

Your Child in First Grade



A Parent Manual Prepared by
the Hicksville School District
2011-2012

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A Message from the Superintendent

Welcome to the new school year! This booklet has been prepared to give each family an overview of the topics that children will be taught and expected to master by the end of the school year. You will find descriptions for the areas of Reading, Writing, Mathematics, Science, Social Studies, Art, Music, Physical Education, and English Language Learners.

The descriptions are based upon curricula written by the teachers and administrators of the Hicksville Public Schools, aligned to the New York State Education Department Syllabi and Common Core State Standards, which correspond to textbooks approved by the Hicksville Board of Education.

Children perform best when there is a strong link for learning between home and school. To assist us in building this strong link, located in each section of this booklet you will find suggested activities to work on with your child. These activities are designed to help reinforce and extend what is learned in school. Our goal is to foster a relationship that will assist in developing your child's intellectual abilities to his or her fullest potential. We believe that your active participation in your child's education, in conjunction with our dedicated school staff, will help ensure an enjoyable and successful school experience for your child.

If you should have any questions regarding the information presented in this booklet or about any aspect of your child's education, please do not hesitate to contact the classroom teacher, the school principal or central administration.

On behalf of the Board of Education, the faculty and the staff of the Hicksville Public Schools, I extend my best wishes for a successful school year for you and your child.

Sincerely yours,

Maureen K. Bright
Superintendent of Schools



Learning Standards

Students will demonstrate the knowledge and skills necessary to meet the following objectives:

Read increasingly complex literature such as stories, dramas & poetry
Read increasingly complex informational text such as nonfiction, historical, scientific & technical texts
Understand and use foundational skills including concepts of print, the alphabetic principle,
and basic conventions of the English writing system
Gain adequate mastery of a range of skills and applications for speaking and listening
Convey meaning through the conventions of English grammar, usage, and mechanics

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 structure
Look for and express regularity in repeated reasoning

Engage in mathematical analysis, scientific inquiry and technological design
Manage information systems
Understand mathematical concepts and principles
Understand scientific concepts and principles
Understand the concepts and principles of technology
Understand common themes across mathematics, science and technology
Interdisciplinary problem-solving

Understand the history of the United States and New York State
Understand world history
Understand geography of the world
Understand economic systems
Understand governmental systems and the United States Constitution
Understand governmental civic values and responsibilities

Create, perform and participate in the Arts
Know and use arts materials and resources
Respond to and analyze works of art
Understand cultural dimensions and contributions of the Arts

Maintain personal health and fitness
Maintain a safe and healthy environment
Manage personal and community resources

Communicate in a language other than English
Attain cross-cultural understanding

Plan a career
Apply academic learning in real world situations
Pursue career options

English Language Arts - Grade 1

OVERVIEW

The New York State Education Department has adopted a new set of learning standards that are summarized in a series of documents that make up the Common Core State Standards for English Language Arts and Literacy. The full text of the Common Core learning standards and accompanying appendices for English Language Arts and Literacy can be found at: http://www.p12.nysed.gov/ciai/common_core_standards/.

These standards are a framework to assist school districts in developing, from the earliest levels, a philosophy and set of goals for curriculum and instruction so that students will be to demonstrate the following capabilities upon graduation and be ready for college and careers:

- independence in reading with complex texts across a range of types and disciplines to build strong content knowledge;
- value evidence in reasoning and be able to critique as well as comprehend when both when speaking and writing;
- respond to the varying demands of audience, task, purpose, and discipline and understand varied perspectives and cultures when both speaking and writing.
- conduct research, interpret information, and present conclusions and perspectives clearly and effectively, both individually and as part of a collaborative team.

The purpose of reading and related English Language Arts and Literacy instruction is to develop independent and confident lifelong readers and writers. A high priority, which begins at the earliest level, is the focus on speaking and listening as well as meaning and thinking. Carefully planned teacher modeling, demonstration, and discussion assist students in understanding selections and with the development of their critical thinking, auditory and visual discrimination, language concepts, and comprehension strategies. Ultimately, it is our goal to inspire students to read for information, knowledge and enjoyment in order to satisfy their curiosity about the world in which they live and to be able to effectively compete in and contribute to a global society.

Annual state assessments of students' literacy skills are taken each spring in Grades 3-8 and in Grade 11. Although the state assessments begin in Grade 3, it is important to note that the development of these skills begun in Kindergarten continues in Grade 1. Throughout first grade, students will be assessed on basic English Language Arts and Literacy skills. Results will be incorporated into an Early Literacy Profile that will follow students through the third grade, as mandated by the New York State Department of Education. This profile helps to support, assess, and diagnose students' skills before the first formal state assessment is given in Grade 3.

GRADE SPECIFIC OBJECTIVES

Children in first grade take part in activities such as the following, which align with the new standards and assessments set by the state and will be reflected in their Elementary Report Card.

Reading Standards for Literature

1. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
2. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
3. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Reading Standards for Informational Text

1. Identify the main topic and retell key details of a text.
2. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
3. Know and use various text features (*e.g.*, headings, tables of contents, glossaries, electronics menus, icons) to locate key facts or information in a text.
4. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
5. Identify basic similarities in and differences between two texts on the same topic (*e.g.*, in illustrations, descriptions, or procedures).

Writing Standards

1. Write opinion pieces in which they 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.
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
3. Write narratives in which they recount two or more appropriately sequenced events, including some details regarding what happened, using temporal words to signal event order, and providing some sense of closure.
4. Participate in shared research and writing projects (*e.g.*, explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

IMPORTANT VOCABULARY

The following words occur most often in primers and first-grade readers. Children should be able to recognize them on sight in books, magazines, newspapers, and on signs:

after	came	he	of	run	this
again	could	her	old	saw	too
all	did	him	on	say	under
am	do	his	once	she	walk
an	eat	how	one	so	want
any	every	into	open	some	was
are	fly	just	our	soon	well
as	for	know	out	stop	went
ask	from	let	over	take	were
at	get	like	please	thank	what
ate	give	live	pretty	that	when
be	going	may	put	them	white
black	good	must	ran	then	who
brown	had	new	red	there	will
but	has	no	ride	they	with
by	have	now	round	think	yes

Put these words on cards and review several of them each day so that your child will be able to recognize and say them as soon as they are seen. Have your child draw pictures to represent the words or cut pictures that represent these words from magazines. Ask your child to construct sentences using these words. You may play games such as “Concentration” or “Go Fish” using the words.

HOME ACTIVITIES TO SUPPORT LEARNING

By following your child’s progress through work brought home, you will be able to reinforce skills and knowledge learned in the classroom. Here are some activities you can do with your first-grader:

1. Discuss your own family’s history, family tree, and roots with your child. Have your child tell you a story about a relative or ancestor.
2. Read often to your child. When you read to your child, talk about the pictures and any of the words your child recognizes. Ask your child to predict what will happen next.
3. Encourage your child to read aloud to you when this is possible. Talk about the story and the pictures.
4. Get your child a library card and visit the library regularly with him or her.

5. Play classification games – kinds of buildings, animals, foods, *etc.*
6. Consider giving gifts of books, writing implements, and stationery for special occasions.

INTERNET RESOURCES

Animal Classification Games:

http://www.softschools.com/science/living_things/animals/animals.jsp

http://www.teachersdomain.org/asset/lsp07_int_animalclass/

<http://www.sciencenetlinks.com/interactives/class.html>

Consonants, Vowels, and Basic Phonics:

http://www.internet4classrooms.com/skills_1st.htm

Hicksville Public Library:

<http://www.nassaulibrary.org/hicksv/>

Interactive Phonics, Sentence Completion, and Reading:

<http://www.starfall.com/>

Mathematics - Grade 1

OVERVIEW

The New York State Education Department has adopted a new set of learning standards that are summarized in a series of documents that make up the Common Core Learning Standards for Mathematics. The full text of the Common Core learning standards and accompanying appendices for Mathematics can be found at:

[http://www.p12.nysed.gov/ciai/common_core\)standards/](http://www.p12.nysed.gov/ciai/common_core)standards/).

These standards define what students should understand and be able to do in their study of mathematics. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. They include:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning.

In Grade 1, instructional time should focus on four critical areas: (1) developing an understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction
- Understand and apply properties of operations and the relationship between addition and subtraction
- Add and subtract within 20
- Work with addition and subtraction equations

Number and Operations in Base Ten

- Extend the counting sequence
- Understand place value
- Use place value understanding and properties of operations to add and subtract

Measurement and Data

- Measure lengths indirectly by iterating length units
- Tell and write time
- Represent and interpret data

Geometry

- Reason with shapes and their attributes

MATHEMATICS GLOSSARY - GRADE ONE

PROBLEM SOLVING

compare - To state the similarities or differences between two or more numbers, objects, or figures by considering size, shape, odd, even, or other attributes

examine - To study or analyze

explain - To provide an argument for a mathematical conjecture; it may be an intuitive argument or a set of examples that support the conjecture; the argument may include, but is not limited to, a written paragraph, measurement using appropriate tools, the use of dynamic software, or a written proof

explore - To look for patterns or relationships between elements within a given setting

formulate - Come up with (an idea, plan, explanation, theory, or principle) after a mental effort

identify the problem- problem solving strategies - Various methods used to solve word problems; strategies may include, but are not limited to: acting it out, drawing a picture or graph, using logical reasoning, looking for a pattern, using a process of elimination, creating an organized chart or list, solving a simpler but related problem, using trial and error (guess and check), working backwards, writing an equation

interpret - To offer an explanation

justify - To provide an argument for a mathematical conjecture; it may be an intuitive argument or a set of examples that support the conjecture; the argument may include, but is not limited to, a written paragraph, measurement using appropriate tools, the use of dynamic software, or a written proof

make observations - The act of noting and recording something

model (verb) - To make or act out a representation of something, usually on a smaller scale or in a simpler way; to use pictures, diagrams, or physical objects to further demonstrate or clarify a problem

REASONING AND PROOF

develop an argument - The communication, in verbal or written form, of the reasoning process that leads to a valid conclusion; a valid argument is the result of the conjecture/reasoning process

explore guesses - To examine without sufficient information using a variety of objects and manipulatives

investigate - To look for patterns or relationships between elements within a given setting

justify claims - To provide an argument for a mathematical conjecture; it may be an intuitive argument or a set of examples that support the conjecture; the argument may include, but is not limited to, a written paragraph, measurement using appropriate tools, the use of dynamic software, or a written proof

use trial and error (guess and check) - A problem solving strategy whereby a reasonable estimate for an answer is made and checked in the problem. If the solution is not reached, the estimate is adjusted and checked again in the problem. This process continues until the correct answer is found

COMMUNICATION

formulate questions - Come up with (an idea, plan, explanation, theory, or principle) an expression of inquiry that calls for a reply

organize - To arrange in a desired pattern or structure

share ideas - To relate an idea to others in a discussion

use the language of mathematics - To avail oneself of; practice the terms used in mathematics

CONNECTIONS

apply mathematics - To use a theorem or concept to solve an algebraic, numeric, or geometric problem

compare similarities and differences - To state the similarities or differences between two or more numbers, objects, or figures by considering size, shape, odd, even, or other attributes

recognize patterns - A design (geometric) or sequence (numeric or algebraic) that is predictable because some aspect of it repeats

understand meaning of operations - Procedures used to combine numbers, expressions, or polynomials into a single result (e.g., addition, subtraction, multiplication, division, exponents)

understand relationships - A set of facts, each of which relates the same three numbers through addition or subtraction (fact family); the commutative property of addition

REPRESENTATION

multiple representations - Various ways to present, interpret, communicate, and connect mathematical information and relationships

nonstandard representations - Any tangible item that can be used to measure something (e.g., paper clips, crayons)

standard representations - A number is written in standard form when each digit is in a place value (e.g., twenty-nine thousand three hundred four is written as 29,304)

NUMBER SENSE AND OPERATIONS

addend - One of the numbers in an indicated sum of two or more numbers (e.g., $3 + 5 + 1 = 9$; 3, 5, and 1 are addends)

addition - A mathematical operation of combining two or more numbers into a sum

addition fact - The addition of two single-digit addends producing sums to 18

addition sentence - An equation showing the sum of two or more numbers (e.g., $13 + 8 = 21$)

addition sign - The symbol (+) used to indicate addition

after - Behind in place, subsequent to in time or order

arrange - To put into a specific order

base ten number system - A place value number system in which ten digits, 0 through 9, are used to represent a number and the value of each place is 10 times the value of the place to its right; the value of any digit in the number is the product of that digit and its place value

Hundred billions	Ten billions	Billions	Hundred millions	Ten millions	Millions	Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones	●	and	Tenths	Hundredths	Thousandths	Ten-thousandths	Hundred-thousandths	Millionths	Ten-millionths	Hundred-millionths
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10 ones = 1 ten

10 tens = 1 hundred

10 hundreds = 1 thousand

10 thousands = 1 ten thousand

10 ten thousands = 1 hundred thousand

10 hundred thousands = 1 million

10 tenths = 1 one

10 hundredths = 1 tenth

10 thousandths = 1 hundredth

10 ten-thousandths = 1 thousandth

10 hundred-thousandths = 1 ten-thousandth

10 millionths = 1 hundred-thousandth

before - In front of, earlier than, at an earlier time

cardinal number - A number that denotes how many objects are in a set

commutative property of addition - A property of real numbers that states that the sum of two terms is unaffected by the order in which the terms are added; i.e., the sum remains the same (e.g., $2 + 3.5 = 3.5 + 2$)

compose - Part of a process of grouping decomposed numbers into quantities that are easier to compute

count - To name the numbers in order up to and including a given number (e.g., count to ten); to determine the total number or amount, as in money

count back - A subtraction strategy of starting with the minuend and counting backward an amount equal to the amount of the subtrahend to arrive at the difference

count backwards - To name the numbers in reverse order, from 20 to 0

count on - An addition strategy of starting with one addend (usually the larger) and counting forward an amount equal to the other addend to arrive at the sum

decompose - To break a number into smaller units to simplify computation (e.g., $15 = 10 + 5$)

decrease - To take away or become smaller

difference - The amount remaining after one quantity is subtracted from another

eight - 8

equal to (=) - A symbol that means two things have the same amount, size, number, or value

estimate - An answer that is an approximation

five - 5

four - 4

greater - A relationship showing that the first term has a value larger than the second term

greatest - The largest amount

higher - A relationship showing that the first term has a value larger than the second term

hundred chart - A 10×10 grid representing the numbers from 1 to 100 in rows and columns of ten

increase - To become larger in size or quantity

least - Smallest in quantity, size, or degree

less than - A relationship showing that the first term or expression has a value smaller than the second term or expression

minus - A term that refers to subtraction or the symbol of subtraction

minus sign (-) - A mathematical symbol that means to subtract one amount from another amount

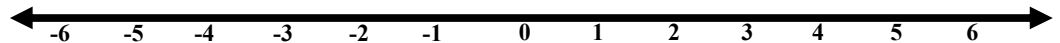
more than - A relationship showing that the first term has a value larger than the second term

nine - 9

number in words (one to ten) - The concept of an amount, quantity, or how many items there are in a collection

number line - A line on which each point represents a real number.

Example:



number sentence - A mathematical statement that has numbers, at least one operation sign, and an equal or inequality sign

one - 1

one-digit number - A number consisting of just one digit; 0, 1, 2, 3, 4, 5, 6, 7, 8, or 9

ones place - The first digit to the left of the decimal point; it shows how many ones are in a number

order - To place numbers or objects in a sequential arrangement (e.g., least to greatest or heaviest to lightest)

ordinal numbers - Numbers used to specify position in a sequence (e.g., first, second, third, fourth, through twentieth)

part - A portion, division, piece, or segment of a whole

place value - The value of a digit in a number based on its position (e.g., in the number 28, the 2 is in the tens place and the 8 is in the ones place)

plus - A term that refers to addition or the symbol for addition

plus sign - The symbol (+) used to indicate addition

seven - 7

six - 6

skip count - To count by a given number (e.g., skip count by 2's: 2, 4, 6, 8, 10, ...)

subtract - To find the difference between two quantities

subtraction - A mathematical operation that finds the difference between two quantities or how much more one quantity is than a second quantity

subtraction fact - Number fact with minuends to 18 and single-digit subtrahends

subtraction sentence - An equation showing the difference of two numbers (e.g., $10 - 7 = 3$)

subtraction sign - A symbol (−) that is read as “minus” or “take away” to represent subtraction

sum - The result when two or more quantities are added

ten - 10

tens place - A place value position between the ones and hundreds; a digit in the tens place has a value of 10 times the value of the digit

three - 3

two - 2

two-digit number - A whole number greater than 9 and less than 100

whole - A whole standard quantity or amount (e.g., inch)

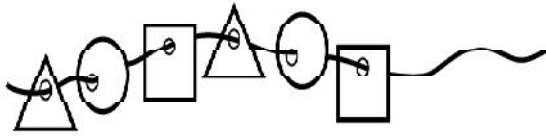
zero - The number which indicates no quantity, size, or magnitude; zero is neither negative nor positive; zero is the additive identity

ALGEBRA

next - Immediately following, as in time, order, or sequence: *next week; the next item on the list.*

pattern - A design (geometric) or sequence (numeric or algebraic) that is predictable because some aspect of it repeats.

Examples: Geometric pattern



Numeric pattern: 4, 7, 10, 13, ...

Algebraic pattern: x, x^2, x^3, \dots

GEOMETRY

between - In the middle of two numbers; greater than the first number but less than the second number (e.g., 17 is between 16 and 18)

circle - A plane closed curve consisting of all points a fixed distance from a fixed point called its center

cone - A solid bounded by a region called its base (usually a circle) in a plane and the surface formed by straight line segments which join points on the boundary of the base to a fixed point, called its vertex, not in the plane containing the base

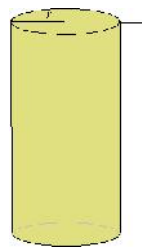
corner - The position at which two lines, surfaces, or edges meet and form an angle

cube - A solid rectangular figure (prism) with 6 square faces

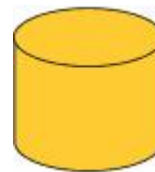
cylinder - A solid bounded by two parallel congruent closed curves (usually circles), called its bases, in a plane and the surface formed by straight line segments that join points on the each of the closed curves

Examples:

horizontal - Parallel to or in the plane



\perp



of the horizon

rectangle - A quadrilateral with four

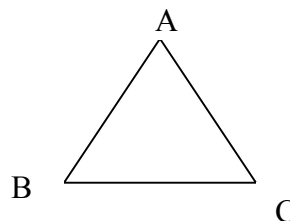
right angles

Examples:

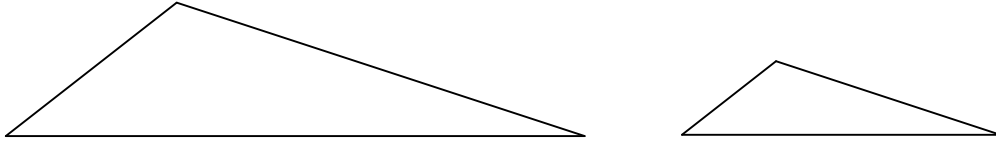


side - A line segment joining two adjacent vertices of a polygon

Example: \overline{AB} is a side of $\triangle ABC$.



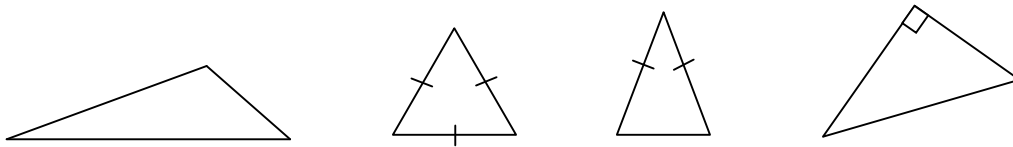
similar figures - Figures that have the same shape but not necessarily the same size. For example, triangles that have the same shape but not necessarily the same size; corresponding sides are in proportion and corresponding angles are congruent



square - A rectangle with two adjacent sides congruent (all four sides will be congruent)

triangle - A polygon with three sides and three angles

Examples:



vertical - Straight up and down; perpendicular to the horizon

MEASUREMENT

afternoon - The part of day from noon until sunset

amount - The sum, the whole, or aggregate of two or more quantities

analog clock - A clock with a minute hand and an hour hand

autumn - The season of the year between summer and winter

between - In the middle of two numbers; greater than the first number but less than the second number (e.g., 17 is between 16 and 18)

calendar - A tabular arrangement of the days, weeks, and months of the year

cent - A unit of money equal to $\frac{1}{100}$ of one dollar

coin - A flat piece of metal issued by governmental authority as money (e.g., pennies, nickels, dimes, quarters)

digital clock - A clock on which the time is displayed numerically (e.g., The time is displayed as 12:22)

dime - A coin with a value of 10 cents or $\frac{1}{10}$ of one dollar

estimate - An answer that is an approximation

evening - The period of decreasing daylight between afternoon and night

hour - A unit used to measure time, $\frac{1}{24}$ of a day; 1 hour = 60 minutes

hour hand - The shorter hand on an analog clock

inch - A customary unit for measuring length or distance; 12 inches = 1 foot; roughly equivalent to the distance from the end of one's thumb to the first joint

length - The distance from one end of an object to the other end

long - Having the greater length of two or the greatest length of several

measure - To find the dimensions or quantity (e.g., length, capacity) of an object or figure

minute - A unit used to measure time; 1 minute = $\frac{1}{60}$ of an hour

minute hand - The longer hand on an analog clock; it tells the minutes

money - Something generally accepted as a medium of exchange, a measure of value, or a means of payment

month - A unit used to measure time on a calendar; 12 months = 1 year

morning - The first or early part of the day, lasting from midnight to noon or from sunrise to noon

nickel - A coin with a value of 5 cents or $\frac{1}{20}$ of a dollar

night - The period between sunset and sunrise, especially the hours of darkness

nonstandard unit - Any tangible item that can be used to measure something (e.g., paper clips, crayons)

penny - A coin with a value of one cent or $\frac{1}{100}$ of a dollar

quarter - A coin with a value of 25 cents or $\frac{1}{4}$ of a dollar

ruler - A tool used to measure length

seasons in relation to the months - One of the four natural divisions of the year, spring, summer, fall, and winter

spring - The season of the year, occurring between winter and summer

standard unit - An acknowledged measure of comparison for quantitative value

summer - The warmest season of the year, occurring between spring and autumn

time - A system of measuring duration or a specific portion of duration (e.g., year, season, day, hour, minute, second)

week - A unit used to measure time; 1 week = 7 days

width - One dimension of a two- or three-dimensional figure

winter - The coldest season of the year, occurring between autumn and spring

year - The time it takes the Earth to make a complete revolution around the sun; since it takes $365\frac{1}{4}$ days, most years have 365 days, with an extra day added every four years (this year is referred to as a leap year)

STATISTICS AND PROBABILITY

bar graph - A graph that uses horizontal or vertical bars to display data

Example:

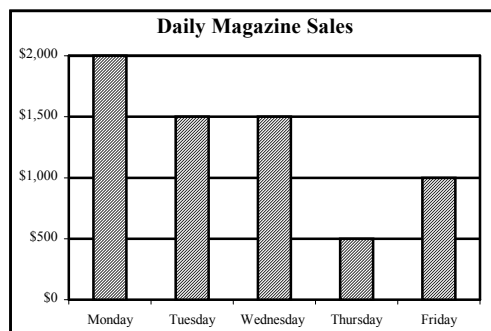


chart - A diagram that illustrates information in the form of a table, graph, or picture

data - Information collected and used to analyze a particular concept or situation

equal to (=) - A symbol that means two things have the same amount, size, number, or value

greater than - A relationship showing that the first term or expression has a value larger than the second term or expression

least - Smallest in quantity, size, or degree

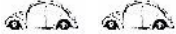

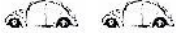

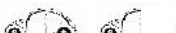

less than - A relationship showing that the first term or expression has a value smaller than the second term or expression

likely - With certainty; without much doubt; probably

most - Greatest in quantity, extent, or degree

pictograph - A graph that uses pictures or symbols to represent data; an accompanying key indicates the value associated with each picture or symbol

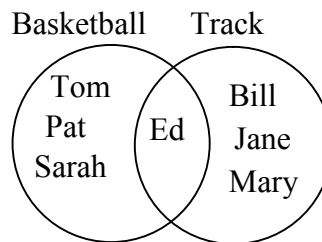
Example: Number of Cars Mr. Betz Sold During One Week

Mon	
Tues	
Wed	
Thurs	
Fri	
Key:	 = 5 cars

unlikely - In probability, an event that has a very small chance of occurring

Venn diagram - A drawing showing relationships among sets

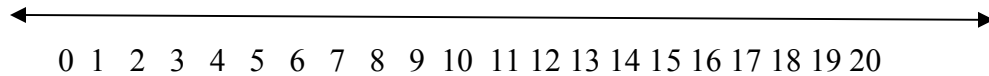
Example: The Venn diagram below shows the students who play basketball, who run track, and who play basketball and run track



HOME ACTIVITIES TO SUPPORT LEARNING

By following your child's progress through the work brought home; you will be able to reinforce what is being learned in school. Here are some activities you can do with your first grader:

1. Construct a number line or part of a number line with the numbers 0 to 100 on it. A number line looks like this:



Using this line, ask your child to:

- a. count forwards and backwards by ones and twos;
 - b. name the whole number immediately before and immediately after any whole number from 1-99;
 - c. name the whole number between any two numbers from 0 to 100;
 - d. name the even and odd numbers on the line
2. Gather a set of coins. With your child, arrange them in various groupings to represent the ideas of equality, greater than, and less than.
 3. Using a set of objects such as blocks and/or the number line, practice addition and subtraction up to the number ten.
 4. Using an apple, a cake, or other concrete object, have your child prepare it to be shared as equally as possible with the number of people present. Discuss with your child how this experience is an example of the use of fractions.

INTERNET RESOURCES

www.aaamath.com

www.aplusmath.com

www.factmonster.com

www.brainpop.com

www.coolmath4kids.com

www.gameaquarium.com

www.multiplication.com

www.primarygames.com

www.funbrain.com

www.dositey.com

www.blackdog.net/games/math

www.funschool.com

Science – Grade 1

OVERVIEW

In accordance with the New York State Learning Standards, the science program at each grade level promotes the processes of scientific inquiry to prepare students to participate fully in an ever-changing world. Students are given the opportunity to exercise their curious and questioning spirit. Inquiry is a critical component of the science program at all levels and in every domain of science. Scientific inquiry involves a variety of skills and information gathering and analysis. Using processing skills for science inquiry allow our students to demonstrate safety in science, use the metric system, estimate and measure, develop an understanding of the nature of scientific inquiry, practice using the skills necessary to become independent inquirers about the natural world and communicate concepts learned through written, verbal, and constructed models using appropriate scientific vocabulary.

The science program nurtures problem exploration through a hands-on approach, and emphasizes the use and manipulation of materials and equipment in investigations. Students will develop a greater appreciation of the scientific process, a more sophisticated understanding of the value of technology, and a deeper commitment to the protection of the natural world. First grade classes investigate units on life sciences, physical science, earth science, and the human body. These four units spiral through the curriculum each year helping students build upon prior knowledge while expanding their understanding and application of scientific concepts, principles, and theories pertaining to the living and physical environment. The objectives taught as part of the First Grade curriculum are listed below:

GRADE SPECIFIC OBJECTIVES

1. Identifying the structures and functions of plant parts
2. Experimenting with plant growth
3. Recognizing that there are different kinds of animals
4. Identifying the structures and functions of animal parts
5. Investigating plant and animal habitats
6. Grouping objects and understanding that matter can exist as a solid, liquid, or gas
7. Experimenting with sound, light, and heat
8. Investigation motion and machines
9. Experimenting with magnets
10. Observing and classifying rocks
11. Investigating soil
12. Understanding the Earth and determining how to protect its resources
13. Charting local weather and investigating components of the weather
14. Investigating the sky
15. Exploring the senses
16. Inquiring about human growth and change
17. Investigating proper nutrition and staying healthy

IMPORTANT VOCABULARY

abdomen	fur	push
air	gas	recycle
animal	germs	repel
aquarium	gills	reuse
artery	globe	roots
attract	habitat	scales
balance	hail	sea turtle
Big Dipper	hand lens	sea urchin
blizzard	head	season
blowhole	heart	seed
bones	hibernate	seed coat
brain	insect	senses
breathe	large intestine	shadow
cactus	leaves	shell
centimeter	liquid	simple machine
crosswalk	living things	small intestine
desert	lungs	soil
digestion	machine	solar system
dinosaur	magnet	solid
dissolve	map	solution
dolphin	maze	star
Earth	migrate	stem
electric charge	mixture	stomach
endangered	moon	sun
esophagus	mountain	tadpole
evaporates	muscles	teeth
exercise	nonliving things	telescope
feathers	object	temperature
flippers	observe	terrarium
flood	ocean	thermometer
floss	Orion	thorax
foam	oxygen	tornado
fog	pan balance	vein
Food Guide Pyramid	parent	vibrate
forest	phases	water cycle
fossil	planet	water vapor
freeze	plant	weathering
fruit	pull	wind

HOME ACTIVITIES TO SUPPORT LEARNING

The following activities will allow you to promote your child's success in various science courses throughout their academic career:

- Review their completed homework assignments
- Aid your child in any science project assigned by the classroom teacher
- Visit various museums and zoos in the metropolitan area
- Encourage the viewing of science programs on the television
- Encourage your child to visit the recommended web sites
- Make regular contact with their classroom teacher

INTERNET RESOURCES

www.sfscience.com – textbook

www.kz.com - textbook

<http://www.nysl.nysed.gov/reference/educoref.htm#sci> – link to multiple websites

www.nysed.gov

www.schoolisland.com

www.science.nasa.gov

www.discovery.com

www.sciencereviewgames.com

Social Studies - Grade 1

OVERVIEW

The Social Studies program focuses on children's roles as members of a family and school community. Children explore self, family and school through the following concepts and themes:

Identity - different types of families exist in all communities

Change - families have a past and change over time.

Identity - family values, attitudes, and capabilities are similar and different.

Culture – communities have monuments and important places.

Places and Regions - places can be located on maps and globes.

Scarcity - unlimited needs and wants conflict with limited natural and human resources.

Technology - tools are used by people to get what they need and want.

Government - people form governments to develop rules that protect citizens.

Citizenship and Civic Values - citizenship includes knowledge and respect for the symbols of the United States of America.

Culture - family beliefs, customs and traditions shape communities.

Decision making – children and adults solve problems, make decisions and resolve conflicts.

GRADE SPECIFIC OBJECTIVES

1. Identify similar/different characteristics of people.
2. Explain why people need each other.
3. Explain how families are alike.
4. Identify family traditions.
5. Identify tools and the workers who use them.
6. Identify different jobs.
7. Recognize that people do different work to earn money.
8. Discuss differences between wants and needs.
9. Explain various goods and services.
10. Identify needs fulfilled outside the family.
11. Design classroom and community maps.
12. Locate land and water.

IMPORTANT VOCABULARY

basic needs	family	physical features
beliefs	flag	places
biography	globe	plan
change	goods and services	problem solving
change over time	govern	resources
choices	government	resources (limited or scarce)
citizen	history	region
citizenship	holiday	responsibilities
community	justice	roles and responsibilities
decision – making	laws	rules
decisions	legends	scarcity
democracy	map	technologies
diagrams	money	timeline
environment (physical)	now and long ago	

HOME ACTIVITIES TO SUPPORT LEARNING

Reading daily to your child will support social studies instruction.

INTERNET RESOURCES

<http://www.emsc.nysed.gov/ciai/socst/home.html>

New York State Education Department: Social Studies Information

Fine Arts – Grade 1

ART OVERVIEW

The elementary art program provides children with experiences to develop creativity and to learn to admire and appreciate beauty. In keeping with the N.Y. Learning Standards for the Arts, the goals of this “hands-on” program are to have the children participate in the creation and production of a variety of visual art works, know and use art materials and resources, appreciate, respond to, and analyze art that they see. Children will develop an understanding of their own historical and cultural heritage and those of others within their communities and beyond.

These learning experiences for grades K-2 are presented repeatedly in a variety of ways to teach the basics of line, color, value, texture, shape and form. Gradually children also learn about rhythm, balance, unity, variety, emphasis, contrast, and proportion. Between Kindergarten and Second Grade students participate in experiences listed below.

GRADE SPECIFIC ART OBJECTIVES

1. Drawing, painting, designing, sculpting, constructing and print-making in a variety of media and imaginative ways
2. Learning about art heritage, artists, their contributions, and ways of communicating cultural values
3. Responding to artwork and talking about its characteristics, structure, and mood
4. Building skills of observation and discrimination to compare contrast, discuss, and build a base for making informed judgments

IMPORTANT VOCABULARY

architect	fantasy	multicultural	rectangular
block letters	fashion	mural	repetition
capital letters	folk art	oblong	reverse
career	found object	overlapping	rubbing
circular	geometric	papier mache	scratchboard
color wheel	graph	pastel	scribble
computer	illustrate	patchwork	sculptor
construct	illustration	pendant	sculpture
cool colors	illustrator	photographer	secondary colors
cover	imagination	pinch	slab
creative	invent	polygon	spatter painting
diorama	jewelry	portrait bust	spiral
doodle	life-size	prehistoric	sponge painting
easel	lower case	primary colors	stencil
environment	mixed media	printing	stencil brush
experiment	mood	printmaking	still life
subject	three-dimensional	track	video
surface	thumbnail sketch	triangular	warm colors
tempera	tissue paper	two-dimensional	wash
template	totem pole	variety	wedging

HOME ACTIVITIES TO SUPPORT LEARNING

- Talk to your child about what they did in art class each week
- Take your child to museums where art is displayed
- While reading children's books, take the time to observe and discuss with your child what they like or find interesting in the illustrations or photographs as well as how the artwork sends a message or reinforces an idea from the book
- Share with your child the art of your own cultural heritage
- Discuss how various works of art make your child feel
- Encourage your child to observe and find various shapes, textures, or types of lines in familiar objects, nature, photographs or works of art
- Engage in visually imaginative activities such as finding objects or pictures in cloud formations
- Encourage your child to create at home by drawing, coloring with crayons or use of watercolor paints
- Compliment your child's creativity
- Watch educational television programs with your child that use art as a primary medium for learning and expression
- Ask your local library for books on art appropriate for first graders

MUSIC OVERVIEW

The elementary music program provides balanced, comprehensive, and sequential experiences for children to perform, create, and respond to music. Through singing, playing instruments, moving to music, and creating music, children acquire musical skills and knowledge by doing. In keeping with the N.Y. State Learning Standards for the Arts, the goals of this "hands-on" program are to have children create, perform, and participate in music-making, know and use musical materials and resources, and appreciate, respond to, and analyze music they hear. Furthermore, through experiential learning, students will understand their own historical and cultural heritage and those of others within their communities and beyond. The specific learning objectives taught in First Grade are listed below.

GRADE SPECIFIC MUSIC OBJECTIVES

1. Sing, alone and with others, a varied repertoire of songs.
2. Perform on instruments, alone and with others, a variety of music.
3. Improvise and create melodies, variations, and accompaniments.
4. Read and notate music.
5. Listen to, analyze, and describe music.
6. Understand relationships between music, the other arts, and other disciplines.
7. Understand music in relation to history and culture.
8. Expand the repertoire of learned folk songs and singing games to be sung in tune and on pitch.
9. Continue to develop in-tune singing.
10. Develop and utilize the concept of "inner hearing."

11. Begin to learn and read musical notation by responding to: pictorial representations of melody and rhythm, hand signs for specific sol-fa pitches (S,M,L); rhythmic notation and notes on the staff.
12. Perform easy rhythmic, melodic and harmonic patterns on classroom instruments.
13. Improvise “answers” to given rhythmic and melodic phrases.
14. Create simple rhythmic melodic accompaniments.

IMPORTANT VOCABULARY

melody rhythm pitch rest mallet
sol, mi, la, ta, ti-ti

Instrument names to include:

xylophone metalophone glockenspiel.

HOME ACTIVITIES TO SUPPORT LEARNING

- Talk to your child about what they did in music class each week.
- Take your child to live music concerts.
- Listen to music of various styles, from various cultures and historical eras.
- Share with your child the music of your own cultural heritage.
- Discuss with your child how various songs or pieces of music make them feel.
- Sing various children’s songs to them and with them.
- Watch educational television programs with your child that use music as a primary medium for learning and expression.
- Visit the local library for CDs of music to listen to.

Physical Education & Health – First Grade

PHYSICAL EDUCATION OVERVIEW

The Physical Education Program is an important part of your child’s education. It is an integral part of the total educational growth and development process of each child. This program significantly contributes to the acquisition of personal living skills such as cardiovascular fitness, muscular skeletal fitness, cooperation, risk taking, safety, trust and respect.

The sequential learning experiences in Physical Education are designed to fulfill the child’s physical development and translate into a meaningful and successful program that meets the needs of all children.

Activities will include physical fitness, locomotor and non-locomotor skills, movement exploration, perceptual motor skills and object manipulation in the lower grades (K-2). In grades 3-5 the activities will include rhythm, ball handling, team and individual sports and physical fitness. These activities and experiences will help prepare the youngster for middle school physical education and after school athletics.

HEALTH OVERVIEW

THE GREAT BODY SHOP is a comprehensive health, substance abuse and violence prevention program in which your child will be participating this year. This program will help your child learn more about his or her body and how to take care of it. The program is a team effort involving you, your child, the teacher and members of the community. Each month, your child will receive a student issue of THE GREAT BODY SHOP which will present an appropriate level of knowledge about topics such as nutrition, safety, preventing illness, and drug and alcohol prevention. Games, quizzes and other material will help develop values, build critical thinking skills and promote behaviors that relate to health goals. Your child’s teacher will discuss the units of THE GREAT BODY SHOP in depth with the students. Student monthly issues will be sent home to share with the family and we ask that you talk about the lessons learned with your child.



English as a Second Language –First Grade

OVERVIEW

English Language Learners are given daily instruction in English as a Second Language to support work done in their primary classroom and to help them become confident in all English-language skills. The amount of English as a Second Language instruction is determined by the student's scores on either the LAB-R test or the NY State English As A Second Language Achievement Test (NYSESLAT).

We encourage parents to be partners in their children's education. In the Fall, parents of English Language Learners are invited to meet with the ESL teacher during Back-To-School night. We host ESL Family Game Nights and Math Activities Nights that you can attend with your child and his/her ESL teacher. Your child's ESL teacher holds morning meetings a few weeks before the NYSESLAT so that you can learn more about this important test and help your child meet with success.

Should you have any questions or concerns during the school year, please contact your child's ESL teacher.

GRADE SPECIFIC OBJECTIVES

1. Listen for specific information
2. Comprehend initial and final consonants, consonant blends, and long and short vowels.
3. Use contractions and compound words
4. Respond to literature verbally and in written form
5. Use repetition, rhythm and rhyme
6. Use question words
7. Identify and utilize capitalization, punctuation, nouns and pronouns
8. Recognize sequence of events
9. Understand and use phonemic strategies in word recognition and spelling
10. Write complete sentences in proper order using capital letters at the beginning and periods at the end
11. Write a minimum of three complete sentences in correct sequential order: first, next, and last

IMPORTANT VOCABULARY

after	came	he	of	run	this
again	could	her	old	saw	too
all	did	him	on	say	under
any	do	his	once	she	walk
ask	eat	how	open	so	want
at	every	into	our	soon	well
ate	fly	just	out	stop	went
black	from	know	over	take	were
brown	get	like	please	thank	what
but	good	live	pretty	that	when
by	have	must	put	think	who

HOME ACTIVITIES TO SUPPORT LEARNING

1. Ask your child what they are doing in school.
2. Review your child's homework assignment or ask your child to explain it to you.
3. Make regular visits to the Hicksville Public Library and get a library card for your child.
4. Read to your child in English or in your native language and ask your child to tell you about the reading.

INTERNET RESOURCES

You can request the following publications in English and Spanish from the U.S. Department of Education. All are provided at no cost. They can be ordered on-line at www.edpubs.org

Helping Your Child Learn Mathematics
Como Ayudar a Su Hijo a Aprender Ciencias
La Lectura Es Lo Primero: Como Ayudar a Aprender a Leer
Como Ayudar a Su Hijo a Ser Un Buen Lector
(English/Spanish)Guide for Parents:
How Do I Know a Good Early Reading Program When I See One