

Science

Properties and Patterns in Weather

Introduction to weather

Students will learn some basic weather principles that will serve as a foundation for lessons that follow.

— How do we know what kind of weather we might have at different times of the year?

Forms of precipitation

Students will learn about the different forms of precipitation, and the weather that is most likely to produce precipitation.

— How does temperature affect precipitation?

— In what ways are forms of precipitation different?

Temperature and Wind

Through multiple hands-on experiences, students will learn about temperature and wind and their connection to weather.

— How do we know what kind of weather we might have each day?

— How can weather be measured?

Seasons

This lesson gives the students an overview of how the weather changes with the seasons. Some seasons are longer and some seasons are shorter.

— What observations can you make about changes in seasons?

— In what ways do people adapt to the changing seasons?

Investigating Properties and Patterns

Properties and changes in objects

Students will have the opportunity to explore the concepts of length and mass. In addition, graphing and charting of data is introduced.

— In what ways can the properties of an object be described?

— In what ways can a group of objects be sorted, using a common property?

How I change

Students will be observing and measuring ways they have changed since birth, and will predict how they will continue to change.

— How is the length of an object measured?

— How is the mass of an object measured?

— Can changes be measured?

Investigating Force, Motion, and Energy

Students have an opportunity to explore the concept of motion as it relates to objects and sound.

— What are the physical properties of an object that rolls?

— What are the physical properties of an object that slides?

— How do ramps change the motion of objects?

— How do we measure the distance an object has traveled?

— Why do different objects have different patterns of motion?

— How does the shape of an object and the surface it is moving across relate to its pattern of motion?

— How is motion measured?

— How does an object's shape affect the way it moves?

Social Studies

Interacting with others: School

We Need Rules in School

Students will learn the need for rules, identify and classify rules, make a new rule for the classroom, and vote for the most-needed rule.

Rules and Consequences

Students continue their study of rules, learning about consequences (both positive and negative) of choices they make when they choose to follow rules or not.

Great Job!

Students will learn the purpose of jobs.

Where am I? (Classroom)

Students learn locations of things in the classroom and build map skills.

Where am I? (School)

Students will describe the location of self and objects relative to other locations in the classroom and school.

Time is Important

Students will read a book in which sequence is key to the storyline. They will learn about and use vocabulary related to chronology including past, present, and future.

Interacting with others: Good

Citizenship

Chronological Order

In this lesson, students will use familiar objects to explore the meaning of chronological order. They will learn to classify objects or events as: distant past, past, present

My Community Group

In this lesson, students will learn that groups are made of members and people can belong to more than one group.

Truth

In this lesson, students examine the good citizen character trait of truth.

Justice & Equality

In this lesson students explore other characteristics of good citizenship – a belief in justice and equality.

Interacting with others: Family

All Kinds of Families

Students will come to understand that families have similarities and differences. Members of families share the customs and traditions unique to their family.

Responsibilities in the Family

Students discuss some of the many roles and responsibilities that family members take on to maintain a properly functioning family. What is the difference between a need and a want? What do families need? What jobs need to be done in the family? Who does them? How have the jobs changed over

Meeting Basic Needs

Students will learn the difference between wants and needs. They will understand the wants and needs of families and identify ways those needs are met.

Welcome to First Grade

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



1st 9 weeks
Schertz Elementary

Math

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

Calendar

The calendar is a tool to tell time of year.

- How would you use a calendar for planning a special event?
- Can you explain how a calendar is used at school?
- What words help us describe events from the past? Present? Future?
- Is tomorrow the day...?
- If not tomorrow, how many days until...?
- Do you know what is happening next week?

Patterns

Identifying, describing, and extending more complex repeating patterns and using the repeating patterns to make predictions and solve problems. The lessons also introduces additive patterns.

- What is the core of the pattern?
- How is this pattern changing?
- How is step 2 different from step 1 in this additive pattern?
- What comes next?
- What are the missing elements of this pattern?

Numbers & Place Value

Two digit numbers can be viewed in terms of tens and ones. We can use comparative language, such as greater than, less than, or equal to, to describe mathematical relationships between sets.

- What does the one represent in the number 14?
- How did you represent the number 17?
- Which set has the least?
- Which one has more?
- Did anyone get sets that were the same or equal?

Number Sense & Data

Students will collect and represent data using bar-type graphs. They will use the information from bar-type graphs to answer questions and explain the relationships between the various sets using comparative language.

- Which row has more?
- How did you determine which group had the fewest members?
- What answers were you able to verify from this bar-type graph?

Story Problems

A variety of story problems that include joining (addition), separating (subtraction), and comparison situations.

- What happened in this problem?
- What will the answer tell us?
- What is the symbol for combining?
- What is the symbol for separating?
- What symbol means equal to or same as?
- Can you solve this problem two different ways?
- Are both of your solutions correct? How do you know?
- Does the order of the addends change the sum? Explain why or why not.
- How are these number sentences alike? How are they different?

Language Arts

Story 1 Pam and Sam

Comprehension- Analyze Story Structure/ Character and setting
High Frequency Words- jump, not, up
Oral Vocabulary- cheerful, genuine, interest, prefer, unique
Fluency- work on expression/ intonation
Phonemic Awareness- rhymes, phoneme blending, phoneme isolation, phoneme segmentation
Phonics/ Spelling- short a: man, ran, can, cat, hat, mat ; not, up
Grammar- sentences and sentence capitalization
Writing- personal narrative

Story 2 I Can, Too!

Comprehension- Analyze Story Structure/ sequence of events
High Frequency Words- it, over, too
Oral Vocabulary- energy, exhausted, express, movements, stretch
Fluency- appropriate phrasing
Phonemic Awareness- Alliteration, phoneme categorization, blending
Phonics/ Spelling- short a: dad, sad, nap, tap, sack, back; it, too
Grammar- word order, sentence punctuation
Writing- personal narrative

Story 3 How You Grew

Comprehension- Sequence of Events/ Analyze text structure
High Frequency Words- be, ride, run
Oral Vocabulary- adult, change, imitate, learn, practice
Fluency- Expression: intonation
Phonemic Awareness- contrast vowel sounds, phoneme blending, phoneme substitution
Phonics/ Spelling- short i: pin, win, hit, sit, miss, kiss; be, run
Grammar- statements, sentence punctuation
Writing- descriptive sentences

Story 4 Flip

Comprehension- plot/ sequence of events
High Frequency Words- some, down, good, pull
Oral Vocabulary- adorable, dear, needs, sensible, train
Fluency- Expression: intonation
Phonemic Awareness- phoneme categorization, segmentation, deletion, blending
Phonics/ Spelling- blends: clip, flip, slip, flag, black, plan; come, good
Grammar- Questions and Exclamations
Writing- descriptive sentences

Story 5 Soccer

Comprehension- author's purpose/ plot
High Frequency Words- help, now, use, very
Oral Vocabulary- admire, challenging, charity, focus, offer
Fluency- phrasing
Phonemic Awareness- phoneme categorization, segmentation, deletion, blending
Phonics/ Spelling- Final blends: land, sand, fast, past, sink, wink, black; very, use
Grammar- writing sentences/ punctuation
Writing- personal narrative