

First Grade Curriculum Guide 2017-2018

English Language Arts

Doig & Fersner

Note: Content order subject to change in accordance with meeting student needs

Trimester #1 (August 29 - Nov 21)

In these initial units, “Readers and Writers Build Good Habits” and “Small Moments: Writing with Focus, Details, and Dialogue,” students will focus on expectations, routines and procedures involved with Reader’s and Writer’s Workshop. They will develop skills to independently access grade level appropriate texts and know what to do when they lose their way or become stuck. In writing, students will study what authors do to make great stories and write their own narrative stories that are focused, full of details, and easy to read. In our second unit, “Word Detectives Use All They Know to Solve Words,” students will learn strategies for using high frequency words and for decoding. “Writing How-To Books,” focuses on procedural writing. Students will learn how to write explicit directions in the correct sequence. They will also work on writing multiple books per week to increase their writing fluency and proficiency.

Reading	Writing
<p>Readers / Writers Build Good Habits</p> <p>Students will...</p> <ul style="list-style-type: none"> ● Follow Workshop procedures and explore Writing process ● Predict before reading and check predictions during reading ● Read / write and discuss texts with partners ● Match the story to the pictures ● Build stamina as readers, reading longer and stronger ● Build stamina as writers, building independence <p>Word Detectives</p> <p>Students will...</p> <ul style="list-style-type: none"> ● Self-monitor and check for understanding ● Use sight words to support fluency ● Utilize information in text to solve unknown words ● Use pictures clues to support reading ● Make sure writing can be read ● Look at books they are reading to help with writing 	<p>Small Moments: Writing with Focus, Details, and Dialogue</p> <p>Students will...</p> <ul style="list-style-type: none"> ● Zoom in on one event ● Add action, dialogue, feelings, thoughts to bring stories to life ● Revise/edit writing to make it easy to read ● Revise/edit for punctuation and capitalization ● Look at books that they are reading to help with writing ● Write and discuss writing with partners <p>Writing How-To Books</p> <p>Students will...</p> <ul style="list-style-type: none"> ● Write sequenced directions ● Use precise language ● Include action, transition words, tips and warnings ● Consider their audience ● Revise/edit writing to make it easy to read ● Revise/edit for punctuation and capitalization ● Look at books that they are reading to help with writing ● Write and discuss writing with partners

Trimester #2 (November 28 - March 2)

Our third unit in Reader’s and Writer’s Workshop will focus around nonfiction texts. Students will be studying features of and understanding how to access nonfiction texts in Reader’s Workshop. They will also be writing about topics they are experts on to teach others with their own nonfiction “All About” books in Writer’s Workshop. Reading will not only focus on decoding the text now, but also making “jottings” and asking questions as we read to allow us to write detailed written responses. The fourth unit in Reader’s Workshop will focus on comprehension. Students will study characters and use clues from the text and illustrations to infer the character’s’ thoughts, actions, dialogue, or feelings. They will learn how to embody the character and perform in their reading partnerships. In Writer’s Workshop students will write reviews that share their opinion. They will explain their arguments in a convincing way by including reasons and supporting details. Students will use a persuasive voice that talks directly to their readers.

Reading	Writing
<p>Learning About the World By Reading</p> <p>Students will...</p> <ul style="list-style-type: none"> ● Gain meaning from text ● Think deeply about concepts and ideas ● Navigate nonfiction, understanding it is reading for facts, details, and ideas ● React to text and justify thinking with evidence ● Notice author’s craft; use author’s techniques in writing <p>Readers Get to Know Characters by Performing Their Book</p> <p>Students will...</p> <ul style="list-style-type: none"> ● Decoding Skills - Self monitor and use fix it strategies ● Fluency - Read fluently and with expression ● Story Elements - Identify story elements ● Inferential Thinking - <ul style="list-style-type: none"> ○ Use clues in illustrations and the text to infer ○ Imagine what the characters might think or say ○ Pretend to be the character ○ Visualize scenes within their books 	<p>Non-fiction Chapter Books</p> <p>Students will...</p> <ul style="list-style-type: none"> ● Study topic with focus ● Use words, pictures, labels and text features to comprehend text and share information ● Notice, define and use specialized vocabulary ● Ask and answer key details in text ● Organize ideas into categories ● Use text features <p>Reviews</p> <p>Students will...</p> <ul style="list-style-type: none"> ● Revising and Editing Texts - Work with a partner to give/receive feedback ● Structure - <ul style="list-style-type: none"> ○ Collect opinion topics ○ Write with a persuasive voice ○ Notice author’s craft ● Development / Elaboration - <ul style="list-style-type: none"> ○ Include reasons and supporting details ○ Use a catchy introduction and conclusion to hook the reader

Trimester #3 (March 6 - June 6)

In this trimester, students will become a “boss” of their reading while focusing on fluency, phonics, and comprehension. Students will learn and add new tools to their list of already known strategies to read tricky words. They will use self-monitoring tools to help them understand the books that they read. At the end of the unit, readers will use everything they know to make their reading sound the very best. In writing, students will be working on the unit, *From Scenes to Series: Writing Fiction*. Students will call on their pretending skills to invent characters and small moment adventures, and then children will come up with characters of their own, naming them, and putting them into imaginary scenarios. Students will then choose a character, stick with this character, and create a series of adventures for this character to experience. In our next reading unit, students will practice before, during, and after reading strategies. Before they read the books, students will learn how to activate their prior knowledge by previewing the story and by making predictions. While they read, students will study the character, character’s feeling and actions to help them understand what they are reading. After they read, students will retell the big ideas in the text and reflect on any lessons the character might have learned.

Reading	Writing
<p>Readers have big jobs to do: Fluency, Phonics, and Comprehension</p> <p>Students will...</p> <ul style="list-style-type: none"> ● Use strategies to learn tricky words ● Will stop throughout their reading to check for understanding ● Will use context clues to determine tricky words ● Ask themselves “Does this word make sense? Does it look right? Does it sound right?” ● Make their reading sound the way they talk <p>Meeting Characters and Learning Lessons: A Study of Story Elements</p> <p>Students will...</p> <ul style="list-style-type: none"> ● Preview stories to get ready to read ● Retell the story will big ideas ● Reread to smooth out their voices and show big feelings ● Discover character’s feelings and actions 	<p>From Scenes to Series: Writing Fiction</p> <p>Students will...</p> <ul style="list-style-type: none"> ● Create stories that include a problem and a solution ● Include chapters with a beginning, middle, and end ● Elaborate to make their stories come to life ● Stretch out words to make their writing clear and easy to read. ● Use checklists to set goals for themselves

ELA Personalized Learning Approach

Students will work in differentiated groups based on their individual needs. Instruction will be a combination of: whole class instruction, small group instruction, partner work and independent work. Differentiated groups will be determined through ongoing formal and informal assessments and will support their work in strategy and guided reading groups.

Student Work

The majority of student work will be completed within their Reader's and Author's notebooks. Charlotte Lab School also uses an online portfolio system called SeeSaw which enables students to independently showcase what they are learning in each one of their content areas. Both students and teachers are able to view and assess progress and growth over time. In ELA, students post to SeeSaw to share their current work and progress toward their personalized goals. Teachers provide regular feedback and families are invited to also leave encouraging comments on their student's work as well.

Homework and Home-School Connections

Homework will consist of daily reading and will be assigned as needed to complete in-class tasks and for extra practice. Students will be encouraged to read and write independently or with adults whenever possible and appropriate. Later in the first trimester, students will also have a reading log for their out of school reading to foster independence and reflection on their reading habits. Students are responsible for filling out their logs in order for teachers to discuss and reflect on the student's book choices, stamina, and reading habits.

We also encourage parents to review and engagement with SeeSaw at home with their children; this allows parents to connect with what your child is learning in ELA.

Here are some other things you can do at home to reinforce the learning that is taking place at school:

- *Track the books and genres that your child is reading at home*
- *Set goals for the minutes spent reading and add time to build stamina*
- *Have your child go on RAZ kids to listen to and read a book aloud, then answer comprehension questions*
- *Discuss the book with your child and ask him/her inferential question stems provided*
- *Comment and ask questions on Seesaw posts made by students and teachers*

Parent-Teacher Communication

The best way to communicate general questions is through your student's advisor. If a specific ELA question arises, please directly email the ELA team and an answer will be provided within 48 hours.

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Mathematics

Dreyer & Clark

Trimester #1 (August 28- November 21)

During this unit, students will build upon the mathematical knowledge that they gained in Kindergarten. They will continue to collect data and represent it in the form of graphs. They will also work with numbers regularly in the tens place - comparing, adding and subtracting them. By the end of the unit, students will be able to collect and record data that they collected in bar graphs and picture graphs. They will also be able to use a variety of strategies to add and subtract within 20, compare numbers, and use symbols to represent numbers in equations.

Unit Topics, Objectives & Vocabulary

<u>Topics</u>	<u>Objectives</u> Students will...	<u>Vocabulary</u>
Graphing	<ul style="list-style-type: none"> Collect data and represent it using bar and picture graphs 	<i>data, information, graph, chart</i>
Place Value	<ul style="list-style-type: none"> Understand the value of ones and tens place 	<i>place, ones, tens, value</i>
Comparing Numbers	<ul style="list-style-type: none"> Compare numbers to show "greater than," "less than" and "equal to" Visually compare objects in size and quantity (which is more, less, bigger, smaller, etc.) Build towers bigger or smaller Building towers that look like pictures shown 	<i>comparing, less than, greater than, equal to, least, greatest, order, first, second, third, last</i>
Addition	<ul style="list-style-type: none"> Represent and solve problems involving addition Add within 20 Work with addition equations Use a symbol for the unknown number in an addition equation Understand the Commutative/ Associative properties 	<i>adding, sum, adding to, putting together, altogether</i>
Subtraction	<ul style="list-style-type: none"> Represent and solve problems involving subtraction Subtract within 20 Work with subtraction equations Use a symbol for the unknown number in a subtraction equation 	<i>subtracting, taking away, taking apart, taking from, difference</i>

Trimester #2 (November 28 - March 2)

During this unit we will continue to explore a variety of strategies to add and subtract numbers. We will also begin to classify shapes by attributes and learn how to partition rectangles and circles into halves and quarters. The concept of time will also be covered by identifying, hours, half hours, and minutes. Students will explore the concept of measurement by first measuring items using standard units such as paper clips. Students will then compare objects from smallest to largest or largest to smallest.

Unit Topics, Objectives & Vocabulary

<u>Topics</u>	<u>Objectives</u> Students will...	<u>Vocabulary</u>
Addition and Subtraction	<ul style="list-style-type: none"> Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count Use addition and subtraction within 20 to solve word problems Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 Apply properties of operations as strategies to add and subtract Understand subtraction as an unknown-addend problem Relate counting to addition and subtraction Add and subtract within 20, demonstrating fluency for addition and subtraction within 10 	<i>adding, sum, adding to, putting together, altogether, subtracting, taking away, taking apart, taking from, difference</i>
Geometry	<ul style="list-style-type: none"> Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape Partition circles and rectangles into two and four equal shares Understand for these examples that decomposing into more equal shares creates smaller shares 	<i>measure, order, length, height, more, less, longer than, shorter than, first, second, third, gap, overlap, about, a little less than, a little more than, halves, fourths, quarters, half of, fourth of, quarter of</i>
Measurement	<ul style="list-style-type: none"> 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 length units 	<i>shape, closed, open, side, attribute, feature, two-dimensional, rectangle, square, trapezoid, triangle, half-circle, and quarter-circle, three-dimensional, cube, cone, prism, cylinder, equal</i>

	<ul style="list-style-type: none"> Understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps 	<i>shares, halves, fourths, quarters, half of, fourth of, quarter or circle, rectangle, hexagon, sphere</i>
Time	<ul style="list-style-type: none"> Tell and write time in hours and half-hours using analog and digital clocks 	<i>time, hour, half-hour, about, o'clock, past, "six"-thirty</i>

Trimester #3 (March 6 - June 6)

Throughout this unit, first graders will be revisiting data collection and diving even deeper into place value, addition and subtraction within 100. At first, students will review place value by building numbers and adding and subtracting numbers through multiple strategies. It will be important for students to explain their thinking and reason why their answers to problems makes sense. Using this background, students will be collecting and comparing numbers and multiple forms of data through observation, surveys and research, and use this information to categorize information into graphs. Through graphing, students can compare and order numbers to solve real world problems. By the end of this unit, students will be able to use their knowledge of place value to help add and subtract two-digit numbers in equations and in word problems.

Unit Topics, Objectives & Vocabulary

<u>Topics</u>	<u>Objectives</u> Students will...	<u>Vocabulary</u>
Understanding Place Value	<ul style="list-style-type: none"> Use concrete models or drawings to add and subtract multiples of 10 from multiples of 10 Understand that when adding and subtracting two-digit numbers, you can decompose numbers and add/subtract tens to tens and ones to ones 	<i>place, ones, tens, hundreds, value, regrouping, Hundreds Chart, decompose</i>
Adding Numbers	<ul style="list-style-type: none"> Understand and apply properties of operations and the relationship between addition and subtraction Add a two-digit number to a one-digit number Add a two-digit number and 10 Relate an addition or subtraction strategy and explain the reasoning 	<i>adding, sum, adding to, putting together, altogether</i>
Subtracting Numbers	<ul style="list-style-type: none"> Subtract a one-digit number from a two-digit number Subtract 10 from a two-digit number Understand and apply properties of operations and the relationship between addition and subtraction Relate an addition or subtraction strategy and explain the reasoning 	<i>subtracting, taking away, taking apart, taking from, difference</i>

Comparing Numbers	<ul style="list-style-type: none"> Compare numbers as represented in charts and graphs 	<i>compare, less than, greater than, equal to</i>
Problem-Solving	<ul style="list-style-type: none"> Represent and solve addition and subtraction problems 	<i>story problems, strategy, draw, represent, symbol, equation</i>
Adding Numbers within 100	<ul style="list-style-type: none"> Use concrete models and strategies based on place value Add a two-digit number to a one-digit number Add a two-digit number and 10 Relate an addition or subtraction strategy and explain the reasoning used 	<i>adding, sum, adding to, putting together, altogether, tens and ones</i>
Representing and Interpreting Data	<ul style="list-style-type: none"> Organize, represent, and interpret data with up to three categories Ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another 	<i>data, information, graph, chart, same, different, category, question, collect</i>

Math Personalized Learning Approach

Personalized learning is instruction that offers specific curriculum and learning environments that meet each individual student's needs. In 1st grade students will be placed in different groups throughout the Math block based on individual needs, strengths, and levels. Groups will change as needed throughout the year according to informal and formal assessments.

Student Work

Charlotte Lab School uses an online portfolio system called SeeSaw which enables students to independently showcase what they are learning in each one of their content areas. Both students and teachers are able to view and assess progress and growth over time. In Math, student work will be documented to show examples of their work in the form of videos, pictures, drawings, & messages. Teachers provide feedback and families are invited to leave comments on their child's work as well.

Homework and Home-School Connection

Homework will be assigned on an as needed basis toward the end of Trimester 1. We also encourage parents to review SeeSaw at home with students. Assignments might vary depending on what your child is working on. When Math homework is assigned, the purpose is to ensure that students are practicing independently at home while allowing parents to connect with and coach (if necessary) particular skills their child is learning. 1st graders will also complete several homework projects throughout the year. More information will be given regarding these closer to the assigned date.

Parent-Teacher Communication

The best way to communicate general questions is through your student's advisor. If a specific Math question arises, please directly email the Math team and an answer will be provided within 48 hours.

Samantha Dreyer, 1st Grade Math Lead (sdreyer@charlottelabschool.org)

Bitia Clark, 1st Grade Assistant Teacher (bclark@charlottelabschool.org)

Quest Ms. Dreyer

Trimester #1: Presenting New Playground Ideas & Integrated Engineering 1 (August 28-November 21)

The Challenge

What is something that you think should be added to the playground that will make it more exciting? First grade students will decide what equipment they would like to add to the playground if they were given the chance to present their ideas to the PTSO. The students will survey others and go to other playgrounds. They will need to also understand how the new equipment will work when they are explaining it to the PTSO. The First grade class will learn about force and motion, the history of play, and playgrounds from around the world. Students will create their new equipment out of different supplies and explain how the equipment works.

Course Description

In this First Trimester Quest, students will fulfill goals and objectives set by NC First Grade Science Standards as they focus on how forces affect the motion of an object. Students will learn about simple machines and have the opportunity to learn how push and pull affect motion. Through our Quest, we will analyze the importance of playgrounds in the community as well as looking at this topic from a global perspective. After exposure to urban playgrounds around us, hands-on exploration of playground equipment and simple machines, integration of simple machine characteristics and conversations with experts in the field, we will build our own playground equipment models.

Course Objectives

In addition to the NC Essential Science Standards for First Grade, students will work in this Quest to investigate and practice Three of Tony Wagner's Survival Skills:

- **Critical Thinking and Problem Solving:** seeks answers/formulates questions, tries different ways, able to break frustrations
- **Effective Written and Oral Communication:** listens & speaks during appropriate times, develops voice, demonstrates presentation skills, understands audience, writes/draws clearly and purposefully
- **Collaboration Across Networks and Leading by Influence:** follows directions, is self regulated, works as a team member toward group goals

Big Ideas / Targets	Teaching Points
What is play and why is it important?	<ul style="list-style-type: none"> ● Brainstorm why play is important ● Talk about what we will be learning about in this Quest ● What does it mean to play?
Learn about different playgrounds around Charlotte and around the world	<ul style="list-style-type: none"> ● What equipment do most playgrounds have? ● Look at playgrounds around the world. What is the same and what is different? ● Begin talking about forces in motion ● Learn about push and pull
Push and Pull activities	<ul style="list-style-type: none"> ● Students will learn about push and pull vocabulary ● What do students think of when they hear these different vocabulary words? ● Students will be given the chance to use balls and other things to experiment with push and pull
History of play	<ul style="list-style-type: none"> ● What did play look like a long time ago? ● When was the first playground created? ● Timeline of how playgrounds evolved

Visit different playgrounds	<ul style="list-style-type: none"> • Students will visit different neighborhood playgrounds • What makes these playgrounds different? • What makes them the same? • Do some playground have some more equipment that uses pull or push?
Begin talking about final project	<ul style="list-style-type: none"> • Talk about collaboration for projects • Group students together and have them survey older students about what they would want to add to the playground • Post a wish box at the classroom for anyone to create comments about what they would want to add
Use gathered information to create ideas for new equipment	<ul style="list-style-type: none"> • Students will graph data from findings • Students will bring materials from home and create their new playground equipment • Students will figure out and discuss how they can present their information to PTSO board
Planning final presentation	<ul style="list-style-type: none"> • Students will do a dress rehearsal in front of Vikki and Mary • They will give them feedback.
Presentation in front of PTSO	<ul style="list-style-type: none"> • Students will present information

Integrated Engineering 1

During this first Trimester, Quest students will fulfill goals and objectives set by NC First Grade Science Standards as they are introduced to Engineering Design. Students will learn what it means to be an Engineer and how Engineers create things to make tasks easier. Students will use their engineering skills to create new equipment for the playground out of recycled materials.

Big Ideas / Targets	Teaching Points
What is an Engineer?	<ul style="list-style-type: none"> • Has anyone heard of an engineer? • What do engineers do? • Does anyone know an engineer?
Cardboard Table Challenge	<ul style="list-style-type: none"> • How is a table put together? • What do all tables have? • How could you plan to make a table? • What happens if your table turns into a ramp? • Talk about push and pull
Create playground equipment	<ul style="list-style-type: none"> • How can you use recycled materials to create another part of the playground? • Can you explain forces and motion as well push and pull?

Trimester #2: Space Exploration Scavenger Hunt and Engineering Integration 2 (November 28 - March 2)

The Challenge

As a first grade class we will be creating a scavenger hunt to teach others all about space! Through exploration in class, looking up at the sky, and field trips, we will learn all about stars, the moon, and the planets! Once we have gathered all of this information, we will create a scavenger hunt for Kindergarteners to help them learn. We will set up stations and give the students clues to learn about the other planets and stars.

Course Description

The Second Trimester Quest aligns with the 1st Grade Earth and Universe Science Standards. Students will be exposed to astronomy, planetariums and the Earth's movements through observation, building and research. Students will become aware of the way the sun, stars, moon and Earth are all connected. The students will understand the role of an astronomer and the tools they use to be successful and accurate at their job.

Course Objectives

In addition to the NC Essential Science Standards for First Grade, students will work in this Quest to investigate and practice three of Tony Wagner's Seven Survival Skills:

- **Accessing and Analyzing Information:** describes same/different, asks if...then, finds answers, analyzes and gives feedback
- **Curiosity and Imagination:** generates ideas, brainstorms with group members, is open minded
- **Effective Oral and Written Communication:** listens & speaks during appropriate times, develops voice, demonstrates presentation skills, understands audience, writes/draws clearly and purposefully

Big Ideas / Targets	Teaching Points
What is the difference between light and dark?	<ul style="list-style-type: none"> ● Brainstorm where we see light in school, where we see dark, KWL chart ● Talk about what we will be learning about in this Quest ● What are the different types of light we see?
Shadows	<ul style="list-style-type: none"> ● Go outside and look at our shadows ● Talk about how shadows are created ● Talk about how shadows cannot exist without a light source
Compare and Contrast Night and Day	<ul style="list-style-type: none"> ● Talk about what we see in the sky at night vs the day ● Talk about what it means to stay safe in the day as well as the night ● What does "safe" mean?
Earth in the universe and the sun	<ul style="list-style-type: none"> ● Where is Earth in the solar system? ● Create a rhyme or song to remember the planets ● Discuss that all planets orbit the sun ● Talk about solar eclipses
What is a moon?	<ul style="list-style-type: none"> ● Why does the moon's appearance change every day? ● Observe the moon's changes over time.
Continue talking about the moon	<ul style="list-style-type: none"> ● Lunar Eclipses ● Maker Lab to show how sun, earth, and moon are related ● Gail Gibbons: The Moon Book
Introduce final project/Learn about Space Equipment	<ul style="list-style-type: none"> ● Talk about what students will be doing for final project, give them groups ● Teach children what telescopes and spectrosopes are ● Talk about planetariums
Continue working on final project/ How do you measure objects in the sky?	<ul style="list-style-type: none"> ● Keep working on final project ● Make sure students have all information on their planet, star, or moon ● How will they give clues that might help others? How could they give clues that might be tricky?
Presentation	<ul style="list-style-type: none"> ● Students will show off their scavenger hunts!

Engineering Integration 2

During the second Trimester, Quest students will continue to fulfill goals and objectives set by NC First Grade Science Standards as continue to explore Engineering Design. Students will be amateur rocket scientists as they learn how to make and fly paper rockets. Students will use the engineering process focusing on observation and iteration as they design their paper rockets.

Big Ideas / Targets	Teaching Points
How do you create a paper rocket?	<ul style="list-style-type: none"> ● Plan to create a paper rocket ● What is the purpose? ● How do I make one? ● Observe a paper rocket launch
Paper Rockets	<ul style="list-style-type: none"> ● Make one ● Launch them and also talk about astronauts and what it is like to go into space
Moon Phases Experiment	<ul style="list-style-type: none"> ● The children will learn how the sun, moon, and earth are all related. ● They will learn and create the different phases of the moon.

Trimester #3: Charlotte Nature Guide and Engineering Integration 3 (March 6 - June 6)

The Challenge

What if your first grader could take you on a tour of the wildlife around Charlotte? As our challenge this trimester we will be creating a field guide and learning about the different habitats, different animals, and ways that we can help save the wildlife. Through research, a visit to Discovery Place Nature, and collaboration, the students will gain the knowledge necessary to create this field guide.

Course Description

This First Grade Quest focuses on the NC Essential Science Standards regarding environments, plants and animals. Students will learn about characteristics of living and nonliving things, environments, adaptations and needs of plants and animals, specifically in the North Carolina regions: mountains, piedmont and coastal plains. Class time will involve lots of challenge based and inquiry learning where students problem solve to move along in their content knowledge. We will visit Discovery Place Nature to explore the exhibits and learn more about animals that live in North Carolina and what habitats they live in. The students will develop a love and appreciation for animals found throughout North Carolina.

Unit Objectives

In addition to the NC Essential Science Standards for First Grade, students will work in this Quest to investigate and practice three of Tony Wagner's Survival Skills:

- **Agility & Adaptability:** adjusts to changes/transitions, good attitude, personally adapts to group dynamic to meet task at hand
- **Initiative and Entrepreneurialism:** self directed, proactive and motivated, active group member in generating ideas/suggestions
- **Accessing and Analyzing Information:** describes same/different, asks if...then, finds answers, analyzes and gives feedback

Big Ideas / Targets	Teaching Points
What is the difference between living and nonliving things?	<ul style="list-style-type: none"> ● Talk about these terms ● Talk about what we will be learning about in this Quest ● Picture sort, living vs nonliving
Learn all about habitats	<ul style="list-style-type: none"> ● What does the word habitat mean? ● What habitat do we live in? ● What are some other habitats in North Carolina? ● Habitat project
Classifying animals/Field trip to Discovery Place Nature	<ul style="list-style-type: none"> ● Share habitat projects and learn about which animals live in what habitat ● Discovery Place Nature field trip ● Research animal groups. How do they go together? ● What habitats do they live in?

Animal Adaptations	<ul style="list-style-type: none"> ● Think about some important things about animals: What happens if you feed them too much? What happens if there are too many in the same area? ● How do they camouflage?
Animals and plants need each other	<ul style="list-style-type: none"> ● Learn about food chains ● Difference in food chains in different habitats
Life cycle of a plant	<ul style="list-style-type: none"> ● Learn all about it ● Talk about what plants need to be healthy
Begin working on final project	<ul style="list-style-type: none"> ● Work on field guide ● Create book of things we have learned and think about the important things we need to include
Keep working on project	<ul style="list-style-type: none"> ● Students will keep working on their book
Presentation	<ul style="list-style-type: none"> ● Students will present information and share

Engineering Integration 3

During the final Trimester, Quest students will continue to fulfill goals and objectives set by NC First Grade Science Standards as they apply their engineering skills. Students will be research, design and create shoebox habitats.

Big Ideas / Targets	Teaching Points
Build an Animal Habitat	<ul style="list-style-type: none"> ● Students will use shoeboxes to create a habitat ● What are the important parts of a habitat? What does it need to include? ● What should it look like?
Dissecting a seed	<ul style="list-style-type: none"> ● Learn what happens when you open up a seed ● Explore the inside of a seed and talk about its different parts

Quest Personalized Learning Approach

Personalized learning is instruction that offers specific curriculum and learning environments that meet each individual student's needs. In 1st grade, students will be placed in different groups throughout the Quest block based on individual needs, strengths, and levels. Groups will change as needed throughout the year according to informal and formal assessments.

Student Work

Charlotte Lab School uses an online portfolio system called SeeSaw which enables students to independently showcase what they are learning in each one of their content areas. Both students and teachers are able to view and assess progress and growth over time. In Quest, students will include examples of their work in the form of videos, pictures, drawings, & messages. Teachers provide feedback and families are invited to leave comments on their child's work as well.

Homework and Home-School Connection

Homework will only consist of work that your student did not finish during the school day. There will be no formally assigned homework this year. Since the purpose of Quest is to foster curiosity in your child, we encourage activities that include experiments, building, outdoor exploration, and making, using items easily accessible in your home! We also hope that you will ask your child many questions about what they're learning and doing in Quest each day.

Parent-Teacher Communication

The best way to communicate general questions is through your student's advisor. If a specific Quest question arises, please directly email the Quest team and an answer will be provided within 48 hours.

Samantha Dreyer, 1st grade Quest Teacher (sdreyer@charlottelabschool.org)

World Languages & Cultural Studies
Novice Mid/1st grade Spanish
King & Benitez

Approach to Language Teaching and Learning:

Twenty-first century schools must reflect the modern world and workplace through a commitment to global awareness, bilingualism, and diversity. The World Languages & Cultural Studies program at Lab is designed to give students authentic opportunities to engage in language learning and learn to interact positively across cultural barriers. The target language (Spanish) will be used as much as possible by both teachers and students during the World Language & Cultural Studies block. Lessons are carefully planned so that students can understand and enjoy the activities that will help them learn and explore the world.

Trimester #1 Timeline (August 28-November 21)

<u>Unit Topic</u>	<u>Student Goals</u>	<u>Vocabulary</u>
Rules/Family	<ul style="list-style-type: none"> I can explain why rules are needed in the home, school, and community I can present information about my family using single words and memorized phrases. I can compare different types of families. I can share my family customs, traditions, and celebrations. 	<p>Vocabulary: familia, mama, papa, hermano/a, tio/a, prima/o, abuelo/a.</p> <p>HFW: tiene, es, soy</p> <p>Phrases: Mi mamá se llama... Mi mamá es... Mi mamá tiene...</p> <p>Phonemes: o, a, i, u, e, m, p, s, l, t, d, r, c, n, f, b, j</p>
Community helpers/ Places in the City	<ul style="list-style-type: none"> I can explain how the classroom is its own community. I can describe places in the community using simple words and phrases (home, classroom, school and community) I can describe different kinds of jobs that people do and the tools or equipment used. 	<p>Vocabulary: comunidad, lugares de la comunidad, bombero, panadero, artista, doctor, dentista, policía, granjero la casa, el hospital, la escuela</p> <p>HFW: quiero, quiere, gusta</p> <p>Phrases: Yo quiero ser... Él quiere ser... Me gusta... Le gusta...Yo voy a... El doctor va a...</p> <p>Phonemes: g, ch, n, v, ll, qu, z, h, y, x, k, w, ma, sa, ra, la, fa, na, ja, na</p>

Trimester #2 Timeline (November 28-March 2)

<u>Unit Topic</u>	<u>Student Goals</u>	<u>Vocabulary</u>
Landforms/ Directions, Globe, & Maps	<ul style="list-style-type: none"> I can identify familiar landscapes. I can identify and locate land and water features on maps and globes. I can identify characteristics of various landforms and bodies of water. 	<p>Vocabulary: rio, montañas volcan, playa, lago, arboles, oceano, valle, isla, desierto,</p> <p>HFW: yo voy</p> <p>Phonemes: lla, za, ya, ba, ta, da, ca, ga, pa, va, cha, ha, me, se, le, re</p>

Animals/ Habitats	<ul style="list-style-type: none"> ● I can describe different animals and their habitats. ● Summarize the basic needs of a variety of different animals (including air, water, and food) for energy and growth. ● I can describe the life cycle of a butterfly and frog. 	<p>Vocabulary: animal, grande, pequeño, nadar, correr, volar, alas, patas, ojos</p> <p>Phrases: La vaca es... El delfín puede... El gato tiene...</p> <p>HFW: el, la, vive, come, puede</p> <p>Phonemes: ce, ne, fe, je, ge, ne, lle, ze, ye, pe, te, de</p>
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Trimester #3 Timeline (March 6-June 6)

<u>Unit Topic</u>	<u>Student Goals</u>	<u>Vocabulary</u>
Plants (Needs/ Wants)	<ul style="list-style-type: none"> ● I can summarize the basic needs of a variety of different plants (including air, water, nutrients, and light) for energy and growth. ● I can describe the life cycle of a plant. ● I can explain how families have needs and wants. ● I can explain how jobs help people meet their needs and wants. 	<p>Vocabulary: planta, hoja, flor, tallo, sol, agua, semillas, tierra, raíces, petalo</p> <p>HFW:</p> <p>Phonemes: be, che, ve, que, he, mi, pi, si, li, ti, di, ni, bi, fi, ni, vi, hi</p>
Celebrations	<ul style="list-style-type: none"> ● I can compare the languages, traditions, and holidays of various cultures. ● I can explain why national holidays are celebrated. ● I can compare and contrast similarities and differences between self and others ● I can gain deeper understanding of own and other's language and culture (food, dress). ● I can describe my own and other's celebrations and traditions. 	<p>Vocabulary: comida, tradición, ropa, fiesta, idioma, cultura, celebración</p> <p>Phonemes: qui, ri, chi, lli, ji, gui, gi, ci, mo, po, so, lo, to, do</p> <p>Phrases: Yo celebro... Nosotros celebramos... Ellos celebran...</p>

Assessments

These tools will give teachers and students a variety of data to show progress on specific learning objectives.

<u>What is the assessment?</u>	<u>What does it measure?</u>	<u>How will it be used?</u>	<u>When will it be used?</u>
Performance Rubric	In the comprehension, conversation, and presentation, this rubric measures how well a student is able to communicate in the target language.	Students will participate in performance tasks to demonstrate their ability to use the target language in a real-world context. Teachers will use the rubric to give feedback and show progress throughout the year.	At the end of each unit (twice per trimester)
Fountas & Pinnell Reading Level Evaluation	This evaluation (which is also used to determine ELA Reading levels at Lab) collects data on a student's oral fluency, comprehension, and ability to make connections with a text.	Reading levels will be used to provide students with targeted practice to help them develop vocabulary, familiarity with sentence structures, and opportunities to practice decoding and interpreting meaning from a variety of texts.	Mid-year and End-of-year
Can Do Checklist	Students will be assigned to tasks that will allow them to prove that they can do the communicative tasks or demonstrate the cultural competencies listed for each unit above.	Students will record their own growth areas and performance on SeeSaw (which may also be evaluated by a teacher on the rubric provided above) and in a self-assessment.	Weekly, by unit
Target Language Tracker	Each time students use English or Spanish in class, they will tally the instance on a tracker card.	Students will set their own goals for how much they want to use the target language in each class period and track their growth over time.	Daily, as needed
Phonemic Awareness Tracker	This checklist will allow students to demonstrate the letter-sound associations of the Spanish alphabet and syllables.	Teachers will provide personalized activities for students based on the assessment so that they will develop appropriate patterns of pronunciation.	Biweekly, until all are mastered
High Frequency Words List	Much like the ELA Sight Words list, teachers will track students' understanding of common functional words and phrases.	Students will focus on the High Frequency words list appropriate for their reading level until they can confidently understand and use the words in context.	Biweekly
Personal Goals	Students will choose their own learning goals related to vocabulary, pronunciation, reading, writing, speaking, and listening.	This information will help students chose learning centers that will help them grow their language proficiency and global awareness, and their individual progress will be share through the online portfolio.	Weekly

Student Work

Charlotte Lab School uses an online portfolio system which enables students to independently showcase what they are learning in each one of their content areas. Both students and teachers are able to view and assess progress and growth over time. Families are invited view their students' photos and videos of work in Spanish and also to leave encouraging comments on their student's work as well.

Homework and Home-School Connections

Here are some other things you can do at home to reinforce the learning that is taking place at school:

- *Use web-based tools to practice along with your student. Log-in information will be provided by the end of the first Trimester.*
 - DuoLingo (free language learning app)
 - Quizlet (website and app for building vocabulary)
 - RAZkids (leveled books for listening and reading)
 - YouTube (list of songs and videos provided by the teacher)
- *Take note of target language use in your home and in the community.*
 - Ask your student to find words that they recognize or can guess
 - Look for opportunities that allow your child to notice other languages and cultures
- *Use SeeSaw to connect with your student about what they are learning.*

Parent-Teacher Communication

The best way to communicate general questions is through your student's advisor. If a specific World Language/Cultural Studies question arises, please email the teacher(s) and a response will be provided within 48 hours.

Elizabeth King, 1st grade Spanish Lead (eking@charlottelabschool.org)

Elizabeth Benitez, K Spanish Assistant Teacher (ebenitez@charlottelabschool.org)

World Languages & Cultural Studies
Novice Mid/1st grade Chinese
 Liao

World Languages Learning Approach

In World Languages each trimester, students will be exposed to the project-based approach. Students will work in differentiated groups throughout these mini-projects based on their individual needs. Instruction will be a combination of: whole class instruction, small group instruction, partner work and independent work. Differentiated groups will be determined through ongoing formal and informal assessments and will support their work in reading, writing, speaking and listening.

Trimester #1 Timeline (August 28-November 21)

Topic	Goals	NC Social Studies Essential Standards
Transportation	Students will learn how to say the transportation. Vocabulary: car, taxi, airplane, bicycle, train, boat, bus, and school bus Sentence: What is that? That is _____.	Geography and Environment
Nationality	Students will learn how to say the countries and nationality Vocabulary: America, England, China, Canada, Brazil, Korea Sentence: What is your nationality?	Geography and Environment
Feelings	Students will learn how to say their feelings and describe others' feelings. Vocabulary: Happy, sad, angry, cry, laugh Sentence: How are you ? I am very/little bit _____. He/She is _____.	Self
Body Movements	Students will learn how to say different body movements. Vocabulary: get ready, walk, jump, run, crawl, fly Sentence: _____(animal/person)____(movement).	Self
Writing	Students will begin to practice writing radicals (the building blocks of characters).	

Trimester #2 Timeline (November 28-March 2)

Topic	Goals	NC Social Studies Essential Standards
Times	Students will learn how to say the times Vocabulary: 1 to 12 o'clock. Sentence: What time is it? It is_____.	Geography and Environment
12 Months	Students will learn how to say the 12 months.	Culture
Shapes	Students will learn how to say the shapes. Vocabulary: triangle, square, rectangle, oval, circle, diamond, star Sentence: This is a ___ shape	
Zoo Animals	Students will learn how to say the animal in the zoo. Vocabulary: tiger, panda, lion, elephant, bear, giraffe, Sentence: I saw a _____.	Geography and Environment
Writing	Students will continue to practice writing radicals.	

Trimester #3 Timeline (March 6-June 6)

Topic	Goals	NC Social Studies Essential Standards
Chinese Food	Students will learn how to say the Chinese Food. Vocabulary: soy sauce, dumplings, bun, noodle, white rice, fried rice, chopsticks, bowl, fork, spoon Sentence: I like to eat_____.	Culture
American Food	Students will learn how to say the American food Vocabulary: hamburgers, fries, fried chicken, sandwich, coke, salad Sentence: I like to eat/drink_____.	Culture
Playground	Students will learn how to say the games in the playground. Vocabulary: hide and seek, see-saw hopscotch, slide, swing, Sentence: I like to play_____.	Community
Writing	Students will continue to practice writing radicals.	

Student Work

Students have a Chinese Book in which they will collect most of their work, and a radical writing book in which they will practice writing radicals in class. Charlotte Lab School is also using an online portfolio system called SeeSaw which enables students to independently showcase what they are learning in each one of their content areas. Both students and teachers are able to view and assess progress and growth over time. In World Languages, students will post to SeeSaw weekly to share their current work and progress toward their personalized goals. Teachers will provide feedback weekly as well. Families are invited to also leave encouraging comments on their student's work as well.

Homework and Home-School Connection

Homework will only consist of conversational prompts and work that students did not finish during the school day. There will be no formally assigned homework this year. Research has been unable to prove that homework improves student performance. Rather, we ask that you spend your evenings doing other activities that correlate with student success - reading, writing, speaking with and listening to your child in Chinese. We will provide some weekly guidance for which topics to discuss at home.

Resources

North Carolina Social Studies Essential Standards

NCSSFL-ACTFL Can-Do Statements Progress Indicators for Language Learners

NCSSFL-ACTFL Proficiency Guide

My First Chinese Words

I Can Write

Parent-Teacher Communication

The best way to communicate general questions is through your student's advisor. If a specific World Language/Cultural Studies-Chinese question arises, please email the teacher(s) and a response will be provided within 48 hours.

Lee-Jung Liao, 1st grade Chinese Teacher (lliao@charlottelabschool.org)