

January in First Grade

Mrs. Olson

Language Arts

A. Phonic instruction (Open Court) – Knowledge, Patterns, Modeling and Creativity

- Long /o/ spelled *oe, oa, ow*
- Long /u/ spelled *ew, ue*
- Long /oo/ spelled *oo*
- /aw/ spelled *au, aw*
- /oi/ spelled *oy, oi*
- /n/ spelled *kn*
- /r/ spelled *wr*
- /f/ spelled *ph*
- dictation and spelling
- blending and word building

B. Phonograms (Riggs) – Knowledge, Patterns, Modeling, Creativity

- Review all 71 phonograms

C. Vocabulary – Knowledge, Patterns, Modeling

- Compound words
- Multiple-meaning words
- Contractions
- Concept vocabulary

D. Grammar (Open Court, Shurley Grammar) – Knowledge, Patterns, Modeling

- Sentence types
- Commas, apostrophe, end punctuation
- Possessive nouns
- Classify sentences using subject noun, verb, adverb, adjective, article adjective and proper capitalization /punctuation
- Sentence writing

E. Comprehension (Open Court) – Knowledge, Patterns, Modeling, Creativity

- Classifying and categorizing
- Summarizing and clarifying

F. Fiction – Knowledge, Patterns

- Frog Prince
- Hansel and Gretel
- Thumbelina, Tom Thumb, Issun Boshi, The Knee-High Man
- Poetry- The Frog
- Saying- *“Let the cat out of the bag”*

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

Write a complete sentence. Modeling

Use synonyms and antonyms in complete sentences. Modeling, Creativity

Use new vocabulary in writing exercises. Creativity

Frog Prince – How does the Princess meet the frog? What promise to the frog does the Princess make?

Does the Princess keep her promise? What happens to the frog at the end of the story? Knowledge Do you agree with the King that people should keep their promises? Why or why not? Creativity

Hansel and Gretel - Retell the events of the story in correct order. Knowledge, Patterns. Would you describe Hansel as a clever boy? Why? Modeling, Creativity. Was Gretel a brave girl? Why? Modeling, Creativity.

Issun Boshi, The Knee-High Man – What lessons can we learn from this story? Creativity

Let the cat..... - What do you think the cat in this saying stands for? Patterns, Modeling

History

A. Early Exploration and Settlement -Knowledge

- Columbus
- Conquistadors-Hernan Cortez, Francisco Pizarro

B. English Settlers – Knowledge, Patterns, Modeling

- Lost Colony- Sir Walter Raleigh, Virginia Dare
- Jamestown- Captain John Smith, Pocahontas, Powhatan
- Plantations in southern colonies and slavery
- Massachusetts- Pilgrims, Mayflower, Thanksgiving Day, Massachusetts Bay Colony, the Puritans

Thinking Framework

Recognize the names Cortes, Pizarro and Columbus as explorers and conquerors of the new world and understand the long lasting effect on these civilizations. (Knowledge, Patterns, Modeling) Retell the story of the Lost Colony. (Knowledge) Ability to describe the settlements of the Pilgrims and Puritans. (Knowledge) Slavery began in North America because of the development of plantations. (Knowledge)

Thinking Framework Questions:

What did Christopher Columbus do that was important? (Knowledge) Why was Columbus sailing west to go to Asia? (Patterns) What surprise awaited Columbus? Why was this a surprise? (Knowledge, Patterns, Modeling) Who were the conquistadors? (Knowledge)
Why were the Spanish able to defeat the native Americans? Patterns, Modeling
How did Cortes defeat the Aztec? (Knowledge, Patterns) How did Pizarro defeat the Inca? (Knowledge, Patterns) Why did the colonists settle Jamestown? (Knowledge)
Who was Captain John Smith? (Knowledge) What does being a slave mean? (Knowledge)
Why did the Pilgrims have a thanksgiving feast? (Knowledge) Why did the Puritans settle Massachusetts Bay Colony? (Knowledge, Patterns)

Science (Human Body)

A. Continuation of Body Systems – Knowledge, Patterns, Modeling, Creativity

- Digestive System
- Circulatory System
- Nervous System
- Skeletal/Muscular

B. Germs and Diseases

- Good health, vaccinations
- Louis Pasteur, Edward Jenner – Knowledge

Thinking Framework

Ability to describe the function of the digestive, circulatory and nervous system. (Knowledge) Describe how to keep your body healthy. (Knowledge, Patterns) Understand the contributions of Pasteur and Jenner. (Knowledge, Patterns)

Thinking Framework Questions:

What is a body system and describe the function of each. (Knowledge)
Identify different parts of each body system and place on correct area of the body. (Modeling, Creativity)
What are some things we can do to stay healthy?(Pattern)
Why is exercise important? (Pattern) What are the accomplishments of Pasteur and Jenner and the importance of their discoveries? (Knowledge, Patterns)

Math

A. Comparing Numbers – Patterns,

- Comparing numbers
- Comparison by subtraction

B. Graphs – Knowledge, Patterns

- Picture Graphs

C. Begin numbers to 40 – Knowledge, Patterns

- Counting
- Tens and ones

D. Math facts – Knowledge, Patterns

- Continue practice add. & subtr. (0-20)

District and State Standards

Language Arts: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1,23, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2,4.3, 5.2, 6.1, 6.2, 6.3
Math: 1.1, 1.2,1.3, 1.5, 2.1, 2.2, 3.1, 3.2, 6.1, 6.3, 6.4, 6.5
Science: 1.1, 3.3, 5.1
Geography: 1.1, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 6.1, 6.2
History: 1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 4.1, 4.3, 5.1, 5.2, 5.3, 5.4, 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 revision tests
Graded math assignments and fact drills

History: Early American History test
Completion of related activities
Participation of class discussions

Science: Human Body test
Completion of related activities
Participation of class discussions

Foundation Stone Characteristics

Perseverance – Pasteur and Jenner, their role in medical science.
Cooperation - Early settlers working together, working together in the classroom.
Respect - Captain John Smith, taking turns in reading groups.
Self-Control - Listening and not talking out of turn.

Habits of Mind

History Understand the significance of the past to their own live both private and public, and to their society. (Jamestown, Mass. Bay colony).

Recognize the importance of individual who have made a difference in history, and the significance of personal character for both good and ill. (Sir Walter Raleigh, Captain John Smith, Pocahontas, Jenner, Pasteur).

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

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