

GIPS FAMILY LEARNING GUIDE: A Parent's Guide to First Grade

By the end of the school year, we expect that a first grade student can:

Learning activities you can do at home and in the community:

ELA

- **Sound out** words when reading (/b/ /a/ /t/ = bat).
- **Read** tricky words such as: *there, because, should, what, where, and your*.
- **Read** smoothly with expression.
- **Ask and answer** questions about a story the teacher reads.
- **Break** apart words when writing. (/b/ /a/ /t/ = bat).
- **Explain** the difference between fiction and nonfiction texts.
- **Identify** characters, settings, and major events in a story.
- **Listen** to stories and identify the lesson or moral.
- **Take** part in shared reading, writing, and research projects.

- **Read** with your child each day and point to the print from left to right, even in your native language.
- **Re-read** your child's favorite stories often.
- **Read** from a variety of books, including fairy tales, song books, poems, and informational texts.
- **Ask** about pictures and about what is happening in the story.
- **Use** new words to build your child's vocabulary.
- **Write** tricky and decodable words in a variety of ways.
- **Model** good listening and speaking skills.
- **Add** closed captioning (*subtitles*) to TVs while watching.
- **Point out** printed words in your home and other places.
- **Ask** your child to act out a story.
- **Visit** the Grand Island Public Library to check out books.

MATH

- **Use** strategies to add and subtract within 20.
- **Count** forward and backward starting with any number within 0-120.
- **Read** and write numbers within 120.
- **Compare** two double-digit numbers using $>$, $<$, and $=$.
- **Identify** the amount of tens and ones in two-digit numbers.
- **Add** numbers within 100 using strategies.
- **Identify** two-dimensional shape features like sides and vertices (*corners*).
- **Identify** and count coins.
- **Identify** time to the hour and half hour.
- **Ask** and answer questions by comparing picture graph categories and totals.

- **Practice** adding objects. Start with a number and add more.
- **Practice** counting from 0-120. (*Forwards and backwards*) Starting from any number, by 1s, 2s, 5s, and 10s.
- **Compare** two groups of objects. For example: *open two packages of fruit snacks. Count how many are in each pack. Tell which one is greater, less than, or if they are equal.*
- **Practice** 10s and 1s. For example: *for the number 42, identify that it is made up of four groups of 10s and two 1s.*
- **Discuss** ways to break apart a number. For example: $1+5$ equals 6, as does $3+3$, $2+4$. Use objects, like small toys, to help break the total number into two different groups.
- **Find** two dimensional shapes around the house and discuss features.
- **Practice** counting with "like" groups of coins. (*Count a group of pennies, nickels, or dimes.*)
- **Practice** telling time on both analog and digital clocks.
- **Sort** toys. (*cars, dolls, blocks, etc.*) Make a graph with the items, and ask questions like "Which has more?" or "How many dolls and cars?"

SCIENCE

- **Name** body parts of animals and people (*like wings, legs, eyes, mouth*). Describe how they help with movement, eating, seeing, etc.
- **Observe** and gather evidence (*drawings, pictures, simple notes*) about how the structure of a living thing helps it do its job.
- **Communicate** their ideas by talking, drawing, or writing about what they notice.
- **Observe** how light behaves (*blocked to make shadows*).
- **Notice** and describe how sound is made by vibrations (*e.g., plucking a rubber band makes it move and creates sound*).
- **Notice** and describe patterns in the day and night sky (*e.g., "The sun rises in the morning and sets in the evening"*).
- **Observe** how the moon looks different over time (*phases of the moon*).
- **Recognize** how the length of daylight changes with seasons.
- **Gather** evidence by watching the sky and repeating patterns.

- **Talk** about your child's own body. Have them name parts and their "jobs": (*"What do our eyes do?" "How do our legs help us?"*)
- **Find** simple non-fiction books about animals and plants. Discuss the diagrams or labels of body parts.
- **Ask** your child to draw their favorite animal or plant and label parts. Encourage them to write or tell how each part helps it live.
- **On** a sunny day, trace shadows outside with chalk.
- **Ask** your child how the position of the sun alters shadows.
- **Shine** a flashlight on toys in a dark room and create shadow puppets.
- **Close** your eyes while your child makes different sounds with household items (*keys jingling, paper tearing*) and take turns guessing what made the sound.
- **Use** a paper plate to make a "sun tracker." Mark where the sun is in the morning, noon, and evening. Talk about how the sun seems to move across the sky.
- **Go** outside each night for a week. Have your child draw what the moon looks like.
- **Create** artwork showing the day sky (*sun, clouds, birds*) and the night sky (*moon, stars, planets*).

SOCIAL STUDIES

- **Explore** the culture of the community.
- **Examine** leadership in the community.
- **Understand** the role goods and services play in a community.
- **Study** the history of diverse cultures over time.

- **Visit** the farmer's market and discuss what goods and services people offer in our local community.
- **Talk** about trading and how this connects people around the world.
- **Identify** and discuss patriotic symbols in the community.
- **Use** a jar to save coins and discuss a family goal of something to save up for.
- **Identify** natural and human resources around your home.
- **Describe** location of places in the community using cardinal directions.
- **Create** a timeline of your family events.
- **Talk** about family traditions and how different places in the world have varying traditions.
- **Watch** and discuss the news during major weather.

FIRST GRADERS experience a broad range of instruction that supports and enriches academic learning and understanding.

Common Expectations: Be Safe, Be Respectful, Be Responsible.

YEAR END EXPECTATIONS

Media Skills:

- Practice age appropriate responsible digital citizenship skills.
- Open programs, web apps, and documents.
- Use digital drawing and painting tools.
- Locate books in the library.

Speaking and Listening:

- Speak clearly.
- Participate in class discussions by listening and taking turns.
- Express thoughts, feelings, and ideas in complete sentences.
- Use an adequate volume.
- Maintain an appropriate pace.
- Stand confidently.
- Face the audience.
- Use eye contact.
- Handle presentation aids appropriately.

Arts Education:

- Practice elements of art including line, shape, form, color, texture, pattern, and space through the tasks of drawing, painting, sculpture, and assembly.
- Explore and discuss various works of art.
- Share artwork publicly.

Music Education:

- Singing skills and concert performance skills.
- Listen, move, and respond to a variety of music.
- Sing, sign, notate and create ta, ti-ti and rest rhythm patterns.
- Perform, call and response form.
- Identify, track, move to and perform upward and downward melodic directions.
- Identify, track, and perform beat versus rhythm.
- Identify, recognize, and respond to AB form.

Health/Physical Education:

- Develop locomotor skills such as galloping and skipping.
- Introduce non-locomotor skills such as throwing and dribbling.
- Practice social skills and communication skills through participation in small and large group activities with an emphasis on good sportsmanship.
- Travel safely in open space, among others, demonstrating spatial awareness.



SOCIAL EMOTIONAL LEARNING COMPONENTS

Self-Awareness:

- Build a growth mindset and goal setting.
- Identify emotions.
- Solve problems and recover from mistakes.
- Cultivate empathy and kindness.

Self-Management:

- Set goals.
- Manage stress.
- Build resilience.
- Build organizational skills.
- Advocate for oneself.

Social Awareness:

- Understand others' perspectives.
- Appreciate one another's uniqueness.
- Practice civic engagement.
- Solve problems.

Relationship Skills:

- Practice communication skills.
- Engage with peers in different situations.
- Practice working together.
- Craft apologies when needed.

Responsible Decision-Making:

- Evaluate situations and respond appropriately.
- Develop ownership and self-reflection.