

# First Grade Unit Organizer: February

## **CORE KNOWLEDGE TOPICS TO BE COVERED:**

*History/Geography: From Colonies to Independence: The American Revolution* (This unit will continue in March)

- Original thirteen colonies; Boston Tea Party
- Paul Revere's ride; Minutemen and Redcoats
- Thomas Jefferson; Declaration of Independence; Fourth of July
- Benjamin Franklin
- George Washington / Martha Washington
- Legend of Betsy Ross and the flag
- Liberty Bell; Current U.S. President; American flag; Eagle

*Science: Matter and its Properties*

- Basic concept of atoms
- Three states of matter: solid, liquid, gas
- Units of measurement: length (centimeter, inch, foot); volume (gallon, quart); temperature (Fahrenheit)

*Literature*

Stories (Rapunzel; Rumpelstiltskin; Sleeping Beauty)

Poetry ("Sing a Song of People" by Lois Lenski, and "Washington" by Nancy Byrd Turner)

Sayings (Never leave until tomorrow what you can do today; If at first you don't succeed, try, try again.)

*Math*

- Numbers to 40: Counting; Tens and Ones; Addition and Subtraction; Adding Three Numbers.
- Multiplication: Adding Equal Groups; Making Multiplication Stories; Multiplication Within 40.

*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:* Multiple-choice quiz at the end of the American Revolution unit, read aloud to the class. Students will also demonstrated an understanding of the main concepts through class discussions and written work.

*Science:* Quiz at the end of the unit includes multiple-choice and T/F problems that will be read aloud, as well as measuring length and recording answers. Students will also do a practical assessment in which they will identify given samples as solids, liquids or gases.

*Literature:* Demonstrate an understanding of the setting, main characters, problem, and solution of stories through discussions and story webs and maps. Show an understanding of the stories by accurately completing literature assignments, which may include the following exercises: vocabulary words, story webs or maps, comprehension questions, essay questions, true or false sentences, alphabetizing, sentence correcting.

*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 the facts about the American Revolution and what it meant – *Knowledge*  
Understanding the types of events that led to the beginning of the American Revolution – *Patterns*  
Retelling the main events and reasons for the American Revolution – *Mental Modeling*

Science: Learning the differences between three states of matter: solids, liquids, gases – *Knowledge*  
Demonstrating knowledge of solids, liquids, and gases by being able to point out examples of each – *Patterns*  
Correctly labeling given samples of solids, liquids, and gases – *Mental Modeling*  
Independently creating a list of solids, liquids, and gases – *Creativity*

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 that multiplication means “groups of” – *Knowledge*  
Understanding that when we count the groups, we can use our counting patterns if we are counting by 2’s, 5’s, etc. – *Patterns*  
Successfully completing simple multiplication problems using pictures or objects – *Mental Modeling*  
Creating a picture to go with a simple multiplication problem – *Creativity*

### **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 personal character for both good and ill.

Science: 1. Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.

2. Use whole numbers in measuring.

3. Make quantitative estimates of familiar lengths and weights, and check them by measurements.

4. Measure the length in whole units of objects having straight edges.

5. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.

6. Ask, "How do you know?" in appropriate situations and attempt

reasonable answers when others ask them the same question.

**CHARACTER TRAITS:**

History: Paul Revere - Citizenship; Dec. of Independence – Respect, responsibility, citizenship, integrity, perseverance; George Washington – Responsibility, integrity; American Flag – Citizenship

Literature: Rapunzel – Perseverance; Rumpelstiltskin – Respect, integrity; Sleeping Beauty – Respect, integrity; Never leave until... - Responsibility; If at first you don't succeed... - Perseverance.

**NEXT UNITS:** *Science – Introduction to Electricity*  
*History – Amer. Rev., cont.*