

First Grade at Glance for the 2016-2017 School Year										
	August	September	October	November	December	January	February	March	April	May
Math (Assess)	Numbers 0-10			Numbers 11 -20	Shapes, fractions, measurement & time Sorting, comparing & ordering		Operations and Algebraic Thinking & Understanding Place Value			
	Unit 1 Creating Routines Using Data/Operations and Algebraic Thinking Mid-August to Mid October			Unit 2 Developing Base Ten Number Sense/Operation and Algebraic Thinking Mid-October to End of November	Unit 3 Understanding Shapes and Fractions December to Mid-January	Unit 4 Sorting, Comparing and Ordering Mid-January to Mid- February	Unit 5 Operations and Algebraic Thinking Mid- February to End of March			
	MCC1.NBT.1 MCC1.MD.4 MCC1.OA.1 MCC1.OA.3 MCC1.OA.4 MCC1.OA.5 MCC1.OA.6 MCC1.OA.8			MCC1.NBT.1 MCC1.MD.4 MCC1.OA.1 MCC1.OA.2 MCC1.OA.3 MCC1.OA.4 MCC1.OA.5 MCC1.OA.6 MCC1.OA.8	MCC1.G.1 MCC1.G.2 MCC1.G.3 MCC1.MD.4	MCC1.MD.1 MCC1.MD.2 MCC1.MD.3 MCC1.MD.4	MCC1.OA.1 MCC1.OA.2 MCC1.OA.3 MCC1.OA.7 MCC1.MD.4			
	Singapore Units 1-4 Use Frameworks and additional resources			Singapore Units 6, 11, 13 (1,2,4 & 5) Use Frameworks and additional resources	Singapore Units 7 and 16 Use Frameworks and additional resources	Singapore Units 8, 12, and 17 Use Frameworks and additional resources	State Frameworks Singapore units 13, (3) and 18 Use Frameworks and additional resources			
ELA/SLA (Assess)	Narrative		Narrative Characters		Nonfiction/informational		Persuasive			
Readers' Workshop	Unit 1 8 weeks August September Early October		Unit 2 6 weeks October Mid-November		Unit 3 8 weeks Mid-November December January		Unit 4 6 weeks, February, Mid-March Dramatizing Characters and Deepening Our Comprehension in Reading Clubs Unit 7 in Calkins' Plan			
	Readers Build Good Habits and Tackling Trouble		Readers Meet the Characters in Our Books Unit 3 in Calkins' Plan		Non-Fiction Readers Learn about the World and		Unit 5 6 weeks Mid March/April Reading across Genres to Learn about a Topic: Informational Books, Stories, and Poems			

<b>Writers' workshop</b>	<i>Unit 1-2 in Calkin's Plan</i> <b>Launching with Small Moments and Writing-for-Readers</b> <i>Unit 1-2 in Calkins' Plan</i>	<b>Authors as Mentors</b> <i>Unit 6 in Calkins' Plan</i> <i>(Unit 3, <b>Realistic Fiction</b>, is an optional unit and can be done now or at the end of the year)</i>	<b>We Can Be Our Own Teachers When We Work Hard to Figure Out Words</b> <i>Unit 4-5 in Calkins' Plan</i> <b>Procedural and Informational Writing</b> <i>Unit 4 and 7 in Calkins' Plan</i>	<i>Unit 6 in Calkins' Plan</i> <b>Unit 4</b> 6 weeks, February, Mid-March <b>Opinion Writing: Persuasive Letters and Speeches</b> <i>Unit 5 in Calkins' Plan</i> <b>Unit 5</b> 6 weeks, Mid-March, April <b>Cross-Genre Writing Projects</b> <i>Unit 8 in Calkins' Plan</i>
<b>Science</b>	<b>Weather/Seasons</b> <div> <div>Unit: Weather Seasons</div> <div>7 weeks</div> <div>Focus: <i>Identify basic patterns of weather. Demonstrate simple instruments to measure temperature, wind, and precipitation. Observe sky conditions with weather data for each season.</i></div> </div>	<b>Water</b> <div> <div>Unit: Water</div> <div>6 weeks</div> <div>Focus: <i>Describe how precipitation occurs when water, previously evaporated, condenses out of the air and changes state from a gas to a liquid (rain), or to a solid (snow and sleet). Determine that the weight of a specific quantity of water does not change as the phase change.</i></div> </div>	<b>Plants and Animals</b> <div> <div>Unit: Plants and Animals</div> <div>7 weeks</div> <div>Focus: <i>Recognize that plants and animals have basic life needs and specific physical characteristics. Classify plants and animals using their specific physical characteristics. Explain how weather and seasonal changes affect plants and animals.</i></div> </div>	<b>Magnets, Light, Sound &amp; Shadow</b> <div> <div>Unit: Magnets</div> <div>6 weeks</div> <div>Focus: <i>Investigate that magnets have certain characteristics and attract specific types of metals. Demonstrate how magnets repel other magnets. Identify objects and materials which do not block magnetic force.</i></div> </div>

				<div>Unit: Sound</div> <div>6 weeks</div> <div>Focus: <i>Investigate and demonstrate that a vibration is a back and forth motion which may produce sound. Differentiate between high and low pitch and high and low volume of the sound. Recognize emergency sounds.</i></div>	<div>Unit: Light Shadows</div> <div>4 weeks</div> <div>Focus: <i>Identify sources of light. Explain that shadows are formed.</i></div>	
<b>Social Studies</b>	<div>Unit One focus: <i>Connecting Themes in First Grade Social Studies</i></div> <div> <p>In this unit students will be introduced to the unit connecting themes of:</p> <ul style="list-style-type: none"> <li>Culture</li> <li>Individuals, Groups, Institutions</li> <li>Location</li> <li>Scarcity</li> <li>Time, Change, &amp; Continuity</li> </ul> <p>These themes will provide the scaffolding needed for the study of Social Studies for the school year.</p> </div>	<div>Unit Two focus: <i>Our National Heritage</i></div> <div> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>Folktale heroes-John Henry, Johnny Appleseed, Davy Crockett, Paul Bunyan, Annie Oakley (H2)</li> <li>Meaning of America (My Country 'Tis of Thee) and America the Beautiful (CG2)</li> <li>Describe how people are producers and consumers (E3)</li> </ul> <p><b>Location</b></p> <ul style="list-style-type: none"> <li>Identify students' city, county, state, nation, continent (G2)</li> <li>Major topographical features of the earth (G3a,b,c)</li> </ul> </div>	<div>Unit Three focus: <i>A Changing Country</i></div> <div> <p><b>Individuals, Groups, Institutions</b></p> <ul style="list-style-type: none"> <li>Contributions made by Thomas Jefferson, Lewis &amp; Clark with Sacagawea, Harriet Tubman, (H1a)</li> </ul> <p><b>Location:</b></p> <ul style="list-style-type: none"> <li>Cultural/geographical systems of historical figures from H1a (G1)</li> </ul> <p><b>Scarcity</b></p> <ul style="list-style-type: none"> <li>Make choices because of scarcity (E2)</li> </ul> <p><b>Time, Change, &amp; Continuity</b></p> <ul style="list-style-type: none"> <li>Compare everyday life of historical figures to the present (H1b)</li> </ul> <p><i>Begin introduction of character traits from CG1. This will continue through the next unit, culminating in a separate unit.</i></p> </div>	<div>Unit Four focus: <i>Inventors in the United States</i></div> <div> <p><b>Individuals, Groups, Institutions</b></p> <ul style="list-style-type: none"> <li>Contributions made by Benjamin Franklin and George Washington Carver (H1a)</li> </ul> <p><b>Location</b></p> <ul style="list-style-type: none"> <li>Cultural/geographical systems of historical figures from H1a (G1)</li> </ul> <p><b>Scarcity</b></p> <ul style="list-style-type: none"> <li>Identify goods/services (E1)</li> <li>Describe how people are producers/consumers (E3)</li> </ul> <p><b>Time, Change, &amp; Continuity</b></p> <ul style="list-style-type: none"> <li>Compare everyday life of historical figures to the present (H1b)</li> </ul> <p><i>Continue discussion of character traits from CG1.</i></p> </div>	<div>Unit Five focus: <i>Community Helpers</i></div> <div> <p><b>Individuals, Groups, Institutions</b></p> <ul style="list-style-type: none"> <li>Contributions made by Theodore Roosevelt (H1a)</li> <li>Compare everyday life of historical figures to the present (H1b)</li> </ul> <p><b>Scarcity</b></p> <ul style="list-style-type: none"> <li>Identify goods/services (E1)</li> <li>Make choices because of scarcity (E2)</li> <li>Describe how people are producers/consumers (E3)</li> <li>Costs/benefits of saving/spending (E4)</li> </ul> <p><i>Continue discussion of character traits from CG1.</i></p> </div>	<div>Unit Six focus: <i>We Are Alike, We Are Different</i></div> <div> <p><b>Individuals, Groups, Institutions</b></p> <ul style="list-style-type: none"> <li>Positive character traits of historical figures from H1a (CG1)</li> </ul> <p><i>*Students will use their knowledge of character traits of historical figures and compare them to people in their community.</i></p> <p><b>Location</b></p> <ul style="list-style-type: none"> <li>Identify students' city, county, state, nation, continent (G2)</li> <li>Major topographical features of the Earth (G3a,b,c)</li> </ul> <p><b>Scarcity</b></p> <ul style="list-style-type: none"> <li>Identify goods/services (E1)</li> <li>Make choices because of scarcity (E2)</li> <li>Describe how people are producers/consumers (E3)</li> <li>Costs/benefits of saving/spending (E4)</li> </ul> <p><b>Time, Change, &amp; Continuity</b></p> <ul style="list-style-type: none"> <li>Compare everyday life of historical figures to the present (H1b)</li> </ul> </div>

