

Fourth Quarter Curriculum Outline

Grade One

Kathryn Patel

St. Joseph School

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Reading-Grade One

Unit 5- “Take Me There”

“I can”:

- Recognize words with suffixes.
- Listen and read critically to make predictions about the selection.
- Use context clues to define new words.
- Recognize and decode compound words.
- Recognize and write contractions.
- Use opposite words.

Unit 6-“Surprise Me!”:

The children will:

- Use structural cues such as suffixes and inflected endings with and without spelling changes.
- Build strategies such as using context clues to unlock the meaning of multiple-meaning words.
- Decode simple two-syllable and multi-syllable words.
- Read high-frequency words with greater automaticity.

Language-Grade One

Unit 5 – “Take Me There”:

“I can”:

- Use words and phrase lists as prompts for writing.
- Continue to enhance writing with the use of adjectives.
- Write sentences to describe an illustration, modeling correct sentence structure and margins.
- Write a postcard to a story character, given an illustration.
- Recognize and write singular possessives.

Unit 6-“Surprise Me!”:

“I can”:

- Participate in listening to, reading, and discussing different genres.
- Identify features of a play.
- Read self-selected texts in different genres.
- Respond to text by drawing conclusions, discussing theme and character, playing a game, designing a poster, and writing a letter.
- Write to express an opinion, to describe, to persuade.
- Revise or edit for varied types of sentences, clue words, and correct pronouns, with teacher guidance.
- Begin using charts and tables to locate and present information.

Phonics-Grade One

Unit 4: "Consonant Blends, Y as a Vowel":

"I can":

- Identify the sounds of consonant blends containing –r, -l, or -s.
- Identify the sounds of consonant blends –mp, -sk, -nk, -st, and –nd at the end of words.
- Identify the sound of letter –y when it represents the long –e or long –l vowel sounds.

Unit 5: "Endings, Digraphs, and Contractions":

"I can":

- Add the endings –ed and –ing to familiar base words.
- Identify the sounds of consonant digraphs –th, -wh, -sh, -ch, and –kn in words.
- Distinguish among contractions formed with will, is, am, are, and not.

Spelling-Grade One

Unit 5:

"I can":

- Recognize and spell words that begin with two consonant blends such as –cl, -sl, -st, -tr, -fr, -gr, -ld, -nd.
- Focus on the way that a word looks as well as it sounds.
- Review list words and spelling generalizations.

Unit 6:

"I can":

- Understand the single sound of a consonant digraph is spelled with two letters: -ch, -sh, -th, -wh.
- Add –ed to words to make them tell what happened in the past.
- Understand that adding –ing to words shows what is happening now.
- Notice all the letters and sounds in each lost word.
- Review unit list words and spelling generalizations.

Handwriting-Grade One

"I can":

- Learn to recognize and write uppercase D'Nealian letters, using correct line placement.
- Continue to use correct spacing between letters and words.
- Copy activities from the board and ELMO to enhance hand/eye coordination.
- Use correct letter formation and spacing in all writing, across the curriculum.

Mathematics-Grade OneTopic 10-“Adding With Tens and Ones”:

“I can”:

- Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using models, drawings, or strategies.
- Use place value understanding and properties of operations to add.

Topic 11-“Subtracting with Tens and Ones”:

“I can”:

- Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using models, drawings, or strategies.
- Use place value understanding and properties of operations to subtract.

Topic 12-“Length”:

“I can”:

- Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- Express the length of an object as a whole number of units, by laying shorter objects end-to-end.

Topic 13-“Time”:

“I can”:

- Tell and write time in hours and half hours using analog and digital clocks.

Topic 14-“Using Data to Answer Questions”:

“I can”:

- Organize, represent, and interpret data with up to three categories.
- Ask and answer questions about the total number of data points in a category.

Topic 15-“Geometry”:

“I can”:

- Distinguish between defining attributes versus non-defining attributes and build and draw shapes to possess these attributes.
- Compose two-dimensional shapes or three-dimensional shapes to create a composite shape.

Topic 16-“Fractions of Shapes”:

“I can”:

- Partition circles and rectangles into two and four equal shares.
- Describe the parts as halves, fourths, and quarters.

Religion-Grade One

Unit 3-“God’s Son, Jesus”:

Chapter 11: “Jesus Teaches Us About Forgiveness”:

“I can”:

- Interpret right and wrong actions.
- Realize that God wants us to be sorry when we do wrong, and that God is always ready to forgive us.
- Learn that God’s laws help us choose what is right and stay away from sin.
- Understand when to say the words “I’m sorry” and “I forgive you.”
- Say a prayer for God’s mercy.

Chapter 12: “We Pray With God’s Word”:

“I can”:

- Name ways that people like to pray.
- Describe some of the ways that Jesus prayed.
- Learn that we can pray with a Gospel story.
- Experience praying with God’s Word as a way of getting closer to Jesus,
- Act out a Bible story as a way to pray.

Unit 4: “The Holy Spirit”:

Chapter 13: “Jesus Promises the Holy Spirit”:

“I can”:

- Discuss ways that people help us.
- Realize that Jesus promised to send the Holy Spirit.
- Understand that the Holy Spirit is the gift of God’s love.
- Name ways the Holy Spirit helps us make good choices.
- Praise God as the Father, Son, and Holy Spirit.

Chapter 14-“We Celebrate the Gift of the Holy Spirit”:

“I can”:

- Name everyday uses of water and oil.
- Realize that water in Baptism and holy oil in Confirmation are symbols of the Holy Spirit.
- Understand that the Holy Spirit lives within us.

- Identify ways that the Holy Spirit helps and guides us.
- Pray with oil to remember that the Holy Spirit is within us. –John 3: 1-21.

Chapter 15-“The Holy Spirit is Our Helper”:

“I can”:

- Distinguish good habits from bad.
- Name the seven fruits of the Holy Spirit
- Understand that the Holy Spirit helps us to follow Jesus’ teachings.
- Describe the ways of using the seven fruits of the Holy Spirit.
- Pray to the Holy Spirit for help and guidance. –Galatians 5: 14-25.

Chapter 16- “The Holy Spirit Helps Us Pray”:

“I can”:

- Name the people who teach us new things.
- Understand that the Holy Spirit teaches us to pray.
- Discover how the Church prays to the Holy Spirit.
- Participate in a Holy Spirit procession.

Unit 5: “Jesus’ Church of Followers”:

Chapter 17- “Jesus’ Followers Become to the Church”:

“I can”:

- Discuss what friends like to do with each other.
- Learn about life in the first Christian community.
- Realize how Church members care for one another.
- Describe how we can act like the first Christians did.
- Learn the meaning of “Amen” as a prayer of faith. – Acts 13:52

Chapter 18: “We Celebrate Pentecost”:

I can”:

- Discuss what makes birthday celebrations special.
- Recognize the Feast of the Pentecost as the “birthday” of the Church.
- Realize that the Church is a world community of all kinds of people.
- Describe ways the Church celebrates Pentecost.
- Experience in prayer the love and peace of the Holy Spirit.

Chapter 19: “The Church Helps the World”:

“I can”:

- Identify basic needs that people have.
- Understand that the mission of Christians is to help others.
- Discover ways in which the Holy Spirit works through the Church today.
- Learn more ways that church helps love and serve others.
- Pray a prayer about saying yes to God’s call.

Chapter 20: We Pray with Holy Songs”:

“I can”:

- Name some times when people like to sing.
- Discover that holy songs are prayers.
- Realize that when we sing with our hearts, we are praying.
- Understand why Catholics sing holy songs.
- Sing an end-of-year prayer of thanks and praise to God.

Grade One-Science:Unit A: “Life Science”:Chapter 3: “How Plants and Animals Live”:

“I can”:

- Learn that plants and animals have adaptations that help them survive in their environment.
- Identify some ways in which animals and plants are adapted to living in different environments.
- Compare and describe the structural characteristics of plants and animals.
- Understand that when tests are repeated under the same conditions, similar results are usually obtained.
- Use a variety of tools to identify characteristics of objects.

Chapter 4: “Life Cycles”:

“I can”:

- Describe ways that organisms change as they grow and mature.
- Understand that plants and animals are similar but not identical to their parents.
- Observe, diagram, and record the lifecycle of a butterfly from egg, to pupa, to chrysalis, to butterfly through journaling and projects.
- Take part in feeding a butterfly.
- Take part in releasing the butterfly into the outdoors.

Chapter 5: “Food Chains”:

“I can”:

- Listen, record, and compare the ideas and observations of others.
- Use prior knowledge, illustrations, and text to make predictions.
- Understand that animals can be grouped according to what they eat.
- Identify the basic needs of all living things.
- Learn that plants and animals are dependent upon each other for survival.
- Understand that living things are part of a food chain.

Social Studies-Grade One:Unit 4-“Our Changing World”:

“I can”:

- Use visuals to determine word meaning and content of the unit.
- Use a sequence chart to order information.
- Read a story that tells how one family passes down its history.
- Compare daily life today and in the past in home, life, work, clothing, and games and festivals.
- Identify things that have changed and have stayed the same through generations.
- Compare ways of communication in the past and present.
- Analyze details in pictures to gather information.
- Analyze artifacts of the past.
- Recognize changes made in daily life due to new technology.

Unit 5-“Meeting People”:

“I can”:

- Use words and visuals to determine word meanings.
- Compare and contrast information.
- Identify folktales related to different countries.
- Compare beliefs, customs, and traditions of various cultures.
- Recognize the elements of culture, including language, dress, food, and stories.
- Recognize that Native Americans were the first people to live in North America.
- Use a flowchart to follow the steps in a process.
- Understand that immigrants have helped define American culture.
- Compare cultures based on folktales.
- Demonstrate how to trace routes on a path.
- Create a map showing routes.
- Describe the roles people play in the groups they belong to.
- Understand a family’s needs and how they meet them.

Unit 6- “The Marketplace”:

“I can”:

- Distinguish between goods and services.
- Understand the concept of exchange and use of money to purchase goods and services.
- Interpret information using a picture graph.
- Recognize the economic characteristics of places.
- Identify the kinds of work that people do in a community.
- Understand why people work.
- Compare and contrast work for pay and volunteer work.
- Use a K-W-L chart to set a purpose and prepare for reading.
- Ask clarifying questions about expository text.
- Understand how volunteering can help people in the community.
- Understand ways people trade money for goods and services.
- Recognize the purpose of saving and ways to save money.
- Identify examples of markets children experience in their everyday lives.

- Discuss the meaning and consequences of scarcity.
- Identify the choices people make when buying goods and services.
- Explore places where economic activity happens.
- Recognize that buyers and sellers come together at the market to trade goods and services.
- Trace the sequence in a manufacturing process.
- Determine the resources needed to produce a good.
- Explain what can be learned from a bar graph.