GRADE 1 STEAM

1.RI.1: Ask and answer questions

about key details in a text.

(INTRODUCE & SUPPORT)

ADOPTED AUGUST 2022

PROJECT: ASTRONOMER

An astronomer is a person or scientist who studies astronomy. Astronomy is the study of all stars, planets and objects in the sky. Stars are fun to learn about and watch at night. Did you know that the Sun is actually a star? The Sun is the closest star to our planet, but many other stars and groups of stars can still be seen from here on Earth. As you look up at the night sky, some stars appear as a group called a constellation. Constellations are groups of stars that form a picture or a pattern in the sky. Being an astronomer is very interesting because there are many patterns to observe and explore.

PRODUCTS - ILLUSTRATION, SUNLIGHT CHART, STAR OBSERVATIONS, STAR MAP, PICTURE, MULTIMEDIA PRESENTATION, FICTION NARRATIVE, JOURNAL PROMPT INSTRUCTIONAL STANDARDS EXTENSIONS RESOURCES READING Матн SCIENCE SOCIAL SCIENCE **Common Core Standards** Next Gen. Science Processes, Rules, Reading Make a Model of the Solar System Common Core Standards: for Mathematics Standards -and Laws Literature Skills Measurement and Data Science SS.CV.2.1: Savvas **Design a Space Lander 1.RL.1- 2:** Ask and answer questions Tell and write time. **EARTH AND** Identify and explain A Trip to Spacehttp://adventuresinmommydom.org/designabout key details in a text. Retell **SPACE SCIENCE** how rules function My Focus Reader **1.MD.B.3** Tell and write time a-moon-rover/ stories, including key details, and in hours and half-hours using Earth's Place in in various settings, demonstrate understanding of analog and digital clocks. the Universe inside and outside Join the NASA's Kids Club Reading A-Z their central message or lesson. (Product- Sunlight Chart) (1-ESS1-1.) Use of the school. Introducina Planet (INTRODUCE & SUPPORT) observations of the **Create an Astronaut Training Center** Earth https://earlylearningideas.com/space-dramatic-**1.RL.3 & 7**: Describe characters. **Understand apply** sun, moon, and stars Change, On the Moon settings, and major events in a story, properties of operations to describe patterns **Continuity and** The Sun using key details. Use illustrations and and the relationship that can be Context Wonders of details in a story to describe between addition and predicted. **SS.H.2.1:** Describe Train Parents at the Astronaut Training Nature its characters, setting, or events. subtraction. (Product- Sunlight individuals and Center (INTRODUCE & SUPPORT) 1.OA.B.4 Understand Chart, Picture, groups who have MyOn **1.RL. 4:** Identify words and phrases subtraction as an unknown-Multimedia shaped a significant Field Trip Idea: Earth in stories or poems that suggest addend problem. For Presentation, historical change. Adler Planetarium The Sun feelings or appeal to the senses. example, subtract 10-8 by Fiction Narrative, The Moon (INTRODUCE & SUPPORT) finding the number that Journal Prompt) **Economic** Planets 1. RL. 9: Compare and contrast the makes 10 when added to 8. **Decision Making** Space Travel adventures and experiences of (Product- Star Map) SS.EC.1.1: Explain (1-ESS1-2.) Make Life in Space characters in stories. (INTRODUCE & and give examples observations at Working in Space SUPPORT) Add and subtract within of when choices different times of Becoming an 20. are made that year to relate the **Astronaut Informational Text** 1.OA.C.5 Relate counting to something else is

given up.

amount of daylight

to the time of year.

(Product-Sunlight

Chart)

addition and subtraction

9e.g., by counting on 2 to add

2) (Product- Star Map)

- **1. RI.3**: Describe the connection between two individuals, events, ideas, or pieces of information in a text. (INTRODUCE & SUPPORT)
- 1. RI.5-7: Know and use various text features to locate key facts or information in a text. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Use the illustrations and details in a text to describe its key ideas. (INTRODUCE & SUPPORT)

Foundational Skills

- **1.RF.1:** Demonstrate understanding of the organization and basic features of print. (INTRODUCE & SUPPORT)
 - a. Recognize the distinguishing features of a sentence.
- **1.RF.2:** Demonstrate understanding of spoken words, syllables and sounds. ((INTRODUCE & SUPPPORT))
- a. Orally produce single-syllable words by blending sounds, including consonant blends. b. Isolate and pronounce, the initial, medial vowel, and final sounds in spoken singlesyllable words.
- **1.RF.3:** Know and apply grade level phonics and word analysis skills in decoding words. (INTRODUCE & SUPPORT)
 - a. Decode regularly spelled onesyllable words.
- b. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- c. Recognize and read gradeappropriate irregularly spelled words. **1.RF.4:** Read with sufficient accuracy and fluency to support comprehension. . (INTRODUCE & SUPPORT)
- a. Read on-level text with purpose and understanding.

1.0A.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on making ten (e.g., 8+6=8+2+4=10+4=14): decomposing a number leading to a ten (e.g., (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1= 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 +1 = 13). (**Product- Star** Map)

Work with addition and subtraction equations.

1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.

1.0A.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, $5 = _-$ 3, $6 + 6 = _-$

Disciplinary Core Ideas The Universe and its Stars (ESS1.A:1.) Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (1-ESS1-1) (Product-Sunlight Chart, Product, **Multimedia** Presentation, Journal Prompt)

Earth and the Solar System (ESS1.B:1.) Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2) (**Product-Sunlight Chart**) Math

I-Ready Math

Lessons 1-6, 9-13, 15-16, 18, 23, 30-32

Science

Studies Weekly

1st Grade Science Weekly, weeks 27-32

Social Science

Studies Weekly

1st Grade Social Science Weeks – 1,34,6,14,19,20

b. Read on-level text orally with			The state of the s		
accuracy, appropriate rate, and	1	1	!		,
expression.	1	1	!		!
c. Use context to confirm or self-	1	1	!		,
correct word recognition and	1	1	!		!
understanding, rereading as	1	1	!		!
necessary.	1	1	!		!
necessary.	1	1	!		!
Writing (Argumentative/Opinion)	1	1	!		!
1. W.1: Write opinion pieces in which	1	1	!		,
they introduce the topic or name the	1	1	!		!
book they are writing about, state an	1	1	!		!
opinion, supply a reason for	1	1	!		,
the opinion, and provide some senses	1	1	!		!
of closure. (Mastered0	1	1	!		!
1. W.5: With guidance and support	1	1	!		!
from adults, focus on a topic, respond	1	1	!		!
to questions and suggestions from	1	1	!		•
peers, and add details to	1	1	!		!
strengthen writing as needed.	1	1	!		!
(Introduce & Support) (Product –	1	1	!		!
Narrative)	1	1	!		!
1.W.8: With guidance and support	1	1	!		!
from adults, recall information from	1	1	!	1	!
experiences or gather information	1	1	!		!
from provided sources to answer a	1	1	!	1	!
question. (Introduce & Support)	1	1	!	1	
(Product-Illustration, Multimedia	1	1	!		
Presentation, Journal Prompt)	1	1	!		
	1	1	!		
Speaking and Listening	1	1	!	1	
1. SL.1: Participate in collaborative	1	1	!		
conversations with diverse partners	1	1	!		
about grade 1 topics and texts with	1	1	!		
peers and adults in small	1	1	!	1	
and larger groups. (Introduce &	1	1	!	1	
Support)	1	1	!		
a. Follow agreed-upon rules for	1	1	!		
discussions (e.g., listening to others	1	1	!		
with care, speaking one at a time	1	1	!		
about the topics and texts	1	1	!		
under discussion).	1	1	!		
b. Build on others' talk in	1	1	!	1	
conversations by responding to the	1	1	!		
comments of others through multiple	1	1	!		
exchanges.	1	1	!		
c. Ask questions to clear up any	1	1	!		
confusion about the topics and texts	1	1	!	1	
under discussion					

1.SL.2: Ask and answer questions			
about key details in a text read aloud			
or information presented orally or			
through other media. (I & S)			
1.SL.4: Describe people, places,			
things, and events with relevant			
details expressing ideas and feelings			
clearly. (I & S) (Product-Fiction			
Narrative)			
1.SL.5: Add drawings or other visual			
displays to descriptions when			
appropriate to clarify ideas, thoughts,			
and feelings. (Master)			
1.SL.6: Produce complete sentences			
when appropriate to task and			
situation. (Master)			
Language			
1.L.1: Demonstrate command of the			
conventions of standard English			
grammar and usage when writing or			
speaking.			
a. Print all upper and lower case			
letters (Master)			
b. Use frequently occurring			
conjunctions.			
c. Use determiners.			
1.L.2: Demonstrate command of the			
conventions of standard English			
capitalization, punctuation, and			
spelling when writing. (Introduce &			
Support)			
a. Use end punctuation for sentences.			
b. Use conventional spelling for words			
with common spelling patterns and for			
frequently occurring irregular words.			
c. Spell untaught words phonetically,			
drawing on phonemic awareness and			
spelling conventions.			
1.L.4: Determine or clarify the			
meaning of unknown and multiple-			
meaning words and phrases based on			
grade 1 reading and content,			
choosing flexibly from an array of			
strategies. (Introduce & support)			
a. Use sentence-level context as a			
clue to the meaning of a word or			
phrase.			

PROJECT: CANDY SHOP OWNER

A person that owns and operates his own business is called an entrepreneur. You really like candy. You like the way it tastes, looks and you really like sharing it with your friends and family!

You like it so much you are going to open your own candy store. In this task you will be a candy store entrepreneur.

Products -	Products — Illustration, Candy Store Sign, Song or Jingle, Chart Helping a Customer, Candy Cane Order Slip, Journal Prompt							
	STANDARDS				Extensions			
READING	Матн	SCIENCE	SOCIAL SCIENCE					
Common Core Standards:	Common Core Standards for Mathematics	Next Gen. Science Standards	Illinois Learning Standards - - Social Studies	Reading	Write A Recipe for Candy			
Literature Skills	Measurement and Data	Physical Science	Geographic	MY On				
1.RL.1: Ask and answer questions	Tell and write time.	1-PS4-1.Plan and conduct	Change, Continuity and	Search Keyword:	Make Candy			
about key details in a text. (Support)	1.MD.B.3 Tell and write time	investigations to provide	Context SS.H.1.1: Create a	Entrepreneur/Business	rianc canay			
1.RL.2: Retell stories, including key	in hours and half-hours using	evidence that vibrating	chronological sequence of	Owner	Create Illuminated			
details, and demonstrate	analog and digital clocks.	materials can make sound	multiple events.		Candy Shop Signs			
understanding of their central	(Product-Candy Store	and that sound can make	SS.H.2.1: Describe individuals	Reading A-Z	Janua, Janua Janua			
message or lesson. (Support)	Sign)	materials vibrate.	and groups who have shaped a	All About Chocolate	Host a Candy Shop			
1.RL.3 : Describe characters,		1-PS4-2.Make observations	significant historical change.	We're in Business	Host a Calluy Sliop			
settings, and major events in a story,	Geometry	to construct an evidence-		Morty's Roadside				
using key details. (Support)	Reason with shapes and	based account that objects	Perspectives	Refreshments	Field Trip Ideas:			
1.RL.4: Identify words and phrases in	their attributes.	can be seen only when	SS.H.3.1: Compare		Albanese Candy Store			
stories or poems that suggest feelings	1.G.A.2 Compose two-	illuminated.	perspectives of people in the		South Bend Chocolate			
or appeal to the senses. (Mastered)	dimensional shapes	1-PS4-3. Plan and conduct	past to those of people in the	Math	Factory			
1.RL.5 : Explain major differences	(rectangles, squares,	an investigation to	present.					
between books that tell stories and	trapezoids, triangles, half-	determine the effect of		i-Ready Math				
books that give information, drawing	circles, and quarter-circles) or	placing objects made with		Review Lesson3				
on a wide reading of a range of text	three-dimensional shapes	different materials in the		34				
types. (Support)	(cubes, right rectangular	path of a beam of light.		Lessons				
1.RL.6: Identify who is telling the	prisms, right circular cones,	1-PS4-4. Use tools and		4,7,11,14,19,21,25-29,				
story at various points in a text.	and right circular cylinders) to	materials to design and build		34				
(Introduce & Support)	create a composite shape,	a device that uses light or						
1.RL.7 : Use illustrations and details	and compose new shapes	sound to solve the problem		Science				
in a story to describe its characters,	from the composite shape.	of communicating over a						
setting, or events. (INTRODUCE)	(Product-Candy Store	distance.*		Discovery Ed:				
1.RL. 9 : Compare and contrast the	Sign)			Science Techbook				
adventures and experiences of				Grade 1				
characters in stories. (NTRODUCE &				Unit 1				
SUPPORT)								

Social Science

1.RL.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1. (INTRODUCE & SUPPORT)

Informational Skills

- 1.RI.1: Ask and answer questions about key details in a text. (SUPPORT)
 1.RI.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. (INTRODUCE)
- **1.RI.5:** Know and use various text features to locate key facts or information in a text. (INTRODUCE)
- **1.RI.6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text such as labels, graphs or diagrams.

 (INTRODUCE)

Foundational Skills (SKILLS WILL BE ALL REINTRODUCED)

- **1.RF.1:** Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence. (MASTER)
- **1.RF.2:** Demonstrate understanding of spoken words, syllables, and sounds. (Introduce & Support)
- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds, including consonant blends.
- Isolate and pronounce, the initial, medial vowel, and final sounds in spoken single-syllable words.
- **1.RF.3:** Know and apply grade level phonics and word analysis skills in decoding words. (Introduce & Support)
 - a. Know the spelling-sound correspondences for common consonant digraphs.

Represent and solve problems involving addition and subtraction.

1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings and equations with symbol for the unknown number to represent the problem. (Product -Chart

Helping A Customer)

1.0A.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Product -Chart Helping A Customer)

Understand apply properties of operations and the relationship between addition and subtraction.

1.0A.B.3 Apply properties of operation as strategies to add and subtract 2(Commutative property of addition).

Product -Chart Helping A Customer)

1.0A.B.4 Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8.

(Product-Candy Cane Order Slip) Studies Weekly: 1st Grade Weeks 5-10, 22-24

- b. Decode regularly spelled onesyllable words.
 d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- the words into syllables.

 f. Read words with inflectional endings
 such as -lv &-ed.
- g. Recognize and read gradeappropriate irregularly spelled words.
- **1.RF.4:** Read with sufficient accuracy and fluency to support comprehension.(Introduce & Support) a. Read on-level text with purpose and understanding.
 - b. Read on-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or selfcorrect word recognition and understanding, rereading as necessary

Writing (Explanatory)

- **1.W.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **1. W.5:** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (Master)
- **1.W.6:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (Support) **Product-Candy Store Sign**)
- **1.W.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (Master) (Product-Illustration, Journal Prompt)

Extend the counting sequence.

1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Understand place value.

- **1.NBT.B.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases.
- **1.NBT.B.2.a** 10 can be thought of as a bundle of ten ones called a "ten."

(Product – Candy Cane Order Slip)

1.NBT.B.2.b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. (**Product** –

Candy Cane Order Slip)

1.NBT.B.2.c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

Use place value understanding and properties of operations to add and subtract.

1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning

Speaking and Listening	used. Understand that in		
1.SL.1: Participate in collaborative	adding two-digit numbers,		
conversations with diverse partners	one adds tens and tens, ones		
about grade 1 topics and texts with	and ones; and sometimes it is		
peers and adults in small and larger	necessary to compose a ten.		
groups. (Master)	(Product - Candy Cane		
a. Follow agreed-upon rules for	Order Slip)		
discussions (e.g., listening to others			
with care, speaking one at a time			
about the topics and texts under			
discussion).			
b. Build on others' talk in			
conversations by responding to the			
comments of others through multiple			
exchanges.			
c. Ask questions to clear up any			
confusion about the topics and texts			
under discussion			
1.SL.2: Ask and answer questions			
about key details in a text read aloud			
or information presented orally or			
through other media.			
1.SL.3: Ask and answer questions			
about what a speaker says in order to			
gather additional information or clarify			
something that is not understood.			
1.SL.4: Describe people, places,			
things, and events with relevant			
details expressing ideas and feelings clearly. (Master) (Product-Song,			
Jingle)			
1.SL.5: Add drawing, labels,			
diagrams, graphs, or other visual			
displays to descriptions when			
appropriate to clarify ideas, thoughts,			
and feelings. (Master) Product-			
Candy Store Sign)			
Samu, Court Cargary			
1.SL.6: Produce complete sentences			
when appropriate to task and			
situation. (Master) (Product-Song,			
Jingle)			
Language			
1.L.1: Demonstrate command of the			
conventions of standard English			
grammar and usage when writing or			
speaking.			

a. Print all upper and lower case			
letters (MASTER)			
b. Use common, proper, and			
possessive nouns.			
c. Use frequently occurring			
conjunctions.			
d. Use determiners.			
1.L.2: Demonstrate command of the			
conventions of standard English			
capitalization, punctuation, and			
spelling when writing.			
 a. Capitalize dates and names of 			
people. (Master)			
b. Use end punctuation for sentences.			
(Master)			
c. Use commas in dates and to			
separate single words in a series. (
Support)			
d. Use conventional spelling for words			
with common spelling patterns and for			
frequently occurring irregular words.			
e. Spell untaught words phonetically,			
drawing on phonemic awareness and			
spelling conventions. (Support)			
1.L.4: Determine or clarify the			
meaning of unknown and multiple-			
meaning words and phrases based on			
grade 1 reading and content, choosing			
flexibly from an array of strategies.			
(Introduce & support)			
a. Use sentence-level context as a			
clue to the meaning of a word or			
phrase.			
b. Identify frequently occurring root words and their inflectional forms.			
words and their innectional forms.			

PROJECT: CUPCAKE BAKER

You are a baker in the community and specialize in making cupcakes. You will be visiting a first grade classroom to speak on career day. You plan on bringing some cupcakes for them to eat.

You also want to get them involved by doing some cupcake activities with them throughout the day.

Products – Illustration,	CUPCAKE BAKING LIST, PETE THE C	AT WORKSHEET, CUPCAKE DECOR	ATING CONTEST, CUPCAKE CONSTRUC	TION, BIRTHDAY GRAPH, JOU	RNAL PROMPT
	Instructional RESOURCES	EXTENSIONS			
READING	Матн	SCIENCE	SOCIAL SCIENCE		
Common Core Standards: Literature Skills	Common Core Standards for Mathematics	Next Gen. Science Standards	Illinois Learning Standards - - Social Studies	Reading	Bake Cupcakes
1.RL.1-2: Ask and answer questions about key details in a text. Retell	Understand Place Value 1.NBT.B.2.c The numbers	EARTH AND SPACE SCIENCE	Geographic Perspectives	MY On Search Keyword:	Host a Bake Sale
stories, including key details, and demonstrate understanding of their central message or lesson. (MASTER) (Product- Pete the Cat	10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	Earth's Place in the Universe(1-ESS1-1.) Use observations of the sun,	SS.H.3.1: Compare perspectives of people in the past to those of people in the present.	Baker/Baking Reading A-Z The Cinnamon Bun	Create a Marketing Campaign for the Decorated Cupcakes
Worksheet) 1.RL.3 & 7: Describe characters, settings, and major events in a story, using key details. Use illustrations and details in a story to describe its characters, setting, or	1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with	moon, and stars to describe patterns that can be predicted. (Product-Cupcake Decorating Contest)	Civic and Political Institutions SS.CV.1.1: Explain how all people, not just official leaders, play important	Mystery The Baker's Dozen Baking with Dad	Field Trip Ideas: Chicago Foodways Walking Tours Eli's Cheesecake World
events(MASTER) (Product- Pete the Cat Worksheet) 1.RL.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (MASTER) 1.RL.5: Explain major differences	the symbols >, =, and <. (Product- Birthday Graph) Use place value understanding and properties of operations to	(1-ESS1-2.) Make observations at different times of year to relate the amount of daylight to the time of year. (Product-Cupcake Decorating	roles in a community. Processes, Rules, and Laws SS.CV.2.1: Identify and explain how rules function in various settings, inside and outside of	i-Ready Math Review Lessons (Covered in Quarters 1&2)	Tour
between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (MASTER)	add and subtract. 1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit	Contest) Disciplinary Core Ideas	the school. Geographic Representations: Spatial	1-7, 12,10-16,19,21,23, 25-29, 34 Lessons	
1.RL.6: Identify who is telling the story at various points in a text. (INTRODUCE) 1.RL. 9: Compare and contrast the adventures and experiences of	number, and adding a two- digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the	The Universe and its Stars (ESS1.A:1.) Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and	Views of the World SS.G.1.1: Construct and interpret maps and other representations to navigate a familiar place.	22 Science Discovery Ed: Science Techbook	

characters in stories. (INTRODUCE & SUPPORT)

1.RL.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1. (MASTER)

Informational Text

- **1.RI.3:** Describe the connection between two individuals, events, ideas, or pieces of information in a text. (MASTER)
- **1.RI.4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (MASTER)
- **1.RI.5-7:** Know and use various text features to locate key facts or information in a text. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Use the illustration, graphs, labels, diagrams and details in a text to describe its key ideas. (MASTER)
- **1.RI.8:** Identify the reasons an author gives to support points in text. (MASTER)
- **1.RI.9**: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures.)

 (SUPPORT)
- **1.RI.10:** With prompting and support, read informational texts appropriately complex for grade 1. (SUPPORT)

FOUNDATIONAL SKILLS (ALL SKILLS WILL BE ALL REINFORCED)

- **1.RF.1:** Demonstrate understanding of the organization and basic features of print. (MASTER)
- a. Recognize the distinguishing features of a sentence i.e., noun, verb & adjective.

relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

(Product- Cupcake Baking List, Pete the Cat Worksheet, Birthday Graph)

- **1.NBT.C.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- 1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Operations and Algebraic Thinking Understand and apply properties of operations and the relationship between addition and subtraction.

1.OA.B.4 Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8. **(Product- Cupcake Baking**

predicted. (1-ESS1-1)
(Product-Cupcake
Decorating Contest)

Earth and the Solar System
(ESS1.B:1.) Seasonal
patterns of sunrise and
sunset can be observed,
described, and predicted. (1ESS1-2) (ProductCupcake Decorating
Contest)

Developing Possible
Solutions
(ETS1.B:1.) Designs can be
conveyed through sketches,
drawings, or physical
models. These
representations are useful in
communicating ideas for a
problem's solutions to other
people. (K-2-ETS1-2)

Engineering Design (K-2-ETS1-2.) Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

(Product-Cupcake Decorating Contest)

Grade 1 Unit 4

Social Science

Studies Weekly: 1st Grade Weeks 2, 13,15-18

1.RF.2: Demonstrate understanding	List, Pete the Cat
of spoken words, syllables and	Worksheet, Birthday
sounds.(MASTER)	Graph)
a. Distinguish long from short vowel	Add and author at with:
sounds in spoken single-syllable	Add and subtract within
words.	20.
b. Orally produce single-syllable words	1.0A.C.6 Add and subtract
by blending sounds, including 2- and	within 20, demonstrating
3- letter consonant blend and	fluency for addition and
digraphs.	subtraction within 10. Use
c. Isolate and pronounce initial,	strategies such as counting
medial vowel, and final sounds in	on; making ten (e.g., 8 + 6 =
spoken single-syllable words.	8 + 2 + 4 = 10 + 4 = 14);
d. Segment spoken single-syllable	decomposing a number
words into their complete sequence of	leading to a ten (e.g., 13 - 4
individual sounds.	= 13 - 3 - 1 = 10 - 1 = 9);
1.RF.3: Know and apply grade level	using the relationship
phonics and word analysis skills in	between addition and
decoding words. (MASTER)	subtraction (e.g., knowing
a. Know the spelling-sound	that $8 + 4 = 12$, one knows
correspondences for common	12 - 8 = 4); and creating
consonant digraphs.	equivalent but easier or
b. Decode regularly spelled one-	known sums (e.g., adding 6 +
syllable and two-syllable words.	7 by creating the known
c. Know final –e and common vowel	equivalent $6 + 6 + 1 = 12 +$
team conventions for representing	1 = 13). (Product- Cupcake
long vowel sounds.	Baking List, Birthday
d. Use knowledge that every syllable	Graph)
must have a vowel sound to	ыарп)
	Management and Date
determine the number of syllables in a	Measurement and Data
printed word.	Tell and write time.
e. Decode two-syllable words	1.MD.B.3 Tell and write time
following basic patterns by breaking	in hours and half-hours using
the words into syllables.	analog and digital clocks.
f. Read words with inflectional	(Product- Cupcake Baking
endings.	List, Pete the Cat
g. Recognize and read grade-	Worksheet)
appropriate irregularly spelled words.	
1.RF.4: Read with sufficient accuracy	Measurement and Data
and fluency to support	Represent and interpret
comprehension. (MASTER)	data.
a. Read on-level text with purpose	1.MD.C.4 Organize,
and understanding.	represent, and interpret data
b. Read on-level text orally with	with up to three categories;
accuracy, appropriate rate, and	ask and answer questions
expression.	about the total number of
c. Use context to confirm or self-	data points, how many in
correct word recognition and	each category, and how many
correct word recognition and	more or less are in one
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understanding, rereading as necessary.

Writing (Narrative) (MASTER) **1. W.3:** Write narratives in which they recount two or more appropriately sequences events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

- **1.W.5:** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- **1.W.6:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **1.W.7:** Participate in shared research and writing projects (e.g., "how-to" books)
- **1.W.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (Product-Illustration, Journal Prompt)

Speaking and Listening (MASTER)

- **1.SL.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (MASTER)
- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion, using polite conversation and agreeing to disagree agreeably).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion

category than in another.

(Product- Birthday Graph)

Operations and Algebraic Thinking Represent and solve problems involving addition and subtraction.

1.0A.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (Product- Pete

the Cat Worksheet, Birthday Graph)

1.0A.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g. (Product-**Pete the Cat Worksheet, Birthday Graph)**

Add and subtract within 20.

1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

(Product- Pete the Cat Worksheet, Birthday Graph)

Work with addition and subtraction equations.

1.0A.D.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the

1.SL.2: Ask and answer questions
about key details in a text read aloud
or information presented orally or
through other media. (Product-
Journal Prompt)

1.SL.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

1.SL.4: Describe people, places, things, and events with relevant details expressing ideas and feelings clearly.

1.SL.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (MASTER)

1.SL.6: Produce complete of the conventions of standard English grammar and usage when writing or speaking. (SUPPORT)

a. Print all upper and lower case letters. N/A

b. Use common, proper, and possessive nouns.

c. Use personal, possessive, and indefinite pronouns.

d. Use frequently occurring adjectives.

e. Use frequently occurring conjunctions.

f. Use determiners.

g. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

LANGUAGE:

1.L. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (MASTER) a. Capitalize dates and names of

a. Capitalize dates and names of people.

b. Use end punctuation for sentences.

c. Use commas in dates and to separate single words in a series.

equation true in each of the equations 8 + ? = 11, 5 = _ - 3, 6 + 6 = _.(Product- Pete the Cat Worksheet)

Geometry Reason with shapes and their attributes.

1.G.A.2 Compose twodimensional shapes (rectangles, squares, trapezoids, triangles, halfcircles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

(Product- Cupcake Construction)

d. Use conventional spelling for words				
with common spelling patterns and for				
frequently occurring irregular words.				
e. Spell untaught words phonetically,				
drawing on phonemic awareness and				
spelling conventions.				
1.L.4: Determine or clarify the				
meaning of unknown and multiple-				
meaning words and phrases based on				
grade 1 reading and content, choosing				
flexibly from an array of strategies.				
(MASTER)				
a. Use sentence-level context as a				
clue to the meaning of a word or				
phrase.				
b. Identify frequently occurring root				
words and their inflectional forms.				
1.L. 5 : With guidance and support				
from adults, demonstrate				
understanding of word relationships				
and nuances in word meanings.				
a. Sort words into categories to gain				
a sense of the concepts the categories				
represent.				
b. Define words by category and by				
one or more key attributes.				
c. Identify real-life connections				
between words and their use.				
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PROJECT: REPORTER

A senior citizen is a person who is age 65 or older. Senior citizens grew up in communities and had family and friends just like you. They may have lived in another town or even another country. As a reporter for the local newspaper, you are going to write a story about a senior citizen that you know. You will want to interview this senior citizen to find out about how and where they grew up. You may find out about how their childhood experience has affected what they do or where they live now. It will be interesting to compare the similarities and differences between yourself and this senior citizen. The newspaper would also like you to include a drawing of this senior citizen as a child your age.

PRODUCTS - ILLUSTRATION, INTERVIEW, MAP, DATA DISPLAY, NEWSPAPER STORY, CELEBRATION, JOURNAL PROMPT

	INSTRUCTIONAL RESOURCES	EXTENSIONS			
Reading	Матн	SCIENCE	SOCIAL SCIENCE		
Common Core Standards:	Common Core Standards	Next Gen. Science	Illinois Learning Standards -	Savvas Realize	Host Grandparents
Literature Skills	for Mathematics	Standards	- Social Studies	Unit 1	Day
1.RL.1-2 : Ask and answer questions	Measure lengths indirectly	1-LS1-2. Read texts and	Geographic		
about key details in a text. Retell	and by iterating length	use media to determine	Representations: Spatial	<u>MyOn</u>	Broadcast Senior
stories, including key details, and	units.	patterns in behavior of	Views of the World	Homes in Many Cultures	Interviews
demonstrate understanding of their	1.MD.A.1 Order three	parents and offspring that	SS.G.1.1: Construct and		
central message or lesson. (MASTER)	objects by length; compare	help offspring survive.	interpret maps and other	How to Be Citizen	Create a Class
1.RL.3 & 7 : Describe characters,	the lengths of two objects		representations to navigate a		Newspaper
settings, and major events in a story,	indirectly by using a third	1-LS3-1. Make observations	familiar place.	How Can People Help in	
using key details. Use illustrations and	object.	to construct an evidence-		<u>Communities</u>	Field Trip Idea:
details in a story to describe its	1.MD.A.2 Express the length	based account that young	Economic Decision Making		Local Nursing Home
characters, setting, or events.	of an object as a whole	plants and animals are like,	SS.EC.1.1: Explain and give	Reading A-Z	
.(MASTER)	number of length units, by	but not exactly like, their	examples of when choices are	Friends Around the	
1.RL.4: Identify words and phrases in	laying multiple copies of a	parents.	made that something else is	<u>World</u>	
stories or poems that suggest feelings	shorter object (the length		given up.		
or appeal to the senses. (MASTER)	unit) end to end; understand		SS.EC.2.1: Describe the skills		
1.RL.5: Explain major differences	that the length measurement		and knowledge required to		
between books that tell stories and	of an object is the number of		produce certain goods and	Math	
books that give information, drawing	same-size length units that		services.		
	span it with no gaps or			i-Ready Math	

on a wide reading of a range of text types. (MASTER)

- **1.RL.6:** Identify who is telling the story at various points in a text. (MASTER)
- **1.RL. 9:** Compare and contrast the adventures and experiences of characters in stories. (SUPPORT)
- **1.RL.10:** With prompting and support, read prose and poetry of appropriate complexity for grade 1. (MASTER)

Informational Text

1.RI.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. (MASTER) (**Product-**

Newspaper Story)

- **1.RI.4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (MASTER)
- 1.RI.5-7: Know and use various text features to locate key facts or information in a text. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Use the illustration, graphs, labels, diagrams and details in a text to describe its key ideas. (MASTER)
- **1.RI.8:** Identify the reasons an author gives to support points in text. (MASTER)
- **1.RI.9:** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations (SUPPORT)

Foundational Skills
(SKILLS WILL BE ALL MASTERED) **1.RF.1**:Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence.

overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

Tell and write time

1. MD..B.3 Tell and write time in hours and half-hours using analog and digital clocks

Represent and interpret data.

1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

(Product- Data Display)

Reason with shapes and their attributes.

- 1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
- 1.G.A.2 Compose twodimensional shapes
 (rectangles, squares,
 trapezoids, triangles, halfcircles, and quarter-circles) or
 three-dimensional shapes
 (cubes, right rectangular
 prisms, right circular cones,
 and right circular cylinders) to
 create a composite shape,
 and compose new shapes
 from the composite shape.
 1.G.A.3 Partition circles and
 rectangles into two and four

Financial Literacy

SS.EC.FL.3.1: Explain how people earn pay or income in exchange for work.

Civic and Political Institutions

(SS.CV.1.1.) Explain how all people, not just official leaders, play important roles in a community. (Product – Interview, Class Celebration)

Review Lessons 18,23,30-34 Lessons 35

Science

Science Weekly- Week 26

Social Science

Studies Weekly: 1st Grade Weeks 1, 12-24

1.RF.2: Demonstrate understanding	equal shares, describe the			
of spoken words, syllables and	shares using the			
sounds.	words halves, fourths,			
a. Distinguish long from short vowel	and quarters, and use the			
sounds in spoken single-syllable	phrases half of, fourth of,			
words. b. Orally produce single-	and quarter of. Describe the			
syllable	whole as two of, or four of			
words by blending sounds, including	the shares. Understand for			
consonant blends.	these examples that			
c. Isolate and pronounce, the initial,	decomposing into more equal			
medial vowel, and final sounds in	shares creates smaller shares.			
spoken single-syllable words.				
d. Segment spoken single-syllable				
words into their complete sequence of				
individual sounds.				
1.RF.3: Know and apply grade level				
phonics and word analysis skills in				
decoding words.				
a. Know the spelling-sound				
correspondences for common				
consonant digraphs.				
b. Decode regularly spelled one-				
syllable words. N/A c. Know final –e				
and common vowel team conventions				
for representing long vowel sounds.				
d. Use knowledge that every syllable				
must have a vowel sound to				
determine the number of syllables in a				
printed word.				
e. Decode two-syllable words				
following basic patterns by breaking				
the words into syllables.				
f. Read words with inflectional				
endings.				
g. Recognize and read grade-				
appropriate irregularly spelled words.				
1.RF.4: Read with sufficient accuracy				
and fluency to support comprehension.				
•				
a. Read on-level text with purpose and understanding.				
b. Read on-level text orally with				
accuracy, appropriate rate, and				
expression.				
c. Use context to confirm or self-				
correct word recognition and				
understanding, rereading as				
necessary.				
			<u> </u>	<u> </u>

Writing (MASTER)			
1.W.1: Write opinion pieces in which			
they introduce the topic or name the			
book they are writing about, state an			
opinion, supply a reason for the			
opinion, and provide some senses of			
closure.			
1.W.2: Write informative/explanatory			
texts in which they name a topic,			
supply some facts about the topic,			
and provide some sense of closure.			
(Product-Newspaper Story)			
1.W.3: Write narratives in which they			
recount two or more appropriately			
sequences events, include some			
details regarding what happened, use			
temporal words to signal event order,			
and provide some sense of closure.			
1.W.5: With guidance and support			
from adults, focus on a topic, respond			
to questions and suggestions from			
peers, and add details to strengthen			
writing as needed. (Product-			
Newspaper Story)			
1.W.6: With guidance and support			
from adults, use a variety of digital			
tools to produce and publish writing,			
including in collaboration with peers. 1.W.7 : Participate in shared research			
and writing projects (e.g., "how-to"			
books)			
1.W.8: With guidance and support			
from adults, recall information from			
experiences or gather information			
from provided sources to answer a			
question. (Product- Illustration,			
Journal Prompt)			
Speaking and Listening (MASTER)			
1. SL.1: Participate in collaborative			
conversations with diverse partners			
about grade 1 topics and texts with			
peers and adults in small and larger			
groups.			
a. Follow agreed-upon rules for			
discussions (e.g., listening to others			
with care, speaking one at a time			
about the topics and texts under			
discussion). (Product-Interview)	<u> </u>		

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (Fooduct-Interview) C. Ask questions to clear up any confusion about the topics and feats under discussion of conduct. 1. St. 2. Ask and answer questions about they details in a text read about or information presented orally or through other media 1. St. 3. Ask and answer questions about what a speaker says in order to gaster additional information or clarify something that is not understood. 1. St. 4. Dec. Step expole, pleases, details expressing ideas and feelings clearly. (Perduct-Newspaper Story) 1. St. 5. Ask of the clarify deas, thoughts, and feelings clearly. (Perduct-Newspaper Story) 1. St. 5. Ask of the clarify deas, thoughts, and feelings clearly, include the conventions of standard English promises extences when appropriate to clask and situation. 1. St. 6. Produce compilers sentences when appropriate to clask and situation. 2. In Language (MASTER) 1. 1. Language (MASTER) 1. 1. 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speakings. 2. Print all upper and lower case texts of the conventions of standard English grammar and usage when writing or speakings. 3. Use determiners. 3. Use determiners. 4. Use Prequently occurring adjectives. 5. Use frequently occurring adjectives. 6. Use Frequently occurring adjectives.				
conversations by responding to the comments of others through multiple exchanges. (Product_Interview) C. Ask questions to clear up any confusion about the topics and texts under discussion (Product_Interview) 1.5.1.2. Interview) 1.5.1.2. Interview and the confusion about the topics and texts under discussion (Product_Interview) 1.5.1.3. Ask and answer questions about twat a spasker says in order to gather additional information presented orally or through other media 1.5.1.3. Ask and answer questions about what a spasker says in order to gather additional information or clarify something that is not understood. 1.5.1.4. Describe people, places, things, and events with relevant details expressing lices and feelings clearly. (Product_Newspapes** 1.5.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify icloss, thoughts, and feelings. 1.5.1.6. Produce complete sentences when appropriate to carify information of the comment and usage when writing or speaking. 2. Produce the sentences when appropriate to task and situation. Language(MASTER) 1.1.1.Demonstrate command of the comment and usage when writing or speaking. 2. Print all upper and lower case letters b. Use common, proper, and possessive nouns. c. Use personal, possessive, and indefinite pronouns. d. Lies verbs to convey a sense of pass, present, and future. e. Use frequently occurring	b. Build on others' talk in			
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. Produce and expand complete simple			
and compound declarative,			
interrogative, imperative, and			
exclamatory sentences in response to			
prompts.			
1.L.2 Demonstrate command of the			
conventions of standard English			
capitalization, punctuation, and			
spelling when writing.			
a. Capitalize dates and names of			
people.			
b. Use end punctuation for sentences.			
c. Use commas in dates and to			
separate single words in a series.			
d. Use conventional spelling for words			
with common spelling patterns and for			
frequently occurring irregular words.			
e. Spell untaught words phonetically,			
drawing on phonemic awareness and			
spelling conventions.			
1.L.4: Determine or clarify the			
meaning of unknown and multiple-			
meaning words and phrases based on			
grade 1 reading and content, choosing			
flexibly from an array of strategies. a.			
Use sentence-level context as a clue			
to the meaning of a word or phrase.			
b. Identify frequently occurring root			
words and their inflectional forms.			
1.L.5: With guidance and support			
from adults, demonstrate			
understanding of word relationships			
and nuances in word meanings.			
a. Sort words in categories to gain a			
sense of the concepts the categories			
represent. b. Define words by			
category and			
by one or more key attributes.			
c. Identify real-life connections			
between words and their use.			
	1		

PROJECT: REPORTER

A senior citizen is a person who is age 65 or older. Senior citizens grew up in communities and had family and friends just like you. They may have lived in another town or even another country. As a reporter for the local newspaper, you are going to write a story about a senior citizen that you know. You will want to interview this senior citizen to find out about how and where they grew up. You may find out about how their childhood experience has affected what they do or where they live now. It will be interesting to compare the similarities and differences between yourself and this senior citizen. The newspaper would also like you to include a drawing of this senior citizen as a child your age.

PRODUCTS - ILLUSTRATION, INTERVIEW, MAP, DATA DISPLAY, NEWSPAPER STORY, CELEBRATION, JOURNAL PROMPT **STANDARDS** INSTRUCTIONAL **EXTENSIONS** RESOURCES READING Матн SCIENCE SOCIAL SCIENCE **Common Core Standards:** Common Core Standards **Host Grandparents Next Gen. Science** Illinois Learning Standards -Savvas Realize Literature Skills Standards - Social Studies Unit 1 for Mathematics Dav 1.RL.1-2: Ask and answer questions Measure lengths indirectly 1-LS1-2. Read texts and Geographic and by iterating length about key details in a text. Retell use media to determine Representations: Spatial **Broadcast Senior** MvOn stories, including key details, and units. Views of the World Homes in Many Cultures **Interviews** patterns in behavior of demonstrate understanding of their **1.MD.A.1** Order three parents and offspring that **SS.G.1.1:** Construct and central message or lesson. (MASTER) objects by length; compare help offspring survive. interpret maps and other How to Be Citizen Create a Class 1.RL.3 & 7: Describe characters, the lengths of two objects representations to navigate a Newspaper settings, and major events in a story, indirectly by using a third 1-LS3-1. Make observations familiar place. How Can People Help in using key details. Use illustrations and object. to construct an evidence-Communities Field Trip Idea: details in a story to describe its 1.MD.A.2 Express the length based account that young **Economic Decision Making** Local Nursing Home characters, setting, or events. of an object as a whole plants and animals are like, **SS.EC.1.1:** Explain and give Reading A-Z .(MASTER) number of length units, by but not exactly like, their examples of when choices are Friends Around the **1.RL.4:** Identify words and phrases in laying multiple copies of a made that something else is parents. World stories or poems that suggest feelings shorter object (the length given up.

SS.EC.2.1: Describe the skills

and knowledge required to

Math

or appeal to the senses. (MASTER)

1.RL.5: Explain major differences

between books that tell stories and

unit) end to end; understand

that the length measurement

of an object is the number of

books that give information, drawing on a wide reading of a range of text types. (MASTER)

- **1.RL.6:** Identify who is telling the story at various points in a text. (MASTER)
- **1.RL. 9:** Compare and contrast the adventures and experiences of characters in stories. (SUPPORT)
- **1.RL.10:** With prompting and support, read prose and poetry of appropriate complexity for grade 1. (MASTER)

Informational Text

1.RI.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. (MASTER) (Product-

Newspaper Story)

- **1.RI.4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

 (MASTER)
- 1.RI.5-7: Know and use various text features to locate key facts or information in a text. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Use the illustration, graphs, labels, diagrams and details in a text to describe its key ideas. (MASTER)
- **1.RI.8:** Identify the reasons an author gives to support points in text. (MASTER)
- **1.RI.9:** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations (SUPPORT)

Foundational Skills
(SKILLS WILL BE ALL MASTERED) **1.RF.1**:Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence.

same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

Tell and write time

1. MD..B.3 Tell and write time in hours and half-hours using analog and digital clocks

Represent and interpret data.

1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

(Product- Data Display)

Reason with shapes and their attributes.

- **1.G.A.1** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
- 1.G.A.2 Compose twodimensional shapes
 (rectangles, squares,
 trapezoids, triangles, halfcircles, and quarter-circles) or
 three-dimensional shapes
 (cubes, right rectangular
 prisms, right circular cones,
 and right circular cylinders) to
 create a composite shape,
 and compose new shapes
 from the composite shape.

produce certain goods and services.

Financial Literacy

SS.EC.FL.3.1: Explain how people earn pay or income in exchange for work.

Civic and Political Institutions

(SS.CV.1.1.) Explain how all people, not just official leaders, play important roles in a community. (Product – Interview, Class Celebration)

i-Ready Math

Review Lessons 18,23,30-34 Lessons 35

Science

Science Weekly- Week 26

Social Science

Studies Weekly: 1st Grade Weeks 1, 12-24

1.RF.2: Demonstrate understanding	1.G.A.3 Partition circles and		
of spoken words, syllables and	rectangles into two and four		
sounds.	equal shares, describe the		
a. Distinguish long from short vowel	shares using the		
sounds in spoken single-syllable	words halves, fourths,		
words. b. Orally produce single-	and quarters, and use the		
syllable	phrases half of, fourth of,		
words by blending sounds, including	and quarter of. Describe the		
consonant blends.	whole as two of, or four of		
c. Isolate and pronounce, the initial,	the shares. Understand for		
medial vowel, and final sounds in	these examples that		
spoken single-syllable words.	decomposing into more equal		
d. Segment spoken single-syllable	shares creates smaller shares.		
words into their complete sequence of			
individual sounds.			
1.RF.3: Know and apply grade level			
phonics and word analysis skills in			
decoding words.			
a. Know the spelling-sound			
correspondences for common			
consonant digraphs.			
b. Decode regularly spelled one-			
syllable words. N/A c. Know final –e			
and common vowel team conventions			
for representing long vowel sounds.			
d. Use knowledge that every syllable			
must have a vowel sound to			
determine the number of syllables in a			
printed word.			
e. Decode two-syllable words			
following basic patterns by breaking the words into syllables.			
f. Read words with inflectional			
endings.			
g. Recognize and read grade-			
appropriate irregularly spelled words.			
1.RF.4: Read with sufficient accuracy			
and fluency to support			
comprehension.			
a. Read on-level text with purpose			
and understanding.			
b. Read on-level text orally with			
accuracy, appropriate rate, and			
expression.			
c. Use context to confirm or self-			
correct word recognition and			
understanding, rereading as			
necessary.			

Writing (MASTER)			
1.W.1: Write opinion pieces in which			
they introduce the topic or name the			
book they are writing about, state an			
opinion, supply a reason for the			
opinion, and provide some senses of			
closure.			
1.W.2: Write informative/explanatory			
texts in which they name a topic,			
supply some facts about the topic,			
and provide some sense of closure.			
(Product-Newspaper Story)			
1.W.3: Write narratives in which they			
recount two or more appropriately			
sequences events, include some			
details regarding what happened, use			
temporal words to signal event order,			
and provide some sense of closure.			
1.W.5: With guidance and support			
from adults, focus on a topic, respond			
to questions and suggestions from			
peers, and add details to strengthen			
writing as needed. (Product-			
Newspaper Story)			
1.W.6: With guidance and support			
from adults, use a variety of digital			
tools to produce and publish writing,			
including in collaboration with peers. 1.W.7 : Participate in shared research			
and writing projects (e.g., "how-to"			
books)			
1.W.8: With guidance and support			
from adults, recall information from			
experiences or gather information			
from provided sources to answer a			
question. (Product- Illustration,			
Journal Prompt)			
Speaking and Listening (MASTER)			
1. SL.1: Participate in collaborative			
conversations with diverse partners			
about grade 1 topics and texts with			
peers and adults in small and larger			
groups.			
a. Follow agreed-upon rules for			
discussions (e.g., listening to others			
with care, speaking one at a time			
about the topics and texts under			
discussion). (Product-Interview)	<u> </u>		

b. Build on others' talk in			
conversations by responding to the			
comments of others through multiple			
exchanges. (Product-Interview)			
c. Ask questions to clear up any			
confusion about the topics and texts			
under discussion (Product-			
Interview)			
1.SL.2: Ask and answer questions			
about key details in a text read aloud			
or information presented orally or			
through other media			
1.SL.3: Ask and answer questions			
about what a speaker says in order to			
gather additional information or clarify			
something that is not understood.	<u>'</u>		
1.SL.4: Describe people, places,			
things, and events with relevant			
details expressing ideas and feelings			
clearly. (Product-Newspaper			
Story)	<u>'</u>		
1.SL.5: Add drawings or other visual			
displays to descriptions when			
appropriate to clarify ideas, thoughts,			
and feelings.			
1.SL.6: Produce complete sentences			
when appropriate to task and			
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Language(MASTER)			
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conventions of standard English	<u>'</u>		
grammar and usage when writing or			
speaking.			
a. Print all upper and lower case			
letters	<u>'</u>		
b. Use common, proper, and	<u>'</u>		
possessive nouns.			
c. Use personal, possessive, and			
indefinite pronouns.			
d. Use verbs to convey a sense of	<u>'</u>		
past, present, and future.			
e. Use frequently occurring adjectives.	<u>'</u>		
f. Use frequently occurring	<u>'</u>		
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h. Use frequently occurring			
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. Produce and expand complete simple			
and compound declarative,			
interrogative, imperative, and			
exclamatory sentences in response to			
prompts.			
1.L.2 Demonstrate command of the			
conventions of standard English			
capitalization, punctuation, and			
spelling when writing.			
a. Capitalize dates and names of			
people.			
b. Use end punctuation for sentences.			
c. Use commas in dates and to			
separate single words in a series.			
d. Use conventional spelling for words			
with common spelling patterns and for			
frequently occurring irregular words.			
e. Spell untaught words phonetically,			
drawing on phonemic awareness and			
spelling conventions.			
1.L.4: Determine or clarify the			
meaning of unknown and multiple-			
meaning words and phrases based on			
grade 1 reading and content, choosing			
flexibly from an array of strategies. a.			
Use sentence-level context as a clue			
to the meaning of a word or phrase.			
b. Identify frequently occurring root			
words and their inflectional forms.			
1.L.5: With guidance and support			
from adults, demonstrate			
understanding of word relationships			
and nuances in word meanings.			
a. Sort words in categories to gain a			
sense of the concepts the categories			
represent. b. Define words by			
category and			
by one or more key attributes.			
c. Identify real-life connections	Į		
between words and their use.	Į		