

# August and September in First Grade

## Mrs. Olson

### Language Arts

#### A. Phonemic Awareness (Open Court)-Phonics (Riggs & Open Court) – Knowledge, Patterns

- Oral blending, recognition of beginning and ending sounds
- Syllables
- Letter recognition A-Z
- Single letter sounds (Riggs & Open Court)
- Two letter sounds (Riggs)

#### B. Reading Comprehension - Patterns, Modeling

- Story Webs
- Journal Writing
- Vocabulary
- Small group/large group questions

#### C. Poetry - Knowledge

- Solomon Grundy

#### D. Fiction-Aesop's Fables - Knowledge, Patterns

- The Boy Who Cried Wolf
- The Dog in the Manger
- The Wolf in Sheep's Clothing
- The Maid and the Mild Pail
- The Fox and the Grapes
- The Goose and Golden Eggs

#### E. Literary Terms - Knowledge

- Characters, drama, audience, actor and actresses, setting, stage, props

#### F. Saying and Phrases - Knowledge, Patterns

- Do unto others.....
- Sour Grapes
- Wolf in Sheep's Clothing

### Thinking Framework

Ability to identify plot, characters, setting, moral and Author of six Aesop Fables. (Knowledge)

Recognize vocabulary meaning in other reading materials. (Patterns)

Connect moral lessons to other stories or content. (Patterns)

Story sequencing, beginning, middle and end. (Patterns)

Questions and tasks:

Vocabulary meaning? (Knowledge) What part of the story does this passage come from? (Patterns) What are the morals of the story? (Knowledge/ Mapping)

What saying or story moral would you use for this particular event? (Patterns, Modeling)

## History

### A. Early People – Knowledge, Patterns

- Crossing the Land Bridge
- Hunting to farming
- Development of towns and cities

### Thinking Framework

First Americans may have come over the land bridge during the Ice Age. (Knowledge)

Ability to describe the life of an Early Man and compare to present.

(Knowledge/Patterns)

Understanding of why Early Man had to keep moving. (Patterns)

People discovered farming and settled into cities (Patterns)

Questions and tasks:

How did people come from Asia to the Americas long, long ago? (Knowledge)

Why did people cross this land bridge? (Knowledge)

What happened when there were no more large animals to hunt? (Knowledge)

Why didn't they start farming immediately? (Patterns, Modeling)

What happened as people stayed in one place to farm? (Knowledge, Patterns)

Complete a map of the land bridge between Asia and N. America. (Knowledge, Patterns)

## Geography

### A. Map skills – Knowledge, Patterns

- Continent, state, community
- Keys, legend, symbols
- Ocean-Pacific, Atlantic, Indian, Arctic
- Equator, N. & S. hemisphere, N. & S. Poles

### Thinking Framework

Identification of geographical features. (Knowledge)

Locate features on maps. (Patterns)

Give directions using N.S.E.W. (Modeling)

Questions and tasks:

In what city (or town) do you live? (Knowledge) In what state do you live?

(Knowledge) What is the name of the country in which you live? (Knowledge)

On which continent is it located? (Knowledge)

Why do maps use symbols to tell you what they show? (Patterns)

How can you tell what map symbols mean? (Knowledge)

How can you tell the direction on a map? (Knowledge)

Name the four oceans of the world. (Knowledge)

Name the seven continents. (Knowledge) What is the Equator? (Knowledge)

What is a hemisphere? (Knowledge) What are the hemispheres called? (Knowledge)

In which hemispheres is North America located? (Patterns)

Locate objects in the classroom and on maps using the terms North, South, East, West. (Knowledge, Patterns)

## **Science**

### **A. The Earth – Knowledge, Patterns**

- Layers-crust, mantle, core
- Volcanoes, geysers
- Rocks and minerals-metamorphic, igneous, sedimentary, gems, important minerals

### **Thinking Framework**

Identify the layers of the earth. (Knowledge)

Understand what causes a volcano and geyser. (Patterns)

Using clues from rocks, identify the type. (Patterns)

### **Questions and Tasks:**

What are Earth's three layers? Knowledge What happens when a volcano erupts?

(Knowledge) What is a geyser? ((Knowledge) What are the three categories of

rocks? (Knowledge) From what materials are rocks made? (Knowledge)

Label layers of the Earth. (Knowledge) Make a volcano and explain why it erupts.

(Knowledge, Patterns) Describe characteristics of rocks and attempt to identify its'

type. (Knowledge, Patterns, Modeling)

## **Math**

### **A. Numbers 0-10 - Knowledge, Patterns**

- Counting

### **B. Number Bonds - Patterns/Modeling**

- Making number stories

### **C. Addition - Patterns, Modeling**

- Making addition stories
- Addition with number bonds
- Other methods of addition
- Math Facts (0-10) + & -

## **District and State Standards**

Language Arts: 1.1, 1.2, 1.3, 1.4, 1.5, 2.4, 2.6, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 6.1, 6.2

Math: 1.1, 1.4, 2.1, 2.2, 6.1, 6.3, 6.4

Science: 4.1

Geography: 1.1, 1.2, 1.3, 3.1, 4.4

History: 1.2, 2.1, 3.2,4.1

## **Assessments**

Language Arts: Demonstrate reading ability and qualities during reading center evaluations.

Demonstrate literature comprehension skill through writing assignments.(Open Court, History, Core Liter.)

History: Early man test and completion of assignments

Geography: Participation of group activities and completion of assignments, map quiz

Science: Earth test

Math: Singapore math revisions, unit assessments, math fact quizzes and daily work

## **Foundation Stone Characteristics**

Respect---“Do unto others....”

Boy Who Cried Wolf

Responsibility---Completion of assigned class chores, demonstrating good study skills.

Self-Control---Boy Who Cried Wolf

Goose that Laid the Golden Egg

Perseverance---Early Man

Integrity---Boy Who Cried Wolf

Wolf in Sheep’s Clothing

Citizenship---Early Man, development to towns to cities

## **Habits of Mind**

- History      Understand the significance of the past to their own lives. (Early Man) Perceive past events and issues as they experienced by people at the time. Understand how things happen and how things change. Understand the relationship between geography and history.
- Science      Raise questions about the world around them