

**Grade 1 Yearly Plan 2019-2020**

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></li> </ul> </li> <li>• Fluency               <ul style="list-style-type: none"> <li>○ High frequency words, word recognition and accuracy</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 and 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: Numbers and Operations in Base 10</b> Chapter 6: Count and Model Numbers</p> <ul style="list-style-type: none"> <li>• Tens <input type="checkbox"/> Show Numbers in Different Ways</li> <li>• Tens and Ones to 50 <input type="checkbox"/> Model, Read and Write Numbers from 100 to 110</li> <li>• Tens and Ones to 100</li> </ul> <p><b>Critical Area: Numbers and Operations in Base 10</b> Chapter 7: Compare Numbers</p> <ul style="list-style-type: none"> <li>• Greater Than <input type="checkbox"/> Compare Numbers</li> <li>• Less Than 10 Less, 10 More</li> <li>• Use Symbols to Compare</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Science</th> <th style="width: 50%;">Social Studies</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p><b>Unit 2 - Sound</b></p> <ul style="list-style-type: none"> <li>• What is Sound?</li> <li>• How Can We Communicate With Sound?               <ul style="list-style-type: none"> <li>• Make percussion instruments</li> </ul> </li> </ul> </td> <td style="vertical-align: top;"> <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> <li>• Class rules, classroom pledge</li> </ul> </li> </ul> </td> </tr> </tbody> </table> <p style="text-align: center;"><b>Global Citizenship</b></p>	Science	Social Studies	<p><b>Unit 2 - Sound</b></p> <ul style="list-style-type: none"> <li>• What is Sound?</li> <li>• How Can We Communicate With Sound?               <ul style="list-style-type: none"> <li>• Make percussion instruments</li> </ul> </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> <li>• Class rules, classroom pledge</li> </ul> </li> </ul>
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<p><b>Notes/ Reflection</b> Review Alphabet sounds - focus on consonants <span style="float: right;">Go over school rules and procedures, train stamina</span></p>					

October 2018

**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
  - Beginning sounds, segment phonemes, blend phonemes; short u, review short a/i, consonants: qu, z,
- Fluency
  - High frequency words, accuracy: self-correct
    - Colour words

**Listening & Speaking**

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

**Language Foundational Skills**

- Vocabulary
  - Alphabetical order, using a glossary
- Spelling Words ( short u, short a, short i)
- Grammar
  - Adjectives (color and number), complete sentences

**Writing**

- Narrative writing
  - Class story
  - Focus Traits: ideas, word choice → planning

**Math**

**Critical Area: Operations and Algebraic Thinking**

Chapter 1: Addition Concepts

- Use Pictures to Add To  Add Zero
- Model Adding To  Add in Any Order
- Model Putting Together  Put Together Numbers to 10
- Model Addition  Addition to 10

**Critical Area: Measurement and Data**

Chapter 9: Measurement

- Order Length  Measure and Compare
- Indirect measurement  Time to the Hour
- Use Non-Standard Units to Measure Length  Time to the Half Hour
- Make a Non-Standard Measuring Tool  Practice Time to the Hour and Half

**Science**

**Unit 2 - Sound Cont.**

How Can We Communicate With Sound?

**Unit 6 - Objects and Patterns in the Sky**

- How Do Objects in the Sky Seem to Change?

**Social Studies**

**Unit 1: My School, My Community”  
Finish up**

**Unit 5: “Our Past, Our Present”**

- How does life change throughout history?
- “Measuring Time”
- “Talking About Time”
- “How We Learn About History”
- GCC Connection: “History of the Gulf Countries”

**Global Citizenship**

**Notes/ Reflection**

Review alphabet sounds - Book making and planning

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, final sounds; Review vowels
  - Clusters with l, blends with s,
- 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**

- Narrative writing
  - Focus Traits: word choice, ideas, organization

**Math**

**Chapter 1 and 9 continued until finished.**

**Critical Area: Operations and Algebraic Thinking**

Chapter 2: Subtraction Concepts

- Use Pictures to Show Taking Form  Subtract to Compare
- Model Taking Form  Subtract All or Zero
- Model Taking Part  Take Apart Numbers
- Model Subtraction  Subtraction from 10 or Less
- Use Pictures and Subtraction to Compare

**Critical Area: Measurement and Data**

Chapter 10: Represent Data

- Read Picture Graphs  Read Tally Charts
- Make Picture Graphs  Make Tally Charts
- Read Bar Graphs  Represent Data
- Make Bar Graphs

**Science**

**Unit 6 - Objects and Patterns in the Sky Continued**

- What Are Patterns of Daylight?

**Unit 3 - Light**

- How Does Light Help Us See?

**Social Studies**

**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**

Review vowels, l blends, s blends

December 2018

**English Language Arts**

**Math**

**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, base words and -s, -es, -ed, -ing endings
- 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

Chapter 2 and 10 continued until completed.  
Start looking at shapes and geometry.

**Science**

**Social Studies**

**Unit 3 - Light Cont.**

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

**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:**

**Field Trip to Kidzania**

January 2019

**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 possessives with 's, contractions with 's, n't
- Fluency
  - Expression, intonation, stress

**Listening & Speaking**

- Speaking about a topic

**Language Foundational Skills**

- Vocabulary
- 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
  - Report, sentences about yourself (main idea)
  - Focus Traits: ideas, word choice
  - Informative writing
    - Thank-you notes, description

**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

Chapter 12: Two-Dimensional Geometry

- |                                   |                          |                                   |
|-----------------------------------|--------------------------|-----------------------------------|
| • Sort Two-Dimensional Shapes     | <input type="checkbox"/> | Find Shapes in Shapes             |
| • Describe Two-Dimensional Shapes | <input type="checkbox"/> | Take Apart Two-Dimensional Shapes |
| • Combine Two-Dimensional Shapes  | <input type="checkbox"/> | Equal or Unequal Parts            |
| • Combine More Shapes             | <input type="checkbox"/> | Halves                            |
| • Make New Two-Dimensional Shapes | <input type="checkbox"/> | Fourths                           |

**Science**

**Unit 4 - Plants & Animals**

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

**Social Studies**

**Unit 3: "Looking 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**

Review sounds from before break

February 2019

**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, 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**

- Informative writing
  - Report, sentences about yourself (main idea)
  - Focus Traits: ideas, word choice
  - Informative writing
    - Thank-you notes, description, how to

**Finish chapter 12 and 3 until completed**

**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

**Critical Area: Geometry**

Chapter 11: Three-Dimensional Geometry

- Three-Dimensional Shapes  Take Apart Three-Dimensional Shapes
- Combine Three-Dimensional Shapes  Two-Dimensional Shapes on Three-
- Make New Three-Dimensional Shapes  Dimensional Shapes

**Science**

**Social Studies**

**Unit 4 - Plants & Animals Cont.**

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

**Unit 3: "Looking 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**

**Vowel pairs - Build 3D animal structures**

March 2019

**English Language Arts**

**Math**

**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 /ě/, r-controlled vowels: ar, or, ore, er, ir, ur → BOSSY R
- 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

Finish 4 and 11 until completed.

**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

**Science**

**Social Studies**

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

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

**Global Citizenship**

**Notes/ Reflection**

**BOSSY R**

April 2019

**English Language Arts**

**Math**

**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

Chapter 5: Addition and Subtraction Relationships

- Add or Subtract Facts  Identify Related Facts
- Record Related Facts

Start Chapter 8.

**Science**

**Social Studies**

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

- How Do Animals Take Care of Their Young?

**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**

**When two vowels go walking**



May 2019

**English Language Arts**

**Unit 6**

**Reading Literature & Informational Text**

- Compare and contrast, author's purpose, story structure, understanding characters

**Reading Foundational Skills**

- Phonemic Awareness/Phonics
  - 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)
- Fluency
  - High frequency words, accuracy (self-control), intonation, expression

**Listening & Speaking**

- Compare and contrast storing, using visuals

**Language Foundational Skills**

- Vocabulary
  - Figurative language (idioms), classify and categorize: emotion words, homographs, prefix un-
- Spelling Words ( -ed, -ing, -er, -est endings, long i, suffixes -ly, -y, -ful)
- Grammar
  - 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

**Writing**

- Opinion Writing
  - Opinion sentences, opinion paragraph
  - Focus Traits: voice, sentence fluency, ideas

**Math**

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

Chapter 8: 2-Digit Addition and Subtraction

- Add and Subtract within 20  Make 10 to Add
- Add Tens  Use Place Value to Add
- Subtract Tens  Addition Word Problems
- Use a Hundred Chart to Add  Related Addition and Subtraction
- Use Models to Add  Practice Addition and Subtraction

**Science**

**Social Studies**

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

- How is culture shared?
- "Sharing Our Cultures"
- GCC Connection: "Traditions in the Gulf Countries"

**Global Citizenship**

**Notes/ Reflection**

**Magic E**

June 2019

**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:

**Science**

**Social Studies**

**Global Citizenship**

**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			