


## First Grade Language Arts Assignments for Learning Period 5

Week	Lesson/Stories	Phonics/Spelling	Comprehension	Grammar	Writing (You have 3 choices, pick 1)
Week 1 3/10-3/14	<b>Lesson 21:</b> -The Missing Cake -Flake, The Missing Hamster -Three Reasons Why Pets are Great -Decodable Book 21	- long vowel /a/, a_e  -phonograms: -ake, -ate, -ane, -ade	-Focus Skill: Problem/Solution  -Focus Strategy: Summarize	Describing words: How many	* Opinion Writing * 3 day writing (brainstorm, rough, final) * Journal
Week 2 3/17-3/21	<b>Lesson 22:</b> -Mike and Spike Hike -We're Going on a Picnic! -Beaks Eat -Decodable Book 22	-Long Vowel /i/ i_e  -Inflections -ed, -ing	- Focus Skill: Problem/Solution  -Focus Strategy: Ask Questions	Describing words: Feelings	*Opinion Writing * 3 day writing (brainstorm, rough, final) * Journal
Week 3 3/24-3/28	<b>Lesson 23:</b> -Hang On, Rose! -On Saturday -The City of San Diego -Decodable Book 23	-Long vowel /o/ o_e  -Phonograms -ose, -oke, -one, -ole	-Focus Skill: Draw Conclusions  -Focus Strategy: Answer Questions	Describing words: -er and -est	* Opinion Writing * 3 day writing (brainstorm, rough, final) * Journal
Week 4 3/31-4/4	<b>Lesson 24:</b> -What is in the Hedge? -Mystery of the Night Song -Make Some Music -Decodable Book 24	- Consonants: /s/-c, /j/ -g and -dge  -Contractions: 's, n't, 'll	-Focus Skill: Draw Conclusions  -Focus Strategy: Monitor Comprehension: making inferences	Troublesome words: multiple-meaning words	* Opinion Writing * 3 day writing (brainstorm, rough, final) * Journal
Week 5 4/21-4/25  * <b>New book</b>	<b>Lesson 25:</b> -Duke's Work -Amazing Animals -The Little Turtle -Decodable Book 25	--Long vowel u /(y)oo/ u_e  -inflections: -ed, -ing	-Focus Skill: Main Idea  -Focus Strategy: Use Graphic Organizers	Verbs	* Opinion Writing * 3 day writing (brainstorm, rough, final) * Journal
Week 6 4/28-5/2	Review/Catch-Up -AND/OR- Enrichment/Book Projects * <b>There are ideas for projects on my website under the "Daily Resources" tab.</b>				* Opinion Writing * 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)

# Language Arts Pacing Guide for the WHOLE Year

Kindergarten and **First Grade**

2013-2014

<p><b><u>Learning Period 1</u></b> September 3<sup>rd</sup>-October 11<sup>th</sup></p>	<p>Lessons 1-5</p>	<p>Kinder Practice Book Pgs: 5-36  <u>Book 1-1</u> 1<sup>st</sup> Practice Book Pgs: 3-36  1<sup>st</sup> Hardcover Book Pgs: 14-185</p>
<p><b><u>Learning Period 2</u></b> October 14<sup>th</sup>-November 22<sup>nd</sup></p>	<p>Lessons 6-10</p>	<p>Kinder Practice Book Pgs: 37-52  <u>Book 1-1, Book 1-2</u> 1<sup>st</sup> Practice Book Pgs: 37-60, 2-29  1<sup>st</sup> Hardcover Book Pgs: 186-221, 14-167</p>
<p><b><u>Learning Period 3</u></b> December 2<sup>nd</sup>-January 24<sup>th</sup></p>	<p>Lessons 11-15</p>	<p>Kinder Practice Book Pgs: 53-76  <u>Book 1-2, Book 1-3</u> 1<sup>st</sup> Practice Book Pgs:30-63, 2-22  1<sup>st</sup> Hardcover Book Pgs: 168-247, 14-127</p>
<p><b><u>Learning Period 4</u></b> January 27<sup>th</sup>-March 7<sup>th</sup></p>	<p>Lessons 16-20</p>	<p>Kinder Practice Book Pgs: 77-100  <u>Book 1-3, Book 1-4</u> 1<sup>st</sup> Practice Book Pgs: 23-63, 2-15  1<sup>st</sup> Hardcover Book Pgs: 128-247, 14-97</p>
<p><b><u>Learning Period 5</u></b> March 10<sup>th</sup>-May 2<sup>nd</sup></p>	<p>Lessons 21-25</p>	<p>Kinder Practice Book Pgs: 101-122  <u>Book 1-4, Book 1-5</u> 1<sup>st</sup> Practice Book Pgs: 16-63, 2-8  1<sup>st</sup> Hardcover Book Pgs: 98-257, 14-57</p>
<p><b><u>Learning Period 6</u></b> May 5<sup>th</sup>-June 16<sup>th</sup></p>	<p>Lessons 26-30</p>	<p>Kinder Practice Book Pgs: 123- 144  <u>Book 1-5</u> 1<sup>st</sup> Practice Book Pgs: 9-63  1<sup>st</sup> Hardcover Book Pgs:58-253</p>





## First Grade Math Assignments for Learning Period 5

Week	Math Chapter	Math Focus (Lesson Names)	Daily Calendar	IXL (Online Math)	Assessment
Week 1	<b>Chapter 13:</b> Addition and Subtraction to 40	* Addition without Regrouping * Addition with Regrouping * Subtraction without Regrouping	<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 13 :</b> Addition and Subtraction to 40	*Subtraction With Regrouping *Adding Three Numbers *Real-World Problems	<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 14:</b> Mental Math Strategies	*Mental Addition *Mental Subtraction	<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 14:</b> Mental Math Strategies	*Mental Addition *Mental Subtraction	<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 15:</b> Calendar and Time	* Using a Calendar *Telling Time to the Hour *Telling Time to the Half Hour	<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 15:</b> Calendar and Time	* Using a Calendar *Telling Time to the Hour *Telling Time to the Half Hour	<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 13-15.**
- 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](http://www.mschristinaswebsite.weebly.com)-password: k1aim)

# Math in Focus Pacing Guide for the WHOLE Year

1<sup>st</sup> Grade

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> <b>Chapter 13: Addition and Subtraction to 40</b> <b>Chapter 14: Mental Math</b> <b>Chapter 15: Calendar and Time</b></p>	<p><b>TE Pages: 80A-171F</b> <b>Hardcover Pages: 80-171</b> <b>Workbook Pages: 61-134</b></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).