

**PRAIRIE-HILLS ELEMENTARY SCHOOL DISTRICT 144**  
**STEAM CURRICULUM MAP 1<sup>ST</sup> GRADE**  
**QUARTER 1**

**GRADE 1 STEAM**

**ADOPTED AUGUST 2022**

**PROJECT: ASTRONOMER**

An astronomer is a person or scientist who studies astronomy. Astronomy is the study of all stars, planets and objects in the sky. Stars are fun to learn about and watch at night. Did you know that the Sun is actually a star? The Sun is the closest star to our planet, but many other stars and groups of stars can still be seen from here on Earth. As you look up at the night sky, some stars appear as a group called a constellation. Constellations are groups of stars that form a picture or a pattern in the sky. Being an astronomer is very interesting because there are many patterns to observe and explore.

**PRODUCTS – ILLUSTRATION, SUNLIGHT CHART, STAR OBSERVATIONS, STAR MAP, PICTURE, MULTIMEDIA PRESENTATION, FICTION NARRATIVE, JOURNAL PROMPT**

STANDARDS				INSTRUCTIONAL RESOURCES	EXTENSIONS
READING	MATH	SCIENCE	SOCIAL SCIENCE		
<p><b>Common Core Standards: Literature Skills</b></p> <p><b>1.RL.1- 2:</b> Ask and answer questions about key details in a text. Retell stories, including key details, and demonstrate understanding of their central message or lesson. (INTRODUCE &amp; SUPPORT)</p> <p><b>1.RL.3 &amp; 7 :</b> Describe characters, settings, and major events in a story, using key details. Use illustrations and details in a story to describe its characters, setting, or events. (INTRODUCE &amp; SUPPORT)</p> <p><b>1.RL. 4:</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (INTRODUCE &amp; SUPPORT)</p> <p><b>1. RL. 9:</b> Compare and contrast the adventures and experiences of characters in stories. (INTRODUCE &amp; SUPPORT)</p> <p><b>Informational Text</b></p> <p><b>1.RI.1:</b> Ask and answer questions about key details in a text. (INTRODUCE &amp; SUPPORT)</p>	<p><b>Common Core Standards for Mathematics Measurement and Data Tell and write time.</b></p> <p><b>1.MD.B.3</b> Tell and write time in hours and half-hours using analog and digital clocks. <b>(Product- Sunlight Chart)</b></p> <p><b>Understand apply properties of operations and the relationship between addition and subtraction.</b></p> <p><b>1.OA.B.4</b> Understand subtraction as an unknown-addend problem. For example, subtract 10-8 by finding the number that makes 10 when added to 8. <b>(Product- Star Map)</b></p> <p><b>Add and subtract within 20.</b></p> <p><b>1.OA.C.5</b> Relate counting to addition and subtraction 9e.g., by counting on 2 to add 2) <b>(Product- Star Map)</b></p>	<p><b>Next Gen. Science Standards -- Science</b></p> <p><b>EARTH AND SPACE SCIENCE</b></p> <p><b>Earth's Place in the Universe (1-ESS1-1.)</b> Use observations of the sun, moon, and stars to describe patterns that can be predicted. <b>(Product- Sunlight Chart, Picture, Multimedia Presentation, Fiction Narrative, Journal Prompt)</b></p> <p><b>(1-ESS1-2.)</b> Make observations at different times of year to relate the amount of daylight to the time of year. <b>(Product- Sunlight Chart)</b></p>	<p><b>Processes, Rules, and Laws</b></p> <p><b>SS.CV.2.1:</b> Identify and explain how rules function in various settings, inside and outside of the school.</p> <p><b>Change, Continuity and Context</b></p> <p><b>SS.H.2.1:</b> Describe individuals and groups who have shaped a significant historical change.</p> <p><b>Economic Decision Making</b></p> <p><b>SS.EC.1.1:</b> Explain and give examples of when choices are made that something else is given up.</p>	<p><b>Reading</b></p> <p><b>Savvas</b> <i>A Trip to Space</i> My Focus Reader</p> <p><b>Reading A-Z</b> <i>Introducing Planet Earth</i> <i>On the Moon</i> <i>The Sun</i> <i>Wonders of Nature</i></p> <p><b>MyOn</b> <i>Earth</i> <i>The Sun</i> <i>The Moon</i> <i>Planets</i> <i>Space Travel</i> <i>Life in Space</i> <i>Working in Space</i> <i>Becoming an Astronaut</i></p>	<p><b>Make a Model of the Solar System</b></p> <p><b>Design a Space Lander</b> <a href="http://adventuresinmommydom.org/design-a-moon-rover/">http://adventuresinmommydom.org/design-a-moon-rover/</a></p> <p style="text-align: center;">Join the NASA's Kids Club</p> <p><b>Create an Astronaut Training Center</b> <a href="https://earlylearningideas.com/space-dramatic-play">https://earlylearningideas.com/space-dramatic-play</a></p> <p><b>Train Parents at the Astronaut Training Center</b></p> <p style="text-align: center;"><b>Field Trip Idea:</b> Adler Planetarium</p>

<p><b>1. RI.3:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text. (INTRODUCE &amp; SUPPORT)</p> <p><b>1. RI.5-7:</b> Know and use various text features to locate key facts or information in a text. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Use the illustrations and details in a text to describe its key ideas. (INTRODUCE &amp; SUPPORT)</p> <p><b>Foundational Skills</b></p> <p><b>1.RF.1:</b> Demonstrate understanding of the organization and basic features of print. (INTRODUCE &amp; SUPPORT)</p> <p>a. Recognize the distinguishing features of a sentence.</p> <p><b>1.RF.2:</b> Demonstrate understanding of spoken words, syllables and sounds. ((INTRODUCE &amp; SUPPPORT))</p> <p>a. Orally produce single-syllable words by blending sounds, including consonant blends. b. Isolate and pronounce, the initial, medial vowel, and final sounds in spoken single-syllable words.</p> <p><b>1.RF.3:</b> Know and apply grade level phonics and word analysis skills in decoding words. (INTRODUCE &amp; SUPPORT)</p> <p>a. Decode regularly spelled one-syllable words.</p> <p>b. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>c. Recognize and read grade-appropriate irregularly spelled words.</p> <p><b>1.RF.4:</b> Read with sufficient accuracy and fluency to support comprehension. . (INTRODUCE &amp; SUPPORT)</p> <p>a. Read on-level text with purpose and understanding.</p>	<p><b>1.OA.C.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on making ten (e.g., <math>8+6=8+2+4=10+4=14</math>): decomposing a number leading to a ten (e.g., (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>). (<b>Product- Star Map</b>)</p> <p><b>Work with addition and subtraction equations.</b></p> <p><b>1.OA.D.7</b> Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>.</p> <p><b>1.OA.D.8</b> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations <math>8 + ? = 11</math>, <math>5 = \_ - 3</math>, <math>6 + 6 = \_</math>.</p>	<p>Disciplinary Core Ideas</p> <p>The Universe and its Stars (ESS1.A:1.) Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (1-ESS1-1) (<b>Product-Sunlight Chart, Product, Multimedia Presentation, Journal Prompt</b>)</p> <p>Earth and the Solar System (ESS1.B:1.) Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2) (<b>Product-Sunlight Chart</b>)</p>		<p><b>Math</b></p> <p><b>I-Ready Math</b> Lessons 1-6, 9-13, 15-16, 18, 23, 30-32</p> <p><b>Science</b></p> <p><b>Studies Weekly</b> 1st Grade Science Weekly, weeks 27-32</p> <p><b>Social Science</b></p> <p><b>Studies Weekly</b> 1<sup>st</sup> Grade Social Science Weeks – 1,3,4,6,14,19,20</p>	
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- b. Read on-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing (Argumentative/Opinion)**

**1. W.1:** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some senses of closure. (Mastered0

**1. W.5:** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (Introduce & Support) **(Product – Narrative)**

**1.W.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (Introduce & Support)

**(Product-Illustration, Multimedia Presentation, Journal Prompt)**

**Speaking and Listening**

**1. SL.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Introduce & Support)

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion

**1.SL.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (I & S)

**1.SL.4:** Describe people, places, things, and events with relevant details expressing ideas and feelings clearly. (I & S) **(Product-Fiction Narrative)**

**1.SL.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (Master)

**1.SL.6:** Produce complete sentences when appropriate to task and situation. ( Master)

### **Language**

**1.L.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper and lower case letters (Master)
- b. Use frequently occurring conjunctions.
- c. Use determiners.

**1.L.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ( Introduce & Support)

- a. Use end punctuation for sentences.
- b. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- c. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**1.L.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. ( Introduce & support)

- a. Use sentence-level context as a clue to the meaning of a word or phrase.

**PRAIRIE-HILLS ELEMENTARY SCHOOL DISTRICT 144**

**STEAM CURRICULUM MAP 1<sup>ST</sup> GRADE**

**QUARTER 2**

**PROJECT: CANDY SHOP OWNER**

A person that owns and operates his own business is called an entrepreneur. You really like candy. You like the way it tastes, looks and you really like sharing it with your friends and family!  
You like it so much you are going to open your own candy store. In this task you will be a candy store entrepreneur.

**PRODUCTS – ILLUSTRATION, CANDY STORE SIGN, SONG OR JINGLE, CHART HELPING A CUSTOMER, CANDY CANE ORDER SLIP, JOURNAL PROMPT**

STANDARDS				INSTRUCTIONAL RESOURCES	EXTENSIONS
READING	MATH	SCIENCE	SOCIAL SCIENCE		
<p><b>Common Core Standards: Literature Skills</b></p> <p><b>1.RL.1</b> : Ask and answer questions about key details in a text. (Support)</p> <p><b>1.RL.2</b>: Retell stories, including key details, and demonstrate understanding of their central message or lesson. (Support)</p> <p><b>1.RL.3</b> : Describe characters, settings, and major events in a story, using key details. (Support)</p> <p><b>1.RL.4</b>: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (Mastered)</p> <p><b>1.RL.5</b> : Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (Support)</p> <p><b>1.RL.6</b>: Identify who is telling the story at various points in a text. (Introduce &amp; Support)</p> <p><b>1.RL.7</b> : Use illustrations and details in a story to describe its characters, setting, or events. (INTRODUCE)</p> <p><b>1.RL.9</b>: Compare and contrast the adventures and experiences of characters in stories. (NTRODUCE &amp; SUPPORT)</p>	<p><b>Common Core Standards for Mathematics Measurement and Data Tell and write time.</b></p> <p><b>1.MD.B.3</b> Tell and write time in hours and half-hours using analog and digital clocks. <b>(Product-Candy Store Sign)</b></p> <p><b>Geometry Reason with shapes and their attributes.</b></p> <p><b>1.G.A.2</b> Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. <b>(Product-Candy Store Sign)</b></p>	<p><b>Next Gen. Science Standards Physical Science</b></p> <p><b>1-PS4-1.</b>Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.</p> <p><b>1-PS4-2.</b>Make observations to construct an evidence-based account that objects can be seen only when illuminated.</p> <p><b>1-PS4-3.</b>Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.</p> <p><b>1-PS4-4.</b> Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.*</p>	<p><b>Illinois Learning Standards - Social Studies Geographic Change, Continuity and Context SS.H.1.1:</b> Create a chronological sequence of multiple events.</p> <p><b>SS.H.2.1:</b> Describe individuals and groups who have shaped a significant historical change.</p> <p><b>Perspectives SS.H.3.1:</b> Compare perspectives of people in the past to those of people in the present.</p>	<p><b>Reading</b></p> <p><b>MY On</b> Search Keyword: Entrepreneur/Business Owner</p> <p><b>Reading A-Z</b> All About Chocolate We're in Business Morty's Roadside Refreshments</p> <p><b>Math</b></p> <p><b>i-Ready Math</b> Review Lesson3 34 Lessons 4,7,11,14,19,21,25-29, 34</p> <p><b>Science</b></p> <p><b>Discovery Ed:</b> Science Techbook Grade 1 Unit 1</p> <p><b>Social Science</b></p>	<p><b>Write A Recipe for Candy</b></p> <p><b>Make Candy</b></p> <p><b>Create Illuminated Candy Shop Signs</b></p> <p><b>Host a Candy Shop</b></p> <p><b>Field Trip Ideas:</b> Albanese Candy Store South Bend Chocolate Factory</p>

<p><b>1.RL.10:</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1. (INTRODUCE &amp; SUPPORT)</p> <p><b>Informational Skills</b></p> <p><b>1.RI.1:</b> Ask and answer questions about key details in a text. (SUPPORT)</p> <p><b>1.RI.3:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text. (INTRODUCE)</p> <p><b>1.RI.5:</b> Know and use various text features to locate key facts or information in a text. (INTRODUCE)</p> <p><b>1.RI.6:</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text such as labels, graphs or diagrams. (INTRODUCE)</p> <p><b>Foundational Skills (SKILLS WILL BE ALL REINTRODUCED)</b></p> <p><b>1.RF.1:</b> Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence. (MASTER)</p> <p><b>1.RF.2:</b> Demonstrate understanding of spoken words, syllables, and sounds. (Introduce &amp; Support)</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds, including consonant blends.</p> <p>c. Isolate and pronounce, the initial, medial vowel, and final sounds in spoken single-syllable words.</p> <p><b>1.RF.3:</b> Know and apply grade level phonics and word analysis skills in decoding words. ( Introduce &amp; Support)</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p>	<p><b>Represent and solve problems involving addition and subtraction.</b></p> <p><b>1.OA.A.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings and equations with symbol for the unknown number to represent the problem. <b>(Product -Chart Helping A Customer)</b></p> <p><b>1.OA.A.2</b> Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. <b>Product -Chart Helping A Customer)</b></p> <p><b>Understand apply properties of operations and the relationship between addition and subtraction.</b></p> <p><b>1.OA.B.3</b> Apply properties of operation as strategies to add and subtract 2( Commutative property of addition). <b>Product -Chart Helping A Customer)</b></p> <p><b>1.OA.B.4</b> Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8. <b>(Product-Candy Cane Order Slip)</b></p>			<p>Studies Weekly: 1<sup>st</sup> Grade Weeks 5-10, 22-24</p>	
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<p>b. Decode regularly spelled one-syllable words.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings such as -ly &amp; -ed.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> <p><b>1.RF.4:</b> Read with sufficient accuracy and fluency to support comprehension. (Introduce &amp; Support)</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p><b>Writing (Explanatory)</b></p> <p><b>1.W.2:</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>1.W.5:</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (Master)</p> <p><b>1.W.6:</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (Support) <b>Product-Candy Store Sign</b></p> <p><b>1.W.8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. ( Master) <b>Product-Illustration, Journal Prompt</b></p>	<p><b>Extend the counting sequence.</b></p> <p><b>1.NBT.A.1</b> Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p><b>Understand place value.</b></p> <p><b>1.NBT.B.2</b> Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases.</p> <p><b>1.NBT.B.2.a</b> 10 can be thought of as a bundle of ten ones — called a "ten."</p> <p><b>(Product – Candy Cane Order Slip)</b></p> <p><b>1.NBT.B.2.b</b> The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. <b>(Product – Candy Cane Order Slip)</b></p> <p><b>1.NBT.B.2.c</b> The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p> <p><b>Use place value understanding and properties of operations to add and subtract.</b></p> <p><b>1.NBT.C.4</b> Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning</p>				
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**Speaking and Listening**

**1.SL.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. ( Master)

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion

**1.SL.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**1.SL.3:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**1.SL.4:** Describe people, places, things, and events with relevant details expressing ideas and feelings clearly. (Master) **(Product-Song, Jingle)**

**1.SL.5:** Add drawing, labels, diagrams, graphs, or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. ( Master) **Product-Candy Store Sign)**

**1.SL.6:** Produce complete sentences when appropriate to task and situation. ( Master) **(Product-Song, Jingle)**

**Language**

**1.L.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

**(Product – Candy Cane Order Slip)**



<p>a. Print all upper and lower case letters (MASTER)</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use frequently occurring conjunctions.</p> <p>d. Use determiners.</p> <p><b>1.L.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people. ( Master)</p> <p>b. Use end punctuation for sentences. ( Master)</p> <p>c. Use commas in dates and to separate single words in a series. ( Support)</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. ( Support)</p> <p><b>1.L.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. (Introduce &amp; support)</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Identify frequently occurring root words and their inflectional forms.</p>					
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**PRAIRIE-HILLS ELEMENTARY SCHOOL DISTRICT 144**

**STEAM CURRICULUM MAP 1<sup>ST</sup> GRADE**

**QUARTER 3**

**PROJECT: CUPCAKE BAKER**

You are a baker in the community and specialize in making cupcakes. You will be visiting a first grade classroom to speak on career day. You plan on bringing some cupcakes for them to eat. You also want to get them involved by doing some cupcake activities with them throughout the day.

**PRODUCTS – ILLUSTRATION, CUPCAKE BAKING LIST, PETE THE CAT WORKSHEET, CUPCAKE DECORATING CONTEST, CUPCAKE CONSTRUCTION, BIRTHDAY GRAPH, JOURNAL PROMPT**

STANDARDS				INSTRUCTIONAL RESOURCES	EXTENSIONS
READING	MATH	SCIENCE	SOCIAL SCIENCE		
<p><b>Common Core Standards: Literature Skills</b></p> <p><b>1.RL.1-2 :</b> Ask and answer questions about key details in a text. Retell stories, including key details, and demonstrate understanding of their central message or lesson. (MASTER) <b>(Product- Pete the Cat Worksheet)</b></p> <p><b>1.RL.3 &amp; 7 :</b> Describe characters, settings, and major events in a story, using key details. Use illustrations and details in a story to describe its characters, setting, or events. (MASTER) <b>(Product- Pete the Cat Worksheet)</b></p> <p><b>1.RL.4:</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (MASTER)</p> <p><b>1.RL.5:</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (MASTER)</p> <p><b>1.RL.6:</b> Identify who is telling the story at various points in a text. (INTRODUCE)</p> <p><b>1.RL. 9:</b> Compare and contrast the adventures and experiences of</p>	<p><b>Common Core Standards for Mathematics Understand Place Value</b></p> <p><b>1.NBT.B.2.c</b> The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p> <p><b>1.NBT.B.3</b> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>. <b>(Product- Birthday Graph)</b></p> <p><b>Use place value understanding and properties of operations to add and subtract.</b></p> <p><b>1.NBT.C.4</b> Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the</p>	<p><b>Next Gen. Science Standards EARTH AND SPACE SCIENCE</b></p> <p><b>Earth's Place in the Universe(1-ESS1-1.)</b> Use observations of the sun, moon, and stars to describe patterns that can be predicted. <b>(Product- Cupcake Decorating Contest)</b></p> <p><b>(1-ESS1-2.)</b> Make observations at different times of year to relate the amount of daylight to the time of year. <b>(Product- Cupcake Decorating Contest)</b></p> <p>Disciplinary Core Ideas The Universe and its Stars (ESS1.A:1.) Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and</p>	<p><b>Illinois Learning Standards - Social Studies Geographic Perspectives</b></p> <p><b>SS.H.3.1:</b> Compare perspectives of people in the past to those of people in the present.</p> <p><b>Civic and Political Institutions SS.CV.1.1:</b> Explain how all people, not just official leaders, play important roles in a community.</p> <p><b>Processes, Rules, and Laws SS.CV.2.1:</b> Identify and explain how rules function in various settings, inside and outside of the school.</p> <p><b>Geographic Representations: Spatial Views of the World</b></p> <p><b>SS.G.1.1:</b> Construct and interpret maps and other representations to navigate a familiar place.</p>	<p><b>Reading</b></p> <p><b>MY On</b> Search Keyword: Baker/Baking</p> <p><b>Reading A-Z</b> The Cinnamon Bun Mystery The Baker's Dozen Baking with Dad</p> <p><b>Math</b></p> <p><b>i-Ready Math</b> Review Lessons (Covered in Quarters 1&amp;2) 1-7, 12,10-16,19,21,23, 25-29, 34</p> <p>Lessons 22</p> <p><b>Science</b></p> <p><b>Discovery Ed:</b> Science Techbook</p>	<p><b>Bake Cupcakes</b></p> <p><b>Host a Bake Sale</b></p> <p><b>Create a Marketing Campaign for the Decorated Cupcakes</b></p> <p><b>Field Trip Ideas:</b> Chicago Foodways Walking Tours</p> <p>Eli's Cheesecake World Tour</p>

<p>characters in stories. (INTRODUCE &amp; SUPPORT)</p> <p><b>1.RI.10:</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1. (MASTER)</p> <p><b>Informational Text</b></p> <p><b>1.RI.3:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text. (MASTER)</p> <p><b>1.RI.4:</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (MASTER)</p> <p><b>1.RI.5-7:</b> Know and use various text features to locate key facts or information in a text. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Use the illustration, graphs, labels, diagrams and details in a text to describe its key ideas. (MASTER)</p> <p><b>1.RI.8:</b> Identify the reasons an author gives to support points in text. (MASTER)</p> <p><b>1.RI.9:</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures.) (SUPPORT)</p> <p><b>1.RI.10:</b> With prompting and support, read informational texts appropriately complex for grade 1. (SUPPORT)</p> <p><b>FOUNDATIONAL SKILLS (ALL SKILLS WILL BE ALL REINFORCED)</b></p> <p><b>1.RF.1:</b> Demonstrate understanding of the organization and basic features of print. (MASTER)</p> <p>a. Recognize the distinguishing features of a sentence i.e., noun, verb &amp; adjective.</p>	<p>relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. (Product- Cupcake Baking List, Pete the Cat Worksheet, Birthday Graph)</p> <p><b>1.NBT.C.5</b> Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p><b>1.NBT.C.6</b> Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p><b>Operations and Algebraic Thinking</b></p> <p><b>Understand and apply properties of operations and the relationship between addition and subtraction.</b></p> <p><b>1.OA.B.4</b> Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8. (Product- Cupcake Baking</p>	<p>predicted. (1-ESS1-1) (Product-Cupcake Decorating Contest)</p> <p>Earth and the Solar System (ESS1.B:1.) Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2) (Product-Cupcake Decorating Contest)</p> <p>Developing Possible Solutions (ETS1.B:1.) Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (K-2-ETS1-2)</p> <p><b>Engineering Design (K-2-ETS1-2.)</b> Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. (Product-Cupcake Decorating Contest)</p>		<p>Grade 1 Unit 4</p> <p><b>Social Science</b></p> <p>Studies Weekly: 1<sup>st</sup> Grade Weeks 2, 13,15-18</p>	
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<p><b>1.RF.2:</b> Demonstrate understanding of spoken words, syllables and sounds.(MASTER)</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds, including 2- and 3- letter consonant blend and digraphs.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds.</p> <p><b>1.RF.3:</b> Know and apply grade level phonics and word analysis skills in decoding words. (MASTER)</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable and two-syllable words.</p> <p>c. Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> <p><b>1.RF.4:</b> Read with sufficient accuracy and fluency to support comprehension. (MASTER)</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and</p>	<p><b>List, Pete the Cat Worksheet, Birthday Graph)</b></p> <p><b>Add and subtract within 20.</b></p> <p><b>1.OA.C.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>). <b>(Product- Cupcake Baking List, Birthday Graph )</b></p> <p><b>Measurement and Data Tell and write time.</b></p> <p><b>1.MD.B.3</b> Tell and write time in hours and half-hours using analog and digital clocks. <b>(Product- Cupcake Baking List, Pete the Cat Worksheet )</b></p> <p><b>Measurement and Data Represent and interpret data.</b></p> <p><b>1.MD.C.4</b> Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one</p>				
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<p>understanding, rereading as necessary.</p> <p>Writing (Narrative) (MASTER)</p> <p><b>1. W.3:</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><b>1.W.5:</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>1.W.6:</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>1.W.7:</b> Participate in shared research and writing projects (e.g., “how-to” books)</p> <p><b>1.W.8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <b>(Product-Illustration, Journal Prompt )</b></p> <p><b>Speaking and Listening (MASTER)</b></p> <p><b>1.SL.1:</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (MASTER)</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion, using polite conversation and agreeing to disagree agreeably).</p> <p>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion</p>	<p>category than in another. <b>(Product- Birthday Graph)</b></p> <p><b>Operations and Algebraic Thinking</b></p> <p><b>Represent and solve problems involving addition and subtraction.</b></p> <p><b>1.OA.A.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. <b>(Product- Pete the Cat Worksheet, Birthday Graph)</b></p> <p><b>1.OA.A.2</b> Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g. <b>(Product- Pete the Cat Worksheet, Birthday Graph)</b></p> <p><b>Add and subtract within 20.</b></p> <p><b>1.OA.C.5</b> Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). <b>(Product- Pete the Cat Worksheet, Birthday Graph)</b></p> <p><b>Work with addition and subtraction equations.</b></p> <p><b>1.OA.D.8</b> Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the</p>				
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**1.SL.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **(Product- Journal Prompt)**

**1.SL.3:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**1.SL.4:** Describe people, places, things, and events with relevant details expressing ideas and feelings clearly.

**1.SL.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (MASTER)

**1.SL.6:** Produce complete of the conventions of standard English grammar and usage when writing or speaking. (SUPPORT)

- a. Print all upper and lower case letters. N/A
- b. Use common, proper, and possessive nouns.
- c. Use personal, possessive, and indefinite pronouns.
- d. Use frequently occurring adjectives.
- e. Use frequently occurring conjunctions.
- f. Use determiners.
- g. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

**LANGUAGE:**

**1.L.** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (MASTER)

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.

equation true in each of the equations  $8 + ? = 11$ ,  $5 = \_ - 3$ ,  $6 + 6 = \_$ . **(Product- Pete the Cat Worksheet)**

**Geometry Reason with shapes and their attributes.**

**1.G.A.2** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

**(Product- Cupcake Construction)**

d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**1.L.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

(MASTER)

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. Identify frequently occurring root words and their inflectional forms.

**1.L.5:** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

a. Sort words into categories to gain a sense of the concepts the categories represent.

b. Define words by category and by one or more key attributes.

c. Identify real-life connections between words and their use.

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**PRAIRIE-HILLS ELEMENTARY SCHOOL DISTRICT 144**

**STEAM CURRICULUM MAP 1<sup>ST</sup> GRADE**

**QUARTER 4**

**PROJECT: REPORTER**

A senior citizen is a person who is age 65 or older. Senior citizens grew up in communities and had family and friends just like you. They may have lived in another town or even another country. As a reporter for the local newspaper, you are going to write a story about a senior citizen that you know. You will want to interview this senior citizen to find out about how and where they grew up. You may find out about how their childhood experience has affected what they do or where they live now. It will be interesting to compare the similarities and differences between yourself and this senior citizen. The newspaper would also like you to include a drawing of this senior citizen as a child your age.

**PRODUCTS – ILLUSTRATION, INTERVIEW, MAP, DATA DISPLAY, NEWSPAPER STORY, CELEBRATION, JOURNAL PROMPT**

STANDARDS				INSTRUCTIONAL RESOURCES	EXTENSIONS
READING	MATH	SCIENCE	SOCIAL SCIENCE		
<p><b>Common Core Standards:</b> Literature Skills <b>1.RL.1-2 :</b> Ask and answer questions about key details in a text. Retell stories, including key details, and demonstrate understanding of their central message or lesson. (MASTER) <b>1.RL.3 &amp; 7 :</b> Describe characters, settings, and major events in a story, using key details. Use illustrations and details in a story to describe its characters, setting, or events. (MASTER) <b>1.RL.4:</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (MASTER) <b>1.RL.5:</b> Explain major differences between books that tell stories and books that give information, drawing</p>	<p><b>Common Core Standards for Mathematics</b> <b>Measure lengths indirectly and by iterating length units.</b> <b>1.MD.A.1</b> Order three objects by length; compare the lengths of two objects indirectly by using a third object. <b>1.MD.A.2</b> Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or</p>	<p><b>Next Gen. Science Standards</b> <b>1-LS1-2.</b> Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. <b>1-LS3-1.</b> Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.</p>	<p><b>Illinois Learning Standards - Social Studies</b> <b>Geographic Representations: Spatial Views of the World</b> <b>SS.G.1.1:</b> Construct and interpret maps and other representations to navigate a familiar place. <b>Economic Decision Making</b> <b>SS.EC.1.1:</b> Explain and give examples of when choices are made that something else is given up. <b>SS.EC.2.1:</b> Describe the skills and knowledge required to produce certain goods and services.</p>	<p><b>Savvas Realize</b> Unit 1 <b>MyOn</b> <a href="#">Homes in Many Cultures</a> <a href="#">How to Be Citizen</a> <a href="#">How Can People Help in Communities</a> <b>Reading A-Z</b> <a href="#">Friends Around the World</a> <b>Math</b> <b>i-Ready Math</b></p>	<p><b>Host Grandparents Day</b> <b>Broadcast Senior Interviews</b> <b>Create a Class Newspaper</b> <b>Field Trip Idea:</b> Local Nursing Home</p>



<p>on a wide reading of a range of text types. (MASTER)</p> <p><b>1.RL.6:</b> Identify who is telling the story at various points in a text. (MASTER)</p> <p><b>1.RL. 9:</b> Compare and contrast the adventures and experiences of characters in stories. (SUPPORT)</p> <p><b>1.RL.10:</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1. (MASTER)</p> <p style="text-align: center;">Informational Text</p> <p><b>1.RI.3:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text. (MASTER) <b>(Product- Newspaper Story)</b></p> <p><b>1.RI.4:</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (MASTER)</p> <p><b>1.RI.5-7:</b> Know and use various text features to locate key facts or information in a text. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Use the illustration, graphs, labels, diagrams and details in a text to describe its key ideas. (MASTER)</p> <p><b>1.RI.8:</b> Identify the reasons an author gives to support points in text. (MASTER)</p> <p><b>1.RI.9:</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations (SUPPORT)</p> <p style="text-align: center;">Foundational Skills (SKILLS WILL BE ALL MASTERED)</p> <p><b>1.RF.1:</b> Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence.</p>	<p>overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p> <p style="text-align: center;"><b>Tell and write time</b></p> <p><b>1. MD..B.3</b> Tell and write time in hours and half-hours using analog and digital clocks</p> <p style="text-align: center;"><b>Represent and interpret data.</b></p> <p><b>1.MD.C.4</b> Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. <b>(Product- Data Display)</b></p> <p style="text-align: center;"><b>Reason with shapes and their attributes.</b></p> <p><b>1.G.A.1</b> Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p><b>1.G.A.2</b> Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p> <p><b>1.G.A.3</b> Partition circles and rectangles into two and four</p>		<p style="text-align: center;"><b>Financial Literacy</b> <b>SS.EC.FL.3.1:</b> Explain how people earn pay or income in exchange for work.</p> <p style="text-align: center;"><b>Civic and Political Institutions</b> <b>(SS.CV.1.1.)</b> Explain how all people, not just official leaders, play important roles in a community. <b>(Product – Interview, Class Celebration)</b></p>	<p style="text-align: center;">Review Lessons 18,23,30-34 Lessons 35</p> <p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;">Science Weekly- Week 26</p> <p style="text-align: center;"><b>Social Science</b></p> <p style="text-align: center;">Studies Weekly: 1<sup>st</sup> Grade Weeks 1, 12-24</p>	
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<p><b>1.RF.2:</b> Demonstrate understanding of spoken words, syllables and sounds.</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds, including consonant blends.</p> <p>c. Isolate and pronounce, the initial, medial vowel, and final sounds in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds.</p> <p><b>1.RF.3:</b> Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words. N/A c. Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> <p><b>1.RF.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>				
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Writing (MASTER)

**1.W.1:** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some senses of closure.

**1.W.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**(Product-Newspaper Story)**

**1.W.3:** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**1.W.5:** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. **(Product-**

**Newspaper Story)**

**1.W.6:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**1.W.7:** Participate in shared research and writing projects (e.g., "how-to" books)

**1.W.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **(Product- Illustration, Journal Prompt)**

Speaking and Listening (MASTER)

**1. SL.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). **(Product-Interview)**

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. **(Product-Interview)**

c. Ask questions to clear up any confusion about the topics and texts under discussion **(Product-Interview)**

**1.SL.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media

**1.SL.3:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**1.SL.4:** Describe people, places, things, and events with relevant details expressing ideas and feelings clearly. **(Product-Newspaper Story)**

**1.SL.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**1.SL.6:** Produce complete sentences when appropriate to task and situation.

#### **Language(MASTER)**

**1.L.1.**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper and lower case letters
- b. Use common, proper, and possessive nouns.
- c. Use personal, possessive, and indefinite pronouns.
- d. Use verbs to convey a sense of past, present, and future.
- e. Use frequently occurring adjectives.
- f. Use frequently occurring conjunctions.
- g. Use determiners.
- h. Use frequently occurring prepositions. I

. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**1.L.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Identify frequently occurring root words and their inflectional forms.

**1.L.5:** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words in categories to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes.
- c. Identify real-life connections between words and their use.

**PRAIRIE-HILLS ELEMENTARY SCHOOL DISTRICT 144**  
**STEAM CURRICULUM MAP 1<sup>ST</sup> GRADE**  
**QUARTER 4**

**PROJECT: REPORTER**

A senior citizen is a person who is age 65 or older. Senior citizens grew up in communities and had family and friends just like you. They may have lived in another town or even another country. As a reporter for the local newspaper, you are going to write a story about a senior citizen that you know. You will want to interview this senior citizen to find out about how and where they grew up. You may find out about how their childhood experience has affected what they do or where they live now. It will be interesting to compare the similarities and differences between yourself and this senior citizen. The newspaper would also like you to include a drawing of this senior citizen as a child your age.

**PRODUCTS – ILLUSTRATION, INTERVIEW, MAP, DATA DISPLAY, NEWSPAPER STORY, CELEBRATION, JOURNAL PROMPT**

STANDARDS				INSTRUCTIONAL RESOURCES	EXTENSIONS
READING	MATH	SCIENCE	SOCIAL SCIENCE		
<p><b>Common Core Standards:</b> Literature Skills  <b>1.RL.1-2</b> : Ask and answer questions about key details in a text. Retell stories, including key details, and demonstrate understanding of their central message or lesson. (MASTER)  <b>1.RL.3 &amp; 7</b> : Describe characters, settings, and major events in a story, using key details. Use illustrations and details in a story to describe its characters, setting, or events. (MASTER)  <b>1.RL.4:</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (MASTER)  <b>1.RL.5:</b> Explain major differences between books that tell stories and</p>	<p><b>Common Core Standards for Mathematics</b>  <b>Measure lengths indirectly and by iterating length units.</b>  <b>1.MD.A.1</b> Order three objects by length; compare the lengths of two objects indirectly by using a third object.  <b>1.MD.A.2</b> Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of</p>	<p><b>Next Gen. Science Standards</b>  <b>1-LS1-2.</b> Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.  <b>1-LS3-1.</b> Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.</p>	<p><b>Illinois Learning Standards - Social Studies</b>  <b>Geographic Representations: Spatial Views of the World</b>  <b>SS.G.1.1:</b> Construct and interpret maps and other representations to navigate a familiar place.  <b>Economic Decision Making</b>  <b>SS.EC.1.1:</b> Explain and give examples of when choices are made that something else is given up.  <b>SS.EC.2.1:</b> Describe the skills and knowledge required to</p>	<p><b>Savvas Realize</b> Unit 1  <b>MyOn</b> Homes in Many Cultures  <a href="#">How to Be Citizen</a>  <a href="#">How Can People Help in Communities</a>  <b>Reading A-Z</b> Friends Around the World</p> <p><b>Math</b></p>	<p><b>Host Grandparents Day</b>  <b>Broadcast Senior Interviews</b>  <b>Create a Class Newspaper</b>  <b>Field Trip Idea:</b> Local Nursing Home</p>

<p>books that give information, drawing on a wide reading of a range of text types. (MASTER)</p> <p><b>1.RL.6:</b> Identify who is telling the story at various points in a text. (MASTER)</p> <p><b>1.RL. 9:</b> Compare and contrast the adventures and experiences of characters in stories. (SUPPORT)</p> <p><b>1.RL.10:</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1. (MASTER)</p> <p style="text-align: center;">Informational Text</p> <p><b>1.RI.3:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text. (MASTER) <b>(Product- Newspaper Story)</b></p> <p><b>1.RI.4:</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (MASTER)</p> <p><b>1.RI.5-7:</b> Know and use various text features to locate key facts or information in a text. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Use the illustration, graphs, labels, diagrams and details in a text to describe its key ideas. (MASTER)</p> <p><b>1.RI.8:</b> Identify the reasons an author gives to support points in text. (MASTER)</p> <p><b>1.RI.9:</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations (SUPPORT)</p> <p style="text-align: center;">Foundational Skills (SKILLS WILL BE ALL MASTERED)</p> <p><b>1.RF.1:</b> Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence.</p>	<p>same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p> <p style="text-align: center;"><b>Tell and write time</b></p> <p><b>1. MD..B.3</b> Tell and write time in hours and half-hours using analog and digital clocks</p> <p style="text-align: center;"><b>Represent and interpret data.</b></p> <p><b>1.MD.C.4</b> Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. <b>(Product- Data Display)</b></p> <p style="text-align: center;"><b>Reason with shapes and their attributes.</b></p> <p><b>1.G.A.1</b> Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p><b>1.G.A.2</b> Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p>		<p>produce certain goods and services.</p> <p style="text-align: center;"><b>Financial Literacy</b></p> <p><b>SS.EC.FL.3.1:</b> Explain how people earn pay or income in exchange for work.</p> <p style="text-align: center;"><b>Civic and Political Institutions</b></p> <p><b>(SS.CV.1.1.)</b> Explain how all people, not just official leaders, play important roles in a community. <b>(Product – Interview, Class Celebration)</b></p>	<p style="text-align: center;"><b>i-Ready Math</b> Review Lessons 18,23,30-34 Lessons 35</p> <p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;">Science Weekly- Week 26</p> <p style="text-align: center;"><b>Social Science</b></p> <p style="text-align: center;">Studies Weekly: 1<sup>st</sup> Grade Weeks 1, 12-24</p>	
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<p><b>1.RF.2:</b> Demonstrate understanding of spoken words, syllables and sounds.</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds, including consonant blends.</p> <p>c. Isolate and pronounce, the initial, medial vowel, and final sounds in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds.</p> <p><b>1.RF.3:</b> Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words. N/A c. Know final –e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> <p><b>1.RF.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>1.G.A.3</b> Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>				
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Writing (MASTER)

**1.W.1:** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some senses of closure.

**1.W.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**(Product-Newspaper Story)**

**1.W.3:** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**1.W.5:** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. **(Product-**

**Newspaper Story)**

**1.W.6:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**1.W.7:** Participate in shared research and writing projects (e.g., "how-to" books)

**1.W.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **(Product- Illustration, Journal Prompt)**

Speaking and Listening (MASTER)

**1. SL.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). **(Product-Interview)**

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. **(Product-Interview)**

c. Ask questions to clear up any confusion about the topics and texts under discussion **(Product-Interview)**

**1.SL.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media

**1.SL.3:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**1.SL.4:** Describe people, places, things, and events with relevant details expressing ideas and feelings clearly. **(Product-Newspaper Story)**

**1.SL.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**1.SL.6:** Produce complete sentences when appropriate to task and situation.

#### **Language(MASTER)**

**1.L.1.**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper and lower case letters
- b. Use common, proper, and possessive nouns.
- c. Use personal, possessive, and indefinite pronouns.
- d. Use verbs to convey a sense of past, present, and future.
- e. Use frequently occurring adjectives.
- f. Use frequently occurring conjunctions.
- g. Use determiners.
- h. Use frequently occurring prepositions. I

. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**1.L.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Identify frequently occurring root words and their inflectional forms.

**1.L.5:** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words in categories to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes.
- c. Identify real-life connections between words and their use.

