Questions

Questions for your child's teacher:

- What is the best way/time to contact you?
- What are your expectations for my child?
- What is your homework policy?
- How often do you send a class newsletter home to keep me abreast of assignments, activities or field trips?
- When are tests given?
- Is there a school wide discipline plan?
- Will you sponsor 1st grade workshops to link home and school?
- How do you assess my child's strengths and weaknesses?
- How do you determine classroom seating?
- What is your policy for misbehavior?

Activities for Home

What can I do to help my child from home?

- Visit any of the Metro Park free classes to learn about insects, trees, plants.
- Visit Lake Farm Park and milk a cow to demonstrate food sources.
- Visit the Botanical Garden to learn how the seasons influence plants.
- Place a glass of ice on the counter and discuss how it changes the next morning.
- Recycle glass and plastic items and discuss their impact on the environment.
- Take an energy walk around the house and discuss some of the energy sources (e.g., sun, electricity and batteries).
- Let your child help you assemble a model kit/toy to understand the value of following directions.
- Borrow kitchen science books from Cleveland Public Library to conduct home science experiments.
- Ask your children questions that require thinking answers vs. yes and no answers.

A Message from the CMSD ~School Parent Organization~

Dear Families,

This information was created by CMSD families for CMSD families. It is intended to provide parents and caregivers with knowledge about standards based education to ensure their children reach their full academic potential.

NOTES:

Cleveland Metropolitan School District

1 SCIENCE

What should my first grader learn about Science?

Earth and Earth and Space Sciences

- Understanding that resources are things we get from the living (e.g., plants, trees) and non-living (e.g., rocks) environment and that resources are needed to meet the needs and wants of a population.
- Explain that many resources are limited, but that the resources can continue to be used (extended) through careful use, using them less, re-using them or through recycling.
- Understand that all living things cause changes and the changes may be fast, slow, very visible (ice storm or very slow trees roots, breaking into a pipe or causing a sidewalk to buckle.).

Life Sciences

- Discover that there are living things, non-living things and pretend things, and describe the basic needs of living things (organisms) (for things to live must have food, oxygen or air).
- Explain how organisms function and interact with their physical environment.
- Describe similarities (things that are the same such as leaves for plants or skin on humans) and differences that exist among individuals of the same kind of plants (leaves, needles) and animals (eye color, hair color).

Physical Sciences

- Discover that many objects are made of parts that have different characteristics (hard, soft, shiny). Describe these characteristics and recognize ways an object may change. (ice cube melts when in the sun changing to a liquid)
- Recognize that light, sound and objects move in different ways.
- Recognize sources of energy (e.g. sun, wind) and their uses (wind powers wind mills).

Science and Technology

- Explain why people, when building or making something, need to determine what it will be made of (think of the story of The Three Pigs and how they built their homes, talk about what happened) how it will affect other people and the environment.
- Explain that to construct something requires planning, communication, problem solving and tools(e.g. hammer, saw) .

Scientific Inquiry

- Ask a testable question.
- Design and conduct a simple investigation to explore a question.
- Gather and communicate information from careful observations and simple investigation through a variety of methods.

Scientific Ways of Knowing

- Recognize that there are different ways to carry out scientific investigations. Realize that investigations can be repeated under the same conditions with similar results and may have different explanations.
- Recognize the importance of respect for all living things.
- Recognize that diverse groups of people contribute to our understanding of the natural world.