

# Penny Clifford

## Third Quarter Outlines 2015/2016

### Language Arts

#### Week 16 and 17

- Mid-year Summative Assessment
- Students will read common high frequency words by sight (over, she, he, we)
- Students will learn the sound-symbol correspondence and writing for /wh/, /ng/
- Students will review the sound-symbol correspondence for all other consonants, short vowels, consonant digraphs (sh, th, qu, ch)
- With prompting and support, students will retell stories and demonstrate understanding of their central message
- With prompting and support, students will identify characters, settings, and major events in a story
- Students will read emergent text (Too Hot) with purpose and understanding

#### Week 18

- Students will read common high frequency words by sight (little, like, they)
- Students will review the sound-symbol correspondence for all other consonants, short vowels, consonant digraphs (sh, th, qu, ch, wh, ng)
- Students will identify characters, settings, and major events in a story
- Students will read emergent text (Too Hot) with purpose and understanding
- Students will spell 3 letter (cvc) words
- Students will practice writing capital and lowercase letters.

#### Week 19

- Students will read common high frequency words by sight (are, you, now)
- Students will review the sound-symbol correspondence for all other consonants, short vowels, consonant digraphs (sh, th, qu, ch, wh, ng)
- With prompting and support, students will retell stories and demonstrate understanding of their central message
- students will identify characters, settings, and major events in a story
- Students will read emergent text (Liz Can Hop) with purpose and understanding
- Students will spell 3 letter (cvc) words
- Students will practice writing capital and lowercase letters.

## Week 20

- Students will segment and blend three-phoneme words, using letters.
- Students will read CVC (short a, I, o, u) words, phrases, sentences.
- Students will read common high frequency words by sight (look, into, white).
- Students will review the sound-symbol correspondence for all other consonants, short vowel and consonant digraphs.
- With prompting and support, students will identify characters, settings, and major events in a story.
- With prompting and support, students will identify words and phrases in the story that appeal to the senses.
- Students will practice writing capitol and lowercase letters

## Week 21

- Students will read common high frequency words by sight (love, here, away)
- Students will review the sound-symbol correspondence for all other consonants, short vowels, consonant digraphs.
- With prompting and support, students will retell stories and demonstrate understanding of their central message
- With prompting and support, students will identify characters, settings, and major events in a story.
- Read emergent text (Tan and Fit) with purpose and understanding.
- With prompting and support, students will identify words and phrases in the story that appeal to the senses.
- Students will practice writing capitol and lowercase letters

## Week 22

- Students will read common high frequency words by sight (for, put, my, go)
- Students will review the sound-symbol correspondence for all other consonants, short vowels, consonant digraphs.
- With prompting and support, students will retell stories and demonstrate understanding of their central message
- With prompting and support, students will identify characters, settings, and major events in a story.
- Read emergent text (Jim and Dad) with purpose and understanding.
- With prompting and support, students will identify words and phrases in the story that appeal to the senses.
- Students will practice writing capitol and lowercase letters
- Students will spell CVC words.

### Week 23

- Students will read common high frequency words by sight (her, make, about)
- Students will review the sound-letter association for all other consonants, short vowels, consonant digraphs.
- With prompting and support, students will retell stories and demonstrate understanding of their central message
- With prompting and support, students will identify characters, settings, and major events in a story.
- Read emergent text (Tux) with purpose and understanding.
- With prompting and support, students will identify words and phrases in the story that appeal to the senses.
- Students will practice writing capital and lowercase letters
- Students will spell CVC words.

### Week 24

- Segment and blend three-phoneme words, using letters
- Read CVC (short a, i, o, u, e) words, phrases and sentences
- Read common high frequency words by sight (your, very)
- Review the sound-letter association for all other consonants, short vowels, consonant digraphs
- Identify characters, settings, and major events in a story
- Identify words and phrases in the story that appeal to the senses
- Make self-to-book connections

The students will practice:

Left to right progression

Paper and pencil position when writing

Holding scissors correctly when cutting

Gluing neatly

Neat strokes when coloring and work on staying in the lines.

## **Social Skills**

The students will practice:

Getting along with others

Sharing

Following directions

Keeping hands to self

Cleaning up after self

Using manners with others

Using words to solve conflicts

Expressing themselves

## **Math**

Understanding Subtraction

- Act out number stories that involve separating two groups
- Determine how many are left when some objects in a group are taken away
- Compare two groups to find how many more or fewer
- Act out and solve subtraction word problems and record the answers
- Use the minus sign (-) to represent “take away” situations when recording subtraction
- Use the equal sign (=), subtract, and write the difference
- Write and solve subtraction sentences to represent take-away situations
- Solve problems by choosing addition or subtraction

Composing and Decomposing Numbers to 10

- Use objects to show 4 and 5 in two parts
- Write number sentences to describe the decomposition of 4 and 5 into two parts
- Use objects to show 6 and 7 in two parts
- Write number sentences to describe the decomposition of 6 and 7 into two parts
- Use objects to show 8 and 9 in two parts
- Write number sentences that add up to 8 and 9
- Use objects to show 10 in two parts
- Write number sentences that show how two numbers can add to 10
- Construct graphs using real objects or pictures to answer questions

### Composing Numbers 11 to 19

- represent 11, 12, and 13 as the composition of 10 plus 1, 2, or 3
- represent 14, 15, and 16 as the composition of 10 plus 4, 5, or 6
- represent 17, 18, and 19 as the composition of 10 plus 7, 8, or 9
- use drawings and number sentences to identify patterns on the first two rows of the hundreds chart

### Decomposing Numbers 11 to 19

- Use objects to create sets to 19
- Represent the decomposition of 11, 12, and 13 as ten ones and additional ones
- Represent the decomposition of 14, 15, and 16 as one ten and four, five, or six ones
- Make drawings and write number sentences that represent the decomposition of 17, 18, and 19 into ten and 7, 8, or 9 ones
- Identify patterns found in decomposing the teen numbers, including the constant of one ten and the variable number of ones.
- Make drawings and write number sentences for numbers 11 to 19

## **Religion**

### I Can Help

- learn and discover ways of being helpful to others by looking at several role models in their lives
- learn about helping at home through a story and a follow-up discussion
- experience helpfulness through dramatizations and various classroom activities
- help the children to express their praise and thankfulness to God through Scripture, music, and prayer

### I Can Share

- discuss and learn from each other about ways of helping others
- discover more about sharing through a story and follow-up discussion
- experience the joy of sharing through various classroom activities
- help the children share time with God through Scripture, music, and prayer

### New Life From Seeds

- discover more about God's plan for growth and change in nature by examining various kinds of seeds
- learn about the planting and growing process through a story and follow-up discussion
- experience the planting process through various classroom activities

- thank God for new life in spring through Scripture, music, and prayer

#### I Can Love (Valentine's Day)

- discover and learn about various ways of showing love for others
- learn about the joy of being helpful through a story and follow-up discussion
- make a Valentine card for someone special
- help the children express and celebrate their love for God and others through Scripture, music, and prayer

#### Happy-Sad Feelings

- understand that everyone has feelings and feelings are okay
- talk about their feelings through several classroom activities
- learn how to use their feelings to help others through a story and follow-up discussion
- talk to God about their feelings through Scripture, music and prayer

#### Sometimes I Feel Angry

- talk about feelings of anger through several classroom activities including a story, and follow up discussion
- recognize and accept their feelings of anger as okay
- experience talking to someone about their feelings of anger through two drawing exercises
- discover that talking to God through prayer about their feelings can be very helpful

#### Sometimes I Feel Afraid

- identify and talk about their fears through several classroom activities including a story, and follow-up discussion
- recognize and accept their feelings of fear as okay
- experience talking to someone about their fears through several classroom exercises
- discover through Scripture, music and prayer that they should never feel alone in their fears – God is with them, loves, them and will help them

#### Sharing Bread With Friends (Holy Week)

- learn about how bread is made through a story, illustrations, and follow-up discussion
- discover and experience that sharing bread is a sign of friendship and the right thing to do
- tell the children some of the things Jesus said and did for his friends at his Last Supper, which was the first Mass
- thank God for their daily bread through Scripture, music and prayer

## Celebrate the New Life of Jesus

- observe and examine the fulfillment of new life in nature
- understand that Easter is a joyful celebration of new life through the Easter story about Jesus
- learn about several Easter symbols that represent new life themes
- celebrate and thank God for new life in nature and the new life of Jesus through Scripture, music and prayer

## Science

### Matter

- objects have many different observable properties
- some objects are made up of many different materials
- matter exists in different states (solid, liquid, gas)
- materials can be changed by cutting, folding, bending and mixing

### Heat and Light

- the effects of sun and shade on the same object
- processes where heat can be released (for example, playing a radio, burning a candle)
- light can pass through some objects but cannot pass through other object.

### How Things Move

- there is a relationship between force and motion
- the motion of an object (toy truck, toy car, ball) can be changed by a push or pull
- know the names of objects that roll, slide, or fly
- different things move at different speeds (bicycle, motorcycle, car, plane, tortoise, hare)
- vibrations caused by sound waves can be felt

### Night and Day

- the sky looks different during the day than it does at night
- the position of the sun in the sky appears to change during the day
- continuous patterns occur in nature (seasons, phases of the moon, blooming flowers)

## **Social Studies**

### Models and Maps

- Identify a globe as a model of the Earth
- Distinguish between land and water on a globe
- Locate the north and south poles
- Compare and contrast models and maps
- Use models and maps to describe real places
- Identify map symbols
- Locate places on a map by reading map symbols

### Regions

- Describe and compare regions
- Recognize the natural and human characteristics of regions
- Understand that people create shelter according to both culture and environment

### City and Farm Life

- Identify features of a city and suburb
- Identify features of a farm
- Compare and contrast city (urban) and farm (rural) life

### Time Goes By

- Describe how things change from day to day
- Sequence events by using yesterday, today and tomorrow
- Measure calendar time by using days, weeks, and months
- Use a calendar to record events
- Identify the 12 months of the year
- Place the months in order
- Measure a year by using 12 months

## **Social Skills**

The students will work on:

Getting along with others

Sharing

Following directions

Keeping hands to self

Cleaning up after self

Using manners with others

Using words to solve conflicts

Expressing themselves



