

PARENTS GUIDE TO
FIRST GRADE
INSTRUCTION



DoDEA Office of Communications

dodea

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

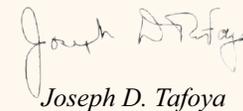
Message from the Director

Dear Parents:

The Department of Defense Education Activity (DoDEA) is committed to providing the highest quality of education to its students. One way to provide a quality education is with an effective curriculum that reflects high standards and expectations. Thus, DoDEA has developed rigorous content standards aligned with national guidelines and standards. But even the most rigorous standards cannot make schools and students successful without the support of parents.

This booklet is designed to inform you, our parents, of DoDEA's expectations for students in the four major curriculum areas—reading/language arts, mathematics, science, and social studies—at the first grade level. These expectations are aligned with the first grade curriculum that is used by the classroom teacher for daily instruction. The booklet also provides examples of what your child is learning in the classroom, and what he should know and be able to accomplish upon exiting first grade. In addition, it provides suggestions and tips on how you can help him at home.

I hope this publication is informative and assists you with understanding DoDEA's educational goals for your child in first grade. Working together, we can ensure his success and start him down the path to life-long learning.



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FIRST GRADE

Help Your Child Find Success



The Department of Defense Education Activity (*DoDEA*) has followed the national trend in setting high expectations, or *standards*, as a basis for teaching your child. By setting standards, DoDEA provides parents and teachers with guidance on what we want children to learn. Standards spell out exactly what skills and knowledge we expect your child to be able to do and understand. Research shows that children do better if high expectations are set.

Your child was exposed to the beginning stages of reading at a very early age. When you first read to your child, he learned that the "squiggles" on the page caused you to say certain words. You were helping your child get ready to start school when you sang the alphabet song, or played with games or toys that emphasized letter names and sounds. In the first grade, your child will learn that letters and spelling patterns represent sounds that make up words. This is an exciting time for your child, as he will gain independence in learning.

Developmentally, your child may mature at a slower or faster pace than others at his age level. We know that a child's strengths and weaknesses will influence how he receives and processes information. Given this factor, we see standards as a "road map" to gauge how a child is progressing across the system. It would be unrealistic to expect all children in a classroom to reach these expectations at the same time. Research indicates that while some children will meet the standards early in the school year, others won't satisfy them until later in the year. What is important is that each child - *your* child - has the confidence and encouragement to work toward meeting these standards.

This booklet reflects only some of DoDEA's standards or expectations for English/reading/language arts, mathematics, science, and social studies for Grade 1. (Please log on to the DoDEA website, www.odedodea.edu for the complete standards.) You, the parent, play an important role in your child's education. Rather than guessing at what your child is expected to learn in first grade, work

with his classroom teacher and the school to gain a better understanding of how to help him master first grade skills.

Some suggestions on how to help your child meet the DoDEA standards:

Take an Active Interest in Your Child's Daily Life

Your child will be excited when he comes home from school each day. Take time to talk with him about his school experiences. Make it obvious that what he has to say is important. Ask yourself how you can help him make these daily activities meaningful. A good way to help with developing understanding is to ask questions or have your child explain how the activities were completed. When you listen, help your child use descriptive words (e.g., not just "butterfly," but "a colorful butterfly," "a soft butterfly," "a new butterfly") so that you are improving his vocabulary and expressive skills. If your child uses inappropriate grammar or plurals, repeat what he has said correctly (e.g., Your child says, "The *mouses* ran down the wall," and you say, "Yes, the *mice* ran down the wall." This method is far more effective than correcting your child outright by saying, "It's not *mouses*, it's *mice*."). Your enthusiasm in listening to your child talk about his learning experiences will result in his having a positive attitude towards school.

Review Schoolwork

Your child will be proud of his schoolwork. Take time to look at it and to ask questions about how he went about completing it. Praise him and emphasize that he should be proud of his work. If the work is unacceptable, guide him in problem solving how he can make it better. Let him know that making mistakes is a part of work, and that we should learn from our mistakes so that we can do a better job next time. Your child will be thrilled when you display his work in your home, e.g., hanging his work papers on the refrigerator.

Encourage Curiosity and Motivation

First graders who come to school with an array of experiences like speaking, listening, reading, and language are generally

prepared to meet the first grade literacy standards. For your child to develop competency in these skills, he needs the motivation and curiosity to learn further. You, as a parent, can help provide the interest and desire to learn more by helping him find answers to his questions. Make learning fun and meaningful. If your child sees purpose in learning, he will be more likely to leap ahead and "discover new worlds."

Promote Understanding

For your child to fully understand the purpose of learning, he will need to realize how it applies to his own life. Help him make this connection by providing experiences with clocks, money, calendars, following directions, reading signs or directions, writing short notes or lists, and word games.

What if your child can easily read and sound out words he doesn't know, but then struggles to understand the meaning of a story? Help him gain understanding by telling him to look at the pictures for hints about what is happening, or take short sections of the story and ask him to predict what he thinks will happen next. Talk about the purposes of the characters and describe the relationship between events in the story. It is very important to talk about the story as you read it together, letting your child use his own words to retell the story. The more your child reads, the more words he will learn. Read, read, and read some more each day!

Be Prepared

Classroom teachers indicate that children who are organized are better equipped to learn. What can you do to help your child be better prepared for school? It's important to structure your daily life so that your child knows that he will have a daily study time. (First graders usually work on schoolwork at home for 2-4 hours per week.) Help your child prepare for the next school day by getting his clothes ready the night before, and by placing any schoolwork he needs to take to school at the door. Right before he goes to bed, read together for at least 20 minutes. If your child is familiar with a daily schedule at home, he will be more organized in school and play.

Reading

Students work on matching sounds to letters and putting them together in order to read meaningful, connected text.

Children will generally enter first grade knowing alphabet letter names and sounds. They will learn to put sounds and letters together to make words, words together to make sentences, and sentences together to make paragraphs and stories.

You can help by having your child:

- Blend sounds to make a meaningful word (e.g., play word games that require him to blend sounds like /t/o/p/) for top).
- Separate the sounds by saying each sound separately (e.g., cat = /c/a/t/).
- Recognize about 150 high-frequency words in reading texts (e.g., playing board games with words can help him learn to read sight words such as *the* and *an*).

Students read books aloud and silently to get meaning of the text.

Students will learn strategies to independently read new stories and books. After reading the text, students will summarize the story or book in their own words and describe what information they learned.

You can help by having your child:

- Read stories from a reader with fluency.
- Read library books or other texts at the same level as the reader.

- Correct himself as he reads.
- Use speech patterns, pauses, and emphasis in reading text.
- Use the cues of punctuation to help get meaning from the text and to practice fluent reading skills.
- Self-monitor his reading to determine whether the words sound right given the spelling of the words.
- Self-monitor the reading text to decide whether the words make sense in relationship to the rest of the sentence or story.
- Retell the story after reading it.
- Tell what the story is about (e.g., read books together and then have him explain what he read in his own words. Read books by the same author or about the same topic, and then have him compare the books.).
- Describe in his own words what new information he's learned.
- Answer comprehension questions beginning with *who*, *what*, *when*, *how*, and *where*.
- Ask questions to help clarify what he's read.



Students develop habits to read independently or with assistance.

Students will read books every day. They will go from listening to stories to reading stories to others. They will be assisted with difficult texts to prevent frustration. Children will be encouraged to read more if they see parents or other family members regularly reading and enjoying newspapers, magazines, and books.

You can help by having your child:

- Read one or two books every day independently or with assistance.
- Discuss the stories he's read with you.
- Compare the stories he's read (e.g., ask him how the main character in one story is different from the main character in another story. How are they the alike? How are their "adventures" different/alike?).
- Read a favorite book several times for better understanding.
- Read neighborhood signs, labels on cans and boxes, or directions on games and toys. (He'll find this exciting and challenging if you make a game of it.)
- Read his own writing aloud to you to see if it makes sense.

Students learn new vocabulary words to make sense of what they read.

Students will talk about the meaning of new vocabulary words they come across in independent and assisted reading, and then use these words to write sentences, paragraphs, and stories.

You can help by having your child:

- Learn to make sense of new words from the way they are used in the reading text.
- Understand how learning new words can help him when he reads.
- Learn the meaning of individual words (e.g., make a list of new vocabulary words, talk about their meanings, and then help him use the words in daily conversations).
- Understand that the same word can have different meanings (e.g., when a word has more than one meaning - such as the word *bat* - talk about it and have him tell you the other meaning(s) of the word).

Writing

Students write every day, both independently and with a partner.

Sometimes students will be given a topic to write about, sometimes they will come up with their own story topics.

You can help by having your child:

- Write daily (e.g., in a journal or in story format). (For this activity, spelling and punctuation are not important.)
- Read aloud work he's completed at school.
- Share information you've researched together on the computer or at the library by drawing or writing a story about what he's learned. (Sharing information he's learned will increase his interest and build self-esteem.)
- Edit and proofread his own work, as appropriate. (You may want to discuss how to best edit first grade writing with his classroom teacher.)

Students begin to connect with reading through writing exercises.

Students will use more complicated and descriptive phrases as they progress through first grade.

You can help by having your child:

- Make a plan on how to sequence or order events in writing (e.g., provide a story starter and have him finish the story by writing a middle and an end).
- Be creative and use descriptive words when he writes.
- Use dialogue in writing his story.
- Use phrases that show reactions, such as "I wondered" and "I thought."
- Produce writing that uses the full range of his speaking vocabulary.
- Draw on his own experiences to write stories (e.g., have him write about a family trip to the zoo).
- Develop a main idea for a story.
- Write a summary of a book or a story he's read.
- Report information to someone else in writing (e.g., write down what he did in school).
- Give instructions to someone by writing them down (e.g., have him write down directions for making his favorite sandwich).
- Make simple written comparisons of books or stories.
- Show some awareness of punctuation and capitalization.



MATHEMATICS

Arithmetic and Number Concepts

Students learn to use numbers and arithmetic concepts.

Students practice counting, comparing, and ordering numbers.

You can help by having your child:

- Understand that the number 10 is one "ten" or 10 "ones."
- Understand that you can make the number 10 in a variety of ways (e.g., have him make as many different combinations as he can with 10 small objects - a group of 3 and a group of 7, two groups of 5, etc.).
- Add whole numbers.
- Subtract whole numbers.
- Analyze a situation and decide whether to add or subtract.
- Solve arithmetic problems that require addition and/or subtraction.
- Estimate an answer (e.g., "How many straws do you have?" Answer: "I have about 10 straws.").
- Use drawings and models to show simple parts, wholes, and halves.
- Identify pennies, nickels, dimes, and quarters, and make combinations up to 25 cents.



Geometry and Measurement Concepts

Students demonstrate an understanding of geometry and measurement concepts.

Students will learn to identify and use shapes, measurement concepts, and time within their environment. They will begin to think about concepts of geometry when they explore the shapes and structures of the environment. Daily activities within the classroom will encourage the exploration of two- and three-dimensional shapes. As the year progresses, children will demonstrate an understanding of such concepts as over, under, through, beside, below, full, and empty.

You can help by having your child:

- Recognize, name, build, draw, describe, compare, and sort two- and three-dimensional shapes (e.g., squares, rectangles, circles, ovals, triangles, cubes, spheres, and cones).
- Create designs and patterns using two- and three-dimensional shapes or objects (e.g., using different-shaped containers, make a shape picture by tracing around the containers).
- Use a variety of measurement devices (e.g., rulers, balances, measuring cups, string, cubes, his hands) to measure, estimate, and compare by size, length, weight, and volume.
- Locate and identify geometric shapes in the environment (e.g., find picture frames, doors, and windows that represent oval, square, or rectangle shapes).
- Use words such as right/left, front/behind, and top/below to describe, name and interpret the location of objects.

- Use a clock to tell time by the hour and half-hour.
- Use a calendar to identify days, weeks, months, seasons, and special events.
- Name the days of the week in sequential order (i.e., Sunday, Monday, Tuesday...).



Functions and Algebra Concepts

Students learn basic function and algebra concepts.

Students will develop algebra concepts by exploring patterns and pattern relationships. Problem-solving skills will develop as children learn to identify, create, organize, perceive similarities and differences, and make judgments regarding patterns and pattern relationships.

You can help by having your child:

- Copy, create, and record patterns of various levels of difficulty using manipulative objects like colored blocks and cubes (e.g., create a pattern using three different kinds of pattern blocks).
- Identify and describe similarities and differences of patterns from the environment (e.g., three-leaf clovers, daisies).
- Recognize and repeat patterns from rhythms, body movements, and song (e.g., clap/clap-clap-clap/clap/clap-clap-clap/clap).

Statistics and Probability Concepts

Students learn the basics of statistics and probability concepts.

Students will learn about statistics and probability, i.e., the likelihood of a specific event. Their experiences will include thinking about predictions and asking questions that explore the possibility of something happening. They will learn to report the results of their findings on charts and graphs.

You can help by having your child:

- Collect and record data using tallies, lists, and charts.
- Create pictures and bar graphs from data collected as a group (e.g., develop a bar graph showing the ages of the people in your family).
- Read and interpret a simple graph or chart.
- Sort and classify objects and then record the results (e.g., ask him to count the number of one-color, two-color, and three-color patterned shirts in his closet and record the information).

- Participate in activities of chance, tallying the results and making predictions based on the findings (e.g., have him guess whether a shoe that is thrown in the air will land with the sole down, the sole up, or on its side. Have family members each toss a pair of shoes in the air. Count how many shoes fall in each of the three ways, and then record the results using pictures, numbers, or words. Based on his findings, ask him if he can predict how another shoe will fall if it is thrown up in the air.).



Problem Solving and Mathematical Reasoning

Children solve mathematical problems using reasoning and problem solving skills.

Children will use mathematical concepts to formulate and implement a solution to a mathematical problem.

You can help by having your child:

- Identify relevant and important information in the problem.

- Create mathematical word problems from real life situations (e.g., ask "If two students ride the bus to school and three students walk to school from our neighborhood, then how many children from our neighborhood go to school?").
- State the mathematical problem to be solved (e.g., have him cut out pictures from magazines that suggest addition or subtraction stories-such as a person placing items in a shopping cart-and then write addition or subtraction problems to go with the pictures).
- Tell you various strategies for solving mathematical problems, such as guessing and checking, using real objects, estimating, asking questions to clarify, putting events in order, acting out a problem, and re-stating.
- Select and carry out a strategy to solve a mathematical problem.
- Compare strategies with others that are working on the same problem.
- Present the solution to a problem by telling how he solved it.
- Tell why he used the method/strategy he did to solve the problem.
- Use computers and calculators as tools to help solve mathematical problems.

Mathematical Skills and Tools

Students learn to use basic mathematical skills accurately and effectively.

Students will explore mathematical skills and concepts to clarify and organize data to solve problems.

You can help by having your child:

- Count, read, and write numbers from 0-100.
- Count by ones, twos, fives, and tens to 100.

- Use concrete or real objects to compare quantity terms such as *equal to*, *greater than*, and *less than* with their appropriate symbols (i.e., =, >, and <).
- Group objects by tens and ones to show two digit numbers (e.g., two groups of tens and four groups of ones = 24).
- Identify the places of people or objects by using the position terms "first" through "tenth."
- Create and solve story problems using addition and subtraction concepts.
- Know and write basic addition facts with sums to 10, along with the related subtraction facts.
- Use a variety of strategies without regrouping or borrowing to find the sum or difference of two digit numbers whose sum is 99 or less (e.g., $25 + 34 = 59$; $89 - 24 = 65$).
- Estimate whether a group of objects is less than or greater than another group of objects.
- Recognize and use mathematical symbols (e.g., +, -, =, \$).
- Compute mathematical problems by using mental computation, paper and pencil, and calculators (e.g., play a game using target numbers such as 2, 3, 4, and 6, and have him make as many combinations of 12 as possible using addition and subtraction facts).

Mathematical Communication

Students learn to use mathematical language in their reading, writing, speaking, and listening activities.

Students will understand that math is about ideas, not just numbers, manipulatives, or symbols. They will use math concepts in other classroom and daily activities.

You can help by having your child:

- Use appropriate mathematical terms.
- Discuss mathematical ideas in a variety of ways (e.g., you add to find out the total number of things, you subtract to find out how many things you have left).
- Communicate mathematical ideas to others (e.g., ask him to determine how many sweaters you have if you received one new one for your birthday and you already have three).
- Recognize how math is integrated in the real world (e.g., make up some real-life problems for him to solve - "If we have five people in our family and eight cereal bowls, do we have enough clean bowls for everyone when two bowls are dirty?").
- Use technology to communicate mathematical concepts, processes, or solutions (e.g., use a calculator to figure out a difficult math problem).



Inquiry skills

Students conduct investigations using inquiry skills.

Every day is filled with opportunities to learn science. Students will explore their world by learning the steps of a simple experiment that leads to scientific explanations. They will use scientific words to summarize and explain their discoveries.

You can help by having your child:

- Use reliable sources for gathering information in investigations (e.g., books or educational Web sites).
- Tell how to plan and conduct a simple investigation to solve a problem or answer a question (e.g., to find out how long it takes for a dandelion or a rose to burst into full bloom, or how mold grows).
- Select tools to collect and record information from the investigation (e.g., a magnifying glass, a thermometer).
- Ask questions or make predictions using scientific words.
- Use scientific words when discussing or summarizing the results of the investigation.
- Organize information and find ways to tell others about his investigation.

Physical Science

Students explore the characteristics of objects, light, motion, heat, and magnetism.

Students will conduct hands-on investigations where they can see, touch, manipulate, and modify materials to explore the characteristics of light, motion, heat, and magnetism.

You can help by having your child:

- Sort objects using observable properties such as color, shape, texture, size, and weight.
- Use standard units of measurement in weighing and measuring objects (e.g., grams, liters, meters; ounces, pounds, feet).
- Identify two states of water (i.e., liquid versus solid-ice).
- Explore the motion of an object through speed, position, and direction.
- Identify that movement has different speeds (e.g., slow and fast).
- Investigate sources of light and heat.
- Explore light and shadows (e.g., how they change at different times of the day).



Life Science

Students identify the characteristics of organisms, understand that organisms have life cycles, and study how organisms survive in their environments.

Living things grow, change, and reproduce. Students will group plants and animals based on simple characteristics and examine the basic relationships between living things.

You can help by having your child:

- Compare living and nonliving things.
- Compare characteristics of animal behaviors (e.g., how they eat, move, communicate, and reproduce).
- Discuss how animals use their senses (e.g., sight, smell, touch, hearing) to explore their worlds.
- Identify the stages of a plant's life cycle.
- Identify the life cycle of an animal (i.e., birth to death).
- Compare how the basic needs of human beings are similar to the basic needs of plants and animals (e.g., all need food, water, and air).



Earth and Space Science

Students learn to identify the properties of Earth and the objects in the sky.

Students will explore the physical world around them and describe the changes over time. They will observe weather and seasonal changes, and describe how these changes affect the lives of living things.

You can help by having your child:

- Identify different landforms and bodies of water (e.g., mountains, hills, valleys, canyons, islands, cliffs, streams, lakes, oceans).
- Talk about how rocks differ based on their physical properties (e.g., size, hardness, texture, color).
- Identify the sun as Earth's source of light and heat.
- Draw objects seen in the sky during the night and day.
- Talk about changes on Earth and in the sky (e.g., weather, seasons, and movement of stars across the sky).
- Tell how the weather affects living things (e.g., where people and animals live, the food they eat, their sleep patterns).

Science and Technology

Students examine simple technology tools.

Students will recognize simple technological tools and how these tools assist them in their classroom and home settings. Using information on how technology supports people, students will develop a simple plan to demonstrate their understanding of a technological tool.

You can help by having your child:

- Identify technological uses and how they can help at home and school (e.g., a computer, a telephone, a VCR).
- Design a simple plan and tool to help move an object from one place to another (e.g., a small, low cart with wheels to move a heavy houseplant).

Science in Personal and Social Perspectives

Students demonstrate an understanding of science in relationship to self and society.

Students will practice safety when conducting scientific investigations, describe changes and characteristics in a population, identify types of resources, and describe how environments change.

You can help by having your child:

- Practice safety when conducting science activities (e.g., not taste anything unless he's sure it's okay to eat and it's sanitary, wear rubber gloves when handling certain items, wear goggles if something could endanger his eyes, minimize the risk of accidents by following certain steps and procedures, follow warnings on labels and instructions, and ask for help from an adult if he isn't sure about something or an accident occurs).
- Identify different populations in the school and community environments (e.g., students, teachers, and community helpers such as police and firefighters).
- Tell how things change over a period of time (e.g., seed to tree; caterpillar to butterfly; lion cub to lion).
- Identify ways to wisely use classroom materials, supplies, and time.

- Talk about the changes in the classroom environment as the year progresses.
- Practice conservation (e.g., not wasting paper, glue, crayons) and ways to improve the environment (e.g., recycling).

History and Nature of Science

Students identify science as a human effort.

Students will understand how scientific investigations are used to explore the world within the school and community settings.

You can help by having your child:

- Identify science investigations within the classroom setting.
- Identify community members who use science in their work (e.g., view television programs such as *3-2-1 Contact*, *Reading Rainbow*, *Nature*, *Nova*, *Newton's Apple*, *The Voyage of the MIMI*, *The Crocodile Hunter*, and *National Geographic* and *Smithsonian* specials which show how science is used in our world).



SOCIAL STUDIES

Citizenship

Students learn that citizenship involves ideals, principles, and practices in a democratic republic.

In first grade, citizenship education will emphasize the roles and responsibilities within the family as part of a community.

You can help by having your child:

- Recognize symbols and leaders of the United States.
- Practice the characteristics of good citizenship (e.g., work, play, and making choices cooperatively in a group).
- State how he and his family are part of a community (e.g., town or city-county-state-United States).

Culture

Students learn about culture and cultural diversity.

Students will learn vocabulary associated with time, seasons of the year, cultural celebrations, and the family unit. Students will recognize how families differ in other cultures and how they celebrate specific holidays.

You can help by having your child:

- Use appropriate vocabulary for family members (e.g., aunt, grandmother, grandfather, cousin).
- Recognize roles of family members and important people (e.g., create a job chart to show the jobs that your family does at home such as feeding pets, taking out the garbage, and setting the table).

SOCIAL STUDIES

- Tell how shelters, food, and clothing differ in different cultures (e.g., discuss how the life of a child in a different country is both similar to and different from his own life).
- Give examples of food and clothing for himself and other family members.
- Talk about customs of specific holidays (e.g., eating turkey for Thanksgiving Day dinner).
- Talk about family customs (e.g., making special holiday cookies).

Time, Continuity, and Change

Students learn how human beings view themselves over time.

Students will learn about their own family and how it changes over time. They will learn about time in relationship to themselves and their activities.

You can help by having your child:

- Trace family information over time (e.g., draw a family tree).
- Compare how people of long ago and people today satisfy similar needs (e.g., compare early Native American shelters, food, and clothing with his own house, food, and clothing).



- Distinguish between past, present, and future.
- Tell how the seasons of the year are alike and different.

Space and Place

Students learn about their world and where they fit geographically.

Students will use maps and globes to locate familiar places and geographic features. They will also use maps to explain movement from place to place.

You can help by having your child:

- Use a map to locate and describe familiar places in his home, classroom, school, and community (e.g., using symbols for buildings, trees, traffic lights, and playgrounds, make a map of your neighborhood).
- Identify directions (i.e., north, south, east, and west) on a map or globe.
- Identify bodies of water (e.g., oceans, seas) and land masses (e.g., continents) on a globe.
- Explain his own movements from place to place (e.g., how he travels to and from home/school, home/park, home/store).

Individual Development and Identity

Students learn about individual development and identity.

Students will learn to recognize and describe their own emotions and demonstrate responsible behavior within the community.

You can help by having your child:

- Identify and describe various kinds of emotions (e.g., sad, happy, angry).
- Demonstrate personal responsibilities (e.g., chores he does at home).
- Show respect and concern for the rights of others.
- Recognize the value of community and the need to belong (e.g., recognize that people in a community can help others and make a positive difference in others' lives).

Individuals, Groups, and Institutions

Students learn about the relationships of the family as a unit and within the community.

Students will learn how the family is part of a community. They will explore the different roles of others within the community and the interaction of the family with community helpers.



You can help by having your child:

- Tell how a community depends on community helpers (e.g., police, firefighters, and mail carriers).
- Share experiences from walks and trips to places in the community (e.g., to a fire station, a post office, a health clinic).

Production, Distribution and Consumption

Students study how people organize for the production, distribution, and consumption of goods and services.

Students will identify the basic needs of families and understand that families use money to buy some of their needs. They will recognize that transportation helps to move goods from factory to store and from place to place (e.g., from country to country). They will explore how needing something is different from wanting something.

You can help by having your child:

- Talk about how his family depends upon workers with specialized skills (e.g., firefighters to put out fires, farmers to grow crops).
- Understand how goods are distributed from one place to another (e.g., by trucks, trains, planes).
- Tell the difference between a "need" and a "want" in the distribution of goods (i.e., "needs" are things we must have to live, and "wants" are things we would like to have - e.g., warm clothing for winter versus a new bike).
- Recognize the value of coins and bills, and understand how money is used in the purchase of goods and services.

Power, Authority, and Governance

Students study the structure of power and authority.

Students will recognize the difference between rules and laws. They will understand the need for rules, and will participate in rule making in and out of the classroom.

You can help by having your child:

- Explain the need for rules and appropriate behavior at home, in school, and in the community.
- Tell what happens when he or someone else breaks a rule in one of these settings.
- Understand and explain that voting is a way to make a decision and change the structure of power.



Science, Technology, and Society

Students study the relationships among science, technology, and society.

Students will identify some important natural resources in our country and explain why they are valuable. They will identify ways to care for and protect our natural resources, recognizing that they themselves can make a difference in the environment.

You can help by having your child:

- Identify examples of pollution (e.g., litter; polluted lakes, rivers, and air).
- Recycle, reuse, and reduce waste (e.g., recycle cardboard, paper, and glass; use recycled paper).
- Tell how the physical environment influences a family's food, clothing, and shelter.

Global Connections

Students learn how they connect and depend on others in a global society.

Students will study the interdependence within their family structure and a global society.

You can help by having your child:

- Develop communication skills for relating to individuals and groups.
- Define basic concepts of cooperation, conflict, and competition in a global society (e.g., the United Nations, wars, the Olympics).

Appendix

Internet Sites for Children

The following links are just some of the Web sites designed for children. Children learn best through hands-on activities and exploring the world around them. Technology supports learning by providing access to information and interactive activities.

Note: While these Web sites were working at the time of publication, the Internet is dynamic and some of these sites may no longer be active. Please review each link before your child uses it.

Reading and Writing Links

Buddy's Bearded Collie Literacy Notebook - <http://www.skylinc.net/~scarfone/buddy.htm> - reading and writing activities.

Child Fun - <http://www.childfun.com/themes/letters.shtml> - alphabet games and activities.

Consumer Report - http://www.ifg-inc.com/Consumer_Reports/LearnToRead.html - *Helping Your Child Learn to Read.*

Java Script - <http://www.billybear4kids.com/games/online/alphabet/abc.htm> - alphabet games.

Magic School Bus - <http://www.scholastic.com/magicschoolbus/home.htm> - activities for children.

Papajan - <http://abc-read.com/write.html> - ABCs of reading.

Pitarra.com - <http://www.pitara.com/talespin/folktales.asp> - children's folktales and stories.

Surf2 School - <http://www.surf2school.net/Upload%20Folder/Grades/2nd%20Grade.html> - Designed like a real school with classrooms, library, playground, and other typical school resources. Student workstation has reference materials, reading activities, study materials, and tests.

United States Department of Education - <http://www.ed.gov/pubs/CompactforReading/> - materials for families to ensure good reading skills in children. Includes 400 activities for K-3 students.

United States Department of Education - <http://www.udel.edu/ETL/RWN/Encourage.html> - reading and writing activities.

United States Department of Education - <http://www.ed.gov/pubs/CompactforReading/tablek.html> - features 100 reading and literacy activities appropriate for kindergartners.

University of Florida - <http://web.uflib.ufl.edu/cm/africana/children.htm> - African Children's Literature.

Math Links

Education by Design Kids Activities - <http://www.edbydesign.com/kidsact.html> - online activities for kids, including a Pokemon scrambler, math games, and a place to publish stories, jokes, and poems.

Eisenhower National Clearinghouse - <http://www.enc.org/professional/timesavers/lessonplans/math/0,1544,1%2DCounting,00.shtml> - math activities.

Kids Math Syvum Book - <http://www.syvum.com/math/arithmetic/level1.html> - arithmetic problems and math exercises for kids.

Math Cats Magic Chalkboard - <http://www.mathcats.com/> - math art gallery and lots of interactive math activities, including magic squares, conversions, seasonal surveys, symmetry, tessellations, geometric designs, and games.

Math in the Home - <http://npin.org/library/pre1998/n00109/home.htm> - games and activities at home to explore math.

Math Is Fun - <http://www.mathsisfun.com/> - math games and activities you can play with your child to help him understand numbers and math concepts.

Quia Mathematics Activities - <http://www.quia.com/dir/math/> - activities to practice addition, subtraction, multiplication, division, and rounding.

Saxon Publishers - http://www1.saxonpub.com/tech/online_activities.html - activities in math and phonics.

Teach R Kids Math - <http://www.teachrkids.com/> - math for elementary school kids.

The Activity Idea Place 123 Child - <http://www.geocities.com/Heartland/Acres/8911/index2.html> - activities for art, math, and science.

United States Department of Education - <http://www.ed.gov/pubs/parents/Math/index.html> - *Helping Your Child Learn Math.*

Science Links

About.com The Human Internet - <http://kids.science.miningco.com/msub15.htm> - science/nature for kids.

Canadian Broadcasting Corporation (CBC) - <http://www.cbc4kids.ca/general/time/default.html> - time-related links, including cultural calendars, what happened today in history, information on the millennium, and TV and radio timelines.

Discovery Channel - <http://school.discovery.com/sciencefaircentral/> - many activities and games on science concepts.

Disney Family Page - <http://family.go.com> - activities, learning opportunities, parenting techniques, and more.

Early Childhood Math and Science Activities - http://members.tripod.com/~Patricia_F/mathscience.html - science and math activities for ages 3 to 10.

The Franklin Institute Online - <http://www.fi.edu/tfi/activity/> - science activities for children 5-12 years of age.

Jason's Page of Science Links - <http://horsehoopranch.com/jason/jason.htm> - connects to children's science links with interactive games and activities.

National Geographic.com - <http://www.nationalgeographic.com/kids/index.html> - games, activities, and articles for children.

NASA's Space Science Activities for Students - <http://www.nasa.gov> - space science activities for elementary students.

Online Science Activities for Kids - www.exploratorium.edu/learning_studio/index.htm - science activities for children.

Science Nature for Kids - <http://kidscience.about.com/cs/theenvironment/> - ask experts tough questions, and have fun and learn about science at the same time with experiments, projects, and games.

The Science Spiders - <http://www.sciencespiders.com/TheScienceSpiders/default.htm> - science books and activities for children ages 3 to 10.

Sesame Street - www.sesameworkshop.org - includes safety tips for kids, family activities, health information, children's education, and parenting tips.

United States Department of Education - <http://www.ed.gov:80/pubs/parents/Science/index.html> - *Helping Your Child Learn Science*.

United States Department of Education - <http://www.ed.gov/pubs/parents/Science/Introduction.html> - ways to help children learn science.

Yahoo - http://www.yahooligans.com/Science_and_Nature/ - links to science websites for kids.

2think.org - <http://www.2think.org/hycls.shtml> - *Helping your Child Learn Science*.

Social Studies Links

Early Childhood Social Studies - http://patricia_f.tripod.com/ssmotor.html - large collection of activities to help young children learn about themselves and the world in which they live.

Explorations 4 Kids - <http://www.gomilpitas.com/homeschooling/explore/activism.htm> - a directory of web sites for learning.

Fun Social Studies - <http://www.funsocialstudies.com/> - a child friendly environment for learning social studies, with articles and links primarily aimed at children ages 7 to 12.

National Council for Social Studies and the New York Life Insurance Company - <http://www.americanpresident.org/introduction.htm> - exciting tools and resources to learn about the U.S. presidency.

National Geographic - <http://www.nationalgeographic.com/kids/> - games, contests, articles, and activities.

National Geographic Xpedition - <http://www.nationalgeographic.com/xpeditions/hall/index.html> - an interactive "Museum" that takes children on geography journeys.

National History Museum: London - <http://www.nhm.ac.uk/interactive/index.html> - exhibits and activities, as well as research projects, features, and related sites.

The Wagon Train - <http://www.siec.k12.in.us/~west/proj/lincoln/> - a picture gallery, an Internet treasure hunt, and class activities.

United States Department of Education - <http://www.kidsource.com/kidsource/content/history.html> - activities to help children learn history, ages 4 to 11.

Yahooligans - http://www.yahooligans.com/School_Bell/Social_Studies/Mythology_and_Folklore - a mythology and folklore site.

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Notes

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