



Monday 09/25/2023	Tuesday 09/26/2023	Wednesday 09/27/2023	Thursday 09/28/2023	Friday 09/29/2023
<p>ELA 8:15am - 9:10am</p> <p>Unit 2 Lesson 1</p> <p>Objectives: Students will blend words with consonant blends, answer questions in a phoneme blending story, generate words that contain /k/, blend, spell, and read words that contain /k/ spelled c, and build fluency by reading.</p> <p>Opener: Name letters shown on cards "Apples and Bananas" song</p> <p>Lesson: Phoneme Blending: consonant blends Introduce sound/spelling for letter Cc Generate and blend words Develop oral language Partner read Core Decodable 19: "Nat's Cap"</p> <p>Assessment: Skills Practice page 55-56</p> <p>Standards</p> <p>1.L.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>1.L.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>1.RF.2c Isolate and pronounce initial, medial vowel, and</p>	<p>ELA 8:15am - 9:10am</p> <p>Unit 2 Lesson 1</p> <p>Objectives: Students will blend words with consonant blends, count vowels and syllables in words, generate words with the spellings al and all, blend, spell, and read words that contain /aw/ spelled al and all, and build fluency by reading.</p> <p>Opener: Sound/spelling chain game Consonant riddle game</p> <p>Lesson: Phoneme blending: consonant blends Segmenting: counting vowels and syllables in words Introduce sound/spelling /aw/ spelled al and all Blend words and read sentences with /aw/ Develop oral language Partner Read Core Decodable: "At the Mall"</p> <p>Assessment: Skills practice pages 59-60</p> <p>Standards</p> <p>1.L.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>1.L.2e Spell untaught words phonetically, drawing</p>	<p>ELA 8:15am - 9:10am</p> <p>Unit 2 Lesson 1</p> <p>Objectives: Students will blend words with consonant blends, count vowels and syllables in words, generate words that contain /k/ spelled k and ck, blend, spell, and read words that contain /k/ spelled k and ck, and build fluency by reading.</p> <p>Opener: High-Frequency Word Review "Did you Ever?" Song</p> <p>Lesson: Phoneme blending: consonant blends Segmentation: counting vowels and syllables in words Introduce sound/spelling k and ck Generate and blend words with k and ck Develop oral language Partner read core decodable 21: "Picnic"</p> <p>Assessment: Comprehension questions Skills practice pages 61-62</p> <p>Standards</p> <p>1.L.2.d Use conventional spelling for words with common spelling patterns. e. Spell grade-appropriate high-frequency words f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>ELA 8:15am - 9:10am</p> <p>Unit 2 Lesson 1</p> <p>Objectives: Students will blend phonemes in single-syllable words, segment words into their individual sounds, generate words that contain /r/, blend, spell, and read words that contain /r/ spelled r, and build fluency by reading.</p> <p>Opener: Sound/spelling chain game Read aloud "Mice in the Kitchen"</p> <p>Lesson: Phoneme blending: single-syllable words Phoneme segmentation: individual sounds Introduce sound spelling /r/ spelled r Generate and blend words Develop oral language Partner read core decodable 22: "Rick and Rob"</p> <p>Assessment: Skills practice pages 63-64</p> <p>Standards</p> <p>1.L.2.d Use conventional spelling for words with common spelling patterns. e. Spell grade-appropriate high-frequency words f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>ELA 8:15am - 9:10am</p> <p>Unit 2 Lesson 1</p> <p>Objectives: Students will blend single-syllable words, count phonemes in words, review previously introduced sounds and spellings, generate words with the target sounds and spellings, and build fluency by reading.</p> <p>Opener: Counting vowels and syllables Rhyming words in the read-aloud story "Mice in the Kitchen"</p> <p>Lesson: Phoneme blending: single-syllable words Phoneme segmentation: counting phonemes in words Review sound/spelling /k/, and /r/ Generate and blend words Develop oral language Partner read core decodable 23: "Cal and Kip"</p> <p>Assessment: Skills practice pages 67-68 Unit Assessment 1: pages 39-40</p> <p>Standards</p> <p>1.L.2.d Use conventional spelling for words with common spelling patterns. e. Spell grade-appropriate high-frequency words f. Spell untaught words phonetically, drawing on phonemic</p>



final sounds (phonemes) in spoken single-syllable words.
1.RF.3b Decode regularly spelled one-syllable words.
1.RF.4a Read on-level text with purpose and understanding.
1.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Recess 9:10am - 9:25am

Reading Intervention 9:30am - 10:00am

ELA 10:00am - 10:30am

Unit 2 Lesson 1

Objectives: Students will listen to the read-aloud "Molto's Dream", develop an understanding of vocabulary words, identify front and back covers, table of contents, and titles, discuss the concept of friendship, set purposes for reading the unit's selection, generate questions and statements about the unit's theme, learn about narrative writing, brainstorm topics for a description, form the letters o and a correctly, and control the size and spacing of letters.
Opener:

on phonemic awareness and spelling conventions.
1.RF.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
1.RF.3b Decode regularly spelled one-syllable words.
1.RF.4a Read on-level text with purpose and understanding.

Recess 9:10am - 9:25am

Reading Intervention 9:30am - 10:00am

ELA 10:00am - 10:30am

Unit 2 Lesson 1

Objectives: Students will review the elements of fantasy, listen to and discuss "Chicken Chickens Go to School", be introduced to the summarizing comprehension strategy, learn about word length and capitalization, develop an understanding of vocabulary words, brainstorm ideas for a description, use a sentence map to organize ideas, form letters o and a correctly, and control the size and spacing of letters.
Opener: Background information: discuss friendships

1.RF.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
1.RF.3.b Decode regularly spelled one-syllable words.
1.RF.4.a Read grade-level text with purpose and understanding

Recess 9:10am - 9:25am

Reading Intervention 9:30am - 10:00am

ELA 10:00am - 10:30am

Unit 2 Lesson 1

Objectives: Students will review and practice using selection vocabulary words, reread "Chicken Chicken Go to School and learn how to make inferences from the text, identify the author's use of the story element character, develop an understanding of new vocabulary words, use a sequence map to draft sentences, practice creating vivid images, identify and use adjectives.
Opener: Practice vocabulary: fine, just, feeling, except
Lesson: Encourage students to make inferences Review and discuss characters

1.RF.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
1.RF.3.b Decode regularly spelled one-syllable words.
1.RF.3.g Recognize and read grade-appropriate high frequency words.
1.RF.4.a Read grade-level text with purpose and understanding

Recess 9:10am - 9:25am

Reading Intervention 9:30am - 10:00am

ELA 10:00am - 10:30am

Unit 2 Lesson 1

Objectives: Students will review and practice vocabulary words, identify the elements of poetry, listen to and discuss the poem "A Friend Can", identify the visualizing comprehension strategy, discuss language use featured in the poem
Opener: Practice vocabulary: chicken, better, cried, scampered
Lesson: Background information: discuss friendships Genre: elements of poetry Essential question: What do you like about having friends?

awareness and spelling conventions.
1.RF.1.a Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
1.RF.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
1.RF.2.a Distinguish long from short vowel sounds in spoken single-syllable words.
1.RF.3.b Decode regularly spelled one-syllable words.
1.RF.4.a Read grade-level text with purpose and understanding

Recess 9:10am - 9:25am

Reading Intervention 9:30am - 10:00am

ELA 10:00am - 10:30am

Unit 2 Lesson 1

Objectives: Students will review the week's read-alouds, review summarizing and visualizing comprehension skills, review making inferences, character, and language use skills, generate



Build background information
Discuss genre: elements of fantasy
Lesson:
Discuss vocabulary: long, hot-air balloon
Read aloud "Malto's Dream"
Discuss the essential question: Why is sharing an important part of friendship?
Add ideas to the concept question board
Introduce narrative writing: prewrite an event
Practice handwriting the lowercase letters o and a
Assessment:
Skills practice page 57

Standards

- 1.RF.1a** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- 1.L.4a** Use sentence-level context as a clue to the meaning of a word or phrase.
- 1.L.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).
- 1.RI.5** Know and use various text features (e.g., headings, tables of contents, glossaries,

Discuss genre: elements of fantasy
Essential question: "How do you make new friends?"
Lesson:
Read aloud "Chicken Chickens Go to School"
Discuss the comprehension skill "summarizing"
Print and book awareness: word length, capital and lowercase letters
Vocabulary: fine, just, feeling, except
Use a sequence map to plan ideas for writing
Practice writing lowercase o and a
Assessment:
Comprehension questions
Skills Practice page 57

Standards

- 1.L.5.c** Identify real-life connections between words and their use.
- 1.L.6** Use words and phrases, including frequently occurring conjunctions to convey ideas precisely.
- 1.RL.3** Describe characters, settings, and major events in a story, using key details.
- 1.RL.4** Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.
- 1.RL.7** Use illustrations and details in a story to describe its

Read aloud "Chicken Chickens Go to School"
Introduce new vocabulary: chicken, better, cried, scampered
Students use a sequence map to turn ideas into sentences
Introduce adjectives
Assessment:
Comprehension questions
Skills practice page 57

Standards

- 1.SL.1.a** Follow agreed-upon rules for discussions.
- 1.SL.2** Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
- 1.SL.1.b** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- 1.SL.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- 1.SL.1.c** Ask questions to clear up any confusion about the topics and texts under discussion.
- 1.SL.6** Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1

Read aloud "A Friend Can"
Big Idea: What does it take to be a good friend?
Discuss poem visuals and the author's language use
Revise description sentences
Review adjectives
Assessment:
Skills practice page 58, 65-66

Standards

- 1.RF.3.g** Recognize and read grade-appropriate high frequency words.
- 1.L.4.a** Use sentence-level context as a clue to the meaning of a word or phrase.
- 1.L.6** Use words and phrases, including frequently occurring conjunctions to convey ideas precisely.
- 1.RI.5** Know and use various text features to locate key facts or information in a text.
- 1.RL.3** Describe characters, settings, and major events in a story, using key details.
- 1.RL.7** Use illustrations and details in a story to describe its characters, setting, or events.
- 1.SL.5** Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.

questions for inquiry research
Opener:
Review "Molto's Dream", "Chicken Chickens Go to School", and "A Friend Can"
Lesson:
Review vocabulary: chicken, better, cried, scampered, fine, just, feeling, except
Review summarizing, inferences, character, and language use
Independent reading time
Generate and develop questions
Go over the checklist routine for skills practice on page 58 to edit student writing
Review adjectives
Assessment:
Unit 2 Lesson 1 assessment pages 41-43

Standards

- 1.L.5.c** Identify real-life connections between words and their use.
- 1.L.6** Use words and phrases, including frequently occurring conjunctions to convey ideas precisely.
- 1.RL.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1.RL.7** Use illustrations and details in a story to describe its characters, setting, or events.



electronic menus, icons) to locate key facts or information in a text.

1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.

1.RL.3 Describe characters, settings, and major events in a story, using key details.

1.RL.1 Ask and answer questions about key details in a text.

1.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 discussion).

1.SL.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

1.SL.1c Ask questions to clear up any confusion about the topics and texts under discussion.

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

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

characters, setting, or events.

1.SL.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

1.SL.1.c Ask questions to clear up any confusion about the topics and texts under discussion.

1.W.8 With guidance and support, use background knowledge and/or information gathered from sources to respond in writing to a question.

1.SL.5 Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.

1.L.1.a Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.

Math Centers
10:30am - 11:00am

Lunch 11:00am - 11:25am

Recess 11:25am - 11:50am

Bathroom Break
11:50am - 12:00pm

Read Aloud 12:00pm - 12:10pm

Math 12:10pm - 1:15pm

1-2 Put Together

Objectives:

for specific expectations.)

1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.

1.RL.1 Ask and answer questions about key details in a text.

1.RL.3 Describe characters, settings, and major events in a story, using key details.

1.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

1.L.5.c Identify real-life connections between words and their use.

1.L.6 Use words and phrases, including frequently occurring conjunctions to convey ideas precisely.

1.L.1.b Use common, proper, and possessive nouns.

1.L.5.a Sort words into categories to gain a sense of the concepts the categories represent.

Math Centers
10:30am - 11:00am

Lunch 11:00am - 11:25am

Recess 11:25am - 11:50am

Bathroom Break
11:50am - 12:00pm

Read Aloud 12:00pm - 12:10pm

1.SL.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)

1.SL.1.a Follow agreed-upon rules for discussions.

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

1.SL.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

1.SL.1.c Ask questions to clear up any confusion about the topics and texts under discussion.

1.W.8 With guidance and support, use background knowledge and/or information gathered from sources to respond in writing to a question.

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

1.L.1.b Use common, proper, and possessive nouns.

1.L.5.a Sort words into categories to gain a sense of the concepts the categories represent.

1.RL.9 Compare and contrast the adventures and experiences of characters in stories.

1.SL.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

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

1.SL.1.c Ask questions to clear up any confusion about the topics and texts under discussion.

1.W.8 With guidance and support, use background knowledge and/or information gathered from sources to respond in writing to a question.

Math Centers
10:30am - 11:00am

Lunch 11:00am - 11:25am

Recess 11:25am - 11:50am

Bathroom Break
11:50am - 12:00pm

Read Aloud 12:00pm - 12:10pm

Math 12:10pm - 1:15pm

1-5 Compare Situations

Objectives:
Students will solve problems that involve comparing to find



1.L.1a Print all upper- and lowercase letters.

Math Centers
10:30am - 11:00am

Lunch 11:00am - 11:25am

Recess 11:25am - 11:50am

Bathroom Break
11:50am - 12:00pm

Read Aloud 12:00pm - 12:10pm

Math 12:10pm - 1:15pm

1-1 Add To

Objective:
Students will solve addition problems involving situations of adding one part to another part.
Opener:
Week 6 Day 1 math review
Lesson 1 introduction video
Lesson:
Complete pages 5-8
Assessment:
1-1 Quick Check

Standards

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.

Students will solve addition problems involving situations of putting two parts together.
Opener:
Week 6 Day 2 math review
Lesson 2 introduction video
Lesson:
Complete pages 9-12
Assessment:
1-2 Quick Check

Standards

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.

Art 1:15pm - 1:45pm

Guidance 1:45pm - 2:15pm

Recess 2:15pm - 2:30pm

Snack/Read Aloud
2:30pm - 2:45pm

Social Time 2:45pm - 3:15pm

Music 12:15pm - 12:45pm

Math 12:45pm - 1:15pm

1-3 Both Adds Unknown

Objectives:
Students will solve addition word problems by breaking apart a total number of objects.
Opener:
Week 6 Day 3 math review
Lesson 3 Introduction video
Lesson:
Complete pages 13-16
Assessment:
1-3 Quick Check

Standards

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.

Social Sciences
1:15pm - 2:00pm

Citizenship Skills- Work and Play Together

Objectives:
Students will practice appropriate social skills for working together in a cooperative group,

PE 10:30am - 11:00am

Lunch 11:00am - 11:25am

Recess 11:25am - 11:50am

Bathroom Break
11:50am - 12:00pm

Read Aloud 12:00pm - 12:10pm

Math 12:10pm - 1:15pm

1-4 Take From

Objective:
Students will solve subtraction problems involving taking from a group.
Opener:
Week 6 Day 4 math review
Lesson 4 Introduction video
Lesson:
Complete pages 17-20
Assessment:
1-4 Quick Check

Standards

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.

Social Sciences
1:15pm - 2:00pm

Rosa Parks

how many more objects are in one group than another group.
Opener:
Week 6 Day 5 math review
Lesson 5 introduction video
Lesson:
Complete pages 21-24
Assessment:
1-5 Quick Check

Standards

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.

PE 1:15pm - 1:45pm

Scholastic News
1:45pm - 2:00pm

Snack/Read Aloud
2:00pm - 2:15pm

Recess 2:15pm - 2:30pm

Bathroom Break
2:30pm - 2:40pm

Music 2:45pm - 3:15pm



Social Sciences
1:15pm - 2:00pm

Social Studies- Unit 1 Lesson 5 Our Rights

Objectives:
Students will identify behaviors that show respect for others, recognize some of the rights people have, and explore some of the responsibilities that accompany those rights.

Opener:
Introduce vocabulary: respect, right

Lesson:
Read and discuss pages 34-37

Assessment:
Page 8 "Rights and Responsibilities"

Standards

K-12.C.5 Students will understand the ways in which a citizen can use their basic rights to influence the decisions of the republic.

Snack/Read Aloud
2:00pm - 2:15pm

Recess 2:15pm - 2:30pm

Bathroom Break
2:30pm - 2:40pm

Library 2:45pm - 3:15pm

identify the importance of fair play and good sportsmanship when participating in a group situation, and demonstrate respect for the rights and opinions of others in planning and implementing a group activity.

Opener:
Introduce vocabulary: share, sportsmanship

Lesson:
Read pages 38-39

Assessment/

Enrichment:

Practice page 20
"Respect"

Snack/Read Aloud
2:00pm - 2:15pm

Recess 2:15pm - 2:30pm

Bathroom Break
2:30pm - 2:40pm

Computers 2:45pm - 3:15pm

Objectives:
Students will understand the contributions of Rosa Parks to the Civil Rights movement and her work to gain rights and respect for African Americans.

Opener:
Review vocabulary: respect, right

Lesson:
Read about Rosa Parks on pages 40-41

Discuss biography genre

<http://www.youtube.com/watch?v=wXMec02Z1bw>

Standards

K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.

K-12.H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems

Snack/Read Aloud
2:00pm - 2:15pm

Recess 2:15pm - 2:30pm

Bathroom Break
2:30pm - 2:40pm

Social Time 2:45pm - 3:15pm