



| Monday 08/28/2023 | Tuesday 08/29/2023 | Wednesday 08/30/2023 | Thursday 08/31/2023 | Friday 09/01/2023 |
|---|--|---|---|---|
| <p>ELA 8:15am - 9:10am</p> <p>Foundational Skills Unit 1 Lesson 2</p> <p>Objectives: Students will substitute initial consonant sounds, isolate and segment final consonant sounds, generate words with initial and final /d/, blend, spell, and read words that contain /d/ spelled d, and build fluency.</p> <p>Opener: I Spy game using beginning sounds as clues</p> <p>Lesson: Read aloud "If I Could" and discuss features of print Phoneme Substitution: Initial Consonants Phoneme Segmentation: Final consonant sounds Introduce the sound and letter Dd Generate and blend words with letter d Read core decodable 9 "Dad Sat" for fluency</p> <p>Assessment: Skills Practice pages 27-28</p> <p>Standards</p> <p>1.RF.3b Decode regularly spelled one-syllable words.</p> <p>1.RF.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>1.RF.4c Use context to confirm or self-</p> | <p>ELA 8:15am - 9:10am</p> <p>Foundational Skills Unit 1 Lesson 2</p> <p>Objectives: Students will substitute initial consonant sounds, isolate and segment final consonant sounds, generate words with initial and final /n/, blend, spell, and read words that contain /n/ spelled n, and build fluency.</p> <p>Opener: Vowel chant and rhyme identification</p> <p>Lesson: Phoneme substitution: initial consonants Phoneme segmentation: final consonant sounds Introduce the letter and sound /n/ Generate and blend words with /n/ Read core decodable 10: "Ants"</p> <p>Assessment: Skills Practice pages 31-32</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 final sounds</p> | <p>ELA 8:15am - 9:10am</p> <p>Foundational Skills Unit 1 Lesson 2</p> <p>Objectives: Students will substitute initial consonant sounds, isolate and segment final consonant sounds, generate words that contain /i/, blend, spell, and read words that contain /i/ spelled i, and build fluency.</p> <p>Opener: Initial Consonant Review</p> <p>Lesson: Phoneme Substitution: Initial Consonants Phoneme Segmentation: Final Consonant Sounds Introduce the sound and letter li Teach the "Short Vowel Song" Generate and blend words with the letter i Read core decodable 11: "Sit"</p> <p>Assessment: Skills Practice pages 33-34</p> <p>Standards</p> <p>1.RF.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>1.RF.3b Decode regularly spelled one-syllable words.</p> <p>1.RF.4a Read on-level text with purpose and understanding.</p> | <p>ELA 8:15am - 9:10am</p> <p>Foundational Skills Unit 1 Lesson 2</p> <p>Objectives: Students will substitute initial consonant sounds, restore final consonant sounds, generate words with initial /h/, blend, spell, and read words that contain /h/ spelled h, and build fluency.</p> <p>Opener: Create silly sentences to focus student attention on initial consonant sounds. Find rhyming words in the poem "Rhyme Stew"</p> <p>Lesson: Phoneme substitution: initial consonants Phoneme segmentation: final consonant restoration Introduce sound spelling card Hh Generate and blend words with /h/ Read for fluency: Core Decodable 12 "A Hint"</p> <p>Assessment: Skills Practice 35-36</p> <p>Standards</p> <p>1.RF.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>1.RF.3b Decode regularly spelled one-syllable words.</p> | <p>ELA 8:15am - 9:10am</p> <p>Foundational Skills Unit 1 Lesson 2</p> <p>Objectives: Students will listen for long i and short i in words, restore final consonant sounds, generate words with /d/, /i/, /h/, /n/, blend, spell, and read words that contain /d/, /i/, /h/, /n/, and read to build fluency.</p> <p>Warm up: I Spy Game, initial consonant substitution in words</p> <p>Lesson: Listen for long i and short i words (did, hide, ice, dine, hid, ill, wish, slid, item, win, slide, it) Phoneme segmentation: final consonant restoration Review letters and sounds for Dd, Hh, Ii, Nn Read for fluency: Core Decodable 13 "Mints"</p> <p>Assessment: Lesson 2 Test</p> <p>Standards</p> <p>1.RF.2a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>1.RF.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>1.RF.3b Decode regularly spelled one-syllable words.</p> |



correct word recognition and understanding, rereading as necessary.

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

Reading and Response and Language Unit 1 Lesson 2

Objectives: Students will review the elements of realistic fiction, listen to and discuss "A New Friend at School", learn to use the asking and answering questions comprehension strategy, learn to identify parts of a book and word boundaries, develop their understanding of vocabulary words, learn about autobiographies, learn about audience and purpose. learn

(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

Reading and Response and Language Unit 1 Lesson 2

Objectives: Students will review and practice using new vocabulary words, reread "A New Friend at School" and learn how to identify the sequence of events, learn how to analyze the author's use of setting, draw pictures and write sentences about themselves, and form the letter li and Nn correctly.

Lesson: Review vocabulary words: around, tour, confusing, introduce, trace
Read aloud "A New Friend at School" and discuss the setting
Introduce sequence and sequence events in the story "A New Friend at School"

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.

Recess 9:10am - 9:25am

Reading Intervention 9:30am - 10:00am

ELA 10:00am - 10:30am

Reading and Response, Language Unit 1 Lesson 2

Objectives: Students will review the elements of realistic fiction, listen to and discuss "The Plant Monitor", learn to use the predicting comprehension strategy, identify parts of a book and word boundaries, develop an understanding of vocabulary words, use pictures to create an autobiography, begin to use common and proper nouns.

Opener: Discuss realistic fiction and ask essential questions

Lesson: Preview "The Plant Monitor"
Read aloud "The Plant Monitor" and discuss prediction as

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.

1.RF.3g Recognize and read grade-appropriate irregularly spelled words.

Recess 9:10am - 9:25am

Reading Intervention 9:30am - 10:00am

ELA 10:00am - 10:30am

Reading and Response, Language Unit 1 Lesson 2

Objectives: Students will review and practice using selection vocabulary words, reread "The Plant Monitor" and learn how to identify the cause and effect text structure, continue using pictures to write about themselves, and use common and proper nouns.

Opener: Practice vocabulary-monitor, pleasant, careful, enough

Lesson:

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

Reading and Response, Language Unit 1 Week 2

Objectives: Students will review the elements of poetry, listen to and discuss the poem "Story Time", identify the author's purpose, and review vocabulary, sequence, cause and effect, and setting.

Opener: Review elements of poetry and essential question

Lesson: Read aloud the poem "Story Time"
Discuss author's purpose, setting, sequence, cause and effect
Review vocabulary: around, tour, confusing, introduce,



how to form the letters li and Nn correctly, control the size of letters.

Opener: Review genre- realistic fiction

Lesson:

Read aloud "A New Friend at School" and discuss using comprehension questions

Vocabulary Words: around, tour, confusing, introduce, trace

Prewrite:

autobiographies
Write letters li and Nn on lined paper

Assessment: Skills Practice 29

Standards

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

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

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

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).

a comprehension strategy
Vocabulary: monitor, pleasant, careful, enough

Introduce nouns- students sort common and proper nouns

Assessment: Skills Practice 30

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

1.SL.1c 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.

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

1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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

Read "The Plant Monitor"
Discuss the author's purpose and cause and effect

Identify common and proper nouns

Assessment: Skills Practice page 30

Standards

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

1.L.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

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

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

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

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

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

trace, monitor, pleased, careful, enough

Assessment: Unit Test

Standards

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.RI.5 Know and use various text features 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.1 Ask and answer questions about key details in a text.

1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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

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



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

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.RI.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.

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

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

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

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

1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer 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

Topic 14 Lesson 6
Use Attributes to Define 3-D Shapes

Objective: Students will define 3-D shapes by their number of edges, vertices, and faces or flat surfaces.

Week 2 Day 2 math review

Complete pages 577-580

Assessment: 14-6 Quick Check
Math centers for differentiation

Standards

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

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

1.RI.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.

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.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.L.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

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

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

1.RI.5 Know and use various text features to locate key facts or information in a text.

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

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.RF.3.g Recognize and read grade-appropriate high frequency words.

1.W.8 With guidance and support, use background knowledge and/or information gathered from sources to

through multiple exchanges.

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

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

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

Math 12:10pm - 1:15pm

Topic 14 Lesson 9
Problem Solving

Objective: Students will find differences among various shapes.

Week 2 Day 5 math review

Complete pages 589-592

Assessment: 14-9 Quick Check
Math centers for differentiation

Standards



Objective: Students will use shapes to make different shapes.
Week 2 Day 1 Math Review
Complete pages 573-576
Assessment: 14-5 Quick Check
Math centers for differentiation

Standards

1.G.2 Compose and Identify regular and irregular two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) and compose three-dimensional shapes (cubes, spheres, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to master formal names such as "right rectangular prism.")

Social Sciences
1:15pm - 2:00pm

Sound

Mystery Science-Sounds
<http://mysteryscience.com/light/mystery-1/sounds-vibrations/105#slide-id-2038>

Standards

1-PS4-1 Plan and carry out an investigation to provide evidence that vibrating materials can make sound and

shapes to possess defining attributes.

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

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

Music 12:15pm - 12:45pm

Math 12:45pm - 1:15pm

Topic 14 Lesson 7 Defining and Non-Defining Attributes of 3-D Shapes

Objective: Students will choose the defining attributes of 3-D shapes.
Week 2 Day 3 math review
Complete pages 581-585
Assessment: 14-7 Check Check
Math centers for differentiation

Standards

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.

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

respond in writing to a question.

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

Topic 14 Lesson 8 Compose with 3-D Shapes

Objective: Students will put 3-D shapes together to make another 3-D shape.
Week 2 Day 4 math review
Complete pages 585-589
Assessment: 14-8 Quick Check
Math centers for differentiation

Standards

1.NBT.1.a Count on from any given number

1.G.2 Compose and Identify regular and irregular two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) and compose three-dimensional shapes (cubes, spheres, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape,

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.

1.G.2 Compose and Identify regular and irregular two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) and compose three-dimensional shapes (cubes, spheres, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to master formal names such as "right rectangular prism.")

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



that sound can make materials vibrate.
(SEP: 3; DCI: PS4.A; CCC: Cause/Effect)

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

Recess 2:15pm - 2:30pm

Bathroom Break
2:30pm - 2:40pm

Library 2:45pm - 3:15pm

measurement of an object is the number of same-size length units that span it with no gaps or overlaps.

Social Sciences
1:15pm - 2:00pm

Sound

Mystery Science:
Where do sounds come from?
<http://mysteryscience.com/light/mystery-2/sounds-vibrations/144>

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

Recess 2:15pm - 2:30pm

Bathroom Break
2:30pm - 2:40pm

Computers 2:45pm - 3:15pm

and compose new shapes from the composite shape.
(Students do not need to master formal names such as "right rectangular prism.")

Social Sciences
1:15pm - 2:00pm

Light and Sound

Mystery Science-
What if there were no windows?
<http://mysteryscience.com/light/mystery-3/light-materials-transparent-opaque/106>

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

Recess 2:15pm - 2:30pm

Bathroom Break
2:30pm - 2:40pm

Social Time 2:45pm - 3:15pm