

## 1st Grade ELA Curriculum Guide 2016-2017

Team Members: Smith & Howard-McGowan

### **Quarter #3 - Reading Units: Learning About the Word by Reading Nonfiction/Readers Get to Know Characters by Performing Their Books; Writing Units: Non-fiction Chapter Books/Writing Reviews** (January 17- March 17)

We will continue working on our third unit in Reader's and Writer's Workshop which focuses 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.

### **Unit Topics & Objectives**

In these units, students will...

#### **Reading Units -**

##### Learning About the World By Reading

- Main Idea - Notice author's craft; use author's techniques in writing
- Key Details -
  - Navigate nonfiction, understanding it is reading for facts, details, and ideas
  - Gain meaning from text
  - Think deeply about concepts and ideas
- Inferential Thinking - React to text and justify thinking with evidence

##### Readers Get to Know Characters by Performing Their Book

- Decoding Skills - Self monitor and use fix it strategies
- Fluency - Read fluently and with expression
- Story Elements - Identify story elements
- Inferential Thinking -
  - 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

## **Writing Units -**

### **Non-fiction Chapter Books**

- Structure -
  - Study topic with focus
  - Use words, pictures, labels and text features to comprehend text and share information
  - Notice, define and use specialized vocabulary
- Development/Elaboration -
  - Organize ideas into categories
  - Ask and answer key details in text

### **Reviews**

- Revising and Editing Texts - Work with a partner to give/receive feedback
- Structure -
  - Collect opinion topics
  - Write with a persuasive voice
  - Notice author's craft
- Development / Elaboration -
  - Include reasons and supporting details
  - Use a catchy introduction and conclusion to hook the reader

## **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 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 post to SeeSaw to share their current work and progress toward their personalized goals. Teachers provide regular feedback as well. 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. If homework is assigned, its purpose is to ensure that students are practicing independently at home. We also encourage parents to review 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*
- *Practice reading high frequency words from the lists provided*

- *Write down sight words that your child struggles with in his/her texts and have him/her practice them*
- *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*

### **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 ELA question arises, please directly email the ELA team and an answer will be provided within 48 hours.

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## 1st Grade Math Q3 Curriculum Guide 2016-2017

Team Members: Dreyer & King

**Quarter #3- Place Value, Adding & Subtracting Numbers & Data** (January 17-March 17)  
 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 make 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>
<b><u>Number, Operations and Algebraic Thinking</u></b>		
<b>Understanding Place Value</b>	<ul style="list-style-type: none"> <li>● Use concrete models or drawings to add and subtract multiples of 10 from multiples of 10</li> <li>● Understand that when adding and subtracting two-digit numbers, you can decompose numbers and add/subtract tens to tens and ones to ones</li> </ul>	<i>place, ones, tens, hundreds, value, regrouping, Hundreds Chart, decompose</i>
<b>Adding Numbers</b>	<ul style="list-style-type: none"> <li>● Understand and apply properties of operations and the relationship between addition and subtraction</li> <li>● Add a two-digit number to a one-digit number</li> <li>● Add a two-digit number and 10</li> <li>● Relate an addition or subtraction strategy and explain the reasoning used</li> </ul>	<i>adding, sum, adding to, putting together, altogether</i>

<b>Subtracting Numbers</b>	<ul style="list-style-type: none"> <li>• Subtract a one-digit number from a two-digit number</li> <li>• Subtract 10 from a two-digit number</li> <li>• Understand and apply properties of operations and the relationship between addition and subtraction</li> <li>• Relate an addition or subtraction strategy and explain the reasoning used</li> </ul>	<i>subtracting, taking away, taking apart, taking from, difference</i>
<b>Comparing Numbers</b>	<ul style="list-style-type: none"> <li>• Compare numbers as represented in charts and graphs</li> </ul>	<i>compare, less than, greater than, equal to</i>
<b>Problem-Solving</b>	<ul style="list-style-type: none"> <li>• Represent and solve addition and subtraction problems</li> </ul>	<i>story problems, strategy, draw, represent, symbol, equation</i>
<b>Measurement and Data</b>		
<b>Representing and Interpreting Data</b>	<ul style="list-style-type: none"> <li>• Organize, represent, and interpret data with up to three categories</li> <li>• 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</li> </ul>	<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 First 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

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, parents are able to view snapshots of some of the content activities that are taking place in class. Ask your children to explain the learning that these pictures reflect!

## Homework and Home-School Connections

Homework will be assigned as needed to complete in-class tasks and for extra practice. If homework is assigned, its purpose is to ensure that students are practicing independently at home. We also encourage parents to review SeeSaw at home with their children; this allows parents to connect with what your child is learning in Math. Here are some other things you can do at home to reinforce the learning that is taking place at school:

- *Practice adding objects in your home environment and encourage your child to write out the equations that are represented*
- *Practice subtracting objects with your child and have them write out equations to match*
- *Create addition and subtraction story problems*
- *Survey family members for different data (favorite food, activities, etc.)*

## 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 Math question arises, please directly email the Math team and an answer will be provided within 48 hours.

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# 1st Grade Quest Q3 Curriculum Guide 2016-2017

## Engineering Fun

Team Members: Dreyer & King

### The Quest

This First Grade Quest focuses on problem-solving through engineering tasks. To begin with, we will take time to explore components from each of the 21st century standards. Activities and games will demonstrate how each area can be later related to our engineering projects, and Quest projects in general. Students will have fun using the engineering design process to address 21st century standards. They will plan, create, evaluate, and analyze several problems over the coming nine weeks. Class time will involve students being presented with problems or materials in order to create a final product. Many challenges will involve failure and prompt students to reassess and evaluate their initial ideas. At the end of the quarter, the students will compile their findings and present their overall experience to peers.

### Course Objectives

In addition to learning topics based on the NC Essential Science Standards, students will also work to better understand and develop the following Survival Skills:

- **Agility and Adaptability:** Willingness to change, flexibility
- **Curiosity and Imagination:** Inquisitiveness, Creativity
- **Collaboration Across Networks and Leading by Influence:** Interacting, Relating, and Affecting Others

### Course Timeline

Big Ideas / Targets	Teaching Points
What is an engineer?	<ul style="list-style-type: none"> <li>● Has anyone heard of an engineer?</li> <li>● What do engineers do?</li> <li>● Does anyone know an engineer?</li> </ul>
Gingerbread Man Activity	<ul style="list-style-type: none"> <li>● Review what it means to be an engineer</li> <li>● Plan out what to do for the Gingerbread Man activity</li> <li>● Talk about "failing up"</li> <li>● What could they do next time?</li> </ul>
Cardboard Table Challenge	<ul style="list-style-type: none"> <li>● How is a table put together?</li> <li>● What do all tables have?</li> <li>● How could you plan to make a table?</li> </ul>
Cardboard Table Challenge (continued)	<ul style="list-style-type: none"> <li>● Create a table out of different materials</li> <li>● Discuss what went well with the table</li> <li>● Discuss what students could do differently next time</li> </ul>
Safe Landing Challenge	<ul style="list-style-type: none"> <li>● Talk about what materials you might use to create a safe landing for an egg</li> <li>● What do you need to think about while planning this?</li> </ul>

Safe Landing Challenge (continued)	<ul style="list-style-type: none"> <li>● Create a device that will prevent an egg from breaking</li> <li>● Reflect as a class, what went well? What should you think about for next time?</li> </ul>
Paper Rockets	<ul style="list-style-type: none"> <li>● Planning to create a paper rocket</li> <li>● What is the most important thing to think about?</li> </ul>
Paper Rockets	<ul style="list-style-type: none"> <li>● Creating paper rockets</li> <li>● Launching paper rockets</li> <li>● Reflection: What went well, what could we do differently next time?</li> </ul>
Presentation of findings from Engineering Quest	<ul style="list-style-type: none"> <li>● Students will present information and share what they learned with an audience</li> </ul>

### 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 Quest, students post to SeeSaw to share their current work and progress toward their Quest goals. Teachers provide regular feedback as well. Families are invited to also leave encouraging comments on their student's work as well.

### Homework and Home-School Connections

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

- *Discuss engineering at home - designing projects you and your child can create using recyclable materials, describing what objects are made of/what they used to be*
- *Have your child go on RAZ kids to listen to and read a book aloud about Engineering*
- *Discuss the book with your child and ask him/her comprehension and inferential question stems provided by ELA teacher*
- *Review your child's SeeSaw posts together and discuss what s/he is learning*

### 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 Quest question arises, please directly email the Quest team and an answer will be provided within 48 hours. The best way to communicate general questions is through your student's advisor, as multiple teachers will be working with your student. However, if you have a quest specific question you can contact your child's quest committee leader, Mrs. Dreyer.

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## World Languages & Cultural Studies (Novice Mid Spanish) Q3 Curriculum Guide 2016-2017

Team Members: Najenson & Benitez

### Quarter #3 - Diversity & Culture (January 17- March 17)

This unit focuses on learning how different groups of people live, how cultures vary and how people from diverse cultures eat, dress, speak and honor customs and traditions. Students will learn that where people live, their types of homes, and how they dress can be similar or different based on the location and climate of their surroundings. They will also compare and contrast their culture to other students' cultures.

### Unit Objectives & Vocabulary

#### Interpretive Communication (Reading/Listening Comprehension)

- Independent Reading Level - read a **Level A-B** book independently
- Pronunciation and Fluency - read and pronounce sight words/phrases correctly and fluently
- Vocabulary/High Frequency Words - read and understand vocabulary/high frequency words taught
- Decoding Skills - read and decode 12 consonant and 5 vowel sounds
- Main Idea and Details - identify the main idea and details within a read aloud or independent reading book (in English)
- Connections - make personal connections between the text and self (in English)

#### Interpersonal Communication (Conversation)

- Speak with Fluency
- Pronounce Words and Phrases Correctly
- Use Everyday Phrases and Vocabulary

#### Presentational Communication (Writing / Speaking)

- Language Function (Writing) - use letter sounds to spell and write words
- Language Function (Speaking) - speak in 2- to 3- words phrases when presenting
- Comprehensibility - is understood when speaking and presenting information

#### Geography and Environmental Literacy

- Explain how people adapt to different types of weather

#### History and Culture

- Explain how people have similarities and differences
- Explain the elements of culture
- Compare and contrast two or more cultures

Students will understand and use the following vocabulary words:  
***cultura, diversidad, clima, tiempo, gente, comida, ropa, similitud (igual), diferente, línea del ecuador***

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

In World Languages each quarter, students are exposed to the project-based approach. Students work in differentiated groups throughout these projects based on their individual needs. Instruction is a combination of: whole class instruction, small group instruction, partner work and independent work. Differentiated groups are determined through ongoing formal and informal assessments and 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 post to SeeSaw bi-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 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 48 hours.

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**1st grade World Language & Cultural Studies (Chinese)**  
**Q3 Curriculum Guide 2016-2017**  
**Liao ([lliao@charlottelabschool.org](mailto:lliao@charlottelabschool.org))**

**Quarter #3 - Weather and Seasons Around the World** (January 17-March 17)

In this unit, students will learn how to describe the weather conditions and name the seasons; furthermore, students will expand their vocabulary related to geography, will be able to identify the countries on the map, and their national flags. Overall, students will be expected to learn **17 vocabulary words** and **5 sentence structures**. Also, student will continue to learn the final **20 radicals** and will start to write the characters afterwards. In addition to speaking, listening and writing, students will begin practicing reading skill with phrases; also, 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, Themes, Vocabulary and Connections to NC Social Studies Essential Standards**

Interpretive Communication (Reading/Listening Comprehension)

- Read and Understand Chinese Radicals/Characters – read final 20 radicals/phrases
- Understand Content-Specific Vocabulary – recognize and understand next 20 radicals and what they mean

Interpersonal Communication (Conversation)

- Speak with Fluency
- Pronounce Words and Phrases Correctly
- Use Everyday Phrases and Vocabulary

Presentational Communication (Writing / Speaking)

- Write Chinese Radicals / Characters – write final 20 radicals
- Use Content-Specific Vocabulary – use characters for seasons, weather, countries

Geography and Environmental Literacy

- Explain how people adapt to different types of weather

<u>Theme</u>	<u>Goals</u> Students will...	<u>Vocabulary/Phrases</u>
Seasons	<ul style="list-style-type: none"> <li>● Identify the four seasons</li> <li>● Describe temperatures throughout the four seasons</li> </ul>	<i>spring, summer, fall, winter</i> <i>Hot, cold, not cold not hot</i> <i>Now it is_____</i>
Weather	<ul style="list-style-type: none"> <li>● Identify different forms of weather</li> </ul>	<i>sunny, windy, raining, windy,</i> <i>cloudy, snowy, hot, cold, not cold</i>

	<ul style="list-style-type: none"> <li>Describe the weather and how it feels outside</li> </ul>	<i>not hot</i> <i>Today is____. I feel____.</i>
Countries	<ul style="list-style-type: none"> <li>Identify various countries</li> <li>Identify the countries on a map</li> </ul>	<i>Japan, India, Germany, Australia, Central African Republic</i> <i>Where are you from? I am from____.</i>

### **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**

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

- *Ask your child to identify weather, seasons and countries around the world*
- *Have your child draw pictures and label items and known vocabulary*
- *Practice counting objects at home and ask your child to write characters*

### **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 48 hours.