

First and Second Grade Curriculum Map for Yr. 2: Earth Science/Physical Science/World History)

Team members: Aubrey, Traci, Beth, Natalie

	August	September	Octoberdays	November	December	January	February	March	April	May
<p>Reading</p> <p>Comprehension Strategies: comparing and contrasting, schema/background knowledge, sequencing events, asking questions, predicting, making inferences determining importance</p>	<p>Read aloud: Gooseberry Park, The Giving Tree, "Everybody needs a rock" and "Pebble in my Pocket"</p> <p>Organization of the library</p> <p>Just Right Books</p> <p>Structure of a chapter book, contents</p> <p>Friendship Stories!! Great Books about Friends</p> <p>OG Planning Doc</p>	<p>Read aloud: Gooseberry Park</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:</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>Non-fiction text introduction Compare and contrast F and NF (Venn Diagram)</p>	<p>Read aloud:</p> <p>Vocabulary and interesting language</p> <p>Comprehension Strategies: Determining importance and asking questions in non-fiction text</p> <p>Research skills, how to take notes, weather?</p>	<p>Read aloud: Love That Dog</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>Continent research!</p>	<p>Read aloud: Hate That Cat</p> <p>Comprehension Strategies: Making inferences and determining importance</p> <p>Inferring books</p> <p>analyze character development and story development</p> <p>Analyze paragraphs and stanzas</p> <p>Point of View</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>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>Summarizing themes- orally and written</p>	<p>Read aloud:</p> <p>Elements of nonfiction text, analyze sections, determining importance</p> <p>True/False Fact/Opinion</p>	<p>Read aloud:</p> <p>Elements of nonfiction text, analyze sections, determining importance</p>
<p>Essential ?(What, why, how)</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 non-fiction 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>Reading Assessments</p>	<p>Informal reading with kids</p>	<p>iReady, DRA 2, Running Records</p>	<p>Informal reading/running records/sight words</p>	<p>Anecdotal</p> <p>Informal reading/running records</p>	<p>Anecdotal</p> <p>Informal reading/running records</p>	<p>iReady, DRA 2, Running Records</p> <p>Informal reading/running records</p>	<p>BAS</p> <p>Informal reading/running records</p>	<p>Informal reading/running records</p>	<p>Informal reading/running records</p>	<p>iReady</p> <p>Informal reading/running records</p>

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

Math	<p>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>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>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>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>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>-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>Fractions and decimals- develop concepts of fractions (from $\frac{1}{2}$ to $\frac{1}{8}$ to $\frac{1}{4}$) 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>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 (angels 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>Measurement - non standard/ standard units to the nearest whole unit (ruler, yardsticks, meter sticks, measuring tapes) Measure twice using length units of different lengths.</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>Measurement and graphing with bulbs/plants/garden</p>	<p>Basic estimations of length, weight</p> <p>Money, knowing bills and coins, word problems, symbols \$/c (Classroom store/Economics connection)</p>
Essential ?	<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>
Math Assessments	<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</p> <p>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</p> <p>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>
Science / Social Studies	<p>August</p> <p>Outdoor Ed prep</p>	<p>September</p> <p>Earth Science: Earth's materials can be compared and classified based on their properties.</p> <p>Observe and describe living and non-living components of soil.</p> <p>Classify different types of soil according to:</p> <ul style="list-style-type: none"> - color - texture - materials/comp 	<p>October</p> <p>Plant bulbs</p> <p>Weather and the changing seasons impact the environment and organisms such as humans, plants, and other animals.</p> <p>Identify season as a part of the earth's cycles. Observe and describe weather conditions during each season.</p>	<p>November</p> <p>Describe how location and time of day affect temperature:</p> <ul style="list-style-type: none"> - shade - inside/outside - day/night <p>Explore the cycle of erosion and deposition.</p> <ul style="list-style-type: none"> - impact of weather 	<p>December</p> <p>Timelines: Describe patterns and chronological order of events of the recent past</p> <p>Continents/Oceans</p> <p>(1) History: Family and cultural traditions in the United States in the past; describe patterns and chronological orders of events in the recent past</p>	<p>January</p> <p>Weather and the changing seasons impact the environment and organisms such as humans, plants, and other animals.</p> <p>History: Describe patterns and chronological order of events of the recent past</p> <p>(1) History: Family and cultural traditions in the</p>	<p>February</p> <p>History: Describe patterns and chronological order of events of the recent past</p> <p>Geography: Geographic tools like globes and maps represent places; people in different groups interact with each other and the environment</p>	<p>March</p> <p>Cultural Stories from around the world connected to geography</p> <p>Botany - Observe, describe and predict how plants grow and change (life cycles and life spans):</p> <ul style="list-style-type: none"> - plants closely resemble their parents and 	<p>April</p> <p>Weather and the changing seasons impact the environment and organisms such as humans, plants, and other animals.</p> <p>Civics: Effective groups have responsible leaders and team members; learn notable people, places, holidays,</p>	<p>May</p> <p>Weather and the changing seasons impact the environment and organisms such as humans, plants, and other animals.</p> <p>Economics: People work at different types of jobs in order to produce goods and services and receive an income</p>

	How does an artist choose which to use?	How is art integrated with what we are studying?								
Computer/Tech Carol's Computer Scope and Sequence										
Physical	Sportsmanship Building Stamina Following multi-step directions Monday Morning Movement Weekly Active Recreation	Sportsmanship Building Stamina Following multi-step directions Weekly Active Recreation Monday Morning Movement	Sportsmanship Building Stamina Following multi-step directions Monday Morning Movement Weekly Active Recreation	Weekly Active Recreation Monday Morning Movement	Weekly Active Recreation Monday Morning Movement	Winter Sports Weekly Active Recreation Monday Morning Movement	Winter Sports Weekly Active Recreation Monday Morning Movement	Weekly Active Recreation Monday Morning Movement	Weekly Active Recreation Monday Morning Movement	Weekly Active Recreation
Social Emotional Learning	Getting to know each other Community building games Problem solving strategies Class jobs Meditation/Moments of silence/Golden Moments "The Giving Tree"	Outdoor Ed Reflections Council/Community Meetings "The Giving Tree"	Conflict Resolution Skills Community Meetings Group work Buddies Identifying strengths Learning to be a good friend Compromising Sportsmanship							
Field Experiences		Outdoor Ed Botany Appreciation of the natural world		Denver Museum of Nature and Science		Ice Skating Rock Climbing				
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	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								