



# HUNTLEY 158 LEARNING GUIDE



## ABOUT THIS GUIDE:

This guide was developed to provide families and caregivers with the information and tools they need to support their children socially and academically in school by highlighting the important work and learning of the grade. With these Guides, families can engage more deeply in their children's education, advocate for them, and build partnerships with their teachers - thus developing the strong bond between students, families, and teachers that ensures kids thrive.

## GRADE 1

### WHAT YOU WILL FIND IN THIS GUIDE:

- *What Your Child Should Know & Be Able To Do*
- *Everyday Activities to Support Learning at Home*
- *Understanding Education Words*

# EXPECTATIONS FOR LITERACY



## WHAT YOUR CHILD SHOULD KNOW & BE ABLE TO DO BY THE END OF THIS YEAR:

### Learning to read and write:

- Demonstrate an understanding of spoken words with the ability to blend individual sounds (phonemes) into words, segment words into individual sounds, and manipulate sounds within words.
- Match letters and sounds to sound out and write simple words. (This may include inventive spelling for writing). Students should be able to accurately decode and write all words with short vowel sounds, final -e, and common long vowel spellings (ai, ay, ee, ea, oa, ow, y, igh, oo)
- Recognize common irregularly spelled words by sight.
- Read and reread decodable words, sentences, and grade level passages so that the reading is smooth and automatic, reading between 51-70 words with accuracy on a first grade passage by the end of the school year.
- Write complete sentences legibly with correct capitalization and punctuation, and spacing between words.

### Learning about the world through text\*:

- Accurately ask and answer questions about stories and informational texts. Retell what happens and explain key ideas.
- Make connections across stories and text and build ideas through content reading and writing.
- Show something new they have learned about a text or topic through multiple forms including through speaking and collaborative conversation, and writing.
- Write to explain new learning, express an idea or opinion about a topic, or describe a personal experience. First graders should include a topic introduction sentence, examples or details, and a concluding sentence.

*\*The texts used for this purpose are often read aloud, since they are more complex than the child could read alone. Texts children can read for themselves (with support as needed) may also be used.*



## HOW TO SUPPORT LEARNING AT HOME:

- **Play with words and language** orally. Play a game called “What Am I Saying?” Break a word into individual sounds and have your child guess the word. (Ex: /p/ /a/ /n/ /c/ /a/ /k/ = pancake). Or have them segment a word into sounds and you guess! Or substitute silly sounds: Say a word and have them say it without the first or last sound, or change a sound (Ex: Say “feather”. Change /f/ to /h/ = Heather).
- **Read aloud** to your child. Talk about what is happening and ask what they are learning.
- **Listen to your child read and reread decodable text.** Do they move from decoding sound by sound to reading that is smooth and clear? Don’t have your child simply look at pictures and guess. Make sure they are working to sound out words that contain sounds and spellings they know!
- **Pick a topic to learn more about** together! Research and talk about their new knowledge.
- Support your child to **practice writing**. This could be having them write the grocery list, a letter, a reminder note, or a chores chart. Be sure to have them sound out the words and write the letters they’ve learned to represent the sounds - even if the spelling isn’t perfect!

ALL STUDENTS ALWAYS

# EXPECTATIONS FOR MATH



## ➤➤ WHAT YOUR CHILD SHOULD KNOW & BE ABLE TO DO BY THE END OF THIS YEAR:

- Solve addition and subtraction word problems starting within 10 and progressing to within 20. **For example:** “I had 5 books. I went to check out more. Now I have 9 books. How many books did I check out?”
- Add and subtract within 20, flexibly and efficiently through a variety of methods such as counting on, making a ten (for example  $9 + 5 = 4 + 5 + 5 = 4 + 10 = 14$ ), and use the relationship between addition and subtraction.
- Count, read, and write to 120 starting at any given number. **For example,** start at 42 and count up.
- Understand what the digits mean in two-digit numbers (the number 42 refers to 4 tens and 2 ones).
- Use place value to add and subtract, including adding tens and tens, ones and ones; and sometimes composing a ten first.
- Measure lengths of objects by using a shorter object as a unit of length. **For example:** “How many pencils long is this table leg?”
- Build and draw shapes to define attributes, including two and three-dimensional shapes.

## ➤➤ HOW TO SUPPORT LEARNING AT HOME:

- As children engage with their world, ask **addition and subtraction problems** within 10.
  - **For example:** “You have three pencils in your bag, and I have six pencils in my bag. How many pencils do we have altogether?” - “There are six birds on the sidewalk. Some flew away. Now there are only four birds. How many birds flew away?”
- Give your child a number between 1-120 and have them continue **counting up from that number or back from that number**. You could also have them write the numbers.
  - **For example:** “Start at 23 and say or write the numbers up to 38” or “Start at 52 and say or write the numbers down to 44.”)
- **Practice addition.** Add ones and ones, then add tens and tens for problems like  $32 + 14$ . Do the same thing for problems like  $38 + 25$  that require making a ten using the ones. (Since  $8 + 5$  is 13, the problem is the same as  $30 + 20 + 13$ .)
- Have your child lay objects down to **compare their length**.
  - **For example:** “One edge of the blanket is longer than the other edge. If I place paper clips end to end along the one edge I have (this many) paper clips. That is more than when I place paper clips along the other edge. Then I need only (this many) paper clips.”)

# CHARACTERISTICS OF A SUCCESSFUL LEARNER IN FIRST GRADE



## WHAT YOUR CHILD SHOULD KNOW & BE ABLE TO DO BY THE END OF THIS YEAR:

- **Identify and manage emotions and behavior. This looks like:**
  - The ability to recognize and label emotions as well as the emotions of others
  - Practicing ways to handle upsetting situations
- **Seek help when needed. This looks like:**
  - Describing situations in which you may need help
- **Demonstrate respect for others & work collaboratively with peers. This looks like:**
  - Working and playing well with others, resolving conflict peacefully.
  - Understanding others' feelings and others' point-of-view.
- **Make responsible decisions academically and socially. This looks like:**
  - Making positive choices while interacting with others.
  - Transitioning from one activity to the next safely.
- **Attentive and participate during instruction. This looks like:**
  - Listening when someone is speaking.
  - Engaging in the activity that is expected at the time.
- **Follow classroom and school expectations. This looks like:**
  - Identifying and following classroom, school, bus, and safety rules.

See [\*ISBE's learning expectations for additional ideas.\*](#)



## HOW TO SUPPORT LEARNING AT HOME:

- Provide opportunities for talking about how they are feeling and how they think others may be feeling.
- Provide opportunities to play with other children. Don't be surprised by disagreements and use them as learning opportunities.
- Limit screen time. The American Academy of Pediatrics recommends no more than 1.5 hours of total screen time each day. Studies have shown that excessive screen time can lead to emotional dysregulation and negatively impact academics (*Ed. Tech 2023*).
- Do not offer excessive choices, but provide some choices and opportunities for making decisions.
- Make rules and expectations clear.
- Set reasonable limits, offer explanations of limits, and help them keep within them.
- Give time, freedom, and opportunities to practice being independent.
- Establish routines to keep school materials organized, to get prepared for school and do school work.
- Reinforce, praise and encourage positive behavior.

ALL STUDENTS ALWAYS

# EXPECTATIONS FOR SPECIALS



## EXPECTATIONS IN ART:

- **Create** art with a variety of materials safely and responsibly.
- **Observe** art being created and experiments to create their own artwork and can explain reasons for preferring a certain artwork.
- **Identify** the same object in different works of art.
- **Demonstrate** an understanding of the Primary and Secondary Colors.
- **Identify** basic lines and uses them to create artwork (vertical, horizontal, & diagonal.)



## EXPECTATIONS IN MUSIC:

- **Create** dramatizations to songs, stories, and poetry through purposeful play.
- **Improvise** through singing, movement, classroom percussion instruments and body percussion.
- **Create** and perform melodies (focusing on Sol, Mi and La) and rhythms (quarter notes/rests and eighth notes.)
- **Explore** the cross-curricular relationships between music, other arts, and the world around them.

# EXPECTATIONS FOR SPECIALS



## EXPECTATIONS IN PHYSICAL EDUCATION:

- **Hop, gallop, jog, and slide** using correct form; while continuing to develop skipping, jumping, and leaping.
- **Develop** motor skills of underhand throwing and rolling, catching and kicking a ball.
- **Demonstrate** travel at various levels and speeds, differentiate left from right and strong from light force.
- **Use** equipment appropriately, and follow rules in the P.E. environment.
- **Identify** healthy and unhealthy foods and the heart as a muscle.



## EXPECTATIONS IN EXPLORE:

- **Use** scientific reasoning to ask questions, make observations, and investigate ideas to acquire knowledge of phenomena and solve problems. Collaborate and communicate effectively for specific purposes.
- **Examine** a variety of plant and animal adaptations for protection, camouflage, food, and locomotion, explore how different beak shapes are best adapted for gathering different foods, and investigate organisms that live in an extreme environment and document their adaptations that they display.
- **Explore** the sequential nature of the computer program, Scratch Jr., and then apply their skills and knowledge from the activities and project to design and program their own animated story (using specific criteria and constraints in the module) to share with others.
- **Investigate** light and sound, including vibration from sound waves and the effect of different materials on the path of a beam of light and then follow the design process to sketch, build, test, and reflect on a device that uses light or sound to communicate across a distance.

# EDUCATION WORDS IN FIRST GRADE



## Phonemic Awareness

If a child has phonemic awareness, they possess the knowledge of individual phonemes (sounds of a language = phonemes). With this knowledge of individual phonemes, they are able to recognize and manipulate the sounds within words. For example, knowing that the word 'bat' starts with a /b/ sound and also knowing that if we change the /b/ to an /m/ it becomes 'mat' indicates that a child has phonemic awareness of the sounds /b/ and /m/. They understand that these are different sounds in their language and that sounds can be manipulated to produce new words.

## Phonics

Students use the relationship between the letters in written language and the individual sounds in spoken language in order to read and spell words. The process of converting printed words into spoken words is called **decoding**. This involves looking at a word and connecting the letters and sounds and then blending those together to make a word.

## Blending

In *Phonemic Awareness* blending sounds into words is not done with letters. It is all auditory. A child takes individual phonemes and combines them to create a word. For example: /s/ /c/ /r/ /a/ /p/ = scrap.

In *Phonics* blending happens when a student looks at each letter or pattern of letters in a word and puts those sounds together to read the word.

## Segmenting

In *Phonemic Awareness* segmenting words into sounds is not done with letters. It is all auditory. It is the reverse of blending - breaking apart words into their phonemes. For example: graph /g/ /r/ /a/ /f/.

In *Phonics* segmenting happens when a student is able to break a word apart into individual sounds and identify which letter makes each sound. There is a strong relationship between a child's ability to segment sounds and their ability to write since "sounding out" a word involves breaking apart the sounds and putting the corresponding letter down on the paper.

## Decodable

Decodable texts are those that are connected to sound and spelling patterns that have already been taught, so most words the students read will be ones they can decode based on what they have been taught. For example, students who have learned the sounds /a/, /f/, /l/, and /t/ can decode "flat."

**ALL STUDENTS ALWAYS**

# EDUCATION WORDS IN FIRST GRADE



## **Automaticity**

The purpose of phonics instruction is for students to learn to read through practice in reading words containing the sound/spelling patterns being taught. The goal of decoding is for students to gain automaticity, which is automatic word recognition. In order to read successfully and comprehend text, students need to be able to decode words accurately and automatically. This requires repeated opportunities to develop automaticity through practice of reading both words in isolation but also in connected text (decodable text.)

## **Irregular Words**

Irregular words contain one or more sound/spelling correspondences that are not pronounced conventionally (not following a known phonics pattern) and therefore decoding cannot be used to read the word. For example, the word *said* is irregular because it does not follow a common phonics pattern. These sometimes may be referred to as “heart words” since there are parts you need to know by “heart” and cannot sound out. For example, in the word *said*, you need to know the *ai* by heart since it cannot be sounded out by traditional means.

## **Inventive Spelling** (*sometimes referred to as developmental, or “brave” spelling*)

Using spelling attempts based on letters that the child knows to represent each sound. Accurate spelling is less important than ensuring that your child is using what they have been taught, and building up their ability to sound out words when writing.

## **Digit**

Any of the symbols 0, 1, 2, 3, 4, 5, 6, 7, 8, or 9.

## **Decompose Numbers**

Decomposing a number means taking a whole number and breaking it into two smaller parts. To decompose the number 9, you can break it into smaller parts of 4 and 5, 6 and 3, etc. In the later part of first grade, children learn to decompose larger numbers into tens and ones. They break the number 52 into 5 tens and 2 ones. This sets the foundation for place value which is important as it provides the foundation for regrouping, multiple-digit multiplication, and more in the decimal system as children develop math skills throughout the grades.



# EDUCATION WORDS IN FIRST GRADE



## **Math Strategies**

A variety of methods a student may use to add and subtract effectively and efficiently. Students in first grade may use manipulatives, fingers, pictures, counting on, making a ten, decomposing a number, or use the relationship between addition and subtraction (for example, counting up from 9 when subtracting  $12-9$ , using the addition fact  $9 + 3 = 12$ ).

## **Manipulatives**

Math manipulatives are objects that help support and develop a child's math skills. This helps them visualize the math in a concrete way. At home students may use any small objects to help with math: cheerios, Goldfish crackers, coins, legos, etc.