

Nine Week Plans: Quarter4 First Grade

Reading and Phonics	Writing	Math	Content	Social Emotional Learning and Health
Units: -Meeting Characters and Learning Lessons	Units: -Realistic Fiction	Units: -Part/Part Whole Relationships with Numbers -Story Problems -Fact Fluency -Equality -Fractions	Social Studies Units: Economics Goods and Services Producers and Consumers Science Units: Matter Natural Resources	Units: -Friendship Skills and Conflict Resolution -Kind Words -Problem Solving -Community Health -Violence Prevention
1.1 The student will develop oral communication skills. 1.2 The student will demonstrate growth in oral early literacy skills. 1.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness. 1.4 The student will apply knowledge of how print is organized and read. 1.5 The student will apply phonetic principles to read and spell.	1.11 The student will print legibly in manuscript. a) Form letters accurately. b) Space words within sentences. 1.12 The student will write in a variety of forms. a) Identify audience and purpose. b) Use prewriting activities to generate ideas. c) Focus on one topic. d) Organize writing to suit purpose. e) Revise by adding descriptive words when writing about people, place, things, and events. f) Write to express an opinion and give a reason. g) Use letters to phonetically spell words.	1.7a Recognize and describe with fluency part-whole relationships for numbers to 10 1.6 Create and solve single-step story and picture problems using addition and subtraction within 20 1.7b Demonstrate fluency with addition and subtraction within 10 1.15 Demonstrate an understanding of equality through the use of the equal symbol 1.4a Represent and solve practical problems involving equal sharing with two or four sharers	<u>Social Studies Units:</u> Skills 1.1 d) asking appropriate questions to solve a problem 1.1 h) using a decision-making model to make informed decisions Economics 1.7 The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services. 1.8 The student will explain that people make choices because they cannot have everything they want. 1.9 The student will recognize that people save money for the future to purchase goods and services. <u>Science Units:</u> Investigations 1.1 The student will demonstrate an understanding of scientific	SEL -Students will review skills for building friendships such as initiating a conversation, finding connections with others, etc. They will also explore conflict management strategies when faced with a disagreement or challenge between themselves and a friend. -Students will reflect upon the power of their words and the importance of choosing kind words to resolve conflicts respectfully. -Students will review a variety of SEL concepts learned throughout the year. They will also participate in challenges that require effective collaboration and support development of the 5C's.

<p>1.6 The student will use semantic clues and syntax for support when reading.</p> <p>1.7 The student will expand vocabulary and use of word meanings.</p> <p>1.8 The student will use simple reference materials.</p> <p>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</p> <p>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p>	<p>h) Share writing with others.</p> <p>1.13 The student will edit writing for capitalization, punctuation, and spelling.</p> <p>a) Use complete sentences.</p> <p>b) Begin each sentence with a capital letter and use ending punctuation.</p> <p>c) Use correct spelling for commonly used sight words and phonetically regular words.</p>	<p>1.4b Represent and name fractions for halves and fourths, using models</p>	<p>reasoning, logic, and the nature of science by planning and conducting investigations</p> <p>Matter</p> <p>1.3 The student will investigate and understand that objects are made from materials that can be described by their physical properties. Key ideas include</p> <p>a) objects are made of one or more materials with different physical properties and can be used for a variety of purposes;</p> <p>b) when a material is changed in size most physical properties remain the same; and</p> <p>c) the type and amount of material determine how much light can pass through an object.</p> <p>Earth Resources</p> <p>1.8 The student will investigate and understand that natural resources can be used responsibly. Key ideas include</p> <p>a) most natural resources are limited;</p> <p>b) human actions can affect the availability of natural resources; and</p> <p>c) reducing, reusing, and recycling are ways to conserve natural resources.</p>	<p>HEALTH SOLS</p> <p>Community/Environmental Health</p> <p>1.1 q) Identify items and materials that can be reduced, recycled, repurposed, or reused.</p> <p>Violence Prevention</p> <p>1.1 o) Describe feelings that may result from hearing kind and unkind words and when experiencing problems (e.g., someone not sharing).</p> <p>1.1 p) Describe personal space and boundaries for oneself and others.</p>
---	--	---	---	---