

**NEW HAVEN ELEMENTARY
SCHOOL FIRST GRADE LONG
RANGE PLAN 2017-2018**

First Six Weeks – Alphabet Books and the Children Who Read Them
August 16 – September 29

ELA
(Reading,
Writing,
Language)

Core
Standards

- 1.FS.1a – Recognize the distinguishing features of a sentence.
- 1.FS.2a – Distinguish long from short vowel sounds in spoken single-syllable words.
- 1.L.1a – Print all upper- and lowercase letters.
- 1.L.1b – Use common, proper, and possessive nouns.
- 1.L.2b – Use end punctuation for sentences.
- 1.L.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.
- 1.RL.1 – Ask and answer questions about key details in a text.
- 1.RI.1 – Ask and answer questions about key details in a text.
- 1.SL.1a – Follow agreed-upon rules for discussions.
- 1.SL.1b – Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- 1.SL.1c – Ask questions to clear up any confusion about the topics and texts under discussion.
- 1.W.7 – Participate in shared research and writing projects.
- 1.W.8 – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Target
Concepts

Ongoing all year: Phonetic Principles, Comprehension Strategies, Grammar and Mechanics

Math

- 1.OA.1 – Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from,

<p>Core Standards</p> <p>-----</p> <p>Target Concepts</p>	<p>putting together, taking apart, and comparing, with unknowns in all positions. 1.OA.5 – Relate counting to addition and subtraction. 1.OA.3 – Apply properties of operations as strategies to add and subtract. 1.OA.4 – Understand subtraction as an unknown addend problem. 1.OA.8 – Determine unknown whole number in an addition or subtraction equation relating three whole numbers.</p> <p>-----</p> <p>Addition and Subtraction</p>
<p><u>Science</u></p> <p>Core Standards</p> <p>-----</p> <p>Target Concepts</p>	<p>K-2-ETS1-1 – Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. K-2-ETS1-2 – Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. K-2-ETS1-3 – Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p> <p>-----</p> <p>Engineering Design</p>
<p><u>Social Studies</u></p>	<p>Community, Rules/Citizenship Practical Living – Nutrition, Personal Wellness</p>
<p>Second Six Weeks – Winds of Change October 2 – November 17</p>	
<p><u>ELA</u> <u>(Reading, Writing, Language)</u></p>	<p>1.FS.2b – Orally produce single-syllable words by blending sounds, including consonant blends. 1.FS.2c – Isolate and produce initial, medial vowel, and final sounds in spoken single-syllable words. 1.FS.2d – Segment spoken single-syllable words into their complete sequence of individual sounds. 1.FS.3d – Use knowledge that every syllable must have a vowel sounds to determine the number of syllables in a printed word. 1.L.1c – Use singular and plural nouns with matching verbs in basic sentences. 1.L.1d – Use personal, possessive, and indefinite pronouns.</p>

<p>Core Standards</p> <hr/> <p>Target Concepts</p>	<p>1.L.2d – Use conventional spelling for words with common spelling patterns and for frequently occurring irregular verbs. 1.L.2e – Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 1.L.5a – Sort words into categories to gain a sense of the concepts the categories represent. 1.L.2a – Capitalize dates and names of people. 1.RL.2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson. 1.RL.5 – Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 1.RI.2 – Identify the main topic and retell key details of a text. 1.RI.5 – Know and use various text features to locate key facts and information in a text. 1.SL.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1.W.3 – Write narratives in which they recount two or more appropriately sequenced event, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <hr/> <p>Ongoing all year: Blending/Decoding Words, Spelling Patterns, Conventional Spelling Personal Narrative Writing</p>
<p><u>Math</u></p> <p>Core Standards</p> <hr/> <p>Target Concepts</p>	<p>1.OA.6 – Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums.</p> <hr/> <p>Addition and Subtraction, Fluency with Facts to 10</p>
<p><u>Science</u></p> <p>Core Standards Target</p>	<p>1-ESS1-1 – Use observations of the sun, moon, and stars to describe patterns that can be predicted. 1-ESS1-2 – Make observations at different times of year to relate the amount of daylight to the time of year.</p>

Concepts	Patterns of Change in the Sky
<u>Social Studies</u>	Cultural Diversity, Geography
	Third Six Weeks – Life Lessons November 20 – January 5
<u>ELA</u> (<u>Reading,</u> <u>Writing,</u> <u>Language</u>) Core Standards	<p>1.FS.3a – Know the spelling-sound correspondence for common consonant digraphs.</p> <p>1.FS.3b – Decode regularly spelled one-syllable words.</p> <p>1.FS.3c – Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>1.L.1e – Use verbs to convey a sense or past, present, and future.</p> <p>1.L.4a – Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>1.RL.3 – Describe characters, setting, and major events in a story, using key details.</p> <p>1.RL.6 – Identify who is telling the story at various points in a text.</p> <p>1.RL.7 – Use illustrations and details in a story to describe its characters, settings, or events.</p> <p>1.RI.6 – Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>1.RI.7 – Use the illustrations and details in a text to describe its key ideas.</p> <p>1.SL.6 – Produce complete sentences when appropriate to task and situation.</p> <p>1.W.5 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>
Target Concepts	Personal Narrative Writing/Revision
<u>Math</u> Core Standards	<p>1.OA.2 – Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.</p> <p>1.OA.7 – Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.</p> <p>1.MD.4 – Organize, represent, and interpret data with up to three categories, ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than another.</p> <p>1.NBT.1 – Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a</p>

	<p>number of objects with a written numeral. 1.NBT.2c – The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones.)</p> <hr/> <p>Addition/Subtraction Equations, Represent and Interpret Data, Extend Counting Sequence</p>
Target Concepts	
<u>Science</u> Core Standards	<p>1-PS4-1 – Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. 1-PS4-2 – Make observations to construct an evidence-based account that objects can be seen only when illuminated. 1-PS4-3 – Plan and conduct an investigation to determine the effect of placing objects made with different material in the path of a beam of light. K-2-ETS1-2 – Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p> <hr/>
Target Concepts	Sound and Light
<u>Social Studies</u>	Historical Perspectives/Native Americans, Cultural Elements
	Fourth Six Weeks – American Contributions January 8 – February 16
<u>ELA</u> (Reading, Writing, Language)	<p>1.FS.3e – Decode two-syllable words following basic patterns by breaking the words into syllables. 1.FS.3f – Read words with inflectional endings. 1.L.1f – Use frequently occurring adjectives. 1.L.1g – Use frequently occurring conjunctions. 1.L.1h – Use determiners. 1.L.5c – Identify real-life connections between words and their use.</p>

<p>Core Standards</p> <hr/> <p>Target Concepts</p>	<p>1.L.5d – Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.</p> <p>1.RL.4 – Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>1.RI.4 – Ask and answer questions to help determine or clarify the meaning of words or phrases in a text.</p> <p>1.RI.8 – Identify the reasons an author gives to support points in a text.</p> <p>1.W.1 – Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <hr/> <p>Opinion Writing</p>
<p><u>Math</u></p> <hr/> <p>Core Standards</p> <hr/> <p>Target Concepts</p>	<p>1.NBT.2b – The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>1.NBT.2a – 10 can be thought of as a bundle of ten ones – called a “ten.”</p> <p>1.NBT.3 – Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p>1.NBT.5 – Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>1.NBT.4 – Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction: relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten.</p> <hr/> <p>Place Value, Using Models to Add Tens/Ones</p>
<p><u>Science</u></p> <hr/> <p>Core Standards</p>	<p>1-PS4-4 – Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.</p> <p>K-2-ETS1-1 – Ask questions, make observation, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p> <p>K-2-ETS1-3 – Analyze data from tests of two objects designed to solve the same problem to compare the strengths</p>

	and weaknesses of how each performs.
Target Concepts	Light and Sound in Communication
<u>Social Studies</u>	Civics: Government and Leaders, Patriotic Symbols
	Fifth Six Weeks – The Amazing Animal World February 19 – March 30
<u>ELA (Reading, Writing, Language)</u>	<p>1.FS.3g – Recognize and read grade-appropriate irregularly spelled words.</p> <p>1.FS.4a – Read on-level text with purpose and understanding.</p> <p>1.L.1i – Use frequently occurring prepositions.</p> <p>1.L.1j – Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>1.L.4c – Identify frequently occurring root words and their inflectional forms.</p> <p>1.RL.10 – With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>1.RI.3 – Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>1.RI.10 – With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>1.SL.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>1.W.2 – Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide a sense of closure.</p>
Core Standards	
Target Concepts	Ongoing: Reading Fluency Informative/Explanatory Writing
<u>Math</u>	<p>1.NBT.6 – Subtract multiples of 10 in the range of 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction: relate the strategy to a written method and explain the reasoning used.</p> <p>1.MD.1 – Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p>
Core Standards	

<p>_____</p> <p>Target Concepts</p>	<p>1.MD.2 – Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.</p> <p>1.MD.3 – Tell and write time in hours and half-hours using analog and digital clocks.</p> <hr/> <p>Using Models to Subtract, Measurement, Time</p>
<p><u>Science</u> Core Standards</p> <p>_____</p> <p>Target Concepts</p>	<p>1-LS1-2 – Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.</p> <p>1-LS3-1 – Make observations to make an evidence-based account that young plants and animals are like, but not exactly like, their parents.</p> <hr/> <p>Characteristics of Living Things</p>
<p><u>Social Studies</u></p>	<p>Economics</p>
	<p>Sixth Six Weeks – Around the World with a Glass Slipper April 2 – May 23</p>
<p><u>ELA</u> (<u>Reading,</u> <u>Writing,</u> <u>Language</u>)</p> <p>Core Standards</p>	<p>1.FS.4b – Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>1.FS.4c – Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>1.L.2c – Use commas in dates and to separate single words in series.</p> <p>1.L.4b – Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>1.L.5b – Define words by category and by one or more key attributes.</p> <p>1.RL.9 – Compare and contrast the adventures and experiences of characters in stories.</p> <p>1.RI.9 – Identify basic similarities in and differences between two texts on the same topic.</p> <p>1.SL.5 – Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>1.W.6 – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <hr/>

Target Concepts	Reading with Accuracy, Rate, and Expression, Compare/Contrast Texts/Characters, Digital Publishing
<u>Math</u> Core Standards <hr/> Target Concepts	1.G.1 – Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes. 1.G.2 – Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. 1.G.3 – Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. Shapes and Attributes, Equal Shares/Fractions
<u>Science</u> Core Standards <hr/> Target Concepts	1-LS1-1 – Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. K-2-ETS1-1 – Ask questions, make observations, and gather information about a situation people want to change to fine a simple problem that can be solved through the development of a new or improved object or tool. K-2-ETS1-2 – Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. Mimicking Organisms to Solve Problems
<u>Social Studies</u>	Cultural Elements

Resources	ELA: <i>Scott Foresman Reading Street</i> , <i>Benchmark Literacy</i> , <i>The Wheatley Portfolio</i> ELA Units. Math: <i>Envision Math</i>
------------------	--

Assessments	ELA: Unit Assessments in <i>Scott Foresman Reading Street</i> and/or <i>Benchmark Literacy</i> , Fluency Checks, Dolch Sight Word Checks, Teacher Checklists, Rubrics, STAR Reading Math: <i>Envision Math</i> Chapter Assessments, Timed Tests, Exit Slips
--------------------	--

*Plans are subject to change to best meet the needs of students, planning, events, and/or weather circumstances.