

1st Grade ELA Q4 Curriculum Guide 2016-2017

Team Members: Smith & Howard-McGowan

Quarter #4 - Readers Get to Know Characters by Performing Their Books; Writing Units: Writing Reviews (March 21-June 7)

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. Students will also practice summarizing big events and accumulating text in their minds. 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

Reading Units -

In these units, students will...

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 plot, setting, characters
- Synthesize information
 - Summarize big events
 - Accumulate text in mind
- 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 -

In these units, students will...

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 Q4 Curriculum Guide 2016-2017

Team Members: Dreyer & King

Quarter #4 - Comparing Q Writing Numbers, Addition & Subtraction Word Problems, Partitioning Shapes, & Adding with 3 Addends (March 21-June 7)

Throughout this unit, first graders will be reviewing all standards taught throughout the school year. Students will be able to show understanding of all the standards listed below and will also be introduced to early second grade standards such as partitioning shapes (circles, rectangles) and working within equal groups. These skills will help them build the foundation for multiplication and fractions. Fluency with math facts and understanding how to solve double-digit addition and subtraction word problems are critical skills to master by the end of first grade.

Unit Topics, Objectives & Vocabulary

<u>Topics</u>	<u>Objectives</u> Students will...	<u>Vocabulary</u>
<u>Number, Operations and Algebraic Thinking</u>		
Partition Circles and Rectangles	<ul style="list-style-type: none"> ● Partition shapes into two and four equal shares ● Describe the whole as two of, or four of the shares ● Understand that decomposing into more equal shares creates smaller shares 	<i>Halves, fourths, quarters, half of, fourth of, quarter of</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>
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 	<i>subtracting, taking away, taking apart, taking from, difference</i>

	<p>the relationship between addition and subtraction</p> <ul style="list-style-type: none"> • Relate an addition or subtraction strategy and explain the reasoning used 	
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>

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: Nature Guide

Q4: 3/20 - 6/9

Samantha Dreyer



The Challenge

What if your first grader could take you on a tour of the wildlife around Charlotte? As our challenge this quarter 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 non-living things, environments, adaptations and needs of plants and animals, specifically in the North Carolina regions: mountains, piedmont and coast. 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 Charlotte.

Unit 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:

- **Curiosity and Imagination:** Exploring, brainstorming, conceptualizing
- **Initiative and Entrepreneurialism:** Developing, designing, testing
- **Accessing and Analyzing Information:** Evaluating, Formulating, Hypothesizing

Weekly Timeline

Big Ideas / Targets	Teaching Points
What is the difference between living and non-living 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 non-living
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

Student Work

Students will post to SeeSaw to share their current work and progress toward their personalized goals. Teachers will provide feedback, as well. Families are invited to also leave encouraging comments on their student's work on the SeeSaw app.

Teacher-Parent Communication

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, Ms. Dreyer.

Homework and Home-School Connections

Homework will only consist of work that your student did not finish during three 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.

World Languages & Cultural Studies (Novice Mid Spanish) Q4 Curriculum Guide 2016-2017

Team Members: Najenson & Benitez

Quarter #4 - Change Over Time (March 21-June 7)

In this quarter, students will learn and explain how people change over time, the impact of how life events bring change, how seasons change over time, and affect our environment. They will also learn how jobs benefit people and the community by spending money to meet their basic needs and wants. Students will explore how the economy is a diverse, mutually supportive web of producers and consumers, supply and demand, and trade and bartering with other countries.

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 24 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 using interrogative sentences in 2- to 3- words phrases when presenting
- Comprehensibility - is understood when speaking and presenting information

Economics and Financial Literacy

- Explain how families have needs and wants and how jobs help people meet their needs.
- Give examples of ways in which businesses in the community meet the needs and wants of consumers.
- Explain why people and countries around the world trade for goods and services.
- Explain how money is used for saving, spending, borrowing and giving.

History and Culture

- Explain how people change over time and the impact of how life events bring change
- Explain how and why neighborhoods/ communities change

Students will understand and use the following vocabulary words:

necesidad, deseo, bienes, servicio, dinero, cambios, tiempo, productores, consumidores, vecindario, comunidad, familia

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) Curriculum Guide - 2016-2017, Liao (lliao@charlottelabschool.org)

Quarter #4 - Professions, School, & Food (March 21 - June 7)

In this unit, students will learn how to say the professions and to understand the importance of the roles in the community. Also, students will learn how to say the objects in the classroom and describe them using the positional words. Finally, students will learn how to say different types of Chinese food and will read books to help them understand the Chinese culture. In addition to speaking and listening, students will begin to practice writing characters and reading phrases.

Unit Topics, Goals and Connections to NC Social Studies Essential Standards

Topic	Goals	NC Social Studies Essential Standards
Professions	Students will learn how to say the professions. Vocabulary: <i>doctor, nurse, chef, teacher, artist, athlete, actor, police, president</i> Sentence: <i>I want to be ____.</i>	Civic and Government
School/ Classroom	Students will learn how to say the objects in the classroom and to use the positional words. Vocabulary: <i>classroom, table, chair, bookshelf, TV, whiteboard, color marker, color pencil, glue, crayons, tissue, above, beneath, left, right</i> Sentence: <i>There are ____ in the classroom.</i>	Geography and Environment
Chinese Food	Students will learn how to say different types of Chinese food. Vocabulary: <i>chopsticks, bowl, spoon, fork, soy sauce, spring roll, white rice, noodles, tofu, bun, dumpling, fried rice</i> Sentence: <i>I want to eat ____.</i>	Culture
Writing	Students will begin to write simple characters.	
Reading	Students will start to practice reading phrases.	

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