

Scope & Sequence March 2011

sweidman@bfccps.org
rmayer@bfccps.org

Grade One
Mrs. Weidman & Ms. Mayer

Language Arts	Mathematics	History	Science	Character Education	Community Service
<p>Scott Foresman: Reading Street Program Phonics Compound Words, Vowels /ew/, /ue/, /ui/, /oo/(long /u/), /le/ Writing Strategies Weekend Stories, News Binder Letters, Journal writing, Paragraph Writing Grammar Adjectives (how many and comparing), Commands, Exclamations Spelling Weekly Spelling Words and High Frequency Words Penmanship Manuscript Stories daily read alouds, Reading Street, stories/subject matter from <u>What Every First Grader Needs to Know</u> Saying, "Practice makes perfect."</p>	<p>Think Math Chapter 9: Modeling Addition and Subtraction Exploring Addition with Cuisenaire Rods, Recording Addition Sentences, Exploring Input/Output Tables, Using Input/Output Tables, Making Fact Families, Connecting Stories and Fact Families, Two-Sentence Fact Families Assessment- daily, chapter 9 performance assessments, games and manipulative, headline stories</p>	<p>From the Colonies to Independence: The American Revolution Boston Tea Party Minutemen and Redcoats The Declaration of Independence Geography Thirteen original colonies Biographies Thomas Jefferson Benjamin Franklin George Washington</p>	<p>Dinosaurs Carnivore Herbivore Omnivore Extinction Rocks Igneous, Sedimentary, Metamorphic, Fossils</p>	<p>Umbrella Virtue: Prudence Week 1: Thinking before acting Week 2: Thinking before speaking Week 3: Humility Week 4: Organization Students will also engage in various conversations, role play activities, and hear literature on how to treat/get along with others</p>	<p>Students will make St. Patrick's Day napkin holders for the meals-on-wheels recipients. We will take a walk to the Federated Church (right next door) to learn about the meals-on-wheels process and deliver our napkin holders.</p>

If you need this document translated please contact the school office at 508- 541-3434

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Specialists Grades K-2 Mr. Niebels, Mrs. Canning, Ms. Wolfe, Mrs. Simpson, Mrs. Burke, Mrs. Schaefer

Core Knowledge Music	Core Knowledge Art	French	Physical Education	Library
<p>Kindergarten Singing and game-songs:</p> <ul style="list-style-type: none"> Out of Darkness, O, Be Joyful, Oats and Beans, Button, You Must Wander, <p>Listening/Appreciation:</p> <ul style="list-style-type: none"> March of the Siamese Children Act out, dance <p>Story telling with Music, music illustration Integration - Make musical connections to classroom studies</p> <p>1st Grade Singing rounds and game-songs:</p> <ul style="list-style-type: none"> Out of Darkness, O, Be Joyful, Oh, What a Day, Here Comes the Bluebird 	<p>Kindergarten Complete model magic animal sculptures. Observe: <i>Le Gourmet</i> by Pablo Picasso and <i>Purple Robe and Anemones</i> by Henri Matisse. Discuss: Self-portraits, shapes, lines, colors, and patterns. Create: A self-portrait using cardboard, fabric, markers, and yarn.</p> <p>Observe: <i>The Banjo Lesson</i> by Henry Ossawa Tanner, <i>The Child's Bath</i> by Mary Cassatt, and <i>Mother's Helper</i> by Diego Rivera. Discuss: Subject, line, color, and pattern. Create: A painting of a memory when someone helped the student. The students will use crayons, oil pastels, and tempera cakes.</p>	<p>Kindergarten</p> <ul style="list-style-type: none"> Practice circle phrases and add questions #'s 1-80 orally Review Reading and Spelling of Colors and Numbers 1-60 Use Weather, Family and Animals vocab to answer my questions Practice Days of the Week and Months Song Introduce writing the date each class using day, month and numbers Use Vocab to play Lotto <p>First Grade</p> <ul style="list-style-type: none"> Working with partners, practice spelling numbers, colors and days Use matching games to practice reading and 	<p>K-2 RHYTHM AND DANCE ACTIVITIES</p> <ul style="list-style-type: none"> Continue with activities that involve listening and following directions. Activities that involve music and movement. Use of manipulative such as jump ropes and hula-hoops. Activities such as freeze dance, musical poly spots, rhythm sticks and lumi sticks. DDR <p>Character Education <i>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</i></p>	<p>Grade K: We will celebrate Dr. Seuss' Birthday (March 2nd) with "Read Across America"</p> <p>We will be doing a unit on weather. How does the different types of Weather affect us? We will read/discuss many different weather books and perform corresponding activities.</p> <p>Grade 1: We will celebrate Dr. Seuss' Birthday (March 2nd) with "Read Across America"</p>

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<p>Listening/Appreciation:</p> <ul style="list-style-type: none"> • Eine Kleine Nachtmusik, The Sorcerer's Apprentice • Instruments of the Orchestra <p>Integration - Make musical connections to classroom studies</p> <p>2nd Grade Ensemble · Reading and playing songs with two and three separate parts on Orff and percussion instruments</p> <p>Singing rounds</p> <ul style="list-style-type: none"> • Out of Darkness, O, Be Joyful, Oh, What a Day <p>Listening/Appreciation:</p> <ul style="list-style-type: none"> • The Four Seasons - Vivaldi • Instruments of the Orchestra <p>Integration - Make musical connections to classroom studies</p>	<p>1st grade:</p> <p>Observe: <i>People and Dog in the Sun</i> by Joan Miro.</p> <p>Discuss: Abstract art, lines, shapes, and color.</p> <p>Create: A character inspired by Joan Miro's work using sharpies and colored pencils.</p> <p>Observe: Leonardo da Vinci's <i>Mona Lisa</i>, Vincent van Gogh's <i>Self-portrait</i> (1889), and Francisco Goya's <i>Don Manuel Osorio Manrique de Zuniga</i>.</p> <p>Discuss: Portraits and self-portraits.</p> <p>Create: A self-portrait using oil pastels and watercolors.</p> <p>2nd grade</p> <p>Observe: Flying Horse (from Wu-Wei China).</p> <p>Discuss: Shape, line, and texture.</p> <p>Create: A sculpture of an animal or insect using model magic, wire, tissue paper, and paint.</p> <p>Observe: <i>Where the Wild Things Are</i> by Maurice Sendak.</p> <p>Discuss: Myths, mythological creatures, lines, texture, and symmetry,</p>	<p>comprehension of vocab we are studying</p> <ul style="list-style-type: none"> • Each class to retain what they know we review reading of colors, #'s, days and months, weather, classroom, and clothing vocab through conversation, activities, writing • Practice new song about Springtime • 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"> • Reading Daily in Second Grade Vocab 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! • Introduce the verb 	<p><i>respecting of teammates and classmates. The opportunities to have these discussions and demonstrations are endless at all grade levels.</i></p>	<p>Conduct an author study on Dr. Seuss by reading/discussing several of his books as well as learn interesting facts about local author, Theodor Seuss Giesel aka Dr. Seuss.</p> <p>Grade 2: We will celebrate Dr. Seuss' Birthday (March 2nd) with "Read Across America"</p> <p>Conduct an author study on Patricia Polacco by reading/discussing several of her books as well as learn interesting facts about this very interesting and prolific writer.</p>
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	<p>Create: Design a creature inspired by the book using collages materials, sharpies, and watercolor.</p>	<p>Etre- To Be</p> <ul style="list-style-type: none">● Introduce descriptive adjectives to go along with Etre● Continue independent journal entries with writing the date, the time, the weather, and answering questions on the board● During monthly singing, introduce song about the verb Etre and one about prepositions● At circle, use sentence starters to answer ?'s such as "I like..." or "I have..." or "I am wearing..." <p>Review food and seasons</p>		
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