

First Grade Pacing Guide 2023-2024

Week of:	Reading	Writing	Orton	Red Words	Math	Science/Social Studies	Language
1	*Classroom Expectations *Creating a Classroom Atmosphere *Having a Growth Mindset						
2	<u>Building Good Reading Habits</u> *Session 1- Readers Take a Sneak Peak to get Ready to Read *Session 2- Readers Do Something at the End of the Book *Session 3- Readers Get Stronger by Reading More and More <u>Read Aloud Options:</u> Ish	<u>Setting Up Writing Workshop Routines</u> *What is a Writer’s Workshop? *Writers Write about Things they love! *Expert Writers choose Wise spots *Expert Writers have strategies	short vowel	went Read Only: an, am	Intro 12 12.1 12.2 12.3 12.4	<u>Good Citizens Unit</u> * What are Rules? *Why do we have rules? *What happens when rules are broken? *Rules for different places *Taking responsibility for breaking Rules	Letter, Words, Sentences Reading Directional
3	*Session 7 – When Readers Reread They See More *Session 9 – Drop Bad Habits! Pick Up Good Habits! *Session 10 – Readers Look at All Parts of Words <u>Read Aloud Options:</u>	<u>Sentence Writing Mini-Unit</u> *What is a sentence? * c in cops *o in Cops *P in Cops – period	short vowel	do, are RO: little	12.5 12.6 12.7 12.8 12.9	*What is a good citizen? * Overview of Traits of a good citizens *Good Citizens are responsible *Good citizens are respectful	Sorting Words into Categories
4	*Session 12 – Readers Double Check Their Reading *Session 13- Readers Don’t Give Up! They Try, Try Again *Session 14 – Try it Two Ways <u>Read Aloud Options:</u>	*P in Cops – exclamation & question *S for spacing in Cops *All Cops put to work *Pick a favorite piece and celebrate.	27-long vowels	they, any RO: fish, many	12.10 Review Test Review Day Chapter Test	*Good Citizens are honest *Good citizens are Hard Working *Good Citizens are Kind *Good Citizens are Fair	COPS- Four different types of sentences
5	*Session 15- Partners can Introduce Their Book to Each Other *Session 16- Partner’s Don’t Tell, They Help *Session 17- Partners Can Do Something at the End of the Book Too <u>Read Aloud Options:</u>	<u>Personal Narrative</u> *What is a personal narrative? (True Story) *Idea Chart *Heart Map * Zooming In (Watermelon Seed) *Read Aloud <i>A Moment In Time</i> (Mentor Text)	28/29- ch/sh	help RO: color words	Intro 11 11.1 11.2 11.3 Review Day	<u>Sun and Weather Unit</u> *What is the Sun? *The sun is the center of our solar system *Energy Comes from the Sun *The sun gives us day and night and seasons *Life without the sun	

6	<p>Word Detectives</p> <p>*Session 1 – Word Detectives Are Always on the Lookout</p> <p>*Session 2 – Word Detectives Look Closely</p> <p>*Session 3 – Word Detectives Use Everything They Know</p>	<p>*Writer’s Stretch Their Words</p> <p>*Small Moment Writing with Transition Words</p> <p>*Touch, Tell, Sketch, & Write (with Ouch Story)</p> <p>* Match Illustration to Writing</p> <p>*Add more to Illustrations (<i>Memoirs of a Goldfish</i> – Mentor Text)</p>	30/31-th/th	<p>come</p> <p>RO: number words</p>	<p>11.4</p> <p>11.5</p> <p>Review Test</p> <p>Review Day</p> <p>Chapter Test</p>	<p>*How is the sun helpful?</p> <p>* How is the sun harmful?</p> <p>*The sun effects our weather</p> <p>*What is the water cycle?</p> <p>*Stages of the Water Cycle</p>	Common Nouns
7	<p>*Session 4 – Word Detectives Check Their Words Slowly</p> <p>*Session 6 – Word Detective Use Everything They Know</p> <p>*Session 7 – Word Detectives Use Snap Words as Clues to Think About What Makes Sense</p>	<p>*Writer’s Stay in the Moment & Write Good Endings</p> <p>*End with a Feeling (<i>Fireflies</i> – Mentor Text)</p> <p>*Writer’s Reread their Writing & Fix Mistakes</p> <p>*Writer’s Select Best Work for Gallery</p> <p>*Celebration (invite admin, other classes, or coaches in to look at writing).</p>	32-wh	<p>who</p> <p>RO: what, where, why</p>	<p>Intro 1</p> <p>1.1</p> <p>1.2</p> <p>1.3</p> <p>Review Day</p>	<p>*What is evaporation?</p> <p>*Evaporation Experiment</p> <p>* What is condensation?</p> <p>*Condensation Experiment</p> <p>*What is precipitation?</p> <p>*Precipitation experiment</p> <p>*Types of Precipitation</p> <p>*Water Cycle Tag</p>	Proper Nouns- Months and Dates
8	<p>*Session 8 – Word Detectives Solve Mystery Words by Thinking of Similar Snap Words</p> <p>*Session 11 – Word Detectives Break Words into Parts</p> <p>*Session 13 – Word Detectives Watch Out for Endings</p> <p>*Session 18 – Word Detectives Show Off Their Skills: A Celebration</p>	<p>Expert Book-How To Books</p> <p>*Introduce unit with how-to books from your library (How to babysit a grandpa, how to build a house, how to babysit a grandma).</p> <p>*Idea Chart</p> <p>*Writing in Idea Chart</p> <p>* Brainstorm Materials Needed</p> <p>*Discuss temporal words (first, next, then, after, last) – make an anchor chart with this.</p>	33- Floss Rule	<p>were, does</p> <p>RO: our</p>	<p>1.4</p> <p>1.5</p> <p>1.6</p> <p>1.7</p> <p>Review Day</p>	<p>Plant Unit</p> <p>*Needs of a living thing / needs of a plant</p> <p>* What is a seed?</p> <p>*Job of a seed</p> <p>*How seeds travel</p>	Proper Nouns- Name of people, places, and things

9	<p><u>Non-Fiction vs. Fiction</u> <u>If, Then Nonfiction Unit</u> (Prep before If Then, Nonfiction Unit) *Session 1 - Compare Fiction and Nonfiction *Session 2 - Author's Purpose *Session 3 - Identifying Nonfiction <u>Read Aloud Options:</u></p>	<p>* Write a How-To as a class (some examples; how to rake leaves, how to trick or treat, how to carve a pumpkin). *Model an introduction to how-to using temporal words, have students write their introductions and confer with writers. *Model the steps with temporal words, have students add to their writing. * Model an ending with temporal words, have students write their ending and confer with writers.</p>	34-compound words	some, good RO: find, most	1.8 Review Test Chapter Test Intro 3	<p>*What are roots? *How Roots Work *Job of Roots *What is a stem? *How a Stem Works</p>	Possessive Nouns
10	<p><u>If Then, Reading Non-Fiction Cover to Cover</u> *Session 4 - Text Feature Immersion Day *Session 5 - Table of Contents *Session 6 - Heading</p>	<p>*Share their first how-to piece with partners. * Have students start another how-to (books). * Teach importance of details (stretch their writing) * What do nonfiction illustrations look like? Discuss labels & photographs. * Make sure illustrations match the words (details in illustrations)</p>	35-open/closed	there, done RO: their	3.1 3.2 3.3 3.4 Review Day	<p>*Job of a Stem *What are Leaves? *Jobs of Leaves *Types of Leaves *What is a flower?</p>	Singular and Plural Nouns
11	<p><u>If Then, Reading Non-Fiction Cover to Cover</u> *Session 7 - Bold words *Session 8 - Glossary *Session 9 - Index</p>	<p>* Read our book like a novice * Editing for COPS * Peer Checklist Editing * Pick & Celebrate * Bring in materials & demonstrate the how-to for the class</p>	36-beg r blends	her, here RO: each, funny	3.6 3.7 3.8 3.9 Review Day	<p>*Job of a flower *Types of flowers *Life Cycle of a plant *Can a plant survive with one of their needs missing?</p>	Articles a, an, the

12	<p><u>If Then, Reading Non-Fiction Cover to Cover</u></p> <ul style="list-style-type: none"> *Session 10 -Photographs *Session 11 - Labels *Session 12 - Diagram *Session 13 - Captions 	<p><u>Fictional Narrative Writing (Author Studies)</u></p> <ul style="list-style-type: none"> *Choose an Author that you want your students to write like (Mo Willems, Dr. Seuss, etc.) Read aloud those books to students – talk about patterns in books. * Talk about fictional narratives vs. personal (not real vs. real). * Discuss Ideas & Model an Example * Begin Narrative Piece. *Showing not Telling 	37-beg l blends	under, down RO: more, after	3.10 3.11 3.12 Review Day	<p><u>Pilgrims and Indians Unit</u></p> <ul style="list-style-type: none"> *The story of the First Thanksgiving * Who were the Pilgrims? *The Pilgrims journey the Mayflower 	Verbs
13	<p><u>If Then, Reading Non-Fiction Cover to Cover</u></p> <ul style="list-style-type: none"> *Session 14 - Maps *Session 15 - Charts/Graphs *Session 16 - Nonfiction Text Feature Wrap Up Day 	<ul style="list-style-type: none"> *Talk about detailed words and pictures in writing. * Unfreeze Character * Edit / Share * Celebrate 	38-beg s blends	onto RO: people	Review Test Chapter Test Intro 2 2.1	<ul style="list-style-type: none"> *Who were the Wampanoag People? *What was life like for the Wampanoag? *What was life like for the Pilgrims? 	Verbs- Shades of Meaning
14	<p><u>If Then, Readers Get to Know Characters</u></p> <p><u>If Then Unit Characters/Setting, Retell and Central Message</u></p> <ul style="list-style-type: none"> *Session 1 - Read Aloud - Ask/Answer Questions (Ruby the Copycat or Splat the Cat) *Session 2 - Describe Characters *Session 3 - Describe Setting *Session 4 - Retelling a Fiction Story *Session 5 - Intro to Central Message 	<p><u>Letter Writing Unit</u></p> <ul style="list-style-type: none"> * Read Dear Mr. Blueberry, Dear Mrs. Larue, Click Clack Moo, or Jolly Postman * Purpose of a Letter *Parts of a letter Craftivity *Why do we write letters? * Brainstorm who we can write letters to – model a letter for the class. 	Review	Review	2.2 2.3 2.4 2.5 2.6	<ul style="list-style-type: none"> *Wampanoag Homes * Pilgrim Homes *Wampanoag Food *Pilgrim Food *Wampanoag Clothing *Pilgrim Clothing *Life for Wampanoag Children *Life For Pilgrim children 	Verb Tense- ed, ing, endings
15	<p><u>If Then, Readers Get to Know Characters</u></p> <ul style="list-style-type: none"> *Session 6 - Read Aloud - Ask/Answer Questions (Little Red Hen or The Dot) 	<ul style="list-style-type: none"> * Revisit a favorite book or a book to introduce letters - Write a letter to a character in the book. *What do we include in a letter? Have students 	39-beg w blends	saw, both RO: park, pretty	2.7 2.8 2.9 Review Test Chapter Test	<p><u>Matter Unit</u></p> <ul style="list-style-type: none"> *What are ways that objects change? *Physical and Chemical changes *A look at physical changes 	Commas in a Series

	<p>*Session 7 - Describe Characters and Setting</p> <p>*Session 8 - Retelling a Fiction Story</p> <p>*Session 9 - Central Message</p>	<p>begin writing their own letters.</p> <p>*Writing a letter with our reader in mind</p> <p>*Sharing news</p> <p>* Share Favorite Letter</p>				<p>*A look at chemical changes</p> <p>*What is matter?</p>	
16	<p>If Then, Readers Get to Know Characters</p> <p>*Session 10 - Read Aloud - Ask/Answer Questions Lion and the Mouse)</p> <p>*Session 11 - Retelling a Fiction Story - Characters, Setting, and Events (SWBST)</p> <p>*Session 12 - Central Message</p>	<p>*Pen Pals between classes (Team up with another class in another hall and have students write letters to each other).</p>	40-ending t blends	should, could, would, over	Intro 4 4.1 4.2 4.3 4.4	<p>*Matter comes in three forms – solids, liquids, gases</p> <p>* What are solids?</p> <p>*How can solids change?</p> <p>*Types of Solids</p> <p>*What are liquids?</p>	Compound Sentences
17	<p>Social Studies/ Reader’s Workshop (Holiday Books in Workshop Model)</p> <p>*Optional - Holidays Around the World</p>	Holiday Writing Activities	41-ending l blends	love, live, out RO: very	4.5 4.6 Review Test Chapter Test	<p>*How can liquids change?</p> <p>*Types of Liquids</p> <p>*What are gasses?</p> <p>*How can gasses change?</p> <p>*Types of gasses</p>	Prepositions and prepositional phrases
18	<p>Social Studies/ Reader’s Workshop (Holiday Books in Workshop Model)</p> <p>*Optional - Holidays Around the World</p>		42-ending blends	eye RO: just, day, too			
19	No School - Winter Break	No School - Winter Break	No School - Winter Break	No School -Winter Break	No School - Winter Break	No School - Winter Break	No School - Winter Break
20	Metacognition	<p>Opinion Writing Unit</p> <p>*Introduction into Opinion Writing (Hey Little Ant to Introduce)</p> <p>* Idea Chart Color In</p> <p>* Idea Chart Write In</p> <p>*Play Would you Rather?</p>	42-3 syllables	Review	Intro 5 5.1 5.2 5.3	<p>Forces and Motion Unit</p> <p>*Forces make objects move</p> <p>*What are forces?</p> <p>*Close look at pushes</p> <p>*Close look at pulls</p>	Subject/Verb Agreement
21	Schema	<p>*Adding the “why” with “because” – Model a teacher example with this using this strategy.</p>	43-y as a i	all, again RO: call, please	5.4 5.5 5.6 Review Day	<p>*Pushes or pulls make objects move faster, slower, or change direction</p>	Pronouns

		<p>*Talk about OREO writing (Opinion, Reason, Explanation, Opinion) – use this to write their opinion about ‘hey little ant’</p> <p>*Sentence starters – Using idea chart have students begin their own opinion writing pieces.</p> <p>*Giving more than one reason</p> <p>*Restating your opinion (concluding sentence)</p>				<p>*Objects move in a variety of ways</p> <p>*Types of movement sort</p> <p>*How do toys move? Lab Movement on the playground</p>	
21	Visualizing	<p>*Edit / Share Personal Opinion Piece</p> <p>*The Best Part of Me Introduction (Read Aloud)</p> <p>*Choosing the Best Part of me</p> <p>*Brainstorming reasons</p>	44-ng nk	<p>boy, girl, sign</p> <p>RO: play, long</p>	<p>5.8</p> <p>5.9</p> <p>5.10</p> <p>Review Day</p>	<p>*What is gravity?</p> <p>*Gravity as a force</p> <p>*What is friction?</p> <p>*Friction as a force</p>	Adjectives
22	Inferencing	<p>*Write Best Part of Me (2 Days)</p> <p>*Editing our writing</p> <p>* Writing final drafts</p> <p>*Taking Photos and assembling class book or final piece.</p>	45-ck	<p>your, which, look</p> <p>RO: way, back</p>	<p>Review Test</p> <p>Chapter Test</p> <p>Intro 6</p> <p>6.1</p> <p>6.2</p>	<p>*Magnets are a force</p> <p>*Magnets Push and Pull</p> <p>*How can magnet make things move?</p> <p>*How do Magnets work? Magnet Lab</p>	Shades of Meaning with adjectives
23	Catch Up with Comprehension Connection lessons or apply these strategies to text. Additional recommended texts are in the lessons.	<p>* Introduce to Ratings (5 Stars vs. 1 Star) Make Anchor Chart with this.</p> <p>* Pass out items or pictures to small group & have small group rate them with reasons.</p> <p>* Write a Toy Review</p> <p>* Write a Food Review</p> <p>* Share</p>	46-tch	<p>also, use</p> <p>RO: about</p>	<p>6.3</p> <p>6.4</p> <p>6.5</p> <p>6.6</p> <p>Review Day</p>	<p><u>Maps and Landforms Unit</u></p> <p>*What are maps?</p> <p>*How do people use maps?</p> <p>*Parts of a map – title, compass rose, legend, scale</p> <p>*Types of Maps</p>	Adjectives that compare -er & -est
24	Catch Up with Comprehension Connection lessons or apply these strategies to text.	<p>*Choosing a favorite book</p>	47-dege	<p>today</p> <p>RO: chair, yesterday</p>	<p>6.7</p> <p>6.8</p> <p>6.9</p>	<p>* How to read a map</p> <p>*making a map</p> <p>* Give your map a title</p>	Speech Bubble- Dialogue

	Additional recommended texts are in the lessons.	<ul style="list-style-type: none"> *Using Graphic Organizer to brainstorm reasons *Making our readers want to read this book! *Editing our book review *Completing Final Draft 			6.10 Review Day	<ul style="list-style-type: none"> *Give your map a legend *Give your map a compass rose 	
25	<p><u>Meeting Characters and Learning Lessons</u></p> <ul style="list-style-type: none"> *Session 1 – Readers Preview Stories to Get Ready for Reading Adventures *Session 2 – Readers Use the Storyline to Predict *Read Aloud *Session 3 – Readers Retell to Retain the Story 	<p><u>Personal Narrative Unit</u></p> <ul style="list-style-type: none"> *Lives are full of Stories to tell (give examples, revisit personal narrative idea chart or remake one). *Planning for Writing Using Pictures to add on *Stretching Words to Spell Them *Zooming In 	48-magic e	<ul style="list-style-type: none"> first, around, going RO: these, time, make, made, write 	Review Day V-Day Review Test Chapter Test	<ul style="list-style-type: none"> *Why do places look different? *Man-made structures vs. Natural structures *Introduction to Landforms 	Dialogue to Quotations
26	<ul style="list-style-type: none"> *Session 4 – Readers Revisit Books to Notice More *Session 5 – Readers reread to Notice Pages that Go Together *Read Aloud *Session 6 – Learning About the Main Character 	<ul style="list-style-type: none"> *Partnerships and Story Telling *Reading our Writing Like we Read our Books *Finalize piece and celebrate 	48-magic e 2 syllable	Review	Intro 7 7.1 7.2 Review Test	<ul style="list-style-type: none"> *Landform matching for vocabulary *Close look at types of water forms *Close look at types of landforms *Make Landform books 	Onomatopoeias
27	<ul style="list-style-type: none"> *Session 7 – Readers Learn about Characters by Noticing Their Relationships *Session 8 – Reading to Learn More About Characters *Session 9 – Readers Become the Character 	<ul style="list-style-type: none"> *Unfreezing Our characters *Stretch our writing to include more details (Fold paper into fourths and write sentences four different ways) *Small Steps Continued *Bringing what’s inside out (talk about character traits and examples with dialogue). 	49-y as e	<ul style="list-style-type: none"> walk RO: only, more 	7.3 7.4 7.5 Review Test Chapter Test	<p><u>Economics Unit</u></p> <ul style="list-style-type: none"> *Wants vs. Needs *Endless wants *Limited resources *Meeting your needs before wants *Prioritizing wants *How do jobs and money affect people in a community? *Produce a good or service 	Affixes re and un -ly
28	*Session 10 – Characters’ Feelings Change, and So Do Readers’ Voices	*Don’t tell but show feelings – model how to do this (dialogue)	50-soft c and g	<ul style="list-style-type: none"> say, their RO: center, may 	Intro 8 8.1 8.2 8.3	<ul style="list-style-type: none"> *Earning Income *Choices about Money *Saving vs. Spending *Types of currency 	Affixes -ful

	<p>*Session 11 – Clues Help Readers Know How to Read a Story</p> <p>*Session 12 – Readers Reread to Smooth Out Their Voices and Show Big Feelings</p>	<p>*Using Drama to Bring Stories to Life (talk about dialogue)</p> <p>*Using Familiar Words to spell New Words</p> <p>*Trying out craft move from mentor text</p>					
29	<p>*Session 13 – Discovering the Lessons Familiar Stories Teach</p> <p>*Session 14 – Readers Always Keep Life Lessons in Mind</p> <p>*Session 15 – Readers Make Comparisons</p>	<p>*Editing</p> <p>*Peer Review (Read Over & Help in Partnerships)</p> <p>*Share</p>	51-ed	<p>how, once</p> <p>RO: been, word</p>	<p>8.4</p> <p>8.5</p> <p>8.6</p> <p>Review Day</p>	<p>*Goods vs. Services</p> <p>*Types of Goods</p> <p>*Types of Services</p> <p>*Goods all around me</p> <p>*Services all around me</p>	Contractions with, not, is, will
30	<p>*Session 16 – Readers Group Books by the Lessons They Teach</p> <p>*Session 17 – Readers Share Their Opinions about Books</p> <p>*Session 18 – Readers Rehearse What They Will Say</p>	<p>All About Book Unit</p> <p>*Have kids choose animals / assign books on GetEpic or give books from library</p> <p>*Introduction to All about books</p> <p>*Teach how to Research on GetEpic with books</p> <p>*Introduce to Research Pages</p> <p>*Research Appearance (After Teacher Models)</p>	51-ed	Review	<p>8.7</p> <p>8.8</p> <p>8.9</p> <p>8.10</p> <p>Review Day</p>	<p>*Producers and consumers</p> <p>*Supply and demand</p> <p>*Working in a community</p> <p>*How do jobs and money affect people in a community?</p> <p>*Produce a good or service</p>	Contractions with would, and irregular ones
31	Spring Break						
32	<p>Learning About the World</p> <p>*Session 1 – Getting Started as a Nonfiction Reader</p> <p>*Session 2 – Studying One Page Can Teach so Much</p> <p><u>Read Alouds</u>: Science (Animal) - 3 days</p>	<p>*Research Home (After Teacher Models)</p> <p>*Research Babies (After Teacher Models)</p> <p>*Research Food (After Teacher Models)</p> <p>*Research Cool Facts (After Teacher Models)</p> <p>* Research Catch Up Day</p>	52-s (s z es)	<p>another</p> <p>RO: other</p>	<p>Review Test</p> <p>Chapter Test</p> <p>Intro 9</p> <p>9.1</p> <p>Review Day</p>	<p>Animal Unit</p> <p>*Needs of all animals</p> <p>*Overview of the 6 groups of animals</p> <p>*Introduction to Mammals</p> <p>*How do mammals meet their needs?</p> <p>*Mammal adaptations</p>	Homophones
33	<p>*Session 3 – Readers Learn More by Chatting About What’s Happening</p>	<p>*Write about Appearance (After Teacher Models)</p>	53-ea	<p>pull, wash</p> <p>RO: water</p>	<p>9.2</p> <p>9.3</p> <p>9.5</p> <p>Review Day</p>	<p>*Introduction to Reptiles</p> <p>*How do reptiles meet their needs?</p> <p>*Reptile adaptations</p>	Homonyms

	<p>*Session 4 – Readers Reread to Make Sure They Understand Their Books</p> <p><u>Read Alouds</u>: Science (Animal) - 3 days</p>	<p>*Write About Home (After Teacher Models)</p> <p>*Write About Babies (After Teacher Models)</p> <p>*Write About Food (After Teacher Models)</p>				<p>*Introduction to Birds</p> <p>*How do birds meet their needs?</p>	
34	<p>*Session 10 – Readers Learn New Words as They Read</p> <p>*Session 11 – Readers Find and Think About Key Words</p> <p><u>Read Alouds</u>: Science (Animal) - 3 days</p>	<p>*Write About Cool Facts</p> <p>* Draw Diagram</p> <p>*Complete Glossary</p> <p>*Add Photographs</p> <p>*Add Caption</p>	53-ee	Review	<p>9.6</p> <p>9.7</p> <p>9.8</p> <p>9.9</p> <p>Review</p>	<p>*Bird adaptations</p> <p>*Introduction into Amphibians</p> <p>*How do amphibians meet their needs?</p> <p>*Amphibian adaptations</p> <p>*Introduction to Fish</p>	Irregular Nouns (mice, geese, Feet, fish)
35	<p>*Session 13 – Finding Interesting Things to Share</p> <p>*Session 18 – A Celebration of Reading to Learn About the World</p> <p><u>Read Alouds</u>: Science (Animal) - 3 days</p>	<p>*Catch Up Day</p> <p>*Edit</p> <p>*Share</p> <p>*Celebrate</p>	54-ai/ay	<p>every</p> <p>RO: school, tractor, everyone</p>	<p>Review Test</p> <p>Chapter Test</p> <p>Intro 10</p> <p>10.1</p> <p>10.2</p>	<p>*How do Fish meet their needs?</p> <p>*Fish adaptations</p> <p>*Introduction to Insects</p> <p>*How do insects meet their needs?</p> <p>*Insect adaptations</p>	Review perfect sentences- all four types
36	<p>Fluency Unit</p> <p>In this unit you will find resources to teach different parts of fluency (phrasing, accuracy, rate, expression).</p>	<p>Comic Book Writing</p> <p>*Introduction to Comics</p> <p>*Hero and Villain</p> <p>*Start with a setting</p> <p>*Brainstorming Storyline</p> <p>*Storytelling through dialogue</p>	55-oa/oe	<p>know, knew</p>	<p>10.3</p> <p>10.4</p> <p>10.5</p> <p>Review Day</p>	<p>Looking Back Unit</p> <p>* Understanding past, present, and future</p> <p>*Schools, Houses, Getting Around, and Play in past, present, and future</p>	Review differences between nouns, verbs, adjectives

37	<p><u>Fluency Unit</u></p> <p>Use leveled reader's theater scripts to have students practice reading fluently.</p> <p>Allow them to make props to go with their reader's theater.</p>	<ul style="list-style-type: none"> *Using Onomatopoeias *Reading our comics like a reader *Editing our Comics *Celebrating 	56-ing (suffix)	friend RO: before	10.6 10.7 Review Day Review Test Chapter Test	<ul style="list-style-type: none"> *Create personal timelines *Looking back at our school year *Class timeline *Adding photos to class timeline *Adding artifacts to class timeline 	Review or catch up
38		Memory Books / Author Studies			Getting Ready for Second Grade Lessons		Review or catch up