



Colegio Americano de Puerto Vallarta

**Trimester 2 Objectives**

School Year 2023-2024

**First Grade**

Teacher: Jake Ferrie

<p><b>Language Arts Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. What is the difference between fiction and non-fiction?</li> <li>2. How do we use nonfiction text features to help us understand the information?</li> <li>3. How do we organize our writing differently for fiction and non-fiction?</li> <li>4. How can I make my writing more interesting for readers?</li> <li>5. What can I teach/explain to my peers?</li> <li>6. How does understanding the author's purpose help us learn new information?</li> <li>7. What can I add to my sentences to give my reader more information?</li> </ol>
<p><b>Activities</b></p>	<ul style="list-style-type: none"> <li>· Study, read, and write non-fiction texts</li> <li>· Independent reading</li> <li>· Guided Reading</li> <li>· Main Idea and Details</li> <li>· Expository writing</li> <li>· Writing Fluency</li> <li>· Word Work/Spelling Program</li> <li>· Oral and Listening Practice</li> <li>· Identifying types of sentences</li> <li>· Identifying author's purpose</li> <li>· Parts of Speech</li> <li>· Chapter books</li> <li>· Elements of non-fiction texts</li> <li>· Introduction to paragraph writing</li> </ul>

	<p>Social studies focus: Timelines, Changes throughout Time, Needs Vs Wants, Goods and Services</p>
Content/Skills	<p><b><u>SPEAKING / LISTENING</u></b></p> <p><b>1. Students will listen and respond critically to oral communication.</b></p> <ul style="list-style-type: none"> <li>- use increasingly complex sentence structures in oral communication</li> <li>- give and follow oral directions with three or four steps</li> <li>- continue to expand listening and speaking vocabularies</li> </ul> <p><b>2. Students will deliver coherent, well-focused informal and formal oral presentations.</b></p> <ul style="list-style-type: none"> <li>- use oral language for different purposes (to inform, persuade, and entertain)</li> <li>- use words that reflect a growing range of interests and knowledge</li> <li>- describe people, places, things, and events with relevant details</li> </ul> <p><b>3. Students will analyze and evaluate the content and its presentation in a variety of media</b></p> <ul style="list-style-type: none"> <li>- paraphrase information shared orally by others.</li> </ul> <p><b><u>READING</u></b></p> <p><b>1. Students will read fluently using the skills and strategies of the reading process.</b></p> <p><b><i>Apply knowledge of how print is organized and read</i></b></p> <ul style="list-style-type: none"> <li>- use pictures and diagrams</li> <li>- use titles</li> <li>- use headings</li> </ul> <p><b><i>Apply phonetic principles to reading</i></b></p> <ul style="list-style-type: none"> <li>- use knowledge of prefixes and suffixes</li> <li>- use knowledge of common vowel patterns</li> </ul> <p><b><i>Use language structure when reading</i></b></p> <ul style="list-style-type: none"> <li>- use knowledge of sentence structure</li> </ul> <p><b><i>Use meaning clues when reading</i></b></p>

- use pictures and diagrams
- use information in the story to read words
- use titles and headings

***Read a variety of text aloud with appropriate fluency, accuracy, pacing, intonation and expression***

- re-read and self-correct when necessary

**2. Students will comprehend, respond to, and analyze a wide variety of literary texts.**

- recognize the genre features of non-fiction books
- locate information to answer questions
- understand that authors write for a variety of purposes
- understand the genre features of chapter books
- write about what is read

**3. Students will apply skills and strategies appropriate for reading non-fiction texts.**

- use a table of contents
- examine pictures and charts
- paraphrase information found in non-fiction materials
- use available technology and a variety of sources (e.g. books, internet)
- use glossaries, beginning dictionaries

### **WRITING**

**1. Students will write with clarity, logic, validity, and effectiveness on a wide variety of purposes and audiences.**

***Write informative/explanatory texts to examine and convey complex ideas and information***

- name a topic
- focus on a topic
- supply some facts about the topic
- provide some sense of closure

***Write simple explanations (how to's) /  
Procedural writing***

**2. Students will write with a command of informal and formal English**

- use correct spelling for frequently used words
- use the spelling words in everyday writing

- spell correctly words given in spelling units
- use descriptive words that add interest and meaning to writing

**3. Students will use editing, proofreading, publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.**

With guidance and support from adults

- edit for correct spelling of high frequency words
- edit final copies for grammar, capitalization, punctuation, and spelling
- add details to strengthen writing
- respond to questions and suggestions to improve writing

**LANGUAGE FOUNDATIONS**

**1. Students will demonstrate command of standard English grammar and usage when reading, writing, and speaking.**

- use verbs that convey a sense of past, present, and future (ex. walked, walking, will walk)
- use frequently occurring adjectives (size, shape, color)
- use frequently occurring conjunctions (ex. and, or, but, so, because)

**2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing**

- use appropriate end punctuation for sentences
  - use commas to separate single words in a series
  - use conventional spelling for words with common spelling patterns
  - use conventional spelling for frequently occurring regular words
  - spell untaught words phonetically
- correctly spell words given in spelling units

<b>SOCIAL STUDIES</b>	<p style="text-align: center;"><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How can I make a timeline of important events in my life?</li> <li>• How do changes occur in a community overtime?</li> <li>• How do changes in neighborhoods and communities reflect historical events in my community?</li> <li>• How does our physical environment change due to human interaction?</li> <li>• How do people change the environment?</li> <li>• How can I determine the differences between needs and wants?</li> <li>• How can I determine the differences between goods and services?</li> <li>• How do these needs and wants, and goods and services change a community?</li> </ul> <p style="text-align: center;"><b>Standards</b></p> <p>1.H.1.1 Explain how and why neighborhoods and communities change over time.</p> <p>1.G.2.1 Explain ways people change the environment (planting trees, recycling, cutting down trees, building homes, building streets, etc.).</p> <p>1.G.2.2 Explain how people use natural resources in the community.</p> <p>1.E.1.1 Summarize the various ways in which people earn and use money for goods and services.</p> <p>1.E.1.2 Identify examples of goods and services in the home, school and community.</p> <p style="text-align: center;"><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Use historical thinking to know how and why a neighborhood can change over time.</li> <li>• Identify changes in our community over time due to economic, political, cultural, or environmental factors.</li> <li>• Understand the ways people change the environment to meet their needs.</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify goods and services.</li> <li>• Identify the differences between needs and wants.</li> <li>• Give examples of both needs and wants, and goods and services based on our community.</li> <li>• Understand and give examples of ways in which we make choices based on resources, earnings, and availability of services.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>· In class observations and use of rubrics</li> <li>· Oral Presentations</li> <li>· Writing Assignments</li> <li>· Grammar practice during authentic writing activities</li> <li>· Story sequencing activities</li> <li>· Oral dramatic activities</li> <li>· Guided reading groups</li> <li>· Timelines</li> <li>· Parts of Speech</li> <li>· Main Idea/ Details</li> </ul>