Burcham Elementary First Grade Curriculum Map

Language Arts

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a variety of texts.

Standard 1: Print Awareness – The student will develop and demonstrate knowledge of print awareness.

1.1Read from left to right.
1.2 Match spoken word to print.
1.3 Recognize the difference among letters, words, and sentences.

Standard 2: Phonological/Phonemic Awareness: The student will develop and demonstrate knowledge of phonological/phonemic awareness.

2.1 Create and state groups of rhyming words. Example: bat/cat/sat/mat
2.2 Count syllables in a word.
2.3 Identify onset and rimes. Example "at" in bat.
2.4 Segment and blend the phonemes of one-syllable words.
Example: bat=/b//a//t/
2.5 Isolate phonemes within words by identifying the beginning, middle, and ending sounds in one syllable words.
Example: The beginning sound of dog is /d/. The middle sound in can is /a/.
2.6 Add or delete a phoneme change to a word.
Example: /b/ + at = bat, Cat - /k/ = at.

Standard 3: Phonics/Decoding-The student will apply sound-symbol relationships to decode unknown words.

3.1 Phonetic Analysis – Apply phonic knowledge to decode one-syllable words.
3.1a Use short and long vowel patterns.
Example: CVC = mad, hid, cut Example: CVCV (final e) = made, hide, cute
Example: CV1 = he, me, so
3.1b Use r-controlled vowel patterns.
Example: er="r" in fern, ir="r" in bird, and ur="r" in turn.
3.1c Use blends, digraphs, and diphthongs.
Example: Blends – fl, tr, sl, sm, sn, bl, gr, and str
Example: Digraphs – sh, th, wh
Example: Diphthongs – oi, oy, ou, ow
3.2 Structural Analysis – Apply knowledge of structural analysis to decode words using strategies such a as inflectional endings, contractions, compound words, and possessives.
Example: inflectional endings – adding –s, -es, -ing, or –ed to a word
Example: compound words – cup + cake = cupcake
Example: contraction – can + not = can't

Standard 4: Vocabulary – The student will develop and expand knowledge of words and word meaning tin increase vocabulary.

4.1 Increase personal vocabulary by listening and reading a variety of literature.
4.2 Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts.
4.3 Use new vocabulary and language in own speech and writing
4.4 Classify categories of words.
Example: Tell which of the following are fruits and which are vegetables: bananas, oranges, apples, carrots, and peas.

Standard 5: Fluency – The student will identify words rapidly so that attention is directed at the meaning of the text.

5.1 Read regularly in independent–level text (text in which no more than 1 in 20 words is difficult for the reader), effortlessly, and with expression.
5.2 Read regularly in instructional-level text (text in which no more than 1 in 10 words is difficult for the reader; a "typical" first grader reads approximately 60 words per minute).
5.3 Students will engage in repeated readings of the same text to increase fluency.
5.4 Recognize 100-200 high frequency and/or common irregularly spelled Words in text. (e.g., have, to, was, where, said).
5.5 Use punctuation cues (e.g., periods, commas, question marks) in text as a guide to understand meaning.

Standard 6: Comprehension/Critical Literacy – The student will interact with the words and concepts in a text to construct an appropriate meaning.

6.1 Literal Understanding
6.1a Read and comprehend both fiction and nonfiction that is appropriately designed for the second half of first grade.
6.1b Use pre-reading strategy such as previewing using prior knowledge, predicting, and establishing a purpose for reading.
Example: Prior to reading the book Verdi by Janell Cannon, have students preview the book by looking at the cover, identifying the main character and telling what they know about snakes (what they do, where they live…_ Make predictions by doing a picture walk to discuss some of the early actions in the story.
6.1c Respond to questions designed to aid general comprehension.
6.2 Inferences and Interpretations- Make simple inferences based on what is stated in text.
6.3 Summary and Generalization
6.3a Retell or act out stories and events using beginning, middle, and ending.
6.3b Respond to who, what, where, why, and how questions and discuss the main idea of what is read.
6.3c Draw and discuss visual images based on text information.
6.4 Analysis and Evaluation
6.4a Identify simple cause and effect relationships.
6.4bMark favorite passages.
6.5 Monitoring and Correction Strategies- Apply a basic use of semantics, syntax, and graphophonic cues.(e.g., semantics – Does it make sense? syntax –Does it sound right? graphophonic- Does it look right?

Standard 7: Literature- The student will read to construct meaning and respond to a wide variety of literary forms.

7.1 Literary Genres- The student will demonstrate knowledge of and appreciate of the various forms(genres) of literature.
7.1a Discriminate between fiction and non fiction.
7.1b Recognize elements of different cultures in multicultural tales.
7.2 Literary Elements- The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
7.2a Describe the roles of authors and illustrators in telling a story of or presenting information.
7.2b Identify and describe the plot, setting, and character(s) in a story.

Standard 8: Research and Information- The student will conduct research and organize information.

8.1 Assessing Information: Select the best source for a given purpose.
8.1a Alphabetize words to the first letter.
8.1b Read and follow simple written directions.
8.1c Recognize author, illustrator, title page, and table of contents (when applicable) as identifying items of information about a book.
8.1d Access information from simple charts, maps, graphs, and calendars.
8.2 Interpreting Information: Analyze and evaluate information from a variety of sources and generate questions about topics of personal interest and find books to gather information.

Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.

Standard 1: Writing Process- The student will use the writing process to write coherently.

1.1 Participate in prewriting activities such as brainstorming, discussion webbing, or story starters.
1.2 Write first drafts.
1.3 Be introduced to proofreading and editing.
1.4 Publish and share writing with various audiences, such as peers or adults.

Standard 2: Modes and Forms of Writing- The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.

2.1 Develop stories that describe, explain, or tell about familiar objects, People, places, events, or experiences.
2.2 Write "thank you" notes, friendly letters, and invitations.
2.3 Make journal entries.
2.4 Create simple poems.
2.5 Write brief description of a real object, person, place, or event using some details.

Legend: 1st Nine Weeks 2nd Nine Weeks 3rd Nine Weeks 4th Nine Weeks Information Literacy Skills

Revised 1/08

Burcham Elementary First Grade Curriculum Map

Standard 3: Grammar/Usage and Mechanics- The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

3.1 Grammar/Usage: Students are beginning to recognize and use appropriate nouns, verbs, and adjectives in their writing.

3.1a Singular and plural nouns.
3.1b Singular possessive pronouns
3.1c Present and past tense verbs
3.1d Contractions
3.1e. Adjectives

3.2 Mechanics: Students are expected to demonstrate appropriate language mechanics in writing.
Example: Capitalize the first word of a sentence, names of people, places, major holidays, days of the week, months of the year, and The pronoun "I".

3.3 Punctuation: Students are expected to demonstrate appropriate punctuation in writing.
Example: Correctly use periods, exclamation points, and question marks at the end of sentences.

3.4 Sentence Structure: The student will demonstrate appropriate sentence structure in writing.
Example: Write in complete sentences using a noun and verb in each sentence.

3.5 Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing.

3.5a Spell correctly three- and four-letter words, and grade-level-appropriate sight words.
3.5b Use a picture dictionary to gain information.

3.6 Handwriting: Students are expected to demonstrate appropriate handwriting in the writing process.
Example: Print legibly and space letters, words, and sentences appropriately, using left to right progression moving from the top to the bottom of the page.

Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.

Standard 1: Listening- The student will listen for information and for pleasure.

1.1 Listen attentively and ask questions for clarification and understanding.
1.2 Give, restate, and follow simple two-step directions.

Standard 2: Speaking- The student will express ideas and opinions in a group or individual situations.

2.1 Stay on topic when speaking.
2.2 Use descriptive words when speaking about people, places, things, and events.
2.3 Recite poems, rhymes, songs, and stories.
2.4 Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.
2.5 Relate an important life event or personal experience in a simple sequence.
2.6 Provide descriptions with careful attention to sensory detail.
2.7 Use visual aids such as pictures and objects to present oral information.

Standard 3: Group Interaction- The student will use effective communication strategies in pair and small group context.

3.1 Show respect and consideration for others in verbal and physical Communications.
3.2 Make contributions in group discussions.

Visual Literacy: The student will interpret, evaluate, and compose visual messages.

Standard 1: Interpret Meaning- The student will interpret and evaluate the various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning.

1.1 Respond to visual messages by distinguishing between fiction and Nonfiction in stories, videos, and television programs.
1.2 Respond through talk, movement, music, art, drama and writing in Ways that reflect understanding of a variety of stories and poems.

Standard 2: Evaluate Media- The student will evaluate visual and electronic media such as film as compared with printed messages.

Example: Make connections between illustrations and print.

Mathematics

Mathematics Process Standards

Process Standard 1: Problem Solving

1.1 Use problem-solving approaches.
1.2 Formulate problems from everyday and mathematical situations.
1.3 Develop, test, and apply strategies to solve a variety of routine and non routine problems.
1.4 Verify and interpret results with respect to the original problem.
1.5 Distinguish between necessary and irrelevant information in solving problems.

Process Standard 2: Communication

2.1 Express mathematical ideas coherently and clearly to pears, teachers, others.
2.2 Extend mathematical knowledge by considering the thinking and strategies of others.
2.3 Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.
2.4 Represent, discuss, write, and read mathematical ideas and concepts. start by relating everyday language to mathematical language and symbols and progress toward the use of appropriate terminology.

Process Standard 3: Reasoning

3.1 Explain mathematical situations using patterns and relationships.
3.2 Demonstrate thinking processes using a variety of age-appropriate materials and reasoning processes.
3.3 Make predications and draw conclusions about mathematical ideas and concepts.

Process Standard 4: Connections

4.1 Relate various concrete and pictorial models of concepts and procedures to one another.
4.2 Link concepts to procedures and eventually to symbolic notation.
4.3 Recognize relationships among different topics within mathematics.
4.4 Use mathematical strategies to solve problems that relate to other curriculum areas and the real world.

Process Standard 5: Representation

5.1 Create and use a variety of representation appropriately and with flexibility to organize, record, and communicate mathematical ideas.
5.2 Use representations to model and interpret physical, social, and mathematical situations.

Mathematics Content Standards

Standard 1: Patterns- The student will use a variety of problem-solving approaches to model ,describe and extend patterns.

1.1 Describe, extend and care a variety of patterns using concrete objects (e.g., sort a bag of objects by attributes and orally communicate the pattern for each grouping).
1.2 Describe and extend number patterns in a variety of situations (e.g., addition charts, skip counting, calendars).

Standard 2: Number Sense- The student will read, write, and model number sand number relationships to 100.

2.1 Use concrete models of tens and ones to develop the concept of place value.
2.2 Compare and Order Objects
2.2a Compare objects by size and quantity (e.g., more than, less than, equal to).
2.2b Use ordinal numbers first through tenth to order objects.
2.3 Read and write numeral to 100.
2.4 Count as many as 100 objects by ones, twos, fives, and tens.
2.5 Investigate concepts of fractional parts (e.g., halves, thirds, fourths).

Standard 3: Number Operations and Computation- The student will use models to construct addition and subtraction facts with whole numbers through 10.

3.1 Develop and apply concepts of addition and subtraction.
3.1a Use models to construct addition and subtraction facts through 10 (e.g., counters, cubes)
3.1b Perform addition by joining sets of objects and subtraction by separating and by comparing sets of objects.
3.1c Demonstrate fluency with basic addition and subtraction facts (i.e., memorize and apply addition and subtraction facts) through 10.
Compute efficiently and accurately with single-digit numbers.
3.1d Recognize and apply the commutative and identity properties of addition using models and manipulatives to develop computational skills (e.g., 2+4=4+2, 3+0=3).
3.2 Write addition and subtraction number sentences for problem-solving situations.
3.3 Acquire strategies from making computations (e.g., use estimation, number sense to judge reasonableness, counting on).

***Current adopted curriculum is weak in this area. Supplement with other materials.**

Legend: 1st Nine Weeks 2nd Nine Weeks 3rd Nine Weeks 4th Nine Weeks Information Literacy Skills

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Standard 4: Geometry and Measurement- The student will use geometric properties and relationships to recognize and describe shapes and use measurements skills to tell time, identify money, and develop calendar concepts.

4.1 Geometric Properties and Relationships

4.1a Sort and identify congruent shapes.

4.1b Identify two-dimensional geometric shapes and objects in everyday situations (e.g., the face of a clock is a circle, a desktop is a rectangle).

4.1c Use language to describe relationships of objects in space (e.g., above, below, behind, between).

4.2 Measurement

4.2a Tell time on digital and analog clocks to hour and half-hour.

4.2b Identify and name the value of pennies, dimes, nickels, and quarters.

4.2c Use the calendar to develop the concepts of days, weeks, and months.

Standard 5: Data Analysis- The student will demonstrate an understanding of data collection and display.

5.1 Organize, describe, and display data using concrete objects, pictures, grids, and numbers.

5.2 Formulate and solve problems that involve collecting and analyzing data common to children's lives (e.g., color of shoes, numbers of pets, favorite foods).

Science

Science Processes and Inquiry

Process Standard 1: Observe and Measure- Observing is the first action taken by the learner to acquire new information about an object, organism or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet the process standards.

1.1 Observe and measure objects, organism and/or events using developmentally appropriate nonstandard units of measurement (e.g., hand, paper clip, book); and Systems International (SI) units (i.e., meters, centimeters, and degrees Celsius).

1.2 Compare and contrast similar and/or different characteristics in a. given set of simple objects, familiar organism and/or observable events.

Process Standard 2: Classify- Classifying establishes order. Objects, organism, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet the process standard.

2.1 Classify and set of simple objects, familiar organisms, and/or observable events by observable properties.

2.2 Arrange simple objects, familiar organisms, and/or observable events in a serial order (e.g., least to greatest, tallest to shortest).

Process Standard 3: Experiment and Inquiry- Experimenting is a method of discovering information. It requires making observation and measurement to test ideas. Inquiry can be defined as the skills necessary to carry out the process of scientific or systemic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet the process standard.

3.1 Ask a question about objects, organism, or events in the environment.

3.2 Plan and conduct a simple investigation.

3.3 Employ simple equipment and tools such as magnifiers, thermometers, and rulers to gather data.

3.4 Recognize potential hazards and practice safety procedures in all Science activities.

Standard 4: Interpret and Communicate- Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, and other visual representations. The student will accomplish these objectives to meet the process standard.

4.1 Interpret pictures, simple bar graphs, and/or tables.

4.2 Recognize and describe patterns, then make predictions based on Patterns.

4.3 Communicate the results of a simple investigation using drawings, Tables, graphs, and/or written and oral language.

Physical Science

Standard 1: Properties of Objects and Materials- Characteristics of objects can be described using physical properties such as size, shape, color, or texture. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

1.1 Objects have properties that can be observed, described, and measured.

1.2 Using the five senses, objects can be grouped or ordered by physical properties.

1.3 Water can be a liquid or a solid, and can be made to go back and forth from one form to the other.

Life Science

Standard 2: Characteristics and Basic Needs of Organisms- All living things have structures that enable them to function in unique and specific ways to obtain food, reproduce, and survive. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

2.1 Plants and animals need to take in air, water, food. In addition, plants need light.

2.2 Scientist use the five senses and tools (e.g., magnifiers and rulers) to gather Information, such as size and shape about living things.

Earth/Space Science

Standard 3: Changes of Earth and Sky- Observe natural changes of all kinds such as the movement of the sun and variable changes like the weather. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

3.1 The sun warms the land, air, and water.

3.2 Weather changes from day to day and over the seasons. Weather can be observed by measuring temperature and describing cloud formations.

Social Studies

Standard 1: The student will develop and practice the process skills of social studies.

1.1 Use information located in resources such as encyclopedias,. timelines, visual images, atlases, maps, globes, and computer-based technologies.

1.2 Use children's literature to compare and contrast one's own neighborhood/community to others.

Standard 2: The student will examine neighborhoods/communities from a spatial perspective.

2.1 Name, identify pictorial examples, and describe distinguishing features of the two basic areas in which people live: cities (urban) and the country (rural). Rosie's Walk

2.2 Place objects (e.g., on a map, on the wall, or in the classroom) and describe their Locations using near/far, up/down, left/right, above/below and in Front of/behind. Rosie's Walk

2.3 Construct individually and with other students maps with the cardinal directions (north=N, south=S, east=E, west=W) indicated, and identify locations on the map (e.g., school, playground, and classroom).

2.4 Locate the local neighborhood, community, the United States, bodies of water, and land masses (e.g., the four oceans and seven continents) using maps and globes.

2.5 Describe events and tell whether they belong in the past, present or Future (e.g., place representations of events such as pictures, words, or phrases on a simple past, present, future timeline).

Standard 3: The student will analyze the human characteristics of communities.

3.1 Identify how choices in behavior and action are related to consequences and have an impact upon the student himself/herself and others.

3.2 Recognize and learn about patriotic traditions and activities (e.g., the reciting of the Pledge of Allegiance and the signing of the "Star-Spangled Banner").

3.3 Identify traditionally patriotic symbols associated with the United States (e.g., the flag, the bald eagle, and monuments). February Patriotic

3.4 Identify and write names of the school, town/city, state, and nation.

3.5 Identify the events and people associated with commemorative. holidays, such as Flag Day, Independence Day, Labor Day, Veterans Day, and Thanksgiving.

Legend: 1st 2nd Nine 3rd Nine 4th Nine Weeks Information Literacy Skills

Revised 1/08

Burcham Elementary First Grade Curriculum Map

Standard 4: The student will examine the interaction of the environment and the people of a community.

4.1 Identify the three basic needs of all people: food, clothing, shelter.
November Pilgrims

4.2 Recognize that people in different parts of the world eat different Foods, dress differently, speak different languages, and live" in different kinds of "houses" (e.g., read and discuss children's literature that has characters and settings in other countries).

4.3 Describe the impact of physical changes, such as seasons, on people in the neighborhood/community (e.g., how seasons affect what people eat and wear).

Standard 5: The student will understand basic economic elements found in communities.

5.1 Describe how people get their basic needs of food, clothing, and Shelter (e.g., make/grow their own, trade with others for what they need, and earn money Buy the things they need). Farm

5.2 Identify ways people in the neighborhood/community earn money (e.g., match pictures or simple descriptions of work people do with the names of the jobs).
Counseling Unit

Visual Art

Standard 1: Language of Visual Art- The student will identify visual art terms (e.g., collage, design, original, portrait, paint, and subject).

1.1 Use appropriate art vocabulary.

1.2 Name elements of art; line, color, form, shape, texture, value and space.

1.3 Name the principles of design: rhythm, balance, contrast, movement, center of interest (emphasis) and repetition.

1.4 Use the elements of art and principals of design.

Standard 2: Visual Art History and Culture- The student will recognize the development of visual art from a historical and cultural perspective.

2.1 Understand art reflects a culture.

2.2 Identify connections between visual art and other art disciplines.

2.3 Identify specific works of art produced by artists in different cultures.

Standard 3: Visual Art Expression- The student will observe, select and utilize a variety of ideas and subject matter in creating original works of visual art.

3.1 Experiment in color mixing with various media.

3.2 Use a variety of subjects, basic media and techniques in making original art including drawing, painting, and sculpture.

3.3 Demonstrate beginning skills of composition using the elements of art and principles of design.

3.4 Use art media and tools in a safe and responsible manner.

Standard 4: Visual Art Appreciation- The student will appreciate visual art as a vehicle of human expression.

4.1 Demonstrate appropriate behavior while attending a visual art exhibition in a museum or art gallery.

4.2 Demonstrate respect for their work and the work of others.

4.3 Demonstrate thoughtfulness and care in completion of artworks.

Curriculum Resources

1. First Grade Priority Academic Student Skills
   Oklahoma State Department of Education
2. Handwriting
   - Handwriting Without Tears Curriculum
3. Reading/Language Arts
   - "Treasures" Macmillian McGraw-Hill
   - The Phonics Dance
   - Daily Oral Language
   - Write Source Language Curriculum
   - Rigby Leveled Readers
   - Wright Group Leveled Readers
   - Trade Books (Assortment) (LMC)
   - Accelerated Reader
   - Literacy First Manual and Resource Books
   - Websites:

   www.carlscorner.com Carl's Corner
   www.mailbox.com Mailbox Magazine
   www.thesmartiezone.com The Smartie Zone
   www.readinga-z.com A-Z Reading
   www.thedolchkit.com The Dolch Kit
4. Math
   - Saxon Math Curriculum
   - Math Their Way
   - Daily Oral Math Resource Book
5. Science
   - F.O.S.S. Curriculum
   - S.T.E. Curriculum
   - New Bridge Big Book Kits (LMC)
   - Wonders of Learning/National Geographic Listening Kits (LMC)
   - Videos (LMC)
6. Social Studies
   - Red Brick Leveled Readers
   - National Geographic Readers
   - Scholastic News Magazine (Monthly)
   - Videos (LMC)

Assessment Tools

1. Literacy First Assessments
2. STAR Early Literacy Tests
3. STAR Reading Tests
4. D.I.B.E.L.S.
5. AR Tests
6. Spelling Tests
7. MClass: Math
8. Saxon Math Assessments
9. Core Thought Math Benchmark Assessments

Legend: 1st Nine Weeks 2nd Nine Weeks 3rd Nine Weeks 4th Nine Weeks Information Literacy Skills

Revised 1/08

Burcham Elementary First Grade Curriculum Map

Thematic Units of Study

1. Colors*
2. Apples*
3. Fire and Safety*
4. Fall*
   -Monsters*
   -Bats*
   -Scarecrows*
   -Owls*
   -Pumpkins*
5. Farm/Thanksgiving*
6. December/Holiday*
   -Santa*
   -Reindeer*
   -Elves*
   -Snowmen*
   -Gingerbread*
7. Winter*
   -Artic/Antarctica*
   -Penguins*
8. February*
   -Patriotic*
   -Mice*
   -Presidents*
9. Spring/Eggs*
10. Insects*
11. Space*
12. Transportation
13. Clifford
14. Ocean
15. Plants
16. Bears
17. Frogs
18. Zoo

* All first grades cover units.

Teaching Practices

- Teachers will provide active, engaging, and meaningful learning experiences.
- Teachers will connect learning experiences by integrating all content areas within learning themes.
- Teachers will provide an early childhood program that is developmentally appropriate.
- Teachers will provide a learning environment where students can interact with curriculum through engaging hands-on activities.
- Teachers will provide a consistent routine or daily schedule within the classroom.
- Teachers will work to develop a sense of community in the classroom with all students through cooperative learning activities as students learn to live as citizens of the school.
- Teachers will be considerate and respond to students as individuals.
- Teachers will provide a physically and emotionally safe environment.
- Teachers will use a variety of teaching strategies, meaningful materials, and emerging technology to reach the learning styles of each student.
- Teachers will communicate with the families of the children they teach and establish opportunities to work with them as partners.
- Teachers will prepare students for a smooth transition to second grade.
- Teachers will communicate and work collaboratively with other teachers and will value and reinforce continuity throughout the first grade classrooms and the school as a whole.
- Teachers will provide opportunities for students to become more independent and responsible learners.