


## First Grade Language Arts Assignments for Learning Period 3

Week	Lesson/Stories	Phonics/Spelling	Comprehension	Grammar	Writing (You have 3 choices, pick 1)
Week 1	<b>Lesson 11:</b> -Sid Scores -Land of Ice -My Father's Feet -Decodable Book 11	- r-controlled vowel or, ore (or, form, more, store, etc.) -Compound Words	-Compare and Contrast - Monitor Comprehension: Making Inferences	Special Names and Titles for People	* Informative Stage1-2 * 3 day writing (brainstorm, rough, final) * Journal
Week 2	<b>Lesson 12:</b> -Fox and His Big Wish -King Midas and His Gold -Gold and Money -Decodable Book 12	-Diagraph /sh/(shop, shot, rush, etc.) -Initial Blends with l,s, and r	- Setting  -Focus Strategy: Ask Questions	Special Names of Places	*Informative Stage1-2 * 3 day writing (brainstorm, rough, final) * Journal
Week 3  <b>*Need new book</b>	<b>Lesson 13:</b> -Rich Gets Big -A Butterfly Grows -Caterpillars -Decodable Book 13	-Diagraph /ch/ (chip, chin, inch, etc.) -Trigraph tch /ch/ (match, catch, etc.) -Inflection -es	-Sequence -Focus Strategy: Use Graphic Organizers	Names of Days and Months	* Informative Stage1-2 * 3 day writing (brainstorm, rough, final) * Journal
Week 4	<b>Lesson 14:</b> -Ann's Trip to the Stars -Mark's Big Day -Putting on a Play -Decodable Book 14	- r-controlled vowel /ar/ (car, arm, farm, etc.) -Inflections -s, -ed, -ing	-Author's purpose - Point of View -Focus Strategy: Summarize	Names of Holidays	* Informative Stage1-2 * 3 day writing (brainstorm, rough, final) * Journal
Week 5	<b>Lesson 15:</b> -A Quiz for Brent -Tomas Rivera -I Can -Decodable Book 15	-Digraph qu (quit, quick, quiz, etc.) -Digraph wh (which, whiz, when, etc.) - Inflections -ed, -ing	-Sequence  -Focus Strategy: Ask Questions	Using I and Me	* Informative Stage1-3 * 3 day writing (brainstorm, rough, final) * Journal
Week 6	Review/Catch-Up -AND/OR- Enrichment/Book Projects <b>* There are ideas for projects on my website under the "Daily Resources" tab.</b>				* Informative Stage1-2 * 3 day writing (brainstorm, rough, final) * Journal

### Notes

- See the back of this page for more specific directions on how to use/teach the Excursions curriculum.
- Each week you are responsible for reading the assigned stories with your child and for completing practice book pages/projects/activities that teach the skills associated with that week.
- If more ideas/resources are needed...please go to my website at <http://msconstant.weebly.com/>

## First Grade Math Assignments for Learning Period 3

Week	Math Chapter	Math Focus (Lesson Names)	Daily Calendar	IXL (Online Math)	Assessment
Week 1 (At home week)	<b>Chapter 7:</b> Numbers to 20	* Counting to 20 * Place Value * Comparing Numbers * Making Patterns and Ordering Numbers	<u>Calendar Activities</u> - Date - Days of the week -Months of the Year _Counting (1, 2's, 5's, 10's)	Use it daily and/or weekly to reinforce math skills taught	Complete chapter wrap-ups, reviews and tests at the end of each chapter.
Week 2	<b>Chapter 7 :</b> Numbers to 20	* Counting to 20 * Place Value * Comparing Numbers * Making Patterns and Ordering Numbers	<u>Calendar Activities</u> - Date - Days of the week -Months of the Year _Counting (1, 2's, 5's, 10's)	Use it daily and/or weekly to reinforce math skills taught	Complete chapter wrap-ups, reviews and tests at the end of each chapter.
Week 3	<b>Chapter 8:</b> Addition & Subtraction Facts to 20	* Ways to Add * Ways to Subtract * Real-World Problems: Addition and Subtraction Facts	<u>Calendar Activities</u> - Date - Days of the week -Months of the Year _Counting (1, 2's, 5's, 10's)	Use it daily and/or weekly to reinforce math skills taught	Complete chapter wrap-ups, reviews and tests at the end of each chapter.
Week 4	<b>Chapter 8:</b> Addition & Subtraction Facts to 20	* Ways to Add * Ways to Subtract * Real-World Problems: Addition and Subtraction Facts	<u>Calendar Activities</u> - Date - Days of the week -Months of the Year _Counting (1, 2's, 5's, 10's)	Use it daily and/or weekly to reinforce math skills taught	Complete chapter wrap-ups, reviews and tests at the end of each chapter.
Week 5	<b>Chapter 9:</b> Length	* Comparing Two Things * Comparing More Than Two Things * Using a Start Line * Measuring Things * Finding Length in Units	<u>Calendar Activities</u> - Date - Days of the week -Months of the Year _Counting (1, 2's, 5's, 10's)	Use it daily and/or weekly to reinforce math skills taught	Complete chapter wrap-ups, reviews and tests at the end of each chapter.
Week 6 (Last week of fall semester)	<b>Chapter 9:</b> Length	* Comparing Two Things * Comparing More Than Two Things * Using a Start Line * Measuring Things * Finding Length in Units	<u>Calendar Activities</u> - Date - Days of the week -Months of the Year _Counting (1, 2's, 5's, 10's)	Use it daily and/or weekly to reinforce math skills taught	Complete chapter wrap-ups, reviews and tests at the end of each chapter.

### Notes

- This is a **suggested** pacing guide for the learning period. Your main goal is to finish book 1A this LP.
- If finished with chapters early...please use the extra time for other math activities such as practice on the IXL website, math games, creating/solving word problems and/or completing activities from the Chapter Overview found in the TE at the beginning of each chapter.
- There are Extra Practice, Re-Teach, Enrichment and Pre/Post Tests pages for each chapter located on the "Curriculum" page of my website. ([www.mschristinaswebsite.weebly.com](http://www.mschristinaswebsite.weebly.com)-password: k1aim)

# Steps for Teaching a Math Lesson

## Step 1: I DO...

When teaching a new concept, always try and start the math lesson with an introduction on how to teach the concept. Using manipulatives, a white board and/or a blank piece of paper to teach the child first is a great way to introduce a new concept. The main goal is to show them what to do. Use the teacher's manual to give you ideas on how to introduce a new concept.

## Step 2: WE DO...

After you have given/worked through a few examples of how to do a math skill, help guide your child through the same process. You should be working through this process together. The more hands-on you can be, the better. Work through some example problems (either made up or from your workbook/textbook/teacher's manual) together until you feel your child understands the concept and is ready to try it independently on his/her own.

## Step 3: YOU DO...

This is the step where your child should have an opportunity to work through problems on his/her own. You may have to read the directions or questions to your child, but they should be the one showing how to solve the answer. If your child has mastered the concept, they should be able to complete the assigned work on his/her own. If your child is struggling with answering the questions/solving the problems, this is a sign that you may need to re-teach the concept again (either the same day or the next day).