## First Grade Wide Scope Curriculum Map 2006 - 2007 March 7, 2007

	September	October	November	December	January	February	March	April	May/June
	Content / Concept  * Decoding / comprehension  *Picture retelling  *Characters	Content / Concept	Content / Concept	Content / Concept *Fluency *Written retelling * Character Traits	Content / Concept	Content / Concept	Content / Concept  * Independent Reading  * Compare different versions of folk tales.	* Sequencing of stories.  * Story maps	Content / Concept
eading	* We will be updating and a throughout next year	ligning the reading and writing wi	*Non fiction text th the new core curriculum	*Non fiction text	*Listen to and read informational text	-	* Compare similarities and differences between characters.	* Problem resolution  * Settings	•
Gr. Re	Do Know Understand Interventions/Scaffolding: *Guided Reading /	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:
1 <sup>s†</sup> 6	Interactive Read Alouds *Use of manipulatives Extensions/Acceleration: *Guided Reading /		•	*Respond to reading with pictures & or words *One on One reading			* One on one reading * Story mapping & webbing		
	Interactive Read Alouds	Extensions/Acceleration:	Extensions/Acceleration	Extensions/Acceleration: * Story mapping & webbing	Extensions/Acceleration:	Extensions/Acceleration:	Extensions/Acceleration:  * Additional focus on expository texts	Extensions/Acceleration:	Extensions/Acceleration:
Writing	Content / Concept  * word families  "Integrated spelling"  * All about writing  *Personal writing  Launching the Writing  workshop  Mini Lessons:	Content / Concept  * word families  • Story writing  • Personal narrative  * personal narrative writing  *mini lessons  *revision strategies - adding to stories	Content / Concept  * expository writing  * science journal  * descriptive  • observational  Writing for readers  * Mini - Lessons  *revision strategies - add	Content / Concept  * lists  * Writing for readers  * Mini - Lessons  *revision strategies - add and take out  *teaching skills /strategies	Content / Concept  * research report writing  * Letter writing  Non-Fiction writing  * Mini Lessons  reordering sentences  *Making diagrams  *	Content / Concept  * research report writing  * Letter writing  * Non-Fiction writing/  * Mini Lessons reordering sentences  * Making diagrams  * Making cards	Content / Concept  * Writing process  * The Craft of Revision	* poetry * self editing * Publishing	* Authors as mentors
Gr.	*management & writing environment (word walls/tools Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	and take out  *teaching skills /strategies  Do Know Understand  Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand  Interventions/Scaffolding:	Do Know Understand  Interventions/Scaffolding:
1 st	* Conferencing for simple sentences —  * Rereading written work Extensions/Acceleration:	Extensions/Acceleration:	Extensions/Acceleration:	* Conferencing for simple paragraphs  Extensions/Acceleration:	Extensions/Acceleration:	Extensions/Acceleration:	* Conferencing for editing and rewriting  Extensions/Acceleration:	Extensions/Acceleration:	Extensions/Acceleration:
	* Conferencing for simple paragraphs		•	<ul> <li>Conferencing for editing and rewriting</li> </ul>			* Self editing  * Published piece		
	Content / Concept  * Mathematical Thinking	Content / Concept * Survey Questions & Secret	Content / Concept * Money - (All year)	Content / Concept	Content / Concept	Content / Concept	Content / Concept	Content / Concept	Content / Concept
Math		Rules	* Building Number Sense	* Building Number Sense	* Building Number Sense * Quilt Squares	* Time (All Year)  * Quilt Squares  *Science & Math Festival	* Number Games & Story Problems	* Number Games & Story Problems	* Number Games & Story Problems * Bigger, Taller- Heavier, Smaller
1 <sup>st</sup> Gr. Mo	Do Know Understand Interventions/Scaffolding: * Adjust complexity level * Small Group Instruction	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:
	(Math Lab)  Extensions/Acceleration:  * Adjust complexity level  * Small Group Instruction (Math Lab)	Extensions/Acceleration:	Extensions/Acceleration:	Extensions/Acceleration:	Extensions/Acceleration:	Extensions/Acceleration:	Extensions/Acceleration:	Extensions/Acceleration:	Extensions/Acceleration:

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	September	October	November	December	January	February	March	April	May/June
Health	Content / Concept Life Science  * Observation * Labeling/diagrams	Content / Concept Life Science *spiders or frogs	Content / Concept Physical Science *Balls & Ramps scientific process	* 2 <sup>nd</sup> steps (2 <sup>nd</sup> Unit)  Impusle control and problem	Content / Concept Physical Science *Arctic Animals	Content / Concept Physical Science *Pebbles, Sand & Silt  * Dental Health	* Solar System	Content / Concept Life Science *Insects  * 2 <sup>nd</sup> steps (Unit III)	Content / Concept
_	2 <sup>nd</sup> steps (1 <sup>st</sup> unit) Empathy training	*predicting & testing	•	solving		*Science & Math Festival		Anger Management	
. Science	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:
Gr	*small group instruction  * picture / visual clues	The ventions/ Scar folding.	The ventions/ Scall folding.	*Respond with pictures / words	The vernors, scall ording.	Time ventions/ Scar folding.	* Respond with simple sentences	Three verifions/ Scall folding.	The ventions/ 3cu polaring.
1 st	Extensions /Acceleration:  * Provide additional resources	Extensions /Acceleration:	Extensions /Acceleration	Extensions /Acceleration:  * Provide Additional Investigations	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:  * Oral, visual and or written presentations	Extensions /Acceleration:	Extensions /Acceleration:
lies	Content / Concept  All About Me * similarities and differences	* family * harvest	Content / Concept Family *responsibilities *Native Americans	Content / Concept * Winter celebrations  * School	Content / Concept  * Black History Junior Achievement 2 <sup>nd</sup> or 3 <sup>rd</sup> trimester  *Needs & Wants	Content / Concept	Content / Concept	Content / Concept	Content / Concept * Mexico / Japan
al Studies	* getting to know each other  Current Events (All Year)		Houses (adaptions for living environments)	*Neighborhood	* economics *family *community jobs		* Community * Intro to maps, park-library	* Map skills	•
. Social	Do Know Understand	Do Know Understand	Do Know Understand	* Houses - Multi-cultural  Do Know Understand	Do Know Understand	Do Know Understand	Do Know Understand	Do Know Understand	Do Know Understand
<sup>r</sup> Gr	Interventions/Scaffolding: *small group instruction * picture / visual clues	Interventions/Scaffolding:	Interventions/Scaffolding:	Interventions/Scaffolding: *Respond with pictures / words	Interventions/Scaffolding:	Interventions/Scaffolding:	Interventions/Scaffolding:  * Respond with simple sentences	Interventions/Scaffolding:	Interventions/Scaffolding:
1st	Extensions /Acceleration: * Provide additional resources	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:  * Provide Additional Investigations	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:  * Oral, visual and or written presentations	Extensions /Acceleration:	Extensions /Acceleration:
	Content / Concept * Patterns  * Responding to Art-All year	Content / Concept * Lines	Content / Concept Native American Crafts	Content / Concept *Color	Content / Concept  *Shape & Form	Content / Concept * Primary Musical * Shape & Form	Content / Concept	Content / Concept	Content / Concept *Texture
Arts		* Artist Residency - painting / paper weaving.	•			<ul> <li>Artist in Residence         / clay sculpture     </li> </ul>			
1 <sup>st</sup> Gr.	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand  Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:	Do Know Understand Interventions/Scaffolding:
	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration: