

First Grade Parent Tips

Math Tips

- Play guessing games using a watch that also counts seconds (How long is a traffic light green? How long does it take to eat dinner? How long does it take to boil a pan of water? Etc.)
- Play games with ice cubes. Fill up an empty tray and put it in the freezer. How long does it take to freeze the tray? Time it. Have your child count how many cubes there are. Take out a few. How many are left? Put a cube in a bowl in the refrigerator. Put a chart on your refrigerator and compare their freezing times later.
- Slowly help your child learn to count up to 100. Use pennies, buttons, crayons, beans, toothpicks, and pieces of paper to count with. “How many are in the pile now?”
- Make your own jigsaw puzzles. Clip out full-page pictures from magazines. Cut them up into different size pieces. Have your child put them back together. As he gains experience, make the next puzzle pieces smaller.
- Talk with your child about things you do in daily life where math is needed.
- Have a yearly calendar just for your child. Have her mark down everyone’s birthdays, holidays, school vacations, etc. Refer to it often with her. Talk about passage of time, the future, etc.
- Ask your child to draw you a picture using only triangles. Then one with just circles. Then rectangles. Etc. Make a book of them.
- Have your child count how many lamps are in your house or apartment. How many light switches. How many shelves. How many doors. How many windows. Then have her try to add them all up. What would the amount be if you took away the number of windows? Encourage her efforts.
- Play the “I’m thinking of a number” game. Ask numbers up to 100. For example, “I am thinking of a number less than 40, but more than 30”.
- Have your child look for numbers 1 to 100 in a used newspaper or magazine. Cut the numbers out and glue them in numerical order onto a large piece of paper.
- Look through a store sales ads., choose a page, ask your child which is the most expensive item. Which is the least? Which is about halfway between these prices?

Language Arts Tips

- Read daily with your child. Get children’s books out of the library on subjects that interest your child. Pick both fiction and non-fiction books.
- As you read, point to basic words you think the child knows and ask him to sound them out.
- Ask questions on the subject you’re reading: the cat’s color, what will happen next, what do you know about flowers, etc. After you read, ask your child to tell you about the book: the story plot line, what she learned about rocks, etc.
- Spend time each day talking with your child. Ask her what she’s interested in and why.
- Cook or bake something simple with your child – maybe an old family recipe. Talk about each step along the way. Talk about each ingredient. Have your child help when possible. Next time, have him perform more of the steps.
- Walk around your neighborhood – taking right and left turns. When you return home, have her explain to someone else the route you took and what she saw or experienced.
- Have your child make up a story while you print it on several pieces of paper. Let him decorate the pages. Then, encourage him to “read” it back to other family members. After some experience, ask him to write his own book using words he knows.
- Sing songs with your child. Teach him songs you learned as a child.
- Write short notes to your child. Put them under her pillow, in her lunch box, wherever. Read them to her when she finds them. Then ask her to read it back to you. Encourage her efforts.
- Hide a small object in your living room. Then give directions one at a time for your child to find it. “Take two giant steps forward...Turn to your left....Now, take three steps going past the lamp....bend down and look under the chair.
- Go to the park with your child. Find a comfortable place. Each person close your eyes, sit quietly for 30 seconds, and listen. Then have your child tell what she heard (cars, baby cry, birds, etc.)

West Contra Costa Unified School District



Student Standards for First Grade

The West Contra Costa Unified School District, in partnership with families, staff, students, and the community, develops educational programs to meet the needs of all students.

This brochure is designed to introduce families and caregivers to the WCCUSD Standards in Language Arts and Mathematics. These grade-level standards were adopted by the school board during the 1998-99 school year. Students are assessed every year to monitor their progress in meeting these standards.

Our school district is committed to working with families to assure student mastery of these mandated standards.

Board of Education

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First Grade Language Arts

Standard 1 - Reading: Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of a reading. They select and know how to translate letter patterns into spoken language using phonics, syllables, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

- Concepts About Print (identify letters, words, sentences, title, author)
- Phonemic Awareness (awareness of sounds that make up spoken words)
- Decoding (ability to sound out words and get the meaning) and Word Recognition
- Vocabulary and Concept Development

Standard 2 - Reading: Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed, including generating and responding to essential questions, making predictions, and comparing information from several sources.

- Structural Features of Informational Materials (sequence, logical order)
- Comprehension and Analysis of Grade-Level-Appropriate Text

Standard 3 - Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of text and the literary terms or elements (i.e., theme, plot, setting, and characters).

- Narrative Analysis of Grade Level Text

Standard 4 - Writing: Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing considers both the reader and purpose. They successfully use the stages of the writing process.

- Organization and Focus
- Penmanship (print legibly and space letters, words, and sentences appropriately)

Standard 5 - Writing Applications

(Different Types and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing uses standard English and the writing process.

Standard 6 - Written and Oral English Language Conventions

Students write and speak using standard English.

- Sentence Structure (write and speak in complete, coherent sentences)
- Grammar (identify and correctly use singular/plural nouns, contractions and singular possessive pronouns)
- Punctuation (use end marks correctly)

- Capitalization (names of people, "I", and first word of a sentence)
- Spelling (three/four letter short-vowel words)

Standard 7 - Listening and Speaking: Listening/Speaking Strategies

Students listen and respond critically to oral communication. They speak in a manner that guides and informs the listener's understanding of key ideas, using appropriate phrasing, pitch, and loudness.

- Comprehension
- Organization and Delivery of Oral Communication

Standard 8 - Listening and Speaking: Speaking Applications (Different Styles and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests. Student speaking uses standard English and organization and delivery strategies.

First Grade Mathematics

Number Sense

- Students understand and use numbers up to 100 (by counting, reading and writing).
- Students demonstrate the meaning of addition and subtraction and use these operations to solve problems (count by 2's, 5's, & 10's up to 100; know addition and subtraction facts up to 20).
- Students use estimation strategies in computation and problem solving.

Algebra and Functions

- Students use number sentences to solve problems (understand +, -, =).

Measurement and Geometry

- Students use direct comparison and non-standard units to describe the measurements of objects and tell time to the nearest half hour.
- Students identify common geometric figures (triangles, rectangles, squares, circles), classify them by common features and describe their relative position/or their location in space (near, far, above, up, down).

Statistics, Data Analysis and Probability

- Students organize, represent and compare categorical data on simple graphs and charts (e.g. identify largest, smallest, most often, least often).
- Students sort objects, and create and describe patterns involving numbers, shape, size, rhythm or color.

Mathematical Reasoning

- Students make decisions about how to set up a problem.
- Students solve problems and justify their reasoning.
- Students note connections between one problem and another.