

# FIRST GRADE

## CONTENT STANDARDS FOR CALIFORNIA SCHOOLS

### Parent Resource Book

**Designed to Improve  
Student Performance  
through Communication  
and Partnership**

Adapted and Prepared by:

Tehama County Department of Education  
and the Eighteen School Districts of  
Tehama County, California

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Tehama County Department of Education (TCDE) is dedicated to supporting schools and districts as they work to improve student achievement and meet the needs of all learners. The Department provides services and resources to educators, parents, students, and the community. Please visit our website at [www.tehamaschools.org](http://www.tehamaschools.org) for a complete listing of Department offerings. The following programs offer resources that may be especially valuable for parents:

### **Early Childhood Education Programs**

TCDE Early Childhood Education Programs provide leadership and assistance to ensure quality experiences for children ages 0 to 5 years. The goal for these programs is to give young children the tools they need to enter school with a foundation of knowledge and skills that will allow them to be successful throughout their school experience.

Contact: Paula Brown-Almond, Programs Director (530) 528-7343

### **Student Support Services**

TCDE Student Support Services provide residents of Tehama County, health and human service agencies, and schools research, materials, and/or technical assistance in the areas of substance abuse and violence prevention, health education, school safety and crisis planning, as well as resiliency and youth development.

Contact: Amy Henderson, Programs Director (530)528-7357

### **Safe Education and Recreation for Rural Families - SERRF**

SERRF provides a safe, healthy, enriching environment for school children during the after school hours. Homework tutoring, academic enrichment, recreation, social skills development, and prevention activities are all a part of the SERRF Program.

Contact: Karla Stroman, Program Director (530) 528-7392

### **Special Programs**

TCDE provides a wide range of services for children and young adults with special needs. These specialized programs and services are operated at the request of the county school districts, but it is the Individualized Education Plan Team who makes decisions about the type of placement or services a student may be provided.

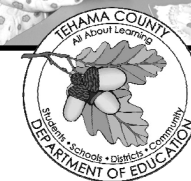
Contact: Heidi Schueller, Assistant Superintendent of Special Programs and Services (530) 528-7248

## Looking For More?

Visit the TCDE website for a wealth of additional information, website links, and other free educational resources...

**[www.tehamaschools.org](http://www.tehamaschools.org)**

- \* **Internet safety information** – teach your children safe browsing skills
- \* **Early childhood education** – programs & resources
- \* **After school activities** – SERRF program, school finder, sponsored events
- \* **Free educational resources** – links to homework help, educational games and other free resources to make learning fun and enriching
- \* **Information for parents** – school safety, emergency notifications
- \* **School performance information** – learn about the schools in Tehama County



- Share pictures of animals, pointing out their teeth. Ask your child why they think the teeth help the animal eat food (e.g., Dog's teeth are designed to tear meat.).

### **Earth Sciences**

#### **Weather can be Observed, Measured, Described**

- Help your child set up a weather station in the yard that has a thermometer and wind vane. Have him/her record the temperature and wind direction at a specific time each day over a period of time (e.g., 2 weeks). Talk about the temperature differences and/or seasons.
- Take two thermometers and place one in the sun and one in the shade. Read and compare the temperatures. Repeat the experiment using two jars of water and two jars of air. Ask your child what they know about the sun. Is it different than they thought? How?

### **Investigation and Experimentation**

#### **Scientific Progress is Made by Asking Meaningful Questions and Conducting Investigations**

- Encourage your child to perform simple scientific experiments to help him/her answer simple science questions (e.g., Question: What type of soil allows flowers to grow best? Experiment: Plant flowers in good soil, rocky soil, sand, and saw dust. Water regularly and see which ones grow.). Encourage your child to look at the plants each day to communicate their observation. and/or ingredients for baking.

# The Importance of Parent Involvement and Content Standards

California Content Standards identify what students should know and be able to do at each grade level. They identify what is to be learned. There are standards for the four core academic areas of English Language Arts, Mathematics, History/Social Science, and Science. There are also standards for English Language Development, Physical Education, Health Education, Career Technical Education and the Visual and Performing Arts.

The standards for the four core academic areas are included in this resource booklet as it is important for parents to know what students are expected to learn so learning can be reinforced at home. We know from research that "students with involved parents are more likely to earn higher grades and test scores and enroll in higher-level programs, be promoted, pass their classes, earn credits, attend school regularly, have better social skills, and graduate and go on to postsecondary education."

Also included in this booklet are suggestions for setting up a home environment to optimize student learning and specific home activities in support of each of the four core areas of language arts, mathematics, history/social science, and science. We know that when parents talk to their children about school, expect them to do well, make sure that out-of-school activities are constructive, and help them plan for college, their children perform better in school.

Unleash the power of this booklet. Become familiar with the standards so you know what your child is expected to learn. Follow the five suggestions for setting up an environment to increase student learning. Engage in the suggested activities to support learning. Have fun learning together!

## Environment for Student Learning

We encourage all parents to set up an environment to increase student learning:

1. **Strive to establish an encouraging family atmosphere by:**
  - Acknowledging and supporting your child's efforts.
  - Reinforcing positive behavior.
  - Providing opportunities for service to others.
2. **Be involved in your child's education by:**
  - Providing help, resources, and encouragement.
  - Showing interest and supporting your child's work.
  - Upholding the school's expectations.
  - Supporting and participating in school service opportunities.
3. **Set up an atmosphere conducive to learning by:**
  - Scheduling a regular, daily time where all family members are studying.
  - Making sure the house is quiet during this study time.
  - Establishing a location for completing homework that has appropriate lighting and supplies (e.g., paper, pencils, glue, crayons, resources).
  - Assigning a special place to keep school materials.
  - Reviewing the child's homework before it is handed in.
  - Establishing a consistent bedtime.
4. **Strengthen communication with your child by:**
  - Spending quality time with your child.
  - Sharing resources from your community with your child (e.g., parks, libraries, special buildings).
  - Establishing and enforcing reasonable consequences for misbehavior.
5. **Be involved in your child's school community by:**
  - Attending parent/teacher conferences.
  - Contacting your child's teacher when questions arise.
  - Spending time in your child's classroom.
  - Attending school functions.

## Investigation and Experimentation

4. **Scientific progress is made by asking meaningful questions and conducting careful investigations.**
  - a. Draw pictures that portray some features of the thing being described.
  - b. Record observations and data with pictures, numbers, or written statements.
  - c. Record observations on a bar graph.
  - d. Describe the relative position of objects by using two references (e.g., above and next to, below and left of).
  - e. Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.

## Home Activities for Science

### Physical Sciences

#### **Materials Come in Different Forms**

- Help your child freeze water, melt the ice, and heat the water until it boils and forms steam. Together, talk about the properties of the water in each of the three forms.
- Help your child make Play dough from flour, salt, water, and food coloring. Talk about how each ingredient feels before it is mixed, then talk about how the Play dough feels when finished. (Recipe = 1 cup flour, 1 cup salt, small amount of water, food coloring as desired.)
- When cooking with your child, have them describe the materials that are mixed in the recipe and describe the finished item (e.g., cake mix, water, and eggs, when heated, turn into a cake).

### Life Sciences

#### **Plants and Animals Meet their Needs in Different Ways**

- Have your child take care of a pet, learning about the type of habitat and food needed. Model and discuss appropriate pet care.
- Help your child grow some plants in flower pots. Discuss the type of soil needed, sunlight, and water. Discuss what plants need to grow.
- Together, plant a potato or avocado seed in a jar of water, putting toothpicks into the potato or avocado, so it is halfway in the water and halfway out. Watch the growth and discuss the purposes of plant roots as well as the sprouts.

## State Standards for Science

### Physical Sciences

1. **Materials come in different forms (states), including solids, liquids, and gases.**
  - a. Know that solids, liquids, and gases have different properties.
  - B. Know that the properties of substances can change when the substances are mixed, cooled, or heated.

### Life Sciences

2. **Plants and animals meet their needs in different ways.**
  - a. Know that different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
  - b. Know that both plants and animals need water, animals need food, and plants need light.
  - c. Know that animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.
  - d. Know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).
  - e. Know that roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.

### Earth Sciences

3. **Weather can be observed, measured, and described.**
  - a. Know how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons.
  - b. Know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.
  - c. Know that the sun warms the land, air, and water.

## State Standards for English Language Arts

### Reading

#### **1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

- 1.1 Match oral words to printed words.
- 1.2 Identify the title and author of a book.
- 1.3 Identify letters, words, and sentences.
- 1.4 Distinguish beginning, middle, and final sounds in single-syllable words.
- 1.5 Distinguish long- and short-vowel sounds in single-syllable words spoken orally.
- 1.6 Create and state a series of rhyming words, including consonant blends.
- 1.7 Add, delete, or change the target sounds to change words (e.g., change cow to how; pan to an).
- 1.8 Blend two to four sounds into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- 1.9 Segment single syllable words into their components (e.g., cat = /c/a/t/).
- 1.10 Generate the sounds from all the letters and letter patterns (consonant blends, long- and short-vowel patterns) and blend those sounds into recognizable words.
- 1.11 Read common, irregular sight words (e.g., the, have, said, come, give, of).
- 1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
- 1.13 Read compound words and contractions.
- 1.14 Read words that have a suffix added to a root word (e.g., look, looked, looking).
- 1.15 Read common word families (e.g., -ite, -ate).
- 1.16 Read aloud with fluency in a manner that sounds like natural speech.
- 1.17 Classify grade-appropriate categories of words (e.g., animals, foods, toys).

#### **2.0 Reading Comprehension**

- 2.1 Identify text that uses sequence or other logical order.
- 2.2 Respond to who, what, when, where, and how questions.
- 2.3 Follow one-step written instructions.
- 2.4 Use context to determine meaning of words/sentences with more than one meaning.

- 2.5 Confirm predictions about what will happen next in a story by identifying key words.
- 2.6 Relate prior knowledge to information found in text.
- 2.7 Retell the main idea of simple expository or narrative passages.

### **3.0 Literary Response and Analysis**

- 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.
- 3.2 Describe the roles of authors and illustrators and their contributions to print materials.
- 3.3 Recollect, talk, and write about books they read during the year.

### **Writing**

#### **1.0 Writing Strategies**

- 1.1 Select a focus when writing.
- 1.2 Use descriptive words when writing.
- 1.3 Print legibly and space letters, words, and sentences appropriately.

#### **2.0 Writing Applications**

- 2.1 Write brief narratives (e.g., fictional story, autobiographical) then describe an experience.
- 2.2 Write brief descriptions of a real object, person, place, or event using sensory details.

### **Written and Oral English Language Conventions**

#### **1.0 Written and Oral English Language Conventions**

- 1.1 Write and speak in complete, coherent sentences.
- 1.2 Identify and correctly use singular and plural nouns.
- 1.3 Identify and correctly use contractions (e.g., isn't, can't) and singular possessive pronouns (e.g., my/mine, his/her) in writing and speaking.
- 1.4 Distinguish between declarative, exclamatory, and interrogative sentences.
- 1.5 Use a period, exclamation point, or question mark at the end of sentences.
- 1.6 Use their knowledge of basic rules of punctuation and capitalization when writing.
- 1.7 Capitalize the first word of a sentence, names of people and the pronoun *I*.
- 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

- When you and your child see an official doing his/her duty (e.g., fireman at a fire, policemen at an accident, ambulance going down the road) discuss the role/duty of that individual.

### **Locations of Places and People**

- Help your child make a map of your home and label each room.
- Read books to your child about other countries and show your child where the country is on the map.
- Visit a farm, big city, and small town and discuss living conditions at each location.

### **Symbols, Icons, and Traditions of the United States**

- When voting, talk with your child about the importance/purpose of voting.
- When available, point out different symbols/icons that refer to the U.S. (e.g., flags, president's seal).
- When celebrating a holiday, discuss with your child the reason for the holiday.

### **Life in Different Times and Places Around the World**

- During holidays, discuss with your child how/if different cultures celebrate the same holiday.
- If possible, read a book or look at a video together about a holiday celebration in a different country.
- Read a book with your child about life in another country.

### **Human Characteristics of Familiar Places and Backgrounds of American Citizens**

- Talk with your child about American heroes and discuss their accomplishments.
- Sing songs about America.
- Share with your child the picture albums of family members, discussing what each person's life was like when they were a child.
- Visit a museum and discuss with your child the items on display, talking about how these items were used.

### **Basic Economic Concepts**

- Talk with your child about your job and jobs others do in the community.
- Discuss the concept of working to make money.
- If possible, give your child an allowance and let him/her make choices about spending the money, then discuss the pros/cons of his/her choice.

**1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.**

1. Examine the structure of schools and communities in the past.
2. Study transportation methods of earlier days.
3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.

**1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.**

1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.
2. Understand the ways in which American Indians and immigrants have helped define Californian and American culture.
3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.

**1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.**

1. Understand the concept of exchange and the use of money to purchase goods and services.
2. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.

## **Home Activities for History–Social Science**

### **Rights and Individual Responsibilities of Citizenship**

- Encourage your child to do chores around the house.
- Discuss with your child what it means to be a good citizen (e.g., obey the laws, vote, don't litter, recycle, pay taxes).
- Read a book with your child about citizenship in different countries.

## **Listening and Speaking**

### **1.0 Listening and Speaking Strategies**

- 1.1 Listen attentively.
- 1.2 Ask questions for clarification and understanding.
- 1.3 Give, restate, and follow simple two-step directions.
- 1.4 Stay on the topic when speaking.
- 1.5 Use descriptive words when speaking about people, places, things, and events.

### **2.0 Speaking Applications**

- 2.1 Recite poems, rhymes, songs, and stories.
- 2.2 Retell stories using and relating the sequence of story events by answering *who, what, when, where, why, and how* questions.
- 2.3 Relate an important life event or personal experience in a simple sequence.
- 2.4 Provide descriptions with careful attention to sensory detail.

## Activities for Language Arts

### Reading

- Read to your child every night.
- Read together with your child, listening to him/her read.
- Notice print in your environment (e.g., signs, road signs, labels, logos).

### Reading Comprehension

- Discuss stories you read at home.
- Have your child retell stories in their own words.
- Ask your child questions about the story you read, asking about the main idea and some of the details found in the story.

### Writing

- Write letters and notes to friends and family.
- Record special events in a journal (e.g., vacations, birthdays, holidays, activities with special friends).
- Encourage your child to write in complete sentences.

### Written and Oral English Language Conventions

- Model proper language usage.
- Do spelling activities or play spelling games (e.g., rhyming, finger writing, writing words in the air).
- Talk with your child, modeling talking in full sentences.

### Listening and Speaking

- Recite nursery rhymes and sing songs together.
- Play rhyming games.
- Play "I Spy."
- Have conversations with your child.

## State Standards for History–Social Science

### A Child's Place in Time and Space

#### **1.1 Students describe the rights and individual responsibilities of citizenship.**

1. Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community.
2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."

#### **1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.**

1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.
2. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.
3. Construct a simple map, using cardinal directions and map symbols.
4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

#### **1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.**

1. Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "My Country 'Tis of Thee").
2. Understand the significance of our national holidays and the heroism and achievements of the people associated with them.
3. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.

## Home Activities for Mathematics

### Number Sense

- Invite your child to set the table, counting aloud the number of plates and utensils.
- Play counting games with your child (e.g., “Candyland,” “Hi Ho Cherry O,” card games, “Go Fish”).
- Make collections of buttons or rocks. Ask your child questions like “How many blue and red buttons are there?” or “If we put tiny rocks with the really big rocks, how many rocks are there all together?”
- Encourage your child to count and use money.

### Algebra and Functions

- Group real objects to create a number sentence (e.g., 3 apples plus 2 apples = 5 apples).

### Measurement and Geometry

- Use specific direction words with your child (e.g., near, far, below, above, behind, next to).
- Use shape words (e.g., circle, square, round, flat) and check for understanding by your child.
- Talk about the time of day for regular activities (e.g., 12:00 lunch, 8:00 school). Model how to read these times on an analog and digital clock.

### Statistics, Data Analysis, and Probability

- Invite your child to sort and compare a variety of objects such as socks, silverware, toys (e.g., sort socks by color and tell me about each different pile of socks).
- Keep a daily chart of the weather, then read and discuss the chart. Talk about the possibility of predicting the weather using the information on the chart.
- Keep a daily chart of chores to be completed, checking off each chore after it was done. Discuss how the information on the chart is useful.

### Mathematical Reasoning

- Together, plan a meal with your child. Go to the store and have him/her pick out items for the meal. Make sure the meal is balanced and there is enough food for everyone.
- Help your child plan a party. Discuss the plan together, the purpose for the party, who should be invited, the refreshments, and the activities.

## State Standards for Mathematics

### Number Sense

#### **1.0 Number Relationships**

- 1.1 Count, read, and write whole numbers to 100.
- 1.2 Compare and order whole numbers to 100 by using the symbols for “less than”, “equal to”, or “greater than” (<, =, >).
- 1.3 Represent equivalent forms of the same number to 20, using physical models, diagrams, and number expressions (e.g., 8 may be represented as  $4 + 4$ ,  $5 + 3$ ,  $2 + 2 + 2 + 2$ ,  $10 - 2$ ,  $11 - 3$ ).
- 1.4 Count and group objects into ones and tens (e.g., three groups of 10 and 4 equals 34, or  $30 + 4$ ).
- 1.5 Identify and know the value of coins then show different combinations of coins equaling the same value.

#### **2.0 Addition and Subtraction**

- 2.1 Know and memorize the addition facts (sums to 20) and the corresponding subtraction facts.
- 2.2 Use the inverse relationship (e.g., checking a subtraction problem using addition).
- 2.3 Identify one more than, one less than, 10 more than, and 10 less than a given number.
- 2.4 Count by 2s, 5s, and 10s to 100.
- 2.5 Show the meaning of addition (putting together) and subtraction (taking away, compare, find the difference).
- 2.6 Solve addition and subtraction problems with one- and two-digit numbers (e.g.,  $5 + 58 = \underline{\quad}$ ).
- 2.7 Find the sum of three one-digit numbers.

#### **3.0 Estimation**

- 3.1 Make reasonable estimates when comparing larger or smaller numbers.

### Algebra and Functions

#### **1.0 Number Sentences**

- 1.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction.
- 1.2 Understand the meaning of the symbols for addition, subtraction, and equal to (+, -, =).
- 1.3 Create problem situations that might lead to a given number sentence involving addition and subtraction.

## **Algebra and Functions**

### **1.0 Number Sentences**

- 1.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction.
- 1.2 Understand the meaning of the symbols for addition, subtraction, and equal to (+, -, =).
- 1.3 Create problem situations that might lead to a given number sentence involving addition and subtraction.

## **Measurement and Geometry**

### **1.0 Measurement**

- 1.1 Compare the length, width, and volume of two or more objects by using standard or nonstandard units.
- 1.2 Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).

### **2.0 Geometry**

- 2.1 Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.
- 2.2 Classify familiar plane and solid objects by common attributes, such as color, position, shape, size, roundness, or number of corners, and explain which attributes are being used for classification.
- 2.3 Give and follow directions about location.
- 2.4 Arrange and describe objects in space by proximity, position, and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of).

## **Statistics, Data Analysis, and Probability**

### **1.0 Data**

- 1.1 Sort objects and data by common attributes and describe the categories.
- 1.2 Represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs.

### **2.0 Patterning**

- 2.1 Describe, extend, and explain ways to get to the next element in simple repeating patterns (e.g., rhythmic, numeric, color, shape).

## **Mathematical Reasoning**

### **1.0 Making Decisions about a Problem**

- 1.1 Determine the approach, materials, and strategies to be used.
- 1.2 Use tools, such as manipulatives or sketches, to model problems.

### **2.0 Solve Problems & Justify Reasoning**

- 2.1 Explain reasoning used and justify the procedures selected.
- 2.2 Make precise calculations and check the validity of the results from the context of a problem.

### **3.0 Make Connections**

- 3.1 Note the connection between one problem and another.