

Taylors Elementary School  
 Expecting Excellence in Achievement, Actions and Attitudes  
 2008-2009 First Grade Pacing Guide



**English/Language Arts**

S = Student Text    T = Tested Skill

**Theme 1: All Together Now**

Selection	Comprehension Strategy/Skill
(S) Mac the Cat	Sequence (T)    Predict/Infer (T)
(S) A Day at School	• Compare & Contrast (T)
(S) Pigs in a Rig	• Cause & Effect (T)

**Theme 2: Surprise!**

Selection	Comprehension Strategy/Skill
(S) A Party for Bob	Noting Details (T)    Question (T)
(S) The Bunnies and the Fox	• Fantasy and Realism (T) • Monitor/Clarify
(S) A Surprise for Zig Bug	• Story Structure (T) • Summarize

**Theme 3: Let's Look Around**

Selection	Comprehension Strategy/Skill
(S) Seasons	• Main Idea (T) • Topic (T) • Details/Summarizing (T) • Evaluate
(S) Pumpkin, Pumpkin	• Sequencing (T) • Noting Details (T)
(S) Miss Jill's Ice Cream Shop	• Making Predictions (T) • Predict/Infer
(S) At the Aquarium	• Categorize/Classify (T) • Question (T)

**Theme 4: Family and Friends**

Selection	Comprehension Strategy/Skill
(S) Go Away, Otto!	• Drawing Conclusions (T) • Summarize
(S) Two Best Friends	• Compare & Contrast (T) • Evaluate (T)
(S) Dog School	• Sequence of Events (T) • Monitor/Clarify

**Theme 5: Home Sweet Home**

Selection	Comprehension Strategy/Skill
(S) Moving Day	Question    Compare and Contrast (T)
(S) Me On the Map	Generalizations (T)    Summarize
(S) The Kite	Cause & Effect (T)    Monitor & Clarify (T)

**Theme 6: Animal Adventures**

<b>Selection</b>	<b>Comprehension Strategy/Skill</b>
(S) The Sleeping Pig	<ul style="list-style-type: none"> <li>• Story Structure (T)</li> <li>• Summarize (T)</li> </ul>
(S) Eek There's A Mouse in the House	<ul style="list-style-type: none"> <li>• Noting Details</li> <li>• Question</li> </ul>
(S) Red Eyed Tree Frog	<ul style="list-style-type: none"> <li>• Making Predictions (T)</li> <li>• Predict/Infer</li> </ul>

**Theme 7: We Can Work It Out**

<b>Selection</b>	<b>Comprehension Strategy/Skill</b>
(S) That Toad Is Mine	Problem Solving (T)    Summarize (T)
(S) Lost!	Sequence of Events (T)    Monitor/Clarify (T)
(S) If You Give A Pig A Pancake	<ul style="list-style-type: none"> <li>• Fantasy/Realism (T)</li> <li>• Question</li> </ul>

**Theme 8: Our Earth**

<b>Selection</b>	<b>Comprehension Strategy/Skill</b>
(S) The Forest	Categorize/Classify (T)    Summarize
(S) The Butterfly	<ul style="list-style-type: none"> <li>• Main Idea (T)</li> <li>• Details/Summarize (T)</li> <li>• Evaluate (T)</li> </ul>
(S) Johnny Appleseed	Drawing Conclusions (T)    Predict/Infer

**Theme 9: Special Friends**

<b>Selection</b>	<b>Comprehension Strategy/Skill</b>
(S) When I Am Old With You	<ul style="list-style-type: none"> <li>• Noting Details (T)</li> <li>• Monitor/Clarify</li> </ul>
(S) The New Friend	Story Structure (T)    Evaluate
(S) The Surprise Family	<ul style="list-style-type: none"> <li>• Compare/Contrast (T)</li> <li>• Question (T)</li> </ul>

**Theme 10: We Can Do It!**

<b>Selection</b>	<b>Comprehension Strategy/Skill</b>
(S) Two Greedy Bears	Making Predictions (T)    Predict/Infer (T)
(S) Fireflies For Nathan	<ul style="list-style-type: none"> <li>• Sequence (T)</li> <li>• Summarize</li> </ul>
(S) The Hat	• Cause & Effect (T)

**Math**

**Unit 1: Early Number Concepts and Number Sense**

**Pacing:** 8 Days

**Standard 1-1:** The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

**Standard 1-2:** The student will demonstrate through the mathematical processes a sense of quantity and numeral relationships; the relationships among addition, subtraction, and related basic facts; and the connections among numeric, oral, and written-word forms of whole numbers.

**Standard: 1-3:** The student will demonstrate through the mathematical processes a sense of numeric patterns, the relationship between addition and subtraction, and change over time.

**Unit Essential Question:** How do you use patterns to understand numbers?

**Unit 1 Concepts:**

- Numbers to 100
- Order numbers to 100 (number before, after, and between)
- Number patterns 5's and 10's

**Unit 2: Addition and Subtraction to 10**

**Pacing:** 20 Days

**Standard 1-1:** The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

**Standard 1-2:** The student will demonstrate through the mathematical processes a sense of quantity and numeral relationships; the relationships among addition, subtraction, and related basic facts; and the connections among numeric, oral, and written-word forms of whole numbers.

**Standard 1-3:** The student will demonstrate through the mathematical processes a sense of numeric patterns, the relationship between addition and subtraction, and change over time.

**Unit Essential Question:** How do you add and subtract?

**Unit 2 Concepts:**

- Addition to 10
- Subtraction to 10
- Commutative property (fact families)

**Unit 3: Data and Graphing**

**Pacing:** 20 Days

**Standard 1-1:** The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

**Standard 1-6:** The student will demonstrate through the mathematical processes a sense of collecting, organizing, and interpreting data and of making predictions on the basis of data.

**Unit Essential Question:** How do you collect, organize, interpret, and represent data?

**Unit 3 Concepts:**

- Collect data
- Organize data
- Interpret data
- Prediction and probability

**Unit 4: Geometric Shapes**

**Pacing:** 15 Days

**Standard 1-1:** The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

**Standard 1-4:** The student will demonstrate through the mathematical processes a sense of two- and three-dimensional geometric shapes, symmetry, and relative positions and directions in space.

**Unit Essential Question:** What are the characteristics of two- and three- dimensional shapes? How do you use directional words to locate and move an object?

**Unit 4 Concepts:**

- Two-dimensional shapes
- Three-dimensional shapes
- Symmetry
- Positional and directional terms

## **Unit 5: Number Sense and Place Value**

**Pacing:** 25 Days

**Standard 1-1:** The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

**Standard 1-2:** The student will demonstrate through the mathematical processes a sense of quantity and numeral relationships; the relationships among addition, subtraction, and related basic facts; and the connections among numeric, oral, and written-word forms of whole numbers.

**Unit Essential Question:** How do you demonstrate a sense of quantity and numeral relationships of whole numbers?

### **Unit 5 Concepts:**

- Number words to 20
- Odd and even numbers
- Whole numbers to 999
- Place value to 999

## **Unit 6: Addition and Subtraction to 18**

**Pacing:** 20 Days

**Standard 1-1:** The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

**Standard 1-2:** The student will demonstrate through the mathematical processes a sense of quantity and numeral relationships; the relationships among addition, subtraction, and related basic facts; and the connections among numeric, oral, and written-word forms of whole numbers.

**Standard 1-3:** The student will demonstrate through the mathematical processes a sense of numeric patterns, the relationship between addition and subtraction, and change over time.

**Unit Essential Question:** How do you add and subtract?

### **Unit 6 Concepts:**

- Addition to 18
- Subtraction to 18
- Commutative property (fact families)

## **Unit 7: Money**

**Pacing:** 20 Days

**Standard 1-1:** The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

**Standard 1-5:** The student will demonstrate through the mathematical processes a sense of the value of combinations of coins and measurement of length, weight, time, and temperature.

**Unit Essential Question:** How do you represent and determine the value of a collection of coins?

### **Unit 7 Concepts:**

- Counting coins
- Represent the value of coins

## **Unit 8: Measurement**

**Pacing:** 15 Days

**Standard 1-1:** The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

**Standard 1-5:** The student will demonstrate through the mathematical processes a sense of the value of combinations of coins and the measurement of length, weight, time, and temperature.

**Unit Essential Question:** How do you use measurement to find the length and weight of an object? How do you use the thermometers to measure temperature?

**Unit 8 Concepts:**

- Length in inches
- Weight (nonstandard)
- Temperature (Celsius and Fahrenheit)

**Unit 9: Calendar and Time**

**Pacing:** 10 Days

**Standard 1-1:** The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

**Standard 1-3:** The student will demonstrate through the mathematical processes a sense of numeric patterns, the relationship between addition and subtraction, and change over time.

**Standard 1-5:** The student will demonstrate through the mathematical processes a sense of the value of combinations of coins and the measurement of length, weight, time, and temperature.

**Unit Essential Question:** How do you measure time?

**Unit 9 Concepts:**

- Calendar
- Change over time
- Time to the hour and half-hour

**Unit 10: Two-Digit Addition and Subtraction**

**Pacing:** 5 Days

**Standard 1-1:** The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

**Standard 1-2:** The student will demonstrate through the mathematical processes a sense of quantity and numeral relationships; the relationships among addition, subtraction, and related basic facts; and the connections among numeric, oral, and written-word forms of whole numbers.

**Unit Essential Question:** How do we add and subtract quantities larger than 20?

**Unit 10 Concepts:**

- Generate strategies to add two-digit numbers to 99 (without regrouping)
- Generate strategies to subtract two-digit numbers to 99 (without regrouping)

## Social Studies

**Unit 1 - Unit Topic:** Citizenship

**Approximate Time Frame:** 10 (30-45 min.) periods

**Unit Essential Question:** Why are rules and laws important?

**Evaluation:** Cooperative groups complete a graphic organizer showing the characteristics of a good citizen.

**Unit 2 - Unit Topic:** Families

**Approximate Time Frame:** 5 (30-45 min.) periods

**Unit Essential Question:** How are families alike and different?

**Evaluation:** Rubric

**Unit 3 - Unit Topic:** *Geography in Our Lives*

**Approximate Time Frame:** 9 days (30-45 min.) periods

**Unit Essential Question:** How do you find your place in the world?

**Evaluation:** *Grade map packet (classroom map, school map, bedroom map, Me on the Map book, scavenger hunt) group work and individual work.*

*\*Geography is an ongoing area integrated in all SS units. Throughout series, note Map and Globe Skills Skillbuilder pages.*

United Streaming: *Understanding Maps: Keys to Everywhere*

Use the following clips only:

- What is a Map?
- Different Maps Show Different Things
- Globes

**Unit 4 - Unit Topic:** *Our Government*

**Approximate Time Frame:** 5 days (30-45 min.) periods

**Unit Essential Question:** How does our government work?

**Evaluation:** Match president's, governor's and mayor's picture to their office and name. Write one or two sentences about how they were elected and how they help our government work.

**Unit 5 - Unit Topic:** *Careers and Community*

**Approximate Time Frame:** 10 days (30-45 min.) periods

**Unit Essential Question:** How do people in a community work together to meet their needs?

**Evaluation:** Write sentences and draw pictures depicting at least two careers and how they work together.

**Unit 6 - Unit Topic:** *Thanksgiving*

**Approximate Time Frame:** 8 days (30-45 min.) periods

**Unit Essential Question:** How did the Pilgrim community and the Native American community work together?

**Evaluation:** Ticket Out the Door each day or share with a partner and share with the class the answers to each day's essential question. Finish the KWL chart.

United Streaming: *Thanksgiving Day: America Celebrates*

Using the following clip only:

- The First Thanksgiving

United Streaming: *Holiday Facts and Fun: Thanksgiving*

Using the following clip only:

- The Pilgrims and the Story of Thanksgiving

**Unit 7 - Unit Topic:** *Holidays Around the World*

**Approximate Time Frame:** 12 days (30-45 min.) periods

**Unit Essential Question:** How and why are holidays celebrated in different ways around the world?

**Evaluation:** teacher-made assessment

**Unit 8 - Unit Topic:** *Heroes*

**Approximate Time Frame:** 7 (30-45 min.) periods

**Unit Essential Question:** Who are some American heroes?

**Evaluation:** Class will write an explanation of which hero they think the project is about.

**Unit 9 - Unit Topic:** Environmental Health

**Approximate Time Frame:** 6 (30-45 min.) periods

**Unit Essential Question:** Why is it important to conserve land and natural resources?

**Evaluation:** Grade projects using a rubric. United Streaming: Learning About Natural Resources

**Unit 10 - Unit Topic:** Economics

**Approximate Time Frame:** (30-45 min.) periods

**Unit Essential Question:** How do we make wise economic choices?

**Evaluation:** Response journal entries defining key terms. (consumers and producers, goods and services, buying and bartering, needs and wants, scarcity)

## Science

<p><b>Unit Topic:</b> Earth Materials</p> <p><b>Pacing:</b> 11 - 12 days</p> <p><b>Standard 1-4:</b> Students will demonstrate an understanding of the properties of Earth materials (Earth Science).</p> <p><b>Unit Concepts:</b> rocks, sand, soil, water, physical appearance, color, texture</p> <p><b>Unit Essential Question:</b> What on Earth can you find?</p>	<p><b>Unit Topic:</b> Motion</p> <p><b>Pacing:</b> 17 - 18 days</p> <p><b>Standard 1-5:</b> The student will demonstrate an understanding of the positions and motions of objects (Physical Science).</p> <p><b>Unit Concepts:</b> pushing, pulling, motion, vibrating, direction and speed</p> <p><b>Unit Essential Question:</b> How do things move?</p>
<p><b>Unit Topic:</b> Sun and Moon</p> <p><b>Pacing:</b> 6-8 days instruction, Observation over 1 month.</p> <p><b>Standard1-3:</b> The student will demonstrate an understanding of the features of the sky and the patterns of the sun and the moon (Earth Science).</p> <p><b>Unit Concepts:</b> Sun, Moon, rise, set, heat, light</p> <p><b>Unit Essential Question:</b> How are the sun and moon related to the Earth?</p>	<p><b>Unit Topic:</b> Plants</p> <p><b>Pacing:</b> 14 - 16 days</p> <p><b>Standard 1-2:</b> Students will demonstrate an understanding of the special characteristics and needs of plants that allow them to survive in their own distinct environments (Life Science).</p> <p><b>Unit Concepts:</b> Basic needs of plants: air, water, nutrients, space and light</p> <p>Major structures of plants: stems, roots, leaves, flowers, fruits, and seeds</p> <p>Plant Characteristics: edible parts, physical traits Life cycle: germination, growth, and the production of flowers and seeds</p> <p>Distinct Environment</p> <p><b>Unit Essential Question:</b> How do the parts of our solar system interact?</p>