

Core Content

Pacing Plans

Grades K-8

Core Content Pacing Plans

Pacing plans are developed for each content area for grades K-8. Teachers use the pacing plans to map out the year's instruction.

Kindergarten ELA

**TFSCS Houghton Mifflin LA Pacing Plan
2009- 2010**

Kindergarten

Theme 1: Look at Us!

**26 Instructional days allotted for this Theme!
9/09/09 – 10/14/09**

- **Welcome to Kindergarten (9/09/09 – 9/22/09: 10 days)**
 - Learning to Read: Nursery rhymes, and Read Aloud (See TE for exact info
 - Phonemic Awareness: Using Nursery Rhymes to learn rhyming words
 - Comprehension: Parts of a book (R2.1), Answer questions about stories (R2.5)
 - Word work :
 - Previewing the ABC's focus on Aa through Jj (R1.6)
 - Environmental Print (R3.2)
 - Writing Language
 - Writing Center : Independent writing (W1.1)

- **Essential Question:**
 - What strategies do we use to read?

- **Selection 1 (09/22/09 – 09/29/09: 5 days)**

Big Book: Mice Squeak, We Speak Wordless Book: We go to School

 - Learning to Read
 - Phonemic Awareness: Rhyming Words(R1.10)
 - Comprehension : Compare and Contrast(R1.5, R2.3)
 - Concepts about the Print: Directionality left to right(R1.2)
 - Word Work:
 - Previewing the ABC;s focus on Kk through Oo (r1.6)
 - Writing Oral Language
 - Oral Language: Learning About Big and Little (R1.17)
 - Using size words(R1.17,LS1.2, LS2.1)
 - Writing focus
 - Shared Writing: writing a List (R1.4)
 - Interactive Writing: writing a list (LS1.2, LS2.1)
 - Independent Writing: Choosing a topic(W1.1, LS1.2)

- **Selection 2 (09/30/09 – 10/06/09) 5 days**

Big Book: Here are My Hands Wordless Book: See What We Can Do

 - Learning to Read
 - Phonemic Awareness: Beginning Sounds (R1.11)
 - Comprehension: Noting details (R2.5),Compare and Contrast (R2.3)
 - Concepts about Print: Directionality top to bottom (R1.2)
 - Learning to Read
 - Phonemic Awareness: Beginning Sounds (R1.11)
 - Comprehension: Noting Details (R2.5) Compare and Contrast (R2.3)
 - Concepts about Print: Directionality top to bottom (R1.2)

- Word Work
 - Previewing the ABC's; Focus on Pp through Tt (R.1.6)
- Writing and Language
 - Oral Language: Naming Word: Parts of the Body (R1.17, R1.18, L S1.2)
- Writing Focus
 - Shared Writing: Naming words: Parts of the body (LS1.2)
 - Interactive Writing: Using naming words (R1.17)
 - Independent Writing : Journals (W1.1, LS1.2)

- **Selection 3 (10/08/09 – 10/14/09) 6 days**

Big Books : Mice Squeak, We Speak and Here are My Hands Wordless Book : We Can Make it

- **Learning to Read**
 - Phonemic awareness : Beginning sounds: (R1.11)
 - Comprehension: compare and Contrast(2.5, Noting Details R2.5)
 - Concepts about the print: Directionality left to right and top to bottom (R1.2)
- **Word Work**
 - Previewing the ABC's: focus on Uu through Zz (R1.6)
- **Writing and Language**
 - Oral Language: Using Describing words (R1.18, LS1.2, LS2.1)
- **Writing Focus**
 - Shared Writing: Writing a description) LS1.2, LS2.1)
 - Interactive Writing: Writing a journal entry (LS1.2)
 - Independent Writing: Journals (W1.1, W1.4)

Required Testing:

- Initial Running Record
- Emerging Literacy survey
- Letter/Sound Id Test
- Writing Samples; Independent Writing Samples (2): 1 from the first day of school, 1 from the end of theme
Dictation Sample (1) : Taken during the last week of this theme

- ❖ All required testing must be completed before the end of Theme 1. Don't forget you have an extra day during the 3rd week.

Theme 2: Colors All Around

16 Instructional Days allotted for this Theme!
10/15/09 – 11/05/09

- **Essential Question:**
 - What strategies do we use to read?

- **Selection 1 10/15/09 – 10/21/09: 5 days**
Big Book: I Went Walking Wordless Book: My Red Boat
 - **Learning to Read**
 - **Phonemic awareness: Beginning Sounds (R1.11)**
 - **Initial consonant: S (R1.6,1.11,1.14, W1.4)**
 - **High Frequency Words: I (R1.15)**
 - **Comprehension: Sequence of Events (R2.2, R2.5)**
 - **Reading Strategies: Predict/Infer (R2.20, R2.5)**
 - **Phonics/Decoding: (R1.11,R2.2,R2.4)**
 - **Concepts about Print: Capitalize first word (R1.5)**
 - **Word Work**
 - **High Frequency Word Practice**
 - **Exploring words: Color Words: (R1.17 ,R.1.18,W1.1, W1.3)**
 - **Writing and Oral Language**
 - **Oral Language: Using Describing Words (R1.17)**
 - **Vocabulary Expansion: Using Describing words(R1.17,LS1.2, LS2.1)**
 - **Writing focus**
 - **Shared Writing: Writing a description (LS2.1)**
 - **Interactive Writing: Writing a description (LC1.2, LS2.1)**
 - **Independent Writing: Journals (W1.1, W1.3)**

- **Selection 2 (10/22/09 – 10/28/09) 5 days**
Big Book: In the Big Blue Sea Wordless Book: Look at Me
 - **Learning to Read**
 - **Phonemic Awareness: Beginning sounds (R1.11)**
 - **Initial consonant: m (R1.6, R1.11, R1.14, W1.4, LS2.2)**
 - **High frequency Word: See (R1.14, R1.15, LC1.1)**
 - **Comprehension: Inferences and Making Predictions (R2.2, R2.5)**
 - **Reading Strategies: Summarize (R2.5)**
 - **Phonics/Decoding : (1.11, R2.2, R2.4)**
 - **Concepts about Print: Capitalization and end punctuation (R1.5)**
 - **Word Work**
 - **High Frequency Word Practice: Matching words and building sentences (R1.15, W1.1, LC1.1)**
 - **Exploring words: Color Words: (R1.17, R1.18, W1.1, W1.3)**
 - **Writing and Oral Language**
 - **Oral Language: Using Exact Naming words (r1.17)**
 - **Vocabulary Expansion: Using Exact Naming words (R1.17, LS1.2, LS2.1)**
 - **Writing Focus**
 - **Shared Writing: Writing a description (LS1.2)**

- **Interactive writing: writing a description (R1.17)**
- **Independent Writing: Journals (W1.1, LS1.2)**

- **Selection 3 (10/29/09 – 11/05/09 6 days)**
 - Big Books: I went Walking and In the Big Blue Sea Wordless Book: The Parade**
 - **Learning to Read**
 - **Phonemic Awareness: Beginning Sounds (R1.11)**
 - **Initial consonant: r (R1.6, R1.11, R1.14, W1.4, LS2.2)**
 - **High Frequency Word: I see (R1.14,R1.15, LC1.1)**
 - **Comprehension: Sequencing of events (R2.5)**
 - **Reading Strategies; Predict/Infer (R2.2)**
 - **Phonics/Decoding: (R1.11, R2.2,R2.4)**
 - **Concepts about Print: Capitalization and end punctuation (R1.2)**
 - **Word Work**
 - **High Frequency word Practice: Matching words and building sentences (R1.15, W1.1)**
 - **Exploring words: Color Words: (R1.17, R1.18, W1.13)**
 - **Writing and Oral Language**
 - **Oral Language: Using Singular and Plural Words (R1.18)**
 - **Vocabulary Expansion: Using Singular and Plural words (R1.18)**
 - **Writing focus**
 - **Shared Writing: Writing with a graphic organizer (R1.17, LS2.1)**
 - **Interactive Writing; Writing a class story (LS2.1)**
 - **Independent Writing: Journals (W1.1, W1.4)**

Required Testing;

- **2nd Running Record**
- **High Frequency Word Test (2): First from beginning of theme 2, second from the end of theme**
- **Writing Sample: Independent Writing Sample : From end of Theme**
 - Dictation Sample (1): Take during the last week of this theme**

- ❖ **All required testing must be completed by the end of Theme 2. Don't forget you have an extra day during the 3rd week.**

Theme 3: We're a Family

16 Instructional days allotted for this Theme!
11/06/09 - 12/02/09

- **Essential question:**
 - What strategies do we use to read?

- **Selection 1 (11/06/09 – 11/13/09: 5 days)**

Big Book: Tortillas and Lullabies Wordless book: The Birthday Party

 - **Learning to Read**
 - **Phonemic awareness; Blending & Segmenting Onset & Rime (R1.8,R1.11)**
 - **Initial consonant: t (R1.6, 1.14, LS2.2, W1.4)**
 - **High frequency word: my (R1.4, R1.15)**
 - **Comprehension: Story Structure; Character/Setting (R2.5, R3.3)**
 - **Reading Strategies: Evaluate (R2.2, R2.5)**
 - **Phonics/Decoding: (R1.11)**
 - **Concepts about Print: Return sweep (R1.2)**
 - **Word Work**
 - **High Frequency Word Practice: Matching words (R1.15, W1.1,& Building sentences (R1.4,R1.15, W1.1,W1.3)**
 - **Exploring Words: Family Words : (R1.17, R2.3, R2.5, W1.1, W1.5, LS1.2**
 - **Oral language: Using Movement words (R1.17, LS2.1)**
 - **Vocabulary Expansion: Using family words (R3.3, LS1.2)**
 - **Writing Focus**
 - **Shared Writing: Recording Observations R2.4)**
 - **Interactive Writing: Writing a journal entry (W1.1, W1.3)**
 - **Independent Writing: Journals (R2.3, R2.5, R3.3, W1.1, W1.3)**

- **Selection 2 (11/16/09 – 11/20/09: 5 days)**

Big Book: Shoes From Grandpa Wordless book: Baby Bears Family

 - **Learning to Read**
 - **Phonemic Awareness: Blending & Segmenting Onset & Rime(R1.8,R1.11)**
 - **Initial consonant: b (R1.6, R1.11,R1.14, W1.4, LS2.20**
 - **High Frequency Word: like (R1.14, R1.15, LC1.1)**
 - **Comprehension : Inferences; Drawing Conclusions (R2.2, R2.5)**
 - **Reading Strategies: Predict/ Infer (R2.2)**
 - **Phonics/Decoding: (R1.11, R2.2, R2.4)**
 - **Concepts about Print: Return Sweep, Capitalization end punctuation (R1.2)**
 - **Word Work**
 - **High Frequency Word Practice: Matching words and building sentences (R1.15, W1.1, LC1.1)**
 - **Exploring words: Family words : (R1.17, R2.3, W1.1, W1.3, LS1.2, LS2.1**
 - **Writing Oral Language**
 - **Oral Language: Using Exact Naming words (R1.17, LS2.1)**
 - **Vocabulary Expansion: types of clothing (R1.17)**
 - **Writing focus**

- **Shared Writing: Writing a grocery list (R3.3)**
- **Interactive Writing : Choosing a good title (W1.3, LS1.2, LS2.1, LS2.3)**
- **Independent Writing: Journals (W1.1, W1.3, LS1.2)**

- **Selection 3 (11/ 23/09 – 12/02/09: 6 days)**
 - Big Books: Tortillas.... And Shoes from Grandpa Wordless book: Cat's Surprise**
 - **Learning to Read**
 - **Phonemic Awareness: Blending & Segmenting Onset & Rime(R1.8, R1.11)**
 - **Initial consonant: n (R1.6, R1.11, R1.14, W1.4, LS2.2)**
 - **High Frequency Word: my, like, (R1.14, R1.15, LC1.1)**
 - **Comprehension: Inferences: Drawing conclusions (R2.2) & Story structure: Characters /setting (R3.3)**
 - **Reading Strategies: Summarize & Evaluate (R2.5, R2.3)**
 - **Phonics/ Decoding: (R1.11)**
 - **Concepts about print: Return sweep, Capitalization, and end punctuation (R1.2)**
 - **Word Work**
 - **High Frequency Word Practice: Matching words and building sentences (R1.15, W1.3)**
 - **Exploring words: Environmental print (R1.3, R3.2, W1.3)**
 - **Writing and Oral Language**
 - **Oral Language: Using action Words (R1.17)**
 - **Vocabulary Expansion: Using Order Words (R2.5, LS1.2, LS2.1)**
 - **Writing Focus**
 - **Shared Writing: Using Order Words (R3.3)**
 - **Interactive writing: Using Order words (W1.3, LS1.2, LS2.1, LS2.3)**
 - **Independent Writing: Journals (W1.3, LS1.2)**

Required Testing:

- **3rd Running Record**
- **High Frequency Word Test: Complete at the end of the Theme.**
- **Writing Samples: Independent writing Sample: from last week of theme.
Dictation Sample (1) Take during the last week of this theme.**

- ❖ **All required testing must be completed before the end of Theme 4. Don't forget you have and extra day during the 3rd week.**

Theme 4: Friends Together

20 Instructional Days allotted for this Theme!
12/03/09 - 02-20/10

- **Essential Question:**
 - What strategies do we use to read?

- **Selection 1 (12/03/09 – 12/10/09; 6 days)**
Big Book: Aaron and Gayla's Alphabet Book _ Phonics book: Nat at Bat
 - **Learning to Read**
 - **Phonemic Awareness: blending & Segmenting Onset & rime (R1.7, R1.9, R1.11)**
 - **Initial consonant: h (R1.6, R 1.14, R1.15, R1.16)**
 - **High Frequency word: a (R1.4, R1.15)**
 - **Comprehension : Text organization & summarizing (R1.6, R2.5,LS1.2)**
 - **Reading Strategies: question**
 - **Phonics/ Decoding: (R1.6, R1.14, R1.15, R1.16)**
 - **Concepts about Print: Word Spacing(R1.4)**
 - **Word work**
 - **High Frequency Word Practice: Matching words (R1.4, R1.15, W1.1) & Building sentences (R1.15, W1.1)**
 - **Building words: words with short a: (R1.14, R1.15, R1.16)**
 - **Writing and Oral Language**
 - **Oral Language: Using Position words (LS2.1)**
 - **Writing Focus**
 - **Shared writing: Writing a Newsletter (R1.4, LS1.2)**
 - **Interactive Writing: Using Position words (W1.1, W1.3)**
 - **Independent writing: Journals (W1.1)**

- **Selection 2 (12/11/09 – 12/18/09; 6 days)**
Big Book: My Dad and I Phonics Book: A Vat
 - **Learning to Read**
 - **Phonemic Awareness: Blending & Segmenting Onset & Rime (R1.7, R1.8, R1.9, R1.11)**
 - **Initial consonant: v)R1.6, r1.11, R1.14, W1.4)**
 - **High Frequency word: to (R1.14, R1.15, R2.2)**
 - **Comprehension: Cause& Effect (R2.2, R2.5)**
 - **Reading Strategies; Predict/Infer (R2.2)**
 - **Phonics/Decoding: (R1.6, R1.14, R1.15, R1.16)**
 - **Concepts about Print: Match spoken word to print(R1.4)**
 - **Word Work**
 - **High Frequency Word Practice: Matching words & building sentences**
 - **Building words: words with short a: (R1.14, R1.15, R1.6, W1.2)**
 - **Writing and Oral Language**
 - **Oral Language: Using action words (LS2.1)**
 - **Writing Focus**
 - **Shared Writing: Writing a story (R1.4, LS1.2)**

- **Interactive writing: Using position words (W1.1, W1.3, LC1.1)**
- **Independent writing: Journals (W1.1)**

- **Selection 3 (01/11/10 – 1/21/10: 8 days)**
 - **Big Books: Aaron...and My Dad and I Phonics Book; Cat Sat**
 - **Learning to Read**
 - **Phonemic Awareness: Blending & Segmenting Onset & rime (R1.7, R1.8, R1.9, R1.11)**
 - **High Frequency Words: a, to (R1.4, R1.6, R1.14, R1.15,r2.2, R3.3,LS2.1)**
 - **Comprehension: cause & Effect, Text organization, & summarizing (R1.3, R2.5)**
 - **Reading Strategies: Question & Evaluate (R2.3)**
 - **Phonics/Decoding: (R1.6, R1.14, R1.15, R1.16)**
 - **Concepts about Print: Word Spacing (R1.4)**
 - **Word Work**
 - **High Frequency Word Practice: Matching words and building sentences (R1.15, W1.1 ,LC1.1)**
 - **Building words: words with short a (R1.4, R1.15, R1.16, W1.2)**
 - **Writing and Oral Language**
 - **Oral Language: Using Action Words (LS2.1)**
 - **Writing Focus**
 - **Shared Writing: Writing a note (W1.4)**
 - **Interactive Writing: Writing a list (R1.3)**
 - **Independent Writing; Journals (W1.1, W1.3, W1.4)**

Required Testing:

- **4th running record**
- **High frequency word Test: complete at the end of theme**
- **Writing Samples: Independent writing Sample: From the last week of this theme**

- ❖ **All required testing must be completed before the end of Theme 4. The time for this theme has been lengthened to allow for special activities during the holiday season.**

Theme 5: Let's Count

16 Instructional days allotted for this Theme!
1/22/10 – 2/16/10

- Selection 1 (1/22/10 – 1/28/10: 5 days)

Big Book: Feast for 10

Phonics Book: Nat, Pat, and Nan

- Learning to Read

- Phonemic awareness: Blending Phonemes (R1.7, R1.9)
- Initial consonant: p (R1.6, r1.11,R1.14,W1.14)
- High Frequency Words: and (R1.15)
- Comprehension: Categorize and Classify (R1,1,R1.7,R2.1, R2.3,LS1.2)
- Reading Strategies: Monitor/clarify (R1.1, R1.17, R2.1, R2.3, LS1.2)
- Phonics/Decoding: (R1.6, R1.14, R1.15, R1.16)
- Concepts about Print: Letter/Word: First/Last Letter in a word (R1.4, R1.5)

- Word Work

- High Frequency Word Practice: Matching words (R1.4, R1.15, W1.1,)& Building sentences (R1.15, W1.1)

- Writing and Language

- Shared Writing: Writing a list (R1.14, W1.1)
- Interactive Writing: Writing a list (W1.3, LS1.2)
- Independent Writing: Journals (W1.1, W1.2, W1.3, w1.4)

- Selection 2 (1/29/10 – 2/5/10: 6 days)

Big Book: Ten Little Puppies

Phonics Book: Go Cat!

- Learning to Read

- Phonemic Awareness: Blending Phonemes R1.7, R1.9)
- Initial consonant: g (R1.6, R1.11,R1.14, W1.4)
- High Frequency word: go (R1.4, R1.5)

- Comprehension: Cause and Effect (R2.2, R2.5)

- Reading strategies: Predict/Infer (R2.2)
- Phonics/decoding; (R1.6, R1.15, R1.16)
- Concepts about Print: Match spoken word to print (R1.4)

- Word Work

- High Frequency word Practice: Matching words and building sentences (R1.4, R1.15, W1.1)
- Building words: words with short a: R1.14, R1.15, R1.16)

- Writing and Oral Language

- Oral Language: Rhyming Words (LS2.1)
- Vocabulary Expansion: Using naming words(r1.17, W1.1, LS2.1)

- Writing Focus

- Shared Writing: A Number Rhyme (LS1.2)
- Interactive Writing: Writing a Poem (W1.1, W1.2, W1.3, W1.4)
- Independent Writing: Journals (W1.1, W1.2, W1.3, W1.4)

- Selection 3 (2/08/10 – 2/16/10: 6 days)

Big Books: Feast for 10 , Ten Little Puppies

Phonics Book: Dat and Nan

- o **Learning to Read**
 - **Phonemic Awareness: Blending & Segmenting Onset & Rime (R1.7,R1.9)**
 - **Initial consonant: f (R1.6, R1.11, R1.14, W1.4)**
 - **High Frequency Words: and, go (R1.14, R1.15)**
 - **Comprehension: Story Structure Beginning, Middle, end (R2.5) & Categorize and Classify (r1.17, R2.3)**
 - **Reading Strategies: Question (R2.2, & Monitor/Clarify**
 - **Phonics/ Decoding: (R1.6, R1.14, R1.15, R1.16)**
 - **Concepts about the Print: Word Spacing (R1.14)**
- o **Word Work**
 - **High Frequency Word Practice: Matching words and building sentences (R1.6, R1.14, R1.15, R1.16)**
 - **Building words with short a (R1.4, R1.15, R1.16, W1.2)**
- o **Writing and Oral language**
 - **Oral language: Using Action Words (LS2.1)**
- o **Writing Focus**
 - **Shared Writing: Writing a Friendly Letter (R1.18, LS1.2, LS2.1)**
 - **Interactive Writing: Using describing words (R1.18, LS1.2, LS2.1)**
 - **Independent Writing: Journals(W1.1, W1.2, W1.3, W1.4)**

Required Testing:

- **4th Running record**
- **High Frequency Word Test: Complete at end of theme**
- **Writing Samples: Independent Writing Sample: From last week of theme.
Dictation sample(1): Take during the last week of this theme.**

Theme 6: Sunshine and Raindrops

16 Instructional Days allotted for this Theme!

2/17/10 – 03/10/10

- **Selection 1 2/17/10 – 2/23/10: 5 days)**
Big Book: What will the Weather Be Like Today? Phonics Book: Can It fit?
 - **Learning to Read**
 - **Phonemic Awareness: Blending & Segmenting Phonemes (R1.9,R1.11)**
 - **Initial consonant: l (R1.6, R1.11,R1.14, W1.14)**
 - **High Frequency Word: is (R1.4, R1.5)**
 - **Comprehension :Fantasy/Realism (R3.1)**
 - **Reading Strategies: Predict/ Infer (R2.2)**
 - **Phonics/ Decoding : (R1.6, R1.14,R 1.15, r1.16)**
 - **Word Work**
 - **High Frequency Word Practice: Matching words (R1.15, W1.1) & Building sentences (R1.4, R1.15, W1.1)**
 - **Building words: Words with short I (R1.14, R1.15, R1.16,W1.2)**
 - **Writing and Language**
 - **Oral Language: Using Describing Words, describing weather(R1.8, LS1.2)**
 - **Writing Focus**
 - **Shared Writing: Writing a description (R1.18, LS2.1)**
 - **Interactive Writing: Writing a Sentence (R1.18, W1.1, LS2.1)**
 - **Independent Writing: Journals (R1.18, W1.1)**

- **Selection 2 (2/24/10 –3/3/10: 6 days)**
Big Book: All to Build a Snowman Phonics Book: Kit
 - **Learning to Read**
 - **Phonemic Awareness: Blending & Segmenting Phonemes (R1.9, r1.1)**
 - **Initial consonant: k (R1.6, R1.14, R1.15, R1.16)**
 - **High frequency word: here (R1.4, R1.15)**
 - **Comprehension: Story Structure; Plot (R3.3)**
 - **Reading Strategies: Summarize (R2.5)**
 - **Phonics/Decoding: (R1.6, R1.14, R1.15, R1.16)**
 - **Concepts about Print: Question Mark, End Punctuation(R1.4)**
 - **Word Work**
 - **High Frequency Word Practice: Matching words& building sentences (R1.4, R1.15, W1.1)**
 - **Building words: Words with short I (R1.4, R1.15,R1.16)**
 - **Writing and Oral Language**
 - **Oral Language: Using weather action words (R1.17, LS1.2,LS2.1)**
 - **Writing Focus**
 - **Shared Weather Observations (R1.18, LS1.2)**
 - **Interactive Writing: A Weather Report (R1.18, W1.1,LS1.2, LS2.1)**
 - **Independent Writing: Journals(W1.1, W1.2, W1.3, W1.4)**

- **Selection 3 (3/04/10 – 3/11/10: 6days)**
Big Books: What Will the Weather Be Like Today? All to Build a Snowman

- Phonics Book: Fan**
- o **Learning to Read**
 - **Phonemic Awareness: Blending and Segmenting Phonemes (R1.9,R1.11)**
 - **Initial consonant: q (R1.6, R1.11, R1.14, W1.4)**
 - **Blending Short Words (R1.6, R1.14,R1.15, R1.16)**
 - **High Frequency Words: is, here (R1.4, R1.15)**
 - **Comprehension : Fantasy/realism (R3.1, & Story Structure: Plot(R2.5)**
 - **Reading Strategies: Predict /Infer (R2.2) Evaluate (R2.5, LS1.2)**
 - **Phonics/ Decoding: (R1.6, R1.14, R1.16**
 - **Concepts about Print: question Mark: end Punctuation (R1.4)**

 - o **Word Work**
 - **High Frequency word Practice: Matching words and Building Sentences (R1.4, R1.15, W1.1)**
 - **Building Words: words with short I (R1.4, R1.15, W1.1)**
 - o **Writing and Oral Language**
 - **Oral Language: Action words (Outdoor activities) & Describing words(R1.7, R1.18) LS1.2, LS2.1)**
 - o **Writing Focus**
 - **Shared Writing: Writing a Story (R1.18, LS1.2, W1.1)**
 - **Interactive writing: Writing a Story (W1.1, LS1.2)**
 - **Independent writing: Journals (W1.1, W1.2, W1.3, W1.4)**

Required Testing:

- **4th running Record**
- **High Frequency word Test: Complete at the end of theme.**
- **Writing Samples: Independent Writing sample: from last week of theme.
Dictation Sample (1): Take during the last week of this theme.**

Theme 7: Wheels Go Around

16 Instructional Days Allotted for this Theme!
03/11/10 – 04/09/10

- **Selection 1 (03/11/10 –03/17/10: 5 days)**
 - **Learning to Read**
 - **Phonemic Awareness: Blending and Segmenting Phonemes (r1.9, R1.13)**
 - **Initial consonant: d (R1.6, R1.11, R1.14, LS2.2, W1.4)**
 - **Blending short I words (R1.4, R1.6, R1.14, R1.15, R1.16, W1.1, W1.2, W1.3)**
 - **High Frequency Words: for (R1.4, R1.14, R1.15)**
 - **Comprehension: Text organization and Summarizing (R2.1, R2.3,R2.5 ,LS1.2)**
 - **Reading Strategies: Summarize (R2.5, R3.3)**
 - **Phonics/Decoding**
 - **Concepts about Print: first/Last letter in a word: matching words (R1.4, R1.5)**
 - **Word work**
 - **High Frequency Word Practice: Matching Words and Building Sentences (R1.4, R1.15, W1.1)**
 - **Building words: words with short I or a (R1.14, R1.15, R1.16)**
 - **Writing and Language**
 - **Oral Language: Using Opposites (R1.17, r1.18, LC1.1,LS1.2)**
 - **Writing Focus**
 - **Shared writing: Writing about Signs (R1.3, R1.15, R1.17, R3.2, LS1.2)**
 - **Interactive Writing: Writing about signs (R1.3, r1.15, LS1.2)**
 - **Independent Writing: Journals (W.1, W1.2, W1.4, LC1.2)**
- **Selection 2 (03/18/10 – 03/25/10: 6days)**

Big Book: Vroom, Chugga, Vroom- Vroom Phonics Book: Tan Van

 - **Learning to Read**
 - **Phonemic Awareness: Blending & Segmenting Phonemes (r1.9, R1.11)**
 - **Initial consonant: z (R1.4, R1.6, R1.11, R1.14, LS2.2)**
 - **Blending short i words (r1.4, r1.6, R1.14, R1.15, R1.16)**
 - **High Frequency word: have (R1.4, R1.6, R1.14, R1.15, R1.16, w1.1, W1.3)**
 - **Comprehension: Story Structures: Cause and Effect (R2.4, R2.5, R3.3, LS1.2)**
 - **Reading Strategies: Monitor/ Clarify (R2.5)**

- Phonics/ Decoding
- Concepts about Print: Matching Words; using ALL Capital Letters (R1.4, R1.5)
- Word Work
 - High Frequency Word Practice: Matching Words and Building Sentences (R1.4, R1.5, LC1.1, W1.1)
 - Building Words: Words with short i or a (R1.4, R1.14, R1.15, R1.16, W1.2)
- Writing and Oral Language
 - Oral Language: Using Position words (R2.5, R1.17, R1.18, LS2.1)
- Writing Focus
 - Writing a class story (R2.5, R3.3, LS1.2)
 - Interactive Writing: Writing a class story (R2.4, R3.3, W1.1)
 - Independent Writing: Journals (W1.1, W1.2, W1.3, W1.4)
- Selection 3 (3/26/10 – 4/9/10: 6 days)
Big Books: The Wheels on the Bus Vroom, Cugga, Vroom-Vroom Phonics

Book: Zig Pig and Dan Cat

- Learning to Read
 - Phonemic Awareness: Blending and segmenting phonemes (R1.9, R1.13)
 - Initial consonant: d,z (R1.6, R1.11, R1.14, R1.15, R1.16)
 - Blending Short i words (R1.4, R1.6, R1.14, R1.15, R1.16)
 - High Frequency Words; for, have (R1.4, R1.14, R1.15, R2.4, W1.1, W1.3, LS1.2)
 - Comprehension: making Predictions (R1.1, R2.2)
 - Reading Strategies: Summarize (R2.5) & Question (R2.5)
 - Phonics/Decoding:
 - Concepts about Print: Match Spoken words to print; match words (R1.4, R1.5)
- Word Work
 - High Frequency Word Practice: Matching Words and Building Sentences (R1.4, R1.15, W1.1, W1.2, W1.3, LS1.2)
 - Building Words: Words with short i (R1.3, R1.14, R1.15, R1.16, W1.2)
- Writing and Oral Language
 - Oral Language: Using opposites (words for travel) R1.17, R1.18, R2.5, LS1.2)
- Writing Focus
 - Shared Writing: Writing a report (R.1.7, R1.18, R2.3, LS1.2)
 - Interactive Writing: Writing a report (LS1.2, W1.1, W1.2, W1.3)
 - Independent Writing: Journals (W1.1, W1.2, W1.3, W1.4)

Required Testing:

- 4th Running Record
- High Frequency Word test: Complete at end of theme.
- Writing Samples: Independent Writing Sample: From last week of theme.
Dictation Sample (1): Take during the last week of this theme

Theme 8: Down On the Farm

16 Instructional Days allotted for this Theme!
4/12/09 – 5/3/10

▪ Selection 1 (4/12/10-4/16/10: 5 days)

Big Book: Cows in the Kitchen

Phonics Book: Dot Got a Big Pot

○ Learning to Read

- Phonemic Awareness: Blending & Segmenting Phoneme (R1.8, R1.9)
- Initial consonant: t,k,n, (R1.6, R1.11, R1.14, W1.4)
- Blending short o words (R1.6, R1.14, R1.15, R1.16)
- High Frequency Words: said (R1.4, R1.15)
- Comprehension: Fantasy/Realism (R3.1)
- Reading Strategies: Monitor/ Clarify
- Phonics/ Decoding:
- Concepts about Print: All capital Letters (R1.4)

○ Word Work

- High Frequency Word Practice: Matching Words (R1.4, R1.15, LS2.2, W1.1) & Building Sentences (R1.12, R1.15, W1.1)
- Building Words: words with short o or i (R1.14, R1.15, R1.16, W1.2)

○ Writing and Language

- Oral Language: Using Naming Words (rhyming words) (R1.18, R1.10)

○ Writing Focus

- Shared Writing: Writing a story (R1.15, LS1.2)
- Interactive Writing: Using naming words (W1.1, W1.2, W1.3)
- Independent Writing: Journals (W1.1, W1.3, W1.4)

▪ Selection 2 (4/19/09-4/23/09: 5 days)

Big Book: Mouse's Birthday

Phonics book: The Big, Big Box

○ Learning to Read

- Phonemic Awareness: Blending & Segmenting Phonemes (R1.9, R1.11)
- Initial consonant: z (R1.4, R1.6, R1.11, R1.14, W1.4, LS2.2)
- Blending short i words (R1.3, R.16, R1.14, R1.15, R1.16)
- High Frequency Words: have (R.14, R.16.R1.14, R1.15, R1.16, W1.1, W1.3)
- Comprehension: Story Structures: Cause and Effect (R2.4, R2.5, R3.3, LS1.2)

- **Reading Strategies: Monitor/ Clarify (R2.5)**
 - **Phonics/ Decoding:**
 - **Concepts about Print: Directionality; Return Sweep; All Capital letters (R1.2, R1.4)**
 - **Word Work**
 - **High Frequency Word Practice: Matching Words & Building Sentences (R1.4, R1.15, W1.1, W1.3)**
 - **Building Words: Words with short o or I (R1.14, R1.15, r1.16, W1.2)**
 - **Writing and Oral Language**
 - **Oral Language: Using Exact Words (comparisons) (R1.17, R3.3, LS1.2, R1.18)**
 - **Writing Focus**
 - **Shared Writing: Writing a friendly letter (R1.3)**
 - **Interactive Writing: Using naming words (R1.3)**
 - **Independent Writing: Journals (W1.1, W1.3, W1.4)**
- **Selection 3 (4/26/10 – 5/3/10: 6 days)**
- Big Books: Cows in the Kitchen, Mouse's Birthday Phonics Book: A Pot for Dan Cat**
- **Learning to Read**
 - **Phonemic Awareness: Blending and segmenting phonemes (R1.8, R1.9)**
 - **Initial consonant: f,h,s (R1.6, R1.11, R1.14, W1.4, LS2.2)**
 - **Blending Short o words (R1.6, R1.14, R1.15, R1.16, LC1.2)**
 - **High Frequency Words; said, the (R1.4, R1.14, R1.15, R1.16, LS2.2)**
 - **Comprehension: inferences: Drawing conclusions (R2.3)**
 - **Reading Strategies: Evaluate & Monitor/Clarify (R2.5)**
 - **Phonics/ Decoding:**
 - **Concepts about Print: All Capital Letters (R1.4)**
 - **Word Work**
 - **High Frequency Word Practice: Matching Words and Building Sentences (R1.4, R1.15, W1.1, W1.2, W1.3, LC1.2)**
 - **Building Words: words with short o or i (R1.14, R1.15, R1.16)**
 - **Writing and Oral Language**
 - **Oral Language: Using Singular and Plural Naming Words (R1.17, LS1.2)**
 - **Writing Focus**
 - **Shared Writing: Writing a class newsletter (R1.3)**
 - **Interactive Writing: Writing a class newsletter (R1.14, R1.15, W1.1)**
 - **Independent Writing: Journals (W1.1, W1.2, W1.3)**

Required Testing:

- **4th Running Record**
- **High Frequency Word test: Complete at end of theme.**
- **Writing Samples: Independent Writing Sample: From last week of theme.**
Dictation Sample (1): Take during the last week of this theme

Theme 9: Spring is Here

17 Instructional Days allotted for this Theme!
5/4/10-5/28/10

- Selection 1 (5/4/10-5/10/10: 5 days)
Big Book: Spring is Here Phonics book: Get Set! Play
 - Learning to Read
 - Phonemic Awareness: Initial Consonant w (R1.6, R1.18, R1.11, R1.14, W1.4)
 - Blending short: short e words (R1.6, R1.11, R1.14, R1.15, R1.16)
 - High Frequency Words: play (R1.2, R1.4, R1.14, R1.15, R1.16)
 - Comprehension: sequence of events
 - Reading Strategies: Evaluate (R2.5, LS1.2)
 - Phonics/Decoding: (R1.9)
 - Concepts about Print: Letters, word, and sentences; first and last letter in a word (R1.4, R1.5)
 - Word Work
 - High Frequency Word Practice: matching words (R1.15, W1.1) & Building Sentences (R1.15, W1.1)
 - Building Words: Words with short e or I (R1.4, R1.14, R1.15, R1.16, LC1.2)
 - Writing and Language
 - Oral Language: Using action words (pantomime action words) (LS1.2, R1.17)
 - Writing Focus
 - Shared Writing: Writing with action (R1.15, W1.1, W1.2, W1.3)
 - Interactive Writing: Writing an article (R1.4, W1.4, LC1.2)
 - Independent Writing: Journals (W1.1, W1.2, W1.3, W1.4)
- Selection 2 (5/11/10-5/20/10: 6 days)
Big Book: Mrs. McNosh Hangs Up Her Wash Phonics book: Ben
 - Learning to Read
 - Phonemic Awareness: Initial consonant: y (R1.6, R1.11, R1.14, W1.4, LS2.2)
 - Blending short e words (R1.14, R1.15, R1.16)
 - High Frequency Word: she (R1.4, R1.15)

- **Comprehension: Story Structures: character and Setting (R2.5, R3.3)**
 - **Reading Strategies: Predict/ infer (R2.2)**
 - **Phonics/ Decoding:**
 - **Concepts about Print: first/last letters in a word (R1.4)**
 - **Word Work**
 - **High Frequency Word Practice: Matching Words & Building Sentences (R1.4, R1.15, W1.1)**
 - **Building Words: Words with short e or o (R1.14, R1.15, R1.16, W1.2)**
 - **Writing and Oral Language**
 - **Oral Language: Using Rhyme Words (R1.10, R1.17)**
 - **Writing Focus**
 - **Shared Writing: Using rhyming words (R1.10)**
 - **Interactive Writing: Writing an article (R1.4, W1.4, LC1.2)**
 - **Independent Writing: Journals (W1.1, W1.2, W1.3, W1.4)**
 - **Selection 3 (5/21/09-5/28/09)**
- Big Books: Spring is Here, Mrs. McNosh Hangs Up Her Wash Phonics Book: Pig Can Get Wet**
- **Learning to Read**
 - **Phonemic Awareness: Initial consonant: w & y (R1.6, R1.11, R1.14, W1.4, LS2.2)**
 - **Blending Short e words (R1.6, R1.14, R1.15, R1.16, LS2.2)**
 - **High Frequency Words; play, she (R1.4, R1.15)**
 - **Comprehension: inferences: Categorize and Classify**
 - **Reading Strategies: Monitor/ Clarify**
 - **Phonics/Decoding**
 - **Concepts about Print: Distinguish between letter/ word/ sentence (R1.4, R1.50)**
 - **Word Work**
 - **High Frequency Word Practice: Matching words and Building Sentences (R1.4, R1.15, W1.1, LC1.1)**
 - **Building Words, words with short o or e (R1.14, R1.15, R1.16, W1.2)**
 - **Writing and Oral Language**
 - **Oral Language: Using Order words (springtime vocabulary) (LS 1.2) & Sequence (R2.5, R3.3)**
 - **Writing Focus**
 - **Shared Writing: Writing a class story (LS1.2)**
 - **Interactive Writing: Revising a class story (W1.1)**
 - **Independent Writing: Journals (W1.1, W1.2, W1.3, W1.4)**

Required Testing:

- **4th Running Record**
- **High Frequency Word test: Complete at end of theme.**
- **Writing Samples: Independent Writing Sample: From last week of theme**

Theme 10: A World of Animals

17 Instructional Days allotted for this Theme!
(6/1/10-6/23/10)

- Selection 1 (6/1/10-6/7/10: 5 days)
Big Book: Splash! Phonics book: Ken and Jen
 - Learning to Read
 - Phonemic Awareness: Initial Consonant j (R1.6, R1.11, R1.14)
 - Blending short: short u words (R1.6, R1.14, R1.15, R1.16)
 - High Frequency Words: are (R1.2, R1.4, R1.15, R1.6)
 - Comprehension: Story Structure: beginning, middle, end (R2.5, R3.3)
 - Reading Strategies: Question (R2.2)
 - Phonics/Decoding: (R1.6, R1.14, W1.1, LC1.2)
 - Concepts about Print: Capital at the beginning of a sentence (R1.4)
 - Word Work
 - High Frequency Word Practice: matching words (R1.4, R1.15, W1.1) & Building Sentences (R1.4, R1.15, W1.1, LC1.2)
 - Building Words: Words with short u or e (R1.4, R1.14, R1.15, R1.16, W1.2)
 - Writing and Language
 - Oral Language: Using Exact Naming Words: animal names (R1.17) comparing information (R1.3, LS1.2)
 - Writing Focus
 - Shared Writing: Writing a Report (R1.3, R1.6, W1.1, LS1.2)
 - Interactive Writing: Writing a Report (R1.3, W1.1, LS1.2)
 - Independent Writing: Journals (R1.3, W1.1, W1.2, W1.3, W1.4)
- Selection 2 (6/7/10-6/15/10: 6 days)
Big Book: Feathers for Lunch Phonics book: It Can Fit
 - Learning to Read
 - Phonemic Awareness: Initial consonant: b, c, (R1.6, R1.11, R1.14, W1.4)
 - Blending short u words (R1.6, R1.14, R1.15, R1.16)
 - High Frequency Word: he (R1.2, R1.4, R1.15)
 - Comprehension: Compare and Contrast (R3.3)
 - Reading Strategies: Predict/ Infer (R2.2)
 - Phonics/ Decoding:
 - Concepts about Print: End of Sentence/ End Punctuation (R1.4)

- **Word Work**
 - **High Frequency Word Practice: Matching Words and Building Sentences (R1.4, R1.15, W1.1)**
 - **Building Words: Words with short u or e R1.6, R1.14, R1.15)**
- **Writing and Oral Language**
 - **Oral Language: Using Rhyming Words (R1.17, LS1.2)**
- **Writing Focus**
 - **Shared Writing: a Book Report (R3.3, LS1.2)**
 - **Interactive Writing: Writing a Book Report (R1.15, R1.18, LS1.2)**
 - **Independent Writing: Journals (W1.1, W1.2, W1.3, W1.4)**
- **Selection 3 (6/15/10-6/23/10)**
 - **Big Books: Splash! Feathers for Lunch Phonics Book: The Bug Hut**
 - **Learning to Read**
 - **Phonemic Awareness: Initial Consonant d, j, n & w (R1.6, R1.11, R1.14, LS2.2, W1.4)**
 - **Blending Short u words (R1.6, R1.14, R1.15, R1.16)**
 - **High Frequency Words; are, he (R1.4, R1.15)**
 - **Comprehension: inferences: Story Structure Plot (R101, R2.5, R3.3)**
 - **Reading Strategies: Summarize and Question**
 - **Phonics/ Decoding:**
 - **Concepts about Print: Beginning and End of Sentence (R1.4)**
 - **Word Work**
 - **High Frequency Word Practice: Matching Words and Building Sentences (R1.4, R1.15, W1.1)**
 - **Building Words: words with short u, e or o (R1.6, R1.14, R1.15, R1.16)**
 - **Writing and Oral Language**
 - **Oral Language: Using Order Words (animal names) (R1.17, LS1.2)**
 - **Writing Focus**
 - **Shared Writing: Writing Directions (LS1.2)**
 - **Interactive Writing: Writing Directions (W1.1, LS1.2)**
 - **Independent Writing: Journals (W1.1, W1.2, W1.3, W1.4)**

Required Testing:

- **4th Running Record**
- **High Frequency Word test: Complete at end of theme.**
- **Writing Sample: Independent Writing Sample: From last week of theme.**

Dictation Sample (1): Take during the last week of this theme

First Grade ELA

TFSCS Houghton Mifflin LA Pacing Plan
2009 – 2010

First Grade

Theme 1: **All Together Now**

26 Instructional days allotted for this Theme!
9/9/09 – 10/14/09

• Back to School (9/23/09 – 10/02/09: 8 days)

Phonic Books:

Big books:

Phonic Books:

- Reading
- Word Work
- Writing and Language
- Writing Focus

• Essential Questions:

- What strategies do we use to understand what we read?
- Why and how do we choose the printed material that we read?

• Selection 1 (9/23/09 – 9/29/09: 5 days)

Phonic Books: The Cat Sat

Big books: I Am Six

Phonic Books: The Mat

- Learning to Read
 - Phonics/Decoding: Consonants m, s, c, t (R1.4, R1.10,)
 - Short a, (R1.8)
 - Blending short a words (R1.9, R10)
 - High Frequency Words; on, the, go (R1.11)
 - Comprehension: Sequence of Events (R2.1, R3.1)
 - Strategy Focus: Predict/ Infer (R2.5)
- Word Work
 - Spelling: Words with m.s.c.t and Short a (R1.4, R1.10)
 - Vocabulary: Names of Animals & Animal Sounds (R1.17)
- Writing and Language
 - Grammar: Capital and lowercase case letters (LC1.7)
- Writing Focus
 - Independent Journal Writing (W2.2)
 - Shared Writing: A Class Story
 - Writing About Animals
 - Coached Writing (LC1.5, LC1.7)

• Selection 2 (9/30/09 – 10/07/09: 5 days)

Phonic Books: Nan and Fan

Big books: Ten Dogs in the Window

Phonic Books: We Can!

- Reading
 - Phonics/Decoding: Consonants n, f, p (R1.8)
 - Short a, (R1.4)
 - Blending short a words (R1.9, R1.10)

- High Frequency words; and, here, too, we , jump, not (R1.11)
 - Comprehension: Compare and Contrast (R2.2, R2.7, R3.1)
 - Strategy Focus: Summarize (R2.7)
 - Word work
 - Spelling: Words with n, f, p and short a (R1.4, R1.15, LC1.7)
 - Vocabulary Rhyming Words (R1.6) & School Words (R1.17)
 - Writing and Language
 - Grammar: Beginning Sentences with Capital Letters (LC1.7)
 - Writing Focus
 - Independent Journal Writing (W2.2)
 - Shared Writing: A Class Story (LS1.5)
 - Things we do at school
 - Coached Writing (LC1.8)
- **Selection 3 (10/08/09 – 10/14/09: 6 days)**
Phonic Books: **The Big Hit** Big books: **Charles Tiger**
Phonic Books: **Big Pig**
- Reading
 - Phonics/ Decoding: Consonants b, r, h, g (R1.4, R1.8)
 - Short i, (LC1.8)
 - Blending Short i words (R1.10, R1.16)
 - High Frequency Words; a, have, to, who, find, one (LC1.8)
 - Comprehension: Cause and Effect (R2.2, R2.7)
 - Strategy Focus: Evaluate (W1.2, R3.3)
 - Word work
 - Spelling: Words with b,r,h,g and short i (R1.3, W1.3, R1.15)
 - Vocabulary: Shape Words and Words for Feelings (R1.17)
 - Writing and Language
 - Grammar: Punctuation (LC1.5)
 - Writing Focus
 - Independent Journal Writing (W1.1)
 - Shared Writing: A Class Story (LC1.1)
 - Creating a New Ending
 - Coached Writing (LC1.6)

Required Testing:

- Initial Running Record
- Beginning Assessment
- Emerging Literacy Survey
- Theme Skills Test
- Writing Sample: Independent Writing Samples (2):1 from first day of school, 1 from the end of Theme
Dictation Sample (1): Take during the last week of this theme

****All required testing must be completed before the end of Theme 1. Don't forget you have an extra day during the 3rd week.

Theme 2: **Suprise**

16 Instructional days allotted for this Theme!
10/15/09 – 11/13/09

- **Selection 1 (10/15/09 – 10/21/09: 5 days)**
 Phonic Books: The Box **Big books: To Be a Kid**
 Phonic Books: Wigs in a Box

- **Essential Questions:**
 - What strategies do we use to understand what we read?
 - Why and how do we choose the printed material that we read?

- **Reading**
 - Phonics/Decoding: Consonants d,w,l,x (R1.8, LS1.1)
 - Short o (LC1.8)
 - Blending short o words (R1.10)
 - High Frequency Words; in, what, once, five, four, three, two, upon (R1.11)
 - Comprehension: Noting Details (R2.2, R2.7)
 - Strategy Focus: Question (LS1.2)
- **Word work**
 - Spelling: Words with d, w, l, x and Short o (R1.3, LC1.8, W1.3)
 - Vocabulary: Number Words (R1.17)
 - Fun Things (R1.15)
- **Writing and Language**
 - Grammar: Capitalizing Names, Word Order in Sentences
- **Writing Focus**
 - Independent Journal Writing (W1.1)
 - Shared Writing: A Class Letter (LC1.1)
 - Using Alliteration (LC1.7)
 - Coached Writing (LC1.1)

- **Selection 2 (10/22/09 – 11/02/09: 8 days)**
 Phonic Books: What Can a Vet Do? **Big books: Minerva Louise at School**
 Phonic Books: Hot Fox Soup

- **Reading**
 - Phonics/Decoding: Consonants y, k, v (R1.8, LS1.1)
 - Short e (R1.10)
 - Blending short e words (R1.10, R1.16)
 - High Frequency Words; for, I, is, me, said, do, my, you (R1.11)
 - Comprehension: Fantasy and Realism (R2.6, R3.3)
 - Strategy Focus: Monitor/ Clarify (R2.5, R2.6)
- **Word work**

- Spelling: Words with y,k,v and Short e (R1.3, R1.15)
- Vocabulary: Opposites & Foods (R1.17)
- Writing and Language
 - Grammar: Naming Words (LC1.2)
- Writing Focus
 - Independent Journal Writing (W1.1)
 - Shared Writing: A Class Message
 - Writing about Animals (W2.2)
 - Coached Writing (LC1.1)

- **Selection 3 (11/03/09 – 11/13/ 09: 9 days)**
 - Phonic Books: **A Hut for Zig Bug** Big books: **Jasper’s Beanstalk**
 - Phonic Books: **The Rope Tug**

 - Reading
 - Phonics/Decoding: Consonants q, j, z (R1.8)
 - Short u (R1.10)
 - Blending Short u words (R1.10)
 - High Frequency Words; are, away, they, does, live, he, where, pull (R1.11, LC1.8)
 - Comprehension: Story Structure (R3.1, R3.3)
 - Strategy Focus: Summarize (R2.7)
 - Word work
 - Spelling: Words with q, j, z and Short u (R1.15, LC1.8)
 - Vocabulary: Days of the Week (LC1.6) and Homographs
 - Writing and Language
 - Grammar: Action Words
 - Writing Focus
 - Independent Journal Writing (W1.1)
 - Shared Writing: A Diary
 - Writing About Bugs (W2.2)
 - Coached Writing

Required Testing:

- Running Record
- Theme Skills Test
- Writing Sample: Independent Writing Samples: Take during the last week of this theme

Theme 3: **Lets Look Around**

16 Instructional days allotted for this Theme!
11/16/09 – 12/11/09

- Essential Questions:
 - What strategies do we use to understand what we read?
 - Why and how do we choose the printed material that we read?

- **Selection 1 (11/16/09-11/20/09: 5 days)**
 - Story: **Seasons** Big Book: **Counting on the Woods**
 - Learning to Read

- Phonics/Decoding: Double final Consonants (R1.4, R1.8, R1.9)
- Short a (R1.10, LC1.8)
- Plurals with –s (R1.10)
- High Frequency Words; animal, bird, cold, fall, flower, full, loss, of, see (R1.11, R1.16)
- Comprehension: Topic, Main Idea
- Details/ Summarizing (R2.7, R3.3)
- Strategy Focus: Evaluate (R3.2)
- Word work
 - Spelling: Short a Sound (R1.11, LC1.1, LC1.8)
 - Vocabulary: Seasons of the Year and Months of the Year (R1.7)
- Writing and Language
 - Grammar: What is a Sentence? (LC1.1, LC1.4)
- Writing Focus
 - Independent Journal Writing (W2.2)
 - Shared Writing: A Class Description (LC1.1)
 - Writing About Favorite Seasons (W1.1, LC1.1)
 - Coached Writing
- **Selection 2 (11/23/09 – 12/03/09: 5 days)**
Story: **Mr. C's Dinner** Big Book: **Pearl's First Prize Plant**
 - Reading
 - Phonics/Decoding: Vowel Pairs ai, ay
 - Compound Words (R1.1, R1.2, R1.3, R1.8, LC1.8)
 - Comprehension: Topic/ Main Idea/ Details (R2.5)
 - Strategy Focus: Question
 - Word work
 - Spelling: Words with Consonant Clusters (R1.10, LC1.8)
 - Vocabulary: High Frequency Words: eat, first, all, call, every, never, paper, shall, why (LC1.8)
 - Dictionary: Beginning, Middle, End (W1.3)
 - Writing and Language
 - Grammar: Special Nouns (R1.4, LC1.3, LC1.6)
 - Writing Focus
 - Independent Journal Writing (W1.1)
 - Shared Writing: A Persuasive Letter (LC1.1)
 - Writing about Favorite Foods
 - Coached Writing (LC1.1, LC1.5, LC1.7)
- **Selection 3 (12/04/09 – 12/11/09: 6 days)**
Story: **What a Trip!** Big Book: **Hilda Hen's Scary Night**
 - Reading
 - Phonics/ Decoding: Long I (CVCe) (R1.3, R1.9, R1.10)
 - Contractions, (R1.3)
 - High Frequency Words; fly, give, good, her, little, our, try, was (R1.11)
 - Comprehension: Cause and Effect
 - Strategy Focus: Monitor/ Clarify (LS1.2)
 - Word work

- Spelling: Consonant Clusters with r (R1.11, R1.7, LC1.8)
- Vocabulary: Color Words & Words that show Position
- Writing and Language
 - Grammar: Action Part of a Sentence (LC1.1, LC1.3)
- Writing Focus
 - Independent Journal Writing (W2.2)
 - Shared Writing; A Class Story
 - Writing About Trips (W1.2)
 - Coached Writing (LC1.1)

Required Testing:

- Running Record
- Theme Skills Test
- Writing Sample: Independent Writing Samples: Take during the last week of this theme

Theme 4: **Family and Friends**

20 Instructional days allotted for this Theme!
12/14/09 -01/26/10

- Essential Questions
 - How can the elements of a story relate to your own life?
 - How can graphic organizers help us attain the information we need?
- Selection 1 (12/14/09 -12/18/09: 5 days)
 - Story: Who's in a Family? Big Book: An Egg is an Egg
 - Learning to Read
 - Phonics/ Decoding: Clusters with l (R1.3, R1.4, R1.8, R1.9)
 - Blending more short o words (R1.10, R1.11)
 - High Frequency Words; family, love, picture, children, come, father, mother, people, your (R1.11, LC1.8)
 - Comprehension: Drawing Conclusions (R2.2, R2.6)
 - Strategy Focus: Summarize (R2.7)
 - Word work
 - Spelling: Short o sounds (LC1.8)
 - Vocabulary: Family Words (R1.17) & Exclamatory Words (LC1.4)
 - Writing and Language
 - Grammar: Is it a Sentence? (LC1.1, LC1.5, LC1.7)
 - Writing Focus
 - Independent Journal Writing (W2.2)
 - Shared Writing: A Class Album
 - Writing Answers to Questions(W1.2)
 - Coached Writing (LC1.5, LC1.7, LC1.8)

- **Selection 2 (01/11/10 – 01/15/10: 5 days)**

Story: **The Best Pet** Big Book: **The Secret Code**

- Reading
 - Phonics/Decoding: Clusters with s (R1.4, R1.8, R1.9, R1.10)
 - Short e (R1.10, LC1.8)
 - Silent Letters in kn, we, gn (R1.3, R1.10, R1.11)
 - High Frequency Words; play, read, write, friend, girl, know, sing, today, she (R1.11, R1.16)
 - Comprehension: Compare and Contrast (R2.2, R3.1, R3.3)
- Word work
 - Spelling: short e (LC1.8, W1.3)
 - Vocabulary: Sensory words (R1.17, LS1.5) & Words and Symbols on Signs
- Writing and Language
 - Grammar: Telling Sentences (LC1.4)
- Writing Focus
 - Independent Journal Writing (R3.3)
 - Shared Writing: A Class Message (LC1.1)
 - Writing a Sentences on a Topic (W1.1)
 - Coached Writing (LC1.5, LC1.7)

- **Selection 3 (01/19/10 - 1/26/10: 6 days)**

Story: **Bud's Day Out** Big Book: **Caribbean Dream**

- Reading
 - Phonics/ Decoding: Triple Clusters (R1.4, R1.8, R1.9, R1.10)
 - Short U sound (R1.10)
 - High Frequency Words; hurt, their, walk, car, down, hear, hold, learn, would (R1.11, R1.16)
 - Comprehension: Sequence of Events (R2.1, LS2.2)
 - Strategy Focus: Monitor/ Clarify
- Word work
 - Spelling: The Short U Sound (R1.11, LC1.8, W1.3)
 - Vocabulary: Question Words (LC1.4) & Noise Words
- Writing and Language
 - Grammar: Asking Sentences (LC1.4)
- Writing Focus
 - Independent Journal Writing (W1.1)
 - Shared Writing; A Class letter (W1.1)
 - Writing About Trips (W1.2)
 - Coached Writing (LC1.1)

Required Testing:

- Running Record
- Theme Skills Test
- Writing Sample: Independent Writing Samples: Take during the last week of this theme

Theme 5: **Home Sweet Home**

16 Instructional days allotted for this Theme!
01/27/10 -02/18/10

- Essential Question:
 - What strategies do we use to read?
- **Selection 1 (01/27/10 – 02/02/10: 5 days)**

Story: Moving Day

 - Learning to Read
 - Phonics/ Decoding: Digraphs sh, th, wh, ch, tch (R1.4, R1.9, R1.10)
 - High Frequency Words; grow, light, long, more, other, right, room, small, these (R1.11)
 - Comprehension: Compare and Contrast (R2.2, LS1.5)
 - Strategy Focus: Question (LS1.2)
 - Word work
 - Spelling: Words spelled with sh or ch (LC1.1, LC1.8)
 - Vocabulary: Antonyms (R1.17) & Size Words (R1.17, LS1.1)
 - Writing and Language
 - Grammar: Exclamations (LC1.4, LC1.5)
 - Writing Focus
 - Independent Journal Writing (W1.1)
 - Shared Writing: An Alternative Ending (LS1.4)
 - Writing Complete Sentences (LC1.1, LC1.5, LC1.7)
 - Developing Your Writing (LC1.5)
- **Selection 2 (02/03/10 -02/09/10: 5 days)**

Story: Me on The Map

 - Reading
 - Phonics/Decoding: Long a (CVCe) (R1.9, R1.10, LC1.8, LS1.1)
 - Final nd, ng, nk (R1.10, R1.15)
 - High Frequency Words; could, house, how, over, own, so world (R1.11, LC1.8)
 - Comprehension: Making Generalizations (R2.2, R2.6, R2.7)
 - Strategy Focus: Summarize (R2.7)
 - Word work
 - Spelling: The Long a sound (a-consonant –e) (Lc1.8)
 - Vocabulary: Social Studies Words (LC1.2, HSS1.2.1) & State and Country names (R2.3, HSS1.2.1)
 - Writing and Language
 - Grammar: Which Kind of Sentence? (LC1.4, LC1.5, LC1.7)
 - Writing Focus
 - Independent Journal Writing (W1.1)
 - Shared Writing: A Class Letter (LS1.4)
 - Writing a Journal Entry (W1.1, W1.2, W1.3)
 - Developing Your Writing (Lc1.4)

• **Selection 3 (02/10/10 -02/18/10: 6 days)**

Story: **The Kite**

- Reading
 - Phonics/ Decoding: Triple Clusters (R1.4, R1.8, R1.9, R1.10)
 - Short U sound (R1.10)
 - High Frequency Words; hurt, their, walk, car, down, hear, hold, learn, would (R1.11, R1.16)
 - Comprehension: Sequence of Events (R2.1, LS2.2)
 - Strategy Focus: Monitor/ Clarify
- Word work
 - Spelling: The Long I sound (I –consonant –e)(R1.10, LC1.8)
 - Vocabulary: Base Words with –ing (R1.14) & Weather Words
- Writing and Language
 - Grammar: Using I or Me in sentences (LC1.7)

- Writing Focus
 - Independent Journal Writing (W1.2)
 - Shared Writing: Class Paragraph (LC1.1, LS1.4)
 - Writing a Paragraph (W1.1, LC1.1, LS1.4)
 - Developing your writing

Required Testing:

- Running Record
- Theme Skills Test
- Writing Sample: Independent Writing Samples: Take during the last week of this theme

Theme 6: **Animal Adventures**

16 Instructional days allotted for this Theme!
02/19/10 -03/12/10

- Essential Question:
 - What strategies do we use to read?

- **Selection 1 (02/19/09 – 02/25/10: 5 days)**

Story: **The Sleeping Pig**

- Learning to Read
 - Phonics/ Decoding: Long o (CV, CVCe) and Long u (CVCE)(R1.3, R1.4, R1.9)
 - Final Clusters ft, lk, nt, (R1.3, R1.10)
 - High Frequency Words; by, climb, found, morning, out, shout, show (R1.11)
 - Comprehension: Story Structure (R2.1, R3.1)
 - Strategy Focus: Summarize (LS2.2, R2.7)
- Word work

- Spelling: Words with Long o (R1.3, LC1.8)
- Vocabulary: Alphabetical Order (R1.3) & Fruits and Vegetables (R1.17)
- Writing and Language
 - Grammar: Naming Words for People and Animals, (R1.17, LC1.2)
- Writing Focus
 - Independent Writing (W1.1)
 - Shared Writing: A Letter of Persuasion (LS1.5)
 - Writing a Persuade (LC1.1, LS2.3)
 - Developing Your Writing (LC1.5)

• **Selection 2 (02/26/10 – 03/04/10: 5 days)**

Story: **EEK! There's a Mouse in the House**

- Reading
 - Phonics/Decoding: Long e, (CV, CVCe) (R1.9, R1.10)
 - Vowel Pairs ee, ea (R1.3, R1.10, R1.12)
 - High Frequency Words; cow, door, horse, how, table, there, through, wall (R1.11, LC1.8)
 - Comprehension: Noting Details (R2.1, R2.4, R3.1)
 - Strategy Focus: Question (LS1.2)
- Word work
 - Spelling: Words with long e (e, ee, ea) (R1.12, LC1.8, R1.5)
 - Vocabulary: Rhyming Words (R1.15) & Expressions of Surprise (R1.16)
- Writing and Language
 - Grammar: Naming Words for Things and Places
- Writing Focus
 - Independent Journal Writing (W1.1)
 - Shared Writing: A Class Story (R3.1, LS2.2)
 - Answering a Comprehension Question (R2.2, LC1.1)
 - Developing your writing

• **Selection 3 (03/05/10 – 03/12/10: 6 days)**

Story: **Red-Eyed Tree Frog**

- Reading
 - Phonics/ Decoding: Vowel Pairs ai, ay (R1.3, R1.9, R1.10)
 - High Frequency Words; been, evening, far, forest, goes, hungry, near, soon (R1.11)
 - Comprehension: Making Predictions (R2.5, R2.6)
 - Strategy Focus: Predict/ Infer (R2.5)
- Word work
 - Spelling: Words with ay (R1.15, LC1.8)
 - Vocabulary: Parts of the Body (R1.17) & Animal Action Words (R3.2, W1.2)
- Writing and Language
 - Grammar: Naming Words for One or More (R1.14, LC1.2)
- Writing Focus
 - Independent Journal Writing (W2.2)
 - Shared Writing: A Class Summary ((R2.7, LS2.2))
 - Writing a Summary (R2.7)
 - Developing your writing (LC1.2)

Required Testing:

- Running Record
- Theme Skills Test
- Writing Sample: Independent Writing: Take during the last week of this theme

Theme 7: **We Can Work It Out**

16 Instructional days allotted for this Theme!
03/15/10 – 04/13/10

- Essential Question:
 - What strategies do we use to read?

- Selection 1 (03/15/10 – 03/19/10: 5 days)

Story: **The Toad is Mine!**

 - Learning to Read
 - Phonics/ Decoding: vowel pairs oa and ow (R1.7, R1.9, R1.10, R1.12)
 - High Frequency Words; again, both, gone, hard, or, turn, want (R1.10, R1.11, R1.12)
 - Comprehension: Problem Solving (R3.1)
 - Strategy Focus: Summarize (R2.7)
 - Word work
 - Spelling: More Long or Spellings (oa, ow) (R1.12, LC1.8)
 - Vocabulary: Categorizing (R1.17) & Friendship Words (R1.17)
 - Writing and Language
 - Grammar: Proper Nouns (People and Animals) (LC1.7, R1.17)
 - Writing Focus
 - Independent Journal Writing (W1.1, W1.3)
 - Shared Writing: Writing an Opinion (R3.3, W1.2)
 - Writing Clearly with Naming Words (R1.17, LC1.1)
 - Developing Your Writing (LC1.7)

- Selection 2 (03/22/10 – 03/26/10: 5 days)

Story: **Lost!**

 - Reading
 - Phonics/Decoding: the lool Sound for oo (R1.17, R1.9, R1.10), R1.12)
 - Compound words (R1.10, R1.13)
 - High Frequency Words: afraid, any, bear, follow, idea, most, tall, water (R1.11)
 - Comprehension: Sequence of Events (R2.1, R3.1)
 - Strategy Focus: Monitor/Clarify (R2.4)
 - Word work
 - Spelling: The Vowel Sound in Book (R1.12, LC1.8)
 - Vocabulary: Multiple-Meaning Words (R2.4) & City Words (R1.17)
 - Writing and Language
 - Grammar: Proper Nouns for Places and Things (LC1.7, R1.17)
 - Writing Focus
 - Independent Journal Writing (W1.1, W1.3)
 - Shared Writing: Writing an Opinion (R3.3, W1.2)
 - Writing Clearly with Naming Words (R1.17, LC1.1)
 - Developing Your Writing

- **Selection 3 (04/05/10 – 04/12/10: 6 days)**

Story: **If You Give a Pig a Pancake**

- Reading
 - Phonics/Decoding: Vowel Pairs, oo, ew, ue, ou (lōōl) (R1.7, R1.9, R1.10, R1.12)
 - Long l (ie, igh) (R1.10, R1.12)
 - High Frequency Words; build, old, piece, shoe, start, under very, wear (R1.11)
 - Comprehension: Fantasy and Realism (R2.7, R3.3)
 - Strategy Focus: Question (LS1.2)
- Word work
 - Spelling: Words The Vowel Sound in moom (R1.12, LC1.8)
 - Vocabulary: Syllabication & House Words (R1.17)
- Writing and Language
 - Grammar: Pronouns
- Writing Focus
 - Independent Journal Writing (W2.1)
 - Shared Writing: A Class Poem (LS1.5)
 - Writing an Invitation
 - Developing your writing

Required Testing:

- Running Record
- Theme Skills Test
- Writing Sample: Independent Writing Samples: Take during the last week of this theme

Theme 9: **Special Friends**

17 Instructional days allotted for this Theme!

04/13/10 – 05/05/10

- **Essential Question:**

- What strategies do we use to read?

- **Selection 1 (04/13/10 – 04/20/10: 5 days)**

Story: **Whem I Am Old With You**

- Learning to Read
 - Phonics/ Decoding: Sounds for y (R1.7, R1.9, R1.10)
 - High Frequency Words; around, dance, else, ever, ocean, open, talk, though (R1.11)
 - Comprehension: Noting Details (R2.2)
 - Strategy Focus: Monitor/ Clarify (R2.4)
- Word work
 - Spelling: The Long i Sound Spelled y (LC1.8)
 - Vocabulary: Sensory Words (LS1.5) & Family Activity Words (R1.17)
- Writing and Language

- Grammar: Is/ Are
- Writing Focus
 - Independent Journal Writing (W1.1)
 - Shared Writing: Writing a Solution (W1.1, LC1.1)
 - Response to Literature (R2.7, R3.3)
 - Developing Your Writing

• **Selection 2 (04/21/10 – 04/27/10: 5 days)**

Story: **The New Friend**

- Reading
 - Phonics/Decoding: Base Words and Ending –es, -ies, (R1.7, R1.10, R1.14)
 - Prefixes un- and re-
 - High Frequency Words; after, before, buy, done, off, pretty, school, wash (R1.11)
 - Comprehension: Story Structure (R3.1)
 - Strategy Focus: Evaluate (R2.4)
- Word work
 - Spelling: Adding –es to Naming words (R1.14)
 - Vocabulary: Synonyms & Feelings Words (LS1.5)
- Writing and Language
 - Grammar: Using Was and Were
- Writing Focus
 - Independent Writing Journal (W1.2, W2.1)
 - Shared Writing: A Class Newsletter (LC1.1, LC1.6)
 - Complete Sentence
 - Developing your Writing

• **Selection 3 (04/28/10 – 05/05/10: 6 days)**

Story: **The Surprise Family**

- Reading
 - Phonics/Decoding: Vowel Pairs: oi, oy, aw, au (R1.9, R1.10, R1.12)
 - Suffixes –ful, -ly, -y (R1.10)
 - High Frequency Words; baby, edge, enough, garden, only, sharp, together, watched (R1.11)
 - Comprehension: Compare and Contrast (R2.2)
 - Strategy Focus: Question
- Word work
 - Spelling: The Vowel sounds in coin (R1.12)
 - Vocabulary: Possessive Pronouns (LC1.3 & Bird Words (R1.17)
- Writing and Language
 - Grammar: Describing What We See (W1.2)
- Writing Focus
 - Independent Journal Writing (W1.2, W2.1)
 - Shared Writing: Writing Another Version (W1.2, W2.1)
 - Writing a Comparison (W1.2)
 - Developing Your Writing (W1.2)

Required Testing:

- Running Record
- Theme Skills Test
- Writing Sample: Independent Writing Samples: Take during the last week of this theme

Theme 10: We Can Do It

17 Instructional days allotted for this Theme!
05/17/10 – 06/09/10

- Essential Question:
 - What strategies do we use to read?

- Selection 1 **05/17/10 – 05/21/10: 5 days)**

Story: **Two Greedy Bears**

 - Learning to Read
 - Phonics/ Decoding: r- controlled Vowels : or, ore, er, ir, un (R1.7, R1.9, R1.10, R1.12)
 - High Frequency Words; began, break, divide, head, laugh, second, sure (R1.11)
 - Comprehension: Making Predictions (R2.5)
 - Strategy Focus: Predict/ Infer (2.5)
 - Comprehension: Noting Details (R2.2)
 - Strategy Focus: Monitor/ Clarify (R2.4)
 - Word work
 - Spelling: The Vowel + r sound in store (LC1.8)
 - Vocabulary: Content Area Words: math (R1.17) & Ordinal Number Words (R1.17)
 - Writing and Language
 - Grammar: Describing What We Hear (LS1.5, LS2.4)
 - Writing Focus
 - Independent Journal Writing (W1.2, W2.2)
 - Shared Writing: Writing an Opinion (LS1.4)
 - Book Report (W2.2)
 - Developing Your Writing (W1.2)

- Selection 2 **(05/24/10 – 05/28/10: 5 days)**

Story: **The New Friend**

 - Reading
 - Phonics/Decoding: r-Controlled Cowels: ar (R1.7, R1.10, R1.12)
 - High Frequency Words; above, against, already, begin, caught, minute (R1.11)
 - Comprehension: Sequence of Events (R3.1)
 - Strategy Focus: Summarize (R2.7)
 - Word work
 - Spelling: The Vowel + r sound in car (R1.12)
 - Vocabulary: Prefixes dis-, re- & Figurative Language: Comparison (W1.2)
 - Writing and Language
 - Grammar: Describing Words: Taste, Smell, Feel (W2.2, LS1.5)
 - Writing Focus
 - Independent Journal Writing (W1.2, W2.2)
 - Shared Writing: Class Poem (W1.2)
 - Writing Clearly with Describing Words (W1.2)
 - Developing Your Writing (W2.2)

- **Selection 3 (06/01/10 – 06/08/10: 6 days)**

Story: The Hat (Frog and Toad)

- Reading
 - Phonics/Decoding: Base Words and Ending –er, -est (R1.17, R1.10)
 - High Frequency Words; able, eye, present, thoughts (R1.11)
 - Comprehension: Cause and Effect (R2.4)
 - Strategy Focus: Monitor/Clarify (LS1.2)
- Word work
 - Spelling: Adding –er, or –est to Words (R1.14)
 - Vocabulary: Suffix –ly, & Clothing Words (R1.17)
- Writing and Language
 - Grammar: Comparing (-er, -est) (R1.14, W1.2)
- Writing Focus
 - Independent Journal Writing (W1.1, W1.2, W2.2)
 - Shared Writing: Writing an Alternate Ending Picture Dictionary (R1.2, R1.12)
 - Picture Dictionary and Puzzles (R1.12)
 - Base Words and Endings (R.1.14)
 - Thank-You Note (W1.3, W2.1)
 - Developing Your Writing (R1.14)

Required Testing:

- Running Record
- Theme Skills Test
- Writing Sample: Independent Writing Samples: Take during the last week of this theme

Second Grade ELA

TFSCS Houghton Mifflin LA Pacing Plan
2009 — 2010

Second Grade

Theme 1: Silly Stories

33 Instructional days allotted for this Theme!

9/9/09 — 10/23/09

Back to School (9/9/09 — 9/18/09: 8 days)

Story: The Sandwich

- o Reading
 - Phonics/Decoding: Review of previous strategies (R1.1, LS 1.4, LS1.6, W1.2)
 - Strategy Focus: Review of all strategies; Predict/Infer, Decoding, Monitor/Clarify, Question, Evaluate, Summarize (R1.1, R1.3, LS1.1, LS1.2, LS1.5, LS1.6, LS2.1, W1.1, W1.2)
- o Word Work
 - Review word families and spelling patterns from previous year (R1.1)
 - Review of short vowels sounds (R1.1)
 - Review of long vowel spelling patterns (R1.1)
- o Writing and Language
 - Journals (W 1.1)

Selection 1 (9/21/09 — 9/30/09: 8 days)

Story: Dragon Gets By

- o Reading
 - Phonics/Decoding: Short Vowels a, i (R1.1, R1.2, LC1.8)
 - Comprehension: Story Structure (R2.5)
 - Strategy Focus: Summarize (R2.5)
- o Word work
 - Spelling: Short a and i sounds (LC 1.8)
 - Vocabulary: High Frequency Words; bought, front, kitchen, roll, until (LC 1.7) and Homophones (R1.10)
- o Writing and Language
 - Grammar: What is a sentence? Complete sentences, capitalization, and punctuation (LC1.1, LC1.2, LC1.3, LC1.6)
- o Writing Focus
 - A Character Sketch (W1.1)
 - Write a Shopping List (R2.5, W1.2)
 - Adding Details (W 1.4)
 - Theme Workshop: Writing a Story (R2.5, W2.1)

• Selection 2 (10/1/09 — 10/12/09: 8 days)

Story: Julius

- o Reading
 - Phonics/Decoding: Short Vowels o, u, e (R1.1, R1.2, R1.3, LC1.8)
 - Comprehension: Fantasy and Realism (R2.5)
 - Strategy Focus: Monitor and Clarify (R2.5)
- o Word work
 - Spelling: Short e, o, u sounds (LC 1.7, LC1.8)

Theme 2: Nature Walk Focus on Fables

25 Instructional days allotted for this Theme!
10/26/09 — 12/2/09

Selection 1 (10/26/09 — 11/04/09: 8 days)

Story: Henry & Mudge and The Stary Night

- Reading
 - Phonics/Decoding: Long Vowels CVCe, o, u, e (R1.1, R1.2, R1.3, LC1.8)
 - Comprehension: Compare/Contrast (R2.2, R2.5, R2.7, Ls2.1b)
 - Strategy Focus: Question
 - Word work
 - Spelling: More Vowels: Consonant — e spellings (LC 1.7, LC1.8)
 - Vocabulary: High Frequency Words; beautiful, even. Quiet, straight, year (LC1.7) and Compund Words (R1.8)
 - Writing and Language
 - Grammar: Telling Sentences/Questions (Lc1.2, LC1.6)
 - Writing Focus
 - Journal
 - Writing an answer to a question (LC 1.1, LC 1.2)
 - Adding words to make complete sentences (LC 1.1, LC 1.2)
 - Theme Workshop: Writing a Description (R2.2, W1.1, W2.1)
- Selection 2 (11/05/09 — 11/17/09: 8 days)

Story: Exploring Parks with Ranger Dockett

- Reading
 - Phonics/Decoding: Consonant Clusters (r, l, s)
 - Comprehension: Fact - Opinion
 - Strategy Focus: Evaluate
- Word work
 - Spelling: Words with Consonant Clusters (R1.10, LC1.8)
 - Vocabulary: High Frequency Words; busy, important, later, touch, young (1c1.7) and Antonyms (R1.7, R1.9)
- Writing and Language
 - Grammar: Commands (LC1.1, LC 1.2, LC 1.3, LC 1.6)
- Writing Focus
 - Writing a paragraph (R2.5, W1.1)
 - Write Park Rules (LC 1.2)
 - Main Idea and Details (W1.1, W2.1, W1.4)
 - Theme Workshop: Continue writing a description (R2.2, W1.1, W2.1)

- Selection 3 (11/18/09 — 12/02/09: 9 days)

Big Books: Around the Pond: Who's Been Been Here?

- Reading
 - Phonics/Decoding: Double Consonants
 - Structional Analysis: VCCV Pattern (R1.1, R1.2, R1.3, LC1.8)
 - Comprehension: Categorize/ Classify (R2.5)

Theme 3: Around Town: neighborhood & Community

34 Instructional days allotted for this Theme!
12/3/09-02/11/10

Selection 1 (12/3/09 —12/14/09: 8 days)

Story: China Town

- o Reading
 - Phonics/Decoding: Consonant Digraphs th, wh, sh, ch (tch)
 - Word Endings — er/-est (R1.1, R1.2, R1.9, LC1.8)
 - Comprehension: Making Judgments (R2.5)
 - Strategy Focus: Summarize (R2.5, LS 1.8)
- o Word work
 - Spelling: Spelled with th, wh, sh, or ch (Lc 1.8)
 - Vocabulary: High Frequency Words; during, heard, lion, winder (LC 1.7) •
 - Dictionary: ABC order to Third Level (W1.3)
- o Writing and Language
 - Grammar: Naming Nouns (Common Nouns) (LC 1.3, LC 1.4) o
- Writing Focus
 - Journal Writing
 - Writing a Scene (W2. 1)
 - Describe your favorite restaurant (W2.1)
 - Using Exact Nouns (w1.4, LC 1.3)
 - Theme Workshop: Writing a friendly letter (W2.2, R2.2)

Selection 2 (12/15/09 —1/14/10: 8 days)

Story: A Trip to The Firehouse

- o Reading
 - Phonics/Decoding: Vowel Pairs ai, ay
 - Compound Words (R1.1 R1.2, R1.3, R1.8, LC1.8) †
 - Comprehension: Topic/ Main Idea/ Details (R2.5) •
 - Strategy Focus: Question
- o Word work
 - Spelling: Words with Consonant Clusters (R1.10, LC 1.8)
 - Vocabulary: High Frequency Words: clothes, guess, order (LC 1.7) •
 - Dictionary: Beginning, Middle, End (W1.3)
- o Writing and Language
 - Grammar: Special Nouns (R1.4, LC 1.3, LC 1.6)
- o Writing Focus
 - Journal
 - Taking Notes (R2. 1, R2.5)
 - Write questions and answers (R2.3, R2.4)
 - Choosing what is important (R2. 1)
 - Theme Work Shop: Continue writing Friendly Letter

Theme 4: Amazing Animals

25 Instructional days allotted for this Theme!
02/12/10 — 03/19/10

• Selection 1 (02/12/10 — 02/24/10: 8 days)

Story: Officer Buckle and Gloria

o Reading

- Phonics/Decoding: r — Controlled Vowel ar — Control Vowel or, ore, (R1.1, R1.2, R1.3, LC1.8)
- Comprehension: Drawing Conclusions (R2.5, R2.6)
- Strategy Focus: Monitor/ Clarify

o Word work

- Spelling: Vowel +r sounds in car (LC 1.7, LC 1.8)
- Vocabulary: High Frequency Words; board, listen, told (LC 1.7)
- Dictionary: Entry Words (W1.3) o

Writing and Language

- Grammar: Words for Nouns o

Writing Focus

- Journal Writing
- Write an Invitation (W1.2)
- Write a Thank — You Letter (W2.2, LC 1.4)
- Writing Times (W2.2, R1.4)
- Theme Workshop: Writing a Research Report (R2.3, R2.5, W 1.1)

Selection 2 (02/25/10 — 03/08/10: 8 days)

Story: Ant

o Reading,

- Phonics/Decoding: Words with nd, nt, mp, ng,nk
- Structural Analysis: Base Word Endings— s, -es, -ies (nouns) (R1.1, R1.2, R1.3, R1.5)
- Comprehension: Test organization (R2.1, R2.5, R2.7)
- Strategy Focus: Question

o Word work

- Spelling: Words that End with nd, ng, or nk (LC1.8)
- Vocabulary: High Frequency Words; between, care, weigh (LC 1.7)
- Dictionary: Using a Thesaurus (W 1.3)

o Writing and Language

- Grammar: Singular Possessive Nouns (LC1.3)

o Writing Focus

- Journal Writing (R2.4)
- Write a Poem (R3.4)
- Write a Report (LC1.3)
- Using I and ME (LC 1.3)
- Theme Workshop: Continue Writing research report

Theme 5: **Family Time**

33 Instructional days allotted for this Theme!
03/22/10-05/12/10

• **Selection 1 (03/22/10 — 04/07/10: 8 days)**

Story: **Brothers & Sisters**

o Reading

- Phonics/Decoding: The —er Ending in Two-Syllable Words (R1.1, R1.2, R1.3, R1.9) •
- Comprehension: Making Generalizations (R2.5, R2.6)
- Strategy Focus: Evaluate (R2.3)

o Word work

- Spelling: Words that End With — er (LC 1.7, LC 1.8)
- Vocabulary: High Frequency Words; middle, trouble, uncle and Word Families (R1.9) o

Writing and Language

- Grammar: Verbs (LC1.3)

o Writing Focus

- Journal Writing
- Writing an Opinion Paragraph (W 1.1)
- Writing a Story (W 1.1)
- Improving your writing: Voice (W 1.1)
- Theme Workshop: Writing a Personal Narrative (W2.1)

• **Selection 2 (04/8/10 - 04/19/10: 8 days)**

Story: **Jalapeno Bagels** o

Reading

- Phonics/Decoding: Contractions The —le Ending in Two-Syllable Words (R1.1, R1.2, R1.3, LC1.8)
- Comprehension: Following directions (R2.5, R2.8) •
- Strategy Focus: Question

o Word work

- Spelling: Contractions (LC 1.7)
- Vocabulary: High Frequency Words: early, hair, instead •
- Dictionary: Word Meaning (R1.10)

o Writing and Language

- Grammar: Verbs That Tell About Now (LC 1.3) o

Writing Focus

- Journal Writing
- Responding to a writing prompt (W 1.1) •
- Write a How to Paragraph (W 1.1)
- Keeping to the Point (W 1.1)
- Theme Workshop: Continue writing a Personal Narrative

Theme 6: Talent Show

26 Instructional days allotted for this Theme!
05/13/10 — 06/18/10

Selection 1 (05/13/10 — 05/25/10: 9 days)

Story: The Art Lesson

- o Reading
 - Phonics/Decoding: Long Vowels CVCe, o, u, e (R1.1, R1.2, R1.3, LC1.8) •
 - Comprehension: Compare/Contrast (R2.2, R2.5, R2.7, Ls2.1b) ■ Strategy
 - Focus: Question
- o Word work
 - Spelling: More Vowels: Consonant — e spellings (LC 1.7, LC 1.8)
 - Vocabulary: High Frequency Words; beautiful, even. Quiet, straight, year (LC1.7) and Compound Words (R1.8)
- o Writing and Language
 - Grammar: Telling Sentences/Questions (Lc1.2, LC1.6)
- o Writing Focus
 - Journal
 - Writing an answer to a question (LC1.1, LC1.2)
 - Adding words to make complete sentences (LC 1.1, LC 1.2)
 - Theme Workshop: Writing a Description (r2.2, W1.1, W2.1)

a Selection 2 (05/26/10- 06/07/10: 8 days)

Story: Moses Goes To A Concert

- o Reading
 - Phonics/Decoding Long I (igh, ie) (R1.1, R1.2, LC1.8))
 - Comprehension: Noting Details (R2.5)
 - Strategy Focus: Summarize
- o Word work
 - Spelling: Words with long I Patterns (LC 1.7, LC 1.8)
 - Vocabulary: High Frequency Words; heart, mind, alphabet (LC1.7) and Multiple-Meaning Words (R1.10)
- o Writing and Language
 - Grammar: Adjectives, including a, an, / the (LC1.3)
- o Writing Focus
 - Journal Writing
 - Writing a Summary (R2.5, W1.1)
 - Write a Review (W1.1)
 - Paraphrasing (R2.5)
 - Theme Workshop: Continue writing Instructions

• Selection 3 (06/08/10 — 06/18/09: 9 days)

Big Books: The School Mural

- o Reading
 - Phonics/Decoding: Base Words/Endings --ed, -ing, (drop finale)(R1.1, R1.2, R1.9, LC 1.8)

Third Grade ELA

Fourth Grade ELA

Today's Fresh Start Charter School

English Language Arts Pacing Plan

2009 – 2010

Fourth Grade

Theme 1: Journeys

40 Instructional days allotted for this Theme!

9/09/09 – 11/03/09

- Back to School (9/9/09 – 9/17/09: 7 days)

- Reading
 - Strategy Focus: Review of all strategies; Predict/Infer, Decoding, Monitor/Clarify, Question, Evaluate, Summarize (R3.1, R3.2, R3.3, R3.4, R3.5)
- Word Work
 - Review word families and spelling patterns from previous year
 - Review of short vowels sounds
 - Review of long vowel spelling patterns
- Writing and Language
 - Journals (W1.1)

- Selection 1 (9/18/09 – 9/29/09: 8 days)

Story: Akiak

- Reading
 - Comprehension: Story Structure (R3.2)
 - Strategy Focus: Summarize (R2.2, R3.2)
- Word work
 - Decoding: Structural Analysis; Base Words, Endings; -er, -est (LC1.7)
 - Spelling: The /ā/, /ā/, /ē/, and /ē/ sounds (LC1.7)
 - Vocabulary: Multiple Meaning Words (R1.6)
- Writing and Language
 - Grammar: Kinds of Sentences (3rd WC1.1)
- Writing Focus
 - Writing a News Article (W1.1, W1.2, W1.3)
 - Journals
 - Theme Workshop: Writing a Personal Narrative (W2.1)

- Selection 2 (9/30/09 – 10/9/09: 8 days)

Story: Grandfather's Story

- Reading
 - Comprehension: Author's Viewpoint (3rd R3.3)
 - Strategy Focus: Predict/Infer (R2.3)
- Word work
 - Decoding: Structural Analysis; Suffixes -ly and -y (R1.4)
 - Spelling: The /ī/, /ī/, /ō/, and /ō/ sounds (LC1.7)
 - Vocabulary: Alphabetical Order (LC1.7)
- Writing and Language

Theme 2: American Stories

30 Instructional days allotted for this Theme! 11/04/09 – 12/18/09

• Selection 1 (11/04/09 – 11/16/09: 8 days)

Story: Tomas and the Library Lady

- Reading
 - Comprehension: Sequence of Events
 - Strategy Focus: Predict/Infer (R2.3)
- Word work
 - Decoding: Structural Analysis; Contractions (LC1.4)
 - Spelling: The /ou/ and /ô/ sounds (LC1.7)
 - Vocabulary: Antonyms (R1.2)
- Writing and Language
 - Grammar: Proper Nouns (LC1.6)
- Writing Focus
 - Writing an Essay
 - Journals
 - Theme Workshop: Writing a Description (W1.1)

• Selection 2 (11/17/09 – 11/25/09: 7 days)

Story: Tanya's Reunion

- Reading
 - Comprehension: Making Inferences (R2.4, LC2.1a)
 - Strategy Focus: Evaluate (R2.2, R2.4)
- Word work
 - Decoding: Structural Analysis; Word Roots – sign, spect (R1.3, R1.4)
 - Spelling: The /ôô/ and /ôô/ sounds (LC1.7)
 - Vocabulary: Dictionary: Entry Words and Their Meanings (W1.7)
- Writing and Language
 - Grammar: Singular and Plural Nouns
- Writing Focus
 - Character Sketch (W1.1)
 - Journals
 - Theme Workshop: Continue Writing a Description

• Selection 3 (11/30/09 – 12/9/09: 8 days)

Story: Boss of the Plains

- Reading
 - Comprehension: Making Generalizations
 - Strategy Focus: Summarize (R2.2, R2.4)
- Word work
 - Decoding: Structural Analysis; Suffixes –er, -or, and –ist (R1.4)
 - Spelling: The /îr/, /âr/, and /âr/ sounds (LC1.7)
 - Vocabulary: Using Context

- Vocabulary: Synonyms (R1.2)
- Writing and Language
 - Grammar: Action Verbs (LC1.3)
- Writing Focus
 - Writing an Explanation (W1.1)
 - Journals
 - Theme Workshop: Writing a Story (W1.1, W1.2)

• **Selection 2 (1/21/10 – 2/1/10: 8 days)**

Story: **The Centrillion**

- Reading
 - Comprehension: Compare and Contrast
 - Strategy Focus: Question (R2.2, LS1.1)
- Word work
 - Decoding: Structural Analysis; Words with the Suffix –able (R1.4)
 - Spelling: Final /ər/ and Final /l/, /or/, /əl/
 - Vocabulary: Dictionary: spelling Table – Pronunciation Key (W1.7)
- Writing and Language
 - Grammar: Main Verbs and Helping Verbs (LC1.3)
- Writing Focus
 - Writing an Announcement (W1.3)
 - Journals
 - Ordering Information (W1.3)
 - Theme Workshop: Writing a Story (W1.1, W1.2)

• **Selection 3 (2/2/10– 2/12/10: 9 days)**

Story: **Heatwave**

- Reading
 - Comprehension: Fantasy and Realism (R2.4)
 - Strategy Focus: Evaluate (R2.2, R2.4)
- Word work
 - Decoding: Structural Analysis; Word Endings with –ed or –ing (LC1.7)
 - Spelling: Words Ending with –ed or –ing (LC1.7)
 - Vocabulary: Dictionary; Dividing Words into Syllables
- Writing and Language
 - Grammar: Past, Present, and Future Tenses (LC1.3)
- Writing Focus
 - Writing a Summary (W2.4)
 - Journals
 - Theme Workshop: Complete Writing a Story (W1.1, W1.2)

Required Testing:

- Bi-Weekly fluency tests (1 minute timed readings)
- Writing Sample: Independent Writing Samples (1): from the end of Theme

****All required testing must be completed before the end of Theme 3.

- Writing and Language
 - Grammar: Adjectives
 - Writing Focus
 - Writing a Compare/Contrast Essay (W1.1, W1.2)
 - Journals
 - Theme Workshop: Continue Writing a Persuasive Essay (W1.1, W1.2)
- Selection 4 (3/22/10 – 3/26/10: 5 days)

Story: Sing to the Stars

- Reading
 - Comprehension: Story Structure
 - Strategy Focus: Questions (R2.2, LS1.1)
- Word work
 - Decoding: Structural Analysis; VCCV Pattern
 - Spelling: VCCV Pattern (LC1.7)
 - Vocabulary: Connotation (negative – positive)
- Writing and Language
 - Grammar: Comparing with Adjectives
- Writing Focus
 - Writing a Message (W1.3)
 - Journals
 - Theme Workshop: Continue Writing a Persuasive Essay (W1.1, W1.2)

Required Testing:

- Bi-Weekly fluency tests (1 minute timed readings)
- Writing Sample: Independent Writing Samples (1): from the end of Theme

****All required testing must be completed before the end of Theme 1. Don't forget you have an extra day during the 3rd week.

Theme 5: Heroes

23 Instructional days allotted for this Theme!
4/5/10 – 5/5/10

- Selection 1 (4/5/10 – 4/13/10: 7 days)

Story: Happy Birthday, Dr. King!

- Reading
 - Comprehension: Cause and Effect (R2.6)
 - Strategy Focus: Predict/Infer (R2.2, R2.3)
- Word work
 - Decoding: Structural Analysis; Prefixes & Suffixes (R1.3, R1.4)
 - Spelling: Words with a Prefix or a Suffix (LC1.7)
 - Vocabulary: Dictionary; Prefixes re-, un-, dis- (R1.4)

Theme 6: Nature: Friend and Foe

24 Instructional days allotted for this Theme!
5/06/10 – 6/09/10

• Selection 1 (5/06/10 – 5/14/10: 7 days)

Story: Salmon Summer

- Reading
 - Comprehension: Following Directions (R2.7)
 - Strategy Focus: Summarize (R2.2, R3.2)
- Word work
 - Decoding: Structural Analysis; Three-Syllable Words
 - Spelling: Three Syllable Words (LC1.7)
 - Vocabulary: Dictionary; More Multiple Meaning Words (R1.6)
- Writing and Language
 - Grammar: Adverbs (LC1.3)
- Writing Focus
 - Writing a How-to Paragraph (W1.1)
 - Journals
 - Theme Workshop: Writing a Research Report (W1.5, W1.6, W1.7, W1.8)

• Selection 2 (5/17/10 – 5/26/10: 8 days)

Story: Wildfires

- Reading
 - Comprehension: Topic/Main Idea & Supporting Details (R2.1)
 - Strategy Focus: Monitor/Clarify (R2.2)
- Word work
 - Decoding: Structural Analysis; Suffixes –less, -ness, and –ion (R1.4)
 - Spelling: Unusual Spellings
 - Vocabulary: Analogies
- Writing and Language
 - Grammar: Comparing with Adverbs (LC1.3)
- Writing Focus
 - Learning Log (W1.3)
 - Journals
 - Adverbs (R1.3)
 - Theme Workshop: Continue Writing a Research Report (W1.5, W1.6, W1.7, W1.8)

• Selection 3 (5/27/10 – 6/09/10: 9 days)

Story: Skylark

- Reading
 - Comprehension: Making Inferences (R2.4)
 - Strategy Focus: Predict/Infer (R2.2, R2.3)

Fifth Grade ELA

Today's Fresh Start Charter School
HM Language Arts Pacing Plan
SY 2009-2010

Fifth Grade

Theme 1: Nature's Fury

32 Instructional days allotted for this Theme!
9/9/09 – 10/22/09

- Back to School (9/9/09 – 9/17/09: 7 days)
 - Reading
 - Strategy Focus: Review of all strategies; Predict/Infer, Decoding, Monitor/Clarify, Question, Evaluate, Summarize
 - (R3.1, R3.2, R3.3, R3.4, R3.5)
 - Word Work
 - Review of short vowels sounds
 - Review of long vowel spelling patterns
 - Writing and Language
 - Journals
 - W1.1

- Selection 1 (9/18/09 – 9/29/09: 8 days)

Story: The Earthquake Terror

- Reading
 - Comprehension: Sequence of Events (R2.2)
 - Strategy Focus: Predict/Infer
- Word work
 - Decoding: Structural Analysis; Base Words (R1.2)
 - Spelling: Short Vowels
 - Vocabulary: Using a Thesaurus (R1.3, W1.5)
- Writing and Language
 - Grammar: Kinds of Sentences, Subjects & Predicates
- Writing Focus
 - Writing a News Article (W1.1, W2.1,)
 - Theme Workshop: Writing Traits: Descriptions (W1.1, W1.2)

- Selection 2 (9/30/09 – 10/9/09: 8 days)

Story: Eye of the Storm: Storm Chasing with Warren Faidley

- Reading
 - Comprehension: Text Organization (R2.2, R2.3)
 - Strategy Focus: Question
- Word work
 - Decoding: Structural Analysis; Syllabication (LC1.5)

- Writing and Language
 - Grammar: Common and Proper Nouns, Singular and Plural Possessive Nouns
- Writing Focus
 - Writing an Announcement
 - Ordering Important Information
 - Theme Workshop: Writing a Personal Essay

• Selection 2 (11/04/09 – 11/16/09: 8 days)

Story: La Bamba

- Reading
 - Comprehension: Story Structure (R3.1, R3.2, W2.2a, W2.2c)
 - Strategy Focus: Summarize
- Word work
 - Decoding: Structural Analysis; Roots spec, spect, and opt (R1.4, LC1.5)
 - Spelling: /ou/, /ô/, and /oi/ sounds
 - Vocabulary: Dictionary; Multiple Meaning Words (R1.3)
- Writing and Language
 - Grammar: Action Verb and Direct Object
- Writing Focus
 - Writing a Summary (W2.1)
 - Paraphrasing (W1.1, W1.2)
 - Theme Workshop: Continue Writing a Personal Essay (W2.1)

• Selection 3 (11/17/09 – 12/01/09: 9 days)

Story: The Fear Place

- Reading
 - Comprehension: Predicting Outcomes (R2.4)
 - Strategy Focus: Predict/Infer (R2.4)
- Word work
 - Decoding: Structural Analysis; Suffixes -ward and -ous
 - Spelling: /ôr/, /âr/, and /är/ sounds
 - Vocabulary: Homophones
- Writing and Language
 - Grammar: Main Verbs and Helping Verbs, Linking Verbs
- Writing Focus
 - Writing a Clarification Composition (W2.4)
 - Combining Sentences (W1.6)
 - Theme Workshop: Continue Writing a Personal Essay (W2.1)

• Selection 4 (12/02/09 – 12/14/09: 9 days)

Story: Mae Jemison: Space Scientist

- Reading
 - Comprehension: Topic/Main Idea/Supporting Details (R2.3)
 - Strategy Focus: Monitor/Clarify
- Word work
 - Decoding: Structural Analysis; suffixes -ive, -ic (R1.4)

- Writing and Language
 - Grammar: Verb Phrases with have (Teach, team) (Let, leave) (Sit, set) (Can, may) (LC1.2)
- Writing Focus
 - Writing a Friendly Letter (W2.4)
 - Voice (W1.6)
 - Theme Workshop: Continue Writing a Story (W2.1)

• **Selection 3 (1/26/10 – 2/10/10: 9 days)**

Story: **James Forten**

- Reading
 - Comprehension: Following Directions
 - Strategy Focus: Question (LS1.1)
- Word work
 - Decoding: Structural Analysis; Prefixes sub- and sur- (LC1.5)
 - Spelling: Final /l/ or /əl/
 - Vocabulary: Antonyms
- Writing and Language
 - Grammar: Adjectives and Proper Adjectives
- Writing Focus
 - Write a Biography (W2.3)
 - Capitalizing Names of People and Places (W1.6)
 - Theme Workshop: Complete Writing a Story (W2.1)

Required Testing:

- Bi-Weekly fluency tests (1 minute timed readings)
- Writing Sample: Independent Writing Samples (1): from the end of Theme

****All required testing must be completed before the end of Theme 3.

Theme 4: Person to Person

32 Instructional days allotted for this Theme!
2/10/10 – 3/26/10

• **Selection 1 (2/10/10 – 2/22/10: 8 days)**

Story: **Mariah Keeps Cool**

- Reading
 - Comprehension: Problem Solving – Decision Making (R3.2)
 - Strategy Focus: Predict/Infer (R2.4)
- Word work
 - Decoding: Structural Analysis; Syllabication – VCCCV Pattern (LC1.5)
 - Spelling: VCCCV Pattern (LC1.5)
 - Vocabulary: Dictionary; Base Words – Inflected Forms
- Writing and Language

- Spelling: Words with Suffixes (LC1.5)
- Vocabulary: Connotations
- Writing and Language
 - Grammar: Abbreviations, Titles (LC1.3)
- Writing Focus
 - Writing a Journal Entry (W1.1)
 - Expanding Sentences with Adjectives (W1.6)
 - Theme Workshop: Complete Writing a Personal Narrative (W2.1)

Required Testing:

- Bi-Weekly fluency tests (1 minute timed readings)
- Writing Sample: Independent Writing Samples (1): from the end of Theme

****All required testing must be completed before the end of Theme 4.

Theme 5: One Land, Many Trails

29 Instructional days allotted for this Theme!
4/05/10 – 5/13/10

• **Selection 1 (4/5/10 – 4/13/10: 7 days)**

Story: **A Boy Called Slow**

- Reading
 - Comprehension: Drawing Conclusions
 - Strategy Focus: Predict/Infer (R2.4)
- Word work
 - Decoding: Structural Analysis; Prefixes un-, dis-, in-, re-, Suffix -ion (R1.4, LC1.5)
 - Spelling: Words with a Prefix or a Suffix (LC1.5)
 - Vocabulary: Analogies
- Writing and Language
 - Grammar: Subject and Object Pronouns
- Writing Focus
 - Writing a Speech (W2.4)
 - Using Quotations (W1.6)
 - Theme Workshop: Writing a Research Report (W2.2)

• **Selection 2 (4/14/10 – 4/23/10: 8 days)**

Story: **Pioneer Girl**

- Reading
 - Comprehension: Propaganda
 - Strategy Focus: Question
- Word work
 - Decoding: Structural Analysis; Stressed/Unstressed Syllables (LC1.5)
 - Spelling: Unstressed Syllables (LC1.5)
 - Vocabulary: Dictionary; Suffixes (R1.4)

Theme 6: Animal Encounters

22 Instructional days allotted for this Theme!
5/17/10 – 6/16/10

- **Selection 1 (5/17/10 – 5/25/10: 7 days)**

Story: **The Grizzly Bear Family Book**

- Reading
 - Comprehension: Making Generalizations (R2.4)
 - Strategy Focus: Evaluate (R3.7)
- Word work
 - Decoding: Structural Analysis; Prefixes com-, con-, en-, ex-, pre-, pro- (R1.4, LC1.5)
 - Spelling: More Words with Prefixes (LC1.5)
 - Vocabulary: Using Context
- Writing and Language
 - Grammar: Contractions with Not (LC1.5)
- Writing Focus
 - Writing an Opinion Paragraph (W2.4)
 - Avoiding Double Negatives (W1.6)
 - Theme Workshop: Writing a Persuasive Essay (W2.4)

- **Selection 2 (5/26/10 – 6/4/10: 7 days)**

Story: **The Golden Lion Tamarin Comes Hoe**

- Reading
 - Comprehension: Topic, Main Idea, and Supporting Details (R2.3)
 - Strategy Focus: Monitor/Clarify
- Word work
 - Decoding: Structural Analysis; Three-Syllable Words (LC1.5)
 - Spelling: Three-Syllable Words
 - Vocabulary: Dictionary; Variations in Pronunciation
- Writing and Language
 - Grammar: Prepositions
- Writing Focus
 - Writing a Compare/Contrast Essay (W2.4)
 - Combining Sentences with Prepositional Phrases (W1.6)
 - Theme Workshop: Continue Writing a Persuasive Essay (W2.4)

- **Selection 3 (6/7/10 – 6/16/10: 8 days)**

Story: **My Side of the Mountain**

- Reading

Sixth Grade ELA

PACING PLAN (2009-2010)
LANGUAGE ARTS – HOUGHTON MIFFLIN LITERATURE
Grade 6 Mr. Hill

January 11 – February 12	February 12 – March 15	March 15 – April 16
<p>THEME 2: WHAT REALLY HAPPENED?</p> <p>STANDARDS:</p> <p>Listening/ Speaking:</p> <p>Narrative Presentation (LS2.1)</p> <p>Writing, Grammar, and Style:</p> <p>Plot, setting, viewpoint, plot and character details, use narrative devices, write narratives, conclude with summary, and formal documents (W1.2.c, W1.4, W2.1, W2.1.a, W2.1.b, W2.1.c)</p> <p>Reading:</p> <p>Read aloud fluently, find meaning from context, compare/contrast patterns, connect/clarify main ideas, outlines, notes, summaries, and tone or meaning in poetry, make reasonable assertions (R1.1, R1.4, R2.2, R2.3, R2.4, R2.7, R3.4)</p> <p>LITERATURE:</p> <p>Amelia Earhart The Girl Who Married the Moon Dinosaur Ghosts</p> <p>ESSENTIAL QUESTIONS:</p> <p>What really happened?</p> <p>ACTIVITIES/ PROJECTS:</p> <p>Illustrations of your interpretation of story or play, identify when and which comprehension strategies were used while rereading the selection, write and draw your favorite part, write an evaluation of a character, practice unfamiliar words, make a play</p>	<p>THEME 3: GROWING UP</p> <p>STANDARDS:</p> <p>Listening/ Speaking:</p> <p>Emphasize salient points (LS1.5)</p> <p>Writing, Grammar, and Style:</p> <p>Use supporting details, use electronic text, write narratives, write response to literature (W1.2.b, W1.4, W2.1, W2.4)</p> <p>Reading:</p> <p>Find meaning from context, use media features, connect/ clarify main ideas, outlines/notes/summaries, evidence for conclusions, make reasonable assertions, analyze influence of setting, analyze character traits, tone or meaning in poetry (R.1.4, R2.1, R2.3, R2.4, R2.6, R2.7, R3.2, R3.3, R3.4)</p> <p>LITERATURE:</p> <p>Where the Red Fern Grows Last Summer with Maizon The Challenge The View from Saturday</p> <p>ESSENTIAL QUESTIONS:</p> <p>What makes a poem?</p> <p>ACTIVITIES/ PROJECTS:</p> <p>Write a class poem, illustrate different poetry styles, recitations of famous poems</p> <p>EVALUATIONS:</p> <p>Selection Tests Teacher Observations and Assessments</p>	<p>THEME 4: DISCOVERING ANCIENT CULTURES</p> <p>STANDARDS:</p> <p>Listening/ Speaking:</p> <p>Speaking rate and volume, narrative presentations, persuasive presentations (LS1.7, LS2.1, LS2.4)</p> <p>Writing, Grammar, and Style:</p> <p>Write narratives, support main ideas, write research reports and persuasive composition (W2.1, W2.3, W2.3.b, W2.5)</p> <p>Reading:</p> <p>Find meaning from context, connect/ clarify main ideas, evidence for conclusions, make reasonable assertions, persuasion and propaganda, identify and analyze theme (R1.4, R2.3, R2.6, R2.7, R2.8, R3.6)</p> <p>LITERATURE:</p> <p>Lost Temple of the Aztecs The Great Wall The Royal Kingdoms of Ghana, Mali, and Songhay</p> <p>ESSENTIAL QUESTIONS:</p> <p>What are life’s hidden messages?</p> <p>ACTIVITIES/ PROJECTS:</p> <p>Illustration of myths writing own myths using a custom or a natural event that especially interests student, write a persuasive essay to parents on why they should be able to do whatever they like</p> <p>EVALUATIONS:</p>

EVALUATIONS:

Interview each student (informal)
Weekly tests
Vocabulary List Review
Selection Questions

Teacher observations and
assessments

Oral Presentations
Round Table Discussions

April 16 – May 17

THEME 5: DOERS AND DREAMERS

STANDARDS:

Listening/Speaking:

Speaking rate and volume, informative, presentation (LS1.7, LS2.2)

Writing, Grammar, and Style:

Use supporting details, engage reader/ state purpose, conclude with summary, write composition, choose organization, write responses to literature (W1.2.a, W1.2.b, W1.2.c, W1.3, W2.4)

Reading:

Find meaning from context, connect/clarify main ideas, use media features, make reasonable assertions, persuasion/ propaganda, analyze character traits (R1.4, R2.1, R2.3, R2.7, R2.8, R3.2)

LITERATURE:

A Kind of Grace
Under the Royal Palms
Chuck Close, Up Close

ESSENTIAL QUESTION:

What type of speech do you find represents you the most?

ACTIVITIES/ PROJECTS:

Concentrate on thinking maps, writing personal speeches about their goals

EVALUATIONS:

Selection Tests
Teacher Assessments

May 17 – June 24

THEME 6: NEW FRONTIERS: OCEANS AND SPACE

STANDARDS:

Listening/ Speaking:

Use effective rate, volume, pitch and tone (LS1.7)

Writing, Grammar, Style:

Engage reader, state purpose, write narratives, write compositions, state clear position, persuasive compositions (W1.2, W2.1, W2.2, W2.5)

Reading:

Find meaning from context, use media features, connect/ clarify main ideas, evidence for conclusions, make reasonable assertions (R1.4, R2.1, R2.3, R2.6, R2.7)

LITERATURE:

The Adventures of Sojourner
Franklin R. Chang – Diaz
Beneath Blue Waters
Out There

ESSENTIAL QUESTION:

What are your future dreams and goals?

ACTIVITIES/ PROJECTS:

Continuation of focus on different types of essays, and personal speeches, illustrate a storyboard for your dreams and goals

EVALUATIONS:

Chapter tests and worksheets
Oral Presentations
Selection Reviews

Seventh Grade ELA

2009-2010 Pacing Plan

7th Grade Language Arts

Brian Butler

Unit IV

Dates: December 7-December 18

Title: Finding Voice

Theme: Mood, Tone, and Style

Standards:

- RC 2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.
- WA 2.1 Write fictional or autobiographical narratives.
- WC 1.3 Identify all parts of speech and types and structures of sentences.

Essential question: How do mood, tone, and style affect the way we interpret literature?

Activities/projects:

- Text reading (choral and paired)
- Think-pair-share
- Using graphic organizers (bubble maps and circle maps)
- Comprehension questions
- Oral discussions
- Essay writing
- Oral Presentations

Evaluation:

Literary Analysis:

- Identify and analyze mood
- Identify and analyze elements of style (word choice, sentence structure)
- Identify and analyze tone
- Compare and contrast tone

Reading and Informational Texts:

- Monitor understanding (clarify)
- Summarize a story
- Distinguish fact from opinion

- Understand dialogue

Vocabulary:

- Identify and use synonyms
- Identify and use literal and figurative meanings of words

Writing, Grammar, and Style:

- Write an interpretive essay
- Maintain subject-verb agreement in number
- Maintain subject-verb agreement when using compound subjects
- Additional writing and grammar skills
- Identify and analyze mood
- Identify and analyze elements of style (word choice, sentence structure)
- Identify and analyze tone
- Compare and contrast tone

Unit V

Dates: January 11-January 29

Title: Picture the Moment

Theme: Appreciating Poetry

Standards:

- RW 1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry
- WA 2.1 Write fictional or autobiographical narratives.
- WC 1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly.

Essential question: What elements can be used to make a poem?

Activities/projects:

- Text reading (choral and paired)
- Think-pair-share
- Using graphic organizers (bubble maps, circle maps, and analogies maps)
- Comprehension questions
- Oral discussions
- Essay writing
- Oral Presentations

Evaluation:

Literary Analysis:

- Understand poetic form
- Identify the characteristics of various poetic forms
- Identify and interpret imagery
- Identify and interpret figurative language
- Identify and interpret sound devices (rhyme, rhyme scheme, repetition, onomatopoeia, alliteration)

Reading and Informational Texts:

- Make inferences
- Understand speaker
- Use strategies for reading a narrative poem

Vocabulary:

- Understand and use connotative meanings of words

Writing, Grammar, and Style:

- Write a personal response to a poem
- Identify and correctly punctuate types of sentences
- Use correct sentence types to convey purpose and meaning
- Use active voice
- Additional writing and grammar skills

Unit VI

Dates: February 1-February 26

Title: Sharing Our Stories

Theme: Myths, Legends, and Tales

Standards:

- RL 3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.
- WA 2.1 Write fictional and autobiographical narratives.
- WC 1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at the end of dependent clauses) and appropriate English usage (e.g., pronoun reference).

Essential question: How do authors use characters to express ideas?

Activities/projects:

- Text reading (choral and paired)
- Think-pair-share
- Using graphic organizers (bubble maps, circle maps, and cause-and-effect maps)
- Comprehension questions
- Oral discussions
- Essay writing
- Oral Presentations

Evaluation:

Literary Analysis:

- Identify and analyze characteristics of myths and legends
- Identify cultural values in myths and legends
- Identify universal theme

Reading and Informational Texts:

- Monitor
- Identify cause-and-effect relationships
- Identify chronological order
- Summarize

Vocabulary:

- Understand and use homographs
- Understand meanings of compound words

Writing, Grammar, and Style:

- Write a cause-and-effect essay
- Form compound sentences by combining independent clauses
- Form complex sentences by combining dependent and independent clauses
- Link causes and effects with transitions
- Additional writing and grammar skills

Unit VII

Dates: March 1-April 2

Title: Writing a Life

Theme: Biography and Autobiography

Standards:

- RL 3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.
- WA 2.1 Write fictional or autobiographical narratives.
- WC 1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at the end of dependent clauses) and appropriate English usage (e.g., pronoun reference).
- WC 1.6 Use correct capitalization.

Essential question: What components make a good biography or autobiography?

Activities/projects:

- Text reading (choral and paired)
- Think-pair-share
- Using graphic organizers (bubble maps and circle maps)
- Comprehension questions
- Oral discussions
- Essay writing
- Oral Presentations

Evaluation:

Literary Analysis:

- Identify the form and characteristics of biography and autobiography

Reading and Informational Texts:

- Identify chronological order
- Make inferences
- Summarize
- Synthesize
- Identify treatment and scope
- Evaluate texts for usefulness

Vocabulary:

- Understand and use Latin roots
- Recognize base words

Writing, Grammar, and Style:

- Write a personal narrative

- Capitalize proper nouns correctly
- Punctuate titles with italics and quotation marks
- Additional writing and grammar skills

Unit VIII

Dates: April 5-May 7

Title: Face the Facts

Theme: Information, Argument, and Persuasion

Standards:

- RC 2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).
- RC 2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.
- RW 1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.
- WC 1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly.

Essential question: What components are needed to present an affective argument?

Activities/projects:

- Text reading (choral and paired)
- Think-pair-share
- Using graphic organizers (bubble maps and circle maps)
- Comprehension questions
- Oral discussions
- Essay writing
- Oral Presentations

Evaluation:

Reading and Informational Texts:

- Identify main ideas and supporting details
- Recognize author's bias
- Identify facts and opinions
- Use text features to locate and comprehend information
- Identify and compare patterns of organization (cause and effect, chronological order)
- Understand elements of an argument

- Analyze persuasive techniques

Vocabulary:

- Understand and use Latin roots and words
- Understand and use prefixes
- Define idioms by using context clues

Writing, Grammar, and Style:

- Write a persuasive essay
- Use commas correctly (in appositive phrases, in a series, after introductory words)
- Use colons correctly (in lists and formal greetings, between numerals in the time)
- Additional writing and grammar skills

Unit IX

Dates: May 10-June 18

Title: The Power of Research

Theme: Research Workshops

Standards:

- RC 2.3 Locate information by using a variety of consumer, workplace, and public documents.
- WS 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
- WA 2.4 Write research reports.

Essential question: What information is needed for thorough research?

Activities/projects:

- Text reading (choral and paired)
- Think-pair-share
- Using graphic organizers (bubble maps and circle maps)
- Comprehension questions
- Oral discussions
- Essay writing
- Oral Presentations

Evaluation:

Reading and Informational Texts:

- Analyze and evaluate a research report

Reading and Study Skills:

- Use the Internet to select and navigate relevant sites
- Use library and reference sources
- Distinguish between primary and secondary sources
- Evaluate Web sites and other sources of information
- Collect data for a report

Writing, Grammar, and Style:

- Narrow a research topic
- Take notes and document sources
- Organize information for a report
- Summarize and paraphrase information to avoid plagiarism
- Prepare a Works Cited list
- Use transitions to connect ideas
- Support ideas with reasons
- Additional writing and grammar skills

Eighth Grade ELA

September 9 – October 16, 2009: Unit 1 – Plot and Conflict

Standards:

Literary Analysis: Conflict and Resolution, Stages of plot, Internal and External Conflict, Conflict in Nonfiction (R2.2, R2.3, R2.5)

Reading and Informational Texts: Analyze the literature, Make inference, Understand Sequence, Identify Cause and Effect, Compare and Contrast (R2.1, R2.2, R2.4, R2.7)

Vocabulary: Academic Vocabulary (R1.1, R1.2, R1.3)

Writing, Grammar, and Style: Sentence Fragments, Correct Run-on Sentences, Write a personal narrative (W1.1, W1.2, W1.3, WOL 1.1, W2.1a)

Literature:

Reader's Workshop

Raymond's Run

The Ransom of Red Chief

Clean Sweep

The Tell Tale Heart

Essential Questions: What are life's big questions?

Activities and Projects: Literature Circles, Venn Diagrams, persuasive argument (Trial)

Evaluations: Selection tests, Unit tests, journal writings, teacher skill tests

October 19 – November 20, 2009: Unit 2 – Character and Point of View

Standards:

Literary Analysis: Point of View, Character Traits and motivation, Third-person limited point of view, Main character, biography, and characterization (LRA3.1, 3.2, 3.3, 3.5)

Reading and Informational Texts: Analyze the literature, Strategies for reading a long story, draw conclusions, Visualize, Compare Characters, Identify Main Ideas and Details. (R2.1, 2.2, 2.3, 2.4)

Vocabulary: Point of view, traits and scope of ideas (R1.1, 1.3)

Writing, Grammar, and Style: Verbs tenses, and Comparative and Superlative forms of Modifiers (W1.1, 1.2, 1.3) Speaking, Listening, Viewing, and Media: Discuss, Analyze Visuals, (LS 1.0)

Literature:

The Treasure of Lemon Brown

Rules of the Game

The Medicine Bag/Who are you today?

From Harriet Tubman: Conductor on the Underground Railroad

Blues: A National Treasure

Essential Questions: What brings a character to life?

Activities and Projects: Memorize poems about famous people, Illustrate favorite scene in a selection, Interview classmates about the story, and create literature discussion cards

Evaluations: Selection tests, Unit tests, Journal writing, and projects

November 23 – December 18, 2009: Unit 3 – Setting and Mood**Standards:****Literary Analysis:** Setting, mood, form, plot, setting in Nonfiction (R3.4)**Reading and Informational Texts:** draw conclusions, Read a personal Essay, set a purpose for reading (R2.1, 2.2, 2.5, 2.7, 3.5)**Vocabulary:** Compound Sentences, Subject-Verb Agreement, Indefinite pronouns (R1.1, 1.3)**Writing Grammar and Style:** Sentence Fragments and Run-on sentences (W1.1, 1.2, 1.3, WOL1.1)**Literature:**

The Drummer Boy of Shiloh

Civil War Journal

Ellis Island and I

The Monkey's Paw

Year of the Black Pony

Essential Questions: Where can imagination take you?**Activities and Projects:** Read aloud, write and answer literal and inferential questions, extend the story beyond the ending, discuss author's ending, practice clarifying unfamiliar words, summarize page by page, trace illustration for scene interest.**Evaluations:** Selection tests, Unit tests, Journal writing, and projects**January 11 – January 24, 2010: Unit 4 - Theme and Symbol****Standards:****Literary Analysis:** Theme and Symbol, Universal Theme, Symbol in Poetry (R2.1, 2.2, 2.3, 3.1, 3.4, 3.5, 3.6)**Reading and Informational Texts:** Make generalizations, Analyze a Short Story, Shorty Mapping, Strategies for Reading a Myth (R2.2)**Vocabulary:** Academic Vocabulary (R1.1, R1.2, R1.3)**Writing, Grammar, and Style:** Verb tenses, using prepositional Phrases, Write for Assessment, Writing Stories from Pictorial Prompts, Questions for Developing a story, Speaking, Listening, Viewign and Media, Discuss, Analyze Visuals, and Create a visual time-line (LS2.1)**Literature:**

Pandora's Box

The Old Grandfather and His Little Grandson

The Wise Man catches a Bird

The Diary of Anne Frank

Essential Questions: What are life's hidden messages?**Activities and Projects:** Illustrations of Myths, Identify when and which comprehension strategies were used while rereading the selection, Write and draw your favorite part, Write an evaluation of character, Practice clarifying unfamiliar words, Write a Reader's Theater.**Evaluations:** Weekly tests, vocabulary tests, selection questions, writing evaluations, journal writing.

February 1 – February 26, 2010: Unit 5 – Poetry

Standards:

Literary Analysis: Form and Speaker, Sound Devices, Imagery and Figurative Language, Stanza, Metaphor and Simile, Free verse, Rhyme Scheme, Traditional Forms (R2.1, 2.2, 2.3, 3.1, 3.4, 3.6)

Reading and Informational Texts: Analyze the literature, Clarify meaning, Outline, Support and opinion, Summarize and Analyze a Personal Response to a poem.

Vocabulary: Figurative Language

Writing, Grammar, and Style: Commas in a series and between adjectives, Speaking, Listening, Viewing, and Media, Discuss and give an oral Interpretation of a poem (LS 1.1)

Literature:

The lesson of the Moth

Simile Willow and Ginkgo

We Alone

Ode on Solitude

Not My Bones

Macavity: The Mystery Cat

Mother to Son

Introduction to Poetry

Vermin

The Sunflowers

The Song of Hiawatha

Boots of Spanish Leather

One More Round

On the Grasshopper and Cricket

Essential Questions: What makes a poem?

Activities and Projects: Write a class poem, Illustrate different poetry styles, Recitations of famous poems, write different poetry styles (Diamonte, Concrete, prose etc)

Evaluations: Selection Tests, oral observation and assessment, poetry writing, journal writing.

March 1 – March 26, 2010: Unit 6 – Style, Voice and Tone

Standards:

Literary Analysis: Literary Analysis: Style, Voice, Tone, Form, Irony, Style in Poetry (R3.1, 3.2, 3.3, 3.5, 3.6)

Reading and Informational Texts: Paraphrase, Use a Graphic Aid, Read a Newspaper, Understand Historical Context, and compare tone.

Vocabulary: Academic Vocabulary

Writing, Grammar, and Style: Formation of complex sentences and formation of compound sentences (W1.1, 1.2, 1.3, 1.5, 1.6, 2.2) Speaking and Listening: Discuss and Analyze visuals.

Literature:

New York's Day Woman

The Lady or the Tiger

O Captain! My Captain

Western Wagons
Us and Them
A Hike in New York City
The Monty Hall Debate

Essential Questions: What's in Style?

Activities and Projects: Build a vocabulary map for key vocabulary, Story board, Ask 20 questions about the selections, Create a cartoon, Flow Maps, Retell and summarize with picture prompts or puppets

Evaluations: Oral presentations, Selection reviews, Round table discussions, Journal writing

April 5 – April 23, 2010: Unit 7 – History, Culture, and the Author

Standards:

Literary Analysis: Influence of Writer's background, Historical and Cultural influences, Tall Tale, Autobiography (R1.3, 2.3, 3.6)

Reading and Informational Texts: Analyze Sensory detail, recognize Cause and Effect, Analyze repetition, read a book excerpt, and analyze a cause and effect essay.

Vocabulary: Academic vocabulary

Writing, Grammar, and Style: colons, semicolons, compound-complex sentences

Literature:

The Snapping Turtle
Pecos Bill
One Last Time
I Want to Write

Essential Questions: What shapes who you are?

Activities and Projects: Time Line illustrated, Writing a play, researching an historical person, book reports on a person from history

Evaluations: Selection tests, unit tests, book reports, journal writing

April 26 – May 14, 2010: Unit 8 – Facts and Information

Standards:

Reading and Informational Texts: Identify and use text features, Take notes, distinguish between fact and opinion, identify a feature article, and analyze a problem-solution essay (R2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7)

Vocabulary: Academic vocabulary

Writing, Grammar, and Style: Capitalization, commas, subject-verb agreement with indefinite pronoun (W1.1, 1.2, 1.3, 2.1)

Literature:

The Spider Man behind Spider Man
Robo-Legs
Interview with a Songcatcher
Eureka: Scientific Twists of Fate
Odd Couples

Essential Questions: Where do you get your facts?

Activities and Projects: Create a cartoon strip, Role-play an interview, Use visual aids to create poems, use a newspaper to decipher fact and opinion, create a class newspaper or newsletter.

Evaluations: Class projects, Teacher observations, selection tests

May 17 – June 18, 2010: Unit 9 – Argument and Persuasion

Standards:

Literary Analysis: Persuasion in Literature (R3.1, 3.2, 3.3, 3.5, 3.6)

Reading and Informational Texts: Elements of an argument, Persuasive Techniques, Analyze the influence of Historical Context, and Analyze a Persuasive Essay (R2.1, 2.2, 2.3, 2.5, 2.7)

Vocabulary: Academic vocabulary

Writing, Grammar, and Style: Sentence Structure, Write a persuasive essay, emotional appeals (W1.1, 1.2, 1.3, 1.4)

Speaking, Listening and Viewing Media: Discuss, Analyze Visuals, Create your own Ad Campaign, Deliver a persuasive speech.

Literature:

Zoos: Myth and Reality

Star Wars Ad Campaign

The Weak Shall Inherit the Gym

Education Sons

Position on Dodge ball in Physical Education

Essential Questions: Whom can you believe?

Activities and Projects: Deliver a persuasive speech, Create an Ad Campaign, Be a Reporter for a Day, Interview students throughout the school on a particular subject, Create Debate teams on student interest subjects.

Evaluations: Chapter tests, Reading evaluation questions.

Kindergarten Math

TFSCS Houghton Mifflin Math Pacing Plan
2009 – 2010

Kindergarten

• Welcome to Kindergarten (9/9/09 – 9/11/09: 3 days)

- Pre-Test: Inventory Test
- Review Pages (2 – 12):
 - Colors
 - Shapes
 - Numbers

Unit 3: **Numbers Through 5**

21 Instructional Days for this Unit!
9/11/09 – 10/9/09

- Essential Question:
 - What do numbers mean?

• Chapter 7 (9/11/09 – 9/21/09: 7 days)

Compare Sets

- Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Chapter Review/Test (Pg. 101 or BLM Chapter 7 Test)
- Vocabulary: match one to one, equal sets, more, set, less
- Standards: NS1.1, NS1.0, MR1.2, MR2.0, MR2.1
- Chapter Lessons:
 - Lesson 1: One-to-One Correspondence
 - Lesson 2: Equal Sets
 - Lesson 3: More
 - Lesson 4: Less
 - Lesson 5: Draw a Picture

• Chapter 8 (9/22/09 – 9/29/09: 6 days)

Numbers 1 - 3

- Assessment:
 - Chapter Review/Test (Pg. 113 or BLM Chapter 8 Test)
- Vocabulary: stack, slide, roll, cube, rectangular prism, sphere, cylinder, cube, pyramid, surface, graph
- Standards: NS1.0, NS1.1, NS1.2, NS1.3, MR1.0, MR1.2, SDAP1.1
- Unit Lessons:
 - Lesson 1: Count and Read Numbers 1 - 3
 - Lesson 2: One and Two
 - Lesson 3: Three
 - Lesson 4: Numbers 1 - 3
 - Lesson 5: Use a Graph

• **Chapter 9 (9/30/09 – 10/09/09: 8 days)**

Numbers 0 - 5

- Assessment:
 - Chapter Review/Test (Pg. 125 or BLM Chapter 9 Test)
 - Unit Test (Pgs. 127 – 128 or BLM Unit 3 Test)
- Vocabulary: four, five, none, zero, one two three, four, largest
- Standards: NS1.0, NS1.2, NS1.3, MR1.2, MR2.0
- Unit Lessons:
 - Lesson 1: Four
 - Lesson 2: Five
 - Lesson 3: Zero
 - Lesson 4: Numbers 0 - 5
 - Lesson 5: Use a Picture

Unit 4: Numbers Through 10

22 Instructional Days for this Unit!
10/12/09 – 11/10/09

- Essential Question:
 - What do numbers mean?

- Chapter 10 (10/12/09 – 10/20/09: 7 days)
 - Numbers 0 - 7**
 - Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Chapter Review/Test (Pg. 145 or BLM Chapter 10 Test)
 - Vocabulary: eight, nine, ten, more
 - Standards: NS1.0, NS1.2, MR1.2, MR2.0, MR2.1
 - Chapter Lessons:
 - Lesson 1: Count and Read Numbers 1 - 7
 - Lesson 2: Six
 - Lesson 3: Seven
 - Lesson 4: Show Parts 3 - 7
 - Lesson 5: Look for a Pattern

- Chapter 11 (10/21/09 – 10/29/09: 7 days)
 - More on Greater Numbers**
 - Assessment:
 - Chapter Review/Test (Pg. 157 or BLM Chapter 11 Test)
 - Vocabulary: eight, nine, ten, more
 - Standards: NS1.0, NS1.2, MR1.2, MR2.0, MR2.1
 - Unit Lessons:
 - Lesson 1: Eight
 - Lesson 2: Nine
 - Lesson 3: Ten
 - Lesson 4: Numbers 8 - 10
 - Lesson 5: Use a Picture

- Chapter 12 (10/30/09 – 11/10/09: 8 days)
 - Use Numbers Through 10**
 - Assessment:
 - Chapter Review/Test (Pg. 169 or BLM Chapter 12 Test)
 - Unit Test (Pgs. 171 - 172 or BLM Unit 4 Test)
 - Vocabulary: one, two, three, four, five, six, seven, eight, nine, ten
 - Standards: NS1.0, NS1.2, NS1.3, MR1.2, MR2.0, MR2.1, SDAP1.0, SDAP1.1
 - Unit Lessons:
 - Lesson 1: Sort by Number
 - Lesson 2: Order Numbers to 10
 - Lesson 3: More and Less
 - Lesson 4: Ordinal Numbers
 - Lesson 5: Solving Use a Graph

Unit 2: Shapes and Patterns

21 Instructional Days for this Unit!
11/12/09 – 12/14/09

- Essential Question:
 - What is a shape?

• Chapter 4 (11/12/09 – 11/19/09 : 6 days)

Plane Shapes

- Assessment:
 - Unit Pretest (Chapter Resources pgs. 1 – 2)
 - Chapter Review/Test (Pg. 57 or BLM Chapter 4 Test)
- Vocabulary: rectangle, circle, square, triangle
- Standards: AF1.0, AF1.1, MG1.2, MG2.1, NS1.1, MR1.2, MR2.1
- Chapter Lessons:
 - Lesson 1: Sort Plan Shapes
 - Lesson 2: Circle or Square
 - Lesson 3: Rectangle or Triangle
 - Lesson 4: Draw a Picture

• Chapter 5 (11/20/09 – 12/03/09: 7 days)

Patterns

- Assessment:
 - Chapter Review/Test (Pg. 69 or BLM Chapter 5 Test)
- Vocabulary: pattern, medium, large, circle, square, rectangle, triangle
- Standards: SDAP1.2, MR1.2, MR2.0, MR2.1
- Unit Lessons:
 - Lesson 1: Rhythmic Patterns
 - Lesson 2: Color Patterns
 - Lesson 3: Size Patterns
 - Lesson 4: Patterns With Plane Shapes
 - Lesson 5: Find a Pattern

• Chapter 6 (12/04/09 – 12/16/09: 8 days)

Patterns

- Assessment:
 - Chapter Review/Test (Pg. 81 or BLM Chapter 6 Test)
 - Unit Test (Chapters 4, 5, and 6 Pg. 83 – 84 or BLM Unit 2 Test)
- Vocabulary: left, right, up, down, color, size, shape, pattern
- Standards: SDAP1.2, MR1.2, MR2.0, MR2.0, MR2.1
- Unit Lessons:
 - Lesson 1: Patterns and Positions
 - Lesson 2: Patterns that are the Same
 - Lesson 3: Make Patterns
 - Lesson 4: Find a Pattern

Unit 7: Numbers 10 - 19

16 Instructional Days for this Unit!
12/17/09 – 01/29/10

- Essential Question:
 - What do numbers mean?

- * **Chapter 17 (12/17/09 – 01/19/10: 8 days)**
Introduce Numbers 10 – 19
 - Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Chapter Review/Test (Pg. 253 or BLM Chapter 17 Test)
 - Vocabulary: pattern, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, graph
 - Standards: NS1.1, NS1.2, NS1.3, NS2.0, NS2.1, MR1.0, MR1.2, SDAP1.1
 - Chapter Lessons:
 - Lesson 1: Numbers 10 - 19
 - Lesson 2: Numbers 10 - 12
 - Lesson 3: Numbers 13 - 15
 - Lesson 4: Numbers 16 - 19
 - Lesson 5: Use a Graph

- * **Chapter 18 (1/20/10 – 1/29/10: 8 days)**
Use Numbers 10 - 19
 - Assessment:
 - Chapter Review/Test (Pg. 265 or BLM Chapter 18 Test)
 - Unit Test: (Pgs. 267 - 269 or BLM Unit 7 Test)
 - Vocabulary: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, before, after, between, estimate
 - Standards: NS1.0, NS1.2, NS1.3, NS3.1, MR1.2, MR2.0
 - Unit Lessons:
 - Lesson 1: Show Parts 11 - 14
 - Lesson 2: Show Parts 15 - 19
 - Lesson 3: Order Numbers through 19
 - Lesson 4: Estimate Quantities Through 19
 - Lesson 5: Guess and Check

Unit 5: Addition and Subtraction Concepts

15 Instructional Days for this Unit!
2/01/10 – 2/22/10

- Essential Question:
 - What are addition and subtraction?

- **Chapter 13 (2/01/10 – 2/9/10: 7 days)**
 - Addition Concepts**
 - Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Chapter Review/Test (Pg. 189 or BLM Chapter 13 Test)
 - Vocabulary: add, join, addition
 - Standards: NS1.0, NS1.2, NS2.0, NS2.1, MR1.2, MR2.1, MR2.2
 - Chapter Lessons:
 - Lesson 1: Model Addition
 - Lesson 2: Add with Cubes
 - Lesson 3: Addition Stories
 - Lesson 4: Use Pictures to Add
 - Lesson 5: Use a Picture

- **Chapter 14 (2/10/09 – 2/22/10: 8 days)**
 - Subtraction Concepts**
 - Assessment:
 - Chapter Review/Test (Pg. 201 or BLM Chapter 14 Test)
 - Unit Test: (Pgs. 203 – 204 or BLM Unit 5 Test)
 - Vocabulary: eight, nine, ten, more
 - Standards: NS2.0, NS2.1, MR1.2, MR2.0, MR2.1, MR2.2
 - Unit Lessons:
 - Lesson 1: Model Subtraction
 - Lesson 2: Subtract with Cubes
 - Lesson 3: Subtraction Stories
 - Lesson 4: Use Pictures to Subtract
 - Lesson 5: Draw a Picture

Unit 1: Positions, Patterns, and Classification

20 Instructional days allotted for this Theme!
2/23/10 – 3/22/10

- Essential Question:
 - What is the difference between top and bottom?

• Chapter 1 (2/23/10 – 3/02/10: 6 days)

Positions

- Assessment:
 - Unit Pretest (Pg. 1 – 2 BLM)
 - Chapter Review/Test (Pg. 13 or BLM Chapter 1 Test)
- Vocabulary: top, middle, bottom, between, before, after, inside, outside, left, right
- Standards: MG2.0, MG2.2, MR1.2
- Unit Lessons:
 - Lesson 1: Top Middle, Bottom
 - Lesson 2: Before, After, Between
 - Lesson 3: Inside, Outside
 - Lesson 4: Left and Right
 - Lesson 5: Act it Out

• Chapter 2 (3/03/10 – 3/10/10: 6 days)

Sorting

- Assessment:
 - Chapter Review/Test (Pg. 27 or BLM Chapter 2 Test)
- Vocabulary: same, different, sort, big, small, shape
- Standards: AF1.0, AF1.1, MG2.2, MR1.0, MR1.1, MR1.2
- Unit Lessons:
 - Lesson 1: Same and Different
 - Lesson 2: Sort by Color
 - Lesson 3: Sort by Size
 - Lesson 4: Sort by Shape
 - Lesson 5: Logical Thinking

• Chapter 3 (3/11/10 – 3/22/10: 8 days)

Graphs

- Assessment:
 - Chapter Review/Test (Pg. 37 or BLM Chapter 3 Test)
 - Unit Test (Chapters 1, 2 and 3, Pgs. 39 - 40 or BLM Unit 1 Test)
- Vocabulary: some all none, real graph, more, less, most, least, sort, graph, picture graph
- Standards: MR1.0, MR1.1, MR1.2, AF1.0, AF1.1, SDAP1.0, SDAP1.1, NS1.1
- Unit Lessons:
 - Lesson 1: Some, All, and None
 - Lesson 2: Graph with Real Objects
 - Lesson 3: Sort and Graph Coins
 - Lesson 4: Picture Graphs
 - Lesson 5: Make a Graph

Unit 6: More Addition and Subtraction

14 Instructional Days for this Unit!
3/23/10 – 4/16/10

- Essential Question:
 - How are addition and subtraction related?

- **Chapter 15 (3/23/10 – 4/07/10: 7 days)**
Relate Addition and Subtraction
 - Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Chapter Review/Test (Pg. 219 or BLM Chapter 15 Test)
 - Vocabulary: plus sign, equal sign, minus sign, pattern, addition, subtraction, add, subtract
 - Standards: NS2.0, NS2.1, MR1.2, MR2.0, MR2.1
 - Chapter Lessons:
 - Lesson 1: Join Parts
 - Lesson 2: Separate Parts
 - Lesson 3: Addition and Subtraction Patterns
 - Lesson 4: Relate Addition and Subtraction
 - Lesson 5: Act it Out

- **Chapter 16 (4/08/10 – 4/16/10: 7 days)**
Record Addition and Subtraction
 - Assessment:
 - Chapter Review/Test (Pg. 233 or BLM Chapter 16 Test)
 - Unit Test: (Pgs. 235 - 237 or BLM Unit 6 Test)
 - Vocabulary: number sentence, total, plus sign, equal sign, minus sign
 - Standards: NS2.0, NS2.1, NS3.0, NS3.1, MR2.0, MR2.1, MR2.2
 - Unit Lessons:
 - Lesson 1: Record Addition
 - Lesson 2: Record Subtraction
 - Lesson 3: Add 1 or 2
 - Lesson 4: Subtract 1 or 2
 - Lesson 5: Use a Picture

Unit 8: Time and Measurement

15 Instructional Days for this Unit!
4/19/10 – 5/7/10

- Essential Question:
 - How are addition and subtraction related?

- Chapter 19 (4/19/10 – 4/27/10: 7 days)
 - Relate Addition and Subtraction**
 - Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Chapter Review/Test (Pg. 287 or BLM Chapter 19 Test)
 - Vocabulary: calendar, month, week, morning, afternoon, evening, yesterday, today, tomorrow, year
 - Standards: MG1.0, MG1.2, MG1.3, MR2.0, MR2.1, NS1.1
 - Chapter Lessons:
 - Lesson 1: Read a Calendar
 - Lesson 2: Times of Day
 - Lesson 3: Days of the Week
 - Lesson 4: Months of the Year
 - Lesson 5: Use a Picture

- Chapter 20 (4/28/10 – 5/7/10: 8 days)
 - Time**
 - Assessment:
 - Chapter Review/Test (Pg. 297 or BLM Chapter 20 Test)
 - Unit Test: (Pgs. 299 - 300 or BLM Unit 8 Test)
 - Vocabulary: minute, hour, estimate, hour hand, minute hand, o'clock
 - Standards: MG1.0, MG1.2, MG1.4, MR2.1
 - Unit Lessons:
 - Lesson 1: Hours and Minutes
 - Lesson 2: Estimate with Time
 - Lesson 3: Time to the Hour
 - Lesson 4: Relate Time to Events
 - Lesson 5: Act it Out

Unit 9: Greater Numbers

15 Instructional Days for this Unit!
5/10/10 – 5/28/10

- Essential Question:
 - Why are some numbers bigger than others?

- Chapter 21 (5/10/10 – 5/19/10: 7 days)
Numbers 20 - 30
 - Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Chapter Review/Test (Pg. 317 or BLM Chapter 21 Test)
 - Vocabulary: Numbers 20 – 30
 - Standards: NS1.0, NS1.2, NS1.3, MR1.2, MR2.0, MR2.1
 - Chapter Lessons:
 - Lesson 1: Twenty
 - Lesson 2: Numbers 21 - 25
 - Lesson 3: Numbers 25 - 30
 - Lesson 4: Order Numbers 0 - 30
 - Lesson 5: Reasonable Answers

- Chapter 22 (5/20/10 – 6/01/10: 8 days)
More on Greater Numbers
 - Assessment:
 - Chapter Review/Test (Pg. 329 or BLM Chapter 22 Test)
 - Unit Test: (Pgs. 331 - 332 or BLM Unit 9 Test)
 - Vocabulary: estimate, more, less, calendar, more than, less than
 - Standards: NS1.0, NS1.2, NS1.3, MG1.0, MG1.2, MR1.0, MR1.1, MR2.0, MR2.1
 - Unit Lessons:
 - Lesson 1: Estimate
 - Lesson 2: Estimation
 - Lesson 3: Compare Quantities
 - Lesson 4: Calendar: Use numbers 1 - 31
 - Lesson 5: Use Logical Thinking

Unit 10: Geometry and Measurement

15 Instructional Days for this Unit!
6/02/10 – 6/24/10

- Essential Question:
 - Why are some shapes different?

- Chapter 23 (6/02/10 – 6/10/10: 7 days)
 - Solid and Complex Shapes**
 - Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Chapter Review/Test (Pg. 351 or BLM Chapter 23 Test)
 - Vocabulary: sphere, cone, cube, cylinder, rectangle prism, sort, circle, square, triangle, rectangle, shape
 - Standards: MG2.0, MG2.1, MG2.2, MR1.2, MR2.0, MR2.1
 - Chapter Lessons:
 - Lesson 1: Solids
 - Lesson 2: Sort Solids
 - Lesson 3: Combine and Separate Plan Shapes
 - Lesson 4: Combine and Separate Solid Shapes
 - Lesson 5: Use Logical Thinking

- Chapter 24 (6/11/10 – 6/24/10: 8 days)
 - Length, Weight, and Capacity**
 - Assessment:
 - Chapter Review/Test (Pg. 361 or BLM Chapter 24 Test)
 - Unit Test: (Pgs. 363 - 365 or BLM Unit 10 Test)
 - Vocabulary: long, short tall, longer, shorter, taller, about the same length, longest, tallest, shortest, heavy, light, heavier, lighter, about the same weight, empty, full, holds more, holds less, holds about the same
 - Standards: MG1.0, MG1.1, MR1.2, MR2.1
 - Unit Lessons:
 - Lesson 1: Compare length
 - Lesson 2: Sort by length
 - Lesson 3: Compare weight
 - Lesson 4: Compare Capacity
 - Lesson 5: Use Logical Reasoning

First Grade Math

TFSCS Houghton Mifflin Math Pacing Plan
2009 – 2010

First Grade

- Back to School (9/9/09 – 9/11/09: 3 days)
 - Beginning of the Year Inventory – Give on first day!
 - Review Pages (B1 – B14):
 - What I Know About Math

Unit 1: Place Value and Numbers to 50

13 Instructional Days for this Unit!
9/14/09 – 9/30/09

- Essential Question:
 - What do numbers mean?
- Chapter 1 (9/14/09 – 9/21/09: 6 days)

Place Value - Numbers to 30

 - Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Spiral Review Pg. 20
 - Chapter Review/Test (Pg. 19 or BLM Chapter 1 Test)
 - Vocabulary: zero, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, number line, before, after, between, number words for zero, through twenty
 - Standards: NS1.0, NS1.1, NS1.3, NS2.3, MR1.2, MR2.0, MR2.1, SDAP2.0, SDAP2.1
 - Chapter Lessons:
 - Lesson 1: Numbers and Number Parts to 10
 - Lesson 2: Numbers and Number Parts to 20
 - Lesson 3: Before, After, Between
 - Lesson 4: Count Forward and Backward
 - Lesson 5: Find a Pattern
- Chapter 2 (09/22/09 – 09/30/09: 7 days)

Place Value – Numbers to 50

 - Assessment:
 - Chapter Review/Test (Pg. 39 or BLM Chapter 2 Test)
 - Spiral Review Pg. 40
 - Unit Test (Pgs. 43 - 44 or BLM Unit 1 Test)
 - Vocabulary: regroup, number line, more than, less than
 - Standards: NS1.0, NS1.1, NS1.4, NS2.3, MR1.2, MR2.0, MR2.1, MR3.0
 - Unit Lessons:
 - Lesson 1: Numbers 11 - 19
 - Lesson 2: Read and Write Numbers to 50
 - Lesson 3: One More, One Less
 - Lesson 4: Ten More, Ten Less
 - Lesson 5: Create and Solve

Unit 2: Place Value and Numbers to 50

18 Instructional Days for this Unit!
10/01/09 – 10/26/09

- Essential Question:
 - Why do I add?

- **Chapter 3 (10/01/09 – 10/08/09: 6 days)**

Learn to Add

 - Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Spiral Review Pg. 62
 - Chapter Review/Test (Pg. 61 or BLM Chapter 3 Test)
 - Vocabulary: number sentence, add, part, whole, plus sign, equal sign, sum
 - Standards: NS1.3, NS2.0, NS2.1, AF1.0, AF1.1
 - Chapter Lessons:
 - Lesson 1: Break a Number into Parts
 - Lesson 2: Model addition
 - Lesson 3: Draw to Add
 - Lesson 4: Write Addition Number Sentences
 - Lesson 5: Problem Soling Strategy

- **Chapter 4 (10/9/09 – 10/15/09: 5 days)**

Addition Number Sentences

 - Assessment:
 - Spiral Review Pg. 80
 - Chapter Review/Test (Pg. 79 or BLM Chapter 4 Test)
 - Vocabulary: part, plus sign, equal sign, horizontal, vertical, addition sentence, zero
 - Standards: NS1.3, NS2.0, NS2.1, AF1.0, AF1.1, AF1.2
 - Chapter Lessons:
 - Lesson 1: Ways to Make 7 and 8
 - Lesson 2: Ways to Make 9 and 10
 - Lesson 3: Add in Vertical Form
 - Lesson 4: Add with Zero
 - Lesson 5: Draw a Picture

- **Chapter 5 (10/16/09 – 10/26/09: 7 days)**

Addition Fact Strategies

 - Assessment:
 - Chapter Review/Test (Pg. 95 or BLM Chapter 5 Test)
 - Spiral Review Pg. 96
 - Unit Test (Pgs. 99 - 100 or BLM Unit 1 Test)
 - Vocabulary: order, addend, count on, number line, doubles fact
 - Standards: NS1.3, NS2.0, NS2.1, AF1.0, AF1.1, AF1.2
 - Unit Lessons:
 - Lesson 1: Add in Any Order
 - Lesson 2: Count on to Add
 - Lesson 3: Use a Number Line to Add

- Lesson 4: Use Doubles to Add
- Lesson 5: Create and Solve

Unit 3: **Relate Addition and Subtraction**

25 Instructional Days for this Unit!
10/27/09 – 12/07/09

- Essential Question:
 - What does it mean to subtract?

- **Chapter 6 (10/27/09 – 11/03/09 6 days)**
Learn to Subtract
 - Assessment:
 - Unit Pretest (Chapter Resources pgs. 1 – 2)
 - Chapter Review/Test (Pg. 119 or BLM Chapter 6 Test)
 - Spiral Review Pg.120
 - Vocabulary: subtract, part, whole, minus sign, equal sign, subtraction sentence
 - Standards: NS2.0, NS2.1, NS2.5, MR1.2, MR2.0, MR2.2, AF1.0, AF1.1
 - Chapter Lessons:
 - Lesson 1: Model Subtraction
 - Lesson 2: Draw to Subtract
 - Lesson 3: Subtract to Find a Part
 - Lesson 4: Subtraction Number Sentences
 - Lesson 5: Subtraction Stories

- **Chapter 7 (11/04/09 – 11/12/09: 6 days)**
Subtraction Number Sentences
 - Assessment:
 - Chapter Review/Test (Pg. 137 or BLM Chapter 7 Test)
 - Spiral Review Pg. 138
 - Vocabulary: difference, whole, part, horizontal, vertical, zero, subtract
 - Standards: NS2.0, NS2.1, NS2.5, MR1.2, MR2.0, MR3.0, AF1.0, AF1.1, AF1.2
 - Unit Lessons:
 - Lesson 1: Subtract from 7 and 8
 - Lesson 2: Subtract from 9 and 10
 - Lesson 3: Subtract in Vertical Form
 - Lesson 4: Subtract All or None
 - Lesson 5: Draw a Picture

- **Chapter 8 (11/13/09 – 11/24/09: 7 days)**
Subtraction Fact Strategies
 - Assessment:
 - Chapter Review/Test (Pg. 155 or BLM Chapter 8 Test)
 - Spiral Review Pg. 156
 - Vocabulary: count back, number line, opposite, difference, minus sign, equal sign
 - Standards: NS2.0, NS2.1, NS2.5, MR1.2, MR2.0, MR2.1, MR3.0, AF1.0, AF1.1, AF1.2

 - Unit Lessons:

- Lesson 1: Count Back to Subtract
- Lesson 2: Use a Number Line
- Lesson 3: Use Addition to Subtract
- Lesson 4: Subtract to Compare
- Lesson 5: Write a Number Sentence

• **Chapter 9 (11/25/09 – 12/07/09: 6 days)**

Subtraction Fact Strategies

- Assessment:
 - Chapter Review/Test (Pg. 175 or BLM Chapter 9 Test)
 - Spiral Review Pg. 176
 - Unit Test (Pg. 179 - 180 or BLM Unit 3 Test)
- Vocabulary: related facts, fact family, whole, related facts, operation
- Standards: NS2.0, NS2.1, NS2.2, NS2.5, MR1.0, MR1.1, MR1.2, MR2.0, MR2.1, MR3.0, AF1.0, AF1.1, AF1.2
- Unit Lessons:
 - Lesson 1: Relate Addition and Subtraction
 - Lesson 2: Fact Families
 - Lesson 3: Use Addition to Help You Subtract
 - Lesson 4: Check Subtraction with Addition
 - Lesson 5: Choose the Operation

Unit 4: Data, Graphs, and Patterns

15 Instructional Days for this Unit!
12/08/09 – 01/20/10

- Essential Question:
 - What is another way to show my data?

• **Chapter 10 (12/08/09 – 12/16/09: 7 days)**

Data and Graphs

- Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Chapter Review/Test (Pg. 201 or BLM Chapter 10 Test)
 - Spiral Review Pg. 202
- Vocabulary: tally, picture graph, bar graph, tally chart, most, least, more, fewer
- Standards: SDAP1.0, SDAP1.1, SDAP1.2, MR2.0, MR2.1, MR2.2
- Chapter Lessons:
 - Lesson 1: Make a Tally Chart
 - Lesson 2: Make and Read a Picture Graph
 - Lesson 3: Make a Bar Graph
 - Lesson 4: Read a Bar Graph
 - Lesson 5: Use Graphs

• **Chapter 11 (12/17/09– 01/20/10: 8 days)**

Sorting and Patterns

- Assessment:

- Chapter Review/Test (Pg. 219 or BLM Chapter 11 Test)
- Spiral Review Pg. 220
- Unit Test: (Pgs. 223 - 224 or BLM Unit 4 Test)
- Vocabulary: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, before, after, between, estimate
- Standards: NS1.0, NS1.2, NS1.3, NS3.1, MR1.2, MR2.0
- Unit Lessons:
 - Lesson 1: Sort Objects
 - Lesson 2: Color Patterns
 - Lesson 3: Shape and Size Patterns
 - Lesson 4: Motion and Rhythmic
 - Lesson 5: Translate Patterns

Unit 5: Place Value to 100

19 Instructional Days for this Unit!

1/21/10 – 2/17/10

- Essential Question:
 - Why do count?

- **Chapter 12 (1/21/10 – 1/28/10: 6 days)**

Numbers to 100

 - Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Chapter Review/Test (Pg. 241 or BLM Chapter 12 Test)
 - Spiral Review Pg. 242
 - Vocabulary: tens, more than, less than, ones, estimate, about how many
 - Standards: NS1.0, NS1.1, NS2.3, NS2.4, NS3.0, NS3.1, MR1.2, MR2.0, MR2.1, MR3.0, MR3.1
 - Chapter Lessons:
 - Lesson 1: Model Numbers to 100
 - Lesson 2: One More, One Less
 - Lesson 3: Ten More, Ten Less
 - Lesson 4: Read and Write Numbers to 100
 - Lesson 5: Reasonable Answers

- **Chapter 13 (1/29/10 – 2/05/10: 6 days)**

Number Patterns

 - Assessment:
 - Chapter Review/Test (Pg. 259 or BLM Chapter 13 Test)
 - Spiral Review Pg. 260
 - Vocabulary: skip count, tens, more than, less than, pattern
 - Standards: NS2.3, NS2.4, MR1.2, MR2.0, MR2.1, MR2.4, SDAP2.0
 - Unit Lessons:
 - Lesson 1: Count by Twos
 - Lesson 2: Count by Fives
 - Lesson 3: Count by Tens
 - Lesson 4: Number Patterns
 - Lesson 5: Find a Pattern

- **Chapter 14 (2/08/10 – 2/17/10: 7 days)**

Compare and Order Numbers

- Assessment:
 - Chapter Review/Test (Pg. 275 or BLM Chapter 14 Test)
 - Spiral Review Pg. 276
 - Unit Test: (Pgs. 279 - 280 or BLM Unit 5 Test)
- Vocabulary: greater than, less than, equal to, estimate, greatest, least, compare, comparison
- Standards: NS1.0, NS1.1, NS1.2, NS3.0, NS3.1, MR1.0, MR1.1, MR1.2, MR2.0, MR2.1, SDAP1.0
- Unit Lessons:
 - Lesson 1: Compare Numbers
 - Lesson 2: Use Symbols to Compare Numbers
 - Lesson 3: Use Estimation to Compare Numbers
 - Lesson 4: Order Numbers
 - Lesson 5: Create and Solve

Unit 10: Geometry and Measurement

18 Instructional Days for this Unit!
2/18/10 – 3/15/10

- Essential Question:
 - Why are shapes important?

- **Chapter 26 (2/18/10 – 2/25/10: 6 days)**

Positions and Figures

- Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Chapter Review/Test (Pg. 511 or BLM Chapter 26 Test)
 - Spiral Review Pg. 512
- Vocabulary: position, left, right, above, between, below, position words, behind, in front, next, down, up, near, far, names for plane figures, circle, triangle, square, side, corners, sides, pattern, pattern unit
- Standards: MG2.0, MG2.1, MG2.2, MG2.3, MG2.4, MR1.2, MR2.0, SDAP1.1
- Chapter Lessons:
 - Lesson 1: Position Words
 - Lesson 2: More Position Words
 - Lesson 3: Plane Figures
 - Lesson 4: Sort Plane Figures
 - Lesson 5: Find a Pattern

- **Chapter 27 (2/26/10 – 3/04/10: 5 days)**

Sort Figures

- Assessment:
 - Chapter Review/Test (Pg. 527 or BLM Chapter 27 Test)
 - Spiral Review Pg. 528
- Vocabulary: flat surface, curved surface, cube, rectangular prism, cone, cylinder, sphere, pyramid, face, cube, rectangular prism, cone
- Standards: MG2.0, MG2.1, MG2.2, MR2.0, MR2.1, SDAP1.0, NS2.4

- Unit Lessons:
 - Lesson 1: Sort Solid Figures
 - Lesson 2: Solid Figures
 - Lesson 3: Identify Faces of Solid Figures
 - Lesson 4: Make a Table

- **Chapter 28 (3/05/10 – 3/15/10: 7 days)**

Measurement

- Assessment:
 - Chapter Review/Test (Pg. 543 or BLM Chapter 28 Test)
 - Spiral Review Pg. 544
 - Unit Test: (Pgs. 547 - 548 or BLM Unit 10 Test)
- Vocabulary: length, height, longer, taller, shorter, measure, units, heavier, lighter, more, less, pattern
- Standards: MG1.0, MG1.1, MR1.2, MR2.0, MR2.1, SDAP1.0, NS2.0
- Unit Lessons:
 - Lesson 1: Compare Length and Height
 - Lesson 2: Nonstandard Units
 - Lesson 3: Compare Weight
 - Lesson 4: Compare Volume
 - Lesson 5: Use a Graph

Unit 7: Addition and Subtraction Facts to 20

20 Instructional Days for this Unit!

3/16/10 – 4/21/10

- **Chapter 17 (3/16/10 – 3/25/10: 7 days)**

Addition Strategies

- Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Chapter Review/Test (Pg. 343 or BLM Chapter 17 Test)
 - Spiral Review Pg. 344
- Vocabulary: addend, doubles plus 1, plus sign, equal sign, sum, doubles
- Standards: AF1.0, AF1.1, AF1.2, AF1.3, NS1.2, NS1.3, MS1.5, NS2.0, NS2.1, NS2.5, MR1.2, MR2.0, NR2.1, MR3.0
- Chapter Lessons:
 - Lesson 1: Add Doubles
 - Lesson 2: Doubles Plus One
 - Lesson 3: Add with 10
 - Lesson 4: Make a Ten to Add
 - Lesson 5: Add Three Numbers
 - Lesson 6: Create and Solve

- **Chapter 18 (3/26/10 – 4/12/10: 7 days)**

Subtraction Strategies

- Assessment:
 - Chapter Review/Test (Pg. 361 or BLM Chapter 18 Test)
 - Spiral Review Pg. 362

- Vocabulary: doubles fact, difference, pattern, greater, less, addition, subtraction
- Standards: NS2.0, NS2.1, NS2.2, MR1.0, MR1.1, MR1.2, MR2.0, MR2.1, MR3.0
- Unit Lessons:
 - Lesson 1: Subtraction Strategies
 - Lesson 2: Subtract From 13 and 14
 - Lesson 3: Subtract From 15 and 16
 - Lesson 4: Subtract From 17 Through 20
 - Lesson 5: Choose the Operation

- **Chapter 19 (4/13/10 – 4/21/10: 6 days)**

Inverse Operations

- Assessment:
 - Chapter Review/Test (Pg. 375 or BLM Chapter 19 Test)
 - Spiral Review Pg. 376
 - Unit Test: (Pgs. 379 - 380 or BLM Unit 7 Test)
- Vocabulary: fact family, missing numbers, doubles fact, compare, comparison
- Standards: AF1.0, MR1.0, MR1.2, MR2.0, MR2.2, MR3.0, NS2.0, NS2.1, NS2.2, NS2.5
- Unit Lessons:
 - Lesson 1: Fact Family
 - Lesson 2: Relate Addition and Subtract
 - Lesson 3: Different Ways to Subtract
 - Lesson 4: Different Ways to Subtract
 - Lesson 5: Comparison Problems

Unit 6: Positions, Patterns, and Classification

13 Instructional days allotted for this Theme!
4/22/10 – 5/10/10

- Essential Question:
 - What is a pattern?

- **Chapter 15 (4/22/10 – 4/30/10: 7 days)**

Addition and Subtraction Facts to 12

- Assessment:
 - Unit Pretest (Pg. 1 – 2 BLM)
 - Chapter Review/Test (Pg. 301 or BLM Chapter 15 Test)
 - Spiral Review Pg. 302
- Vocabulary: count on, addend, sum, order, number sentence
- Standards: NS2.0, NS2.1, NS2.7, AF1.0, AF1.1, AF1.3, MR1.2, MR2.0, MR2.1, MR3.0, SDAP1.0, SDAP1.2, AF1.0, AF1.1, AF1.2, AF1.3
- Unit Lessons:
 - Lesson 1: Count On to Add
 - Lesson 2: Sums to 11
 - Lesson 3: Sums to 12
 - Lesson 4: Add Three Numbers
 - Lesson 5: Missing Addends
 - Lesson 6: Write a Number Sentence

- **Chapter 16 (5/03/10 – 5/10/10: 6 days)**

Subtract From 11 or 12

- Assessment:
 - Chapter Review/Test (Pg. 319 or BLM Chapter 16 Test)
 - Spiral Review Pg. 320
 - Unit Test: (Pgs. 323 - 324 or BLM Unit 6 Test)
- Vocabulary: number line, subtract, difference, subtraction fact, related facts, table
- Standards: AF1.0, AF1.1, AF1.3, MR1.0, MR1.2, MR2.0, MR3.0, NS2.0, NS2.1, NS2.2, NS2.5
- Unit Lessons:
 - Lesson 1: Count Back to Subtract
 - Lesson 2: Subtract from 11 or Less
 - Lesson 3: Subtract from 12 or Less
 - Lesson 4: Relate Addition and Subtraction
 - Lesson 5: Use a Table

Unit 8: Money and Time

17 Instructional Days for this Unit!
5/11/10 – 6/03/10

- Essential Question:
 - When will I use money?

- Chapter 20 (5/11/10 – 5/19/10: 7 days)
Pennies, Nickels, and Dimes
 - Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Chapter Review/Test (Pg. 399 or BLM Chapter 20 Test)
 - Spiral Review Pg. 400
 - Vocabulary: penny nickel, dime, cent, cent sign, dime, coin, addition subtraction
 - Standards: NS1.5, NS2.4, MR1.2, MR2.0, MR3.0, AF1.1, AF1.3
 - Chapter Lessons:
 - Lesson 1: Coin Values
 - Lesson 2: Count Nickels
 - Lesson 3: Count Nickels and Pennies
 - Lesson 4: Count Dimes
 - Lesson 5: Count Dimes and Pennies
 - Lesson 6: Create and Solve

- Chapter 21 (5/20/10 – 5/25/10: 4 days)
Quarters
 - Assessment:
 - Chapter Review/Test (Pg. 413 or BLM Chapter 21 Test)
 - Spiral Review Pg. 414
 - Vocabulary: penny, nickel, dime, equal, quarter, list
 - Standards: NS1.5, MR1.2, MR1.2, MR2.0, MR2.1, MR3.0, SDAP1.0
 - Unit Lessons:
 - Lesson 1: Count Coins
 - Lesson 2: Equal Amounts
 - Lesson 3: Quarters and Equal Amounts
 - Lesson 4: Make a List

- **Chapter 22 (5/26/10 – 6/03/10: 6 days)**

Inverse Operations

- Assessment:
 - Chapter Review/Test (Pg. 431 or BLM Chapter 22 Test)
 - Spiral Review Pg. 432
 - Unit Test: (Pgs. 435 - 436 or BLM Unit 8 Test)
- Vocabulary: before, after, minute, hour, shorter, longer, hour hand, minute hand, o'clock, digital, half-hour, table
- Standards: MG1.2, MR1.2, MR2.0, SDAP1.0
- Unit Lessons:
 - Lesson 1: Order Events
 - Lesson 2: Compare Time
 - Lesson 3: Hour
 - Lesson 4: Half Hour
 - Lesson 5: Use a Table

Unit 9: Add and Subtract 2-Digit and 1-Digit Numbers

18 Instructional Days for this Unit!

6/04/10 – 6/24/10

- Essential Question:

- What do numbers mean?

- **Chapter 23 (6/04/10 – 6/10/10: 5 days)**

Numbers 20 - 30

- Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Chapter Review/Test (Pg. 453 or BLM Chapter 23 Test)
 - Spiral Review Pg. 454
- Vocabulary: 1-digit number, 2-digit number, regroup, basic fact, addend
- Standards: NS1.4, NS2.0, NS2.1, NS2.5, NW2.6, NS2.7, MR1.2, MR2.0, MR2.1, MR2.2
- Chapter Lessons:
 - Lesson 1: Add a 2-Digit Number and a 1-Digit Number
 - Lesson 2: Add 2-Digit and 1-Digit Numbers with Regrouping
 - Lesson 3: Sums to 30
 - Lesson 4: Guess and Check

- **Chapter 24 (6/11/10 – 6/18/10: 6 days)**

Add 2-Digit and 1-Digit Numbers

- Assessment:
 - Chapter Review/Test (Pg. 471 or BLM Chapter 24 Test)
 - Spiral Review Pg. 472
- Vocabulary: regroup, rule, tens, ones, 2-digit number, pattern, table
- Standards: NS1.4, NS2.0, NS2.5, NS2.6, NS3.0, MR1.2, MR2.0, MR2.1, MR2.2, SDAP1.0, SDAP2.0
- Unit Lessons:
 - Lesson 1: Model Addition to 50
 - Lesson 2: Sums to 50
 - Lesson 3: Model Addition to 100

- Lesson 4: Sums to 100
- Lesson 5: Find a Pattern

- **Chapter 25 (6/19/10 – 6/25/10: 7 days)**

- Subtract 2-Digit and 1-Digit Numbers**

- Assessment:
 - Chapter Review/Test (Pg. 487 or BLM Chapter 25 Test)
 - Spiral Review Pg. 488
 - Unit Test: (Pgs. 491 - 492 or BLM Unit 9 Test)
- Vocabulary: difference, regroup, tens, ones, subtract, compare
- Standards: NS1.4, NS1.5, NS2.0, NS2.5, NS2.6, NS2.7, NS3.0, NS3.1, MR1.0, MR1.1, MR1.2, MR1.4, MR2.0, MG1.2
- Unit Lessons:
 - Lesson 1: Subtract a 1-Digit Number from a 2-Digit Number
 - Lesson 2: Subtract from Numbers to 50
 - Lesson 3: Model Subtraction from Numbers to 100
 - Lesson 4: Subtract from Numbers to 100
 - Lesson 5: Problem Solving

Second Grade Math

Today's Fresh Start Charter School
HM Mathematics Pacing Plan
SY 2009-2010

Second Grade

- **Back to School (9/9/09 – 9/11/09: 3 days)**
 - Beginning of the Year Inventory – Give on first day!
 - Review Pages (B1 – B14):
 - What I Know About Math
 - Graphing
 - Number Patterns
 - Rounding and Estimation
 - Count Coins and Bills
 - Comparing Numbers
 - Basic Facts
 - Fact Families
 - Missing Addends
 - Patterns
 - Measurement
 - Geometry
 - Duration and Sequence of Events
 - Telling Time

Unit 1: Addition, Subtraction, and Data

14 Instructional Days for this Unit!
9/14/09 – 10/1/09

- **Chapter 1 (9/14/09 – 9/21/09: 6 days)**

Addition and Subtraction

 - Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Spiral Review Pg. 20
 - Chapter Review/Test (Pg. 19 or BLM Chapter 1 Test)
 - Vocabulary: add, sum, fact family addend, number sentence
 - Standards: NS2.0, NS2.1, NS2.2, MR1.2, MR2.0, MR3.0, AF1.0
 - Chapter Lessons:
 - Lesson 1: Make Ten to Add
 - Lesson 2: Add Three Numbers
 - Lesson 3: Fact Families
 - Lesson 4: Missing Addends
 - Lesson 5: Write a Number Sentence

- **Chapter 2 (9/22/09 – 10/1/09: 8 days)**

Data and Graphs

 - Assessment:
 - Chapter Review/Test (Pg. 39 or BLM Chapter 2 Test)

- Chapter Review/Test (Pg. 95 or BLM Chapter 5 Test)
- Spiral Review Pg. 96
- Unit Test (Pgs. 99 - 100 or BLM Unit 2 Test)
- Vocabulary: hundred chart, digit, even, odd
- Standards: NS3.1, NS3.3, SDAP2.0, SDAP2.1, SDAP2.2
- Unit Lessons:
 - Lesson 1: Count by 2's
 - Lesson 2: Count by 5's
 - Lesson 3: Count by 10's
 - Lesson 4: Even and Odd Numbers
 - Lesson 5: Create and Solve

Unit 3: Relate Addition and Subtraction

12 Instructional Days for this Unit!
10/29/09 – 11/16/09

• Chapter 6 (10/29/09 – 11/5/09: 6 days)

Learn to Subtract

- Assessment:
 - Unit Pretest (Chapter Resources pgs. 1 – 2)
 - Chapter Review/Test (Pg. 119 or BLM Chapter 6 Test)
 - Spiral Review Pg.120
- Vocabulary: coin, half-dollar, quarter, dime, nickel, penny, cent sign, equal, greater than, less than, list
- Standards: NS1.3, NS5.0, NS5.1, NS5.2
- Chapter Lessons:
 - Lesson 1: Identify Coins
 - Lesson 2: Count Coins
 - Lesson 3: Equal Amounts
 - Lesson 4: Compare Money Amounts
 - Lesson 5: Make a List

• Chapter 7 (11/6/09 – 11/16/09: 6 days)

Subtraction Number Sentences

- Assessment:
 - Chapter Review/Test (Pg. 139 or BLM Chapter 7 Test)
 - Spiral Review Pg. 140
 - Unit 3 Test (143 – 144 or BLM Unit 3 Test)
- Vocabulary: exact amount, fewest, dollar, dollar sign, decimal point, money, coin, penny, nickel, dime, quarter, half-dollar, dollar
- Standards: NS1.3, NS5.0, NS5.1, NS5.2
- Unit Lessons:
 - Lesson 1: Use Coins to Show and Amount
 - Lesson 2: Use Money
 - Lesson 3: One Dollar
 - Lesson 4: Make Change
 - Lesson 5: Act It Out

- Lesson 3: Line Up digits to Add
- Lesson 4: Add Money
- Lesson 5: Add Three 2 – Digit Numbers
- Lesson 6: Comparison Problems

Unit 5: Subtract 2 – Digit Numbers

21 Instructional Days for this Unit!

1/11/10 – 2/9/10

- Chapter 11 (1/11/10 – 1/21/10: 8 days)

Explore Subtracting Tens and Ones

- Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Chapter Review/Test (Pg. 225 or BLM Chapter 11 Test)
 - Spiral Review Pg. 226
- Vocabulary: subtract, difference, regroup, compare
- Standards: NS2.0, NS2.2, AF1.2, AF1.3
- Chapter Lessons:
 - Lesson 1: Subtract Tens
 - Lesson 2: Subtract 2 – Digit Numbers
 - Lesson 3: Subtract 2 – Digit Numbers With Regrouping
 - Lesson 4: Make a Table

- Chapter 12 (1/22/10 – 1/29/10: 6 days)

Use Place Value to Subtract

- Assessment:
 - Chapter Review/Test (Pg. 259 or BLM Chapter 12 Test)
 - Spiral Review Pg. 260
- Vocabulary: minus, difference, compare, place value, reasonable
- Standards: NS2.0, NS2.1, AF1.0, AF1.3, SDAP2.2
- Unit Lessons:
 - Lesson 1: Subtract Using a Hundred Chart
 - Lesson 2: Subtract Using a Place – Value Chart
 - Lesson 3: Practice Regrouping with 10 - 14
 - Lesson 4: Practice Regrouping with 15 - 18
 - Lesson 5: Reasonable Answers

- Chapter 13 (2/1/10 – 2/9/10: 7 days)

Relate Addition and Subtraction

- Assessment:
 - Chapter Review/Test (Pg. 261 or BLM Chapter 13 Test)
 - Spiral Review Pg. 262
 - Unit Test: (Pgs. 265 - 266 or BLM Unit 5 Test)
- Vocabulary: mental math, round, estimate, rewrite, regroup, related facts, addition, subtraction
- Standards: NS2.0, NS2.1, NS2.2, NS2.3, NS5.0, NS5.2, NS6.0, AF1.0, AF1.2, AF1.3
- Unit Lessons:
 - Lesson 1: Different Ways to Subtract
 - Lesson 2: Estimate Differences
 - Lesson 3: Line Up Digits to Subtract

- Standards: NS4.0, NS4.1, NS4.2, NS4.3, SDAP1.4
- Unit Lessons:
 - Lesson 1: Hales and Fourths
 - Lesson 2: Unit Fractions
 - Lesson 3: More About Fractions
 - Lesson 4: Whole and Parts
 - Lesson 5: Use a Picture

• **Chapter 17 (3/9/10 – 3/15/10: 5 days)**

More About Fractions

- Assessment:
 - Chapter Review/Test (Pg. 341 or BLM Chapter 17 Test)
 - Spiral Review Pg. 342
 - Unit Test: (Pgs. 345 – 346 or BLM Unit 6 Test)
- Vocabulary: compare, fraction, set, group, model
- Standards: NS4.0, NS4.1, NS4.2, NS4.3
- Unit Lessons:
 - Lesson 1: Compare Fractions
 - Lesson 2: Fractions of a Group
 - Lesson 3: Fractional Parts of a Group
 - Lesson 4: Draw a Picture

Unit 7: Measurement

13 Instructional Days for this Unit!

3/16/10 – 4/8/10

• **Chapter 18 (3/16/10 – 3/23/10: 6 days)**

Length

- Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Chapter Review/Test (Pg. 365 or BLM Chapter 18 Test)
 - Spiral Review Pg. 366
- Vocabulary: length, about, inch, inch ruler, centimeter, centimeter ruler, ruler
- Standards: NS6.1, MG1.0, MG1.1, MG1.2, MG1.3
- Chapter Lessons:
 - Lesson 1: Nonstandard Units
 - Lesson 2: Compare Nonstandard Units
 - Lesson 3: Inches
 - Lesson 4: Centimeters
 - Lesson 5: Use Measurement

• **Chapter 19 (3/24/10 – 4/8/10: 7 days)**

Time and Calendar

- Lesson 2: Multiply by 2
- Lesson 3: Multiply by 5
- Lesson 4: Multiply by 10
- Lesson 5: Problem Solving Strategy

• **Chapter 22 (4/26/10 – 5/4/10: 7 days)**

Division

- Assessment:
 - Chapter Review/Test (Pg. 441 or BLM Chapter 22 Test)
 - Spiral Review Pg. 442
 - Unit Test: (Pgs. 445 - 446 or BLM Unit 8 Test)
- Vocabulary: share equally, divide, division sentence, repeated subtraction, remainder, number sentence, division
- Standards: NS3.0, NS3.2, NS3.3, SDAP1.4
- Unit Lessons:
 - Lesson 1: Equal Groups
 - Lesson 2: Equal Groups
 - Lesson 3: Repeated Subtraction
 - Lesson 4: Equal Groups with Remainders
 - Lesson 5: Problem Solving Plan

Unit 9: Numbers and Patterns to 1,000

13 Instructional Days for this Unit!

5/5/10 – 5/21/10

• **Chapter 23 (5/5/10 – 5/12/10: 6 days)**

Numbers to 1,000

- Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Chapter Review/Test (Pg. 465 or BLM Chapter 23 Test)
 - Spiral Review Pg. 466
- Vocabulary: hundred, thousand, hundreds, tens, ones, expanded form, place value, digit, pattern
- Standards: NS1.0, NS1.1, NS1.2, NS6.0, SDAP1.4, SDAP2.0, SDAP2.1, SDAP2.2
- Chapter Lessons:
 - Lesson 1: Count by 100's
 - Lesson 2: Hundreds, Tens, Ones
 - Lesson 3: Numbers Through 1,000
 - Lesson 4: Identify Place Value
 - Lesson 5: Make a Table

• **Chapter 24 (5/13/10 – 5/21/10: 7 days)**

Use Numbers to 1,000

- Assessment:
 - Chapter Review/Test (Pg. 485 or BLM Chapter 24 Test)
 - Spiral Review Pg. 486
 - Unit Test: (Pgs. 489 - 490 or BLM Unit 9 Test)

- Chapter Review/Test (Pg. 545 or BLM Chapter 27 Test)
 - Spiral Review Pg. 546
 - Vocabulary: 3 – digit number, regroup, zero, vertical, operation, addition, subtraction, multiplication, division
 - Standards: NS2.0, NS2.2, AF1.0, AF1.2, AF1.3, SDAP1.4
 - Unit Lessons:
 - Lesson 1: Subtract with 2 Regroupings
 - Lesson 2: Subtract with 2 Regroupings
 - Lesson 3: Subtract Across Zeros
 - Lesson 4: Write in Vertical Form
 - Lesson 5: Problem Solving Strategy
-
- Chapter 28 (6/21/10 – 6/25/10: 5 days)
 - Relate 3 – Digit Addition and Subtraction
 - Assessment:
 - Chapter Review/Test (Pg. 565 or BLM Chapter 28 Test)
 - Spiral Review Pg. 566
 - Unit Test: (Pgs. 569 - 570 or BLM Unit 10 Test)
 - Vocabulary: penny, nickel, dime, quarter, half – dollar, dollar, dollar sign, decimal point, inverse operation, estimate, missing addend
 - Standards: NS2.0, NS2.1, NS2.2, NS5.0, NS5.1, NS5.2, NS6.0, AF1.0, AF1.2, AF1.3
 - Unit Lessons:
 - Lesson 1: Add and Subtract Money
 - Lesson 2: Add and Subtract Money
 - Lesson 3: Check Subtraction
 - Lesson 4: Estimate Sums and Differences
 - Lesson 5: Problem Solving Strategy

Third Grade Math

Today's Fresh Start Charter School
HM Math Pacing Plan
2009 – 2010

Third Grade

- **Back to School (9/9/09 – 9/11/09: 3 days)**
 - Beginning of the Year Inventory – Give on first day!
 - Review Pages (B1 – B10):
 - Relate Addition and Subtraction
 - Problem Solving and Money
 - Measurement
 - Elapsed Time
 - Visual Thinking

Unit 1: Numbers to 10,000

13 Instructional Days for this Unit!
9/14/09 – 9/30/09

- **Chapter 1 (9/14/09 – 9/21/09: 6 days)**

Place Value

 - Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Spiral Review Pg. 23
 - Chapter Review/Test (Pg. 22 or BLM Chapter 1 Test)
 - Vocabulary: place value, digit, standard form, expanded form, word form, thousand thousands, ten thousands, pattern
 - Standards: NS1.0, NS1.1, NS1.2, NS1.3, NS1.5, NS2.0, NS2.1, AF1.2, AF2.2
 - Chapter Lessons:
 - Lesson 1: Model Numbers
 - Lesson 2: Place Value Through 999
 - Lesson 3: How Big is 1,000?
 - Lesson 4: Place Value to 10,000
 - Lesson 5: Number Patterns

- **Chapter 2 (9/22/09 – 9/30/09: 7 days)**

Order and Round Whole Numbers

 - Assessment:
 - Chapter Review/Test (Pg. 40 or BLM Chapter 2 Test)
 - Spiral Review Pg. 41
 - Unit Test (Pgs. 42 - 43 or BLM Unit 1 Test)
 - Vocabulary: greater than, less than, compare, order, round, estimate, ones, tens, thousands
 - Standards: NS1.0, NS1.1, NS1.2, NS1.3, NS1.4, NS1.5, NS2.0, NS2.1
 - Unit Lessons:
 - Lesson 1: Compare Numbers
 - Lesson 2: Order Numbers to 10,000
 - Lesson 3: Round 2 – Digit and 3 – Digit Numbers
 - Lesson 4: Round 4 – Digit Numbers
 - Lesson 5: Problem Solving

Unit 2: **Addition and Subtraction**

14 Instructional Days for this Unit! **10/01/09 – 10/20/09**

- **Chapter 3 (10/01/09 – 10/9/09: 7 days)**

Addition

- Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Chapter Review/Test (Pg. 68 or BLM Chapter 3 Test)
 - Spiral Review Pg. 69
- Vocabulary: regroup, addend, sum, expression, equation or equality, inequality, Commutative Property of Addition, Zero Property of Addition, Associative Property of Addition
- Standards: NS1.2, NS2.0, NS2.1, AF1.0, AF1.1, AF1.2, AF1.3
- Chapter Lessons:
 - Lesson 1: Addition with Regrouping
 - Lesson 2: Equations and Inequalities
 - Lesson 3: Addition Properties
 - Lesson 4: Column Addition
 - Lesson 5: Add Greater Numbers
 - Lesson 6: Problem Solving

- **Chapter 4 (10/12/09 – 10/20/09: 7 days)**

Subtraction

- Assessment:
 - Chapter Review/Test (Pg. 90 or BLM Chapter 4 Test)
 - Spiral Review Pg. 91
 - Unit Test (Pgs. 92 - 93 or BLM Unit 2 Test)
- Vocabulary: regroup, difference, zero, estimate, exact answer
- Standards: NS1.4, NS2.0, NS2.1, NS2.8
- Unit Lessons:
 - Lesson 1: Model Subtraction
 - Lesson 2: Subtract with Regrouping
 - Lesson 3: Subtract Greater Numbers
 - Lesson 4: Subtract Across Zeros
 - Lesson 5: Estimate Sums and Differences
 - Lesson 6: Estimate or Exact Amount

Unit 3: **Multiplication Facts**

19 Instructional Days for this Unit!

10/21/09 – 11/17/09

• **Chapter 5 (10/21/09 – 10/28/09: 6 days)**

Multiplication Concepts

- Assessment:
 - Unit Pretest (Chapter Resources pgs. 1 – 2)
 - Chapter Review/Test (Pg. 118 or BLM Chapter 5 Test)
 - Spiral Review Pg.119
- Vocabulary: multiplication, equal groups, repeated addition, Commutative Property of Multiplication, factor, product, array, column, row, double
- Standards: NS1.1, NS1.4, NS1.5, NS2.1, NS2.2, NS2.8, AF1.1, AF1.2, AF1.5, AF2.2
- Chapter Lessons:
 - Lesson 1: Model Multiplication
 - Lesson 2: Arrays and the Commutative Property
 - Lesson 3: Multiplication Review: 2, 5, 10
 - Lesson 4: Multiply with 4
 - Lesson 5: Problem Solving

• **Chapter 6 (10/29/09 – 11/05/09: 6 days)**

Multiplication Patterns

- Assessment:
 - Chapter Review/Test (Pg. 138 or BLM Chapter 6 Test)
 - Spiral Review Pg. 139
- Vocabulary: Identity Property of Multiplication, Zero Property of Multiplication, square number
- Standards: NS2.1, NS2.6, NS2.8, AF1.2, AF2.1
- Unit Lessons:
 - Lesson 1: Multiply with 0 and 1
 - Lesson 2: Multiply with 9
 - Lesson 3: Square Arrays
 - Lesson 4: Multiply with 3
 - Lesson 5: Multistep Problems

• **Chapter 7 (11/06/09 – 11/17/09: 7 days)**

Multiplication Patterns

- Assessment:
 - Chapter Review/Test (Pg. 160 or BLM Chapter 7 Test)
 - Spiral Review Pg. 161
 - Unit Test (162 - 163 or BLM Unit 3 Test)
- Vocabulary: factor, row, column, product, Associative Property of Multiplication
- Standards: NS2.1, NS2.2, NS2.6, NS2.8, AF1.1, AF1.2, AF1.5
- Unit Lessons:
 - Lesson 1: Use a Multiplication Table
 - Lesson 2: Use What You Know to Multiply with 6, 7, and 8
 - Lesson 3: Practice Multiplying with 6, 7, and 8
 - Lesson 4: Use the Associative Property
 - Lesson 5: Guess and Check

Unit 4: Geometry and Measurement

28 Instructional Days for this Unit! 11/18/09 – 1/20/10

• Chapter 8 (11/18/09 – 11/25/09: 6 days)

Length

- Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Chapter Review/Test (Pg. 186 or BLM Chapter 8 Test)
 - Spiral Review Pg. 187
- Vocabulary: estimate, inch, foot, yard, mile, millimeter, centimeter, meter, kilometer
- Standards: AF1.2, MG1.1, MG1.4
- Chapter Lessons:
 - Lesson 1: Measure to the Nearest Inch
 - Lesson 2: Convert Customary Units of Length
 - Lesson 3: Centimeters and Millimeters
 - Lesson 4: Convert Metric Units of Length
 - Lesson 5: Problem Solving

• Chapter 9 (11/30/09 – 12/8/09: 7 days)

Shapes and Angles

- Assessment:
 - Chapter Review/Test (Pg. 208 or BLM Chapter 9 Test)
 - Spiral Review Pg. 209
- Vocabulary: right angle, parallel line segment, plane figure, circle, polygon, side, vertex, triangle, quadrilateral, pentagon, hexagon, octagon, equilateral triangle, isosceles triangle, right triangle, scalene triangle, parallelogram, rectangle square
- Standards: AF1.2, MG1.1, MG1.4
- Unit Lessons:
 - Lesson 1: Line Segments and Angles
 - Lesson 2: Plane Figures
 - Lesson 3: Sort Triangles and Quadrilaterals
 - Lesson 4: Triangles
 - Lesson 5: Quadrilaterals
 - Lesson 6: Problem Solving

• Chapter 10 (12/9/09 – 12/16/09: 6 days)

Perimeter and Area

- Assessment:
 - Chapter Review/Test (Pg. 228 or BLM Chapter 10 Test)
 - Spiral Review Pg. 229
- Vocabulary: perimeter, length, width, area, square unit
- Standards: MG1.1, MG1.2, MG1.3, MG2.1, MG2.3
- Unit Lessons:
 - Lesson 1: Explore Perimeter
 - Lesson 2: Find Perimeter
 - Lesson 3: Explore Area
 - Lesson 4: Find Area
 - Lesson 5: Problem Solving

• Chapter 11 (1/11/10 – 1/20/10: 7 days)

Solids and Volume

- Assessment:
 - Chapter Review/Test (Pg. 250 or BLM Chapter 11 Test)
 - Spiral Review Pg. 251
 - Unit Test (252 - 253 or BLM Unit 4 Test)
- Vocabulary: face vertex/vertices, edge, rectangular prism, cube, sphere, cone, cylinder, square pyramid, volume, estimate, cubic unit
- Standards: MG1.2, MG1.3, MG2.5, MG2.6
- Unit Lessons:
 - Lesson 1: Build Solids
 - Lesson 2: Solid Figures
 - Lesson 3: Explore Volume
 - Lesson 4: Find Volume
 - Lesson 5: Problem Solving

Unit 5: Division Facts

19 Instructional Days for this Unit! 1/21/10 – 2/17/10

• Chapter 12 (1/21/10 – 1/28/10: 6 days)

Model Division

- Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Chapter Review/Test (Pg. 276 or BLM Chapter 12 Test)
 - Spiral Review Pg. 277
- Vocabulary: divide, equal groups, division, inverse operations, dividend, divisor, quotient, repeated subtraction
- Standards: NS1.2, NS2.1, NS2.3, NS2.8, AF1.1, AF2.1, AF2.2
- Chapter Lessons:
 - Lesson 1: Model Division
 - Lesson 2: Relate Division and Multiplication
 - Lesson 3: Different Ways to Divide
 - Lesson 4: Practice Dividing 2, 5, 10
 - Lesson 5: Problem Solving

• Chapter 13 (1/29/10 – 2/05/10: 6 days)

Division Patterns

- Assessment:
 - Chapter Review/Test (Pg. 296 or BLM Chapter 13 Test)
 - Spiral Review Pg. 297
- Vocabulary: fact family, multiple, related facts
- Standards: NS2.3, NS2.8, AF1.1, AF1.2, AF1.3, AF2.1
- Unit Lessons:
 - Lesson 1: Use a Multiplication Table to Divide
 - Lesson 2: Practice Dividing by 3 or 4
 - Lesson 3: Fact Families
 - Lesson 4: Practice Dividing by 9
 - Lesson 5: Problem Solving

• Chapter 14 (2/8/10 – 2/17/10: 7 days)

Division Patterns and Practice

- Assessment:
 - Chapter Review/Test (Pg. 316 or BLM Chapter 14 Test)
 - Spiral Review Pg. 317
 - Unit Test: (Pgs. 318 - 319 or BLM Unit 5 Test)
- Vocabulary:
- Standards: NS2.1, NS2.3, NS2.6, NS2.8, AF1.1, AF1.2, AF1.3
- Unit Lessons:
 - Lesson 1: Division Rules
 - Lesson 2: Practice Dividing by 6

- Lesson 3: Practice Dividing by 7
- Lesson 4: Practice Dividing by 8
- Lesson 5: Problem Solving Strategy

Unit 6: Fractions, Decimals, and Money

25 Instructional Days for this Unit! 2/18/10 – 3/24/10

• Chapter 15 (2/18/10 – 2/26/10: 7 days)

Fraction Concepts

- Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Chapter Review/Test (Pg. 342 or BLM Chapter 15 Test)
 - Spiral Review Pg. 343
- Vocabulary: fraction, numerator, denominator, equivalent fractions
- Standards: NS3.0, NS3.1
- Chapter Lessons:
 - Lesson 1: Model Fractions
 - Lesson 2: Fractions and Groups
 - Lesson 3: Mode Equivalent Fractions
 - Lesson 4: Find Equivalent Fractions
 - Lesson 5: Compare Fractions
 - Lesson 6: Problem Solving Plan

• Chapter 16 (3/01/10 – 3/08/10: 6 days)

Addition and Subtraction of Fractions

- Assessment:
 - Chapter Review/Test (Pg. 362 or BLM Chapter 16 Test)
 - Spiral Review Pg. 363
- Vocabulary: numerator, denominator
- Standards: NS2.1, NS3.0, NS3.1, NS3.2, AF1.1, AF1.2
- Unit Lessons:
 - Lesson 1: Add and Subtract Fractions
 - Lesson 2: Add Fractions
 - Lesson 3: Subtract Fractions
 - Lesson 4: Practice Adding and Subtracting Fractions
 - Lesson 5: Problem Solving

• Chapter 17 (3/09/10 – 3/16/10: 6 days)

Fractions, Decimals, and Money

- Assessment:
 - Chapter Review/Test (Pg. 382 or BLM Chapter 17 Test)
 - Spiral Review Pg. 383
- Vocabulary: tenths, decimal number, decimal point, hundredths
- Standards: NS3.0, NS3.1, NS3.4
- Unit Lessons:
 - Lesson 1: Tenths and Hundredths
 - Lesson 2: Tenths
 - Lesson 3: Hundredths
 - Lesson 4: Relate Fractions, Decimals, and Money
 - Lesson 5: Problem Solving Plan

• Chapter 18 (3/17/10 – 3/24/09: 6 days)

Add and Subtract Money

- Assessment:
 - Chapter Review/Test (Pg. 402 or BLM Chapter 18 Test)
 - Spiral Review Pg. 403
 - Unit Test: (Pgs. 404 - 405 or BLM Unit 6 Test)
- Vocabulary: function, function table, function rule
- Standards: NS3.3, AF1.1, AF1.2, AF2.1, AF2.2
- Unit Lessons:
 - Lesson 1: Add and Subtract Money Amounts
 - Lesson 2: Add Money Amounts
 - Lesson 3: Subtract Money Amounts
 - Lesson 4: Function Tables and Money
 - Lesson 5: Problem Solving Strategy

Unit 7: Multiply Greater Numbers

17 Instructional Days for this Unit! 4/5/10 – 4/27/10

- **Chapter 19 (4/5/10 – 4/12/10: 6 days)**
Multiplication with Multiples of 10
 - Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Chapter Review/Test (Pg. 424 or BLM Chapter 19 Test)
 - Spiral Review Pg. 425
 - Vocabulary: multiples, estimate, round
 - Standards: NS1.4, NS2.0, NS2.4, NS3.2, AF1.4
 - Chapter Lessons:
 - Lesson 1: Multiplication Patterns with 10, 100, and 1,000
 - Lesson 2: Multiply with Multiples of 10, 100, and 1,000
 - Lesson 3: Estimate Products
 - Lesson 4: Problem Solving

- **Chapter 20 (4/13/10 – 4/19/10: 5 days)**
Multiply 2 – Digit Numbers by 1 – Digit Numbers
 - Assessment:
 - Chapter Review/Test (Pg. 444 or BLM Chapter 20 Test)
 - Spiral Review Pg. 445
 - Vocabulary: product, regroup, estimate
 - Standards: NS1.4, NS2.0, NS2.1, NS2.4, NA3.2, AF1.5
 - Unit Lessons:
 - Lesson 1: Multiply 2 – Digit Numbers
 - Lesson 2: Multiply 2 – Digit Numbers
 - Lesson 3: Regroup in Multiplication
 - Lesson 4: Regroup in Multiplication
 - Lesson 5: Problem Solving Strategy

- **Chapter 21 (4/20/10 – 4/27/10: 6 days)**
Multiply 3 – and 4 – Digit Numbers
 - Assessment:
 - Chapter Review/Test (Pg. 464 or BLM Chapter 21 Test)
 - Spiral Review Pg. 465
 - Unit Test (Pgs. 466 - 467 or BLM Unit 7 Test)
 - Vocabulary: product, regroup
 - Standards: NS1.3, NS2.0, NS2.1, NS2.4, NS3.3, AF2.0, AF2.1
 - Unit Lessons:
 - Lesson 1: Multiply Greater Numbers
 - Lesson 2: Multiply a 3 – Digit Number by a 1 – Digit Number
 - Lesson 3: Regroup More than Once
 - Lesson 4: Multiply Money
 - Lesson 5: Problem Solving Strategy

Unit 9: Divide Greater Numbers

16 Instructional Days for this Unit!
4/28/10 – 5/20/10

- **Chapter 24 (4/28/10 – 5/5/10: 5 days)**

Get Ready for Multi-digit Division

- Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Chapter Review/Test (Pg. 538 or BLM Chapter 24 Test)
 - Spiral Review Pg. 539
- Vocabulary: unit cost
- Standards: NS2.3, NS2.5, NS2.7, AF1.5, AF2.1
- Chapter Lessons:
 - Lesson 1: Equal Groups
 - Lesson 2: Repeated Subtractions
 - Lesson 3: Use Multiples
 - Lesson 4: Problem Solving

- **Chapter 25 (5/6/09 – 5/12/10: 5 days)**

Divide 2 – Digit Numbers

- Assessment:
 - Chapter Review/Test (Pg. 556 or BLM Chapter 25 Test)
 - Spiral Review Pg. 557
- Vocabulary: regroup
- Standards: NS2.3, NS2.4, NS2.5, AF1.1, AF1.3
- Unit Lessons:
 - Lesson 1: Divide 2 – Digit Numbers
 - Lesson 2: Regroup in Division
 - Lesson 3: Divide 2 – Digit Numbers
 - Lesson 4: Problem Solving

- **Chapter 26 (5/13/10 – 5/20/10: 6 days)**

Divide 3 – and 4 – Digit Numbers

- Assessment:
 - Chapter Review/Test (Pg. 576 or BLM Chapter 26 Test)
 - Spiral Review Pg. 577
 - Unit Test: (Pgs. 578 - 579 or BLM Unit 9 Test)
- Vocabulary: division, dividend, divisor, quotient, left over, into, equal groups
- Standards: NS2.3, NS2.5, NS2.7, NS3.3, AF1.1, AF1.3
- Unit Lessons:
 - Lesson 1: Divide 3 – Digit Numbers
 - Lesson 2: Divide 3 – and 4 – Digit Numbers
 - Lesson 3: Divide Money
 - Lesson 4: Place the First Digit
 - Lesson 5: Problem Solving

Unit 8: **Data and Probability**

14 Instructional days allotted for this Theme!
5/21/10 – 6/10/10

- **Chapter 22 (5/21/10 – 6/1/10: 7 days)**

Data and Graphs

- Assessment:
 - Unit Pretest (Pg. 1 – 2 BLM)
 - Chapter Review/Test (Pg. 492 or BLM Chapter 22 Test)
 - Spiral Review Pg. 493
- Vocabulary: data, line plot, pictograph, bar graph
- Standards: NS2.0, NS2.3, NS2.8, SDAP1.3, SDAP1.4
- Unit Lessons:
 - Lesson 1: Organize Data
 - Lesson 2: Line Plots
 - Lesson 3: Pictographs
 - Lesson 4: Bar Graphs
 - Lesson 5: Choose a Graph to Display Data
 - Lesson 6: Problem Solving Strategy

- **Chapter 23 (6/02/10 – 6/10/10: 7 days)**

Probability

- Assessment:
 - Chapter Review/Test (Pg. 514 or BLM Chapter 23 Test)
 - Spiral Review Pg. 515
 - Unit Test: (Pgs. 516 - 517 or BLM Unit 8 Test)
- Vocabulary: probability, event, outcome, equally likely, certain, likely, unlikely, impossible, predict
- Standards: NS1.1, NS1.4, NS1.5, NS3.3, SDAP1.1, SDAP1.2, SDAP1.3, SDAP1.4
- Unit Lessons:
 - Lesson 1: Record Outcomes
 - Lesson 2: Probability
 - Lesson 3: Make Predictions
 - Lesson 4: Make Predictions
 - Lesson 5: Problem Solving Strategy

Unit 10: **Weight, Mass, and Capacity**

9 Instructional Days for this Unit! **6/11/10 – 6/23/10**

• **Chapter 27 (6/11/10 – 6/17/10: 5 days)**

Customary Units

- Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Chapter Review/Test (Pg. 604 or BLM Chapter 27 Test)
 - Spiral Review Pg. 605
- Vocabulary: capacity, cup, pint, quart, gallon, liquid volume, weight, ounce, pound, convert, unit cost
- Standards: NS2.1, NS2.4, NS2.5, NS2.7, NS3.3, AF1.1, AF2.1, MG1.1, MG1.4
- Chapter Lessons:
 - Lesson 1: Estimate and Measure Capacity
 - Lesson 2: Customary Units of Capacity
 - Lesson 3: Estimate and Measure Weight
 - Lesson 4: Customary Units of Weight
 - Lesson 5: Convert Customary Units and Units of Time
 - Lesson 6: Problem Solving Plan

• **Chapter 28 (6/18/10 – 6/23/10: 4 days)**

Metric Units

- Assessment:
 - Chapter Review/Test (Pg. 620 or BLM Chapter 28 Test)
 - Spiral Review Pg. 621
 - Unit Test: (Pgs. 622 - 623 or BLM Unit 10 Test)
- Vocabulary: liter, milliliter, gram, kilogram, mass, ten thousands
- Standards: NS2.1, AF1.1, MG1.1, MG1.4
- Unit Lessons:
 - Lesson 1: Metric Units of Capacity
 - Lesson 2: Metric Units of Mass
 - Lesson 3: Convert Metric Units
 - Lesson 4: Problem Solving Strategy

Fourth Grade Math

Today's Fresh Start Charter School
HM Math Pacing Plan
SY 2009 – 2010

Fourth Grade

- Back to School (9/9/09 – 9/11/09: 3 days)
 - Beginning of the Year Inventory – Give on first day!
 - Review Pages (B1 – B6):
 - Real Life Connection
 - Problem Solving and Numbers
 - Measurement
 - Math Connections

Unit 1: Numbers Through Millions

13 Instructional Days for this Unit!
9/14/09 – 9/30/09

- Chapter 1 (9/14/09 – 9/21/09: 6 days)

Place Value Through Millions

 - Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Spiral Review Pg. 23
 - Chapter Review/Test (Pg. 22 or BLM Chapter 1 Test)
 - Vocabulary: million, digit, period, standard form, word form, expanded notation
 - Standards: NS1.0, NS1.1, NS3.0
 - Chapter Lessons:
 - Lesson 1: How Big is 1 Million
 - Lesson 2: Place Value Through Hundred Thousands
 - Lesson 3: Place Value Through Hundred Millions
 - Lesson 4: Expanded Notation
 - Lesson 5: Problem Solving

- Chapter 2 (9/22/09 – 9/30/09: 7 days)

Order and Round Whole Numbers

 - Assessment:
 - Chapter Review/Test (Pg. 42 or BLM Chapter 2 Test)
 - Spiral Review Pg. 43
 - Unit Test (Pgs. 44 - 45 or BLM Unit 1 Test)
 - Vocabulary: compare, is less than, is greater than, order, round, estimate
 - Standards: NS1.0, NS1.1, NS1.2, NS1.3, NS1.4, SDAP2.1
 - Unit Lessons:
 - Lesson 1: Compare and Order Whole Numbers
 - Lesson 2: Compare and Order Whole Numbers Through Millions
 - Lesson 3: Round Whole Numbers
 - Lesson 4: More on Rounding Whole Numbers
 - Lesson 5: Problem Solving Strategy

Unit 3: **Multiplication and Division**

13 Instructional Days for this Unit!
10/28/09 – 11/13/09

- Essential Question:
 - Why is it important to multiply and divide?

- Chapter 6 (10/28/09 – 11/04/09 6 days)
 - Relate Multiplication and Division
 - Assessment:
 - Unit Pretest (Chapter Resources pgs. 1 – 2)
 - Chapter Review/Test (Pg. 138 or BLM Chapter 6 Test)
 - Spiral Review Pg.139
 - Vocabulary: inverse operations, array, fact family, Commutative Property of Multiplication, Identity Property of Multiplication, Zero Property of Multiplication Associative Property of Multiplication, multiple, square number, remainder, dividend, divisor, quotient
 - Standards: NS3.0, NS3.2, NS3.4, NS4.1, AF1.1, AF1.2, AF1.3
 - Chapter Lessons:
 - Lesson 1: Relate Multiplication and Division
 - Lesson 2: Relate Multiplication and Division
 - Lesson 3: Multiplication Properties and Division Rules
 - Lesson 4: Patterns in Multiplication and Division
 - Lesson 5: Problem Solving

- Chapter 7 (11/5/09 – 11/16/09: 7days)
 - More Expressions and Equations
 - Assessment:
 - Chapter Review/Test (Pg. 158 or BLM Chapter 7 Test)
 - Spiral Review Pg. 159
 - Unit 3 Test (160 - 161 or BLM Unit 3 Test)
 - Vocabulary: expression, order of operations, equation, inequality
 - Standards: NS3.0, AF1.1, AF1.2, AF1.3, AF2.0, AF2.2
 - Unit Lessons:
 - Lesson 1: Expressions with All Four Operations
 - Lesson 2: Expressions with All Four Operations
 - Lesson 3: Equations and Inequalities with All Four Operations
 - Lesson 4: Multiply Equals by Equals
 - Lesson 5: Problem Solving Strategy

Unit 4: **Algebra and Functions**

12 Instructional Days for this Unit!
11/17/09 – 12/04/09

Unit 5: **Multiplication**

13 Instructional Days for this Unit!
1/26/10- 2/11/10

• Chapter 10 (1/26/10 – 2/02/10: 6 days)

Multiply by 1 – Digit Numbers

- Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Chapter Review/Test (Pg. 230 or BLM Chapter 10 Test)
 - Spiral Review Pg. 231
- Vocabulary: factors, product
- Standards: NS1.4, NS3.0, NS3.2, AF1.1, AF1.5, AF2.0, AF2.2
- Chapter Lessons:
 - Lesson 1: Multiply 2 – Digit Numbers by 1 – Digit Numbers
 - Lesson 2: Estimate Products
 - Lesson 3: Multiply Greater Numbers
 - Lesson 4: Multiply with Zeros
 - Lesson 5: Problem Solving

• Chapter 11 (2/3/10 – 2/11/10: 7 days)

Multiply by 2 – Digit Numbers

- Assessment:
 - Chapter Review/Test (Pg. 250 or BLM Chapter 11 Test)
 - Spiral Review Pg. 251
 - Unit Test (252 - 253 or BLM Unit 5 Test)
- Vocabulary: Distributive Property
- Standards: NS1.1, NS3.0, NS3.2, NS3.3, AF1.1, AF1.2, AF1.5, AF2.0, AF2.1, AF2.2
- Unit Lessons:
 - Lesson 1: Multiply by Multiples of 10
 - Lesson 2: Multiply 2 – Digit Numbers by 2 – Digit Numbers
 - Lesson 3: Multiply 2 – Digit Numbers by 2 – Digit Numbers
 - Lesson 4: Multiply 3 – Digit Numbers by 2 – Digit Numbers
 - Lesson 5: Problem Solving Strategy

Unit 6: **Division and Number Theory**

19 Instructional Days for this Unit!
2/12/10 – 3/11/10

- Essential Question:
 - How do I divide with more than one digit?

- Chapter 12 (2/12/10 – 2/22/10: 6 days)
 - Divide Greater Numbers
 - Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Chapter Review/Test (Pg. 276 or BLM Chapter 12 Test)
 - Spiral Review Pg. 277
 - Vocabulary: quotient, remainder, divisor, dividend regroup
 - Standards: NS1.2, NS3.0, NS3.2, NS3.4
 - Chapter Lessons:
 - Lesson 1: Model Division
 - Lesson 2: Divide Larger Numbers with Remainders
 - Lesson 3: Regroup in Division
 - Lesson 4: Divide Multiples of 10
 - Lesson 5: Problem Solving Plan

- Chapter 13 (2/23/10 – 3/02/10: 6 days)
 - Divide 3 – Digit Numbers
 - Assessment:
 - Chapter Review/Test (Pg. 296 or BLM Chapter 13 Test)
 - Spiral Review Pg. 297
 - Vocabulary: dividend, divisor, quotient, remainder
 - Standards: NS3.0, NS3.2, NS3.4, AF1.2, AF1.5, AF2.0, AF2.2
 - Unit Lessons:
 - Lesson 1: Model Division: 3 – Digit Dividends
 - Lesson 2: 3 – Digit Quotients
 - Lesson 3: Place the First Digit of the Quotient
 - Lesson 4: Zeros in the Quotient
 - Lesson 5: Problem Solving Plan

- Chapter 14 (03/03/10 – 3/11/10: 7 days)
 - Number Theory
 - Assessment:
 - Chapter Review/Test (Pg. 316 or BLM Chapter 14 Test)
 - Spiral Review Pg. 317
 - Unit Test: (Pgs. 318 - 319 or BLM Unit 6 Test)
 - Vocabulary: factor, divisible, even numbers, odd numbers, prime number, composite number, prime factors, factor tree
 - Standards: NS3.1, NS3.4, NS4.0, NS4.1, NS4.2
 - Unit Lessons:
 - Lesson 1: Find Factors of a Number

Unit 8: Fractions and Mixed Numbers

14 Instructional Days for this Unit!
4/07/10 – 4/26/10

- Essential Question:
 - What is a mixed number?

- Chapter 17 (4/07/10 – 4/15/10: 7 days)
 - Fractions
 - Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Chapter Review/Test (Pg. 338 or BLM Chapter 17 Test)
 - Spiral Review Pg. 339
 - Vocabulary: fraction, numerator, denominator, equivalent fractions, like denominators
 - Standards: NS1.0, NS1.5, NS1.7, NS1.9, AF2.0, AF2.1
 - Chapter Lessons:
 - Lesson 1: Model Fractions
 - Lesson 2: Fractional Parts of a Number
 - Lesson 3: Model Equivalent Fractions
 - Lesson 4: Equivalent Fractions
 - Lesson 5: Add and Subtract Fractions
 - Lesson 6: Problem Solving Strategy

- Chapter 18 (4/16/10 – 4/26/10: 7 days)
 - Compare and Order Fractions
 - Assessment:
 - Chapter Review/Test (Pg. 408 or BLM Chapter 18 Test)
 - Spiral Review Pg. 409
 - Unit Test: (Pgs. 410 - 411 or BLM Unit 8 Test)
 - Vocabulary: compare, order, equivalent fractions, like denominators, unlike denominators, mixed number, improper fraction
 - Standards: NS1.0, NS1.5, NS1.6, NS1.7, NS1.9
 - Unit Lessons:
 - Lesson 1: Compare Fractions
 - Lesson 2: Compare and Order Fractions
 - Lesson 3: Write Mixed Numbers and Improper Fractions
 - Lesson 4: Compare and Order Fractions and Mixed Numbers
 - Lesson 5: Problem Solving

Unit 9: Decimals

13 Instructional days allotted for this Theme!
5/17/10 – 6/23/10

- Essential Question:
 - When would I use a decimal?

- Chapter 19 (5/17/10 – 5/24/10: 6 days)
 - Understand Decimals
 - Assessment:
 - Unit Pretest (Pg. 1 – 2 BLM)
 - Chapter Review/Test (Pg. 436 or BLM Chapter 19 Test)
 - Spiral Review Pg. 437
 - Vocabulary: decimal number, decimal point, hundredths, tenths, decimal equivalent
 - Standards: NS1.2, NS1.6, NS1.9, NS3.3
 - Unit Lessons:
 - Lesson 1: Understand Decimals
 - Lesson 2: Mixed Numbers and Decimals
 - Lesson 3: Fractions and Decimal Equivalents
 - Lesson 4: Compare and Order Decimals
 - Lesson 5: Compare and Order Fractions and Decimals
 - Lesson 6: Problem Solving

- Chapter 20 (5/25/10 – 6/03/10: 7 days)
 - Add and Subtract Decimals
 - Assessment:
 - Chapter Review/Test (Pg. 456 or BLM Chapter 20 Test)
 - Spiral Review Pg. 457
 - Unit Test: (Pgs. 458 - 459 or BLM Unit 9 Test)
 - Vocabulary: round, estimate, decimal point
 - Standards: NS1.3, NS1.4, NS1.9, NS2.0, NS2.1, NS2.2
 - Unit Lessons:
 - Lesson 1: Explore Addition and Subtractions of Decimals
 - Lesson 2: Round Decimals
 - Lesson 3: Estimate Decimal Sums and Differences
 - Lesson 4: Add and Subtract Decimals
 - Lesson 5: Problem Solving Strategy

Fifth Grade Math

Today's Fresh Start Charter School
HM Math Pacing Plans
SY 2009 – 2010

Fifth Grade

- Back to School (9/9/09 – 9/14/09: 3 days)
 - Beginning of the Year Inventory – Give on first day!
 - Review Pages (B1 – B6):
 - Real Life Connection
 - Problem Solving and Numbers
 - Measurement
 - Science Connections

Unit 1: **Number Theory and Fractions**

14 Instructional Days for this Unit!
9/15/09 – 10/02/09

- Chapter 1 (9/15/09 – 9/23/09: 7 days)

Prime Factorization and Exponents

 - Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Spiral Review Pg. 25
 - Chapter Review/Test (Pg. 24 or BLM Chapter 1 Test)
 - Vocabulary: counting number, prime number, factor, composite number, prime factorization, factor tree, base exponent, common factor greatest common factor, exponents, arrays
 - Standards: NS1.3, NS1.4, AF1.1, SDAP1.0
 - Chapter Lessons:
 - Lesson 1: Find Prime Numbers
 - Lesson 2: Find Factors of a Number
 - Lesson 3: Prime Factorization
 - Lesson 4: Exponents and Prime Factorization
 - Lesson 5: Common Factors and Greatest Common Factor
 - Lesson 6: Problem Solving

- Chapter 2 (9/24/09 – 10/02/09: 7 days)

Fractions and Mixed Numbers

 - Assessment:
 - Chapter Review/Test (Pg. 44 or BLM Chapter 2 Test)
 - Spiral Review Pg. 45
 - Unit Test (Pgs. 46 - 47 or BLM Unit 1 Test)
 - Vocabulary: numerator, denominator, improper fraction, mixed number, equivalent fractions, simplest form, equivalent fractions, common denominator, fraction, numerator, denominator
 - Standards: NS1.5, NS2.3, AF1.2, SDAP1.0, SDAP1.3
 - Unit Lessons:
 - Lesson 1: Represent Fractions
 - Lesson 2: Fractions and Mixed Numbers
 - Lesson 3: Equivalent Fractions and Simplest Form
 - Lesson 4: Compare Fractions

Unit 3: Algebra

14 Instructional Days for this Unit!
10/20/09 – 11/6/09

- Essential Question:
 - What is the difference between an equation and an expression?

- Chapter 5 (10/20/09 – 10/28/09 7 days)

Expressions and Equations

 - Assessment:
 - Unit Pretest (Chapter Resources pgs. 1 – 2)
 - Chapter Review/Test (Pg. 118 or BLM Chapter 5 Test)
 - Spiral Review Pg.119
 - Vocabulary: function rule, function table, order of operations, expression, algebraic expression, evaluate, variable, equation, inverse operations, ordered pair
 - Standards: NS1.3, AF1.0, AF1.2, AF1.5, SDAP1.5
 - Chapter Lessons:
 - Lesson 1: Algebra and Patterns
 - Lesson 2: Simplify Expressions
 - Lesson 3: Write and Evaluate Expressions
 - Lesson 4: Write an Solve Equations
 - Lesson 5: Variables and Functions
 - Lesson 6: Problem Solving

- Chapter 6 (10/29/09 – 11/6/09: 7days)

Properties

 - Assessment:
 - Chapter Review/Test (Pg. 136 or BLM Chapter 6 Test)
 - Spiral Review Pg. 137
 - Unit 3 Test (138 - 139 or BLM Unit 3 Test)
 - Vocabulary: Distributive Property, partial product, Commutative Property of Addition, Associative Property of Addition, Identity Property of Addition, Commutative Property of Multiplication, Associative Property of Multiplication, Zero Property of Multiplication, Identity Property of Multiplication
 - Standards: NS1.5, NS2.3, AF1.2, AF1.3
 - Unit Lessons:
 - Lesson 1: Model the Distributive Property
 - Lesson 2: Use the Distributive Property
 - Lesson 3: Properties of Addition
 - Lesson 4: Properties of Multiplication
 - Lesson 5: Problem Solving Strategy

• Chapter 9 (11/24/09 – 12/03/09: 6 days)

Subtract with Mixed Numbers

- Assessment:
 - Chapter Review/Test (Pg. 200 or BLM Chapter 9 Test)
 - Spiral Review Pg. 201
 - Unit 4 Test (202 - 203 or BLM Unit 4 Test)
- Vocabulary: whole number, fraction, mixed number, simplest form, least common denominator, function rule
- Standards: NS1.0, NS2.0, NS2.3, AF1.0, AF1.2, AF1.3

- Unit Lessons:
 - Lesson 1: Rename to Subtract
 - Lesson 2: Rename to Subtract
 - Lesson 3: Subtract Mixed Numbers with Denominators
 - Lesson 4: Subtract Mixed Numbers
 - Lesson 4: Problem Solving Strategy

Unit 6: Operations with Decimals

24 Instructional Days for this Unit!
01/11/10 – 2/12/10

• Chapter 12 (01/11/10 – 01/15/09: 5 days)

Add and Subtract Through Thousandths

- Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Chapter Review/Test (Pg. 266 or BLM Chapter 12 Test)
 - Spiral Review Pg. 267
- Vocabulary: place value, hundreds, tens, ones, tenths, hundredths, rounding, thousandths, estimating, expression
- Standards: NS2.0, NS2.1, NS2.2, NS2.4, NS2.5, AF1.2
- Chapter Lessons:
 - Lesson 1: Add and Subtract Decimals
 - Lesson 2: Estimate Sums and Differences
 - Lesson 3: Add and Subtract Decimals
 - Lesson 4: Problem Solving

• Chapter 13 (1/19/10 – 01/26/10: 6 days)

Multiply Decimals

- Assessment:
 - Chapter Review/Test (Pg. 290 or BLM Chapter 12 Test)
 - Spiral Review Pg. 291
- Vocabulary: multiplications, multiply, decimal, tenths, hundredths, estimate, multiply, factors, product
- Standards: NS2.0, NS2.1, AF1.0, AF1.3
- Chapter Lessons:
 - Lesson 1: Multiply Decimals
 - Lesson 2: Multiply Whole Numbers and Decimals
 - Lesson 3: Estimate Products
 - Lesson 4: Multiply Decimals
 - Lesson 5: Zeros in the Product
 - Lesson 6: Problem Solving Plan

• Chapter 14 (01/27/10 – 02/03/10: 6 days)

Divide Decimals

- Assessment:
 - Chapter Review/Test (Pg. 310 or BLM Chapter 14 Test)
 - Spiral Review Pg. 311
- Vocabulary: division, reciprocal quotient, divisor, dividend, remainder, divide, multiplication, fraction, inverse
- Standards: NS2.0, NS2.1, AF1.0
- Chapter Lessons:

• **Chapter 17 (2/25/10 – 03/05/10: 7 days)**

Graphs on a Coordinate Grid

- Assessment:
 - Chapter Review/Test (Pg. 380 or BLM Chapter 17 Test)
 - Spiral Review Pg. 381
 - Unit Test (Pgs. 382 - 383 or BLM Unit 7 Test)
- Vocabulary: coordinate grid, x – axis, y – axis, ordered pair, origin, graph, function, quadrant mean
- Standards: NS1.0, AF1.0, AF1.1, AF1.2, AF1.4, AF1.5, SDAP1.1, SDAP1.4, SDAP1.5
- Unit Lessons:
 - Lesson 1: Plot Points on a Coordinate Grid
 - Lesson 2: Interpret Graphs of Ordered Pairs
 - Lesson 3: Graphs of Functions
 - Lesson 4: Graphs from Patterns
 - Lesson 5: Problem Solving

Unit 12: Coordinate Plane

13 Instructional Days for this Unit!

3/8/10 – 3/24/10

• **Essential Question:**

- How are shapes different?

• **Chapter 27 (3/8/10 – 3/15/10: 6 days)**

Plot Points

- Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Chapter Review/Test (Pg. 600 or BLM Chapter 27 Test)
 - Spiral Review Pg. 601
- Vocabulary: ordered pair, coordinate plane, x – axis, y – axis, quadrants, origin, function, integers
- Standards: NS1.2, NS2.1, AF1.0, AF1.4, AF1.5, MG2.0, SDAP1.4, SDAP1.5
- Chapter Lessons:
 - Lesson 1: Plot Points in the Coordinate Plane
 - Lesson 2: Read a Map
 - Lesson 3: Integers and Functions
 - Lesson 4: Graph Functions with Integers
 - Lesson 5: Problem Solving

• **Chapter 28 (3/16/09 – 3/24/10: 7 days)**

Graph Linear Equations

- Assessment:
 - Chapter Review/Test (Pg. 620 or BLM Chapter 28 Test)
 - Spiral Review Pg. 621
 - Unit Test: (Pgs. 622 - 623 or BLM Unit 12 Test)
- Vocabulary: linear equations, function, ordered pair, function rule, equation
- Standards: AF1.0, AF1.1, AF1.2, AF1.4, AF1.5, SDAP1.4, SDAP1.5
- Unit Lessons:

Unit 8: Geometry

18 Instructional Days for this Unit!
4/19/10 – 5/12/10

- Essential Question:
 - What is the difference between an angle and a line?

- Chapter 18 (4/19/10 – 4/26/10: 6 days)

Angles and Lines

 - Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Chapter Review/Test (Pg. 406 or BLM Chapter 18 Test)
 - Spiral Review Pg. 407
 - Vocabulary: ray, angle, vertex, protractor, degrees, acute, obtuse, right, straight, line, line segment, parallel lines, perpendicular lines, interesting lines
 - Standards: NS1.0, NS1.1, NS2.1, NS2.2, MG2.1
 - Chapter Lessons:
 - Lesson 1: Measure and Draw Angles
 - Lesson 2: Classify Angles
 - Lesson 3: Lines and Line Segments
 - Lesson 4: Problem Solving

- Chapter 19 (4/27/10 – 5/04/10: 6 days)

Angles and Lines

 - Assessment:
 - Chapter Review/Test (Pg. 426 or BLM Chapter 19 Test)
 - Spiral Review Pg. 427
 - Vocabulary: quadrilateral, straight angle, equilateral triangle, isosceles triangle, scalene triangle, right triangle, acute triangle, obtuse triangle, rectangle, square, parallelogram, rhombus, trapezoid, congruent
 - Standards: MG2.1, MG2.2
 - Chapter Lessons:
 - Lesson 1: Sums of Angle Measures
 - Lesson 2: Triangles
 - Lesson 3: Quadrilaterals
 - Lesson 4: Congruence
 - Lesson 5: Problem Solving Plan

- Chapter 20 (5/05/10 – 5/12/10: 6 days)

Geometric Figures

 - Assessment:
 - Chapter Review/Test (Pg. 442 or BLM Chapter 20 Test)
 - Spiral Review Pg. 443
 - Unit Test: (Pgs. 444 - 445 or BLM Unit 8 Test)
 - Vocabulary: perpendicular, parallel, area, complex figure
 - Standards: NS1.3, NS2.1, NS2.3, NS2.5, AF1.2, MG2.1
 - Unit Lessons:
 - Lesson 1: Construct Parallel and Perpendicular Lines
 - Lesson 2: Construct Triangles and Rectangles
 - Lesson 3: Perimeter and Area of Complex Figures

Unit 11: Decimals

13 Instructional days allotted for this Theme!
5/11/09 – 5/28/09

- Essential Question:
 - What is an integer?

- Chapter 25 (5/11/09 – 5/18/09: 6 days)
 - Understand and Add Integers
 - Assessment:
 - Unit Pretest (Pg. 1 – 2 BLM)
 - Chapter Review/Test (Pg. 558 or BLM Chapter 25 Test)
 - Spiral Review Pg. 559
 - Vocabulary: opposite, absolute value, integer, positive integer, negative integer, number line
 - Standards: NS1.0, NS1.2, NS1.5, NS2.1
 - Unit Lessons:
 - Lesson 1: Integers
 - Lesson 2: Compare and Order Integers
 - Lesson 3: Add Integers
 - Lesson 4: Add Integers on a Number Line
 - Lesson 5: Problem Solving

- Chapter 26 (5/19/09 – 5/28/09: 7 days)
 - Add and Subtract Decimals
 - Assessment:
 - Chapter Review/Test (Pg. 576 or BLM Chapter 26 Test)
 - Spiral Review Pg. 577
 - Unit Test: (Pgs. 578 - 579 or BLM Unit 11 Test)
 - Vocabulary: negative integer, positive integer, opposite, inverse, absolute value
 - Standards: NS1.5, NS2.0, NS2.1, AF1.0, AF1.5
 - Unit Lessons:
 - Lesson 1: Subtract Integers
 - Lesson 2: Subtract Integers on a Number Line
 - Lesson 3: Add and Subtract Integers
 - Lesson 4: Problem Solving Strategy

Unit 12: Coordinate Plane

Unit 10: **Percent**

13 Instructional Days for this Unit!
06/03/10 – 6/21/10

• **Chapter 23 (06/03/10 – 6/10/10: 6 days)**

Understand Percent

- Assessment:
 - Unit Pretest: Chapter Resources Pg. 1- 2
 - Chapter Review/Test (Pg. 516 or BLM Chapter 23 Test)
 - Spiral Review Pg. 517
- Vocabulary: percent, division, equivalent, fractions, decimal
- Standards: NS1.2, NS1.5, NS2.1, NS2.4, AF1.1, AF1.2
- Chapter Lessons:
 - Lesson 1: Model Percent
 - Lesson 2: Relate Percents to Fractions and Decimals
 - Lesson 3: Compare and Order Fractions, Decimals, and Percents
 - Lesson 4: Percent of a Number
 - Lesson 5: Problem Solving Plan

• **Chapter 24 (6/11/10– 6/21/10: 7 days)**

Integers on a Coordinate Grid

- Assessment:
 - Chapter Review/Test (Pg. 532 or BLM Chapter 24 Test)
 - Spiral Review Pg. 533
 - Unit Test: (Pgs. 534 - 535 or BLM Unit 10 Test)
- Vocabulary: circle graph, compare, percent
- Standards: NS1.2, NS2.1, NS2.4, MG2.1, SDAP1.4, SDAP1.5
- Unit Lessons:
 - Lesson 1: Make a Circle Graph
 - Lesson 2: Compare Data Sets
 - Lesson 3: Mental Math: Percent of a Number
 - Lesson 4: Problem Solving

End of Year Testing 6/22-6/23/10

Sixth Grade Math

PACING PLAN (2009-2010)
MATH – McDOUGAL LITTELL
Grade 6 Ms. Dixon

1ST TRIMESTER – Number Sense

Sept. 9 – Oct. 30	Nov. 2 – Nov. 27	Nov. 30 – Dec. 18
<p style="text-align: center;"><u>Chapter 5 Number Patterns and Fractions</u></p> <p>5.1 Prime Factorization 5.2 Greatest Common Factors 5.3 Equivalent Fractions 5.4 Least Common Multiples 5.5 Ordering Fractions 5.6 Mixed Numbers 5.7 Changing to Fractions 5.8 Changing to Decimals</p> <p>STANDARDS: NS 1.1, 2.1, 2.4</p> <p>EVALUATION: Daily Activities Assignments Discussions Quizzes and Test</p>	<p style="text-align: center;"><u>Chapter 6 Addition and Subtraction of Fractions</u></p> <p>6.1 Fraction Estimation 6.2 Common Denominators 6.3 Different Denominators 6.4 Combining Mixed Numbers 6.5 Subtraction with renaming 6.6 Measures of Time</p> <p>STANDARDS: NS 2.1</p> <p style="text-align: center;"><u>Chapter 7 Multiplication and Division of Fractions</u></p> <p>7.1 Fractions and Whole Numbers 7.2 Multiplying Fractions 7.3 Multiplying Mixed Numbers 7.4 Dividing Fractions 7.5. Dividing Mixed Numbers 7.6 Weight and Capacity 7.7 Changing Customary Units</p> <p>STANDARDS: N.S. 2.1, 2.2</p> <p>EVALUATION: Daily Activities Discussions Assignments Quizzes and Test</p>	<p style="text-align: center;"><u>Chapter 8 Ratio, Proportion, and Percent</u></p> <p>8.1 Ratios 8.2 Rates 8.3 Proportions 8.4 Scale Drawings 8.5. Understanding Percent 8.6 Writing Percents 8.7 Percent of a Number</p> <p>STANDARDS: NS 1.2, 1.3, and 1.4</p> <p>EVALUATION: Daily Activities Discussions Assignments Quizzes and Test</p>

2nd TRIMESTER – Algebra Functions, Statistics, Data Analysis, and Probability, and Measurement and Geometry

January 11 – February 12	February 15 – March 19	March 22 – April 16
<p><u>Chapter 11 Integers</u> 11.1 Comparing Integers 11.2 Adding Integers 11.3 Subtracting Integers 11.4 Multiplying Integers 11.5 Dividing Integers 11.6 Translations 11.7 Reflections</p> <p>STANDARDS: NS 2.3, AF 1.3 and 1.4</p> <p><u>Chapter 12 Equations and Functions</u> 12.1 Writing Expressions 12.2 Addition Equations 12.3 Subtraction Equations 12.4 Multiplication and Division 12.5 Functions 12.6 Graphing Functions</p> <p>STANDARDS: AF 1.1, 1.2, 1.3, 3.1 and 3.2</p> <p>EVALUATION: Daily Activities Discussions Assignments Quizzes and Test</p>	<p><u>Chapter 2 Measurement and Statistics</u> 2.1 Measuring Lengths 2.2 Perimeter and Area 2.3 Scale Drawings 2.4 Tables and line plots 2.5 Bar graphs 2.6 Line graphs 2.7 Circle graphs 2.8 Averages</p> <p>STANDARDS: SDAP 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, and 2.5</p> <p><u>Chapter 13 Probability and Statistics</u> 13.1 Probability 13.2 Finding Outcomes 13.3 Independent Events 13.4 Misleading Statistics 13.5 Stem-and-leaf Plots 13.6 Box-and-whisker plots 13.7 Choosing Data Displays</p> <p>STANDARDS: SDAP 3.1, 3.2, 3.3, 3.4, and 3.5</p> <p>EVALUATION: Daily Activities Discussions Assignments Quizzes and Test</p>	<p><u>Chapter 9 Geometric Figures</u> 9.1 Basic Geometric Figures 9.2 Measuring Angles 9.3 Classifying Angles 9.4 Classifying Triangles 9.5 Classifying Quadrilaterals 9.6 Classifying Polygons 9.7 Congruence and Similarity 9.8 Line Symmetry</p> <p>STANDARDS: MG 2.1, 2.2, and 2.3 / NS 1.2 and 1.3</p> <p><u>Chapter 10 Geometry and Measurement</u> 10.1 Area of Parallelograms 10.2 Area of Triangles 10.3 Circumference 10.4 Area of Circles 10.5 Solid Figures 10.6 Surface Area of Prisms 10.7 Volume of Prisms</p> <p>STANDARDS: AF 2.1, 3.1 and 3.2 / MG 1.1 and 1.2</p> <p>EVALUATION: Daily Activities Assignments/Discussions Quizzes and Test</p>

3rd TRIMESTER – CST Review and Seventh Grade Preview

April 19 – May 7	May 10 – May 28	June 1 – June 18
CST Review Test Taking Strategies Practice Questions Release Questions Daily Activities Assignments Discussions Quizzes and Test	Sixth Grade Math Review Daily Activities Discussions Assignments Quizzes and Test	Seventh Grade Math Preview Daily Activities Discussions Assignments Quizzes and Test

Seventh Grade Math

Pacing Plan (2009-2010)
Math- McDougal Littell
7th Grade Ms. Hendrick

Sep. 9 – Oct.23	Oct. 26- Nov. 27	Nov. 30- Dec. 18
<p>Chapter 1 Number Sense Practice Patterns and Algebraic Thinking</p> <p>1.1 Describing Patterns 1.2 Variables and Expressions 1.3 Powers and Exponents 1.4 Order of Operations 1.5 Equations and Mental Math 1.6 Perimeter and Area 1.7 Making a Problem solving plan</p> <p>Chapter 2 Decimal Operations</p> <p>2.1 Comparing Ordering Rounding Decimal 2.2 Adding and Subtracting Decimals 2.3 Multiplying Decimals 2.4 Dividing Decimals</p> <p>Standards: NS 1.2, 2.1,MR 1.1,AF 1.1,1.2</p> <p>Evaluation: Progress monitoring assessment Weekly Friday assessment Class work Homework Visual Checks Classroom discussions</p>	<p>Chapter 3 Data and Statistics</p> <p>3.1 Mean Median Mode 3.2 Bar and Line Graphs 3.3 Stem and Leaf Plots 3.4 Box and Whisker Plots 3.5 Histograms 3.6 Appropriate Data displays</p> <p>Chapter 4 Number Patterns and Fractions</p> <p>4.1 Prime Factorization 4.2 Greatest Common Factor 4.3 Equivalent Fractions 4.4 Least Common Multiple 4.5 Comparing and Ordering Fractions 4.6 Mixed Numbers and Improper Fractions 4.7 Fractions and Decimals</p> <p>Standards: NS1.2,1.3, 2.2, SDP 1.1,1.3,MR 1.1, 2.5,</p> <p>Evaluation: Progress monitoring assessment Weekly Friday assessment Class work Homework Visual Checks Classroom discussions</p>	<p>Chapter 5 Fraction Operations</p> <p>5.1 Adding and Subtracting Fractions 5.2 Adding and Subtracting Fractions and Mixed numbers 5.3 Multiplying Fractions and Mixed Numbers 5.4 Dividing Fractions and Mixed Numbers 5.5 Measuring Customary Units 5.6 Converting Customary Units</p> <p>Math Chapter 6 Integers</p> <p>6.1 Comparing and Ordering Integers 6.2 Adding Integers 6.3 Subtracting 6.4 Multiplying Integers 6.5 Dividing Integers</p> <p>Standards: NS 1.2,1.3,MR 1.1</p> <p>Evaluation: Progress monitoring assessment Weekly Friday assessment Class work Homework Visual Checks Classroom discussions</p>

Pacing Plan (2009-2010)
Math- McDougal Littell
7th Grade Ms. Hendrick

Jan. 11- Feb 12	Feb. 13- Mar. 19	Mar.22- Apr. 16
<p>Chapter 6 Integers</p> <p>6.6 Rational Numbers 6.7 The Distributive Property 6.8 Coordinate plane</p> <p>Chapter 7 Equations, Inequalities, and Functions</p> <p>7.1 Writing Expressions and Equation 7.2 Simplifying Expressions 7.3 Solving Addition and Subtraction Equations 7.4 Solving Multiplication and Division Equations 7.5 Solving two step equations 7.6 Solving Inequalities 7.7 Functions and Equations 7.8 Graphing Functions</p> <p>Standards: AF1.1-1.5,MR 1.1</p> <p>Evaluation: Progress monitoring assessment Weekly Friday assessment Class work Homework Visual Checks Classroom discussions</p>	<p>Chapter 8 Ratios and Proportions</p> <p>8.1 Ratios 8.2 Rates 8.3 Slope 8.4 Writing and solving proportions 8.5 Solving proportions using cross products 8.6 Scale Drawings and Models</p> <p>Chapter 9 Percents</p> <p>9.1 Percents and Fractions 9.2 Percents and Proportions 9.3 Percents and Decimals 9.4 The percent equation 9.5 Circle graphs</p> <p>Standards: SF 3.4,NS 1.2,1.6, AF 3.3</p> <p>Evaluation: Progress monitoring assessment Weekly Friday assessment Class work Homework Visual Checks Classroom discussions</p>	<p>Chapter 9 Percents</p> <p>9.6 Percent of Increase and Decrease 9.7 Discounts, Markups, Sales Tax and Tips 9.8 Simple Interest</p> <p>Chapter 10</p> <p>10.1 Angles 10.2 Special pair of angles 10.3 Triangles 10.4 Polygons 10.5 Similar and Congruent polygons 10.6 Using proportions with similar polygons 10.7 Transformations and Symmetry 10.8 Transformations and the coordinate plane</p> <p>Standards: NS 1.2, 1.6, 1.7</p> <p>Evaluation: Progress monitoring assessment Weekly Friday assessment Class work Homework Visual Checks Classroom discussions</p>

Pacing Plan (2009-2010)
Math- McDougal Littell
7th Grade Ms. Hendrick

Apr.19- May7	May 10-May 28	June 1-June 18
<p>Chapter 13 Probability</p> <p>13.1 Introducing Probability 13.2 Tree Diagram 13.3 The counting principle 13.4 Permutations and Combinations 13.5 Disjoint Events 13.6 Dependent and independent events</p> <p>CST Review</p> <p>Test taking strategies Practice questions Released test questions Review activities Discussion Quizzes and Test</p> <p>Standards: Review all Key Standards</p> <p>Evaluation: Progress monitoring assessment Weekly Friday assessment Class work Homework Visual Checks Classroom discussions</p>	<p>7th Grade Math Review</p> <p>Review activities Discussion Quizzes and Test Puzzles</p> <p>Standards: Review all Key Standards</p> <p>Evaluation: Progress monitoring assessment Weekly Friday assessment Class work Homework Visual Checks Classroom discussions</p>	<p>8th Grade Math Preview</p> <p>Notes Daily assignments and activities Practice worksheets Quizzes and Test</p> <p>Standards: Preview 8th grade standards</p> <p>Evaluation: Progress monitoring assessment Weekly Friday assessment Class work Homework Visual Checks Classroom discussions</p>

Eighth Grade Algebra

PACING PLAN (2009-2010)
ALGEBRA 1 – McDOUGAL LITTELL
Grade 8

1ST TRIMESTER

September 9 – October 30	November 2 – November 27	November 30 – December 18
<p><u>Chapter 1: Expressions, Equations and Functions</u></p> <p>1.1 Evaluate Expressions 1.2 Apply Order of Operations 1.3 Write Expressions 1.4 Write Equations and Inequalities 1.5 Use Problem Solving Plan 1.6 Represent Functions as Rules and Tables 1.7 Represent Functions as Graphs</p> <p>STANDARDS: AF1.1, AF1.2, AF5.0; prepare for AF16.0, AF17.0, AF18.0</p>	<p><u>Chapter 2: Properties of Real Numbers</u></p> <p>2.1 Use Integers and Rational Numbers 2.2 Add Real Numbers 2.3 Subtract Real Numbers 2.4 Multiply Real Numbers 2.5 Apply the Distributive Property 2.6 Divide Real Numbers 2.7 Find Square Roots and Compare Real Numbers</p> <p>STANDARDS: AF1.0, AF1.1, AF2.0, 17.0, 24.2, 24.3, 25.2</p>	<p><u>Chapter 3: Solving Linear Equations</u></p> <p>3.1 Solve One-Step Equations 3.2 Solve Two-Step Equations 3.3 Solve Multi-Step Equations 3.4 Solve Equations with Variables on Both Sides 3.5 Write Ratios and Proportions 3.6 Solve Proportions Using Cross Products 3.7 Solve Percent Problems 3.8 Rewrite Equations and Formulas</p> <p>STANDARDS: AF1.1, AF4.0, AF4.1, AF5.0, AF15.0</p>

2ND TRIMESTER – Mr. Robles/ Ms. Jones

January 11 – February 12	February 15 – March 19	March 22 – April 16
<p><u>Chapter 4 – Graphing Linear Equations and Functions</u></p> <p>4.1 Plot Points in a Coordinate Plane 4.2 Graph Linear Equations 4.3 Graph Using Intercepts</p> <p>STANDARDS: AF6.0, AF7.0, AF17.0, AF22.0</p>	<p><u>Chapter 4 (cont'd.) – Graphing Linear Equations and Functions</u></p> <p>4.4 Graphs Using Slope 4.5 Model Direct Variation 4.6 Graph Linear Functions</p> <p>STANADARDS: AF 6.0, AF 17.0, AF22.0</p>	<p><u>Chapter 5 – Writing Linear Equations</u></p> <p>5.1 Write Linear Equations Using Slope 5.2 Use linear equations in Slope-Intercept Form 5.3 Write Equations in Point-Slope Form 5.4 Linear Equations – Standard</p> <p>STANDARDS: AF7.0, AF8.0, SDAP 1.2</p>

3RD TRIMESTER – Ms. Jones

April 19 – May 7	May 10 – May 28	June 1 – June 18
<p>CST Review Going over Test Test - Taking Strategies Use Test Release Questions</p>	<p>Algebra Review Assignments Quizzes and Final Exams</p>	<p>Introduction to Geometry</p>

Sixth Grade Science

PACING PLAN (2009-2010)
EARTH SCIENCE – McDOUGAL LITTELL
Grade 6 Ms. Dixon

1ST TRIMESTER – Plate Tectonics and Earth’s Structure

Sept. 9 – Oct. 23	Oct. 26 – Nov. 20	Nov. 23 – Dec. 18
<p><u>Chapter 8 Plate Tectonics</u></p> <p>ESSENTIAL QUESTION: What causes geologic changes on Earth?</p> <p>STANDARDS: 6.1.a- g</p> <p>VOCABULARY: System, Cycle, Inner Core, Outer Core, Mantle, Crust, Lithosphere, Asthenosphere, Tectonic Plates, Continental Drift, Pangaea, Mid-Ocean ridges, Convection, Convection Current, Theory of Plate Tectonics, Divergent Boundary, Convergent Boundary, Transform Boundary, Rift Valley, Magnetic Reversal, Hot Spots, Subduction, Continental-Continental Collision, Oceanic–Oceanic Subduction, Oceanic-Continental Subduction</p> <p>ACTIVITIES/PROJECTS: Density Lab Create a diagram of Earth’s layers Pangaea/Continental Drift Create a model and describe the three types of Tectonic Plate Boundaries</p> <p>EVALUATION: Daily Activities Assignments/Discussions Quizzes and Test</p>	<p><u>Chapter 9 Earthquakes</u></p> <p>ESSENTIAL QUESTION: Why do earthquakes occur and what determines an earthquake’s magnitude?</p> <p>STANDARDS: 6.1.a-g</p> <p>VOCABULARY: Fault, Stress, Earthquake, Seismic Wave, Focus, Epicenter, Seismograph, Aftershock, Liquefaction, Tsunami</p> <p>ACTIVITIES/PROJECTS: Earthquake Simulation Lab Search on the internet maps of earthquakes around the world, in the US, and in California/ Students revisit this map later in the chapter to see how it has changed over time. Create a comparison chart of the three types of seismic waves Calculate and compare the energy of various earthquake magnitudes. Presentation: How to protect yourself during an Earthquake/What should be included in an emergency earthquake kit</p> <p>EVALUATION: Daily Activities Discussions Assignments Quizzes and Test</p>	<p><u>Chapter 10 Mountains and Volcanoes</u></p> <p>ESSENTIAL QUESTION: How does new land form from molten rock?</p> <p>STANDARDS: 6.1.a-g</p> <p>VOCABULARY: Folded Mountain, Fault-block mountain, Magma, Volcano, Lava, Pyroclastic Flow, Acid Rain, Geyser</p> <p>ACTIVITIES/PROJECTS: Volcanic Eruptions Lab</p> <p>EVALUATIONS: Daily Activities Discussions Assignments Quizzes and Test</p>

2nd TRIMESTER – Shaping Earth’s Surface, Heat (Thermal Energy), and Energy in the Earth System

January 11 – February 12	February 15 – March 19	March 22 – April 16
<p style="text-align: center;">Chapter 6.2 & 6.3 Rocks form in Different Ways Chapter 7 Erosion and Deposition</p> <p>ESSENTIAL QUESTION: What shapes Earth’s surface?</p> <p>STANDARDS: 6.2.a- d and 6.7.b & 6.7.h</p> <p>VOCABULARY: Weathering, Gravity, Sediment, Soil, Erosion, Deposition, Mass Wasting, Drainage Basin, Divide, Floodplain, Alluvial Fan, Delta, Sinkhole, Long Shore Drift, Longshore Current, Barrier Island, Dune, Loess, Glacier, Till, Moraine, and Kettle Lake</p> <p>ACTIVITIES/PROJECTS: Erosion Lab Discuss how water shapes land Create a stream feature Discuss and draw how wind and waves shape land</p> <p>EVALUATION: Daily Activities Discussions Assignments Quizzes and Test</p>	<p style="text-align: center;">Chapter 1 Energy and Change Chapter 2 Energy in the Earth System</p> <p>ESSENTIAL QUESTION: How is energy transferred? What is the major source of energy for Earth’s atmosphere and surface?</p> <p>STANDARDS: 6.1.b, 6.2.d, 6.3.a-d, 6.4.a-d, and 6.7.a-e</p> <p>VOCABULARY: Energy, Heat Energy, Temperature, Heat Flow, Conservation of Energy, Work, Radiation, Wave, Wavelength, Electromagnetic Spectrum, Conduction, Convection, Density, and Convection Current, System, Cycle, Axis, Water Cycle, Weather, Ocean Current, Greenhouse Effect, Climate</p> <p>ACTIVITIES/PROJECTS: Changes in energy lab Flow of energy lab Comparison chart of the three different currents</p> <p>EVALUATION: Daily Activities Discussions Assignments Quizzes and Test</p>	<p style="text-align: center;">Chapter 3 Weather Patterns Chapter 4 Weather Fronts and Storms</p> <p>ESSENTIAL QUESTION: Do some features of weather have predictable patterns? What causes changes in weather?</p> <p>STANDARDS: 6.3.a, 6.4.d-e, and 6.7.b-e</p> <p>VOCABULARY: Air Pressure, Barometer, Wind, Global Wind, Coriolis Effect, Jet Stream, Monsoon, Evaporation, Condensation, Precipitation, Humidity, Saturation, Relative Humidity, Dew Point, Freezing Rain, Sleet, Hail, Acid Rain, Air Mass, Front, High-Pressure System, Low-Pressure System, Tropical Storm, Hurricane, Storm Surge, Blizzard</p> <p>ACTIVITIES/PROJECTS: Air Pressure activity Air Mass lab Wind pattern lab Weather report data collection Written report: Storms</p> <p>EVALUATION: Daily Activities Assignments/Discussions Quizzes and Test</p>

3rd TRIMESTER – Ecology, Resources, and Health

April 19 – May 7	May 10 – May 28	June 1 – June 18
<p style="text-align: center;">Chapter 11 Ecosystems and Biomes Chapter 12 Interactions within Ecosystems</p> <p>ESSENTIAL QUESTION: What supports life within an environment? How do living things within an ecosystem interact with each other and the environment?</p> <p>STANDARDS: 6.5.a-e, and 6.7.b</p> <p>VOCABULARY: Ecology, Ecosystem, Biotic Factor, Abiotic Factor, Cycle, Carbon Cycle, Nitrogen Cycle, Producer, Consumer, Decomposer, Food Chain, Food Web, Energy Pyramid, Biome, Coniferous, Deciduous, Estuary, Species, Population, Habitat, Niche, Community, Predator, Prey, Competition, Cooperation, Symbiosis, Mutualism, Commensalism, Parasitism, Limiting Factor, Carrying Capacity, Succession, Pioneer Species</p> <p>ACTIVITIES/PROJECTS: Biome Book Closed ecosystem lab Writing: Predator/Prey short story</p> <p>EVALUATION: Daily Activities Assignments/Discussions Quizzes and Test</p>	<p style="text-align: center;">Chapter 13 Natural Resources Chapter 14 Human Impact on Ecosystems</p> <p>ESSENTIAL QUESTION: Does society depend on natural resources for energy and materials? How do humans and human population growth effect the environment?</p> <p>STANDARDS: 6.3.a, 6.6.a-c, and 6.7.a-e</p> <p>VOCABULARY: Natural Resource, Renewable Resource, Nonrenewable Resource, Fossil Fuel, Ore, Conservation, Recycling, Hydroelectric Energy, Geothermal Energy, Solar Cell, Biomass, Hydrogen Fuel Cell, Nuclear Energy, Population Density, Pollution, Biodiversity, Sustainable,</p> <p>ACTIVITIES/PROJECTS: Conserve Resources Poster Campaign Recycle Campaign on Campus Renewable Energy Special Report</p> <p>EVALUATION: Daily Activities Discussions Assignments Quizzes and Test</p>	<p style="text-align: center;">Health - Nutrition, Personal Hygiene, and Exercise</p> <p>ESSENTIAL QUESTION: How do I live a full and healthy life?</p> <p>STANDARDS:</p> <p>VOCABULARY:</p> <p>ACTIVITIES/PROJECTS: Food Pyramid activity Reading food labels activity Aerobic/Anaerobic Exercise Emotional and Mental Health Effects of drugs and smoking on the body</p> <p>EVALUATION: Daily Activities Discussions Assignments Quizzes and Test</p>