

First Grade Unit Organizer: April

CORE KNOWLEDGE TOPICS TO BE COVERED:

History/Geography: Early Exploration of the American West

- Daniel Boone and the Wilderness Road
- The Louisiana Purchase
- Lewis and Clark / Sacagawea
- Appalachian Mountains, Rocky Mountains, Mississippi River

Science: Habitats

- What is a Habitat?
- Specific habitats: forest, rainforest, meadow, pond, desert, underground, arctic
- Habitat destruction
- Biography: Rachel Carson

Literature:

- *Stories:* Lon Po Po, Winnie the Pooh, Why the Owl has Big Eyes
- *Poems:* "The Purple Cow" by Gelett Burgess; "The Pasture" by Robert Frost; "I Know All the Sounds the Animals Make" by Jack Prelutsky
- *Saying:* Practice makes perfect!

Math: - *Time:* Telling time to the hour and half-hour

- *Numbers to 100:* Tens and ones; order of numbers; addition and subtraction within 100

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.

ASSESSMENTS:

History/Geography: Written quiz at the end of the unit, with reading help as needed. Students will also demonstrate an understanding of the main concepts through class discussions and written work.

Science: Quiz at the end of the unit, with reading help as needed, that covers the types of habitats and animals that live in them. Students will also be expected to explain (orally and/or written) what a habitat is, and some of the ways in which people destroy habitats.

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. Complete written comprehension assessments covering Open Court reading stories that have been read as a class and in small groups.

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 the Louisiana Purchase – *Knowledge*
Being able to discuss the reasons and significance of the Louisiana Purchase – *Patterns*

Science: Learning about different animal habitats – *Knowledge*
Recognizing and discussing similarities and differences in the habitats,
As well as why animals are suited to their respective habitats –
Patterns

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 how to tell time to the hour and half-hour – *Knowledge*
Using the knowledge to accurately show the time on a clock – *Patterns*

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 person character.
 5. Understand the relationship between geography and history.
- Science:
1. Draw pictures that correctly portray at least some features of the thing being described.

CHARACTER TRAITS:

History: Daniel Boone – Perseverance, Cooperation; Lewis and Clark – Responsibility, Citizenship, Perseverance, and Cooperation.

Literature: Lon Po Po – Responsibility; Winnie the Pooh – Respect, Responsibility, Citizenship, Perseverance; “Practice makes perfect” – Responsibility, Self-control, Perseverance.

NEXT UNITS:

History: Modern-day Mexico

Science: Oceans and Undersea Life