

First Grade Syllabus

Ms. Sullivan & Mrs. Kaufman

MON TH	ELA	MATH	SCIENCE	SOCIAL STUDIES
Sept	<p>o ood reading and writing habits:</p> <ul style="list-style-type: none"> • ap-to-read & Tap-to-spell • se picture clues • emorize sight words (trick words) • eview skyline, plane line, grass line and worm line handwriting (see Foundations packet for explanation) <hr/> <p>Review Tier 2 Words – Monthly list at the end of syllabus</p>	<p>Review counting from 1-20, forwards and backwards. Adding +0, +1, “make 10”, adding up to sums of 10.</p>	<p>Weather, temperature, months and seasons.</p> <p>How can we record the weather daily?</p> <p>What types of clothing do we wear for different weather and temperature?</p> <p>Tier 3 Vocabulary: Weather, temperature, season, hot, cold, rain, snow, sun, thermometer, degrees Fahrenheit</p>	<p>Our School Community</p> <p>Why are rules important at school? What makes a good classroom citizen?</p>
Oct	<p>What makes a good retelling?</p> <p>How do writers create</p>	<p>Counting from 1-100, forwards and backwards. Subtracting -0, -1, and subtracting from 10 or</p>	<p>Weather, temperature, months and seasons.</p> <p>What is the difference between weather and</p>	<p>Unit 1: Families are Important</p> <p>In this unit your child will learn about:</p>

	<p>interesting characters?</p> <p>Sample Texts: <u>Stellaluna</u> "Dragons and Giants" from <u>Frog and Toad Together</u></p> <p>Review Tier 2 and Tier 3 Words</p>	<p>less.</p>	<p>temperature?</p> <p>Looking at a calendar: How many months are in a year? Days in a month? Days in a week?</p> <p>What are the characteristics, similarities and differences between the four seasons?</p> <p>Tier 3 Vocabulary: Weather, temperature, season, hot, cold, rain, snow, sun, thermometer, degrees Fahrenheit</p>	<p>The roles people have in families.</p> <p>Customs and beliefs in family life.</p> <p>Family life in countries around the world.</p> <p>Ways families meet their needs and wants.</p> <p>Tier 3 Vocabulary: rule, respect, community, celebration, needs, wants</p>
Nov	<p>How do text features in an informational text help readers understand the main topic and key details in a story?</p> <p>How does the organizational structure of question and answer help a writer explain information?</p> <p>Review Tier 2 and Tier 3 Words</p> <p>Sample Texts: <u>Elephants and Their Calves</u></p>	<p>Addition & Subtraction Strategies</p> <p>Adding & subtracting doubles and "near" doubles, adding three numbers, (early algebra) "Think addition to subtract".</p> <p>Addition and Subtraction Relationships</p> <p>Fact Families, record "related facts", problem solving, "add or subtract?"</p>	<p>Animal Diversity:</p> <p>Animal traits and characteristics.</p> <p>Animal life cycles.</p> <p>Animal adaptations.</p> <p>Food chains & webs.</p> <p>Tier 3 Vocabulary: carnivore, herbivore, omnivore, adapt, trait</p>	<p>Unit 1 The Big Idea: Why are families important and how do they influence who we are?</p> <p>Why are families important?</p> <p>How do families pass on customs and beliefs?</p> <p>What is the same about families around the world?</p> <p>In what ways do families meet their needs and wants?</p>

	<u>What Do You Do With a Tail Like This?</u>			
Dec	<p>How does a reader retell text to understand the central message?</p> <p>How do writers support an opinion?</p> <p>Sample Texts: <u>A Fine, Fine School</u> <u>The Recess Queen</u></p> <p>Suggested Texts: <u>A Play's the Thing</u> <u>Max Goes to School</u> <u>Junie B. Jones, First Grader at Last</u> <u>Miss Nelson is Back</u> <u>Manners at School</u></p> <p>Review Tier 2 and Tier 3 Words</p>	<p>Number Sense/Numbers and operations in base 10.</p> <p>Count by 1's and 10's to 120, place value, using base 10 blocks to make numbers, exchanging ones for tens.</p>	<p>Animal Diversity:</p> <p>Students will explore the characteristics of different animal groups</p> <p>Tier 3 Vocabulary: mammal, reptile, amphibian, bird, fish insect.</p>	<p>Unit 2 Families, Now and Long Ago</p> <p>In this unit, your child will learn about:</p> <p>How family history is passed down.</p> <p>How families share their history and traditions.</p> <p>Different ways to compare family life over time.</p> <p>How family life is the same and different today and long ago.</p> <p>Tier 3 Vocabulary: present, past, history, future, tradition, folktale, legend, compare, communication, settler, tool, transportation, technology</p>
Jan	<p>How do readers use illustrations and details in informational texts?</p> <p>How do writers use what they read to share information about a topic?</p>	<p>Comparing numbers:</p> <p>Greater than, less than, equal to, 10 less, 10 more, use symbols to compare <, >, =</p>	<p>Animal Diversity:</p> <p>Students will explore the habitats and biomes of animals around the world.</p> <p>Tier 3 Vocabulary:</p>	<p>Unit 2 The Big Idea: How do families grow and change over time?</p> <p>What is family history?</p> <p>How do families share their</p>

	<p>Sample Texts: <u>It's Back to School We Go</u> <u>Going to School</u></p> <p>Suggested Texts: <u>School in Many Cultures</u> <u>Being a Good Citizen</u> <u>This is the Way We Go to School</u> <u>This School Year Will be the Best</u></p> <p>Review Tier 2 and Tier 3 Words</p>		<p>Biome, habitat, climate</p>	<p>histories?</p> <p>How does family life change over time?</p> <p>What was family life like long ago and what is it like today?</p>
Feb	<p>How can we learn lessons from fictional stories?</p> <p>How can word choice show feelings in writing?</p> <p>Sample Texts: <u>My Rows and Piles of Coins</u> <u>Lemonades in Winter</u></p> <p>Suggested Texts: <u>Sheep in a Shop</u> <u>Count on Pablo</u> <u>The Penny Pot</u> <u>Benny's Pennies</u> <u>A Bargain for Frances</u> <u>Lemonade for Sale</u></p>	<p>Two-Digit Addition and Subtraction:</p> <p>Using place value to add and subtract, using the 100's chart to add and subtract, using base-10 blocks to add and subtract.</p>	<p>Matter:</p> <p>Students will be introduced to the characteristics of the three states of matter and how matter changes.</p> <p>Students will apply this knowledge to "the water cycle"</p> <p>Tier 3 Vocabulary: solid, liquid, gas evaporation, condensation, precipitation, collection, freeze, evaporate, melt</p>	<p>Social Studies Unit 3: Families in Communities</p> <p>In this unit, your child will learn about: Community goods and services and community resources.</p> <p>How one community in New York City has changed over time.</p> <p>Different ways people honor their community, state, and nation.</p> <p>Tier 3 Vocabulary: neighborhood, ethnic group, monument, goods,</p>

	Review Tier 2 and Tier 3 Words			sell, services, compass rose, natural resource, human made resource, environment, borough, law, leader, government
Mar	<p>How can we use the details in a text to identify the reasons an author gives to support his or her points?</p> <p>How can we use information to support an opinion?</p> <p>Sample Texts: <u>Goods and Services Supermarket</u></p> <p>Suggested Texts: <u>Market Day: A Story Told with Folk Art</u> <u>Needs and Wants</u> <u>Do I Need It or Want It?</u> <u>Bunny Money</u></p> <p>Review Tier 2 and Tier 3 Words</p>	<p>Measurement:</p> <p>Using Standard and non-standard units of measurement, using rulers to the nearest inch, comparing measurements and length, telling time to the hour and half hour.</p>	<p>Students will participate in the school wide science fair.</p> <p>Tier 3 Vocabulary: Question, hypothesis, materials, procedure, data, observation, conclusion</p>	<p>PS 278 Multicultural Celebration</p> <p>First Grade will share their family's culture with food, song, dance, language, storytelling, etc.</p>
Apr.		Data:	Plants:	Unit 3The Big Idea: What is

	<p>How do readers identify who is telling a story?</p> <p>How do writers create narratives with sequenced events and a sense of closure?</p> <p>Sample Texts: <u>Miss Rumphius</u> <u>The Family Tree</u></p> <p>Suggested Texts: <u>Planting a Rainbow</u> <u>Cherry Pies and Lullabies</u> <u>The Ugly Vegetable</u> <u>The Wednesday Surprise</u> <u>The Garden of Happiness</u></p> <p>Review Tier 2 and Tier 3 Words</p>	<p>Read and interpret data from picture graphs, tally charts and bar graphs.</p>	<p>Students will be able to identify and describe the parts of a plant.</p> <p>Students will be able to describe and write about the life cycle of a plant.</p> <p>Tier 3 Vocabulary: Root, stem, leaves, petal, seed, soil, water, grow</p>	<p>a community?</p> <p>What services does a community provide and what resources do people use?</p> <p>How do communities change over time?</p> <p>How do people honor their community?</p> <p>Why do communities have rules and laws?</p>
<p>May</p>	<p>How do readers make connections between ideas and information?</p> <p>Sample Text: <u>The Life Cycle of an Apple Tree</u></p> <p>Suggested Texts: <u>Growing Vegetable Soup</u> <u>Pumpkin, Pumpkin</u></p>	<p>Three Dimensional Geometry:</p> <p>Students will be able to identify and describe three dimensional figures based on their attributes and surfaces.</p>	<p>Going Green:</p> <p>What are natural resources?</p> <p>What are some things we NEED from the Earth?</p> <p>What are some things that animals and plants NEED from the Earth?</p> <p>Tier 3 Vocabulary:</p>	<p>Social Studies Unit 4: A Working Community</p> <p>In this unit your child will learn about:</p> <p>Different jobs in their community and how new jobs are created.</p> <p>Spending money, conserving, and recycling.</p>

	<p><u>The Life Cycle of a Bean</u></p> <p>Review Tier 2 and Tier 3 Words</p>		<p>Natural resource, survive</p>	<p>The rights and responsibilities of citizens.</p> <p>Government services, community leaders, and volunteers.</p> <p>Tier 3 Words: worker, diverse, opinion, decision, save, conserve, recycle, right, responsibility, obey, democracy, vote, government services, tax</p>
Jun	<p>How do writers write to explain information to others?</p> <p>Sample Text <u>How a Seed Grows</u></p> <p>Suggested Texts: <u>Bread Comes to Life</u> <u>The Tortilla Factory</u></p> <p>Review Tier 2 and Tier 3 Words</p> <p>Reader/Writer Reflection</p>	<p>Two Dimensional Geometry & Fractions.</p> <p>Students will be able to identify and describe two dimensional figures based on their number of sides and vertices.</p> <p>Students will be able to find “equal shares” of two dimensional figures.</p>	<p>Going Green:</p> <p>How can we, as citizens conserve our natural resources?</p> <p>Tier 3 Vocabulary: reuse, reduce, recycle, conserve, pollution</p>	<p>Unit 4 The Big Idea: How do communities provide for families?</p> <p>What are the different jobs in a community?</p> <p>How do people use money?</p> <p>What does it mean to be a citizen of a community?</p> <p>How do governments and leaders help communities?</p>

Grade 1 Tier 2 Word List

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
head	study	keep	hard	order
stand	still	rock	start	don't
own	learn	never	might	while
page	plant	last	story	press
should	cover	door	saw	close
country	food	between	far	night
found	half	city	save	real
answer	your	tree	draw	life
complete	thought	cross	left	few
grow	let	since	late	stop
FEBRUARY	MARCH	APRIL	MAY	JUNE
open	ease	until	true	base
seem	pass	heard	during	hear
together	often	best	room	horse
next	always	better	friend	cut
fire	whole	feet	began	sure
problem	those	care	idea	watch

begin	both	second	fish	color
piece	mark	group	mountain	face
walk	size	carry	north	wood
example	letter	took	once	main

Common Core State Standards: Focus on Tier 2 & Tier 3 Academic Vocabulary

Tier 1: Basic words that commonly appear in spoken language. Because they are heard frequently in numerous contexts and with nonverbal communication, Tier 1 words rarely require explicit instruction. Examples of Tier 1 words are clock, baby, happy and walk.

Tier 2 High frequency words used by mature language users across several content areas. Because of their lack of redundancy in oral language, Tier 2 words present challenges to students who primarily meet them in print. Examples of Tier 2 words are complete, thought, between and together.

Tier 3 Words that are not frequently used except in specific content areas or domains. Tier 3 words are central to building knowledge and conceptual understanding within the various academic domains and should be integral to instruction of content. Examples of Tier 3 words are custom, culture, role, and respect.