First Grade Language Arts Assignments for Learning Period 1

| Week | Lesson/Stories | Phonics/Spelling | Comprehension | Grammar | Writing |
|-----------|--|--|---|----------------------------------|--|
| Week 1 | Lesson 1: -Tag -Let's Tap! -Wag, Hop, Hide! -Decodable Book 1 | -Short Vowel /a/ a -Inflection —s | -Make Predictions -Answer Questions | Sentences | Narrative Stage1-2 (See Writing Guide) |
| Week 2 | Lesson 2: -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 | Lesson 3: -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 | Lesson 4: -Pick a Sack -Get Up, Rick! -Cock-a-Doodle-Do -Decodable Book 4 | - Diagraph /k/ ck -Phonograms –ick, -ink -Phonograms –ill, -it | -Beginning, Middle, Ending -Summarize | Telling Parts of Sentences | Narrative Stage 1-2 (See Writing Guide) |
| Week 5 | Lesson 5: -Jobs - Dot and Bob -Trees Help -Decodable Book 5 | Short Vowel /o/ o -Inflectionsed, -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. (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 in 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, password; klaim).

First Grade Math Assignments for Learning Period 1

| Week | Math Chapter | Math Focus (Lesson Names) | Daily Calendar | IXL (Online Math) | Assessment |
|-----------|---------------------------------|--|---|---|--|
| Week 1 | Chapter 1: Numbers to 10 | * Counting to 10 * Comparing Numbers * Making Number Patterns | Calendar Activities - Date - Days of the week -Months of the Year _Counting (1, 2's, 5's, 10's) | Use it daily and/or weekiy to reinforce math skills taught | Complete chapter wrap-ups, reviews and tests at the end of each chapter. |
| Week 2 | Chapter 1: Numbers to 10 | * Counting to 10 * Comparing Numbers * Making Number Patterns | Calendar Activities - 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 | Chapter 2: Number Bonds | * Making Number Bonds | Calendar Activities - 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 | Chapter 2: Number Bonds | *Making Number Bonds | Calendar Activities - 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 | Chapter 3: Addition Facts to 10 | * Ways to Add * Making Addition Stories *Real World Problems: Addition | Calendar Activities - 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 | Chapter 3: Addition Facts to 10 | * Ways to Add * Making Addition Stories *Real World Problems: Addition | Calendar Activities - 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. |

<u>Notes</u>

- 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-password: k1aim)

Steps for Teaching a Math Lesson

Step 1: **IDO...**

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.

<u>Step 2:</u> **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

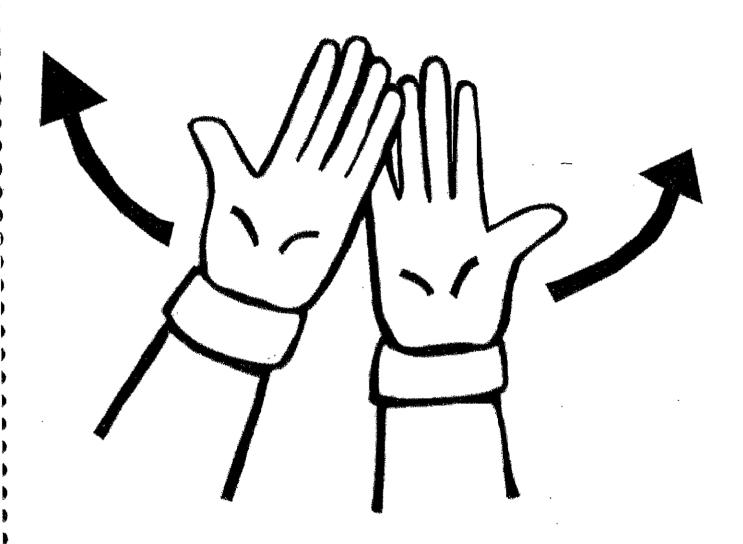
This year, we will be using Nancy Fefzer's K-1 writing curriculum. Please visit the website listed below to view videos of actual writing lessons that will be taught during class. These lessons will help guide you in your at-home writing instruction.

| Week | Stage of Writing | Video | Writing Assignment for the Week *See examples attached to understand the difference between stage 1 and stage 2 |
|--|--|--|--|
| | Narrative | Visit: | Write an imaginative or personal narrative. |
| | Writing: | http://www.commoncorestanderdswriting.com/ Watch Narrative Writing Lessons Stage 1 Part 1 | Kinders draw pictures, form one-sentence stories, then write. |
| | Stage 1 | Watch Narrative Writing Lessons Stage 1 Part 2 | First graders make their own organizer (in space for picture) to plan their sentences, then write. |
| 2 | Narrative | Re-visit: | Write an imaginative or personal narrative. |
| | Writing: | http://www.commoncorestangardswn.nig.com/ Review Narrative Writing Lessons Stage 1 Part 1 | Kinders draw pictures, form one-sentence stories, then write. |
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| | Stage 1 | Review Narrative Writing Lessons Stage 1 Part 2 | First graders make their own organizer (in space for picture) to plan their sentences, then write. |
| 4 | Narrative | Visit: | Write an imaginative or personal narrative. |
| | Writing: Stage 2 | http://www.commoncorestandardswriting.com/ Watch Narrative Writing Lessons Stage 2 Part 1. Watch Narrative Writing Lessons Stage 2 Part 2. | 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. |
| ry. | Narrative | Re-visit: | Write an imaginative or personal parrative. |
| | Writing | Mttp://www.commoncorestandardswriting.com/ Watch Narrative Writing Lessons Stage 2 Part 1 | Kinders use organizer provided to plan story with a lot of parent help. Then, write story and draw picture to |
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| | Writing: | http://www.commoncorestandardswirthng.com/ Watch Narrative Writing Lessons Stage 2 Part 1 | Kinders use organizer provided to plan story with a lot of parent help. Then, write story and draw picture to |
| | Stage 2 | Watch Narrative Writing Lessons Stage 2 Part 2 | 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 kindergarkeners 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

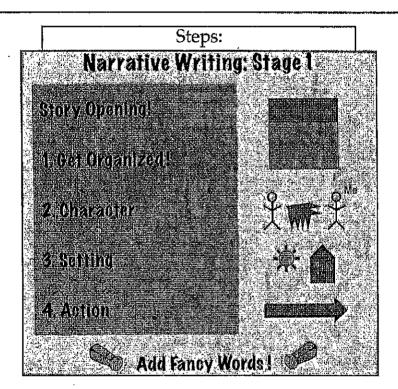
Story Opening: Character + Action Picture matches story sentence.

Sentences

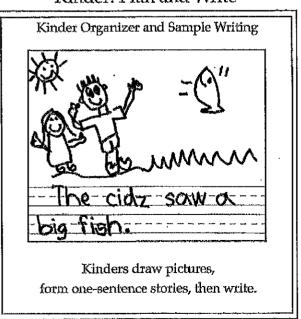
One complete sentence. Adjectives (optional)

Mechanics

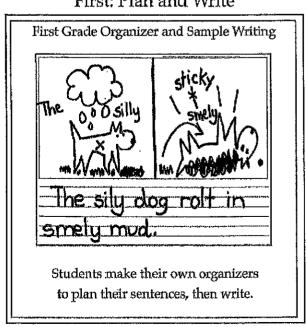
Capitals: Beginning of sentence and "I". Uses end punctuation. Spaces between words. Letters printed correctly and snuggled in words.



Kinder: Plan and Write



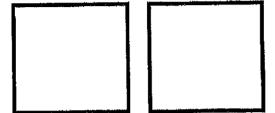
First: Plan and Write



Imaginative or Personal Narrative Writing Steps: Stage 1

Story Opening Sentence:

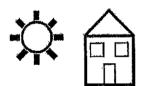
1. Get Organized! (Draw two boxes.)



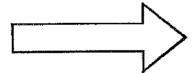
2. Character:
Who is in the story?
A person, animal, or I am.
(Draw in left box.)



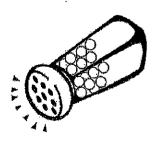
3. Setting:
When and where does
the story take place?
(Draw in left box.)



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

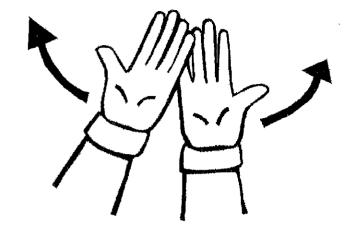


5. Add Fancy Words!
Who or what is the most important part of the sentence?
(Write words in boxes.)



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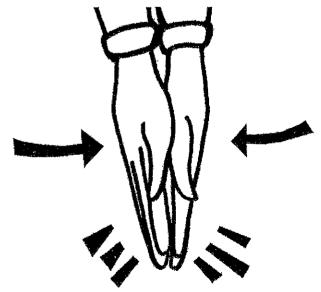
Narrative Writing Chant: Stage 2



Story Opening!



Then 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 "T" End Punctuation Spaces between words. Letters snuggled in words.

Steps:

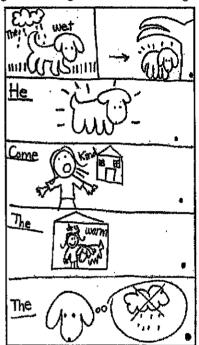
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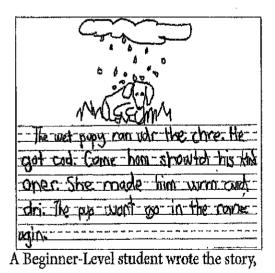
Narrative Writing: Stage 2

(Kinder-First Grade)

Kinder: Plan and Write

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

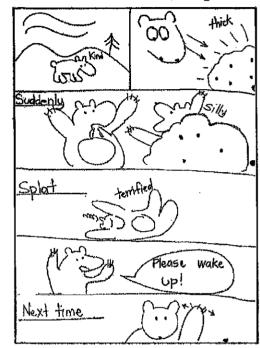


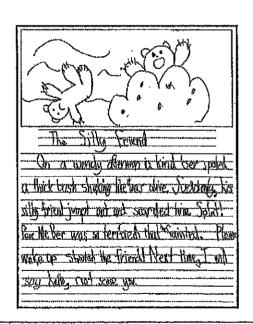


then drew a picture to match.

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:

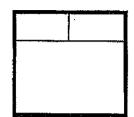
Who is in the story? A person, animal, or I am. (Draw in left box.)



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

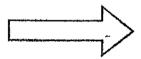
4. Action!

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



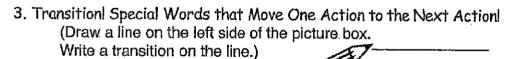




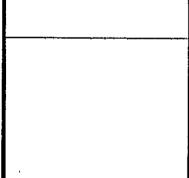


Actions, Actions, Actions:

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







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.)





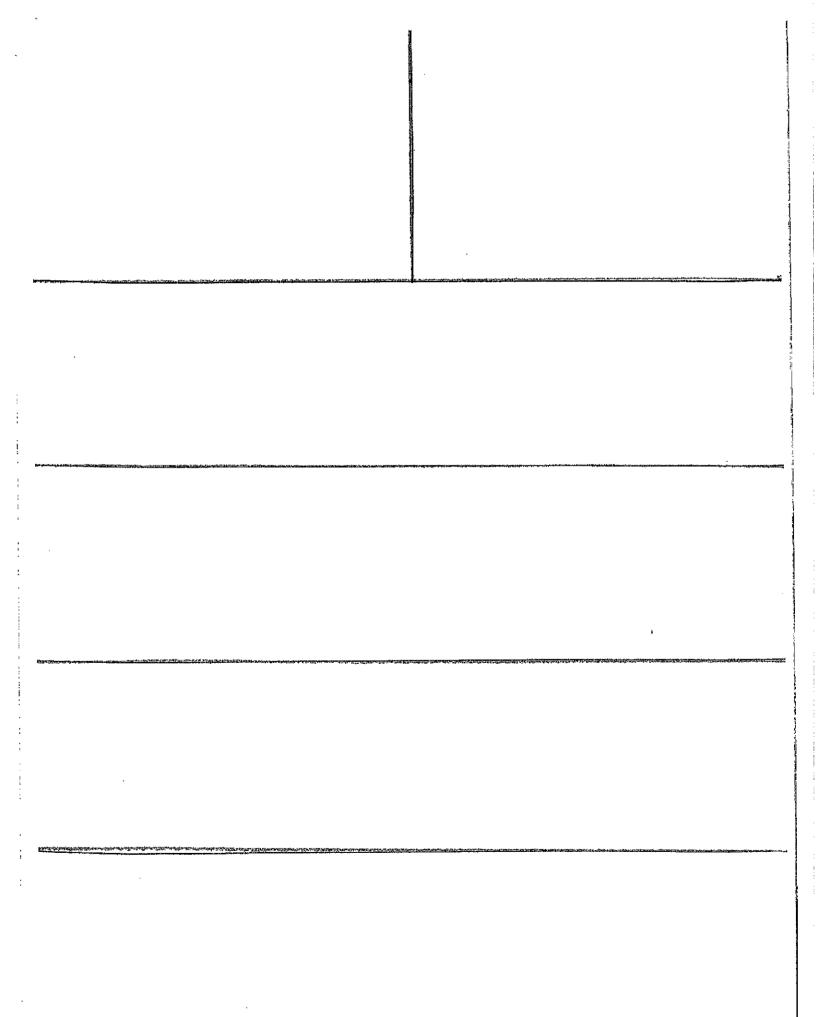
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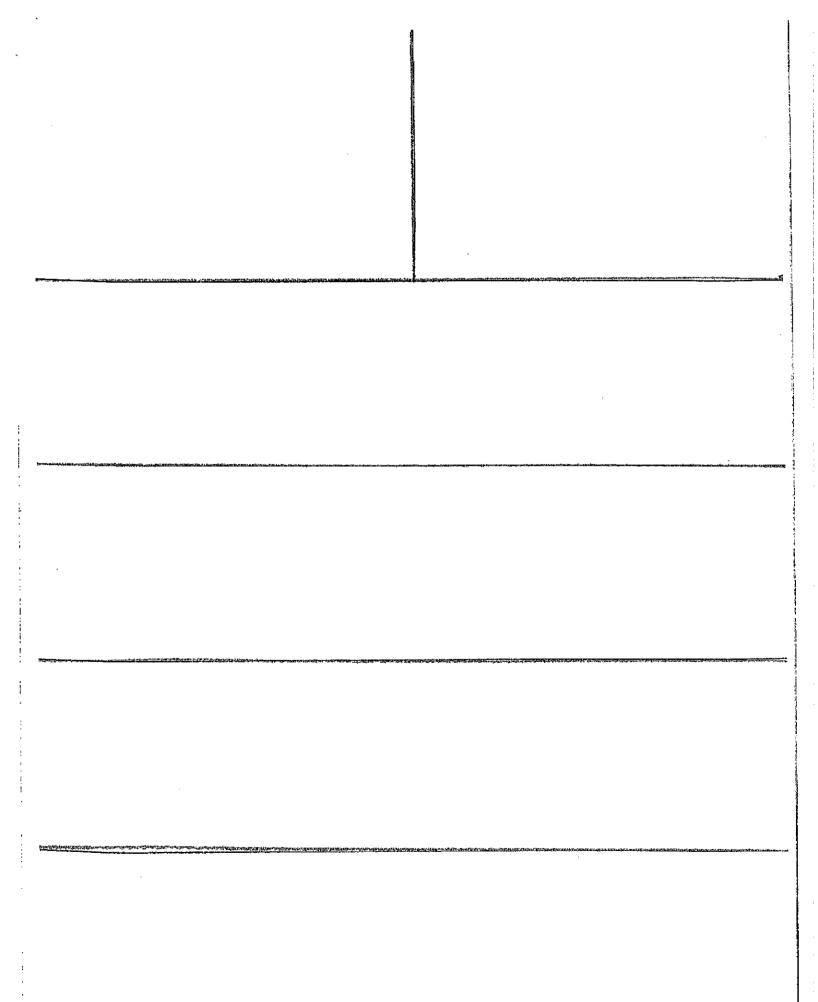
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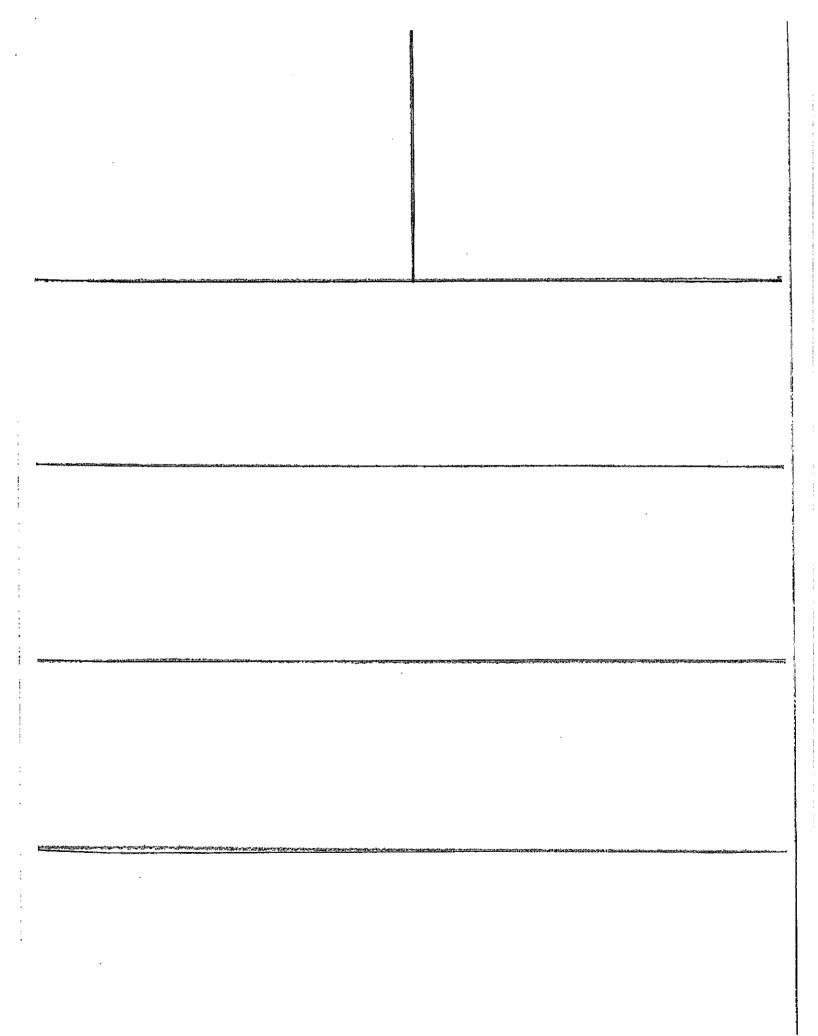


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