

# Mrs. Tamez – First Grade Unit Organizer for November

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

History: History of World Religions

- **Judaism** (Belief in one God; Story of the Exodus; Israel; Hanukkah; Star of David; Torah; synagogue)
- **Christianity** (It grew out of Judaism; Jesus; Meaning of “messiah”; Christmas and Easter; symbol of the cross)
- **Islam** (Originated in Arabia; Followers are Muslims; Allah; Muhammad; Mecca; Koran; mosque; symbol of crescent and star)

Science

The Food Chain (Animals; Plants)

Classifications of animals (Herbivores; Carnivores; Omnivores; Extinct animals)

Literature

Stories (Brer Rabbit Gets Brer Fox’s Dinner; Pinocchio; Puss-in-Boots)

Saying (“There’s no place like home.”)

Poetry (“Table Manners” by Gelett Burgess; “Thanksgiving Day” by Lydia Maria Child)

Math

Numbers to 20: counting and comparing, addition and subtraction; Shapes

Grammar

Grammar is done daily using the Shurley Grammar Program. Some of the many skills 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; writing paragraphs; writing letters. Please see the First Grade Skills Map for more information.

## **ASSESSMENTS:**

History/Geography: Quiz on World Religions (read orally to the class)

Science: Quiz on Food Chain (read orally to the class)

Literature: Demonstrate an understanding of the setting, main characters, problem and solution of stories, as well as vocabulary words, through discussions and written assignments.

Grammar: Assessments are a part of the Shurley Grammar program. Assessments cover the skills taught in class using the grammar program.

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:

## **THINKING FRAMEWORK, cont.**

History/Geography: Learning about three world religions – *Knowledge*  
Discussing the similarity of belief in only one god within the religions –  
*Patterns*

Science: Learning about food chains and that animals eat other animals – *Knowledge*  
Comparing and studying many food chains from different habitats – *Patterns*  
Putting together the order of a food chain from a list of animals – *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 what it means to count by 2's, 5's, and 10's – *Knowledge*  
Understanding that when we count by 2's, etc. that we are skipping numbers – *Patterns*  
Being able to continue a counting pattern aloud or on paper – *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/Geography: 1. Understand the significance of the past to their own lives and to their society.

2. Understand how things happen and how things change.
3. Recognize the importance of individuals who have made a difference in history.

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

2. Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.

