

WILEY ELEMENTARY'S
VALUE AND MISSION STATEMENT
 We VALUE a safe and respectful learning community of innovative:

- *Risk Takers
- *Creators
- *Collaborators
- *Communicators
- *Critical Thinkers
- *Problem Solvers

that fosters growth and global understanding.

The Wiley community empowers innovative learners who explore and enhance our changing world.

Sep 13-2:47 PM

Math

Sep 11-8:38 AM

Wiley First Grade: Yearlong Curriculum Map 2013-2014
Math Curriculum Map

| 1 st Quarter | 2 nd Quarter | 3 rd Quarter | 4 th Quarter |
|---|--|---|---|
| <ul style="list-style-type: none"> • Represent and solve problems involving addition and subtraction. • Understand and apply properties of operations and the relationship between addition and subtraction. • Add and subtract within 20. • Extend the counting sequence. • Understand place value. | <ul style="list-style-type: none"> • Represent and solve problems involving addition and subtraction. • Understand and apply properties of operations and the relationship between addition and subtraction. • Add and subtract within 20. • Work with addition and subtraction equations. • Extend the counting sequence. • Understand place value. • Tell and write time. | <ul style="list-style-type: none"> • Represent and solve problems involving addition and subtraction. • Add and subtract within 20. • Work with addition and subtraction equations. • Use place value understanding and properties of operations to add and subtract. • Reason with shapes and their attributes. | <ul style="list-style-type: none"> • Use place value understanding and properties of operations to add and subtract. • Measure lengths indirectly and by iterating length units. • Represent and interpret data. • Reason with shapes and their attributes. |

Sep 11-2:54 PM

Level 1 Building Math Talk

Math Talk Learning Community

What is Math Talk?
 The NCTM Standards emphasize the importance of developing mathematical language and communication in order to understand concepts rather than merely following a sequence of procedures. *Math Expressions* seeks to build a community of learners who have frequent opportunities to explain their mathematical thinking through Math Talk and thereby develop their understanding. Children are asked to solve problems, explain their solutions, answer questions, and justify their answers. They use proof drawings as a reference for their explanations.

The dialogue that takes place helps everyone understand math concepts more deeply, and it helps children to increase their competence in using mathematical and everyday language. While children engage in dialogue, the teacher acts as a guide to maintain the focus of the discussion and to clarify when necessary.

Multiple Benefits
 Children gain greater understanding and ownership of mathematical concepts as they develop and express their own ideas. Describing one's methods to others can clarify one's own thinking. Similarly, hearing and analyzing others' approaches can supply one with new perspectives, and frequent exposure to different approaches engenders flexible thinking. Math Talk provides opportunities for children to understand errors they have made and permits teachers to assess children's understanding on an ongoing basis. By building understanding, Math Talk also prepares children for taking tests. When children encounter complex problems in testing, they can rely on their knowledge of the underlying mathematical concepts, developed through Math Talk activities, to successfully unravel and solve the problems. Math Talk also helps with test items that require explaining an answer.

Math Talk
 Math talk is not just talking back and forth as much direct child-to-child talk as possible. Math talk is focused on developing understanding for all children in the class. It is an instructional conversation directed by the teacher but with as much direct child-to-child talk as possible. Math talk is focused on developing understanding for all children in the class.

Sep 11-8:00 AM

1. Make Sense of Problems and Persevere in Solving Them.

I will keep trying!
I will explore other ways to solve the problem.

1. Read the problem carefully.
2. Understand the question and predict a solution.
3. Choose a solution path.
4. Try my path & make changes if needed.
5. Check my answer and make sure my solution is reasonable.

Sep 11-8:38 AM

2. Reason Abstractly and Quantitatively.

I will...

- use math to represent situations.
- think about the size of quantities and the meaning of units.
- decontextualize and contextualize.

Decontextualize
take quantities out of context to work with them


$2 + 3 = 5$

Contextualize
put quantities into context to see if they make sense

Sam had 4 bags of gum with 10 pieces in each. That's 40 pieces!



Sep 11-8:32 AM

3. Construct Viable Arguments and Critique Reasoning of Others.



I will make and test conjectures.

I will explain and justify my thinking using words, objects, and drawings.

I will listen to other ideas and decide if they make sense.

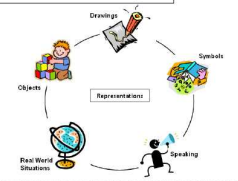

I will ask useful questions.

Sep 11-8:34 AM

4. Model with Mathematics.

I will...

- use math to represent problems in my world.
- explain math situations using objects, drawings, symbols, equations and words.
- make connections between representations.
- check my answer and improve the model as needed.

Sep 11-8:35 AM

5. Use Appropriate Tools Strategically.



I will...

- decide which tool will best help me solve the problem.
- estimate my answer before using a tool.
- compare my estimate to my answer and see if my tool was effective.




Sep 11-8:35 AM

6. Attend to Precision.

I must be precise.

I will...

- decide when to estimate or give an exact answer.
- use units to give meaning to numbers.
- use appropriate vocabulary.

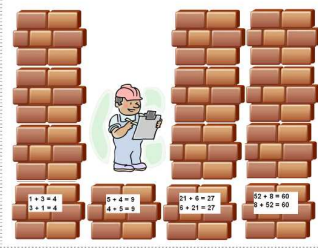
A rectangle has two sets of parallel lines.

Sep 11-8:35 AM

7. Look for and Make Use of Structure.

I will...

- find structure and patterns in numbers.
- use patterns to make rules about math.
- use my rules to help solve problems.



$1 \times 2 = 4$
 $3 \times 1 = 4$

$2 \times 4 = 8$
 $4 \times 5 = 9$

$21 + 6 = 27$
 $9 \times 21 = 27$


$52 \times 3 = 63$
 $9 \times 52 = 63$

Sep 11-8:36 AM

8. Look For and Express Regularity in Repeated Reasoning.

I will...

- look for patterns when working with numbers.
- observe when calculations are repeated.
- use my observations to take shortcuts.



| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | |
| 31 | 32 | 33 | 34 | 35 | 37 | 38 | 39 | 40 | |
| 41 | 42 | 43 | 44 | 45 | 47 | 48 | 49 | 50 | |
| 51 | 53 | 54 | 55 | 57 | 59 | 60 | | | |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | |

$15 \times 1 = 15$
 $15 \times 10 = 150$
 $15 \times 100 = 1500$
 $15 \times 1000 = ???$

Sep 11-8:37 AM

Assessments

- Working Number
- CGI Monthly Assessments
- Pre, Formative, and Summative
- Wake County and DPI Assessments

Assessments based on Common Core Standards

Sep 13-1:52 PM

Literacy

Sep 11-8:39 AM

Wiley First Grade: Yearlong Curriculum Map 2013-2014

Reading Curriculum Map

| Unit 1 September | Unit 2 October | Unit 3 November | Unit 4 December | Unit 5 January |
|---|---|--|----------------------------------|--|
| The ABCs of Good Reading Habits | Tackling the Tricky Parts | Connecting With Characters | Trying by myself | Dramatizing Characters in Small Groups/Reading Clubs |
| Unit 6 February | Unit 7 March | Unit 8 April | Unit 9 May | Unit 10 June |
| Learning About the World Through Informational Text | Exploring Genres to Learn About a Topic | Becoming Science or Social Studies Experts | Celebrate of Reading and Writing | |

Writing Curriculum Map

| Unit 1 September | Unit 2 October | Unit 3 November | Unit 4 December | Unit 5 January |
|---------------------------------|---------------------------------------|-----------------------------|--|--|
| Launching Writers Workshop | Personal Narratives and Small Moments | Zooming in on Small Moments | Writing for Readers Teaching Skills and Strategies | Opinion Pieces |
| | | | Realistic Fiction | Authors as Mentors |
| Unit 6 February | Unit 7 March | Unit 8 April | Unit 9 May | Unit 10 June |
| All About books/ How To Writing | Nonfiction Research topics | Poetry | | Self Reflection, Evaluation, and Celebration |

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Common Core Standards in Reading

- Literature and Information Texts
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and of Text Complexity
- Reading Foundational Skills
- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

Sep 11-8:40 AM

The Literacy CAFE Menu

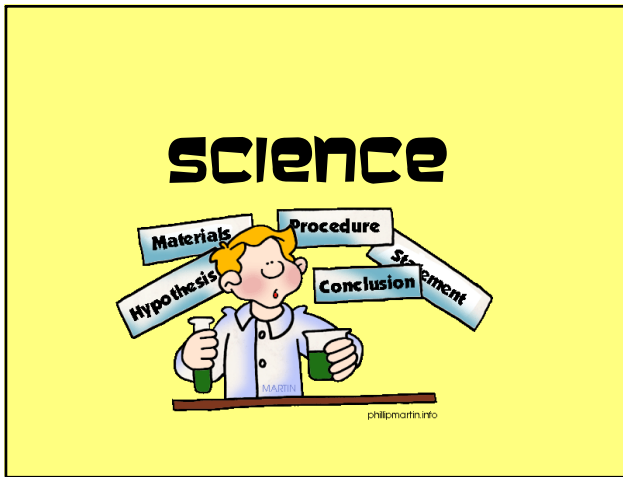
| Comprehension | Accuracy | Fluency | Expand Vocabulary |
|---|---|--|---|
| I understand what I read | I can read the words | I can read accurately with expression, and understand what I read | I know, find, and use interesting words |
| Strategies Check for understanding Back up and reread Monitor and fix up Retell the story Use prior knowledge to connect with text Make a picture or mental image Ask questions throughout the reading process Predict what will happen; use text to confirm Infer and support with evidence Use text features (titles, headings, captions, graphic features) Summarize text; include sequence of main events Use main idea and supporting details to determine importance Determine and analyze author's purpose and support with text Recognize literacy elements (genre, plot, character, setting, problem/resolution, theme) Recognize and explain cause-and-effect relationships Compare and contrast within and between text | Strategies Cross checking . . . Do the pictures and/or words look right? Do they sound right? Do they make sense? Use the pictures . . . Do the words and pictures match? Use beginning and ending sounds Blend sounds; stretch and reread Flip the sound Chunk letters and sounds together Skip the word, then come back Trade a word/guess a word that makes sense | Strategies Voracious reading Read appropriate level texts that are a good fit Reread text Practice common sight words and high-frequency words Adjust and apply different reading rates to match text Use punctuation to enhance phrasing and prosody (end marks, commas, etc.) | Strategies Voracious reading Tune in to interesting words and use new vocabulary in speaking and writing Use pictures, illustrations, and diagrams Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.) Use prior knowledge and context to predict and confirm meaning Ask someone to define the word for you Use dictionaries, thesauruses, and glossaries as tools |
| Behaviors That Support Reading Get started right away Stay in one place Work quietly Read the whole time Increase stamina Select and read good-fit books | | | |

Sep 11-8:31 AM

Common Core Standards for Writing/Language

- Text Types and Purposes
- Opinion pieces
- Narrative
- Informative/Explanatory
- Research to Build and Present Knowledge
- Language
- Conventions of Standard English
- Vocabulary Acquisition and Use

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Sep 11-5:11 PM

Forces and Motion
 P.1 Understand how forces (pushes or pulls) affect the motion of an object.
[Find aligned resources](#)
 P.1.1 Explain the importance of a push or pull to changing the motion of an object.
 P.1.2 Explain how some forces (pushes and pulls) can be used to make things move without touching them, such as magnetism.
 P.1.3 Predict the effect of a given force on the motion of an object, including balanced forces.
 Show clarifying objectives

Earth in the Universe
 E.1 Recognize the features and patterns of the earth/moon/sun system as observed from Earth.
[Find aligned resources](#)
 E.1.1 Recognize differences in the features of the day and night sky and apparent movement of objects across the sky as observed from Earth.
 E.1.2 Recognize patterns of observable changes in the Moon's appearance from day to day.
 Show clarifying objectives

Earth Systems, Structures and Processes
 E.2 Understand the physical properties of Earth materials that make them useful in different ways.
[Find aligned resources](#)
 E.2.1 Summarize the physical properties of Earth materials, including rocks, minerals, soils and water that make them useful in different ways.
 E.2.2 Compare the properties of soil samples from different places relating their capacity to retain water, nourish and support growth of certain plants.
 Show clarifying objectives

Ecosystems
 L.1 Understand characteristics of various environments and behaviors of humans that enable plants and animals to survive.
[Find aligned resources](#)
 L.1.1 Recognize that plants and animals need air, water, light (plants only), space, food and shelter and that these may be found in their environment.
 L.1.2 Give examples of how the needs of different plants and animals can be met by their environments in North Carolina in different places throughout the world.
 L.1.3 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.)
 Show clarifying objectives

Molecular Biology
 L.2 Summarize the needs of living organisms for energy and growth.
[Find aligned resources](#)
 L.2.1 Summarize the basic needs of a variety of different plants (including air, water, nutrients, and light) for energy and growth.
 L.2.2 Summarize the basic needs of a variety of different animals (including air, water, and food) for energy and growth.
 Show clarifying objectives

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Sep 11-5:13 PM

History
 1.H.1 Understand that history tells a story of how people and events changed society over time.
[Find aligned resources](#)
 1.H.1.1 Explain how and why neighborhoods and communities change over time.
 1.H.1.2 Explain the importance of folklore and celebrations and their impact on local communities.
 1.H.1.3 Explain why national holidays are celebrated (Constitution Day, Independence Day, Martin Luther King, Jr., Memorial Day, Presidents' Day, etc.).
 Show clarifying objectives

Geography and Environmental Literacy
 1.G.1 Use geographic representations, terms and technologies to process information from a spatial perspective.
[Find aligned resources](#)
 1.G.1.1 Use geographic tools to identify characteristics of various landforms and bodies of water.
 1.G.1.2 Give examples showing location of places (home, classroom, school and community).
 1.G.1.3 Understand the basic elements of geographic representations using maps (cardinal directions and map symbols).
 Show clarifying objectives

1.G.2 Understand how humans and the environment interact within the local community.
[Find aligned resources](#)
 1.G.2.1 Explain ways people change the environment (planting trees, recycling, cutting down trees, building homes, building etc.).
 1.G.2.2 Explain how people use natural resources in the community.
 1.G.2.3 Explain how the environment impacts where people live (urban, rural, weather, transportation, etc.).
 Show clarifying objectives

Economics and Financial Literacy
 1.E.1 Understand basic economic concepts.
[Find aligned resources](#)
 1.E.1.1 Summarize the various ways in which people earn and use money for goods and services.
 1.E.1.2 Identify examples of goods and services in the home, school and community.
 1.E.1.3 Explain how supply and demand affects the choices families and communities make.
 Show clarifying objectives

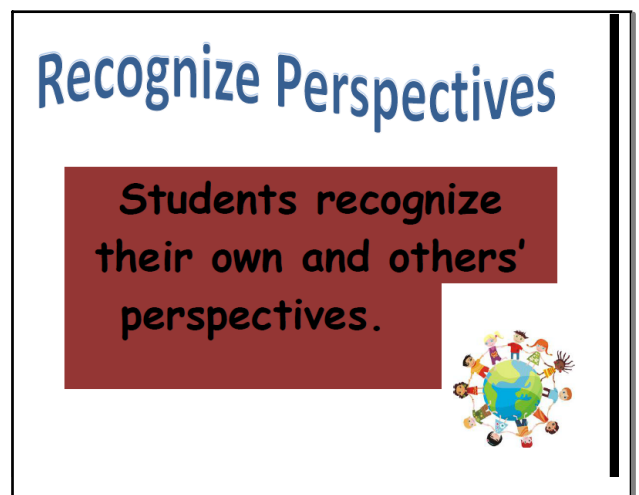
Civics and Governance
 1.C&G.1 Understand the importance of rules.
[Find aligned resources](#)
 1.C&G.1.1 Explain why rules are needed in the home, school and community.
 1.C&G.1.2 Classify the roles of authority figures in the home, school and community (teacher, principal, parents, mayor, park ranger, game warden, etc.).
 1.C&G.1.3 Summarize various ways in which conflicts could be resolved in homes, schools, classrooms and communities.
 Show clarifying objectives

Culture
 1.C.1 Understand the diversity of people in the local community.
[Find aligned resources](#)
 1.C.1.1 Compare the languages, traditions, and holidays of various cultures.
 1.C.1.2 Use literature to help people understand diverse cultures.
 Show clarifying objectives

Sep 13-2:42 PM




Sep 12-2:07 PM



Sep 12-5:05 PM

Communicate Ideas

Students communicate their ideas effectively with diverse audiences.



Sep 12-5:08 PM

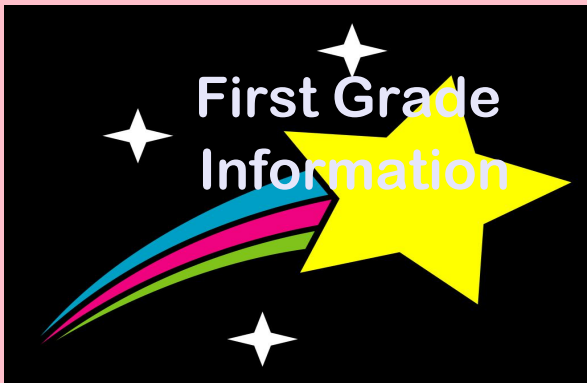
Take Action

Students translate their ideas and findings into appropriate actions to improve local and /or global conditions.



Sep 12-5:09 PM

First Grade Information



Sep 11-5:15 PM

WISE Time 3:00-3:30
 Flexible grouping based on assessments in reading, writing, and math.
 During this time students are pulled for interventions and enrichment

Math: Monday and Tuesday
Literacy: Wednesday and Thursday

Sep 13-2:45 PM

Extra Information

Star of the Week
Homework

Due on Friday
 20 minutes per night
 Choice of activities

Newsletters
Grade level - bi-weekly

Websites
Field Trips
Conferences and Concerns
Parking Lot for Questions

Sep 13-2:50 PM

THANK YOU!!

Visit Our Websites:

Khan: mskhansfirstgrade.weebly.com
 Jones: dojones.weebly.com
 Hojnacki: hojnackifirstgrade.weebly.com
 Lobo: *Under Construction*

Sep 12-5:51 PM

Attachments

mathtalk.pdf

curriculum map first grade.pdf

Students investigate their own community and the world beyond their immediate environment.docx

recognize perspectives.docx

communicate ideas.docx

take action.docx