

**Scope and Sequence for Academic Year 2018-2019**

**First Term**

**Grade: 1**

**Subject: English, Math, Science, ESS, ME**

	<b>WEEK 1</b>	<b>WEEK 2</b>	<b>WEEK 3</b>	<b>WEEK 4</b>
<b>September</b>	<p><b>Theme: Why is it important to be unique?</b> <b>Story Unit: Elmer the Patchwork Elephant</b></p> <p><b>ELA:</b> What does it mean to be unique? How are we each unique?</p> <p><b>Writing:</b> <i>*Baseline Narrative Writing assesment: All about my summer holiday</i></p> <p><b>Grammar:</b> What is a sentence? A sentence is a group of words with one complete thought. It begins with a capital and ends with punctuation. Activity: Show examples and non examples. Create a class T chart.</p> <p><b>Mathematics:</b> Number formation and sequencing numbers 1-20</p> <p><b>Science:</b> Different types of weather observed on our summer holiday</p> <p><b>Social Studies:</b> Introduction to Grade 1: Classroom rules and routines</p>	<p><b>Theme: Why is it important to be unique?</b> <b>Story Unit: Elmer the Patchwork Elephant</b></p> <p><b>ELA:</b> Story: Elmer the patchwork Elephant (relate to least week's discussion of what it means to be unique) Role play: Retell the story in your own words. Describe characters, settings, and major events in a story, using key details. (elements-mirrors writing lessons) SL1.2 Ask and answer questions about key details in a text read aloud, or information presented orally or through other media,</p> <p><b>Writing:</b> <i>*Baseline Opinion Writing assesment: Which do you like the best and why: hamburgers or pizza?</i></p> <p><i>*Baseline Informational Writing assesment: Choose and animal to research and write about...</i></p> <p><b>Grammar:</b> What words do we capitalize? 5 star writing: Why do your sentences need to include? Activity: Fix it Sentence with non-examples correct together as a class.</p> <p><b>Mathematics:</b> Number recognition and representation</p> <p><b>Science:</b> Observe the Weather: Go outdoors and draw a picture of the weather and discuss using weather vocabulary.</p> <p><b>Social Studies:</b> 1.C&amp;G.1: Understand the importance of rules. 1.C&amp;G.1.1: Explain why rules are needed in the home, school, and community.</p>	<p><b>Theme: Why is it important to be unique?</b> <b>Story Unit: Elmer the Patchwork Elephant</b></p> <p><b>ELA:</b> Recall story of Elmer the Elephant. Use sequence cards in groups to sequence events of the story. <b>Writing: Retell:</b> Story retell of Elmer: Narrative in which the student recounts two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure-sentence writing SL1.6 Produce complete sentences when appropriate to task and situation L1.1a Print all upper and lower case letters (Handwriting Practice time) L1.2b Use end punctuation</p> <p><b>Grammar:</b> What is a period? Activity: Fix it Sentence with non-examples correct together as a class.</p> <p><b>Mathematics:</b> MD4 Graphing Introduction to graphing. Can you graph the places you went on holiday as a class? Favorite colors? Ect... NBT1 120 chart (Q1,2) Count to 120, starting at any number less than 120. Read and write numerals and represent a number of objects with written numeral.</p> <p><b>Science:</b> How do we measure weather. Exploring different types of weather, weather patterns, systems, instruments, predictions/data</p> <p><b>Social Studies:</b> 1.C&amp;G.1.2: Classify the roles of authority figures in the home, school, and community (teacher, principal, parents, mayor, park rangers, game wardens, etc.).</p>	<p><b>Theme: Why is it important to be unique?</b> <b>Story Unit: Elmer the Patchwork Elephant</b></p> <p><b>ELA:</b> Innovation of story of Elmer the Elephant. T4W</p> <p><b>Writing:</b> Recall the story of Elmer the Elephant and the ending. <b>Innovation:</b> Write an alternate ending for the story starting at the part of the story when the teacher ends off in the re-read. Include key details and clear ideas and a clear ending that makes sense.</p> <p><b>Grammar:</b> What is a question mark? Activity: Show examples and non examples. Create a class T chart.</p> <p><b>Mathematics:</b> NBT 1 120 chart number recognition and formation, skip count 10s and 5s, Ways to make 5,6,7,8,9</p> <p><b>Science:</b> S1E1a,b,c Weather types, instruments, predictions/data cont'd S1E1a,b,c-Weather Vocabulary Book</p> <p><b>Social Studies:</b> 1.C&amp;G.1: Understand the importance of rules. 1.C&amp;G.1.3: Summarize various ways in which conflicts could be resolved in homes, schools, classrooms, and communities</p> <p><b>Art:</b> I can <b>experiment with</b> different colours and textures to create a piece of unique art.</p>

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	<b>Week 5</b>	<b>WEEK 6</b>	<b>WEEK 7</b>	<b>WEEK 8</b>
<b>October</b>	<p><b>Theme: Why is it important to be unique?</b> <b>Story Unit: Little Red Riding Hood</b></p> <p><b>ELA:</b> Read story of Little Red Riding Hood. How is Little Red Riding Hood unique? What about her attracts the wolf? Describe characters, settings, and major events in a story, using key details. (elements-mirrors writing lessons) SL1.2 Ask and answer questions about key details in a text read aloud, or information presented orally or through other media,</p> <p><b>Writing: Retell:</b> Story retell of Little Red Riding Hood Narrative in which the student recounts two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure-sentence writing SL1.3e Spell untaught words phonetically (stretching)</p> <p><b>Grammar:</b> What is a period? Activity: Fix it Sentence with non-examples correct together as a class.</p> <p><b>Mathematics:</b> NBT 1 120 chart, skip count by 2s, NBT2 (Q1,2,3) Counting sets of 10, teens, Ways to make 10</p> <p><b>Science:</b> S1E2a,b,c Water Cycle-changes, precipitation types</p> <p><b>Social Studies:</b> 1.C.1: Understand the diversity of people in the local community. Understand why diversity is a good thing in a society and how we can learn to appreciate each other's diverse qualities</p>	<p><b>Theme: Why is it important to be unique?</b> <b>Story Unit: Little Red Riding Hood</b></p> <p><b>ELA:</b> Recount the story of Little Red Riding Hood. Recall characters, settings, and major events in a story, using key details. In the story Little Red Riding Hood, do you think Little Red made the right decision to talk to the wolf? What should she have done?</p> <p><b>Writing: Character Interviews:</b> In groups, write a short dialogue of the questions and responses which took place during the character interview between a character from the story and the reporter (name TBD by class)</p> <p><b>Grammar:</b> 6 traits of writing: Ideas in our writing. How can we make our ideas clear and concise? Have you answered the prompt and stayed on topic? Writing samples in groups: Did the writer answer the prompt? Are the writer's ideas clear?</p> <p><b>Mathematics:</b> 1.OA.3: Apply properties of operations to add. Example: If <math>8+3=11</math> is known, then <math>3+8=11</math> is also known (commutative property of addition).</p> <p>1.OA.7: Understand meaning of the equal sign and determine if equations are true/false. For example, which of the following equations are false: <math>6=6</math>, <math>7=8-1</math>, <math>5+2=2+5</math>; <math>4+1=5+2</math>?</p> <p><b>Science:</b> S1E2a,b,c Water Cycle review, weight of water, evaporation, capacity</p> <p><b>Social Studies:</b> SS1P1.g Interpret and create timelines (Student timelines)</p>	<p><b>Theme: What can you spy from the Seaside?</b> <b>Story Unit: Little Red Riding Hood</b></p> <p><b>ELA:</b> Read the story "Little Red Riding Wolf" and compare it with the story "Little Red Riding Hood" Make a T-chart of ideas the writer changed and those they kept. Describe characters, settings, and major events in a story, using key details. (elements-mirrors writing lessons)</p> <p><b>Writing: Innovation:</b> Write an alternate ending for the story starting at the part of the story when the teacher ends off in the re-read. Include key details and clear ideas and a clear ending that makes sense.</p> <p><b>Grammar:</b> 6 traits of writing: Organization. How do we organize our thoughts to create a clear and concise retelling of a story? Does your writing have a clear beginning, middle, and end? What are temporal words and why are they so important?</p> <p><b>Mathematics:</b> 1.OA.3: Apply properties of operations to add. Example: If <math>8+3=11</math> is known, then <math>3+8=11</math> is also known (commutative property of addition).</p> <p>1 1.OA.7: Understand meaning of the equal sign and determine if equations are true/false. For example, which of the following equations are false: <math>6=6</math>, <math>7=8-1</math>, <math>5+2=2+5</math>; <math>4+1=5+2</math>?</p> <p><b>Science:</b> 1.P.1.1: Explain the importance of a push or pull to changing the motion of an object. Newton's 3 Laws of Motion.</p> <p><b>Social Studies:</b> 1.H.1: Understand that history tells a story of how people and events changed society over time.</p>	<p><b>Theme: What can you spy from the Seaside?</b> <b>Story Unit: Little Red Riding Hood</b></p> <p><b>ELA:</b> Recount the story of Little Red Riding Hood. Recall characters, settings, and major events in a story, using key details.</p> <p><b>Writing: Invention:</b> Write a cautionary tale of your own about not talking to strangers</p> <p><b>Grammar:</b> 6 traits of writing: Word Choice. Why is word choice important? Listen to some examples of the same ideas using different levels of word choice? When you close your eyes, which idea is clearer in your mind? Can you see the sentences come to life in your mind? What are purple words and how can we use them appropriately?</p> <p><b>Mathematics:</b> 1.OA.4: Understand subtraction as an unknown-addend problem. Example: subtract <math>10-8</math> by finding the number that makes 10 when added to 8.</p> <p>1 1.OA.7: Understand meaning of the equal sign and determine if equations are true/false. For example, which of the following equations are false: <math>6=6</math>, <math>7=8-1</math>, <math>5+2=2+5</math>; <math>4+1=5+2</math>?</p> <p><b>Science:</b> 1.P.1.3: Predict the effect of a given force on the motion of an object, including balanced forces.</p> <p><b>Social Studies:</b> 1.H.1: Understand that history tells a story of how people and events changed society over time.</p>

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			1.H.1.1: Explain how and why neighborhoods and communities change over time. SS1H1b Long Ago and Today. Create/interpret a UAE Timeline	
	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>	<b>Week 12</b>
<b>November</b>	<p><b>Theme: What can you spy from the Seaside?</b> <b>Story Unit: I spy from a Beach in Dubai</b></p> <p><b>ELA:</b> Read the story “I Spy from a Beach in Dubai” and discuss the different things you can see from the seashore</p> <p><b>Writing:</b> Make a list of thing you can see by the seashore in Dubai</p> <p><b>Grammar:</b> 6 traits of writing: Voice. What is voice? How does word choice influence the voice of a piece of writing? Listen to some examples of vocie in writing. Can you hear a difference? Can you tell if the writer was happy or sad when writing? Or is the writing robotic and lifeless?</p> <p><b>Mathematics: Mathematics:</b> 1.OA.4: Understand subtraction as an unknown-addend problem. Example: subtract 10-8 by finding the number that makes 10 when added to 8.</p> <p>1 1.OA.7: Understand meaning of the equal sign and determine if equations are true/false. For example, which of the following equations are false: 6=6, 7=8-1, 5+2=2+5; 4+1=5+2?</p> <p><b>Science:</b> 1.P.1.2: Explain how some forces (pushes and pulls) can be used to make things move without touching them, such as magnets.</p>	<p><b>Theme: What can you spy from the Seaside?</b> <b>Story Unit: I spy from a Beach in Dubai</b></p> <p><b>ELA:</b> Re-Read the story “I Spy from a Beach in Dubai” and discuss the different things you can see from the seashore</p> <p><b>Writing:</b> You are tasked by the UAE planning committee to design a beach in the UAE. Draw a picture of your beach and lable it.</p> <p><b>Grammar:</b> Nouns and verbs and adjectives, Oh my! What’s the difference? Focus: Nouns (person, place, things) and proper vs common nouns</p> <p><b>Mathematics:</b> 1.OA.8: Determine the unknown whole number in addition or subtraction equations relating three numbers (e.g., 5=3+_____).</p> <p><b>Science:</b> S1P1a,b Sound Pitch (high/low) and Volume (loud/soft)</p> <p><b>Social Studies:</b> 1.G.1: Use geographic representations, terms, and technologies to process information from a spatial perspective. 1.G.1.3: Understand the basic elements of geographic representation using maps (cardinal directions and map symbols). Practice giving directions using map language</p>	<p><b>Theme: What can you spy from the Seaside?</b> <b>Story Unit: I spy from a Beach in Dubai</b></p> <p><b>ELA:</b> Re-Read the story “I Spy from a Beach in Dubai” and discuss the different things you can see from the seashore</p> <p><b>Writing:</b> Create a brochure of a beach you’ve invented in the UAE (cont’d). What attractions would you include and why should people come to your beach?</p> <p><b>Grammar:</b> Nouns and verbs and adjectives, Oh my! What’s the difference? Focus: Verbs (Action vs stative)</p> <p><b>Mathematics:</b> 1.OA.1: Use addition and subtraction within 20 to solve problems involving adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions.  1.OA.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p><b>Science:</b> S1P1a,b Sound: Vibrations, sound waves</p> <p><b>Social Studies:</b> 1.G.1: Use geographic representations, terms, and technologies to process information from a spatial perspective. 1.G.1.2: Give examples showing location of places (home, classroom, school, and</p>	<p><b>Theme: What can you spy from the Seaside?</b> <b>Story Unit: I spy from a Beach in Dubai</b></p> <p><b>ELA:</b> Re-Read the story “I Spy from a Beach in Dubai” and discuss the different things you can see from the seashore</p> <p><b>Writing:</b> Create a brochure of a beach you’ve invented in the UAE. What attractions would you include and why should people come to your beach?</p> <p><b>Grammar:</b> Nouns and verbs and adjectives, Oh my! What’s the difference? Focus: Adjectives and sentence placement of adjectives</p> <p><b>Mathematics:</b> 1.OA.6 Solving additon problems using 3 addends.</p> <p><b>Science:</b> 1-PS4-2: Exploring Shadows, length, relationship to the sun. Read Bear Shadow and do shadow making activity challenge</p> <p><b>Social Studies:</b> 1.G.1: Use geographic representations, terms, and technologies to process information from a spatial perspective. Create a map of an imaginary town in the UAE and name it and include all parts of a map (legend, compass, scale)</p>

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	<p><b>Social Studies:</b> 1.H.1.3: Explain why national holidays are celebrated (National Day, 100 days for Zayed, Martyrs Day, Ramadan, Eid, etc.).</p>		<p>community). 1.G.1.3: Understand the basic elements of geographic representation using maps (cardinal directions and map symbols).</p>	
	<b>Week 13</b>	<b>Week 14</b>	<b>Week 15</b>	
<b>December</b>	<p><b>Theme: What can you spy from the Seaside?</b> <b>Story Unit: Tiddler</b></p> <p><b>ELA:</b> Read the story “Tiddler” and discuss the story.</p> <p><b>Writing:</b> Introduce OREO Writing. Explain the difference between fact and opinion. Be able to state an opinion in writing. Give reasons for opinion.</p> <p><b>Grammar:</b> Nouns and verbs and adjectives, Oh my! What’s the difference? Focus: Review of all</p> <p><b>Mathematics:</b> 1.OA.2: Solve word problems that call for addition of whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p><b>Science:</b> 1-PS4-2: Exploring Shadows, length, relationship to the sun. Read Bear Shadow and do shadow making activity challenge</p> <p><b>Social Studies:</b> 1.H.1: Understand that history tells a story of how people and events changed society over time. 1.H.1.3: Explain why national holidays are celebrated: Explain the history of UAE National Day</p>	<p><b>Theme: What can you spy from the Seaside?</b> <b>Story Unit: Tiddler</b></p> <p><b>ELA:</b> Re-Read the story “Tiddler” and discuss the story. Why should we be honest and not tell lies.</p> <p><b>Writing:</b> Do you think Tiddler learned his lesson in the end? Why or why not? Explain and give reasons.</p> <p><b>Grammar:</b> 6 traits of writing: Sentence Conventions. Is your writing a five star writing? Can you spot the errors in these sentences? Is it a complete sentence or a fragment?</p> <p><b>Mathematics:</b> 1.OA.2: Solve word problems that call for subtraction of whole numbers whose difference is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p><b>Science:</b> 1-PS4-3: Exploring Light: Make observations to construct an evidence-based account that objects can be seen only when illuminated. Exploring how light passes through different types of objects</p> <p><b>Social Studies:</b> 1.H.1.2: Explain the importance of folklore and celebrations and their impact on local communities.</p>	<p><b>Theme: What can you spy from the Seaside?</b> <b>Story Unit: Tiddler</b></p> <p><b>ELA:</b> Re-Read the story “Tiddler” and discuss the story.</p> <p><b>Writing:</b> <i>Opinion Writing assesment: Write an opinion piece based on a given scenario</i></p> <p><b>Grammar:</b> 6 traits of writing: Presentation. Using this week’s writing assignment, judge your partner’s presentation using the writing rubric.</p> <p><b>Mathematics:</b> 1.OA.2: Solve word problems that call for mixed operation of whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p><b>Science:</b> 1-PS4-3: Exploring Light: Make observations to construct an evidence-based account that objects can be seen only when illuminated. Exploring how light passes through different types of objects</p> <p><b>Social Studies:</b> 1.H.1.2: Explain the importance of folklore and celebrations and their impact on local communities. 1.H.1: Understand that history tells a story of how people and events changed society over time.</p>	

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		1.H.1: Understand that history tells a story of how people and events changed society over time.		
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