

# **Nine Week Plans: Quarter 2, First Grade**

Reading and Phonics	Writing	Math	Content	Social Emotional Learning and Health
<b>Units:</b> -UFLI: digraphs and CVCe  -Learning About the World (Nonfiction Text)	<b>Units:</b> -How-To Writing  -Informational Writing	<b>Units:</b> -Using Attributes to Compare, Sort, and Order -Using Data to Describe my World -Noticiting, Describing, and Creating Patterns	<b>-Social Studies Units:</b> How do different communities celebrate? How does Virginia geography affect people's lives? <b>-Science Units:</b> Investigations, Life Processes	<b>Units:</b> -Emotion Management  -Family Connections  -Physical Health
<p>1.1 The student will develop oral communication skills.</p> <p>1.2 The student will demonstrate growth in oral early literacy skills.</p> <p>1.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness.</p> <p>1.4 The student will apply knowledge of how print is organized and read.</p> <p>1.5 The student will apply phonetic principles to read and spell.</p>	<p><b>1.12 The student will print legibly.</b></p> <p>a) Form letters accurately.</p> <p>b) Space words within sentences.</p> <p>c) Use the alphabetic code to write unknown words phonetically</p> <p><b>1.13 The student will write to communicate ideas for a variety of purposes.</b></p> <p>a) Generate ideas.</p> <p>b) Focus on one topic.</p> <p>c) Revise by adding descriptive words when writing about people, places, things, and events.</p> <p>d) Use complete sentences in final copies.</p> <p>e) Begin each sentence with a capital letter and use ending punctuation in final copies.</p>	<p><b>-Using Attributes to Compare, Sort, and Order</b></p> <p>1.11 The student will a) identify, trace, describe, and sort plane figures (triangles, squares, rectangles, and circles) according to number of sides, vertices, and angles; and b) identify and describe representations of circles, squares, rectangles, and triangles in different environments, regardless of orientation, and explain reasoning.</p> <p>1.13 The student will sort and classify concrete objects according to one or two attributes.</p> <p><b>-Using Data to Describe my World</b></p> <p>1.12 The student will a) collect, organize, and represent various forms of data using tables, picture graphs, and</p>	<p><b>Social Studies Units:</b>  <b>How do different communities celebrate?</b></p> <p>1.13c People in VA have diverse ethnic origins, customs, and traditions and are united as Americans by common principles.</p> <p>1.1c Use and create graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of Virginia history</p> <p><b>How does the geography of VA affect people's lives?</b></p> <p>1.5d) The student will develop map skills by locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map</p>	<p><b>The goals of these units include students being able to:</b></p> <p><b>Bully Prevention:</b></p> <p>-Review concepts learned during their Bullying Prevention unit in counseling. This includes defining bullying, reviewing the steps to prevent bullying, and identifying a trusted adult they can talk to if they need help.</p> <p><b>Emotion Management:</b></p> <p>-Learn to use body language and context clues to name the emotion someone might be feeling (worried, calm, frustrated).</p> <p>-Learn about strategies for feeling calm when they get frustrated: slow counting, slow breathing, asking for help.</p>

<p>1.6 The student will use semantic clues and syntax for support when reading.</p> <p>1.7 The student will expand vocabulary and use of word meanings.</p> <p>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</p> <p>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p>	<p>f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.</p> <p>g) Share writing with others.</p>	<p>object graphs; and b) read and interpret data displayed in tables, picture graphs, and object graphs, using the vocabulary more, less, fewer, greater than, less than, and equal to.</p> <p><b>-Noticiting, Describing, and Creating Patterns</b></p> <p>1.14 The student will identify, describe, extend, create, and transfer growing and repeating patterns.</p>	<p>1.6 The student will develop a geographic understanding that</p> <p>a) the location of Virginia determines its climate and results in four distinct seasons; and</p> <p>b) the landforms of Virginia affect the places people live.</p> <p><b><u>Science Units:</u></b></p> <p><b>Investigations</b></p> <p>1.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations</p> <p><b>Life Processes</b></p> <p><b>Plants</b></p> <p>1.4a) plants need nutrients, air, water, light, and a place to grow; b) basic parts of plants; and c) plants can be classified based on a variety of characteristics.</p> <p><b>Animals</b></p> <p>1.5a) basic needs include adequate air, food, water, shelter, and space (habitat); b) animals, including humans, have many different physical characteristics; and c) animals can be classified according to a variety of characteristics.</p>	<p>-Show that they know ways to help themselves feel calm when they encounter strong feelings.</p> <p><b>Family Connections:</b></p> <p>-Learn about the unique family traditions of students in their class. We are making connections and celebrating differences.</p> <p><b>HEALTH SOLS</b></p> <p><b>Physical Health:</b></p> <p>- Recognize that physical activity is a form of healthy entertainment.</p> <p>- Identify behaviors that promote health and wellness, including personal hygiene, sleep, physical activity, and healthy food choices.</p>
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