

	September	October	November	December	January	February	March	April	May	June
<b>Reading: Lucy Calkins</b>	<b>Building Good Reading Habits.</b> We will revisit reading superpowers from kindergarten to prepare first graders to read more challenging books this year.	<b>Building Good Reading Habits.</b> The first graders will develop important skills in breaking apart words, blending sounds together, and using text-features to read more challenging texts.	<b>Reading Nonfiction.</b> Students will learn about text features of nonfiction books such as captions, headings, and facts.	<b>Reading Nonfiction.</b> Students will begin reading nonfiction books to learn more about the world around them. Students will cross-integrate their understanding of nonfiction books with learning about plants and animals in science.	<b>Meeting Characters and Learning Lessons.</b> We will go on a journey through storybooks to learn about different characters, solve problems, and identify solutions.	<b>Meeting Characters and Learning Lessons.</b> Students will be able to use their "reading voices" to read like the characters in their books. They will use silly voices to "copy" their favorite characters, and think like their character to guess what will happen next in a text.	<b>Meeting Characters and Learning Lessons.</b> Students will recognize that books have life lessons. We will learn how to categorize books based on their life lessons, and recognize which kinds of books we like best!	<b>Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension.</b> We will use our phonics and reading lessons from this year to stretch our reading abilities. We will read harder books, learn lessons from them, and write reflections from what we read.	<b>Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension.</b> We will use our phonics and reading lessons from this year to stretch our reading abilities. We will read harder books, learn lessons from them, and write reflections from what we read.	<b>Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension.</b> We will use our phonics and reading lessons from this year to stretch our reading abilities. We will read harder books, learn lessons from them, and write reflections from what we read.
<b>Assessment</b>	Fountas and Pinnell Reading Assessment	ESGI Assessment	ESGI Assessment	ESGI Assessment	Fountas and Pinnell Reading Assessment	Fountas and Pinnell Reading Assessment	ESGI Assessment	ESGI Assessment	Fountas and Pinnell Reading Assessment	Fountas and Pinnell Reading Assessment
<b>Writing: Lucy Calkins</b>	<b>Launching Writing Workshop.</b> Students will learn routines, how to use writing materials, how to pick writing topics, and how to draw quality pictures.	<b>Launching Writing Workshop.</b> Students will learn routines, how to use writing materials, how to pick writing topics, and how to draw quality pictures.	<b>Nonfiction Writing: Procedures and Reports.</b> We will be creating how-to books and creating all-about books for topics we discuss in our science time. Students will use procedural words such as "first, then, and last" to sequence events.	<b>Small Moments: Personal Narrative Writing.</b> Students will identify small moments in their life and write about them. Students will plan details to their stories, work with partners, and write endings.	<b>Writing for Readers: Teaching Skills and Strategies.</b> Students will work on editing their writing to make it "readable" and "wonderful" for readers. Students will spell check words, neaten up their handwriting, and draw pictures with labels.	<b>The Craft of Revision.</b> Students will add dialogue to their stories to make them "come alive". We will also work in writing partners to create better stories.	<b>The Craft of Revision.</b> Students will add dialogue to their stories to make them "come alive". We will also work in writing partners to create better stories.	<b>Poetry: Powerful Thoughts in Tiny Packages.</b> We will learn about the different types of poetry and how to create them. Students will get to make rhyming poems, poems about nature, and nonrhyming poems.	<b>Poetry: Powerful Thoughts in Tiny Packages.</b> We will learn about the different types of poetry and how to create them. Students will get to make rhyming poems, poems about nature, and nonrhyming poems.	<b>Authors as Mentors.</b> We will learn about our favorite authors from the year and use their writing styles as mentor texts for our own writing.
<b>Assessment</b>	Formative Assessment	End of Unit Assessment	End of Unit Assessment	Formative Assessment	Formative Assessment	Formative Assessment	End of Unit Assessment	Formative Assessment	End of Unit Assessment	Formative Assessment
<b>Math: Dimensions</b>	<b>Unit 1: Numbers 0-10-counting.</b> Students will revisit numbers 1-10 as a review. <b>Unit 2: Number bonds.</b> Students will use number bonds to recognize part-part-whole relationships with different numbers.	<b>Unit 3: Addition within 10.</b> Students will add numbers within 10 in a variety of ways. Students will use number bonds, visuals, and number sentences to show addition.	<b>Unit 4: Subtraction within 10.</b> Students will subtract numbers within 10 in a variety of ways. Students will use number bonds, visuals, and number sentences to show subtraction.	<b>Unit 5: Numbers to 20.</b> Students will identify and draw pictures for numbers 1-20.	<b>Unit 6: Addition to 20.</b> Students add numbers within 20 in a variety of ways. Students will use number bonds, base ten, visuals, and number sentences to show addition. <b>Unit 7: Subtraction within 20.</b> Students subtract numbers within 20 in a variety of ways. Students will use number bonds, base ten, visuals, and number sentences to show subtraction.	<b>Unit 8: Shapes.</b> Students will look at a variety of shapes and identify them by name. Students will also identify the number of sides and angles each shape has. <b>Unit 9: Ordinal Numbers.</b> Students will order numbers correctly and use ordinal number names to identify a number's place (first, second, third, etc.)	<b>Unit 10: Length.</b> Students will use non-unit based tools to measure objects directly and indirectly. <b>Unit 11: Comparing.</b> Students will compare numbers to each other to identify value. <b>Unit 12: Numbers to 40.</b> Students will identify and draw pictures for numbers 1-40.	<b>Unit 13: Addition and Subtraction within 40.</b> Students add and subtract numbers within 40 in a variety of ways. Students will use number bonds, base ten, visuals, and number sentences to show addition and subtraction. <b>Unit 14: Grouping and Sharing.</b> Students will group numbers using base-ten knowledge and understand tens and ones in two and three digit numbers.	<b>Unit 16: Numbers to 100.</b> Students will use grouping and base-ten understanding to look at the number 100 in picture and number form. <b>Unit 17: Addition and Subtraction within 100.</b> Students will use prior understanding from addition and subtraction to begin basic math within 100.	<b>Unit 18: Telling Time.</b> Students will use a small personal clock to tell time digitally and on an analog clock to the nearest 15 minutes. <b>Unit 19: Money.</b> Students will identify all 4 coin types, identify their value, and add basic coins up to 100 cents.
<b>Assessment</b>	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment
<b>Science/Social Studies</b>	<b>Welcome to the Team.</b> We will create classwide rules and procedures for CDL. Our class will investigate and provide examples of each of the H.E.A.R.T. skills, as well as do a 1 week exploration on teamwork to launch our classroom theme.	<b>Plants and Animals- Teamwork in Nature.</b> Our class will have hands on experiences with growing their own types of plants at home to investigate how plants grow. We will learn how plants help humans, and how plants work together in habitats and ecosystems.	<b>Plants and Animals- Teamwork in Nature.</b> Our class will continue to learn about plants and environments while also learning how these elements work together with animals to create ecosystems and habitats. Students will become an expert on a specific animal and its habitat and create a writing piece all about their animal.	<b>Teamwork in the World.</b> Our class will explore the celebrations of cultures around the world and the celebrations of those in our local community. Students will compare and contrast their own experiences with those of others.	<b>Sound and Light- Teamwork in Physical Science.</b> We will learn about sound and vibration. The first graders will learn that sound and vibration work together in a team to create soft or loud sounds.	<b>Sound and Light- Teamwork in Physical Science.</b> We will learn about light and shadow. The first graders will learn that light and shadows work together in a team to tell us about the world around us. <b>Teamwork in the Past-</b>	<b>My Family is a Team.</b> We will learn about our families and our family's past. We will explore different family types and discuss similarities and differences between our families and families in other cultures and places.	<b>Air and Weather- Teamwork in Earth Science.</b> Our class will explore how weather changes and how these changes are shown in the world around us. Students will investigate and learn about temperature changes, wind speeds, and how the moon changes.	<b>Air and Weather- Teamwork in Earth Science.</b> Our class will explore how weather changes and how these changes are shown in the world around us. Students will investigate and learn about temperature changes, wind speeds, and how the moon changes.	<b>Teamwork Today.</b> Students will investigate current events and how people work together to solve big problems in modern day science and culture.
<b>Phonics: Lucy Calkins</b>	<b>Talking and Thinking About Letters.</b> Students will recall and review letter names and letter sounds. Students will use this information to begin piecing letter sounds together to read words.	<b>Talking and Thinking About Letters.</b> Students will use letter name and sounds to create a greater understanding of how to read words. Students will begin learning snap words. Students will also learn about word patterns such as digraphs and blends.	<b>The Mystery of the Silent 'e'.</b> Students will explore the silent "e" that comes at the end of words. Students will learn that silent e tells a vowel to say its name, and that this rule has a lot of exceptions.	<b>The Mystery of the Silent 'e'.</b> Students will continue learning about the silent e, and students will learn letter patterns within words to help them better understand how to write words with long vowel sounds.	<b>From Tip to Tail: Reading Across Words.</b> Students will explore reading through words fully by looking at different endings to words. Some examples of endings we will explore are -ed, -es, -er, -ing, and -s. Students will use this understanding to make snap words into larger words in their writing.	<b>Word Builders: Vowel Teams.</b> Students will learn about vowel teams and their most common uses. We will learn that when two vowels are seen next to each other, they commonly take the sound of the first vowel. In addition to this, students will learn the exceptions to this rule.	<b>Word Builders: Vowel Teams.</b> Students will learn about vowel teams and their most common uses. We will learn that when two vowels are seen next to each other, they commonly take the sound of the first vowel. In addition to this, students will learn the exceptions to this rule.	<b>Marvelous Bloopers: Learning From Mistakes.</b> Students will begin reading and writing bigger words using their understanding of letters so far. Students will identify mistakes in past writing and reading and correct them. Students will use smaller words to write bigger words.	<b>Marvelous Bloopers: Learning From Mistakes.</b> Students will begin reading and writing bigger words using their understanding of letters so far. Students will identify mistakes in past writing and reading and correct them. Students will use smaller words to write bigger words.	<b>Marvelous Bloopers: Learning From Mistakes.</b> Students will begin reading and writing bigger words using their understanding of letters so far. Students will identify mistakes in past writing and reading and correct them. Students will use smaller words to write bigger words. Students will have a snap word review from the year where they will be able to identify more than 100 snap words.
<b>Assessment</b>	Formative Assessment	Formative Assessment	Formative Assessment	Formative Assessment	Formative Assessment	Formative Assessment	Formative Assessment	Formative Assessment	Formative Assessment	Formative Assessment
<b>Cross Curriculum Integration/Field Trips</b>	<b>Integration:</b> Preparing for the school year ahead by learning virtual procedures, routines, and understanding daily tasks.	<b>Integration:</b> Understanding how plants and animals work together in nature. Reading about plants and animals in nonfiction reading and creating animal reports in writing.	<b>Integration:</b> Understanding how plants and animals work together in nature. Reading about plants and animals in nonfiction reading and creating animal reports in writing.	<b>Integration:</b> Students will use their nonfiction reading time to learn about diversity in the context of celebrations around the world. Students will write about their own celebrations in their own culture as a part of narrative writing.	<b>Integration:</b> Students will create musical tools, conduct light experiments, and read stories about physical science.	<b>Integration:</b> Students will create stories about diversity and learn about Black culture and how it impacts their world.	<b>Integration:</b> Students will read a selection of books with diverse characters and learn about new experiences from these characters.	<b>Integration:</b> Students will create poems about air, weather, and space using their understanding from writing workshop and their understanding about the world around them.	<b>Integration:</b> Students will understand the relationship between air and weather and create informational poems about this relationship.	<b>Integration:</b> Relating HEART Skills to overall learning from the year. Students will also integrate financial literacy social studies learning into the money math unit by having "money" to "spend" at a classroom store. Students will learn the difference between wants and needs and practice creating a budget.

Note: Curriculum map may change throughout the year.

Note: Many skills continue to be practiced throughout the year but are only written the first time they appear.