

Mrs. Tamez – First Grade

Unit Organizer for August/September

CORE KNOWLEDGE TOPICS TO BE COVERED:

History

- Early People: Hunters and Nomads
- Crossing the land bridge from Asia to North America
- From hunting to farming
- Gradual development of early towns and cities

Geography

- Name your continent, country, state, and community
- Maps; keys, legends, symbols
- Directions on a map: north, south, east, west
- Review the seven continents
- Locate Equator; Northern & Southern Hemispheres; North & South Poles

Science

- Geographical features of the earth's surface
- Shape of earth; the horizon
- Oceans and continents
- Inside the earth (crust, mantle, core); high temperatures
- Volcanoes and geysers
- Rocks and minerals
- Formation and kinds of rocks: metamorphic, igneous, sedimentary
- Important minerals in the earth

Literature

- Aesop's Fables: The Boy Who Cried Wolf; The Dog in the Manger; The Wolf in Sheep's Clothing; The Maid and the Milk Pail; The Fox and the Grapes; The Goose and the Golden Eggs
- Poem, "Solomon Grundy"
- Sayings: Do unto others...
 - Sour grapes
 - Wolf in sheep's clothing

Math

- Numbers 0-10: Counting, number words
- Number Bonds: Making number stories
- Addition: Making Addition Stories, addition w/ number bonds, other methods

ASSESSMENTS:

History: Multiple choice quiz on Early People (reviewed as a group and read orally to the class)

Geography: Actively participating in group discussions and practices; being able to locate in a group the North and South Pole, Northern and Southern Hemisphere, Equator.

Science: Multiple choice quiz on the earth's physical characteristics, as well as correctly labeling the layers of the earth (quiz is reviewed as a group and read orally to the class)

Literature: Demonstrating an understanding of each fable and its moral, as well as an understanding of the sayings, through discussions and written assignments.

Math: A combination of in-class assignments, 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 maps and N,S,E,W – *Knowledge*
Finding the directions on various maps – *Patterns*
Using maps to locate places – *Mental Modeling*
Making a map – *Creativity*

Science: Learning about the three main types of rocks and how they are formed – *Knowledge*
Comparing characteristics of certain types of rocks – *Patterns*
Using knowledge of rocks to determine type of a sample rock – *Mental Modeling*

Literature: Learning Aesop's fables and the morals – *Knowledge*
Discussing similarities between the morals of the fables – *Patterning*
Predicting what the moral might be in a new fable – *Mental Modeling*

Math: Memorizing different combinations to make a whole (number bonds) – *Knowledge*
Recognizing that higher numbers have more combinations – *Patterns*
Making addition stories – *Mental Modeling*

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. Perceive past events and issues as they were experienced by people at the time.
2. Understand the relationship between geography and history as a matrix of time and place.

Science:

1. Describe and compare things in terms of shape, texture, size, weight, and color.
2. Draw pictures that correctly portray at least some features of the thing being described.
3. Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.

CHARACTER TRAITS:

- Literature:** -- Aesop's fables – Respect, responsibility, self-control, integrity, perseverance.
-- Do unto others... -- Respect
-- Wolf in sheep's clothing... -- Integrity

NEXT UNITS:

History: Early Civilizations: Mesopotamia and Ancient Egypt

Science: Introduction to the Solar System