


## First Grade Language Arts Assignments for Learning Period 4

Week	Lesson/Stories	Phonics/Spelling	Comprehension	Grammar	Writing (You have 3 choices, pick 1)
Week 1 (At home week)	<b>Lesson 16:</b> -A Perfect Lunch -One More Friend -Good Friends -Decodable Book 16	- r-controlled vowels /ur/ er, ir, ur  -Inflections –er, -est	-Main Idea  -Summarize	Using <i>He, She, It</i> and <i>They</i>	* Informative Stage3-4 * 3 day writing (brainstorm, rough, final) * Journal
Week 2	<b>Lesson 17:</b> -Jungle Fun -Can Elephants Paint? -An Elephant's Three T's -Decodable Book 17	-Syllable –le  -Inflections –ed, -ing (double final consonant)	- Main Idea  -Monitor Comprehension: Reread	Possessives ('s and pronouns)	*Informative Stage 3-4 * 3 day writing (brainstorm, rough, final) * Journal
Week 3	<b>Lesson 18:</b> -Shadow in the Snow -Snow Surprise -The Snowflake Man -Decodable Book 18	-Long vowel /o/ ow, oa  -Phonograms –ow, -oat; -own, -oast	-Author's Purpose/Point of View  -Making Inferences	Troublesome Words: Homophones	* Informative Stage3-4 * 3 day writing (brainstorm, rough, final) * Journal
Week 4  *Need new book	<b>Lesson 19:</b> -Beaver's Green Treat -Little Rabbits Tale -Grow, Apples, Grow! -Decodable Book 19	- Long vowel /e/ e, ee, ea  -Contractions 've, 're	-Cause and Effect  -Story Structure	Describing Words: Color, Size and Shape	* Informative Stage3-4 * 3 day writing (brainstorm, rough, final) * Journal
Week 5	<b>Lesson 20:</b> -Kids Play! -Ways People Live -Houses -Decodable Book 20	--Long vowel /a/ ai, ay  -Phonograms –ay, -ain; -ail, -aid	-Cause and Effect  -Using Graphic Organizers	Describing Words: Taste, Smell, Sound, and Feel	* Informative Stage3-4 * 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 Stage3-4 * 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 [www.mschristinaswebsite.weebly.com](http://www.mschristinaswebsite.weebly.com). (pw: k1aim)

## First Grade Math Assignments for Learning Period 4

Week	Math Chapter	Math Focus (Lesson Names)	Daily Calendar	IXL (Online Math)	Assessment
Week 1 (At home week)	<b>Chapter 10:</b> Weight	* Comparing Things * Find the Weight of Things * Finding Weight 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 2	<b>Chapter 10 :</b> Weight	* Comparing Things * Find the Weight of Things * Finding Weight 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 3	<b>Chapter 11:</b> Picture Graphs and Bar Graphs	* Simple Picture Graphs * More Picture Graphs * Tally Charts and Bar Graphs	<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 11:</b> Picture Graphs and Bar Graphs	* Simple Picture Graphs * More Picture Graphs * Tally Charts and Bar Graphs	<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 12:</b> Numbers to 40	* Counting to 40 * Place Value * Comparing, Ordering, 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 6	<b>Chapter 12:</b> Numbers to 40	* Counting to 40 * Place Value * Comparing, Ordering, 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.

### Notes

- This is a **suggested** pacing guide for the learning period. Your main goal is to finish **Chapters 10-12.**
- If finished with chapters early...please use the extra time for other math activities such as practice on the IXL website, math games, addition & subtraction flash cards, 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)

# Math in Focus Pacing Guide for the WHOLE Year

Kindergarten

2013-2014

<p><b><u>Learning Period 1</u></b> September 3<sup>rd</sup>-October 11<sup>th</sup></p>	<p><u>Chapters/Topics: Book 1A</u> Chapter 1: Numbers to 10 Chapter 2: Number Bonds Chapter 3: Addition Facts to 10</p>	<p>TE Pages: 1A-63B  Hardcover Pages: 1-63  Workbook Pages: 1-62</p>
<p><b><u>Learning Period 2</u></b> October 14<sup>th</sup>-November 22<sup>nd</sup></p>	<p><u>Chapters/Topics: Book 1A</u> Chapter 4: Subtraction Facts to 10 Chapter 5: Shapes and Patterns Chapter 6: Ordinal Numbers and Position</p>	<p>TE Pages: 64A-161D  Hardcover Pages: 64-161  Workbook Pages: 63-160</p>
<p><b><u>Learning Period 3</u></b> December 2<sup>nd</sup>-January 24<sup>th</sup></p>	<p><u>Chapters/Topics: Book 1A</u> Chapter 7: Numbers to 20 Chapter 8: Addition and Subtraction Facts to 20 Chapter 9: Length</p>	<p>TE Pages: 162A-249J  Hardcover Pages: 162-249  Workbook Pages: 161-263</p>
<p><b><u>Learning Period 4</u></b> January 27<sup>th</sup>-March 7<sup>th</sup></p>	<p><u>Chapters/Topics: Book 1B</u> Chapter 10: Weight Chapter 11: Picture and Bar Graphs Chapter 12: Numbers to 40</p>	<p>TE Pages: 1A-79A  Hardcover Pages: 1-79  Workbook Pages: 1-60</p>
<p><b><u>Learning Period 5</u></b> March 10<sup>th</sup>-May 2<sup>nd</sup></p>	<p><u>Chapters/Topics: Book 1B</u> Chapter 13: Addition and Subtraction to 40 Chapter 14: Mental Math Chapter 15: Calendar and Time</p>	<p>TE Pages: 80A-171F  Hardcover Pages: 80-171  Workbook Pages: 61-134</p>
<p><b><u>Learning Period 6</u></b> May 5<sup>th</sup>-June 16<sup>th</sup></p>	<p><u>Chapters/Topics: Book 1B</u> Chapter 16: Numbers to 100 Chapter 17: Addition and Subtraction to 100 Chapter 18: SKIP Chapter 19: Money</p>	<p>TE Pages: 172A-293J  Hardcover Pages: 172-293  Workbook Pages: 135-263</p>



# 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).