

# Mrs. Tamez – First Grade

## Unit Organizer for March

### **CORE KNOWLEDGE TOPICS TO BE COVERED:**

#### History/Geography: From Colonies to Independence: The American Revolution

(This unit is continued from February)

- Original thirteen colonies; Boston Tea Party
- Paul Revere's ride; Minutemen and Redcoats
- Thomas Jefferson; Declaration of Independence; Fourth of July
- Benjamin Franklin
- George Washington / Martha Washington
- Legend of Betsy Ross and the flag
- Liberty Bell; Current U.S. President; American flag; Eagle

#### Science: Introduction to Electricity

- Static electricity
- Basic parts of electric circuits
- Conductive and nonconductive materials
- Safety rules for electricity

#### Literature:

- Poems: "My Shadow," "A Good Play," and "The Swing," all by Robert Louis Stevenson
- Saying: "Hit the nail on the head"
- Stories: Peter Rabbit, Velveteen Rabbit, and The Boy at the Dike

Math: Division: sharing and grouping; Halves and Quarters: making halves and quarters.

Grammar: Grammar is done daily using the Shurley Grammar Program. Some of the many skill areas covered in this grammar program are: study skills; identifying nouns, verbs, adjectives, and adverbs; writing complete sentences; capitalization; synonyms and antonyms; singular and plural words; writing paragraphs; writing letters.

### **ASSESSMENTS:**

History/Geography: Multiple-choice quiz at the end of the American Revolution unit, read aloud to the class. Students will also demonstrate an understanding of the main concepts through class discussions and written work.

Science: Quiz at the end of the unit, including multiple choice and labeling, which is read aloud to the class. Students will also demonstrate an understanding of static electricity through experiments and follow-up discussions, and current electricity by putting together a simple circuit, testing it, and accurately listing conductors and nonconductors of electricity.

Literature: Show an understanding and appreciation for various types of literature, through written assignments, story webs and maps, and answering written and oral comprehension questions.

Grammar: Assessments are a part of the Shurley Grammar Program. Assessments cover the skills taught in class using the grammar program.

Math: Math assessments are a combination of in-class assignments, demonstrating understanding through group participation, and written assessments.

### **THINKING FRAMEWORK:**

At Liberty Common, we believe that learning needs to go beyond just acquiring knowledge. The students also need to have the ability to see patterns and analyze facts. To facilitate this, we use progressive thinking skills to guide students in applying their knowledge to patterns, using those patterns to model, and showing their mastery of the content through creativity.

While the majority of time in first grade is spent gaining new knowledge, we also develop lessons that include patterning, mental modeling and creativity. Here are some examples of the Thinking Framework being used in first grade this month:

History/Geography: Learning about George Washington's role in the founding of our country – *Knowledge*  
Discussing character qualities of George Washington – *Patterns*  
Writing sentences about George Washington – *Mental Modeling*

Science: Learning the basic parts of an electrical circuit – *Knowledge*  
Understanding the difference between an open and closed circuit and how that affects electrical items we use – *Patterns*  
Putting together a simple circuit that can be opened and closed with a switch – *Mental Modeling*  
Using a simple circuit to test items in the room for conductivity – *Creativity*

Literature: Hearing and remembering the literature stories -- *Knowledge*  
Discussing the main elements of stories – *Patterns*  
Writing the story elements on a story web – *Mental Modeling*

Math: Learning the meaning of the terms "halves" and "quarters" – *Knowledge*  
Identifying shapes that are divided in halves and quarters – *Patterns*  
Shading in a given amount of halves or quarters on a shape – *Mental Modeling*  
Drawing a shape and dividing it into halves or quarters – *Creativity*

### **STATE STANDARDS:**

The Colorado Model Content Standards outline what students should know and be able to do. They integrate knowledge, skills, and perspectives that will remain useful throughout their lives. If you are interested in learning more about the Colorado Model Content Standards, please visit the Colorado Department of Education website:

<http://www.cde.state.co.us/cdeassess/UAS/currentstandards.html>

Standards that are being covered this month are shown in bold italics:

#### History:

- 1. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.***
- 2. Students know how to use the processes and resources of historical inquiry.***
- 3. Students understand that societies are diverse and have changed over time.***
- 4. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.***
- 5. Students understand political institutions and theories that have developed and changed over time.***
- 6. Students know that religious and philosophical ideas have been powerful forces throughout history.***

#### Geography:

- 1. Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.***
- 2. Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change.***
- 3. Students understand how physical processes shape Earth's surface patterns and systems.***
- 4. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.***
- 5. Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.***
- 6. Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.***

Science:

- 1. Students apply the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.**
- 2. Students know and understand common properties, forms, and changes in matter and energy.**
3. Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.

Reading and Writing:

- 1. Students read and understand a variety of materials.**
- 2. Students write and speak for a variety of purposes and audiences.**
- 3. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.**
- 4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.**
- 5. Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.**
- 6. Students read and recognize literature as a record of human experience.**

Math:

- 1. Students develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving these problems.**
- 2. Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems.**
- 3. Students use data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning used in solving these problems.**
- 4. Students use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems.**
- 5. Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.**
- 6. Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, and computers, in problem-solving situations and communicate the reasoning used in solving these problems.**

**HABITS OF MIND:**

- History:
1. Understand the significance of the past to their own lives.
  2. Perceive past events and issues as they were experienced by people at the time.
  3. Understand how things happen and how things change.
  4. Recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill.

- Science:
1. Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.
  2. Assemble, describe, take apart and reassemble constructions.
  3. Make something out of paper, cardboard, wood, plastic, metal or existing objects that can actually be used to perform a task.
  4. Draw pictures that correctly portray at least some features of the thing being described.
  5. Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.

**CHARACTER TRAITS:**

History: Paul Revere – Citizenship; Dec. of Indep. – Respect, Responsibility, Citizenship, Integrity, Perseverance; George Washington – Responsibility, Integrity; American Flag – Citizenship

Literature: Peter Rabbit – Respect, Responsibility, Self-Control, Integrity; The Velveteen Rabbit – Respect, Citizenship, Perseverance; The Boy at the Dike – Responsibility, Citizenship, Integrity, Perseverance

**NEXT UNITS:** History – Early Expl. Of Amer. West; Science -- Habitats