

December in First Grade

Mrs. Olson

Language Arts

- A. Phonetic Instruction (Open Court) - Knowledge, Patterns, Modeling and Creativity
 - Consonant review
 - Short vowel and long vowel review
 - Spelling of *c & k, ng, y, ce, ci*, long vowel *a, o, i, u, e*
 - Decoding multi-syllable words
- B. Phonograms - Knowledge, Patterns, Modeling, Creativity
 - Review all 71 phonograms
- C. Vocabulary – Knowledge, Patterns, Modeling
 - Compound words
 - Synonyms
 - Opposites
 - Inflectional endings
 - Alphabetical order
- D. Grammar (Open Court, Shurley Grammar) – Knowledge, Patterns
 - Complete Sentence
 - Noun, adjective, verb, adverb
 - Classifying sentences
 - Quotation marks, apostrophes
- E. Comprehension (Open Court) - Knowledge, Patterns, Modeling,
 - Main idea, details
 - Story sequence
 - Asking questions
- F. Fiction – Knowledge, Patterns
 - Princess and the Pea
 - Elves and the Shoemaker
 - Owl and the Pussycat
 - Phrase, “*the more the merrier*”

Thinking Framework

Ability to identify main idea, characters, setting and recognize elements of a fairy tale. (Knowledge, Patterns)

Recognize vocabulary meaning in other reading materials. (Patterns)

Ability to describe the problem and solution of the story. (Patterns, Modeling)

Thinking Framework Questions and Tasks:

Decode the words. (Knowledge, Patterns, Modeling, Creativity)

What do you need to make a complete sentence? (Knowledge)

Why is this sentence a complete sentence? Why is this not a complete sentence? (Modeling Patterns)

Identify synonyms, antonyms, and compound words. (Knowledge)

Alphabetize these words. (Knowledge, Patterns) Vocabulary? (Knowledge) What is the prince looking for? (Knowledge) How does the prince find what he wants? (Knowledge)

What are the rhyming words in *Owl and the Pussy-cat*? Knowledge, Patterns

Which three words can you add before *the merrier*? Which three words can you add after *the merrier*? (Pattern, Creativity)

History

A. Maya, Inca, and Aztec civilization – Knowledge

- Montezuma
- Tenochtitlan
- Machu Picchu

B. Geography - Knowledge

- Mexico
- Central America and South America
- Andes Mountains

Thinking Framework

Ability to identify and locate three early civilizations in Central and South America. (Knowledge)

Understand the contributions of these civilizations and describe their people and locations. (Knowledge, Patterns)

Thinking Framework Questions:

Where did the Maya live? (Knowledge) What do we know about the Maya? (Knowledge) Where did the Aztec live? (Knowledge) What was the name of the Aztec's capital and why was it built there? (Knowledge) What do we know about the Inca? (Knowledge) What is similar and what is different about the Inca, Aztec, and Maya? (Patterns) The Incas lived on what continent? (Knowledge) The Incas lived along what mountain range? (Knowledge) What was the name of the peninsula that the Maya lived on? (Knowledge)

Science

A. Body Systems – Knowledge, Patterns, Modeling

- Skeletal
- Muscular
- Digestive
- Circulatory
- Nervous

Thinking Framework

Ability to describe the function of the skeletal, muscular, digestive, circulatory and digestive system.
(Knowledge)

Thinking Framework Questions:

What is a body system? (Knowledge) What does the skeletal system do? (Knowledge)

What is the function of the digestive system? (Knowledge)

How is blood pumped through the body? (Knowledge, Pattern) Describe the parts of the nervous system and what is its job? (Knowledge)

Math

A. Shapes - Knowledge, Patterns

- Common shapes

B. Length – Knowledge, Patterns

- Comparing length
- Measuring length

C. Weight – Knowledge, Patterns

- Comparing weight
- Measuring weight

D. Math Facts – Knowledge, Patterns

- Addition and Subtraction
- Numbers through 15

District and State Standards

Language Arts: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.3, 6.1, 6.2, 6.3

Math: 1.5, 2.2, 2.4, 3.1, 4.1, 4.2, 4.3, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.3, 6.5

Science: 3.3

Geography: 1.1,1.2

History: 1.1, 2.2, 2.3, 3.1, 3.2, 6.1, 6.2, 6.3

Assessments

Language Arts

Demonstrate reading ability and qualities during reading center evaluations. Demonstrate reading comprehension skills through writing assignments. Open Court skill assessments. Shurley Grammar assessments. Spelling and oral dictation. Observations of oral participation during discussion.

Math

Singapore math Revisions. Unit assessments. Graded math assignments and fact drills.

History

Unit History Test. Completion of related activities. Participation of class discussions.

Science

Human Body test. Completion of related activities. Participation of related activities.

Foundation Stone Characteristics

Perseverance- Handwriting practice!!

Cooperation – Working as a team completing classroom assignments.

Citizenship - Taking turns during reading centers.

Respect - Doing ones own work during test time, and consideration of other during independent work time.

Self-control -Listening and not talking out of turn.

Habits of Mind

History Understand the significance of the past to their own lives, both private and public, and to their society. (Aztecs, Mayans, Incas)

Recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill. (Conquistadors, Jenner, Pasteur)

Science Raise questions about the world around them and be willing to seek answers to some of them by making careful observations.

Draw pictures that correctly portray at least some features being described.

