



| Monday 09/11/2023 | Tuesday 09/12/2023 | Wednesday 09/13/2023 | Thursday 09/14/2023 | Friday 09/15/2023 |
|--|--|--|---|---|
| <p>ELA 8:15am - 9:10am</p> <p>Unit 1 Lesson 3</p> <p>Objectives: Students will answer questions in a phoneme blending story, restore final consonant sounds, generate words with initial and final /p/, blend, spell, and read words that contain /p/ spelled p.</p> <p>Opener: Review features of print Identify rhyming words in "New Pet?"</p> <p>Lesson: Phoneme blending story Final consonant restoration in words Learn about the letter Pp Blend words (map, nap, snap, dip, tip, snip, pit, pat, pats) and sentences Develop oral language with blended words Core Decodable 14: Pat's Map</p> <p>Assessment: Skills Practice pages 41-42</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</p> | <p>In-Service - 1:15 PM Dismissal</p> <p>ELA 8:15am - 9:10am</p> <p>Unit 1 Lesson 3</p> <p>Objectives: Students will identify rhyming words, restore final consonant sounds, blend, spelling, and read words that contain // spelled ll, generate words with initial and final //, and build fluency.</p> <p>Opener: I Spy Game Silly sentences using alliteration</p> <p>Lesson: Phoneme blending: The consonant riddle game Phoneme segmentation: final consonant restoration Introduce the sound/ spelling of // spelled ll Blend and read words (lap, lad, lid, slid, sand, land, mist, list, ill, mill, hill, still) Develop oral language with blended words Read Core Decodable 15: Lin and Hal</p> <p>Assessment: Skills Practice pages 45-46</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>ELA 8:15am - 9:10am</p> <p>Unit 1 Lesson 3</p> <p>Objectives: Students will identify rhyming words, isolate final consonant sounds, blend, spell, and read words that contain /o/ spelled o, generate words with /o/, and build fluency.</p> <p>Opener: Silly sentences using alliteration Recognize features of print in "New Pet?"</p> <p>Lesson: Phoneme blending: The consonant riddle game Phoneme segmentation: final consonant sounds Learn about letter Oo Sing the short vowel song using short o Blend words (pot, tot, dot, hot, plop, stop, plot, hop, hip, top, tip) Develop oral language by asking questions about the blended words Core Decodable 16: A Spot High-Frequency word: has</p> <p>Assessment: Skills Practice page 48</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</p> | <p>ELA 8:15am - 9:10am</p> <p>Unit 1 Lesson 3</p> <p>Objectives: Students will isolate final consonant sounds, answer questions in a phoneme blending story, generate words with initial and final /b/, blend, spell, and read words that contain /b/ spelled b, and build fluency by reading.</p> <p>Opener: Read aloud "Let's Pretend" and identify rhyming words Ask comprehension questions Discuss syllables</p> <p>Lesson: Phoneme segmentation: final consonant sounds Phoneme blending story Learn about the letter Bb Blend words (bad, bat, bib, bin, bit, sit, sat, hat, band, sand, land, bland) Blend words in sentences Develop oral language by identifying and reading blended words Dictation and spelling (bad, bid, bit, bat, ban, band) Core Decodable 17: Bob at Bat High-Frequency word: at</p> <p>Assessment: Skills Practice page 49</p> <p>Standards</p> | <p>ELA 8:15am - 9:10am</p> <p>Unit 1 Lesson 3</p> <p>Objectives: Students will listen for long o and short o, isolate medial-vowel sounds, review previously introduced sounds and spellings, generate words with previously introduced sounds and spellings, blend words with previously introduced sounds and spellings, and build fluency by reading.</p> <p>Opener: Consonant Riddle Game Short Vowel Song</p> <p>Lesson: Listen for and identify long o and short o in words Phoneme segmentation: medial-vowel sounds Review sound spellings for Aa, Bb, Dd, Hh, Ii, Ll, Mm, Nn, Oo, Pp, Ss, Tt Blend words (lip, lap, list, last, bit, bat, map, mop, plot, plant, stamp, stomp, admit, handstand, anthill, habit) Blend words in sentences Read core decodable 18: Bill</p> <p>Assessment: End of lesson test</p> <p>Standards</p> <p>1.L.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> |



awareness and spelling conventions.

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.

Recess 9:10am - 9:25am

Reading Intervention 9:30am - 10:00am

ELA 10:00am - 10:30am

Unit 1 Lesson 3

Objectives: Students will learn the elements of rhyming fiction, listen to and discuss "The Little School Bus", learn about predicting, learn about print directionality and picture-text relationships, learn about adding sensory details to their writing,

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

Unit 1 Lesson 3

Objectives: Students will review and practice using vocabulary words, reread "The Little School Bus" and learn to identify the sequence of events, learn how to analyze the author's use of language, generate questions, review autobiographies, add sensory details to biographies, form letter l, t, i, and n correctly, and control the spacing between letters.

Opener: Practice vocabulary-squirm, during, when
Lesson: Remind students of the elements of

phonetically, drawing 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.3g Recognize and read grade-appropriate irregularly spelled 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 1 Lesson 3

Objectives: Students will learn the elements of a photo essay, listen to and discuss "What Will I Be?", identify the comprehension strategy, identify parts of a book and learn about picture-text relationships, develop an understanding of vocabulary words, continue revising autobiographies, learn about creating a book cover, and learn about singular and plural nouns.

Opener:

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

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

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

Unit 1 Lesson 3

Objectives: Students will review and practice using vocabulary words, reread "What Will I Be?" and learn how to identify the compare-and-contrast text structure, learn how

1.L.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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

Unit 1 Lesson 3

Objectives: Students will review the elements of poetry, listen to and discuss the poem "We Couldn't Wait", identify comprehension strategies and the author's Language Use, review vocabulary and predictions, review sequence, compare and contrast, genre, and language use, present autobiographies, form letters Ll, Tt, li, and Nn, control spacing



form the letters l, t, i, and n correctly, control spacing between letters, and develop an understanding of vocabulary words.

Opener:

Background Information about the school

Genre: Elements of rhyming fiction

Essential Question:

Have you ever ridden a school bus? What did you like about it?

Lesson:

Read aloud "The Little School Bus"

Make predictions while reading the story

Discuss the story and review the genre

Develop vocabulary (squirm, during, when)

Revise

autobiographies- add sensory details

Practice handwriting letters Ll, Tt, li, Nn

Assessment:

Comprehension questions

Writing rubric

Standards

1.L.4.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

1.RF.1.a Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a

sequence during reading

Display the sequence chart and encourage students to keep track of what happens during the story

Read aloud "The Little School Bus" Introduce language use

Revise autobiographies by adding sensory details

Write letters li, Tt, Ll, Nn

Write words using good spacing (lit, in, it, tin)

Standards

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

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

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

1.RL.4 Identify words and phrases in stories, poems, or

Genre: photo essay
Essential Question:
What type of job would you like to have someday?

Lesson:

Read aloud "What Will I Be?"

Use the comprehension strategy to make connections during the story

Discuss headings and picture-text relationships
Develop vocabulary: explore, knowledge, create, manage, active

Revising and publishing autobiographies
Introduce singular and plural nouns

Assessment:
Comprehension Questions

Standards

1.L.4 Choose a strategy to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content.

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

1.RI.6 Identify the difference between information provided by pictures or other illustrations and information provided by the words in a text.

1.RI.7 Use the illustrations and details in a text to

to demonstrate genre knowledge, complete a book cover, and recognize and use singular and plural nouns.

Opener:

Practice vocabulary words (explore, knowledge, create, manage, active)

Lesson:

Close read "What Will I Be?"

Discuss compare and contrast and genre
Singular and plural nouns

Publishing autobiographies

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.6 Identify the difference between information provided by pictures or other illustrations and information provided by the words in a text.

1.RI.7 Use the illustrations and details in a text to describe its key ideas.

1.RI.5 Know and use various text features to locate key

between letters and words, recognize and use singular and plural nouns.

Opening:

Discuss genre: poetry
Essential Question:

"What do you like to learn in school?"

Lesson:

Read "We Couldn't Wait"

Encourage students to make connections to the poem

Discuss Language Use

Review vocabulary (explore, knowledge, create, manage, active, squirm, during, when)

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.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



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

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

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

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

Math Centers
10:30am - 11:00am

Lunch 11:00am - 11:25am

songs that suggest feelings or appeal to the senses.

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

1.RL.10.b With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

1.W.7 Participate in shared research and writing projects.

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

Topic 15 Lesson 4 Problem Solving: Model with Math

Objectives: Students will make a drawing or diagram to show a problem about equal shares.

Opener: Week 3 Day 1 Math Review

Lesson:

describe its key ideas.

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 through multiple exchanges.

1.SL.1.c 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, information presented orally, or through other media.

1.L.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

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

1.L.5.b Define words by category and by one or more key attributes

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

facts or information in a text.

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.

1.W.6 With guidance and support use a variety of digital tools to produce and publish writing, both individually and collaboratively.

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.

PE 10:30am - 11:00am

Lunch 11:00am - 11:25am

Recess 11:25am - 11:50am

through multiple exchanges.

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 for specific expectations.)

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

1.L.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

1.L.1.a Print all uppercase (capital) and lowercase letters



Recess 11:25am - 11:50am

Bathroom Break 11:50am - 12:00pm

Read Aloud 12:00pm - 12:10pm

Math 12:10pm - 1:15pm

Topic 15 Lesson 3 Understand Halves and Fourths

Objectives: Students will understand that more equal shares of the same whole create smaller shares.
Opener: Week 3 Day 3 Math Review
Lesson: Complete pages 617-620
Assessment: Quick Check 15-3
Enrichment: Differentiated math centers

Standards

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.

Social Sciences 1:15pm - 2:00pm

Sound

Objectives:

Complete pages 621-624

Assessment: Quick Check 15-4

Enrichment: Differentiated math centers

Standards

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.

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 12:45pm - 1:15pm

Topic 15 Review and Reteaching

Social Sciences 1:15pm - 2:00pm

Sounds

Objectives: Students will design and create an instrument that will make sound.
Lesson: Discuss how instruments make sound
<http://www.youtube.com/watch?v=m-lm2z7Nzdg>
Students use materials to create their own instruments

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

Recess 2:15pm - 2:30pm

Bathroom Break 2:30pm - 2:40pm

Computers 2:45pm - 3:15pm

Bathroom Break 11:50am - 12:00pm

Read Aloud 12:00pm - 12:10pm

Math 12:10pm - 1:15pm

Topic 15 Test

Social Sciences 1:15pm - 2:00pm

Sound

Objectives: Students will observe how their vocal cords vibrate as they make sounds of different pitch and volume.
Lesson: Read aloud "Sounds All Around"
<http://www.youtube.com/watch?v=R17yH0GS>
[DvA](#)
Complete science workbook page 26

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

Recess 2:15pm - 2:30pm

Bathroom Break 2:30pm - 2:40pm

Social Time 2:45pm - 3:15pm

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.

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.

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

12-2 Compare and Order by Length

Objective: Students will order objects by length.
Opener: Week 5 Day 1 math review
Lesson: Complete pages 493-496
Assessment: Quick Check 12-1

Standards

1.MD.1 Order three objects by length; compare the lengths



Students will understand that vibrations make sounds.

Lesson:

Read aloud "The Low-Energy Band"
Vocabulary: sound, energy, vibrate, matter, waves

Draw conclusions
How cicadas make sounds:

<http://www.youtube.com/watch?v=-SwCpKIR9J8>

Assessment:

Science workbook page 10

of two objects indirectly by using a third object.

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

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

Recess 2:15pm - 2:30pm

Bathroom Break
2:30pm - 2:40pm

Library 2:45pm - 3:15pm