

**ALIGNMENT OF MONTESSORI MATERIALS AND LESSONS  
WITH COLORADO ACADEMIC STANDARDS**

First Grade

October 5, 2013

Sheila Wolfe & Kristina Baxter

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**Reading, Writing and Communicating**

	<b>Standards and Evidence Outcomes</b>	<b>Montessori Materials, Instructional Methods, And Tools</b>	<b>Measuring Methods And Tools</b>
		<i>Italics indicate Montessori Materials and Lessons</i>	
<b>STANDARD ONE: ORAL EXPRESSION AND LISTENING</b>	<p><b>1. Multiple strategies develop and expand oral vocabulary</b></p> <p><i>a. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</i></p>	<p>Presentations, Book reports, Show &amp; Tell, Performances, graphic organizers, Thesaurus research, Reader's Theater, <i>Grammar Boxes</i>,</p>	<p>Formative Assessments, Summative Assessments, Observations, and</p>

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	<p><i>b. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</i></p> <p><i>c. Produce complete sentences when appropriate to task and situation.</i></p> <p><i>d. Give and follow simple two-step directions.</i></p>	<p><i>Study of Words,</i></p>	<p>Documentation</p>
	<p><b>2. Verbal and nonverbal language is used to express and receive information</b></p> <p><i>a. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</i></p> <ul style="list-style-type: none"> <li>• <i>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).</i></li> <li>• <i>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</i></li> <li>• <i>Ask questions to clear up any confusion about the topics and texts under discussion. b. Ask and answer questions about key</i></li> </ul>	<p>Reader's Theater, Graphic Organizers, Conflict Resolution, Active Listening,</p>	<p>Formative Assessments, Summative Assessments, Observations, and Documentation</p>

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	<p><i>details in a text read aloud or information presented orally or through other media.</i></p> <ul style="list-style-type: none"> <li>• <i>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</i></li> </ul> <p><i>b. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</i></p> <p><i>c. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</i></p>		
	<p><b>3. Identifying and manipulating phonemes in spoken words allow people to understand the meaning of speech</b></p> <p><i>a. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</i></p> <ul style="list-style-type: none"> <li>• <i>Distinguish long from short vowel sounds in spoken single-syllable words.</i></li> <li>• <i>Orally produce single-syllable words by blending sounds</i></li> </ul>	<p><i>Moveable Alphabet, 3 Part Cards, Command Cards, Environmental Labels, sight words, word families</i></p>	<p>Formative Assessments, Summative Assessments, Observations, Documentation. DRA 2</p>

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	<p><i>(phonemes), including consonant blends.</i></p> <ul style="list-style-type: none"> <li>• <i>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</i></li> <li>• <i>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</i></li> </ul>		
<p><b>STANDARD TWO: READING FOR ALL PURPOSES</b></p>	<p><b>1. Comprehending and fluently reading a variety of literary texts are the beginning traits of readers.</b></p> <p><i>a. Use Key Ideas and Details to:</i></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about details</li> <li>• Retell stories, and demonstrate understanding</li> <li>• Describe characters, settings, and major events in a story</li> <li>• Make predictions</li> </ul> <p><i>b. Use Craft and Structure to:</i></p> <ul style="list-style-type: none"> <li>• Identify words and phrases that suggest feelings or appeal to the senses.</li> <li>• Explain major differences between books that tell stories and books that give information,</li> </ul>	<p><i>Moveable Alphabet, 3 Part Cards, Command Cards, Environmental Labels, sight words, KWL, retelling (character, setting, sequencing, main idea, supporting details) Read Aloud, partner reading, making predictions, oral reading (fluency and accuracy), activate background knowledge, reread, poetry and patterns, reading groups, Books on Tape</i></p>	<p>Developmental Reading Assessment (DRA), DRA 2,</p> <p>Student Reading Assessment (SRA),</p> <p>Measures of Academic Progress (MAP)</p>

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	<p>using a wide range of texts.</p> <ul style="list-style-type: none"> <li>• Identify who is telling the story</li> <li>• Follow and replicate patterns in predictable poems.</li> </ul> <p><i>c. Use Integration of Knowledge and Ideas to:</i></p> <ul style="list-style-type: none"> <li>• Use illustrations and details to describe its characters, setting, or events.</li> <li>• Compare and contrast the adventures of characters.</li> </ul> <p><i>d. Use Range of Reading and Level of Text Complexity to:</i></p> <ul style="list-style-type: none"> <li>• With prompting and support, read prose and poetry of appropriate complexity</li> </ul> <p><i>e. Read with sufficient accuracy and fluency to support comprehension:</i></p> <ul style="list-style-type: none"> <li>• Read with purpose and understanding.</li> <li>• Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>		
	<p><b>2. Comprehending and fluently reading a variety of informational</b></p>	<p><i>Moveable Alphabet, 3 Part Cards, Command</i></p>	<p>DRA, DRA 2, SRA, MAP</p>

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	<p><b>texts are the beginning traits of readers.</b></p> <p><i>a. Use Key Ideas and Details to:</i></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Identify the main topic and retell key details</li>   <li>• Describe the connection between two individuals, events, ideas, or pieces of information</li> <li>• Activate schema and background knowledge to construct meaning</li> </ul> <p><i>b. Use Craft and Structure to:</i></p> <ul style="list-style-type: none"> <li>• Ask and answer questions to help determine the meaning of words and phrases in a text.</li> <li>• Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information</li> <li>• Distinguish between information provided by pictures and information provided by text.</li> </ul> <p><i>c. Use Integration of Knowledge and Ideas to:</i></p> <ul style="list-style-type: none"> <li>• Use the illustrations and details in</li> </ul>	<p><i>Cards, Environmental Labels, sight words, KWL, retelling (character, setting, sequencing, main idea, supporting details)</i></p> <p><i>Read Aloud, partner reading, making predictions, oral reading (fluency and accuracy), activate background knowledge, reread, poetry and patterns, reading groups, Books on Tape</i></p>	
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	<p>a text to describe its key ideas.</p> <ul style="list-style-type: none"> <li>• Identify the reasons an author gives to support points in a text.</li> <li>• Identify basic similarities in and differences between two texts on the same topic</li> </ul> <p><i>d. Use Range of Reading and Level of Text Complexity to:</i></p> <ul style="list-style-type: none"> <li>• With prompting and support, read informational texts appropriate complexity</li> </ul> <p><i>e. Read with sufficient accuracy and fluency to support comprehension.</i></p> <ul style="list-style-type: none"> <li>• Read grade-level text with purpose and understanding.</li> <li>• Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>		
	<p><b>3. Decoding words require the application of alphabetic principles, letter sounds, and letter combinations.</b></p> <p><i>a. Know and apply grade-level phonics and word analysis skills in decoding</i></p>	<p><i>Moveable Alphabet, Word Building, Phonograms, Silent E, Word Families, Beginning Sounds and Pictures, Sight Words, Syllabication,</i></p>	<p>DRA, DRA 2, SRA, MAP, Spelling Tests</p>

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	<p>words.</p> <ul style="list-style-type: none"> <li>• Know the spelling-sound correspondences for common consonant digraphs</li> <li>• Decode regularly spelled one-syllable words.</li> <li>• Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>• Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li>   <li>• Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>• Read words with inflectional endings.</li> <li>• Recognize and read grade-appropriate irregularly spelled words.</li> <li>• Use onsets and rimes to create new words</li> <li>• Accurately decode unknown words that follow a predictable letter/sound relationship.</li> </ul>	<p>Books on Tape</p>	
	<p><b>4. Understanding word structure, word relationships, and word families</b></p>	<p><i>Moveable Alphabet, Phonograms Booklets,</i></p>	<p>DRA, DRA 2, SRA, MAP,</p>

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	<p><b>needs to be demonstrated to begin to read.</b></p> <p><i>a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases from an array of strategies.</i></p> <ul style="list-style-type: none"> <li>• Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>• Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>• Identify frequently occurring root words and their inflectional forms</li> </ul> <p><i>b. With guidance and support, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</i></p> <ul style="list-style-type: none"> <li>• Sort words into categories to gain a sense of the concepts they represent.</li> <li>• Define words by category and by one or more key attributes</li> <li>• Identify real-life connections between words and their use</li> <li>• Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic)</li> </ul>	<p><i>Study of Words/Sky Scrapers , Word Building(compound words, present, past, future tense), word families, SRA, Read and Understand, synonyms, Books on Tape, 6 Traits of Writing</i></p>	<p>6 Traits of Writing</p>
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	<p><i>c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships</i></p> <p><i>d. Demonstrate understanding of the organization and basic features of print.</i></p> <ul style="list-style-type: none"> <li>• Recognize the distinguishing features of a sentence</li> <li>• Create new words by combining base words with affixes</li> <li>• Identify and understand compound words</li> </ul>		
<p><b>STANDARD THREE: WRITING AND COMPOSITION</b></p>	<p><b>1. Exploring the writing process develops ideas for writing texts that carry meaning</b></p> <p><i>a. 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 sense of closure.</i></p> <p><i>b. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some</i></p>	<p>Picture books that exemplify the "6 +1 Traits", Story Starters, original art work, dictated stories, brainstorming, sequencing lessons, class discussions, beginning research, Venn diagrams, &amp; graphic organizers</p>	<p>Writing Anchors</p>

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	<p><i>sense of closure.</i></p> <p><i>c. 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.</i></p> <p><i>d. 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.</i></p> <p><i>e. Use pictures or graphic organizers to plan writing</i></p> <p><i>f. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</i></p>		
	<p><b>2. Appropriate spelling, conventions, and grammar are applied when writing</b></p> <p><i>a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <ul style="list-style-type: none"> <li>• <i>Print all upper- and lowercase letters.</i></li> <li>• <i>Use common, proper, and</i></li> </ul>	<p><i>Movable Alphabet, Copy Writing, Nomenclature with Definitions, Study of Words/Skyscrapers, Grammar Boxes, Spelling curriculum</i></p> <p><i>Writing short sentences, Journal writing,</i></p>	<p><i>Writing Anchors, Spelling Assessments</i></p>

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	<p><i>possessive nouns.</i></p> <ul style="list-style-type: none"> <li>• <i>Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</i></li> <li>• <i>Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</i></li> <li>• <i>Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</i></li> <li>• <i>Use frequently occurring adjectives.</i></li> <li>• <i>Use frequently occurring conjunctions (e.g., and, but, or, so, because).</i></li> <li>• <i>Use determiners (e.g., articles, demonstratives).</i></li> <li>• <i>Use frequently occurring prepositions (e.g., during, beyond, toward).</i></li> <li>• <i>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</i></li> </ul> <p><i>b. Demonstrate command of the</i></p>	<p>Tracing words, Dictation, Writing personal letters</p>	
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	<p><i>conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <ul style="list-style-type: none"> <li>• <i>Write complete simple sentences.</i></li> <li>• <i>Capitalize dates and names of people.</i></li> <li>• <i>Use end punctuation for sentences.</i></li> <li>• <i>Use commas in dates and to separate single words in a series.</i></li> <li>• <i>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</i></li> <li>• <i>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</i></li> </ul>		
<p><b>STANDARD FOUR: RESEARCH AND REASONING</b></p>	<p><b>1. A variety of resources leads to locating information and answering questions of interest</b></p> <p><i>a. Write or dictate questions for inquiry that arise during instruction</i></p> <p><i>b. With peers, use a variety of resources (direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry</i></p>	<p><i>Research Cards (Montessori for Everyone), Beginning &amp; Advanced Research, Nonfiction book reports, K-W-L charts, Venn Diagrams, Game: "Statement or Question", Surveys, Interviews (getting to know you</i></p>	<p><i>DRA: Reading groups and Reader Responses, K-W-L Charts</i></p>

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	<p><i>c. Use text features (titles, illustrations, headings, bold type) to locate, interpret, and use information</i></p>	<p>games), create graphs, Who Am I?</p>	
	<p><b>2. Purpose, information, and questions about an issue are essential steps in early research</b></p> <p><i>a. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</i></p> <ul style="list-style-type: none"> <li>• <i>Identify a clear and significant purpose for research (Is my purpose for researching frogs clear and is it important to understanding more about mammals?)</i></li> </ul> <p><i>b. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Evaluate information for clarity and accuracy</i></p>	<p>Beginning and advanced levels of research cards, Current Events, Sharing, Science experiments and generating hypothesis,</p>	<p>DRA: Making predictions, Sequencing, Retelling</p>

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**Math**

	Standards and Evidence Outcomes	Montessori Materials, Instructional Methods, And Tools  <i>Italics indicate Montessori Materials and Lessons</i>	Measuring Methods And Tools
<b>Standard 1: Number Sense, Properties, and Operations</b>	<p><b>1. The whole number system describes place value relationships within and beyond 100 and forms the foundation for efficient algorithms.</b></p> <p>a. <i>Count to 120</i></p> <ul style="list-style-type: none"> <li>• <i>Count starting at any number less than 120.</i></li> <li>• <i>Within 120, read and write numerals and represent a number of objects with a written numeral.</i></li> </ul> <p>b. <i>Represent and use the digits of a two-digit number.</i></p> <ul style="list-style-type: none"> <li>• <i>Represent the digits of a two-digit number as tens and ones.</i></li> <li>• <i>Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols &gt;, =, and &lt;.</i></li> <li>• <i>Compare two sets of objects, including pennies, up to at least 25 using language such as "three more or three fewer" (PFL)</i></li> </ul> <p>c. <i>Use place value and properties of operations to add</i></p>	<p><i>Golden Beads, Teen Board, Ten Board, 100 Board with Pattern Cards, Short Chains/Square Chains, Addition with the Bead Bars, Addition and Subtraction Strip Boards, Addition and Subtraction Finger Charts, Dot Board, Stamp Game, Small Bead Frame,</i></p> <p>greater than, less than, equal to, number line</p>	MAP

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	<p><i>and subtract.</i></p> <ul style="list-style-type: none"> <li>• <i>Add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of ten, using concrete models or drawings, and/or the relationship between addition and subtraction.</i></li> <li>• <i>Identify coins and find the value of a collection of two coins (PFL)</i></li> <li>• <i>Mentally find 10 more or 10 less than any two-digit number, without counting; explain the reasoning used.</i></li> <li>• <i>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.</i></li> <li>• <i>Relate addition and subtraction strategies to a written method and explain the reasoning used.</i></li> </ul>		
	<p><b>2. Number relationships can be used to solve addition and subtraction problems.</b></p> <p><i>a. Represent and solve problems involving addition and subtraction.</i></p> <ul style="list-style-type: none"> <li>• <i>Use addition and subtraction within 20 to solve word problems.</i></li> <li>• <i>Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.</i></li> </ul>	<p>Word problems within 20, Word problems that call for addition of three whole numbers,</p> <p><i>Addition with Bead Bars, Addition and Subtraction Strip Boards, Addition and</i></p>	<p>MAP, Math Facts</p>

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	<p><i>b. Apply properties of operations and the relationship between addition and subtraction.</i></p> <ul style="list-style-type: none"> <li>• <i>Apply properties of operations as strategies to add and subtract</i></li> <li>• <i>Relate subtraction to unknown-addend problem.</i></li> </ul> <p><i>c. Add and subtract within 20.</i></p> <ul style="list-style-type: none"> <li>• <i>Relate counting to addition and subtraction.</i></li> <li>• <i>Add and subtract within 20 using multiple strategies.</i></li> <li>• <i>Demonstrate fluency for addition and subtraction within 10.</i></li> </ul> <p><i>d. Use addition and subtraction equations to show number relationships.</i></p> <ul style="list-style-type: none"> <li>• <i>Use the equal sign to demonstrate equality in number relationships.</i></li> <li>• <i>Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.</i></li> </ul>	<p><i>Subtraction Charts,</i></p> <p><i>Number Families, Math Facts, Flash Cards, Counters</i></p>	
<p><b>Standard 2: Patterns, Functions, and Algebraic Structures</b></p>	<p><b>Expectations for this standard are integrated into other standards at preschool through third grade.</b></p>		
<p><b>Standard 3: Data Analysis, Statistics,</b></p>	<p><b>1. Visual displays of information can be used to answer questions</b></p> <p><i>a. Represent and interpret data.</i></p>	<p>Construct simple graphs using class information (favorite ice cream flavors, household pets, lunch count,</p>	<p>MAP</p>

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<p><b>and Probability</b></p>	<ul style="list-style-type: none"> <li>• Organize, represent, and interpret data with up to three categories.</li> <li>• 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.</li> </ul>	<p>birthdays, etc), beginning various graphing activities, largest, smallest, most often, tallies</p>	
<p><b>Standard 4: Shape, Dimension, and Geometric Relationships</b></p>	<p><b>1. Shapes can be described by defining attributes &amp; created by composing and decomposing.</b></p> <p>a. Distinguish between defining attributes<sup>1</sup> versus non-defining attributes.</p> <p>b. Build and draw shapes to possess defining attributes.</p> <p>c. Compose two-dimensional shapes<sup>3</sup> or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.</p> <p>d. Partition circles and rectangles into two and four equal shares.</p> <ul style="list-style-type: none"> <li>• Describe shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of.</li> <li>• Describe the whole as two of, or four of the equal shares.</li> </ul>	<p><b>Partition circles and rectangles into <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math></b>  <i>Metal Insets, Geometric Solids, Geometric Cabinet, Constructive Triangles, Binomial Cube, Trinomial Cube, Geometric Sticks, Fraction Insets, Fraction Circles, Pattern Cards</i></p>	<p>MAP</p>
	<p><b>2. Measurement is used to compare and order objects and events</b></p> <p>a. Measure lengths indirectly and by iterating length units.</p>	<p><b>Tell and write time in hours and half-hours</b>            Clock, Calendar, Rulers, Measuring Cups, Scales, Thermometers, Money,</p>	<p>MAP</p>

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	<ul style="list-style-type: none"><li>• <i>Order three objects by length; compare the lengths of two objects indirectly by using a third object.</i></li><li>• <i>Express the length of an object as a whole number of length units.</i></li></ul> <p><i>b. Tell and write time.</i></p> <ul style="list-style-type: none"><li>• <i>Tell and write time in hours and half-hours using analog and digital clocks.</i></li></ul>	Cuisenaire Rods, nonstandard measurement, Timelines	
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**Social Studies**

	<p align="center"><b>Standards and Evidence Outcomes</b></p>	<p align="center"><b>Montessori Materials, Instructional Methods, and Tools</b> <i>Italics Indicate Montessori Materials and Lessons</i></p>	<p align="center"><b>Measuring Methods and Tools</b></p>
<p><b>Standard: History</b></p>	<p><b>1. Describe patterns and chronological order of events of the recent past</b></p> <p><i>a. Arrange life events in chronological order</i> <i>b. Identify the components of a calendar. Topics to include but not limited to days of the week, months, and notable events</i> <i>c. Identify past events using a calendar</i> <i>d. Use words related to time, sequence, and change</i></p>	<p><i>The Five Great Lessons, Time lines (birthday celebrations), calendars, clocks,</i></p>	<p>Formative Assessments, Summative Assessments, Observations, and Documentation</p>
	<p><b>2. Family and cultural traditions in the United States in the past</b></p> <p><i>a. Identify similarities and differences between themselves and others</i></p> <p><i>b. Discuss common and unique characteristics of different cultures using multiple sources of information</i></p> <p><i>c. Identify famous Americans from the past who have shown courageous leadership</i></p> <p><i>d. Identify and explain the meaning of American</i></p>	<p><i>Fundamental Needs of People ,</i></p> <p>American holidays and celebrations, Identify state and national symbols (American flag, Pledge of Allegiance, Colorado Flag, Statue of Liberty, Bald Eagle, White</p>	<p>Formative Assessments, Summative Assessments, Observations, and Documentation</p>

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	<i>national symbols. Symbols to include but not limited to the American flag, bald eagle, Statue of Liberty, Uncle Sam, the Capitol, and the White House</i>	House, Capitol, state flower, & famous Americans),	
<b>Standard: Geography</b>	<p><b>1. Geographic tools such as maps and globes represent places</b></p> <p><i>a. Explain that maps and globes are different representations of Earth</i></p> <p><i>b. Use terms related to directions -forward and backward, left and right –and distance – near and far – when describing locations</i></p> <p><i>c. Recite address including city, state, and country and explain how those labels help find places on a map</i></p> <p><i>d. Distinguish between land and water on a map or globe</i></p> <p><i>e. Create simple maps showing both human and natural features</i></p>	<p><b>land and water</b> –<i>Sand Paper Globe, Land and Water Forms, 3 Part Cards</i></p> <p><b>compare contrast globes and maps-</b><i>Political Globe, Puzzle Maps</i></p> <p><b>directions-</b><i>World Puzzle Map (East and West Hemisphere, North America, South America)</i></p> <p><b>ordinal directions-</b><i>classroom signs, Compass Rose</i></p>	Formative Assessments, Summative Assessments, Observations, and Documentation
	<b>2. People in different groups and communities interact with each other and with the Environment</b>	<i>Fundamental Needs of People, Animals of the Continents, Biomes</i>	Formative Assessments, Summative

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	<p><i>a. Identify examples of boundaries that affect family and friends</i></p> <p><i>b. Give examples of how people use and interrelate with Earth's resources</i></p> <p><i>c. Identify how community activities differ due to physical and cultural characteristics</i></p> <p><i>d. Give examples of how schools and neighborhoods in different places are alike and different</i></p> <p><i>e. Identify cultural and family traditions and their connections to other groups and the environment</i></p>		Assessments, Observations, and Documentation
<b>Standard: Economics</b>	<p><b>1. People work at different types of jobs and in different types of organizations to produce goods and services and receive an income</b></p> <p><i>a. Give examples of different types of business and the goods and services they produce for the community</i></p> <p><i>b. Give examples of types of jobs people in your family have</i></p> <p><i>c. Recognize that people have a choice about what kinds of jobs they do</i></p>	<p><b>Community Awareness-</b> community helpers (income, "tools of the trade"), choices, flags</p> <p><b>Finances-</b> gifts/borrowing/allowances/income/donations/charity</p>	Formative Assessments, Summative Assessments, Observations, and Documentation
	<p><b>2. Identify short-term financial goals (PFL: Personal Financial Literacy)</b></p> <p><i>a. Define a short-term financial goal</i></p> <p><i>b. Identify examples of short-term financial goals</i></p> <p><i>c. Discuss sources of income needed to meet short-term</i></p>		Formative Assessments, Summative Assessments, Observations, and Documentation

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	goals such as but not limited to gifts, borrowing, allowances, and income		
<b>Standard: Civics</b>	<p><b>1. Effective groups have responsible leaders and team members</b></p> <p><i>a. Describe the characteristics of responsible leaders</i></p> <p><i>b. Identify the attributes of a responsible team member</i></p> <p><i>c. Demonstrate the ability to be both a leader and team member</i></p>	<p><b>Rules-</b> <i>Care of the Environment, Peace education</i></p> <p>classroom discussions/posters,</p> <p><b>Roles-</b> <i>Children as Leaders and Role Models</i></p>	Formative Assessments, Summative Assessments, Observations, and Documentation
	<p><b>2. Notable people, places, holidays and patriotic symbols</b></p> <p><i>a. Give examples of notable leaders o different communities leaders to include but not limited to the president, mayor, governor, and law enforcement</i></p> <p><i>b. Give examples of various patriotic symbols to include but not limited to the flag, bald eagle, Uncle Sam, and the national anthem</i></p> <p><i>c. Identify significant places. Places to include but not limited to the Statue of Liberty, Capitol, White House, and important community sites</i></p> <p><i>d. Identify significant civic holidays</i></p> <p><i>e. Identify the American flag and the Colorado flag</i></p>	American holidays and celebrations, Identify state and national symbols (American flag, Pledge of Allegiance, Colorado Flag, Statue of Liberty, Bald Eagle, White House, Capitol, state flower, & famous Americans),	Formative Assessments, Summative Assessments, Observations, and Documentation

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**Science**

	<b>Standards and Evidence Outcomes</b>	<b>Montessori Materials, Instructional Methods, and Tools</b> <i>Italics Indicate Montessori Materials and Lessons</i>	<b>Measuring Methods and Tools</b>
<b>Standard: Physical Science</b>	<p><b>1. Solids and liquids have unique properties that distinguish them.</b></p> <p><i>a. Analyze and interpret observations about solids and liquids and their unique properties</i></p> <p><i>b. Identify the similarities and differences of two or more groups of solids or liquids</i></p> <p><i>c. Classify solids and liquids based on their properties, and justify your choice based on evidence</i></p>	<p><i>3 Part Cards, Introduction to the Three States of Matter (classification), Basic science experiments, Introduction to Energy (magnets, light sound, electricity, gravity, buoyancy), scientific process, Physical and Chemical Changes, Solid Liquid, and Gas Sorting Jars</i></p>	<p>Formative Assessments, Summative Assessments, Observations, and Documentation</p>
<b>Standard: Life Science</b>	<p><b>1. Offspring have characteristics that are similar to but not exactly like their parents' characteristics.</b></p> <p><i>a. Use evidence to analyze similarities and differences between parents and offspring in a variety of organisms including both plants and animals</i></p> <p><i>b. Analyze and interpret data regarding the similarities</i></p>	<p><i>3 Part Cards, Herbivore/ Carnivore/Omnivore, Vertebrate and Invertebrate, 5 Classes of Vertebrates, First knowledge of the Animal</i></p>	<p>Formative Assessments, Summative Assessments, Observations, and</p>

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	<p><i>and differences between parents and offspring</i></p> <p><i>c. Question peers about evidence used in developing ideas about similarities and differences between parents and offspring</i></p> <p><i>d. Interpret information represented in pictures, illustrations, and simple charts</i></p>	<p><i>Kingdom, Life Cycles, Human Anatomy, Knowledge of the Five Senses, Scientific Process</i></p>	<p>Documentation</p>
	<p><b>2. An organism is a living thing that has physical characteristics to help it survive</b></p> <p><i>a. Identify organisms and use evidence based scientific explanations for classifying them into groups</i></p> <p><i>b. Analyze and interpret data about the needs of plants and animals</i></p> <p><i>c. Use direct observations and other evidence to support ideas concerning physical characteristics that help plants and animals survive</i></p>	<p><i>3 Part Cards, Herbivore/ Carnivore/Omnivore, Vertebrate and Invertebrate, 5 Classes of Vertebrates, First knowledge of the Animal Kingdom, Animals of the Continents, Botany studies, Botanical Cabinet, First Knowledge of the Plant Kingdom, scientific process</i></p>	<p>Formative Assessments, Summative Assessments, Observations, and Documentation</p>
<p><b>Standard: Earth Science</b></p>	<p><b>1. Earth's materials can be compared and classified based on their properties.</b></p> <p><i>a. Identify and represent similarities and differences such as the texture, size, color, and shape of various materials on Earth</i></p> <p><i>b. Sort, group, and classify Earth's materials based on</i></p>	<p><i>3 Part Cards, Ecology, 4 Seasons, Classification and Understanding of the Lithosphere, Atmosphere, Hydrosphere, Layers of</i></p>	<p>Formative Assessments, Summative Assessments, Observations, and</p>

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	<p><i>observations and explorations</i></p> <p><i>c. Make predictions about how a material on Earth might be useful based on its properties</i></p> <p><i>d. Communicate ideas about the differences between soils from different places</i></p> <p><i>e. Use a variety of tools to observe, analyze, record, and compare Earth's materials</i></p> <p><i>f. Analyze the impact of reducing, reusing, and recycling various materials</i></p>	<p><i>the Earth, natural resources (wood, metal, coal, gas, water, etc), scientific process (emphasize predictions), Sedimentary Tube,</i></p>	<p>Documentation</p>
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