

# First Grade First Six Weeks

## Theme: Good Times We Share

	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
<b>Reading</b>	<p><u>Lunch</u> Predicting Voc: lunch, tasty, crisp, sweet, tender</p> <p><u>Mariza en la escuela</u> Predecir Voc: mascota, nombre, mochila, irse, primer</p>	<p><u>Lunch</u> Classifying Voc: lunch, tasty, crisp, sweet, tender</p> <p><u>Mariza en la escuela</u> Clasificar Voc: mascota, nombre, mochila, irse, primer</p>	<p><u>Lots of Dads</u> Main Idea Voc: Chores, errands, proud, not, now</p> <p><u>Muchos papás</u> Idea principal Voc: jugar, trabajar, de, paseo, orgullosos</p>	<p><u>Lots of Dads</u> Fact/Fantasy Voc: chores, errands, proud, not, now</p> <p><u>Muchos papás</u> Realidad y fantasía Voc: jugar, trabajar, de, paseo, orgullosos</p>	<p><u>Tumble Bumble</u> Sequence Voc: strolled, grinned, squealed, bounced</p> <p><u>Bernardo Y Canelo</u> Secuencia Voc: ejercicio, payaso, trucos</p>	<p><u>Tumble Bumble</u> Recall &amp; Retell Voc: strolled, grinned, squealed, bounced</p> <p><u>Bernardo Y Canelo</u> Recordar y volver a contar Voc: ejercicio, payaso, trucos</p>
<b>Sight Words</b>	<p>the, of, and, a, to, in</p> <p>red, yellow, blue, I, see, a;</p> <p>el, la, soy, yo, osito, quiero</p>	<p>is, you, that, it, he, was</p> <p>can, look, at, the, my, and;</p> <p>también, así, tu, tengo, no, pero</p>	<p>for, on, are, as, with, his</p> <p>big, it, is, in, little, have</p> <p>es, está, mamá, papá</p>	<p>they, I, at, be, this, have</p> <p>not, you, do, like, to, that</p> <p>a, como, me, también</p>	<p>from, or, one, had, by, word</p> <p>get, what, we, one, two, three</p> <p>con, en, gracias, gustan, le, más, o, usted</p>	<p>but, not, what, all, were, we</p> <p>up, but, go, where, here, am</p> <p>así, eres, no, Osito, puede, soy</p>
<b>Phonics</b>	<p>Letters Mm, Rr, Ss, Tt, Bb, and Aa</p> <p>Color Words: yellow, blue, green, white, purple, orange, black, brown</p>	<p>Letters Cc, Nn, Pp</p> <p>Shapes: circle, triangle, square, rectangle</p> <p>Spelling Words: a, am, pan, map, bats, can, tap, naps, sat, at, see, the</p>	<p>Letters Ff, Gg, Ll, li,</p> <p>Number Words: one, two, three, four, five, six, seven, eight, nine, ten</p> <p>Spelling Words: it, big, if, is, fig, in, lip, sip, lag, rip, have, little</p>	<p>Letters Hh, Dd, Kk, Oo</p> <p>Describing words</p> <p>Spelling Words: hot, kid, dog, on, not, pop, hip, fog, pot, got, like, you</p>	<p>Letters Jj, Ww, Vv, Ee</p> <p>Rhyming Words</p> <p>Spelling Words: wet, win, bed, get, jet, hen, men, ten, vet, pen, what, we</p>	<p>Letters Yy, Zz, Uu</p> <p>Position Words</p> <p>Spelling Words: up, but, jug, yak, fox, zip, quit, cup, mug, yum, go, where</p>
<b>Writing/Grammar/Handwriting</b>	<p>Naming Words (Nouns)</p> <p>Palabras que nombran (Nombres)</p> <p>Handwriting: Strokes</p> <p>Letters: Mm; Aa; Rr; Ss; Tt; Bb</p> <p>Grammar: Naming Words (Verbs)</p>	<p>What Can We Do? (Verbs)</p> <p>¿Lo que podemos hacer? (Verbos)</p> <p>Handwriting: Strokes</p> <p>Letters: Cc; Aa; Nn; Pp;</p> <p>Grammar: What We Can Do (Verbs)</p>	<p>Naming Words (Nouns)</p> <p>Palabras que nombran (Nombres)</p> <p>Handwriting: Strokes</p> <p>Letters: Ff; li; Gg; Ll; li; Aa</p> <p>Grammar: Naming Words (Nouns)</p>	<p>Meaningful word groups (Phrases &amp; sentences)</p> <p>Grupos de palabras con significado (Frasas y oraciones)</p> <p>Handwriting: Strokes</p> <p>Letters: Hh; Oo; Dd; Kk; li</p> <p>Grammar: Meaningful Word Group (Phrases &amp; Sentences)</p>	<p>Naming Words (Nouns)</p> <p>Palabras que nombran (Nombres)</p> <p>Handwriting: Strokes</p> <p>Letters: Jj; Ee; Ww; Vv; Oo</p> <p>Grammar: Naming Words (Nouns)</p>	<p>Brainstorming ideas for a sentence</p> <p>Generar ideas para una oración</p> <p>Handwriting: Strokes</p> <p>Letters: Xx; Yy; Uu; Zz; Qq; Ee</p>

## First Grade First Six Weeks

	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
Math	<p>Extend a Pattern: Describe and extend a pattern.</p> <p>Create a Pattern: Identify and create patterns.</p> <p>Look for a Pattern: Use the look for a pattern strategy to solve problems.</p> <p>Numbers to 10: Count, read, and write whole numbers to 10.</p>	<p>Number 11 to 15: count, read, and write whole numbers to 15.</p> <p>Numbers 16 to 20: Count, read, and write whole numbers to 20.</p> <p>Choose a strategy: Choose a strategy and check answers.</p> <p>Compare Numbers: use concrete and pictorial to compare numbers.</p>	<p>Order numbers: use concrete and pictorial models to order whole numbers through 20.</p> <p>Addition Stories: use counters to model addition stories.</p> <p>Model Addition: add by joining two groups.</p> <p>Addition sentences: write addition sentences using + and =.</p>	<p>Adding zero: find sums by adding zero</p> <p>Act it out: use the act it out strategy to solve problems.</p> <p>Ways to Model 4,5,6: use counters to model sums of 4,5,and 6.</p> <p>Ways to Model 7,8,9: use counters to model sums of 7, 8,and 9</p>	<p>Ways to Model 10, 11, and 12: use a ten frame and counters to model sums of 10, 11, and 12</p> <p>Choose a Strategy: Choose the best strategy to solve problems</p> <p>Vertical addition: write addition facts horizontally and vertically.</p> <p>Subtraction stories: use counters to model subtraction stories. Write the corresponding number sentence.</p>	<p>Model subtraction: use connecting cubes to subtract and find the missing part.</p> <p>Subtraction sentences: use pictures and the symbols minus ( ) and equals(=) to write subtraction sentences.</p> <p>Subtract zero: solve subtraction problems and write subtraction sentences with zero.</p> <p>Draw a picture: use the draw a picture strategy to solve problems.</p>
Science	<p>roots; stems; observe</p> <p>What a root is</p> <p>What a stem is</p> <p>The function of a stem</p>	<p>predict; observe</p> <p>How water moves up a celery stick.</p>	<p>leaves; plant; sunlight; air, water</p> <p>What leaves do</p> <p>Systems have parts and are composed of organisms and objects</p>	<p>Seed; soil; seed coat; sunlight; air</p> <p>The basic needs of seeds</p> <p>Know how a seed grows into a plant</p>	<p>fruit; spring; flowers; petals; apple; juicy</p> <p>How a flower grows into a fruit.</p> <p>Plants almost grow everywhere.</p>	<p>What foods that people eat come from roots, stems, leaves, seeds, and fruits. Three common uses of plants.</p>
Social Studies	<p>What makes a good Citizen?</p> <p>Citizen; group; directions; rule; principal</p>	<p>Why do groups need rules?</p> <p>Citizen; group; directions; rule; principal; law</p>	<p>How are families different?</p> <p>Family; celebrate; holiday; rule; solve; beliefs; customs; legend; folktales; significance</p>	<p>What kinds of communities are there?</p> <p>Community; state; city; neighbor; farm</p>	<p>Where in the World Do I Live?</p> <p>Geography; symbol; map key; continent; country</p>	<p>What is geography?</p> <p>Hill; lake; mountain; ocean; plain; river;</p>
Fine Arts	<p>school; family; lunch; food; bus; color; words; cafeteria</p> <p>Draw you favorite thing at school.</p>	<p>food; tasty, dairy products</p> <p>Create your favorite meal using the colors red, orange, green.</p> <p>Use construction paper and paper plates.</p>	<p>dad, grandfather; uncle</p> <p>Draw a picture of what a dad; grandfather; or uncle can do with you.</p>	<p>When I Group Up</p> <p>Now and Then</p>	<p>Make leaves for Fall Fair</p>	<p>Create own picture using shapes.</p>

## First Grade First Six Weeks

	<b>Week One</b>	<b>Week Two</b>	<b>Week Three</b>	<b>Week Four</b>	<b>Week Five</b>	<b>Week Six</b>
<b>Technology</b>	<p>Mouse Basic: Select, Drag, and Double-click</p> <p>Computer Basics: caring and identify keyboard, mouse, monitor, speakers, and printer; data storage</p>	<p>Computer Basics: Symbols of Technology, Printer, Scanner</p>	<p>Introduction to Keyboards: a, b, c, d, e, f, g, h, i, j, k, l, m, o</p>	<p>introduction to Keyboards: p, q, r, s, t, u, v, w, x, y, and z</p> <p>introduction to Keyboards: Numbers</p>	<p>Introduction to Keyboards: Words, Spaces, and Enter. Cursor, Arrows, and Tab, Shift and Symbols</p>	<p>Beginning Graphics: Brushes and Lines, Spaces and Fills</p> <p>Visual Mapping Basics: Grouping and Labeling</p>
<b>Health</b>	<p>Look Out Safety</p> <p>The children will identify dangerous situations I the home They will learn to not taste thing that are not foods.</p>	<p>Look Out Safety</p> <p>The children will identify dangerous situations I the home They will learn to not taste thing that are not foods.</p>	<p>Look Out Safety</p> <p>Be Careful when you play!: Children will learn basic playground, bike, and bus safety.</p>	<p>Look Out Safety</p> <p>Be Careful when you play!: Children will learn basic playground, bike, and bus safety.</p>	<p>Look Out Safety: Know the Rules: Identify authority figures such as parents, teachers, lifeguards, crossing guards, bus drivers, etc.</p>	<p>Look Out Safety</p> <p>Fire: Children will learn to identify things that can cause fires. The will learn to "STOP, DROP, and ROLL"</p>
<b>P.E.</b>	<p>Conditioning Relay and Tag Games</p>	<p>Conditioning Relay and Tag Games</p>	<p>Conditioning Relay and Tag Games</p>	<p>Conditioning Relay and Tag Games</p>	<p>Football and Volleyball</p>	<p>Football and Volleyball</p>
<b>Music</b>	<p>Steady beat; rhythm; clap; pat</p>	<p>Steady beat; rhyth; clap; pat</p>	<p>steady beat; rhythm; clap; pat; stomp</p>	<p>High sound; low sound</p>	<p>High sound; low sound</p>	<p>high/low sounds; up/down</p>
<b>Counseling</b>	<p>Welcome back activities, address school rules and attendance</p>	<p>Welcome back activities, address school rules and attendance</p>	<p>Introduce responsibilities and services of a school counselor</p>	<p>Introduce responsibilities and services of a school counselor</p>	<p>Goal setting for a new school year</p>	<p>Goal setting for a new school year</p>

# First Grade Second Six Weeks

## Theme: Take A Closer Look

	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
<b>Reading</b>	<u>The Nap/Oh, Cats!</u> Context Clues Voc: on, oh, stay, are, now, new if, find, cats	<u>Look at That!/Can You Find It?</u> Cause and Effect Voc: rain, those, cloud, clouds, friends, snack, us, with	<u>What Did I See?/I Went Walking</u> Predicting Voc: lucky, animals, brown, following, looking, walking	<u>Fish Mix/How Many Fish?</u> Setting Voc: of, about, stop, top, bay, dash, happy, lost, poor, their	<u>Jog, Frog, Jog/Tadpole to Frog</u> Author's Purpose Voc: around, day, night, body, he's plump, soon, some, tadpole	<u>A Big Job/Sweet Potato Pie</u> Voc: too, she, time, coming, done, everybody, sweet potatoes, there's they're, till
<b>Sight Words</b>	when, your, can, said, there, use come, down, away, no, will	can, each, which, she, do, how all, are, find, make, play	their, if, will, up, other, about went, walk, did, saw, me	out, many, then, them, these, so how, many, on, why, they	some, her, would, make, like, him does, into, he, this, water	into, time, has, look, two, more by, eat, sing, stop, them
<b>Phonics</b>	Short a; final consonants; Review: Initial Consonants c, g, n, p, t Spelling Words: sat, at, am, cat, ran, man, an, pat, will, no, dad, mom	Short a, final consonants; Review: Initial Consonants v, w, y, z Spelling Words: am, fan, had, bad, sad, can, pan, mad, find, all, look, book	Short i Final ck; Review: Final Consonants Spelling Words: it, pick, hit, sick, kick, sit, fit, pit, saw, went, duck, black	Short i, Final x; Review: Final Consonants Spelling Words: fix, mix, six, in, him, did, fin, pin, on, they, fox, box	Short o, -s Plurals Review: Final Consonant x Spelling Words: log, dogs, jobs, dog, job, logs, jog, jogs, this, into, rock, frog	Short o, Inflected Endings -s and -ing; Review: Final ck Spelling Words: hot, not, got, mop, top, hop, dot, pot, eat, stop, sing, sings
<b>Writing/ Grammar/ Handwriting</b>	Write: an Animal riddle; about Animal Sounds; two contrasting sentences; a Caption; a day in the Life of an Animal <u>Handwriting</u> : Letter Aa <u>Grammar</u> : Complete Sentences	Write: facts about nature; naming parts in sentences; naming parts; sentence about an animal; sentences about animal self-portraits <u>Handwriting</u> : Letter Dd <u>Grammar</u> : Naming Parts (Subjects)	Write: two sentences using action words; action sentences; action part of a sentence; classroom journal; a Detective's Notebook <u>Handwriting</u> : Letter Ii <u>Grammar</u> : Action Parts of Sentences (Predicates)	Write: a silly sentence; a phrase or sentence about fish; a class poem; about a fish that got lost <u>Handwriting</u> : Letter Xx <u>Grammar</u> : Order in Sentences	Write: a poem; telling sentences; about animals at the pond; a clue <u>Handwriting</u> : Letter Oo <u>Grammar</u> : Telling Sentences	Write: a telling sentence; a draft of a story about me; revise a story about me; edit a story about me; publish a story about me <u>Handwriting</u> : Letter Ss <u>Grammar</u> : Questions

## First Grade Second Six Weeks

	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
Math	<p>Subtract from 4,5,6: use connecting cubes to model subtracting from 4,5,and 6</p> <p>Subtract from 7,8,and 9: use connecting cubes to model subtracting from 7,8, and 9</p> <p>Choose a Strategy: choose the best strategy to solve problems</p> <p>Subtract from 10,11,and12: use connecting cubes to model subtracting from 10,11,and 12</p>	<p>Vertical subtraction: write subtraction facts in horizontal and vertical form</p> <p>Real-Object Graphs: make and read a real-object graph</p> <p>Picture graphs: make and read a picture graph</p> <p>Make a table: make a table to solve problems</p>	<p>Tally charts: make and read a tally chart</p> <p>Read a bar graph: read a bar graph or bar-type graph.</p> <p>Make a Bar Graph: make a bar graph or bar-type graph</p> <p>Choose a strategy: choose a strategy to solve a problem</p>	<p>Certain or impossible: identify events as certain or possible</p> <p>Add in any order: identify related addition facts with sums to 12</p> <p>Count on 1,2 or 3: count on from the greatest number to find the sum</p> <p>Act It Out: use the act it out strategy to solve problems</p>	<p>Add 1,2 or 3: practice adding by counting on from the greatest number</p> <p>Use a Number Line to add: use a number line to add</p> <p>Doubles: use doubles facts to add</p> <p>Doubles plus 1: identify and use doubles-plus-1 facts to add</p>	<p>Choose a Strategy: choose the best strategy to solve problems</p> <p>Count back 1,2, or 3: count back by 1,2, or 3</p> <p>Guess and Check: use the guess and check strategy to solve problems</p> <p>Use a number line to subtract: use a number line to subtract (differences to 12)</p>
Science	<p>classify; communicate; bright; bears; frogs; snakes; fish; observe; animals</p> <p>10 to 15 of the animals that there are</p> <p>Name some big animals</p> <p>Name some small animals</p>	<p>monkey; slithers; swim; fly; fins</p> <p>Parts of animals such as (wings feet, head, tail, beaks)</p> <p>The different ways animals move</p> <p>What animals make good pets and what animals that would not make good pets</p>	<p>coverings; tiger; fur; feathers; scales; slippery; shell</p> <p>Animal coverings such as feathers, fur, scales, shells</p> <p>How the coverings on animals protect them</p> <p>Organisms have structures that allow them to perform particular functions</p> <p>Organisms have adaptations that allow them to be successful in their environment</p>	<p>insect; head; thorax; abdomen; creep; crawl; fly</p> <p>What an insect is</p> <p>What an ant eats</p> <p>What is not an insect</p>	<p>ant; model; leg; spider; web</p> <p>The three main body parts of an ant (head, thorax, abdomen.</p> <p>Different kinds of insects, bugs and spiders.</p> <p>Spiders have eight eyes</p>	<p>parent; leopard; cub</p> <p>What animals need (food, water home, love)</p> <p>Know what baby animals are like.</p> <p>Animals that would make good pets; animals that would make a bad pet.</p>
Social Studies	Our Country (Patriotism)	Our World	What is a leader?	Votes Count	Americans Long Ago	Native Americans Then and Now
Fine Arts	Cat Puppet	Firefighter	Christopher Columbus: 3 Ships; Niña, Pinat, Santa Maria	Phonics Song: It's A Fish	Booklet on Frog	Phonics Songs: I Like Popcorn



**First Grade  
Third Six Weeks**

**Theme: Le'ts Learn Together**

	<b>Week One</b>	<b>Week Two</b>	<b>Week Three</b>	<b>Week Four</b>	<b>Week Five</b>	<b>Week Six</b>
<b>Reading</b>	<p><u>The Big Mess/The little Red Hen</u> Compare and contrast</p> <p>Voc: was, made, cleaned, again, help, now, said, so, who cannot, herself, myself, next, want</p>	<p><u>The Lengend of the Indian Paintbrush</u> Setting Voc: paintbrush; legend, special, village, homes, different, feelings</p>	<p><u>Yes, We Want some Tool/Cat Traps</u> Drawing Conclusions Voc: hungry, please, gulls, for, good, some, too, want, chow, luck, new, swish, ugh</p>	<p><u>My Buddy, Stan/Biscuit</u> Main Idea Voc: buddy, feed, jump, more, sleep, time, with, blanket, curl, drink, hear, his, light, woof</p>	<p><u>Trucks/Communities</u> Classify Voc: cement, haul, tow, bring, caring, hold, build, healthy, homes, learn, roads, safe, save</p>	<p><u>Fox and Bear/Look at the Moon</u> Context Clues Voc: house, after, chat, came, know, asked, gave, gone, looked, moved, maybe</p>
<b>Sight Words</b>	<p>write, go, see, number, no, way help, now, said, no, who</p>	<p><u>The Lengend of the Indian Paintbrush</u> Setting Voc: paintbrush; legend, special, village, homes, different, feelings</p>	<p>could, people, my, than, first, water for, some, good, too, want</p>	<p>long, down, day, did, get, come jump, more, sleep, time, with</p>	<p>made, may, part, over, new, sound bring, carry, hold, our, use</p>	<p>came, know, out, she, there take, only, little, work, know, place</p>
<b>Phonics</b>	<p>Short e; double final consonants Review: -s plurals Spelling Words: red, bed, fed, led, well, tell, mess, bell, fell, said, who, yell</p>	<p>Spelling words: none</p>	<p>Short e, initial r and l blends Review: -s Verb Endings Spelling Words: met, pet, let, ten, get, yes, want, good, plan, trap</p>	<p>Short u, initial s Blends Review: double final consonants Spelling Words: fun, run, up, cup, stuff, puff, jump, more, skip, swim</p>	<p>Short u, initial c/s/; g/j/ Review: r Blends Spelling Words: rug, bus, cut, but, us, hug, our, bring, city, giant</p>	<p>Short Vowels; final consonant blends Review: l blends Spelling Words: and, best, fast, just, hand, must, out, came, sent, next</p>
<b>Writing/Grammar/ Handwriting</b>	<p>Write: a sentence about helping at home; nouns in sentences; a list of farm words; about the story, The Little Red Hen; a Menu <u>Handwriting:</u> Letter Ee <u>Grammar:</u> Nouns</p>	<p>Write: a story using Indian pictures</p>	<p>Write: a sentence about an animal; singular and plural nouns in sentences; choose an animal and make a list of all the facts; tell what happened in Cat Traps; animal riddles: <u>Handwriting:</u> Letter Rr; <u>Grammar:</u> Singular &amp; Plural Nouns</p>	<p>Write: s sentence about an animal; special names in sentences; a list of names for different kinds of pets; a class Big Book; <u>Handwriting:</u> Letter Uu <u>Grammar:</u> Special Names (Proper Nouns)</p>	<p>Write: a sentence about a classroom job; personal titles in sentences; a question or two about what they would like to ask someone who works in the school or community; a thank you card; a safety award: Handwriting: Letter Cc <u>Grammar:</u> Special Titles</p>	<p>Write: a sentence about friends; nouns in sentences; about a special time children had with a special friend, a description <u>Handwriting:</u> Letter Tt <u>Gramamr:</u> Writing with Nouns</p>

## First Grade Third Six Weeks

	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
Math	<p>Choose a strategy: choose the best strategy to solve problems</p> <p>Use doubles to subtract: use double to subtract</p> <p>Relate addition to subtraction: relate addition and subtraction facts to solve problems</p> <p>Fact families: write fact families to 12</p>	<p>Use objects to compare long, longer, longest, tall, taller, tallest</p>	<p>Ordering events: order three or more event</p> <p>Time to the hour: read and write time to the hour</p> <p>time to the half hour: recognize to the half hour</p> <p>Work backward: use the work backward strategy to solve the problems</p>	<p>Telling Time to the Hour and half hour: tell time to the hour and half hour on digital and analog clocks</p> <p>Relate time to events: order three or more events according to duration</p> <p>Choose a strategy: choose a strategy to solve problems</p> <p>Counting to 20: make, count, and write numbers to 20. Tell how many tens and ones there are in numbers to 20</p>	<p>Counting by tens: make, count, and write tens. Count, read, and write multiples of ten to 100.</p> <p>Look for a pattern: use the look for a pattern strategy to solve problems</p> <p>Hundred chart: count and order numbers from 1 to 100 on a hundred chart</p> <p>Choose a Strategy: choose the best strategy to solve problems</p>	<p>Skip counting by 2s, 5s, and 10s: use patterns to skip count by 2s, 5s, and 10s to 100</p> <p>Skip counting on a hundred chart: use a hundred chart to identify and continue skip-counting patterns</p> <p>Even and Odd: find patterns in even and odd numbers</p> <p>Compare and order lengths: compare and order the length of two or more objects using direct comparison</p>
Science	<p>living things; nonliving things; habitat; garden; sea turtle; flippers; sea urchin; spines; coral; clownfish; squirrelfish; gill blowhole; dolphins; ray; starfish; eel</p> <p>Know what a habitat is.</p> <p>Distinguish between living organisms and nonliving objects.</p>	<p>Indians were the first people to live in America. The Indians obtained food by hunting, fishing, and farming. When the Pilgrims came to American, and Indian named Squanto helped them obtain and grow food for everyone.</p>	<p>sea turtle; flippers; sea urchin; spines, coral; clownfish; squirrelfish; gill; blowhole; dolphins; ray; starfish; eel</p> <p>What animals live in the ocean.</p> <p>What mammals are</p> <p>The largest habitat in the world</p> <p>What vertebrates are</p>	<p>forest; desert; squirrel; woodpecker; insects; newt; kit fox; owl; gila monster; cactuses</p> <p>What animals live in the desert</p> <p>What animals live in a forest</p> <p>Systems, structures, and processes of Plants and Animals</p>	<p>object; smooth; heavy; sink; float</p> <p>How to group objects according to various properties (size, shape, color, sink, float</p>	<p>solids; liquids; gas; air; space; molecules; bubbles</p> <p>How solids and liquids are different.</p> <p>What gases are like</p> <p>Gases can change shape and size.</p>
Social Studies	<p>New People Come to American</p>	<p>Families Celebrate</p>	<p>Families on the Move</p>	<p>Families on the Move</p>	<p>Christmas Around the World</p> <p>Where Families Live</p>	<p>Families and Change</p>
Fine Arts	<p>Little Red Hen Puppet</p>	<p>Make a tepee home</p>	<p>Draw a picture of a favorite pet.</p>	<p>Phonics Song and Rhyme</p> <p>Chart I'm A Happy Puppy</p>	<p>Community Mural</p>	<p>Color, cut, and glue together bear puppet</p>

## First Grade Third Six Weeks

	<b>Week One</b>	<b>Week Two</b>	<b>Week Three</b>	<b>Week Four</b>	<b>Week Five</b>	<b>Week Six</b>
<b>Technology</b>	Explaining Letter and Numbers 1,2,3; Number 1; Matching; More Than/Fewer Than Set; Keypad; Label Patterns	Number 2; Sorting; Number 3; Problem Solving Strategies; Above, Below, Next To, On; Numbers 0-9	Number 4; More Than; Fewer Than; Problem Solving Strategies/Draw a picture; Numbers 10-19; Congruence	Number 5; Position 1-First, Middle, Last; Positioning 2-Over, Under, Above, Below; Ordinal Numbers; Symmetry; The Kingdom of Counting: Addition and Subtraction	Making and Counting Groups: Numbers 1-5; Ordering: Number 1-5; Adding Groups; Mental Math; Count On; Addition of Groups	Addition 1: sums to 5; Problem Solving: Logical Reasoning; Number 0; Label Parts; Fractions: Equal Parts; Addition Sentences
<b>P.E.</b>	Football, Basketball, Volleyball	Football, Basketball, Volleyball	Football, Basketball, Volleyball	Football, Basketball, Volleyball	Football, Basketball, Volleyball	Football, Basketball, Volleyball
<b>Health</b>	The Great Body Shop: My Body is Extra Special	The Great Body Shop: My Body is Extra Special	Nutrition	Nutrition	Nutrition	Nutrition
<b>Counseling</b>	Safety	Safety	Safety	Safety	Safety	Safety
<b>Music</b>	Loud-Soft; fast-slow; section	Loud-Soft; fast-slow; section	Steady beat; rhythm pattern; rest	high-low; staff line; space	rhythm; steady beat	rhythm; steady beat

# First Grade

## Third Six Weeks

<b>Week Seven</b>
<b><u>I Can Read: "Lilly Reads"</u></b>
Character  Voc: again, please, read, say, word, faster, hard, loud, page
year, live, be, back, give, most  again, please, read, say, word
Short Vowels; contractions  Review: Initial s blends  Spelling Words: clap, sled, trip, spot, drop, drum, read, please, can't, it's
Write: the days of the week and months of the year; today's date on a chart using this pattern: Today is (day), (month), (date), (year); capitalize days of the week and months of the year  Handwriting: Letter LI  Grammar: Days of the Week & Months of the Year

# First Grade

## Third Six Weeks

### Week Seven

Nonstandard units of length:  
measure length using  
nonstandard units  
Guess and check: use the  
guess and check strategy to  
solve problems  
Compare and order weights:  
compare and order the weights  
of two or more objects  
Compare and order capacity:  
compare and order the  
capacity of two or more  
objects

evaporates; measure; change;  
ice (solid); water (liquid)  
Water can change from a solid  
to a liquid; the solid is called  
ice.  
Ice when heated changes back  
to a liquid.  
Water can change into a gas; it  
evaporates into the air.

Chinese New Year

Scott Foresman Reading:  
Make a Book About Animals  
T.G. pg. 152f

# First Grade

## Third Six Weeks

### Week Seven

Number 6; Positioning 3:  
Inside, Outside, Between;  
Shapes: Circle, Square,  
Triangle, Rectangel; Logic  
Games; Tally Marks; Problem  
Solving strategies: Make  
Graphs and Tables

Football, Basketball, Volleyball

Nutrition

Safety

rhythm; steady beat

## First Grade Fourth Six Weeks

Theme: Favorite Things Old and New						
	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
<b>Reading</b>	<u>The Red Stone Game/The Gingerbread Man</u>  Context Clues  Voc: before, nose, stone, catch, head, heard, lived, ride, sang	<u>The Same as You/Cherry Pies and Lullabies</u>  Compare and Contrast  Voc: proud, grandpa, you, cherry, crown, different, grandmother	<u>Rose and Grandma Make the Sun Shine/Our Family Get-Together</u>  Main Idea  Voc: family, picnic, stories, aunts, cousins, idea, picture, ranch	<u>The Rolling Rice Cake/The Rat and the Cat</u>  Author's Purpose  Voc: old, wood, rolled, rolling, always, alone, favorite, hooray, lunch, owner, shining, sure	<u>June and the Mule</u>  Plot  Voc: thunder, lightning, pull, been, count, cowboys, food, lose, pointed, town, whole	<u>Riddle-deeFiddle-dee-dee/Riddles</u>  Realism and Fantasy  Voc: moo, riddles, fly, ears, angry, another, answer, comb, flies, growled, hoof, shouted, tail
<b>Sight Words</b>	very, after, thing, our, just, name  after, as, call, laugh, something	good, sentence, man, think, say, great  every, made, mother, of, was	where, help, through, much, before, line  father, going, has, thank, very	right, too, mean, old, any, same  be, your, friend, pretty, soon	tell, boy, follow, came, want, show  four, funny, long, watch, were	about, any, ask, kind, over  around, form, three, small, set, put
<b>Phonics</b>	Long a (CVCe); inflected ending -ed  Review: Initial g/j  Spelling Words: ate, bake, give, late, make, take, as, after, helped, wanted	Long a (CVCe); Initial Digraphs ch and th  Spelling Words: tap, tape, cap, cape, mad, made, of, was, check, then	Long o (CVCe); Initial Digraphs sh and wh  Review: contractions  Spelling Words: rode, those, hope, home, joke, stone, has, very, shop, what	Long i (CVCe): Medial consonants  Review: Consonant c/s/  Spelling Words: like, nice, time, ride, white, five, your, friend, never, rabbit	Long u; final digraphs  Review: endings -ed and -ing;  Spelling Words: fish, long, such, that, the, with, four, were, cute, use	Long e: ee, e; compound words  Review: single and double medial consonants  Spelling Words: we, she, me, he, see, green, any, kind, anything, inside
<b>Writing/Handwriting/ Grammar</b>	Write: sentences about colors, tastes, or smells of cookies or of other favorite foods; action words in sentences; sentences that ell about actions children do in the morning, in the afternoon, and in the evening  Handwriting: Letter Kk Grammar: Action Words (Verbs)	Write: about a place they enjoy visiting with a family member, sentences using verbs with -s endings; verbs with singular subjects, a letter, about a family  Handwriting: Letter Hh  Grammar: Verbs with Singular Subjects	Write: their idea of a perfect family get-together ; verbs with plural subjects; about a game they have played or would like to play at a family celebration; a news bulletin; create a family album  Handwriting: Letter Ww  Grammar: Verbs with Plural Subjects	write: a sentence about the first time they met their best friend; present and past tense verbs; about a food they don't especially like; to compare food favorites; a new ending for the Story the Rat and th Cat  Handwriting: Letter Ff  Grammar: Present and Past Tenses	Write: sentence telling why they word like to live on or visit a ranch; using the verbs is, are, was, were; a description of a ranch where they would like to live or work; a postcard message; a ranch schedule  Handwriting: Letter Nn  Grammar: Verb: to be	Brainstorm ideas for how-to-directions; write a draft of how-to-directions; revise how-to-directions; edit how-to-directions; present the how-to-directions  Handwriting: letter Mm  Grammar: Contractions

## First Grade Fourth Six Weeks

	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
<b>Math</b>	Compare and Order Temperatures: Compare and Order two or more objects according to relative temperature; Problem-Solving Investigation: Choose the best strategy to solve problems; Compare Areas: compare the area of two-dimensional surfaces; Order Areas: order the area of two-dimensional surfaces.	Doubles: learn double facts; Doubles Plus 1: learn doubles-plus1 facts; Make 10 to Add: use the strategy "making a 10" to find sums; Problem-Solving Strategy: Draw a Pictures: use the draw a picture strategy to solve problems;	Use Doubles to Subtract: relate doubles addition facts to subtraction facts; Relate Addition and Subtraction: identify patterns in related addition and subtraction sentences; Problem-Solving Investigation: Choose the best strategy to solve problems; Fact Families: Identify patterns in fact families	Ways to Name Numbers: use models to make a number in different ways; Pennies and Nickels: identify by name and value pennies an nickels: Pennies and Dimes: identify by name and value dimes and pennies; Pennies, Nickels and Dimes: find the value of a group of dimes, nickels, and pennies	Counting Money: count coins to find their total value; Problem-Solving Strategy: use the act it out strategy to solve problems; Money Amounts: find the value of a mixed set of coins. Compare the value of a set of coins with prices; Three-Dimensional Figures: identify common three-dimensional figures and relate them to real-world objects: Faces and Corners: describe and identify three-dimensional figures according to number of faces and corners.	Problem-Solving Strategy: use the look for a pattern strategy to solve problems; Two-and Three-dimensional Figures: use faces of three-dimensional figures to compose two-dimensional shapes; Two Dimensional Figures: identify, describe, and compare attributes of two-dimensional figures; Problem-Solving Investigation: choose the best strategy to solve problems
<b>Science</b>	loud, soft, noisy, siren, fire truck, whisper What different sounds there are. There are loud and soft sounds.	vibrate; high; low; sound How a sound is made. Sounds travels through things.	shadow How a shadow is made.	shadow shadows change	light What objects or things give off heat.	metal; foam Heat travels through metal objects and feels hot. Heat does not travel through foam. How an ice cubes stays frozen.
<b>Social Studies</b>	Good Citizens		Nathan Hale Eleanor Roosevelt	Abe Lincoln	George Washington	Susan B. Anthony
<b>Fine Arts</b>	Scott Foresman Reading Sing Phonics Song: Note T.G. pg. 10i	Scott Foreman Reading : Family Quilt T.G. pg. 42e	Scott Foresman Reading: All about Horses T.G. pg. 76e	Scott Foresman Reading: Sing Phonics Song: I Like Yummy Food! T.G. pg. 104i	Scott Foresman Reading : Sing Phonics Song: The Dude Ranch	Scott Foresman Reading Sing Phonics Song: Bluey and Dewey

## First Grade Fourth Six Weeks

<b>Technology</b>	Problem Solving: Act It Out; Big and Little; Tall and Short; Graphing; Space Shapes; Pennies, Nickels, Dimes, Quarters	Heavy and Light; Number 7; Ordering Size; Problem Solving: Guess and Check; Subtraction Sentences; Problem Solving Strategies: Act It Out	Number 8; Shapes: Star; Semi-Circle, Octagon, Oval, Diamond; Counting on 1; Probability: Thales; Time	Number 9; Number 10; Making and Counting Groups: Number 6-10; Order Numbers on a Clock; Hour or Half-hour; Sequence Events	Ordering; Patterns: Addition 2-Sums to 10; Sequence Times: Addition and Subtraction Relationships; Venn Diagrams	Fractions; Number 11; Fractions; Length: Nonstandard Units; Measurement Tools; Length: Standard Units
<b>P.E.</b>	Basketball	Basketball	Basketball	Basketball	Basketball	Basketball
<b>Health</b>	Talk and Listen	Talk and Listen	Talk and Listen	Emotions	Emotions	Emotions
<b>Counseling</b>	Test Taking Skills Child Safety Tips	Test Taking Skills Child Safety Tips	Test Taking Skills Child Safety Tips	Test Taking Skills Child Safety Tips	Test Taking Skills Child Safety Tips	Test Taking Skills Child Safety Tips
<b>Music</b>	Loud-Soft; Fast-slow section	Loud-Soft; Fast-slow section	Steady beat Rhythm pattern rest	High-Low staff line Space	Rhythm Steady Beat	Rhythm Steady Beat

# First Grade Fifth Six Weeks

<b>Theme: Take Me There</b>						
	<b>Week One</b>	<b>Week Two</b>	<b>Week Three</b>	<b>Week Four</b>	<b>Week Five</b>	<b>Week Six</b>
<b>Reading</b>	<u>A Real Gift/Arthur's Reading Race</u>  Predict  Voc: people, signs, soft, almost, bought, could, curb, eight, paint, prove, shook, spy	<u>A Big Day for Jay/Lost!</u>  Compare and Contrast  Voc: noisy, crowded, knew, opened, found, across, buildings, climbed, crying, disappears, hurt, library, through, worry	<u>Baby Otter Grow's Up/Foal</u>  Main Idea Voc: baby, otter, months, beneath, field, hooves, neigh, newborn, ponies, stronger, struggle, wobbly	<u>What a Sight!/Lost in the Museum</u>  Cause & effect  Voc: museum, fur, cafeteria; dinosaur, else, fierce, fooling, happened, hurried, penguins, scared	<u>Chompy's Afternoon/Dinosaur babies</u>  Sequence  Voc: thought, roar, break, breathed, Earth, enemies, guarded, heavy, herds, human, hunters, millions	<u>True Story of Abbie Burges</u>  Cause and Effect  Voc. Safely, hero, accident, believe, burns, except, garage, hospital, minds, reporters, special
<b>Sight Words</b>	buy, only, or, right, think  end, does, another, well, large, must	big, even, such, because, turn, here  don't, from, hear, live, when	why, ask, went, men, read, need  around, her, new, old, shoo	land, different, home, us, move, try  been, first, found, start, together	kind, hand, picture, again, change, off  animals, even, heard, most, their	because, better, give, people, put  play, spell air, away, animal, house
<b>Phonics</b>	Long e: ea; inflected ending -ed  Review: compound Words  Spelling Words: ask, asked, call, called, clean, cleaned; think, only, teach, neat	Long a: ai, ay; contractions  Review: Initial digraphs  Spelling Words: say, play, may, way, wait, rain, when, from, don't, I'm	Long o: oa, ow; inflected ending -ing  Review: single and double medial consonants  Spelling Words: grow; growing, float, floating, show, showing, around, old, coat, yellow	Long l: igh, ie; singular possessives  Review: contractions  Spelling Words: lie, pie, tie, night, light, right, been, found, cat's dog's	Vowel Sounds of y; compound Words  Review: endings -ed and -ing  Spelling Words: baby, funny, many, my, why, fly, even, most, without, nobody	Vowel Patterns ew, ue; inflected ending -es and plural -es; Review: final digraphs -ng, nk  Spelling Words: new, grew, drew, blue, true, glue, give, put, fixes, washes
<b>Writing/Handwriting/ Grammar</b>	Invite children to write two words that they think are fun to say; write adjectives in sentences, ask children to write a description of a favorite pet or other animal; write about a movie or television show; make a book poster  Handwriting: letter Zz Grammar: Adjectives	ask children to list as many adjectives as they can in two minutes that describe a classroom object; write adjectives in sentences; invite children to list color and hope adjectives that they can use later when describing people, places, etc.  Handwriting: letter Yy Grammar: Adjectives	have children make a list of words that describe animals or plants they have seen; write adjectives in sentences; write an article about a story; class baby album  Handwriting: letter Gg  Grammar: Adjectives	write a sentence about one of their all-time favorite books; write adjectives in sentences; write about a favorite character in a book they have read; write a book chart; write sentences about the Museum  Handwriting: letter Jj  Grammar: Adjectives	ask children to write a sentence about their favorite kind of dinosaur; write adjectives in sentences; invite children to write a list of things that come in sets of tens, write a description; write a dialogue  Handwriting: letter Bb  Grammar: Adjectives	brainstorm questions about the topic; write a draft of a report about an animal; revise the report; edit the report, publish the report  Handwriting: letter Pp  Grammar: writing with adjectives

**First Grade  
Fifth Six Weeks**

	<b>Week One</b>	<b>Week Two</b>	<b>Week Three</b>	<b>Week Four</b>	<b>Week Five</b>	<b>Week Six</b>
<b>Math</b>	<p>Make New Figures: use concrete objects such as a pattern blocks to make new geometric figures; Give and Follow Directions: give and follow directions to find location; Tens: create sets of tens and use concrete objects to describe whole numbers; Tens and Ones; create sets of tens and ones to describe whole numbers</p>	<p>Problem-Solving Strategy: Use the guess and check strategy to solve problems; Numbers to 50: learn to show numbers to 50 using tens and ones; Numbers to 100: learn different ways to show a number; Problem-Solving Investigation: choose the best strategy to solve problems</p>	<p>Compare Numbers to 100: compare whole numbers using sets of concrete objects; Order Numbers to 100: order whole numbers using concrete objects and pictorial models; Equal Parts: identify equal parts; Problem-Solving Strategy: use the draw picture strategy to solve problems</p>	<p>One Half: separate a whole into two equal parts; One Third and One Fourth: identify one third and one fourth of a whole; Non-Unit Fractions: describe whole objects or sets using non-unit; Fractions of a Set: use appropriate language to describe parts of a set</p>	<p>Problem-Solving Investigation: choose the best strategy to solve problems; Accelerated Math: Identify and extend picture patterns I; Identify and extend picture patterns II; Count to 5; Count to 9; Count to 12</p>	<p>Accelerated Math: Read and write numbers in word form (to 12); order whole #'s (to 12); count forward; Order whole #'s (to 12) count backward; Compare whole #'s (to 12); Compare #'s (to 12) with &gt;,&lt;,&lt;=</p>
<b>Science</b>	<p>push; pull; bounce; toss; twirl; roll; tap Different ways to move things. Way things move.</p>	<p>magnet; attract; repel Items that a magnet attracts. What items a magnet pushes and pulls.</p>	<p>simple machine; ramp; pulley; lever; wheel Ways people use machines. How a level works.</p>	<p>weathering; smooth, rough organisms, objects, and events have properties and patterns. Many types of change occur. The natural world includes rocks, soil, and water</p>	<p>soil What kinds of soil there are. What the earth is like: (weather from day to day and over seasons.) Different forms of precipitation: (rain, snow, sleet, hail); and patterns in weather (seasonal changes, temperature changes from day to night)</p>	<p>hill; desert; lake; mountains; reuse; recycle How people use air, land, and water. Things that can be reused and recycled such as (rocks, soil, water).</p>
<b>Social Studies</b>	<p>Needs and Wants: distinguish between needs and wants and recognize examples of each; recognize that people may have many wants but limited resources with which to satisfy them</p>	<p>Work and Jobs: identify a variety of jobs that people perform; describe the responsibilities and characteristics of good workers in a variety of jobs</p>	<p>Goods and Services: identify various goods that are made or grown; identify and describe a variety of service jobs</p>	<p>Getting Goods and Services: identify ways people exchange goods and services; identify the role of markets and trading in exchange of goods and services</p>	<p>New Tools at Work: describe how technology affects the ways people work</p>	<p>Caring for Our Natural Resources: identify natural resources in the community, state, and nation</p>

**First Grade  
Fifth Six Weeks**

<b>Fine Arts</b>	Scott Foresman Reading T.G. pg. 10i; Sing Phonics Song: Ready	Scott Foresman Reading T.G. pg. 44e Finding Help	Scott Foreman Reading T.G. pg. 82f; Animal Family Painting	Scott Foresman Reading T.G. pg. 110i; Sing Phonics Song: Dwight the Knight	Scott Foresman Reading T.G. pg. 148e; children draw or color Dinosaurs	Scott Foresman Reading Sing Phonics Song: Bluey and Dewey
----------------------	---	---	---	--	--	--

# First Grade Six Weeks

## Theme: Surprise Me!

	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
<b>Reading</b>	<p><u>Bluebirds in the Garden/ Frog and Toad Together</u></p> <p>Sequence</p> <p>Voc: birds, flowers, would, candles, frightened, ground, loudly, music, noise, of course, poems, quite</p>	<p><u>Jordan Makes a New Friend</u></p> <p>Theme</p> <p>Voc: behind, sharing, admit, blindfolds, brought, change, power, stared, surprise, wrote</p>	<p><u>Show Time: Your First Play/Do You Live in a Nest</u></p> <p>Drawing Conclusions</p> <p>Voc: actors, costumes, posters, props, bundles, cricket, great, visitor, warmer</p>	<p><u>What's New in Mrs. Powell's Class/Fox on Stage</u></p> <p>Plot</p> <p>Voc: scary, jester, appear, beautiful, charge, enough, folks, group, moving, ruined, television, wrong</p>	<p><u>Doggy Art/"The Snow Glory"</u></p> <p>Theme</p> <p>Voc: almost, knew, picture, thought, took, closer, eyes, listen, shouldn't snow glory, stood, whispered</p>	<p><u>I'll Join You/Leon and Bob</u></p> <p>Drawing Conclusions</p> <p>Voc: whenever, army, decided, often, realized, shared, toward</p>
<b>Sight Words</b>	<p>point, page, letter, mother, answer, found</p> <p>much, shall, these, wish, work</p>	<p>study, still, learn, should, America, world</p> <p>before, cold, full, off, would,</p>	<p>high, every, near, add, food, between</p> <p>each, once, other, under, which</p>	<p>own, below, country, plant, last, school</p> <p>along, goes, great, idea, pull</p>	<p>father, keep, tree, never, start, city</p> <p>almost, knew, thought, took, picture</p>	<p>earth, eye, light, thought, head, under</p> <p>always, boy, move, open, school</p>
<b>Phonics</b>	<p>Long r-Controlled ar, suffix -ly</p> <p>Review: final digraphs ch, tch, sh, th</p> <p>Spelling Words: far, car, star, dark, yard, start, work, these, sadly, softly</p>	<p>Long r-Controlled or; inflected endings -s, -es -ed and -ing</p> <p>Review: compound words</p> <p>Spelling Words: born, for, fork, or, short, torn, cold, would, walked, sleeping</p>	<p>Long r-Controlled er, ir, ur; comparative endings -er, -est</p> <p>Review: inflected endings -s, -es, -ed, -ing</p> <p>Spelling Words: her, turn, hurt, girl, first, bird, once, which, slower, slowest</p>	<p>ow/ou/ diphthong; medial consonants</p> <p>Review: possessives</p> <p>Spelling Words: how, now, town, down, brown, clown</p>	<p>vowel diphthong ou; medial consonants</p> <p>Review: comparative endings -er, -est</p> <p>Spelling Words: pretty, happy, little, kitten, puppy, better, took, almost, about, round</p>	<p>Vowel diphthong oi, oy; multisyllabic words</p> <p>Review: suffix -ly</p> <p>Spelling Words: cannot, outside grandma, something, popcorn, tiptoe, school. Always, boy, toy</p>
<b>Writing/Handwriting/ Grammar</b>	<p>Have children write complete sentences; write about a garden write a book page;</p> <p>Handwriting: letter Qu</p> <p>Grammar: Complete Sentences</p>	<p>write: about the kind of weather the like best; exclamation in a Weather Report; use exclamations to tell about an experience; a book report; captions</p> <p>Handwriting: letter Vv</p> <p>Grammar: Exclamations</p>	<p>write a dialogue for a scene of a play; write steps for putting on a play; write a new ending</p> <p>Handwriting: letters e, l, u, r, s, l</p> <p>Grammar: Commands</p>	<p>write thank-you notes; write about a movie or show; write an advertisement; write to persuade</p> <p>Handwriting: letters o, w, n, a, d, g, c</p> <p>Grammar: Pronouns</p>	<p>write about something they would like to learn about; make a list of things they can teach other children to do; illustrate a picture; extend the story</p> <p>Handwriting letters l,k,b,p,h,f,</p> <p>Grammar: Personal Pronouns</p>	<p>write a draft of a persuasive letter; revise a persuasive letter; edit a persuasive letter; publish a letter</p> <p>Handwriting: letters y, j, m, q, v, x, z</p> <p>Grammar: Plurals</p>

# First Grade Six Weeks

	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
<b>Math</b>	Add w/pictures (to 12); Number sentences (to 12); Add (to 12); number line; Addition facts (to 12) vertical; Addition facts (to 12) horizontal	WP; Add ( to 12); Missing addends (facts to 12); Subtract w/pictures (facts to 12); Finish subtraction sentences (facts to 12)	Subtract (facts to 12) number line; Subtraction (facts to 12) vertical; Subtract (facts to 12) horizontal; WP: Subtract (facts to 12); Identify related subtraction facts	Fact families (facts to 12); use commutative property (#'s to 12); Identify and extend number patterns; count, read, write whole #'s (to 20); Order whole #'s (to 20)	Compare whole #'s (to 20); Compare whole #'s (to 20) using >, <, =; count by tens (to 100); count to 100; decade names (to 100)	Count backward (#'s to 100); Count tens and ones (to 50); Count tens and ones (to 100); write and read word form (to 100); order whole #'s (to 100)
<b>Science</b>	temperature; weather; streamers; thermometer; measure Organisms, objects, and events have properties and patterns including (seasons, spring, summer, fall, autumn, and winter) Many types of change occur as in temperature. What you can tell about weather. How you can observe wind. How you can measure temperature.	water vapor; clouds; storm; lightning; tornado; blizzard; How clouds form. How you can stay safe in bad weather. What seasons are like. What animals do in the winter (hibernate, migrate)	season; winter; spring; summer; fall; migrate; hibernate How day and night are different. Why we need the sun. What the moon is like. What stars are like.	observe; senses; see; hear; taste; touch; smell What you can observe in a given situation. What the five senses are. Different sounds you can hear. (loud, soft)	crawl; grow; change; estimate; measure How body grows and changes. How you measure your body. How teeth grow and change and how to take care of teeth.	permanent; muscles; bones; food guide pyramid; exercise; crosswalk; hygiene What bones and muscles do. The foods that help you grow. How you stay healthy. How you stay safe.
<b>Social Studies</b>	Caring for Our Natural Resources: identify natural resources in the community, state, and nation  Earth Day Celebration Ideas	What is Weather?: describe the physical characteristics of weather	People With Great Ideas: identify ordinary people and historical figures who exhibit a love of inventiveness; describe how technology has changed the way people live and work	Alexander Grahma Bell: one of his great ideas was the first telephone	Tomas Edison: one of his inventions was the light bulb	Compare the similarities and differences among the lives and activities of historical figures who have influenced the community, state and nation
<b>Fine Arts</b>	Scott Foresman Reading; T.G. pg. 10e How we get our greens; draw and color the three simple steps that show how vegetables go from the garden to our dinner table	Scott Foresman Reading T.G. pg. 34f; Make a Stormy Day in Colors	Scott Foresman Reading T.G. pg. 72f Make a mask	Scott Foreman Reading T.G. pg. 100e; To the Theater	Scott Foresman Reading T.G. pg. 124e Surprise: Make a Get Well Card	Scott Foresman Reading T.G. pg. 152f; Welcome Wagon: make a Welcome Basket