

Curriculum Map

Name of Teacher Sr. Arfin

Subject ELA

Unit/Theme <ul style="list-style-type: none">• Start Smart – Week 1 – We Are Special• Start Smart – Week 2 – My Family and Me• Start Smart – Week 3 – I Can!• Unit 1 – Week 1 – Make New Friends
Enduring Understandings <p>Students will be able to:</p> <ul style="list-style-type: none">• Read and write the letters Aa-Rr• Identify the Mm and Aa sound.• high- frequency word: a, l, can, see• respond to the Interactive Read-Aloud: Tikki Tikki Tembo; Animals in the Park; Kindergarteners Can!; What About Bear?; The Lion and the Mouse;
Essential Questions <ul style="list-style-type: none">• How is everyone special?• Who is in your family?• What can you do?• How can we get along with new friends?• What are some words that start with the letter m and a?• What is title, author; illustrator; character; and setting?
Activities <ul style="list-style-type: none">• Students will circle the characters from the stories.• Students will circle the pictures that start with the letter m and a.• Students will write the high-frequency words: a, l, can, see• Students will write Aa-Rr in their handwriting book.
Assessments <p>Formative (Throughout)</p> <ul style="list-style-type: none">• Classwork and homework <p>Summative (End of Year)</p> <p>Terra Nova Test</p>
Time Frame/Month September
Resources/Websites(Primary/Secondary) https://connected.mcgraw-hill.com/rd14t/landing.do/
Textbook Name (Chapters/Pages) Wonders – Your Turn Practice Book – Pgs 3-36 Handwriting

Curriculum Map

Name of Teacher Sr. Arfin

Subject Math

Unit/Theme Topic 1 – One to Five Topic 2 – Comparing and Ordering to 5
Enduring Understandings Students will be able to: <ul style="list-style-type: none">• Know number names and count sequence• Count to tell the number of objects• Compare numbers
Essential Questions <ul style="list-style-type: none">• How does counting tell how many?• Why is writing the number 1, 2, 3, 4, and 5 important?• Why is the last number you say important when counting a set of objects?• How can you recognize different arrangements of 4 or 5 objects?• How can you use objects to solve a problem?• How does using one-to-one correspondence help you compare two sets of objects?• How can you tell whether a group has 1 more or 2 more?• How can you tell whether a group has 1 fewer or 2 fewer?• How do you know which number is greater than another?• What number would you use to show no objects, or none?• How can you use objects to show the number sequence 0 to 5?
Activities <ul style="list-style-type: none">• Students will count the objects and color the correct number of boxes to show how many.• Students will count the objects and write the number.• Students will use correct number of counters to show each number.• Students will count the cubes and write the numbers to show 0-5. Then they will say the numbers in order from 0 to 5.
Assessments
Formative (Throughout) Topic 1 test – One to Five Topic 2 test – Comparing and Ordering to 5 Class work and homework
Summative (End of Year) Terra Nova Exam
Time Frame/Month September

Resources/Websites(Primary/Secondary)

Reteaching and Practice Workbook – homework workbook

Textbook Name (Chapters/Pages)

Magazines

Curriculum Map

Name of Teacher Sr. Arfin

Subject ELA

Unit/Theme

Unit 1 – week 2 – Get Up and Go

Unit 1 – week 3 – Use your Senses

Unit 2 – week 1 – Tools we Use

Unit 2 – Week 2 – Shapes All Around Us

Enduring Understandings

Students will be able to:

- Read and write the letters Ss-Zz
- Identify Aa, Mm, Pp, Ss and Tt sound.
- high- frequency word: am, we, at, like
- respond to the Interactive Read-Aloud: “Pouch!”; “The Tortoise and the Hare”; “Senses at the seashore”; “A Feast of the Senses”; “The Handiest Things in the World”; “Timimoto”; “Shapes all Around”; “Kites in Flight”

Essential Questions

- How do penguins move
- How does the girl use her senses?
- What tool is the girl using?
- How many shapes can you find?

Activities

- Students will circle the characters from the stories.
- Students will circle each picture I fit shows someone using his/her senses.
- Students will circle the pictures that start with the letter a, m, p, s & t.
- Students will write the high-frequency words: am, we, at, like

- Students will circle each picture if it shows a shape.

Assessments

Formative (Throughout)
Classwork, homework, and alphabet test

Summative (End of Year)
Terra Nova Exam

Time Frame/Month October

Resources/Websites(Primary/Secondary)

Textbook Name (Chapters/Pages)

Wonders – Your Turn Practice Book – Pgs 37 - 66

Curriculum Map

Name of Teacher Sr. Arfin

Subject Math

Unit/Theme

Topic 3 – six to ten
Topic 4 – Comparing and ordering Numbers 0 to 10

Enduring Understandings

Students will be able to:

- Know number names and the count sequence
- Count to tell the number of objects
- Compare numbers

Essential Questions

- Why is writing the number 6, 7, 8, 9 or 10 important?
- What does the last number you say when counting a set of objects tell you?
- When can you write the number 8 to show how many items are in a group?
- How do you use counting to tell how many objects are in a set?
- Which number can you use to show there are 10 items in a group? Can you use any other number to show 10 items?
- How can you predict what comes next in a growing pattern?
- How do you know which number is greater than another?
- How can you use 5 as a benchmark to compare numbers?
- How can you tell if a number is less than 10?
- How can you find the number that is 1 or 2 more than another number?

Activities

- Students will count the objects and draw the correct number of counters to show how many.

- Students will count the objects and practice writing the numbers.
- Students will count how many in each row, and write the number. Then they will circle the number if it is less than 5.
- Students will count how many in each row, and write the number. Then they will circle the number if it is more than 5.
- Students will draw a group that has 1 or 2 more counter and write the numbers that tell how many counters.

Assessments

Formative (Throughout)
 Topic 3 test – six to ten
 Classwork and homework

Summative (End of Year)
 Terra Nova Exam

Time Frame/Month October

Resources/Websites(Primary/Secondary)

Reteaching and Practice Workbook – homework workbook

Textbook Name (Chapters/Pages)

Magazines

Curriculum Map

Name of Teacher Sr. Arfin

Subject ELA

Unit/Theme

Unit 2-week 3 – Bugs, Bugs, Bugs
 Unit 3-week 1 – Let’s Play Ball!

Enduring Understandings

Students will be able to:

- Identify Aa, Mm, Pp, Ss and Tt sound.
- high- frequency word: the, a, see, we, like, to
- respond to the Interactive Read-Aloud: “I love Bugs”; “From Caterpillar to Butterfly”; “How Do Dinosaurs Go to School?”; “The Boy Who Cried Wolf”
- Know the spelling words: a, I, am, we, at, go, is, it, in, can

Essential Questions

- What kind of bugs do you know about?
- What bugs have you seen outside?
- What do you know about lady bugs?
- When have you felt curious? Why?
- What is a rule you follow at school?
- What rules do we follow in different places?

Activities

- Students will say the name of each picture and write the letter Mm, Aa, & Pp next to each picture whose name begins with the Mm, Aa, Pp, & li, sound.
- Students will circle the bugs that fly, crawl, and hop.
- Students will look at the pictures and they will circle the dinosaur with spots, a bell and a helmet.

Assessments

Formative (Throughout)

- Classwork, homework, spelling Test

Summative (End of Year)

- Terra Nova Exam

Time Frame/Month November (First 2 weeks)

Resources/Websites(Primary/Secondary)

Textbook Name (Chapters/Pages)

Pgs 67-84

Curriculum Map

Name of Teacher Sr. Arfin

Subject ELA

Unit/Theme Unit 3-week 2 – Keep Your Ears Open! Unit 3-week 3 – Let’s Go! Unit 4 – week 1 – On the Job!
Enduring Understandings Students will be able to: <ul style="list-style-type: none">• Identify Nn & Cc sound.• high- frequency word: the, a, see, we, like, to, and, go• Respond to the Interactive Read-Aloud: “Clang! Clang! Beep! Beep!”; “The Turtle and the Flute”; “Please Take Me for a Walk”; “Field Trip”; Whose Shoes?”; Little Juan and the Cooking Pot”• Know the spelling words: an, on , of, my me, the, see, and, he, she
Essential Questions <ul style="list-style-type: none">• What are the different sounds we hear?• Why do you listen when the teacher reads a story?• What is your routine on Saturday?• What places do you go o during the week?• What do people use to do their job?
Activities <ul style="list-style-type: none">• Students will say the name of each picture and write the letter Nn, Cc & Oo next to each picture whose name begins with the Nn, Cc & Oo sound.• Students will look at each picture and circle one part of each picture that would make noise.• Students will circle each picture if it shows on object that makes a sound.• Students will look at each picture and circle the pictures that show character and setting from the story.• Students will look at the picture in each row. Then they will circle pictures that show someone who does a job and talk about each worker.
Assessments Formative (Throughout) <ul style="list-style-type: none">• Classwork, homework, spelling Test Summative (End of Year) <ul style="list-style-type: none">• Terra Nova Exam
Time Frame/Month November (Last 2 weeks)

Resources/Websites(Primary/Secondary)**Textbook Name (Chapters/Pages)**

Pgs 85-108

Curriculum MapName of Teacher Sr. ArfinSubject Math**Unit/Theme**

Topic 4 – Comparing and Ordering Numbers 0 – 10

- Lesson 4-7 – 2 fewer
- Lesson 4-8 – Ordering Numbers Through 10
- Lesson 4-9 – Ordering Numbers on Number Line

Topic 5 – Numbers to 20

- Lesson 5-1 – Counting, Reading, and Writing 11 and 12
- Lesson 5-2 – Counting Reading, and Writing 13, 14, and 15
- Lesson 5-3 – Counting, Reading, and Writing 16 and 17

Enduring Understandings

Students will be able to :

- Compare numbers
- Count to tell the number of objects
- Know the number names and the count sequence.

Essential Questions

- How can you find the number that is 1 or 2 fewer than another number?
- How can you use a number line to help count from 0 to 10?
- How do you use counters to solve a problem?
- What should you write the number 11 to tell about a set of objects? The number 12, 13, 14, 15, 16, 17?

Activities

- Students will draw a group that has 1 or 2 fewer counter and write the numbers that tell how many counters.
- Students will write the numbers in the correct order
- Students will count to tell the number of objects.

Assessments
Formative (Throughout) Topic 4 exam Classwork and homework
Summative (End of Year) Terra Nova Exam
Time Frame/Month First two weeks of November
Resources/Websites(Primary/Secondary)
Textbook Name (Chapters/Pages) Reteaching and Practice Workbook – homework workbook

Curriculum Map

Name of Teacher Sr. Arfin

Subject Math

<p>Unit/Theme</p> <p>Topic 5 – Numbers to 20</p> <ul style="list-style-type: none"> • Lesson 5-4 – Counting, Reading, and Writing 18, 19, and 20 • Lesson 5-5 – How Many? • Lesson 5-6 – Problem Solving: Use Logical Reasoning <p>Topic 6 – Numbers to 100</p> <ul style="list-style-type: none"> • Lesson 6-1 – Counting to 30 • Lesson 6-2 – Counting to 100 • Lesson 6-3 – Counting Groups to Ten • Lesson 6-4 – Patterns on a Hundred Chart • Lesson 6-5 – Look for a Pattern <p>Topic 7 – Understanding Addition</p> <ul style="list-style-type: none"> • Lesson 7-1 – Stories About Joining • Lesson 7-2 – More Joining • Lesson 7-3 – Joining Group
<p>Enduring Understandings</p> <p>Students will be able to :</p>

- Compare numbers
- Count to tell the number of objects
- Know the number names and the count sequence.
- Understand addition as putting together.

Essential Questions

- How can you find out how many objects are in a group?
- How can you use logical reasoning to solve a problem?
- When will you count to 30 to find out about a set of objects
- What numbers are repeated in each column as you count?
- How can you count objects that are in groups of 100?
- When you count by 1s and 10s on a hundred chart, what patterns do you see?
- How can you find a pattern to solve a problem?
- What do you find out when you join two groups, or two parts of a whole?

Activities

- Students will draw a group that has 1 or 2 fewer counter and write the numbers that tell how many counters.
- Students will write the numbers in the correct order
- Students will count to tell the number of objects.
- Students will write the missing numbers in the 100 chart
- Students will count the groups of 10 and write the numbers
- Students will look at the pattern and find the missing numbers.
- Students will write for each group. Then they will draw circle to join the groups and write how many there are in all.

Assessments

Formative (Throughout)
 Topic 5 and 6 exam
 Classwork and homework

Summative (End of Year)
 Terra Nova Exam

Time Frame/Month Last two weeks of November

Resources/Websites(Primary/Secondary)

Textbook Name (Chapters/Pages)

Reteaching and Practice Workbook – homework workbook

Curriculum Map

Name of Teacher Sr. Arfin

Subject ELA

Unit/Theme Unit 4 – week 2 – Hello Neighbor! Unit 4 – week 3 – Let’s Help Out! Unit 5 – week 1 – Farm Fresh!
Enduring Understandings Students will be able to: <ul style="list-style-type: none">• Identify Dd & Hh, Nn, Cc, & Oo sound.• high- frequency word: the, a, see, we, like, to, and, go, do,• Respond to the Interactive Read-Aloud: “What Can You Do with a Paleta?; “Cultural Festivals”; “Roadwork”; “The Bundle of Sticks”; “My Garden”; “Growing Plant”• Know the spelling words: you, do, if, to, up, cat, dog, rat, not, get, hat, mad, big, mom, dad
Essential Questions <ul style="list-style-type: none">• Who are your neighbors?• How can people help to make your community better?• What kind of things grow on a farm?• How does your garden grow?• What do living things need to grow?
Activities <ul style="list-style-type: none">• Students will say the name of each picture and write the letter Dd, Hh, Nn, Cc, & Oo next to each picture whose name begins with the Dd, Hh, Nn, Cc & Oo sound.• Students will look at each picture and circle the pictures that show character, setting and event from the story.• Students will circle each picture that shows a position word. Then they will name the position shown in each picture.• Students will circle pictures of vegetable, fruits and meats.• Students will look at the pictures and write 1, 2, & 3 to show what happened first, next and last.
Assessments Formative (Throughout) <ul style="list-style-type: none">• Classwork, homework, spelling Test Summative (End of Year) <ul style="list-style-type: none">• Terra Nova Exam

Time Frame/Month December
Resources/Websites(Primary/Secondary)
Textbook Name (Chapters/Pages) Pgs 109-134

Curriculum Map

Name of Teacher Sr. Arfin

Subject Math

<p>Unit/Theme</p> <p>Topic 7 Lesson 7-4 – Using the Plus Sign Lesson 7-5 – Finding Sums Lesson 7-6 – Addition Sentences Lesson 7-7 – Problem Solving: Draw a Picture</p> <p>Topic 8 Lesson 8-1 – Stories About Separating Lesson 8-2 – Stories About Take Away Lesson 8-3 – Problem Solving: Act It Out Lesson 8-4 – Using the Minus Sign Lesson 8-5 – Finding Differences Lesson 8-6 – Subtraction Sentences Lesson 8-7 – Subtraction Stories Lesson 8-8 – Problem Solving: Use Objects</p>
<p>Enduring Understandings</p> <p>Students will be able to :</p> <ul style="list-style-type: none"> • Understand addition as putting together. • Understand subtraction as taking apart and taking from.
<p>Essential Questions</p> <ul style="list-style-type: none"> • What symbol can you write to show joining two groups? • What symbol can you write to show adding two groups and finding the sum? • What information does an addition sentence tell you? • What do you draw to solve a problem about joining groups? • How can you act out a number story about things taken away? • What symbol can you write to show separating a part of a group from the whole group? • What information does a subtraction sentence tell you? • How can you use counters to solve a problem?
<p>Activities</p> <ul style="list-style-type: none"> • Students will write the numbers to tell how many there are in each group. Then they will draw circle the two groups to join them and write how many there are in all.

<ul style="list-style-type: none"> • Students will listen to the problems and then draw pictures to solve. • Students will listen to the problem and solve each problem by acting it out with counters or another way they choose. • Students will record how many items are in all. They will mark Xs to subtract. Then they will trace the minus sign and record the difference.
Assessments
Formative (Throughout) Topic 7 and 8 exam Classwork and homework
Summative (End of Year) Terra Nova Exam
Time Frame/Month December
Resources/Websites(Primary/Secondary)
Textbook Name (Chapters/Pages) Reteaching and Practice Workbook – homework workbook

Curriculum Map

Name of Teacher Sr. Arfin

Subject ELA

Unit/Theme
Unit 5 – week 2 – Growing Tall Unit 5 – week 3 – Farm Fresh
Enduring Understandings
Students will be able to: <ul style="list-style-type: none"> • Identify Ee, Ff & Rr sound. • high- frequency word: the, a, see, we, like, to, and, go, do, are, with, he, • Respond to the Interactive Read-Aloud: “A Grand Old Tree”; “The Pine Tree”; “An Orange in January”; “Farms Around the World” • Know the spelling words: hot, for, fat, sad, play, car, run, pen, ball, bed, sit, pet, pin, wet, with

Essential Questions
<ul style="list-style-type: none"> • How do living things change as they grow? • What kind of things grow on a farm? • How do we get eggs and milk?
Activities
<ul style="list-style-type: none"> • Students will say the name of each picture and write the letter Ee, Ff, & Rr next to each picture whose name begins with the Ee, Ff, & Rr sound. • Students will look at each picture and circle the pictures that show character, setting and event from the story. • Students will circle the pictures that show a detail about a tree. • Students will circle each picture that shows food.
Assessments
Formative (Throughout)
<ul style="list-style-type: none"> • Classwork, homework, spelling Test
Summative (End of Year)
<ul style="list-style-type: none"> • Terra Nova Exam
Time Frame/Month First two weeks of January
Resources/Websites(Primary/Secondary)
Textbook Name (Chapters/Pages) Wonders - Pgs 135-152

Curriculum Map

Name of Teacher Sr. Arfin

Subject ELA

Unit/Theme
Unit 6 – week 1 – Seasons Change! Unit 6 – week 2 – It’s Raining Cats and Dogs!
Enduring Understandings
Students will be able to:
<ul style="list-style-type: none"> • Identify Bb, Ll & Kk sound. • high- frequency word: the, a, see, we, like, to, and, go, do, is, little, she, was • Respond to the Interactive Read-Aloud: Mama, Is It Summer Yet?; “A Tour of the Seasons ”; “Rain”; “The Frog and the Locust”. • Know the spelling words: need, feet, meet, bee, seed, book, look, food, cook, boot
Essential Questions

<ul style="list-style-type: none"> • How are seasons different? • What happens in different kinds of weather? • How is weather today? • What kind of clothes do we wear in different weather?
<p>Activities</p> <ul style="list-style-type: none"> • Students will say the name of each picture and write the letter Bb, Ll, Kk, ck next to each picture whose name begins with the Bb, Ll, Kk, ck sound. • Students will look at the pictures and write 1, 2, & 3 to show what happened first, next and last. • Students will circle each picture that shows something from the winter, summer, spring, and fall season. • Students will circle the pictures that show different kinds of weather. Then they will talk about their favorite kind of weather.
<p>Assessments</p> <p>Formative (Throughout)</p> <ul style="list-style-type: none"> • Classwork, homework, spelling Test <p>Summative (End of Year)</p> <ul style="list-style-type: none"> • Terra Nova Exam
<p>Time Frame/Month Last two weeks of January</p>
<p>Resources/Websites(Primary/Secondary)</p>
<p>Textbook Name (Chapters/Pages) Wonders - Pgs 152-172</p>

Curriculum Map

Name of Teacher Sr. Arfin

Subject Math

<p>Unit/Theme Topic 9 Lesson 9-1 Making 4 & 5 Lesson 9-2 Writing Number Sentences for 4 & 5 Lesson 9-3 Making 6 and 7 Lesson 9-4 Writing Number Sentences for 6 and 7 Lesson 9-5 Making 8 & 9 Lesson 9-6 Writing Number Sentences for 8 & 9 Lesson 9-7 Making 10 Lesson 9-8 Writing Number Sentences for 10 Lesson 9-9 Problem Solving: Make a Graph</p>

Topic 10

Lesson 10-1 Making 11, 12, and 13

Lesson 10-2 Making 14, 15, and 16

Enduring Understandings

Students will be able to :

- Understand addition as putting together.
- Understand subtraction as taking apart and taking from.
- Compare numbers.
- Work with numbers 11-19 to gain foundation for place value.

Essential Questions

- Why can you show the same number of objects in different way?
- How can number sentence represent part-part-whole relationships?
- How can you show a whole group of objects in a different way?
- How can the parts of a number be written as a number sentence?
- How do you use a graph to solve a problem?
- How can the parts of a number be represented as a number sentence?

Activities

- Students will color the object with red and yellow crayons to show different ways to make the numbers 5-10.
- Students will count the total number of dots, and then the parts that are inside and outside the box. Last, they will write a number sentence that describe the relationship between the whole and the parts.
- Students will look at the dogs and cats in the scene. They will color a picture on the graph for each cat and each dog to compare. Then they will circle the pet whose group has more in the scene.

Assessments

Formative (Throughout)

Topic 9 exam

Classwork and homework

Summative (End of Year)

Terra Nova Exam

Time Frame/Month First two weeks of January

Resources/Websites(Primary/Secondary)

Textbook Name (Chapters/Pages)

Reteaching and Practice Workbook – homework workbook

Curriculum Map

Name of Teacher Sr. Arfin

Subject Math

Unit/Theme

Topic 10

Lesson 10-3 Making 17, 18, and 19

Lesson 10-4 Problem-Solving: Look for a Pattern

Topic 11

Lesson 11-1 Creating Sets to 19

Lesson 11-2 Parts of 11, 12, and 13

Lesson 11-3 Parts of 14, 15, and 16

Lesson 11-4 Parts of 17, 18, and 19

Lesson 11-5 Problem Solving: Look for a Pattern

Enduring Understandings

Students will be able to :

- Understand addition as putting together.
- Understand subtraction as taking apart and taking from.
- Work with number 11-19 to gain foundations for place value.

Essential Questions

- How can the parts of a number be represented as a drawing or as a number sentence with 10 as one of the parts?
- What patterns are there on the first two rows of the hundred chart, and how can the patterns be represented?
- What strategies can you use to find the number of objects in a set greater than 10?
- How can 11, 12, and 13 be broken apart into ten ones and some more ones using a drawing and a number sentence?
- How can the parts of 14, 15, and 16 be represented as 10 ones or one ten, and some more ones?
- How can the parts of 17-19 be represented as a drawing and an equation using one ten and some more ones?
- What patterns can be identified and extended to decompose numbers 11 to 19 into ten and ones?

Activities

- Students will draw counters in the ten-frames to show 11-19 and complete the number sentence to match the drawing.
- Students will complete the first two rows of the hundred chart and find the number in the dark box and fill in the ten frames to show that number. Then they will write the number sentence to match the ten frames.

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Assessments
Formative (Throughout) Topic 10 exam Classwork and homework
Summative (End of Year) Terra Nova Exam
Time Frame/Month Last two weeks of January
Resources/Websites(Primary/Secondary)
Textbook Name (Chapters/Pages) Reteaching and Practice Workbook – homework workbook

Curriculum Map

Name of Teacher Sr. Arfin

Subject ELA

Unit/Theme
Unit 6 – week 3 – Stormy Weather Unit 7 – week 1 – Baby Animals Unit 7 – week 2 – Pet Pals
Enduring Understandings Students will be able to:
<ul style="list-style-type: none"> • Identify Uu, Gg & Ww sound. • high- frequency word: are, he, is, little, my, she, was, with, have, for, of, they Respond to the Interactive Read-Aloud: “Waiting Out the Storm”; “Rainbow Crow”; “Zoo Borns!”; “Baby Farm Animals”; “The Birthday Pet”; “The Family Pet” <ul style="list-style-type: none"> • Know the spelling words: cap, cut, bad, are, bus, fan, hit, bag, fun, hug, boy, fox, box, red, jar
Essential Questions
<ul style="list-style-type: none"> • How can you stay safe in bad weather? • How can animal stay safe in bad weather? • How are some animals alike and how are they different? • What kind of pet would you like to have?

<ul style="list-style-type: none"> • How do you take care of different kinds of pets?
Activities <ul style="list-style-type: none"> • Students will say the name of each picture and write the letter Uu, Gg & Ww next to each picture whose name begins with the Uu, Gg & Ww sound. • Students will circle the picture that shows how the animals and people stay safe when it rains. • Students will circle the animals that have wings, fur, tails. • Students will circle the character, setting & plot. • Students will circle on each picture that shows a pet.
Assessments
Formative (Throughout) <ul style="list-style-type: none"> • Classwork, homework, spelling Test
Summative (End of Year) <ul style="list-style-type: none"> • Terra Nova Exam
Time Frame/Month February
Resources/Websites(Primary/Secondary)
Textbook Name (Chapters/Pages) Pgs 173-202

Curriculum Map

Name of Teacher Sr. Arfin

Subject Math

Unit/Theme
Topic 12 Lesson 12-1 Describe Objects by More Than One Attribute Lesson 12-2 Comparing by Length Lesson 12-3 More Comparing Objects by Length Lesson 12-4 Problem Solving Lesson 12-5 Comparing by Height Lesson 12-6 More Comparing Objects by Height Lesson 12-7 Comparing Capacities Lesson 12-8 Comparing by Weight Lesson 13-1 Same and Different Lesson 13-2 Sorting by one attribute Lesson 13-3 Sorting the same set in different ways

Lesson 13-4 Sorting by more than one attribute

Enduring Understandings

Students will be able to :

- recognize and describe the measurable attributes of objects.
- compare objects by length.
- solve problems by comparing lengths and revising their answers.
- compare containers by their capacity.
- Identify same and different by the attributes of color, shape, size, and kind.
- sort objects by one attribute such as color, shape, size, or kind
- sort the same set in different ways.
- use more than one attribute to sort a set of objects.

Essential Questions

- How can you describe the attributes of an object?
- What words tell how long objects are?
- How can you make a good guess to try to solve a problem?
- What words tell how tall objects are?
- How can you tell if a container holds the same, more, or less than another?
- How can you compare the weights of two objects?
- What does looking at the color, shape, and size of objects help you know about them?
- What are some ways you can sort objects?
- How does looking at the colors and shapes of objects in a set help you sort them in two ways?
- In order to make a group of objects that are exactly alike in two ways, what should you notice about the objects?

Activities

- Students will mark an X on the shorter object; circle the longer object, or underline the objects if they are the same length.
- Students will compare and order the pieces of yarn from shortest to longest. Then they will write the numbers to show the correct order from shortest to longest (1-4)
- Students will compare the objects by circling the one that holds more. If the objects hold the same amount, they will underline them.
- We will use balance scale to weight objects and compare their weights.
- Students will compare the objects and circle the heavier object.
- Students will identify how objects in each group are sorted. Then they will circle the object that belongs in that group.
- Students will sort by coloring 3 dogs yellow and tell how they sorted.

Assessments

Formative (Throughout)

Topic 11, 12 exam

Classwork and homework

Summative (End of Year)

Terra Nova Exam

Time Frame/Month February
Resources/Websites(Primary/Secondary)
Textbook Name (Chapters/Pages) Reteaching and Practice Workbook – homework workbook Magazines

Curriculum Map

Name of Teacher Sr. Arfin

Subject ELA

Unit/Theme Unit 7 – week 3 – Animal Habitat Unit 8 – week 1 – On the Move
Enduring Understandings Students will be able to: <ul style="list-style-type: none"> • Identify Vv, Xx, Jj, Qq sound. • high- frequency word: said, want, here, & me • Respond to the Interactive Read-Aloud: “Bears Snores On”; “Anansi: An African Tale”; “When Daddy’s Truck Picks me Up”; “The King of the Wind” • Know the spelling words: have, fish, gum, fog, day, cry, farm, put, say, will
Essential Questions <ul style="list-style-type: none"> • Where do animal live? • What can help you go from here to there?
Activities <ul style="list-style-type: none"> • Students will say the name of each picture and write the letter Vv, Xx, Jj & Qq next to each picture whose name begins with the Vv, Xx, Jj, & Qq sound. • Students will circle the character, setting & plot. • Students will circle on each picture that shows an animal home. • Students will circle on each picture that shows a vehicle.
Assessments <ul style="list-style-type: none"> Formative (Throughout) • Classwork, homework, spelling Test Summative (End of Year)

<ul style="list-style-type: none"> • Terra Nova Exam
Time Frame/Month First two weeks of March
Resources/Websites(Primary/Secondary)
Textbook Name (Chapters/Pages) Pgs 203-222

Curriculum Map

Name of Teacher Sr. Arfin

Subject ELA

Unit/Theme Unit 8 – week 2 – My USA
Enduring Understandings Students will be able to: <ul style="list-style-type: none"> • Identify Yy & Zz sound. • Identify rhyming words • high- frequency word: This & what • Respond to the Interactive Read-Aloud: “Ana Goes to Washington, D.C.” • Know the spelling words: cup, dig, baby, hop, come, cub, bird, egg, hill, van
Essential Questions <ul style="list-style-type: none"> • What do you know about our country?
Activities <ul style="list-style-type: none"> • Students will say the name of each picture and write the letter Yy & Zz next to each picture whose name begins with the Yy & Zz sound. • Students will circle the pictures in each row that shows a key detail about the <i>main topic</i>. • Students will color the pictures in each row whose names rhyme. • Students will write sentences using the spelling words.
Assessments <ul style="list-style-type: none"> • Formative (Throughout) • Classwork, spelling Test

Summative (End of Year)
Time Frame/Month Last two weeks of March
Resources/Websites(Primary/Secondary)
Textbook Name (Chapters/Pages) Pgs 223-230

Curriculum Map

Name of Teacher Sr. Arfin

Subject Math

<p>Unit/Theme</p> <p>Topic 13 Lesson 13-5 Problem Solving: Use Logical Reasoning Lesson 13-6 Real Graphs Lesson 13-7 Picture Graph</p> <p>Topic 14 Lesson 14-1 Rectangles Lesson 14-2 Squares Lesson 14-3 Circles Lesson 14-4 Triangles Lesson 14-5 Hexagons Lesson 14-6 Solid Figures Lesson 14-7 Flat Surfaces of Solid Figures Lesson 14-8 Problem Solving: Use Objects</p> <p>Topic 15 Lesson 15-1 Inside and outside Lesson 15-2 Above, Below, and On Lesson 15-3 In Front of and Behind Lesson 15-4 Left and Right Lesson 15-5 Problem Solving: Act It Out</p>
<p>Enduring Understandings Students will be able to :</p> <ul style="list-style-type: none"> • make and read a real graph. • identify and describe rectangles, squares, circles, triangles and hexagons.

- identify cubes and spheres and relate them to real-life objects.
- identify three-dimensional figures and describe the shape of flat surfaces.
- solve problems by using objects.
- describe an object as inside, outside, above, below, or on a given place.
- describe an object as in front of or behind, next to or beside a given object.
- describe an object as left or right of a given object.
- Students will solve a problem by acting it out.

Essential Questions

- How does making and reading a real graph help you answer questions?
- How does making a graph with pictures help you answer questions?
- How can you tell if a shape is a rectangle?
- How can you tell if a shape is a square?
- How can you tell if a shape is a circle?
- How can you tell if a shape is a triangle?
- How can you tell if a shape is a Hexagon?
- What do you look for when you describe and match shape?
- How can you describe the flat surfaces of solids?
- How can you use objects to solve a problem?
- How can you describe where something is using the words inside or outside?
- How can you describe where something is using the words above, below, or on?
- How can you use the words in front of, behind, next to, or beside?
- How can you use the words left and right to describe where something is?
- How can acting out a problem help you solve it?
- Students will circle the object that is in front of the squirrel and mark an X on the object that is behind the fountain; color the squirrel that is next or beside the tree.
- Students will mark an X to left of the can and X to the right of the orange.
- Students will trace the pair of slippers below the bed. Then they will draw a square on the bed and a circle above the bed.

Activities

- Students will look at the objects in each picture and color a picture on the graph for each object. Then they will count how many of each object there is and circle the object that has more.
- Students will circle the objects that are shaped like rectangle.
- Students will circle the objects that are shaped like square.
- Students will circle the objects that are shaped like circle.
- Students will circle the objects that are shaped like triangle.
- Students will circle the objects that are shaped like hexagon.
- Students will name the solid figure on the left and then circle the object on the right that has the same shape.

<ul style="list-style-type: none"> • Students will look at the shape in the box. Then they will circle the solid figures that have that flat surface. • Students will use pattern blocks to match the shapes of the pictures objects. • Students will circle the animals outside the pond and mark an x on the animals inside the pond. They will also draw a square inside the house and draw a circle outside the house. • Students will color the toy on the slide red, the toy below the slide blue, and the toy above the slide green.
Assessments
Formative (Throughout) Topic 13 exam Classwork and homework
Summative (End of Year)
Time Frame/Month March
Resources/Websites(Primary/Secondary)
Textbook Name (Chapters/Pages) Reteaching and Practice Workbook – homework workbook Magazines

Curriculum Map

Name of Teacher Sr. Arfin

Subject ELA

Unit/Theme
Unit 8 – week 3 – Look to the Sky
Enduring Understandings
Students will be able to: <ul style="list-style-type: none"> • Review u, g, w, x, y, z, qu sound. • Identify blending sounds. • high- frequency word: For, have, they, of, said, want, here, me, this, what • Respond to the Interactive Read-Aloud: “Bringing Down the Moon”

<ul style="list-style-type: none"> • Know the spelling words: ox, pup, park, mud, tree, blue, dry, star, clap, fly, ask, give, gift, all, fall, body, hand, nose, eye, leg
Essential Questions <ul style="list-style-type: none"> • What do you see in the sky?
Activities <ul style="list-style-type: none"> • Students will say the name of each picture and write the letter u, g, w, x, y, z, qu next to each picture whose name begins with the u, g, w, x, y, z, qu sound. • Students will circle the character, setting & plot. • Students will look at the pictures on the left and write the correct answers in their notebook. • Students will write sentences using the spelling words.
Assessments
Formative (Throughout) <ul style="list-style-type: none"> • Classwork, spelling Test
Summative (End of Year)
Time Frame/Month April
Resources/Websites(Primary/Secondary)
Textbook Name (Chapters/Pages) Pgs 231-244

Curriculum Map

Name of Teacher Sr. Arfin

Subject Math

Unit/Theme Topic 16 Lesson 16-1 Creating 2-D Shapes Lesson 16-2 Making Shapes from Other Shapes Lesson 16-3 Comparing Solid Figures Lesson 16-4 Building with Solid Figures Lesson 16-5 Problem Solving: Use Logical Reasoning

Coins:

Penny, nickel, dime

Enduring Understandings

Students will be able to :

- create two-dimensional shapes from various materials and drawings.
- recognize that shapes can be combined to make other shapes.
- identify solid figures that roll, stack, and/or slide on a flat surface.
- make shapes by combining 2 solid figures.
- use logical reasoning to solve problems.
- identify and count pennies, nickels, and dimes.

Essential Questions

- How do you make shapes from various materials?
- How can you use smaller shapes to make a larger shape?
- How are the sphere, cube, cylinder, and cone alike? How are they different?
- What three-dimensional shapes can you make using solid figures?
- How can you identify a shape based on clues about its attributes?

- What is the value of a penny?
- What is the value of a nickel?
- What is the value of a dime?

Activities

- Students will use popsicle sticks to make different shapes.
- Students will cover the shapes on the left with the pattern block shown, and then write the number that tells how many blocks are used.
- Students will look at the solid figures on the left and circle the solid figures that stack and mark an X on the figure that has corners.
- Students will circle the 2 solid figures that can be put together to make the shape on the left.
- Students will hear the clues. Then they will mark an X on the shapes that do not fit the clues and circle the shape that the clues describe.
- Students will count the pennies, nickels, dimes and write the amount.

Assessments
Formative (Throughout)
Classwork
Summative (End of Year)
Time Frame/Month April
Resources/Websites(Primary/Secondary)
Textbook Name (Chapters/Pages) Reteaching and Practice Workbook – homework workbook Magazines

Curriculum Map

Name of Teacher Sr. Arfin

Subject ELA

Unit/Theme
Unit 9 – week 1 – Helping Out Unit 9 – week 2 – Good Citizens Unit 9 – week 3 – Our Natural Resources
Enduring Understandings Students will be able to:
<ul style="list-style-type: none"> • Identify long a, i, o sound. • high- frequency word: help, too, play, has, where, look • Respond to the Interactive Read-Aloud: “Peter’s chair”; “Hen Hears Gossip”; “The Little Red Hen”; “Bread Comes to Life” • Know the spelling words: bake, make, take, page, name, ride, bike, nice, bite, side, rose, hole, home, hope, cone.

Essential Questions
<ul style="list-style-type: none"> • How can you help out at home? • What do good citizens do? • How can things in nature be used to make new things?
Activities
<ul style="list-style-type: none"> • Students will say the name of each picture and circle the pictures if its name has long a, i, o sound. • Students will circle the character, setting & plot. • Students will circle each picture that shows a piece of furniture. • Students will circle each picture that shows a farm animal. • Students will write the numbers 1-3 next to each picture to put it in order. • Students will circle each picture that shows a food made from grain. • Students will write sentences using the spelling words.
Assessments
Formative (Throughout)
<ul style="list-style-type: none"> • Classwork, spelling Test
Summative (End of Year)
Time Frame/Month May
Resources/Websites(Primary/Secondary)
Textbook Name (Chapters/Pages) Pgs 245-268

Curriculum Map

Name of Teacher Sr. Arfin

Subject Math

Unit/Theme
<ul style="list-style-type: none"> • Coin: Quarter • Time • Step-up Lesson 1

- Step-up Lesson 2
- Step-up lesson 3
- Step-up lesson 4
- Step-up lesson 5

Enduring Understandings

Students will be able to :

- identify and count quarters
- learn how to write addition number sentences.
- learn how to write subtraction number sentences.
- Students will learn about fact family.

Essential Questions

- What is the value of a quarter?
- How can you tell if a story is about addition?
- How can you tell if a story is about subtraction?

Activities

- Students will count the quarters and write the amount.
- Students will use the pictures and write addition sentences.
- Students will draw the missing cubes and write the subtraction sentences.
- Students will write the fact family for the model.

Assessments

Formative (Throughout)

Classwork

Summative (End of Year)

Time Frame/Month May

Resources/Websites(Primary/Secondary)

Textbook Name (Chapters/Pages)

Reteaching and Practice Workbook – homework workbook

