

Elementary Distance Learning Pacing Guide - Spring 2020

Grade: 1

Suggested Student Work Schedule:

- 8:00 am Breakfast
- 8:30 am Watch Teacher Video on Schoology
- **8:45 am Math (*Work in the Packet*)**
- **9:05 am Break (*Work in the Packet*)**
- 9:15 am Math
- 9:30 am Snack/Break
- 10:00 am Independent Reading - Read a book on your own!
- 10:20 am Movement Break
- **10:30 am Reading Comprehension Activity (*Work in the Packet*)**
- **10:45 am Specialist: Pick out 1 activity every day (*Work in the Packet*)**
- 11:20 am Recess
- 12:00 pm Lunch
- **12:30 pm Targeted Instruction (*Work in the Packet*)**
- 12:50 pm Movement Break
- **1:00 pm Phonics (*Work in the Packet*)**
- 1:30 pm Free Choice Time/Technology
- **2:15 -2:45 pm Writing (*Work in the Packet*)**

Plan for Daily Interactions:

- Teachers will post a daily morning message greeting to their CP course on Schoology.
- Teachers will post a daily schedule and activities students can engage in online on Schoology.
- Teachers will post videos to help students through their packet materials daily on Schoology.
- All teachers are available by email and phone to answer parent's questions or concerns.
- Teachers will contact students through their families to check in.

Week 1 Pacing (April 6th – 10th)

Subject	Standards Addressed	Objective and Method of Instruction/Student Work
Reading	<p><i>1.1.2.2 b-c 1.1.1.1 a 1.1.9.9</i></p>	<p>For all days - Model: Written directions and anchor chart are included in the packet to help explain the activities.</p> <p>Day 1 - Objective: I can read a story, identify a character, and tell people about that character. Day 2 - Objective: I can identify the setting, where the story takes place, and describe it. Day 3 - Objective: I can identify the problem and solution in a story and explain them. Day 4 - Objective: I can retell a story using the characters, setting, problem and solution Day 5 - Objective: I can retell a story by telling all of the events that happened in the order that they happened</p>
Writing	<p><i>1.6.3.3: Write narratives and other creative texts in which they recount two or more appropriately sequenced events</i></p>	<p>Day 1 - Objective: I can create a realistic fictional character. Model: anchor chart and steps to guide students in creating character. Students will describe their character with likes, dislikes and physical characteristics. Day 2 - Objective: I can create a setting for my story. Model: anchor chart and prompts of places a student could choose for a setting. Students will imagine a place for their character. Day 3 - Objective: I can imagine a problem for my character. Model: anchor chart and graphic organizer to set-up a problem and solution scenario. Students will create a story that has a problem. Day 4 - Objective: I can create a solution for my character. Model: anchor chart and graphic organizer are tools to create a solution. Students will create a solution for their character in their narrative. Day 5 -Objective: I can create the first book in my realistic fiction series. Model: Using the stepped instructions and checklist, students will answer the questions to create an introductory story to their series.</p>
Math	<p><i>1.1.2.1 Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.</i></p>	<p>For all days - Model: Students have pages from our workbook in order to complete the solve and share, read the lesson and see practice problems, then have the regular workbook page and homework for practice.</p> <p>Day 1: Lesson 10.5 - I can use a drawing to add 10s and 1s to a two digit number. Pages 567-572 Day 2: Lesson 10.6 - I can make 10 to add a one digit number to a two digit number. Pages 573-578 Day 3: Lesson 10.7 - I can use models and drawings to add two digit numbers. Pages 579-584 Day 4: Lesson 10.8 - I can use a variety of strategies to solve two digit addition problems. Pages 585-590 Day 5: Lesson 10.9 - I can use drawings and models to solve addition word problems. Pages 591-596 and Assessment</p>

Week 2 Pacing (April 13th – 17th)

Subject	Standards Addressed	Objective and Method of Instruction/Student Work
Reading	1.1.2.2 b-c 1.1.1.1 a 1.1.9.9	<p>For all days - Model: Written directions and anchor chart are included in the packet to help explain the activities.</p> <p>Day 1 - Objective: I can read a story, identify a character, and tell people about that character. Day 2 - Objective: I can identify the setting, where the story takes place, and describe it. Day 3 - Objective: I can identify the problem and solution in a story and explain them. Day 4 - Objective: I can retell a story using the characters, setting, problem and solution Day 5 - Objective: I can retell a story by telling all of the events that happened in the order that they happened</p>
Writing	1.6.3.3: <i>Write narratives and other creative texts in which they recount two or more appropriately sequenced events</i>	<p>Day 1 - Objective: I can write an adventure for my character(s). Model: building on prior knowledge of what series consist of (in class lessons on how to classify texts), students will create their own adventure. Day 2 - Objective: I can add sparkle words. Model: the word wall and emoji chart are scaffolds to prompt students to use stronger word choices. Students will edit their writing, looking to add better word choices. Day 3 - Objective: I can add dialogue to my writing. Model: directions modeled how to add dialogue with both word bubbles and quotation marks. Students will look for ways to add dialogue to their text using either or both conventions i.e. word bubbles and quotation marks. Day 4 - Objective: I can make my own “series” box to put my stories in. Model: instructions on creating the box. Students will decorate for example a cereal box with pictures that represent their series. Day 5 - Objective: I can make book 2 in my series. Model: building on prior knowledge of what series consist of (in class lessons on how to classify texts), students will create their own adventure.</p>
Math	1.1.2.1 <i>Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.</i>	<p>For all days - Model: Students have pages from our workbook in order to complete the solve and share, read the lesson and see practice problems, then have the regular workbook page and homework for practice.</p> <p>Day 1: Lesson 11.1 - I can use place value blocks to subtract 10s. Pages 611-616 Day 2: Lesson 11.2 - I can use a hundred chart to subtract 10s. Pages 617-622 Day 3: Lesson 11.3 - I can use an open number line to subtract two digit numbers Pages 623-628 Day 4: Lesson 11.4 - I can use addition and a number line to solve subtraction problems. Pages 629 - 634 Day 5: Lesson 11.5 - I can use mental math to subtract 10 from a two digit number. Pages 635-640</p>

Week 3 Pacing (April 20th – 24th)

Subject	Standards Addressed	Objective and Method of Instruction/Student Work
Reading	1.1.2.2 b-c 1.1.1.1 a 1.1.9.9	<p>For all days - Model: Written directions and anchor chart are included in the packet to help explain the activities.</p> <p>Day 1 - Objective: I can read a story, identify a character, and tell people about that character. Day 2 - Objective: I can identify the setting, where the story takes place, and describe it. Day 3 - Objective: I can identify the problem and solution in a story and explain them. Day 4 - Objective: I can retell a story using the characters, setting, problem and solution Day 5 - Objective: I can retell a story by telling all of the events that happened in the order that they happened</p>
Writing	1.6.3.3: <i>Write narratives and other creative texts in which they recount two or more appropriately sequenced events</i>	<p>Day 1 - Objective: I can add sparkle words. Model: the word wall and emoji chart are scaffolds to prompt students to use stronger word choices. Students will edit their writing, looking to add better word choices. Day 2 - Objective: I can add dialogue to my writing. Model: directions modeled how to add dialogue with both word bubbles and quotation marks. Students will look for ways to add dialogue to their text using either or both conventions i.e. word bubbles and quotation marks. Day 3 - Objective: I can make book 3 in my series. Model: building on prior knowledge of what series consist of (in class lessons on how to classify texts), students will create their own adventure. Day 4 - Objective: I can add sparkle words. Model: the word wall and emoji chart are scaffolds to prompt students to use stronger word choices. Students will edit their writing, looking to add better word choices. Day 5 - Objective: I can add dialogue to my writing. Model: directions modeled how to add dialogue with both word bubbles and quotation marks. Students will look for ways to add dialogue to their text using either or both conventions i.e. word bubbles and quotation marks.</p>
Math	1.1.2.1 1.3.1.1 <i>Describe characteristics of two- and three-dimensional objects, such as triangles, squares, rectangles, circles, rectangular prisms, cylinders, cones and spheres.</i> 1.3.1.2 <i>Compose (combine) and decompose (take apart) two- and three-dimensional figures such as triangles, squares, rectangles, circles, rectangular prisms and cylinders</i>	<p>For all days - Model: Students have pages from our workbook in order to complete the solve and share, read the lesson and see practice problems, then have the regular workbook page and homework for practice.</p> <p>Day 1 - lesson 11.6 - I can use different strategies to subtract groups of ten from a two digit number. Pages 641-646 Day 2 - lesson 11.7 - I can use mathematical thinking to solve subtraction story problems. Pages 647-652 and Assessment Day 3 - lesson 14.1 - I can use attributes to match shapes. Pages 747 - 752 Day 4 - lesson 14.2 - I can define 2-D shapes by their attributes. Pages 753-758 Day 5 - lesson 14.3 - I can use different materials to make shapes. Pages 759-764</p>

Week 4 Pacing (April 27th – May 1st)

Subject	Standards Addressed	Objective and Method of Instruction/Student Work
Reading	<p><i>1.1.2.2 b-c 1.1.1.1 a 1.1.9.9</i></p>	<p>For all days - Model: Written directions and anchor chart are included in the packet to help explain the activities.</p> <p>Day 1 - Objective: I can read a story, identify a character, and tell people about that character. Day 2 - Objective: I can identify the setting, where the story takes place, and describe it. Day 3 - Objective: I can identify the problem and solution in a story and explain them. Day 4 - Objective: I can retell a story using the characters, setting, problem and solution Day 5 - Objective: I can retell a story by telling all of the events that happened in the order that they happened</p>
Writing	<p><i>1.6.3.3: Write narratives and other creative texts in which they recount two or more appropriately sequenced events</i></p>	<p>Day 1 - Objective: I can make book 4 in my series. Model: building on prior knowledge of what series consist of (in class lessons on how to classify texts), students will create their own adventure. Day 2 - Objective: I can add sparkle words. Model: the word wall and emoji chart are scaffolds to prompt students to use stronger word choices. Students will edit their writing, looking to add better word choices. Day 3 - Objective: I can add dialogue to my writing. Model: directions modeled how to add dialogue with both word bubbles and quotation marks. Students will look for ways to add dialogue to their text using either or both conventions i.e. word bubbles and quotation marks. Day 4 - Objective: I can revise my series using my editing checklist, and add more sparkly words and details. Model: students will use their editing checklist as a guide to creating their final draft. Day 5 - Objective: I can celebrate my writing by sharing it with the people I care about. Model: suggestions are made to create scripts and act out parts of the stories. Students will be celebrating their writing.</p>
Math	<p><i>1.3.1.1 Describe characteristics of two- and three-dimensional objects, such as triangles, squares, rectangles, circles, rectangular prisms, cylinders, cones and spheres. 1.3.1.2 Compose (combine) and decompose (take apart) two- and three-dimensional figures such as triangles, squares, rectangles, circles, rectangular prisms and cylinders</i></p>	<p>For all days - Model: Students have pages from our workbook in order to complete the solve and share, read the lesson and see practice problems, then have the regular workbook page and homework for practice.</p> <p>Day 1: lesson 14.4 - I can use 2-D shapes to make other 2-D shapes. Pages 765 - 770 Day 2: lesson 14.5 - I can use 2-D shapes to make pictures. Pages 771 - 776 Day 3: lesson 14.6 - I can define the attributes of 3-D shapes. Pages 777-782 Day 4: lesson 14.7 - I can define 3-D shapes by their attributes. Pages 783- 788 Day 5: lesson 14.8 - I can put 3-D shapes together to make other 3-D shapes. 789-794 and Assessment</p>