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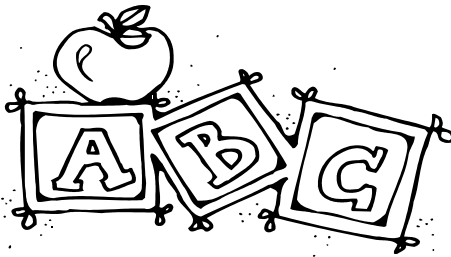
Making the Connection....

Grade

1

Superintendent of Schools

Christopher Steinhauser



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How Parents Can Help at Home

Long Beach Unified School District

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Our Mission Statement

The mission of the Long Beach Unified School District is to insure the educational success of all students by having high expectations, a commitment to excellence, and a comprehensive program, confirming the belief that all students can learn and become responsible, productive members of a competitive society.

Websites and Phone Numbers

Long Beach Unified School District:
(562) 997-8000 *or* www.lbusd.k12.ca.us

Main Library:
(562) 570-7500 *or* www.lbpl.org

California Department of Education:
www.cde.ca.gov

1st Grade Textbooks

- Open Court Reading , SRA McGraw-Hill 2002
- Open Court Spelling & Vocabulary, SRA McGraw-Hill 2002
- Language Arts Handbook, SRA McGraw-Hill 2002
- Houghton Mifflin Mathematics, Houghton Mifflin 2002
- Adventures in Time and Space, Macmillan McGraw-Hill 1999
- Houghton Mifflin Discovery Works, Houghton Mifflin 2000
- Portfolios, Barrett Kendall Publishing
- The Music Connection, Silver Burdett Ginn

Computer Software for Your Child...

Reading Programs

“Orchard for California”

“Destination Reading: Course 1”

“Earobics Literacy: Step 1”

“Cornerstone Reading”

Writing Program

“Kidspiration”

Math Programs

“Larson’s Elementary”

“Math Blaster”

LBUSD website (math facts reference)

Research Programs

“Grolier’s Encyclopedia” K-12



Dear Parent/Guardian:

Welcome to the new school year. We are looking forward to continued academic success for all students in the Long Beach Unified School District.

The purpose of this grade level pamphlet is to both acquaint you with the major areas of study your child will experience throughout the school year and to offer helpful hints regarding how you can assist and enrich their learning experiences at home. Listed below are the highlighted areas addressed in this pamphlet.

- A sampling of grade level specific California Content Standards in the core curricular areas
- Comprehension questions to ask your child after reading at home
- Study skills to assist your child in obtaining academic success
- Academic software to enhance the curriculum
- Places to visit with your child to enrich their grade level curriculum
- A glossary of academic terminology that you may hear from your child or child’s teacher throughout the school year
- A summary of the LBUSD’s Homework Policy
- A list of common textbooks for each grade level

As dedicated and professional educators, we are proud to offer you this pamphlet as a tool to better help your child toward further academic success.

Sincerely,

Christopher Steinhauser

Note: All content standards listed in this brochure have been paraphrased from the California Department of Education standards document to give caregivers a general idea of grade level curriculum. Please refer to www.lbusd.k12.ca.us for a complete list.

Language Arts Content Standards

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development:

- * Understand the basic features of reading; select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts; applying knowledge to achieve fluent oral and silent reading.
- * Know concepts about print (match oral words to printed words; identify the title and author of a reading selection; identify letters, words, and sentences).
- * Have phonemic awareness (i.e. distinguish initial, medial, and final sounds in single-syllable words and distinguish long-and short-vowel sounds in orally stated single-syllable words).
- * Read common, irregular sight words (e.g., the, have, said, come, give, of).
- * Read compound words and contractions.
- * Read aloud with fluency in a manner that sounds like natural speech.

2.0 Reading Comprehension:

- * Identify text that uses sequence or other logical order.
- * Respond to who, what, when, where, and how questions.
- * Follow one-step written instructions.
- * Confirm predictions about what will happen next in a text by identifying key words.
- * Retell the central ideas of simple expository or narrative passages.

3.0 Literary Analysis

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

1.0 Writing Strategies

- * Write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
- * Select a focus when writing and use descriptive words when writing.
- * Print legibly and space letters, words, and sentences appropriately.

2.0 Writing Applications

- * Students write compositions that describe and explain familiar objects, events, and experiences.
- * Write brief narratives (e.g., fictional, autobiographical) describing an experience.
- * Write brief expository descriptions of a real object, person, place, or event, using sensory details.

Questions to Ask Your Child After Reading:

Fiction

- Who is the main character in the story?
 - What is the problem in the story?
- What happened in the beginning/middle/end of the story?
 - Do you think it was right that _____? Why or why not?

Non-Fiction

- What is this book about?
 - What does this book explain?
- What are two new facts you learned from the text?
 - Who, what, where, when and how questions

Examples of 1st Grade Literature

*Listed below are examples of excellent books and authors that you might enjoy reading with your child at home. For many more examples, check out **LBUSD's website!***

- Old Black Fly by Jan Brett
- The Story of Babar the Little Elephant by Jean de Brunhoff
 - Petunia by Roger Duvoisin
 - Swimmy by Leo Lionni
- Thunder Cake by Patricia Polacco
- Owl Babies by Martin Waddell
- No Roses for Harry by Gene Zion

Study Skills for your 1st Grader:

- *Establish a regular routine for homework time and place.*
 - *Provide a quiet and well lit area for studying.*
 - *Encourage your child to read and write for pleasure.*
 - *Provide reference materials such as a dictionary, thesaurus, encyclopedias, and computer internet access (most libraries offer internet access with a library card) for a curious mind.*
- *Prompt your child to ask questions about the material before, during and after they read.*

LBUSD Homework Policy

In summary, LBUSD believes that homework is an important part of the educational program at each grade level. Homework assignments which are meaningful and have a clear purpose offer you a key communication tool about your child's attainment of the content standards. Please encourage your child to do homework independently but be available if needed to advise and help so that they can continue to work independently. Each grade level has recommended daily times for homework. Your first grader will have approximately 20-30 minutes of homework daily or a total of 120 minutes weekly.

Looking for an educational excursion for your 1st grader?

El Dorado Nature Center: 570-1745
Long Beach Aquarium of the Pacific: (562) 590-3100
Cerritos Public Library: (562) 916-1350
Bowers Museum (KIDSEUM): (562) 567-3695
L.A. Zoo: (323) 644-6400
Children's Museum: (213) 687-8800
International City Theatre (Saturday Family Series): (562) 436-4610
L.A. County Fair (Sept.): (909) 623-3111

Language Arts Content Standards Continued:

1.0 Written and Oral Language Conventions

* Students write and speak with a command of standard English conventions appropriate to this grade level (i.e. sentence structure, grammar, punctuation, capitalization, spelling)

1.0 Listening and Speaking Strategies

* Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing and intonation.

2.0 Speaking Applications (Genres and Their Characteristics)

* Students deliver brief recitations and oral presentations about familiar experiences or interests (i.e. Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions).

Mathematics Content Standards

Number Sense

- 1.0 Count, read, and write whole numbers to 100; Compare/order whole numbers to 100 by using the symbols for less than, equal to, or greater than ($<$, $=$, $>$); Identify and know the value of coins and show different combinations of coins that equal the same value.
- 2.0 Demonstrate the meaning of addition and subtraction and use these operations to solve problems (i.e. memorize addition facts (sums to 20) and the corresponding subtraction facts and identify one more than/ less than, 10 more than/less than a given number.
- 3.0 Use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places.

Algebra and Functions

- 1.0 Use number sentences with operational symbols ($+$, $-$, $=$) and expressions to solve problems. Create problem situations that might lead to given number sentences.

Measurement and Geometry

- 1.0 Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit. Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).
- 2.0 Identify common geometric figures, classify them by common attributes, and describe their position; arrange and describe objects by proximity, position, and direction (i.e. near/far, below/above, up/down, behind/in front of)

Statistics, Data Analysis, and Probability

- 1.0 Organize, represent, and compare data by category on simple graphs and charts.
- 2.0 Sort objects, create/describe patterns by numbers, shapes, sizes, rhythms, colors.

Mathematical Reasoning

- 1.0 Make decisions about how to set up a problem.
- 2.0 Solve problems and justify their reasoning.
- 3.0 Note connections between one problem and another.

Science Content Standards

Physical Science

Your first grader will learn that materials come in different forms (states), including solids, liquids, and gases.

Life Science

Your first grader will learn that plants and animals meet their needs in different ways.

Earth Science

Your first grader will learn that weather can be observed, measured, and described. Some vocabulary included in the Earth Sciences will include thermometer, temperature, wind vane, and predictable weather.

Investigation and Experimentation

Your first grader will study the scientific process by asking meaningful questions and conducting careful investigations. Examples in this area may include drawing pictures that portray some features of the thing being described and recording observations and data with pictures, numbers, or written statements and then creating a bar graph.

History/Social Science Content Standards

- 1.1 Students describe the rights and individual responsibilities of citizenship.
- 1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics or places.
- 1.3 Students know and understand the symbols (such as the flag, bald eagle, Statue of Liberty), icons, and traditions of the United States that provide continuity and a sense of community across time. This includes the Pledge of Allegiance and patriotic American songs.
- 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.
- 1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.
- 1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.

Physical Education Content Standards

Motor Learning: Students develop effective movement skills.

Biomechanics: Students demonstrate an understanding of the fundamentals of movement.

Exercise Physiology: Students achieve and maintain a health enhancing level of physical fitness.

Exercise Physiology: Students develop the skills, knowledge, and interest to independently maintain an active lifestyle.

Human Growth and Development: Students demonstrate an understanding of the stages of growth and development and their effect on performance.

Physiology: Students demonstrate knowledge, acceptance and appreciation for differences among themselves and others in regard to abilities and achievements.

Aesthetics: Students will develop a sense of appreciation and aesthetic pleasure of movement as a performer and as an observer.

Sociology: Students demonstrate appropriate social behaviors by respecting others, appreciating diversity and recognizing the importance of understanding other cultures.

Historical Perspectives: Students demonstrate an understanding of the various influences on the evolution of a movement related activity.

Visual & Performing Arts Content Standards

Dance: Demonstrate the ability to vary control and direct force/energy used in basic locomotor and axial movements (i.e. skip lightly, turn strongly, fall heavily); and name basic locomotor and axial movements (i.e. skip, slide, stretch, roll).

Music: Sing with accuracy in a developmentally appropriate range, sing age-appropriate songs from memory, and play simple accompaniments on classroom instruments.

Theatre: Identify the cultural and geographic origins of stories; and describe the role and responsibilities of audience and actor.

Visual Arts: Discuss works of art created in the classroom, focusing on selected elements of art (i.e. shape/form, texture, line, color); and select something they like about their own work and something they would change.