| $\begin{gathered} \text { Week } 1 \\ \hline \end{gathered}$ |  | Day 1 | Day 2 | Day 3 | Day 4 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Math Expressions | No School | Rules and Procedures | Rules and Procedures | Rules and Procedures | Teachers' Choice Intervention or Enrichment |
| Journeys Reading <br> Back to School |  | Kindergarten Review <br> - Read Jack's Talent and Back to School <br> - Concepts of print: Print Represents Speech, Letters, Words and Sentences, Photo Captions, Environmental Print, Punctuation/Intonation Letters and sounds $a, m, s, t$, and $c$ |  |  |  |
| Vocabulary |  | I, to, like, a, see, the, we, go, is, are |  |  |  |
| Phonics/ Spelling |  |  |  |  |  |
| Grammar/ Writing |  |  |  |  |  |
| Mystery Science |  |  |  |  |  |
| Social Studies |  |  |  |  |  |


| Week 2 <br> ____-_-_ $\qquad$ | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Math <br> Expressions <br> Unit 1: <br> Partners and Number Patterns Through 10 | No School | Lesson 1-1 <br> Discuss <br> Numbers <br> 1-10 | Lesson 1-2 <br> Visualize <br> Numbers as a 5 Group and Ones | Quick Quiz 1/ Strategy Check 1 <br> Lesson 1-3 <br> Partners of 2 through 5 | Teachers' Choice <br> Intervention or Enrichment |
| Journeys Reading <br> Unit 1 Lesson 1 |  | Anchor Text: What is a Pal? <br> Genre: Informational Text <br> Paired Selection: Friends Forever <br> Genre: Poetry <br> Essential Question: What is important about being a friend? <br> Text Decodable Readers: 1. Dan and Nan <br> 3. Nan and Dan <br> 2. Nan Cat <br> 4. Fan, Fan, Fan <br> Target Skill: Main Idea <br> Target Strategy: Summarize <br> Fluency Accuracy: Accuracy: Word Recognition <br> High-Frequency Words: and, be, help, you, play, with |  |  |  |
| Vocabulary |  | Oral Vocabulary: beautiful, excellent, invitation, miss, ruin, suddenly <br> Vocabulary Strategies: Classify and Categorize Words |  |  |  |
| Phonics/ Spelling |  | Phonics: Words with Short a Consonants: $n, d, p, r$ <br> Spelling Words: am, at, sat, man, dad, mat |  |  |  |
| Grammar/ Writing |  | Grammar: Nouns <br> Narrative Writing: Labels <br> Focus Trait: Ideas |  |  |  |
| Mystery Science |  | Spinning Sky <br> Mystery 1: Could a statue's shadow move? |  |  |  |
| Social Studies |  | To be determined by Elementary School |  |  |  |


| Week 3 $\qquad$ | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Math Expressions <br> Unit 1: Partners and Number Patterns Through 10 | Lesson 1-4 Partners of 6 | Lesson 1-5 <br> Partners of 7 | Lesson 1-6 <br> Partners of 8 | Lesson 1-7 <br> Partners of 9 | Teachers' Choice <br> Intervention or Enrichment |
| Journeys Reading <br> Unit 1 Lesson 2 | Anchor Text: The Storm <br> Genre: Realistic Fiction <br> Paired Selection: Storms! <br> Genre: Informational Text <br> Essential Question: What happens during a storm? <br> Text Decodable Readers: 1. Can it Fit? <br> 3. Sid Piq <br> 2. I Ran <br> 4. Pam <br> Target Skill: Understanding Characters <br> Target Strategy: Infer/Predict <br> Fluency: Accuracy: Words Connected to Text <br> High-Frequency Words: for, what, have, he, look, too |  |  |  |  |
| Vocabulary | Oral Vocabulary: bandits, brave, chattered, ears, steady, still Vocabulary Strategies: Context Clues |  |  |  |  |
| Phonics/ Spelling | Phonics: Words with Short i <br> Consonants: $r, h, z, b, g$ <br> Phonogram: -it <br> Spelling Words Basic: if, is, him, rip, fit, pin |  |  |  |  |
| Grammar/ Writing | Grammar: Possessives <br> Narrative Writing: Captions <br> Focus Trait: Ideas |  |  |  |  |
| Mystery Science | Spinning Sky <br> Mystery 2: Read-Along: Where do sounds come from? |  |  |  |  |
| Social Studies | To be determined by Elementary School |  |  |  |  |


| Week 4 $\qquad$ | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Math <br> Expressions <br> Unit 1: Partners and Number Patterns Through 10 | Lesson 1-8 <br> Partners of 10 | Lesson 1-9 <br> Focus on Mathematical Practices | Unit 1 <br> Review | Unit 1 Test \& Perform. Task | Teachers' Choice <br> Intervention or Enrichment |
| Journeys Reading <br> Unit 1 Lesson 3 | Anchor Text: Curious George at School <br> Genre: Fantasy <br> Paired Selection: School Long Ago <br> Genre: Informational Text <br> Essential Question: Why is going to school important? <br> Text Decodable Readers: 1. Lil and Max <br> 3. Max Fox and Lon Ox <br> 2. Did Dix Dog Do It? <br> 4. Is it Funny? <br> Target Skill: Sequence of Events <br> Target Strategy: Monitor/Clarify <br> Fluency: Phrasing: Punctuation <br> High-Frequency Words: do, sing, find, no, funny, they |  |  |  |  |
| Vocabulary | Oral Vocabulary: apart, crept, proud, sneaked, snout, worried Vocabulary Strategies: Multiple-Meaning Words |  |  |  |  |
| Phonics/ Spelling | Phonics: Words with Short o <br> Consonants: I, X <br> Inflection-s <br> Spelling Words: log, hot, dot, top, ox, lot |  |  |  |  |
| Grammar/ Writing | Grammar: Action Verbs <br> Narrative Writing: Sentences <br> Focus Trait: Word Choice |  |  |  |  |
| Mystery Science | Spinning Sky <br> Mystery 3: How can the sun help you if your lost? |  |  |  |  |
| Social Studies | To be determined by Elementary School |  |  |  |  |


| Week 5 $\qquad$ | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Math <br> Expressions <br> Unit 2: Addition and Subtraction Strategies | Lesson 2-1 <br> Represent <br> Addition | Lesson 2-2 <br> Addition with <br> Circle <br> Drawings | Lesson 2-3 <br> Addition Equations | Lesson 2-4 <br> Addition Equations and Stories | Teachers' Choice <br> Intervention or Enrichment |
| Journeys <br> Reading <br> Unit 1 Lesson 4 | Anchor Text: Lucia's Neighborhood <br> Genre: Informational Text <br> Paired Selection: City Mouse and Country Mouse <br> Genre: Fable <br> Essential Question: Who can you meet in a neighborhood? <br> Text Decodable Readers: 1. Pals <br> 3. Ken and Vic <br> 2. Ned <br> 4. My Pets <br> Target Skill: Text and Graphic Features <br> Target Strategy: Question <br> Fluency: Intonation <br> High-Frequency Words: all, does, here, me, my, who |  |  |  |  |
| Vocabulary | Oral Vocabulary: canvas, combinations, ease, important, rhythm, row Vocabulary Strategies: Alphabetical Order |  |  |  |  |
| Phonics/ Spelling | Phonics: Words with Short e <br> Consonants: y, w <br> Phonogram: -et <br> Spelling Words: yet, web, pen, wet, leg, hen |  |  |  |  |
| Grammar/ Writing | Grammar: Adjectives <br> Narrative Writing: Class Story <br> Focus Trait: Word Choice |  |  |  |  |
| Mystery Science | Spinning Sky <br> Mystery 3: How can the sun help you if your lost? |  |  |  |  |
| Social Studies | To be determined by Elementary School |  |  |  |  |


| Week 6 $\qquad$ . | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Math <br> Expressions <br> Unit 2: Addition and Subtraction Strategies | Quick Quiz 1/ Fluency Check 1 | Lesson 2-5 <br> Explore <br> Solution <br> Methods | Lesson 2-6 <br> Addition <br> Strategies: <br> Counting on | Lesson 2-7 <br> Counting on from <br> Greater <br> Number | No School |
| Journeys Reading <br> Unit 1 Lesson 5 | Anchor Text: Gus Takes the Train <br> Genre: Fantasy <br> Paired Selection: City Zoo <br> Genre: Informational Tex $\dagger$ <br> Essential Question: What happens on the train? <br> Text Decodable Readers: 1. Fun in the Sun <br> 3. Fun, Fun, Fun <br> 2. Yams! Yum! <br> 4. Bud <br> Target Skill: Story Structure <br> Target Strategy: Analyze/Evaluate <br> Fluency: Accuracy: Self-Correct <br> High-Frequency Words: friend, full, good, hold, many, pull |  |  |  |  |
| Vocabulary | Oral Vocabulary: alleys, dash, ferry, space, subways, sealed Vocabulary Strategies: Synonyms |  |  |  |  |
| Phonics/ Spelling | Phonics: Words with Short u <br> Consonants: qu, z <br> Spelling Words: up, bug, mud, nut, hug, tub |  |  |  |  |
| Grammar/ Writing | Grammar: Adjectives <br> Narrative Writing: Class Story <br> Focus Trait: Ideas |  |  |  |  |
| Mystery Science | Spinning Sky <br> Mystery 4: Read-Along: Why do you have to go to bed early in the summer? |  |  |  |  |
| Social Studies | To be determined by Elementary School |  |  |  |  |


| Week 7 _-_-_ـ_ـ_ | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Math <br> Expressions <br> Unit 2: Addition and Subtraction Strategies | Lesson 2-8 <br> Addition <br> Game: <br> Unknown <br> Totals | Lesson 2-9 <br> Practice Counting On | Quick Quiz 2 / Fluency Check 2 | Lesson 2-10 <br> Represent Subtraction | Teachers' Choice <br> Intervention or Enrichment |
| Journeys <br> Reading <br> Unit 2 Lesson 6 | Anchor Text: Jack and the Wolf <br> Genre: Fable <br> Paired Selection: The Three Little Pigs <br> Genre: Fairy Tale <br> Essential Question: What lessons can you learn from story characters? <br> Text Decodable Readers: 1. Ann Packs <br> 3. A Duck in Mud <br> 2. Tess and Jack <br> 4. Ducks Quack <br> Target Skill: Understanding Characters <br> Target Strategy: Summarize <br> Fluency: Expression <br> High-Frequency Words: away, call, come, every, hear, said |  |  |  |  |
| Vocabulary | Oral Vocabulary: clang, fault, figure, jumbled, plenty, tossed Vocabulary Strategies: Shades of Meaning |  |  |  |  |
| Phonics/ Spelling | Phonics: Review Words with Short a <br> Double Final Consonants and -ck <br> Phonogram: -ack <br> Spelling Words: an, had, bad, cat, can, ran |  |  |  |  |
| Grammar/ Writing | Grammar: Complete Sentences Informative Writing: Sentences Focus Trait: Ideas |  |  |  |  |
| Mystery Science | Spinning Sky <br> Mystery 5: When can you see the full moon? |  |  |  |  |
| Social Studies | To be determined by Elementary School |  |  |  |  |


| Week 8 $\qquad$ | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Math <br> Expressions <br> Unit 2: Addition and Subtraction Strategies | Lesson 2-11 <br> Subtraction with Drawings \& Equations | Lesson 2-12 <br> Practice with Subtraction | Lesson 2-13 <br> Generate Subtraction Problems | Quick Quiz 3 / Fluency Check 3 | Teachers' Choice <br> Intervention or Enrichment |
| Journeys Reading <br> Unit 2 Lesson 7 | Anchor Text: How Animals Communicate <br> Genre: Informational Text <br> Paired Selection: Insect Messages <br> Genre: Informational Text <br> Essential Question: How do animals communicate? <br> Text Decodable Readers: 1. Brad and Cris <br> 3. Crabs <br> 2. What Did Dad Get? <br> 4. The Big Job <br> Target Skill: Main Idea and Details <br> Target Strategy: Infer/Predict <br> Fluency: Rate <br> High-Frequency Words: animal, how, make, of, some, why |  |  |  |  |
| Vocabulary | Oral Vocabulary: agreement, crowd, discussed, warn, creek, bills Vocabulary Strategies: Using a Glossary |  |  |  |  |
| Phonics/ Spelling | Phonics: Review Words with Short i <br> Blends with $r$ <br> Phonograph -ip <br> Spelling Words: in, will, did, sit, six, big |  |  |  |  |
| Grammar/ Writing | Grammar: Commas in a Series Informative Writing: Poetry Focus Trait: Word Choice |  |  |  |  |
| Mystery Science | Spinning Sky <br> Mystery 5: When can you see the full moon? |  |  |  |  |
| Social Studies | To be determined by Elementary School |  |  |  |  |


| Week 9 $\qquad$ | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Math Expressions <br> Unit 2: Addition and Subtraction Strategies | Lesson 2-14 <br> Relate <br> Addition <br> with <br> Subtraction | Lesson 2-15 <br> Mixed <br> Practice with Equations | Lesson 2-16 <br> Focus on Mathematica I Practices | Quick Quiz 4 / Fluency Check 4 | Teachers' Choice Intervention or Enrichment |
| Journeys Reading <br> Unit 2 Lesson 8 | Anchor Text: A Musical Day <br> Genre: Realistic Fiction <br> Paired Selection: Drums <br> Genre: Informational Text <br> Essential Question: How is music part of your everyday life? <br> Text Decodable Readers: 1. Our Flag <br> 3. Our Sled Club <br> 2. The Plan <br> 4. The Pet Club <br> Target Skill: Sequence of Events <br> Target Strategy: Analyze/Evaluate <br> Fluency: Phrasing: Natural Pauses <br> High-Frequency Words: her, now, our, she, today, would |  |  |  |  |
| Vocabulary | Oral Vocabulary: crisp, edges, faraway, peeked, smudge, village Vocabulary Strategies: Define Words |  |  |  |  |
| Phonics/ Spelling | Phonics: Review Words with Short o <br> Blends with I <br> Phonogram -ock <br> Spelling Words: on, got, fox, pop, not, hop |  |  |  |  |
| Grammar/ Writing | Grammar: Statements <br> Informative Writing: Thank-you Note <br> Focus Trait: Word Choice |  |  |  |  |
| Mystery Science | Spinning Sky <br> Mystery 6: Why do the stars come out at night? |  |  |  |  |
| Social Studies | To be determined by Elementary School |  |  |  |  |


| Week 10 $\qquad$ | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Math Expressions <br> Unit 2: Addition and Subtraction Strategies | Unit 2 <br> Review | Unit 2 Test \& Perform. Task | Lesson 3-1 <br> Explore <br> Unknowns | Lesson 3-2 <br> Problems with <br> Unknown <br> Partners | Teachers' Choice <br> Intervention or Enrichment |
| Journeys <br> Reading <br> Unit 2 Lesson 9 | Anchor Text: Dr. Seuss <br> Genre: Biography <br> Paired Selection: Two Poems From Dr. Seuss <br> Genre: Poetry <br> Essential Question: What makes a story or poem funny? <br> Text Decodable Readers: <br> 1. Step Up! <br> 3. Nuts for Ben and Jen <br> 2. Splat! Splat! <br> 4. Miss Tess Was Still <br> Target Skill: Text and Graphic Features <br> Target Strategy: Question <br> Fluency: Accuracy: Word Recognition <br> High-Frequency Words: after, draw, pictures, read, was, write |  |  |  |  |
| Vocabulary | Oral Vocabulary: trip, yanking, twice, awake, wonder, try Vocabulary Strategies: Antonyms |  |  |  |  |
| Phonics/ Spelling | Phonics: Review Words with Short e Blends with s <br> Spelling Words: yes, let, red, ten, bed, get |  |  |  |  |
| Grammar/ Writing | Grammar: Singular and Plural Nouns Informative Writing: Description Focus Trait: Ideas |  |  |  |  |
| Mystery Science | Spinning Sky <br> Mystery 7: Read-Along: How can stars help you of you get lost? |  |  |  |  |
| Social Studies | To be determined by Elementary School |  |  |  |  |


| Week 11 $\qquad$ . | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Math <br> Expressions <br> Unit 3: Unknown Numbers in Addition and Subtraction | Lesson 3-3 <br> Solve <br> Equations with <br> Unknown <br> Partners | Lesson 3-4 <br> Addition <br> Game: <br> Unknown <br> Partner | Lesson 3-5 <br> Practice with <br> Unknown <br> Partners | Quick Quiz 1 / Fluency Check 5 | Teachers' Choice <br> Intervention or Enrichment |
| Journeys Reading <br> Unit 2 Lesson 10 | Anchor Text: A Cupcake Party <br> Genre: Fantasy <br> Paired Selection: Happy Times <br> Genre: Poetry <br> Essential Question: How can you show a friend that you care about him or her? <br> Text Decodable Readers: 1. Who Likes to Jump? <br> 3. Flint and Scamp <br> 2. The Lost Cat <br> 4. The List <br> Target Skill: Story Structure <br> Target Strategy: Visualize <br> Fluency: Stress <br> High-Frequency Words: eat, give, one, put, small, take |  |  |  |  |
| Vocabulary | Oral Vocabulary: enemies, forest, hibernate, must, pouches, predators Vocabulary Strategies: Synonyms |  |  |  |  |
| Phonics/ Spelling | Phonics: Review Words with Short u <br> Final Blends <br> Phonogram -ump <br> Spelling Words: us, sun, fun, bus, but, run |  |  |  |  |
| Grammar/ Writing | Grammar: Using $a$, an, and the Informative Writing: Description Focus Trait: Organizations |  |  |  |  |
| Mystery Science | Lights and Sound <br> Mystery 1: How do they make silly sounds in cartoons? |  |  |  |  |
| Social Studies | To be determined by Elementary School |  |  |  |  |


| Week 12 $\qquad$ | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Math <br> Expressions <br> Unit 3: Unknown Numbers in Addition and Subtraction | Lesson 3-6 <br> Subtraction <br> Strategies | Lesson 3-7 <br> Subtraction <br> Stories and Games | Lesson 3-8 <br> Practice with <br> Subtraction <br> Stories | Quick Quiz 2 / Fluency Check 6 | No School |
| Journeys Reading <br> Unit 2 Trade Book | Trade Book: From Seed to Pumpkin <br> Essential Question: How does a pumpkin plant change as it grows? <br> Target Skill: Summarize <br> Target Strategy: Monitor/Clarify |  |  |  |  |
| Vocabulary | Story Vocabulary: moist, energy, prickly, tends, attract, wither, bare, remain |  |  |  |  |
| Phonics/ Spelling | Review |  |  |  |  |
| Grammar/ Writing | Review |  |  |  |  |
| Mystery Science | Mini Lesson: Why are pumpkins so popular every fall? Mini Lesson: Why are pumpkins orange? |  |  |  |  |
| Social Studies | To be determined by Elementary School |  |  |  |  |


| Week 13 $\qquad$ | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Math Expressions <br> Unit 3: Unknown Numbers in Addition and Subtraction | Lesson 3-9 <br> Relate <br> Addition and <br> Subtraction <br> Situations | Lesson 3-10 <br> Solve Mixed <br> Problems | Lesson 3-11 <br> Practice with <br> Mixed <br> Problems | Lesson 3-12 <br> Focus on Mathematica I Practices | Teachers' Choice Intervention or Enrichment |
| Journeys Reading <br> Unit 3 Lesson 11 | Anchor Text: At Home in the Ocean <br> Genre: Informational Text <br> Paired Selection: Water <br> Genre: Informational Text <br> Essential Question: What kinds of plants and animals would you find in the ocean? <br> Text Decodable Readers: 1. Seth and Beth <br> 3. The Duck Nest <br> 2. Zeb Yak <br> 4. Animal Moms <br> Target Skill: Author's Purpose <br> Details <br> Target Strategy: Analyze/Evaluate <br> Fluency: Phrasing: Punctuation <br> High-Frequency Words: blue, cold far, little, live, their, water, where |  |  |  |  |
| Vocabulary | Oral Vocabulary: companions, exchange, gracefully, portions, practice, strict <br> Vocabulary Strategies: Classify and Categorize Words |  |  |  |  |
| Phonics/ Spelling | Phonics: Digraph th <br> Base Words with -s, -es, -ed, -ing Endings Spelling Words: that, then, this, them, with, bath |  |  |  |  |
| Grammar/ Writing | Grammar: Proper Nouns <br> Informative Writing: Sentences <br> Focus Trait: Sentence Fluency |  |  |  |  |
| Mystery Science | Lights and Sound <br> Mystery 1: How do they make silly sounds in cartoons? |  |  |  |  |
| Social Studies | To be determined by Elementary School |  |  |  |  |


| Week 14 <br> ____-_ $\qquad$ $\qquad$ __ | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Math <br> Expressions <br> Unit 3: Unknown Numbers in Addition and Subtraction | Quick Quiz 3 / Fluency Check 7 | Unit 3 <br> Review | Unit 3 <br> Test | Unit 3 <br> Performance task | Teachers' Choice <br> Intervention or Enrichment |
| Journeys Reading <br> Unit 3 Lesson 12 | Anchor Text: How Leopard Got His Spots <br> Genre: Folktale <br> Paired Selection: The Rain Forest <br> Genre: Informational Text <br> Essential Question: How are jungle animals different from animals on a farm? <br> Text Decodable Readers: 1. Scratch, Champ <br> 3. Champs <br> 2. Rich Gets a Dog <br> 4. Kits, Chicks, and Pups <br> Target Skill: Sequence of Events <br> Story Lesson <br> Target Strategy: Question <br> Fluency: Rate <br> High-Frequency Words: been, brown know, never, off, out, own, very |  |  |  |  |
| Vocabulary | Oral Vocabulary: adventure, frisky shivered, spied, tumbled, view Vocabulary Strategies: Homophones |  |  |  |  |
| Phonics/ Spelling | Phonics: Digraphs ch, tch <br> Possessives with 's <br> Phonogram -atch <br> Spelling Words: chin, chop, much, chip, rich, chick |  |  |  |  |
| Grammar/ Writing | Grammar: Command <br> Informative Writing: Instructions <br> Focus Trait: Sentence Fluency |  |  |  |  |
| Mystery Science | Lights and Sound <br> Mystery 2: Read-Along: Where do sounds come from? |  |  |  |  |


| Social Studies | To be determined by Elementary School |
| :--- | :--- |


| Week 15 _-_-_-_ | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Math Expressions <br> Unit 4: Place Value Concepts | Lesson 4-1 <br> Introduction <br> to Tens <br> Groupings | Lesson 4-2 <br> Explore Teen <br> Numbers | Lesson 4-3 <br> Represent and Compare Teen Numbers | Lesson 4-4 <br> Visualize <br> Teen <br> Addition | Teachers' Choice Intervention or Enrichment |
| Journeys Reading <br> Unit 3 Lesson 13 | Anchor Text: Seasons <br> Genre: Informational Tex $\dagger$ <br> Paired Selection: Four Seasons for Animals <br> Genre: Informational Text <br> Essential Question: What changes do the different seasons cause? <br> Text Decodable Readers: 1. Phil's New Bat <br> 3. Ralph Goes To Camp <br> 2. In a Rush <br> 4. Trish's Gift <br> Target Skill: Cause and Effect <br> Sound words <br> Target Strategy: Visualize <br> Fluency: Accuracy: Word Recognition <br> High-Frequency Words: down, fall, goes, green, grow, open, new, yellow |  |  |  |  |
| Vocabulary | Oral Vocabulary: bouquet, burst, glows, plow, shrivel, vines Vocabulary Strategies: Words ending in -ed, -ing,-s |  |  |  |  |
| Phonics/ Spelling | Phonics: Digraphs sh, wh, ph, Contractions with 's n't <br> Spelling Words: ship, shop, which, when, whip, fish |  |  |  |  |
| Grammar/ Writing | Grammar: Subject-Verb Agreement Informative Writing: Sentences Focus Trait: Ideas |  |  |  |  |
| Mystery Science | Lights and Sound <br> Mystery 3: What if there were no windows? |  |  |  |  |


| Social Studies | To be determined by Elementary School |
| :--- | :--- |


| Week 16 $\qquad$ | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Math Expressions | Lesson 4-5 <br> Teen <br> Addition <br> Strategies | Lesson 4-6 <br> Investigate Doubles | Quick Quiz 1 / Fluency Check 8 | Lesson 4-7 <br> Understand <br> Tens and Ones | Teachers' Choice Intervention or <br> Enrichment |
| Journeys Reading | Review Lessons 1-13 |  |  |  |  |
| Vocabulary |  |  |  |  |  |
| Phonics/ Spelling |  |  |  |  |  |
| Grammar/ Writing |  |  |  |  |  |
| Mystery Science | Lights and Sound Mystery 3: What if there were no windows? |  |  |  |  |
| Social Studies | To be determined by Elementary School |  |  |  |  |


| Week 17 $\qquad$ | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Math <br> Expressions <br> Unit 4: Place Value Concepts | Lesson 4-8 <br> Integrate <br> Tens and Ones | Lesson 4-9 <br> Practice <br> Grouping <br> Ones into <br> Tens | Lesson 4-10 <br> Add with Groups of Tens | Lesson 4-11 <br> Practice with Tens and Ones | Teachers' Choice <br> Intervention or Enrichment |
| Journeys Reading <br> Unit 3 Lesson 14 | Anchor Text: The Big Race <br> Genre: Fantasy <br> Paired Selection: Rules and Laws <br> Genre: Informational Text <br> Essential Question: Why is it important to have rules? <br> Text Decodable Readers: <br> 1. Tate's Cakes <br> 3. A Safe Lodge <br> 2. Dave and the Whales <br> 4. The Race <br> Target Skill: Conclusions <br> Cause and Effect <br> Target Strategy: Infer and Predict <br> Fluency: Expression <br> High-Frequency Words: four, five, into, over, starts, three, two, watch |  |  |  |  |
| Vocabulary | Oral Vocabulary: cactus, habitat, mainly, search, stems, howl Vocabulary Strategies: Shades of Meaning |  |  |  |  |
| Phonics/ Spelling | Phonics: Long a (a_e) <br> Phonograms -ake, -ace <br> Soft c, g, dge <br> Spelling Words: came, make, brave, late, gave, shape |  |  |  |  |
| Grammar/ Writing | Grammar: Verbs and Time (past, present, future) <br> Informative Writing: Report <br> Focus Trait: Ideas |  |  |  |  |


| Mystery Science | Lights and Sound <br> Mystery 4: Read-Aloud: Can you see in the dark? |
| :---: | :--- |
| Social Studies | To be determined by Elementary School |


| Week 18 $\qquad$ <br> __ | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Math <br> Expressions <br> Unit 4: Place Value Concepts | No School | Lesson 4-12 <br> Use Place <br> Value to <br> Compare <br> Numbers | Quick Quiz 2 / Fluency Check 9 | Lesson 4-13 Add Tens or Ones | Teachers' Choice Intervention or Enrichment |
| Journeys Reading <br> Unit 3 Lesson 15 | Anchor Text: Animal Groups <br> Genre: Informational Text <br> Paired Selection: Animal Picnic <br> Genre: Play <br> Essential Question: What makes birds different than mammals? <br> Text Decodable Readers: 1. Mike's Bike <br> 3. The Nice Vest <br> 2. The Nest <br> 4. Kite Time <br> Target Skill: Compare and Contrast <br> Text and Graphic Features <br> Target Strategy: Monitor/Clarify <br> Fluency: Intonation <br> High-Frequency Words: bird, both, eyes, fly, long, or, those, walk |  |  |  |  |
| Vocabulary | Oral Vocabulary: alert, directions, scale, sensitive, swivel, threatened Vocabulary Strategies: Suffixes -er, -es $\dagger$ |  |  |  |  |
| Phonics/ Spelling | Phonics: Long i (i_e) <br> Digraphs kn, wr, gn, mb <br> Phonograms -ine -ite <br> Spelling Words: time, like, bike, kite, white, drive |  |  |  |  |
| Grammar/ | Grammar: The Verb be Informative Writing: Report |  |  |  |  |


| Writing | Focus Trait: Word Choice |
| :---: | :--- |
| Mystery Science | Lights and Sound <br> Mystery 5: How could you send a secret message to someone far away? |
| Social Studies | To be determined by Elementary School |


| Week 19 $\qquad$ | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Math Expressions <br> Unit 4: Place Value Concepts | Lesson 4-14 <br> Mixed <br> Addition with <br> Tens and Ones | Lesson 4-15 <br> Counting on <br> Strategy: 2 <br> Digit- <br> Numbers | Lesson 4-16 <br> Practice with 2-Digit Numbers | Lesson 4-17 <br> 2-Digit <br> Number <br> Games | Teachers' Choice Intervention or Enrichment |
| Journeys Reading <br> Unit 4 Lesson 16 | Anchor Text: Let's go to the Moon! <br> Genre: Informational Tex $\dagger$ <br> Paired Selection: Mae Jemison <br> Genre: Biography <br> Essential Question: What do astronauts do? <br> Text Decodable Readers: 1. Go, Jones! <br> 3. June's Pictures <br> 2. So Much Fun <br> 4. My Mule, Duke <br> Target Skill: Main Idea and Details <br> Autho's Purpose <br> Target Strategy: Question <br> Fluency: Stress <br> High-Frequency Words: around, because, before, bring, carry, light, show, think |  |  |  |  |
| Vocabulary | Oral Vocabulary: atmosphere, decision, landscape, miniature, surface, vast Vocabulary Strategies: Sufixes -y, -ful |  |  |  |  |
| Phonics/ Spelling | Phonics: Long o (o, o_e) <br> Long u (u_e) <br> Spelling Words Basic: so, go, home, hole, no, rope, joke, bone, stove, poke |  |  |  |  |


| Grammar/ <br> Writing | Grammar: Questions <br> Narrative Writing: Sentences <br> Focus Trait: Trait Ideas |
| :---: | :--- |
| Mystery Science | Lights and Sound <br> Mystery 5: How could you send a secret message to someone far away? |
| Social Studies | To be determined by Elementary School |


| $\text { Week } 20$ | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Math <br> Expressions <br> Unit 4: Place Value Concepts | Lesson 4-18 <br> Focus on Mathematic. Practices | Quick Quiz 3 / Fluency Check 10 | Unit 4 <br> Review | Unit 4 Test \& Perform. Task | Teachers' Choice <br> Intervention or Enrichment |
| Journeys Reading <br> Unit 4 Lesson 17 | Anchor Text: The Big Trip <br> Genre: Fantasy <br> Paired Selection: Lewis and Clark's Big Trip <br> Genre: Informational Text <br> Essential Question: What are some different ways to travel? <br> Text Decodable Readers: 1. At the Beach <br> 3. Plunk, Plunk <br> 2. Who Will Teach Us? <br> 4. The King's Song <br> Target Skill: Compare and Contrast <br> Dialogue <br> Target Strategy: Visualize <br> Fluency: Phrasing: Punctuation <br> High-Frequency Words: about, by, car, could, don't, maybe, sure, there |  |  |  |  |
| Vocabulary | Oral Vocabulary: complain, delighted, horizon, lonely, pleaded, shelter Vocabulary Strategies: Define Words |  |  |  |  |
| Phonics/ Spelling | Phonics: Long e (e, e_e); Vowel Pairs ee, ea; Final ng, nk, Phonogram -ink <br> Spelling Words: me, be, read, feet, tree, keep, eat, mean, sea, these |  |  |  |  |


| Grammar/ <br> Writing | Grammar: Compound Sentences <br> Narrative Writing: Sentences about yourself <br> Focus Trait: Ideas |
| :---: | :--- |
| Mystery Science | Lights and Sound <br> Mystery 6: Read-Along: How do boats find their way in fog? |
| Social Studies | To be determined by Elementary School |


| Week 21 $\qquad$ | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Math Expressions <br> Unit 4: Place Value Concepts | Lesson 5-1 <br> Unknown <br> Partners <br> with Teen <br> Totals | Lesson 5-2 <br> Subtraction with Teen Numbers | Lesson 5-3 <br> Mixed <br> Practice with <br> Teen <br> Problems | Lesson 5-4 <br> Small Group <br> Practice with <br> Teen <br> Problems | Teachers' Choice <br> Intervention or Enrichment |
| Journeys Reading <br> Unit 4 Lesson 18 | Anchor Text: Where Does Food Come From? <br> Genre: Informational Text <br> Paired Selection: Jack and the Beanstalk <br> Genre: Fairy Tale <br> Essential Question: What do farmers need to grow food? <br> Text Decodable Readers: 1. Ray Trains Dex <br> 3. What Will We Do? <br> 2. Sweet Treats <br> 4. Let's Eat <br> Target Skill: Author's Purpose <br> Conclusions <br> Target Strategy: Summarize <br> Fluency: Expression <br> High-Frequency Words: first, food, ground, your, right, these, <br> under, sometimes |  |  |  |  |
| Vocabulary | Oral Vocabulary: disappointed, eagerly, fancy, scampered, slippery, spotted Vocabulary Strategies: Multiple Meaning Words |  |  |  |  |
| Phonics/ | Phonics: Vowel Pairs ai, ay Contractions 'll 'd |  |  |  |  |


| Spelling | Phonograms -ay -ain <br> Spelling Words: play, grain, sail, mail, may, rain, way, day, stay, pain |
| :---: | :--- |
| Grammar/ <br> Writing | Grammar: Names of Months, Days, and Holidays <br> Commas in Dates <br> Narrative Writing: Friendly Letter <br> Focus Trait: Sentence Fluency |
| Mystery Science | Plant and Animal Superpowers <br> Mystery 1: How can you help a lost baby animal find its parents? |
| Social Studies | To be determined by Elementary School |


| Week 22 ____-_ $\qquad$ | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Math Expressions <br> Unit 5: Place Value Situations | Lesson 5-5 <br> Teen <br> Problems <br> with Various <br> Unknowns | Lesson 5-6 <br> Problems <br> with Three- <br> Addends <br> Quick Quiz 1 <br> / Fluency <br> Check 11 | Quick Quiz 1 / Fluency Check 11 | Lesson 5-7 <br> Count with <br> Groups of 10 | Teachers' Choice <br> Intervention or Enrichment |
| Journeys Reading <br> Unit 4 Lesson 19 | Anchor Text: Tomas Rivera <br> Genre: Biography <br> Paired Selection: Life Then and Now <br> Genre: Informational Text <br> Essential Question: Why is it important to learn about people from the past? <br> Text Decodable Readers: 1. It Was Snow Fun <br> 3. Fun With Gram <br> 2. Boat Rides <br> 4. Rex Knows <br> Target Skill: Sequence of Events Using Context <br> Target Strategy: Monitor/Clarify <br> Fluency: Intonation <br> High-Frequency Words: done, great, laugh, paper, soon, talk, were, work |  |  |  |  |
| Vocabulary | Oral Vocabulary: author, exactly, incomplete, permission, signature, welcomed |  |  |  |  |


|  | Vocabulary Strategies: Synonyms |
| :---: | :--- |
| Phonics/ <br> Spelling | Phonics: Vowel Pairs oa, ow <br> Contractions 've 're <br> Spelling Words: show, row, grow, low, blow, snow, boat, coat, road, toad |
| Grammar/ <br> Writing | Grammar: Future Tense (will, going to) <br> Narrative Writing: Personal Narrative <br> Focus Trait: Organization |
| Mystery Science | Plant and Animal Superpowers <br> Mystery 1: How can you help a lost baby animal find its parents? |
| Social Studies | To be determined by Elementary School |


| Week 23 $\qquad$ $\qquad$ | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Math <br> Expressions <br> Unit 5: Place Value Situations | No School | Lesson 5-8 <br> Numbers through 120 | Lesson 5-9 <br> Add and <br> Subtract <br> Tens | Lesson 5- <br> 10 <br> Add and <br> Subtract <br> Multiples of <br> Tens | Teachers' Choice <br> Intervention or Enrichment |
| Journeys Reading <br> Unit 4 Lesson 20 | Anchor Text: Little Rabbit's Tale <br> Genre: Folktale <br> Paired Selection: Silly Poems <br> Genre: Poetry <br> Essential Question: How can you help a friend who feels sad? <br> Text Decodable Readers: 1. Bedtime for Ray <br> 3. A Springtime Rain <br> 2. Pancake Run <br> 4. Rosebud <br> Target Skill: Cause and Effect <br> Story Lesson <br> Target Strategy: Infer/Predict <br> Fluency: Rate <br> High-Frequency Words: door, more, mother, old, try, use, want, wash |  |  |  |  |


| Vocabulary | Oral Vocabulary: calf, flooded, meadow, rippled, swarm, wade <br> Vocabulary Strategies: Compound Words |
| :---: | :--- |
| Phonics/ | Phonics: Compound Words <br> Sort Vowel ea <br> Spelling Words: bedtime, sunset, bathtub, sailboat, flagpole, backpack, <br> playpen, raincoat, inside, himself |
| Grammar/ | Grammar: Prepositions and Prepositional Phrases <br> Narrative Writing: Personal Narrative <br> Focus Trait: Word Choice |
| Mystery Science | Plant and Animal Superpowers <br> Mystery 2: Why do birds have beaks? |
| Social Studies | To be determined by Elementary School |


| $\begin{gathered} \text { Week } 24 \\ \hline \end{gathered}$ | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Math <br> Expressions <br> Unit 5: Place Value Situations | Lesson 5-11 <br> Focus on Mathematic. Practices | Quick Quiz 2 <br> / Fluency <br> Check 12 | Unit 5 <br> Review | Unit 5 Test \& Perform. Task | Teachers' Choice <br> Intervention or Enrichment |
| Journeys Reading <br> Unit 5 Lesson 21 | ```Anchor Text: The Garden from Frog and Toad Together Genre: Fantasy Paired Selection: Garden Good Guys Genre: Informational Text Essential Question: What grows in a garden? Text Decodable Readers: 1. Mark Shark 3. At the Store 2. Clark's Part 4. More Fun for Jake``` |  |  |  |  |


|  | Target Skill: Story Structure <br> Repetition <br> Target Strategy: Analyze/ Evaluate <br> Fluency: Phrases: Natural pauses <br> High-Frequency Words: few, night, loudly, noise, story, shall, world, window |
| :---: | :---: |
| Vocabulary | Oral Vocabulary: clever, clues, detectives, poked, sneaky, whispered Vocabulary Strategies: Prefix re- |
| Phonics/ Spelling | Phonics: r-Controlled Vowels (ar, or, ore) <br> Phonograms -ar, -ore <br> Spelling Words: far, arm, yard, art, jar, bar, barn, bark, card, yarn |
| Grammar/ Writing | Grammar: Subject Pronouns <br> Narrative Writing: Story Sentences <br> Focus Trait: Voice |
| Mystery Science | Plant and Animal Superpowers Mystery 2: Why do birds have beaks? |
| Social Studies | To be determined by Elementary School |


| Week 25 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :--- | :--- | :--- | :--- | :---: |
| $\begin{array}{c}\text { Math } \\ \text { Expressions } \\ \text { Unit 6: } \\ \text { Comparisons and } \\ \text { Data }\end{array}$ | $\begin{array}{l}\text { Lesson 6-1 } \\ \text { Explore } \\ \text { Representin } \\ \text { g Data }\end{array}$ | $\begin{array}{l}\text { Lesson 6-2 } \\ \text { Organize } \\ \text { Categorical } \\ \text { Data }\end{array}$ | $\begin{array}{l}\text { Lesson 6-3 } \\ \text { Use Stair } \\ \text { Steps to } \\ \text { Represent } \\ \text { Data }\end{array}$ | $\begin{array}{l}\text { Lesson 6-4 } \\ \text { Data } \\ \text { Collecting }\end{array}$ | $\begin{array}{l}\text { Teachers' } \\ \text { Choice } \\ \text { Intervention } \\ \text { or }\end{array}$ |
| Enrichment |  |  |  |  |  |$]$


| Trade Book | Target Skill: Visualize <br> Target Strategy: Monitor/Clarify, Analyze/Evaluate |
| :---: | :--- |
| Vocabulary | Story Vocabulary: Blue whale, basketball court, softballs, mammals, sperm <br> whale, mile, giant squid, baleen, humpback whale, right whale, destroy, <br> scientists |
| Phonics/ <br> Spelling | Review |
| Grammar/ <br> Writing | Review |
| Mystery Science | Mini Lesson: Are killer whales really dangerous? |
| Social Studies | To be determined by Elementary School |


| Week 26 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :--- | :---: | :---: | :---: | :---: |
| Math <br> Expressions <br> Unit 6: <br> Comparisons and <br> Data | Lesson 6-5 <br> Collecting <br> Data | Quick Quiz 1 <br> / Fluency <br> Check 13 | Lesson 6-6 <br> Introduce <br> Comparison <br> Bars | Lesson 6-7 <br> Comparison <br> Bars and <br> Comparing <br> Language | Teachers' <br> Choice <br> Intervention <br> or <br> Enrichment |
| Journeys | Anchor Text: Amazing Animals |  |  |  |  |


| Reading <br> Unit 5 Lesson 22 | Genre: Informational Text <br> Paired Selection: The Ugly Duckling <br> Genre: Folktale <br> Essential Question: Why do some animals have spots or stripes? <br> Text Decodable Readers: 1. See the Birds <br> 3. Fox and Crow <br> 2. A Bath for Mert <br> 4. Meet Gert <br> Target Skill: Conclusions <br> Target Strategy: Visualize <br> Fluency: Accuracy: Connecting Tex $\dagger$ <br> High-Frequency Words: baby, begins, eight, follow, learning, until, years, young |
| :---: | :---: |
| Vocabulary | Oral Vocabulary: misty, promised, received, roamed, slender, sparkling Vocabulary Strategies: Dictionary Entry |
| Phonics/ Spelling | Phonics: r-Controlled Vowels (er, ir, ur) <br> Spelling Words: her, fern, girl, sir, stir, bird, fur, hurt, turn, third, curl, first |
| Grammar/ Writing | Grammar: Pronouns (I and Me) <br> Narrative Writing: Story Sentences <br> Focus Trait: Development |
| Mystery Science | Plant and Animal Superpowers <br> Mystery 3: Read-Along: Why do baby ducks follow their mother? |
| Social Studies | To be determined by Elementary School |


| Week 27 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Math <br> Expressions <br> Unit 6: <br> Comparisons and <br> Data <br> Croblems <br> Comparison | Lesson 6-8 <br> Solve | Lesson 6-9 <br> Focus on <br> Mathematical <br> Practices | Quick Quiz <br> 2/ Fluency <br> Check 14 | Unit 6 <br> Review | Teachers' <br> Choice <br> Intervention or <br> Enrichment |
| Journeys <br> Reading | Anchor Text: Whistle for Willie <br> Genre: Realistic Fiction |  |  |  |  |


| $\begin{gathered} \text { Unit } 5 \\ \text { Lesson } 23 \end{gathered}$ | Paired Selection: Pet Poems <br> Genre: Poetry <br> Essential Question: How can you take good care of a pet? <br> Text Decodable Readers: 1. Look at This <br> 3. Good Homes <br> 2. Too Good Cooks <br> 4. Big Problems <br> Target Skill: Cause and Effect, Figurative Language <br> Target Strategy: Visualize <br> Fluency: Stress <br> High-Frequency Words: again, along, began, boy, father, house, nothing, together |
| :---: | :---: |
| Vocabulary | Oral Vocabulary: accent, behave, gooey, siesta, sizzling, translated Vocabulary Strategies: Define Words |
| Phonics/ Spelling | Phonics: Vowel Digraph oo <br> Syllable pattern CVC (closed) <br> Spelling Words: look, book, good, hook, brook, took, foot, shook, wood, hood, crook, hoof |
| Grammar/ Writing | Grammar: Possessive Nouns <br> Narrative Writing: Story Summary <br> Focus Trait: Organization |
| Mystery Science | Plant and Animal Superpowers Mystery 4: Why are polar bears white? |
| Social Studies | To be determined by Elementary School |


| Week 28 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :--- | :--- | :--- | :--- | :---: |
| Math <br> Expressions | Unit 6 Test <br> \& Perform. <br> Task | Lesson 7-1 <br> Introduction <br> to Time <br> Measurement, and <br> Equal Shares | Lesson 7-2 <br> Tell and <br> Write Time <br> in Hours | Lesson 7-3 <br> Time in Our <br> Day | Teachers' <br> Choice <br> Intervention <br> or |
| Enrichment |  |  |  |  |  |


| Journeys Reading <br> Unit 5 Lesson 24 | Anchor Text: A Tree Is a Plant <br> Genre: Informational Text <br> Paired Selection: Grow, Apples, Grow! <br> Genre: Informational text <br> Essential Question: What happens to a tree as it grows? <br> Text Decodable Readers: 1. Moose's Tooth <br> 3. Boot's Clues <br> 2. Moon News <br> 4. Red Zed and Blue <br> Target Skill: Sequence of Events <br> Target Strategy: Question <br> Fluency: Expression <br> High-Frequency Words: ready, country, soil, kinds, earth, almost, covers, warms |
| :---: | :---: |
| Vocabulary | Oral Vocabulary: completely, gentle, lonely, recognize, reflection, settle Vocabulary Strategies: Multiple Meaning Words |
| Phonics/ Spelling | Phonics: Vowel Digraphs 00, ou, ew <br> Spelling Words: soon, new, noon, zoo, boot, too, moon, blew, soup, you, grew, scoop |
| Grammar/ Writing | Grammar: Indefinite Pronouns <br> Narrative Writing: Story <br> Focus Trait: Development |
| Mystery Science | Plant and Animal Superpowers <br> Mystery 4: Why are polar bears white? |
| Social Studies | To be determined by Elementary School |


| Week 29 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |


| Math Expressions <br> Unit 7: Geometry, Measurement, and Equal Shares | Lesson 7-4 <br> Tell and Write Time in Half Hours | Lesson 7-5 <br> Practicing <br> Telling and <br> Writing Time | Quick Quiz 1 / Fluency Check 15 | Lesson 7-6 <br> Squares and Other Rectangles | Teachers' Choice <br> Intervention or Enrichment |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Journeys Reading <br> Unit 5 Lesson 25 | Anchor Text: The New Friend <br> Genre: Realistic Fiction <br> Paired Selection: Symbols of Our Country <br> Genre: Informational text <br> Essential Question: What can you learn from someone who is from another country? <br> Text Decodable Readers: 1. Down on the Farm <br> 3. Dawn's Voice <br> 2. Scout and Count <br> 4. Shawn's Toys <br> Target Skill: Understanding Characters <br> Target Strategy: Summarize <br> Fluency: Phrasing: Punctuation <br> High-Frequency Words: buy, city, family, myself, party, please, school, seven |  |  |  |  |
| Vocabulary | Oral Vocabulary: blossom, ledge, lugging, shady, shallow, cavern Vocabulary Strategies: Synonyms, Introduction to Thesaurus |  |  |  |  |
| Phonics/ Spelling | Phonics: Vowel Teams ou, ow, oi, oy, au, aw <br> Spelling Words: how, now, cow, owl ouch, house, found, out, gown town, shout, power |  |  |  |  |
| Grammar/ Writing | Grammar: Contractions with not Narrative Writing: Story Focus Trait: Conventions |  |  |  |  |
| Mystery Science | Plant and Animal Superpowers <br> Mystery 5: Read-Along: Why do family members look alike? |  |  |  |  |
| Social Studies | To be determined by Elementary School |  |  |  |  |


| Week 30 $\qquad$ . | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Math <br> Expressions <br> Unit 7: Geometry, Measurement, and Equal Shares | Lesson 7-7 Triangles and Circles | Lesson 7-8 Equal Shares | Lesson 7-9 <br> Compose 2- <br> Dimensional <br> Shapes | Lesson 7-10 <br> 3-D Shapes | No School |
| Journeys Reading <br> Unit 6 Lesson 26 | Anchor Text: The Dot <br> Genre: Realistic Fiction <br> Paired Selection: Artists Create Art! <br> Genre: Biography <br> Essential Question: What are some ways to make art? <br> Text Decodable Readers: 1. Bears <br> 3. Henry \& Dad go Camping <br> 2. Hiding \& Seeking 4. Speedy and Chase <br> Target Skill: Compare and Contrast <br> Target Strategy: Compare and Contras $\dagger$ <br> Fluency: Accuracy Self-Correct <br> High-Frequency Words: above, bear, even, pushed, studied, surprised, teacher, toward |  |  |  |  |
| Vocabulary | Oral Vocabulary: field, magical, shrubbery, softly, universe, wondrous Vocabulary Strategies: Figurative Language |  |  |  |  |
| Phonics/ Spelling | Phonics: Base words with -ed, -ing <br> Long e ( $y$, ie) <br> Spelling Words: mix, mixed, hop, hopped, hope, hoping, run, running, use, used |  |  |  |  |
| Grammar/ Writing | Grammar: Exclamations <br> Opinion Writing: Sentences <br> Focus Trait: Voice |  |  |  |  |
| Mystery Science | Plant and Animal Superpowers <br> Mystery 6: Why don't trees blow down in the wind? |  |  |  |  |
| Social Studies | To be determined by Elementary School |  |  |  |  |


| Week 31 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Math <br> Expressions <br> Unit 7: <br> Geometry, <br> Measurement, and Equal Shares | Lesson 7-11 <br> Compose 3-D Shapes | Quick Quiz 2 <br> / Fluency <br> Check 16 | Lesson 7-12 Order by Length | Lesson 7-13 <br> Measure with Length Units | Teachers' Choice Intervention or Enrichment |
| Journeys Reading <br> Unit 6 Lesson 27 | Anchor Text: What Can You Do? <br> Genre: Informational Text <br> Paired Selection: The Wind and the Sun <br> Genre: Fable <br> Essential Question: Why is it important to try your best? <br> Text Decodable Readers: 1. The Three Races <br> 3. The Fox and the Grapes <br> 2. Seed Sisters <br> 4. Jingle, Jangle, and Jiggle <br> Target Skill: Author's Purpose <br> Target Strategy: Analyze/Evaluate <br> Fluency: Intonation <br> High-Frequency Words: always, happy, once, different, high, stories, enough, near |  |  |  |  |
| Vocabulary | Oral Vocabulary: cobweb, demanded, dreadful, grumbled, panted, terrified Vocabulary Strategies: Classify and Categorized: Emotion Words |  |  |  |  |
| Phonics/ Spelling | Phonics: Base words with -er, -est, Change y to i Syllable -le <br> Spelling Words: hard, harder, hardest, fast, faster, fastest, slow, slower, slowest, sooner |  |  |  |  |
| Grammar/ Writing | Grammar: Kinds of Sentences Opinion Writing: Sentences Focus Trait: Sentence Fluency |  |  |  |  |
| Mystery Science | Plant and Animal Superpowers <br> Mystery 6: Why don't trees blow down in the wind? |  |  |  |  |
| Social Studies | To be determined by Elementary School |  |  |  |  |


| Week 32 $\qquad$ | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Math <br> Expressions <br> Unit 7: Geometry, Measurement, and Equal Shares | Quick Quiz <br> 3 <br> Fluency <br> Check 17 | Unit 7 <br> Review | Unit 7 Test \& Perform. Task | Lesson 8-1 <br> Explore 2- <br> Digit <br> Addition | Teachers' Choice <br> Intervention or Enrichment |
| Journeys Reading <br> Unit 6 Lesson 28 | Anchor Text: The Kite from Days with Frog and Toad <br> Genre: Fantasy <br> Paired Selection: Measuring Weather <br> Genre: Informational Text <br> Essential Question: How can weather change your day? <br> Text Decodable Readers: 1. Sally Jane and Beth Ann <br> 3. Bird Watching <br> 2. Ty and Big Gilly <br> 4. Benches <br> Target Skill: Story Structure <br> Target Strategy: Infer/Predict <br> Fluency: Phrasing: Natural Pauses <br> High-Frequency Words: across, head, second, ball, heard, should, cried, large |  |  |  |  |
| Vocabulary | Oral Vocabulary: assures, audiences, chorus, determined, enthusiasm, stomped <br> Vocabulary Strategies: Homographs |  |  |  |  |
| Phonics/ Spelling | Phonics: Long i (igh, y, ie, ) <br> Inflections -ed, -ing, -er, -est, - es <br> Spelling Words: my, try, sky, fly, by, dry, pie, cried, night, light |  |  |  |  |
| Grammar/ Writing | Grammar: Adjectives <br> Opinion Writing: Sentences <br> Focus Trait: Word Choices |  |  |  |  |


| Mystery Science | Plant and Animal Superpowers <br> Mystery 7: Read-Along: What so sunflowers do when you're not looking? |
| :---: | :--- |
| Social Studies | To be determined by Elementary School |


| Week 33 <br> ___-___ | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Math <br> Expressions <br> Unit 8: Two-Digit Addition | Lesson 8-2 <br> Methods of 2-Digit Addition | Lesson 8-3 <br> Addition of <br> Tens and Ones | Lesson 8-4 <br> Discuss <br> Solution <br> Methods | Lesson 8-5 <br> Practice 2- <br> Digit <br> Addition | Teachers' Choice <br> Intervention or Enrichment |
| Journeys Reading <br> Unit 6 <br> Lesson 29 | Anchor Text: Hi Fly Guy <br> Genre: Chapter Book <br> Paired Selection: Busy Bugs <br> Genre: Poetry <br> Essential Question: How can insects be helpful? <br> Text Decodable Readers: <br> 1. Quiz Game <br> 3. Ruth's Day <br> 2. Jack and the Beans <br> 4. Stew for Peg <br> Target Skill: Understanding Characters <br> Target Strategy: Visualize <br> Fluency: Expression <br> High-Frequency Words: caught, thought, beautiful, took, minute, friendship, listen, idea |  |  |  |  |
| Vocabulary | Oral Vocabulary: corner, disguised, mystery, seriously, signs, solve Vocabulary Strategies: Prefix un- |  |  |  |  |
| Phonics/ Spelling | Phonics: Suffixes -ful, -ly, -y <br> Long Vowel <br> Spelling Words: sad, sadly, slow, slowly, dust, dusty, trick, tricky, help, |  |  |  |  |


|  | helpful |
| :---: | :--- |
| Grammar/ <br> Writing | Grammar: Adverbs <br> Opinion Writing: Paragraph <br> Focus Trait: Ideas |
| Mystery Science |  |
| Social Studies | To be determined by Elementary School |


| Week 34 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Math <br> Expressions <br> Unit 8: Two-Digit Addition | Lesson 8-6 <br> Focus on Mathematica I Practices | Quick Quiz 1 <br> Fluency <br> Check 18 | Unit 8 <br> Review | Unit 8 Test \& Perform. Review | Teachers' Choice Intervention or Enrichment |
| Journeys Reading <br> Unit 6 <br> Lesson 30 | Anchor Text: Winners Never Quit <br> Genre: Narrative Fiction <br> Paired Selection: Be a Team Player <br> Genre: Informational Text <br> Essential Question: Why is teamwork important in school or sports? <br> Text Decodable Readers: 1. Amy Ant <br> 3. Home at Last <br> 2. Julie and Jason <br> 4. Soccer <br> Target Skill: Main Idea and Details <br> Target Strategy: Summarize <br> Fluency: Rate <br> High-Frequency Words: brothers, everyone, field, loved, most, most, only, people, sorry |  |  |  |  |
| Vocabulary | Oral Vocabulary: mightiest, show-off, waste, wild, wobble, careful Vocabulary Strategies: |  |  |  |  |


| Phonics/ <br> Spelling | Phonics: Syllable Pattern CV (open syllable) <br> Prefixes: un- re- |
| :---: | :--- |
| Spelling Words: even, open, begin, baby, tiger, music paper, zero, table, below <br> Wrammar/ | Grammar: Adjectives that Compare <br> Opinion Writing: Paragraph <br> Focus Trait: Organization |
| Mystery Science |  |
| Social Studies | To be determined by Elementary School |


| Week 35 <br> - <br> I_ <br> - $\qquad$ | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Math Expressions | Review | Review | Review | Review | Teachers' Choice <br> Intervention or Enrichment |
| Journeys Reading <br> Trade Book | Trade Book: Owl At Home <br> Essential Question: How can story characters make us laugh? <br> Target Skill: Story Stucture <br> Target Strategy: Predict/Infer, Monitor/Clarify |  |  |  |  |
| Vocabulary | Story Vocabulary: winter, whirled, whooshed, guest, pleasant, kettle, tear, tea, sobbed, following, sailed, shining |  |  |  |  |
| Phonics/ Spelling | Review |  |  |  |  |
| Grammar/ | Review |  |  |  |  |


| Writing |  |
| :---: | :--- |
| Mystery Science | Mini Lesson: Why do owls say "hoo"? |
| Social Studies | To be determined by Elementary School |

$\left.\begin{array}{|c|c|c|c|c|c|}\hline \begin{array}{c}\text { Week 36 } \\ \text { Expressions }\end{array} & \text { Day 1 } & \text { Day 2 } & \text { Day 3 } & \text { Day 4 } & \text { Day 5 } \\ \hline \text { No School } & \text { Review } & \text { Review } & \text { Review } & \begin{array}{c}\text { Teachers' } \\ \text { Choice } \\ \text { Intervention } \\ \text { or }\end{array} \\ \text { Enrichment }\end{array}\right]$

| Grammar/ <br> Writing |  |
| :---: | :--- |
| Mystery Science |  |
| Social Studies | To be determined by Elementary School |

