



Monday 08/21/2023

ELA 8:15am - 9:10am

Foundational Skills Lesson 1 Day 1

Objectives: Students will identify and replace long-vowel sounds, isolate and segment initial consonant sounds, generate words with initial and final /s/ sounds, blend, spell, and read words that contain /s/ spelled s, and write their names.

Read aloud "Hey, Diddle, Diddle": concepts of print, rhyming

Teach and sing "Apples and Bananas": changing long vowel sound

Identify beginning sounds in words (face, sight, vine, nose, case, fight, fine, hose, base, might, mine, goes)

Introduce letter Ss and /s/ sound

Generate words that begin with /s/

Homework

Skills Practice pages 13-14

Standards

- 1.RF.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- 1.RF.2a Distinguish long from short vowel sounds in spoken single-syllable words.
- 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.
- 1.L.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- 1.L.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Recess 9:10am - 9:25am

Reading Intervention 9:30am - 10:00am

ELA 10:00am - 10:30am

Language, Reading and Response Lesson 1 Day 1

Objectives: Students will listen to and discuss a read-aloud selection, develop and understanding of vocabulary words, identify the front and back covers, Table of Contents, and the title of a book, discuss the concept of school, set purposes for reading the unit's selection, generate questions and statements about the unit theme.

Read aloud "First Day Jitters"

Genre: Realistic Fiction

Vocabulary: jitters, besides

Handwriting: Ll, Tt

Homework

Skills Practice Page 15

Standards

- 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.
- 1.RL.9 Compare and contrast the adventures and experiences of characters in stories.
- 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.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- 1.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- 1.L.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).



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

1.RF.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

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).

Math Centers 10:30am - 11:00am

Fastbridge Testing

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

14-1 Use Attributes to Define 2-D Shapes

Objective: Students will use attributes to describe shapes.

Week 1 Day 1 Math Review

Complete pages 557-560

14-1 Quick Check Assessment

Standards

1.G.A.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.

1.MD.A.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.

Social Sciences 1:15pm - 2:00pm

Unit 1 Lesson 1- School Rules

Objectives: Students will use visuals to determine word meanings, use words and visuals to preview the content of the unit, recognize the need for rules in the home, school, and community, explore how rules establish order, provide security, and protect rights, identify authority figures at school, recognize the need for fairness in rules.

Preview vocabulary words on pages 2-3 (community, rules, citizen, vote, law)

Read pages 10-13

Discuss vocabulary (teacher, rule, responsibility, principal, fair)

Assessment: Practice pg. 1- Following rules

Standards

1.C.2.1 Explain who makes decisions and rules in the school

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

Recess 2:15pm - 2:30pm

Bathroom Break 2:30pm - 2:40pm

Library 2:45pm - 3:15pm



Tuesday 08/22/2023

ELA 8:15am - 9:10am

Foundational Skills Lesson 1 Day 2

Objectives: Students will blend initial consonant sounds to make words, isolate and segment initial consonant sounds, generate words with initial and final /m/, blend, spell, and read words that contain /m/ spelled m, and build print awareness and fluency.

Read aloud "Hey, Diddle, Diddle": print awareness

Blend words: time, desk, Tuesday, bench, noodle, peach, dinosaur, midnight, sunlight, needle, poodle, teach

Identify beginning sounds in words: bee, sea, we, page, sharp, sheet, feet, heat, boat, tall, lake, make, by, fit, tie

Introduce letter Mm

Core Pre-Decodable 5: I Can See

Homework

Skills Practice pages 17-18

Standards

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

1.RF.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

1.RF.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

1.RF.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-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

Language, Reading and Response Lesson 1 Day 2

Objectives: Students will learn the elements of realistic fiction, listen to and discuss "First Grade Stinks!", be introduced to the Making Connections comprehension strategy, identify the parts of a book and learn about print directionality, develop their understanding of vocabulary words.

Read aloud "First Grade Jitters"

Genre: Realistic Fiction

Essential Question: Why do the things we do at school change each year?

Print and book awareness: front and back covers, Table of Contents, author and illustrator, print directionality

Vocab: act, too, stinks, rather

Handwriting letters Ll, Tt

Standards

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

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

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

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

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



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

Math Centers 10:30am - 11:00am

Fastbridge Testing

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

14-2 Defining and Non-Defining Attributes of 2-D Shapes

Objective: Students will define 2-D shapes by their attributes.

Week 1 Day 2 Math Review

Complete pages 561-564

14-2 Quick Check Assessment

Standards

1.G.A.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.

1.MD.A.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.

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



Wednesday 08/23/2023

ELA 8:15am - 9:10am

Foundational Skills Lesson 1 Day 3

Objectives: Students will identify and blend initial consonant sounds, restore initial consonant sounds, generate words that contain /a/.

blend, spell, and read words that contain /a/ spelled *a*, *and* build fluency by reading.

Review differences in letters, words, and sentences.

Blend words: print, doctor, sample, face, turn, muscle, lump, notebook

Introduce short a

Listen to and sing short /a/ song

Review letter m sound

Core Decodable 6: Sam, Sam, Sam

Homework

Skills Practice 19-20

Standards

- 1.RF.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- 1.RF.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- 1.RF.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-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.
- 1.RF.3b Decode regularly spelled one-syllable words.
- 1.L.1a Print all upper- and lowercase letters.

Recess 9:10am - 9:25am

Reading Intervention 9:30am - 10:00am

ELA 10:00am - 10:30am

Language, Reading and Responding Lesson 1 Day 3

Objectives: Students will review and practice using selection vocabulary words, reread "First Grade Stinks!" and learn how to Compare and Contrast text structure, learn how to analyze the author's use of the story element:

Character, develop their understanding of new selection vocabulary words.

Vocabulary Words: fair, minute, poor, again

Read aloud "First Grade Stinks": compare and contrast, character

Standards

- 1.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- 1.L.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- 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).
- CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Math Centers 10:30am - 11:00am



Fastbridge Testing

Lunch 11:00am - 11:25am

Recess 11:25am - 11:50am

Bathroom Break 11:50am - 12:00pm

Read Aloud 12:00pm - 12:10pm

Music 12:15pm - 12:45pm

Math 12:45pm - 1:15pm

14-3 Build and Draw 2-D Shapes by Attributes

Objective: Students will use different materials to make shapes.

Week 1 Day 3 Math Review

Complete pages 565-569

14-3 Quick Check Assessment

Standards

1.G.A.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.

1.NBT.A.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.

Social Sciences 1:15pm - 2:00pm

Unit 1 Lesson 2- Community Rules

Objectives: Students will recognize the need for rules and laws in the community, give examples of rules and laws that establish order or provide security, and consider the consequences of not having or breaking rules or laws.

Read pages 16-19

Vocabulary- community, citizen, law

Assessment: Practice pg. 3- Who is Obeying the Law

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

Recess 2:15pm - 2:30pm

Bathroom Break 2:30pm - 2:40pm

Computers 2:45pm - 3:15pm



Thursday 08/24/2023

ELA 8:15am - 9:10am

Foundational Skills Lesson 1 Day 4

Objectives: identify and replace long-vowel sounds, isolate and segment initial consonant sounds, generate words with initial and final /s/, blend, spell, and read words that contain /s/ spelled s, and write names.

Features of print: "We have fun in school."

Listening for /m/ and /s/ (me, sat, soup, marble, sea, mouse, sand, move)

Phoneme blending: final consonant sounds (man, plant, dress, bell, report, graph, team, work)

Phoneme segmentations: initial consonant sounds (zap, buy, skip, map, sigh, rip, tap, pie, zip, chap, high, lip, lap, try, rip)

Introduce letter and sound Tt

Reading fluency: Core Decodable 7 "Matt and Sam"

Standards

1.RF.1a Recognize the distinguishing features of a sentence

(e.g., first word, capitalization, ending punctuation).

1.RF.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

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.

1.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

1.L.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Recess 9:10am - 9:25am

Reading Intervention 9:30am - 10:00am

ELA 10:00am - 10:30am

Language, Reading and Response Lesson 1 Day 4

Objectives: Students will review and practice using selection vocabulary words, learn the elements of poetry, listen to and discuss the poem "The First Day of First Grade", identify comprehension strategies, and demonstrate genre knowledge.

Practice vocabulary: again, fair, minute, poor)

Discuss the genre poetry by reading "The First Day of First Grade"

Essential question: What do you look forward to doing at school each day?

Concepts of print: identify letters, words, sentences, writing left to right and top to bottom

Standards

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

1.L.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

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.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.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- 1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.
- 1.RI.1 Ask and answer questions about key details in a text.
- 1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

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

14-4 Compose 2-D Shapes

Objective: Students will out shapes together to make another shape.

Week 1 Day 4 Math Review

Complete pages 569-572

14-4 Quick Check Assessment

Standards

1.G.A.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.

1.OA.A.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

Read a Map

Objectives: Students will construct a simple map, recognize the use of symbols on maps to represent real things, use a map key to identify places on a map.

Vocabulary- symbol, map key

Practice pg. 4

Standards

1.G.1.1 Construct simple maps of the classroom

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

Recess 2:15pm - 2:30pm

Bathroom Break 2:30pm - 2:40pm

Social Time 2:45pm - 3:15pm



Friday 08/25/2023

ELA 8:15am - 9:10am

Foundational Skills Lesson 1 Day 5

Objectives: Students will restore final consonant sounds, listen for short a and long a, generate words with /s/, /z/, /a/, and /t/, blend, spell, and read words that contain /s/, /m/, /a/, and /t/, build fluency.

Features of print: "What can I do to help you?"

Phoneme segmentation: final consonant restoration: milk, juice, lamp, cream, brush, light, desk, hand, cold)

Listen for words and identify with short a and long a (age, ape, cake, at, hat, ate, had, sad, tap, tape, has, mad, fame, game, sack)

Review letters Aa, Mm, Ss, Tt

Read core decodable 8 "On a Mat"

Standards

- 1.L.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- 1.L.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- 1.RF.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- 1.RF.2a Distinguish long from short vowel sounds in spoken single-syllable words.
- 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

Language, Reading and Response Lesson 1 Day 5

Objectives: Students will review vocabulary words, review comprehension strategies, review compare and contrast.

Review Vocabulary: act, too, stinks, rather, again, fair, minute, poor

Compare and contrast chart

Editing writing

Handwriting letters Ll and Tt

Standards

- 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.
- 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.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.
- 1.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- 1.L.1a Print all upper- and lowercase letters.

Math Centers 10:30am - 11:00am

Fastbridge Testing

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

14-5 Compose New 2-D Shapes from 2-D Shapes

Objective: Students will use shapes to make different shapes.

Week 1 Day 5 Math Review

Complete pages 573-576

14-5 Check Check Assessment

Standards

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

1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: (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).

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