

First Grade Weekly Pacing Guide  
February 3-7, 2020

Samson  
ESS Lesson Plans

<u>Subject</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p><u>EL</u> <u>Skills Block</u></p> <p>again, bye, could, does, knew, or, would</p>	<p>Cycle:19 Lesson:96 Skill: I can identify how the bossy "r" changes the vowel sound in a word.</p> <p>Standard(s): (RF.1.3)</p>	<p>Cycle:19 Lesson:97 Skill: Using evidence from the text, I can answer questions about the story "Looking for Mars."</p> <p>Standard(s): (RF.1.3)</p>	<p>Cycle:19 Lesson:98 Skill: I can spell words with r-controlled vowels like: "thorn."</p> <p>Standard(s): (RF.1.3)</p>	<p>Cycle:19 Lesson:99 Skill: I can collaborate with my teacher to edit a sentence with CVC, CVCC, and high-frequency words.</p> <p>Standard(s): (RF.1.1, RF.1.2, RF.1.3, L.K.2)</p>	<p>Cycle: 19 Lesson:96-99 Skill: Assessment SW be tested on all standards for the week.</p> <p>Standard(s): all standards for the week</p>
<p><u>EL</u> <u>Module</u> <u>Lesson</u></p>	<p>Module: 3 Unit: 2 Lesson: 12</p> <p>Standard(s): W.1.2, W.1.7, W.1.8 I can use evidence to explain the type of beak that is best for crushing seeds.</p>	<p>Module: 3 Unit: 2 Lesson: 13</p> <p>Standard(s): W.1.2, W.1.7, W.1.8 I can use evidence to explain the type of beak that is best for scooping fish.</p>	<p>Module: 3 Unit: 2 Lesson: 14</p> <p>Standard(s): W.1.2, W.1.7, W.1.8 I can use evidence to explain the type of beak that is best for digging for worms.</p>	<p>Module: 3 Unit: 2 Lesson: 15</p> <p>Standard(s): W.1.2, W.1.7, W.1.8 I can draft the focus statement and detail sentences of my informative paragraph using evidence from my research.</p>	<p>Module: Unit: Lesson:</p> <p>Standard(s): I can do my personal best to complete a comprehension assessment. Cold read taken from ReadWorks.</p>

ESS lesson plans will be modified and accommodations given as per IEPs.

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<b><u>Math</u></b>	<p>Module: 3 Topic: C Lesson: 7-9 QUIZ Standard: 1.OA.1, 1.MD.2</p>	<p>Module: 3 Topic: D Lesson: 10 Obj: I can collect, sort, and organize data; then ask and answer questions about the number of data points. Standard: 1.OA.1, 1.MD.4</p>	<p>Module: 3 Topic: D Lesson: 12 Obj: I can ask and answer varied word problem types about a data set with three categories. Standard: 1.OA.1, 1.MD.4</p>	<p>Module: 3 Topic: D Lesson: 13 Obj: I can ask and answer varied word problem types about a data set with three categories. Standard: 1.OA.1, 1.MD.4</p>	<p>Module: 3 Topic: Lesson: <b>MODULE 3 REVIEW</b> Standard: 1.OA.1, 1.MD.1, 1.MD.2, 1.MD.4</p>
<b><u>Social Studies</u></b>	<p>Unit 4 The World Around Me Lesson: Rules and Responsibility • Sources: - Studies Weekly Sources Week 3 A Clean Drink of Water," ReadWorks "Garbage in the Ocean," ReadWorks Where Have all the Pandas Gone?, Melvin &amp; Gilda Berger Keeping our Earth Green, Nancy F. Castaldo <b>Worksheet</b> page 26( from Social Studies weekly 3)</p>	<p>Unit 4 The World Around Me Lesson: Rules and Responsibility • Sources: - Studies Weekly Sources Week 3 A Clean Drink of Water," ReadWorks "Garbage in the Ocean," ReadWorks Where Have all the Pandas Gone?, Melvin &amp; Gilda Berger Keeping our Earth Green, Nancy F. Castaldo <b>Worksheet</b> page 27( from Social Studies weekly 3)</p>	<p>Unit 4 The World Around Me Lesson: Rules and Responsibility • Sources: - Studies Weekly Sources Week 3 A Clean Drink of Water," ReadWorks "Garbage in the Ocean," ReadWorks Where Have all the Pandas Gone?, Melvin &amp; Gilda Berger Keeping our Earth Green, Nancy F. Castaldo <b>Worksheet</b> read the articles ( from Social Studies weekly 3)</p>	<p>Unit 4 The World Around Me Lesson: Rules and Responsibility • Sources: - Studies Weekly Sources Week 3 A Clean Drink of Water," ReadWorks "Garbage in the Ocean," ReadWorks Where Have all the Pandas Gone?, Melvin &amp; Gilda Berger Keeping our Earth Green, Nancy F. Castaldo <b>Worksheet</b> ;read the articles (from Social Studies weekly 3)</p>	<p>Lesson:  Standard(s):  Weekly assessment: pages 28( from Social Studies weekly 3</p>

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	<p><b>Standard(s):</b> How do people impact the environment? (1.3.10) <i>I can identify rules and responsibilities at home and at school.</i></p>	<p><b>Standard(s):</b> How do people impact the environment? (1.3.10) <i>I can identify rules and responsibilities at home and at school.</i></p>	<p><b>Standard(s):</b> How do people impact the environment? (1.3.10) <i>I can identify rules and responsibilities at home and at school.</i></p>	<p><b>Standard(s):</b> How do people impact the environment? (1.3.10) <i>I can identify rules and responsibilities at home and at school.</i></p>	
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