

Week 1: August 12-16, 2024

Theme: Routines & Procedures
Essential Question: Why are rules important?

Benchmarks Covered:

Reading

ELA.1.R.1.1- Identify and describe the main story elements in a story.

Focus on Big 6 Comprehension Strategy: Visualizing and Making Connections

Science/Social Studies:

Social Studies Theme: Rules & Citizenship

SS.1.CG.1.1 Explain the purpose of rules and laws in the home, school and community. Students will explain the role that rules and laws play in their daily life. Students will explain the difference between rules and laws.

Foundational Skills:

Print Concepts

ELA K.F.1.1(c)- Match print to speech to demonstrate that language is represented by text.

ELA.K.F.1.1 (e)- Move top to bottom and left to right

Reading Whole Group

Objective: Smooth transitions, building good listening habits, reader's workshop, respectful conversations, establishing workstations, establishing student roles.

Materials:

Selected Read Alouds to teach Routines and Procedures

"I Am Enough" by Grace Byers (B.E.S.T. book list)

"Clark the Shark" by Bruce Hale

"The Recess Queen" by Alexis O'Neill

"First Day Jitters" by Julie Danneberg

Resiliency

Vocabulary: Vocabulary in context of rules and/or stories

Standard: HE.1.R.3 0
Mentorship and Citizenship

Unit Background Knowledge:

Text:
Resources:

Writing/Response Literature:

Complete Sentences/Handwriting

Objective: Students will be able to write a complete sentence using correct capitalization, punctuation, and spacing.

Grammar

Conventions/ SWAG

Saxon:

Lesson 1-5

Sight Words: Resources for entire year

Suggested- on, no, not

Assessments

Cold Read Practice 1 Cold Read Practice 2

Week 2: August 19-23, 2024

Theme: Routines & Procedures
Essential Question: Why are rules important?

Benchmarks Covered:

Reading

ELA.1.R.1.1- Identify and describe the main story elements in a story.

ELA.K12.EE.3.1- Make inferences to support comprehension.

Focus on Big 6 Comprehension Strategy: Predicting, and Inferring

Science/Social Studies:

Social Studies Theme: Rules & Citizenship

SS.1.CG.1.2 Describe how the absence of rules and laws impacts individuals and the community. Students will provide examples of rules and laws in their lives and in the community. Students will recognize that disorder, injustice and harm to people can occur when there is an absence of rules and laws.

Foundational Skills:

Print Concepts

ELA K.F.1.1(c)- Match print to speech to demonstrate that language is represented by text.

ELA.K.F.1.1 (e)- Move top to bottom and left to right

Reading Whole Group

Objective: Smooth transitions, building good listening habits, reader's workshop, respectful conversations, establishing workstations, establishing student roles.

Materials:

Selected Read Alouds to teach Routines and Procedures

"Chrysanthemum" by Kevin Henkes

"Lilly's Purple Plastic Purse" by Kevin Henkes

"The Pigeon Has to Go to School" by Mo Willems

Vocabulary: Vocabulary in context of rules and/or stories

Resiliency

Standard:

Unit Background Knowledge:

Text:
Resources:

Writing/Response Literature:

Complete Sentences/Handwriting

Objective: Students will be able to write a complete sentence using correct capitalization, punctuation, and spacing.
Rubric for Writing Grade

Grammar

Conventions/ SWAG

Saxon:

Lesson 6-10

Sight Words

Suggested- It, in, I, at, a, an

Assessments

Cold Read Practice 3

Week 3: August 26-30, 2024

Unit 1 Week 1

Theme: Plants and Animals Grow and Change
Essential Question: Why do living things change?

Benchmarks Covered:

Spotlight Benchmark

ELA.1.R.2.2- Identify the topic and relevant details in a text

Spiral Benchmark

ELA 1.R.3.2- Retell a text in oral or written form to enhance comprehension

Science/Social Studies:

Science Theme: The Practice of Science

SC.1.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.
SC.1.N.1.2 Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.
SC.1.N.1.3 Keep records as appropriate - such as pictorial and written records - of investigations conducted.
SC.1.N.1.4 Ask "how do you know?" in appropriate situations.

Foundational Skills:

Print Concepts

ELA K.F.1.1(c)- Match print to speech to demonstrate that language is represented by text.

ELA.K.F.1.1 (e)- Move top to bottom and left to right

Phonological Awareness

Rhyme, Phoneme blending, segmentation

ELA 1.F.1.2 (a, b)

ELA.K.F.1.2 (b) Identify and produce alliterative and rhyming words

Fluency

ELA 1.F.1.4-Read grade level texts with accuracy, automaticity, and appropriate prosody and expression

Reading Whole Group

Objective:

Students will be able to identify the topic and relevant details.

Materials:

"The Amazing Life Cycle of a Frog" (Mentor Read Aloud Big Book)

Vocabulary within context: hatches, gills

"At the Pond" (Benchmark Consumable)

Vocabulary within context: tadpole

"Growing Frogs" by Vivian French

Vocabulary within context: tadpole, gills, spawn

Unit Theme Vocabulary: change, grow, life cycle, living things
Unit 1 Vocab

Unit Background Knowledge:

Living things grow and change
Benchmark Unit Opener Video
(Unit Resources) EPIC Life Cycle Song

Resiliency

Standard: HE.1.R.2.2 - Establish a short-term goal as a class and take action toward achieving the goal.

Text: "The Amazing Life Cycle of a Frog"

Resources:

Writing/Response Literature:

Objective: Students will be able to write a complete sentence using correct capitalization, punctuation, and spacing.

Response to Literature: Students will write one complete fact about how frogs grow and change.
Unit 1 Fact Writing

Grammar

Mastery Skill for this unit: ELA.1.C.3 Capitalize Proper Nouns
Other Skills to introduce/review: Nouns, Common and Proper Nouns, Plural Nouns

Saxon:

Lesson 11-15

Sight Words:

Suggested- Is, as, so, stop, and, did
Saxon- the, said

Assessments

Week 4: September 2-6, 2024 (No School Monday)

Unit 1 Week 2

Theme: Plants and Animals Grow and Change
Essential Question: Why do living things change?

Benchmarks Covered:

Spotlight Benchmark

ELA.1.R.2.2- Identify the topic and relevant details in a text

Spiral Benchmark

ELA 1.R.3.2- Retell a text in oral or written form to enhance comprehension

ELA 1.R.2.1- Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations, to demonstrate understanding of texts (**Focus on title, heading, author and illustration**)

Science/Social Studies:

Science Theme: Living Things

SC.1.L.14.1 Make observations of living things and their environment using the five senses.

SC.1.L.14.2 Identify the major parts of plants, including stem, roots, leaves, and flowers.

SC.1.L.14.3 Differentiate between living and nonliving things.

Foundational Skills:

Following Conventions

Periods, exclamation marks, question marks
Italics

Phonological Awareness

Phoneme categorization, blending, segmentation

ELA 1.F.1.2 (a, b)

Fluency

Intonation

ELA 1.F.1.4- Read grade level texts with accuracy, automaticity, and appropriate prosody and expression

Reading Whole Group

Objective:

Students will be able to identify the topic and relevant details.

Materials:

"An Oak Tree has a Life Cycle?"(Big Book)

Vocabulary within context: roots, sapling, stem, trunks

"A Cub Grows" (Benchmark Consumable)

Vocabulary within context: exercise

"The Life Cycle of a Ladybug" by Colleen Sexton (Epic)

Vocabulary within context: aphid, larva, life cycle, mate, molt, pattern, pupa

Unit Theme Vocabulary:

change, grow, life cycle,
living things
Unit 1 Vocab

Unit Background Knowledge:

Plant life cycle and Parts of a Plant
EPIC Parts of a Plant

Resiliency

Standard: HE.1.R.2.2

Establish a short-term goal as a class and take action toward achieving the goal.

Text: An Oak Tree has a Life Cycle

Resources:

Unit 1 Teacher's Resour...

Writing/Response Literature:

Objective: Students will be able to write a complete sentence using correct capitalization, punctuation, and spacing.

Response to Literature: Students will write one complete fact about how plants grow and change.

Unit 1 Fact Writing

Grammar

Mastery Skill for this unit: ELA.1.C.3 Capitalize Proper Nouns

Other Skills to introduce/review: Nouns, Common and Proper Nouns, Plural Nouns

Saxon:

Lesson 16-20

Sight Words:

Suggested- if, his, had, has, go
Saxon- of, do, into, to, who, you, your

Assessments

Spelling Test 1 Unit 1 Week 2

Week 5: September 9-13, 2024

Unit 1 Week 3

Theme: Plants and Animals Grow and Change
Essential Question: Why do living things change?

Benchmarks Covered:

Spotlight Benchmark

ELA.1.R.2.2- Identify the topic and relevant details in a text

Spiral Benchmark

ELA 1.R.2.1- Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations, to demonstrate understanding of texts (**Focus on title, heading, author and illustration**)

Science/Social Studies:

Science Theme: Life Cycles

SC.1.L.16.1 Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.
SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.

Foundational Skills:

Following Conventions

Periods, exclamation marks, question marks
Italics

Phonological Awareness

Phoneme categorization, blending, segmentation

ELA 1.F.1.2 (a, b)

Fluency

Intonation

ELA 1.F.1.4- Read grade level texts with accuracy, automaticity, and appropriate prosody and expression

Reading Whole Group

Objective:

Objective: Students will be able to identify the topic and relevant details.

Materials:

Grow, Ducklings, Grow (Shared Readings and Poetry Volume 1)

Vocabulary within context: quiet, protects

Let's Plant Seeds (Benchmark Consumable)

Vocabulary within context: soil, buds

"How Do Apples Grow" by Betsy Maestro

Vocabulary within context: bare, buds, pollen, nectar, petals, sepals

Unit Theme Vocabulary:

change, grow, life cycle, living things
Unit 1 Vocab
Refer to Vocabulary Development of each unit for tiered vocabulary

Unit Background Knowledge:

Plant & Animal Life (parts & cycle.. How they change)
EPIC Apple Trees

Resiliency

Standard: HE.1.R.2.3 - Identify the characteristics of a responsible decision maker

Text: Let's Plant Seeds
Resources:

Writing/Response Literature:

Objective: Students will be able to write a complete sentence using correct capitalization, punctuation, and spacing.

Response to Literature: Students will write one complete fact about how apples grow. Use this piece as a graded assignment. Rubric for Writing Grade

Grammar

Mastery Skill for this unit: ELA.1.C.3 Capitalize Proper Nouns
Other Skills to introduce/review: Nouns, Common and Proper Nouns, Plural Nouns

Saxon:

Lesson 21-25

Sight Words:

Suggested- ask, can
Saxon- color, what

Assessments

Unit 1 Week 3

Phonics Assessment 2

Unit 1 Grammar

Unit 1 Fact Writing

Week 6: September 16-20, 2024 (Wednesday ½ Day)

Unit 2 Week 1

Theme: Many Kinds of Characters

Essential Question: How do we learn about characters?

Benchmarks Covered:

Spotlight Benchmark

ELA.1.R.1.1- Identify and describe the main story elements in a story.

Clarification 1: Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story.

Clarification 2: In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on.

Clarification 3: For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.

Spiral Benchmark

ELA 1.R.3.2- Retell a text in oral or written form to enhance comprehension

ELA 1.R.3.1- Identify and explain descriptive words and phrases in texts.

***preview moral/lesson with texts that align

Science/Social Studies:

Social Studies Theme: Florida (Hispanic Heritage Month 9/15-10/15)

SS.1.A.2.1 Understand history tells the story of people and events of other times and places.

SS.1.A.2.2 Compare life now with life in the past.

SS.1.A.2.3 Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.

SS.1.CG.2.5 Recognize symbols and individuals that represent Florida. Students will recognize that the state motto ("In God We Trust") and the state day (Pascua Florida Day) are symbols that represent Florida. Students will identify the current Florida governor and recognize the governor as an individual who represents the state

Foundational Skills:

Rhyming words, blending, segmenting

ELA 1.F.1.2 (a, b)

ELA.K.F.1.2 (b) Identify and produce alliterative and rhyming words

Fluency

Phrasing

ELA 1.F.1.4- Read grade level texts with accuracy, automaticity, and appropriate prosody and expression

Reading Whole Group

Objective:

Students will be able to identify and describe the characters and setting.

Materials:

"The Ant and the Grasshopper" (Big Book)

Vocabulary within context: industrious(responsible, hardworking) idle(lazy), contented

"Little Red Riding Hood" (Mentor Read Aloud Big Book)

Vocabulary within context: forest, stream

"Stand Tall Molly Lou Melon" by Patty Lovell

Vocabulary within context: fumbled, foolish, stacked, revealed

Vocabulary: Choices, Solution, Challenge, Lesson

Unit 2 Vocab

Refer to Vocabulary Development of each unit for tiered vocabulary

Unit Background Knowledge:

Characters are people or animals in the story. (Benchmark unit 2 opener video - under Unit Resources)

Resiliency

Standard:H.E.1.R.2.3 - Identify the characteristics of a responsible decision maker

Text: "The Ant and the Grasshopper"

"Little Red Riding Hood"

Resources:

Writing/Response Literature:

Narrative

ELA.1.C.1.2 Write Narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.

Objective: Students will be able to write a complete narrative sentence using correct capitalization, punctuation, and spacing.

Response to Literature: Write a sentence to tell about a character from the story. Unit 2 character web

Grammar

Mastery skill for this unit: ELA.1.C.3 Form and use complete simple sentences

Other skills to review/introduce: Use ending punctuation, Using interrogatives

Saxon:

Lesson 26-30

Sight Words:

Suggested- him, let
Saxon- from, are, friend

Assessments

Unit 2 Week 1 Spelling Test 2

Week 7: September 23-27, 2024

Unit 2 Week 2

Theme: Many Kinds of Characters

Essential Question: How do we learn about characters?

Benchmarks Covered:

Spotlight Benchmark

ELA.1.R.1.1- Identify and describe the main story elements in a story (see clarifications in Week 1)

Spiral Benchmark

ELA 1.R.3.2- Retell a text in oral or written form to enhance comprehension.

ELA 1.R.3.1- Identify and explain descriptive words and phrases in texts.

***preview moral/lesson with texts that align

Science/Social Studies:

Social Studies Theme: Maps

SS.1.G.1.1 Use physical and political/cultural maps to locate places in Florida.

SS.1.G.1.2 Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.

SS.1.G.1.3 Construct a basic map using key elements including cardinal directions and map symbols.

SS.1.G.1.4 Identify a variety of physical features using a map and globe.

SS.1.G.1.5 Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.

SS.1.G.1.6 Describe how location, weather, and physical environment affect the way people live in our community.

Foundational Skills:

Following Conventions

Punctuation and Quotations

ELA.1.C.3.1- Follow the rules of standard grammar, punctuation, capitalization, and spelling appropriate to grade level.

Phonological Awareness

Rhyming words, blending, segmenting

ELA 1.F.1.2 (a, b)

ELA.K.F.1.2 (b) Identify and produce alliterative and rhyming words

Fluency

Expression and Self Correcting

ELA 1.F.1.4- Read grade level texts with accuracy, automaticity, and appropriate prosody and expression

Reading Whole Group

Objective:

Students will be able to identify and describe story elements.

Materials:

"Wolfie the Bunny" (Big Book)

Vocabulary within context: gasped, smitten, demanded

"The Turtle and the Hare" (Benchmark Consumable)

Vocabulary within context: boasts, snooze

"The True Story of the Three Little Pigs" by Jon Scieszka

Vocabulary within context: folks, huffed, honor, spoil, impolite, framed

Vocabulary: Choices, Solution, Challenge, Lesson

Unit 2 Vocab

Refer to Vocabulary Development of each unit for tiered vocabulary

Unit Background Knowledge:

Identify if a story has a problem/solution.

Preview what the characters learn. EPIC The Greedy Dog

Resiliency

Standard: HE.1.R.2.6 - Identify healthy ways to express needs and wants

Text: "Wolfie the Bunny"

Resources:

Writing/Response Literature:

Narrative

ELA.1.C.1.2 Write Narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.

Objective: Students will be able to write a complete narrative sentence using correct capitalization, punctuation, and spacing.

Response to Literature: Write a sentence to tell about a character from the story. Unit 2 character web

Grammar

ELA.1.C.3 Form and use complete simple sentences

Other skills to review/introduce: Use ending punctuation, Using interrogatives

Saxon:

Lesson 31-35

Sight Words:

Suggested- than, then, them, these, thank, think, long, going

Saxon- their, there, some, come, does, goes, been

Assessments

Week 8: September 30 - October 4, 2024

Unit 2 Week 3

Theme: Many Kinds of Characters

Essential Question: How do we learn about characters?

Benchmarks Covered:

Spotlight Benchmark

ELA.1.R.1.1- Identify and describe the main story elements in a story (see clarifications in Week 1)

Spiral Benchmark

ELA 1.R.3.2- Retell a text in oral or written form to enhance comprehension

ELA 1.R.3.1- Identify and explain descriptive words and phrases in texts.

***preview moral/lesson with texts that align

Science/Social Studies:

Social Studies Theme: Maps

SS.1.G.1.1 Use physical and political/cultural maps to locate places in Florida.

SS.1.G.1.2 Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.

SS.1.G.1.3 Construct a basic map using key elements including cardinal directions and map symbols.

SS.1.G.1.4 Identify a variety of physical features using a map and globe.

SS.1.G.1.5 Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.

SS.1.G.1.6 Describe how location, weather, and physical environment affect the way people live in our community.

Foundational Skills:

Following Conventions

Punctuation

ELA.1.C.3.1- Follow the rules of standard grammar, punctuation, capitalization, and spelling appropriate to grade level.

Phonological Awareness

Blending, Categorization, Substitution

ELA.K.F.1.2 (e) - Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.

ELA 1.F.1.2 (b) Orally blend initial, medial, and final phonemes together to produce a single syllable word that includes digraphs, blends, or trigraphs.

Fluency

Expression

ELA 1.F.1.4- Read grade level texts with accuracy, automaticity, and appropriate prosody and expression

Reading Whole Group

Objective:

Students will be able to identify and describe story elements.

"Abuelita's Secret" (Big Book)

Vocabulary within context: slumping, doodling

"The Fox and the Robin" (Mentor Read Aloud Big Book 1)

Vocabulary within context: sneaky, clever

"The Dot" by Peter Reynolds

Vocabulary within context: discovered, experimenting, stared

Vocabulary: Choices, Solution, Challenge, Lesson
Unit 2 Vocab Refer to Vocabulary Development of each unit for tiered vocabulary

Unit Background Knowledge:

All parts of the story. Characters, problem/solution, what did they learn?
EPIC How to Retell a Story

Resiliency

Standard: HE.1.R.4.1 - Identify the importance of working together to solve problems

Text: "The Fox and the Robin"
Resources:

Writing/Response Literature:

Narrative

ELA.1.C.1.2 Write Narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.

Objective: Students will be able to write a complete narrative sentence using correct capitalization, punctuation, and spacing.

Response to Literature: Write a sentence to tell about a character from the story. Use this piece as a graded assignment. Rubric for Writing Grade Unit 2 character web

Grammar

ELA.1.C.3 Form and use complete simple sentences

Other skills to review/introduce: Use ending punctuation, Using interrogatives

Saxon:

Lesson 36-40

Sight Words:

Suggested- we
Saxon- put, want, was, where

Assessments

Unit 2 Week 3

Spelling Test 3

Unit 2 Grammar

Unit 2 character web

Week 9: October 7-11, 2024

Unit 3 Week 1

Theme: Government and Citizenship Being a Good Community Member

Essential Question: Why do people get involved in their communities?

Benchmarks Covered:

Spotlight Benchmark:

ELA.1.R.2.1 Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of the texts.

Spiral Benchmark

ELA. 1. R. 2.2. Identify the topic of and relevant details in a topic.

ELA.1.R.3.2 Retell a text in oral or written form to enhance comprehension.

Science/Social Studies:

Science Theme: Rocks and Changes in the Earth's Surface

SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface.

SC.1.E.6.3 Recognize that some things in the world around us happen fast and some happen slowly. (fast and slow earth changes)

Foundational Skills:

Communication

ELA.1.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, & spelling appropriate to grade level.

Foundational Skills

ELA. 1.F.1.2.a segment spoken words into initial, medial, and final phonemes including words with digraphs, blends, and trigraphs

Reading Whole Group

Objective:

Students will be able to use text features to demonstrate understanding of the text.

Materials:

"Hello Community Garden"

Vocabulary within context: problem, healthy, delicious

"Safe to Go"

Vocabulary within context: accident, safely

"Bat Loves the Night" by Nicola Davies

Vocabulary within context: unfurls, flaps, gliding, fluttering, echolocation

Vocabulary: (explicitly teach): safe, citizen, responsible, community
Unit 3 Vocab

Unit Background Knowledge:

Following rules at home and at school. (Unit 3 Opener video - found in benchmark unit resources)

Resiliency

Standard: HE.1.R.1.3

Identify the benefits of sharing and cooperation.

Text: Hello Community Garden
Resources:

Writing/Response Literature:

Expository

ELA.1.C.1.4 Write expository texts about a topic, using a source, providing facts and a sense of closure.

Objective: Students will be able to write a complete expository sentence using correct capitalization, punctuation, and spacing.

Response to Literature: Students will write one complete fact about ways to help in your neighborhood.

Unit 3 Fact Writing

Grammar

Mastery Skill for this Unit:

ELA.1.C.3.1 Form and use simple verb tenses by adding the affix -ed

Other skills to introduce/review: Conjugate regular and irregular verb tenses (past, present, future) , Past tense irregular verbs

Saxon:

Lesson 41-45

Sight Words:

Suggested- made, take, use, like, time
Saxon- two, done, one, sure, don't, won't

Assessments

Unit 3 Week 1 Phonics Assessment 4

Week 10: October 14-18, 2024 (Teacher Planning Day Monday)

Unit 3 Week 2

Theme: Government and Citizenship Being a Good Community Member

Essential Question: Why do people get involved in their communities?

Benchmarks Covered:

Spotlight Benchmark:

ELA.1.R.2.1 Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of the texts.

Spiral Benchmark

ELA. 1. R. 2.2. Identify the topic of and relevant details in a topic.

ELA.1.R.3.2 Retell a text in oral or written form to enhance comprehension.

Science/Social Studies:

Social Studies Theme: Citizenship

SS.1.CG.2.1 Explain the rights and responsibilities students have in the school community. Students will identify the rights (e.g., treated with respect, physically safe learning environment) and responsibilities (e.g., come to school on time, do not damage school property) students have as members of their school community. Students will define rights as freedoms protected by laws and, in the school community, freedoms protected by rules. Students will define responsibilities as things citizens should do to benefit the community.

SS.1.CG.2.2 Describe the characteristics of citizenship in the school community. 5 Students will identify characteristics of responsible citizenship (e.g., respect others' property, treat people with dignity, care for the environment, treat animals with kindness). Students will identify characteristics of irresponsible citizenship (e.g., damaging school property, bullying).

SS.1.CG.2.4 Recognize symbols and individuals that represent the United States. Students will recognize the national motto ("In God We Trust") and "We the People" as symbols that represent the United States. Students will recognize Benjamin Franklin, George Washington, Daniel Webster and Martin Luther King Jr. as individuals who represent the United States.

Foundational Skills:

Foundational Skills

ELA. 1.F.1.2.a segment spoken words into initial, medial, and final phonemes including words with digraphs, blends, and trigraphs

ELA.1.F.2.b Orally blend initial, medial, and final phonemes, together to produce a single-syllable word that includes digraphs, blends, or trigraphs.

Reading Whole Group

Objective:

Students will be able to use text features to demonstrate understanding of the text.

Materials:

"Being a Responsible Citizen" (Big Book)

Vocabulary within context: honest, respect, decisions

Reduce, Reuse, Recycle (Shared Readings and Poetry, Volume 2)

Vocabulary within context: donate, products

"Owls" by Laura Marsh (Epic)

Vocabulary within context: camouflage, prey, talons, wingspan

Vocabulary: (explicitly teach):

safe, citizen, responsible, community
Unit 3 Vocab

Resiliency

Standard:

HE.1.R.2.4
Describe how individual actions can affect others.

Unit Background Knowledge:

Being a good citizen, making good choices, and being responsible.
EPIC Who makes the rules?

Text: Being a Responsible Citizen

Resources:

Writing/Response Literature:

Expository

ELA.1.C.1.4 Write expository texts about a topic, using a source, providing facts and a sense of closure.

Objective: Students will be able to write a complete expository sentence using correct capitalization, punctuation, and spacing.

Response to Literature: Students will write one complete fact about being a responsible citizen.

Unit 3 Fact Writing

Grammar

Mastery Skill for this Unit:

ELA.1.C.3.1 Form and use simple verb tenses by adding the affix -ed

Other skills to introduce/review: Conjugate regular and irregular verb tenses (past, present, future) , Past tense irregular verbs

Saxon:

Saxon Review: VCe Spelling Patterns and Contractions

Sight Words:

Review

Assessments

Unit 3 Week 2

Week 11: October 21-25, 2024

Unit 3 Week 3

Theme: Government and Citizenship Being a Good Community Member

Essential Question: Why do people get involved in their communities?

Benchmarks Covered:

Spotlight Benchmark:

ELA.1.R.2.1 Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of the texts.

Spiral Benchmark

ELA. 1. R. 2.2. Identify the topic of and relevant details in a topic.

ELA.1.R.3.2 Retell a text in oral or written form to enhance comprehension.

Science/Social Studies:

Social Studies Theme: Citizenship (Historical figures: Ben Franklin)

SS.1.CG.2.1 Explain the rights and responsibilities students have in the school community. Students will identify the rights (e.g., treated with respect, physically safe learning environment) and responsibilities (e.g., come to school on time, do not damage school property) students have as members of their school community. Students will define rights as freedoms protected by laws and, in the school community, freedoms protected by rules. Students will define responsibilities as things citizens should do to benefit the community.

SS.1.CG.2.2 Describe the characteristics of citizenship in the school community. 5 Students will identify characteristics of responsible citizenship (e.g., respect others' property, treat people with dignity, care for the environment, treat animals with kindness). Students will identify characteristics of irresponsible citizenship (e.g., damaging school property, bullying).

SS.1.CG.2.4 Recognize symbols and individuals that represent the United States. Students will recognize the national motto ("In God We Trust") and "We the People" as symbols that represent the United States. Students will recognize Benjamin Franklin, George Washington, Daniel Webster and Martin Luther King Jr. as individuals who represent the United States.

Foundational Skills:

Foundational Skills

ELA.1.F.1.2.c Blend single-syllable words with at least five phonemes

Reading Whole Group

Objective:

Objective: Students will be able to summarize the text using the text features, topic, and details

Materials:

"People Who Made Contributions" (Big Book)

Vocabulary within context: contribution, language

"Now and Ben" (Florida BEST Additional Benchmark Read Alouds)

Vocabulary within context: inventions, accomplishments, designed, electricity

"Pumpkin Jack" by Will Hubble

Vocabulary within context: mold, sprout, frost, memory, generous, appeared

Vocabulary: (explicitly teach):

safe, citizen, responsible, community
Unit 3 Vocab

Unit Background Knowledge:

People who work in a community.
[EPIC My Community](#)

Resiliency

Standard: HE.1.R.2.2

Establish a short-term goal as a class and take action toward achieving the goal.

Text: People Who Made Contributions

Resources:

Writing/Response Literature:

Expository

ELA.1.C.1.4 Write expository texts about a topic, using a source, providing facts and a sense of closure.

Objective: Students will be able to write a complete expository sentence using correct capitalization, punctuation, and spacing.

Response to Literature: Students will write a complete fact about a person who made a contribution. (Ben Franklin, Helen Keller, Abe Lincoln. MLK etc) Rubric for Writing Grade

Grammar

Mastery Skill for this Unit:

ELA.1.C.3.1 Form and use simple verb tenses by adding the affix -ed

Other skills to introduce/review: Conjugate regular and irregular verb tenses (past, present, future) , Past tense irregular verbs

Saxon:

Lessons 46-50

Sight Words:

Suggested- look
Saxon- thought, bought, brought, fought, could, would, should, school

Assessments

Unit 3 Week 3 Unit 3 Grammar Spelling Test 4 Unit 3 Fact Writing

Week 12: October 28-November 1, 2024

Unit 4 Week 1

Theme: Stories Have a Narrator

Essential Question: How do people create stories?

Benchmarks Covered:

Spotlight Benchmark:

ELA.1.R.1.3 Identify who is telling the story using context clues

Spiral Benchmark

ELA.1.R.1.1 Identify and describe the main story elements in a story (characters and setting)

ELA 1.R.3.2 Retell a text in oral or written form to enhance comprehension.

ELA.1.R.3.1 Identify and explain descriptive words and phrase(s) in text.

Science/Social Studies:

Science Theme: Properties of Matter

SC.1.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float. (Suggestion: candy investigations)

Foundational Skills:

Communication

ELA.1.C.3.1

Conventions - punctuation in context: dashes, commas, quotation marks
-periods, exclamation marks, question marks

Phonological Awareness

ELA1.F.1.2 (b, c)

Phoneme identification, blending, and substitution

Reading Whole Group

Objective:

Students will be able to identify, with support, who is telling the story.
(using clue words I, me, and my)

Materials:

"The City Mouse and the Country Mouse" (Mentor Read Aloud Big Book)

Vocabulary within context: eager, excitement, feast

"A Quiet Camping Trip" (Mentor Read Aloud Big Book)

Vocabulary within context: aroma, peered, lumbered, startled

"Leonardo the Terrible Monster" by Mo Willems

Vocabulary within context: researched, candidate, unsuspecting, snapped

"Creepy Pair of Underwear!" by Aaron Reynolds

Vocabulary within context: gleamed, glorious

"Stellaluna" by Janell Cannon

Vocabulary within context: sultry, crooned, clutched, hissed, peculiar

Vocabulary: (explicitly teach): realistic, fantasy, perspective, experience
Unit 4 Vocab

Unit Background Knowledge:

Why do people tell stories?
(unit opener video - under benchmark resources)

Resiliency

Standard: HE.1.R.1.1 - Discuss ways to respect personal space and personal property of others

Text: "The City Mouse and the Country Mouse"

Resources:

Writing/Response Literature:

Opinion

ELA.1.C.1.3 Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.

Objective: Students will be able to write one opinion sentence with one supporting reason and one sentence with a sense of closure.

Response to Literature: Students will write about their favorite character in a given story. Give one reason why the character is their favorite.

Unit 4 Opinion

Grammar

Mastery skill for this Unit:

ELA.1.C.3.1 Use Possessives

Other Skills to be introduced/reviewed: Form and use regular and frequently occurring irregular plural nouns, Appropriately use pronouns.

Saxon:

Lessons 51-55

Sight Words:

Suggested- just
Saxon- says, live, give

Assessments

Week 13: November 4-8, 2024

Unit 4 Week 2

Theme: Stories Have a Narrator

Essential Question: How do people create stories?

Benchmarks Covered:

Spotlight Benchmark:

ELA.1.R.1.3 Identify who is telling the story using context clues

Spiral Benchmark

ELA.1.R.1.1 Identify and describe the main story elements in a story (characters and setting)

ELA 1.R.3.2 Retell a text in oral or written form to enhance comprehension.

ELA.1.R.3.1 Identify and explain descriptive words and phrase(s) in text.

Science/Social Studies:

Social Studies Topics: Civics and Government - Veteran's Day/Patriotism
SS.1.CG.2.3 Recognize ways citizens can demonstrate patriotism. Students will discuss appropriate ways to show respect during the Pledge of Allegiance and National Anthem (e.g., stand at attention, face the flag, pause conversations). Students will discuss how to show respect for the American flag (e.g., how to properly display and dispose of the American flag). Students will discuss how to demonstrate patriotism during patriotic holidays and observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day).

Foundational Skills:

Communication

ELA.1.C.3.1

Conventions - punctuation in context: dashes, commas, quotation marks

ELA.1.C.1.1

Print all upper and lowercase letters

Phonological Awareness

ELA1.F.1.2 (b)

Phoneme blending, and addition

Reading Whole Group

Objective:

Students will be able to identify who is telling the story and explain how they know (outside narrator, clue words he, she, they)

Materials:

"Mother Bruce" (Big Book)

Vocabulary within context: unwelcome, appetite, stern

"The King's Wish" (Benchmark Consumable)

Vocabulary within context: stack

"Turkey Trouble" by Wendy Silvano

Vocabulary within context: grumbled, bleated, costume, desperately, worried, main course

Vocabulary: (explicitly teach):
realistic, fantasy, perspective, experience

Unit 4 Vocab

Unit Background Knowledge:

Is the character telling us the story or is it an outside narrator?
EPIC Dragons love Tacos

Resiliency

Standard: HE.1.R.2.6 - Identify healthy ways to express needs and wants

Text: "Mother Bruce"

Resources:

Writing/Response Literature:

Opinion

ELA.1.C.1.3 Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.

Objective: Students will be able to write one opinion sentence with one supporting reason and one sentence with a sense of closure. While using proper capitalization, subject verb agreement, and correct verb tenses.

Response to Literature: Students will write about their favorite character in a given story. Give one reason why the character is their favorite.

Unit 4 Opinion

Grammar

Mastery skill for this Unit:

ELA.1.C.3.1 Use Possessives

Other Skills to be introduced/reviewed: Form and use regular and frequently occurring irregular plural nouns, Appropriately use pronouns.

Saxon:

Lessons 56-60

Sight Words:

Suggested- *no new words introduced

Saxon- they, people, eye

Assessments

Cold Read Unit 4 Week 2 Spelling Test 5

Week 14: November 11-15, 2024 (Monday No School)

Unit 4 Week 3

Theme: Stories Have a Narrator

Essential Question: How do people create stories?

Benchmarks Covered:		Science/Social Studies:		Foundational Skills:		
<p><u>Spotlight Benchmark:</u> ELA.1.R.1.3 Identify who is telling the story using context clues</p> <p><u>Spiral Benchmark</u> ELA.1.R.1.1 Identify and describe the main story elements in a story (characters and setting)</p> <p>ELA 1.R.3.2 Retell a text in oral or written form to enhance comprehension.</p> <p>ELA.1.R.3.1 Identify and explain descriptive words and phrase(s) in text.</p>		<p>Social Studies Theme: Historical Knowledge (Thanksgiving) SS.1.A.2.1 Understand history tells the story of people and events of other times and places. SS.1.A.2.2 Compare life now with life in the past.</p> <p>SS.1.A.2.3 Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation’s ethnic heritage.</p> <p>SS.1.A.2.4 Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.</p> <p>SS.1.A.2.5 Distinguish between historical fact and fiction using various materials.</p>		<p><u>Communication</u></p> <p>ELA.1.C.3.1 Conventions - punctuation in context: dashes, commas, quotation marks</p> <p><u>Phonological Awareness</u></p> <p>ELA1.F.1.2 (b, c) Phoneme blending, identification, blending, and substitution</p>		
Reading Whole Group				Resiliency		
<p><u>Objective:</u> Students will be able to determine if the narrator is outside or inside of the story and explain how they know.</p>		<p><u>Materials:</u> Whole Group Read Aloud: “The Lost Kitten” (Big Book) Vocabulary within context: exclaimed, giggled, rapped</p> <p>Whole Group Read Aloud: “Once I saw a Little Bird” (Benchmark Consumable) Vocabulary within context: cried, chirped</p> <p>“The Relatives Came” by Cynthia Rylant Vocabulary within context: relative, traveled, particular, tend</p>		<p><u>Vocabulary: (explicitly teach):</u> realistic, fantasy, perspective, experience Unit 4 Vocab</p> <p><u>Unit Background Knowledge:</u> How does the character feel? What does the Character do? How do you know? EPIC Dragons love Tacos 2</p>		<p><u>Standard:</u> HE.1.R.2.4 - Describe how individual actions can affect others</p> <p><u>Text:</u> “The Lost Kitten” <u>Resources:</u></p>
Writing/Response Literature:		Grammar		Saxon:		
<p>Opinion ELA.1.C.1.3 Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure. Objective: Students will be able to write one opinion sentence with one supporting reason and one sentence with a sense of closure. Response to Literature: Students will write about their favorite character in a given story. Give one reason why the character is their favorite.</p>		<p>Mastery skill for this Unit: ELA.1.C.3.1 Use Possessives Other Skills to be introduced/reviewed: Form and use regular and frequently occurring irregular plural nouns, Appropriately use pronouns.</p>		<p>Lessons 61-65</p>		
				<p>Sight Words:</p> <p>Suggested- by, fly, number, after, her Saxon- love, move, any, many, another, brother, mother, other, only</p>		

Assessments

Week 15: November 18-22, 2024 (Next Week Thanksgiving)

Unit 5 Week 1

Theme: Technology and Society

Essential Question: How can technology make a difference in our lives?

Benchmarks Covered:

Spotlight Benchmark:

ELA.1.R.2.3 Explain similarities and differences between information provided in visuals and words in an informational text.

Spiral Benchmark

ELA.1.R.2.2 Identify the topic and relevant details in a text.

ELA.1.R.2.1 Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of the texts.

Science/Social Studies:

Science Theme: Gravity, Force, & Changes in Motion/Computer Science

SC.1.E.5.2 Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object. (* Teach gravity with force and motion)

SC.1.P.12.1-Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.

SC.1.P.13.1 Demonstrate that the way to change the motion of an object is by applying a push or a pull

SC.1.N.1.3-Keep records as appropriate - such as pictorial and written records - of investigations conducted.

Foundational Skills:

Communication

ELA.1.C.3.1

End punctuation in context: commas

Phonological Awareness

ELA1.F.1.2

Demonstrate phoneme categorization, blending, substitution

Reading Whole Group

Objective: With support, students will be able to explain similarities and differences between information in the visuals and the text (with scaffolding).

Materials:

"Robots at Work" (Mentor Read Aloud Big Book)

Vocabulary within context: amazing, wonder, control

"How People Learn to Fly" (Florida BEST Additional Benchmark Read Alouds)

Vocabulary within context: imagine, soaring, designed, machines

"Reindeer" by Dee Phillips

Vocabulary within context: antlers, hooves, coats, hollow, herd, tundra, migrating

"The Wild Christmas Reindeer" by Jan Brett

"The Littlest Reindeer" by Brandi Dougherty

Unit Vocabulary (explicitly teach):

Robots, Computer, Equipment, Technology

Refer to Vocabulary

Development of each unit for tiered vocabulary

Unit 5 Vocabulary

Unit Background Knowledge:

Why do we use technology at home and school? (Benchmark unit opener video - under benchmark resources)

Resiliency

Standard: HE.1.R.4.1

Identify the importance of working together to solve problems.

Text: Robots at Work

Resources:

Writing/Response Literature:

Expository (facts)

ELA.1.C.1.4 Write expository texts about a topic, using a source, providing facts and a sense of closure.

Objective: Students will be able to write two complete expository sentences using correct capitalization, punctuation, and spacing.

Response to Literature: Students will write one fact from the text and one fact from the picture. Unit 5 Fact Writing

Grammar

Mastery Skill for this Unit:

ELA.1.C.3.1 Use subject-verb agreement in simple sentences

Other skills to introduce/review: Conjugate regular and irregular verb tenses. Form and use the past tense of frequently occurring irregular verbs.

Saxon:

Lessons 66-70

Sight Words:

Suggested- way, day, may

Saxon- something, answer, were, learn, early, heard, earth

Assessments

Unit 5 Week 1 Spelling Test 6

Week 16: December 2-6, 2024

Unit 5 Week 2

Theme: Technology and Society

Essential Question: How can technology make a difference in our lives?

Benchmarks Covered:

Spotlight Benchmark:

ELA.1.R.2.3 Explain similarities and differences between information provided in visuals and words in an informational text.

Spiral Benchmark

ELA.1.R.2.2 Identify the topic and relevant details in a text.

ELA.1.R.2.1 Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of the texts.

Science/Social Studies:

Science Theme: Gravity, Force, & Changes in Motion/Computer Science

SC.1.E.5.2 Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object. (* Teach gravity with force and motion)

SC.1.P.12.1-Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.

SC.1.P.13.1 Demonstrate that the way to change the motion of an object is by applying a push or a pull

SC.1.N.1.3-Keep records as appropriate - such as pictorial and written records - of investigations conducted.

Foundational Skills:

Communication

ELA.1.C.3.1

End punctuation in context: commas

Phonological Awareness

ELA.1.F.1.2

Demonstrate phoneme categorization, blending, substitution

Reading Whole Group

Objective:

With support, students will be able to explain similarities and differences between information in the visuals and the text (with scaffolding).

Materials:

"Working with Technology" (Big Book)

Vocabulary within context: solve, careers, images

"The Fantastic Undersea Life of Jacques Cousteau"

Vocabulary within context: explore, tinker, illuminate, mischievously

"We See Snowflakes in Winter" by Rebecca Felix (Epic)

Vocabulary within context: crystals, freezes, patterns, specks, water vapor

"Froggy's Best Christmas" by Jonathan London

Vocabulary within context: trudged, scampered, foil, spirit of giving

Unit Vocabulary (explicitly teach): Robots, Computer, Equipment, Technology
Refer to Vocabulary Development of each unit for tiered vocabulary Unit 5 Vocabulary

Unit Background

Knowledge: working with technology EPIC Robots at Home

Resiliency

Standard: HE.1.R.4.2

Identify the importance of sharing thoughts and ideas as an individual and as part of a group.

Text: Working with Technology
Resources:

Writing/Response Literature:

Expository (facts)

ELA.1.C.1.4 Write expository texts about a topic, using a source, providing facts and a sense of closure.

Objective: Students will be able to write two complete expository sentences using correct capitalization, punctuation, and spacing.

Response to Literature: Students will write one fact from the text and one fact from the picture. Unit 5 Fact Writing

Grammar

Mastery Skill for this Unit:

ELA.1.C.3.1 Use subject-verb agreement in simple sentences

Other skills to introduce/review: Conjugate regular and irregular verb tenses. Form and use the past tense of frequently occurring irregular verbs.

Saxon:

Lessons 71-75

Sight Words:

Suggested- part, for, or, more
Saxon- word, world, work

Assessments

Week 17: December 9-13, 2024

Unit 5 Week 3

Theme: Technology and Society

Essential Question: How can technology make a difference in our lives?

Benchmarks Covered:

Spotlight Benchmark:

ELA.1.R.2.3 Explain similarities and differences between information provided in visuals and words in an informational text.

Spiral Benchmark

ELA.1.R.2.2 Identify the topic and relevant details in a text.

ELA.1.R.2.1 Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of the texts.

Science/Social Studies:

Science Theme: Gravity, Force, & Changes in Motion/Computer Science

SC.1.E.5.2 Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object. (* Teach gravity with force and motion)

SC.1.P.12.1-Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.

SC.1.P.13.1 Demonstrate that the way to change the motion of an object is by applying a push or a pull

SC.1.N.1.3-Keep records as appropriate - such as pictorial and written records - of investigations conducted.

Foundational Skills:

Communication

ELA.1.C.q.1
Capital Letters

Phonological Awareness

ELA1.F.1.2
Demonstrate phoneme categorization, blending, substitution

Reading Whole Group

Objective:

With support, students will be able to explain similarities and differences between information in the visuals and the text (with scaffolding).

Materials:

"The Moon" (Shared Readings and Poetry)

Vocabulary within context: study, appears

"How a House is Built" (Benchmark Trade Books by Gail Gibbons)

Vocabulary within context: foundation, moisture, enclose, trimmed

"Christmas Trees" by Kathryn Stevens (Epic)

Vocabulary within context: evergreen, needles, artificial, seedling, shearing, bailing, wreaths

Unit Vocabulary (explicitly teach): Robots, Computer, Equipment, Technology
Refer to Vocabulary Development of each unit for tiered vocabulary Unit 5 Vocabulary

Unit Background Knowledge:

How things are made.
EPIC I use Simple Machines

Resiliency

Standard: HE.1.R.2.1

Identify my role and responsibilities in the school, community, and family.

Text: The Moon
Resources:

Writing/Response Literature:

Expository (facts)

ELA.1.C.1.4 Write expository texts about a topic, using a source, providing facts and a sense of closure.

Objective: Students will be able to write two complete expository sentences using correct capitalization, punctuation, and spacing.

Response to Literature: Students will write one fact from the text and one fact from the picture . Unit 5 Fact Writing Rubric for Writing Grade

Grammar

Mastery Skill for this Unit:

ELA.1.C.3.1 Use subject-verb agreement in simple sentences

Other skills to introduce/review: Conjugate regular and irregular verb tenses.Form and use the past tense of frequently occurring irregular verbs.

Saxon:

Lessons 76-80

Sight Words:

Suggested- first
Saxon- once

Assessments

Unit 5 Week 3 Spelling Test 7 Unit 5 Grammar Unit 5 Fact Writing

Week 18: December 16-20, 2024 (12/23-1/03 Christmas Break)



Benchmarks Covered:	Science/Social Studies:	Foundational Skills:	
Christmas Review Week	Christmas Review Week	Christmas Review Week	
Reading Whole Group			Resiliency
Christmas Review Week	Christmas Review Week	Christmas Review Week	<u>Standard:</u>
		<u>Unit Background Knowledge:</u>	<u>Text:</u> <u>Resources:</u>
Writing/Response Literature:	Grammar	Saxon:	
Christmas Review Week	Christmas Review Week	Review	
		<u>Sight Words:</u> Review	
Assessments			

Week 19: January 6-10, 2025 (Teacher Planning Day Monday)

Unit 6 Week 1

Theme: Stories Teach Many Lessons

Essential Question: What can we learn from a mistake?

Benchmarks Covered:

Spotlight Benchmark:

ELA.1.R.1.2 Identify and explain the moral of a story.

Spiral Benchmark

ELA.1.R.1.1 Identify and describe the main story elements in a story.

ELA.1.R.3.2 Retell a text in oral or written form to enhance comprehension.

ELA.1.R.3.1 Identify and explain descriptive words and phrase(s) in text.

Science/Social Studies:

Social Studies: Martin Luther King, Jr.

SS.1.A.2.3 Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.

SS.1.A.2.4 Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.

Foundational Skills:

Communication

ELA.1.C.3.1

Punctuation in context: dashes, colons, quotation marks, periods, question marks, exclamation points

Phonological Awareness

ELA1.F.1.2

Demonstrate phoneme categorization, blending, substitution

Reading Whole Group

Objective:

Students will be able to identify the lesson (moral) learned by the main character

Materials:

"The Boy Who Cried Wolf" (Mentor Read Aloud Big Book)

Vocabulary within context: peaceful, truthful, furious, scolded

"The Ant and the Pigeon" (Mentor Read Aloud Big Book)

Vocabulary within context: thrilled, industrious, weary, grateful

"Tacky the Penguin" by Helen Lester

Vocabulary within context: graceful/gracefully, awkward, clumsy

Unit Vocabulary (explicitly teach): strength, problem, teamwork, cleverness

Unit 6 Vocab

Refer to Vocabulary

Development of Teacher

Guide for tired vocabulary

Unit Background Knowledge:

Teamwork is working together.

(Unit Opener Video - Under Benchmark Resources)

Resiliency

Standard: HE.1.R.1.4 - Define and give examples of honesty

Text: "The Boy Who Cried Wolf"

Resources:

Writing/Response Literature:

Narrative

ELA.1.C.1.2 Write Narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.

Objective: Students will be able to write two complete narrative sentences using proper capitalization and subject verb agreement.

Response to Literature: Students will write the moral of the story and tell about a related experience. Unit 6 Narrative

Grammar

ELA.1.C.3.1

Use apostrophes to form contractions (introduce)

Saxon:

Lessons 81-85

Sight Words:

Suggested- over, open

Saxon- together, tomorrow, today, again

Assessments

Week 20: January 13-17, 2025

Unit 6 Week 2

Theme: Stories Teach Many Lessons

Essential Question: What can we learn from a mistake?

Benchmarks Covered:

Spotlight Benchmark:

ELA.1.R.1.2 Identify and explain the moral of a story.

Spiral Benchmark

ELA.1.R.1.1 Identify and describe the main story elements in a story.

ELA.1.R.3.2 Retell a text in oral or written form to enhance comprehension.

ELA.1.R.3.1 Identify and explain descriptive words and phrase(s) in text.

Science/Social Studies:

Science Theme: Winter and Properties of Matter

SC.1.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.
SC.1.E.6.3- Recognize that some things in the world around us happen fast and some happen slowly.
SS.1.G.1.6 Describe how location, weather, and physical environment affect the way people live in our community.

Foundational Skills:

Communication

ELA.1.C.3.1

Punctuation in context: dashes, colons, quotation marks, periods, question marks, exclamation points

Phonological Awareness

ELA1.F.1.2

Demonstrate phoneme categorization, blending, substitution

Reading Whole Group

Objective:

Students will be able to identify the lesson (moral) learned by the main character

Materials:

"When Turtle Grew Feathers" (Big Book)

Vocabulary within context: shattered, truce, denied, strutted

"The Ugly Duckling"

Vocabulary within context: amazement, beautiful

"The Lion and the Mouse" by Bernadette Watts

Vocabulary within context: despite, padded, snarled, entangled, captured, amazement

Unit Vocabulary (explicitly teach):

strength, problem, teamwork, cleverness
Unit 6 Vocab
Refer to Vocabulary Development of Teacher Guide for tired vocabulary

Unit Background Knowledge:

Did the character learn a lesson?
EPIC Moral Stories: Seeds

Resiliency

Standard: HE.1.R.1.2 - Describe the traits of a good friend

Text: "The Ugly Duckling"

Resources:

Writing/Response Literature:

Narrative

ELA.1.C.1.2 Write Narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.

Objective: Students will be able to write two complete narrative sentences using proper capitalization and subject verb agreement.

Response to Literature: Students will write the moral of the story and tell about a related experience. Unit 6 Narrative Writing Rubric for Grammar Grade

Grammar

ELA.1.C.3.1

Use apostrophes to form contractions (introduce)

****Beginning in Unit 6, the grammar skills will be introduced but not tested. Grammar grades will be taken from a piece of writing using the attached rubric. See Writing section of curriculum map for attached rubric. ****

Saxon:

Lessons 86-90

Sight Words:

Suggested- each
Saxon- *no new words introduced

Assessments

Unit 6 Week 2 Spelling Test 8 Unit 6 Grammar

Week 21: January 20-24, 2025 (No School Monday)

Unit 6 Week 3

Theme: Stories Teach Many Lessons

Essential Question: What can we learn from a mistake?

Benchmarks Covered:

Spotlight Benchmark:

ELA.1.R.1.2 Identify and explain the moral of a story.

Spiral Benchmark

ELA.1.R.1.1 Identify and describe the main story elements in a story.

ELA.1.R.3.2 Retell a text in oral or written form to enhance comprehension.

ELA.1.R.3.1 Identify and explain descriptive words and phrase(s) in text.

Science/Social Studies:

Science Theme: Winter and Properties of Matter

SC.1.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.

SC.1.E.6.3- Recognize that some things in the world around us happen fast and some happen slowly.

SS.1.G.1.6 Describe how location, weather, and physical environment affect the way people live in our community.

Foundational Skills:

Communication

ELA.1.C.3.1

Punctuation in context: dashes, colons, quotation marks, periods, question marks, exclamation points

Phonological Awareness

ELA1.F.1.2

Demonstrate phoneme categorization, blending, substitution

Reading Whole Group

Objective: Students will be able to identify the lesson (moral) learned by the main character

Materials:

"Tall and Small Play Ball" (Big Book)

Vocabulary within context: teased, nervously, champion

"Why Mosquitoes Buzz In People's Ear: A Folktale from West Africa" (Benchmark Readers Theater)

Vocabulary within context: danger, knocked, command, satisfied

"Fox Tails: Four Fables from Aesop" (Part 1) by Amy Lowry (Epic)

Vocabulary within context: cranky, resumed, gazed, flattered, exchange

Unit Vocabulary (explicitly teach):

strength, problem, teamwork, cleverness
Unit 6 Vocab

Refer to Vocabulary Development of Teacher Guide for tired vocabulary

Unit Background Knowledge:

What do the characters learn? How do they work together?
EPIC The Little Red Hen

Resiliency

Standard: HE.1.R.2.5 - Identify strategies to discover and demonstrate personal strengths

Text: "Tall and Small Play Ball"
Resources:

Writing/Response Literature:

Narrative

ELA.1.C.1.2 Write Narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.

Objective: Students will be able to write two complete narrative sentences using correct capitalization, punctuation, and spacing.

Response to Literature: Students will write the moral of the story and tell about a related experience. Unit 6 Narrative

Grammar

ELA.1.C.3.1

Use apostrophes to form contractions (introduce)

Saxon:

Lessons 91-95

Sight Words:

Suggested- *no new words introduced
Saxon- *no new words introduced

Assessments

Week 22: January 27-31, 2025

Unit 7 Week 1

Theme: Past, Present and Future

Essential Question: Why is the past important?

Benchmarks Covered:

Spotlight Benchmark:

ELA.1.R.2.1 Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.

Spiral Benchmark

ELA.1.R.2.2 Identify the topic and relevant details in a text.

ELA.1.R.3.2 Retell a text in oral or written form to enhance comprehension.

ELA.1.R.3.1 Identify and explain descriptive words and phrase(s) in text.

Science/Social Studies:

Social Studies Theme: Historical Figures (Black History Month)

SS.A.2.1 Understand history tells the story of people and events of other times & places

SS.A.2.2 Compare life now with the past

SS.A.2.3 Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage

SS.A.2.4 Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility

SS.A.2.5 Distinguish between historical fact and fiction using various materials
SS.1.A.1.1 Develop an understanding of a primary source. SS.1.A.1.2 Understand how to use the media center/other sources to find answers to questions about a historical topic.

Foundational Skills:

Phonological Awareness

ELA1.F.1.1

Onomatopoeia, Sound Words

ELA.1.F.1.1 Phoneme Isolation, Blending, Categorization.

Reading Whole Group

Objective:

The student will be able to explain how text and graphic features help me to understand the text.

Materials:

"School Days" (Mentor Read Aloud Big Book)

Vocabulary within context: wealthier, discover

"The Story of the White House" (Mentor Read Aloud Big Book)

Vocabulary within context: decorated, sections, speeches, improvements

"Martin's Big Words" by Doreen Rappaport

Vocabulary within context: arrested, blistering, citizens, courage, movement, segregation

Academic Vocabulary (explicitly teach): future, past, present, events

Unit 7 Vocab

Refer to Vocabulary Development page for tiered vocabulary

Unit Background Knowledge:

Past events have already happened. EPIC Transportation Past and Present

Resiliency

Standard: HE.1.R.1.2

Describe the traits of a good friend.

Text: School Days

Resources:

Writing/Response Literature:

Expository (facts)

ELA.1.C.1.4 Write expository texts about a topic, using a source, providing facts and a sense of closure.

Objective: Students will be able to write two complete expository sentences using proper capitalization, subject verb agreement, and correct verb tense.

Response to Literature: Students will write two facts about someone from the past. They will also create a caption for their picture. Unit 7 Fact Writing

Grammar

ELA.1.C.3.1

Appropriately use pronouns

Saxon:

Lessons 96-100

Sight Words:

Suggested- out, how, round, about
Saxon- four, country

Assessments

Week 23: February 3-7, 2025

Unit 7 Week 2

Theme: Past, Present and Future

Essential Question: Why is the past important?

Benchmarks Covered:

Spotlight Benchmark:

ELA.1.R.2.1 Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.

Spiral Benchmark

ELA.1.R.2.2 Identify the topic and relevant details in a text.

ELA.1.R.3.2 Retell a text in oral or written form to enhance comprehension.

ELA.1.R.3.1 Identify and explain descriptive words and phrase(s) in text.

Science/Social Studies:

Social Studies Theme: Chronological Thinking and Timelines (Black History Month)

SS.A.2.1 Understand history tells the story of people and events of other times & places

SS.A.2.2 Compare life now with the past

SS.A.2.3 Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage

SS.A.2.4 Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility

SS.A.2.5 Distinguish between historical fact and fiction using various materials

SS.1.A.3.1 Use terms related to time to sequentially order events that have occurred in school, home, or community.

SS.1.A.1.1 Develop an understanding of a primary source.

SS.1.A.1.2 Understand how to use the media center/other sources to find answers to questions about a historical topic.

Foundational Skills:

Phonological Awareness

ELA1.F.1.1

Onomatopoeia, Sound Words

ELA.1.F.1.1 Phoneme Isolation, Blending, Categorization.

Reading Whole Group

Objective:

The student will be able to explain how text and graphic features help me to understand the text.

Materials:

"Using Timelines" (Big Book)

Vocabulary within context: illustrate

"Mammals" (Benchmark Leveled Reader Unit 1, Level G)

Vocabulary within context: mammals, coat, protect, temperature

"From Tadpole to Frog" by Pam Holden (Epic)

Vocabulary within context: slug

"Abe Lincoln's Hat" by Martha Brenner

Vocabulary within context: lawyer, judge, slaves, president

Academic Vocabulary

(explicitly teach): future,

past, present, events

Unit 7 Vocab

Refer to Vocabulary

Development page for

tiered vocabulary

Unit Background Knowledge:

A timeline is a map of the day. Recall your daily schedule.

EPIC Abraham Lincoln

Resiliency

Standard: HE.1.R.4.2

Identify the importance of sharing thoughts and ideas as an individual and as part of a group.
HE.1.R.2.3 - Identify the characteristics of a responsible decision maker

Text:

Using Timelines

Abe Lincoln's Hat

Resources:

Unit 6 Teacher's Resource System....

Writing/Response Literature:

Expository (facts)

ELA.1.C.1.4 Write expository texts about a topic, using a source, providing facts and a sense of closure.

Objective: Students will be able to write two complete expository sentences using proper capitalization, subject verb agreement, and correct verb tenses.

Writing Rubric for Grammar Grade

Response to Literature: Students will write two facts about someone from the past. They will also create a caption for their picture

Unit 7 Fact Writing

Grammar

ELA.1.C.3.1

Appropriately use pronouns

Saxon:

Lessons 101-105

Sight Words:

Suggested- find, old, most
Saxon- because

Assessments

Cold Read Unit 7 Week 2 Phonics Assessment 10 Unit 7 Grammar

Week 24: February 10-14, 2025

Unit 7 Week 3

Theme: Past, Present and Future

Essential Question: Why is the past important?

Benchmarks Covered:

Spotlight Benchmark:

ELA.1.R.2.1 Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.

Spiral Benchmark

ELA.1.R.2.2 Identify the topic and relevant details in a text.

ELA.1.R.3.2 Retell a text in oral or written form to enhance comprehension.

ELA.1.R.3.1 Identify and explain descriptive words and phrase(s) in text.

Science/Social Studies:

Social Studies Theme: Presidents and Founding Fathers

SS.A.2.1 Understand history tells the story of people and events of other times & places

SS.A.2.2 Compare life now with the past

SS.A.2.3 Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage

SS.A.2.4 Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility

SS.A.2.5 Distinguish between historical fact and fiction using various materials

SS.C.1.3.2 Recognize symbols & individuals that represent American constitutional democracy

SS.1.CG.3.1 Recognize that the United States and Florida have Constitutions. Students will define a constitution as an agreed-upon set of rules or laws. Students will recognize that the U.S. Constitution starts with "We the People." **SS.1.CG.3.2** Explain responsible ways for individuals and groups to make decisions. Students will demonstrate characteristics of responsible decision-making. Students will explain how multiple perspectives contribute to the unity of the United States.

Foundational Skills:

Phonological Awareness

ELA1.F.1.1

Onomatopoeia, Sound Words

ELA.1.F.1.1 Phoneme Isolation, Blending, Categorization.

Reading Whole Group

Objective:

The student will be able to explain how text and graphic features help me to understand the text.

Materials:

"Statues and Monuments" (Big Book)

Vocabulary within context: statue, monument, freedom, pioneers

"The RainForest" (Benchmark Leveled Reader Unit 1, Level H)

Vocabulary within context: dense, humid

"National Geographic Readers: Trains" by Amy Shields (Epic)

Vocabulary within context: engineer, loot, pantograph, turntable

Academic Vocabulary

(explicitly teach): future, past, present, events

Unit 7 Vocab

Refer to Vocabulary

Development page for tiered vocabulary

Resiliency

Standard: HE.1.R.3.2

Demonstrate the characteristics of a good citizen in school and the community.

Unit Background Knowledge:

Important people have statues and monuments in memory of their work and contributions. EPIC Mount Rushmore

Text: Statues and Monuments

Resources:

Writing/Response Literature:

Expository (facts)

ELA.1.C.1.4 Write expository texts about a topic, using a source, providing facts and a sense of closure.

Objective: Students will be able to write two complete expository sentences using correct capitalization, punctuation, and spacing.

Response to Literature : Students will write two facts about someone from the past. They will also create a caption for their picture.

Grammar

ELA.1.C.3.1

Appropriately use pronouns

Saxon:

Lessons 106-110

Sight Words:

Suggested- *no new words introduced
Saxon- America, animal, change, strange, stranger, danger

Assessments

Cold Read Unit 7 Week 3 Spelling Test 10 Unit 7 Grammar Rubric for Writing Grade Unit 7 Fact Writing

Week 25: February 17-21, 2025 (No School Monday)

Unit 8 Week 1

Theme: Observing the Sky

Essential Question: Why do the sun and moon capture our imagination?

Benchmarks Covered:

Spotlight Benchmark:
ELA.1.R.3.3 Compare and contrast two texts on the same topic.

Spiral Benchmark
ELA.1.R.2.2 Identify topic and relevant details in a text.

ELA 1.R.3.2 Retell a text in oral or written form to enhance comprehension.

Science/Social Studies:

Social Studies Theme: Founding Fathers and The Constitution

SS.A.2.1 Understand history tells the story of people and events of other times & places

SS.A.2.2 Compare life now with the past

SS.A.2.3 Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage

SS.A.2.4 Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility

SS.A.2.5 Distinguish between historical fact and fiction using various materials

SS.C.1.3.2 Recognize symbols & individuals that represent American constitutional democracy

SS.1.CG.3.1 Recognize that the United States and Florida have Constitutions. Students will define a constitution as an agreed-upon set of rules or laws. Students will recognize that the U.S. Constitution starts with "We the People." **SS.1.CG.3.2** Explain responsible ways for individuals and groups to make decisions. Students will demonstrate characteristics of responsible decision-making. Students will explain how multiple perspectives contribute to the unity of the United States.

Foundational Skills:

Phonological Awareness

ELA1.F.1.1

Punctuation in context; commas, quotation marks

ELA.1.F.1.1 Phoneme Isolation, Blending, Categorization.

Reading Whole Group

Resiliency

Objective:

The student will be able to, with support, compare and contrast two texts about the same topic.

Materials:

"Night and Day" (Big Book)

Vocabulary within context: rocky, object, faces

"The Moon Landing" by Nikole Brooks Bethea

Vocabulary within context: disease, isolated, orbit, thrust

"The Moon Book" by Gail Gibbons

Vocabulary within context: waxing, waning, eclipse, gravity, tides, crater, phases, lunar, solar

Academic Vocabulary (explicitly teach): observe, explore, sky, planet

Unit 8 Vocab

Refer to Vocabulary Development page for tiered vocabulary

Standard: HE.1.R.2.6

Identify healthy ways to express needs and wants.

Unit Background Knowledge:

The seasons change and affect our lives. (unit 8 opener video - under benchmark resources)

Text: Night and Day

Resources:

Writing/Response Literature:

Grammar

Saxon:

Expository (research)

ELA.1.C.1.4 Write expository texts about a topic, using a source, providing facts and a sense of closure.

Objective: Students will be able to write an expository piece with one topic sentence and two related details using proper capitalization, subject verb agreement, and correct verb tense.

Response to Literature: Students will compare and contrast two objects in the sky using a venn diagram. Unit 8 Compare and Contrast

ELA.1.C.3.1

Use Commas in a series

Use interjections

Lessons 111-115

Sight Words:

Suggested- know
Saxon- often, enough, rough, tough

Assessments

Week 26: February 24-28, 2025

Unit 8 Week 2

Theme: Observing the Sky

Essential Question: Why do the sun and moon capture our imagination?

Benchmarks Covered:		Science/Social Studies:		Foundational Skills:		
<p>Spotlight Benchmark: ELA.1.R.3.3 Compare and contrast two texts on the same topic.</p> <p>Spiral Benchmark ELA.1.R.2.2 Identify topic and relevant details in a text. ELA.1.R.1.1 Identify and describe the main story elements in a story. ELA 1.R.3.2 Retell a text in oral or written form to enhance comprehension.</p>		<p>Science Theme: Earth in Space & Time/Stars SC.1.E.5.1Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky. SC.1.E.5.3 Investigate how magnifiers make things appear bigger and help people see things they could not see without them. SC.1.E.5.2- Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object. SC.1.P.12.1 Demonstrate & describe the various ways that objects can move, such as in a straight line, zigzag, back and forth, round - and- round, fast and slow.</p>		<p>Phonological Awareness ELA1.F.1.1 Punctuation in context; commas, quotation marks</p> <p>ELA.1.F.1.1 Phoneme Isolation, Blending, Categorization.</p>		
Reading Whole Group				Resiliency		
<p>Objective: The student will be able to identify and compare details from the text. The students will be able to compare and contrast two texts about the same topic.</p>		<p>Materials: "Night and Day" (Big Book) Vocabulary within context: rocky, object, faces</p> <p>"Why Sun and Moon Live in the Sky" (Mentor Read Aloud Big Book Volume 2) Vocabulary within context: lovely, invited</p> <p>"Day and Night" by Robin Nelson (Epic) Vocabulary within context: cycle, dawn, sunrise, evening, sunset, dusk</p>		<p>Academic Vocabulary (explicitly teach): observe, explore, sky, planet Unit 8 Vocab <i>Refer to Vocabulary Development page for tiered vocabulary</i></p> <p>Unit Background Knowledge: What do the sun and moon give us during the day and night. EPIC Day and Night</p>		<p>Standard: HE.1.R.4.2 - Identify the importance of sharing thoughts and ideas as an individual and as part of a group</p> <p>Text: "Why Sun and Moon Live in the Sky" Resources:</p>
Writing/Response Literature:		Grammar		Saxon:		
<p>Expository (research) ELA.1.C.1.4 Write expository texts about a topic, using a source, providing facts and a sense of closure. Objective: Students will be able to write two complete expository sentences using proper capitalization, subject verb agreement, and correct verb tenses. Writing Rubric for Grammar Grade Response to Literature: Students will compare and contrast two objects in the sky using a venn diagram. Unit 8 Compare and Contrast</p>		<p>ELA.1.C.3.1 Use Commas in a series Use interjections</p>		<p>Lessons 116-120</p>		
				<p>Sight Words:</p> <p>Suggested- when, which Saxon- every, very</p>		

Assessments

Cold Read Unit 8 Week 2 Spelling Test 11 Unit 8 Grammar

Week 27: March 3-7, 2025

Unit 8 Week 3

Theme: Observing the Sky

Essential Question: Why do the sun and moon capture our imagination?

Benchmarks Covered:

Spotlight Benchmark:

ELA.1.R.3.3 Compare and contrast two texts on the same topic.

Spiral Benchmark

ELA.1.R.2.2 Identify topic and relevant details in a text.

ELA.1.R.1.1 Identify and describe the main story elements in a story.

ELA 1.R.3.2 Retell a text in oral or written form to enhance comprehension.

Science/Social Studies:

Science Theme: Earth in Space & Time - Stars

SC.1.E.5.1 Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky.

SC.1.E.5.3 Investigate how magnifiers make things appear bigger and help people see things they could not see without them.

SC.1.E.5.2 Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object.

SC.1.P.12.1 Demonstrate & describe the various ways that objects can move, such as in a straight line, zigzag, back and forth, round - and - round, fast and slow.

Foundational Skills:

Phonological Awareness

ELA1.F.1.1

Punctuation in context; commas, quotation marks

ELA.1.F.1.1 Phoneme Isolation, Blending, Categorization.

Reading Whole Group

Objective:

The student will be able to compare and contrast two texts on the same topic.

Materials:

"A Walk on the Moon" (Mentor Read Aloud Big Book Volume 2)

Vocabulary within context: millions, powder, collected

"An Astronaut's Space Suit" (Benchmark Shared Readings and Poetry Volume 4)

Vocabulary within context: travel, design, feature

"Mae Jemison" by Jennifer Strand (Epic)

Vocabulary within context: astronaut, scientist, experiments, gravity

Academic Vocabulary

(explicitly teach): observe, explore, sky, planet

Unit 8 Vocab

Refer to Vocabulary

Development page for tiered vocabulary

Unit Background Knowledge:

Authors use their imagination to create stories. EPIC How Elephant got its trunk

Resiliency

Standard: HE.1.R.2.1 - Identify my role and responsibilities in the school, community, and family

HE.1.R.3.1 - Identify characteristics of a leader in the school community

Text:

"A Walk on the Moon"

"Mae Jemison"

Resources:

Writing/Response Literature:

Expository (research)

ELA.1.C.1.4 Write expository texts about a topic, using a source, providing facts and a sense of closure.

Objective: Students will be able to write an expository piece with one topic sentence and two related details using correct capitalization, punctuation, and spacing.

Response to Literature: Students will compare and contrast two objects in the sky using a venn diagram. Unit 8 Compare and Contrast

Grammar

ELA.1.C.3.1

Use Commas in a series

Use interjections

Saxon:

Lessons 121-125

Sight Words:

Suggested- water, walk
Saxon- farther, through

Assessments

Cold Read Unit 8 Week 3 No phonics or spelling assessment Rubric for Writing Grade

Week 28: March 10-14, 2025 (March 17-21 Spring Break)

Spring Review Week

Benchmarks Covered:

Science/Social Studies:

Foundational Skills:

Spring Review Week

Review

Phonological Awareness
Review

Reading Whole Group

Resiliency

Objective:
Review

Review

Academic Vocabulary:
Unit 9 Vocab
Refer to Vocabulary Development page for tiered vocabulary

Standard:

Unit Background Knowledge:

Text:
Resources:

Writing/Response Literature:

Grammar

Saxon:

review

Review

Review

Sight Words:

Review

Assessments

Review

Week 29: March 24-28, 2025 (Teacher Planning Day Monday)

Unit 9 Week 1

Theme: We Use Goods & Services

Essential Question: Why do people trade with each other?

Benchmarks Covered:

Spotlight Benchmark:

ELA.1.R.2.4 Identify an author's opinion(s) about the topic.

Spiral Benchmark

ELA.1.R.2.2 Identify the topic of and relevant details in a text.

ELA 1.R.3.2 Retell a text in oral or written form to enhance comprehension.

Science/Social Studies:

Social Studies Theme: Economics

SS.1.E.1.1 Recognize that money is a method of exchanging goods and services.

SS.1.E.1.2 Define opportunity costs as giving up one thing for another.

SS.1.E.1.3 Distinguish between examples of goods and services.

SS.1.E.1.4 Distinguish people as buyers, sellers, and producers of goods and services.

SS.1.E.1.5 Recognize the importance of saving money for future purchases.

SS.1.E.1.6 Identify that people need to make choices because of scarce resources.

Foundational Skills:

Phonological Awareness

ELA.1.F.1.1

Punctuation in context; commas, quotation marks

ELA.1.F.1.1 Phoneme Isolation, Blending, Categorization.

Reading Whole Group

Objective:

The student will be able to identify the author's opinion about the topic.

Materials:

"The Most Important Service" (Mentor Read Aloud Big Book Volume 2)

Vocabulary within context: services, opinion, community, protected

"The Easter Bunny's Assistant" by Jan Thomas

Vocabulary within context: assistant, pleasant, exciting, beautiful

"The Perfect Pet" by Margie Palatini

Vocabulary within context: humor, fetch, expected, relationship

"Hey Little Ant" by Phillip and Hannah Hoose

Vocabulary within context: squish, mates, rude, crook, decide

Academic Vocabulary:

Unit 9 Vocab

Refer to Vocabulary Development page for tiered vocabulary

Unit Background Knowledge:

Making choices to decide a need or a want. (Unit video opener - under benchmark unit resources)

Resiliency

Standard: HE.1.R.4.3

Understand that conflict may arise when working together.

Text: The Most Important Service

Resources:

Writing/Response Literature:

Opinion

ELA.1.C.1.3 Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.

Objective: Students will be able to write one opinion sentence with one supporting reason and one sentence with a sense of closure. While using proper capitalization, subject verb agreement, and correct verb tenses.

Response to Literature: Students will give their opinion about which service is the most important. Unit 9 Opinion

Grammar

ELA.1.C.3.1

Form Plurals -y to -ies (Introduction)

Saxon:

Lessons 126-130

Sight Words:

Suggested- *no new words introduced
Saxon- eight

Assessments

Unit 9 Week 1 Phonics Assessment 12

Week 30: March 31-April 4, 2025

Unit 9 Week 2

Theme: We Use Goods & Services

Essential Question: Why do people trade with each other?

Benchmarks Covered:

Spotlight Benchmark:

ELA.1.R.2.4 Identify an author's opinion(s) about the topic.

Spiral Benchmark

ELA.1.R.2.2 Identify the topic of and relevant details in a text.

ELA 1.R.3.2 Retell a text in oral or written form to enhance comprehension.

Science/Social Studies:

Social Studies Theme: Economics

SS.1.E.1.1 Recognize that money is a method of exchanging goods and services.

SS.1.E.1.2 Define opportunity costs as giving up one thing for another.

SS.1.E.1.3 Distinguish between examples of goods and services.

SS.1.E.1.4 Distinguish people as buyers, sellers, and producers of goods and services.

SS.1.E.1.5 Recognize the importance of saving money for future purchases.

SS.1.E.1.6 Identify that people need to make choices because of scarce resources.

Foundational Skills:

Phonological Awareness

ELA1.F.1.1

Punctuation in context; commas, quotation marks

ELA.1.F.1.1 Phoneme Isolation, Blending, Categorization.

Reading Whole Group

Objective:

The student will be able to identify the author's opinion about the topic.

Materials:

"Goods and Services are Important" (Big Book)

Vocabulary within context: succeed

Opinions about Computers (Unit 5, Level K)

Vocabulary within context: research, permit, approved, powerful

"A Sick Day for Amos McGee" by Philip C. Stead

Vocabulary within context: clanged, amble, achy, concern

"How I Became a Pirate" by Melinda Long

Vocabulary within context: slathering, mate, moat, swabbing, slammed, repaired

Academic Vocabulary:

Unit 9 Vocab

Refer to Vocabulary Development page for tiered vocabulary

Unit Background

Knowledge:

Trading goods for services.

Why do people trade?

EPIC Unit 9.2

Resiliency

Standard: HE.1.R.2.5

Identify strategies to discover and demonstrate personal strengths.

Text: Goods and Services are Important

Resources:

Writing/Response Literature:

Opinion

ELA.1.C.1.3 Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.

Objective: Students will be able to write one opinion sentence with one supporting reason and one sentence with a sense of closure. While using proper capitalization, subject verb agreement, and correct verb tenses. Writing Rubric for Grammar Grade

Response to Literature: Students will give their opinion about which is more important, goods or services? . Unit 9 Opinion

Grammar

ELA.1.C.3.1

Form Plurals -y to -ies (Introduction)

Saxon:

Lessons 131-135

Sight Words:

Suggested- *no new words introduced

Saxon- *no new words introduced

Assessments

Cold Read Unit 9 Week 2 Spelling Test 12 Unit 9 Grammar

Week 31: April 7-11, 2025

Unit 9 Week 3

Theme: We Use Goods & Services

Essential Question: Why do people trade with each other?

Benchmarks Covered:

Spotlight Benchmark:

ELA.1.R.2.4 Identify an author's opinion(s) about the topic.

Spiral Benchmark

ELA.1.R.2.2 Identify the topic of and relevant details in a text.

ELA 1.R.3.2 Retell a text in oral or written form to enhance comprehension.

Science/Social Studies:

Social Studies Theme: Economics

SS.1.E.1.1 Recognize that money is a method of exchanging goods and services.

SS.1.E.1.2 Define opportunity costs as giving up one thing for another.

SS.1.E.1.3 Distinguish between examples of goods and services.

SS.1.E.1.4 Distinguish people as buyers, sellers, and producers of goods and services.

SS.1.E.1.5 Recognize the importance of saving money for future purchases.

SS.1.E.1.6 Identify that people need to make choices because of scarce resources.

Foundational Skills:

Phonological Awareness

ELA1.F.1.1

Punctuation in context; commas, quotation marks

ELA.1.F.1.1 Phoneme Isolation, Blending, Categorization.

Reading Whole Group

Objective:

The student will be able to identify the author's opinion about the topic.

Materials:

"These are the Best Ways to Celebrate Holidays" (Benchmark Online Big Book)

Vocabulary within context: patriotic, Veterans Day, Earth Day

"Dawn is the Best Time of Day" (Shared Readings and Poetry Volume 5)

Vocabulary within context: dawn, nature

"A Fine, Fine School" by Sharon Creech

Vocabulary within context: soared, strolled, announced, fine

Academic Vocabulary:

Unit 9 Vocab

Refer to Vocabulary Development page for tiered vocabulary

Unit Background

Knowledge:

Using services to trade for goods. Epic Unit 9.3

Resiliency

Standard: HE.1.R.4.2

Identify the importance of sharing thoughts and ideas as an individual and as part of a group.

Text: Dawn is the Best Time of Day

Resources:

Writing/Response Literature:

Opinion

ELA.1.C.1.3 Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.

Objective: Students will be able to write one opinion sentence with one supporting reason and one sentence with a sense of closure.

Response to Literature: Response to Literature: Students will tell which holiday is the most important and why. Unit 9 Opinion

Grammar

ELA.1.C.3.1

Form Plurals -y to -ies (Introduction)

Saxon:

Lessons 136-140

Sight Words:

Suggested- *no new words introduced

Saxon- *no new words introduced

Assessments

Cold Read Unit 9 Week 3 Phonics Assessment 13 Rubric for Writing Grade

Week 32: April 14-18, 2025

Unit 10 Week 1

Theme: Exploring Sound, Light, & Heat

Essential Question: How would our lives be different without sound, light, & heat?

Benchmarks Covered:

Spotlight Benchmark:

ELA.1.R.3.1 Identify and explain descriptive words and phrases in text(s).

Spiral Benchmark

ELA.1.R.2.2 Identify the topic and relevant details in a text.

ELA 1.R.1.4 Identify stanzas and line breaks in poems.

Science/Social Studies:

Science Theme: Sound

SC.1.N.1.2 Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.

Foundational Skills:

Phonological Awareness

ELA1.F.1.1

Punctuation in context; commas, quotation marks

ELA.1.F.1.1 Phoneme Isolation, Blending, Categorization.

Reading Whole Group

Objective:

The student will be able to use descriptive words and photographs to retell important details of a text.

Materials:

"Sound I Love!" (Mentor Read Aloud Text Volume 2)

Vocabulary within context: sounds, shriek, construction, country

"I Hear With My Ears" (Big Book)

Vocabulary within context: thunder, cloud

"Sounds of a School Day Long Ago" (Book of Shared Readings and Poetry, Vol. 4)

Vocabulary within context: crows, schoolhouse, slate,

"April Clouds: (Book of Shared Readings and Poetry, Vol. 4)

Vocabulary within context: rolled, burst, dribs, drabs, parched, quenched, satisfied

Academic Vocabulary: make inferences, visuals, relevant details, prosody/expression, compare and contrast, topic, differences
Refer to Vocabulary Development page for tiered vocabulary Unit 10 Vocab

Unit Background Knowledge:

Understanding the use of the 5 senses. Adjectives describe words. (Unit 10 opener video - under benchmark unit resources)

Resiliency

Standard: HE.1.R.4.2

Identify the importance of sharing thoughts and ideas as an individual and as part of a group.

Text: I Hear With My Ears

Resources:

Unit 10 Teacher's Resource System...

Writing/Response Literature:

Narrative

ELA.1.C.1.2 Write Narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.

Objective: Students will be able to write a narrative text with two or more appropriately sequenced events, including relevant details and a sense of closure. While using proper capitalization, subject verb agreement, and correct verb tenses.

Response to Literature: Students will write a story using 3 or more sentences using sound words in it. Unit 10 Descriptive Words

Grammar

ELA.1.C.3.1

Form and use irregular plural nouns and verbs (Introduction)

Saxon:

Review

Sight Words:

Review

Assessments

Cold Read Unit 10 Week 1 Spelling Test 13

Week 33: April 21-25, 2025 (Wednesday Half Day-Teacher Planning Day)

Unit 10 Week 2

Theme: Exploring Sound, Light, & Heat

Essential Question: How would our lives be different without sound, light, & heat?

Benchmarks Covered:

Spotlight Benchmark:

ELA.1.R.3.1 Identify and explain descriptive words and phrases in text(s).

Spiral Benchmark

ELA.1.R.1.1 Identify and describe the main story elements in a story.

ELA 1.R.3.2 Retell a text in oral or written form to enhance comprehension.

Science/Social Studies:

Science Topics: Sun, Light, and Heat

SC.1.E.5.4 Identify the beneficial and harmful properties of the Sun

Foundational Skills:

Phonological Awareness

ELA1.F.1.1

Punctuation in context; commas, quotation marks

ELA.1.F.1.1 Phoneme Isolation, Blending, Categorization.

Reading Whole Group

Objective:

The student will be able to use descriptive words and phrases to describe story elements.

Materials:

"The Bowl of Dust" (Unit, Level J)

Vocabulary within context: wheat, hopeful, stingy

"Drum Dream Girl"

Vocabulary within context: pounding, towering, rippled

"Sophie's Masterpiece" by Eileen Spinelli

Vocabulary within context: ordinary, wondrous, wearily

"Owl Moon" by Jane Yolen

Vocabulary within context: meadow, clearing, swoop, pumped

Academic Vocabulary: make inferences, visuals, relevant details, prosody/expression, compare and contrast, topic, differences
Refer to Vocabulary Development page for tiered vocabulary Unit 10 Vocab

Unit Background Knowledge: Understanding the use of the 5 senses. Adjectives describe words. EPIC U10.1

Resiliency

Standard: HE.1.R.1.5
Identify strategies to overcome a challenge.

Text: Drum Dream Girl
Resources:

Writing/Response Literature:

Narrative

ELA.1.C.1.2 Write Narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.

Objective: Students will be able to write a narrative text with two or more appropriately sequenced events, including relevant details and a sense of closure. While using proper capitalization, subject verb agreement, and correct verb tenses.

Writing Rubric for Grammar Grade

Response to Literature: Students will write a story using 3 or more sentences and descriptive words and phrases. Unit 10 Descriptive Words

Grammar

ELA.1.C.3.1

Form and use irregular plural nouns and verbs (Introduction)

Saxon:

Saxon Review

Sight Words:

Review

Assessments

Cold Read Unit 10 Week 2 Phonics Assessment 14 Unit 10 Grammar

Week 34: April 28-May 2, 2025

Unit 10 Week 3

Theme: Exploring Sound, Light, & Heat

Essential Question: How would our lives be different without sound, light, & heat?

Benchmarks Covered:

Spotlight Benchmark:
ELA.1.R.3.1 Identify and explain descriptive words and phrases in text(s).

Spiral Benchmark
ELA.1.R.2.2 Identify the topic of and relevant details in a text.

ELA.1.R.3.2 Retell a text in oral or written form to enhance comprehension.

Science/Social Studies:

Science Theme: Water and Water Safety
SC.1.E.6.2 Describe the need for water and how to be safe around water.

Foundational Skills:

Phonological Awareness
ELA.1.F.1.1
Punctuation in context; commas, quotation marks

ELA.1.F.1.1 Phoneme Isolation, Blending, Categorization.

Reading Whole Group

Objective:
The student will be able to use descriptive words and phrases to describe story elements.

Materials:
"The Light Around Us" (Big Book)
Vocabulary within context: block, shadow, observe

"Heat is All Around" (Mentor Read Aloud Text Volume 2)
Vocabulary within context: object, transferred, matter

"My Mama Had a Dancing Heart" by Libba Moore Gray
Vocabulary within context: giggle, celebrate, ballet,

"How Shadows Formed" (Book of Shared Readings and Poetry, Vol. 5)
Vocabulary within context: appear, disappear, similar

Academic Vocabulary: make inferences, visuals, relevant details, prosody/expression, compare and contrast, topic, differences
Refer to Vocabulary Development page for tiered vocabulary Unit 10 Vocab

Unit Background Knowledge:
Descriptive words help the reader understand the story.
EPIC U10.3

Resiliency

Standard: HE.1.R.4.2 - Identify the importance of sharing thoughts and ideas as an individual and as part of a group

Text: "The Light Around Us"
Resources:

Writing/Response Literature:

Narrative
ELA.1.C.1.2 Write Narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.
Objective: Students will be able to write a narrative text with two or more appropriately sequenced events, including relevant details and a sense of closure.
Response to Literature: Students will write a story about where their shadow is when they don't see it. Use descriptive words and phrases.

Grammar

ELA.1.C.3.1
Form and use irregular plural nouns and verbs (Introduction)

Saxon:

Saxon Review

Sight Words:

Review

Assessments

Cold Read Unit 10 Week 3 Spelling Test 14 Rubric for Writing Grade

Week 35: May 5-9, 2025

Theme:
Essential Question:

Benchmarks Covered:

Spiral Benchmark:

ELA.1.R.1.1 Identify and describe the main story elements in a story.

ELA.1.R.3.2 Retell a text in oral or written form to enhance comprehension.

Science/Social Studies:

Spiral Review of All Science and Social Studies Standards

Foundational Skills:

Phonological Awareness

ELA1.F.1.1

Punctuation in context; commas, quotation marks

ELA.1.F.1.1 Phoneme Isolation, Blending, Categorization.

Reading Whole Group

Resiliency

Objective:

The student will be able to use descriptive words and phrases to describe story elements.

Materials: Benchmark Read Aloud

Academic Vocabulary

Standard:

Unit Background Knowledge:

Text:
Resources:

Writing/Response Literature:

Opinion

ELA.1.C.1.3 Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.

Objective: Students will be able to write one opinion sentence with one supporting reason and one sentence with a sense of closure.

Grammar

Form and use irregular plural nouns and verbs (Introduction)

Saxon:

Saxon Review

Sight Words:

Review

Assessments

No Assessments

<p>Week 36: May 12-16, 2025</p>
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<p><u>Theme:</u></p> <p><u>Essential Question:</u></p>
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Benchmarks Covered:	Science/Social Studies:	Foundational Skills:
<p>Spiral Benchmark: ELA.1.R.1.1 Identify and describe the main story elements in a story.</p> <p>ELA.1.R.3.2 Retell a text in oral or written form to enhance comprehension.</p>	<p>Spiral Review of All Science and Social Studies Standards</p>	<p><u>Phonological Awareness</u> ELA1.F.1.1 Punctuation in context; commas, quotation marks</p> <p>ELA.1.F.1.1 Phoneme Isolation, Blending, Categorization.</p>

Reading Whole Group		Resiliency
<u>Objective:</u> Objective: Students will be able to summarize the text using the text features, topic, and details	<u>Materials:</u> Grade Level Choice: Benchmark Read Aloud	<u>Academic Vocabulary</u>
<u>Unit Background Knowledge:</u>		<u>Text:</u> <u>Resources:</u>

Writing/Response Literature:	Grammar	Saxon:
<p>Opinion</p> <p>ELA.1.C.1.3 Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.</p>	<p>Form and use irregular plural nouns and verbs (Introduction)</p>	<p>Saxon Review</p>
<p>Objective: Students will be able to write one opinion sentence with one supporting reason and one sentence with a sense of closure.</p>		<p>Sight Words:</p> <p>Review</p>

Assessments	
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No Assessments	
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Week 37: May 19-23, 2025

<p><u>Theme:</u></p> <p><u>Essential Question:</u></p>
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Benchmarks Covered:	Science/Social Studies:	Foundational Skills:
<p>Spiral Benchmark: ELA.1.R.1.1 Identify and describe the main story elements in a story.</p> <p>ELA.1.R.3.2 Retell a text in oral or written form to enhance comprehension.</p>	<p>Spiral Review of All Science and Social Studies Standards</p>	<p><u>Phonological Awareness</u> ELA1.F.1.1 Punctuation in context; commas, quotation marks</p> <p>ELA.1.F.1.1 Phoneme Isolation, Blending, Categorization.</p>

Reading Whole Group			Resiliency
Objective: Students will be able to retell a story including the moral of the story (if there is a moral).	Materials: Grade level choice: Benchmark Read Aloud	Academic Vocabulary Review	Standard:
		Unit Background Knowledge:	Text: Resources:

Writing/Response Literature:	Grammar	Saxon:
<p>Opinion</p> <p>ELA.1.C.1.3 Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.</p> <p>Objective: Students will be able to write one opinion sentence with one supporting reason and one sentence with a sense of closure.</p>	Form and use irregular plural nouns and verbs (Introduction)	Saxon Review
		<p>Sight Words:</p>

Assessments	

	No Assessments
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Week 38: May 26-30, 2025 (Monday No School, 5/28 Last Day of School)

Theme:
Essential Question:

Benchmarks Covered:

Spiral Benchmark:

ELA.1.R.1.1 Identify and describe the main story elements in a story.

ELA.1.R.3.2 Retell a text in oral or written form to enhance comprehension.

Science/Social Studies:

Spiral Review of All Science and Social Studies Standards

Foundational Skills:

Phonological Awareness

ELA1.F.1.1

Punctuation in context; commas, quotation marks

ELA.1.F.1.1 Phoneme Isolation, Blending, Categorization.

Reading Whole Group

Resiliency

Objective:

Students will be able to retell a story including the moral of the story (if there is a moral).

Materials: Grade level choice: Benchmark Read Aloud

Academic Vocabulary

Review

Standard:

Unit Background Knowledge:

Text:

Resources:

Writing/Response Literature:

Opinion

ELA.1.C.1.3 Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.

Objective: Students will be able to write one opinion sentence with one supporting reason and one sentence with a sense of closure.

Grammar

Form and use irregular plural nouns and verbs (Introduction)

Saxon:

Saxon Review

Sight Words:

Assessments

No Assessments