



# Partners in LEARNING

GUILFORD COUNTY SCHOOLS 2007 - 2008

*Dear Parent/Guardian:*

*We welcome your child to an exciting, successful first grade year. This brochure provides an overview of what will be taught this year in each subject area along with sample learning activities, developmental characteristics of children in this age group and favorite books and authors. We hope you will find this information helpful as you work with your child at home to reinforce the concepts taught at school.*

*You have a key role in your child's education, and your involvement will help ensure that we are all partners in the learning process. As we focus on improving student achievement, you can help by monitoring your child's progress through interim reports and teacher conferences and by talking daily about what is happening at school. Always carefully review report cards, test results and work folders, and communicate frequently with your child's teacher.*

*We look forward to being partners in learning with you throughout your child's school years.*

*Sincerely,*

**Terry B. Grier, Superintendent**

## Developmental Characteristics

Children develop in a natural progression of growth, moving through predictable stages of development. Not all children move through these phases at the same pace. Children pass through developmental stages at their own rates.

Students in grades kindergarten through three, ages five to eight, are similar in the ways that they learn. They learn by doing, experiencing, and using their senses. Some general characteristics for six-year-olds are as follows:

### Physical

- Experiences rapid growth span
- Has high activity level
- Has eye-hand control to be able to hit moving object
- Reverses letters and numerals
- Shows stress through wiggling, nail biting
- Enjoys boisterous, adventuresome activities

### Social/Emotional

- Is talkative
- Has good sense of humor
- Desires to please
- Works best with only one peer
- Loves praise
- Is insecure but wants to be independent
- Sees self as center of the universe; feels very important
- Is sensitive to failure, criticism
- Shows expansive, out-of-bounds behavior

### Mental

- Has selective attention span
- Is easily distracted
- Enjoys discovery
- Is creative, imaginative
- Begins to understand past, future, fact, fantasy
- Is interested in process (not just product)
- Has greater control of oral language

## Information Skills (Media)

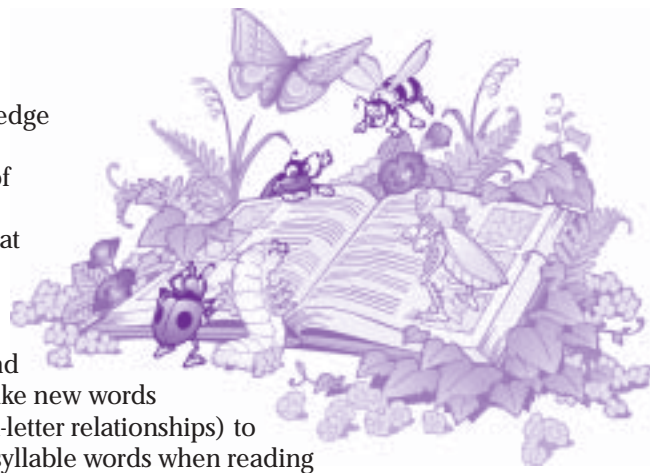
- Knows library personnel and areas
- Demonstrates how to borrow/return materials
- Follows oral/graphic instructions for using resources
- Uses features of print materials for finding information - cover, illustration, spine, map, chart, title page, table of contents
- Explains the characteristics of award-winning books
- Performs simple research
- Selects library resources for independent reading
- Identifies sequences, main ideas, and specific information after listening, viewing, and/or reading
- Compares and contrasts authors and illustrators, including the styles and media that they use
- Distinguishes between different types of audiovisual and computer resources
- Communicates enjoyment of resources to others
- Respects library resources, facility, and personnel

### Favorite Authors, Poets, and Illustrators of First Graders

Allard, Harry (Miss Nelson Series)  
Brown, Marc (Arthur Series)  
Carlson, Nancy  
Galdone, Paul (Fairy Tales)  
Gibbons, Gail (Information Books)  
Henkes, Kevin  
Lobel, Arnold (Frog and Toad Series)  
Marshall, James (George and Martha Series)  
Minarik, Else (Little Bear Series)  
Murphy, Stuart (Math Starts Series)  
Parish, Peggy (Amelia Bedelia Series)  
Potter, Beatrix  
Ransome, James  
Rey, H. A. (Curious George Series)  
Rylant, Cynthia (Henry and Mudge Series)  
Stevens, Janet  
Wisniewski, David  
Yolen, Jane (Commander Toad Series)

## Reading

- Demonstrates knowledge of alphabet
- Counts the number of syllables in a word
- Blends the sounds that letters make, e.g., *ch, sh, bl*, etc.
- Changes the beginning, middle, and ending sounds to make new words
- Uses phonics (sound-letter relationships) to decode regular one-syllable words when reading
- Recognizes many high-frequency and/or common irregularly spelled words (e.g., *have, said*)
- Uses pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors
- Self-monitors decoding by using one or two decoding strategies (beginning letters, length of word)
- Reads self-selected texts independently for 15 minutes daily
- Reads aloud independently with fluency and comprehension any text that is appropriate for emergent readers
- Demonstrates familiarity with a variety of texts (storybooks, short chapter books, etc.)
- Reads and understands both fiction and non-fiction appropriate for grade one
- Uses preparation strategies and connects prior knowledge and experiences to new text
- Predicts and explains what will happen next in stories
- Uses one or two strategies (questions, summarizing, retelling) to self-monitor comprehension
- Discusses and explains when answering *what, when, where*, and *how* questions
- Reads and understands simple written directions
- Explains how information and events connect to life experiences
- Recognizes similar vocabulary words and concepts with experiences
- Discusses unfamiliar oral and/or written vocabulary
- Shares personal experiences and responds to experiences with books
- Understands how authors use vocabulary and language to develop an individual voice
- Discusses how authors/speakers use different kinds of sentences to interest a reader/listener
- Compares authors' uses of conventions of written language that help readers (kinds of sentences, punctuation, capitalization)
- Uses new vocabulary and structures in reading and writing
- Uses vocabulary that names characters and settings (who, where) and tells actions and events (what happened) in simple texts
- Uses specific words to name and tell action in oral and written language
- Uses oral and written language to listen to, retell, and write about information



### Favorite Books of First Graders

*Why Mosquitoes Buzz in People's Ears*, Verna Aardema  
*Miss Nelson Is Missing*, Harry Allard  
*Cloudy with a Chance of Meatballs*, Judi Barrett  
*Bertie's Picture Day*, Pat Brisson  
*The Golly Sisters*, Betsy Byars  
*Stellaluna*, Janell Cannon  
*Jack's Garden*, Henry Cole  
*Strega Nona*, Tomie DePaola  
*Olivia Saves the Circus*, Ian Falconer

*The Patchwork Quilt*, Valerie Flournoy  
*Lilly's Purple Plastic Purse*, Kevin Henkes  
*Amazing Grace*, Mary Hoffman  
*Harold and the Purple Crayon*, Crockett Johnson  
*Patches Lost and Found*, Steven Kroll  
*Rumpus of Rhymes*, Bobbi Katz  
*The Story of Ferdinand*, Munro Leaf  
*Frog and Toad Are Friends*, Arnold Lobel  
*Little Bear*, Else Minarik

*Black Cat*, Christopher Myers  
*Amelia Bedelia*, Peggy Parish  
*Officer Buckle and Gloria*, Peggy Rathmann  
*Where the Wild Things Are*, Maurice Sendak  
*Amazing Bone*, William Steig  
*Good Night, Good Knight*, Shelley Thomas  
*Owl Moon*, Jane Yolen

## Writing

- Takes risks when writing
- Reads writing back to teacher
- Shares writing voluntarily
- Responds to the writing of others
- Maintains journal/learning log
- Uses vocabulary of print such as *letter, word,* and *question mark*
- Begins to space between words
- Uses prewriting strategies such as drawing, graphic organizers, brainstorming or story boarding with support
- Revises by adding on to writing in response to questions
- Expresses ideas in simple, complete sentences
- Writes multiple sentences using patterns
- Writes several sentences about the same topic
- Uses capital and lower case letters appropriately
- Uses capital letters at beginning of sentences
- Capitalizes proper nouns and the pronoun “I”
- Uses basic punctuation (periods and question marks)
- Writes legibly
- Applies phonics knowledge and basic patterns, e.g., *an, ee, ake,* to spell correctly three- and four-letter words
- Applies phonics knowledge to write independently, using temporary spelling that can generally be read by others
- Begins to use conventional spelling, including some high frequency words
- Writes for a variety of purposes (stories, journal entries, letters, lists, captions, signs, notes, etc.)
- Generates stories with a beginning, middle, and an end
- Begins to use detail (descriptive words)
- Uses varied vocabulary and expanded language
- Publishes with teacher support
- Uses one or two strategies to self-monitor composition (re-reading, peer conferences)
- Begins self-monitoring of writing by using rubrics
- Participates in quarterly writing benchmarks



## Writing Process

**Prewriting** is the process that helps writers prepare to write. The student spends time gathering information using graphic organizers, experimenting with ideas, and plotting a course. Prewriting is essential to the writing process.

**Drafting** is the stage of making choices as to what to write. This is the student’s first attempt at writing a piece.

**Revising** is essential in the writing process. It is the re-reading and re-working of the writing to make improvements in the content, organization, and word choice. The writer decides where to add or delete information.

**Editing** occurs only after the writer feels satisfied with the content and organization of the writing. This step allows a student to remove errors including usage and mechanics that would distract the reader.

**Publishing** provides a chance for students to complete a product, see themselves as “authors,” read with appreciation, and learn from others.

## Guidance

- Describes how she/he is alike as well as different from others
- Verbalizes a personal trait or behavior that he/she likes about self
- Recognizes words that express feelings
- Recognizes that strengths and weaknesses are human characteristics
- Recognizes that the world of work is diverse
- Learns the rules for participating in group discussions
- Demonstrates knowledge of the importance of following rules for group discussion
- Learns effective listening skills
- Recognizes the importance of working together in a group
- Adjusts to the school environment
- Recognizes the importance of self control and individual responsibility
- Demonstrates knowledge of the importance of learning



### Related Books

*The Ugly Duckling*, Hans Christian Andersen  
*When Sophie Gets Angry...Really, Really Angry*, Molly Bang  
*Bootsie Barker Bites*, Barbara Bottner  
*How to Lose All Your Friends*, Nancy Carlson  
*Weekend with Wendell*, Kevin Henkes

## Advanced Learner Program

Advanced Learners are described as students who demonstrate remarkably high levels of accomplishment when compared with others of their age, experience or environment.

Formal eligibility for the Advanced Learner Program is not determined until the fall of grade 3. However, the Team for Advanced Learners (TAL) at each school can review any students in grade K-2 and recommend differentiation strategies to address the advanced needs of an individual or group of students. Advanced Learner Curriculum Specialists in each school collaborate with classroom teachers to provide for advanced learners.



# Mathematics

## Number and Operation

- Develop number sense for whole numbers through 99
- Connect model, number word, and number using a variety of representations
- Use efficient strategies to count the number of objects in a set
- Read and write numerals
- Compare and order sets and numbers
- Build understanding of place value (ones, tens)
- Estimate quantities fewer than or equal to 100
- Recognize equivalence in sets and numbers 1-99
- Use groupings of 2's and 5's, and 10's with models and pictures to count collections of objects
- Develop fluency with single digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens
- Create, model, and solve problems that use addition, subtractions, and fair shares (between two or three)

## Measurement

- For given objects:
- Select an attribute (length, capacity, mass) to measure (use non-standard units)
  - Develop strategies to estimate size
  - Compare, using appropriate language, with respect to the attribute selected
  - Develop an understanding of the concept of time
  - Tell time at the hour and half-hour
  - Solve problems involving applications of time (clock and calendar)

## Geometry

- Identify, build, draw and name parallelograms, squares, trapezoids, and hexagons
- Identify, build, and name cylinders, cones, and rectangular prisms
- Compare and contrast geometric figures
- Solve problems involving spatial visualization



## Data Analysis and Probability

- Collect and organize data using line plots and tallies
- Describe events as certain, impossible, more likely or less likely to occur

## Algebra

- Sort and classify objects by two attributes
- Use Venn diagrams to illustrate similarities and differences in two sets
- Create and extend patterns, identify the pattern unit, and translate into other forms
- Create and extend patterns, identify the pattern unit, and translate into other forms.



## Related Books

*Bats Around the Clock*, Kathi Appelt  
*Math in the Bath (and other fun places, too!)*, Sara Atherley  
*Ten Black Dots*, Donald Crews  
*Click, Clack, Moo: Cows That Type*, Doreen Cronin  
*A Pig is Big*, Douglas Florian

*My Little Sister Ate One Hare*, Bill Grossman  
*The Doorbell Rang*, Pat Hutchins  
*Hannah's Collections*, Marthe Jocelyn  
*Mission Addition*, Loreen Leedy  
*The M & M's Counting Book*, Barbara McGrath

*Game Time*, Stuart J. Murphy  
*A String of Beads*, Margarette S. Reid  
*The Little Red Hen (Makes a Pizza)*, Philemon Sturgess  
*Bunny Money*, Rosemary Wells

## Science

### Needs of Living Organisms

- Determines the needs of plants:
  - Air
  - Space
  - Nutrients
  - Water
  - Light
- Determines the needs of animals:
  - Air
  - Food
  - Space
  - Water
  - Shelter
- Discusses the wide variety of living things on Earth
- Identifies local environments that support the needs of North Carolina plants and animals
- Observes the ways in which humans are similar to other organisms



### Related Books

*Flower Garden*, Eve Bunting  
*One Bean*, Anne Rockwell  
*Marshes and Swamps*, Gail Gibbons  
*The Tiny Seed*, Eric Carle  
*The Victory Garden Vegetable Alphabet Book*, Jerry Pallotta  
*Dot and Jabber and the Great Acorn Mystery*, Ellen Stoll Walsh

### Solid Earth Materials

- Describes rocks and other earth materials in more than one way
- Describes and sort a variety of earth materials according to their properties:
  - Size
  - Shape
  - Color
  - Hardness
- Observes the various components that combine to make soil
- Compares the components of soil samples from different places
- Explores where earth materials are found and how they are used



### Related Books

*If You Find a Rock*, Peggy Christian  
*The Big Rock*, Bruce Hiscock  
*Rocks and Soil*, Terry Jennings  
*Dave's Down to Earth Rock Shop*, Stuart Murphy

### Properties and Relationship of Objects

- Describes the differences in the properties of solids and liquids
- Investigates several ways in which objects can be described, sorted or classified
- Classifies solids according to their properties:
  - Color
  - Texture
  - Shape (ability to roll or stack)
  - Density (float or sink)
- Determines the properties of liquids:
  - Ability to float or sink in water (buoyancy)
  - Tendency to flow
  - Color

- Observes interaction of mixtures including:
  - Solids with solids
  - Liquids with liquids
  - Solids with liquids



### Related Books

*The Button Box*, Margarett Reid  
*Pop! A Book About Bubbles*, Kimberly Brubaker Bradley

### Balance, Motion and Weighing Objects

- Describes different ways in which objects can be moved
- Observes that movement of an object can be affected by pushing or pulling
- Observes that objects can move steadily or change direction
- Describes balance as a function of position and weight
- Describes and identifies systems that are unstable and modify them to reach equilibrium

### Other Science Books

*A Gardener's Alphabet*, Mary Azarian  
*Sunflower House*, Eve Bunting  
*The Tiny Seed; A House for Hermit Crab*, Eric Carle  
*Red-Eyed Tree Frog*, Joy Cowley  
*Snowballs*, Lois Ehlert  
*Time to Sleep*, Denise Fleming  
*Find the Bird*, (Hide and Seek Series), Cate Foley  
*Apples; Bats*, Gail Gibbons  
*Chickens Aren't the Only Ones*, Ruth Heller  
*Garbage*, Robert Maas  
*Where Butterflies Grow*, Joanne Ryder  
*When the Wind Stops*, Charlotte Zolotow

## Computer/Technology Skills

- Identifies the computer as a machine that helps people work and play
- Identifies the parts of a computer, e.g., monitor, keyboard, disk drive, printer
- Demonstrates respect for the work of others
- Demonstrates correct care and use of computers
- Identifies word processing software as a tool for writing
- Locates and uses letters, numbers, and special keys on a keyboard
- Places the cursor at a specified location
- Recognizes the characteristics of multimedia
- Arranges a picture story in sequential/linear order



### Related Book

*Click, Clack, Moo: Cows That Type*,  
Doreen Cronin

## Social Studies

- Participates constructively in school and classroom activities
- Participates in democratic decision-making and acts in keeping with group decisions
- Assumes responsibility in routine activities
- Describes aspects of families
- Distinguishes likenesses and differences among individuals and families
- Describes aspects of the home environment and one's role in that environment
- Compares appropriate behaviors in home and school environments
- Demonstrates an understanding of appropriate behavior in different environments; uses established procedures in the classroom and school
- Respects persons in positions of authority
- Assumes responsibility for own actions
- Recognizes the need for fair rules and laws
- Analyzes classroom problems and suggests fair solutions
- Recognizes examples of community services
- Identifies relationships between community needs and community services
- Identifies changes in one's family and oneself
- Recognizes changes in the classroom and school environments
- Identifies religious and secular symbols associated with famous people, holidays and special days
- States reasons for observing special days and religious and secular holidays
- Locates and describes familiar places in home, classroom and school settings
- Constructs simple maps, models and drawings of home, classroom and school settings
- Analyzes the functions of places in the home, the classroom and the school
- Recognizes seasonal changes
- Identifies things in the natural environment that are important to oneself



- Participates in activities that demonstrate the concept of scarcity
- Distinguishes between wants and needs
- Identifies different types of work
- Participates in activities that require teamwork
- Identifies some uses of money by individuals and families



## Related Books

- Throw Your Tooth on the Roof: Tooth Traditions From Around the World*, Selby Beller
- What Do Illustrators Do?* Eileen Christelow
- Horace and Morris but Mostly Dolores*, James Howe
- Castle on Viola Street*, DyAnne DiSalvo
- Quinnie Blue*, Dinah Johnson
- How Santa Got His Job*, Stephen Krensky
- Vision of Beauty: The Story of Sarah Breedlove Walker*, Kathryn Lasky
- Honest-to-Goodness Truth*, Patricia McKissack
- Worksong*, Gary Paulsen
- The Relatives Came*, Cynthia Rylant
- Judge Judy Scheindlin's Win or Lose by How You Choose!*, Judy Scheindlin
- Tops and Bottoms*, Janet Stevens
- The Hare and the Tortoise: A Fable from Aesop*, Helen Ward

## Sample Learning Activities

- ★ Given a series of pictures (or cartoons), put them in a logical sequence.
- ★ Create a personal dictionary.
- ★ Read a book. Retell the story in your own words.
- ★ Use upper and lower case letters in writing.
- ★ Keep a list of books you have read in a reading log.
- ★ Describe an object by naming as many characteristics of the object as possible (color, size, etc.).
- ★ Given a set of objects, make a set that has more or less.
- ★ Group popsicle sticks into sets of 10's, 8's, 5's, 2's.
- ★ Demonstrate and explain why 24 is the same as 2 tens and 4 ones and the same as 1 ten and 14 ones.
- ★ Classify objects according to their similarities.
- ★ Measure objects to find their length.
- ★ Look at a calendar. What is today's date, yesterday's date, tomorrow's date?
- ★ With your first and last name on the computer screen, use the appropriate special keys to insert your middle name.
- ★ Color letters on a paper computer keyboard as the letters are shown or read.
- ★ Make a list of a family member's favorite things. Decide if each item is a want or need. Create a graphic organizer to classify the items.
- ★ Interview neighbors and collect data on how they get to school. Make charts and graphs to display the data.
- ★ Plan a birthday party. Write invitations, make gifts, prepare a snack and clean up.
- ★ Practice addition facts to 18 and subtraction facts to 10.
- ★ Look for and identify shapes (hexagon, trapezoid, parallelogram, sphere, cone, cube, cylinder) and numbers in signs, books and around the house.
- ★ Make up a story that matches an addition or subtraction problem such as  $7 + 9 = 16$ .

## Music

The study of music is cumulative and sequential to include learning from the previous grade level. Learning at this level is primarily experiential. Focus areas include:

- developing appropriate vocal and instrumental practices
- developing skills in improvising and creating music
- recognizing simple symbols and terms
- reading and notating melodic and rhythmic patterns
- developing skills in analyzing, evaluating, and listening to music
- developing understanding of music in relation to history, culture and other content areas.
- showing respect for the efforts of others



\*Extended opportunities for the study of dance, foreign language and theatre are available at selected elementary magnet schools.



### Related Books

*She'll Be Comin' Round the Mountain*, Tom Birdseye  
*Berlioz the Bear*, Jan Brett  
*I See a Song*, Eric Carle  
*Old MacDonald Had a Farm* (various illustrators)  
*Go Tell Aunt Rhody*, Robert Quackenbush, illustrator  
*Everything Grows*, Raffi  
*What a Wonderful World*, George Davis Weiss and Bob Thiele

## Art

The study of visual arts is cumulative and sequential to include learning introduced and emphasized at previous grade levels. The emphasis at this level is on:

- reading
- recognizing that mistakes can be turned into creative opportunities
- identifying repetition, pattern, geometric shapes and texture
- telling and recording original stories through art
- observing how artists tell stories through their art



### Related Books

*The Painter*, Peter Catalanotto  
*The Art Lesson*, Tomie DePaola  
*The Painter*, Douglas Florian  
*The Wing on a Flea: A Book About Shapes*, Ed Emberley  
*The Art Box*, Gail Gibbons  
*Cubes, Cones, Cylinders & Spheres*, Tana Hoban  
*Child's Book of Art: Great Pictures, First Words*, Lucy Micklethwait  
*A Triangle for Adaora: An African Book of Shapes*, Ifeoma Onyefulu  
*Colors*, Philip Yenawine

## Healthful Living Education

The Healthful Living Education program promotes behaviors that contribute to a healthy lifestyle and improved quality of life for all students.

### Major Emphases for Grades K – 3

The students will be aware of the important health risks for their age group and will comprehend some of the major influences on their own health, including the role of their own behaviors with regard to eating breakfast and balanced meals; rest and exercise; using seat belts; responding to traffic, fire, and other warning signs, sounds and symbols; avoiding burns and getting help in an emergency; and the impact of substances, including alcohol and tobacco, on their lives.

The students will be able to demonstrate ways in which they can manage stress, be responsible for their own behaviors, cope with fear and embarrassment, deal with aggression and bullying, resolve disputes, know safe practices and respect the rights of others.

The students will know how and understand the value of being physically fit and the types of activities that contribute to total fitness. They will understand that choosing to be physically active is a conscious decision and personal choice that has health related benefits.

The students will be able to demonstrate fundamental motor skills, develop and refine creative movements, demonstrate manipulative skills, display appropriate behaviors during social situations and express an enjoyment for movement experiences.



### Related Books

*To Be A Kid*, Maya Ajmera  
*From Head to Toe*, Eric Carle  
*Veggie Soup*, Dorothy Donohue  
*Growing Vegetable Soup*, Lois Ehlert  
*Supermarket*, Kathleen Krull  
*Yummy! Eating Through a Day*, Lee Bennett Hopkins  
*Elympics*, X.J. Kennedy  
*My Baseball Book*, Gail Gibbons



## Character Traits

Building good character is an important part of every child's education and is a joint responsibility of home and school. In the Guilford County Schools, promoting ethical standards is an integral part of the learning process. The eight cornerstones of good character which parents and teachers are asked to teach and model are as follows:

### Respect

- Showing high regard for self, other people, property and authority
- Understanding that all people have value
- Responding sensitively to the ideas of others without dismissing or degrading them

### Caring-Compassion

- Treating others with compassion, generosity and friendship, recognizing that everyone feels hurt, confused and angry from time to time
- Seeking understanding and reconciliation with other members of a community in conflict

### Responsibility

- Being dependable
- Carrying out obligations and having a sense of duty to fulfill tasks one has accepted
- Being accountable

### Courage

- Attempting difficult things that are worthwhile
- Doing the right thing even when others do not
- Following your conscience rather than the crowd

## Integrity

- Carrying out your responsibilities without claiming credit for someone else's work
- Willing to acknowledge wrongdoing
- Being truthful and trustworthy

## Determination

- Having perseverance and the inner strength to pursue goals
- Completing individual assignments and supporting others in their work

## Self-Discipline

- Demonstrating hard work and commitment
- Improving yourself and restraining from inappropriate behavior
- Always doing your best

## Giving

- Discovering that one of life's greatest satisfactions comes from giving to others
- Sharing through service
- Responding to the needs of others without expectation of reward

## Creating Good Homework Habits

- Together with your child, schedule a time for completing homework assignments. Homework habits are more easily formed if children do their work the same time each day.
- Help your child choose an appropriate study location such as a quiet corner, a desk or a comfortable chair.
- Provide your child with good lighting and necessary materials (pencils and paper, a dictionary, etc.).
- Ask your child to describe the assignment before beginning and later show you the completed work or summarize what he or she learned.
- Encourage your child to work on his or her own, but be available for help.
- If your child does need help, look over the material before you begin so you are familiar with the assignment.
- Be a resource and consultant for your child, but don't hover over him or her with constant advice. Remember that sometimes the best help is a hug, a smile, or a word of approval.
- If your child becomes frustrated, put away the assignment for a while.
- Be available to check work and make sure the assignment has been completed.
- Praise your child for completing homework.
- When possible, help your child relate homework assignments to everyday life skills.
- In general, be encouraging and supportive. Your attitudes are contagious.

