Arts and Literacy at every grade, your child will:**

- Think, write, speak, and listen to understand and to support writing.
- Read often and widely from a range of global and diverse texts.
- Read and write for multiple purposes, including for learning and for pleasure.
- Persevere through challenging, complex texts and writing tasks.
- Enrich personal language, background knowledge, and vocabulary through reading and communicating with others.
- Monitor comprehension and apply reading strategies flexibly.
- Make connections (to self, other texts, ideas, cultures, eras, etc.).
- Strengthen writing by planning, revising, editing, rewriting, or trying a new approach.

## **To learn social studies at every grade, your child will:**

- Develop fundamental civic knowledge including the structure and functioning of the government, law, and democracy at all levels of government.
- Analyze the impact of individual and collective histories in shaping contemporary issues.
- View and analyze history and current issues from multiple perspectives.
- Demonstrate respect for the rights of others in discussion and classroom debates, and how to respectfully disagree with other viewpoints using evidence.
- Analyze and evaluate news, media, social media, and other sources of information for accuracy, bias, reliability, and credibility.

## **To learn mathematics at every grade, your child will:**

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of patterns and structures.
- Look for and express regularity in repeated reasoning.

## **To learn science at every grade, your child will:**

- Ask questions and define problems.
- Develop and use models.
- Plan and carry out investigations.
- Analyze and interpret data.
- Use mathematics and computational thinking.
- Construct explanations and design solutions.
- Engage in argument from evidence.
- Obtain, evaluate, and communicate information.

# Meet Our Team



## Mrs. Dumont

Mrs. DuMont has dedicated a decade of service to M.W. Cuyler Elementary School with half of her service particularly in First Grade. She has a passion for the primary students and building the foundational skills that are the essential for academic success. Mrs. DuMont creates a nurturing and welcoming classroom community and strives to meet the needs of all students.



## Mrs. Foti

Mrs. Foti has been a part of the First-Grade team since 2014. She has a passion for teaching our young learners. Her experiences have helped foster a collaborative classroom focusing on academic achievement and social-emotional success. Mrs. Foti strives to create a nurturing, cooperative, and an interactive environment for all students and their learning needs.



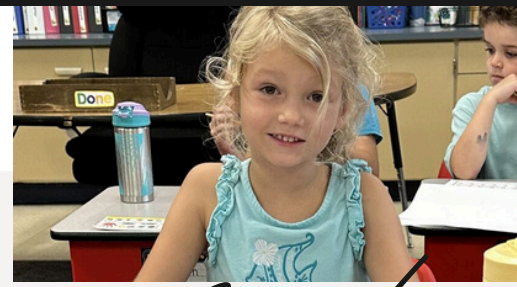
## Mrs. Hokanson

Mrs. Hokanson has been working with first graders since 2013. She spent three years in a neighboring district before she rejoined the Cuyler family in 2016 as the 1st grade special education teacher. She believes in building relationships with families and working as partners in the education process. She engages students in a variety of multi-sensory approaches and fosters classroom communities that exemplify our RAMS expectations.



## Mrs. Yonker

Mrs. Yonker has been teaching for 19 years and joined the Cuyler family in 2017. She has a heart for teaching first graders. Her goal is to create academically engaging learning experiences through an environment where students feel supported, accepted, and cared for. She enjoys watching children learn and build the foundational skills that young learners need.



# ENGLISH LANGUAGE

Arts

NYS ENGLISH LANGUAGE ARTS LEARNING STANDARDS



## NEW LEARNINGS & FOCUS AREAS:

- Notice when a story has a message or lesson for its readers. For example, understand when an author uses a character's actions to show why being kind is important.
- Respond directly to what other people say in a conversation. For example, when a classmate says "I like this book," ask "Why do you like it?"
- Choose and use words in speech and writing to show whether something happened in the past (like I ate), is happening now (like I am eating), or will happen in the future (like I will eat).
- Have a clear ending when writing about something. For example, end a story with "It was a fun day" or end an explanation with "That is how to brush your teeth."

### QUESTIONS YOU CAN ASK YOUR CHILD:

- Can you tell me what happened in this story?
- What information does this picture give you?
- How did you decide to use that word?

## BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Explain the differences between common types of stories (like folk tales and fairy tales).
- Understand who is telling a story: for example, an author or a character in the story.
- Stop and read a sentence again if it does not make sense the first time.
- Use clues like headings and a table of contents to find information in a text.
- Break words into syllables. For example, helping has two syllables: help and ing.
- Understand that the same word can take different forms: for example, look, looks, looking.
- Understand that numbers (like 2) can also be written with words (like two).
- End written sentences with a period (.), question mark (?), or exclamation point (!).
- Capitalize the names of months (like January) and people (like Martin Luther King, Jr.).
- \*Describe people, places, things, and events clearly in both speech and writing.

### TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- \*Books and authors to look for at the library
- \*Types of writing your child is working on





# MATHEMATICS

## NYS MATH LEARNING STANDARDS



### NEW LEARNINGS & FOCUS AREAS:

- Understand how counting, adding, and subtraction are related. For example, solve  $18-3$  by counting back 3 numbers from 18: 17, 16, 15.
- Understand that two-digit numbers are made of tens and ones: for example, 27 is made of 2 tens and 7 ones. Use this knowledge to add and subtract.
- Understand how to measure the length of objects. For example, compare the lengths of two pencils by using paper clips to measure both.
- Put shapes together and break them apart to create new shapes. For example, use triangles to create a trapezoid.

### QUESTIONS YOU CAN ASK YOUR CHILD:

- How many more points do I need to have as many as you?
- How many nickels would it take to equal 3 dimes?
- How could we divide this cake into quarters?



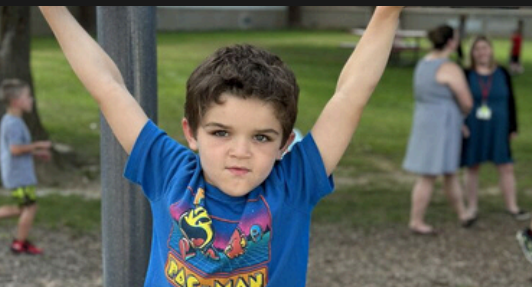
### BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Count to 120. Read and write numerals up to 120.
- Fluently (quickly and correctly) add and subtract with numbers up to 20.
- Mentally (without writing or objects) add and subtract with numbers up to 20.
- Use various methods to solve problems like  $23 + 9$  and  $23 + 20$ .
- Solve one-step word problems using addition and subtraction.
- Explain what an equal sign ( $=$ ) means. For example, tell why writing  $5 + 1 = 4 + 3$  is wrong.
- Explain how addition and subtraction are related.
- Use analog and digital clocks to tell time to the nearest hour and half hour. Write the times.
- Tell how much different United States coins (like nickels and dimes) are worth. Show how different coins can make the same amount (like 2 nickels and 1 dime).
- Draw and build two-dimensional and three-dimensional shapes, like rectangles, squares, trapezoids, half-circles, quarter-circles, cubes, prisms, cones, and cylinders.
- Separate shapes into equal parts. Describe the parts using the words halves, fourths, and quarters.

### TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- Which addition and subtraction strategies work best for your child.
- Games that can help your child practice math at home.





# SCIENCE & TECHNOLOGY

NYS SCIENCE LEARNING STANDARDS



## NEW LEARNINGS & FOCUS AREAS:

- Use language and numbers to describe patterns: for example, how the sun, moon, and stars move across the sky.
- Understand that weather changes from season to season and that, by observing patterns carefully, people can predict those changes.
- Understand that individual plants and animals are unique but we can sort them into categories (like maple trees or dogs) based on their similarities.
- Explore how light and sound move through different materials. For example, notice how humming causes the throat to vibrate or how sunlight is partly blocked by a curtain.

## BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Collect data on seasonal changes in the local environment: for example, birds leaving an area or sunsets happening earlier.
- Use patterns in temperature, rainfall, and snowfall to predict what future weather will be like.
- Explain how animals use their body parts and senses to meet their needs: for example, how owls use their eyes (seeing) and ears (hearing) to find food.
- Describe how parents help their babies survive: for example, how birds feed their babies when the babies chirp to say that they are hungry.
- Build something that can send a signal (light or sound) over a distance.
- Figure out how an object can help solve a problem: for example, how a heavy box can hold a door open.
- Think about possible solutions to a problem, like a window that won't stay shut. Use drawing and language to explain how the solutions could work.

### QUESTIONS YOU CAN ASK YOUR CHILD:

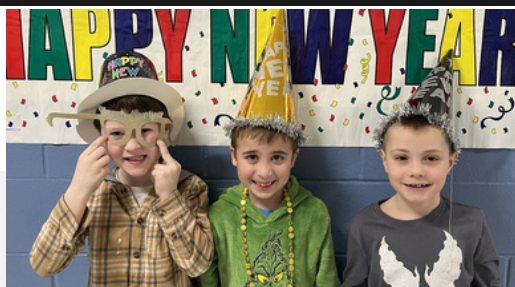
- What information about the weather have you been gathering?
- What changes will we see when winter comes? How do you know?
- How can we make this chair more comfortable?
- How do we hear sound?



### TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:



- How science relates to everyday situations in your child's life.
- Places in the community that can help your child learn science.



# SOCIAL STUDIES

## NYS K-8 SOCIAL STUDIES FRAMEWORK



### NEW LEARNINGS & FOCUS AREAS:

- Understand what it means to be a leader of a group and a citizen of a nation.
- Use cardinal directions (north, east, south, west) and various maps to find and describe places.
- Explain how the concepts of unity and diversity, respect for differences, and respect for self shape life in the United States.
- Think about how people decide what goods and services to buy and what resources to save.

### QUESTIONS YOU CAN ASK YOUR CHILD:

- \*What does it mean to be a leader?
- \*What season is it now? What happens during this season?



### BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Use examples from state, local, and community systems to explain how groups choose their leaders.
- Explain why people use maps. Find political features (like cities and capitals) and physical features (continents, oceans, rivers, lakes, mountains) on a map.
- Use a calendar to record seasonal events or personal experiences.
- Explain how an area's resources affect its jobs and industries.
- Distinguish between a consumer and producer and their relationship to goods and services.
- Explain how people earn money and explain other ways that people receive money.
- Use examples from history, texts, events in the news, and personal experience to explain how a good community member acts.
- Use features like headings to find information in a history or social science text.

### TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- Places to find United States symbols and songs (like books, statues, or events)
- Important landmarks in the community







# SOCIAL-EMOTIONAL LEARNING

## NYS SEL BENCHMARKS



### NEW LEARNINGS & FOCUS AREAS:

- Develop self-awareness that: nurtures and affirms a strong sense of identity, informs decisions about personal actions, and builds a sense of agency.
- Use social awareness and interpersonal skills to establish and maintain mutually supportive relationships with individuals and groups and nurture a strong sense of belonging.
- Demonstrate intentional decision-making skills and behaviors that consider social, emotional, and physical safety and well-being in personal, family, school, and community contexts

### QUESTIONS YOU CAN ASK YOUR CHILD:

- How are you feeling?
- Can you describe why you feel that way?
- How would you fix this problem?
- How would that make your friend feel?

### BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Identify and understand their emotions and how emotions relate to their actions. Use understanding of emotions to inform actions.
- Demonstrate skills related to setting and working toward personal and academic goals.
- Recognize and build empathy for the feelings and perspectives of others.
- Consider individual and collective social, emotional, and physical safety and well-being, as well as social context in making decisions.
- Apply decision making skills to influence outcomes and strengthen agency in social and academic life.
- Take action to support the wellbeing of their school and community, including taking stands against bias and injustice.

### TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- What resources does the school have to support children & parents/families?



# M.W. Cuyler Elementary School

6624 South Street  
PO Box 190  
Red Creek, NY 13143  
(315) 754-2100

Dennis C. Taylor, Principal

