



English Language Arts	Social Studies	Mathematics	Science
<p><u>Content/Skills Covered</u> Unit 0</p> <p><u>Reading</u> Rhyme: The Game Fiction: Three Billy Goats Gruff Non Fiction Helping Hands Non Fiction Elephants Rhyme: Where are we? Fiction Jack and the Beanstalk Non-Fiction: Rain Forest Non-Fiction: Let’s Explore Non-Fiction: Our Bike Fiction: The Tortoise and the Hare Rhyme: Zoom! Non-Fiction: How do we get around?</p> <p><u>Concepts of Print:</u> Directionality, Concept of Sentences, Concept of a word, Book Handling, Capitalization, punctuation, word spaces, concept of a word, End Punctuation word, spaces, parts of a book, period, pronoun “I”, Return Sweep, capitalization, Title Page, speech to match word length, sentences boundaries, question marks Italics, Repetition of letters, sound letter.</p>	<p><u>Content/Skills Covered</u> Unit 1 – Role of a leader</p> <ul style="list-style-type: none"> • Elections are a means of democracy, thus they serve the purpose of democracy, which is to constrain government to serve the people. • Representatives wear two hats. First, they are expected to vote the way the majority of their constituents want them to vote on an issue. The other hat often contradicts the first; they are expected to be leaders who cote for what they see as the best interest of the constituents even if a majority of them do not agree. • Elections are regarded by many as the best way to fill positions of leadership in a democracy because both democracy and the outcomes of elections are based on the will of the majority. Elections also empower people to grant and retract authority and provide legitimacy for those who hold power. <p>Vocabulary</p> <ul style="list-style-type: none"> • leader, election, vote, majority rules, representative, constituents 	<p><u>Content/Skills Covered</u> Chapter 1- Addition Concept</p> <ul style="list-style-type: none"> • Use picture “add to” and find sums. • Use concrete objects to solve “adding to” addition problems. • Use concrete objects to solve “putting together” addition problems. • Solve adding to and putting together situations using the strategy make a model. • Understand and apply the additive Identity Property for Addition. • Explore the Cumulative Property of addition. • Model and record all the ways to build fluency for addition within 10. • Build fluency for addition within 10. <p>Vocabulary</p> <ul style="list-style-type: none"> • Addition sentence, is equal to (=), plus (+), sum,, add, zero, addends, and order. <p>Chapter 2- Subtraction Concepts</p> <ul style="list-style-type: none"> • Use pictures to show “taking from” and find differences. • Use concrete objects to solve “taking from”. 	<p><u>Content/Skills Covered</u></p> <p>Science and SS alternate every 7 weeks.</p>

<p><u>Phonemic Awareness</u> :</p> <p>Phoneme Identity, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation, substitution, Addition, categorization Phonological: Onset and Onset Rime, Syllable Segmentation, Rhyme, Alliteration</p> <p><u>Phonics:</u></p> <p>Introduce m/s, short “a,” p/t, n/r, short ‘l’, k/c ,f/f short “o”, d/h/zs, short “e”, b/b, l/l, l/ll, , k/k, k/ck, d/d, h/h, z/s, short “e”, short “u”, g/g, w/w, ks/x, v/v, kw/qu, j/j, y/y, z/</p> <p><u>High Frequency Words</u></p> <p>I, like, do, to, you, he, can, go a , has, this, is, my, look, little, where, here, play, the, we, are, me, she, with, for, and, have, see, said, was.</p>		<ul style="list-style-type: none"> • Use concrete objects to solve “taking from. • Use concrete objects to solve “taking apart” subtraction problems. • Solve taking from and taking apart subtraction problems using the strategy make a model. • Compare pictorial groups to understand subtraction. • Model and compare groups to show the meaning of subtraction. • Identify how many are left when subtracting all or 0. • Model and record all of the ways to take apart numbers within 10. • Build fluency for subtraction within 10. <p>Vocabulary</p> <ul style="list-style-type: none"> • Compare, difference, fewer, minus, more, subtract and subtraction sentence. 	
<p><u>Assessments (anything graded)</u></p> <ul style="list-style-type: none"> • Spelling Test • Weekly Lesson Test • graded classwork • Oral Quizzes • Writing Samples • Proofreading • Peer Editing 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Quizzes • Tests • transfer tasks • exit tickets • graded classwork 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Chapter Assessments • Graded Classwork • Quizzes <ul style="list-style-type: none"> ○ Mid Chapter Checkpoints • exit tickets 	<p><u>Assessments</u></p>
<p><u>Standards:</u> CCSS</p> <p>RF. 1.1 Demonstrate understanding of the organization and basic features of print.</p>	<p><u>Standards:</u> CCSS DE GLEs</p> <p>C1A – Students will understand that leaders are sometimes chosen by election, and that elected officials expected to represent the interest of the people who elected them.</p>	<p><u>Standards:</u> CCSS</p> <p>Chapter 1</p> <p>CC.1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and</p>	<p><u>Standards:</u> CCSS Next Gen</p>

<p>RF. 1.2c Isolate and pronounce initial medial vowel, and final sounds in spoken single-syllable.</p> <p>RF. 1.3b Decode regularly spelled on-syllable words</p> <p>RF. 1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>SL. 1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>W.1.1 Write opinion pieces in which they are writing about, state an opinion supply a reason for the opinion and provide some sense of closure.</p> <p>RF 1.1a recognizes the distinguishing features of sentence (e.g first word capitalization, ending punctuation.</p> <p>RI. 1.9 identify basic similarities in and differences between two texts on the same topic.</p> <p>1.2c Isolate a</p> <p>RF. 1.2c Isolate and pronounce initial medial, vowel, and final sounds (phonemes) in spoken single =- syllable.</p> <p>W. 1.2 Write informative explanatory texts in which they name a topic. Supply some facts about the topic, and provide some sense of closure</p> <p>RF 1.2b orally produce single syllable words by blending sounds (phonemes) including consonant blends.</p> <p>RF. 1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)</p> <p>SL.1.1a Follow agreed-upon rules for discussions (e.g. listening to others</p>		<p>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.</p> <p>CC.1.OA.3 Apply properties of operations as strategies to add and subtract.</p> <p>CC.1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten(e.g, $8+6=8+2+4=10+4=14$)); decomposing a number leading to ten(e.g, $13-4=13-3-1=10-1=9$); using the relationship between addition and subtraction (e.g, knowing that $8+4=12$, one knows $12-8=4$); and creating equivalent but easier or know sums (e.g., adding $6+7$ by creating the known equivalent $6+6+1=12+1=13$)</p> <p>MP. 2 Reason abstractly and quantitatively.</p> <p>MP. 4 Model with mathematics.</p> <p>MP. 7 Look for and make use of structure.</p> <p>Chapter 2</p> <p>CC.1.OA.1 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.</p>	
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with care. Speaking one at a time about the topics and texts under discussion.

Unit 1 Week 1-5 September/October

L. 1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words

L.1.1j Produce and expand complete simple and compound declarative interrogative imperative and exclamatory sentences in response to prompts.

SL. 1.1c Ask questions to clear up any confusion about the topics and texts under discussion

RF. 1.3f Read words with inflectional endings.

RI. 1.5 Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI. 1.7 Use the illustrations and details in a text to describe its key ideal

W. 1.5 with guidance and support from adults, focus on a topic, respond to questions from peers, and add details to strengthen writing as needed.

SL. 1.1b Build on other's talk in conversations by responding to the comments of others through multiple exchanges.

W. 1.7 Participate in shared research and writing projects (e.g. explore a number of how to books on a given topic and use them o write a sequence of instructions).

CC.1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten(e.g, $8+6=8+2+4=10+4=14$)); decomposing a number leading to ten(e.g, $13-4=13-3-1=10-1=9$); using the relationship between addition and subtraction (e.g, knowing that $8+4=12$, one knows $12-8=4$); and creating equivalent but easier or know sums (e.g., adding $6+7$ by creating the known equivalent $6+6+1=12+1=13$)

CC.1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

MP. 2 Reason abstractly and quantitatively.

MP. 5 Use appropriate tools strategically.

W. 1.6 with guidance and support from adults, use a variety of digital tools to produce and publish, writing, including in collaboration with peers.

SL. 1.5 Add drawings or other visual displays to descriptions when appropriate to clarify.

SL.1.1a Follow agreed upon rules of discussions listening to others with care, speaking one a time about the topics and texts under discussion

L. 1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

W. 1.3 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.

RF. 1.4.b Read grade-level text orally with accuracy, appropriate rate, and expression.

L. 1.3d Use conventional spelling for words with common spelling patterns and for frequently occurring regular words.

RI. 2.5 Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes electronic menus, key icons) to locate key facts or information in a text efficiently.

W. 1.5 with guidance and support from adults, focus on a topic, respond to questions from peers, and add details to strengthen writing as needed.

W. 1.7 Participating in a shared research and writing project (e.g.

explore a number of how to use them to write a sequence of instructions).

SL. 1.4 describe people places, things, and events with relevant details, expressing ideas and feelings clearly.

SL. 1.5 add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL. 1.1a Follow agreed-upon rules for discussions (e.g.) listening to others with care, speaking one at a time about topics and texts under discussion).

RL. 2.4 Describe how words and phrases (e.g.. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story or poem or song.

L.1.2b Use end punctuation for sentences.

SL. 1.1b Build on others talk in conversations by responding to the comments of others through multiple exchanges.

W. 1.6 with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W. 1.7 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.

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English Language Arts	Social Studies	Mathematics	Science
<p><u>Content/Skills Covered</u></p> <p>Unit One <u>Oral Vocabulary:</u> Learn, subjects, common, object, recognize, city, country, bored, feast, scurried, care, train, companion, groom, popular, cooperate, relationship, chore, collect, deliver</p> <p><u>Listen and Comprehension</u> Fiction: This school year will be the best, Nonfiction: Schools around the world, Realistic Fiction: Nat and Sam, Non Fiction: Rules at school, Realistic Fiction Alicia’s Happy Day, Non-Fiction: Where I live, Fiction: Six Kids, Non Fiction: I live Here, Fiction: Cool Dog School Dog, Fiction: A Pig for Cliff, Fiction: Flip, Non Fiction: What Pets Need, Fiction Mouse’s Moon Party, Non Fiction Friends all around, Non Fiction: Friends, Realistic Fiction: There are days and There are days, Move, Realistic Fiction Move and Grin, Non Fiction: Move it,</p> <p><u>Phonological Awareness:</u> Identify Rhyme Alliteration, contrast vowel sounds</p> <p><u>Phonemic Awareness:</u> Phoneme Isolation, Phoneme Blending, phoneme Isolation, categorization, alliteration,, segmentation</p>	<p><u>Content/Skills Covered</u> Continue through first 7 weeks</p> <ul style="list-style-type: none"> • Elections are a means of democracy, thus they serve the purpose of democracy, which is to constrain government to serve the people. • Representatives wear two hats. First, they are expected to vote the way the majority of their constituents want them to vote on an issue. The other hat often contradicts the first; they are expected to be leaders who cote for what they see as the best interest of the constituents even if a majority of them do not agree. • Elections are regarded by many as the best way to fill positions of leadership in a democracy because both democracy and the outcomes of elections are based on the will of the majority. Elections also empower people to grant and retract authority and provide legitimacy for those who hold power. 	<p><u>Content/Skills Covered</u> Chapter 3- Addition Strategies</p> <ul style="list-style-type: none"> • Understand and apply the Commutative Property of Addition for sums within 20. • Use count on 1, 2, or 3 as a strategy to find sums within 20. • Use doubles as a strategy to solve addition facts with sums within 20. • Use doubles to create equivalent but easier sums. • Use doubles plus 1 and doubles minus 1 as strategies to find sums within 20. • Use the strategies count on, doubles, doubles plus 1, and doubles minus 1 to practice addition facts within 20. • Use a ten frame to add 10 and an addend less than 10. • Use make a ten as a strategy to find sums within 20. • Use numbers to show how to use the make a ten strategy to add. • Use the Associative Property of Addition to add three addends. • Understand and apply the Associative Property or 	<p><u>Content/Skills Covered</u> Weeks 8-14</p> <p>Weather and Me</p> <ul style="list-style-type: none"> • Students have existing ideas and awareness out weather and how it affects their daily lives. • The human senses provide information about the weather. • Cloud cover and precipitation are two weather features to observe. • Wind is another observe weather feature. • Thermometers are tools for measuring temperature or heat energy • The numbers on the thermometer scale re related to higher and lower temperatures. • Outside temperatures provide important information about weather. • Rainfall is a quantifiable aspect of weather. • Clouds have many different sizes and shapes and are observable features of the weather • Clouds can be classified on the basis of their shape, composition, and altitude.

<p><u>Phonics:</u> short 'a', Introduce Short "a" Blending words with short "a" Blend and Build words with short , short "i"; introduce "l" blends, introduce "r" blends, short "o" introduce "s" blends</p> <p><u>Spelling:</u> an, ap, at word families spelling words: man, can, nap, tap, cat, hat, not, does, pin, win, hit, sit, miss, kiss, nap, out, up, clip flip, slip, flag, black, plan, win, sit., be, pull, hop, top, log, hog, hot. Lot, flip, they, too, spill spin, grab, grass, drop, drip, hop, lot, two, move</p> <p><u>High Frequency Words</u> does, not, school, what, down, up very, out, be, come, good, pull, fun, make, they, too, jump, move, run, two</p> <p><u>Shared Read</u> Jack Can, Six Kids, A Pig for Cliff, Toss, Kick, Hop,</p> <p><u>Shared Writing:</u> Comprehension Jack Can</p> <p><u>Writing:</u> Interactive Writing, shared writing, Independent Writing, Literature Anthology</p> <p><u>Grammar Sentences, Mechanics:</u> Structure Word order, Mechanics: Sentence, Punctuation, Word Order, Statements, Question and Exclamation Marks, Capitalization</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • leader, election, vote, majority rules, representative, constituents 	<p>Commutative Property of Addition to add three addends.</p> <ul style="list-style-type: none"> • Solve adding to and putting together situations using the strategy draw a picture. <p>Vocabulary</p> <ul style="list-style-type: none"> • count on, doubles, doubles minus one, doubles plus one 	<ul style="list-style-type: none"> • Weather data and recorded observations can be used to summarize the weather over a period of time. <p>Catching the Wind</p> <ul style="list-style-type: none"> • Almost all of the objects we use every day are examples of technology. • Technology can be made of many different kinds of materials. • Engineers design technology to solve problems. • Engineers solve problems by designing solutions. • Wind has energy. • Wind energy can do useful work, such as generating electricity or powering machines. • Windmills use the energy of the wind to do useful work. • The Engineering Design Process can be used to help solve problems. • Mechanical engineers study the motion of machines in order to design machines that work effectively and efficiently. • Mechanical engineers design entire machines and/or parts of machines. • Machines are instruments that change or use energy in order to do work. • Moving one part of a machine can affect the other parts of a machine.
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<p><u>Assessments (anything graded)</u></p> <ul style="list-style-type: none"> • Spelling Test • Weekly Lesson Test • graded classwork • Oral Quizzes • Writing Samples • Proofreading • Peer Editing 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Quizzes • Tests • transfer tasks • exit tickets • graded classwork 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Chapter Assessments • Graded Classwork • Quizzes <ul style="list-style-type: none"> ○ Mid Chapter Checkpoints • exit tickets 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Teacher created assessments • Science Kit assessment • Exit tickets • Participation
<p><u>Standards: CCSS</u></p> <p>L. 1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</p> <p>L.1.1j Produce and expand complete simple and compound declarative interrogative imperative and exclamatory sentences in response to prompts.</p> <p>SL. 1.1c Ask questions to clear up any confusion about the topics and texts under discussion</p> <p>RF. 1.3f Read words with inflectional endings.</p> <p>RI. 1.5 Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI. 1.7 Use the illustrations and details in a text to describe its key ideal</p> <p>W. 1.5 with guidance and support from adults, focus on a topic, respond to questions from peers, and add details to strengthen writing as needed.</p>	<p><u>Standards: CCSS DE GLEs</u></p> <p>C1A – Students will understand that leaders are sometimes chosen by election, and that elected officials expected to represent the interest of the people who elected them.</p>	<p><u>Standards: CCSS</u></p> <p>CC.1.OA.2 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, drawing, and equations with a symbol for the unknown number to represent the problem.</p> <p>CC.1.OA.3 Apply properties of operations as strategies to add and subtract.</p> <p>CC.1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2)</p> <p>CC.1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten(e.g, $8+6=8+2+4=10+4=14$); decomposing a number leading to ten(e.g, $13-4=13-3-1=10-1=9$); using the relationship between addition and subtraction (e.g, knowing that $8+4=12$, one knows $12-8=4$); and creating equivalent but easier or know sums (e.g., adding $6+7$ by creating the known equivalent $6+6+1=12+1=13$)</p> <p>MP. 6 Attend to precision.</p>	<p><u>Standards: Next Gen</u></p> <p>Weather and Me</p> <p>K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.</p> <p>K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.</p> <p>3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</p> <p>Catching The Wind</p> <p>K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p> <p>K-2-ETS1-2. 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.</p>

<p>SL. 1.1b Build on other’s talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>W. 1.7 Participate in shared research and writing projects (e.g. explore a number of how to books on a given topic and use them o write a sequence of instructions).</p> <p>W. 1.6 with guidance and support from adults, use a variety of digital tools to produce and publish, writing, including in collaboration with peers.</p> <p>SL. 1.5 Add drawings or other visual displays to descriptions when appropriate to clarify.</p> <p>SL.1.1a Follow agreed upon rules of discussions listening to others with care, speaking one a time about the topics and texts under discussion</p> <p>L. 1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>W. 1.3 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.</p> <p>RF. 1.4.b Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>L. 1.3d Use conventional spelling for words with common spelling patterns and for frequently occurring regular words.</p> <p>RI. 2.5 Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes</p>		<p>MP. 8 Look for and express regularity in repeated reasoning.</p>	
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electronic menus, key icons) to locate key facts or information in a text efficiently.

W. 1.5 with guidance and support from adults, focus on a topic, respond to questions from peers, and add details to strengthen writing as needed.

W. 1.7 Participating in a shared research and writing project (e.g. explore a number of how to use them to write a sequence of instructions).

SL. 1.4 describe people places, things, and events with relevant details, expressing ideas and feelings clearly.

SL. 1.5 add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL. 1.1a Follow agreed-upon rules for discussions (e.g.) listening to others with care, speaking one at a time about topics and texts under discussion).

RL. 2.4 Describe how words and phrases (e.g.. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story or poem or song.

L.1.2b Use end punctuation for sentences.

SL. 1.1b Build on others talk in conversations by responding to the comments of others through multiple exchanges.

W. 1.6 with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

<p>W. 1.7 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.</p>			
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English Language Arts	Social Studies	Mathematics	Science
<p><u>Content/Skills Covered</u> Unit 2</p> <p><u>Oral Vocabulary</u> Community, Occupation, equipment, fortunately, astonishing, shelter, materials, collapsed, furious, refused, depend, tranquil, tolerate, leadership, admire, connections, enjoy, locate, route, height, model, separate, locate, route, height, model, separate, locate, route,</p> <p><u>Listening Comprehension</u> Millie waits for the mail, Non Fiction Jobs around town, Fiction The red hat, Fiction The 3 Little Dassies, Fiction The three little pigs, Fiction: Babies in the bayou, Animals in the desert, At a Pond Non Fiction, The Story of Martin Luther King Jr., Realistic Fiction: Luis’s Library, Realistic Fiction: Nell’s Books Non Fiction, Map it, Me on the map</p> <p><u>Phonological Awareness:</u> Phoneme Blending, Identify and Generate Rhyme, Phoneme Categorization, Phoneme Isolation, Phoneme segmentation, phoneme addition,</p> <p><u>Phonemic Awareness:</u> Phoneme Isolation, Phoneme Blending, Phoneme Isolation, Phoneme Identity, Phoneme Categorization,</p>	<p><u>Content/Skills Covered</u></p>	<p><u>Content/Skills Covered</u> Chapter 4- Subtraction Strategies</p> <ul style="list-style-type: none"> • Use count back 1, 2, or 3 as a strategy to subtract. • Recall addition facts to subtract numbers within 20. • Use addition as strategy to subtract numbers within 20. • Use make a 10 as a strategy to subtract. • Subtract by breaking apart to make a ten. • Solve subtraction problem situations using the strategy act it out. <p>Vocabulary</p> <ul style="list-style-type: none"> • count back 	<p><u>Content/Skills Covered</u> Catching the Wind</p> <ul style="list-style-type: none"> • A problem can be solved in many different ways using different materials. • The properties of a material make it a good or poor choice for certain uses. • Conducting tests helps determine which materials are the best choice for a given use. • The wind can be harnessed to work. • Windmills use the energy of wind to do useful work. • Testing and redesigning can improve the performance of any engineering object. • Engineers use a series of steps, called the Engineering Design Process, to design solutions to problems

Phonics:

Short vowel “e”, Blend words with short “e”, Blend and build words with short “e”, Short “u, Introduce end blends, Introduce th, sh, ng, blend words with th, sh, ng , digraphs: ch, tch, wh, ph”

Spelling Words: leg, beg, men, hen, head, bread, grass, spin, there, again, run, fun, nut, cut, bug, rug, men, head, could, one”, lend, send, fast, past, sink, wink, run, bug, of, who, eat, no, of, under, who, fish, shop, ship, with, thing, sang, fast, wink, want, call, whip, whale, catch match, chin graph, shop, with, many, around

Word sort: un, ut, ug, end, ast, ink, ch, tch, wh, ph.

High Frequency Words

Again, help, new, there, use, could, live, then, three , all, call, day, her, want, , around, by, many, place, walk

Comprehend: Fantasy: Cubs in a hat

Shared Read:

Non Fiction:

Good Job Ben, Fiction Cubs in a Hut, Non Fiction The Best Spot, Fiction: Thump, Thump, Helps Out, Which way on the nmap

Writing

Shared Writing, , interactive writing, literature anthology

Concepts: Homes around the world,

Grammar: Nouns, Singular, possessive nouns, common proper

<p>nouns, Mechanics: Capitalize, irregular plural nouns, Capital letters and periods. I</p>			
<p><u>Assessments (anything graded)</u></p> <ul style="list-style-type: none"> • Spelling Test • Weekly Lesson Test • graded classwork • Oral Quizzes • Writing Samples • Proofreading • Peer Editing 		<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Chapter Assessments • Graded Classwork • Quizzes <ul style="list-style-type: none"> ○ Mid Chapter Checkpoints • exit tickets 	<p><u>Assessments</u></p>
<p>Standards: CCSS Unit 2 Weeks 1-5 November/December L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. RL.1.3 Describe characters settings, and major events in a story using key details. RF. 1.4b Read grade level text orally with accuracy appropriate. rate. and expression. RI. 1.7 Use the illustrations and details in a text to describe its key ideas. W. 1.7 Participate in shared research and writing projects (e.g. explore a numerous of how to books on given topic and use them o write a sequence of instructions. SL. 1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood SL. 1.5 add drawings or other visual displays to descriptions when</p>		<p><u>Standards:</u> CCSS CC.1.OA.1 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. CC.1.OA.4 Understand subtraction as an unknown-addend problem. CC.1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2) CC.1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten(e.g, $8+6=8+2+4=10+4=14$); decomposing a number leading to ten(e.g, $13-4=13-3-1=10-1=9$); using the relationship between addition and subtraction (e.g, knowing that $8+4=12$, one knows $12-8=4$); and creating equivalent but easier or know</p>	<p><u>Standards:</u> CCSS Next Gen Catching The Wind K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. K-2-ETS1-2. 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.</p>

<p>appropriate to clarify ideas, thoughts and feelings.</p> <p>L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g. He hop).</p> <p>SL. 1.1a Follow agreed-upon rules for discussions (e.g. listening to others with care speaking one at a time about the topics and text under discussion).</p> <p>RF. 1.1a Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation)</p> <p>L.1.2e Spell untaught words phonetically drawing on phonemic awareness and spelling conventions.</p> <p>SL. 1.4a Memorize and recite poems, rhymes, and songs with expression</p> <p>SL. 1.1 Ask questions to clear up any confusion about the topics texts under discussion.</p> <p>L. 1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>RF. 1.3a Know the spelling sound correspondences for common consonant digraphs</p> <p>RF. 1.3e Decode- two syllable words following basic patterns by breaking the words into syllables.</p> <p>RF. 1.4b Read grade-level text orally with accuracy rate, and expression.</p> <p>W.1.3 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.</p>		<p>sums (e.g., adding 6+7 by creating the known equivalent $6+6+1=12+1=13$)</p> <p>MP. 2 Reason abstractly and quantitatively.</p> <p>MP. 4 Model with mathematics.</p> <p>MP. 8 Look for and express regularity in repeated reasoning.</p>	
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<p>L. 1.1b Use common proper and possessive nouns.</p> <p>RI 1.5 Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons). To locate key facts or information in a text.</p> <p>RF.1.2c Isolate and pronounce initial medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>SL.1.1a Follow agreed-upon rules for discussions (e.g. listening to others with care, speaking one at a time about the topics and text under discussion).</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>			
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English Language Arts	Social Studies	Mathematics	Science
<p><u>Content/Skills Covered</u> Unit 3</p> <p><u>Oral Vocabulary</u> calendar, immediately, occasion, schedule, weekend, assist, bloom, grasped, spied, sprout, eventually, foolish, hero, tale, timid, century, entertainment, future, past, present, delicious, delighted, enormous, nutritious, responsibility</p> <p><u>Listening Comprehension</u> Realistic Fiction A second is a hiccup, Measuring time, Non Fiction Time to plant, Realistic Fiction Mystery Vine, Fiction: The great big gigantic turnip, Fiction: The big yucca plant, Realistic Fiction: The Nice Fiction: interrupting chicken, Fiction: The foolish timid rabbit, Realistic Fiction: The last train, Non Fiction: Pioneers, Non Fiction: Where does food come from?, Fiction: The little red hen Shared Reading: Non Fiction Life at home, Non Fiction: Long ago and now, Non Fiction: A look at breakfast, From cows to you, Realistic Fiction: The Nice Mitten, Fiction: The gingerbread man, Non Fiction: Time to plant. Fiction, The big yucca plant Fiction: Nate the snake is late , Realistic Fiction: On my way to school</p>	<p><u>Content/Skills Covered</u> Unit 2 – Thinking about Maps and Globes</p> <ul style="list-style-type: none"> Distance, size, and position of objects and features in the environment can be learned and become predictable by the development of mental map or frame of reference. Language, models, maps, and diagrams are ways of representing the word. express and describe spatial relationships use and interpret positional vocabulary effectively create and interpret models, diagrams, maps and globes <p>Vocabulary</p> <ul style="list-style-type: none"> Location vocabulary, model, symbol, map, globe, equator, continent, ocean, bird’s eye view, north, east, south, west 	<p><u>Content/Skills Covered</u> Chapter 5- Addition and Subtraction Relationship (lessons 5.1-5.8)</p> <ul style="list-style-type: none"> Solve addition and subtraction problem situations using the strategy make a model. Record related facts within 20. Identify related addition and subtraction facts within 20. Apply the inverse relationship of addition and subtraction. Use related facts to determine unknown numbers. Use a related fact to subtract. Choose an operation and strategy to solve an addition or subtraction word problem. Represent equivalent forms of numbers using sums and differences within 20. <p>Vocabulary</p> <ul style="list-style-type: none"> related facts 	<p><u>Content/Skills Covered</u></p>

<p><u>Phonological Awareness</u> Phoneme Deletion, Segmentation, Blending, and Alliteration <u>Phonemic Awareness:</u> Phoneme identity, addition, substitution, blending, segmentation, rhyme, isolation, and , deletion</p> <p><u>Phonics</u> Spelling Long “a”, a_e, Long i: i_e, Soft 5, jdge, Long o o_e, Long u:oo, u, Structural Analysis: not, plurals, Inflectional ending ed, ing</p> <p><u>High Frequency Words:</u> Away now, some, today, way, why, assist, bloom, grasped, spied, sprout, eventually, foolish, hero, tale, timid, century, entertainment, future, past, present, delicious, delighted, enormous, nutritious, responsibility</p> <p><u>Comprehension Strategy:</u> Make and confirm predictions Reread, Skill: connection with text compare and contrast, <u>Write to sources,</u> Trait: word choice, Trait: ideas Writing: Literature Anthology, independent writing, shared writing, interactive writing</p> <p><u>Grammar:</u> verbs, Mechanics: commas in a series, Present-Tense Verbs, Mechanics: Capitalize and underline Titles of Plays, Past and future-Tense-Verbs, is, are, contractions with not, Mechanics: Commas in Dates. connections within the text</p>			
<p><u>Assessments (anything graded)</u></p> <ul style="list-style-type: none"> • Spelling Test • Weekly Lesson Test 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Quizzes • Tests 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Chapter Assessments • Graded Classwork 	<p><u>Assessments</u></p>

<ul style="list-style-type: none"> • graded classwork • exit tickets • Oral Quizzes • Writing Samples • Peer Editing 	<ul style="list-style-type: none"> • transfer tasks • exit tickets • graded classwork 	<ul style="list-style-type: none"> • Quizzes <ul style="list-style-type: none"> ○ Mid Chapter Checkpoints • exit tickets 	
<p><u>Standards</u> Unit 3 Weeks 1-5 December/January</p> <p>RF. 1.3c Know final –e and common vowel team conventions for representing long vowel nouns L.1.1e 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. RL. 1.6 Identify who is telling the story at various points in text. RF.1.4b Read grade level text orally with accuracy appropriate rate, and expression. RF. 1.3c Know final –e and common vowel and conventions for representing long vowel sounds RL.2.5 Know and use various text features (e.g. captions, bold, print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. W.1.7 Participate in shared research and writing projects (e.g. explore a number of how to books on a given topic and use them to create a sequenced set of instructions). RF. 1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p><u>Standards:</u> CCSS DE GLEs G1a – Students will understand the nature and use of maps, globes, and other geo-graphics.</p>	<p><u>Standards:</u> CCSS CC.1.OA.1. 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. CC.1.OA.6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$) CC.1.OA.7. Understand the meaning of the equal sign, and determine if</p>	<p><u>Standards:</u> Next Gen</p>

<p>RF 1.3cf Know final –e and common vowel team contentions for representing long vowel sounds.</p> <p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL. 1.4 Describe people, places, things and events with relevant details expressing ideas and feelings clearly.</p> <p>SL. 1.5 Add drawings or other visual displays to descriptions when appropriate clarify ideas, thoughts, and feelings.</p> <p>RL 1.3 Describe characters settings and major events in a story using key details.</p> <p>SL. 1. 1b Build on others talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>RF. 1.1a Recognize the distinguishing features of sentence (e.g. first word, capitalization, ending punctuation).</p> <p>RF. 1.3b Decode regularly spelled one syllable words.</p> <p>RF 1.3c Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>RF. 1.3g Recognize and read grade appropriate irregularly spelled words.</p> <p>L.1.2d Use conventional spelling patterns and for frequently occurring irregular words.</p> <p>RF. 1.3g Recognize and read grade appropriate irregularly spelled words.</p> <p>W. `1.3 Write narratives in which the recount two or more appropriately sequenced events include some details regarding what happened use</p>		<p>equations involving addition and subtraction are true or false.</p> <p>CC.1.OA.8. Determine the unknown whole number in an addition and subtraction equations relating three whole numbers</p> <p>MP. 3 Construct visible arguments and critique the reasoning of others.</p> <p>MP. 4 Model with mathematics.</p> <p>MP. 6 Attend to precision.</p>	
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temporal words to signal event order and provide some sense of closure.

L.1.1e Use verbs to convey a sense of past present and future.

SL. 1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

RF. 1.3f Read words with inflectional endings.

RL. 1.3 Describe characters settings and major events in a story using key details

RL 1.6 Identify who is telling the story at various points in a text.

RL. 1.4 Identify words and phrases in stories or poems that suggest feeling or appeal to the sense.

RF. 1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (Phonemes)

RF. 1.3f Read words with inflectional endings.

W. 1.3 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.

RI.1.5 Know and use various text (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in text.

W. 1.6w with guidance and support from adults use a variety of digital tools to produce and publish writing including in collaboration with peers.SL. 1.3 Ask and answer

questions about what a speaker says in order to gather additional information or clarify something that is not understood

SL. 1.4 Describe: people, places, things and events with relevant details, expressing ideas and feelings clearly.

SL.1.1a 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).

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

RF. 1.4b Read grade level text orally with accuracy, appropriate rate, and expression.

RL. 2.4 Describe how words and phrases (e.g. regular beats alliteration, rhymes repeated lines) supply rhythm and meaning in a story, poem, or song).

W. 1.7 Participate in share research and writing project (e.g. explore a number of how to books on a given to and uses them to write a sequence of instructions.

SL. 1. 6 produce complete sentences when appropriate task and situation.

L.1.1e Use verbs to convey a sense of past, present, and future.

RF. 1.4b Read grade-level text orally with accuracy appropriate rate and expression.

RL.1.2 Retell stories including key details and demonstrate

<p>understanding of their message or lesson</p> <p>RF. 1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>L. 1.3d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>RI 1.7 Use illustrations and details in a text to describe its key ideas.</p> <p>SL.1a Follow agreed upon rules for discussions (e.g. listening to others with care, speaking one at a time about the topics and texts under discussions).</p> <p>RF. 1.3f Read words with inflectional endings.</p> <p>RF. 1.4b Read grade level text orally with accuracy, appropriate rate, and expression.</p> <p>RI. 1.5 Know and use various text features (e.g. headings, tables of contents, glossaries electronic menus, icons) to locate key facts or information in a text.</p>			
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English Language Arts	Social Studies	Mathematics	Science
<p><u>Content/Skills Covered</u></p> <p>CONTINUE UNIT 3</p>	<p><u>Content/Skills Covered</u></p> <p>Unit 2 cont.– Thinking about Maps and Globes</p> <ul style="list-style-type: none"> Distance, size, and position of objects and features in the environment can be learned and become predictable by the development of mental map or frame of reference. Language, models, maps, and diagrams are ways of representing the word. express and describe spatial relationships use and interpret positional vocabulary effectively create and interpret models, diagrams, maps and globes <p>Vocabulary</p> <ul style="list-style-type: none"> Location vocabulary, model, symbol, map, globe, equator, continent, ocean, bird’s eye view, north, east, south, west 	<p><u>Content/Skills Covered</u></p> <p>Chapter 5- Addition and Subtraction Relationship (lessons 5.9 – 5.10, Review and Assessment)</p> <ul style="list-style-type: none"> Determine if an equation is true or false. Add and subtract facts within 20 and demonstrate fluency for addition and subtraction within 10. <p>Vocabulary</p> <ul style="list-style-type: none"> related facts <p>Chapter 6- Count and Model Numbers (lessons 6.1 – 6.6)</p> <ul style="list-style-type: none"> Count by one to extend a counting sequence up to 120. Count by tens from any number to extend a counting sequence up 120. Use models to write to represent equivalent forms of ten and ones. Use objectives, pictures and numbers to represent ten and some ones. Use objects, pictures and numbers to represent tens. Group objects to show numbers to 50 as tens and ones. 	<p><u>Content/Skills Covered</u></p> <p>Mid-January Solids and Liquids</p> <ul style="list-style-type: none"> Solids and liquids can be described by their properties. Some properties of solids are color, shape, ability to roll or stack, hardness, magnetic attraction, and whether they float or sink. Some properties of liquids are color, tendency to flow, degree of viscosity or fluidity, whether they’re miscible with water, and whether they float or sink in water. Tests can be performed to investigate properties of solids and liquids that cannot otherwise be observed.

		<ul style="list-style-type: none"> Group objects to show numbers to 100 as tens and ones. Solve problems using the strategy make a model. Read and write numerals to represent a number of 100 to 110. Read and write numerals to represent a number of 110 to 120 objects. <p>Vocabulary</p> <ul style="list-style-type: none"> digit hundred ones tens 	
<p><u>Assessments (anything graded)</u></p> <ul style="list-style-type: none"> Spelling Test Weekly Lesson Test graded classwork exit tickets Oral Quizzes Writing Samples Peer Editing 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> Quizzes Tests transfer tasks exit tickets graded classwork 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> Chapter Assessments Graded Classwork Quizzes <ul style="list-style-type: none"> Mid Chapter Checkpoints exit tickets 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> Teacher created assessment Science kit assessment Exit tickets Participation/discussions
<p><u>Standards: CCSS</u></p>	<p><u>Standards: CCSS DE GLEs</u> G1a – Students will understand the nature and use of maps, globes, and other geo-graphics.</p>	<p><u>Standards: CCSS</u> Chapter 5 CC.1.OA.1. 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. CC.1.OA.6. Add and subtract within 20, demonstrating fluency for</p>	<p><u>Standards: CCSS Next Gen</u> Solids and Liquids 2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. 2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose 2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.</p>

		<p>addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$)</p> <p>CC.1.OA.7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.</p> <p>CC.1.OA.8. Determine the unknown whole number in an addition and subtraction equations relating three whole numbers</p> <p>MP. 3 Construct viable arguments and critique the reasoning of others.</p> <p>MP. 4 Model with mathematics.</p> <p>MP. 6 Attend to precision.</p> <p>Chapter 6</p> <p>CC.1.NBT.1. 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>CC.1.NBT.2. Understand that the two digits of a two-digit number represent amounts of tens and ones.</p>	<p>5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</p>
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		<p>Understand the following as special cases</p> <ul style="list-style-type: none">• a. 10 can be thought of as a bundle of ten ones — called a "ten"• b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones• c. 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>CC.1.NBT.3. Compare two two-digit numbers based on meanings of the ten and one digits, recording the results of comparison with the symbols $<$, $=$, and $>$</p> <p>MP.5 Use appropriate tools strategically.</p> <p>MP.7 Look for and make use of structure.</p>	
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English Language Arts	Social Studies	Mathematics	Science
<p><u>Content/Skills Covered</u> Unit 4</p> <p>Reading</p> <ul style="list-style-type: none"> Fantasy "The Elephants Child, Folktale "A Tale of a Tail", Folktale "How Bat Got Its Wings", Nonfiction "Bat! Bats! Bats!", Nonfiction "A Team of Fish", Nonfiction "Animals Working Together", Nonfiction "Animal Teams", Nonfiction "Busy As A Bee" Nonfiction "Animals in Winter", Nonfiction "Go Wild", Nonfiction "Vulture View", Poetry "When It's Snowing" Nonfiction "Insect Hide and Seek", Fantasy "Creep Low, Fly High", Fantasy "Hi! Fly Guy", Nonfiction "Meet the Insects" Folktale "Ming's Teacher", Nonfiction From Puppy to Guide Dog", Nonfiction "Koko and Penny", Nonfiction "Saving Mountain Gorillas" <p>Comprehension</p> <ul style="list-style-type: none"> Strategy: Ask and answer questions Skill: Sequence Genre: Folktale Skill: Main Idea and Key details 	<p><u>Content/Skills Covered</u></p>	<p><u>Content/Skills Covered</u> Chapter 6- Count and Model Numbers (lessons 6.6 – 6.10, Review and Assessment)</p> <ul style="list-style-type: none"> Group objects to show numbers to 50 as tens and ones. Group objects to show numbers to 100 as tens and ones. Solve problems using the strategy make a model. Read and write numerals to represent a number of 100 to 110. Read and write numerals to represent a number of 110 to 120 objects. <p>Vocabulary</p> <ul style="list-style-type: none"> digit ones tens <p>Chapter 7 – Compare Numbers (Lessons 7.1 – 7.5 and Review)</p> <ul style="list-style-type: none"> Model and compare two-digit numbers to determine which is greater Use symbols for is less than "<", is greater than ">", and is equal to "=" to compare numbers Solve problems using the strategy make a model 	<p><u>Content/Skills Covered</u> Con't. Solids and Liquids</p> <ul style="list-style-type: none"> Solids and liquids can be described by their properties. Some properties of solids are color, shape, ability to roll or stack, hardness, magnetic attraction, and whether they float or sink. Some properties of liquids are color, tendency to flow, degree of viscosity or fluidity, whether they're miscible with water, and whether they float or sink in water. Tests can be performed to investigate properties of solids and liquids that cannot otherwise be observed.

- Genre: Informational Text
- Strategy: Visualize
- Skill: Point of View
- Genre: Fantasy
- Skill: Connections within text/sequence

Vocabulary

- appearance, determined, feature, predicament, relief
- splendid, special (using a dictionary)
- Behavior, beneficial, dominant, endangered, instinct
- Danger, partner (Context Clues: Sentence Clues)
- Communicate, provide, superior, survive, wilderness
- Search, seek (Word Categories)
- Different, flutter, imitate, resemble, protect
- Beautiful, fancy
- Advice, career, remarkable, soothe, trust
- Clever, signal (Root Words)

Word Work

Phonological Awareness

- Rhyme
- Phoneme categorization
- Blending
- Segmentation
- Phoneme identity
- Contrast Sounds

- Identify numbers that are 10 less or 10 more than a given number.

Vocabulary

- is greater than >
- is less than <

- Deletion
- Addition
- Substitution

Phonics/Spelling

- Long A
- Alphabetical order
- Long E
- Prefixes: re-, un-, pre-
- Long O
- Open Syllables
- Compound Words
- Long I
- Inflectional endings

High-frequency words

- About, animal, carry, eight, give, our
- Because, blue, into, or, other, small
- Find, food, more, over, start, warm
- Caught, flew, know, laugh, listen, were
- Found, hard, near, woman, would, write

Grammar

- Was and were, Apostrophes with contractions
- Has and Have, Capitalization and End Punctuation
- Go and do, capitalize proper nouns

<ul style="list-style-type: none"> • See and saw, underline titles of books • Adverbs That Tell When, Commas in a Series <p>Writing</p> <ul style="list-style-type: none"> • Write to Sources Trait: Word Choice, Organization 			
<p><u>Assessments (anything graded)</u></p> <ul style="list-style-type: none"> • Spelling Test • Weekly Lesson Test • graded classwork • exit tickets • Oral Quizzes • Writing Samples • Peer Editing 	<p><u>Assessments</u></p>	<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Chapter Assessments • Graded Classwork • Quizzes <ul style="list-style-type: none"> ○ Mid Chapter Checkpoints • exit tickets 	<p><u>Assessments</u></p>
<p><u>Standards: CCSS</u></p> <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RL.1.6 Identify who is telling the story at various points in a text.</p>	<p><u>Standards: CCSS DE GLEs</u></p>	<p><u>Standards: CCSS</u></p> <p>Chapter 6</p> <p>CC.1.NBT.1. 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>CC.1.NBT.2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases</p> <ul style="list-style-type: none"> • a. 10 can be thought of as a bundle of ten ones — called a "ten" b. The numbers from 11 to 19 are composed of a ten and one, two, 	<p><u>Standards: CCSS Next Gen</u></p> <p>Solids and Liquids</p> <p>2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p> <p>2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose</p> <p>2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.</p> <p>5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</p>

<p>1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8 Identify the reasons an author gives to support points in a text.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>		<p>three, four, five, six, seven, eight, or nine ones</p> <ul style="list-style-type: none"> c. 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>CC.1.NBT.3. Compare two two-digit numbers based on meanings of the ten and one digits, recording the results of comparison with the symbols $<$, $=$, and $>$</p> <p>MP. 5 Use appropriate tools strategically.</p> <p>MP. 7 Look for and make use of structure.</p> <p>Chapter 7</p> <p>CC.1.NBT.3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p>CC.1.NBT.5. 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>MP. 6 Attend to precision.</p> <p>MP. 8 Look for and express regularity in repeated reasoning.</p>	
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RF.1.1A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RF.1.2A Distinguish long from short vowel sounds in spoken single-syllable words.

RF1.2B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.2C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

RF.1.2D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF1.3A Know the spelling-sound correspondences for common consonant digraphs.

RF.1.3B Decode regularly spelled one-syllable words.

RF.1.3C Know final -e and common vowel team conventions for representing long vowel sounds.

RF.1.3D Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

RF.1.3E Decode two-syllable words following basic patterns by breaking the words into syllables.

RF.1.3F Read words with inflectional endings.

RF.1.4A Read grade-level text with purpose and understanding.

RF.1.4B Read grade-level text orally with accuracy, appropriate rate, and

expression on successive readings.

RF.1.4C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.1.1 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 sense of closure.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3 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.

W.1.5 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.

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.1.7 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).

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

<p>SL.1.1A 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).</p> <p>SL.1.1B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.1C Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p> <p>L.1.1A Print all upper- and lowercase letters.</p> <p>L.1.1B Use common, proper, and possessive nouns.</p> <p>L.1.1C Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p>			
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<p>L.1.1E 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).</p> <p>L.1.1J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2A Capitalize dates and names of people.</p> <p>L.1.2B Use end punctuation for sentences.</p> <p>L.1.2C Use commas in dates and to separate single words in a series.</p> <p>L.1.2D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>L.1.4A <i>Use sentence-level context as a clue to the meaning of a word or phrase.</i></p> <p>L.1.4B Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>L.1.4C Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p> <p>L.1.5A Sort words into categories (e.g., colors, clothing) to gain a sense</p>			
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of the concepts the categories represent.

L.1.5B Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

L.1.5C Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

L.1.5D 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*) by defining or choosing them or by acting out the meanings.

L.1.6 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 (e.g., *because*).



English Language Arts	Social Studies	Mathematics	Science
<p><u>Content/Skills Covered</u></p> <p>CONTINUE UNIT 4</p>	<p><u>Content/Skills Covered</u></p> <p>Unit 3 – Authority and Responsibility</p> <ul style="list-style-type: none"> define the term authority define the term respect identify some important uses of authority in society explain the difference between authority and power without authority identify some problems that might arise from a lack of effective authority identify some important uses of authority in society <p>Vocabulary</p> <ul style="list-style-type: none"> authority, respect, duties, government, laws, limit, position of authority, rules, power 	<p><u>Content/Skills Covered</u></p> <p>Chapter 7 – Compare Numbers (Assessment)</p> <p>Chapter 8 – Two Digit Addition and Subtraction (lessons 8.1 – 8.8)</p> <ul style="list-style-type: none"> Add and subtract within 20 Draw a model to add tens Draw a model to subtract tens Use a hundred chart to find sums Use concrete models to add ones or tens to a two-digit number Make a ten to add a two-digit number and a one-digit number Use tens and ones to add two-digit numbers Solve and explain two-digit addition word problems using the strategy draw a picture 	<p><u>Content/Skills Covered</u></p>
<p><u>Assessments (anything graded)</u></p> <ul style="list-style-type: none"> Spelling Test Weekly Lesson Test graded classwork Oral Quizzes Writing Samples Peer Editing 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> Quizzes Tests transfer tasks exit tickets graded classwork 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> Chapter Assessments Graded Classwork Quizzes <ul style="list-style-type: none"> Mid Chapter Checkpoints exit tickets 	<p><u>Assessments</u></p>
<p><u>Standards: CCSS</u></p>	<p><u>Standards: CCSS DE GLEs</u></p> <p>C1B- Students will understand that positions of authority, whether elected, appointed, or familial, carry</p>	<p><u>Standards: CCSS</u></p> <p>Chapter 7</p> <p>CC.1.NBT.3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the</p>	<p><u>Standards: CCSS Next Gen</u></p>

	<p>responsibilities and should be respected.</p>	<p>results of comparisons with the symbols $>$, $=$, and $<$. CC.1.NBT.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. MP. 6 Attend to precision. MP. 8 Look for and express regularity in repeated reasoning.</p> <p>Chapter 8</p> <p>CC.1.NBT.4. 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 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.</p> <p>CC.1.NBT.6. 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>CC.1.OA.6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.</p>	
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		<p>Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>MP. 1 Make sense of problems and persevere in solving them.</p> <p>MP. 3 Construct viable arguments and critique the reasoning of others.</p>	
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English Language Arts	Social Studies	Mathematics	Science
<p><u>Content/Skills Covered</u> Unit 5</p> <p>Reading</p> <ul style="list-style-type: none"> Fantasy "A Barn full of Hats", Folktale "Goldilocks", Fantasy "A lost button", Nonfiction "Sort it Out", Fantasy "A Bird Named Fern" Folktale "Why the Sun and Moon are in the Sky", Fantasy "Kitten's First Full Moon", Nonfiction "The Moon" Biography "The Story of the Robot Inventor", Nonfiction "Great Inventions", Biography "Thomas Edison", Poetry "Windshield Wipers" and "Scissors" Realistic Fiction "What's that sound", Folktale "The Squeaky Bed", Fiction "Whistle for Willi, Nonfiction "Shake! Strike! Strum" Nonfiction "The Joy of a Ship", Folktale "The Sheep, the Pig, and the Goose Who Set Up a House", Nonfiction "Building Bridges", Nonfiction "Small Joy" <p><u>Comprehension</u></p> <ul style="list-style-type: none"> Strategy: make/confirm predictions Skill: Point of view 	<p><u>Content/Skills Covered</u> Unit 4 – Thinking Chronologically</p> <ul style="list-style-type: none"> know which events will go into the chronology and which will be left out know how to logically organize events using written records tell why does “ when” matter <p>Vocabulary</p> <ul style="list-style-type: none"> time, schedule, calendar, events 	<p><u>Content/Skills Covered</u> Lesson 8 – Two Digit Addition and Subtraction (lesson 8.9, review and assessment)</p> <ul style="list-style-type: none"> Add and subtract within 100, including continued practice with facts within 20 <p>Chapter 9 – Measurement</p> <ul style="list-style-type: none"> Order objects by length Use the Transitivity Principle to measure indirectly Measure length using nonstandard units Make a nonstandard measuring tool to measure length Solve measurement problems using the strategy act it out Write times to the hour shown on analog clocks Write times to the half hour shown on analog clocks Tell times to the hour and half hour using analog and digital clocks Use the hour hand to draw and write times on analog and digital clocks <p>Vocabulary</p> <ul style="list-style-type: none"> longest shortest hour hand half hour hour 	<p><u>Content/Skills Covered</u></p>

- Skill: plot: cause and effect
- Genre: fantasy
- Strategy: Ask. Answer Questions
- Skill: Connections Within Text: Problem and Solution
- Genre: Nonfiction/Biography
- Skill: Plot: Problem and Solution
- Genre: Realistic Fiction
- Skill: Connections Within Text: Cause and Effect
- Genre: Informational Text

Vocabulary

- Classify, distinguish, entire, organize, startled
- Trouble, whole
- Certain, observe, remained, thought, vast
- Leaped, stretched
- Complicated, curious, device, imagine, improve
- Idea, unusual
- Distract, nervous, senses, squeaky, volume
- Scrambled, suddenly
- Contented, intend, marvelous, project, structure
- Balance, section

Phonemic Awareness

- Contrast sounds
- Phoneme categorization
- Blending
- Context Clues: Multiple Meanings
- Rhyme
- Phoneme substitution

- minute hand
- minutes

Lesson 10 – Represent Data (Lessons 10.1 – 10.4)

- Analyze and compare data shown in a picture graph where each symbol represents one
- Make a picture graph where each symbol represents one and interpret the information
- Analyze and compare data shown in a bar graph
- Make a bar graph and interpret the information

Vocabulary

- picture graph
- bar graph
- tally chart
- tally mark

- Deletion
- Segmentation
- Shades of Meaning/Intensity
- Substitution
- Addition
- Prefixes
- Isolation
- Suffixes

Phonics

- Words with ar, words with /ur/, words with or, diphthongs ow and ou

High-frequency words

- Four, none, only
- Another, climb, full, great, poor, through
- large, put, round
- Began, better, guess, learn, right, sure
- Color, early, instead, nothing, oh, thought
- Above, build, fall, knew, money, toward

Grammar

- Words that join
- Adjectives that compare mechanics: capitalize proper nouns
- Other adjectives
- Mechanics: Capitalize/Underline Book Titles
- Prepositions
- Prepositional phrases
- Mechanics: Abbreviations

<p><u>Writing</u></p> <ul style="list-style-type: none"> • Write to sources • Sentence Fluency • Word Choice 			
	<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Quizzes • Tests • transfer tasks • exit tickets • graded classwork 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Chapter Assessments • Graded Classwork • Quizzes <ul style="list-style-type: none"> ○ Mid Chapter Checkpoints • exit tickets 	<p><u>Assessments</u></p>
<p>Standards: CCSS</p> <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RL.1.6 Identify who is telling the story at various points in a text.</p> <p>1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>1.9 Compare and contrast the adventures and experiences of characters in stories.</p>	<p><u>Standards:</u> CCSS DE GLEs H1a – Students will use clocks, calendars, schedules, and written records to record or locate events in time.</p>	<p><u>Standards:</u> CCSS Chapter 8 CC.1.NBT.4. 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 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. CC.1.NBT.6. 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</p>	<p><u>Standards:</u> CCSS Next Gen</p>

1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

RF.1.1A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RF.1.2B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.2C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

RF.1.2D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.1.3A Know the spelling-sound correspondences for common consonant digraphs.

RF.1.3B Decode regularly spelled one-syllable words.

RF.1.3D Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

RF.1.3E Decode two-syllable words following basic patterns by breaking the words into syllables.

RF.1.3F Read words with inflectional endings.

RF.1.3G Recognize and read grade-appropriate irregularly spelled words.

RF.1.4A Read grade-level text with purpose and understanding.

RF.1.4B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

method and explain the reasoning used.

CC.1.OA.6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

MP. 1 Make sense of problems and persevere in solving them.

MP. 3 Construct viable arguments and critique the reasoning of others.

Chapter 9

CC.1.MD.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.

CC.1.MD.2. 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 overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. Tell and write time.

RF.1.4C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.1.1 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 sense of closure.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3 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.

W.1.5 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.

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.1.7 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).

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CC.1.MD.3. Tell and write time in hours and half-hours using analog and digital clocks.

Chapter 10

CC.1.MD.4 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.

MP. 2 Reason abstractly and quantitatively.

MP. 8 Look for and express regularity in repeated reasoning.

SL.1.1A 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).

SL.1.1B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1C Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6 Produce complete sentences when appropriate to task and situation.

L.1.1A Print all upper- and lowercase letters.

L.1.1B Use common, proper, and possessive nouns.

L.1.1C Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.1E 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).

L.1.1F Use frequently occurring adjectives.

L.1.1G Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).

L.1.1H Use determiners (e.g., articles, demonstratives).

L.1.1I Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).

L.1.1J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2A Capitalize dates and names of people.

L.1.2B Use end punctuation for sentences.

L.1.2D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4A Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.4B Use frequently occurring affixes as a clue to the meaning of a word.

L.1.4C Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).

L.1.5C Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

L.1.5D 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*) by defining or choosing them or by acting out the meanings.

L.1.6 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 (e.g., *because*).

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English	Social Studies	Mathematics	Science
<p>Content/Skills Covered Unit 6</p> <p>Reading</p> <ul style="list-style-type: none"> • Fantasy “Super Tools”, Click Clack Moo, • Fable “The Cat’s Bell”, • Nonfiction “March On”, “All Kinds of Helpers”, “Meet Rosina”, “Rainy Weather” “Let’s Dance”, “Share the Harvest and Give Thanks”, Celebrate the Flag” • Folktale “Anansi’s Sons”, “Paul Bunyan and the Pop-corn Blizzard” • Poetry “Abuelita’s Lap”, • Realistic Fiction “Wrapped in Ice”, “Rain School”, “A Spring Birthday” • Fiction “Lissy’s Friends” <p><u>Comprehension</u> Strategy: Reread Skill: Theme Genre: Fantasy * Strategy: Reread * Skill: Author’s Purpose” * Genre: Informational Nonfiction * Strategy: Visualize * Skill: Plot: Cause and Effect * Genre: Realistic Fiction * Strategy: Visualize * Skill: Theme * Genre: Realistic fiction * Strategy: Reread</p>	<p><u>Content/Skills Covered</u></p>	<p><u>Content/Skills Covered</u></p>	<p><u>Content/Skills Covered</u> Organisms</p> <ul style="list-style-type: none"> • We use our senses to observe the world around us. • Organisms have basic needs, such as food, water, air, space, and shelter. • Each type of organism has specific needs, such as type of food, amount of water, amount of light, amount of space, and type of shelter. • There is a wide diversity of living things on earth. • Organisms grow, change, and die over time. • Some plants grow from seeds. The roots grow first and then the stem. • Plants have similarities, such as the ability to grow and the need for water, light, space, and air. • Animals have similarities, such as the ability to move and the need for food, water, space, and shelter. • Plants and animals have similarities, such as basic needs, ability to grow and change, and death. • Humans are similar to other organisms. Humans have basic needs and also grow, change, and die.

* Skill: Author's Purpose * Genre:
Informational Nonfiction

Vocabulary

Argument, conflict, fair, risk, shift,
Demand, emergency

Synonyms

* Decision, distance, inspire, respect,
swiftly * Accept, often

* Creative, cycle, frigid, predict,
scorching * Country, gathers

* Ancient, drama, effort, movement,
tradition * Difficult, nobody

* Design, display, pride, purpose,
represent * Nation, unite

Phonemic Awareness

Phoneme identity, segmentation,
Substitution, Rhyme, Syllable

Deletion/Addition

* Phoneme categorization/ Reversal/
Blending/ Segmentation/Substitution

Structural Analysis: Inflectional
endings –ed, -ing * Fluency: Phrasing,
Addition, R-Controlled Vowel
Syllables

Phonics

Variant Vowel /u/

Structural Analysis: Suffixes –ful, -less

* Variant Vowel /o/ * Structural
analysis: Vowel Team Syllables, Silent
letter, Three letter blends, Words
with /ar/

High Frequency Words

Above, build, fall, knew, money,
toward

* Brother, father, friend, love,
mother, picture

**Lesson 10 – Represent Data
(Lessons 10.5 – 10.7, review and
assessment)**

- Analyze and compare data shown in a tally chart
- Make a tally chart and interpret the information
- Solve problem situations using the strategy make a graph

**Chapter 11 – Three-Dimensional
Geometry**

- Identify and describe three-dimensional shapes according to defining attributes
- Compose a new shape by combining three-dimensional shapes
- Use composite three-dimensional shapes to build new shapes

Vocabulary

- cone
- cube
- curved surface
- cylinder
- flat surface
- rectangular prism
- sphere

**Chapter 12 – Two-Dimensional
Geometry**

- Use defining attributes to sort shapes
- Describe attributes of two-dimensional shapes
- Use objects to compose new two-dimensional shapes

<p>* Been, children, month, question, their, year * Before, front, heard, push, tomorrow, your * Favorite, few, gone, surprise, wonder, young</p> <p><u>Grammar</u> Pronouns Mechanics: Capitalize I * Possessive Pronouns * Mechanics: Days, Months, Holidays * Special pronouns * Mechanics: Commas in Dates and Letters , Using I and me, Adverbs that tell how, Abbreviation</p> <p><u>Writing</u> Write to Sources Trait: Sentence, Voice, Ideas</p>		<ul style="list-style-type: none"> • Compose a new shape by combining two-dimensional shapes • Make new shapes from composite two-dimensional shapes using the strategy act it out • Decompose combined shapes into shapes • Decompose two-dimensional shapes into parts • Identify equal and unequal parts (or shares) in two-dimensional shapes • Partition circles and rectangles into two equal shares • Partition circles and rectangles into four equal shares <p>Vocabulary</p> <ul style="list-style-type: none"> • circles • rectangles • sides • square • triangles • vertices • hexagon • trapezoid • equal parts • equal shares • unequal parts • unequal shares • half of • halves • fourth of • fourths • quarter of • quarters 	
Assessments	<u>Assessments</u>	<u>Assessments</u>	<u>Assessments</u>

		<p>Chapter 10</p> <ul style="list-style-type: none"> • Class work • Chapter 10 Assessment <p>Chapter 11</p> <ul style="list-style-type: none"> • Class work • Quiz <ul style="list-style-type: none"> ○ Mid Chapter Checkpoint • Chapter 11 Assessment <p>Chapter 12</p> <ul style="list-style-type: none"> • Class work • Quiz <ul style="list-style-type: none"> ○ Mid Chapter Checkpoint • Chapter 12 Assessment 	
<p>Standards: CCSS</p> <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p>	<p><u>Standards:</u> CCSS DE GLEs</p>	<p><u>Standards:</u> CCSS</p> <p>Chapter 10</p> <p>CC.1.MD.4 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.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>MP.6 Attend to precision.</p> <p>Chapter 11</p> <p>CC.1.G.1.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>CC.1.G.2.Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular</p>	<p><u>Standards:</u> CCSS Next Gen</p>

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

RF1.2B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.2C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

RF.1.2D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF1.3A Know the spelling-sound correspondences for common consonant digraphs.

RF.1.3B Decode regularly spelled one-syllable words.

RF.1.3D Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

RF.1.3E Decode two-syllable words following basic patterns by breaking the words into syllables.

RF.1.3F Read words with inflectional endings.

RF.1.4A Read grade-level text with purpose and understanding.

RF.1.4B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.1.4C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.1.1 Write opinion pieces in which they introduce the topic or name the

prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
MP.1 Make sense of problems and persevere in solving them.
MP. 7 Look for and make use of structure.

Chapter 12

CC.1.G.1. 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.

CC.1.G.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.

CC.1.G.3. 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.

MP. 4 Model with mathematics.

MP. 7 Look for and make use of structure.

book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3 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.

W.1.5 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.

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.1.7 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).

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.1.1A 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).

SL.1.1B Build on others' talk in conversations by responding to the

comments of others through multiple exchanges.

SL.1.1C Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6 Produce complete sentences when appropriate to task and situation.

L.1.1A Print all upper- and lowercase letters.

L.1.1B Use common, proper, and possessive nouns.

L.1.1D Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

L.1.1F Use frequently occurring adjectives.

L.1.1G Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).

L.1.1H Use determiners (e.g., articles, demonstratives).

L.1.1I Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).

L.1.1J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2A Capitalize dates and names of people.

L.1.2B Use end punctuation for sentences.

L.1.2C Use commas in dates and to separate single words in a series.

L.1.2D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4A Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.4B Use frequently occurring affixes as a clue to the meaning of a word.

L.1.4C Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).

L.1.5A Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.5B Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

L.1.5C Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

L.1.5D 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*) by defining or choosing them or by acting out the meanings.

L.1.6 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 (e.g., *because*).

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