



Monday 08/24/2020	Tuesday 08/25/2020	Wednesday 08/26/2020	Thursday 08/27/2020	Friday 08/28/2020
<p>Academy Time 8:30am - 9:00am</p> <p>Methodology 8:30-8:35 Attendance 8:35-8:45 Morning Assembly</p> <ul style="list-style-type: none"> • Morning Prayer • SLE • Pledge of Allegiance <p>8:45-8:50 Calendar</p> <ul style="list-style-type: none"> • I Gotta Feeling • Days of the Week • Months of the Year <p>Assign Classroom Helpers</p> <ol style="list-style-type: none"> 1. Prayer Leader 2. Calendar Helper <p>8:50-8:55 Religion WHO IS GOD? God is the Creator of heaven and earth, and of all things.</p> <p>8:55-9:10 Writing Journal MAKE IT MONDAY Make a list of things that are red. Illustrate them!</p> <p>Introduce Behavior Clip chart Go over the First Grade Binder, books & notebooks</p>	<p>Academy Time 8:30am - 9:00am</p> <p>Methodology 8:30-8:35 Attendance 8:35-8:45 Morning Assembly</p> <ul style="list-style-type: none"> • Morning Prayer • SLE • Pledge of Allegiance <p>8:45- 8:50 Calendar</p> <ul style="list-style-type: none"> • I Gotta Feeling • Days of the Week • Months of the Year <p>8:50-8:55 Religion WHO IS GOD? God is the Creator of heaven and earth, and of all things.</p> <p>8:55-9:10 Writing Journal TRUE LIFE TUESDAY Write facts about whales.</p>	<p>Academy Time 8:30am - 9:00am</p> <p>Methodology 8:30-8:35 Attendance 8:35-8:45 Morning Assembly</p> <ul style="list-style-type: none"> • Morning Prayer • SLE • Pledge of Allegiance <p>8:45- 8:50 Calendar</p> <ul style="list-style-type: none"> • I Gotta Feeling • Days of the Week • Months of the Year <p>8:50-8:55 Religion WHO IS GOD? God is the Creator of heaven and earth, and of all things.</p> <p>8:55-9:10 Writing Journal WOULD YOU RATHER WEDNESDAY Would you rather be a fish or a bird? Why?</p>	<p>Academy Time 8:30am - 9:00am</p> <p>Methodology 8:30-8:35 Attendance 8:35-8:45 Morning Assembly</p> <ul style="list-style-type: none"> • Morning Prayer • SLE • Pledge of Allegiance <p>8:45- 8:50 Calendar</p> <ul style="list-style-type: none"> • I Gotta Feeling • Days of the Week • Months of the Year <p>8:50-8:55 Religion WHO IS GOD? God is the Creator of heaven and earth, and of all things.</p> <p>8:55-9:10 Writing Journal THOUGHTFUL THURSDAY Why do giraffes have long necks?</p>	<p>MASS 8:30am - 9:00am</p> <p>SCHOOL MASS</p> <p>S.L.E</p> <p>F.1 Is knowledgeable of traditions and practices of Catholic Faith</p> <p>F.3 Incorporates prayer and reverence for the sacred in daily life</p> <p>S.5 Actively seeks to advance the social agenda of the church, with a particular emphasis on Social Gospel</p> <p>T.S.1 Spirit Incorporates prayer and self-reflection into daily life</p> <p>Arts 9:00am - 10:00am</p> <p>Methodology Materials Needed:</p> <ol style="list-style-type: none"> 1. 8.5 x 11 white printer paper 2. colored papers 3. scissors 4. glue stick 5. pencil 6. crayons/ colored pencil <p>RECESS 10:00am - 10:30am</p>



Math 9:00am - 10:00am

Introduction
I can use pictures to "add to" and find sums.

Methodology
Me:
Guide students through the story.
We:
Guide students through problems on pages 2-8.
You:
Students complete page 10-11 on their own.

When finished students will go on ST Math.

Assessment
No Homework/
Independent work

S.L.E
A.2
Is proficient in Common Core Standards
A.1
Is an effective communicator through a variety of media
A.3
Demonstrates a strong work ethic and commitment to quality
A.4
Is highly organized and capable of prioritizing completing multiple tasks with in a given time frame

Standards
1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving

Math 9:00am - 10:00am

Algebra- Use Pictures to Add to
I can use pictures to "add to" and find sums

Methodology
Me:
Guide students through Listen and Draw problem on page 13
We:
Guide students through problems on page 14.
You:
Students complete page 15 & 16 on their own.
Students who needs more help will be sent to breakout room for more practice & guidance.

Assessment
Independent work/ Homework
Student's Go Math Practice Book
1. Students will complete pp. 3-4 independently
2. When finished students will go on ST Math.

*Homework pages will be submitted on Thursday night till 7pm through SeeSaw (pp 3-8)

S.L.E
A.1
Is an effective communicator through a variety of media
A.2
Is proficient in Common Core Standards

Math 9:00am - 10:00am

Hands On- Model Adding To
I can use concrete objects to solve "adding to" addition problems

Methodology
Me:
Guide students through Listen and Draw problem on page 17
We:
Guide students through problems on page 18.
You:
Students complete page 19 & 20 on their own.
Students who needs more help will be sent to breakout room for more practice & guidance.

Assessment
Independent work/ Homework
Student's Go Math Practice Book
1. Students will complete pp. 5 & 6 independently
2. When finished students will go on ST Math.

*Homework pages will be submitted on Thursday night till 7pm through SeeSaw (pp 3-8)

S.L.E
A.1
Is an effective communicator through a variety of media
A.2
Is proficient in

Math 9:00am - 10:00am

Hands On- Model Putting Together
I can use concrete objects to solve "adding to" addition problems

Methodology
Me:
Guide students through Listen and Draw problem on page 21.
We:
Guide students through problems on page 22.
You:
Students complete page 23 & 24 on their own.
Students who needs more help will be sent to breakout room for more practice & guidance.

Assessment
Independent work/ Homework
Student's Go Math Practice Book
1. Students will complete pp. 7 & 8 independently
2. When finished students will go on ST Math.

*Homework pages will be submitted on Thursday night till 7pm through SeeSaw (pp 3-8)

S.L.E
A.1
Is an effective communicator through a variety of media
A.2
Is proficient in Common Core

Word Study & Fluency 10:30am - 11:00am

Short a & Sight Words

Word Study
I can read and write words with short a.

Fluency
I can read with speed, accuracy and expression

Methodology
WORD STUDY
We:
Review all Sound/ Spelling Cards (whole class)
Distinguish between vowels and consonants.
Apple Card
Me:
Give some examples of words with short a.
Guide students in segmenting and blending words with short a.
We:
Segment and blend words with short a.
o smash, camp, flash, slam
o Underline short a.
You:
o Dictation to writing (individual student)
o glad, bang, bank, gasp, lamp, stash
o Read correct spelling aloud. Have students correct their papers.
o Underline short a.

FLUENCY
High Frequency Word Fluency Routine



situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

RECESS 10:00am - 10:30am

A.3
Demonstrates a strong work ethic and commitment to quality

A.4
Is highly organized and capable of prioritizing completing multiple tasks with in a given time frame

Standards

1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

RECESS 10:00am - 10:30am

Common Core Standards

A.3
Demonstrates a strong work ethic and commitment to quality

A.4
Is highly organized and capable of prioritizing completing multiple tasks with in a given time frame

Standards

1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

RECESS 10:00am - 10:30am

Standards

A.3
Demonstrates a strong work ethic and commitment to quality

A.4
Is highly organized and capable of prioritizing completing multiple tasks with in a given time frame

Standards

1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

RECESS 10:00am - 10:30am

Week 1 Sight Words

the	to
of	in
and	is

Repeated Reading Daily Activity

Assessment

WORD STUDY

Independent Work/ Homework

Students should complete their Word Study worksheets independently. Complete BTS. 9

FLUENCY

Independent Work/ Homework

Sight Word Notebook

S.L.E

A.1
Is an effective communicator through a variety of media

A.2
Is proficient in Common Core Standards

A.3
Demonstrates a strong work ethic and commitment to quality

A.4
Is highly organized and capable of prioritizing completing multiple tasks with in a given time frame

Standards

1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1.RF.2b Orally produce single-syllable words by blending sounds



Word Study 10:30am - 11:00am

Short a

I can read and write words with short a.

Methodology
We:
Review all Sound/ Spelling Cards (whole class)
Distinguish between vowels and consonants.
Apple Card
Me:
Give some examples of words with short a.
Guide students in segmenting and blending words with short a.
We:
Segment and blend words with short a.
⌘ Segmenting and blending
o last, glass, fast, snap
o Underline short a.
You:
⌘ Dictation to writing (individual student)
o sad, can, mad, sat, man, dad
o Read correct spelling aloud. Have students correct their papers.
o Underline short a.
We:
⌘ Decodable – Dan and Nan
o Choral read the text.
o Underline words with short a.
o Write words with short a.

Assessment
Independent Work/ Homework
Students should complete their Word Study worksheets

Word Study & Fluency 10:30am - 11:00am

Short a & Sight Words

Word Study
I can read and write words with short a.

Fluency
I can read with speed, accuracy and expression

Methodology
WORD STUDY
We:
Review all Sound/ Spelling Cards (whole class)
Distinguish between vowels and consonants.
Apple Card
Me:
Give some examples of words with short a.
Guide students in segmenting and blending words with short a.
We:
Segment and blend words with short a.
⌘ Segmenting and blending
o sack, ask, grass, hand
o Underline short a.
You:
⌘ Dictation to writing (individual student)
o dad, Dan, am, Nan, man, mat
o Have students correct their papers.
o Underline short a.
We:
⌘ Decodable –Nat Cat
o Choral read the text.
o Underline words with short a.
o Write words with short a.

Word Study & Fluency 10:30am - 11:00am

Short a & Sight Words

Word Study
I can read and write words with short a.

Fluency
I can read with speed, accuracy and expression

Methodology
WORD STUDY
We:
Review all Sound/ Spelling Cards (whole class)
Distinguish between vowels and consonants.
Apple Card
Me:
Give some examples of words with short a.
Guide students in segmenting and blending words with short a.
We:
Segment and blend words with short a.
⌘ Segmenting and blending
o fact, sand, bath, swam
o Underline short a.
You:
⌘ Dictation to writing (individual student)
o can, Sam, sad, cat, mad, Tam
o Read correct spelling aloud. Have students correct their papers.
o Underline short a.
We:
⌘ Decodable –Nan and Dan
o Choral read the text.
o Underline words with short a.

Word Study 10:30am - 11:00am

Short a

I can read and write words with short a.

Methodology
We:
Review all Sound/ Spelling Cards (whole class)
Distinguish between vowels and consonants.
Apple Card
Me:
Give some examples of words with short a.
Guide students in segmenting and blending words with short a.
We:
Segment and blend words with short a.
⌘ Segmenting and blending
o chat, math, class, black
o Underline short a.
You:
⌘ Dictation to writing (individual student)
1. sad
2. can
3. mad
4. sat
5. man
6. dad
7. mat
8. tan
o Read correct spelling aloud. Have students correct their papers.
o Underline short a.
We:
⌘ Decodable – Dan and Nan
o Choral read the text.
o Underline words with short a.
o Write words with short a.

(phonemes), including consonant blends.

1.RF.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

1.L.2.D I can use sight words and spelling patterns to help me spell words correctly.

Reading 11:00am - 11:30am

I can draw and write to respond to text.

Methodology
We: Read Shared Reading pp2-3.
You: Circle a word that has the short a

Put an * next to an important detail from the text.

We: Have students respond to the text through drawing and writing

S.L.E
A.2
Is proficient in Common Core Standards

Standards
1.RI.1 Ask and answer questions about key details in a text.



independently.
Complete BTS. 1

S.L.E

A.1
Is an effective communicator through a variety of media

A.2
Is proficient in Common Core Standards

A.3
Demonstrates a strong work ethic and commitment to quality

A.4
Is highly organized and capable of prioritizing completing multiple tasks with in a given time frame

Standards

1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1.RF.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

1.RF.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

FLUENCY

High Frequency Word Fluency Routine

Week 1 Sight Words	
the	to
of	in
and	is

Repeated Reading Daily Activity

Assessment

WORD STUDY

Independent Work/ Homework
Students should complete their Word Study worksheets independently. Complete BTS. 3

FLUENCY

Independent Work/ Homework
Sight Word Notebook

S.L.E

A.1
Is an effective communicator through a variety of media

A.2
Is proficient in Common Core Standards

A.3
Demonstrates a strong work ethic and commitment to quality

A.4
Is highly organized and capable of prioritizing completing multiple tasks with in a given time frame

Standards

1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds

o Write words with short a.

FLUENCY

High Frequency Word Fluency Routine

Week 1 Sight Words	
the	to
of	in
and	is

Repeated Reading Daily Activity

Assessment

WORD STUDY

Independent Work/ Homework
Students should complete their Word Study worksheets independently. Complete BTS. 5

FLUENCY

Independent Work/ Homework
Sight Word Notebook

S.L.E

A.1
Is an effective communicator through a variety of media

A.2
Is proficient in Common Core Standards

A.3
Demonstrates a strong work ethic and commitment to quality

A.4
Is highly organized and capable of prioritizing completing multiple tasks with in a given time frame

Standards

1.RF.2 Demonstrate understanding of

Assessment

Independent Work/ Homework

Students should complete their Word Study worksheets independently. Complete BTS. 7

S.L.E

A.1
Is an effective communicator through a variety of media

A.2
Is proficient in Common Core Standards

A.3
Demonstrates a strong work ethic and commitment to quality

A.4
Is highly organized and capable of prioritizing completing multiple tasks with in a given time frame

Standards

1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1.RF.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

1.RF.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

1.RF.3 Know and apply grade-level phonics and word analysis skills in

Small Group/ WIN time - Group A & B
11:30am - 12:00pm

Methodology

Review short a & math concepts

TEAM A -Ms. Martinez

1. Jaylen Pinelo
2. Melissa Hernandez
3. Andres Contreras
4. Alisa Yoshida
5. Ayrton Palanca
6. Jesus Lopez-Ramirez
7. Noah Mendez

TEAM B- Mrs. Ray

1. Nealah Pineda
2. Aiden Pineda
3. Serena Coffey
4. Isaac Zavala
5. Sofia Arteaga
6. Franko Doyle
7. Noah Tolentino
8. Gabriel Gomez

Group C & D are working on SeeSaw activities

Lunch 12:00pm - 1:00pm



Fluency 11:00am - 11:30am

I can read with speed, accuracy and expression

Methodology
High Frequency Word Fluency Routine

Week 1 Sight Words	
the	to
of	in
and	is

Repeated Reading Daily Activity

Assessment
Independent Work/ Homework
Sight Word Notebook

S.L.E
A.2
Is proficient in Common Core Standards

Standards
1.L.2.D I can use sight words and spelling patterns to help me spell words correctly.

Grammar & Writing
11:30am - 12:00pm

Grammar & Writing Lessons & Activities will start after the week of Labor Day

Lunch 12:00pm - 1:00pm

(phonemes).
1.RF.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
1.RF.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
1.L.2.D I can use sight words and spelling patterns to help me spell words correctly.

spoken words, syllables, and sounds (phonemes).
1.RF.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
1.RF.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
1.L.2.D I can use sight words and spelling patterns to help me spell words correctly.

P.E 11:00am - 11:30am

WIN TIME 11:30am - 12:00pm

ST MATH

Methodology
Students must finish 10 mins Fluency & 10 mins Mastery

S.L.E
A.2
Is proficient in Common Core Standards
A.1
Is an effective communicator through a variety of media

DISMISSAL - 12:00pm

decoding words.

Fluency 11:00am - 11:30am

I can read with speed, accuracy and expression

Methodology
High Frequency Word Fluency Routine

Week 1 Sight Words	
the	to
of	in
and	is

Repeated Reading Daily Activity

Assessment
Independent Work/ Homework
Sight Word Notebook

S.L.E
A.2
Is proficient in Common Core Standards

Standards
1.L.2.D I can use sight words and spelling patterns to help me spell words correctly.

Grammar & Writing
11:30am - 12:00pm

Grammar & Writing Lessons & Activities will start after the week of Labor Day

Lunch 12:00pm - 1:00pm

Small Group/ WIN time - Group C & D 1:00pm - 1:30pm

Methodology
Review short a & math concepts

TEAM C- Ms. Martinez

- David Cisneros
- Elisapeta Lomu
- Marina Yancey
- Valissa Francois
- Mia Hernandez
- Luvena Gomez
- Jayden Ramirez
- Sofia Aleman

TEAM D- Mrs. Ray

- Asher Gudeto
- Ryleigh Thomas
- Reina Yoshida
- Ruxandra Hernandez
- Emily Marquez
- Ian Fletes
- Natalia Aldaco
- Calista Lomu

Group A & B are working on SeeSaw activities

WIN TIME- SeeSaw/ Raz-Kids/ST Math 1:30pm - 2:00pm

Methodology
To be assigned by the teacher

S.L.E
A.2
Is proficient in Common Core Standards
A.1
Is an effective communicator through a variety of media



Social Studies
1:00pm - 1:30pm

**Studies Weekly:
Week 1 Welcome to
First Grade**

Methodology
We: Read Week 1:
Welcome to First
Grade

Assessment
Students will
complete p. 4 of their
Studies Weekly
Week 1 magazine.

S.L.E
A.2
Is proficient in
Common Core
Standards

Standards
1.RI.1 Ask and
answer questions
about key details in a
text.

**Handwriting 1:30pm -
2:00pm**

I can demonstrate
how to write my
letters properly and
neatly.

S.L.E
A.2
Is proficient in
Common Core
Standards
A.4
Is highly organized
and capable of
prioritizing completing
multiple tasks with in
a given time frame
A.1
Is an effective
communicator
through a variety of
media

Standards
1.L.1.A I can print all
of the upper and
lowercase letters.

**Reading 11:00am -
11:30am**

I can draw and write
to respond to text.

Methodology
We: Read Shared
Reading pp2-3.

You: Circle a word
that has the short a

Put an * next to an
important detail from
the text.

We: Have students
respond to the text
through drawing and
writing

S.L.E
A.2
Is proficient in
Common Core
Standards

Standards
1.RI.1 Ask and
answer questions
about key details in a
text.

**Handwriting 1:00pm -
1:30pm**

I can demonstrate
how to write my
letters properly and
neatly.

S.L.E
A.2
Is proficient in
Common Core
Standards
A.4
Is highly organized
and capable of
prioritizing completing
multiple tasks with in
a given time frame
A.1
Is an effective
communicator
through a variety of
media

Standards
1.L.1.A I can print all
of the upper and
lowercase letters.

**Independent Work-
Homework Time**
2:00pm - 2:30pm

Methodology
Students must
complete the ff:

1. Go Math
Standards
Practice book
2. Sight Word
Notebook
3. Raz-kids activities
(if assigned)

DISMISSAL - 2:30pm



Independent Work-Homework Time
2:00pm - 2:30pm

Methodology

Students must complete the ff:

1. Go Math Standards Practice book
2. Sight Word Notebook
3. Raz-kids activities (if assigned)

DISMISSAL - 2:30pm

Handwriting 11:30am - 12:00pm

I can demonstrate how to write my letters properly and neatly.

S.L.E

A.2

Is proficient in Common Core Standards

A.4

Is highly organized and capable of prioritizing completing multiple tasks with in a given time frame

A.1

Is an effective communicator through a variety of media

Standards

1.L.1.A I can print all of the upper and lowercase letters.

Lunch 12:00pm - 1:00pm

Music 1:00pm - 2:00pm

Independent Work-Homework Time
2:00pm - 2:30pm

Methodology

Students must complete the ff:

1. Go Math Standards Practice book
2. Sight Word Notebook
3. Raz-kids activities (if assigned)

DISMISSAL - 2:00pm

Science 1:00pm - 1:30pm

Could a turtle live outside its shell?

S.L.E

A.2

Is proficient in Common Core Standards

S.4

Is aware of the impact his/her choices both as an individual consumer and as a member of society at large, on the ecological health of our planet Earth

Standards

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.

Independent Work-Homework Time
2:00pm - 2:30pm

Methodology

Students must complete the ff:

1. Go Math Standards Practice book
2. Sight Word Notebook
3. Raz-kids activities (if assigned)

DISMISSAL - 2:30pm