

First and Second Grade Curriculum Map for 2017-18 (Yr. 1:Life Science/Physical Science/Co History)

Team members: Aubrey, Shannon, Beth, & Natalie

	August	September	October	November	December	January	February	March	April	May
<p><b>Reading</b></p> <p>Comprehension Strategies: comparing and contrasting, schema/background knowledge, sequencing events, asking questions, predicting, making inferences, determining importance</p>	<p>Read aloud: Charlotte's Web (K, 1, 2)</p> <p>Organization of the library</p> <p>Just Right Books</p> <p>Structure of a chapter book, contents</p>	<p>Read aloud: Charlotte's Web</p> <p>Structure of Reading Workshop</p> <p>Vocabulary and interesting language</p> <p>Comprehension Strategies: Making connections, (Text to Text Text to Self Text to World Text to Movies Text to...)</p> <p>comparing and contrasting, visualizing, schema/background knowledge</p> <p>Decoding strategies: sounding out, chunking, 3 cuing system (does it look right, sound right, make sense) picture clues, context clues, read ahead</p>	<p>Read aloud: Charlotte's Web</p> <p>Vocabulary and interesting language</p> <p>Analyze structure of sentence (morning message editing)</p> <p>Comprehension Strategies: Making connections, comparing and contrasting, visualizing, check for understanding/retell, sequencing events, asking questions, predicting,</p> <p>Decoding strategies</p> <p>Reading reflection for conference</p> <p>Nonfiction text introduction Compare and contrast F and NF (Venn Diagram)</p>	<p>Read aloud: The One and Only Ivan</p> <p>Vocabulary and interesting language</p> <p>Comprehension Strategies: Determining importance and asking questions in nonfiction text</p> <p>Mini-research: Read/listen to reading for fact finding about animal</p>	<p>Read aloud: The One and Only Ivan</p> <p>Summarizing using key ideas, events, themes orally and written</p> <p>analyze character development</p> <p>Fluency and expression: Bear books by Karma Wilson, Mo Willems books</p>	<p>Read aloud: Class choice</p> <p>Comprehension Strategies: Making inferences and determining importance</p> <p>analyze character development and story development</p> <p>Analyze paragraphs and stanzas</p> <p>Point of View</p> <p>Biographies/heroes</p> <p>Reading Postcards</p>	<p>Read aloud:</p> <p>Comprehension Strategies: Making inferences</p> <p>Written response to reading referencing the text</p> <p>analyze character development, setting, problem, solution, and story development</p> <p>Reading Postcards</p>	<p>Read aloud:</p> <p>Written response to reading referencing the text</p> <p>Comprehension: Making connections, comparing and themes and approaches the author takes</p> <p>Reading Postcards</p>	<p>Read aloud:</p> <p>Elements of nonfiction text, analyze sections, determining importance</p>	<p>Read aloud:</p> <p>Elements of nonfiction text, analyze sections, determining importance</p> <p>True/False Fact/Opinion</p>
<p><b>Essential Questions (What, why, how)</b></p>	<p>Why do we read?</p> <p>How do we organize the library?</p> <p>How do I choose books that are the just-right level for me?</p> <p>How do I choose books that are interesting?</p>	<p>How do I read with a partner?</p> <p>What does it mean to build stamina?</p> <p>How do I become an independent worker?</p> <p>What do readers do?</p> <p>What does reading time look like?</p> <p>How can background knowledge of topics and themes support readers and/or hinder readers?</p>	<p>How do we use text to make meaning?</p> <p>How do we check for understanding?</p> <p>How do readers know they are reading well?</p> <p>What can we learn from the features of nonfiction text</p> <p>What do readers do when they don't understand?</p> <p>In what ways do characteristics and features within texts and genres help a reader understand a writer's intended meaning?</p> <p>Why do we retell a story?</p>	<p>Why do authors use interesting words? (juicy language)</p> <p>How do authors use words to engage readers?</p>	<p>How and why do characters make a story interesting?</p> <p>Why do we summarize a story?</p> <p>How is summarizing different from retelling a story?</p> <p>How does using expression when reading convey meaning?</p> <p>Why is it important to read fluently?</p>	<p>How does the point of view of characters and authors impact the story?</p>	<p>Why is it important to understand the setting of a story?</p> <p>How does the setting affect the story?</p> <p>Why do authors include a problem and solution?</p>	<p>What are text features?</p> <p>How do text features guide the reader?</p>	<p>How does the organization of NF text help you answer your questions?</p>	<p>What are benefits of recognizing the difference between facts and opinions?</p>
<p><b>Reading Assessments</b></p>	<p>Informal reading with kids</p>	<p>iReady, BAS, Running Records</p>	<p>Informal reading/running records/sight words</p>	<p>Anecdotal</p>	<p>Anecdotal</p>	<p>iReady, BAS Running Records</p>	<p>BAS</p>	<p>Informal reading/running records</p>	<p>Informal reading/running records</p>	<p>iReady</p>

				Informal reading/running records	Informal reading/running records	Informal reading/running records	Informal reading/running records			Informal reading/running records
<b>Writing</b> <b>Six Traits</b>	Formation of letters (and numbers) Resources: Fountas and Pinnell  Mechanics:  Capitalize 1st word of sentence (morning message)  End punctuation (morning message)  Word Study: phonological awareness  Genres: List making, Top 5 Craft: Ideas and Content	Formation of letters (and numbers) Resources: Fountas and Pinnell  Mechanics: Capitalize 1st word of a sentence, pronoun I, first and last names End punctuation Commas to write out dates Commas in greetings and closings of letters  Word Study: phonological awareness common nouns/proper nouns, spelling patterns  Genres: Letter Writing Craft: format and organization (Thank you letters for OE)  Genres: Narratives Craft: Ideas, Organization  Genre: Poetry Craft: Interesting language/5 senses/ voice Acrostic (Save published poetry for end of year booklet)	Formation of letters (and numbers) Resources: Fountas and Pinnell  Writing Reflections for conferences  Mechanics: Capitalize titles, dates, names, End punctuation Commas to write out dates Commas in greetings and closings of letters  Structure of a sentence  Components of a sentence (subject/predicate)  Genres: Narratives Craft: Sentence Fluency  Word Study: phonological awareness, spelling patterns  Genre: Poetry Craft: Interesting language/5 senses, voice /alliteration, interesting language (verbs/adjectives)	Formation of letters (and numbers) Resources: Fountas and Pinnell  Mechanics: Capitalize titles, dates, names, Commas to write out dates, commas in a series or list  Apostrophe vs. plural Contractions  Genres: Nonfiction Craft: Conventions, Publishing  Genre: Poetry Craft: Simile, white space, stanzas, publishing, diamante  Summarizing using key ideas, events, themes written  Structure of a sentence  Components of a sentence (subject/predicate)  Genres: Narratives Craft: Sentence Fluency	Mechanics: Capitalize holidays, calendar words, product names, geographic names Commas in a series or list  Genre: Poetry Craft: voice, personification; onomatopoeia, presentation, whitespace, concrete/shape poems  Summarizing using key ideas, events, themes written (Written response to literature)  Structure of a sentence  Components of a sentence (subject/predicate)  Genres: Narratives Craft: Sentence Fluency	Mechanics: Capitalize holidays, calendar words, product names, geographic names Commas in a series of numbers  Step up to Writing  Genres: Paragraph Craft: Planning, drafting, publishing (Biographies/heroes)  Genre: Poetry Craft: haiku/syllables  Poetry: metaphors: "I am the Greatest" song	Mechanics: Apostrophes with contractions and possessives  Genres: Poetry (Winter Sports) Craft: Repetition/Rhythm  Genre: Poetry  Genres: Paragraph Craft: Planning, drafting, publishing  Step up to Writing  Subject/verb agreement Variety of sentence beginnings  Variety of sentence structures	Mechanics: Apostrophes with contractions and possessives  Genres: Letter Writing & Conference Reflections Craft:  Genre: Poetry Craft: Illustrations match the words	Genres Nonfiction Writing Craft: Publishing  Genre: Poetry - Choice Craft: Publishing	Genres: Paragraph (Play Reflection) Craft:  Genre: Poetry- Poems for two voices Craft: Publishing
<b>Essential Questions</b>  EQ: Where do you think the facts are and why? (Use both genres to ask the question....Curious George v. chimps)	Why practice handwriting?  What is the value of punctuation?  How are personal messages shared through speaking, listening, writing, and reading?	Why is spelling important?  What makes writing easy to follow?  What is the relationship between writers and readers?  How are personal messages shared through speaking, listening, writing, and reading?  What is a poem?  How do we write a letter?	How do I turn my thoughts into complete sentences?  Why is it important to reflect on our own learning and progress?	How do I turn notes into complete sentences?  Why is presentation important?  How do writers present their work or messages?  What are the features of nonfiction text?	How does an author express voice in their work?	How do we write a paragraph?	How do we write a paragraph?	How do we write a letter?	What are the features of nonfiction text?	Why is presentation important?
<b>Writing Assessments</b>	Assessments: Writing samples	BVSD Must Write Word Lists  Words Their Way  Orton Gillingham (OG)	Ongoing spelling and word work assessments  Informal assessments using writing samples  OG	OG	OG	OG <a href="#">Paragraph Rubric</a>	BVSD Must Write Word Lists  Words Their Way  OG	OG	OG	BVSD Must Write Word Lists Words Their Way  <a href="#">Paragraph Rubric</a>  OG

<p><b>Math</b></p>	<p>AUGUST Patterns -numbers (100 chart),shapes,colors</p> <p>Counting (by 1,2,5,10,100) forward to 1000 starting at any number, backwards from 1000 starting at any number.</p> <p>Comparing quantities -whole numbers(greater than, less than, equal to)</p> <p>Comparing two sets of objects,using language such as "three more" or "three fewer"</p>	<p>SEPTEMBER Rounding- nearest ten</p> <p>Estimation - front end, with operations and computation</p> <p>Even/Odd to 20</p> <p>Expanded notation</p> <p>Place Value</p>	<p>OCTOBER Math Reflections for conferences</p> <p>Fact Families-addition, subtraction , to 10, to 100</p> <p>Whole number operations-multiple strategies</p> <p>Basic Facts- counting, memorizing facts to ten, fluently add and subtract within 20 using mental strategies</p> <p>Math reflection for conferences</p>	<p>NOVEMBER Addition- add two digit numbers with a one digit number, add two digit number with a ten, mentally find ten more or ten less than any two digit number without counting, explain reason, mastery to 100, exposure to 1000, use repeated addition to find objects in arrays with up to 5 rows and columns and write an equation to express the sum.</p>	<p>DECEMBER Subtraction - subtract multiples of 10 in the range of 10-90 by 10's, subtraction as the inverse of addition ,subtraction ( mastery to 100, exposure to 1000) concrete drawings or models, mentally add or subtract 10 or 100 to any given number up to 1000</p> <p>multiplication- concepts of repeated addition and "groups of"</p>	<p>JANUARY -Problem Solving- strategies, reading word problems, determining importance and operation, addition using three whole numbers, addition and subtraction within 100 to solve one and two step word problems , unknowns in all positions, keywords, money</p> <p>-Telling time*Days, weeks, months calendar questions Time- hours, half hours, 5 minutes, am/pm, analog and digital</p> <p>Multiples/Factors -skip counting,patterns,100 chart,relationship to multiplication and division</p>	<p>FEBRUARY Fractions and decimals- develop concepts of fractions ( from ½ to ¼ to ⅓) and decimals (money),develop number sense for fractions,</p> <p>Use models to relate fractions ( and find equivalent fractions ie-2 halves = whole), fraction circles, fraction strips , pattern blocks</p> <p>Apply fractions to problem situations</p>	<p>MARCH Geometry- names, features , properties of two and three dimensional shapes( triangles,quadrilaterals, trapezoids, half circles, pentagons, hexagons, cubes,open/closed ,classification of plane geometric figures ( angles and faces) , building with shapes, Area, Partition a rectangle into rows and columns of same size squares and find total, Partition a rectangle and circle into 2,3,4 equal shares ( halves, thirds, fourths), recognize that equal shares of identical wholes need not have the same shape (pentominoes) ,symmetry</p>	<p>APRIL Measurement -Non standard and standard to the nearest whole unit ( ruler, yardsticks, meter sticks, measuring tapes )</p> <p>estimate lengths using inches, feet centimeters , meters, Compare lengths to find the difference , word problems with length, order lengths</p> <p>read and create graphs, charts, diagrams. bar graphs, line graphs, pictographs, pie graphs</p>	<p>MAY Basic estimations of length, weight</p> <p>Money, knowing bills and coins, word problems, symbols \$/c (Classroom store/Economics connection)</p>
<p><b>Essential Questions</b></p>	<p>What are different ways to skip-count?</p> <p>How do we compare numbers? Or... What are different ways to compare numbers?</p>	<p>How do numbers work?</p>	<p>What strategies/practices support me as a mathematician?</p> <p>What can we do with a 100-chart?</p>	<p>What methods of addition work best for me?</p>	<p>What methods of subtraction work best for me?</p>	<p>How do "key words" help me solve a problem?</p>	<p>What is a fraction and how do we use them?</p>	<p>How do we use geometry? Why is geometry considered math? How does geometry apply to everyday math?</p>	<p>Why is it important to have different units of measurement?  How do graphs help us understand information or data?</p>	<p>What is estimation and why is it important?  How does skip counting and jumping on a numberline help us with money?</p>
<p><b>Math Assessments</b></p>	<p>BVSD Math Screeners, ongoing formative assessments with Math Journals, packets, and worksheets</p> <p>Basic facts</p>	<p>Basic facts</p> <p>ongoing formative assessments with Math Journals, packets, and worksheets</p>	<p>Basic facts</p> <p>ongoing formative assessments with Math Journals, packets, and worksheets</p>	<p>Basic facts</p> <p>ongoing formative assessments with Math Journals, packets, and worksheets</p>	<p>Basic facts</p> <p>ongoing formative assessments with Math Journals, packets, and worksheets</p>	<p>Basic facts BVSD Math Screeners</p> <p>ongoing formative assessments with Math Journals, packets, and worksheets</p>	<p>Basic facts</p> <p>ongoing formative assessments with Math Journals, packets, and worksheets</p>	<p>Basic facts</p> <p>ongoing formative assessments with Math Journals, packets, and worksheets</p>	<p>Basic facts BVSD Math Screeners</p> <p>ongoing formative assessments with Math Journals, packets, and worksheets</p>	<p>Basic facts</p> <p>ongoing formative assessments with Math Journals, packets, and worksheets</p>
<p><b>Science</b></p>	<p><b>August</b></p> <p>Outdoor Education preparation</p>	<p><b>September</b></p> <p>Observation skills</p> <p>Scientific Process and Inquiry Skills</p> <p>OE (Life Sciences)</p> <p>Biology:Life cycles of animals, Animal Diversity</p> <p>Observe and compare different bodily structures of animals and their functions:</p> <ul style="list-style-type: none"> <li>- body coverings, sensory organs, appendages, beaks</li> </ul>	<p><b>October</b></p> <p>Biology:Life cycles of animals, Animal Diversity</p> <p>Observe and compare different bodily structures of animals and their functions:</p> <ul style="list-style-type: none"> <li>- body coverings, sensory organs, appendages, beaks</li> <li>- obtaining food/water</li> <li>- protection</li> <li>- movement</li> <li>- support</li> </ul>	<p><b>November</b></p> <p>Physical Science: States of matter, Properties, Sorting</p> <p>Observe and describe the three states of matter.</p> <p>Observe and describe evaporation, condensation and freezing.</p> <p>Observe and classify objects and substances according to specific properties:</p> <ul style="list-style-type: none"> <li>- sink/float</li> <li>- solubility</li> <li>- mixing with</li> </ul>	<p><b>December</b></p> <p>Physical Science: Systems of Force/Motion</p> <p>Observe and describe the position of an object relative to another object:</p> <ul style="list-style-type: none"> <li>- over, under, next to</li> </ul> <p>Identify a force as a push or a pull.</p> <p>Demonstrate and explore the systems of force and motion (how an object's direction/position can be changed by pushing or pulling):</p>	<p><b>January</b></p>	<p><b>February</b></p>	<p><b>March</b></p>	<p><b>April</b></p> <p>Baby Chicks!</p> <p>Biology: Observe and predict how animals grow and change (life cycles and life spans):</p> <ul style="list-style-type: none"> <li>- animals closely resemble their parents and species</li> <li>- Some traits are inherited</li> </ul>	<p><b>May</b></p> <p>Chicks!</p> <p>Biology: Observe and predict how animals grow and change (life cycles and life spans):</p> <ul style="list-style-type: none"> <li>- animals closely resemble their parents and species</li> <li>- Some traits are inherited</li> </ul>

		<ul style="list-style-type: none"> <li>- obtaining food/water</li> <li>- protection</li> <li>- movement</li> <li>- support</li> <li>-</li> </ul>		<p>water (i.e. oil, sugar, etc.)</p> <p>Test objects to determine their properties.</p>	<ul style="list-style-type: none"> <li>- blocks, ramps, cars, balls</li> <li>- inclined planes</li> </ul> <p>Identify gravity as a force that pulls and as part of a system that affects motion.</p>					
<b>Essential Questions</b>		<p>What do scientists do?</p> <p>How is diversity important?</p>	<p>How are bodies same and different?</p> <p>How do animals move?</p> <p>Poster/report/project. or booklet sharing what was learned</p>	<p>What is matter?</p> <p>How does matter change?</p>	<p>How do I experience forces of motion in my life?</p>				<p>How does life continue?</p>	
<b>Social Studies</b>	<p><b>Charlotte's Web</b> Read Aloud and theatre visit to Arvada Center with K/1/2</p>				<p>Postcard activity- Toots &amp; Puddles, cards from all around USA</p> <p><a href="#">US - Postcard Book List</a></p> <p>History of local area</p> <p>Martin Luther King and characteristics of a hero</p>	<p><a href="#">Colorado History Timeline</a></p> <p>Colorado Timelines - Start at 1800, Class timeline , kid's individual timeline: homework Class US / Colorado Boulder map</p>	<p>History of Boulder CO area: Chief Niwot <a href="#">Chief Niwot</a>,</p> <p>Local Heroes</p>	<p>Native people of CO: Anasazi?, Ute, Arapaho, Navajo, Apache, Cheyenne) <a href="#">Native People of CO</a></p> <p>Settlers of CO &amp; local area <a href="#">CO Beginnings</a></p> <p>Local Heroes</p>	<p>Colorado History read alouds, completing projects</p> <p>McIntosh Farm and Walker Ranch field trips</p> <p>History Colorado Center field trip</p>	<p>½ Performance inspired by Social Studies theme</p>
<b>Essential Questions</b>	<p>How does life on a farm back then compare to life here and now?</p> <p>Science connection: spiders, pigs life cycles etc.</p> <p>Art connection (see below)</p>					<p>What is a community? How do communities change? (And why?) Who lived here before me?</p> <p>What is the basic structure of history? Timelines?</p>	<p>Who are some of the key people who lived here in the past? How would my life be different if I lived when Chief Niwot was alive?</p> <p>What does our community look like?</p>	<p>How did we get where we are today?</p> <p>Where, why and how do people settle in certain areas?</p>		
<b>Arts</b>	<p>Self-Portrait - white paint on black paper with oil pastels (use of competing textures), color depicts emotion: How are you feeling? What colors show these feeling?</p> <p>My Head if Full of Colors: self portrait draw &amp; paint, then collage what head is full of</p>	<p>Pastel landscape</p> <p>Chimpanzee Art</p>	<p>Owl Art</p>	<p>3D animal sculptures -structure, cellu-clay, painting base</p>	<p>Winter scene (acrylic paint on canvas, trees/snow/shadows),</p> <p>Clay suns/painting</p> <p>3D animal sculpture painting details</p> <p>animal habitat/background (in class)</p>	<p>CO history related art:</p> <p>CO Flag (in class) Variation: flapping flag on flagpole Colorado map (in class)</p> <p>Martin Luther King dreaming face collage yarn hair/tempura paint/modge podge (spiral abstract color)</p>	<p>Columbine Flower</p> <p>Lark Bunting</p>	<p>Horses</p> <p>Blue Hairstreak Butterfly Co State Tree</p>	<p>Native American Portraits</p> <p>Spring Tree</p>	<p>Chickens and Eggs</p> <p>Mandala</p>
<b>Essential Questions</b>	<p>How do artists use color?</p> <p>What is abstract art? What is realism? How does an artist choose which to use?</p>	<p>How am I inspired as an artist?</p> <p>How is art important?</p> <p>How is art integrated with what we are studying?</p>	<p>How is art integrated with what we are studying?</p>	<p>How is art integrated with what we are studying?</p>	<p>How is art integrated with what we are studying?</p>	<p>How is art integrated with what we are studying?</p>	<p>How is art integrated with what we are studying?</p>	<p>How is art integrated with what we are studying?</p>	<p>How is art integrated with what we are studying?</p>	<p>How is art integrated with what we are studying?</p>
<b>Physical</b>	<p>Sportsmanship Building Stamina</p>	<p>Sportsmanship Building Stamina</p>	<p>Sportsmanship Building Stamina</p>	<p>Weekly Active Recreation Monday Morning Movement</p>	<p>Weekly Active Recreation Monday Morning Movement</p>	<p>Winter Sports Weekly Active Recreation</p>	<p>Winter Sports Weekly Active Recreation</p>	<p>Weekly Active Recreation Monday Morning Movement</p>	<p>Weekly Active Recreation Monday Morning Movement</p>	<p>Weekly Active Recreation</p>

	Following multistep directions Monday Morning Movement Weekly Active Recreation	Following multistep directions Weekly Active Recreation Monday Morning Movement	Following multistep directions Monday Morning Movement Weekly Active Recreation			Monday Morning Movement	Monday Morning Movement			
<b>Social Emotional Learning</b>	Getting to know each other Community building games Problem solving strategies Class jobs Meditation/Moments of silence/Golden Moments	Outdoor Ed Reflections Council/Community Meetings	Conflict Resolution Skills Community Meetings Group work Buddies Identifying strengths Learning to be a good friend Compromising Sportsmanship							
<b>Field Experiences</b>		Outdoor Ed Life Science Appreciation of the natural world	Denver Zoo (animals unit)	Charlotte's Web Play (Arvada Center)		Ice Skating Rock Climbing			McIntosh Farm and Walker Ranch field trips Longmont Museum Co History Play Colorado History Center	
<b>Student-directed focus</b>	Independent work-time Class jobs Student choice	Independent work-time Class jobs Student choice	Independent work-time Class jobs Student choice	Independent work-time Class jobs Student choice	Independent work-time Class jobs Student choice	Independent work-time Class jobs Student choice	Independent work-time Class jobs Student choice	Independent work-time Class jobs Student choice	Independent work-time Class jobs Student choice	Independent work-time Class jobs Student choice
<b>Service learning</b>		School grounds clean-up twice/year each class								

Note: This curriculum map will be updated as we make changes or adjustments