

**G1 Yearly Plan 2018-2019**

**September 2018**

English Language Arts	Math						
<p><b>Unit 1: “Back to School”</b></p> <p><b>Reading Literature &amp; Informational Text</b></p> <ul style="list-style-type: none"> <li>• Concepts of print, main idea, summarizing, understanding characters, infer/predict, sequence, text and graphic features, questioning</li> </ul> <p><b>Reading Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Phonemic Awareness/Phonics                             <ul style="list-style-type: none"> <li>◦ Beginning sounds, blending phonemes; short vowels <i>a,i,o,e</i>, consonants <i>n,d,p,f,r,h,z,b,g, l,x, y,w,k,v,j</i> phonogram <i>-it, -et</i></li> </ul> </li> <li>• Fluency                             <ul style="list-style-type: none"> <li>◦ High frequency words, word recognition, accuracy, phrasing with punctuation, intonation</li> </ul> </li> </ul> <p><b>Listening &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>• How to have a good discussion, ask and answer questions, listening comprehension, using visuals</li> </ul> <p><b>Language Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Vocabulary                             <ul style="list-style-type: none"> <li>◦ Classify and categorize words, multiple meaning words, alphabetical order</li> </ul> </li> <li>• Spelling Words ( short a, short i, short o, short e)</li> <li>• Grammar                             <ul style="list-style-type: none"> <li>◦ Nouns, possessives, action verbs (present tense), adjectives (size and shape)</li> </ul> </li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Narrative                             <ul style="list-style-type: none"> <li>◦ Labels, captions, sentences, class story</li> <li>◦ Focus Traits: Ideas, word choice</li> </ul> </li> </ul>	<p><b>Critical Area: Operations and Algebraic Thinking</b></p> <p>Chapter 1: Addition Concepts</p> <table border="0"> <tr> <td> <ul style="list-style-type: none"> <li>• Use Pictures to Add To</li> <li>• Model Adding To</li> <li>• Model Putting Together</li> <li>• Model Addition</li> </ul> </td> <td> <ul style="list-style-type: none"> <li><input type="checkbox"/> Add Zero</li> <li><input type="checkbox"/> Add in Any Order</li> <li><input type="checkbox"/> Put Together Numbers to 10</li> <li><input type="checkbox"/> Addition to 10</li> </ul> </td> </tr> </table> <table border="1"> <thead> <tr> <th align="center">Science</th> <th align="center">Social Studies</th> </tr> </thead> <tbody> <tr> <td> <p><b>Unit 1 - Engineering</b></p> <ul style="list-style-type: none"> <li>• How Do Engineers Use Technology?</li> <li>• How Can We Solve a Problem?</li> </ul> </td> <td> <p><b>Unit 1: “My School, My Community</b></p> <ul style="list-style-type: none"> <li>• How do people best cooperate?                                     <ul style="list-style-type: none"> <li>• “I Am a Good Citizen”</li> <li>• “My Rights and Responsibilities”</li> <li>• “I Follow Rules”</li> </ul> </li> </ul> </td> </tr> </tbody> </table> <p align="center"><b>Global Citizenship</b></p>	<ul style="list-style-type: none"> <li>• Use Pictures to Add To</li> <li>• Model Adding To</li> <li>• Model Putting Together</li> <li>• Model Addition</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Add Zero</li> <li><input type="checkbox"/> Add in Any Order</li> <li><input type="checkbox"/> Put Together Numbers to 10</li> <li><input type="checkbox"/> Addition to 10</li> </ul>	Science	Social Studies	<p><b>Unit 1 - Engineering</b></p> <ul style="list-style-type: none"> <li>• How Do Engineers Use Technology?</li> <li>• How Can We Solve a Problem?</li> </ul>	<p><b>Unit 1: “My School, My Community</b></p> <ul style="list-style-type: none"> <li>• How do people best cooperate?                                     <ul style="list-style-type: none"> <li>• “I Am a Good Citizen”</li> <li>• “My Rights and Responsibilities”</li> <li>• “I Follow Rules”</li> </ul> </li> </ul>
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**Notes/ Reflection**

**English Language Arts**

**Unit 1 Continued/Unit 2**

**Reading Literature & Informational Text**

- Story structure, summarize, infer/predict, understanding characters, sequencing, main idea/details

**Reading Foundational Skills**

- Phonemic Awareness/Phonics
  - Final sounds, segment phonemes, blend phonemes;short u, review short a/i, consonants: qu, z, double final consonants and ck, clusters with r, phonogram: -ack,-ip,
- Fluency
  - High frequency words, accuracy: self-correct, expression, rate

**Listening & Speaking**

- Listening comprehension, ask and answer questions: about stories, discuss informational text: compare and contrast

**Language Foundational Skills**

- Vocabulary
  - Synonyms, shades of meaning, using a glossary
- Spelling Words ( short u, short a, short i)
- Grammar
  - Adjectives (color and number), complete sentences, commas in a series

**Writing**

- Narrative writing/informative writing
  - Class story, sentences that describe, poetry,
  - Focus Traits: ideas, word choice

**Math**

**Critical Area: Operations and Algebraic Thinking**

Chapter 2: Subtraction Concepts

- |   |  |
|---|--|
| ● Use Pictures to Show Taking Form        | <input type="checkbox"/> Subtract to Compare         |
| ● Model Taking Form                       | <input type="checkbox"/> Subtract All or Zero        |
| ● Model Taking Part                       | <input type="checkbox"/> Take Apart Numbers          |
| ● Model Subtraction                       | <input type="checkbox"/> Subtraction from 10 or Less |
| ● Use Pictures and Subtraction to Compare |  |

**Science**

**Social Studies**

**Unit 1 - Engineering Cont.**

- How Can We Solve a Problem?

**Unit 2 - Sound**

- What is Sound?
- How Can We Communicate With Sound?

**Unit 1: My School, My Community” Cont.**

- “My Leaders”
- “American Government”
- “Symbols of the United States”
- GCC Connection: “The U.A.E.”

**Global Citizenship**

**Notes/ Reflection**

**November 2018**

**English Language Arts**

**Unit 2 continued**  
**Reading Literature & Informational Text**  
 • Sequence of events, text and graphic features, story structure, visualize

**Reading Foundational Skills**  
 • Phonemic Awareness/Phonics  
     ○ Segment phonemes, middle sound; Review short o, e, u; Clusters with l, blends with s, final blends, phonograms: -ock, -ump

• Fluency  
     ○ High frequency words, phrasing: natural pauses, accuracy: word recognition, stress

**Listening & Speaking**  
 • Listening comprehension, discuss sensory and feeling words

**Language Foundational Skills**  
 • Vocabulary  
     ○ Define words, antonyms, synonyms

• Spelling Words (short o, e, u)

• Grammar  
     ○ Statements, singular and plural nouns, using a, an, and the

**Writing**  
 • Informative writing  
     ○ Thank-you notes, description  
     ○ Focus Traits: word choice, ideas, organization

**Math**

**Critical Area: Operations and Algebraic Thinking**  
 Chapter 3: Addition Strategies

• Add in Any Order	<input type="checkbox"/> Practice the Strategies
• Count On	<input type="checkbox"/> Add 10 and More
• Add Doubles	<input type="checkbox"/> Make a 10 to Add
• Use Doubles to Add	<input type="checkbox"/> Use Make a 10 to Add
• Doubles Plus 1 and Doubles Minus 1	

<b>Science</b>	<b>Social Studies</b>
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**Unit 2 - Sound Cont.**  
 • How Can We Communicate With Sound?

**Unit 3 - Light**  
 • How Does Light Help Us See?

**Unit 2: "Work in the Community"**  
 • How do people get what they need?  
     • "What We Need, What We Want"  
     • "Why We Make Choices"  
     • "Goods and Services"  
     • "Buying and Selling"

**Global Citizenship**

**Notes/ Reflection**

**December 2018**

**English Language Arts**

**Unit 3**  
**Reading Literature & Informational Text**

- Author’s purpose, sequence of events, cause and effect

**Reading Foundational Skills**

- Phonemic Awareness/Phonics
  - Blend and segment phonemes, substitute initial phonemes; digraphs: th, ch, tch, sh,wh,ph, phonogram -atch, base words and -s, -es, -ed, -ing endings, possessives with ‘s, contractions with ‘s, n’t
- Fluency
  - High frequency words, phrasing punctuation, rate, accuracy: word recognition

**Listening & Speaking**

- Listening comprehension, giving clear descriptions, discuss informational text: compare and contrast

**Language Foundational Skills**

- Vocabulary
  - Classify and categorize color words, homophones, word endings: -ed, -ing, or -s
- Spelling Words (th, ch, tch, sh, wh, ph
- Grammar
  - Proper nouns, commands, subjects and verbs (subject-verb agreement)

**Writing**

- Informative Writing
  - Sentences that inform (adverbs), instructions
  - Focus Traits: ideas, sentence fluency

**Math**

**Critical Area: Operations and Algebraic Thinking**  
 Chapter 4: Subtraction Strategies

- Count Back  Use 10 to Subtract
- Think Addition to Subtract  Break Apart to Subtract
- Use Think Addition to Subtract  Use Subtraction Strategies

Chapter 5: Addition and Subtraction Relationships

- Add or Subtract  Identify Related Facts
- Record Related Facts

**Science**

**Unit 3 - Light Cont.**

- How Do Materials Block Light?
- How Does Light Travel?

**Social Studies**

**Unit 2: “Work in the Community” Cont.**

- How do people get what they need?
  - “Spending and Saving”
  - “Jobs People Do”
  - GCC Connection: “Local Economy”

**Global Citizenship**

**Notes/ Reflection**

**English Language Arts**

**Unit 3 continued/Unit 4**  
**Reading Literature & Informational Text**

- Conclusions, compare and contrast, main idea and details

**Reading Foundational Skills**

- Phonemic Awareness/Phonics
  - Middle sound, substitute medial phonemes, substitute final sounds, distinguish vowel sounds
- Fluency
  - Expression, intonation, stress

**Listening & Speaking**

- Speaking about a topic

**Language Foundational Skills**

- Vocabulary
  - Shades of meaning, suffixes: -er, -est, -y, -ful
- Spelling Words (long a, i, o)
- Grammar
  - Questions (what is a question, writing questions), verbs and time (present and past tense), the very “be” (using is, are, was, and were)

**Writing**

- Informative writing, Narrative writing
  - Report, sentences about yourself (main idea)
  - Focus Traits: ideas, word choice

**Math**

**Critical Area: Operations and Algebraic Thinking**  
 Chapter 5: Addition and Subtraction Relationships

- Use Addition to Check Subtraction  Ways to Make Numbers to 20
- Unknown Numbers  Equal or Not Equal
- Use Related Facts  Facts Practice to 20
- Choose an Operation

**Critical Area: Numbers and Operations in Base 10**  
 Chapter 6: Count and Model Numbers

- Count by Ones to 120  Understand 10 and Ones
- Count by Tens to 120  Make 10 and Ones

**Science**

**Unit 4 - Plants & Animals**

- What Parts Help Plants Live?
- What Body Parts Help Animals Stay Safe?

**Social Studies**

**Unit 3: “Lookin at Our World”**

- What is the world like?
  - “Where Things Are Located”
  - “Maps and Globes”
  - “Land and Water”
  - “Continents and Oceans”

**Global Citizenship**

**Notes/ Reflection**

**English Language Arts**

**Math**

**Unit 4**  
**Reading Literature & Informational Text**  
 • Compare and contrast, author’s purpose, sequence of events, visualize

**Reading Foundational Skills**  
 • Phonemic Awareness/Phonics  
     ○ Substitute phonemes: medial, final, blend phonemes, identify phonemes,; CV, CVCe vowel pairs: ai, ay, ee, ea, oa, ow; final ng, nk, ; contractions ‘ll, ‘d, ‘ve, ‘re; phonograms: -ink, -ay, -ain, -ow, oat

• Fluency  
     ○ High frequency words, phrasing: attention to question mark, expression, intonation

**Listening & Speaking**  
 • Speaking to persuade, using visuals

**Language Foundational Skills**  
 • Vocabulary  
     ○ Define words, multiple meaning words, synonyms

• Spelling Words (long e; vowel pairs ai, ay, oa, ow)

• Grammar  
     ○ Produce and expand compound sentences, names of months, days, holidays (commas in dates), future tense: using *will* using *going to*

**Writing**  
 • Narrative  
     ○ Sentences about yourself, friendly letter, personal narrative  
     ○ Focus Traits: ideas, sentence fluency, organization

**Critical Area: Numbers and Operations in Base 10**  
 Chapter 6: Count and Model Numbers

- Tens  Show Numbers in Different Ways
- Tens and Ones to 50  Model, Read and Write Numbers from 100 to 110
- Tens and Ones to 100

**Critical Area: Numbers and Operations in Base 10**  
 Chapter 7: Compare Numbers

- Greater Than  Compare Numbers
- Less Than  10 Less, 10 More
- Use Symbols to Compare

<b>Science</b>	<b>Social Studies</b>
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**Unit 4 - Plants & Animals Cont.**

- What Body Parts Help Animals Meet Their Needs?
- How Do Plants and Animals Respond?

**Unit 3: “Lookin at Our World” Cont.**

- What is the world like?
  - “Our Environment”
  - “Getting From Here to There”
  - GCC Connection: “Geography of the Gulf Countries”

**Global Citizenship**

**Notes/ Reflection**

**English Language Arts**

**Unit 4 continued/Unit 5**

**Reading Literature & Informational Text**

- Cause and effect, story structure, conclusions

**Reading Foundational Skills**

- Phonemic Awareness/Phonics
  - recognize, segment, and combine syllables, identify medial phonemes, substitute vowel sounds; compound words, short /ë/, r-controlled vowels: ar, or, ore, er, ir, ur
- Fluency
  - Rate, phrasing: natural pauses, accuracy: connected text

**Listening & Speaking**

- Using sensory words about feelings, giving clear explanations

**Language Foundational Skills**

- Vocabulary
  - Compound words, prefix re-, using a dictionary entry
- Spelling Words (compound words, r-controlled vowels: ar, er, ir, ur)
- Grammar
  - Prepositions and prepositional phrases (where and when), subject pronouns (name one, name more than one), pronouns (I, and me)

**Writing**

- Narrative Writing
  - Personal narrative, story sentences (dialogue), story sentences (vivid verbs)
  - Focus Traits: word choice, voice

**Math**

**Critical Area: Numbers and Operations in Base 10**

Chapter 8: 2-Digit Addition and Subtraction

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>● Add and Subtract within 20</li> <li>● Add Tens</li> <li>● Subtract Tens</li> <li>● Use a Hundred Chart to Add</li> <li>● Use Models to Add</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Make 10 to Add</li> <li><input type="checkbox"/> Use Place Value to Add</li> <li><input type="checkbox"/> Addition Word Problems</li> <li><input type="checkbox"/> Related Addition and Subtraction</li> <li><input type="checkbox"/> Practice Addition and Subtraction</li> </ul> |
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**Science**

**Unit 5 - Living Things and Their Young**

- How Do Plants Look Like Their Parents?
- How Do Animals Look Like Their Parents?

**Social Studies**

**Unit 4: "Traditions We Share"**

- How is culture shared?
  - "What is Culture?"
  - "Families Are Alike and Different"
  - "What Are Our Celebrations?"
  - "Americans Celebrate Their Nation"
  - "Stories From the Past"

**Global Citizenship**

**Notes/ Reflection**

**English Language Arts**

**Unit 5 continued/Unit Reading Literature & Informational Text**

- Cause and effect, sequence of events, understanding characters

**Reading Foundational Skills**

- Phonemic Awareness/Phonics
  - Substitute vowel sounds, identify and segment syllables, add phonemes; vowel combinations: oo, ou, ew, ow, oi, oy, au, aw
- Fluency
  - High frequency words, stress, expression, phrasing: attention to punctuation

**Listening & Speaking**

- Speaking to express an opinion, speaking about a topic

**Language Foundational Skills**

- Vocabulary
  - Define words, multiple meaning words, synonyms w/ introduction to thesaurus
- Spelling Words (digraph oo, ou, ew, vowel combinations ou, ow)
- Grammar
  - Possessive pronouns: my, your, his, her/mine, yours, his, hers

**Writing**

- Narrative Writing
  - Story summary, story,
  - Focus Traits: organization, ideas, sentence fluency

**Math**

**Critical Area: Measurement and Data**  
Chapter 9: Measurement

<ul style="list-style-type: none"> <li>● Order Length</li> <li>● Indirect measurement</li> <li>● Use Non-Standard Units to Measure Length</li> <li>● Make a Non-Standard Measuring Tool</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Measure and Compare</li> <li><input type="checkbox"/> Time to the Hour</li> <li><input type="checkbox"/> Time to the Half Hour</li> <li><input type="checkbox"/> Practice Time to the Hour and Half</li> </ul>
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**Critical Area: Measurement and Data**  
Chapter 10: Represent Data

<ul style="list-style-type: none"> <li>● Read Picture Graphs</li> <li>● Make Picture Graphs</li> <li>● Read Bar Graphs</li> <li>● Make Bar Graphs</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Tally Charts</li> <li><input type="checkbox"/> Make Tally Charts</li> <li><input type="checkbox"/> Represent Data</li> </ul>
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Science	Social Studies
<p><b>Unit 5 - Living Things and Their Young Continued</b></p> <ul style="list-style-type: none"> <li>● How Do Animals Take Care of Their Young?</li> </ul> <p><b>Unit 6 - Objects and Patterns in the Sky</b></p> <ul style="list-style-type: none"> <li>● How Do Objects in the Sky Seem to Change?</li> </ul>	<p><b>Unit 4: "Traditions We Share" Cont.</b></p> <ul style="list-style-type: none"> <li>● How is culture shared?</li> <li>● "Sharing Our Cultures"</li> <li>● GCC Connection: "Traditions in the Gulf Countries"</li> </ul>

**Global Citizenship**

**Notes/ Reflection**



May 2019					
English Language Arts	Math				
<p><b>Unit 6</b></p> <p><b>Reading Literature &amp; Informational Text</b></p> <ul style="list-style-type: none"> <li>Compare and contrast, author's purpose, story structure, understanding characters</li> </ul> <p><b>Reading Foundational Skills</b></p> <ul style="list-style-type: none"> <li>Phonemic Awareness/Phonics <ul style="list-style-type: none"> <li>Substitute vowel sounds, identify and segment syllables, delete phonemes, distinguish vowel sounds; base words (CVCe, CVC) with endings -ed, -ing, long e (y, ie), long i (igh, y, ie), long a, e, i, o, u, syllable -le, phonograms: -ight, -y, base words/inflections: -ed, -ing, -er, -est, -es, er, -est (change y to i)</li> </ul> </li> <li>Fluency <ul style="list-style-type: none"> <li>High frequency words, accuracy (self-control), intonation, expression</li> </ul> </li> </ul> <p><b>Listening &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>Compare and contrast storing, using visuals</li> </ul> <p><b>Language Foundational Skills</b></p> <ul style="list-style-type: none"> <li>Vocabulary <ul style="list-style-type: none"> <li>Figurative language (idioms), classify and categorize: emotion words, homographs, prefix un-</li> </ul> </li> <li>Spelling Words (-ed, -ing, -er, -est endings, long i, suffixes -ly, -y, -ful)</li> <li>Grammar <ul style="list-style-type: none"> <li>Exclamations, four types of sentences (statements, question, exclamation, command), adjectives for taste and smell, adjectives for sound and texture, adverbs for how and where, adverbs for when and how much</li> </ul> </li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Opinion Writing <ul style="list-style-type: none"> <li>Opinion sentences, opinion paragraph</li> <li>Focus Traits: voice, sentence fluency, ideas</li> </ul> </li> </ul>	<p><b>Critical Area: Geometry</b></p> <p>Chapter 11: Three-Dimensional Geometry</p> <ul style="list-style-type: none"> <li>Three-Dimensional Shapes <input type="checkbox"/> Take Apart Three-Dimensional Shapes</li> <li>Combine Three-Dimensional Shapes <input type="checkbox"/> Two-Dimensional Shapes on Three-Dimensional Shapes</li> <li>Make New Three-Dimensional Shapes</li> </ul> <p>Chapter 12: Two-Dimensional Geometry</p> <ul style="list-style-type: none"> <li>Sort Two-Dimensional Shapes <input type="checkbox"/> Find Shapes in Shapes</li> <li>Describe Two-Dimensional Shapes <input type="checkbox"/> Take Apart Two-Dimensional Shapes</li> <li>Combine Two-Dimensional Shapes <input type="checkbox"/> Equal or Unequal Parts</li> <li>Combine More Shapes <input type="checkbox"/> Halves</li> <li>Make New Two-Dimensional Shapes <input type="checkbox"/> Fourths</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Science</th> <th style="width: 50%; text-align: center;">Social Studies</th> </tr> </thead> <tbody> <tr> <td> <p><b>Unit 6 - Objects and Patterns in the Sky Continued</b></p> <ul style="list-style-type: none"> <li>What Are Patterns of Daylight?</li> </ul> </td> <td> <p><b>Unit 5: "Our Past, Our Present"</b></p> <ul style="list-style-type: none"> <li>How does life change throughout history? <ul style="list-style-type: none"> <li>"Measuring Time"</li> <li>"Talking About Time"</li> <li>"How We Learn About History"</li> <li>GCC Connection: "History of the Gulf Countries"</li> </ul> </li> </ul> </td> </tr> </tbody> </table> <p style="text-align: center;"><b>Global Citizenship</b></p>	Science	Social Studies	<p><b>Unit 6 - Objects and Patterns in the Sky Continued</b></p> <ul style="list-style-type: none"> <li>What Are Patterns of Daylight?</li> </ul>	<p><b>Unit 5: "Our Past, Our Present"</b></p> <ul style="list-style-type: none"> <li>How does life change throughout history? <ul style="list-style-type: none"> <li>"Measuring Time"</li> <li>"Talking About Time"</li> <li>"How We Learn About History"</li> <li>GCC Connection: "History of the Gulf Countries"</li> </ul> </li> </ul>
Science	Social Studies				
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<p><b>Notes/ Reflection</b></p>					

**English Language Arts**

**Math**

- Reading Literature & Informational Text**
  -
- Reading Foundational Skills**
  - Decoding
    -
  - Fluency
    -
- Listening & Speaking**
  -
- Language Foundational Skills**
  - Vocabulary
    -
  - Spelling Words
  - Grammar
    -
- Writing**
  - - 
    - Focus Traits:

<b>Science</b>	<b>Social Studies</b>
<b>Global Citizenship</b>	

**Grade 1 Yearly Planner--August 29 -- November 1**

Sunday	Monday	Tuesday	Wednesday	Thursday
			29-8	30-8
2-9 Benchmark Assessments	3-9 Benchmark Assessments	4-9 Benchmark Assessments	5-9 Benchmark Assessments	6-9 Benchmark Assessments
9-9 Back to School (Review)/lesson 1	10-9	11-9	12-9 Islamic New Year No School	13-9
16-9 Lesson 2	17-9	18-9 Early Release Day	19-9 Early Release Day	20-9 Red Day
23-9 Lesson 3	24-9	25-9	26-9	27-9 Yellow Day
30-9 Lesson 4	1-10	2-10	3-10	4-10 Blue Day
7-10 Lesson 5	8-10	9-10 Early Release Day	10-10	11-10 Orange Day
14-10 Performance Task Assessment	15-10	16-10	17-10 Green Day	18-10 IEP Meetings No School for Students
21-10 IEP Meetings No School for Students	22-10 Lesson 6	23-10	24-10	25-10 Purple Day
28-10 Lesson 7	29-10	30-10	31-10	1-11 Pink Day

**Grade 1 Yearly Planner--November 4 -- January 17**

Sunday	Monday	Tuesday	Wednesday	Thursday
4-11 Lesson 8	5-11	6-11	7-11 Early Release Day/ Parent Teacher Conferences	8-11 Early Release Day/ Parent Teacher Conferences  Black & White Day
11-11 Lesson 9	12-11	13-11 Early Release Day	14-11	15-11 Gray Day
18-11 Lesson 10	19-11	20-11	21-11 Prophet's Birthday No School	22-11 Brown Day
25-11 Performance Task Assessment	26-11	27-11	28-11	29-11
2-12 Lesson 11	3-12	4-12	5-12	6-12
9-12 Lesson 12	10-12	11-12 Early Release Day	12-12	13-12
16-12 Lesson 13	17-12	18-12	19-12	20-12
6-1 Lesson 14	7-1	8-1	9-1	10-1
13-1 Lesson 15	14-1	15-1 Early Release Day	16-1	17-1

**Grade 1 Yearly Planner--January 20 -- March 21**

Sunday	Monday	Tuesday	Wednesday	Thursday
20-1 Lesson 16	21-1	22-1	23-1	24-1
27-1 Performance Task Assessment	28-1	29-1	30-1 Early Release Day Parent Teacher Conferences	31-1 Early Release Day Parent Teacher Conferences
3-2 Lesson 17	4-2	5-2	6-2	7-2
10-2 Lesson 18	11-2	12-2	13-2	14-2
17-2 Lesson 19	18-2	19-2 Early Release Day	20-2	21-2
24-2	25-2 National & Liberation Holiday--No School	26-2 National & Liberation Holiday--No School	27-2	28-2
3-3 Lesson 20	4-3	5-3	6-3	7-3
10-3 Performance Task Assessment	11-3	12-3 Early Release Day	13-3	14-3
17-3 Lesson 21	18-3	19-3	20-3	21-3

**Grade 1 Yearly Planner--March 24 -- June 3**

Sunday	Monday	Tuesday	Wednesday	Thursday
24-3 Lesson 22	25-3	26-3	27-3 Early Release Day Parent Teacher Conference	28-3 Early Release Day Parent Teacher Conference
7-4 Lesson 23	8-4	9-4	10-4	11-4
14-4 Lesson 24	15-4	16-4 Early Release Day	17-4	18-4
21-4 Lesson 25	22-4	23-4	24-4	25-4
28-4 Performance Task Assessment	29-4	30-4	1-5	2-5
5-5 Lesson 26	6-5	7-5	8-5	9-5
12-5 IEP Meetings No School for Students	13-5 Lesson 27	14-5	15-5	16-5
19-5 Lesson 28	20-5	21-5	22-5	23-5
26-5 Lesson 29	27-5	28-5	29-5	30-5
2-6	3-6			

