

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 capitol 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 capitol 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

