

Math Curriculum Map 1st Grade

	CONCEPT	SKILLS	ASSESSMENT
S E P T E M B E R	<p>Number & Operation-Use a variety of models to solve addition and subtraction problems in real-world and mathematical contexts.</p> <p>Algebra-Recognize and create patterns. Use rules to describe patterns. Use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical problems</p> <p>Create real-world situations corresponding to number sentences</p> <p>Geometry and Measurement-Describe characteristics of basic shapes. Use basic shapes to compose and decompose other objects in various contexts. Use basic concepts of measurement in real-world and mathematical situations involving length, time and money.</p> <p>Compare and represent whole numbers with an emphasis on place value and equality.</p>	<p>Lessons 1-10</p> <ul style="list-style-type: none"> -Identifying today's date -Making towers for the numbers 1-5 -Writing the numbers 0-10 -Making towers for the numbers 1-9 -Ordering the numbers 0-9 -Placing an object on a graph -Identifying a circle and a square -Identifying the number sides and angles of a square -Graphing a picture in a pictograph -Identifying most and fewest on a graph -Identifying right and left -Ordering sets from smallest to largest -Identifying most and fewest -Ordering numbers from least to greatest -Matching a number to a set -Coloring a bar graph <p>Lessons 11-16</p> <ul style="list-style-type: none"> -Writing the numbers 11-15 -Identifying morning and afternoon -Identifying first, last between and middle -Identifying first, second, third (ordinal) -Acting out some, some more and some, some went away stories -Identifying a triangle -Identifying the number of sides and angles of a triangle -Sorting by one attribute -Making a shape on a geoboard -Identifying inside and outside -Counting pennies <p>*Problem-Solving Activity 1: Using Logical Reasoning to Solve a Problem</p>	<ul style="list-style-type: none"> *Math Facts Assessments *Written Assessments *Oral Assessments *Math Meeting/calendar *Math notebook/estimating/lessons *Time Testing-Formative Assessment *Teacher Observation/questioning during problem solving and game playing *Homework-Summative *Wrap-ups-Formative Assessment *Class Fact Practices-Summative *Flash Cards-Formative Assessment *Writing Numbers-Summative *One on One Testing of Concepts *Attribute Blocks-Formative Assessment

	CONCEPT	SKILLS	ASSESSMENT
O C T O B E R	<p>Number & Operation-Use a variety of models to solve addition and subtraction problems in real-world and mathematical contexts.</p> <p>Algebra-Recognize and create patterns. Use rules to describe patterns. Use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical problems. Create real-world situations corresponding to number sentences</p> <p>Geometry and Measurement-Describe characteristics of basic shapes. Use basic shapes to compose and decompose other objects in various contexts. Use basic concepts of measurement in real-world and mathematical situations involving length, time and money.</p> <p>Compare and represent whole numbers with an emphasis on place value and equality.</p>	<p>Lessons 16-28</p> <ul style="list-style-type: none"> -Writing the numbers 16-27 -Identifying a number between two-numbers -Dividing a solid in half -Picturing a counting sets -Graphing a picture on a pictograph -Counting from 0-23 -Writing addition number sentences -Identifying ordinal position to sixth -Addition facts: doubles to 10 -Identifying a rectangle -Identifying the number of sides and angles on a rectangle -Writing number sentences for some, some more stories -Identifying the season: fall -Identifying the attributes of pattern blocks -Addition facts: doubles to 18 <p>*Problem-Solving Activity 2: Making an Organized List to Solve a Problem</p>	<ul style="list-style-type: none"> *Math Facts Assessments *Written Assessments *Oral Assessments *Math Meeting/calendar *Math notebook/estimating/lessons *Time Testing-Formative Assessment *Teacher Observation/questioning during problem solving and game playing *Homework-Summative *Wrap-ups-Formative Assessment *Class Fact Practices-Summative *Flash Cards-Formative Assessment *Writing Numbers-Summative *One on One Testing of Concepts *Attribute Blocks-Formative Assessment

	CONCEPT	SKILLS	ASSESSMENT
N O V E M B E R	<p>Number & Operation-Use a variety of models to solve addition and subtraction problems in real-world and mathematical contexts.</p> <p>Algebra-Recognize and create patterns. Use rules to describe patterns. Use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical problems. Create real-world situations corresponding to number sentences</p>	<p>Lesson 29-39</p> <ul style="list-style-type: none"> -Writing the numbers 27-36 -Identifying lighter and heavier using a balance -Addition facts: doubles to 18 -Covering designs with pattern blocks -Ordering numbers to 20 -Adding 1 to a number -Writing number sentences for some, some went away stories -Counting backward from 10-1 -Identifying morning, afternoon, evening, night -Measuring length and width using non-standard units -Addition facts: adding 1 -Sorting items and creating a graph <p>*Problem-Solving Activity 3: Looking for a Pattern to Solve a Problem</p>	<ul style="list-style-type: none"> *Math Facts Assessments *Written Assessments *Oral Assessments *Math Meeting/calendar *Math notebook/estimating/lessons *Time Testing-Formative Assessment *Teacher Observation/questioning during problem solving and game playing *Homework-Summative *Wrap-ups-Formative Assessment *Class Fact Practices-Summative *Flash Cards-Formative Assessment *Writing Numbers-Summative *One on One Testing of Concepts *Attribute Blocks-Formative Assessment
	<p>Compare and represent whole numbers with an emphasis on place value and equality.</p>		

	CONCEPT	SKILLS	ASSESSMENT
D E C E M B E R	<p>Number & Operation-Use a variety of models to solve addition and subtraction problems in real-world and mathematical contexts.</p> <p>Algebra-Recognize and create patterns. Use rules to describe patterns. Use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical problems. Create real-world situations corresponding to number sentences</p> <p>Geometry and Measurement-Describe characteristics of basic shapes. Use basic shapes to compose and decompose other objects in various contexts. Use basic concepts of measurement in real-world and mathematical situations involving length, time and money.</p> <p>Compare and represent whole numbers with an emphasis on place value and equality.</p>	<p>Lessons 40-47</p> <ul style="list-style-type: none"> -Writing the numbers 37-43 -Finding a sum by counting on -Making and reading a bar graph -Addition facts: adding 0 -Covering a design in different ways -Identifying identical designs -Counting by 10's to 100 -Subtraction facts: subtracting 1 -Counting dimes -Counting by 2 <p>*Problem-Solving Activity 4: Using Logical Reasoning to Solve a Problem</p>	<ul style="list-style-type: none"> *Math Facts Assessments *Written Assessments *Oral Assessments *Math Meeting/calendar *Math notebook/estimating/lessons *Time Testing-Formative Assessment *Teacher Observation/questioning during problem solving and game playing *Homework-Summative *Wrap-ups-Formative Assessment *Class Fact Practices-Summative *Flash Cards-Formative Assessment *Writing Numbers-Summative *One on One Testing of Concepts *Attribute Blocks-Formative Assessment

	CONCEPT	SKILLS	ASSESSMENT
J A N U A R Y	<p>Number & Operation-Use a variety of models to solve addition and subtraction problems in real-world and mathematical contexts.</p> <p>Algebra-Recognize and create patterns. Use rules to describe patterns. Use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical problems. Create real-world situations corresponding to number sentences</p>	<p>Lessons 48-62</p> <ul style="list-style-type: none"> -Writing the numbers 44-56 -Telling time to the hour -Subtracting facts: subtracting 0 and subtracting a number from itself -Estimating the capacity of containers -Ordering containers by capacity Drawing a picture to solve a problem -Identifying and locating numbers on a hundred number chart -Counting dimes and pennies -Identifying a line of symmetry -Creating a design with a line of symmetry -Drawing a line of symmetry -Identifying half of a whole -Writing the fraction one half -Estimating and measuring the capacity of container using non-standard units -Writing a two-digit number for a set of objects -Comparing and ordering two-digit numbers -Identifying odd and even numbers -Numbering a clock face -Showing time to the hour on a clock -Adding 2 to an even number -Adding 2 to an odd number -Covering a design with pattern blocks -Sorting, counting, and recording the pattern blocks used to cover a design -Addition facts: adding 2 -Comparing and ordering objects by length <p>*Problem-Solving Activity 5: Drawing a Picture to Solve a Problem</p> <p>*Problem-solving Activity 6: Looking for a Pattern to Solve a Problem</p>	<ul style="list-style-type: none"> *Math Facts Assessments *Written Assessments *Oral Assessments *Math Meeting/calendar *Math notebook/estimating/lessons *Time Testing-Formative Assessment *Teacher Observation/questioning during problem solving and game playing *Homework-Summative *Wrap-ups-Formative Assessment *Class Fact Practices-Summative *Flash Cards-Formative Assessment *Writing Numbers-Summative *One on One Testing of Concepts *Attribute Blocks-Formative Assessment
	<p>Geometry and Measurement-Describe characteristics of basic shapes. Use basic shapes to compose and decompose other objects in various contexts. Use basic concepts of measurement in real-world and mathematical situations involving length, time and money.</p> <p>Compare and represent whole numbers with an emphasis on place value and equality.</p>		

	CONCEPT	SKILLS	ASSESSMENT
F E B R U A R Y	<p>Number & Operation-Use a variety of models to solve addition and subtraction problems in real-world and mathematical contexts.</p> <p>Algebra-Recognize and create patterns. Use rules to describe patterns. Use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical problems. Create real-world situations corresponding to number sentences</p>	<p>Lessons 63-75</p> <ul style="list-style-type: none"> -Writing the numbers 57-65 -Writing the numbers 0-10 using words -Identifying pairs -Graphing pieces used to cover a design -Reading a graph -Identifying the season: winter -Writing money amounts using the cent symbol -paying for items using dimes and pennies -Dividing a square into halves -Creating a picture or design using overlapping shapes -Subtraction facts: subtracting 2 -Tallying -Counting by 5's -Using a ruler to draw a line segment -Sorting common objects -Adding two-digit numbers using dimes and pennies (without regrouping) -Estimating and measuring area using non-standard units: combining geometric shapes to make new geometric shapes. <p>*Problem-Solving Activity 7: Drawing a Picture to Solve a Problem</p>	<ul style="list-style-type: none"> *Math Facts Assessments *Written Assessments *Oral Assessments *Math Meeting/calendar *Math notebook/estimating/lessons *Time Testing-Formative Assessment *Teacher Observation/questioning during problem solving and game playing *Homework-Summative *Wrap-ups-Formative Assessment *Class Fact Practices-Summative *Flash Cards-Formative Assessment *Writing Numbers-Summative *One on One Testing of Concepts *Attribute Blocks-Formative Assessment
	<p>Compare and represent whole numbers with an emphasis on place value and equality.</p>		

	CONCEPT	SKILLS	ASSESSMENT
M A R C H	<p>Number & Operation-Use a variety of models to solve addition and subtraction problems in real-world and mathematical contexts.</p> <p>Algebra-Recognize and create patterns. Use rules to describe patterns. Use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical problems. Create real-world situations corresponding to number sentences</p> <p>Geometry and Measurement-Describe characteristics of basic shapes. Use basic shapes to compose and decompose other objects in various contexts. Use basic concepts of measurement in real-world and mathematical situations involving length, time and money.</p> <p>Compare and represent whole numbers with an emphasis on place value and equality.</p>	<p>Lessons 76-87</p> <ul style="list-style-type: none"> -Writing the numbers 69-79 -Addition facts: showing doubles plus 1 facts -Addition facts: identifying the doubles plus 1 facts -Addition facts: doubles plus 1 facts -Adding two-digit numbers (without regrouping) -Identifying how many more on a graph -Identifying and making congruent shapes -Counting large collections -Grouping by 10's -Trading pennies for dimes -Rounding a number to the nearest multiple of 10 -Adding two-digit numbers using dimes and pennies (with regrouping) -Telling time to the half hour <p>*Problem Solving Activity 8: Guessing and Checking to Solve a Problem, Acting it out to Solve a Problem</p>	<ul style="list-style-type: none"> *Math Facts Assessments *Written Assessments *Oral Assessments *Math Meeting/calendar *Math notebook/estimating/lessons *Time Testing-Formative Assessment *Teacher Observation/questioning during problem solving and game playing *Homework-Summative *Wrap-ups-Formative Assessment *Class Fact Practices-Summative *Flash Cards-Formative Assessment *Writing Numbers-Summative *One on One Testing of Concepts *Attribute Blocks-Formative Assessment

	CONCEPT	SKILLS	ASSESSMENT
A P R I L	<p>Number & Operation-Use a variety of models to solve addition and subtraction problems in real-world and mathematical contexts.</p> <p>Algebra-Recognize and create patterns. Use rules to describe patterns. Use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical problems. Create real-world situations corresponding to number sentences</p> <p>Geometry and Measurement-Describe characteristics of basic shapes. Use basic shapes to compose and decompose other objects in various contexts. Use basic concepts of measurement in real-world and mathematical situations involving length, time and money.</p> <p>Compare and represent whole numbers with an emphasis on place value and equality.</p>	<p>Lessons 88-102</p> <ul style="list-style-type: none"> -Writing the numbers 80-92 -Dividing a square into fourths -Coloring halves and fourths -Adding 10 to a number -Counting by 10's from a single digit number -Comparing and ordering numbers by 100's -Counting by 100's -Addition facts: sums of 10 -Identifying a missing addend -Addition facts: sums of 10 -Estimating and measuring length using non-standard units -Comparing the size of the unit and the number of units used to measure an object -Drawing congruent shapes and designs -Measuring and drawing the segments to the nearest inch -Counting nickels -Counting nickels and pennies -Ordering events by time -Subtracting facts: subtracting a number from 10 <p>Subtraction facts: subtracting a number from 1</p> <p>*Problem-Solving Activity 9: Drawing a Picture to Solve a Problem</p> <p>*Problem-Solving Activity 10: Making an Organized List to Solve a Problem</p>	<ul style="list-style-type: none"> *Math Facts Assessments *Written Assessments *Oral Assessments *Math Meeting/calendar *Math notebook/estimating/lessons *Time Testing-Formative Assessment *Teacher Observation/questioning during problem solving and game playing *Homework-Summative *Wrap-ups-Formative Assessment *Class Fact Practices-Summative *Flash Cards-Formative Assessment *Writing Numbers-Summative *One on One Testing of Concepts *Attribute Blocks-Formative Assessment

	CONCEPT	SKILLS	ASSESSMENT
M A Y	<p>Number & Operation-Use a variety of models to solve addition and subtraction problems in real-world and mathematical contexts.</p> <p>Algebra-Recognize and create patterns. Use rules to describe patterns. Use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical problems. Create real-world situations corresponding to number sentences</p> <p>Geometry and Measurement-Describe characteristics of basic shapes. Use basic shapes to compose and decompose other objects in various contexts. Use basic concepts of measurement in real-world and mathematical situations involving length, time and money.</p> <p>Compare and represent whole numbers with an emphasis on place value and equality.</p>	<p>Lessons 103-113</p> <ul style="list-style-type: none"> -Writing numbers 93-108 -Identifying dozen and half-dozen -Identifying the number of months in a year -Estimating and measuring distances using feet -Creating a measuring tool -Addition facts: adding 9 -Identifying one, five, ten, and twenty-dollar bills -Identifying one-half, one third, and one sixth -Using comparison symbols ($>$, $<$, and $=$) -Dividing a set of objects by sharing -Identifying quart, gallon, and liter -Estimating and measuring the capacity of a container in cups -Addition facts: four of the last eight facts -Identifying geometric solids (cones, spheres) -Using bills to pay for items to \$20 <p>Lessons 114-120</p> <ul style="list-style-type: none"> -Adding three single- digit numbers -Addition facts: the last four facts -Identifying the season: spring Counting dimes, nickels, and pennies -Using coins to pay for items to \$1.00 -Identifying fractional parts of a whole -Graphing tags on a bar graph -Writing observations about a graph -Measuring and drawing line segments to the nearest centimeter -Identifying geometric solids (cubes, cylinders) <p>*Problem-Solving Activity 11: Acting it Out to Solve a Problem: Drawing a Picture to Solve a Problem</p>	<ul style="list-style-type: none"> *Math Facts Assessments *Written Assessments *Oral Assessments *Math Meeting/calendar *Math notebook/estimating/lessons *Time Testing-Formative Assessment *Teacher Observation/questioning during problem solving and game playing *Homework-Summative *Wrap-ups-Formative Assessment *Class Fact Practices-Summative *Flash Cards-Formative Assessment *Writing Numbers-Summative *One on One Testing of Concepts *Attribute Blocks-Formative Assessment

Science Curriculum Map Grade 1

	CONCEPT	SKILLS	ASSESSMENT
S E P T E M B E R	Not taught September-January but skills are incorporated all year.		
O C T O B E R			
N O V E M B E R			

Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
D E C E M B E R			
J A N U A R Y			
F E B R U A R Y	<p>The Nature of Science and Engineering</p> <p>Earth Science</p> <p>Life Science</p> <p>Physical Science</p>	<p>***February Dental Health Month</p> <p>*Describe and Understand Dental Health</p> <p>-Becoming familiar with routine check-ups and understanding basic dental hygiene practices to maintain a healthy mouth</p> <p>-Healthy vs Unhealthy foods</p> <p>-Good oral hygiene habits</p> <p>-Students will be able to demonstrate proper dental hygiene techniques including brushing and flossing</p> <p>-Understand what causes tooth decay and how to prevent it from happening to you</p>	<p>FORMATIVE:</p> <p>*Dental videos</p> <p>*Classroom discussions</p> <p>*Class participation</p> <p>*Hands on Dental Care Kit (including backpack, toothbrush, toothpaste, red tablets to see where you missed, brochure on caring for your teeth, water bottle)</p> <p>*Teacher observation</p> <p>*Workbook</p> <p>*Daily work</p> <p>*Homework</p>

		<p>*Encourage and Establish Healthy Behaviors</p> <ul style="list-style-type: none"> -Understand disease is caused by germs -Explain the importance of handwashing and brushing teeth -Develop healthy eating habits -Follow safety rules -Associate exercise with good health -Describe and discuss emotions and feelings and using them in an appropriate way -Develop self-confidence and liking themselves for who they are 	<p>SUMMATIVE:</p> <ul style="list-style-type: none"> *Chapter Test *Make a Poster on Dental Health, illustrated
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Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
M A R C H	The Nature of Science and Engineering	<ul style="list-style-type: none"> *Observing Animals in Winter *Understanding that animals are living things 	<p>FORMATIVE:</p> <ul style="list-style-type: none"> *Videos *Classroom discussion *Teacher observation *Worksheet *Daily work/packet *PROJECT: Animals in Winter Booklet
	Earth Science	<ul style="list-style-type: none"> -Understanding and can define hibernation, migration, adaption 	<ul style="list-style-type: none"> *Created bulletin board of animals in habitat/report on that animal
	Life Science	<ul style="list-style-type: none"> -Learning about which animals hibernate, migrate, adapt -Can explain why animals hibernate, migrate, or adapt in winter 	<p>SUMMATIVE:</p> <ul style="list-style-type: none"> *Chapter Test *Research and Report/illustrated of their chosen animal and what it does in winter
	Physical Science	<ul style="list-style-type: none"> *Discovering Animals and Habitats -Describe and sort animals into groups according to their physical characteristics and behaviors (mammals, birds, fish, reptiles, amphibians) -Identifies and names animals and their babies -Identifies animals and their habitats -Recognize animals need space, water, food, shelter, air -Identifies ways in which an animal's 	<ul style="list-style-type: none"> *Research and Report on an animal in its habitat (diorama, poster, clay figures)

		<p>habitat provides for its basic needs</p> <ul style="list-style-type: none"> -Demonstrate an understanding animals and humans pass through life cycles same as their parents *Can identify and describe life cycle of humans, bird, frog, butterfly -Name plant and animal environments and our use of them (grassland, prairie, lake, ocean, forest) 	
A P R I L	<p>The Nature of Science and Engineering</p> <p>Earth Science</p> <p>Life Science</p> <p>Physical Science</p>	<ul style="list-style-type: none"> **Recognize the impact of living organisms on the environment *Celebrate Earth Day Activities *What is Recycling *What is recycled -Apply the principles of recycling, reducing, reusing -Understand the importance of not littering <ul style="list-style-type: none"> *Understanding Earth -Describe and observe the earth *How to care for our earth *Solar System in Motion -Earth, Moon, Sun *Define erosion and weathering *Explore the earth's surface: Land and Water *Observe and describe Rocks -Identify different rocks -Define Igneous, Sedimentary, Metamorphic -Rock Cycle -Classify rocks -Compare rocks 	<p>FORMATIVE:</p> <ul style="list-style-type: none"> *Videos *Classroom discussion *Whole group activities *Teacher observation *Worksheet *Daily work/packet *Homework *Reuse-Reduce Waste Recycle Song (rap) **Recycle Project: Create something from your trash at home <p>*Planetarium come to our school</p> <p>**Rock Activity:</p> <ul style="list-style-type: none"> *Each student bring in a Rock -measure -see if floats -weight -if magnetic -sorted by size <p>SUMMATIVE:</p> <ul style="list-style-type: none"> *Cause and Effect Flip-Book Summary *Recycle Project Game: Read game pieces, decide if it is CONSERVING or WASTING

M A Y	<p>The Nature of Science and Engineering</p> <p>Earth Science</p> <p>Life Science</p> <p>Physical Science</p>	<p>*Weather and Seasons -Define weather-word web *Observe and record different weather -Explain the Water Cycle and how it affects our weather -Water Cycle Diagram *Identify different clouds -Brainstorm adjectives to describe different clouds *Seasons -Explained seasons of an apple tree</p> <p>*States of Matter Everywhere -Define Matter -Classify a substance as a solid, liquid, gas -Know that solids have a definite shape and liquid take the shape it's in -Observe that water can be a solid or liquid and can change from one to another</p>	<p>FORMATIVE: *Videos *Classroom discussion *Whole group activities *Teacher observation *Worksheet *Daily work/packet *Homework *Experiments *Graphing/Interpreting Data *Craft: Wind Sock</p> <p>*Matter Game: Sorting</p> <p>SUMMATIVE: *Chapter Test *Journal Essay</p>

Social Studies Curriculum Map Grade 1

	CONCEPT	SKILLS	ASSESSMENT
S E P T E M B E R	<p>Citizenship and Government</p> <p>Economics</p> <p>Geography</p> <p>History</p>	<p>*Why Do Schools Have Rules -Importance of school rules/following them -Identify the purpose and benefits of having school rules</p> <p>-Compare the rules at home with rules at school</p> <p>-Vote to make a decision</p> <p>*No-Bully Policy at school</p> <p>*Explain/talk about Bus Safety Rules -Go on bus and go over all the rules and EXIT bus properly</p> <p>*How Do We Get Along in School -Identify students' responsibility to one another in the school community -Identify the benefits of cooperating in school</p> <p>*Describe the story and life of Johnny Appleseed -Demonstrate knowledge of the historical development of past famous people in history -Experience a Johnny Appleseed Day with cooking activities, graphing, reading comprehension, worksheets, apple books -Demonstrate that Johnny Appleseed was a good citizen</p>	<p>FORMATIVE:</p> <p>*Bus Safety Videos (provided by district)</p> <p>*Interactive Student Notebooks</p> <p>*Teacher observations</p> <p>*Class participation</p> <p>*Group discussions/activities</p> <p>*Projects</p> <p>*Song</p> <p>*Scholastic News</p> <p>SUMMATIVE:</p> <p>*Bus Safety Test</p> <p>*Drawing and describing an example of cooperative behavior</p> <p>*Explaining and drawing how to have a cooperated community garden</p> <p>*Role play</p> <p>*Life Cycle of an Apple</p> <p>*Chapter Test</p>

O C T O B E R	<p>Citizenship and Government</p> <p>Economics</p> <p>Geography</p> <p>History</p>	<p>*Why Is It Important to Learn From Each Other</p> <p>-Identify similarities and differences among classmates</p> <p>-Compare and contrast classmates' personal preferences and talents</p> <p>-Analyze the costs and benefits of different choices</p> <p>-Practicing cooperative interaction</p> <p>-Reviewing importance of how we are the same and differences</p> <p>* Celebrate Christopher Columbus Day</p> <p>-Demonstrate knowledge of the historical development of past famous people in history</p> <p>-Relive Christopher Columbus voyage route</p> <p>-Discovered interesting facts about Christopher Columbus</p>	<p>FORMATIVE:</p> <p>*Compare and contrast personal characteristics</p> <p>*All About Me Booklet</p> <p>-Draw and share what it's like to be a good friend</p> <p>*Interactive Student Notebook</p> <p>*Teacher observations</p> <p>*Class participation</p> <p>*Group discussions/activities</p> <p>*Projects</p> <p>*Song</p> <p>*Scholastic News</p> <p>SUMMATIVE:</p> <p>*Chapter Test</p>
N O V E M B E R	<p>Citizenship and Government</p> <p>Economics</p> <p>Geography</p> <p>History</p>	<p>*Who Helps Us at School</p> <p>-Getting to know all the people in our school that help make our school run (principal, secretary, teachers, custodian)</p> <p>-Understand each of their roles</p> <p>-Identify the contributions of service providers in the school</p> <p>-Identify the contributions of leaders in our government</p> <p>*Community Helpers/Roles</p> <p>-Uniforms or no uniforms</p> <p>-Understand important Americans in history</p> <p>-Importance of jobs</p> <p>-Being aware of diversity</p> <p>-Identify community jobs</p> <p>-Demonstrate the concept of: Goods and</p>	<p>FORMATIVE:</p> <p>* Interactive Student Notebooks</p> <p>*Teacher observations</p> <p>*Class participation</p> <p>*Group discussions/activities</p> <p>*Projects</p> <p>*Song</p> <p>*Scholastic News</p> <p>SUMMATIVE:</p> <p>*Chapter Test</p>

		<p>Services, wants and needs</p> <p>*How Are We Good Helpers at School</p> <p>-Make decisions about the best way to be a good citizen</p> <p>-List characteristics of a good citizen</p> <p>-Develop respect and empathy for others</p> <p>-Recognize diversity in the US citizens</p> <p>-Know national symbols and Pledge of Allegiance</p> <p>-Purpose of government</p> <p>-Identify similarities of life in the past and life in the present</p> <p>*Understand Thanksgiving/First Thanksgiving</p> <p>-Mayflower</p> <p>-Squanto</p> <p>*Demonstrate knowledge of the historical development of past famous people in history</p> <p>*Understand we can learn about the past from different sorts of evidence documented in our history book</p>	
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Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
D E C E M B E R	Citizenship and Government	*Holidays/Christmas Around the World	FORMATIVE:
	Economics	*Identify and understand their culture and daily life	*Interactive Student Notebooks
	Geography	-Learning different customs of some different countries	*Teacher observations
	History	-Diagram similarities and differences in Christmas celebrations around the world	*Class participation
		-Comprehension of brief histories of Christmas, Hanukkah, Las Posadas, Kwanzaa	*Group discussions/activities
	-Christmas (USA)	*Interactive Booklet Project	*Projects
	-Hanukah/Jewish	*Song	*Scholastic News
			SUMMATIVE:
			*Chapter Test

		-Mexico -Kwanzaa (Africa)	
J A N U A R Y	Citizenship and Government Economics Geography History	<ul style="list-style-type: none"> *What is a Map? -Read a classroom map -Describe what is on a map -Draw a compass rose/to determine directions -Identify maps that show local areas, the United States, and the world *Use symbols to create a classroom map/key *Label a map *Find where home, school and community are located -Exploring maps, map keys, and cardinal directions Comparing what can be found on school maps, community maps, state map, country, and the world map *Celebrate Black History Month -Understanding diversity, friendship, bravery -Martin Luther King, Jr. -Ruby Bridges -Rosa Parks *Identify MLK, Rosa Parks, and Ruby Bridges -Recognize individuals who have contributed to and shaped the African American community throughout the years -Understand what a difference they made -How we can make a difference if we want to 	<p>FORMATIVE:</p> <ul style="list-style-type: none"> *Interactive Student Notebooks *Teacher observations *Class participation *Group discussions/activities *Project -Created a classroom map *Song *Scholastic News <p>SUMMATIVE:</p> <ul style="list-style-type: none"> *Chapter Test

F E B R U A R Y	Citizenship and Government Economics Geography History	*Tell the History of U.S. Presidents George Washington and Abraham Lincoln -Distinguish between past, present and future -Cause and effect -Know difference of Presidents -Understand important Americans in History	FORMATIVE: *Interactive Student Notebooks *Teacher observations *Class participation *Group discussions/activities *Project *Song *Scholastic News SUMMATIVE: *Chapter Test

Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
M A R C H	Not formally taught March-May, but skills are incorporated all year.		
A P R I L			

M A Y			

Religion Curriculum Map Grade 1

	CONCEPT	SKILLS	ASSESSMENT
S E P T E M B E R	+Understanding Mass +God loves our family and us +Love for God +Praise and Thanksgiving for God +Story of Noah's Ark +Creation Story +Learning about the Bible +Adoration +Rosary	+Recognize Christian virtues and demonstrates them in daily life +Serve our community by being active in Mass +Discuss Grace as being God's life within us and examine our role as a child of God +Understand we are God's children +Understand God cares for all living things +Understand and listen to stories about what Jesus said and did from the Bible +Know that God created the world +Practice the responsibility to love and care for all God's gifts of creation +Understand Catholic teaching on Creation +Demonstrate a knowledge of reverence for the Bible as the Living Word of God +Recognize and encourage practices of popular piety and devotion that help believers express and strengthen their faith in Jesus Christ	+Mass participation +Daily prayer +Assignments/Art +Bible readings and discussion +Chapter reviews +Quizzes +Class participation +Games +Homework activities

	Concept	Skills	Assessment
O C T O B E R	+St. Francis +Trinity +Jesus is our friend +God is our Father +God our Father is Holy +God's light shining through us +Life with God The Lord's Prayer +Sign of the Cross +Stewardship +time, talent, and treasure +Adoration +Rosary	+Know that St. Francis loved animals +Review the definition of the Trinity +Learn to make the Sign of the Cross +Serve the community +Plan and apply the response to the call to Stewardship: time, talent, and treasure +Recognize and encourage practices of popular piety and devotion that help believers express and strengthen their faith in Jesus Christ	+Mass participation +Daily prayer +Assignments/Art +Bible readings and discussion +Chapter reviews +Quizzes +Class participation +Games +Homework activities
N O V E M B E R	+-Prayer +How God speaks to us +Prayer +Bible +Those who love and care for us +Church involvement +Letters to Seminarians +Talk about Mass +How God shows us he loves us +Prayer +Different kinds of Prayer: *Praise *Asking *Thanks *Sorry +Adoration +Rosary	+Know we are members of God's family in Baptism and recognize the special elements of Baptism +Apply Christian principles to moral and social choices we make in the practice of our faith +Understand using the Bible as a reference and can find different passages/verses +Importance of the Bible +Learn of God's love through the Bible +Recognize God's love through the love of people +Learn how Jesus prayed +Experience the practice of various types of prayer +Be able to pray orally +Recognize and encourage practices of popular piety and devotion that help believers express and strengthen their faith in Jesus Christ	+Mass participation +Daily prayer +Assignments/Art +Bible readings and discussion +Chapter reviews +Quizzes +Class participation +Games +Homework activities

Curriculum Map RELIGION Grade 1

	CONCEPT	SKILLS	ASSESSMENT
D E C E M B E R	<ul style="list-style-type: none"> +Advent +St. Nicholas +Christmas Story +Annunciation Story +Mary is Jesus' mother +Jesus' childhood +Jesus can teach us to pray +Our Father +Hail Mary +Adoration +Rosary 	<ul style="list-style-type: none"> +Know that Advent is four (4) weeks before Christmas where e wait and prepare for Jesus' birth +Recognize Advent wreath as a symbol of the four (4) weeks we wait +Understand Christmas is a time to celebrate gift of Jesus' birth +Learn about the different saints and they are people who lived their life as an example of God's love +Value being part of a family +Know who the Holy family is +Recognize the various members of God's family included in his church +Recognize the contribution of Mary and some other saints +Know Jesus is God's son-GREATEST GIFT FROM GOD! +Recognize Jesus lived a human life with his family as we do +Demonstrate the knowledge of all required prayers and gestures +Recognize and encourage practices of popular piety and devotion that help believers express and strengthen their faith in Jesus Christ 	<ul style="list-style-type: none"> +Mass participation +Daily prayer +Assignments/Art +Bible readings and discussion +Chapter reviews +Quizzes +Class participation +Games +Homework activities +Participation of Nursing Home

	Concept	Skills	Assessment
J A N U A R Y	+God cares for all living things +We belong to the Family of God +Adoration +Rosary	+Recognize all people and living things need care +Understand God cares for all living things +Discover ways we can care for people and God's world +Understand our parish and school is a special kind of family +Importance of our earthly family +Recognize and encourage practices for popular piety and devotion that help believers express and strengthen their faith in Jesus Christ	+Mass participation +Daily prayer +Assignments/Art +Bible readings and discussion +Chapter reviews +Quizzes +Class participation +Games +Homework activities

	Concept	Skills	Assessment
F E B R U A R Y	+We thank the Father for his son Jesus +Jesus shows us he is good +Jesus teaches us to love God +Adoration +Rosary	+Experience God by caring for the world +Understand Jesus learned in similar ways that we do +Understand what is to be loved by God +Recognize and encourage practices of popular piety and devotion that help believers express and strengthen their faith in Jesus Christ	+Mass participation +Daily prayer +Assignments/Art +Bible readings and discussion +Chapter reviews +Quizzes +Class participation +Games +Homework activities

Curriculum Map RELIGION Grade 1

	CONCEPT	SKILLS	ASSESSMENT
M A R C H	+Lent +Jesus sends us the spirit +Stations of the Cross +Doubting Thomas +Jesus cared for people +Caring for others/being a good neighbor and showing our love to the world +Jesus teaches us to love others +Jesus is the good shepherd +Adoration +Rosary	+Recognize Lent is a time to become more like Jesus and to change +Know what Ash Wednesday is about and why we recognize ashes +Recognize and be familiar with the Stations of the Cross +Experience and appreciate the richness of the Catholic tradition of mysticism and contemplation +Experience and understand your belief in Jesus +Recognize ways in which Jesus cared for others +Discover ways we can care for other people and for God's world +Understand what it means to be a good neighbor and to care for others +Know when we care for others we are helping Jesus bring love to the world +Recognize and encourage practices of popular piety and devotion that help believers express and strengthen their faith in Jesus Christ	+Mass participation +Daily prayer +Assignments/Art +Bible readings and discussion +Chapter reviews +Quizzes +Class participation +Games +Homework activities

	Concept	Skills	Assessment
A P R I L	+Easter and Holy Week +Seven Sacraments *Baptism *Confirmation *Eucharist *Penance and Reconciliation *Holy Orders *Matrimony *Days of Obligation +Ten Commandments +God's Law of Love +Making good choices! +The Bible +Adoration +Rosary	+Understand the events of Easter and recognize the new life of Jesus +Know the days of Holy Week and their importance +Living our Catholic Faith What Catholics should know +Recognize and encourage practices of popular piety and devotion that help believers express and strengthen their faith in Jesus Christ	+Mass participation +Daily prayer +Assignments/Art +Bible readings and discussion +Chapter reviews +Quizzes +Class participation +Games +Homework activities

	Concept	Skills	Assessment
M A Y	<ul style="list-style-type: none"> +May...The month of Mary +Praying the Rosary +Additional Catholic Prayers (formal) +Being a Christian +Friendship +Stewardship +time, talent, and treasure +Letters to Seminarians +Adoration +Rosary 	<ul style="list-style-type: none"> +Understand the role of Mary in the church and in our lives +Learn how to pray the rosary +Understand you can pray to God with formal prayer or with your own words +Explain other formal prayers they will learn at a later time +Define who Christians are +Value the friendship of others and Jesus +Understand as a friend of Jesus we act a certain way +Recognize and encourage practices of popular piety and devotion that help believers express and strengthen their faith in Jesus Christ 	<ul style="list-style-type: none"> +Mass participation +Daily prayer +Assignments/Art +Bible readings and discussion +Chapter reviews +Quizzes +Class participation +Games +Homework activities

Reading Curriculum Map 1st Grade

	CONCEPT	SKILLS	ASSESSMENT
S E P T E M B E R	<p>WELCOME BACK, SUPERKIDS (3 week kindergarten review)</p> <p>PHONEMIC AWARENESS and PHONICS or STRUCTURAL ANALYSIS *Taught in skill lessons & reinforced in Daily Routines</p> <p>SPELLING *Taught in skill lessons & reinforced in Daily Routines</p> <p>COMPREHENSION *For every text, children: -use prior knowledge _answer questions</p> <p>VOCABULARY and GRAMMAR *Vocabulary is discussed before, during, and after reading texts. Grammar is taught with Student Books and writing.</p> <p>FLUENCY *Skills are modeled and practiced in Reader lessons.</p> <p>WRITING TIME *(2-3 times per unit)</p> <p>OR</p> <p>DAILY WRITING TIME *Handwriting practiced in Daily Routines</p> <p>SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY *Lasting Lessons</p>	<p>WELCOME BACK, SUPERKIDS and Unit 1 sh/sh/; ch, tch/ch/</p> <p>Encoding: Words with sh, ch, and tch Memory Words: I, my, she, her, he, his</p> <p>Fiction: Fix-up tips: Reread; look at pictures Plot: Problem & solution Rhyme & rhythm Cause & effect</p> <p>Informational: Visualize Use pictures and labels</p> <p>Nouns Pronouns and referents Synonyms Multiple-meaning words Story vocabulary Words about space</p> <p>Read with expression Read rhythmically Observe punctuation</p> <p>Sentences about an event How-to directions Shop signs</p> <p>Personal narratives</p> <p>Kindness Keep trying Gentle life lessons that relate to the Reader stories Cooperative learning Listen to others point of view IPad projects</p>	<p>FORMATIVE:</p> <ul style="list-style-type: none"> *Comprehension questions *Group discussions/participation *Worksheets <ul style="list-style-type: none"> -Blackline Masters *On-going observations *Daily work *Oral reading/daily *Superkids Big Book of Decoding/group *Guided and shared reading/partner reading *Writing Time/process (plan, sloppy copy, revise, publish) *Ten-Minute Tuck-In's *Lasting Lessons *Workbook pages *Super Duper Magazine/Nonfiction *Scholastic News/weekly *Homework <p>SUMMATIVE:</p> <ul style="list-style-type: none"> *3 weeks Kindergarten Review/Test *Beginning of the year Superkids Progress Test *Beginning Fluency Testing/Raz Kids *Spelling Tests (every 8 days) *Writing Time Published Stories **Raz Kids Assessments **End of every 2 Units Test **End of Level Tests **Cumulative Test **Independent Reading Folder

	Concept	Skills	

			Assessments
O C T O B E R	<p>PHONEMIC AWARENESS and PHONICS or STRUCTURAL ANALYSIS *Taught in skill lessons & reinforced in Daily Routines</p> <p>SPELLING *Taught in skill lessons & reinforced in Daily Routines</p> <p>COMPREHENSION *For every text, children: -use prior knowledge _answer questions</p> <p>VOCABULARY and GRAMMAR *Vocabulary is discussed before, during, and after reading texts. Grammar is taught with Student Books and writing.</p> <p>FLUENCY *Skills are modeled and practiced in Reader lessons.</p> <p>WRITING TIME *(2-3 times per unit)</p> <p>OR</p> <p>DAILY WRITING TIME *Handwriting practiced in Daily Routines</p> <p>LASTING LESSONS *Gentle life lessons that relate to the Reader stories</p> <p>SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY *Lasting Lessons</p>	<p>Units 2 and 3</p> <p>Unit 2 th/th/, wh/hw/</p> <p>Encoding: Words with th and wh Memory Words: where, what, why, when, which, who Fiction: Fix-up tip: What makes sense Understand characters & speech balloons Determine important ideas Informational: Fix-up tip: What makes sense Recognize text patterns</p> <p>Onomatopoeia Question words Story vocabulary Types of shoes</p> <p>Observe punctuation Read with expression</p> <p>Questions Animal riddles</p> <p>Questions & answers Researched facts about parrots</p> <p>Giving gifts</p> <p>Unit 3 ng/ng/, le/el/</p> <p>Encoding: Words with ng and le Memory Words: do, have, show, how, me, a</p> <p>Fiction: Generate questions Plot: Problem & solution Recognize text patterns Informational: Fix-up tip: Reread Recognize text structure (question & answer)</p> <p>Onomatopoeia Categorizing words Sequence words Story vocabulary</p>	<p>FORMATIVE: *Comprehension questions *Group discussions/participation *Worksheets -Blackline Masters *On-going observations *Daily work *Oral reading/daily *Superkids Big Book of Decoding/group *Guided and shared reading/partner reading *Writing Time/process (plan, sloppy copy, revise, publish) *Ten-Minute Tuck-In's *Lasting Lessons *Workbook pages *Super Duper Magazine/Nonfiction *Scholastic News *Homework</p> <p>SUMMATIVE: *Spelling Tests (every 8 days) *Writing Time Published Stories **Raz Kids Assessments **End of every 2 Units Test **End of Level Tests **Cumulative Test **Independent Reading Folder *NWEA TESTING</p>

**O
C
T
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Making bubbles

Read with natural phrasing
Read rhythmically

Shared story
Connected sentences
Pattern poem

Shared story
Stories with sequenced events

Taking turns and working together

		Skills	
N O V E M B E R	<p>PHONEMIC AWARENESS and PHONICS or STRUCTURAL ANALYSIS *Taught in skill lessons & reinforced in Daily Routines</p> <p>SPELLING *Taught in skill lessons & reinforced in Daily Routines</p> <p>COMPREHENSION *For every text, children: -use prior knowledge _answer questions</p> <p>VOCABULARY and GRAMMAR *Vocabulary is discussed before, during, and after reading texts. Grammar is taught with Student Books and writing.</p> <p>FLUENCY *Skills are modeled and practiced in Reader lessons.</p> <p>WRITING TIME *(2-3 times per unit)</p> <p>OR</p> <p>DAILY WRITING TIME *Handwriting practiced in Daily Routines</p> <p>LASTING LESSONS *Gentle life lessons that relate to the Reader stories</p> <p>SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY *Lasting Lessons</p>	<p>Part of Units 3, 4 and 5 Unit 4 <i>er/ér/ -ed/ed/, /d/, /t/</i></p> <p>Encoding: Words with er and -ed Memory Words: look, your, the, was, are, for</p> <p>Fiction: Summarize Compare & contrast texts Recognize text patterns Rhyme & rhythm Informational: Recognize text structure (compare & contrast) Sort nouns and verbs Meaning of -ed ending Prefix un Story vocabulary Types of tools & machines</p> <p>Read at an appropriate rate Read rhythmically Problem & solution sentences Sensory poem Sentences about favorite activities</p> <p>Opinions with reasons Helping others</p> <p>Unit 5 Short-vowel words with endings -ing, -ed</p> <p>Encoding: Adding -ing and -ed to short vowel words Memory Words: there, from, be, to, we, or</p> <p>Fiction: Generate questions Understand characters Fix-up tip: What makes sense Cause & effect Informational: Visualize Main idea & details</p> <p>Meanings of -ing, -ed endings Adjectives Antonyms Conjunctions and, or Story vocabulary</p>	<p>FORMATIVE: *Comprehension questions *Group discussions/participation *Worksheets -Blackline Masters *On-going observations *Daily work *Oral reading/daily *Superkids Big Book of Decoding/group *Guided and shared reading/partner reading *Writing Time/process (plan, sloppy copy, revise, publish) *Ten-Minute Tuck-In's *Lasting Lessons *Workbook pages *Super Duper Magazine/Nonfiction *Scholastic News *Homework</p> <p>SUMMATIVE: *Spelling Tests (every 8 days) *Writing Time Published Stories **Raz Kids Assessments **End of every 2 Units Test **End of Level Tests **Cumulative Test **Independent Reading Folder</p>

**N
O
V
E
M
B
E
R**

Searching for lost things

Use typographical clues
Phrasing and appropriate stress

Story about an imagined character

Descriptions of shoes and an imagined creature

Thinking for yourself

Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
D E C E M B E R	<p>PHONEMIC AWARENESS and PHONICS or STRUCTURAL ANALYSIS *Taught in skill lessons & reinforced in Daily Routines</p> <p>SPELLING *Taught in skill lessons & reinforced in Daily Routines</p> <p>COMPREHENSION *For every text, children: -use prior knowledge _answer questions</p> <p>VOCABULARY and GRAMMAR *Vocabulary is discussed before, during, and after reading texts. Grammar is taught with Student Books and writing.</p> <p>FLUENCY *Skills are modeled and practiced in Reader lessons.</p> <p>WRITING TIME *(2-3 times per unit)</p> <p>OR</p> <p>DAILY WRITING TIME *Handwriting practiced in Daily Routines</p> <p>LASTING LESSONS *Gentle life lessons that relate to the Reader stories</p> <p>SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY *Lasting Lessons</p>	<p>Part of Units 5, and Unit 6</p> <p>Unit 6 Distinguishing between short- and long-vowel sounds Long-vowel patterns (CV words)</p> <p>Encoding: CV words; plurals -s, -es Memory Words: said, only, you, out, of, here</p> <p>Fiction: Visualize Draw conclusions Recognize text structure & patterns (poem)</p> <p>Informational: Fix-up tip: Read ahead Author's purpose Categorizing (real vs. pretend) Plurals -s, -es Story vocabulary Castles long ago</p> <p>Read with expression Read rhythmically</p> <p>Dialogue between characters Sentences about fairy-tale characters</p> <p>Informational pieces with diagrams Class book of facts KWL chart about castles</p> <p>Deciding together how to play</p>	<p>FORMATIVE: *Comprehension questions *Group discussions/participation *Worksheets -Blackline Masters *On-going observations *Daily work *Oral reading/daily *Superkids Big Book of Decoding/group *Guided and shared reading/partner reading *Writing Time/process (plan, sloppy copy, revise, publish) *Ten-Minute Tuck-In's *Lasting Lessons *Workbook pages *Super Duper Magazine/Nonfiction *Scholastic News *Homework</p> <p>SUMMATIVE: *Spelling Tests (every 8 days) *Writing Time Published Stories **Raz Kids Assessments **End of every 2 Units Test **End of Level Tests **Cumulative Test **Independent Reading Folder</p>

	Concepts	Skills	
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Assessments

J
A
N
U
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PHONEMIC AWARENESS and PHONICS or STRUCTURAL ANALYSIS

*Taught in skill lessons & reinforced in Daily Routines

SPELLING

*Taught in skill lessons & reinforced in Daily Routines

COMPREHENSION

*For every text, children:

-use prior knowledge

_answer questions

VOCABULARY and GRAMMAR

*Vocabulary is discussed before, during, and after reading texts. Grammar is taught with Student Books and writing.

FLUENCY

*Skills are modeled and practiced in Reader lessons.

WRITING TIME

*(2-3 times per unit)

OR

DAILY WRITING TIME

*Handwriting practiced in Daily Routines

LASTING LESSONS

*Gentle life lessons that relate to the Reader stories

SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY

*Lasting Lessons

Units 7, 8, 9

Unit 7

Long-vowel patterns (CVCe words)

Encoding: CVCe words; plurals -s with CVCe words

Memory Words: oh, any, day, good, very, want

Fiction:

Plot: Beginning, middle, end

Descriptive language

Informational:

Summarize

Sequence events

Plurals -s (with CVCe words)

Use context clues

Possessive singular nouns

Story vocabulary

Racing cars

Read with expression

Read rhythmically

Problem & solution story

Opinion paragraphs with reasons & a closing sentence

Solving problems

Unit 8

CVCe words with endings -ing, -ed

Encoding: Adding -ing, -ed to CVCe words

Memory Words: boy, two, about, girl, over, before

Fiction:

Generate questions Sequence events

Informational:

Generate questions

Compare & contrast texts

Use context clues

Story vocabulary

Rescue from a fire

FORMATIVE:

*Comprehension questions

*Group discussions/participation

*Worksheets

-Blackline Masters

*On-going observations

*Daily work

*Oral reading/daily

*Superkids Big Book of Decoding/group

*Guided and shared reading/partner reading

*Writing Time/process (plan, sloppy copy, revise, publish)

*Ten-Minute Tuck-In's

*Lasting Lessons

*Workbook pages

*Super Duper Magazine/Nonfiction

*Scholastic News

*Homework

SUMMATIVE:

*Spelling Tests (every 8 days)

*Writing Time Published Stories

**Raz Kids Assessments

**End of every 2 Units Test

**End of Level Tests

**Cumulative Test

**Independent Reading Folder

J
A
N
U
A
R
Y

Read with expression and appropriate stress

Problem & solution story (cont.)
Sentences about pests & helpers

Messages, friendly letter, & e-mail

Clearing up misunderstandings

Unit 9

Long-vowel patterns (CVVC words) CVVC words
with endings -ing, -ed, -er, -est

Encoding: CVVC words; adding -ing, -ed, -er, -est
to CVVC words

Memory Words: would, could, some, one, new,
were

Fiction:

Fix-up tip: What makes sense

Setting & its importance

Recognize text structure (play)

Identify a fable's lesson(s)

Informational:

Generate questions

Draw conclusions

Adjectives

Verbs (time of action)

Comparative and superlative adjectives

Story vocabulary

Wild horses

Read at an appropriate rate

Use proper pitch and volume

Problem & solution story

Personal narratives

Reusing and recycling

Skills

<p style="text-align: center;">F E B R U A R Y</p>	<p>PHONEMIC AWARENESS and PHONICS or STRUCTURAL ANALYSIS *Taught in skill lessons & reinforced in Daily Routines</p> <p>SPELLING *Taught in skill lessons & reinforced in Daily Routines</p> <p>COMPREHENSION *For every text, children: -use prior knowledge _answer questions</p> <p>VOCABULARY and GRAMMAR *Vocabulary is discussed before, during, and after reading texts. Grammar is taught with Student Books and writing.</p> <p>FLUENCY *Skills are modeled and practiced in Reader lessons.</p> <p>WRITING TIME *(2-3 times per unit)</p> <p>OR</p> <p>DAILY WRITING TIME *Handwriting practiced in Daily Routines</p> <p>LASTING LESSONS *Gentle life lessons that relate to the Reader stories</p> <p>SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY *Lasting Lessons</p>	<p>Unit 10 and MORE ADVENTURES of SUPERKIDS</p> <p>Unit 10 Contractions with n't Compound words Identifying base words in words with endings</p> <p>Spelling: Contractions with n't</p> <p>Fiction: Recognize text structure (chapters) Summarize Plot: Beginning, middle, end Generate questions Draw conclusions Identify a story's lesson(s)</p> <p>Informational: Fix-up tip: Look at pictures Recognize text structure (Time order)</p> <p>Compound words Names for baby animals Nouns with -er ending Story vocabulary Homing pigeons</p> <p>Read with expression Read with natural phrasing</p> <p>Problem & solution story (cont.)</p> <p>Personal narratives (cont.)</p> <p>Forgiving others</p> <p>MORE ADVENTURES OF SUPERKIDS</p> <p>Units 1 and 2 <i>y/ī/, y/ē/, ay/ā/</i></p> <p>Encoding: Words with y and ay Memory Words: down, too, work, many, first</p> <p>Informational: Recognize text structure (how-to directions) Sequence steps Fix-up tip: Look at pictures</p>	<p>FORMATIVE: *Comprehension questions *Group discussions/participation *Worksheets -Blackline Masters *On-going observations *Daily work *Oral reading/daily *Superkids Big Book of Decoding/group *Guided and shared reading/partner reading *Writing Time/process (plan, sloppy copy, revise, publish) *Ten-Minute Tuck-In's *Lasting Lessons *Workbook pages *Super Duper Magazine/Nonfiction *Scholastic News *Homework</p> <p>SUMMATIVE: *Spelling Tests (every 8 days) *Writing Time Published Stories **Raz Kids Assessments **End of every 2 Units Test **End of Level Tests **Cumulative Test **Independent Reading Folder</p>
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F
E
B
R
U
A
R
Y

Compare & contrast texts
to, two, too
Categorizing
Adjectives ending in -y
Story vocabulary
Types of games

Read at an appropriate rate

How-to directions List of activities

How-to directions

Making good use of time

Unit 2

Adding -er, -est, -es, and -ed to words ending in y
Identify base words in words with endings

Encoding: Words with ier and iest

Memory Words: their, now, always, because, been

Fiction: Fix-up tip: Reread Setting & its importance

Informational: Summarize Main idea & details

Comparative and superlative adjectives their, there

Verbs and endings -es, -ed

Story vocabulary

Boats & their uses

Read with expression

Messages of advice Wishes

How-to directions (cont.)

Looking out for others

Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
M A R C H	<p>PHONEMIC AWARENESS and PHONICS or STRUCTURAL ANALYSIS *Taught in skill lessons & reinforced in Daily Routines</p> <p>SPELLING *Taught in skill lessons & reinforced in Daily Routines</p> <p>COMPREHENSION *For every text, children: -use prior knowledge _answer questions</p> <p>VOCABULARY and GRAMMAR *Vocabulary is discussed before, during, and after reading texts. Grammar is taught with Student Books and writing.</p> <p>FLUENCY *Skills are modeled and practiced in Reader lessons.</p> <p>WRITING TIME *(2-3 times per unit)</p> <p>OR</p> <p>DAILY WRITING TIME *Handwriting practiced in Daily Routines</p> <p>LASTING LESSONS *Gentle life lessons that relate to the Reader stories</p> <p>SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY *Lasting Lessons</p>	<p>Part of Unit 2 and Unit 3</p> <p>Unit 3 Contractions formed with is, am, are, will Long-vowel trickers (open syllable vowel pattern)</p> <p>Encoding: Long-vowel trickers Spelling: Contractions formed with is, am, are, will</p> <p>Fiction: Fix-up tip: Read ahead Main idea & details Informational: Visualize Understand an author’s reasoning</p> <p>you’re, your Adjectives Synonyms Story vocabulary National parks</p> <p>Observe punctuation Use typographical clues</p> <p>Personal narrative</p> <p>Book reviews</p> <p>Taking care of public places</p>	<p>FORMATIVE: *Comprehension questions *Group discussions/participation *Worksheets -Blackline Masters *On-going observations *Daily work *Oral reading/daily *Superkids Big Book of Decoding/group *Guided and shared reading/partner reading *Writing Time/process (plan, sloppy copy, revise, publish) *Ten-Minute Tuck-In’s *Lasting Lessons *Workbook pages *Super Duper Magazine/Nonfiction *Scholastic News *Homework</p> <p>SUMMATIVE: *Spelling Tests (every 8 days) *Writing Time Published Stories **Raz Kids Assessments **End of every 2 Units Test **End of Level Tests **Cumulative Test **Independent Reading Folder</p>

		Skills	
A P R I L	<p>PHONEMIC AWARENESS and PHONICS or STRUCTURAL ANALYSIS *Taught in skill lessons & reinforced in Daily Routines</p> <p>SPELLING *Taught in skill lessons & reinforced in Daily Routines</p> <p>COMPREHENSION *For every text, children: -use prior knowledge _answer questions</p> <p>VOCABULARY and GRAMMAR *Vocabulary is discussed before, during, and after reading texts. Grammar is taught with Student Books and writing.</p> <p>FLUENCY *Skills are modeled and practiced in Reader lessons.</p> <p>WRITING TIME *(2-3 times per unit)</p> <p>OR</p> <p>DAILY WRITING TIME *Handwriting practiced in Daily Routines</p> <p>LASTING LESSONS *Gentle life lessons that relate to the Reader stories</p> <p>SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY *Lasting Lessons</p>	<p>Units 4, 5, 6</p> <p>Unit 4 aw/ô/, all/ôl/</p> <p>Encoding: Words with aw and all Memory Words: come, coming, they, our, put</p> <p>Fiction: Fix-up tip: What makes sense Plot: Beginning, middle, end Summarize Cause & effect Informational: Understand diagrams</p> <p>Multiple-meaning words Categorizing Antonyms Titles of TV shows Story vocabulary Muscles & movement</p> <p>Read with natural phrasing Read with expression</p> <p>Personal narrative (cont.) Opinion about a TV show</p> <p>Descriptions (prose & poetry)</p> <p>Unit 5 r-controlled vowels: ar/âr/; or/ôr/; er, ir, ur/êr/</p> <p>Encoding: Words with r-controlled vowels Memory Words: cold, know, does, laugh, both, again</p> <p>Fiction: Draw conclusions Text patterns & structure (poem) Rhyme & rhythm Fix-up tips: Look at pictures; read ahead Understand characters</p>	<p>FORMATIVE: *Comprehension questions *Group discussions/participation *Worksheets -Blackline Masters *On-going observations *Daily work *Oral reading/daily *Superkids Big Book of Decoding/group *Guided and shared reading/partner reading *Writing Time/process (plan, sloppy copy, revise, publish) *Ten-Minute Tuck-In's *Lasting Lessons *Workbook pages *Super Duper Magazine/Nonfiction *Scholastic News *Homework</p> <p>SUMMATIVE: *Spelling Tests (every 8 days) *Writing Time Published Stories **Raz Kids Assessments **End of every 2 Units Test **End of Level Tests **Cumulative Test **Independent Reading Folder *NWEA TESTING</p>

A
P
R
I
L

Informational:

Fix-up tip: Read ahead
Text patterns

Synonyms know, no
Categorizing
Onomatopoeia
Adjectives ending in -ful
Story vocabulary
Heat & hot things

Read at an appropriate rate
Read rhythmically and with expression

Thank-you note Pattern poem

Research report

Helping others feel better

Unit 6

oi, oy/oi/

Encoding:

Words with oi and oy

Memory Words: kind, buy, find, right, wash, light

Fiction: Generate questions

Plot: Beginning, middle, end

Plot: Problem & solution

Informational:

Fix-up tip: Look at pictures

Compare & contrast

by, buy

Adverbs ending in -ly

Synonyms

Multiple-meaning words

Story vocabulary

Worms & their habitats

Observe punctuation

Read with expression

Labeled diagram

Answers to personal questions

**A
P
R
I
L**

Research report (cont.)

Taking responsibility

		Skills	
<p>M A Y</p>	<p>PHONEMIC AWARENESS and PHONICS or STRUCTURAL ANALYSIS *Taught in skill lessons & reinforced in Daily Routines</p> <p>SPELLING *Taught in skill lessons & reinforced in Daily Routines</p> <p>COMPREHENSION *For every text, children: -use prior knowledge _answer questions</p> <p>VOCABULARY and GRAMMAR *Vocabulary is discussed before, during, and after reading texts. Grammar is taught with Student Books and writing.</p> <p>FLUENCY *Skills are modeled and practiced in Reader lessons.</p> <p>WRITING TIME *(2-3 times per unit)</p> <p>OR</p> <p>DAILY WRITING TIME *Handwriting practiced in Daily Routines</p> <p>LASTING LESSONS *Gentle life lessons that relate to the Reader stories</p> <p>SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY *Lasting Lessons</p>	<p>Units 7, 8, 9</p> <p>Unit 7 Trickers with ar, or, ear/er/</p> <p>Encoding: Trickers with ar, or, ear/er/</p> <p>Fiction: Generate questions Compare & contrast texts Descriptive language Visualize Draw conclusions</p> <p>Informational: Recognize text structure (how-to directions; picture-text pattern) Sequence steps Draw conclusions</p> <p>Sequence words Adverbs ending in -ly Synonyms Story vocabulary Night jobs</p> <p>Use proper pitch and volume Read at an appropriate rate and with expression</p> <p>Directions & a story with sequence words</p> <p>Imagined story</p> <p>Talking about fears</p> <p>Unit 8 ou, ow/ou/; ow/ō/</p> <p>Encoding: Words with ou and ow</p> <p>Memory Words: warm, walk, give, once, done</p> <p>Fiction: Identify a story's lesson(s) Summarize</p>	<p>FORMATIVE:</p> <ul style="list-style-type: none"> *Comprehension questions *Group discussions/participation *Worksheets <ul style="list-style-type: none"> -Blackline Masters *On-going observations *Daily work *Oral reading/daily *Superkids Big Book of Decoding/group *Guided and shared reading/partner reading *Writing Time/process (plan, sloppy copy, revise, publish) *Ten-Minute Tuck-In's *Lasting Lessons *Workbook pages *Super Duper Magazine/Nonfiction *scholastic News *Homework <p>SUMMATIVE:</p> <ul style="list-style-type: none"> *Spelling Tests (every 8 days) *Writing Time Published Stories **Raz Kids Assessments **End of every 2 Units Test **End of Level Tests **Cumulative Test **Independent Reading Folder

M
A
Y

Understand characters
Informational:
Summarize Understand an author's purpose

bow/bō/ and bow/bou/
Synonyms
Categorizing
Story vocabulary
Solving disagreements

Read with appropriate stress
Use proper volume

Imagined story

Imagined story (cont.)

Settling disagreements

Unit 9

oo/ø/; oo/p/

Encoding:

Words with oo

Memory Words:

live (/liv/), eight, old, hold, write

Fiction:

Generate questions
Plot: Problem & solution

Informational:

Fix-up tip: What makes sense
Use multiple sources to locate information

live/liv/ and live/līv/ eight, ate; write, right
Story vocabulary
Researching Australia

Read with natural phrasing

Imagined story (cont.)

Opinions about the year

Being a good library patron

Unit 10

Soft c/s/ and g/j/ Trickers with tag-along e

M
A
Y

Encoding:

Words with soft c and g; trickers with tag-along e

Fiction:

Main idea & details

Informational:

Fix-up tip: What makes sense

Recognize text structure (riddle & answer)

Multiple-meaning words

Antonyms

Use a dictionary

Story vocabulary

Wild animals

Read rhythmically

Research report

Opinions about the year (cont.)

Making group decisions