

## Third Quarter Curriculum Outline

### Grade One

Kathryn Patel

St. Joseph School

January 14, 2016

### Reading-Grade One

#### Unit 4-“Favorite Things Old and New”:

“I can”:

- Continue to decode high frequency words.
- Decode words with initial and final digraphs.
- Use structural cues such as inflected endings to decode new words.
- Listen to a story and read chorally.
- Listen for details and follow directions.

#### Unit 5-“Take Me There”:

“I can”:

- Listen to broaden vocabulary, identify main ideas, and solve problems.
- Participate in small and whole group discussions.
- Decode words with long vowel patterns with increasing fluency.
- Use structural cues to expand knowledge of words with inflectional endings, compound words, and –s’ possessive.

### Language-Grade One

#### Unit 4-“Favorite Things Old and New”:

“I can”:

- Recognize a folk tale, narrative fiction, and fantasy.
- Participate in listening to, reading, and discussing a variety of texts and genres.
- Make introductions.
- Share ideas about culture and traditions.

#### Unit 5-“Take Me There”:

“I can”:

- Write about a movie or TV show, write a news story, and/or write a class report.
- Revise and edit to use adjectives, with teacher guidance.
- Identify some features of fiction and non-fiction.
- Respond to text by predicting, identifying setting, main idea, and cause and effect.
- Construct models and make a time line.

### Phonics-Grade One

#### Unit 3-“Long Vowels”:

“I can”:

- Recognize the vowels by name.
- Associate the vowels with the long sounds they stand for.
- Distinguish among the long sounds.
- Change vowels from short to long by adding final –e.
- Blend the sounds vowels and consonants stand for.
- Apply the long vowel rule as an aid to decoding words.
- Learn to read high-frequency words in context.

### Spelling-Grade One

#### Unit 4:

“I can”:

- Learn the spelling and sound associations for long –o.
- Learn to add final –e to change the vowel sound.
- Learn to add final –s to make plurals.
- Learn the spelling and sound associations for animal words.
- Have weekly Spelling tests of 10 words, with words following a pattern.

#### Unit 5:

“I can”:

- Learn the spelling and sound associations for beginning -cl, -sl, -st, -tr, -fr, -gr blends.
- Learn the spelling and sound associations for ending –ld, -nd, -st blends.
- Learn the spelling and sound associations for family words.
- Have weekly Spelling tests of 10 words, with words following a pattern.

### Handwriting-Grade One

#### Unit 4-“Writing Capital Letters”:

“I can”:

- Trace and write upper case letters and words.
- Transcribe from type into D’Nealian handwriting.
- Understand that proper nouns and the beginning of sentences begin with a capital letter.
- Evaluate a handwriting model for slant or spacing problems.
- Recognize and use appropriate ways to fix handwriting mistakes.
- Evaluate my own handwriting to ensure legibility.

## Mathematics-Grade One

### Topic 7-“Counting and Number Patterns to 120”:

“I can”:

- Count to 120, starting at any number less than 120 through using a hundreds chart, skip counting, or looking for patterns.
- Understand that the numbers 11 to 19 are composed of a ten and a set of ones.
- Count by 10s to 120.

### Topic 8-“Tens and Ones”:

“I can”:

- Understand that the two digits of a two-digit number represent amounts of tens and ones.
- Realize that 10 can be thought of a bundle of ten ones called a “ten.”
- Understand that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

### Topic 9-“Comparing and ordering numbers to 100”:

“I can”:

- Count to 120, starting at any number less than 120.
- Read and write numerals and represent a number of objects within a written number.
- Compare two-digit numbers based on the meanings of the tens and ones digits, using greater than, less than and equal to.
- Add within 100, using numbers with one and two digits.
- Find numbers 10 more and 10 less than any two digit number mentally.

### Topic 10-“Adding with Tens and Ones”:

“I can”:

- Add within 100, using one and two digit numbers using models, drawings, and/or related facts.

## Religion-Grade One

### Unit 2-“Our Loving God”:

#### Chapter 7-“God Made Us to Be Good and Holy”:

“I can”:

- Understand that everything has a purpose.
- Understand that God made us to be loving people.
- Realize that God wants us to be happy with him in heaven.
- List ways that we can show our love for God and others.

#### Chapter 8-“We Give Thanks to God”:

“I can”:

- Understand why we call God “our Father.”
- Name special gifts we should thank God for.
- Give thanks to God with our hearts and voices.
- Pray the “Lord’s Prayer.”

### Unit 3-“God’s Son, Jesus”:

#### Chapter 9-“Jesus is God’s Son”:

“I can”:

- Understand that Mary is the mother of God’s Son, Jesus.
- Realize that God sent his Son, Jesus, into our world to be our Savior.
- Explore ways to spread the Good News of Jesus’ birth.

#### Chapter 10-“We Celebrate the Gift of Eucharist”:

“I can”:

- Discuss what makes family meals special.
- Understand that Jesus is present in the Eucharist.
- Recognize that the words of the Eucharist Prayer describe what happened at the Last Supper.

#### Chapter 11: “Jesus Teaches Us About Forgiveness”:

“I can”:

- Interpret right and wrong actions.
- Learn that God’s laws help us choose what is right and what is wrong.
- Realize that God always wants to forgive us.
- Learn to say a prayer for God’s mercy.

Grade One-Science:

Chapter 12-“Science in Our World”:

“I can”:

- Understand that the activities of humans affect plants and animals in many ways.
- Understand that humans depend on their constructed environments.
- Investigate that tools are used to help make things.
- Investigate that when parts are put together they can do things that they could not do by themselves.
- Recognize the impact of information technology on their daily lives.

Unit A-“Life Science”:

Chapter 1-“Living and Nonliving”:

“I can”:

- Learn the basic needs of living things.
- Distinguish between living and nonliving things.
- Understand that environments are made up of living and nonliving things.

Chapter 2-“Habitats”:

“I can”:

- Learn how habitats are alike and different.
- Know how the needs of plants and animals are met in their habitats.
- Understand how humans impact plants and animals.
- Examine the characteristics of different environments and their wildlife.

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”:

- Compare and contrast information.
- Compare the beliefs, customs, ceremonies, traditions, and social practices of various cultures, drawing from folklore.
- Recognize the elements of culture, including language, dress, stories and food.
- Understand that Native Americans were the first people to live in North America.
- Identify a flowchart, and use it to follow the steps in a process.
- Understand Sacagawea’s part in defining American culture through her role in the Lewis and Clark expedition.

