

Grade 1 Week 1

Massachusetts Performance Standards

The students will:

- 1.1 Follow agreed upon rules for discussion
- 2.1 Contribute Knowledge to class discussion in order to develop topic
- 3.2 Maintain focus on the topic
- 5.4 Identify appropriate end-marks
- 7.1 Demonstrate understanding of the forms and functions of written English
- 7.2 Demonstrate orally that phonemes exist and they can be manipulated
- 7.3 Use letter sound knowledge
- 7.4 Demonstrate understanding of the various forms of written English
- 7.5 Demonstrate orally that phonemes exist
- 7.7 Use letter-sound knowledge to decode written English

- 10.1 Identify differences among the common forms of literature
- 14.1 Identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry
- 19.7 Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order
- 22.2 Use correct standard English mechanics.

Unit 1 Book 1

Unit Theme: Day by Day

Story Theme: New Experiences

Story 1: Max the Cat

Genre: Fiction (10.1)

Objectives (Students will...)

- | | |
|--|--|
| 1. Identify short a (7.3, 7.4) | 8. Introduce and teach tracking left to right (7.1) |
| 2. Segment sounds (7.3, 7.7) | 9. Track print during oral reading (7.1, 7.5) |
| 3. Spell short a CVC patterns (7.2, 7.3, 7.7) | 10. Identify and learn purpose of punctuation (5.4) |
| 4. Short a word families (7.3, 7.7) | 11. Discuss, illustrate, and write about their new experiences (1.1, 2.1, 3.2, 19.7, 22.2) |
| 5. Incorporate HFV in sentences and speech (7.4) | 12. Read poems in story with dramatization and rhythm (7.2, 7.5, 10.1, 14.1) |
| 6. Develop thematic word web with teacher (1.1, 2.1) | |
| 7. Follow-up with writing and illustration (3.2, 19.7, 22.2) | |

Essential Question

What do you experience day by day?

Teacher Resources

- | | |
|---------------------------|---------------------------|
| 1. Phonics Practice Book | 5. Leveled Readers |
| 2. Spelling Practice Book | 6. Related Trade Books |
| 3. Grammar Practice Book | 7. Center Manipulatives |
| 4. Reading Practice Book | 8. Supplemental Materials |

Media and Technology Resources

- 1. Computer related software
- 2. Audio CD's
- 3. Transparencies
- 4. Smart Board

Evaluation/Activities		Lesson Completion Date:		
<p>Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.</p> <p>Class work: To be done on each topic/concept as needed for understanding.</p> <p>Homework: To be given daily on each introduced topic as determined by the teacher.</p> <p>Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.</p> <p>Quiz: Formal assessments will be given as warranted by the curriculum.</p>		<p>Technology Used/ Date Used:</p> <p>Completed By:</p> <p>Comments:</p>		
Grade 1 Week 2				
Massachusetts Performance Standards				
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<p>Unit 1 Book 1 Unit Theme: Day by Day Story Theme: Moving Story 2: <u>Quack</u> Genre: Fiction (10.1)</p>				
Objectives (Students will...)		Essential Question		
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>1. Identify and spell words with ck digraphs (7.4, 7.5)</p> <p>2. Segment sounds (7.3, 7.7)</p> <p>3. Identify and learn purpose of punctuation (5.4)</p> <p>4. Make “ack” word families (7.3, 7.7)</p> <p>5. Incorporate HFV in sentences and speech (7.4)</p> <p>6. Develop thematic word web with teacher (1.1, 2.2)</p> <p>7. Follow-up with writing and illustration (3.2, 19.7, 22.2)</p> </td> <td style="width: 50%; vertical-align: top;"> <p>8. Review and teach tracking left to right (7.1)</p> <p>9. Track print during oral reading (7.1, 7.5)</p> <p>10. Understand correct word order in sentences(22.2)</p> <p>11. Discuss, illustrate, and write about their stories on moving (3.2, 19.7, 22.2)</p> <p>12. Read poem in story with dramatization and rhythm (7.2, 7.5, 10.1, 14.1)</p> </td> </tr> </table>		<p>1. Identify and spell words with ck digraphs (7.4, 7.5)</p> <p>2. Segment sounds (7.3, 7.7)</p> <p>3. Identify and learn purpose of punctuation (5.4)</p> <p>4. Make “ack” word families (7.3, 7.7)</p> <p>5. Incorporate HFV in sentences and speech (7.4)</p> <p>6. Develop thematic word web with teacher (1.1, 2.2)</p> <p>7. Follow-up with writing and illustration (3.2, 19.7, 22.2)</p>	<p>8. Review and teach tracking left to right (7.1)</p> <p>9. Track print during oral reading (7.1, 7.5)</p> <p>10. Understand correct word order in sentences(22.2)</p> <p>11. Discuss, illustrate, and write about their stories on moving (3.2, 19.7, 22.2)</p> <p>12. Read poem in story with dramatization and rhythm (7.2, 7.5, 10.1, 14.1)</p>	<p>Have you or do you know someone who has moved? How does it make you feel?</p>
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Teacher Resources	Media Resources
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	Comments:

Grade 1 Week 3
Massachusetts Performance Standards
<p><i>The students will:</i></p> <p><i>1.1 Follow agreed upon rules for discussion</i></p> <p><i>2.1 Contribute Knowledge to class discussion in order to develop topic</i></p> <p><i>3.2 Maintain focus on the topic</i></p> <p><i>5.4 Identify appropriate end-marks</i></p> <p><i>7.1 Demonstrate understanding of the forms and functions of written English</i></p> <p><i>7.2 Demonstrate orally that phonemes exist and they can be manipulated</i></p> <p><i>7.3 Use letter sound knowledge</i></p> <p><i>7.4 Demonstrate understanding of the various forms of written English</i></p> <p><i>7.5 Demonstrate orally that phonemes exist</i></p> <p><i>7.7 Use letter-sound knowledge to decode written English</i></p> <p><i>10.1 Identify differences among the common forms of literature</i></p> <p><i>14.1 Identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry</i></p> <p><i>19.7 Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order</i></p> <p><i>22.2 Use correct standard English mechanics.</i></p>
<p>Unit 1 Book 1 Unit Theme: Day by Day Story Theme: Days in a Week Story 3: <u>What Does Pig Do?</u> Genre: Fiction (10.1)</p>

<p style="text-align: center;">Objectives (Students will...)</p> <ol style="list-style-type: none"> 1. Identify short i (7.3, 7.4) 2. Segment sounds (7.3, 7.7) 3. Spell short i CVC patterns (7.3, 7.4, 7.7) 4. Short i word families (7.3, 7.7) 5. Incorporate HFV in sentences and speech (7.4) 6. Develop thematic word web with teacher (1.1, 2.1) 7. Follow-up with writing and illustration (3.2, 19.7, 22.2) 8. Reinforce and teach tracking left to right (7.1) 9. Track print during oral reading (7.1, 7.5) 10. Identify and learn purpose of punctuation (5.4) 11. Discuss, illustrate, and write about their new experience throughout one week (1.1, 2.1, 3.2, 19.7, 22.2) 12. Read poem in story with dramatization and rhythm (7.2, 7.5, 10.1, 14.1) 13. Identify and match picture to write complete statements utilizing previous lessons taught (19.7) 	<p style="text-align: center;">Essential Question</p> <p>How do your school days differ from your weekend days?</p>		
<p style="text-align: center;">Teacher Resources</p> <ol style="list-style-type: none"> 1. Phonics Practice Book 2. Spelling Practice Book 3. Grammar Practice Book 4. Reading Practice Book 5. Leveled Readers 6. Related Trade Books 7. Center Manipulatives 8. Supplemental Materials 	<p style="text-align: center;">Media and Technology Resources</p> <ol style="list-style-type: none"> 1. Computer related software 2. Audio CD's 3. Transparencies 4. Smart Board 		
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*HFV = High Frequency Vocabulary

Unit 1 Book 1
Unit Theme: Day by Day
Story Theme: Farm Animals
Story 4: The Path on the Map
Genre: Realistic Fiction (10.1)

<p style="text-align: center;">Objectives (Students will...)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> 1. Identify digraphs sh, th (7.3, 7.4) 2. Segment sounds (7.3, 7.7) 3. Spell words with sh, th digraphs (7.2, 7.3, 7.7) 4. sh, th word families (7.4, 7.7) 5. Incorporate HFV in sentences and speech (7.4) 6. Develop thematic word web with teacher (1.1, 2.1) 7. Follow-up with writing and illustration (3.2, 19.7, 22.2) 8. Reinforce and teach tracking left to right (7.1) </td> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> 9. Track print during oral reading (7.1, 7.5) 10. Identify and learn purpose of punctuation (5.4) 11. Discuss, illustrate, and write about their new experiences learning about farm animals (1.1, 2.1, 3.2, 19.7, 22.2) 12. Read poem in story with dramatization and expression (7.2, 7.5, 10.1, 14.1) 13. Differentiate question marks and exclamation points while reading and writing (5.4) </td> </tr> </table>	<ol style="list-style-type: none"> 1. Identify digraphs sh, th (7.3, 7.4) 2. Segment sounds (7.3, 7.7) 3. Spell words with sh, th digraphs (7.2, 7.3, 7.7) 4. sh, th word families (7.4, 7.7) 5. Incorporate HFV in sentences and speech (7.4) 6. Develop thematic word web with teacher (1.1, 2.1) 7. Follow-up with writing and illustration (3.2, 19.7, 22.2) 8. Reinforce and teach tracking left to right (7.1) 	<ol style="list-style-type: none"> 9. Track print during oral reading (7.1, 7.5) 10. Identify and learn purpose of punctuation (5.4) 11. Discuss, illustrate, and write about their new experiences learning about farm animals (1.1, 2.1, 3.2, 19.7, 22.2) 12. Read poem in story with dramatization and expression (7.2, 7.5, 10.1, 14.1) 13. Differentiate question marks and exclamation points while reading and writing (5.4) 	<p style="text-align: center;">Essential Question</p> <p style="text-align: center;">What do you know about different kinds of farm animals?</p>
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Grade 1 Week 5

Massachusetts Performance Standards

The students will:

- 1.1 Follow agreed upon rules for discussion
- 2.1 Contribute Knowledge to class discussion in order to develop topic
- 3.2 Maintain focus on the topic
- 5.4 Identify appropriate end-marks
- 7.1 Demonstrate understanding of the forms and functions of written English
- 7.2 Demonstrate orally that phonemes exist and they can be manipulated
- 7.3 Use letter sound knowledge
- 7.4 Demonstrate understanding of the various forms of written English
- 7.5 Demonstrate orally that phonemes exist
- 7.7 Use letter-sound knowledge to decode written English

- 10.1 Identify differences among the common forms of literature
- 14.1 Identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry
- 19.7 Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order
- 22.2 Use correct standard English mechanics.

Unit 1 Book 1

Unit Theme: Day by Day

Story Theme: Different Kinds of Ships & Boats

Story 5: Ships

Genre: Nonfiction (10.1)

Objectives (Students will...)

- | | |
|--|--|
| 1. Review digraphs ck, sh, th (7.4, 7.5) | 9. Write one complete sentence using proper grammar and punctuation (5.4) |
| 2. Review short vowels a, i (7.3, 7.4) | 10. Discuss, illustrate, and write about their new (1.1, 2.1) experiences learning about ships and boats (3.2, 19.7, 22.2) |
| 3. Segment sounds (7.3, 7.7) | 11. Read poem in story with dramatization and expression (7.2, 7.5, 10.1, 14.1) |
| 4. Spell words with a, i, ck, sh, th (7.2, 7.3, 7.7) | |
| 5. Incorporate HFV in sentences and speech (7.4) | |
| 6. Develop thematic word web independently (1.1, 2.1) | |
| 7. Follow-up with writing and illustration (3.2, 19.7, 22.2) | |
| 8. Reinforce and teach tracking left to right (7.1) | |

Essential Question

Have you ever been on a ship or a boat?
Where did you go?

Teacher Resources

- | | |
|---------------------------|---------------------------|
| 1. Phonics Practice Book | 5. Leveled Readers |
| 2. Spelling Practice Book | 6. Related Trade Books |
| 3. Grammar Practice Book | 7. Center Manipulatives |
| 4. Reading Practice Book | 8. Supplemental Materials |

Media Resources

- 1. Computer related software
- 2. Audio CD's
- 3. Transparencies
- 4. Smart Board

*HFV = High Frequency Vocabulary

Evaluation/Activities	Lesson Completion Date: Technology Used/ Date Used: Completed By: Comments:
Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available. Class work: To be done on each topic/concept as needed for understanding. Homework: To be given daily on each introduced topic as determined by the teacher. Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.	

Grade 1 Week 6

Massachusetts Performance Standards	
<i>The students will:</i>	
1.1 Follow agreed upon rules for discussion 1.2 Follow agreed upon rules for class discussion and small group instruction 2.1 Contribute Knowledge to class discussion in order to develop topic 3.2 Maintain focus on the topic 5.4 Identify appropriate end-marks 7.1 Demonstrate understanding of the forms and functions of written English 7.2 Demonstrate orally that phonemes exist and they can be manipulated	7.3 Use letter sound knowledge 7.4 Demonstrate understanding of the various forms of written English 7.5 Demonstrate orally that phonemes exist 7.7 Use letter-sound knowledge to decode written English 19.7 Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order

Unit 1 Book 1 Unit Theme: Day by Day Unit Review Stories 1-5: <u>Max the Cat, Quack, What Does Pig Do?, The Path on the Map, Ships</u> *Review one story a day

<p style="text-align: center;">Objectives (Students will...)</p> <ol style="list-style-type: none"> 1. Review and apply digraphs ck, sh, th, and short vowels a, i (7.3, 7.4) 2. Segment sounds (7.3, 7.7) 3. Spell words with ck, sh, th a, i (7.2, 7.3, 7.7) 4. Incorporate HFV in sentences and speech (7.4) 5. Reinforce and teach tracking left to right (7.1) 6. Write one complete sentence using proper sentence structure (5.4, 19.7) 7. Small group instruction to tie in themes of leveled readers (1.1, 1.2, 2.1, 3.2) 	<p style="text-align: center;">Essential Question</p> <p style="text-align: center;">Refer to questions relating to each individual story</p> <p style="text-align: center;">What do we experience in our daily lives?</p>
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<p style="text-align: center;">Teacher Resources</p> <ol style="list-style-type: none"> 1. Phonics Practice Book 2. Spelling Practice Book 3. Grammar Practice Book 4. Reading Practice Book 5. Leveled Readers 6. Related Trade Books 7. Center Manipulatives 8. Supplemental Materials 	<p style="text-align: center;">Media Resources</p> <ol style="list-style-type: none"> 1. Computer related software 2. Audio CD's 3. Transparencies 4. Smart Board
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*HFV = High Frequency Vocabulary

Teacher Resources	Media Resources
1. Phonics Practice Book 2. Spelling Practice Book 3. Grammar Practice Book 4. Reading Practice Book 5. Leveled Readers 6. Related Trade Books 7. Center Manipulatives 8. Supplemental Materials	1. Computer related software 2. Audio CD's 3. Transparencies 4. Smart Board
Evaluation/Activities	Lesson Completion Date:
<p>Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.</p> <p>Class work: To be done on each topic/concept as needed for understanding.</p> <p>Homework: To be given daily on each introduced topic as determined by the teacher.</p> <p>Review: All weekly concepts.</p> <p>Quiz: Assessments given as warranted by the curriculum.</p>	Technology Used/ Date Used:
	Completed By:
	Comments:

Grade 1 Week 8

Massachusetts Performance Standards

The students will:

3.1 Give oral presentations using clear enunciation and volume

3.2 Maintain focus on the topic

3.5 Make informal presentations that have a recognizable organization (sequencing)

4.4 Identify base words and their inflectional forms

5.6 Identify the four basic parts of speech

7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated

7.3 Use letter sound knowledge to identify unfamiliar words in print and gain meaning

10.1 Identify differences among the common forms of literature

12.1 Identify elements of plot, character, and setting

12.2 Identify and analyze elements of plot, character, and setting

14.1 Identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry

19.2 Dictate sentences for a story and collaborate to put sentences in chronological sequence

19.7 Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order

Unit 1 Book 2

Unit Theme: Together is Better

Story Theme: Size and Spatial Relationships

Story 2: The Bug Bath

Genre: Fiction (10.1)

Objectives (Students will...)

1. Identify, read, and spell short o CVC patterns (7.2, 7.3, 7.7)

2. Segment sounds (7.3, 7.7)

3. Short o word families (7.3, 7.7)

4. Incorporate HFV in reading, writing, and speech (7.4)

5. Identify author and illustrator (7.4)

6. Model rereading to achieve fluency in small group instruction (1.2, 7.7)

7. Follow-up with writing and illustration (3.2, 19.7, 22.2)

8. Develop thematic Venn diagram (1.1, 2.2)

9. Preview and predict sequencing and problem/resolution in weekly story (8.1, 19.2)

10. Introduce plural nouns and where to locate in sentences (5.6)

11. Continue instruction on characterization and plot(14.1, 12.2)

12. Oral Presentation of story ion proper sequence(3.1, 3.2, 3.5)

13. Continue instruction on tracking and poetry(7.2,7.5,10.1)

14. Distinguish between fantasy and reality (10.1)

15. Continue with inflectional –ed instruction (4.4)

Essential Question

Can you think of things that are big/small?

Is the sun big or small?

<p style="text-align: center;">Teacher Resources</p> <table border="0"> <tr> <td style="vertical-align: top;"> 1. Phonics Practice Book 2. Spelling Practice Book 3. Grammar Practice Book 4. Reading Practice Book </td> <td style="vertical-align: top;"> 5. Leveled Readers 6. Related Trade Books 7. Center Manipulatives 8. Supplemental Materials </td> </tr> </table>	1. Phonics Practice Book 2. Spelling Practice Book 3. Grammar Practice Book 4. Reading Practice Book	5. Leveled Readers 6. Related Trade Books 7. Center Manipulatives 8. Supplemental Materials	<p style="text-align: center;">Media Resources</p> 1. Computer related software 2. Audio CD's 3. Transparencies 4. Smart Board
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<p style="text-align: center;">Evaluation/Activities</p> <p>Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available. Class work: To be done on each topic/concept as needed for understanding. Homework: To be given daily on each introduced topic as determined by the teacher. Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Lesson Completion Date:</p> <p>Technology Used/ Date Used:</p> <p>Completed By:</p> <p>Comments:</p>		

*HFV = High Frequency Vocabulary

GRADE 1 ELA Ver 1.0
Sept 2009

Grade 1 Week 9

Massachusetts Performance Standards

The students will:

- 1.1 Follow agreed upon rules for discussion
- 1.2 Follow agreed upon rules for class discussion and small group instruction
- 7.5 Demonstrate orally that phonemes exist
- 3.2 Maintain focus on the topic
- 4.4 Identify base words and their inflectional forms
- 5.4 Identify appropriate end-marks
- 7.1 Demonstrate understanding of the forms and functions of written English
- 7.2 Demonstrate orally that phonemes exist and they can be manipulated
- 7.3 Use letter sound knowledge

- 7.4 Demonstrate understanding of the various forms of written English
- 2.1 Contribute Knowledge to class discussion in order to develop topic
- 7.7 Use letter-sound knowledge to decode written English
- 14.1 Identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry
- 19.7 Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order
- 22.2 Use correct standard English mechanics.

Unit 1 Book 2

Unit Theme: Together is Better

Story Theme: Helping Out

Story 3: Splash!

Genre: Fiction (10.1)

Objectives (Students will...)

- | | |
|--|--|
| <ul style="list-style-type: none"> 1. Identify, read, and spell short e (7.2, 7.3, 7.7) 2. Segment sounds (7.3, 7.7) 3. Short e word families (7.3, 7.7) 4. Incorporate HFV in reading, writing, and speech (7.4) 5. Continue identifying author and illustrator (7.4) 6. Continue with fluency instruction (1.2, 2.1) 7. Develop thematic graphic organizer (1.1, 1.2) 8. Follow-up with writing and illustration (3.2, 19.7, 22.2) | <ul style="list-style-type: none"> 9. Introduce Genre (10.1) 10. Continue with preview and predicting (8.1) 11. Introduce irregular plural nouns (5.6) 12. Continue instruction on characterization, plot, fantasy, and reality (12.1, 12.2, 14.1,) 13. Continue oral presentation of story in proper sequence(3.1,3.2,3.5) 14. Continue instruction on tracking and poetry (7.2, 7.5, 10.1, 14.1) 15. Continue with inflectional –ed instruction (4.4) |
|--|--|

Essential Question

Have you ever helped out someone?

How did it make you feel?

Teacher Resources

- | | |
|---|--|
| <ul style="list-style-type: none"> 1. Phonics Practice Book 2. Spelling Practice Book 3. Grammar Practice Book 4. Reading Practice Book | <ul style="list-style-type: none"> 5. Leveled Readers 6. Related Trade Books 7. Center Manipulatives 8. Supplemental Materials |
|---|--|

Media Resources

- 1. Computer related software
- 2. Audio CD's
- 3. Transparencies
- 4. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

*HFV = High Frequency Vocabulary

Grade 1 Week 10

Massachusetts Performance Standards

The students will:

- | | |
|--|---|
| <p>1.1 Follow agreed upon rules for discussion
 1.2 Follow agreed upon rules for class discussion and small group instruction
 2.1 Contribute Knowledge to class discussion in order to develop topic
 3.2 Maintain focus on the topic
 4.4 Identify base words and their inflectional forms
 5.4 Identify appropriate end-marks
 7.1 Demonstrate understanding of the forms and functions of written English
 7.2 Demonstrate orally that phonemes exist and they can be manipulated
 7.3 Use letter sound knowledge</p> | <p>7.4 Demonstrate understanding of the various forms of written English
 7.5 Demonstrate orally that phonemes exist
 7.7 Use letter-sound knowledge to decode written English
 14.1 Identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry
 19.7 Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order
 22.2 Use correct standard English mechanics.</p> |
|--|---|

Unit 1 Book 2

Unit Theme: Together is Better
Story Theme: Insects and Bugs
Story 4: What Bug Is It?
Genre: Realistic Fiction (10.1)

Objectives (Students will...)

- | | |
|---|--|
| <p>1. Introduce Blends (7.2, 7.3)
 2. Continue segmenting (7.3, 7.7)
 3. Word building with blends (7.3)
 4. Incorporate HFV in reading, writing, and speech (7.4)
 5. Continue identifying author and illustrator (7.4)
 6. Continue with fluency instruction (1.2, 7.7)
 7. Develop thematic graphic organizer (1.1, 2.1)
 8. Follow-up with writing and illustration (3.2, 19.7, 22.2)</p> | <p>9. Continue with Genre (10.1)
 10. Continue preview and predicting (8.1)
 11. Continue instruction on characterization and plot (12.1, 12.2)
 12. Continue oral presentation of story in proper sequence (3.1, 3.2)
 13. Continue instruction on tracking and poetry (7.2, 7.5, 10.1, 14.1)
 14. Continue with inflectional –ed instruction (4.4)</p> |
|---|--|

Essential Question

Have you ever gone exploring for bugs?

 What have you discovered?

Teacher Resources

- | | |
|--|---|
| <p>1. Phonics Practice Book
 2. Spelling Practice Book
 3. Grammar Practice Book
 4. Reading Practice Book</p> | <p>5. Leveled Readers
 6. Related Trade Books
 7. Center Manipulatives
 8. Supplemental Materials</p> |
|--|---|

Media Resources

1. Computer related software
 2. Audio CD's
 3. Transparencies
 4. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

*HFV = High Frequency Vocabulary

Grade 1 Week 11

Massachusetts Performance Standards

The students will:

- 1.1 Follow agreed upon rules for discussion
- 1.2 Follow agreed upon rules for class discussion and small group instruction
- 2.1 Contribute Knowledge to class discussion in order to develop topic
- 7.7 Use letter-sound knowledge to decode written English
- 4.4 Identify base words and their inflectional forms
- 5.4 Identify appropriate end-marks
- 7.1 Demonstrate understanding of the forms and functions of written English
- 7.2 Demonstrate orally that phonemes exist and they can be manipulated
- 7.3 Use letter sound knowledge

- 7.4 Demonstrate understanding of the various forms of written English
- 7.5 Demonstrate orally that phonemes exist
- 3.2 Maintain focus on the topic
- 14.1 Identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry
- 19.7 Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order
- 22.2 Use correct standard English mechanics.

Unit 1 Book 2

Unit Theme: Together is Better

Story Theme: Animal Care

Story 5: A Vet

Genre: Nonfiction(10.1)

Objectives (Students will...)

- | | |
|--|--|
| <ul style="list-style-type: none"> 1. Apply all short vowel sounds (7.2, 7.3, 7.7) 2. Continue segmenting (7.3, 7.7) 3. Continue building with blends (7.3) 4. Incorporate HFV in reading, writing, and speech (7.4) 5. Continue with fluency instruction (1.2, 7.7) 6. Continue to develop thematic word web (1.1, 2.1) 7. Follow-up with writing and illustration (3.2, 19.7, 22.2) | <ul style="list-style-type: none"> 8. Continue with Genre (10.1) 9. Continue preview and predicting (8.1) 10. Continue instruction on characterization, and plot (12.1, 12.2) 11. Continue oral presentation of story in proper sequence (3.1, 3.5) 12. Continue instruction on tracking and poetry (7.2,7.5,10.1,14.1) 13. Continue with inflectional –ed instruction (4.4) |
|--|--|

Essential Question

What can you tell me about taking care of someone or something?

Teacher Resources

- | | |
|---|--|
| <ul style="list-style-type: none"> 1. Phonics Practice Book 2. Spelling Practice Book 3. Grammar Practice Book 4. Reading Practice Book | <ul style="list-style-type: none"> 5. Leveled Readers 6. Related Trade Books 7. Center Manipulatives 8. Supplemental Materials |
|---|--|

Media Resources

- 1. Computer related software
- 2. Audio CD's
- 3. Transparencies
- 4. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

*HFV = High Frequency Vocabulary

Grade 1 Week 12

Massachusetts Performance Standards

The students will:

- 1.1 Follow agreed upon rules for discussion
- 1.2 Follow agreed upon rules for class discussion and small group instruction
- 7.4 Demonstrate understanding of the various forms of written English
- 2.1 Contribute Knowledge to class discussion in order to develop topic
- 4.4 Identify base words and their inflectional forms
- 5.4 Identify appropriate end-marks
- 7.1 Demonstrate understanding of the forms and functions of written English
- 7.3 Use letter sound knowledge

- 7.5 Demonstrate orally that phonemes exist
- 7.7 Use letter-sound knowledge to decode written English
- 3.2 Maintain focus on the topic
- 14.1 Identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry
- 7.2 Demonstrate orally that phonemes exist and they can be manipulated
- 19.7 Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order
- 22.2 Use correct standard English mechanics.

Unit 1 Book 2

Unit Theme: Together is Better

Unit Review

Stories 1-5: One Good Pup, The Bug Bath, Splash!, What Bug Is It?, A Vet

*Review one story a day

Objectives (Students will...)

- | | |
|--|--|
| 1. Apply all short vowel sounds (7.2, 7.3, 7.7) | 9. Continue preview and predicting (8.1) |
| 2. Continue segmenting spelling (7.3, 7.7) | 10. Continue instruction on characterization and plot (12.2) |
| 3. Continue building with blends (7.3) | 11. Continue oral presentation of story in proper sequence (3.1,3.5) |
| 4. Incorporate HFV in reading, writing, and speech (7.4) | 12. Continue instruction on tracking and poetry (7.5,10.1,14.1) |
| 5. Continue with fluency instruction (1.2, 7.7) | 13. Continue with inflectional –ed instruction (4.4) |
| 6. Continue to develop thematic word web (1.1, 2.1) | 14. Small group instruction to tie-in leveled reader themes(1.2,7.7) |
| 7. Follow-up with writing and illustration (3.2, 19.7, 22.2) | |
| 8. Introduce Genre (10.1) | |

Essential Question

Refer to questions relating to each individual story.

When do you like being together with someone?

Teacher Resources

- | | |
|---------------------------|---------------------------|
| 1. Phonics Practice Book | 5. Leveled Readers |
| 2. Spelling Practice Book | 6. Related Trade Books |
| 3. Grammar Practice Book | 7. Center Manipulatives |
| 4. Reading Practice Book | 8. Supplemental Materials |

Media Resources

- 1. Computer related software
- 2. Audio CD's
- 3. Transparencies
- 4. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts.

Quiz: Assessments given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

*HFV = High Frequency Vocabulary

Grade 1 Week 13

Massachusetts Performance Standards

The students will:

- | | |
|--|--|
| <p>1.1 Follow agreed upon rules for discussion</p> <p>1.2 Follow agreed upon rules for class discussion and small group instruction</p> <p>2.1 Contribute Knowledge to class discussion in order to develop topic</p> <p>3.2 Maintain focus on the topic</p> <p>4.4 Identify base words and their inflectional forms</p> <p>5.4 Identify appropriate end-marks</p> <p>7.1 Demonstrate understanding of the forms and functions of written English</p> <p>7.2 Demonstrate orally that phonemes exist and they can be manipulated</p> <p>7.3 Use letter sound knowledge</p> | <p>7.4 Demonstrate understanding of the various forms of written English</p> <p>7.5 Demonstrate orally that phonemes exist</p> <p>7.7 Use letter-sound knowledge to decode written English</p> <p>8.9 Make predictions about the content of text using prior knowledge and text textures</p> <p>13.5 Restate main ideas & important facts from a text heard or read</p> <p>14.1 Identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry</p> <p>19.7 Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order</p> <p>22.2 Use correct standard English mechanics.</p> |
|--|--|

Unit 1 Book 3
Unit Theme: Stories to Tell
Story Theme: Woodland Animals
Story 1: Stan's Stunt
Genre: Fiction (10.1)

Objectives (Students will...)

- | | |
|---|--|
| 1. Apply beginning and ending blends (7.2, 7.3, 7.5) | 7. Introduce comprehension, main idea, detail (13,5) |
| 2. Segmenting, spelling, HFV, deleting sounds (7.3, 7.4, 7.7) | 8. Introduce verbs, question marks, and possessives (5.4, 5.6) |
| 3. Fluency (7.7) | |
| 4. Graphic Organizer – Writing – Illustration (1.1, 2.1, 3.2, 19.7, 22.2) | |
| 5. Continue with story elements, character and plot (12.1, 12.2) | |
| 6. Introduce setting (12.1, 12.2) | |

Essential Question

How are forest animals alike and different?

Can you think of another fictional animal story?

Teacher Resources

- | | |
|---------------------------|---------------------------|
| 1. Phonics Practice Book | 5. Leveled Readers |
| 2. Spelling Practice Book | 6. Related Trade Books |
| 3. Grammar Practice Book | 7. Center Manipulatives |
| 4. Reading Practice Book | 8. Supplemental Materials |

Media Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts.

Quiz: Assessments given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

*HFV = High Frequency Vocabulary

*HFV = High Frequency Vocabulary

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Sept 2009

Grade 1 Week 14

Massachusetts Performance Standards

The students will:

- | | |
|--|--|
| <p>1.1 Follow agreed upon rules for discussion</p> <p>1.2 Follow agreed upon rules for class discussion and small group instruction</p> <p>2.1 Contribute Knowledge to class discussion in order to develop topic</p> <p>3.2 Maintain focus on the topic</p> <p>4.4 Identify base words and their inflectional forms</p> <p>5.4 Identify appropriate end-marks</p> <p>7.1 Demonstrate understanding of the forms and functions of written English</p> <p>7.2 Demonstrate orally that phonemes exist and they can be manipulated</p> <p>7.3 Use letter sound knowledge</p> | <p>7.4 Demonstrate understanding of the various forms of written English</p> <p>7.5 Demonstrate orally that phonemes exist</p> <p>7.7 Use letter-sound knowledge to decode written English</p> <p>8.9 Make predictions about the content of text using prior knowledge and text features</p> <p>13.5 Restate main ideas & important facts from a text heard or read</p> <p>14.1 Identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry</p> <p>19.7 Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order</p> <p>22.2 Use correct standard English mechanics.</p> |
|--|--|

Unit 1 Book 3

Unit Theme: Stories to Tell
Story Theme: Sibling Relations
Story 2: Greg's Mask
Genre: Fiction (10.1)

Objectives (Students will...)

- | | |
|--|--|
| <p>1. Review beginning blending (7.2, 7.3, 7.5)</p> <p>2. Segmenting, spelling, HFV, deleting sounds (7.3, 7.4, 7.7)</p> <p>3. Fluency (7.7)</p> <p>4. Graphic Organizer – Compare – Contrast (1.2, 2.1, 3.2, 19.7, 22.2)</p> <p>5. Story elements (12.1, 12.2)</p> <p>6. Analyze setting (12.1, 12.2)</p> | <p>7. Comprehension – Making inferences (8.9)</p> <p>8. Review Grammar (5.4, 5.6)</p> <p>9. Introduce present tense of a verb (5.4, 5.6)</p> |
|--|--|

Essential Question

What is it like to have a brother or sister?

Teacher Resources

- | | |
|--|---|
| <p>1. Phonics Practice Book</p> <p>2. Spelling Practice Book</p> <p>3. Grammar Practice Book</p> <p>4. Reading Practice Book</p> | <p>5. Leveled Readers</p> <p>6. Related Trade Books</p> <p>7. Center Manipulatives</p> <p>8. Supplemental Materials</p> |
|--|---|

Media Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts.

Quiz: Assessments given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

*HFV = High Frequency Vocabulary

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Sept 2009

Grade 1 Week 15

Massachusetts Performance Standards

The students will:

- 4.5 Identify the relevant meaning for a word with multiple meanings
- 5.4 Identify appropriate end-marks
- 5.6 Identify the four basic parts of speech
- 7.1 Demonstrate understanding of the forms and functions of written English
- 7.2 Demonstrate orally that phonemes exist and they can be manipulated
- 7.3 Use letter sound knowledge
- 7.4 Demonstrate understanding of the various forms of written English
- 7.5 Demonstrate orally that phonemes exist
- 7.7 Use letter-sound knowledge to decode written English

- 12.1 Identify elements of plot, character, and setting
- 12.2 Identify and analyze elements of plot, character, and setting

Unit 1 Book 3

Unit Theme: Stories to Tell

Story Theme: Learning Something New

Story 3: Sam's Song

Genre: Fiction (10.1)

Objectives (Students will...)

- | | |
|---|--|
| 1. Introduce ch, wh, nk (7.5) | 7. Introduce contractions (7.4) |
| 2. Segmenting, spelling, HFV, delete sounds, substitute sounds (7.3, 7.4) | 8. Introduce past tense verbs (5.4, 5.6) |
| 3. Fluency (7.7) | |
| 4. Story Elements (12.1, 12.2) | |
| 5. Comprehension – Multiple meaning words (4.5) | |
| 6. Review Grammar (5.4, 5.6) | |

Essential Question

Can you tell me something new that you learned to do?

Teacher Resources

- | | |
|---------------------------|---------------------------|
| 1. Phonics Practice Book | 5. Leveled Readers |
| 2. Spelling Practice Book | 6. Related Trade Books |
| 3. Grammar Practice Book | 7. Center Manipulatives |
| 4. Reading Practice Book | 8. Supplemental Materials |

Media Resources

- 1. Computer related software
- 2. Audio CD's
- 3. Transparencies
- 4. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 1 Week 16

Massachusetts Performance Standards

The students will:

- | | |
|--|--|
| <p><i>1.1 Follow agreed upon rules for discussion</i></p> <p><i>1.2 Follow agreed upon rules for class discussion and small group instruction</i></p> <p><i>2.1 Contribute knowledge to class discussion in order to develop topic</i></p> <p><i>3.2 Maintain focus on the topic</i></p> <p><i>4.4 Identify base words and their inflectional forms</i></p> <p><i>5.4 Identify appropriate end-marks</i></p> <p><i>7.1 Demonstrate understanding of the forms and functions of written English</i></p> <p><i>7.2 Demonstrate orally that phonemes exist and they can be manipulated</i></p> <p><i>7.3 Use letter sound knowledge</i></p> | <p><i>7.4 Demonstrate understanding of the various forms of written English</i></p> <p><i>7.5 Demonstrate orally that phonemes exist</i></p> <p><i>7.7 Use letter-sound knowledge to decode written English</i></p> <p><i>8.9 Make predictions about the content of text using prior knowledge and text features</i></p> <p><i>13.5 Restate main ideas & important facts from a text heard or read</i></p> <p><i>14.1 Identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry</i></p> <p><i>19.7 Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order</i></p> <p><i>22.2 Use correct standard English mechanics.</i></p> |
|--|--|

Unit 1 Book 3

Unit Theme: Stories to Tell

Story Theme: Reptiles

Story 4: Snakes

Genre: Nonfiction (10.1)

Objectives (Students will...)

- | | |
|---|--|
| <p>1. Introduce long vowel a (7.3, 7.4)</p> <p>2. Segmenting, spelling, HFV, delete & substitute sounds (7.3, 7.4, 7.7)</p> <p>3. Fluency – partner reading (1.2, 7.7)</p> <p>4. Story Elements (12.1, 12.2)</p> <p>5. Graphic organizers – KWL chart/T chart (1.1, 2.1, 3.2, 19.7,22.,2)</p> <p>6. Comprehension – Drawing conclusions (8.6)</p> | <p>7. Comprehension – Introduce cause and effect (8.8)</p> <p>8. Grammar – Verbs that tell about the present is and Are (5.4, 5.6)</p> |
|---|--|

Essential Question

Can you name and describe a reptile?

Teacher Resources

- | | |
|--|---|
| <p>1. Phonics Practice Book</p> <p>2. Spelling Practice Book</p> <p>3. Grammar Practice Book</p> <p>4. Reading Practice Book</p> | <p>5. Leveled Readers</p> <p>6. Related Trade Books</p> <p>7. Center Manipulatives</p> <p>8. Supplemental Materials</p> |
|--|---|

Media Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart Board

*HFV = High Frequency Vocabulary

<p style="text-align: center;">Evaluation/Activities</p> <p>Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available. Class work: To be done on each topic/concept as needed for understanding. Homework: To be given daily on each introduced topic as determined by the teacher. Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Lesson Completion Date:</p> <p>Technology Used/ Date Used:</p> <p>Completed By:</p> <p>Comments:</p>		
<p>Grade 1 Week 17</p>			
<p>Massachusetts Performance Standards</p> <p><i>The students will:</i></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>2.1 Contribute knowledge to class discussion in order to develop topic</p> <p>5.4 Identify appropriate end-marks</p> <p>5.6 Identify the four basic parts of speech</p> <p>7.3 Use letter sound knowledge</p> <p>7.4 Demonstrate understanding of the various forms of written English</p> <p>7.7 Read aloud with fluency and comprehension at grade level</p> </td> <td style="width: 50%; vertical-align: top;"> <p>12.1 Identify elements of plot, character, and setting</p> <p>12.2 Identify and analyze elements of plot, character, and setting</p> <p>19.7 Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order</p> <p>22.2 Use correct standard English mechanics</p> </td> </tr> </table>		<p>2.1 Contribute knowledge to class discussion in order to develop topic</p> <p>5.4 Identify appropriate end-marks</p> <p>5.6 Identify the four basic parts of speech</p> <p>7.3 Use letter sound knowledge</p> <p>7.4 Demonstrate understanding of the various forms of written English</p> <p>7.7 Read aloud with fluency and comprehension at grade level</p>	<p>12.1 Identify elements of plot, character, and setting</p> <p>12.2 Identify and analyze elements of plot, character, and setting</p> <p>19.7 Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order</p> <p>22.2 Use correct standard English mechanics</p>
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<p>Unit 1 Book 3 Unit Theme: Stories to Tell Story Theme: Camping Story 5: <u>Let's Camp Out</u> Genre: Nonfiction (10.1)</p>			
<p style="text-align: center;">Objectives (Students will...)</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>1. Apply long a, beginning-ending blends, ch, wh, nk (7.3, 7.7)</p> <p>2. Segmenting, spelling, HFV, delete sounds, substitute sounds (7.4)</p> <p>3. Fluency (7.7)</p> <p>4. Graphic Organizers – Writing (2.1, 19.7, 22.2)</p> <p>5. Story Elements (12.1, 12.2)</p> <p>6. Comprehension Concepts (7.7)</p> </td> <td style="width: 50%; vertical-align: top;"> <p>7. Review Grammar (5.4, 5.6)</p> </td> </tr> </table>	<p>1. Apply long a, beginning-ending blends, ch, wh, nk (7.3, 7.7)</p> <p>2. Segmenting, spelling, HFV, delete sounds, substitute sounds (7.4)</p> <p>3. Fluency (7.7)</p> <p>4. Graphic Organizers – Writing (2.1, 19.7, 22.2)</p> <p>5. Story Elements (12.1, 12.2)</p> <p>6. Comprehension Concepts (7.7)</p>	<p>7. Review Grammar (5.4, 5.6)</p>	<p style="text-align: center;">Essential Question</p> <p>Have you ever gone camping or on vacation?</p> <p>What is your story to tell?</p>
<p>1. Apply long a, beginning-ending blends, ch, wh, nk (7.3, 7.7)</p> <p>2. Segmenting, spelling, HFV, delete sounds, substitute sounds (7.4)</p> <p>3. Fluency (7.7)</p> <p>4. Graphic Organizers – Writing (2.1, 19.7, 22.2)</p> <p>5. Story Elements (12.1, 12.2)</p> <p>6. Comprehension Concepts (7.7)</p>	<p>7. Review Grammar (5.4, 5.6)</p>		

*HFV = High Frequency Vocabulary

<p style="text-align: center;">Teacher Resources</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> 1. Phonics Practice Book 2. Spelling Practice Book 3. Grammar Practice Book 4. Reading Practice Book </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> 5. Leveled Readers 6. Related Trade Books 7. Center Manipulatives 8. Supplemental Materials </td> </tr> </table>	<ul style="list-style-type: none"> 1. Phonics Practice Book 2. Spelling Practice Book 3. Grammar Practice Book 4. Reading Practice Book 	<ul style="list-style-type: none"> 5. Leveled Readers 6. Related Trade Books 7. Center Manipulatives 8. Supplemental Materials 	<p style="text-align: center;">Media Resources</p> <ul style="list-style-type: none"> 1. Computer related software 2. Audio CD's 3. Transparencies 4. Smart Board
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Grade 1 Week 18

Massachusetts Performance Standards

The students will:

- 3.2 *Maintain focus on the topic*
- 5.4 *Identify appropriate end-marks*
- 5.6 *Identify the four basic parts of speech*
- 7.4 *Demonstrate understanding of the various forms of written English*
- 7.7 *Apply independently the most common letter-sound correspondences, read aloud with fluency and comprehension at grade level*
- 12.1 *Identify elements of plot, character, and setting*
- 12.2 *Use correct standard English mechanics*

Unit 1 Book 3

Unit Theme: Stories to Tell

Unit Review

Stories 1-5: Stan's Stunt, Greg's Mask, Sam's Song, Snakes, Let's Camp Out

*Review one story a day

Objectives (Students will...)

- | | |
|---------------------------------------|--|
| 1. Apply all blends (7.7) | 7. Review comprehension concepts (7.7) |
| 2. Spelling, HFV, delete sounds (7.4) | |
| 3. Fluency instruction (7.7) | |
| 4. Graphic Organizers – Writing (3.2) | |
| 5. Review story elements (12.1, 12.2) | |
| 6. Review all grammar (5.4, 5.6) | |

Essential Question

Refer to individual stories listed

What stories do you have to tell?
(Students attempt to identify with characters)

Teacher Resources

- | | |
|---------------------------|---------------------------|
| 1. Phonics Practice Book | 5. Leveled Readers |
| 2. Spelling Practice Book | 6. Related Trade Books |
| 3. Grammar Practice Book | 7. Center Manipulatives |
| 4. Reading Practice Book | 8. Supplemental Materials |

Media Resources

- 1. Computer related software
- 2. Audio CD's
- 3. Transparencies
- 4. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

*HFV = High Frequency Vocabulary

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GRADE 1 ELA Ver 1.0
Sept 2009

Grade 1 Week 19

Massachusetts Performance Standards

The students will:

- 4.4** Identify base words and their inflectional forms
- 5.6** Identify the four basic parts of speech
- 7.2** Demonstrate orally that phonemes exist and they can be manipulated
- 7.3** Use letter sound knowledge
- 7.4** Demonstrate understanding of the various forms of written English
- 7.7** Apply independently the most common letter-sound correspondences, read aloud with fluency and comprehension at grade level
- 8.8** Distinguish from cause and effect
- 19.5** Write or dictate stories that have a beginning, middle and end.
- 19.13** Write an account based on personal experience that has a clear focus and sufficient supporting details.

Unit 1 Book 4
Unit Theme: Let's Find Out
Shopping
Story 1: The Shopping List
Genre: Fiction (10.1)

Objectives (Students will...)

1. Introduce long i, i_e, review a, a_e (7.2)
2. Segment sounds, spell, delete sounds, HFV, delete sounds (7.3, 7.4, 7.7)
3. Comprehension – introduce cause and effect (8.8)
4. Grammar – inflectional ending – s – es, using commas in a list, (4.4, 5.6)
 verbs that tell about past: was, were
5. Interactive writing – writing that compares (19.5)
6. Independent writing – journal (19.13)

Essential Question

Have you been to the grocery store?

 What would you put on your list?

Teacher Resources

- | | |
|---------------------------|---------------------------|
| 1. Phonics Practice Book | 5. Leveled Readers |
| 2. Spelling Practice Book | 6. Related Trade Books |
| 3. Grammar Practice Book | 7. Center Manipulatives |
| 4. Reading Practice Book | 8. Supplemental Materials |

Media Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

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GRADE 1 ELA Ver 1.0
Sept 2009

Grade 1 Week 20

Massachusetts Performance Standards

The students will:

- 2.1 *Contribute knowledge to class discussion in order to develop topic*
- 3.2 *Maintain focus on the topic*
- 4.4 *Identify base words and their inflectional forms*
- 5.6 *Identify the four basic parts of speech*
- 7.4 *Demonstrate understanding of the various forms of written English*
- 7.5 *Demonstrate orally that phonemes exist*
- 7.7 *Apply independently the most common letter-sound correspondences, read aloud with fluency and comprehension at grade level*
- 19.13 *Write an account based on personal experience that has a clear focus and sufficient supporting details.*
- 21.1 *Use a variety of forms or genres when writing for different purposes*

Unit 1-Book 4
Unit Theme: Let's Find Out
Story Theme: Teaching
Story 2: Yasmin's Duck
Genre: Fiction (10.1)

Objectives (Students will...)

- 1. Introduce long o, o_e (7.5)
- 2. Segment sounds, spelling, HFV, delete sounds (7.4)
- 3. Comprehension strategies (7.7)
- 4. Graphic organizer (2.1, 3.2)
- 5. Grammar – review inflectional endings – ed (4.4)
- 6. Introduce verbs that tell about the present: has and have (5.6)
- 7. Interactive writing – writing that compares (20.1)
- 8. Independent writing – journal (19.13)

Essential Question

How would you teach someone something that you know how to do?

Teacher Resources

- 1. Phonics Practice Book
- 2. Spelling Practice Book
- 3. Grammar Practice Book
- 4. Reading Practice Book
- 5. Leveled Readers
- 6. Related Trade Books
- 7. Center Manipulatives
- 8. Supplemental Materials

Media Resources

- 1. Computer related software
- 2. Audio CD's
- 3. Transparencies
- 4. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 1 Week 21

Massachusetts Performance Standards

The students will:

- 2.1 *Contribute knowledge to class discussion in order to develop topic*
- 3.2 *Maintain focus on the topic*
- 4.4 *Identify base words and their inflectional forms*
- 5.6 *Identify the four basic parts of speech*
- 7.2 *Demonstrate orally that phonemes exist and they can be manipulated*
- 7.3 *Use letter sound knowledge*
- 7.5 *Demonstrate orally that phonemes exist*
- 7.7 *Apply independently the most common letter-sound correspondences, read aloud with fluency and comprehension at grade level*
- 8.1 *Make predictions using prior knowledge, pictures, and text*
- 19.5 *Write or dictate stories that have a beginning, middle and end.*
- 19.13 *Write an account based on personal experience that has a clear focus and sufficient supporting details.*

Unit 1 Book 4
Unit Theme: Let's Find Out
Story Theme: Self Acceptance
Story 3: The Knee-High Man
Genre: Fiction (10.1)

Objectives (Students will...)

- | | |
|---|--|
| <ul style="list-style-type: none"> 1. Introduce long u, u_e (7.2, 7.3, 7.5) 2. Segment, spell, segment sounds, substitute sounds, HFV (7.2, 7.3, 7.7) 3. Comprehension – using prior/background knowledge (8.1) 4. Graphic organizer (2.1, 3.2) 5. Grammar – introduce inflectional endings – er, -est, find real/base/root word (4.4) 6. Introduce verbs used in past: go, do (5.6) 7. Interactive writing – writing that compares (19.5) | <ul style="list-style-type: none"> 8. Independent writing – journal (19.13) |
|---|--|

Essential Question

Can you compare something big and something small?

Are you big or small? Does it matter?

Teacher Resources

- | | |
|---|--|
| <ul style="list-style-type: none"> 1. Phonics Practice Book 2. Spelling Practice Book 3. Grammar Practice Book 4. Reading Practice Book | <ul style="list-style-type: none"> 5. Leveled Readers 6. Related Trade Books 7. Center Manipulatives 8. Supplemental Materials |
|---|--|

Media Resources

- 1. Computer related software
- 2. Audio CD's
- 3. Transparencies
- 4. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts.

Quiz: Assessments given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

*HFV = High Frequency Vocabulary

Grade 1 Week 22

Massachusetts Performance Standards

The students will:

- 4.4 Identify base words and their inflectional forms
- 5.3 Identify correct capitalization for names and places
- 7.2 Demonstrate orally that phonemes exist and they can be manipulated
- 7.3 Use letter sound knowledge
- 7.5 Demonstrate orally that phonemes exist
- 7.7 Apply independently the most common letter-sound correspondences, read aloud with fluency and comprehension at grade level
- 8.1 Make predictions using prior knowledge, pictures, and text

Unit 1 Book 4
Unit Theme: Let's Find Out
Story Theme: Trees and Plants
Story 4: Johnny Appleseed
Genre: Biography (10.1)

Objectives (Students will...)

- 1. Introduce long a: ai, ay (7.2, 7.3, 7.5)
- 2. Segment, spell, substitute sounds (7.2, 7.3, 7.7)
- 3. Comprehension strategies (8.1)
- 4. Grammar - introduce verbs about past: see/say, introduce pronouns (4.4, 5.3)
- 5. Grammar – Introduce commas in a letter (5.7)
- 6. Interactive writing – writing that compares (19.5)
- 7. Independent writing – journal

Essential Question

Can you name different kinds of trees?

What can you tell me about a tree?

Teacher Resources

- 1. Phonics Practice Book
- 2. Spelling Practice Book
- 3. Grammar Practice Book
- 4. Reading Practice Book
- 5. Leveled Readers
- 6. Related Trade Books
- 7. Center Manipulatives
- 8. Supplemental Materials

Media Resources

- 1. Computer related software
- 2. Audio CD's
- 3. Transparencies
- 4. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 1 Week 23

Massachusetts Performance Standards

The students will:

- 5.4 Identify appropriate end-marks
- 7.4 Demonstrate understanding of the various forms of written English
- 7.5 Demonstrate orally that phonemes exist
- 7.7 Apply independently the most common letter-sound correspondences, read aloud with fluency and comprehension at grade level
- 19.5 Write or dictate stories that have a beginning, middle and end.
- 19.13 Write an account based on personal experience that has a clear focus and sufficient supporting details.

Unit 1 Book 4
Unit Theme: Let's Find Out
Story Theme: Fire
Story 5: Ring! Ring! Ring! Put Out the Fire!
Genre: Nonfiction (10.1)

Objectives (Students will...)

1. Review long vowels a, u, i
2. Review segmenting, spelling, substitute words, HFV, delete sounds
3. Apply comprehension strategies
4. Apply grammar knowledge
5. Interactive writing – writing that compares
6. Independent writing - journal

Essential Question

What do you know about fire?

When have you seen fire?

Teacher Resources

- | | |
|---------------------------|---------------------------|
| 1. Phonics Practice Book | 5. Leveled Readers |
| 2. Spelling Practice Book | 6. Related Trade Books |
| 3. Grammar Practice Book | 7. Center Manipulatives |
| 4. Reading Practice Book | 8. Supplemental Materials |

Media Resources

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2. Audio CD's
3. Transparencies
4. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
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Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

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GRADE 1 ELA Ver 1.0
Sept 2009

Grade 1 Week 24

Massachusetts Performance Standards

The students will:

- 4.4 *Identify base words and their inflectional forms*
- 5.3 *Identify correct capitalization for names and places*
- 5.7 *Identify correct mechanics, correct usage, and correct sentence structure*
- 7.2 *Demonstrate orally that phonemes exist and they can be manipulated*
- 7.3 *Use letter sound knowledge*
- 7.5 *Demonstrate orally that phonemes exist*
- 7.7 *Apply independently the most common letter-sound correspondences, read aloud with fluency and comprehension at grade level*
- 8.1 *Make predictions using prior knowledge, pictures, and text*
- 19.5 *Write or dictate stories that have a beginning, middle and end*
- 19.13 *Write an account based on personal experience that has a clear focus and sufficient supporting details.*

Unit 1 Book 4

Unit Theme: Let's Find Out

Unit Review

Stories 1-5: The Shopping List, Yasmin's Duck, The Knee-High Man, Johnny Appleseed, Ring! Ring! Ring! Put Out the Fire!

***Review one story every day**

Objectives (Students will...)

1. Review long a, u, i (7.2, 7.3, 7.5)
2. Review segmenting, spelling, substitute sounds, HFV, delete sounds (7.2, 7.3, 7.7)
3. Apply comprehension strategies (8.1)
4. Apply grammar knowledge (4.4, 5.3, 5.7)
5. Interactive writing – writing that compares (19.5)
6. Independent writing – journal (19.13)

Essential Question

Review stories 1-5 and review essential questions

Teacher Resources

- | | |
|---------------------------|---------------------------|
| 1. Phonics Practice Book | 5. Leveled Readers |
| 2. Spelling Practice Book | 6. Related Trade Books |
| 3. Grammar Practice Book | 7. Center Manipulatives |
| 4. Reading Practice Book | 8. Supplemental Materials |

Media Resources

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2. Audio CD's
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4. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
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Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

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GRADE 1 ELA Ver 1.0
Sept 2009

Grade 1 Week 25

Massachusetts Performance Standards

The students will:

- 4.4 Identify base words and their inflectional forms
- 5.6 Identify the four basic parts of speech
- 7.3 Use letter sound knowledge
- 7.7 Apply independently the most common letter-sound correspondences, read aloud with fluency and comprehension at grade level
- 8.6 Make predictions about what will happen next in a story and explain whether they were confirmed or disconfirmed and why
- 19.5 Write or dictate stories that have a beginning, middle and end
- 19.13 Write an account based on personal experience that has a clear focus and sufficient supporting details.

Unit 1 Book 5
Unit Theme: Think About It!
Story Theme: Looking in the Mirror
Story 1: Seven Sillies
Genre: Fiction (10.1)

Objectives (Students will...)

1. Review long e: e, ee (7.7)
2. Segment sounds, delete sounds (7.3)
3. Comprehension – review problem/resolution, make/confirm predictions (8.6)
4. Grammar – introduce inflectional - ing, (4.4)
5. Introduce adjectives (5.6)
6. Interactive writing – write a story (19.5)
7. Independent writing – journal (19.13)

Essential Question

Where do you have a mirror in your home?

What else can show your reflection?

Teacher Resources

- | | |
|---------------------------|---------------------------|
| 1. Phonics Practice Book | 5. Leveled Readers |
| 2. Spelling Practice Book | 6. Related Trade Books |
| 3. Grammar Practice Book | 7. Center Manipulatives |
| 4. Reading Practice Book | 8. Supplemental Materials |

Media Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 1 Week 26

Massachusetts Performance Standards

The students will:

- 4.4 *Identify base words and their inflectional forms*
- 4.13 *Determine the meaning of unknown words using their context.*
- 5.6 *Identify the four basic parts of speech (nouns, verbs, adjectives, & adverbs)*
- 7.2 *Demonstrate orally that phonemes exist and they can be manipulated*
- 7.3 *Use letter sound knowledge*
- 7.5 *Demonstrate orally that phonemes exist*
- 19.5 *Write or dictate stories that have a beginning, middle and end*
- 19.7 *Write or dictate letters directions or short accounts of personal experiences that follow a logical order*

Unit 1 Book 5

Unit Theme: Think About It!

Story Theme: Things Aren't Always What They Seem

Story 2: Shrinking Mouse

Genre: Fiction (10.1)

Objectives (Students will...)

1. Review long e: ie, ea (7.2, 7.3, 7.5)
2. Continue deleting and substituting sounds, spelling, HFV (7.2, 7.3, 7.7)
3. Continue comprehension strategies (8.1)
4. Introduce context clues and critical thinking (4.13)
5. Grammar – adjectives that compare (5.6)
6. Review inflectional ending –ing (4.4)
7. Interactive writing – write a story (19.5)
8. Independent writing – journal (19.5, 19.7)

Essential Question

Can you give an example of something that is not what it seems?

For example your shadow can be bigger/smaller than you really are.

Teacher Resources

- | | |
|---------------------------|---------------------------|
| 1. Phonics Practice Book | 5. Leveled Readers |
| 2. Spelling Practice Book | 6. Related Trade Books |
| 3. Grammar Practice Book | 7. Center Manipulatives |
| 4. Reading Practice Book | 8. Supplemental Materials |

Media Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts.

Quiz: Assessments given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

*HFV = High Frequency Vocabulary

GRADE 1 ELA Ver 1.0
Sept 2009

Grade 1 Week 27

Massachusetts Performance Standards

The students will:

- 5.6 Identify the four basic parts of speech (nouns, verbs, adjectives, & adverbs)
- 7.2 Demonstrate orally that phonemes exist and they can be manipulated
- 7.3 Use letter sound knowledge
- 7.5 Demonstrate orally that phonemes exist
- 7.7 Apply independently the most common letter-sound correspondences, read aloud with fluency and comprehension at grade level
- 19.5 Write or dictate stories that have a beginning, middle and end
- 19.7 Write or dictate letters directions or short accounts of personal experiences that follow a logical order

Unit 1 Book 5
Unit Theme: Think About It!
Story Theme: Fire Senses
Story 3: You Can't Smell a Flower With Your Ear!
Genre: Nonfiction

Objectives (Students will...)

1. Long o, oa, oe, ow (7.2, 7.3, 7.7)
2. Deleting and substituting sounds, spelling, HFV (7.2, 7.3, 7.7)
3. Review ie, ea, e, ee (7.2, 7.3, 7.5)
4. Continue comprehension strategies (8.1)
5. Color words (5.6)
6. Interactive writing – writing a story (19.5)
7. Independent writing – journal(19.5, 19.7)

Essential Question

What can you smell, hear, see, taste, and touch?

Teacher Resources

- | | |
|---------------------------|---------------------------|
| 1. Phonics Practice Book | 5. Leveled Readers |
| 2. Spelling Practice Book | 6. Related Trade Books |
| 3. Grammar Practice Book | 7. Center Manipulatives |
| 4. Reading Practice Book | 8. Supplemental Materials |

Media Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 1 Week 28

Massachusetts Performance Standards

The students will:

4.13 Determine the meaning of unknown words using their context.

7.4 Demonstrate understanding of the various forms of written English

7.7 Apply independently the most common letter-sound correspondences, read aloud with fluency and comprehension at grade level

19.3 Draw pictures and/or use letters or phonetically spelled words to give others information

Unit 1 Book 5

Unit Theme: Think About It!

Story Theme: Friendship

Story 4: Owl and the Moon

Genre: Fiction (10.1)

Objectives (Students will...)

1. Long I, y, igh (7.7)
2. Deleting and substituting sounds, spelling, HFV (7.4)
3. Review o, oa, oe, ow (7.7)
4. Continue comprehension strategies (7.7)
5. Critical Thinking – use drawing conclusions (4.13)
6. Interactive writing/Independent writing (19.3)

Essential Question

What makes someone your friend?

How is a friend different from someone you just met?

Teacher Resources

- | | |
|---------------------------|---------------------------|
| 1. Phonics Practice Book | 5. Leveled Readers |
| 2. Spelling Practice Book | 6. Related Trade Books |
| 3. Grammar Practice Book | 7. Center Manipulatives |
| 4. Reading Practice Book | 8. Supplemental Materials |

Media Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts.

Quiz: Assessments given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 1 Week 29

Massachusetts Performance Standards

The students will:

- 4.6 Identify common antonyms and synonyms
- 4.14 Recognize and use words with multiple meanings and be able to determine which meaning is intended from the context of the sentence
- 5.6 Identify the four basic parts of speech (nouns, verbs, adjectives, & adverbs)
- 7.2 Demonstrate orally that phonemes exist and they can be manipulated
- 7.3 Use letter sound knowledge
- 7.5 Demonstrate orally that phonemes exist
- 7.7 Apply independently the most common letter-sound correspondences, read aloud with fluency and comprehension at grade level

- 8.1 Make predictions using prior knowledge, pictures and text
- 8.14 Make judgments about setting, characters, and events and support them with evidence from the text
- 9.2 Identify different interpretations of plot setting & character in the same work by different illustrators
- 19.5 Write or dictate stories that have a beginning, middle and end
- 19.7 Write or dictate letters directions or short accounts of personal experiences that follow a logical order

Unit 1 Book 5
Unit Theme: Think About It!
Story Theme: Nocturnal Animals
Story 5: The Night Animals
Genre: Nonfiction (10.1)

Objectives (Students will...)

- 1. Apply long e, o, i (7.2, 7.3, 7.5)
- 2. Continue blending, segmenting, substituting sounds (7.2, 7.3, 7.7)
- 3. Incorporate HFV in reading, writing, speech (7.2, 7.3, 7.5, 7.7)
- 4. Continue comprehension strategies (8.1)
- 5. Continue critical thinking – drawing conclusions (4.14, 9.2, 8.14)
- 6. Introduce synonyms and antonyms (4.6)
- 7. Interactive writing/Independent writing (19.5)

Essential Question

How are night animals different from day time animals?

Teacher Resources

- 1. Phonics Practice Book
- 5. Leveled Readers
- 2. Spelling Practice Book
- 6. Related Trade Books
- 3. Grammar Practice Book
- 7. Center Manipulatives
- 4. Reading Practice Book
- 8. Supplemental Materials

Media Resources

- 1. Computer related software
- 2. Audio CD's
- 3. Transparencies
- 4. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

*HFV = High Frequency Vocabulary

Grade 1 Week 30

Massachusetts Performance Standards

The students will:

4.4 *Identify base words and their inflectional forms*

4.13 *Determine the meaning of unknown words using their context*

7.3 *Use letter sound knowledge*

7.4 *Demonstrate understanding of the various forms of written English*

7.7 *Apply independently the most common letter-sound correspondences, read aloud with fluency and comprehension at grade level*

Unit 1 Book 5

Unit Review

Stories 1-5: Seven Sillies, Shrinking Mouse, You Can't Smell a Flower With Your Ear!, Owl and the Moon, The Night Animals

* Review one story a day

Objectives (Students will...)

1. Apply all vowel sounds listed (7.4)
2. Continue blending, segmenting, deleting (7.3)
3. Continue comprehension strategies (7.7)
4. Review inflectional ending – ing (4.4)
5. Review context clues (4.13)

Essential Question

Refer to individual stories and essential questions listed

Teacher Resources

- | | |
|---------------------------|---------------------------|
| 1. Phonics Practice Book | 5. Leveled Readers |
| 2. Spelling Practice Book | 6. Related Trade Books |
| 3. Grammar Practice Book | 7. Center Manipulatives |
| 4. Reading Practice Book | 8. Supplemental Materials |

Media Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 1 Week 31

Massachusetts Performance Standards

The students will:

5.6 Identify the four basic parts of speech (nouns, verbs, adjectives, & adverbs)

7.3 Use letter sound knowledge

7.4 Demonstrate understanding of the various forms of written English

7.7 Apply independently the most common letter-sound correspondences, read aloud with fluency and comprehension at grade level

19.3 Draw pictures and/or use letters or phonetically spelled words to give others information

Unit 2 Book 5
Unit Theme: Many Paths
Story Theme: Islands
Story 1: A Friend For Little Bear
Genre: Fiction (10.1)

Objectives (Students will...)

1. Introduce oo, review long e, o, a (7.4)
2. Continue blending, segmenting, and deleting sounds (7.3)
3. Continue comprehension strategies and introduce fantasy and reality (7.7)
4. Grammar – introduce subjects (5.6)
5. Interactive writing and independent writing (19.3)

Essential Question

Have you ever visited an island?

What makes an island different from the mainland?

Teacher Resources

- | | |
|---------------------------|---------------------------|
| 1. Phonics Practice Book | 5. Leveled Readers |
| 2. Spelling Practice Book | 6. Related Trade Books |
| 3. Grammar Practice Book | 7. Center Manipulatives |
| 4. Reading Practice Book | 8. Supplemental Materials |

Media Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts.

Quiz: Assessments given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 1 Week 32

Massachusetts Performance Standards

The students will:

5.4 *Recognize the subject – predicate relationships in sentences*

7.5 *Demonstrate orally that phonemes exist*

7.7 *Apply independently the most common letter-sound correspondences, read aloud with fluency and comprehension at grade level*

8.10 *Restate main ideas*

19.3 *Draw pictures and/or use letters or phonetically spelled words to give others information*

Unit 2 Book 5

Unit Theme: Many Paths

Story Theme: Growing/Waiting

Story 2: New Shoes for Sylvia

Genre: Realistic Fiction (10.1)

Objectives (Students will...)

1. Introduce ar words (7.5)
2. Continue blending, segmenting, deleting sounds (7.7)
3. Continue comprehension strategies, discuss main idea (8.10)
4. Grammar – introduce predicates (5.4)
5. Continue interactive writing and independent writing (19.3)

Essential Question

Can you tell me an experience you had about waiting or growing?

Teacher Resources

- | | |
|---------------------------|---------------------------|
| 1. Phonics Practice Book | 5. Leveled Readers |
| 2. Spelling Practice Book | 6. Related Trade Books |
| 3. Grammar Practice Book | 7. Center Manipulatives |
| 4. Reading Practice Book | 8. Supplemental Materials |

Media Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts.

Quiz: Assessments given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 1 Week 33

Massachusetts Performance Standards

The students will:

- 5.6 *Identify the four basic parts of speech (nouns, verbs, adjectives, & adverbs)*
- 7.2 *Demonstrate orally that phonemes exist and they can be manipulated*
- 7.3 *Use letter sound knowledge*
- 7.5 *Demonstrate orally that phonemes exist*
- 7.7 *Apply independently the most common letter-sound correspondences, read aloud with fluency and comprehension at grade level*
- 8.1 *Make predictions using prior knowledge, pictures and text*
- 19.5 *Write or dictate stories that have a beginning, middle and end*

Unit 2 Book 5
Unit Theme: Many Paths
Story Theme: Birds
Story 3: The Story of Blue Bird
Genre: Fiction (10.1)

Objectives (Students will...)

1. Introduce ir, ur, er (7.5, 7.7)
2. Continue blending, segmenting, deleting sounds, HFV (7.2, 7.3, 7.7)
3. Continue comprehension strategies (8.1)
4. Grammar – introduce pronouns (5.6)
5. Continue interactive writing and independent writing (19.5)

Essential Question

Can you tell me about two birds and explain how they are alike and different?

Teacher Resources

- | | |
|---------------------------|---------------------------|
| 1. Phonics Practice Book | 5. Leveled Readers |
| 2. Spelling Practice Book | 6. Related Trade Books |
| 3. Grammar Practice Book | 7. Center Manipulatives |
| 4. Reading Practice Book | 8. Supplemental Materials |

Media Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

*HFV = High Frequency Vocabulary

GRADE 1 ELA Ver 1.0
Sept 2009

Grade 1 Week 34

Massachusetts Performance Standards

The students will:

5.6 Identify the four basic parts of speech (nouns, verbs, adjectives, & adverbs)

7.4 Demonstrate understanding of the various forms of written English

7.7 Apply independently the most common letter-sound correspondences, read aloud with fluency and comprehension at grade level

19.3 Draw pictures and/or use letters or phonetically spelled words to give others information

Unit 2 Book 5

Unit Theme: Many Paths

Story Theme: Famous People

Story 4: Young Amelia Earhart

Genre: Nonfiction (10.1)

Objectives (Students will...)

1. Introduce ou, ow, oi, oy (7.4)
2. Continue blending, segmenting, deleting sounds, HFV (7.4)
3. Continue comprehension strategies (7.7)
4. Grammar – introduce using I and me as pronouns (5.6)
5. Continue interactive writing and independent writing (19.3)

Essential Question

Do you know what having a dream means?

Can you tell me someone you know that had a dream?

Do you have a dream?

Teacher Resources

1. Phonics Practice Book
2. Spelling Practice Book
3. Grammar Practice Book
4. Reading Practice Book
5. Leveled Readers
6. Related Trade Books
7. Center Manipulatives
8. Supplemental Materials

Media Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts.

Quiz: Assessments given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 1 Week 35

Massachusetts Performance Standards

The students will:

- 5.10 *Expand or reduce sentences by adding or deleting modifiers combining or de-combining sentences*
- 7.2 *Demonstrate orally that phonemes exist and they can be manipulated*
- 7.3 *Use letter sound knowledge*
- 7.5 *Demonstrate orally that phonemes exist*
- 7.7 *Apply independently the most common letter-sound correspondences, read aloud with fluency and comprehension at grade level*
- 8.1 *Make predictions using prior knowledge, pictures and text*
- 19.5 *Write or dictate stories that have a beginning, middle and end*

Unit 2 Book 5
 Unit Theme: Many Paths
 Story Theme: Getting Around
 Story 5: On the Go!
 Genre: Nonfiction (10.1)

Objectives (Students will...)

1. Review oo,ar, ir, ur, er, ou, ow, oi, oy (7.5, 7.7)
2. Continue blending, segmenting, deleting sounds, HFV (7.2, 7.3)
3. Continue comprehension strategies (8.1)
4. Grammar – combining sentences using “and” (5.10)
5. Continue interactive writing and independent writing (19.5)

Essential Question

How can you get from one place to another?

Teacher Resources

- | | |
|---------------------------|---------------------------|
| 1. Phonics Practice Book | 5. Leveled Readers |
| 2. Spelling Practice Book | 6. Related Trade Books |
| 3. Grammar Practice Book | 7. Center Manipulatives |
| 4. Reading Practice Book | 8. Supplemental Materials |

Media Resources

1. Computer related software
2. Audio CD’s
3. Transparencies
4. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

*HFV = High Frequency Vocabulary

Grade 1 Week 36

Massachusetts Performance Standards

The students will:

- 5.4 *Recognize the subject – predicate relationships in sentences*
- 5.6 *Identify the four basic parts of speech (nouns, verbs, adjectives, & adverbs)*
- 7.2 *Demonstrate orally that phonemes exist and they can be manipulated*
- 7.3 *Use letter sound knowledge*
- 7.4 *Demonstrate understanding of the various forms of written English*
- 7.5 *Demonstrate orally that phonemes exist*
- 8.1 *Make predictions using prior knowledge, pictures and text*
- 19.5 *Write or dictate stories that have a beginning, middle and end*

Unit 2 Book 5

Unit Theme: Many Paths

Unit Review

Story 1-5: A Friend for Little Bear, New Shoes for Sylvia, The Story of Blue Bird, Young Amelia Earhart, On the Go!

* Review one story a day

Objectives (Students will...)

1. Review oo, ar, ir, ur, er, ou, ow, oi, oy (7.2, 7.3, 7.5)
2. Continue blending, segmenting, deleting sounds, HFV (7.4)
3. Continue comprehension strategies (8.1)
4. Review grammar subjects, predicates, pronouns, using “and” in a sentence (5.4, 5.6)
5. Continue interactive writing and independent writing (19.5)

Essential Question

Refer to questions relating to each individual story

Teacher Resources

- | | |
|---------------------------|---------------------------|
| 1. Phonics Practice Book | 5. Leveled Readers |
| 2. Spelling Practice Book | 6. Related Trade Books |
| 3. Grammar Practice Book | 7. Center Manipulatives |
| 4. Reading Practice Book | 8. Supplemental Materials |

Media Resources

1. Computer related software
2. Audio CD’s
3. Transparencies
4. Smart Board

*HFV = High Frequency Vocabulary

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments: