

Botelle Elementary School Early Primary Curriculum Overview 2022-23

<u>Fall</u>		<u>Winter</u>		<u>Spring</u>	
<i>September – mid October</i>	<i>mid October - November</i>	<i>December – mid January</i>	<i>mid January - February</i>	<i>March – April</i>	<i>May - June</i>
READING UNITS OF STUDY					
<u>We are Readers</u>	<u>Looking Closely at Texts we Love</u>	<u>Super Powers: Reading with Print Strategies</u>	<u>Bigger Books, Bigger Reading Muscles</u>	Reading for Information	<u>Becoming Avid Readers</u>
-Use the cover, pictures and words to think, learn and read books. -Reread, think more, and talk about books with a partner. -Build stamina for reading more and more books for longer periods of time.	-Use what we know about familiar texts (<i>Caps for Sale, The Carrot Seed, Three Billy Goats Gruff...</i>) to read them as best we can. -Talk like the characters and connect pages together while reading. -Find and point to words we know to read parts of the book.	-Use beginning reading strategies (point to the words, picture clues, letter & sound knowledge and sight words) to read little books. -Read with partners to reread, think and talk more about books.	-Check our reading by asking, “Does it look right? Does it sound right? Does it make sense?” -Retell the text in order by answering, “Who, What happened, and Where?”	-Ask and answer questions to learn important information from the text. -Use new and precise vocabulary from the text to tell what it is all about. -Talk with partners about what is the same and different between the texts they are reading.	-Develop strategies and stamina to read more and more. -Read with expression and fluency to show deep comprehension of the text. -Make and explain predictions.
WRITING UNITS OF STUDY					
<u>We are Writers</u>	<u>Show & Tell: From Labels to Pattern Books</u>	<u>Writing for Readers</u>	<u>How to Books: Writing to Teach Others</u>	<u>All About Books</u>	<u>Persuasive Writing of All Kinds</u>
-Work together as a community that writes independently, with partners/groups and as a class. -Use pictures, letters and words to write about what they know. -Reread their writing and add more details to the pictures and words.	-Use more sounds in words to label pictures and write sentences using inventive spelling. -Spell frequently used words (sight words) correctly using environmental resources. -Write about important parts of topics across pages.	-Apply beginning conventions like spaces, capital letters at the beginning of sentences and punctuation at the end of sentences to help readers read their writing. -Use resources to spell accurately. -Write a sequential, detailed narrative with a beginning, middle and end.	-Generate topics to teach others how to do something. -Write sequential, detailed how to books with pictures that match the words. -Apply techniques of how to books- lists of things you need, important parts in BOLD, give tips... -Edit writing using a checklist	-Generate “expert” informational topics to teach all about something. -Write detailed, important information about varied topics. -Use nonfiction features like titles, steps, diagrams, pictures and labels to teach more about the topic.	-Use strategies to generate ideas and topics for persuasive writing. -Write about an opinion considering the audience. -Use little stories, important information and reasons to explain their opinion. -Revise writing to include more details and an ending that calls the reader to action.
CONTENT AREA UNITS OF STUDY					
Social Studies: <u>Me As a Citizen in My Community</u>	Science: <u>Weather...Fun and Not So Fun</u>	Social Studies: <u>Me, My Family, My Community & the Past</u>	Science: <u>Planning For a Class Pet</u>	Social Studies: <u>Me, My Family, My Community & Geography</u>	Science: <u>Push, Pull, Play</u>
-Explain the need for rules and consequences at home, at school, and in the community. -Identify the roles, rights, and responsibilities of being a good citizen within a family, school, and community. -Analyze the roles people play within a family, school, and community.	-Describe what weather is and how it affects what we wear and what we do. -Observe patterns and changes in weather, including severe weather, to help communities prepare for and deal with the weather. <i>A section of the unit will be repeated in the winter and spring so students understand how the weather impacts their daily lives.</i>	-Show how the past is represented through a sequence of events and the purpose of tools for representing time (e.g., timelines, dates). -Explore the ways that people from other times can be alike and different from people of today. -Compare family life today and in the recent past.	-Identify what both plants (sunlight, water, and air) and animals (water, food, and shelter) need to live and grow. -Investigate and observe how animal/plant needs change with the seasons. -Explain how living things change and impact the environment and animal habitats (pets and wild). -Apply new learning to prepare for and care for a class “pet”.	-Explore the purpose and function of maps, absolute and relative location and apply the concepts of directionality, spatial relation, and size. -Identify how weather affects individuals and understand how seasonal changes affect daily choices. -Analyze how people live differently in other places. -Identify and classify natural resources.	-Understand the similarities and differences of pushes and pulls and develop simple scientific models to represent the understanding of the direction of motion relative to a push or pull. -Describe how different objects require different amounts of force to start or stop motion. -Analyze wind as a force used to move play objects such as kites, pinwheels, etc. and design/test flying play objects.

MATHEMATICS UNITS OF STUDY

Math in Our World <i>18-19 days</i>	Numbers 1-10 <i>23-24 days</i>	Flat Shapes <i>16-17 days</i>	Understanding Addition and Subtraction <i>18-20 days</i>	Composing & Decomposing Numbers to 10 <i>15-17 days</i>	Numbers within 20 <i>13-15 days</i>	Solid Shapes <i>16-17 days</i>	Putting it All Together <i>17-23 days</i>
<ul style="list-style-type: none"> -Explore and use math tools -Share mathematical ideas with a partner -Recognize and name groups of up to 5 objects and images without counting -Say the count sequence to 10 -Answer "are there enough" questions. -Match groups with the same number of images. -Count groups of up to 10 objects 	<ul style="list-style-type: none"> -Count and compare up to 10 objects and images and know the number remains the same regardless of the order in which the objects are counted. -Understand the relationship between number and quantity. -Associate/connect quantities with spoken number words and written numerals. -Write numbers 1-10. -Compare numbers 1-10. 	<ul style="list-style-type: none"> -Identify measurable attributes of an object. -Identify objects with more or less of a given attribute (length, weight and capacity). -Put simple 2-dimensional shapes together to form larger shapes. -Recognize and describe two-dimensional shapes in the environment. -Use informal language to describe how shapes are alike and different. 	<ul style="list-style-type: none"> -Understand addition as putting together and adding to. -Understand subtraction as taking apart and taking from. -Represent and solve Add To/Take From, Result Unknown and Put Together, Result Unknown story problems within 10. -Relate expressions to story problems. 	<ul style="list-style-type: none"> -Compose and decompose numbers up to 9 in more than one way. -For any number from 1 to 9, find the number that makes 10 when added to the given number. -Solve addition and subtraction word problems. 	<ul style="list-style-type: none"> -Count groups of up to 20 objects and images. -Count out a number of objects up to 20. -Understand numbers 11-19 as 10 ones and some more ones. -Represent counts with a written number. -Count to 100 by 1. 	<ul style="list-style-type: none"> -Compose shapes from smaller shapes. -Describe and compare three-dimensional shapes. -Count to 100 by 10. 	<ul style="list-style-type: none"> -Fluently add and subtract numbers within 5. -Apply strategies to solve