

# YEAR AT A GLANCE – 1<sup>st</sup> GRADE 2022-2023

## Language Arts: ELA (Reading, Writing/Grammar and Phonics)

| Unit/Testing Date   | Duration | SOL Objectives  |  |  |
|---|----------|---|--|--|
|   |          | Reading and Vocab SOLs  | Writing and Grammar SOLs   | Phonics SOLs   |
| <b>Module 1: Nice to Meet You!</b><br><br><b>Writing: Intro to Narrative Writing</b><br>Assessment Date:<br><br>Baseline Writing Prompt<br>Narrative: Completed by Sept. 30th                                   | 3 weeks  | Routines<br>*1.9b set purpose<br>*1.9c previous experiences<br>1.9e ask/answer quest<br>1.7d text clues unknown words   | 1.8a abc order<br>1.8b pic dictionary<br>1.12a audience purpose<br>1.12b prewriting<br>1.7f nouns  | 1.5h read/spell common sight words*<br>1.12g phonetically spell words* |
|   |          | 1.9e ask/answer quest<br>1.9f events/1.9g retell<br>1.9f character<br>1.7b develop vocab<br>1.7c meaning unknown words  | 1.12a audience purpose<br>1.12b prewriting<br>1.12c focus on topic<br>1.12d org writing<br>1.12h share<br>1.7f nouns                             |  |
|   |          | *1.9a preview selection<br>*1.9e ask/answer quest<br>*1.10a preview selection<br>1.10g main idea<br>1.7a word meaning   | 1.12b prewriting<br>1.12c focus on topic<br>1.12d org writing<br>1.12e revise  | 1.5a Review letters, sounds and digraphs                               |
|   |          | 1.9f character<br>1.9e ask/answer quest<br>1.7a word meaning<br>1.7b develop vocab<br>1.7c meaning unknown words  | 1.12 narrative writing<br>1.13b cap/punct  | 1.5d CVC words   |
|   |          |   |  |  |
| <b>Module 2: My Family, My Community</b><br><br>Writing: Personal Narrative<br><br>Assessment Date:<br>Reading: October 14th<br>Writing: End of Quarter Personal Narrative completed and graded by October 27th | 4 weeks  | Reading and Vocab SOLs  | Writing and Grammar SOLs   | Phonics SOLs   |
|   |          | *1.9c previous experience<br>*1.10a preview selection<br>*1.10e make/confirm predictions<br>1.9g retell<br>1.9f setting<br>1.7b develop vocab   | 1.12a audience purpose   | 1.5b L-blends bl, cl, fl, gl, pl, sl                                   |
|   |          | 1.9f setting<br>*1.9a preview the selection 1.10d text features<br>1.8a knowledge of alphabetical order<br>1.8b use picture dictionary<br>1.7c meaning unknown words<br>1.7d text clues unknown words | 1.12a aud/pur<br>1.12b prewrite<br>1.12c focus on one topic<br>1.12d org writing<br>1.4c complete sentences, periods<br>1.7f nouns<br>1.7h verbs | 1.5e Double final consonants - ff, -ll, -ss                            |
|   |          | 1.10b background knowledge<br>*1.10c set purpose<br>1.9c set purpose<br>1.10f ask/ answer ques<br>*1.9b set purpose<br>1.9f setting<br>1.7b develop vocab<br>1.7e vocab content areas                 | 1.12d org writing<br>1.12e revise<br><br>1.7h verbs<br>1.4c complete sentences, periods  | 1.5bc Compare blends and digraphs                                      |
|   |          | 1.10f ask/answer quest<br>*1.10c set purpose<br><br>1.7b develop vocab<br>1.7e vocab content areas  | 1.12 narrative writing<br>1.12e revise<br>1.12h share<br>1.13abc edit<br>1.7h verbs<br>1.7f nouns  | 1.5f Word Families   |

| <p><b>Module 3: Amazing Animals</b></p> <p>Writing: Informational<br/>Research</p>   | <p>3 weeks</p>   | <table border="1"> <thead> <tr> <th data-bbox="850 50 1239 77">Reading and Vocab SOLs</th> <th data-bbox="1239 50 1619 77">Writing and Grammar SOLs</th> <th data-bbox="1619 50 1999 77">Phonics SOLs</th> </tr> </thead> <tbody> <tr> <td data-bbox="850 77 1239 207">           *1.10g main idea 1.10d text features<br/>           1.10f ask/answer quest<br/>           1.9f events/1.9g retell<br/>           1.7b develop vocab<br/>           1.7e vocab content areas         </td> <td data-bbox="1239 77 1619 207">           1.14a topics<br/>           1.14b questions<br/>           1.14c pics/texts<br/>           1.14d find info<br/>           1.4c punctuation         </td> <td data-bbox="1619 77 1999 207">           1.7f Plurals with -s         </td> </tr> <tr> <td data-bbox="850 207 1239 337">           *1.10f ask/answer quest<br/>           *1.9h theme<br/>           1.7b develop vocab<br/>           1.7e vocab content areas         </td> <td data-bbox="1239 207 1619 337">           1.14a topics<br/>           1.14c pics/texts<br/>           1.14d find info<br/>           1.4c punctuation         </td> <td data-bbox="1619 207 1999 337">           1.6d decode verbs with -s         </td> </tr> <tr> <td data-bbox="850 337 1239 521">           *1.9f events/1.9g retell<br/>           *1.10c set purpose<br/>           *1.10f ask/answer quest<br/>           1.7a word meaning<br/>           1.7b develop vocab<br/>           1.7e vocab content areas         </td> <td data-bbox="1239 337 1619 521">           1.12e revise<br/>           1.12e revise<br/>           1.12h share<br/>           1.12abc edit<br/>           1.14-research<br/>           1.14d find info<br/>           1.14e record info         </td> <td data-bbox="1619 337 1999 521">           1.5b S-blends sm, sn, sc, sk, sl, sp, st, sw         </td> </tr> </tbody> </table>   | Reading and Vocab SOLs | Writing and Grammar SOLs | Phonics SOLs | *1.10g main idea 1.10d text features<br>1.10f ask/answer quest<br>1.9f events/1.9g retell<br>1.7b develop vocab<br>1.7e vocab content areas | 1.14a topics<br>1.14b questions<br>1.14c pics/texts<br>1.14d find info<br>1.4c punctuation | 1.7f Plurals with -s                | *1.10f ask/answer quest<br>*1.9h theme<br>1.7b develop vocab<br>1.7e vocab content areas  | 1.14a topics<br>1.14c pics/texts<br>1.14d find info<br>1.4c punctuation  | 1.6d decode verbs with -s | *1.9f events/1.9g retell<br>*1.10c set purpose<br>*1.10f ask/answer quest<br>1.7a word meaning<br>1.7b develop vocab<br>1.7e vocab content areas  | 1.12e revise<br>1.12e revise<br>1.12h share<br>1.12abc edit<br>1.14-research<br>1.14d find info<br>1.14e record info        | 1.5b S-blends sm, sn, sc, sk, sl, sp, st, sw                     |  |  |
|--|--|---|------------------------|--------------------------|--------------|---|--|-------------------------------------|---|--|---------------------------|---|---|--|--|--|
| Reading and Vocab SOLs   | Writing and Grammar SOLs   | Phonics SOLs  |                        |                          |              |   |  |                                     |   |  |                           |   |   |  |  |  |
| *1.10g main idea 1.10d text features<br>1.10f ask/answer quest<br>1.9f events/1.9g retell<br>1.7b develop vocab<br>1.7e vocab content areas  | 1.14a topics<br>1.14b questions<br>1.14c pics/texts<br>1.14d find info<br>1.4c punctuation   | 1.7f Plurals with -s  |                        |                          |              |   |  |                                     |   |  |                           |   |   |  |  |  |
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| <p><b>Module 4: Better Together</b></p> <p>Writing: Informational</p> <p>Assessment Date:<br/>Reading: November 23<sup>rd</sup></p> <p>Writing: Informational Writing<br/>graded and completed by<br/>November 18<sup>th</sup></p> | <p>3 weeks</p>   | <table border="1"> <thead> <tr> <th data-bbox="850 521 1239 548">Reading and Vocab SOLs</th> <th data-bbox="1239 521 1619 548">Writing and Grammar SOLs</th> <th data-bbox="1619 521 1999 548">Phonics SOLs</th> </tr> </thead> <tbody> <tr> <td data-bbox="850 548 1239 657">           1.9e ask/answer quest 1.10g main idea<br/>           *1.10f ask/answer quest<br/>           1.7a word meaning<br/>           1.7e vocab content areas         </td> <td data-bbox="1239 548 1619 657">           1.14a topics<br/>           1.7f singular/plural nouns         </td> <td data-bbox="1619 548 1999 657">           1.5f decode contractions         </td> </tr> <tr> <td data-bbox="850 657 1239 824">           1.9e ask/answer ques.<br/>           1.10d text features<br/>           1.9g retell<br/>           1.9f character<br/>           1.7b develop vocab         </td> <td data-bbox="1239 657 1619 824">           1.14a topics<br/>           1.14b questions<br/>           1.14d find information<br/>           1.14e record info<br/>           1.7f singular/plural nouns<br/>           1.8b word meanings         </td> <td data-bbox="1619 657 1999 824">           1.5f decode contractions         </td> </tr> <tr> <td data-bbox="850 824 1239 964">           *1.9f events<br/>           1.9h theme<br/>           1.9c prev experience 1.10g main idea<br/>           1.7a word meaning<br/>           1.7b develop vocab         </td> <td data-bbox="1239 824 1619 964">           1.12e revise<br/>           1.12h share<br/>           1.12abc edit<br/>           1.14-research<br/>           1.7f singular/plural nouns         </td> <td data-bbox="1619 824 1999 964">           1.5c End digraphs -ack, -ash, -ish, -ick, -ock, -uck, -ell, -ill         </td> </tr> </tbody> </table>  | Reading and Vocab SOLs | Writing and Grammar SOLs | Phonics SOLs | 1.9e ask/answer quest 1.10g main idea<br>*1.10f ask/answer quest<br>1.7a word meaning<br>1.7e vocab content areas                           | 1.14a topics<br>1.7f singular/plural nouns   | 1.5f decode contractions            | 1.9e ask/answer ques.<br>1.10d text features<br>1.9g retell<br>1.9f character<br>1.7b develop vocab   | 1.14a topics<br>1.14b questions<br>1.14d find information<br>1.14e record info<br>1.7f singular/plural nouns<br>1.8b word meanings | 1.5f decode contractions  | *1.9f events<br>1.9h theme<br>1.9c prev experience 1.10g main idea<br>1.7a word meaning<br>1.7b develop vocab   | 1.12e revise<br>1.12h share<br>1.12abc edit<br>1.14-research<br>1.7f singular/plural nouns                                  | 1.5c End digraphs -ack, -ash, -ish, -ick, -ock, -uck, -ell, -ill |  |  |
| Reading and Vocab SOLs   | Writing and Grammar SOLs   | Phonics SOLs  |                        |                          |              |   |  |                                     |   |  |                           |   |   |  |  |  |
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| <p><b>Module 5: Now You See It, Now You Don't</b></p> <p>Writing: Descriptive</p>  | <p>3 weeks</p>   | <table border="1"> <thead> <tr> <th data-bbox="850 964 1239 992">Reading and Vocab SOLs</th> <th data-bbox="1239 964 1619 992">Writing and Grammar SOLs</th> <th data-bbox="1619 964 1999 992">Phonics SOLs</th> </tr> </thead> <tbody> <tr> <td data-bbox="850 992 1239 1105">           *1.10a preview selection 1.10d text features<br/>           1.9f events/1.9g retell<br/>           1.7a word meaning         </td> <td data-bbox="1239 992 1619 1105">           1.8a abc order<br/>           1.8b pic dictionary<br/>           1.12a aud/pur<br/>           1.7g adjectives         </td> <td data-bbox="1619 992 1999 1105">           1.5f Open syllable words me, go, hi         </td> </tr> <tr> <td data-bbox="850 1105 1239 1273">           1.10d text features 1.10e make/confirm predictions<br/>           1.9c relate prev exp<br/>           1.7a word meaning<br/>           1.7b develop vocab<br/>           1.7e vocab content areas         </td> <td data-bbox="1239 1105 1619 1273">           1.12a aud/pur<br/>           1.12b prewrite<br/>           1.12c focus topic<br/>           1.12d org writing<br/>           1.7g adjectives         </td> <td data-bbox="1619 1105 1999 1273">           1.5f CVCe a, o         </td> </tr> <tr> <td data-bbox="850 1273 1239 1485">           1.9e ask/answer ques.<br/>           1.9f identify details 1.10g main idea<br/>           1.9d make/confirm predictions<br/>           1.9h theme<br/>           1.2a listen/ respond to media materials<br/>           1.7a word meaning<br/>           1.7b develop vocab<br/>           1.7e vocab content areas         </td> <td data-bbox="1239 1273 1619 1485">           1.11b space words<br/>           1.12d org writing<br/>           1.12 descriptive writing<br/>           1.12e revise<br/>           1.12h share<br/>           1.13b cap letter/punct         </td> <td data-bbox="1619 1273 1999 1485">           1.5f CVCe i, u         </td> </tr> </tbody> </table> | Reading and Vocab SOLs | Writing and Grammar SOLs | Phonics SOLs | *1.10a preview selection 1.10d text features<br>1.9f events/1.9g retell<br>1.7a word meaning  | 1.8a abc order<br>1.8b pic dictionary<br>1.12a aud/pur<br>1.7g adjectives                  | 1.5f Open syllable words me, go, hi | 1.10d text features 1.10e make/confirm predictions<br>1.9c relate prev exp<br>1.7a word meaning<br>1.7b develop vocab<br>1.7e vocab content areas | 1.12a aud/pur<br>1.12b prewrite<br>1.12c focus topic<br>1.12d org writing<br>1.7g adjectives                                       | 1.5f CVCe a, o            | 1.9e ask/answer ques.<br>1.9f identify details 1.10g main idea<br>1.9d make/confirm predictions<br>1.9h theme<br>1.2a listen/ respond to media materials<br>1.7a word meaning<br>1.7b develop vocab<br>1.7e vocab content areas | 1.11b space words<br>1.12d org writing<br>1.12 descriptive writing<br>1.12e revise<br>1.12h share<br>1.13b cap letter/punct | 1.5f CVCe i, u   |  |  |
| Reading and Vocab SOLs   | Writing and Grammar SOLs   | Phonics SOLs  |                        |                          |              |   |  |                                     |   |  |                           |   |   |  |  |  |
| *1.10a preview selection 1.10d text features<br>1.9f events/1.9g retell<br>1.7a word meaning   | 1.8a abc order<br>1.8b pic dictionary<br>1.12a aud/pur<br>1.7g adjectives  | 1.5f Open syllable words me, go, hi   |                        |                          |              |   |  |                                     |   |  |                           |   |   |  |  |  |
| 1.10d text features 1.10e make/confirm predictions<br>1.9c relate prev exp<br>1.7a word meaning<br>1.7b develop vocab<br>1.7e vocab content areas  | 1.12a aud/pur<br>1.12b prewrite<br>1.12c focus topic<br>1.12d org writing<br>1.7g adjectives                                       | 1.5f CVCe a, o  |                        |                          |              |   |  |                                     |   |  |                           |   |   |  |  |  |
| 1.9e ask/answer ques.<br>1.9f identify details 1.10g main idea<br>1.9d make/confirm predictions<br>1.9h theme<br>1.2a listen/ respond to media materials<br>1.7a word meaning<br>1.7b develop vocab<br>1.7e vocab content areas    | 1.11b space words<br>1.12d org writing<br>1.12 descriptive writing<br>1.12e revise<br>1.12h share<br>1.13b cap letter/punct        | 1.5f CVCe i, u  |                        |                          |              |   |  |                                     |   |  |                           |   |   |  |  |  |

|  |         |  |   |   |
|--|---------|--|---|---|
| <b>Module 6: Celebrate America</b><br><br>Writing: Opinion Letter<br><br>Writing Assessment Opinion Letter: Given and Completed by January 20 <sup>th</sup>                              | 4 weeks | <b>Reading and Vocab SOLs</b><br>1.10d text features<br>*1.9e ask/answer quest<br>*1.3a rhyme<br>1.7a word meaning<br>1.7b develop vocab<br>1.7c meaning unknown words<br>1.7d text clues unknown words<br>1.7e vocab content areas            | <b>Writing and Grammar SOLs</b><br>1.8b pic dictionary<br>1.12a aud/pur<br>1.12b prewriting<br>1.12c focus topic  | <b>Phonics SOLs</b><br>1.5f y as a vowel cry baby                 |
|  |         | 1.9d make/confirm predictions<br>*1.9e ask/answer quest<br>1.7a word meaning<br>1.7b develop vocab<br>1.7c meaning unknown words<br>1.7e vocab content areas   | 1.12a aud/pur<br>1.12b prewriting<br>1.12c focus on one topic<br>1.12d organize writing<br>1.12f opinion/reason<br>1.13a sentence parts                       | 1.5b End blends -lt, -st, -nt, -lp, -sp, -pt, -ft, -lk, -sk, -nch |
|  |         | 1.9c background knowledge 1.10b background knowledge 1.10d text features<br>1.7a word meaning<br>1.7b develop vocab<br>1.7c meaning unknown words<br>1.7e vocab content areas  | 1.12e revise<br>1.12f opinion/reason<br><br>1.7f singular and plural nouns  |   |
|  |         | 1.9f identify details<br>1.9g retell<br>*1.3a rhyme<br>1.7a word meaning<br>1.7b develop vocab<br>1.7c meaning unknown words<br>1.7e vocab content areas   | 1.12f opinion/reason<br>1.12h share<br>1.13abc edit<br>1.7f singular and plural nouns   | 1.5b decode three letter blends squ, spl, scr, str, shr, spr      |
|  |         |  |   |   |
| <b>Module 7: The Big Outdoors</b><br><br>Reading Assessment: February 15 <sup>th</sup><br><br>Writing: Opinion Essay<br>Writing Assessment Given and Graded by February 10 <sup>th</sup> | 3 weeks | <b>Reading and Vocab SOLs</b><br>*1.12f opinion/reason<br>*1.10f ask/answer quest<br>*1.9e ask/answer quest<br>*1.9f char/settings/events<br>1.7a word meaning<br>1.7b develop vocab<br>1.7c meaning unknown words<br>1.7e vocab content areas | <b>Writing and Grammar SOLs</b><br>1.8b pic dictionary<br>1.12a aud/pur<br>1.12b prewriting<br>1.12c focus topic<br>1.12d org writing<br>1.12f opinion/reason | <b>Phonics SOLs</b><br>1.6a Endings -s, -ed, -ing                 |
|  |         | 1.9f setting 1.10g main idea<br>*1.10e make/confirm predictions<br>1.7a word meaning<br>1.7b develop vocab<br>1.7c meaning unknown words<br>1.7e vocab content areas   | 1.12a aud/pur<br>1.12d organize writing<br>1.12f opinion/reason<br>1.13ab compound questions and statements   | 1.5b End blends -ink, -ank, -unk, -ing, -ump, -est                |
|  |         | 1.9e ask/answer ques<br>*1.10f ask/answer quest<br>1.7a word meaning<br>1.7b develop vocab<br>1.7c meaning unknown words<br>1.7e vocab content areas   | 1.12e revise<br>1.12f opinion/reason<br>1.12h share<br>1.13abc edit<br>1.13ab compound questions and statements   | 1.5f decode vowel teams ee, ea                                    |

|  |         |   |   |   |
|--|---------|---|---|---|
| <b>Module 8: Tell Me a Story</b><br><br>Writing: Narrative (Imaginative Story)                             | 3 weeks | <b>Reading and Vocab SOLs</b><br>1.10d text features<br>*1.9f char/setting/events<br>1.9h theme<br>1.9f characters<br>1.7a word meaning<br>1.7b develop vocab<br>1.7c meaning unknown words                 | <b>Writing and Grammar SOLs</b><br>1.12a aud/pur<br>1.12b prewriting<br>1.12c focus topic<br>1.12d org writing<br>1.7h verbs    | <b>Phonics SOLs</b><br>1.5f decode vowel teams oa, ay                       |
|  |         | 1.9h theme<br>1.9c prev experiences<br>1.9e* ask/answer questions<br>1.9f setting<br>1.7a word meaning<br>1.7b develop vocab<br>1.7c meaning unknown words  | 1.12d organize writing<br><br>1.13ab exclamations   | 1.5g Compound words   |
|  |         | *1.9f characters<br>*1.9f events<br>*1.9g retell<br>1.7a word meaning<br>1.7b develop vocab<br>1.7c meaning unknown words   | 1.12 narrative writing<br>1.12d org writing<br>1.12e revise<br>1.12h share<br>1.13abc edit<br>1.7h verbs<br>1.13ab exclamations | 1.5b R-blends fr, br, cr, gr, pr, tr, dr                                    |
|  |         | <b>Reading and Vocab SOLs</b><br>*1.3a rhyme<br>**1.9e ask/answer quest 1.10f ask/answer quest<br>1.7a word meaning<br>1.7b develop vocab<br>1.7c meaning unknown words<br>1.7e vocab content areas         | <b>Writing and Grammar SOLs</b><br>1.3a rhyming<br>1.12a aud/pur<br>1.7f nouns<br>1.7g adjectives<br>1.7h verbs                 | <b>Phonics SOLs</b><br>1.5f Decode Vowel teams oo (ool, oom, oon, ood, ook) |
| <b>Module 9: Grow Plants Grow</b><br><br>Writing: Poetry<br><br>Reading Assessment: March 29 <sup>th</sup> | 3 weeks | 1.9f events<br>*1.3a rhyme<br>1.9g retell<br>1.7a word meaning<br>1.7b develop vocab<br>1.7c meaning unknown words<br>1.7e vocab content areas  | 1.12b prewriting<br>1.12c focus topic<br>1.12d organize writing<br>1.7g adjectives  | 1.5f Decode Vowel teams ow, ou  |
|  |         | 1.10d text features 1.10f ask/answer quest<br>1.9e ask/answer quest<br>*1.10e make/confirm predictions<br>1.7a word meaning<br>1.7b develop vocab<br>1.7c meaning unknown words<br>1.7e vocab content areas | 1.12 writing forms<br>1.12e revise<br>1.12h share<br>1.13a complete sent<br>1.13b cap letter/punct<br>1.13c correct spell       | 1.5f Decode Vowel teams oi, oy  |
|  |         | <b>Reading and Vocab SOLs</b><br>*1.3a rhyme<br>**1.9e ask/answer quest 1.10f ask/answer quest<br>1.7a word meaning<br>1.7b develop vocab<br>1.7c meaning unknown words<br>1.7e vocab content areas         | <b>Writing and Grammar SOLs</b><br>1.3a rhyming<br>1.12a aud/pur<br>1.7f nouns<br>1.7g adjectives<br>1.7h verbs                 | <b>Phonics SOLs</b><br>1.5f Decode Vowel teams oo (ool, oom, oon, ood, ook) |

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| <p><b>Module 10: Dare to Dream</b></p> <p>Writing: Narrative</p>   | <p>4 weeks</p> | <p><b>Reading and Vocab SOLs</b></p> <p>1.10g main idea<br/>1.7a word meaning<br/>1.7b develop vocab<br/>1.7c meaning unknown words</p>  | <p><b>Writing and Grammar SOLs</b></p> <p>1.12a aud/pur<br/>1.12b prewriting<br/>1.12c focus topic</p>  | <p><b>Phonics SOLs</b></p> <p>1.5f Decode Vowel teams aw, au</p>                              |
|  |                | <p>1.9f setting<br/>1.9g retell<br/>1.7a word meaning<br/>1.7b develop vocab<br/>1.7c meaning unknown words</p>  | <p>1.12a aud/pur<br/>1.12b prewriting<br/>1.12c focus topic<br/>1.12d organize writing<br/>1.13a complete sentences</p>   | <p>1.5f Decode Vowel teams ew, ue</p>   |
|  |                | <p>1.9h theme<br/>*1.9e ask/answer quest<br/>*1.9d make/confirm predictions<br/>*1.3a rhyme<br/>*1.9e ask/answer quest<br/>1.7a word meaning<br/>1.7b develop vocab<br/>1.7c meaning unknown words<br/>1.9c prev experiences<br/>1.9f characters<br/>1.9e ask/answer quest 1.10g main idea<br/>1.7a word meaning<br/>1.7b develop vocab<br/>1.7c meaning unknown words</p> | <p>1.12 narrative writing<br/>1.12d organize writing<br/>1.12e revise<br/>1.7h verbs<br/>1.13a complete sent<br/>1.13b cap letter/punct<br/>1.7g adjectives<br/>1.12e revise<br/>1.12h share<br/>1.13a complete sent<br/>1.13b cap letter/punct<br/>1.13c correct spell</p> | <p>1.5f R-controlled ar, or, er<br/>1.5f Decode R-controlled ir, ur</p>                       |
| <p><b>Celebrating Literacy through Author Study</b></p> <p>Reading Assessment: May 24th</p> <p>Optional Writing: Biography</p> | <p>4 weeks</p> | <p><b>Reading and Vocab SOLs</b></p> <p>1.9b set purpose<br/>1.9i read/reread stories<br/>1.9e ask/answer questions</p>  | <p><b>Writing and Grammar SOLs</b></p> <p>1.8b pic dictionary<br/>1.14 research<br/>1.14a topics</p>  | <p><b>Phonics SOLs</b></p> <p>1.5f Decode R-controlled /air/ sound -air, -are, -ear, -ere</p> |
|  |                | <p>1.9a preview<br/>1.9c relate previous exp<br/>1.9f identify char/set/events<br/>1.9h identify theme</p>   | <p>1.14a topics<br/>1.14b questions<br/>1.14c identify sources<br/>1.14d find information<br/>1.14e record information</p>  | <p>Review and apply to reading and writing</p>  |
|  |                | <p>1.10c set purpose 1.10h read/reread text 1.10f ask/answer ques</p>  | <p>1.12e revise<br/>1.13a complete sentences<br/>1.13b cap/punctuation<br/>1.13c spelling<br/>1.14c identify sources<br/>1.14d find information<br/>1.14e record information</p>  | <p>Review and apply to reading and writing</p>  |
|  |                | <p>1.10a preview<br/>1.10b prior knowledge 1.10d text features 1.10e predictions 1.10g main idea</p>   | <p>1.12h share<br/>1.14 research</p>  | <p>Review and apply to reading and writing</p>  |

## **MATH: Investigation in Number, Data and Space**

| Unit/Testing Date  | Suggested Duration                                      | SOL Objectives   | Side Notes   |
|--|---|--|--|
| <b>Unit 1: Numbers and Data</b><br><b>Test Date: October 4</b> | Unit 1<br>August 23rd –<br>October 1<br>(26 days)       | <p> <b>1.1a Missing Numbers to 20</b><br/> <b>1.2a Tens and Ones (Teen Numbers)</b><br/> <b>1.2c Order Sets</b><br/> <b>1.3to Ordinal Numbers</b><br/> <b>1.12ab Read and represent Data</b> </p> <p> <b>1.1a</b> Count forward orally by ones to 110, starting at any number between 0 and 110. [review to 100 only in this unit] <b>1.1b</b> Write numerals 0 to 110 in sequence and out of sequence. [write numbers 0 to 20 only in this unit]<br/> <b>1.1c</b> Count backward orally by ones when given any number between 1 and 30. [backward from 10 only in this unit]<br/> <b>1.1d</b> Count forward orally by ones, twos, fives, and tens to determine the total number of objects to 110. [forward by tens to 100 only in this unit]<br/> <b>1.2a</b> Given up to 110 objects, will group a collection into tens and ones and write the corresponding numeral. [0-20 only in this unit, focusing on 11-19]<br/> <b>1.2c</b> Order three or fewer sets, each set containing up to 110 objects, from least to greatest and greatest to least. [up to 10 only in this unit]<br/> <b>1.3</b> Given an ordered set of ten objects and/or pictures, indicate the ordinal position of each object, first through tenth.<br/> <b>1.7a</b> Recognize and describe with fluency part-whole relationships for numbers up to 10. [review up to 5 only in this unit]<br/> <b>1.7b</b> Demonstrate fluency with addition and subtraction within 10. [review up to 5 only in this unit]<br/> <b>1.8</b> Determine the value of a collection of like coins (pennies, nickels, or dimes) whose total value is 100 cents or less. [introduce quarter and review penny, nickel, dime]<br/> <b>1.12a</b> Collect, organize, and represent various forms of data using tables, picture graphs, and object graphs.<br/> <b>1.12b</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.<br/> <b>1.15</b> Demonstrate an understanding of equality through the use of the equal symbol. [introduce symbols in this unit]         </p> | <p>Establish routines, procedures, organization, and use of manipulatives Daily Data Collection - attendance, weather, lunch choice (Continue to reinforce data concepts throughout the year through routines, etc.) (SOL 1.12A)</p> <p><b>Vocabulary:</b><br/>           more/greater less/fewer cents dime nickel penny value coins penny nickel dime temperature compare hotter colder time longer shorter calendar date day last week month next week today tomorrow week year yesterday</p> <p>Unit 1 End-of-Unit Assessment 1.1b, 1.2abc, 1.3, K.7, 1.10</p> |
| <b>Unit 2: Addition</b><br><b>Test Date: November 10th</b>     | Unit 2:<br>Addition & Time<br>October 4–29<br>(19 days) | <p> <b>1.6</b> Create and solve single-step story and picture problems using addition and subtraction within 20.<br/> <b>1.7a</b> Recognize and describe with fluency part-whole relationships for numbers up to 10.<br/> <b>1.7b</b> Demonstrate fluency with addition and subtraction within 10.<br/> <b>1.15</b> The student will demonstrate an understanding of equality through the use of the equal symbol.<br/> <b>1.8</b> The student will determine the value of a collection of like coins (pennies, nickels, or dimes) whose total value is 100 cents or less.         </p>  | <p>Review of coins:</p> <ul style="list-style-type: none"> <li>• Money: Review the number of pennies equivalent to (equal to) a nickel, a dime, a quarter</li> </ul> <p>Unit 2 End-of-Unit Assessment 1.6, 1.7ab, 1.8, 1.15</p> <p><b>Vocabulary</b><br/>           equal equal sign equation number sentence addition plus symbol add adding addition equal fact sum story problem</p>  |

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| <p><b>Unit 3: Number and Time</b><br/><b>Test Date: December 6<sup>th</sup></b></p>           | <p>Unit 3:<br/>November 3–23<br/>(13 days)</p>                 | <p><b>1.1a</b> Count forward orally by ones to 110, starting at any number between 0 and 110.</p> <p><b>1.2b</b> Compare two numbers between 0 and [50] represented pictorially or with concrete objects, using the words greater than, less than or equal to.</p> <p><b>1.2c</b> Order three or fewer sets from least to greatest and greatest to least.</p> <p><b>1.1d</b> Count forward orally by ones, twos, fives, and tens to determine the total number of objects to 110.</p>  | <p>Unit 3 End-of-Unit Assessment 1.1ad, 1.2abc, 1.8, 1.9a</p>  |
| <p><b>Unit 4: Subtraction/ Shapes</b><br/><b>Test Date: January 19</b></p>                    | <p>Unit 4:<br/>November 29 –<br/>December 17<br/>(15 days)</p> | <p><b>1.11a</b> Identify, trace, describe, and sort plane figures (triangles, squares, rectangles, and circles) according to number of sides, vertices, and angles.</p> <p><b>1.13</b> The student will sort and classify concrete objects according to one or two attributes.</p> <p><b>1.11b</b> Identify and describe representations of circles, squares, rectangles, and triangles in different environments, regardless of orientation, and explain reasoning.</p>   | <p>Measurement and Geometry Plane figures: triangles, squares, rectangles, circles</p> <ul style="list-style-type: none"> <li>• Identify</li> <li>• Trace</li> <li>• Describe</li> <li>• Sort</li> <li>• Classify</li> </ul> <p>According to <b>sides, vertices and angles</b></p> <p>Representations of triangles, squares, rectangles, and circles</p> <ul style="list-style-type: none"> <li>• Identify</li> <li>• Describe</li> </ul> <p>in different environments regardless of orientation</p> <p>Unit 4 End-of-Unit Assessment 1.11ab, 1.6, 1.7ab, 1.13, 1.15</p> |
| <p><b>Unit 5: Fractions/Time/Calendar</b><br/><b>Test Date: February 7<sup>th</sup></b></p>   | <p>Unit 5:<br/>January 3-21<br/>(14 days)</p>                  | <p><b>1.4a</b> Represent and solve practical problems involving equal sharing with two or four sharers.</p> <p><b>1.4b</b> Represent and name fractions for halves and fourths, using models.</p> <p><b>1.9a</b> Tell time to the hour and half-hour, using analog and digital clocks.</p> <p><b>1.9b</b> Read and interpret a calendar.</p>   | <p>Operations and Algebraic Thinking • Addition Strategies (sum is 13 and under)</p> <ul style="list-style-type: none"> <li>o Doubles plus-one</li> <li>o Doubles plus-two</li> </ul> <p>Number and Operations in Base-ten</p> <ul style="list-style-type: none"> <li>• Identify tens and ones to 100</li> <li>• Group a collection of up to 110 objects in tens and ones</li> <li>• Compare two numbers between 0 and 70 pictorially or with objects</li> <li>• Order three or fewer sets up to 70</li> </ul> <p>Unit 5 End-of-Unit Assessment 1.4ab, 1.9ab</p>         |
| <p><b>Unit 6: Addition/Equality/Patterns</b><br/><b>Test Date: March 15<sup>th</sup></b></p>  | <p>Unit 6:<br/>January 24 –<br/>February 18<br/>(19 days)</p>  | <p><b>1.7a</b> recognize and describe with fluency part-whole relationships for numbers up to 10; and</p> <p><b>1.7b</b> demonstrate fluency with addition and subtraction within 10.</p> <p><b>1.6</b> The student will create and solve single-step story and picture problems using addition and subtraction within 20.</p> <p><b>1.4a</b> TSW represent and solve practical problems involving equal sharing with two or four sharers; and</p> <p><b>1.4b</b> TSW represent and name fractions for halves and fourths, using models.</p> | <p>Subtraction</p> <ul style="list-style-type: none"> <li>o Part/whole</li> <li>o Unknown addend</li> <li>o Count on/Think “addition”</li> <li>o Doubles</li> </ul> <p>“Seperate” word problems</p> <p>Unit 6 End-of-Unit Assessment 1.1d, 1.6, 1.7ab, 1.14, 1.15</p>  |
| <p><b>Unit 7 Subtraction, Number and Data</b><br/><b>Test Date: April 20<sup>th</sup></b></p> | <p>Unit 7:<br/>February 22–<br/>March 11<br/>(14 days)</p>     | <p>1.2b,c</p> <p>1.2 The student, given up to 110 objects, will</p> <p>b) compare two numbers between 0 and 110 represented pictorially or with concrete objects, using the words greater than, less than or equal to</p> <p>c) order three or fewer sets from least to greatest and greatest to least</p>   | <p>Number and Operations in Base-ten</p> <ul style="list-style-type: none"> <li>• Comparing and Ordering two-digit numbers</li> <li>• Analyzing 100</li> <li>• Finding Patterns on a 120 chart</li> </ul>  |

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|  |   | <p><b>1.7ab</b><br/> 1.7 The student will<br/> a) recognize and describe with fluency part-whole relationships for numbers up to 10; and<br/> b) demonstrate fluency with addition and subtraction within 10.<br/> <b>1.2a</b> Group a collection into tens and ones and write the corresponding numeral<br/> <b>1.1b</b> Compare two numbers between 0 and 110 represented pictorially or with concrete objects, using the words greater than, less than or equal to<br/> <b>1.1c</b> Order three or fewer sets from least to greatest and greatest to least.<br/> <b>1.12a</b> collect, organize, and represent various forms of data using tables, picture graphs, and object graphs 1.12b<br/> <b>1.6</b> The student will create and solve single-step story and picture problems using addition and subtraction within 20.<br/> <b>1.15</b> The student will demonstrate an understanding of equality using the equal symbol.<br/> <b>1.9</b> The student will investigate the passage of time and<br/> a) tell time to the hour and half-hour, using analog and digital clocks; and<br/> b) read and interpret a calendar.</p> | <p>Operations and Algebraic Thinking<br/> • Subtraction<br/> o Unknown addend<br/> o Near doubles</p> <p>• Part-Part-Whole Problems</p> <p>Measurement and Data<br/> • <b>Introduce time to the half hour</b><br/> • Read and interpret calendar</p> <p>Unit 7 End-of-Unit Assessment 1.1bc, 1.2abc, 1.7ab</p> <p>• Learning Recovery: Use a calendar to investigate the passage of time, compare events with the attributes of time (longer, shorter) K.8, K.9</p>   |
| <p><b>Unit 8: Addition, Subtraction, and Measurement</b><br/> <b>Test Date: May 19th</b></p> | <p>Unit 8:<br/> March 14–31<br/> (14 days)</p>  | <p><b>1.5</b> The student, given a familiar problem situation involving magnitude, will<br/> a) select a reasonable order of magnitude from three given quantities: a one-digit numeral, a two-digit numeral, and a three-digit numeral (e.g., 5, 50, 500); and<br/> b) explain the reasonableness of the choice.</p> <p><b>1.6</b> The student will create and solve single-step story and picture problems using addition and subtraction within 20.</p> <p><b>1.7</b> The student will<br/> a) recognize and describe with fluency part-whole relationships for numbers up to 10; and<br/> b) demonstrate fluency with addition and subtraction within 10.</p> <p><b>1.8</b> The student will determine the value of a collection of like coins (pennies, nickels, or dimes) whose total value is 100 cents or less.</p> <p><b>1.10</b> The student will use nonstandard units to measure and compare length, weight, and volume.</p>  | <p>Operations and Algebraic Thinking<br/> • Addition Strategies:<br/> o Using the associative property<br/> o Make ten strategy<br/> o Using the communicative property •</p> <p>Part-Part-Whole Problems</p> <p>• Equality o Balancing equations: Revisit Equality [+ , - , =] (e.g. <math>5 + 3 = 8</math>, <math>8 = 5 + 3</math>, <math>5 + 3 = 4 + 4</math>)</p> <p>Measurement and Data<br/> o Collecting and Recording Data on a Tally Chart</p> <p>Unit 8 End-of-Unit Assessment 1.5ab, 1.6, 1.7ab, 1.8, 1.10</p> |
| <p><b>Unit 9: Fraction and Number</b><br/> <b>Test Date: June 13th</b></p>                   | <p>Unit 9:<br/> April 4 - 29<br/> (15 days)</p> | <p><b>1.4a</b> Represent and solve practical problems involving equal sharing with two or four sharers</p> <p><b>1.4b</b> Represent and name halves and fourths, using models</p> <p><b>1.1b</b> write the numerals 0 to 110 in sequence and out-of-sequence</p> <p><b>1.2a</b> group a collection into tens and ones and write the corresponding numeral</p> <p><b>1.2b</b> compare two numbers between 0 and 110 represented pictorially or with concrete objects, using the words greater than, less than or equal to; and</p> <p><b>1.2c</b> order three or fewer sets from least to greatest and greatest to least.</p>  | <p>Operations and Algebraic Thinking<br/> • Subtraction o Related facts/fact family<br/> o Counting on and back<br/> o Decomposing a number to bridge ten<br/> o Solving word problems with comparisons</p> <p>• Compare Word Problems</p> <p>Unit 9 End-of-Unit Assessment 1.1b, 1.2abc, 1.4ab</p>   |



## Social Studies

| Unit/Testing Date   | Suggested Duration  | SOL Objectives  | Side Notes  |
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| <p style="text-align: center;"><b>Unit 1: Good Citizenship</b><br/><b>Test Date: October 4th</b></p>                  | <p style="text-align: center;">August/September<br/>Duration: 4<br/>Weeks</p> | <p><b>Good Citizenship SOL 1.10</b><br/>a.) focusing on fair play, exhibiting good sportsmanship, helping others, and treating each other with respect.<br/>b.) recognizing the purpose of rules and practicing self- control<br/>c.) working hard in school<br/>d.) taking responsibility for one’s actions<br/>e.) valuing honesty and truthfulness in oneself and others</p>   | <p><b>Focus on</b> :Star Qualities, Porter Creed, Porter Traditions, Symbol, contribution</p>         |
| <p style="text-align: center;"><b>Unit 2: Patriotic Symbols of US &amp; VA</b><br/><b>Test Date: October 25th</b></p> | <p style="text-align: center;">October<br/>Duration: 2<br/>Weeks</p>          | <p><b>Patriotic Symbols</b><br/><b>SOL 1.11</b><br/>The student will recognize the symbols and traditional practices that honor and foster patriotism in the us U.S by demonstrating respect for the American Flag by learning the pledge of Allegiance.</p> <p><b>SOL 1.12</b><br/>The student will recognize the symbols and traditional practice that honor the commonwealth of Virginia by<br/>a.) identify the Virginia Flag, state capitol building, state bird and state flower<br/>b.) describe why people have traditions</p>  | <p><b>Focus On:</b> American Flag, Pledge of Allegiance, Richmond, VA Symbols</p>                     |
| <p style="text-align: center;"><b>Unit 3: VA Government and People</b><br/><b>Test Date: November 22nd</b></p>        | <p style="text-align: center;">November<br/>Duration: 2<br/>weeks</p>         | <p><b>VA Government and People</b><br/><b>SOL 1.13</b><br/>The student will understand people of Virginia<br/>a.) have state and local government that elected by the people<br/>b.) make contributions to their communities<br/>c.) include people who have ethnic origins, customs, and traditions that are united as Americans by common principals</p>  | <p><b>Focus On:</b> governor, voting, contributions, traditions</p>                                   |
| <p style="text-align: center;"><b>Unit 4: Economics</b><br/><b>Test Date: January 10th</b></p>                        | <p style="text-align: center;">December<br/>Duration: 3<br/>Weeks</p>         | <p><b>Economics</b><br/><b>SOL 1.7</b><br/>The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.<br/><b>SOL 1.8</b><br/>The student will explain that people make choices because they cannot have everything they want.<br/><b>SOL 1.9</b><br/>The student will recognize that people save money for the future to purchase goods and services.</p>  | <p><b>Focus On:</b> goods, services, consumer, producer, choice, saving money</p>                     |
| <p style="text-align: center;"><b>Unit 5: Geography</b><br/><b>Test Date: February 21<sup>st</sup></b></p>            | <p style="text-align: center;">January<br/>Duration: 3<br/>Weeks</p>          | <p><b>Geography</b><br/><b>SOL 1.5</b><br/>The student will develop map skills by<br/>a) recognizing basic map symbols, including references to land, water, cities, and roads;<br/>b) using cardinal directions on maps;<br/>c) identifying the shapes of the United States and Virginia on maps and globes;<br/>d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map; and<br/>e)constructing simple maps, including a title, legend, and compass rose.<br/><b>SOL 1.6</b><br/>The student will develop a geographic understanding that<br/>a) the location of Virginia determines its climate and results in four distinct seasons; and<br/>b) the landforms of Virginia affect the places people live</p> | <p><b>Focus On:</b> map, globe, cardinal directions, Washington D.C, Virginia, Map Key, landform,</p> |

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| <p align="center"><b>Unit 6A: Jamestown</b><br/><b>Test Date: April 18th</b></p>                                      | <p align="center">February/March<br/>Duration: 3<br/>Weeks</p> | <p><b>Unit 6A: Virginia History and People</b><br/><b>SOL 1.2</b><br/>a) the settlement of Virginia at Jamestown;<br/>c) life in Virginia today, including food, clothing, shelter, transportation, and recreation<br/><b>SOL 1.3</b><br/>a) Powhatan;<br/>b) Pocahontas;<br/>c) Christopher Newport;</p>   | <p>Events: Mount Vernon Field trip aligned with SOL 1.2<br/><br/><b>Focus On:</b> Jamestown, contribution, past, present, transportation</p> |
| <p align="center"><b>Unit 6B: Famous Americans and Related Holidays</b><br/><b>Test Date: May 16<sup>th</sup></b></p> | <p align="center">April/May<br/>Duration: 4<br/>Weeks</p>      | <p><b>Unit 6B- History and Famous Va People</b><br/><b>SOL 1.3</b><br/><br/>d) Maggie L. Walker; and<br/>e) Arthur R. Ashe, Jr<br/><br/><b>SOL 1.4</b><br/>The student will describe the lives of people associated with major holidays, including<br/>a) George Washington Day (Presidents' Day);<br/>b) Independence Day (Fourth of July); and<br/>c) Martin Luther King, Jr., Day.</p> | <p><b>Focus On:</b> equality, Presidents Day, 4<sup>th</sup> of July, Martin Luther King Jr. Day</p>   |

## Science

| Unit/Testing Date   | Suggested Duration  | SOL Objectives  | Side Notes  |
|---|---|---|---|
| <p style="text-align: center;"><b>Unit 1 Earth and Sun Relationships</b><br/><b>Test Date: September 15th</b></p> | <p style="text-align: center;">August/September<br/>Duration: 2 Weeks</p> | <p>Unit 1 Earth and Sun Relationships 1.6, 1.1<br/>1.6a The Sun's energy and light warms the Earth's land, air, and water<br/>1.6b The Sun's relative position changes in the Earth's sky by throughout the day</p> <p>➤ Science &amp; Engineering Practices (infused)</p>  | <p>Incorporation of basic scientific method:<br/><b>Basic Science Skills (YEARLONG OBJECTIVE)</b></p> <p><b>Focus On:</b> Observing, Describing, Measuring, Weighing, and Predicting</p> <p><b>Focus On:</b> Sun, cardinal directions</p>   |
| <p style="text-align: center;"><b>Unit 2 Seasonal Changes and Weather</b><br/><b>Test Date: October 27th</b></p>  | <p style="text-align: center;">October<br/>Duration: 2 Weeks</p>          | <p>1.7, 1.1<br/>1.7a Changes in temperature, light, and precipitation occur over time and affect plants and animals, including humans<br/>1.7b Relationships between daily weather and the season</p> <p>➤ Science &amp; Engineering Practices (infused)</p>  | <p>Events: Pumpkin Patch Field trip, pumpkin investigation day, apple investigation project/Johnny Appleseed Day</p>  |
| <p style="text-align: center;"><b>Unit 3: Plants</b><br/><b>Test Date: December 1st</b></p>                       | <p style="text-align: center;">November<br/>Duration:</p>                 | <p>Unit 3 Plants 1.4, 1.1<br/>1.4a What plants need to grow<br/>1.4b Structures of plants perform specific functions<br/>1.4c Plants can be classified based on a variety of characteristics</p> <p>➤ Science &amp; Engineering Practices (infused)</p>   | <p><b>Focus on:</b> lifecycle, basic needs, nutrients</p> <p>Pumpkin investigation</p>  |
| <p style="text-align: center;"><b>Unit 4: Animals</b><br/><b>Arctic Animals: January 26th</b></p>                 | <p style="text-align: center;">December/January<br/>Duration:</p>         | <p>Unit 4 Animals 1.5, 1.1<br/>1.5a What animals need to live<br/>1.5b Animals have different physical characteristics that perform specific functions<br/>1.5c Animals can be classified based on a variety of characteristics</p> <p>➤ Science &amp; Engineering Practices (infused)</p>  | <p><b>Focus On:</b> Adaptation, hibernation, migration, habitat</p>   |
| <p style="text-align: center;"><b>Unit 5 Natural Resources</b><br/><b>Test Date: March 9<sup>th</sup></b></p>     | <p style="text-align: center;">January/March<br/>Duration:</p>            | <p>Unit 5 Natural Resources 1.8, 1.1<br/>1.8a Limited natural resources<br/>1.8b Human actions can affect the availability of natural resources<br/>1.8c Conserving natural resources</p> <p>➤ Science &amp; Engineering Practices (infused)</p>  | <p><b>Focus On:</b> reduce, recycle, reuse, pollution, natural resource</p>   |
| <p style="text-align: center;"><b>Unit 6: Physical Properties</b><br/><b>Test Date: April 27th</b></p>            | <p style="text-align: center;">February<br/>Duration:</p>                 | <p>Unit 6 Matter 1.3, 1.1<br/>1.3A Objects are made of one or more materials with different physical properties and multiple purposes<br/>1.3b When an object changes in size, most physical properties remain the same<br/>1.3c The type and amount of material determine how much light can pass through an object</p> <p>➤ Science &amp; Engineering Practices (infused)</p> | <p><b>Focus On:</b> matter</p>  |
| <p style="text-align: center;"><b>Unit 7: Motion</b><br/><b>Test Date: May 25th</b></p>                           | <p style="text-align: center;">April<br/>Duration:</p>                    | <p>Unit 7 Force, Motion and Energy 1.2, 1.1<br/>1.2a Types of motion (straight, circular, back-and-forth)<br/>1.2b Objects may vibrate and produce sound</p> <p>➤ Science &amp; Engineering Practices (infused)</p>   | <p><b>Focus On:</b> motion, push, pull, vibrate</p>   |
| <p style="text-align: center;"><b>Seasonal Changes Review Unit</b></p>  | <p style="text-align: center;">May Duration</p>                           | <p><b>Seasonal Change SOL 1.7</b><br/><b>b)</b> there are relationships between daily and seasonal changes; and<br/><b>c)</b> changes in temperature, light, and precipitation can be observed and recorded over time.</p>  | <p>National Zoo field trip aligned with animal adaptations SOLs:</p> <p><b>Animal Life Needs - SOL 1.5</b><br/>Migration/Hibernation <b>Arctic Animals</b><br/><b>a)</b> basic needs include adequate air, food, water, shelter, and space (habitat); <b>b)</b> animals, including humans, have many different physical characteristics; and <b>c)</b> animals can be classified according to a variety of characteristics.</p> |