### Reading

<table>
<thead>
<tr>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read aloud: Charlotte’s Web (K, 1, 2)</td>
<td>Read aloud: Charlotte’s Web Structure of Reading Workshop Vocabulary and interesting language</td>
<td>Read aloud: Charlotte’s Web Vocabulary and interesting language Analyze structure of sentence using message editing</td>
<td>Read aloud: The One and Only Ivan Vocabulary and interesting language Analyze structure of sentence using message editing</td>
<td>Read aloud: The One and Only Ivan Vocabulary and interesting language Analyze structure of sentence using message editing</td>
<td>Read aloud: Class choice Comprehension Strategies Making inferences and determining importance</td>
<td>Read aloud: Comprehension Strategies Making inferences</td>
<td>Written response to reading referencing the text Comprehension: Making connections, comparing and themes and approaches the author takes</td>
<td>Reading Postcards</td>
<td>Reading Postcards</td>
</tr>
<tr>
<td>Organization of the library Just Right Books Structure of a chapter book, contents</td>
<td>Comprehension Strategies Making connections, (Text to Text Text to Self Text to World Text to Movies Text to...) comparing and contrasting, visualizing, schema/background knowledge Decoding strategies: sounding out, chunking, S cueing system (does it look right, sound right, make sense) picture clues, context clues, read ahead</td>
<td>Comprehension Strategies Making connections, comparing and contrasting, visualizing, check for understanding/retell sequencing events, asking questions, predicting, Decoding strategies Reading reflection for conference Nonfiction text introduction Compare and contrast F and NF (Venn Diagram)</td>
<td>Comprehension Strategies: Determining importance and asking questions in nonfiction text Mini-research: Read/listen to reading for fact finding about animal</td>
<td>Comprehension Strategies: Determining importance and asking questions in nonfiction text Analyze character development Fluency and expression: Read aloud: Bear books by Karma Wilson, No Wanda books Point of View Biographies/heroes Reading Postcards</td>
<td>Comprehension: Making connections, setting, problem, solution, and story development</td>
<td>Analyze paragraphs and stanzas Point of View Biographies/heroes Reading Postcards</td>
<td>Analyze paragraphs and stanzas</td>
<td>Analyze paragraphs and stanzas</td>
<td>Analyze paragraphs and stanzas</td>
</tr>
</tbody>
</table>

### Essential Questions (What, why, how)

<table>
<thead>
<tr>
<th>Why do we read?</th>
<th>How do we organize the library?</th>
<th>How do I choose books that are the just-right level for me?</th>
<th>How do I choose books that are interesting?</th>
<th>How do I read with a partner?</th>
<th>What does it mean to build stamina?</th>
<th>How do I become an independent worker?</th>
<th>What do readers do?</th>
<th>What does reading time look like?</th>
<th>How can background knowledge of topics and themes support readers and/or hinder readers?</th>
<th>Why do we retell a story?</th>
<th>Why do authors use interesting words? (juicy language)?</th>
<th>How do authors use words to engage readers?</th>
<th>How and why do characters make a story interesting?</th>
<th>How does the point of view of characters and authors impact the story?</th>
<th>Why is it important to understand the setting of a story?</th>
<th>Why does the setting affect the story?</th>
<th>Why do authors include a problem and solution?</th>
<th>What are text features?</th>
<th>How do text features guide the reader?</th>
<th>What are benefits of recognizing the difference between facts and opinions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Assessments</td>
<td>Informal reading with kids iReady, BAS, Running Records Informal reading/running records/sight words Anecdotal</td>
<td>Informal reading/running records/sight words Anecdotal</td>
<td>Anecdotal iReady, BAS, Running Records BAS</td>
<td>Informal reading/running records Informal reading/running records iReady</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Team members: Aubrey, Shannon, Beth, & Natalie
### Writing

**Six Traits**
- 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

<table>
<thead>
<tr>
<th>Writing Assessments</th>
<th>Informal reading/running records</th>
<th>Informal reading/running records</th>
<th>Informal reading/running records</th>
<th>Informal reading/running records</th>
<th>Informal reading/running records</th>
</tr>
</thead>
<tbody>
<tr>
<td>BVSD Must Write Word Lists</td>
<td>Ongoing spelling and word work assessments</td>
<td>Ongoing spelling and word work assessments</td>
<td>Ongoing spelling and word work assessments</td>
<td>Ongoing spelling and word work assessments</td>
<td>Ongoing spelling and word work assessments</td>
</tr>
<tr>
<td>Words Their Way</td>
<td>Informal assessments using writing samples</td>
<td>Informal assessments using writing samples</td>
<td>Informal assessments using writing samples</td>
<td>Informal assessments using writing samples</td>
<td>Informal assessments using writing samples</td>
</tr>
<tr>
<td>Orton Gillingham (OG)</td>
<td>OG</td>
<td>OG</td>
<td>OG</td>
<td>OG</td>
<td>OG</td>
</tr>
</tbody>
</table>

### Essential Questions
- EQ: Where do you think the facts are and why? (Use both genres to ask the question...Curious George vs. chimps)

<table>
<thead>
<tr>
<th>Writing</th>
<th>Mechanics: word study</th>
<th>Mechanics: sentence study</th>
<th>Mechanics: paragraph study</th>
<th>Mechanics: punctuation study</th>
</tr>
</thead>
<tbody>
<tr>
<td>How is speaking important?</td>
<td>What makes writing easy to follow?</td>
<td>How is it important to reflect on our own learning and progress?</td>
<td>How do I turn my thoughts into complete sentences?</td>
<td>How is presentation important?</td>
</tr>
<tr>
<td>Why is punctuation?</td>
<td>How do I turn notes into complete sentences?</td>
<td>What is the relationship between writers and readers?</td>
<td>How do writers present their work or messages?</td>
<td>What are the features of nonfiction text?</td>
</tr>
<tr>
<td>Why practice handwriting?</td>
<td>How do I write a paragraph?</td>
<td>How are personal messages shared through speaking, listening, writing, and reading?</td>
<td>What are the features of nonfiction text?</td>
<td>Why is presentation important?</td>
</tr>
<tr>
<td>What is the value of punctuation?</td>
<td>How do we write a letter?</td>
<td>What is a poem?</td>
<td>What is the value of punctuation?</td>
<td>What is the value of punctuation?</td>
</tr>
<tr>
<td>How are personal messages shared through speaking, listening, writing, and reading?</td>
<td>How does an author express voice in their work?</td>
<td>What is a poem?</td>
<td>How do I turn notes into complete sentences?</td>
<td>How does an author express voice in their work?</td>
</tr>
<tr>
<td>How do we write a letter?</td>
<td>How does an author express voice in their work?</td>
<td>How do we write a letter?</td>
<td>How do I turn notes into complete sentences?</td>
<td>How does an author express voice in their work?</td>
</tr>
</tbody>
</table>

### Writing assessments
- BVSD Must Write Word Lists
- Words Their Way
- Orton Gillingham (OG)
- Ongoing spelling and word work assessments
- Informal assessments using writing samples
- OG

### Assessments
- Writing samples
- Informal assessments using writing samples
- OG
- OG
- OG
- Paragraph Rubric
- Paragraph Rubric
- BVSD Must Write Word Lists
- Words Their Way
- BVSD Must Write Word Lists
- Words Their Way
- OG
- OG
### Math

**August**
- Patterns - numbers (100 chart), shapes, colors
- Counting by (2,5,10,100)

**September**
- Rounding: nearest ten
- Estimation: front end, with operations and computation
- Even/Odd to 20
- Expanded notation
- Place Value

**October**
- Math Reflections for conferences
- Fact Families: addition, subtraction, to 10, to 100
- Whole number operations: multiple strategies
- Basic Facts: counting, memorizing facts to ten, fluently add and subtract within 20 using mental strategies
- Math reflection for conferences

**November**
- Addition: add two digit numbers with a one digit number, add two digit numbers 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.

**December**
- Subtraction: subtract multiples of 10 in the range of 10-90 by 10%, subtraction as the inverse of addition, subtraction (master to 100, exposure to 1000), concrete drawings or models, mentally add or subtract 10 or 100 to any given number up to 1000
- Multiplication: concepts of repeated addition and "groups of"

**January**
- Problem Solving: strategies, reading word problems, determining importance and operation, addition using these whole numbers, addition and subtraction within 100 to solve one and two step word problems, unknowns in all positions, keywords, money
- Telling time: Days, weeks, months, calendar questions
- Time estimation: hours, half hours, 5 minutes, am/pm, analog and digital
- Multiples/Factors: skip counting, patterns, 100 chart, relationship to multiplication and division

**February**
- Fractions and decimals: develop concepts of fractions (from 1/2 to 1/10), and decimals (money), develop number sense for fractions.
- Use models to relate fractions (and find equivalent fractions) and whole fraction circles, fraction strips, pattern blocks
- Apply fractions to problem situations

**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 a rectangle into rows and columns of same size 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

**April**
- Measurement: Non standard and standard to the nearest whole unit (ruler, yardsticks, meter sticks, measuring tapes)
- Estimate lengths using inches, feet, centimeters, meters, Compare lengths to find the difference, word problems with length, order lengths, read and create graphs, charts, diagrams, bar graphs, line graphs, pictographs, pie graphs

**May**
- Basic estimations of length, weight
- Money, knowing bills and coins, word problems, symbols $;
- Classroom stores/Economics connection

### Essential Questions

- What are different ways to skip-count?
- How do we compare numbers?
- Why do we count numbers?
- What are different ways to compare numbers?

### Math Assessments

- BVSD Math Screeners, ongoing formative assessments with Math journals, packets, and worksheets
- Basic facts on ongoing formative assessments with Math journals, packets, and worksheets
- Basic facts on ongoing formative assessments with Math journals, packets, and worksheets

### Science

- **August**
  - Outdoor Education preparation
- **September**
  - Observation skills
  - Scientific Process and Inquiry Skills
  - OE (Life Sciences)
  - Biology: Life cycles of animals, Animal Diversity
- **October**
  - Observe and compare different bodily structures of animals and their functions:
    - body coverings, sensory organs, appendages, beaks
    - obtaining food/water
    - protection
    - movement
    - support
  - Biology: Life cycles of animals, Animal Diversity
- **November**
  - Physical Science: States of matter, Properties, Sorting
  - Observe and describe the three states of matter. Observe and describe evaporation, condensation and freezing.
  - Observe and classify objects and substances according to specific properties:
    - sink/float
    - solubility
    - mixing with
  - Physical Science: Systems of Force/Motion
  - Observe and describe the position of an object relative to another object:
    - over, under, next to
  - Identify a force as a push or a pull.
  - Demonstrate and explore the systems of force and motion (how an object's motion can be changed by pushing or pulling)
- **December**
  - Observe and compare how animals grow and change (life cycles and life span):
    - animals closely resemble their parents and species
    - Some traits are inherited
- **January**
  - Baby Chicks!
  - Biology: Observe and predict how animals grow and change (life cycles and life span):
    - animals closely resemble their parents and species
  - Some traits are inherited
- **February**
  - March
  - April
  - May
  - Chicks!
  - Biology: Observe and predict how animals grow and change (life cycles and life span):
    - animals closely resemble their parents and species
    - Some traits are inherited
<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>What do scientists do? How is diversity important?</th>
<th>How are bodies same and different? How do animals move? Poster/report/project or booklet sharing what was learned</th>
<th>What is matter? How does matter change?</th>
<th>How do I experience forces of motion in my life?</th>
<th>How does life continue?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>Charlotte’s Web Read Aloud and theatre visit to Arvada Center with K/1/2</td>
<td>Postcard activity - Toots &amp; Puddles, cards from all around USA US - Postcard Book List</td>
<td>Colorado History Timeline Colorado Timelines - Starter at 1800, Class timeline, kid’s individual timeline; homework Class: US / Colorado Boulder map History of local area Martin Luther King and characteristics of a hero</td>
<td>History of Boulder CO area: Chief Niwot Chief town Local Heroes Native people of CO: Arapaaho, Ute, Assiniboine, Navajo, Apache, Cheyenne Native People of CO Settlements of CO &amp; local area CO Beginnings Local Heroes</td>
<td>Colorado History read alouds, completing projects Mcintosh Farm and Walker Ranch field trips History Colorado Center field trip</td>
</tr>
<tr>
<td>Essential Questions</td>
<td>How does life on a farm back then compare to life here and now?</td>
<td>Science connection: spiders, pigs life cycles Art connection (see below)</td>
<td>Pastel landscape Chimpanzee Art Owl Art</td>
<td>Winter scene (acrylic paint on canvas, trees/snow/shadows), Clay sculpture painting 3D animal sculptures painting details animal habitat/background (in class)</td>
<td>What is a community? How do communities change? (And why?) Who lived here before me? What is the basic structure of history? Timelines? 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? What does our community look like? How did we get where we are today? Where, why and how do people settle in certain areas?</td>
</tr>
<tr>
<td>Arts</td>
<td>Self-Portrait - white paint on black paper with oil pastels (use of competing textures), color depicts emotions How are you feeling? What colors show these feelings? My Head if Full of Colors: self portrait draw &amp; paint, then collage what head is full of</td>
<td>Pastel landscape Chimpanzee Art Owl Art</td>
<td>3D animal sculptures structure, felt Clay clay, painting base Winter scene (acrylic paint on canvas, trees/snow/shadows), Clay sculpture painting 3D animal sculptures painting details animal habitat/background (in class)</td>
<td>CD history related art: CD Flag (in class) Variation: flapping flag on flagpole Colorado map (in class) Martin Luther King dreaming face collage yarn hair/tempura paint/mudge pole (spiral abstract color) Columbine Flower Lark Bunting Horses Blue Hairstreak Butterfly Co State Tree</td>
<td>Horses Blue Hairstreak Butterfly Co State Tree Native American Portraits Spring Tree</td>
</tr>
<tr>
<td>Essential Questions</td>
<td>How do artists use color? What is abstract art? What is realism? How does an artist choose which to use?</td>
<td>How am I inspired as an artist? How is art integrated with what we are studying?</td>
<td>How is art integrated with what we are studying? How is art integrated with what we are studying? How is art integrated with what we are studying?</td>
<td>How is art integrated with what we are studying? How is art integrated with what we are studying? How is art integrated with what we are studying? How is art integrated with what we are studying? How is art integrated with what we are studying? How is art integrated with what we are studying? How is art integrated with what we are studying?</td>
<td>How is art integrated with what we are studying?</td>
</tr>
</tbody>
</table>
### Social Emotional Learning

- 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
- Bubbles
- Identifying strengths
- Learning to be a good friend
- Compromising
- Sportsmanship

### Field Experiences

- 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

### Student-directed focus

- 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

### Service learning

- School grounds clean-up twice/year each class

---

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