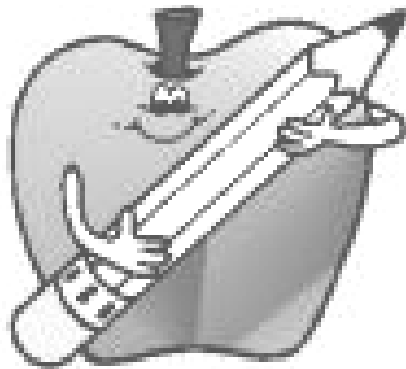




MILFORD PUBLIC SCHOOLS
BEST of CLASS

Comprehensive Grade One Guide

For Parents and Family Members



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Regarding Employment:	Cliff Bugyi Supervisor of Human Resources & Special Projects
Regarding Programs:	Donald Civitello Director of Pupil Personnel Services

By the end of First Grade, your child will be expected to:

LANGUAGE ARTS WORD IDENTIFICATION

- Put together and take apart sounds in a word (*/b/ /w/ /g/ = bug, /c/ /a/ /t/ = cat*).
- Know the long and short sounds for vowels (*a, e, i, o, u*), common letter combinations (e.g. digraphs *sh, th, wh, ch*), blends (e.g. *bl, cl, dr, fr*) and r controlled vowels (e.g. *car* and *park*).
- Blend an onset with rhyme to form words (*all, tall, fall*).
- Read new words from letter patterns (*-ake = take, make, bake*).
- Read common words with various endings (*-s, -ed, -ing – cooks, cooked, cooking*).
- Recognize common irregular words by sight (*have, said, they*).
- Know various “fix-up” strategies when he/she gets stuck on a word.
- Sound out real (*sit, take*) and made-up (*vit, dake*) words that follow regular patterns.

COMPREHENSION

- Answer literal and inferential questions about books either read to him/her or from his/her reading.
- Read and follow a simple written instruction (*Print your name. Color the sun yellow.*)
- Explain the meaning of words commonly used in first grade level texts (e.g. *after, animal, children, neighborhood*).
- Put words into categories (*shapes, fruits*).
- Predict what might happen next in a story.
- Retell a story including setting, characters, events, problem, solution.
- Summarize what happened in a story.
- Recognize when stories do not make sense.

- Recognize the difference between stories (*fiction*) and informational (*nonfiction*) texts, and know different strategies for reading each type.
- Explain in his/her own words new information learned from reading.
- Preview a text before reading by looking at the cover, pictures, and if appropriate, the chapter titles.
- Use what he/she already knows to understand what is being read.
- Read aloud grade 1 text accurately and fluently.
- Make connections to his/her life and other books.

WRITING

- Write a story with a beginning, middle and end.
- Produce a variety of types of texts for different purposes and audiences (*thank you notes, lists, poems, journal entries*).
- Use descriptive words in writing (e.g. “One cold, windy day...”)
- Use the following mechanics of writing correctly:
 - ◆ Capital letters for first word in sentence, names and the word “I”
 - ◆ End punctuation: period, question mark, exclamation point
 - ◆ Apply knowledge of spelling in writing
 - ◆ Write more complicated words using correct letters for sounds (naber – neighbor)

SPELLING

- Spell words correctly from the first grade spelling curriculum, and apply them when writing.
- Spell three and four letter short vowel words correctly (*ship, man, sled*).
- Spell new words based on common letter patterns (*at = cat, hat; it = sit, bit, split*).

- Spells some high frequency words accurately (The high frequency words for First Grade are: the, of, and, a, to, in, is, you, that, it, he, for, was, on, are, as, with, his, they, at, be).
- Use temporary (phonetic) spelling.

How you can help your child with Language Arts:

WORD IDENTIFICATION

(Identifies and reads letters and words)

- Use magnetic letters to practice making word families. (-ake = *take, bake, shake*; -ick = *sick, lick, pick*; -at = *hat, mat, sat*; -it = *bit, hit, sit*; -op = *top, mop, hop, pop*).
- Make one set of cards with base words (*cook, plant, jump*) and make another set of cards with suffixes (-s, -ed, -ing). Have your child combine the cards to form and read new words.
- Have your child read words he/she recognizes on street signs, advertising, buildings, menus, etc.
- Read to your child pausing at commas and stopping at periods.
- Practice reading commonly taught sight words.

COMPREHENSION

(Understands what he or she reads)

- Read higher level stories (*fiction*) and informational (*nonfiction*) books to your child every day. Ask your child to predict what might happen, and share his/her thinking.
- Listen to your child reread familiar books.
- Ask your child simple and difficult questions about the books you share.

Example story: Little Red Riding Hood

Simple: (Who? What? When? Where?): Who did Little Red Riding Hood visit?

Difficult: (How? Why?) How do you think Little Red Riding Hood felt when the wolf pretended to be Grandma?

Connection: What other story does this remind you of? Why?

- Write a note to your child with simple instructions and have him/her read it and follow the directions (*Please pick up your toys*).
- Talk to your child as you cook and use words such as *baking, stirring, teaspoon*.
- Ask your child to pick up his/her toys and have him/her put the toys in categories (*toys with wheels, round toys, hard toys*).
- While shopping, ask your child questions such as, “Why are the apples and grapes in the same aisle?” (*Answer: They are fruits.*)
- Talk about experiences that your child has had which are similar to the story you are reading, and talk about other books that have similar characters or happenings.
- Use pictures in the story to retell the story with details and events in order. Include characters, setting, problem and solution.
- To build vocabulary as your child reads or you read to your child, stop periodically to discuss words and their meaning. Offer synonyms for words.

WRITING

- Ask your child to write a story about a picture he/she has drawn.
- Make available paper, pencils, crayons and markers for your child to use to write.
- Ask your child to dictate a story to you and then read the story together.

SPELLING

- Review your child’s spelling words he/she brings home.

MOST IMPORTANT ACTIVITY:

Take your child to the public library and select books (fiction and nonfiction) that he/she is able to read or would enjoy hearing.

MATHEMATICS

- Identify, read and write number words up to 20.
- Understand concept of place value in relation to tens and ones.

- Use numbers to count, compare, locate, measure and label through real-world experiences and the use of physical materials and relate numbers to referents such as 100 & 200.
- Use concrete materials to explore the relationship of parts to whole with whole numbers and fractions for $\frac{1}{2}$, $\frac{1}{4}$.
- Use objects, pictorial and symbolic models to model addition and subtraction and create and share story problems that require addition and subtraction.
- Master basic facts to 10 for addition and subtraction and be introduced to facts to 18.
- Use models, pictures and facts to solve a variety of simple story problems, including a variety of comparison and open-ended problems.
- Use a variety of methods including estimation, mental computations, models, pictures, pencil and paper and calculator methods to solve and identify reasonable answers to simple and complex problems that reflect real world experiences.
- Develop, describe and use a variety of estimation strategies in a wide range of situations.
- Show, describe and record simple ratios to compare quantities, such as, if 1 dime will purchase 2 candies, 2 dimes will purchase 4 candies.
- Estimate and measure length, area, weight and volume with non-standard units and shared units of inch and centimeter in problems and everyday situations.
- Use the calendar to identify dates, days, weeks and months.
- Recognize, name, build, draw and sort two- and three-dimensional shapes and objects.
- Name relative position, direction and location with simple relationships such as above, below and near.
- Skip count and describe number patterns by ones and tens to 100 and by twos (2's) to 20 and by fives (5's) to 100.
- Tell time by the hour and the $\frac{1}{2}$ hour.
- Recognize the heads/tails of the penny, nickel, dime and quarter.
- Count a variety of coin combinations to find total amount.
- Read and interpret information from graphs.

- Model real life situations that involve addition and subtraction of whole numbers using objects, pictures and number sentences, including those with a missing addend.
- Develop and test generalizations based on observations of patterns and relationships and exploring simple functions.
- Organize information through systematic counting, making lists and reasoning.
- Describe and follow simple procedures and directions.
- Apply mathematical concepts to problem solving.

How you can help your child with Mathematics:

- Talk with, or include your child as you cook, make a craft, build, repair or garden.
- Talk your way through the grocery store, hardware store, fabric store, drug store, comparing and contrasting size, quantity, pricing and design.
- Make your child a part of planning a birthday party or family activity.
- Play Battleship, Monopoly, Yahtzee or any game that requires keeping score, tracking time and money.
- Look for charts, graphs and other forms of data collecting.
- Use mathematical vocabulary when appropriate.
- Gather data from family regarding “favorites.”

SCIENCE

Seashore

Understand that:

- Most organisms have basic needs such as food, water, air, space and shelter.
- There is a wide diversity of living things on earth.
- Most organisms grow and change over time, and then die.
- Humans are similar to other organisms.

Weather

Understand that:

- Weather changes from day to day and week to week.
- Features of weather include cloud cover, precipitation, wind and temperature.
- Tools used to measure different features of weather include wind scales, thermometers and rain gauges.
- Meteorologists are scientists who study, observe and record information about the weather and use that information to forecast the weather.
- Weather affects the decisions people make about the clothing they will wear and about their outside activities.

Solids and Liquids

Understand that:

- The properties of solids include color, shape, hardness, magnetic attraction, and whether they float or sink.
- The properties of liquids include color, tendency to flow, whether they mix with water, and whether they float or sink in water.
- Testing provides information about properties of solids and liquids that cannot be easily observed.

Ants:

- Recognize the characteristics and unique qualities of ants.
- Understand that ants live in families.
- Understand the characteristics of ant families/colonies/cities.

SKILLS:

- Use the senses to observe and describe.
- Record observations accurately in words and drawings.
- Classify and compare.
- Communicate ideas through writing, drawing and discussion.
- Read to enhance understanding.
- Apply learning to what they know about themselves.

How you can help your child with Science:

- Collect seashells.
- Dissolve salt in a cup of water, then evaporate some to get it back.
- Follow your local weather forecast in a newspaper.
- Point out different cloud types.
- Keep track of the weather for a month.

SOCIAL STUDIES

Focus: Families

- Understand the structure of a family and the need for an authority figure to establish rules, values and a sense of order.
- Realize that people are alike and different and that therefore every person is unique.
- Understand that all people are part of a family.
- Recognize that all people have certain basic needs and wants.
- Understand that people share a sense of belonging and that a sense of home is important.
- Realize that people's lives may change and that we must learn to accept and adapt to changes both foreseen and unforeseen.
- Learn that people need to cooperate and work together to reach a common goal or to solve problems.

Focus: Celebrations

- Understand how families around the world celebrate holidays and special events.
- Understand the importance of celebrations concerning people, places and things that are important to us around the world.
- Realize that the United States is one country made up of 50 states and many cultures.
- Learn that developing a sense of responsibility fosters independence and a greater sense of self-worth.

- Understand that families in our society require work and cooperation in order to be successful.

How you can help your child with Social Studies:

- Visit local museums and government buildings.
- Involve your child in community functions and celebrations.
- Discuss with your child what is acceptable behavior in your absence.
- Involve your child in the practice of recycling.
- Involve your child in family decision-making, help weigh pros and cons and understand why compromise is often necessary.
- Discuss current events with your child.
- Remember communication should be an important part of your relationship with your child.

VISUAL ARTS

- Demonstrate various techniques (e.g. light/dark, blending colors and creating texture) with crayon and paper.
- Discuss the structure (e.g. foreground, middle and background as well as sizes) of a painting.
- Draw conclusions about what is seen in a painting.
- Understand and use symbols.
- Find clues an artist uses to show that people live in various cultures.
- Reflect on and assess his/her work and the work of others.
- Understand how different artists represent weather, environments, homes, people, animals, etc.
- Choose art materials to create a model of the ocean and its inhabitants.

How you can help your child with Visual Arts:

- Display art work around the home and workplace.

- Keep a variety of art materials available.
- Encourage safe use of material and cleanup practices.
- Do art projects with your child and have him/her discuss and write about the projects.
- Talk about the art objects in your home.
- Sign, date and save some artwork in a folder.
- Visit galleries and museums and cultural events.

MUSIC

Through performing, creating and responding to music, students should be able to:

- Sing with appropriate dynamics, i.e. loud/soft.
- Sing ostinatos (patterns), and simple rounds.
- Perform simple instrument parts while other children sing.
- Create simple dramatizations to songs.
- Choose a variety of sounds to accompany songs.
- Identify contrasts, i.e., fast/slow.
- Develop listening skills through exposure to a variety of musical styles.

How you can help your child with Music:

- Sing and/or play instruments together.
- Listen to, attend and participate in a variety of musical activities.
- Obtain videos of musicals suitable for children.
- Listen to various recordings of vocal/instrumental performances.
- Discuss music and the other arts.

HEALTH

Healthy and Active Life

- Identify foods from each group of the food pyramid.
- Use the food pyramid to choose healthy snacks to compliment a healthy diet.
- Engage in appropriate daily physical activity.
- Recognize the importance of daily physical activity.

Injury and Disease Prevention

- List ways to stay safe at home, school and in the community.
- Name resources at home, school or in the community available for help when needed.
- Demonstrate safety procedures such as washing hands and calling 911.
- Behave safely toward strangers by not talking to, going with or taking things from them.
- Recognize the difference between appropriate and inappropriate touch, say “no” to inappropriate touch, and tell a trusted adult.
- Identify skills necessary to resolve conflicts peacefully.
- Demonstrate respect for and responsibility to others without bias or discrimination.
- Use Internet access with adult supervision only.

Human Growth and Development

- Name major body parts and how to care for the body.
- Demonstrate ways of communicating care, concern and consideration to oneself and others in a respectful manner.
- Define self-esteem.
- Recognize that individuals are unique.

Substance Abuse Prevention

- Recognize the differences between medicinal and non-medicinal drugs.

- Recognize that drugs change the way the mind and body work.
- Develop strategies to refuse all drugs.
- Identify different feelings, healthy ways to express feelings, and their relationship to bullying.

How you can help your child with Health:

- Discuss bicycle safety practices and ways to prevent injuries.
- Practice emergency drills and procedures for your home.
- Include your student in meal planning and preparation.
- Model positive communication skills.
- Discuss and demonstrate respect for cultural diversity.

PE/Fitness

Physical Activity

- Demonstrate simple applications combining locomotor (e.g., jump, skip); nonlocomotor (e.g., bend, twist, swing); and selected manipulative skills (e.g., throw, kick, strike) to accomplish developmentally appropriate play and fitness activities.

Human Movement

- Identify and apply critical elements and characteristics of mature performance (e.g., moving in opposition, follow through) to improve their individual skills.

Fitness

- Demonstrate several activities related to each component of health-related fitness (e.g., cardiovascular and respiratory efficiency, muscular strength and endurance and flexibility) necessary for a healthy lifestyle.

Responsible Behavior

- Follow classroom rules, activity-specific rules, safety practices, procedures, etiquette and good sportsmanship in various physical activity settings.

Respect for Differences

- Work cooperatively with peers of varying skill levels.

Benefits of Physical Activity

- Express feelings about participating in physical activity.
- Experience enjoyment while participating in physical activity.

How you can help your child with PE/Fitness:

- Provide opportunities to create movement sequences.
- Practice throwing, catching, kicking, dribbling and hitting skills.
- Organize a family exercise time using warm-up and cool down times.
- Encourage play with children of other cultures, genders and abilities.
- Attend a sporting event and discuss good sportsmanship.

LIBRARY/MEDIA

- Respond to children's literature.
- Identify and describe story elements.
- Recognize the elements/format of fiction call numbers.
- Understand that fiction is arranged alphabetically by author's last name.
- Select literature for recreation and information.
- Identify and locate book parts.

How you can help your child with Library/Media:

- Read to and with your child.
- Keep appropriate reading materials readily available.
- Visit the public library with your child.
- Invite your child to question words and events in stories.

- Ask your child to retell a story; to make personal connections with stories.
- Practice alphabetical order.
- Maintain a safe place at home for borrowed library books.
- Remind your child to return borrowed library books each week.

Please see additional information and resources available on the Milford Public Schools website at www.milforded.org