

SOLOMON ELEMENTARY – CURRICULUM MAP Q1

TEACHER: *Andrea Lynn Sartain*

Working Together-Establishing Routines:

Guiding Question: How do people work together?

I am here.

I am important.

I am ready to learn! Room 101-Classroom Pledge

<p>Week One 9/3-9/7</p>	<p>Content: Building Routines and Establishing a Working Community. Welcome to Sartain University: Classroom Motto...I am here, I am important and I am ready to learn!</p> <p>Skills: establishing routines within the classroom and in the hallway, calendar and weather routines, classroom jobs, team captains, rug routines, getting to know each other games, Back to School Read Alouds, Writing about our summer, creating our reaching for the stars art project, passing out books and organizing supplies, behavior chart, creating classroom rules, and reading mentor texts to start our love for Reading.</p>
<p>Week Two 9/9-9/13</p>	<p>Content: RL.1.1-Ask and answer key details in a text. Establishing Reader's Workshop, Writer's Workshop, and Daily Five. RL.1.10-With Prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Math: Eureka Math...see attached sheets</p> <p>Writing: W.1.3-Write narratives in which they recount two or more appropriately sequenced events include some details regarding what happened, use temporal words to signal order, and provide some sense of closure. W1.6-With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>

	<p>Skills: Find key details, questioning, wh-questions (who, what, where, when, which, why), identify characters, setting, events, beginning, middle, end, details, author, illustrator, distinguish between relevant and non relevant information, locate evidence in text to support answers, determine similarities & differences between characters, settings, and major events.</p> <p>Write with a clear, simple, focus and include details that elaborate but stay on topic. Students need a solid understanding of beginning, middle, and end.</p> <p>Phonemic Awareness: Blend & Segment Phonemes, Isolate Final Sounds, Identify position of Sounds</p> <p>Phonics: Short a and final ck</p> <p>Grammar: Sentences</p> <p>Use temporal or time-cue words, such as now and later to show sequence of events. Students will use graphic organizers to help with the writing process. Establishing Writer's Workshop Routines. Weekly Poems will be shared for Poetry binders. Children will have Leveled books in their Reading Bins once done testing TRC.</p> <p>Routines for Read to Self CAFÉ STRATEGIES for Accuracy</p>
<p>Week Three 9/16 – 9/20</p>	<p>Content: RI.1.1-Ask and answer key details in an informational text. RL.1.10-With Prompting and support, read prose and poetry of appropriate complexity for grade 1. Establishing Reader's Workshop, Writer's Workshop, and Daily Five.</p> <p>Writing: W.1.3-Write narratives in which they recount two or more appropriately sequenced events include some details regarding what happened, use temporal words to signal order, and provide some sense of closure.</p>

	<p>W1.6-With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Math: See attached sheets.</p> <p>Skills: Identifying key details, key events, main topic, key points, main idea, who, what, when, where, why, and how. Connections among people, events, and ideas are important to a piece of text.</p> <p>Phonemic Awareness: Blend & Segment Phonemes Blend Phonemes Isolate Initial & Final Sounds</p> <p>Phonics: Short I and final x</p> <p>Grammar: Naming Parts of Sentences</p> <p>Write with a clear, simple, focus and include details that elaborate but stay on topic. Students need a solid understanding of beginning, middle, and end.</p> <p>Use temporal or time-cue words, such as now and later to show sequence of events.</p> <p>Students will use graphic organizers to help with the writing process.</p> <p>Establishing Writer's Workshop Routines.</p> <p>Weekly Poems will be shared for Poetry binders.</p> <p>Children will have Leveled books in their Reading Bins once done testing TRC.</p>
<p>Week Four 9/23-9/27</p>	<p>Routines for Read to Someone and Read to Self CAFÉ STRATEGIES for Accuracy and Comprehension</p> <p>Content: RL.1.3-Describe characters, settings, and major events in a story, using key details. RL.1.10-With Prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>

Writing: W.1.3-Write narratives in which they recount two or more appropriately sequenced events include some details regarding what happened, use temporal words to signal order, and provide some sense of closure.
W1.6-With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Skills: answer and ask questions with the 5-wh's (who, what, where, why, when), describe characters and relate character to their own life... Would I want this character to be my friend? Why or why not?

Phonemic Awareness:

- Blend and Segment Phonemes
- Adding Ending Phonemes
- Isolate Initial and Final Sounds

Phonics:

Short o and -s plurals

Grammar:

Action Part of Sentences

Write with a clear, simple, focus and include details that elaborate but stay on topic. Students need a solid understanding of beginning, middle, and end.

Use temporal or time-cue words, such as now and later to show sequence of events.

Students will use graphic organizers to help with the writing process.

I will be using Lucy Calkin's Writer's Workshop Units to facilitate daily lessons.

Weekly Poems will be shared for Poetry binders.

Children will have Leveled books in their Reading Bins once done testing TRC.

Math: See attached sheets.

Routines for Listen to Reading

CAFÉ STRATEGIES for Accuracy and Comprehension

Content: RL.1.3-Describe characters, settings, and major events in a story, using key details.

RL.1.10-With Prompting and support, read prose and poetry of appropriate complexity for grade 1.

Week Five
10/1 – 10/5

Writing: W.1.3-Write narratives in which they recount two or more appropriately sequenced events include some details regarding what happened, use temporal words to signal order, and provide some sense of closure.
W1.6-With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Skills: answer and ask questions with the 5-wh's (who, what, where, why, when), describe characters and relate character to their own life...Would I want this character to be my friend? Why or why not?

Phonemic Awareness:

Adding Ending Phonemes /s/, /z/

Phonics:

Inflected Endings -s and -ing

Grammar:

Introduce word order

Write with a clear, simple, focus and include details that elaborate but stay on topic. Students need a solid understanding of beginning, middle, and end.

Use temporal or time-cue words, such as now and later to show sequence of events.

Students will use graphic organizers to help with the writing process.

Establishing Writer's Workshop Routines.

Weekly Poems will be shared for Poetry binders.

Children will have Leveled books in their Reading Bins once done testing TRC

Math: See attached sheets.

Routines for Work on Writing

CAFÉ STRATEGIES for Accuracy and Comprehension

Week Six

Content: RI.1.2-Identify the main topic and retell key details of a text.

10/8-10/12

RL.1.10-With Prompting and support, read prose and poetry of appropriate complexity for grade 1.

Writing: W.1.3-Write narratives in which they recount two or more appropriately sequenced events include some details regarding what happened, use temporal words to signal order, and provide some sense of closure.
W1.6-With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Skills: identify key details in a text, some details are more important than others, make connections within the text, identify who, what, where, when, why, and how.

Phonemic Awareness:

Blend and Segment Phonemes

Add Initial Phonemes

Blend and Segment Syllables

Phonics:

Short e and Initial Blends

Grammar:

Telling Sentences

Write with a clear, simple, focus and include details that elaborate but stay on topic. Students need a solid understanding of beginning, middle, and end.

Use temporal or time-cue words, such as now and later to show sequence of events.

Students will use graphic organizers to help with the writing process.

I will be using Lucy Calkin's Writer's Workshop Units to facilitate daily lessons.

Weekly Poems will be shared for Poetry binders.

Children will have Leveled books in their Reading Bins once done testing TRC

Math: See attached sheets.

Routines for Word Work

CAFÉ STRATEGIES for Accuracy and Comprehension

<p>Week Seven 10/15-10/19</p>	<p>Content: RI.1.2-Identify the main topic and retell key details of a text. RL.1.10-With Prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Writing: W.1.3-Write narratives in which they recount two or more appropriately sequenced events include some details regarding what happened, use temporal words to signal order, and provide some sense of closure. W1.6-With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Skills: identify key details in a text, some details are more important than others, make connections within the text, identify who, what, where, when, why, and how.</p> <p>Phonemic Awareness: Blend and Segment Phonemes Delete Final Phonemes Segment and Count Phonemes</p> <p>Phonics: Short u and Final Blends</p> <p>Grammar: Questions</p> <p>Write with a clear, simple, focus and include details that elaborate but stay on topic. Students need a solid understanding of beginning, middle, and end. Use temporal or time-cue words, such as now and later to show sequence of events. Students will use graphic organizers to help with the writing process. Establishing Writer's Workshop. Weekly Poems will be shared for Poetry binders. Children will have Leveled books in their Reading Bins once done testing TRC Math: See attached sheets.</p> <p>Routines for Poetry/Fluency</p>
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	<p align="center">CAFÉ STRATEGIES for Accuracy and Comprehension</p>
<p>Week Eight 10/22-10/26</p>	<p>Content: RL.1.7-Use illustrations and details in a story to describe its characters, setting, or events. RL.1.10-With Prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Writing: W.1.3-Write narratives in which they recount two or more appropriately sequenced events include some details regarding what happened, use temporal words to signal order, and provide some sense of closure. W1.6-With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Skills: interpret illustrations, match key story details to illustrations, make connection that illustrations provide clues about the characters, settings, and major events in a story, students determine what characters are like by what they say or do, use the terms illustrations, details, characters, setting, & important details, and begin to understand the relationship between visual information and written information in helping them understand what they have read.</p> <p>Phonemic Awareness: Segment and Count Phonemes Blend and Segment Phonemes</p> <p>Phonics: Digraphs sh,th, and vowel sound in ball</p> <p>Grammar: Nouns</p> <p>Write with a clear, simple, focus and include details that elaborate but stay on topic. Students need a solid understanding of beginning, middle, and end. Use temporal or time-cue words, such as now and later to show sequence of events. Students will use graphic organizers to help with the writing process. I will be using Lucy Calkin's Writer's Workshop Units to facilitate daily lessons. Weekly Poems will be shared for Poetry binders. Children will have Leveled books in their Reading Bins once done testing TRC Math: See attached sheets.</p>

	CAFÉ STRATEGIES for Accuracy and Comprehension
Week Nine 10/29-11/2	<p>Content: RL.1.7-Use illustrations and details in a story to describe its characters, setting, or events. RL.1.10-With Prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Writing: W.1.3-Write narratives in which they recount two or more appropriately sequenced events include some details regarding what happened, use temporal words to signal order, and provide some sense of closure. W1.6-With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Skills: interpret illustrations, match key story details to illustrations, make connection that illustrations provide clues about the characters, settings, and major events in a story, students determine what characters are like by what they say or do, use the terms illustrations, details, characters, setting, & important details, and begin to understand the relationship between visual information and written information in helping them understand what they have read.</p> <p>Phonemic Awareness: Distinguish Long/Short Vowel Sounds Blend and Segment Phonemes Segment and Count Phonemes</p> <p>Phonics: Long a (CVCe); c/s/ and g/j/</p> <p>Grammar: Proper Nouns</p> <p>Write with a clear, simple, focus and include details that elaborate but stay on topic. Students need a solid understanding of beginning, middle, and end. Use temporal or time-cue words, such as now and later to show sequence of events. Students will use graphic organizers to help with the writing process.</p>

	<p>Establishing Writer's Workshop Weekly Poems will be shared for Poetry binders. Children will have Leveled books in their Reading Bins once done testing TRC</p> <p>Math: See attached sheets.</p> <p>Social Studies & Science Mini-Units: Units will be taught on weekly basis that will give the children further opportunities to work with the Reading and Writing Common Core Strands,</p> <p>Social Science: Welcome Back to School, Location & Distance, Rules & Responsibilities, Good Citizens, Time (past, present, future), History... Christopher Columbus</p> <p>Science: Light & Sound Space</p> <p>CAFÉ STRATEGIES for Accuracy and Comprehension</p>
<p>Week Ten 11/5-11/8</p>	<p>Content: RL.1.7-Use illustrations and details in a story to describe its characters, setting, or events. RL.1.10-With Prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Writing: W.1.3-Write narratives in which they recount two or more appropriately sequenced events include some details regarding what happened, use temporal words to signal order, and provide some sense of closure. W1.6-With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Skills: interpret illustrations, match key story details to illustrations, make connection that illustrations provide clues about the characters, settings, and major events in a story, students determine what characters are like by what they say or do, use the terms illustrations, details, characters, setting, & important details, and begin to understand the relationship between visual information and written information in helping them understand what they have read.</p>

Phonemic Awareness:

Distinguish Long/Short Vowel Sounds

Blend and Segment Phonemes

Segment and Count Phonemes

Phonics:

Long a (CVCe); c/s/ and g/j/

Grammar:

Proper Nouns

Write with a clear, simple, focus and include details that elaborate but stay on topic. Students need a solid understanding of beginning, middle, and end.

Use temporal or time-cue words, such as now and later to show sequence of events.

Students will use graphic organizers to help with the writing process.

Establishing Writer's Workshop

Weekly Poems will be shared for Poetry binders.

Children will have Leveled books in their Reading Bins once done testing TRC

CAFÉ STRATEGIES for Accuracy and Comprehension