



## 1st Grade ELA Curriculum Guide - 2016

Smith ([msmith@charlottelabschool.org](mailto:msmith@charlottelabschool.org))

### **Quarter #2 Reading Units: Word Detectives Use All They Know To Solve Words / Learning About the Word by Reading Nonfiction; Writing Units: Writing How-To Books/Nonfiction Chapter Books (November 1 - January 13)**

In the 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.

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.

### **Unit Topics & Objectives**

#### **Reading Units –**

##### Word Detectives

Students will...

- 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

##### Learning About the World By Reading

Students will...

- 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



## **Writing Units –**

### Writing How-To Books

Students will...

- 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

### Non-fiction Chapter Books

Students will...

- 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

## **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. This year, 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 ELA, students will post to SeeSaw at least once every two weeks 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. For more information about SeeSaw go to - <http://web.seesaw.me/learn-more>

### **Homework and Home-School Connections**

Homework will only consist of daily reading 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 with your student, eating dinner together, playing outside, participating in after school activities, and getting your student to bed early. Students will be encouraged to read and write independently or with adults whenever possible and appropriate.



## 1st Grade Math Curriculum Guide - 2016

Dreyer ([sdreyer@charlottelabschool.org](mailto:sdreyer@charlottelabschool.org))

### Quarter #2 - Addition, Subtraction, Geometry, Time, and Measurement

(November 1 - January 13)

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>
<b>Addition and Subtraction</b>	<ul style="list-style-type: none"> <li>• Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count</li> <li>• Use addition and subtraction within 20 to solve word problems</li> <li>• Solve word problems that call for addition of three whole numbers</li> <li>• Apply properties of operations as strategies to add and subtract</li> <li>• Understand subtraction as an unknown-addend problem</li> <li>• Relate counting to addition and subtraction</li> <li>• Add and subtract within 20, demonstrating fluency for addition and subtraction within 10</li> </ul>	<i>adding, sum, adding to, putting together, altogether, subtracting, taking away, taking apart, taking from, difference</i>

<p><b>Geometry</b></p>	<ul style="list-style-type: none"> <li>• Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes</li> <li>• Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape</li> <li>• Partition circles and rectangles into two and four equal shares</li> <li>• Understand for these examples that decomposing into more equal shares creates smaller shares</li> </ul>	<p><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></p>
<p><b>Measurement</b></p>	<ul style="list-style-type: none"> <li>• Order three objects by length; compare the lengths of two objects indirectly by using a third object</li> <li>• Express the length of an object as a whole number of length units</li> </ul>	<p><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 shares, halves, fourths, quarters, half of, fourth of, quarter or circle, rectangle, hexagon, sphere</i></p>
<p><b>Time</b></p>	<ul style="list-style-type: none"> <li>• Tell and write time in hours and half-hours using analog and digital clocks</li> </ul>	<p><i>time, hour, half-hour, about, o'clock, past, "six"-thirty</i></p>



### **Math Personalized Learning Approach**

Personalized learning is instruction that offers specific curriculum and learning environments that meet each individual student's needs. In Kindergarten, 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**

This year, Charlotte Lab School is 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 Math, students document their learning related to each skill at least once every two weeks. Teachers will provide feedback weekly as well. Families are invited to also leave encouraging comments on their student's work as well. For more information about SeeSaw go to -

<http://web.seesaw.me/learn-more>

### **Homework and Home-School Connections**

Homework will be assigned on a weekly basis later in the year. We also encourage parents to review the SeeSaw online portfolio at home with students, which will vary depending on what your child is working on. The purpose of Math homework is to ensure that students are practicing independently at home and this allows parents to connect with what your child is learning in Math as well.



## **1<sup>st</sup> Grade World Languages and Cultural Studies (Spanish) Curriculum Guide - 2016**

Team Members: Salas, Najenson, French, Castro, Morales

### **Quarter #2 - Geography: Maps and Globes** (November 1 - January 13)

This unit focuses on the introduction of maps and globes and why they are important. Through a variety of whole group and individual hands-on activities, the students will begin developing a sense of geographical awareness. The students will become familiar with what is represented on maps and globes and how they are used. Students will explore using cardinal directions, locating North and South Poles, Atlantic and Pacific Oceans and northern and southern hemispheres. At the completion of this unit, the students will have skills needed to build upon their geographical knowledge. They will the city of Charlotte and México

### **Unit Objectives, Essential Questions & Vocabulary**

Throughout the unit, students will be able to fulfill these "I can" statements:

- I can use maps to locate places in the classroom, school, and home.
- I can identify and locate land and water features on maps and globes.
- I can identify physical features such as mountains, hills, rivers, lakes and roads.
- I can differentiate colored symbols on maps and globes.
- I can identify locations using positional words?
- I can spell simple words phonetically, drawing on knowledge of sound-letter relationships

Students will also be able to answer these essential questions:

- *Where do we live and what does it look like?*
- *How do we use maps?*
- *How can maps help us locate specific places?*
- *How can landforms be identified on a map?*

Students will understand and use the following vocabulary words:

*Mapa, globo, pais, ciudad, lago, río, montaña, océano, calle, norte, sur, este, oeste, arriba, abajo, izquierda, derecha, agua, tierra, región, continente*

### **World Languages Personalized Learning Approach**

In World Languages each quarter, students will be exposed to the project-based approach. Students will work in differentiated groups throughout these projects based on their individual needs. Instruction will be a combination of: whole class instruction, small group instruction, partner work and independent work.

301 E. 9<sup>th</sup> Street, Charlotte, NC 28202

[www.charlottelabschool.org](http://www.charlottelabschool.org)



Differentiated groups will be determined through ongoing formal and informal assessments and will support their work in reading, writing, speaking and listening.

### **Student Work**

This year, Charlotte Lab School is 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 at least once per week 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. For more information about SeeSaw go to - <http://web.seesaw.me/learn-more>

### **Homework and Home-School Connections**

Homework will only consist of daily reading, weekly 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 Spanish and using Quizlet/Duolingo to reinforce Spanish vocabulary.

### **Teacher-Parent Communication**

The best way to communicate general questions is through your student's advisor because multiple teachers work with each student. If a specific World Languages question arises, please directly email the World Languages team and an answer will be provided within 24 hours.

**Astrid Salas:** [msalas@charlottelabschool.org](mailto:msalas@charlottelabschool.org)

**Barbara Najenson:** [bnajenson@charlottelabschool.org](mailto:bnajenson@charlottelabschool.org)

**Carey French** - [cfrench@charlottelabschool.org](mailto:cfrench@charlottelabschool.org)

**Victoria Castro** - [vcastro@charlottelabschool.org](mailto:vcastro@charlottelabschool.org)

**Luis Morales** - [lmorales@charlottelabschool.org](mailto:lmorales@charlottelabschool.org)



**1<sup>st</sup> Grade World Language & Cultural Studies (Chinese)  
Curriculum Guide - 2016  
Liao ([lliao@charlottelabschool.org](mailto:lliao@charlottelabschool.org))**

**Quarter #2- Body, Time, Months, & House** (November 1 – January 13)

In this unit, students will learn how to say body movements, time, months, and parts of house; students will be expected to learn **33 vocabulary** and **7 sentence structures**. Also, student will continue to learn how to write another **20 radicals** to prepare them for future reading and writing. In addition to speaking, listening and writing, students will continue to learn Pinyin, the pronunciation of Chinese characters, so that students will be able to spell out the sounds of characters by themselves.

**Unit Topics, Goals and Connections to NC Social Studies Essential Standards**  
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Topic	Goals	NC Social Studies Essential Standards
<b>Body Movement</b>	I can say: <i>walk, crawl, jump, run, fly, stop; I can ____.</i>	Personal Interests
<b>Time</b>	I can say: <i>old, which/how many, point, spot, past tense</i> <i>What time is it? It is ____.</i>	History (past tense)
<b>Months</b>	I can say: <i>open, bloom, flower</i> <i>identify the months</i> <i>My birthday is on ____.</i>	History: Holidays, Celebration Culture
<b>My family</b>	I can introduce my family members. Mini project: Inquire family members' age and report to the class.	Family & Community
<b>House</b>	I can say: <i>kitchen, bathroom, living room, dining room, family room, bedroom, study room</i> <i>I go ____ (places in the house).</i>	Family & Community



### **World Languages Learning Approach**

In World Languages each quarter, 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.

### **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. This year, 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. For more information about SeeSaw go to - <http://web.seesaw.me/learn-more>.

### **Homework and Home-School Connections**

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