Science

Investigating the Natural World: Rocks, Soil, & Water

Exploring Rocks

Students explore the properties of rocks using their senses and tools to extend their senses. They use those properties to describe, compare, and sort sets of rocks. On a rock scavenger hunt, students will discover the many uses of rocks.

— What are some of the properties of rocks?
— How can we use those properties to compare rocks?
— How are rocks different from each other?

Exploring Soil

Students begin the unit by collecting different soil samples from around the school. They observe, sort, and test different soils to discover some of the living and nonliving parts and some of the soil's properties. They compare clay, sand, and loamy soils. Students discover how soil is used and how it can be recycled.

- What living things are found in soil?
- What nonliving things are found in soil?
- Soils found in different areas are different.
- How are the soils different?
- The natural world includes soil.
- How are soils used?

Exploring Water

Students will learn to identify and describe a variety of natural sources of water, learn how water is used, and how it can be recycled.

— How do we use water every day?
— Why is freshwater a limited resource?
— How is saltwater different from freshwater?
— How would the Earth be different if the oceans contained freshwater?

Investigating Natural Resources Through Conservation

Investigating Weather & Seasons

Students continue the exploration of weather day to day and over time. They will observe patterns and changes from the beginning of the year to this time in the school year. Students will explore simple wind instruments and thermometers as tools to gather data.

— What is 'weather'?
— What are the changes we have observed this year?

the students will look at patterns in seasonal changes. They will observe seasonal changes that have occurred around their school. They will study how the seasons change plants and animals.

— What observations can you make about the changes in the seasons?
— How does the Sun affect the environment when the seasons change?
— In what ways do people adapt to the changing seasons?

Social Studies

Interacting with Others: Community

My Community

This lesson investigates places of significance (United States, Texas, and the local community), their relationship to each other in terms of place, and their location on a map.

Rules, Laws, and Authority Figures

This lesson has 2 components: 1) identifying the roles authority figures contribute to home, school, and their community and 2) recognizing the need for rules in the home, school, and community. Students determine who authority figures are at home, school and in the community and determine the need for rules and laws in those places as well.

Public Officials – Past & Present

The students identify government leaders of the community, state and nation – present and past. They describe the roles of the public officials and explore contributions of historical figures that have held the same offices (Lincoln and Houston).

Good Citizenship: Clara Barton

The students will obtain information about Clara Barton and the work she did for the common good of all people.

Customs, Symbols and Celebrations

The students learn that symbols stand for important ideas and then learn about some of the symbols.

Relating to the Environment: Physical Characteristics

Maps & Globe: Water & Land

The students identify a globe as a model of the Earth. They will interact with maps and globes; locate land masses (continents) and oceans.

The students explore landforms, bodies of water, and natural resources.

Students will learn how weather affects their lives and explore how weather is different in different places. They will use maps to identify and locate places with contrasting climates.

Students will identify ordinary people who exemplify the characteristic of taking responsibility for the common good by interviewing a veteran.

Relating to the Environment: Human Characteristics

Students identify and classify physical and human characteristics found in the environment. Students determine natural resources used to build homes.

The students use data from visuals and graphs to make inferences about places.

The students practice locating places using the four cardinal directions.

First Grade Schertz Elementary

A Parent's Guide Towards your Panther's Success!

2nd 9 weeks

A note from the first grade teachers:

Education is a partnership between home and school. We value parent involvement at every level and encourage you to partner with us. In order for this partnership to be effective, we want you to be aware of what your child will be expected to learn at every 9 weeks. This pamphlet is the first of four that will come home this 2010-2011 school year. Please keep it, post it on your fridge, and use this as your guide while working with your child at home. At Schertz Elementary, we have high expectations for the students in our rooms. We expect the students to achieve academically to their fullest potential. **Together**, we **will** give your child the most powerful and joyous learning experience possible.

Sincerely,
First Grade Teachers

Math

Operations
This lesson will provide practice in modeling addition and subtraction of sums up to 18 and make connections to how the action defines the operation. Students will also record the actions with conventional symbols.
— How could we represent this problem on our storyboard using linking cubes?
— How can we use the information in the addition problem to write a related subtraction problem?
— Math problems can be solved in many ways.
— Did anyone solve the problem using a different strategy?
— What numbers did you use to build your problem?

Number Sense and Pattern 1
Patterns in place value are extended for numbers to 60. Number and word patterns are identified and used to help students understand the value of numbers and how to read, write, and compare them.
In this lesson, students make real-life connections to doubles and explore the relationship between addition and subtraction number sentences related to doubles.
— What value does this digit represent?
— What numerals are used to record the number fifty-one?
— How is it like the number forty-one? How is it different?
— What is the value of the 5 in the number 51?
— If we double a number, what are we actually doing?

Operations and Data
This lesson will provide additional exposure in creating, describing, and ordering numbers to 99.
Students will count and record sets of objects, then organize the information to graph and compare the different sets.
— How many groups of tens can you make?
— How many ones are left over?
— How does the position of a digit in a number determine its value?
— How did you decide the number with the greatest value?
— If both numbers: 47 and 74 have the same digits, how do you determine which number is greater?
— How can I show the data that has been collected and sorted?
— What does each square that I color on a bar graph represent?
— Which is the favorite? How do you know?
— How do the two categories compare? Which has more?
— How are the two graphs alike?
— How are the two graphs different?
— Do they show the same results? Why or why not?

Identification of Coins
Students are introduced to coin names, attributes, and values.
— What are some ways that you could sort these coins?
— What are the names of these coins?
— What is the color and size of the coin?
— What is the head on the coin? What is the tail view of the coin?

Relationships
Students will identify different representations for a nickel, dime, quarter, and half-dollar.
— How many pennies equal one dime?
— How many nickels equal one dime?
— How can you represent the value of a half dollar?
— How can you represent a half dollar using quarters?
— What comes next? How do you know?
— What is the third step of this pattern?
— How can you determine how many times you will need to create the next 4 steps of the pattern?
— How can you add two more steps to the given pattern to create an additive pattern?

Language Arts

Story: Animal Moms and Dads
Phonemic Awareness & Phonics: short o
High Frequency Words: her, out they, two
Comprehension: summarize, main idea, details
Fluency
Grammar: Nouns
Writing: Report

Story: Little Red Hen
Phonemic Awareness & Phonics: short e
High Frequency Words: eat, no, of, some, who
Comprehension: summarize, retell
Fluency
Grammar: plural nouns
Writing: How- to sentences

Story: On the Map
Phonemic Awareness & Phonics: s blends/ r blends
High Frequency Words: live, many, out, place
Comprehension: summarize, main idea, details
Fluency
Grammar: irregular plural nouns
Writing: report

Story: The Pigs the Wolf and the Mud
Phonemic Awareness & Phonics: short u
High Frequency Words: again, could, make, one, then, three
Comprehension: visualize, plot
Fluency
Grammar: proper nouns
Writing: story

Story: Beth and the Band
Phonemic Awareness & Phonics: th, sh, & -ing
High Frequency Words: all, put, show, together, under, want
Comprehension: visualize, retell
Fluency
Grammar: days, months, holidays
Writing: story

Story: On My Way to School
Phonemic Awareness & Phonics: long a
High Frequency Words: away, school, today, way, why
Comprehension: analyze story structure
Fluency
Grammar: verbs
Writing: story (poems)

Story: S mile, Mike!
Phonemic Awareness & Phonics: long i
High Frequency Words: call, funny, how, more, so, there
Comprehension: make and confirm predictions
Fluency
Grammar: present- tense verbs
Writing: persuasive sentences

Story: Masks! Masks! Masks!
Phonemic Awareness & Phonics: digraphs ch, tch, wh, ph
High Frequency Words: every, into, from, people, soon, your
Comprehension: monitor comprehension/ reread
Fluency
Grammar: past and future tense verbs
Writing: persuasive sentences