

FIRST GRADE



Utah State
Board of
Education

Teaching
and
Learning

Family Guide to Student Success

Families are important partners in achieving the Utah State Board of Education's vision that "each student is prepared to succeed and lead by having knowledge and skills to learn, engage civically, and lead meaningful lives." The purpose of this document is to help families better understand what their children should learn, when a child may need more help, or when a child would benefit from extra challenges. By using these resources you may find more ways to advance your child's learning at home while encouraging growth in their communication, critical thinking, and problem solving skills.

ENGLISH LANGUAGE ARTS

Essential Learning: ENGLISH LANGUAGE ARTS

- **Reading:** First grade students can demonstrate grade level appropriate phonological awareness skills (add, delete, and substitute initial and final sounds in simple syllable words; isolate sounds in four to five sound words; etc.).
- **Reading:** First grade students can blend four to five sound words while reading, identify and begin reading words of all syllable types, decode two-syllable words, and read and spell words with spelling-sound correspondences.
- **Reading:** First grade students can read grade-level appropriate text. They can ask and answer questions about the main idea and key details in texts. They can clarify the meaning of unknown and multiple-meaning words.
- **Writing:** First grade students can compose an opinion, informative, and narrative piece by using appropriate conventions, producing complete, simple, and compound sentences and include a concluding sentence.

(Continued from Essential Learning: ENGLISH LANGUAGE ARTS)

- **Writing:** First grade students can participate in shared research and writing projects by legibly writing all upper- and lowercase manuscript letters.
- **Speaking and Listening:** First grade students can prepare for and participate effectively in a range of conversations using grade-level appropriate vocabulary on topics and texts with diverse partners and express their own ideas in small and large groups, building on others' ideas and expressing their own ideas clearly.
- **Speaking and Listening:** First grade students can produce complete sentences to present information clearly when speaking to others.

Link to the English Language Arts Core Standards:

[Link to the new ELA Standards coming soon!](#)

Home-to-School Connections: ENGLISH LANGUAGE ARTS

- Listen to your child read and tell you stories. Have conversations about what they are reading.
- Play board games and card games and talk about what's happening as you play.
- During screen time, help choose programs that will both interest them and build knowledge. Ask what they have learned, and find books on these subjects at the local library.
- Keep what your child enjoys reading around the house.

FINE ARTS

Essential Learning: DANCE

- **Create:** Improvise simple choreography; edit and fix the choreography.
- **Perform:** Perform the elements of dance (awareness of space, shapes, locomotor and non-locomotor movement, energy qualities and degrees, body parts, and time).
- **Respond:** Identify movements when watching and doing; use basic dance terminology to describe movement; describe movement from a culture or genre; describe why a dance is artistic.
- **Connect:** Identify emotions when watching a dance and connect it to personal life and personal views; demonstrate movement of a specific topic; find relationship between dance and culture, historical period, society or community; connect to visual art; connect to other core content.

Essential Learning: DRAMA

- **Create:** Use imagination to create character and scene with movement, gesture, sound and facial expression.

(Continued from Essential Learning FINE ARTS: DRAMA)

- **Perform:** Share drama with invited guests that communicates meaning with body and voice.
- **Respond:** Identify what drama is, how it happens and share personal responses to drama performances.
- **Connect:** Make personal and other content connections to drama experiences including exploration of culture.

Essential Learning: MUSIC

- **Create:** Keep a steady beat, explore timbre and melody, generate rhythmic and melodic musical ideas.
- **Perform:** Perform simple songs and rhythms.
- **Respond:** Describe imagery conveyed by a music selection; identify elements that elicit feelings.
- **Connect:** Connect music with other content and cultures.

Essential Learning: VISUAL ARTS

- **Create:** Create art using materials and tools safely.
- **Present:** Learn about different cultures and their art.
- **Respond:** Recognize that many cultures make art, consider why people make art.
- **Connect:** Look at different artworks and talk about how different artworks can make you feel (mood).

Link to the Utah **Fine Arts** Core Standards:

<https://www.schools.utah.gov/file/d1fde2c5-7463-4892-9d23-8584924537a7>

Home-to-School Connections: FINE ARTS

- Provide materials for children to create:
 - Old clothes, hats, and props for playmaking and movement exploration.
 - Simple musical instruments.
 - A stage area created by hanging old sheets or open space for dancing/playing.
 - Puppets and puppet stage.
 - Art materials to explore the art-making process: crayons, markers, colored pencils, water with food coloring for watercolors, scrap paper, old magazines for making collages and/or cardboard from cereal boxes/paper towel rolls for sculpture, etc.
 - An “art area” where messes are OK.
- Use arts for parties and celebrations:
 - Go to live arts, music, dance, and drama performances.
 - Have the children create and perform dance, drama or music performances.
 - Sing simple songs together.
 - Play drama games.

(Continued from Home-to-School Connections: FINE ARTS)

- Go to museums.
- Gather art supplies and make a mural.
- Consider a variety of arts activities:
 - Create simple melodies, write plays and dance pieces and perform them.
 - Organize a children's group or playdate to meet for arts activities or experiences.
 - Take children to live dance, music and theatre productions.
 - Make puppets out of materials around the house: sticks, pinecones, old socks, lunch sacks, etc.
 - Make funny faces or sculptures out of food.

HEALTH EDUCATION

Essential Learning: HEALTH EDUCATION

- **Health Foundations and Protective Factors of Healthy Self:** Demonstrate how to express gratitude, treat others with kindness and respect differences.
- **Mental and Emotional Health:** Demonstrate healthy ways to express needs, wants and feelings.
- **Safety and Disease Prevention:** Identify when an environment is not safe and understand how to react and report to a trusted adult. Recognize the importance of using electronic devices only with supervision.
- **Substance Abuse Prevention:** Explain the importance of only taking medicine with adult supervision.
- **Nutrition:** Identify foods and beverages that are healthy choices for the body and explain the importance of choosing healthy foods at each meal.
- **Human Development:** Describe why oral hygiene, washing body and hands, and wearing clean clothes are important for a healthy body. Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid or unsafe.

Link to the full Utah Health Education Core Standards:

<https://schools.utah.gov/file/ed906f78-eaf5-44fa-892f-984e28c4c2a7>

Home-to-School Connections: HEALTH EDUCATION

- Practice methods to calm down when feeling frustrated or angry.
- Make a safety plan for home. Some ideas are:
 - Use of safety equipment like helmets and seatbelts.
 - How to evacuate in case of fire or earthquake, and where to meet after.
 - Firearm safety.
 - What to do in case of injuries like cuts, falls or other medical emergencies.
 - When to call 911.
- Prepare a meal together with a variety of foods and colors.

(Continued from Home-to-School Connections: HEALTH EDUCATION)

- Talk with your child about safe people such as parents, guardians, relatives, teachers, counselors or clergy and make a list of at least three specific people that your child could go to for help.

MATHEMATICS EDUCATION

Essential Learning: MATHEMATICS

■ STANDARDS FOR MATHEMATICAL PRACTICE

The Standards for Mathematical Practice describe the ways students interact with math concepts. These standards represent the behaviors, skills and habits your child will develop as they engage and progress in their mathematics learning.

Students will:

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.

■ FIRST GRADE STANDARDS FOR MATHEMATICS

These are the critical skills your child will be learning in first grade. These skills lay the foundation for future success in mathematics.

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction within 20.
- Understand and apply properties of addition (for example, $3+8=11$ and $8+3=11$).
- Understand and apply the relationship between addition and subtraction (for example, $8+3=11$ and $11-3=8$).
- Work with addition and subtraction equations.

Numbers and Operations in Base Ten

- Count to 120 starting at any number.
- Understand place value.
- Use place value strategies to add and subtract within 100.

Measurement and Data

- Measure lengths using standard and non-standard units.
- Tell and write time in hours and half hours.
- Represent and interpret data.
- Identify the value of coins.

Geometry

Reason with shapes and their attributes (characteristics).

(Continued from: MATHEMATICS)

Link to the full Utah Core Standards for **Mathematics**

<https://www.schools.utah.gov/curr/mathematics/core?mid=4514&tid=1>

Home-to-School Connections: MATHEMATICS

- **Portray a positive view of math:** Speak positively about math around your child. This will help build their identity as a mathematician and encourage them to persevere through challenging tasks.
- **Focus on flexibility and perseverance rather than speed:** When engaging in mathematics with your child, encourage them to try multiple strategies to solve problems. Support their growing understanding by celebrating effort, perseverance and the learning process without focusing attention on speed and correctness.
- **Encourage your child to explain their thinking:** If you notice errors in your child's mathematics, avoid telling them that they're wrong. Rather, engage them in a conversation about their reasoning around how they solved the problem.
- **Count with familiar items:** Count together using items like blocks, coins, or candy. Practice counting by ones and tens. Practice representing addition and subtraction by adding groups of objects together or separating groups and taking objects away.
- **Develop estimation skills:** When things are stored or poured into varying size containers you have an opportunity to build your child's concept of quantity and estimation. During meal time, ask which bowl has more and which has less. Ask your child to order glasses of milk from least to most full.
- **Use real money with your child:** Engage your child in transactions at the store using real currency rather than credit or debit cards. Help them practice counting coins and making groups of ten with pennies and dimes.
- **Use calendars at home:** Keep a calendar displayed in your home. Practice saying the days of the week and counting down the days till an exciting event.
- **Use analog clocks:** Practice telling time on analog clocks and watches at home. Help your child build their understanding of time by making connections between digital and analog displays. Include time-telling language when talking with your child—for example, half-hour, quarter to the hour, an hour and a half, half past, etc.
- **Play games with math and math vocabulary:** Play counting games and simple games with addition and subtraction during downtime, like while driving in the car—for example, I'm thinking of a number that's greater than 4 and less than 9.
- **Regularly check in with your child's teacher(s):** Touch base with your child's teacher through email, phone calls, conferences etc. to further discuss ways in which you can support your child's learning at home.

PHYSICAL EDUCATION

Essential Learning: PHYSICAL EDUCATION

- **Motor Skills and Movement Patterns:** Demonstrating proper technique for hopping, galloping, running, twisting and stretching. Catch soft objects of various sizes, dribble a ball with one hand, kick a stationary ball, jump forward and backward using a self-turned rope.
- **Attain Efficient Movement and Performance:** Travel in different directions and speed around, over, under and through objects.
- **Components to Maintain Health and Fitness:** Actively participate in physical activity and understand the benefits of exercise. Differentiate between healthy and unhealthy foods and the importance of hydration.
- **Develop Cooperative Skills:** Follow rules and safety procedures for games and activities.
- **Personal Value of Physical Activity:** Discuss the enjoyment of participating in activities with others.

Link to the full Utah **Physical Education** Core Standards

<https://www.schools.utah.gov/file/6192280d-2ab2-4ff1-b5dd-a9c2f95c1b11>

Home-to-School Connections: PHYSICAL EDUCATION

- Practice and play a variety of physical activities together that encourage throwing, catching, dribbling, and kicking a ball. Practice jumping rope.
- Let your child help plan a healthy meal and discuss how the meal supports an active lifestyle.
- Invite other children to participate in games and activities of all ability levels, practice cooperation and sportsmanship. Make up rules to a new game and follow them.
- Talk about games and activities you enjoy and teach your child how to play or participate in them.

SCIENCE

Essential Learning: SCIENCE

- **SEASONS AND SPACE PATTERNS:**
 - **Obtain, evaluate, and communicate information** about the movement of the sun, moon, and stars to describe predictable patterns.
 - **Obtain, evaluate, and communicate information** about the patterns observed at different times of the year to relate the amount of daylight to the time of year.
 - **Design** a device that measures the varying patterns of daylight.

(Continued from Essential Learning: SCIENCE)

- **THE NEEDS OF LIVING THINGS AND THEIR OFFSPRING:**
 - **Plan and carry out an investigation** to determine the effect of sunlight and water on plant growth.
 - **Construct an explanation** by observing patterns of external features of living things that survive in different locations.
 - **Obtain, evaluate and communicate information** about the patterns of plants and nonhuman animals that are alike, but not exactly like, their parents.
 - **Construct an explanation** of the patterns in the behaviors of parents and offspring which help offspring to survive.
- **LIGHT AND SOUND:**
 - **Plan and carry out an investigation** to show the cause and effect relationship between sound and vibrating matter.
 - **Use a model** to show the effect of light on objects.
 - **Plan and carry out an investigation** to determine the effect of materials in the path of a beam of light.
 - **Design** a device in which the structure of the device uses light or sound to solve the problem of communicating over a distance.

Link to the full **Utah Science with Engineering Education (SEEd)** Core Standards <https://www.schools.utah.gov/file/f4cb6568-bb85-4908-a1f6-45feb98b9ebc>

Home-to-School Connections: SCIENCE

- Observe the location of the sun in the morning, at noon and in the evening for a week. What pattern do you notice?
- Observe a mother animal with her babies. How does she help them to survive?
- Shine a flashlight onto different objects. Which objects allow the light to travel through them? Which objects do not allow light to pass through them? Which objects reflect the light?

SOCIAL STUDIES

SOCIAL STUDIES

The social studies family guides will be coming as soon as those new standards have been approved by the Board.

PARTNER WITH YOUR CHILD'S TEACHER(S)

Productive relationships between families and teachers are essential to learning. You can facilitate development of a respectful relationship with your child's teacher(s) by:

- Introducing yourself.
- Asking about the best means to communicate effectively regarding your child's learning (for example: email, notes, phone calls).
- Sharing anything that would be important to consider when planning for your child's learning experiences (for example: strengths, areas for growth, goals and/or any other special considerations).
- Attending parent teacher conferences and identifying ways you can support your child's development, growth and learning.
- Asking your child about what they are learning and reinforcing their learning at home by maintaining focus on the learning process rather than outcomes and celebrating both successes and failures.
- Acknowledging the positive contributions of educators on your child's development, growth and learning.

5Es FOR FAMILIES

To support your child in developing the characteristics found in [Utah's Portrait of a Graduate](#), you will find [Utah's 5Es for Families](#) to be another helpful resource. By using the 5Es for Families, your home environment can support and enrich your child's learning.