**First Grade Curriculum (Quarter 4)**  
**Reading**  
**-Dramatizing Characters in Small Groups/Reading Clubs (April)**  
In this unit, students will begin to envision as they read, they will work on increasing their fluency, and they will gain a richer level of comprehension. Students will synthesize all they know about characters and storylines to develop a deeper level of comprehension.  Students will begin to identify points of view in various parts of books that are read aloud and discussed during reading conferences and guided reading groups throughout this unit.  
**-Becoming Science or Social Studies Experts** **(May)**  
This unit will transform students into budding scientists. Students will be grouped around topics studying with focus, developing technical vocabulary, asking questions and discussing hypotheses.  They will also be comparing and contrasting texts on the same subject. This unit is as much about learning and researching a topic as it is about developing a way of thinking and looking at the world.  This unit will align with the Organisms unit that we studied in Science.  We will be reading several texts focusing on the needs and life cycle of plants.  
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**Writing**  
-**Authors As Mentors**  
In this unit, students will practice studying mentor texts, specifically Ezra Jack Keats.  They will learn writing crafts which can be incorporated within their own narrative writing.  
**-Author's Choice in Writing**  
Students will practice the different types of writing that they have learned about in first grade: fictional stories, informational All Abouts and How To's, persuasive writing, lists, and letters.    
​-**Writing Like a Scientist or Historian**  
Students will incorporate learning about science and social studies topics with writing. They will participate in science investigations and then learn to write about these investigations while following the Scientific Method for the first three weeks of the unit. During the last two weeks of the unit, students will explore social studies issues, form an opinion about these issues, speak to share their opinion clearly with others, and then write to share their opinion and reasons for their opinion in the form of a letter.  
  
**Math**

**Unit 5: Operating with Place Value**  
**(Understandings)**  
***Students will understand that...***

1. Two-digit numbers are composed of groups of ten and some further ones. **(NC.1.NBT.2)**
2. The order that numbers are added does not affect the answer (**NC.1.OA.3)**
3. Numbers can be composed and decomposed flexibly using place value understanding to add and subtract.**(NC.1.NBT.4, NC.1.NBT.6)**

**(Knowledge)  
*Students will know...***

1. The two digits of a two-digit number represent amounts of tens and ones. **(NC.1.NBT.2)**
2. Addition and subtraction situations can be represented through objects and/or models. **(NC.1.OA.1)**
3. **Math Language**

* tens
* ones
* place value
* addition
* subtraction
* unknown
* two-digit number
* digit
* equal

**(Skills)  
*Students will be able to...***

1. Count to 150 starting at any number. **(NC.1.NBT.1)**
2. Use an equal sign to determine if equations involving addition & subtraction equations are true.  **(NC.1.OA.7)**
3. Model how numbers are composed of tens and ones using drawings and/or manipulatives. (**NC.1.NBT.2)**
4. Represent and solve addition and subtraction word problems with unknowns within 20 using objects and/or drawings. **(NC.1.OA.1)**
5. Explain the reasoning used to mentally find ten more and ten less than a two digit number. (**NC.1.NBT.5)**
6. Model addition of a two-digit number plus a one digit number and a two-digit number plus a multiple of ten with concrete models, drawings, and/or number line and explain reasoning used. **(NC.1.NBT.4)**
7. Use number lines, place value strategies, manipulatives or drawings, and addition/subtraction relationships to subtract a multiple of ten from any given decade number 10-90 (ex. 60-20=?)(**NC.1.NBT.6)**
8. Add numbers in any order in order to solve addition problems. **(1.OA.3)**

**Unit 6: Distinguishing and Composing Shapes**  
**(Understandings)**  
***Students will understand that...***

1. Shapes can be described by defining and non-defining attributes. **(NC.1.G.1)**
2. ​​Shapes can be combined to create new shapes. **(NC.1.G.2)**

**(Knowledge)**  
*Students will know...*

1. The attributes of 2-dimensional shape including: number and length of sides, number of angles, number of vertices, number of parallel sides, open and closed **(NC.1.G.1)**​
2. The attributes of 3-dimensional shape include: number of edges, number and shape of faces, number of vertices **(NC.1.G.1)**
3. Non-defining attributes include  size, color, orientation, and thickness **(NC.1.G.1)**
4. Shapes can be 2-dimensional or 3-dimensional. **(NC.1.G.2)**
5. **Math Language:**

* **​**Composite
* Trapezoids
* Rectangular Prisms

**(Skills)  
*Students will be able to...***

1. Identify, name, build and draw various plane (2D) shapes (triangles, rectangles, squares, trapezoids, hexagons, circles) (**NC.1.G.1)**
2. Identify, name, build various solid (3D) shapes (cubes, rectangular prisms, cones, cylinders) (**NC.1.G.1)**
3. Create 2-dimensional composite shapes using other 2-dimensional shapes (triangles, rectangles, squares, hexagons, trapezoids, circles & half-circles) (**NC.1.G.2)**
4. Create 3-dimensional composite shapes using other 3-dimensional shapes (cones, spheres, cylinder, rectangular prisms, cubes) (**NC.1.G.2)**

**Unit 7: Partitioning and Telling Time to the Half Hour**  
**(Understandings)**  
***Students will understand that...***

1. Time can be measured in hours and half-hours. **(NC.1.MD.3)**
2. Shapes can be partitioned into equal-sized shares (halves and fourths.) **(NC.1.G.3)**
3. Decomposing a shape into more shares results in smaller shares. (**NC.1.G.3)**

**(Knowledge)**  
*Students will know...*

1. The difference between the hour and minute hands on an analog clock. **(NC.1.MD.3)**
2. The difference between the numbers that represent the hour and minutes on a digital clock. (**NC.1.MD.3)**
3. A colon separates the hour and minutes of a digital clock.  (**NC.1.MD.3)**
4. Digital clocks tell time in a numeric format. Analog clocks tell time using a circular number line. **(NC.1.MD.3)**
5. Math Language:

* Whole
* Partition
* Half
* Fourth
* Half of
* Fourth of
* Analog
* Digital
* Hour Hand
* Minute Hand

**(Skills)  
*Students will be able to...***

1. Tell and write time to the hour and half hour on an analog and digital clock. **(NC.1.MD.3)**
2. Partition circles and rectangles into equal shares (halves and fourths). **(NC.1.G.3)**
3. Describe two equal shares as halves and four equal shares as fourths. **(NC.1.G.3)**
4. Describe the whole as two of or four of the shares when partitioning shapes.  **(NC.1.G.3)**
5. Explain why creating more shares creates smaller shares. **(NC.1.G.3)**

**Unit 8:  Developing Flexibility with Number**  
**(Understandings)**  
***Students will understand that...***

1. The grouping or order of addends does not impact the value.  **(NC.1.OA.2)**
2. Numbers can be composed and decomposed in a variety of ways. (**NC.1.OA.3, NC.1.OA.6)**
3. There is a relationship between addition and subtraction that can be used to solve problems. **(NC.1.OA.4, NC.1.OA.6)**

**(Knowledge)**  
*Students will know...*

1. Addition and subtraction problems within 20 can be solved using a variety of strategies (counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, using a number line, creating equivalent but simpler or known sums) **(NC.1.OA.6)**
2. ​The value of quarters, dimes, and nickels are composed of a given amount of pennies (25, 10, 5). **(NC.1.MD.5)**
3. **Math Language:**

* Coins
* Quarter
* Nickels
* Dimes
* Pennies
* Add
* subtract
* decompose
* compose
* sum
* difference
* minuend
* subtrahend
* addends
* unknown
* strategy
* equation
* efficiency
* fluency

**(Skills)  
*Students will be able to...***

1. Solve addition & subtraction word problems within 20 using a strategy that efficiently leads to an accurate answer (**NC.1.OA.1)**
2. Solve word problems involving three addends using a strategy. **(NC.1.OA.2)**
3. Use the commutative or associative properties of addition to add.  **(NC1.OA.3)**
4. Fluently add and subtract within 10. **(NC.1.OA.9)**
5. Identify coins: quarter, dime, nickel, penny. **(NC.1.MD.5)**.

**Science *(April)***  
**Ecosystems *Students will...***

* Understand characteristics of various environments and behaviors of humans that enable plants and animals to survive.
* Recognize that plants and animals need air, water, light (plants only), space, food and shelter and that these may be found in their environment.
* Give examples of how the needs of different plants and animals can be met by their environments in North Carolina or different places throughout the world.
* Summarize ways that humans protect their environment and/or improve conditions for the growth of the plants and animals that live there (e.g., reuse or recycle products to avoid littering).

**Molecular Biology  
*Students will...***

* Summarize the needs of living organisms for energy and growth.
* Summarize the basic needs of a variety of different plants (including air, water, nutrients, and light) for energy and growth.
* Summarize the basic needs of a variety of different animals (including air, water, and food) for energy and growth.

**Social Studies *(May)***

***Students will…***

* Understand how humans and the environment interact within the local community.
* Explain how people use natural resources in the Community.
* Explain ways people change the environment (Planting trees, recycling, cutting down trees, building homes, building streets, etc.)
* Explain how the environment impacts where people live (urban, rural, weather, transportation, etc.)

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1ST-GRADE PARENT RESOURCES**

* [English Language Arts](http://www.wcpss.net/cms/lib/NC01911451/Centricity/domain/44/elementary%20parent%20resources/first%20grade/Grade%201-ELA%20Resouces.pdf)
* [Math](http://www.wcpss.net/cms/lib/NC01911451/Centricity/domain/44/elementary%20parent%20resources/first%20grade/1st%20Grade%20Math%20at%20a%20Glance%20for%20Parents.pdf)
* [Science](http://www.wcpss.net/cms/lib/NC01911451/Centricity/domain/44/elementary%20parent%20resources/first%20grade/1%20First%20Grade%20Science%20Parent%20Info.pdf)
* [Social Studies](http://www.wcpss.net/cms/lib/NC01911451/Centricity/Domain/44/ess1_scopesequence_pr.pdf)

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