

2024-2025

**First Grade
Curriculum
Handbook**

A decorative graphic consisting of several overlapping circles in red, blue, orange, yellow, and green. The text "Welcome to 1st Grade!" is centered over these circles.

**Welcome
to
1st Grade!**

Lien Elementary School...Expect the Best!

Welcome to First Grade!

We are looking forward to working with your child this year. We hope this booklet will help you to better understand what your child will be learning and how to help your child succeed.

Building a positive attitude about school and learning is one of the most valuable gifts a parent can give his/her child.

We appreciate all of your help and support.

Thank you.

Sincerely,

Mrs. Amanda Aizpurua

Mrs. Mariah Millerman

Mrs. Beth Schradle

Mrs. Heather Hahn (Montessori Grades 1-3)

Mrs. Maggie Peterson (Montessori Grades 1-3)

Mrs. Jennifer Kennedy (Montessori Grades 1-3)



Your child is learning to write manuscript letters. The Zaner-Bloser manuscript style alphabet is the most widely used alphabet in classrooms across the United States. Most of the major spelling series use this alphabet. Manuscript writing is taught before cursive writing for several important reasons:

- Manuscript writing more closely resembles the type on the printed page, and therefore one alphabet serves for both reading and writing.
- The letters are made with straight lines and circles and are easy for the young child to learn.
- Using manuscript until the finer muscles are developed allows your child to be successful at once in recording his or her own thoughts.
- Research shows that mastery of manuscript writing prepares the child for a successful and easy transition to cursive writing.

It is important for your child to have a good model of manuscript writing available when writing at home. It is also essential to stress the importance of correct paper position and pencil position.

You will want to have a copy of the Zaner-Bloser alphabet readily available. Enclosed are copies of the manuscript alphabet and illustrations of correct pencil position and paper position for your use.

Handwriting instruction strives to achieve fluent, legible writing.

Effective written communication is, of course, the final goal.

COMPONENTS OF STRUCTURED LITERACY

Systematic & cumulative

- the organization of the material follows a logical order of language
- progresses from easy to more advanced in a methodical way
- builds on skills previously taught
- clear scope & sequence

Diagnostic

- teachers individualize instruction by using continuous assessment
- content must be mastered to the degree of automaticity before progressing to the next step

Explicit

- concepts are taught directly with student-teacher interaction
- no assuming students know concepts or absorb ideas through exposure - everything is explicitly taught without skipping any steps or concepts
- multisensory methods are encouraged

*created with information from the International Dyslexia Association

www.thriveedservices.com

Structured literacy includes 6 elements:

Phonology: focusing on the ability to distinguish, segment, blend, and manipulate sounds (aka [phonemic awareness](#))

Sound-Symbol Association: mapping phonemes to letters and letters to phonemes

Syllables: The 6 [syllable types](#) and division rules are taught to help readers decode unfamiliar words.

Morphology: Working on morphemes (base elements and affixes) helps students decode and understand the meaning of complex words.

Syntax: Grammar, sentence structure, and the mechanics of language

Semantics: instruction in comprehension

Zaner-Bloser Manuscript Alphabet

A B C D E F G H I

J K L M N O P Q R

S T U V W X Y Z

a b c d e f g h i j k l m

n o p q r s t u v w x y z

1 2 3 4 5 6 7 8 9 0

Reading

The focus of reading at first grade is a balanced approach to acquire essential Common Core State Standards. The framework consists of whole group core instruction, guided reading, and independent practice. Students build these expected skills in the areas of reading comprehension for fiction and nonfiction texts, reading foundational skills and writing.

Instructional Framework

- **Whole Group:** Students participate in read-alouds or shared readings with authentic literature using a variety of genres. Teachers model, use explicit instruction, and lead discussions directing student focus on specific skills.
- **Guided Reading:** Students will participate in flexible and small groups where they will work at their instructional level with key teacher involvement. This may include time with other teachers through what we call WINN (What I Need Now).
- **Independent Practice:** Students work with self-selected reading materials, often using a book box. Students select these books based on interest, purpose of reading, knowledge of words and revisiting introduced skills. Teachers may implement stations or work boards for students to complete a variety of tasks.

Essential Skills

- **Reading Comprehension:** Students apply skills after listening or reading a text such as ask and answering questions, retelling story details, describing characters, setting and main ideas of stories, identifying similarities and differences in nonfiction texts, and identify text features.
- **Reading Foundational Skills:** Students learn how to read words by sounding them out and using pictures cues, read common sight words, read in phrases with accuracy and expression, and understand what is read.
- **Writing:** Students learn three styles of writing: narrative, informative, and persuasive pieces. Important skills include printing upper and lowercase letters, spelling, writing with complete sentences, using correct capitalization and punctuation, providing transitional words and providing details.

LANGUAGE ARTS

READING FOUNDATIONAL SKILLS

To be able to write letters

To be able to identify letter names

To be able to identify letter sounds

To be able to read sight word vocabulary (Sight words are frequently used words that a child should recognize automatically. Examples are: the, is, are, there, they, of, was, you, now, my, said.)

To be able to read phonetic words

Blending sounds (see page on blending)

Rhyming

Word Families (example)

at fat pat

sat cat rat mat

To be able to read:

Short vowels — at, bit, cut, hop, pet

Long vowels — ate, bite, cute, hope, Pete

Blends — bl, pl, fl, br, pr, fr, tr, st, sk, sc

Diagraphs — th, sh, ch, -ck

Endings — s (talks) -ed (talked) -ing (talking)

Contractions — n't (can't) 's (he's) 'm (I'm) 'll (we'll)

Compound Words — into, lunchbox, playground, birthday

To introduce the concept of correct spelling.



READING TIPS

BLENDING

(A very important skill)

When sounding out words with your child, the sounds in phonetic words can be blended.

For example, when you blend two sounds, do not pause between the two sounds.

Correct: f ____ a

“ffffffffffaaaaaaa”

Incorrect: f ____ a

“fffff.....aaaaa”

Stress the importance of blending the sound without a pause between them.

Correct: fa ____ n

“faaaaaaaaaan”

Incorrect: fa ____ n

“faaaaa.....n”



READING TIPS

1. Read daily with your child.
2. Read daily papers and stories that are sent home. (These papers contain your child's current reading vocabulary and skills being taught.)
3. Take turns reading with your child. Alternate lines or pages.
4. Early in first grade if your child does not know a word, tell him/her the word and have your child repeat it. Your child has not been taught the phonetic skills necessary to sound out words at this time.
5. As more skills and sounds have been taught, if your child does not know a word, have your child:
 - A. Look at the beginning sound
 - B. Look for picture clues
 - C. Think about what would make sense
 - D. Tell child the word and reread the whole sentence
6. Give your child lots of praise and encouragement.
7. Help or provide answers when necessary.
8. Stop when the child's attention wanders.
9. Remember all children learn at different rates.
10. Your child will enjoy reading and experience more success if the material is at the appropriate level. If your child does not know 5 words or more on a page — the book is too difficult. Please find a more appropriate book.



COMPREHENSION

Reading is more than just sounding out words.

The purpose of reading is to understand the written word.

When reading with your child, talk about the materials read and ask questions fairly often to check for understanding.

Try to pick books of interest.



LISTENING/SPEAKING

Student will listen to gain information.

Student will listen for enjoyment.

Student will listen to literature daily.

Student will be respectful listeners.

Student will use speaking skills to communicate effectively.

Student will be given the opportunity to speak frequently.

Student will develop the skills necessary for effective speaking.



Math Houghton Mifflin Expressions

Lien Elementary School's math curriculum is Houghton Mifflin Expressions.

Your child will learn math in an innovative program that interweaves abstract mathematical concepts with the everyday experiences of children. This helps children understand math better.

In this program, your child will learn math and have fun by:

- Working with objects and making drawings of math situations,
- Working with other students and sharing problem-solving strategies with them,
- Writing and solving problems and connecting math to daily life
- Each unit will include a test to ensure growth and progress. Some targeted areas include:
 - Numbers, Operations and Base 10
 - Operations and Algebraic Thinking
 - Measurement and Data
 - Geometry



MATH TIPS

Monitor and return your child's homework as assigned by the teacher.

Encourage your child to predict and estimate money, blocks, foods, toys, clothes, time, etc.

Make up story problems with/for your child:

i.e. "If you take your 4 yellow socks and put them with your 2 blue socks, how many socks do you have?"

Let your child determine if one set has more or less than another:

i.e. "Are there more plates than forks on the table?"

Use every advantage in ordinary situations to point out different numbers, sizes, and shapes.

SCIENCE

Light and Sound

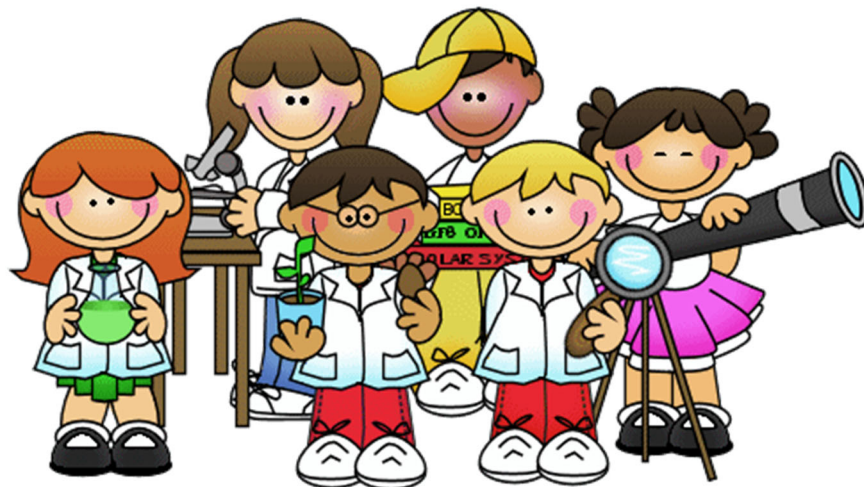
Space

Weather Patterns

Biomimicry

Heredity

Engineering & Design



SOCIAL STUDIES/HEALTH

Respect for others

Feelings

Manners

Families

Holidays and customs

Self-respect

Fire prevention

Child protection

Sharing

Safety rules for home, school, bus, work and play

Exercise

Nutrition

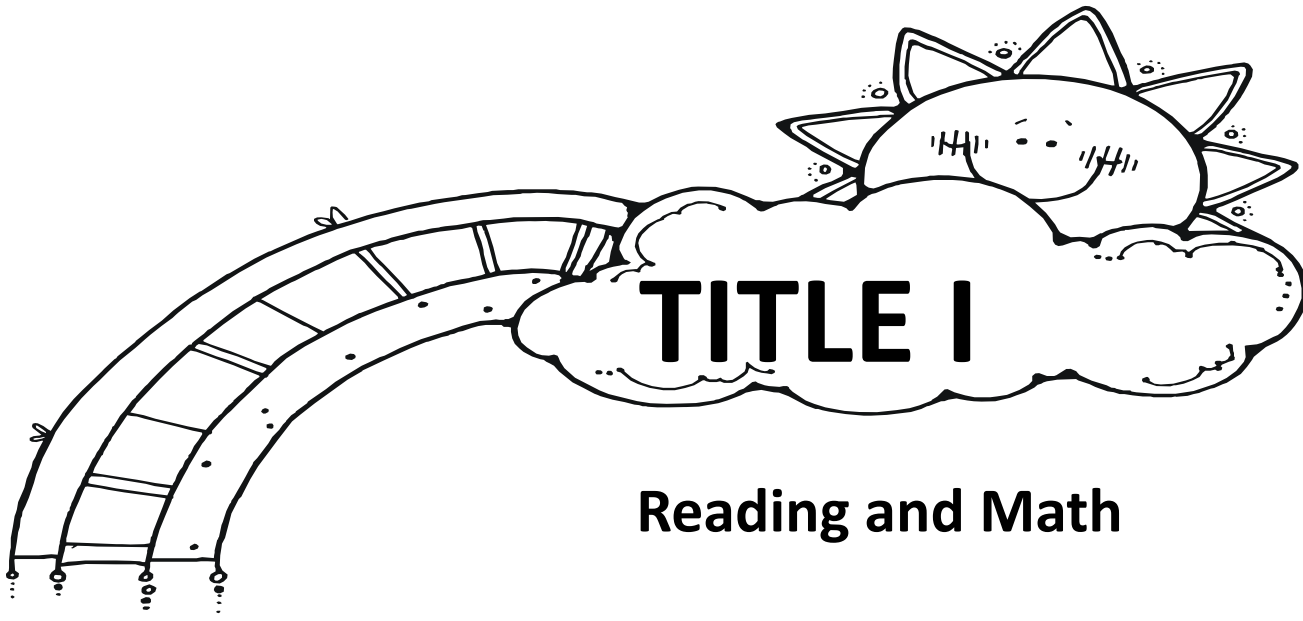
Dental Health

Personal hygiene

Growth and development

Responsibility of own behavior and consequences





You know the saying, “It takes a whole village to raise a child.” We are proud to say that the Title I Reading and Math teachers are part of your child’s educational “village”.

Title I is a federally sponsored program designed to offer extra help to students as they meet the challenges of first grade. This help is available for both reading and math, in the form of extra drill on skills, extra practice time and/or extra help with daily written tasks. Our focus is to assist students to learn the skills and information that all first graders are required to know. Planning closely with the classroom teacher, we work either in the classroom or in the Title I room. Our students often refers to this time as, “Book club” or “Math club.”

We, the Title I teachers, are happy and proud to work toward ensuring your child’s success in first grade.

Title I Teachers --

Mrs. Carrie Schuh

Mrs. Lynnette Wentz

Paraeducator --

Mrs. Sue Baukol