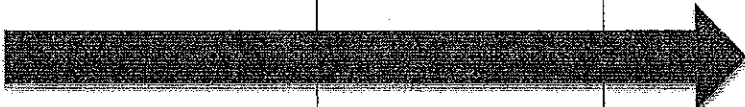


## First Grade Language Arts Assignments for Learning Period 1

Week	Lesson/Stories	Phonics/Spelling	Comprehension	Grammar	Writing
Week 1	<b>Lesson 1:</b> -Tag -Let's Tap! -Wag, Hop, Hidel -Decodable Book 1	-Short Vowel /a/ a -Inflection -s	-Make Predictions -Answer Questions	Sentences	Narrative Stage 1-2  (See Writing Guide)
Week 2	<b>Lesson 2:</b> -Sad, Sad Dan -The Van -People Movers -Decodable Book 2	-Short Vowel /a/ a -Phonograms -ap, -at -Phonograms -ag, -and	-Make Predictions -Ask Questions	Word Order	Narrative Stage 1-2  (See Writing Guide)
Week 3	<b>Lesson 3:</b> -Miss Jill -Big Rigs -Trailer Truck -Decodable Book 3	-Short Vowel /i/ i -Contraction 's	-Classify/Categorize -Making Inferences	Naming Parts of Sentences	Narrative Stage 1-2  (See Writing Guide)
Week 4	<b>Lesson 4:</b> -Pick a Sack -Get Up, Rick! -Cock-a-Doodle-Do -Decodable Book 4	- Digraph /k/ ck -Phonograms -ick, -ink -Phonograms -ill, -if	-Beginning, Middle, Ending  -Summarize	Telling Parts of Sentences	Narrative Stage 1-2  (See Writing Guide)
Week 5	<b>Lesson 5:</b> -Jobs - Dot and Bob -Trees Help -Decodable Book 5	-Short Vowel /o/ o -Inflections -ed, -ing	- Characters  -Recognize Story Structure	Telling Sentences	Narrative Stage 1-2  (See Writing Guide)
Week 6	Review/Catch-Up  -AND/OR-  Enrichment/Book Projects				Narrative Stage 1-2  (See Writing Guide)

### 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 [www.mschristinaswebsite.weebly.com](http://www.mschristinaswebsite.weebly.com). (Password: k1aim)
- If you feel you still need curriculum to support your teaching...PLEASE contact me.

## How does the Excursions Program work?

### Directions:

1. Find the lesson for the week in the hardcover book.
2. Familiarize yourself with the stories and skills to be taught throughout the week.
  - a. **Story One (the decodable story) and the decodable book** teach the phonics skill for the week (i.e. short vowel /a/)
  - b. **Story Two, the main selection**, teaches the comprehension skills for the week.
    - i. Graphic Organizers are to be used with this story
    - ii. Think Critically questions are a resource to make sure your child understands what he or she has read.  
(Discussing them orally is mandatory. However, answering them in written form is optional.)
  - c. **Story Three** focuses on a different genre each week (i.e. poetry, nonfiction) to help expose your child to different types of literature.
  - d. **Connections-** Wrap up the skills taught during the week
3. Find corresponding practice book pages in all four components of the program (Practice Book, Spelling Practice Book, Phonics Practice Book, and the Grammar Practice Book) that go with the week's lesson.
  - a. Specific page numbers will not be assigned. The expectation is that enough work will be completed to demonstrate your child has practiced and mastered the weekly skills (comprehension, phonics, spelling, and grammar).

### **\*\*NOTE\*\***

You may choose whether or not you would like to incorporate Wordly Wise into your teaching. The plans and stories that go with the Wordly Wise workbook can be found on my website ([www.mschristinaswebsite.weebly.com](http://www.mschristinaswebsite.weebly.com), password: k1aim).

## First Grade Math Assignments for Learning Period 1

Week	Math Chapter	Math Focus (Lesson Names)	Daily Calendar	IXL (Online Math)	Assessment
Week 1	<b>Chapter 1:</b> Numbers to 10	* Counting to 10 * Comparing Numbers * Making Number Patterns	<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 1:</b> Numbers to 10	* Counting to 10 * Comparing Numbers * Making Number Patterns	<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 2:</b> Number Bonds	* Making Number Bonds	<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 2:</b> Number Bonds	*Making Number Bonds	<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 3:</b> Addition Facts to 10	* Ways to Add * Making Addition Stories *Real World Problems: Addition	<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	<b>Chapter 3:</b> Addition Facts to 10	* Ways to Add * Making Addition Stories *Real World Problems: Addition	<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.
- 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).

## Narrative Writing

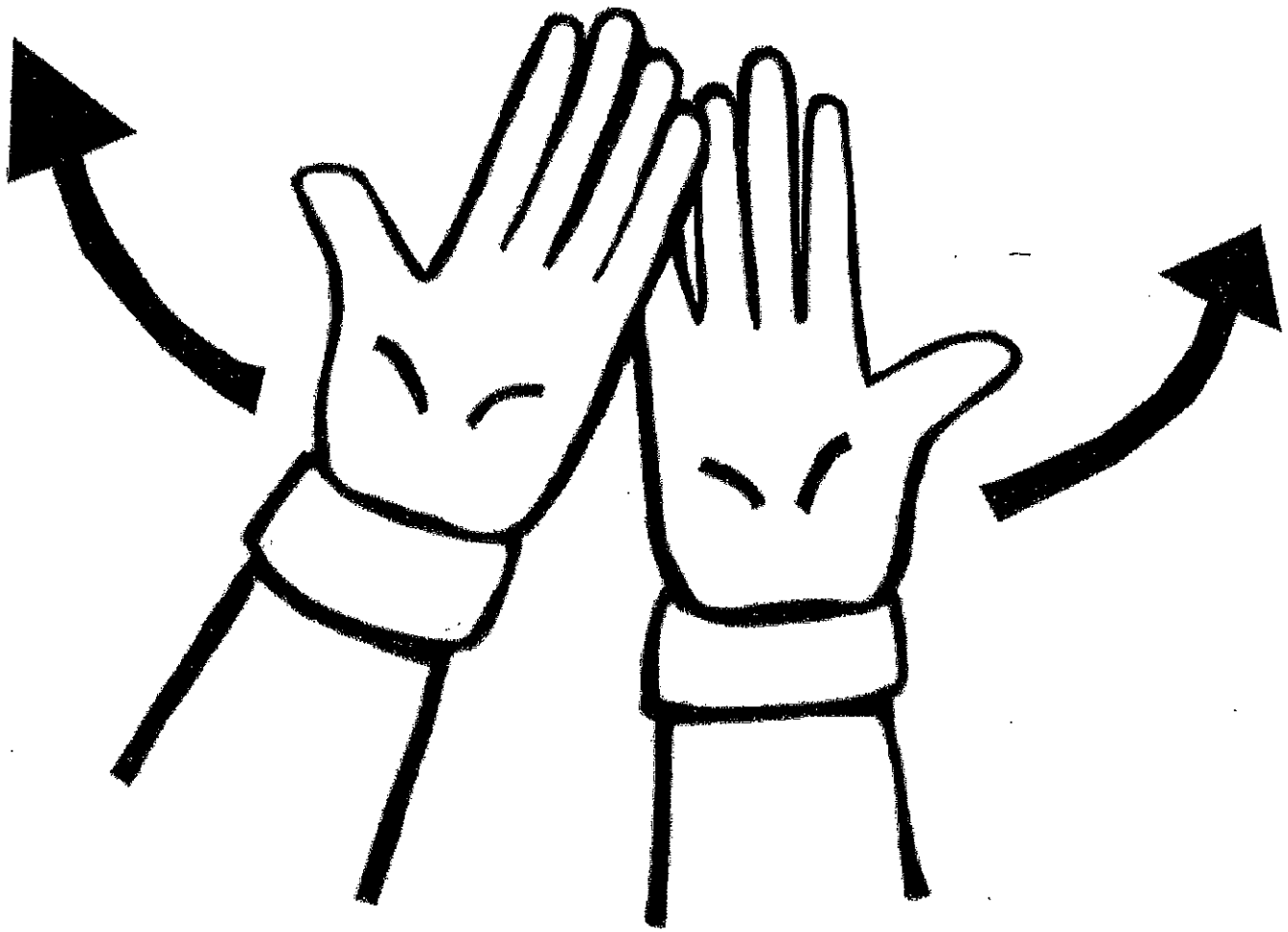
This year, we will be using Nancy Fetzler's K-1 writing curriculum. Please visit the website listed below to view videos of actual writing lessons that will be taught during class. These lessons will help guide you in your at-home writing instruction.

Week	Stage of Writing	Video	Writing Assignment for the Week *See examples attached to understand the difference between stage 1 and stage 2
1	Narrative Writing: Stage 1	Visit: <a href="http://www.commoncorestandardswriting.com/">http://www.commoncorestandardswriting.com/</a> Watch Narrative Writing Lessons Stage 1 Part 1 Watch Narrative Writing Lessons Stage 1 Part 2	Write an imaginative or personal narrative. Kinders draw pictures, form one-sentence stories, then write. First graders make their own organizer (in space for picture) to plan their sentences, then write.
2	Narrative Writing: Stage 1	Re-visit: <a href="http://www.commoncorestandardswriting.com/">http://www.commoncorestandardswriting.com/</a> Review Narrative Writing Lessons Stage 1 Part 1 Review Narrative Writing Lessons Stage 1 Part 2	Write an imaginative or personal narrative. Kinders draw pictures, form one-sentence stories, then write. First graders make their own organizer (in space for picture) to plan their sentences, then write.
3	Narrative Writing: Stage 1	Re-visit: <a href="http://www.commoncorestandardswriting.com/">http://www.commoncorestandardswriting.com/</a> Review Narrative Writing Lessons Stage 1 Part 1 Review Narrative Writing Lessons Stage 1 Part 2	Write an imaginative or personal narrative. Kinders draw pictures, form one-sentence stories, then write. First graders make their own organizer (in space for picture) to plan their sentences, then write.
4	Narrative Writing: Stage 2	Visit: <a href="http://www.commoncorestandardswriting.com/">http://www.commoncorestandardswriting.com/</a> Watch Narrative Writing Lessons Stage 2 Part 1 Watch Narrative Writing Lessons Stage 2 Part 2	Write an imaginative or personal narrative. Kinders use organizer provided to plan story with a lot of parent help. Then, write story and draw picture to match. First graders use organizers provided to plan their stories, then write.
5	Narrative Writing: Stage 2	Re-visit: <a href="http://www.commoncorestandardswriting.com/">http://www.commoncorestandardswriting.com/</a> Watch Narrative Writing Lessons Stage 2 Part 1 Watch Narrative Writing Lessons Stage 2 Part 2	Write an imaginative or personal narrative. Kinders use organizer provided to plan story with a lot of parent help. Then, write story and draw picture to match. First graders use organizers provided to plan their stories, then write.
6	Narrative Writing: Stage 2	Re-visit: <a href="http://www.commoncorestandardswriting.com/">http://www.commoncorestandardswriting.com/</a> Watch Narrative Writing Lessons Stage 2 Part 1 Watch Narrative Writing Lessons Stage 2 Part 2	Write an imaginative or personal narrative. Kinders use organizer provided to plan story with a lot of parent help. Then, write story and draw picture to match. First graders use organizers provided to plan their stories, then write.

The writing lessons you teach your child at home are very guided at the beginning of the school year. The expectation is for kindergartners to write a one-sentence narrative (with support) by the end of learning period one. The expectation is for first graders to write 3-5 sentence narrative (with support) by the end of learning period one.

# Narrative Writing Chant: Stage 1

## Story Opening!



# Narrative Writing: Stage 1

(Kinder-First Grade)

Narratives: One Sentence

### Content and Organization

Story Opening: Character + Action

Picture matches story sentence.

### Sentences

One complete sentence.

Adjectives (optional)

### Mechanics

Capitals: Beginning of sentence and "I".

Uses end punctuation.

Spaces between words.

Letters printed correctly and snugged in words.

Steps:

## Narrative Writing: Stage 1

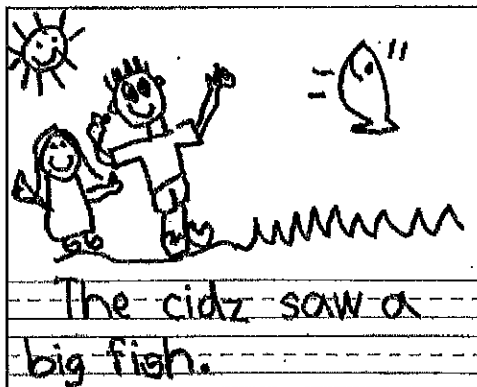
**Story Opening!**

1. Get Organized!
2. Character
3. Setting
4. Action

**Add Fancy Words!**

Kinder: Plan and Write

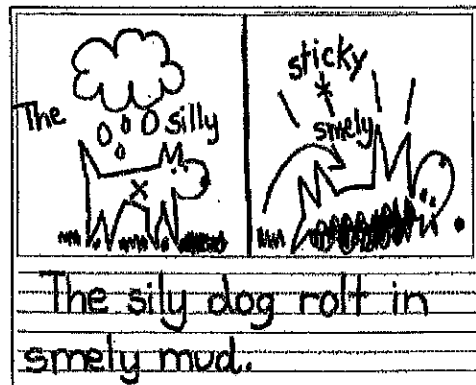
Kinder Organizer and Sample Writing



Kinders draw pictures, form one-sentence stories, then write.

First: Plan and Write

First Grade Organizer and Sample Writing

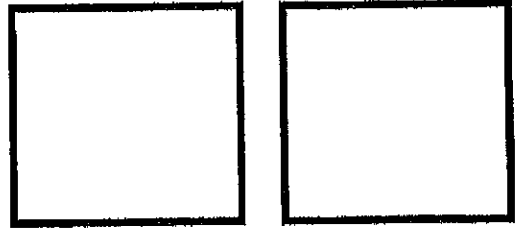


Students make their own organizers to plan their sentences, then write.

# Imaginative or Personal Narrative Writing Steps: Stage 1

## Story Opening Sentence:

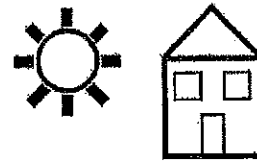
1. Get Organized!  
(Draw two boxes.)



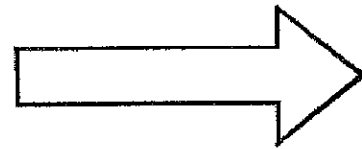
2. Character:  
Who is in the story?  
A person, animal, or I am.  
(Draw in left box.)



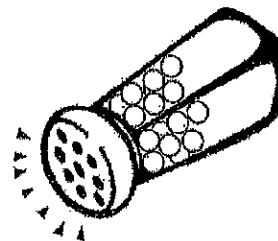
3. Setting:  
When and where does  
the story take place?  
(Draw in left box.)



4. Action!  
What was the character  
or you doing in the setting?  
(Draw in right box.)

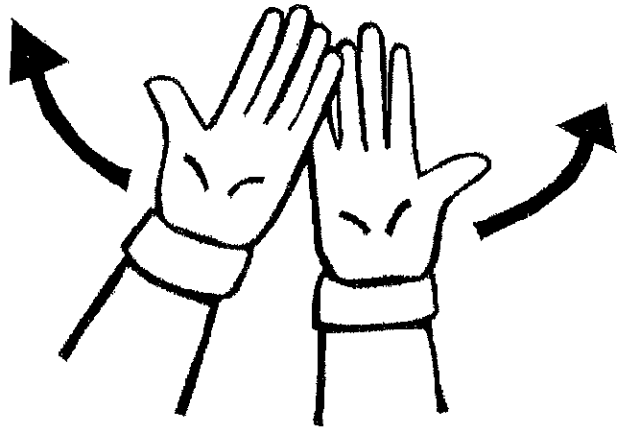


5. Add Fancy Words!  
Who or what is the  
most important part of  
the sentence?  
(Write words in boxes.)

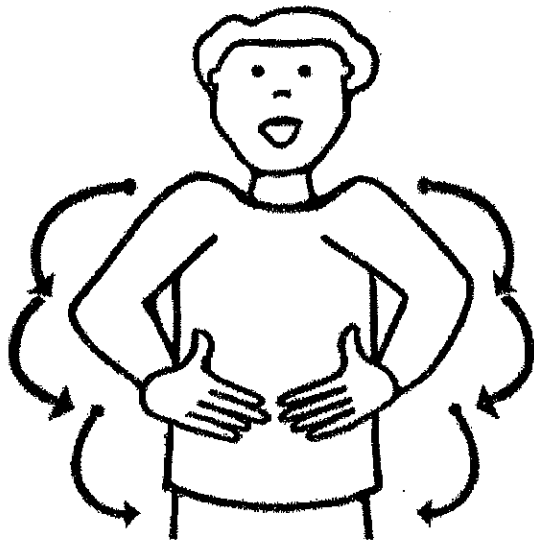




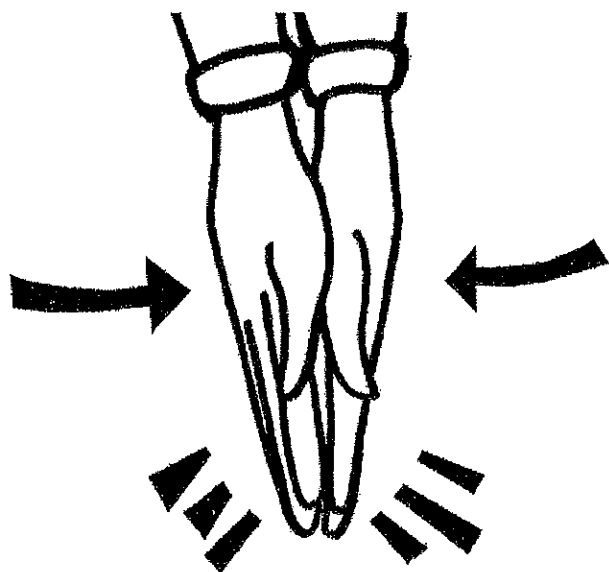
# Narrative Writing Chant: Stage 2



Story Opening!



Then actions,  
actions, actions...



...until the story  
is done!

# Narrative Writing: Stage 2

(Kinder-First Grade)

## Narratives: Sentences and Simple Paragraphs

### Content and Organization

**Story Opening:** Character + Action

**Events:** Sequenced actions. Reactions optional (emotions and dialogue / thoughts without quotation marks)

**Story Closing:** The main character's reaction after the experience. What did the character feel, think, or wish?

### Sentences

Different sentence beginnings.

Adjectives

Transitions (optional)

### Mechanics

Capitals: Beginning of a sentence and "I"

End Punctuation

Spaces between words.

Letters snuggled in words.

Steps:

## Narrative Writing: Stage 2

**Story Opening!**

**1. Get Organized!**

**2. Character**

**3. Setting**

**4. Action**

**Actions, Actions, Actions!**

**1. Draw Box**

**2. What Happened Next?**

**3. Transition**

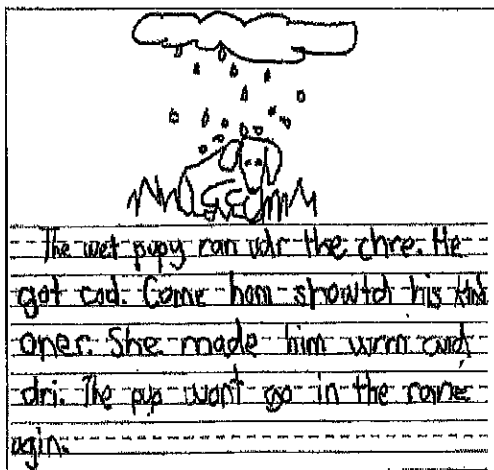
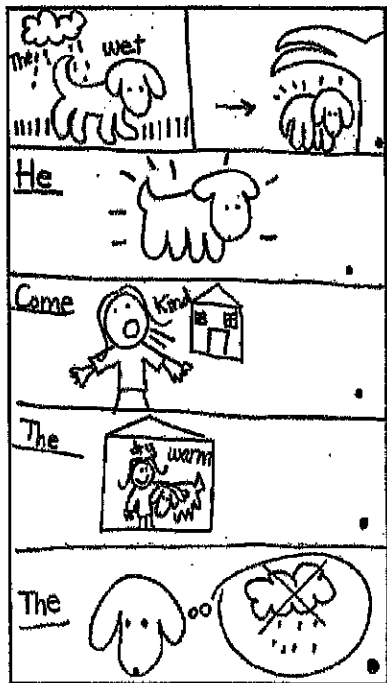
**The Story is Done!**

# Narrative Writing: Stage 2

(Kinder-First Grade)

## Kinder: Plan and Write

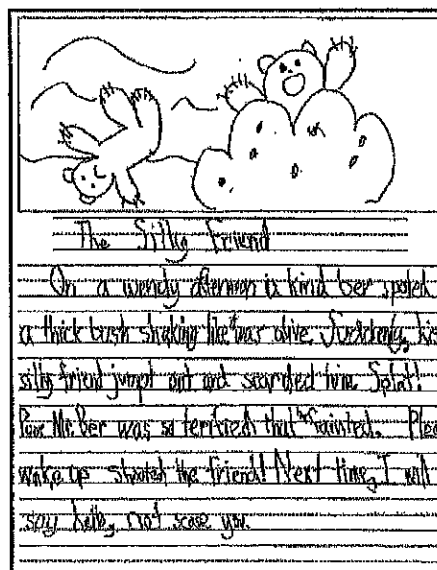
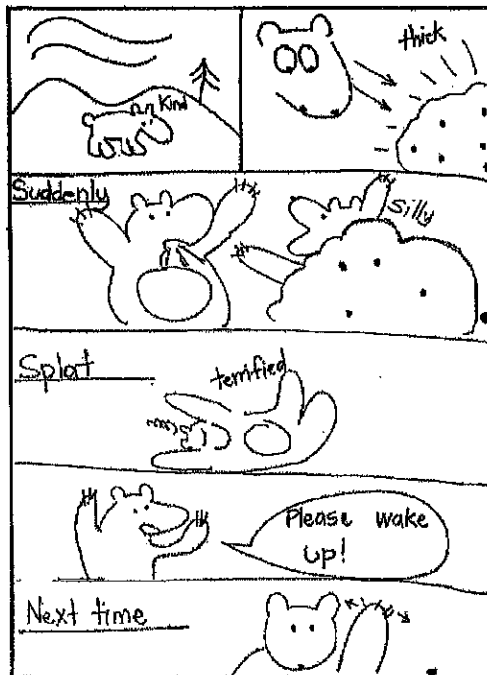
Teacher draws organizer for modeling, interactive writing, or for Beginner-Level writing lessons.



A Beginner-Level student wrote the story, then drew a picture to match.

## First Grade: Plan and Write

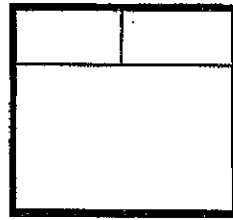
Students draw their own organizers to plan their stories, then write (sample below).



# Imaginative or Personal Narrative Writing Steps: Stage 2

## Story Opening Sentence:

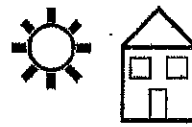
1. Get Organized!  
(Draw two boxes.)



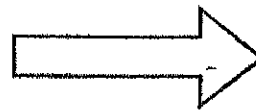
2. Character:  
Who is in the story?  
A person, animal, or I am.  
(Draw in left box.)



3. Setting:  
When and where does  
the story take place?  
(Draw in left box.)



4. Action!  
What was the character  
or you doing in the setting?  
(Draw in right box.)



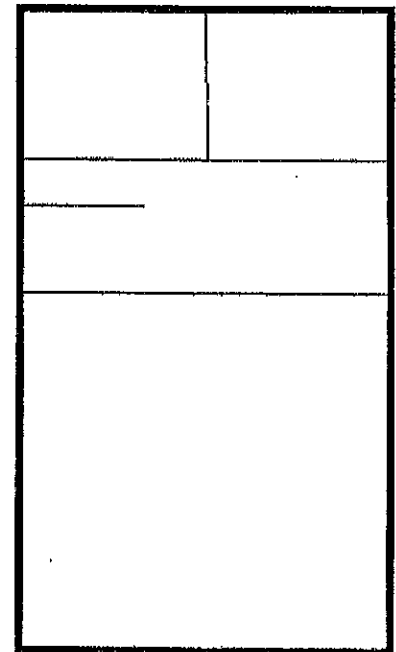
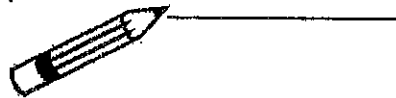
## Actions, Actions, Actions:

1. Draw an Action Box!  
(Make a box for the next action.)

2. What happened next **after** or  
**while** the character or you \_\_\_\_\_?  
(Draw a picture in the box.)

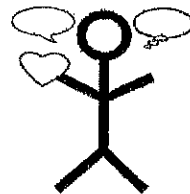


3. Transition! Special Words that Move One Action to the Next Action!  
(Draw a line on the left side of the picture box.  
Write a transition on the line.)



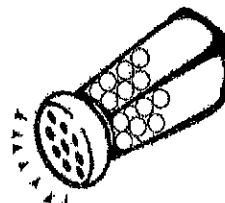
## The Story is Done!

Ending Action: What Did  
the character or you Feel,  
Learn, or Wish in the end?



## Add Fancy Words!

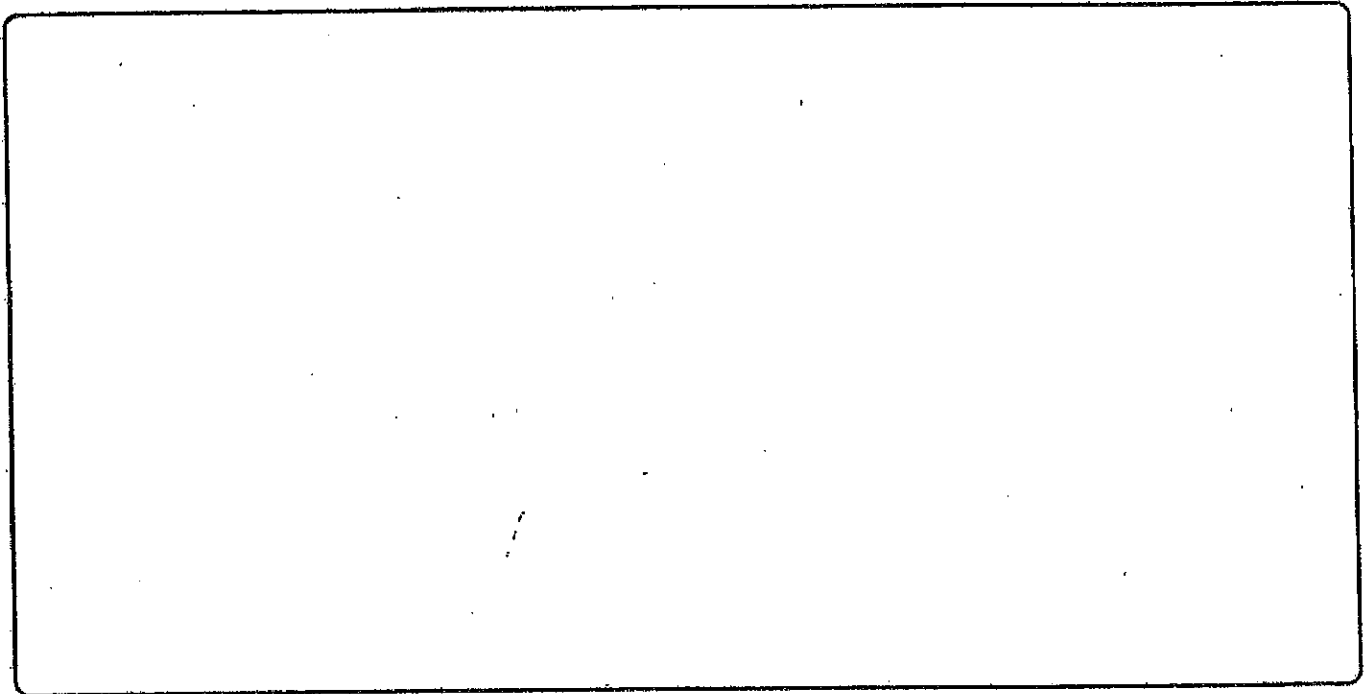
Who or what is the  
most important part of  
the sentence?  
(Write words near pictures.)



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Title: \_\_\_\_\_

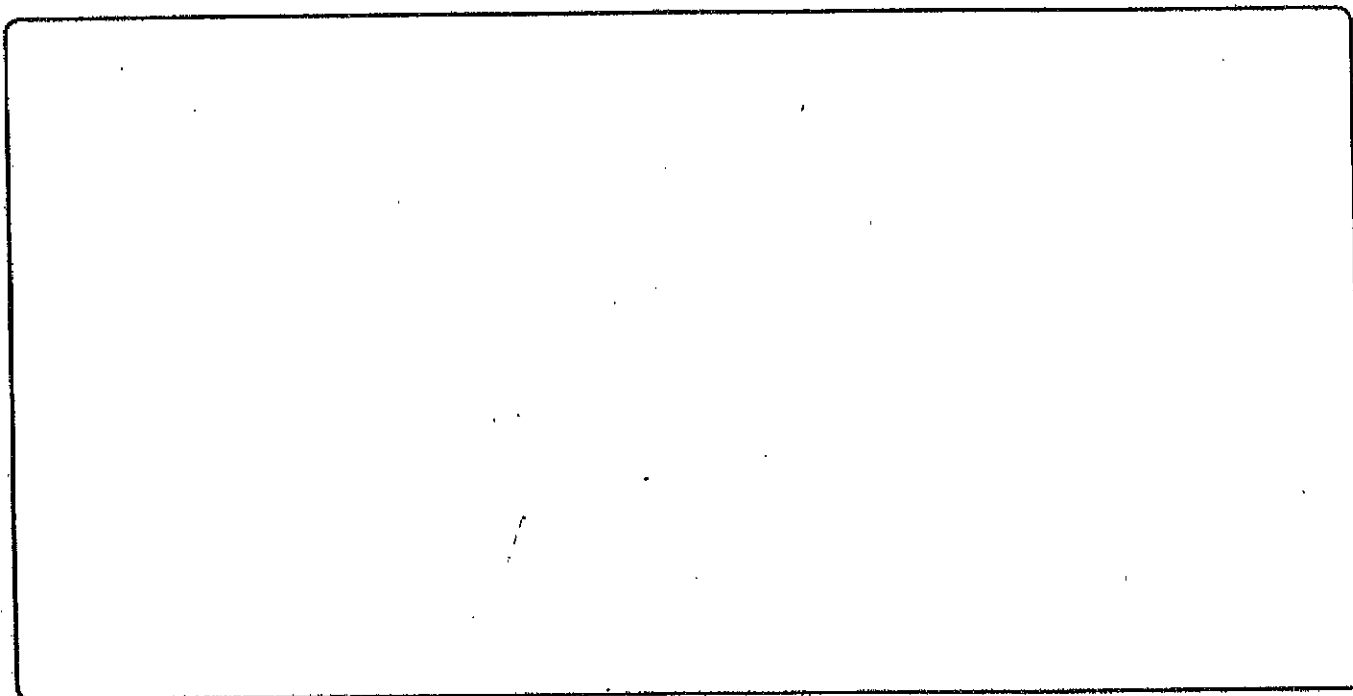


A series of horizontal lines for writing, including a solid top line, a dashed midline, and a solid bottom line, repeated down the page.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Title: \_\_\_\_\_



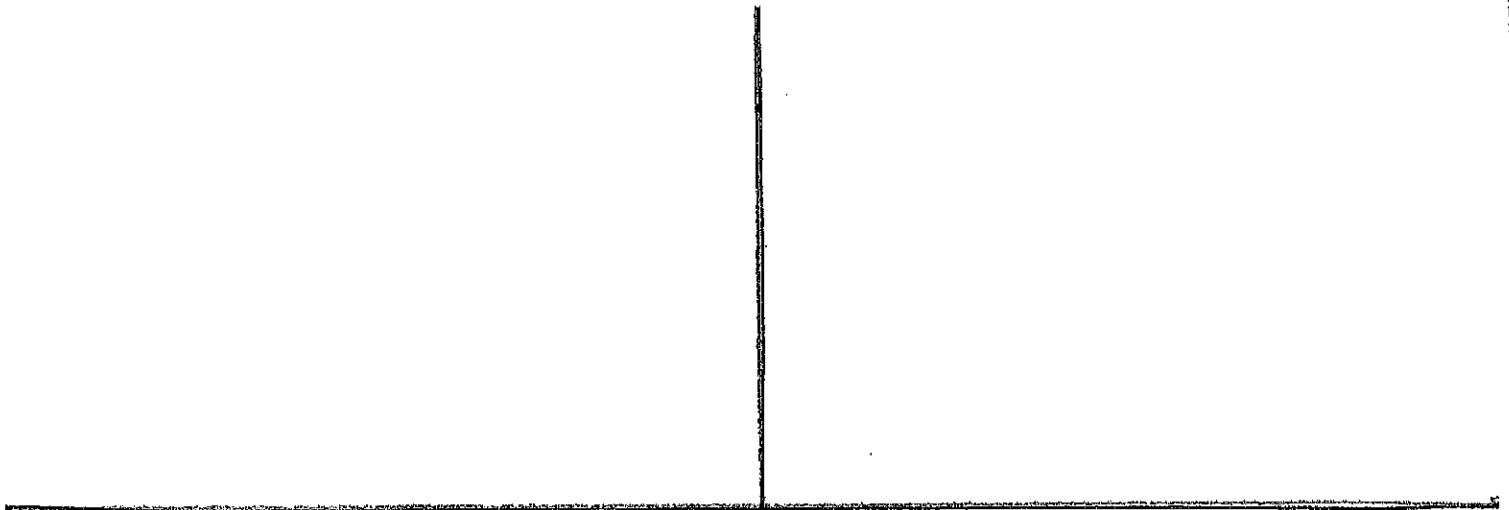
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. There are ten such sets of lines stacked vertically, providing space for practicing letter formation.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Title: \_\_\_\_\_

A large, empty rectangular box with a solid black border, intended for drawing or illustration.A series of horizontal lines for writing, consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated down the page.



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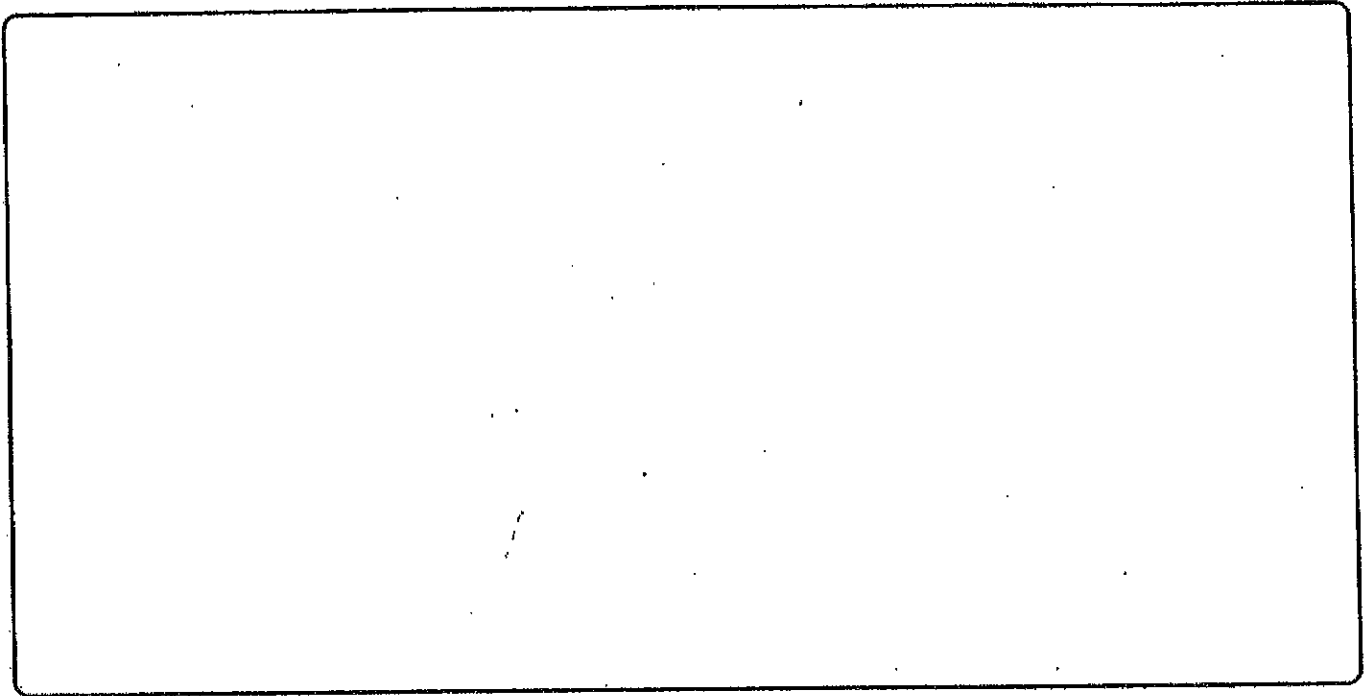
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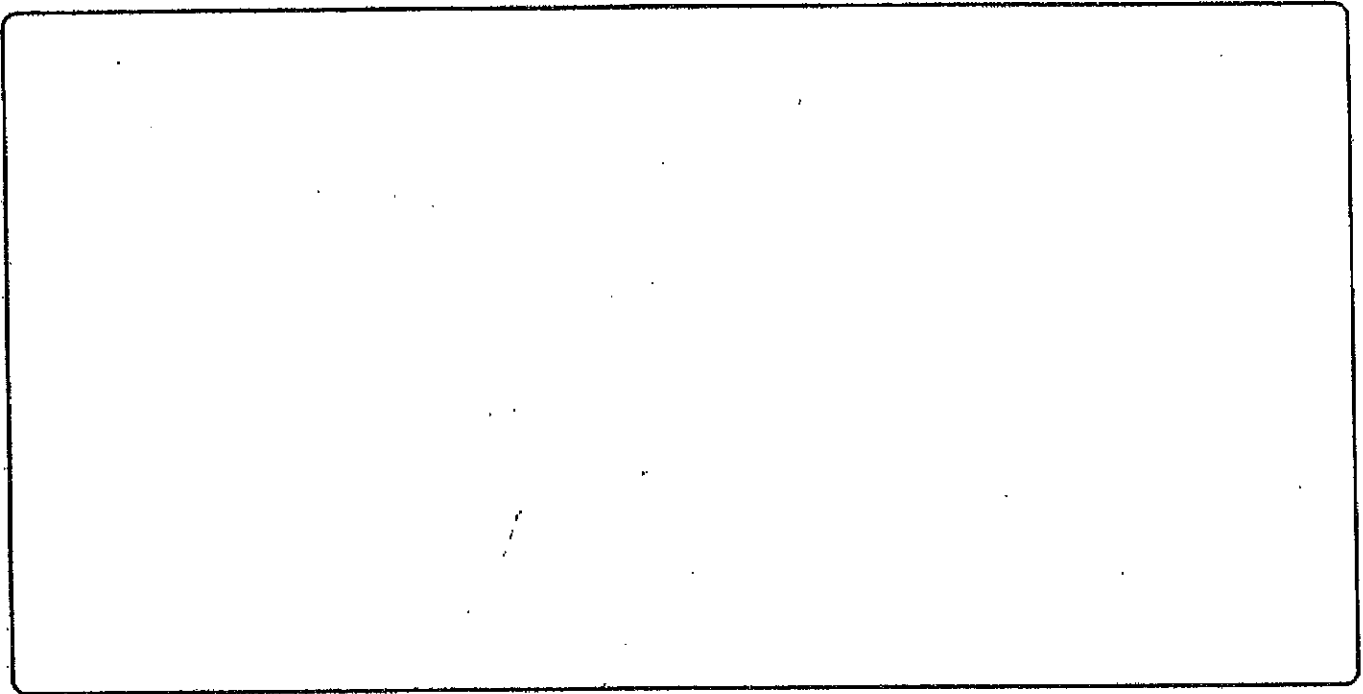
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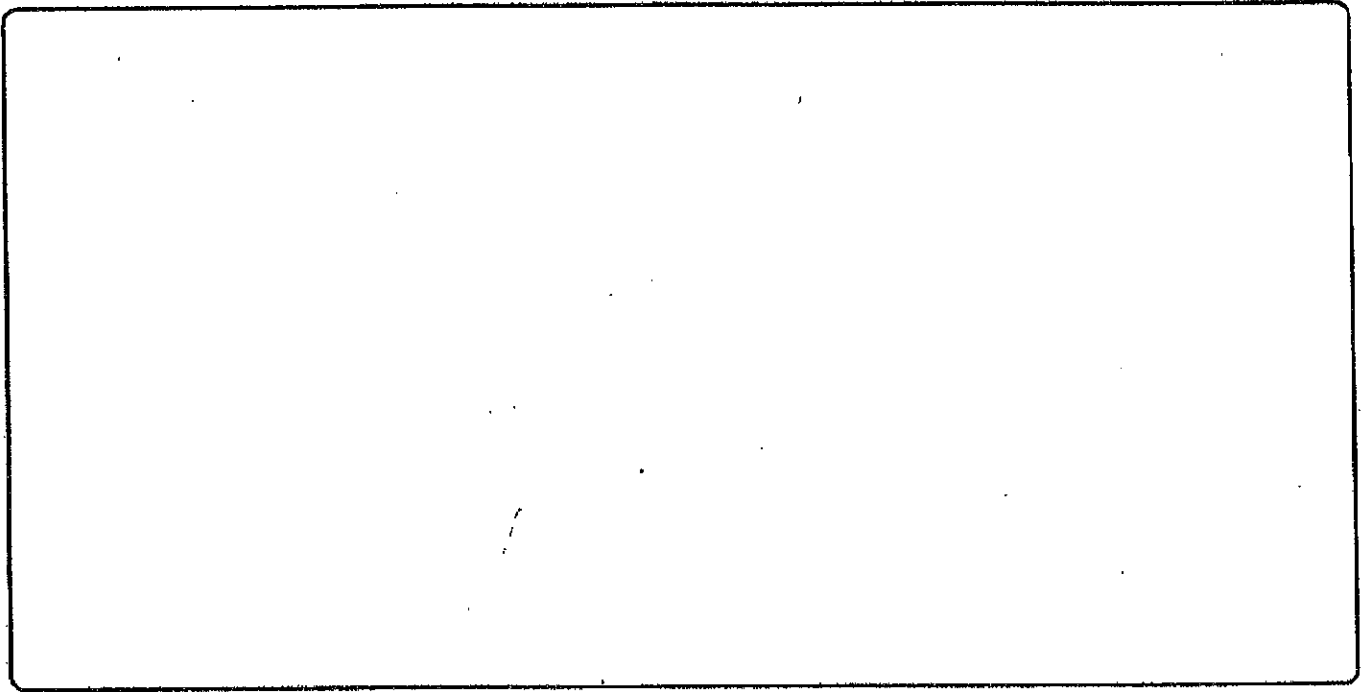
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