

First Quarter Outline 2015

Language Arts – First Step Reading Program

Week 1

- Identify the first sound in words that begin with continuous consonant sounds
- Learn a chant (The Handwriting Rap) for using correct, paper position and pencil grasp when writing
- Learn two handwriting strokes: tall bat stroke and short back stroke
- Identify the role of an author and illustrator of a story
- Describe the relationship between illustrations and the story in which they appear

Week 2

- Identify the first sound in words that begin with stop consonant sounds
- Practice the Handwriting Rap
- Learn four handwriting strokes: drop bat, ball stroke, run stroke, and bunt stroke
- Name the author and illustrator of a story and define the role of each in telling a story
- Describe the relationship between illustrations and the story in which they appear

Week 3

- Identify the ending sounds in words
- Learn the sound-symbol correspondence for /s/, /a/, /t/
- Learn the letter formations for s,a
- Name the author and illustrator of a story and define the role of each
- Describe the relationship between illustrations and the story in which they appear
- Draw a picture with details and draw a line to label the details
- Complete letter page in alphabet book

Week 4

- Identify the ending sound in words that end with stop consonant sounds
- Learn the sound-symbol correspondence for /r/, /p/
- Learn the letter formations for t, r, p
- Review the sound-symbol correspondence for /s/, /a/, /t/
- Author, illustrator
- Relationship between illustrations and story
- Draw a picture with details and draw a line to label the details
- Complete letter pages in alphabet book

Week 5

- Discriminate the short vowel sound in one-syllable words
- Learn the sound-symbol correspondence for /n/, /i/, /c/
- Learn letter formations for n,i
- Review the sound symbol correspondence for s,a,t,r,p
- Author, illustrator,
- Relationship between illustrations and story
- Draw a picture with details and draw a line to label the details

Week 6

- Orally segment two-phoneme words into their individual phonemes
- Learn the sound symbol-correspondence for l,m
- Learn letter formations for c,l,m
- Review the sound-symbol correspondence for c,a,t,r,p,n,i,s
- Demonstrate understanding of the organization and basic features of print
- Author, illustrator
- Relationship between illustrations and story
- Interactive writing

Week 7

- Orally segment three-phoneme words into their individual phonemes
- Learn the sound-symbol correspondence for /o/, /b/, /f/
- Learn the letter formations for o, b
- Review the sound-symbol correspondence for m, a, t, r, p, n, l, c, l, s
- Demonstrate understanding of the organization and basic features of print
- With prompting and support, students will retell familiar stories, including key details
- With prompting and support, students will identify characters, settings, and major events in a story
- Interactive Writing – Accident News

Week 8

- Orally blend two phonemes together to produce a word
- Learn the sound-symbol correspondences for /u/, /d/
- Learn the letter formations for f, u, d
- Review the sound-symbol correspondence for m, a, t, l, p, n, l, c, r, s, o, b, f
- With prompting and support, students will retell familiar stories, including key details
- With prompting and support, students will identify characters, settings, and major events in a story
- Interactive Writing – Home News, Friend News

Week 9

- Orally blend three phonemes together to produce a word
- Learn the sound-symbol correspondences for /e/, /g/, /h/
- Learn the letter formation for e, g,
- Review the sound-symbol correspondences for m, a, t, l, p, n, l, c, r, s, o, b, f, u, d
- With prompting and support, students will retell familiar stories, including key details
- With prompting and support, students will identify characters, settings, and major events in a story
- Interactive Writing – I Know News

The students will:

- Identify color words, colors, and shapes
- Tell when his/her birthday is
- Introduced to the months of the year and days of the week
- Recognize his/her name and write it on lined paper
- Follow 3 directions
- Work on cutting skills
- Work on coloring
- Work on fine motor skills
- Practice writing letters on lined paper

- Know their birthday

Math

One to Five

- use objects to represent and count the quantities 1, 2, and 3
- count to tell the number of objects
- recognize and write the numerals that describe the quantities 1, 2, and 3
- use objects to represent and count the quantities 4 and 5
- identify whether a particular set includes 4 or 5 objects
- recognize and write numerals that describe the quantities 4 and 5
- solve problems by using objects

Comparing and Ordering 0 to 5

- use one to one correspondence to compare objects and decide whether one group has more, fewer, or the same number as the other group
- recognize and identify a group of objects that has a more or 2 more than another group
- recognize and identify a group of objects that has 1 fewer or 2 fewer than another group
- understand that zero means none
- recognize and write the numeral that describes the quantity of 0
- use one to one correspondence to compare two groups and determine whether one group has more, fewer, or as many as the other group
- use objects to order numbers 0 to 5 in sequence
- use words first through fifth to identify ordinal positions
- use objects to show the number in each group, order the numbers of objects in each group, and identify the group that has the most or fewest number of objects

Six to Ten

- use objects to represent and count quantities of 6 and 7
- recognize and write the numerals that describe the quantities 6 and 7
- use objects to represent and count the quantities of 8 and 9
- recognize and write numerals that describe the quantities 8 and 9
- use objects to represent and count the quantity 10
- recognize and write the numeral that describes the quantity of 10
- solve problems by identifying growing patterns and predicting what comes next

Comparing and Ordering Numbers 0 to 10

- compare two numbers using sets of objects and one-to-one correspondence to determine which number is greater and which is less
- given a number from 0-5, children will tell if the number is greater or less than 5
- given a number or set from 0-12, children will decide if the number is greater or less than 10
- use counting to identify a number that is 1 more than a number
- use counting to identify a number that is 1 fewer than another number
- use counting to identify a number that is 2 more than another number
- use counting to identify a number that is 2 fewer than another number
- order numbers from 0 through 10 in sequence
- use a number line to count numbers 0 to 10 in order
- solve problems by using counters to show 1 more and 2 more

Religion

I Am Special

- to tell the children about God's love for each one of them
- to help children discover the unique qualities about themselves and others
- to reinforce each student's sense of self-worth as a child of God
- help children express their appreciation for God's love, friendship, and gift of life through Scripture, music and prayer.

I Am Special to My Family

- help increase the children's awareness that belonging to a family means loving, caring, and supporting one another
- to help the children discover that their families share and demonstrate god's love as they work, pray, and have fun together
- help the children demonstrate love, respect, and gratitude for the family members that God has given them
- to help the children express their thankfulness to God for their families through Scripture, music and prayer

I Am Special to My Friends

- to help increase the children's awareness of and appreciation for having friends
- to encourage the children to show their love for God by being kind, helpful, and respectful to their friends
- to experience the joy of friendship through activities with their classmates
- to help the children celebrate their appreciation to God for giving us friends through Scripture, music and prayer

I Am Special to god (Baptism)

- to initiate an elementary awareness that through Baptism each child became a member of another family- God's family, the Church- through God's love we are all related to one another like brothers and sisters
- to help the children recognize that through Baptism, they have a special bond to Jesus
- to help the children celebrate their thankfulness for God's gift of Baptism through Scripture, music, praters, and making the sign of the cross

Creation: Light, Water, Plants

- to increase the children's knowledge about the truth, purpose, and wonders of God's creation
- to increase the children's awareness of light, water, and plants as gifts from God
- to help the children respond to God's gift of creation with a sense of wonder and appreciation through a story, discussion and activities
- to help the children express their thankfulness to God our creator through Scripture, music and prayer

Creation: Fish, Birds, Animals, and People

- to increase the children's knowledge about the truth, purpose, and wonders of creation
- to increase the children's awareness of fish, birds, animals, and people as gifts from God
- to help the children respond to God's gift of creation with a sense of wonder and appreciation through a story, discussion, and activities
- to help the children express their thankfulness to God our Creator through Scripture, music, and prayer

I Can See and Touch

- Develop a greater awareness of and appreciation for their senses of sight and touch
- Experience the enjoyment of using their senses through various activities
- Learn about the needs of people who are visually impaired
- Review making the Sign of the Cross
- Express thankfulness and appreciation to God for their senses of sight and touch through Scripture, music, and prayer

I Can Hear

- develop a greater awareness of and appreciation for their sense of hearing
- develop listening skills through the experience of using their sense of hearing for various enjoyable activities
- introduce the children to the value of silence for quiet reflection, prayer, and listening to the Spirit of God in their hearts
- help the children express their thankfulness and appreciation to God for their sense of hearing through Scripture, music, and prayer

All Saints Day

- Develop an awareness of saints as people who showed their great love for God by their actions toward others
- Understand that God wants all of us to be saints (to be happy with God) in heaven
- Encourage the children to show their love for God by their actions toward others
- Express thankfulness to God for the example of saints through Scripture, music and prayer
- Learn about Mary our Mother

Science

Chapter 1

The students will learn about:

- What are living and nonliving things?
- How does air, food and water help plants and animals?
- What else do plants and animals need.

Chapter 2

The students will:

- identify words that name persons, places, or things and words that name actions.
- describe how organisms change as they grow and mature.
- know ways living things change and grow over time.
- know selected characteristics of plants and animals.
- describe how organisms change as they grow and mature.

Chapter 3

The students will:

- know that animals are found in different kinds of environments.
- know that life occurs on or near the surface of the Earth in land, water, and air.
- know that there are many different plants and animals living in many different kinds of environments (hot, cold, wet dry, sunny, dark).
- know that plants and animals may live in different habitats.

Earth Science

Our Land, Water, and Air

- What makes up Earth's Surface?
- What are some of Earth's landforms?
- How can we use land on Earth?
- Where is water found on Earth?

- How do we use water and air?
- How can you help care for the earth?

Apple Unit and Field Trip

Social Studies

Unit 1 Being a Good Citizen- People need rules to get along

Follow the Rules

- identify the purpose for having rules
- list classroom and school rules
- recognize consequences of breaking rules
- explain how rules help people get along with each other and stay safe

Safety Signs

- Identify safety signs and symbols
- identify the purpose of having safety signs and symbols
- Recognize consequences of disobeying safety signs and symbols

Taking Responsibility

- Recognize that citizens have a responsibility to follow rules and laws
- Show the importance of taking responsibility for one's own choices and actions

Groups Around the World

- Compare and contrast groups in other communities and cultures
- Understand that people learn through groups, such as families, peers, schools, communities, and cultures

Unit 2 - My Country

The Flag That We have

- Identify the flag of the United States
- Recite the Pledge of Allegiance

Look at a Map of Our Country

- Identify the name of our country
- Recognize a map of the United States
- Locate a state on a map of the United States

Symbols of the United States

- Recognize national symbols and icons such as the national flag, the bald eagle, and the Statue of Liberty

Our Leaders

- Understand that leaders in the government, community, school, and home make and enforce rules
- Identify important leaders
- Understand the necessity of leaders

Make a Choice by Voting

- Understand voting as a method of group decision-making
- Describe how American citizens can participate in community and political life
- Act as a responsible citizen