

March in First Grade

Mrs. Olson

Language Arts

- A. Phonetic Instruction (Open Court) – Knowledge, Patterns
- Long /a/ spelled ai, ay-review
 - Blended spelling for /aw/, ough and augh
 - Blending long /e/ spelled y
 - Blending spelling /n/ spelled kn
 - Blending /j/ spelled j and g; /g/ spelled g
 - Blending /r/ spelled wr; /f/ spelled ph
- B. Phonograms (Riggs) – Knowledge, Patterns
- Review 70 phonograms
- C. Vocabulary and Spelling (Open Court) – Knowledge, Patterns, Modeling
- Homophones
 - Selected vocabulary
 - Dictation-blends, word endings
 - Prefixes and time-order words
- D. Grammar (Open-Court, Shurley Grammar) – Knowledge, Patterns, Modeling
- Capitalization rules
 - Commas
 - Irregular plurals
 - Common and proper nouns
 - Singular and plural nouns
 - Sentence writing using prepositional phrases
- E. Comprehension (Open Court) – Knowledge, Patterns, Modeling
- Reality and Fantasy
 - Main idea and details
 - Clarifying, asking questions
 - Dialogue and characterization
- F. Fiction – Knowledge, Patterns
- Peter Rabbit
 - Velveteen Rabbit
 - Boy at the Dike
 - Poetry- The Swing
My Shadow
A Good Play
 - Saying- “*Hit the nail on the head*”

Thinking Framework

Ability to identify main idea, characters, setting and sequence story events. (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)

Comprehend words, sentences, paragraphs, and stories. (Knowledge, Patterns, Modeling, Creativity)

Write complete sentences. Write several sentences about one topic. (Key Word) (Patterns, Modeling)

Use synonyms and antonyms in complete sentences. (Modeling, Creativity)

Use new vocabulary in writing exercises. (Creativity)

Boy at the Dike – Who does Peter visit? Knowledge What happens to him on the way home? (Knowledge) Why does he stay by the dike all night? (Knowledge) How do the adults in the story feel about Peter's actions? (Modeling)

Tale of Peter Rabbit – Why does Peter disobey his mother? (Knowledge, Pattern) What happens to Peter when he goes in the garden? (Knowledge) How does Peter escape from Mr. McGregor? (Knowledge, Patterns) Do you think Peter has learned his lesson at the end of the story? (Modeling)

Poetry *The Swing, A Good Play, My Shadow* – vocabulary – (Knowledge) Author's meaning – (Knowledge, Pattern, Creativity)

History

A. Continuation of the American Revolution – Knowledge, Patterns

- Benjamin Franklin
- George and Martha Washington
- Legend of Betsy Ross
- Symbols and Figures; Liberty Bell, President, American flag, Eagle

Thinking Framework

Recognize individuals and their contributions to American History. (Knowledge)

Understand the significance of American symbols and the story behind them. (Knowledge)

Thinking Framework and Tasks:

What were some of Benjamin Franklin's major achievements? (Knowledge) How did this help our country? (Patterns)

Who commanded the Continental Army against the British? (Knowledge) Why do you think George Washington was elected the first president of the United States? (Patterns, Modeling)

What is the wife of the president called? (Knowledge) Who was the first First Lady? (Knowledge) What is the legend of Betsy Ross? (Knowledge) Why is the legend of Betsy Ross important? (Modeling) On what day do we celebrate our nation's independence? (Knowledge) Why? (Pattern) Why was Washington, D.C., built? (Pattern, Modeling) Retell the stories behind American symbols. (Knowledge, Patterns)

Science

A. Introduction to Electricity (Knowledge, Patterns, Modeling)

- Static electricity
- Simple electric circuits
- Conductive and nonconductive materials
- Safety rules for electricity
- Thomas Edison

Thinking Framework

Understand that electricity can carry energy. (Knowledge) Be able to describe the difference between static and current electricity. (Knowledge, Patterns) Ability to understand simple electrical terms and use the vocabulary during science activities. (Knowledge, Patterns, Modeling) Understand that electricity can be dangerous and have knowledge of the safety rules and when to practice them. (Knowledge, Patterns) Know the contributions of Thomas Edison and how it changed life. (Knowledge, Patterns, Modeling)

Thinking Framework and Tasks:

What causes static electricity? (Knowledge) What is one way you learned to make charge build-up? (activity) (Pattern, Knowledge)
What is electric current? (Knowledge) What are the parts of a simple circuit? (Knowledge) (Flashlight Demo.) (Knowledge, Pattern, Modeling) Build a simple circuit. (activity) (Knowledge, Pattern, Modeling, Creativity) How are conductors and insulators different? (Patterns) (Test different materials for conductivity} (Creativity) What are some ways to be safe around electricity? (Patterns) What did Thomas Edison invent? (Knowledge) How did his invention help people? (Pattern, Modeling)

Math

- A. Division – Knowledge, Patterns
 - Sharing and Grouping
- B. Halves and Quarters – Knowledge, Patterns
 - Making Halves and Quarters

District 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, 5.2, 6.1, 6.2, 6.3, 6.4

Math: 1.1, 1.2, 1.5

Science: 1.1, 2.1, 2.2, 6.1

Geography: 1.1, 4.1, 4.2, 4.4, 6.1,

History: 1.2, 1.3, 2.1, 2.2, 2.3, 3.2, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3

Assessments

Language Arts: Demonstrate reading ability and qualities during reading centers.
Demonstrate reading comprehension skills through writing assignments,
Open Court assessments and Accelerated Reader.
Shurley Grammar Assessments
Spelling and Oral Dictation
Observations of oral participation during discussions

Math: Singapore Math Revisions
Graded homework and fact drills

History: American History Test

Completion of related activities and writing assignments
Participation of class discussions

Science: Electricity Test
Completion of related activities and writing assignments
Participation of class discussions

Foundation Stone Characteristics

Perseverance- American Colonists, Thomas Edison, Benjamin Franklin
Cooperation – American Colonists and Patriots
Citizenship - The Boy and the Dike
Respect - Symbols of our Country
Self-Control – Listening and not talking out of turn, Lining up and walking through the halls quietly.

Habits of Mind

History Understand the significance of the past to their own lives, both private and public, and to their society.
Perceive past events and issues as they were experienced by people at the time, to develop historical empathy as opposed present-mindedness.
Understand how things happen and how things change.
Recognize the importance of individuals who have made a difference in history.

Science Raise questions about the world around you and seek answers by observations and trying things out.