

Scope & Sequence May/June 2010

| jsette@bfccps.org ttagen@bfccps.org | | Kindergarten Mrs. Sette & Mrs. Tagen | | | |
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| Language Arts | Mathematics | History | Science | Character Education | Community Service |
| <p>Phonemic Awareness ~Foundations</p> <p>Poetry ~Early to Bed ~Georgie Porgie ~Hot Cross Buns ~Ladybug, Ladybug ~Old Mother Hubbard ~One, Two, Buckle My Shoe ~Rock-a-bye Baby</p> <p>Stories ~ <i>American Legends and Tall Tales</i> ~Casey Jones</p> | <p>Numbers and Number Sense ~Writing number sentences (addition, subtraction, greater/lesser than) ~Introduction to Fractions</p> | <p>Geography ~Focus is on the continent of South America</p> | <p>Science <i>The Human Body</i> ~Taking care of your body; exercise, cleanliness, healthy food, rest ~Review of the five senses and associated body parts ~Field trip to Stony Brook</p> <p><i>Taking Care of the Earth</i> ~Conservation ~Recycling ~Pollution</p> <p>Science Biography ~Wilbur and Orville Wright</p> | <p>Justice ~Friendship ~Loyalty ~Generosity ~Patriotism</p> <p>Fortitude ~Courage ~Perseverance</p> <p>Parents as Primary Educator: Have your child help with the recycling; show your child the recycle symbol on cartons and have your child assist with sorting these items.</p> | <p>In May the kindergarteners will help clean the school grounds with their 5th grade buddies.</p> <p>In June the children will help pack up the classroom for the summer and for the new class of kindergarteners.</p> |

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cbabineau@bfccps.org dsimpson@bfccps.org
 lcanning@bfccps.org mburke@bfccps.org
 srussell@bfccps.org thass@bfccps.org

Fine Arts-Grades K-2
 Mrs. Babineau, Mrs. Canning, Ms. Russell,
 Mrs. Simpson, Mrs. Burke, Mrs. Hass

| Core Knowledge Music | Core Knowledge Art | French | Physical Education | Library |
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| <p>Kindergarten</p> <ul style="list-style-type: none"> Review of hand instruments Learning concept of quarter & eighth notes with ta's and tee-tee's Leaning pitch directions w/ dol-mi-sol Circle games w/ movement Learning notes A-G on xylophone <p>Grade 1</p> <ul style="list-style-type: none"> Review of hand instruments Review of whole, half, quarter & eighth notes & rests Circle games w/ movement Songs w/ instruments Multi-tasking by singing and playing instruments <p>Grade 2</p> <ul style="list-style-type: none"> My Little Pony Using instruments with songs The Comedians - composer D. Kabalevsky Reinforcement of whole, half, quarter, eighth & 16th notes | <p>Art</p> <p>Kindergarten:</p> <ul style="list-style-type: none"> Elements of art: line, shape, texture, color, and value. Practicing fine motor skills and use of tools in the art room. Taking a look at Chinese art. Creation of fans and Chinese dragons. Exploring Japanese art and making Japanese inspired wind socks. Learning about similarities and differences in flower and vegetable gardens. Drawing plant life from the root up! <p><u>Character Education:</u></p> <ul style="list-style-type: none"> Art Appreciation Effort and attentiveness <p>Art Grade 1:</p> <ul style="list-style-type: none"> Elements of art: line, shape, texture, color, and value. Rotational Hex | <p>Kindergarten</p> <ul style="list-style-type: none"> Practice circle phrases and add questions #s 1-100 orally Review Reading and Spelling of Colors and Numbers 1-60 Use clothing vocab to guess who I am describing Answer questions about Days of the Week and Months Song Practice writing the date each class using day, month and numbers Use Vocab to play Lotto, concentration <p>First Grade</p> <ul style="list-style-type: none"> Introduce food vocabulary words, copy and sketch each one on their paper Working with partners, review spelling numbers, colors and days Use matching games about family and | <p>k-8</p> <p>VOLLEYBALL/BADMINTON ACTIVITIES</p> <ul style="list-style-type: none"> Introduction to volleyball and badminton. Activities that promote hand eye coordination. Activities that teach strategies and skills to play these games. K-5 children will participate in games and activities that are modified to the grade and skill levels 6-8 When children in these grades can demonstrate the knowledge and skills necessary they will participate in volleyball and badminton games. <p>NOTE: Please remind your children to dress appropriately for PE class. We have officially moved back outside for the spring.</p> <ul style="list-style-type: none"> Children should dress in layers. | <p>Kindergarten</p> <p>Ocean Unit</p> <ul style="list-style-type: none"> Discuss types of boats Read: <i>Dory Story</i> and <i>Going Lobstering</i> by Jerry Pallota, <i>Down to the Sea with Mr. Magee</i> by Chris Van Dusen as well as other stories Concepts of fiction and nonfiction will be reinforced <p>Core Knowledge Reading: The Wolf and the Seven Little Kids</p> <p>Grade 1</p> <p>Fairy Tales From Around the World</p> <ul style="list-style-type: none"> Travel to other countries through fairy tales Learn interesting facts about these countries |

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sweidman@bfccps.org
rmayer@bfccps.org

Grade One
Mrs. Weidman & Mrs. Mayer

| Language Arts | Mathematics | History | Science | Character Education | Community Service |
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| <p><u>Open Court Reading Program</u></p> <p>Phonics Continue to review all blends, digraphs, short and long vowel sounds</p> <p>Writing Strategies Weekend stories, News Binder letters, Journal writing, Writer’s Workshop, paragraph writing</p> <p>Reading Comprehension Identifying story elements (main character(s), setting, problem, solution, summarizing, making inferences</p> <p>Spelling Weekly spelling words and outlaw words</p> <p>Penmanship D’Nealian</p> <p>Stories anthology, stories and poems from <u>What Every First Grader Needs to Know</u>, Open Court Anthology</p> | <p><u>Think Math</u> Chapter 11 <u>Comparing Numbers, Temperatures, and Weights</u> Comparing groups, comparing numbers and temperatures, using place value to compare numbers, ordering numbers, changing both sides of a sentence, comparing and ordering weights, and changing both pans of a balance</p> <p>Chapter 12 <u>Length, Area, and Capacity</u> Measuring length with nonstandard units, comparing and ordering lengths, measuring with an inch ruler, comparing figures by size, exploring area, finding area on a grid, measuring boxes and rectangles, introducing capacity with nonstandard units, and measuring capacity with standard units</p> <p>Assessment-daily, chapter 11 and 12 performance assessments, games and manipulatives, headline stories</p> | <p>Review: Ancient Civilizations (Mesopotamia, Egypt, Maya, Aztec, Inca) World Religions (Judaism, Christianity, Islam) from Colonial America to the Revolutionary war and our country’s expansion westward.</p> <p>Geography Our continent, country, state, and town</p> <p>Review: Continents Oceans</p> | <p>Animal Habitats: Salt Water Fresh Water</p> <p>Oceans and Undersea Life: compare and contrast bodies of salt water with fresh water, study landscapes of the ocean floor (i.e. trenches, mountain peaks, etc.), discuss danger to ocean life (i.e. pollution, oil spills, over fishing, etc.)</p> | <p>Umbrella Virtue: Fortitude: Inner-Strength</p> <p>May Week 1- courage Week 2- loyalty Week 3- empathy Week 4- patriotism</p> <p>June Review four Cardinal Virtues (justice, prudence, fortitude, temperance)</p> | <p>Our first grade class will work with kindergartners throughout May and June. We will participate in a science activity and work with partners establishing friendships and cooperating. In addition, we will have a brief “open house” in our classrooms to show our kindergarten buddies our desks, workbooks, and schedules so they know what to expect in first grade.</p> |

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Grade Two Mrs. Henderson & Mrs. Trotin

| Language Arts | Mathematics | History | Science | Character Education | Community Service |
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| <p>Open Court Our Country: E Pluribus Unum</p> <ul style="list-style-type: none"> •Out of Many People One Nation •Abraham Lincoln •La Florida •East Meets West •Watch The Stars come Out •Martin Luther King, Jr. •How We Learned the Earth is Round (review) •The Grasshopper and the Ants •The Fox and the Crow <p>•Chapter Books and Book Reviews</p> <p>Comprehension</p> <p>Informational Articles</p> <ul style="list-style-type: none"> •Explain how retelling can alter a story •Make connections between what you are reading and what you already know. •Interpret as you read •Sum up and ask questions to check your understanding <p>Grammar, Mechanics, & Usage</p> <ul style="list-style-type: none"> •Descriptive words: adjectives & adverbs •Capitalization •Using commas in dates | <p>Measurement</p> <ul style="list-style-type: none"> •Explore nonstandard and standard units of measurement •Inches, feet, yards •Centimeters and meters •Area and perimeter •Pounds kilogram •Cups, pints, quarts, liters •Multiplication and Division (an introduction only) •Joining equal groups •Addition and multiplication •Explore building arrays •Multiplication in any order •Making equal groups •Share and divide •Addition Fact Families 14 to 18 <p>Know through plus and minus, up to tables of 18</p> <p>Assessment Chapter Tests</p> <p>During the summer, review the math facts. Just three (3) a night will make you stars!</p> <p>Practice the math facts and your penmanship every day.</p> | <p>Ancient Greece</p> <ul style="list-style-type: none"> • Crete and King Minos • Sparta • Persian Wars • Athens • Olympic Games • Gods and Goddesses • Great Philosophers: Socrates, Plato, Aristotle • Alexander the great • Aesop’s Fables • Greek Myths <p>Geography</p> <ul style="list-style-type: none"> • Mediterranean Sea • Aegean Sea • Crete • Sparta • Athens <p>•</p> <p>CKS Homework Myths from Ancient Greece p. 17-71</p> <p>Family Service Suggestions: Enjoys summer as a family.</p> <p>Appreciate the abundance of plant and animal life during this season</p> <p>Construct the Great Wall</p> | <p>Insects; This month (May) your child will be writing a report on an insect of choice. The project is to research a question and then write a report on an insect.</p> <p>There are separate sheets on this month’s project that are attached to this scope. Included are the grading rubric that we will use to grade the project and the long range planner. Please put both in a safe place after reviewing with your second grade child. Please follow the time line. It will be impossible to complete this project on the last night.</p> <p><u>The project is due on Friday, May 28.</u></p> <p>Topics to be covered in May & June</p> <ul style="list-style-type: none"> • The life cycle of butterflies and moths • The life cycle of a frog <p>We will be caring for pupae and watch as they grow and develop. We will release them at the park during June.</p> | <p>May: Justice <u>Week 1</u> Friendship Make new friends (over the summer) but keep the old. <u>Week 2</u> Loyalty <u>Week 3</u> Generosity <u>Week 4</u> Patriotism.</p> <p>June: Fortitude <u>Week 1</u> Courage <u>Week 2 & 3</u> Perseverance</p> <p><u>Summer Reading</u> (Moved here to conserve paper) Your child should read daily for 30 minutes during the summer. It takes 4 years to be a good reader. Practice helps them to increase their ability to understand what they have read, to make connections to the real world, increase recall abilities (remembering facts) and to become better readers.</p> <p>(It’s also a great calming activity.)</p> | <p><u>READ TO FEED program.</u></p> <p>Second grade will be participating in Heifer Project International’s “Read To Feed”. Each student will get friends and family to sponsor them as they read books. A “book” is one complete picture book OR one complete chapter of a chapter book. Children will receive all materials and information around the first week of May and will be reading right through the last week of May. This can take the place of their nightly reading logs. Please check out the Heifer Project Read to Feed site (www.readtofeed.org) for more information on how this organization helps hungry, struggling families around the globe through the gift of livestock and animal husbandry education. Again the web site is: WWW.readtofeed.org Or WWW.Heifer</p> <p>Spring cards for Meals on Wheels</p> |

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| <ul style="list-style-type: none"> •Using quotations •Abbreviations: Aug. •Writing •Review writing techniques •Review contractions and personal pronouns Using and punctuating dialogue Poetry •Rudolph is Tired of the City •Stories •Before Breakfast (Charlotte’s Web) •Assessment •Open Court Assessment Pages for each story Core Knowledge <u>Homework: What Your Second Grader Needs to Know</u> <u>Savings</u> You can’t teach an old dog new tricks A dog is a man’s best friend <u>Poetry</u> – p. 18 There was an old man with a beard There is a young lady whose nose Take frequent trips to the library. Read each day for fun, for pleasure, and for information. | <p>Practice daily to master the basic addition and subtractions facts.</p> | <p>of China at the beach.</p> <p>Keep a summer journal with all family members adding to your family’s summer history. Visit the zoos, the Museum of Science, Plymouth Plantation, Harvard Museum of Natural History, The Butterfly Museums, The Worcester Art Museum</p> <p>Please return all Core Knowledge “What You Second grader Needs to Know by May 30.</p> | <table border="1" style="width: 100%;"> <tr> <td style="padding: 5px;"> Family Service Suggestions </td> </tr> </table> <p>Try to observe and identify insects in your back yard. Keep a chart. Visit the library to find informational books to help you identify the insects on your chart.</p> <p><i>Insects</i> Amazing Insects by Lawrence Mound The Big Bug Book by Marjorie Facklam It’s A Good Thing There Are Insects by Allan Fowler</p> | Family Service Suggestions | | |
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| <p>Songs and discussion on waiting for turn</p> | <p>blending colors with oil pastels to create nonobjective drawings of shapes. Look at Vassily Kandinsky's concentric circle paintings.</p> <ul style="list-style-type: none"> Look at the artist Wayne Thiebaud. Use knowledge of color mixing to mix pastel colors and create cake and ice cream paintings. <p><u>Character Education:</u></p> <ul style="list-style-type: none"> Art appreciation <p>Craftsmanship and fortitude</p> <p>Art Grade 2:</p> <ul style="list-style-type: none"> Elements of art: line, shape, texture, color, and value. Insect anatomy lesson. Use of pencil, sharpie, and watercolor colored pencils. Science connection. Janet Fish inspired still life lesson. Focus on reviewing compositional skills. Appreciating her accurate and vibrant still life paintings. New medium explored called | <p>colors, #'s, days and months, weather, classroom, and clothing vocab through conversation, activities, writing</p> <ul style="list-style-type: none"> Start new song <i>The More We Get Together</i> Continue classroom journals with simple 2 - 3 line entries with the date, answering questions, and using vocab we are learning <p>Second Grade</p> <ul style="list-style-type: none"> Practice conjugating the verb Etre- To Be Sing new rap song about the verb Etre Practice adjectives to go along with Etre to form sentences Review time using clocks Reading Daily in <i>Second Grade Vocab</i> books to retain and build on what they know- as a class, in small groups, in partners or individually Weekly conversation and written review of vocab including colors, #'s, calendar, animals, clothes and more! | <p>Character Education</p> <p>The P.E. program lends itself very nicely to the character education pillar of our school. We spend a lot of time demonstrating, and acknowledging sportsmanship, self-control, patience, playing fair, and the encouragement and respecting of teammates and classmates. The opportunities to have these discussions and demonstrations are endless at all grade levels.</p> | <p>Grade 2</p> <p>Bill Peet Author Study</p> <ul style="list-style-type: none"> Learn about the author/illustrator Bill Peet Discuss his zany characters and his years working for Disney Read: <i>The Whingdingdilly</i>, <i>Chester the Worldly Pig</i>, <i>Big Bad Bruce</i>, as well as others. <p>Core Knowledge Reading: <i>The Labors of Hercules</i></p> |
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| | <p>Bateek-o. Continuation of watercolor use.</p> <ul style="list-style-type: none"> • Summer time self portraits! Practice drawing the figure and summery landscapes. <p><u>Character Education:</u></p> <ul style="list-style-type: none"> • Craftsmanship <p>Art Appreciation</p> | <ul style="list-style-type: none"> • Continue independent journal entries with writing the date, the time, the weather, and answering questions on the board • During monthly singing, practice song about prepositions and review others • At circle, use sentence starters to answer ?'s such as "I like..." or " I have..." or "I am wearing..." | | |
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If you need this document translated please contact the school office at 508 -541-3434

Due: May 28, 2010

The second graders are ready to use their writing skills to research and write an informational report about insects. First the children should research insects until they find a fact about an insect that interests them. Once they have chosen a fact, they should write it in question form. For example: “I wonder how the preying mantis defends itself?” Or “I wonder what an army of ants does on a march?” Or “I wonder what causes the noise in a fly or mosquito?” (Remember that these are just examples. They will come up with questions that are much more interesting.) This report will constitute a major part of their writing and science grade for this term.

The report should begin with a cover page that illustrates the insect of choice, lists the title, and the child’s name and the date should be on the cover. the report should begin with a paragraph(s) that gives basic facts about the insect. It should end with a bibliography listing / detailing where the information was found. (Name of books, magazines, encyclopedias, web sites, or CD-ROM) More than one source of information must be used. One source must be a book. In other words, all the information can not come from the internet.

***Several** simple explanatory paragraphs should answer the question.*

This project needs to be carefully planned out. A long-range planner is attached to help with the research report. Please review the planner with your child. Work with your child to make sure that she/he checks off each step as it is completed. The report must be written by your child in her or his own handwriting and must use words that s/he can easily read. (A printed copy may accompany it for purposes of ease of reading the report to the class. Complete sentences, correct spelling, correct punctuation, and neat penmanship is expected from all students. (Check the rubric.)

At this time, the children are able to write a simple report with minimal guidance for research and editing. These early projects will set the stage for further learning as we teach the skills to successfully plan and complete a report.

Name: _____ Insect: _____



Insect Report Grading Rubric



Comments

| | |
|--|--|
| | Interesting question |
| | Background information |
| | Complete sentences |
| | Neatly written |
| | Report has a cover |
| | Illustrations/life cycle diagram |
| | Bibliography of reference materials |
| | Spoke clearly |
| | Shared information in a serious, professional manner |
| | Answered the question |
| | Paragraphs followed a logical order |

SECOND GRADE INSECT REPORT

Due: Friday, May 28, 2010

The second graders are ready to use their writing skills to research and write an informational report about insects. First, the children should research insects until they find one that interests them. They should then choose a particularly interesting fact about that insect and write it in question form. For example, “I wonder how the preying mantis defends itself?” or “I wonder what an army of ants does on a march?” or “I wonder what causes the noise that a fly or mosquito makes?” (Remember that these are just examples. The children will come up with interesting questions of their own.)

*The report should begin with a cover that includes an illustration of the insect of choice, the title, the child’s name and the date. The report should end with a bibliography detailing where the information was found. (Name of books, magazines, encyclopedias, web sites, software, videos or DVDs, including the author when applicable.) More than one source of information must be used and at least one source must be a book, preferably one at the child’s independent reading level. Please limit the use of images/diagrams off the internet to one and use alternate sources for research. Pay particular attention to helping your child glean information from the sources and then write the report **in his/her own words**. Paragraphs should be organized as follows:*

Paragraph One: *Introduce the insect and give background information: Where does it live?, What does it eat?, Who are its enemies?, etc. Describe its life cycle.*

Paragraph Two: *Ask the “interesting question” and tell why you chose this question-why is it important?*

Paragraph Three and/or Four: *Focus on details that answer the question.*

Paragraph Five: *Conclusion paragraph, including a statement about your experience learning about your insect and writing your report. Did you enjoy it? What did you like most about it?*

All paragraphs should follow the model that we have worked on all year: A topic sentence, detail sentences and a conclusion sentence for that paragraph. This project needs to be carefully planned out. A long-range planner is attached to help with the research report. Please review the planner with your child. Work with your child to make sure that she/he checks off each step as it is completed. The report must be written by your child in

her/ his own handwriting. The children will be reading their reports to the class so they should practice this at home. Complete sentences, correct spelling, correct punctuation, and neat penmanship are expected from all students. (Check the rubric.)

At this time, the children really are able to write a simple report with minimal guidance for research and editing. These early projects will set the stage for further learning as we teach the skills to successfully plan and complete a report. **This report will constitute a major part of their writing and science grade for this term.**

Long Range Planner

Week 1:

- Research insects and choose one for your report. (Please don't choose butterflies because we are studying them in depth at school.)
- Find at least one book at home or at the school or town library about your insect. This book should be one you can read independently and can not be an encyclopedia. You should also find at least one other source, which can include an encyclopedia as well as other sources.
- Find a fact that interests you about this insect and write this fact in the form of a question. (See above for examples.)
- Tell a parent about your interesting fact and bring your question written down to school for discussion.

Week 2:

- Gather the information you will need to write your report: read, jot down helpful information, do all your research.
- Think about the best way to organize the information you would like to include in your report. Start by writing your introductory paragraph.
- Write a first draft of your entire report. Make sure you do not copy directly from any of your sources.

Week 3:

- Read this copy out loud to an adult. Does it make sense? Is each paragraph written clearly, with a topic sentence, detail sentences and a conclusion? Does it say what you want it to? Did you answer the question? What can you change to make your report better or more interesting? Make any corrections you need to.*
- Edit the report for spelling, capitalization and punctuation.*
- Copy your report onto white lined paper using your very best handwriting.*

Week 4,:

- Draw a diagram and/or illustrations to go with your report. One of these should show the life cycle of your insect.*
- Write out your bibliography, listing the books and other sources you used for your report.*
- Make a cover for your report including an illustration, a title, your name and the date.*
- Show your final report to a grown up to check for any last corrections.*
- Bring in to school on **Thursday, May 27 or Friday, May 28***

Enjoy the process and let me know if you have any questions!

You can't teach an old dog new tricks.

This saying means

A dog is a man's best friend.

This saying means
