Botelle Elementary School
Primary Curriculum Overview 2022-23
(YEAR A)

refer to K-2 Readiness Unit for BOY lessons

Fall		Winter		Spring	
September – mid October	*mid October - November*	*December – mid January*	*mid January - February*	*March – April*	*May - June*
READING UNITS OF STUDY					
Reading Growth Spurt	**Readers Have Big Jobs to Do:** **Phonics, Fluency and Comprehension**	**Becoming Experts:** **Learning About the World**	**Amping Up Reading Power**	**Series Book Clubs**	**Nonfiction Book Clubs**
-Set and track goals to read more, understand texts and read fluently. -Use multiple strategies to solve unknown words. -Read and talk with partners to deepen understanding of text. -Retell key details.	-Apply decoding strategies and use multiple sources of information to figure out unknown words. -Ask questions, make predictions and retell. -Monitor meaning and reread when confused. -Make a mental movie when reading. Understand new words and figurative language	-Use NF features, specific details and key words to describe what the book is teaching. -Define, use keywords. -Compare and contrast ideas from books on the same topic and describe important information that goes together. -Read fluently to understand NF text.	-Apply decoding strategies and use multiple sources of information to figure out unknown words. -Ask questions, make predictions and retell. -Monitor meaning and reread when confused. -Make a mental movie when reading. -Understand new words and figurative language.	-Notice what characters say and do and draw conclusions about them. -Identify patterns within the series and use them to make predictions. -Identify patterns in author's style. -Understand figurative language. -Use strategies to keep track of important details.	-Determine the main ideas and supporting details of the text. -Identify the author's purpose. -Compare and contrast information and writing styles across texts. -Respond to ideas from the text and explain thinking using text evidence.
WRITING UNITS OF STUDY					
Revving Up Writing: **Lessons from the Masters**	**Writing Fiction:** **From Scenes to Series**	**How To Guide for Nonfiction**	**Writing About Reading**	**Poetry**	**Research Based Nonfiction**
-Generate ideas, plan, draft and revise personal stories. -Elaborate by including sensory details, actions, dialogue, motivations and feelings. -Use craft techniques with words and punctuation to create suspense and visual imagery. -Apply spelling, grammar and punctuation conventions. →	-Generate ideas, plan, draft and revise fiction stories in a series. -Create a character, in a setting with wants and a problem. -Develop the main character through action, dialogue, showing feelings and repetition. -Connect scenes with transition words -Ends by resolving the character's problem.	-Generate ideas, plan, draft and revise informational text. -Apply topic and subtopic structures. -Elaborate by answering who, what, where, when and why questions providing examples, and making comparisons. -Use and define vocabulary unique to the topic.	-Generate ideas, plan, draft and revise letters stating their opinion about favorite books. -State opinions clearly and support them with multiple pieces of text evidence. -Apply an organizational structure with an introduction, multiple reasons, and an ending that persuades. -Use linking words to connect reasons.	-Generate ideas, plan, draft and revise poems. -Write various types of poems with purpose and meaning. -Use precise words, sensory imagery and figurative language and comparison to describe and create a mood. -Use techniques unique to poetry including white space, line breaks, and repetition.	*To be developed*
CONTENT UNITS OF STUDY					
Social Studies: **My Family, School and Community**	Science: **4th Little Pig** or **Material Magic**	Science: **Nature's Engineers** or **Work of Water**	Social Studies: **Our Needs as a Community**	Science: **Animal Adventures**	Science: **Koa Tree** or **Plant Adventures**
-Explore personal history and relationships with family, school, and community to better understand culture and its importance in shaping students' lives. -Examine different forms of cultural expression, including art, literature, music, film, dance, and other forms of fine and performing arts. -Analyze the ways in which our school and community are diverse.	-Plan for and construct the 4th Little Pig's shelter. -Consider the types, changes relative to temperature, and properties of matter in order to construct their final design. -Develop insight in regard to matter and its structure. -Maintain a summary chart and collect student ideas around the new content and how it will help them to design a shelter to meet the 4th Little Pig's needs.	-Explore the natural processes of weathering and erosion by beavers and other natural phenomena including water and wind. -Investigate these events through the lense of both quick and slow change. -Understand how landforms and water features change as a result of beavers (water) & wind. -Experience the core ideas by investigating, constructing models, constructing explanations, and designing solutions.	-Explain the difference between wants and needs and how a lack of resources affects everyone. -Analyze basic functions of earning/spending and the role of money while broadening their perspective of the world.	-Understand the rich biodiversity of animal species. -Sort animals into categories (mammals, reptiles, birds, amphibians and invertebrates) based on their unique characteristics. -Analyze frog calls and draw conclusions about the biodiversity of the two environments -Design a bird feeder to attract a particular species of bird. Revise the design based on feedback and new information.	-Develop an understanding of plant needs (light, water, climate). -Figure out the interdependent relationship between plants, animals and the environment. -Understand that pollination needed to occur in order for new Koa trees to grow. We also know that a Koa seed needed to be dispersed from one island to another. -Like scientists before them, hypothesize how the seed traveled from island to island.

MATHEMATICS UNITS OF STUDY: FIRST GRADE

Adding, Subtracting and Working with Data	Addition and Subtraction Story Problems	Adding and Subtracting within 20	Numbers to 100	Adding within 100 and Subtracting Multiples of 10	Measuring Length	Geometry and Time	Putting it All Together
-Build toward fluency by adding and subtracting within 10, in a way that makes sense to them. -Represent data and interpret representations of data.	-Solve Add To/Take From, Result Unknown and Compare, Difference Unknown problems Solve Put Together/Take Apart problems with unknowns in all positions. Relate addition and subtraction Understand the meaning of the equal sign . Write equations to represent problems. Find the value that makes an equation true.	-Solve Add To/Take From problems with unknowns in all positions -Understand 10 ones as a ten and the numbers 11 to 19 as a ten and some ones. -Find the value of an addition expression where one addend is 10 -Add within 20, including 3 addends. -Subtract within 20.	-Understand that the two digits of a two-digit number represent amounts of tens and ones. -Represent numbers up to 99. -Compare two two-digit numbers based on the values of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. -Compose and decompose 2-digit numbers in different ways.	-Use place value understanding to add and subtract multiples of 10. -Add 1- and 2-digit numbers to 2-digit numbers when the sum of the ones digit is 9 or less. -Add 1- and 2-digit numbers to 2-digit numbers when the sum of the ones digit is more than 9. -Use equations to represent addition strategies.	-Order a set of three objects by length by lining up objects by their end points. -Compare lengths of objects using indirect comparison. -Lay standard units end-to-end with no gaps or overlaps and count units to measure length. -Solve compare problems with unknowns in all positions. -Count groups of up to 120 objects and write a number to represent them.	-Build and draw shapes to possess defining attributes. -Compose shapes to create composite shapes. -Partition circles and rectangles into two and four equal shares, describe the shares with words. -Tell and write time in hours and half-hours.	-Fluently add and subtract within 10 using mental strategies. -Add within 100 and subtract within 20 using concrete models or drawings and strategies based on place value, properties of operations, or the relationship between addition and subtraction. -Measure lengths, and organize, represent, and interpret these measurements with three categories, and ask and answer questions about this data.

MATHEMATICS UNITS OF STUDY: SECOND GRADE

Adding and Subtracting with Data	Subtracting within 100	Measuring Length	Representing Addition & Subtraction on the Number Line	Working with Numbers to 1,000 & Understanding Money	Geometry and Measuring Time	Many Ways to Add and Subtract	Working with Equal Groups	Putting it All Together
-Build toward fluency with adding within 100. -Build toward fluency with subtracting within 20. -Interpret picture and bar graphs. -Represent data using picture and bar graphs. -Solve one- and two-step problems using addition and subtraction within 20.	-Subtract within 100 using strategies based on place value and the relationship between addition and subtraction. -Subtract within 100 using strategies based on place value, including decomposing a ten, and the properties of operations. -Represent and solve one- and two-step problems involving addition and subtraction within 100,including all problem types and unknowns in all positions.	-Measure length in centimeters and meters. -Represent and solve one- and two-step story problems within 100. -Measure length in feet and inches. -Represent numerical data on a line plot.	-Understand the structure of the number line. -Locate numbers on the number line in relation to 0. -Represent addition and subtraction on the number line. -Use addition and subtraction within 100 to solve one- and two-step word problems.	-Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. -Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. -Compare 2 three-digit numbers.	-Recognize, Identify and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. -Partition shapes into halves, thirds, and fourths and name the shares. -Recognize two-halves, three-thirds and four-fourths as one whole. -Understand that equal shares do not need to be the same shape. -Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. -Find the value of a group of bills and coins. -Use addition and subtraction within 100 to solve two-step word problems	-Add and subtract within 1,000 by applying understanding of place value and the relationship between operations. -Explain why addition and subtraction strategies work, using place value and the properties of operations.	-Determine whether a group of objects (up to 20) has an odd or even number of members, -Write an equation to express an even number as a sum of two equal addends. -Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns -Write an equation to express the total as a sum of equal addends. -Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	-Fluently add and subtract within 20 using mental strategies. -Fluently add and subtract within 100 using strategies based on place value, properties of operations, or the relationship between addition and subtraction. -Use addition and subtraction within 100 to solve word problems of all situation types with unknowns in all positions.