

Vermilion Parish ELA Pacing 2008-2009 Grade 1

<u>Week</u>	<u>Language/Skills</u>	<u>Reference Page(s)</u>	<u>Writing Process</u> It is the goal of the program to model and teach first grade students how to write a complete paragraph with descriptive and colorful words. It is necessary for the teacher to build background on each topic and use vivid vocabulary provided by resources in the TMW BINDER. Use the Over-Used Word Chart (ex: use tiny instead of little. Use the Emotion Chart (ex use angry instead of mad.) **Note: By Thanksgiving the students will be expected to complete the writing rectangle with teacher support, to write a paragraph using the information from the writing rectangle, to place a title at the top of the page, skip a line, indent, write complete sentences, and include correct capitalization and punctuation. The students will understand that a paragraph includes a topic, details, and a conclusion.
1 8/18	Sequencing/speaking correctly (steps)	LM 5,6	Handwriting Capital Letters B,D,E,F,I,H,K,L,P,R,T (straight lines)
2 8/25	Introduce Sentence, capital letter, period, between complete sentence/incomplete sentences (framing)	LM 33,34	Handwriting Capital Letters A, M, N, V, W, X, Y, Z, C, G, J, O, Q, S, U (slants and curves)
3 9/2 4 days	Practice spelling Label paper/number paper	LM 33,34	Handwriting Lowercase letters f, h, i, j, k, l, m, n, t, u, r, v, w, x, y, z

4 9/8	Barebone sentences/Framing Write a legible sentence	LM 31-32	Handwriting Lowercase letters a, b, c, d, e, g, o, p, q, s
5 9/15	Barebone sentences/Framing Write a legible sentence	LM 35	<p>TMW: Unit 1 Lesson 2 “School” **This lesson will be Teacher Modeled**</p> <p><u>Day 1</u> Teacher displays topic and brainstorms using a graphic organizer on the projector. Introduce writing rectangle in TMW Binder. Teacher completes transparency writing rectangle in TMW Binder by drawing pictures in the blank.</p> <p><u>Day 2</u> Review topic and complete writing rectangle by drawing pictures from Day 1.</p> <p><u>Day 3</u> Review writing rectangle. Teacher models writing process from the writing rectangle to create a paragraph. Teacher will transfer the writing rectangle to a paragraph form on chart paper/transparency. Teacher models writing. Students will not copy.</p>
6 9/22	Identify/use knowledge of parts of speech including nouns (naming words)	LM 71-75; 77-80	<p>TMW: Unit 1 Lesson 7 “Seeing” **This lesson will be Teacher Modeled**</p> <p><u>Day 1</u> Teacher displays topic and brainstorms using a graphic organizer on the projector. Introduce writing rectangle in TMW Binder. Teacher completes transparency writing rectangle in TMW Binder by drawing pictures in the blank.</p> <p><u>Day 2</u> Review topic and complete writing rectangle by drawing pictures from Day 1.</p> <p><u>Day 3</u> Review writing rectangle. Teacher models writing process from the writing rectangle to create a paragraph. Teacher will transfer the writing rectangle to a paragraph form on chart paper/transparency. Teacher models writing. Students will not copy.</p>
7 9/29	Identify/Use Knowledge of parts of speech including nouns and verbs	LM 109-110: 37-38; 39-40	<p>TMW: Unit 1 Lesson 14 “My Bike” **This lesson will be Teacher Modeled with students contributing ideas to complete organizer and writing rectangle**</p> <p><u>Day 1</u> Teacher displays topic and brainstorms using a graphic organizer on the projector. Introduce writing rectangle in TMW Binder. Teacher completes transparency writing rectangle in TMW Binder by drawing pictures in the blank.</p> <p><u>Day 2</u> Review topic and complete writing rectangle by drawing pictures from Day 1.</p>

			<p><u>Day 3</u> Review writing rectangle. Teacher models writing process from the writing rectangle to create a paragraph. Teacher will transfer the writing rectangle to a paragraph form on chart paper/transparency. Teacher models writing. Students will not copy.</p>
8 10/6	Nouns and Verbs (singular/plurals)	LM 83-84 (nouns) 111-112 (verbs)	<p>TMW: Unit 1 Lesson 18 “Pets” **This lesson will be Teacher Modeled with students contributing information to complete organizer and writing rectangle.**</p> <p><u>Day 1</u> Teacher displays topic and brainstorms using a graphic organizer on the projector. Introduce writing rectangle in TMW Binder. Teacher completes transparency writing rectangle in TMW Binder by drawing pictures in the blank.</p> <p><u>Day 2</u> Review topic and complete writing rectangle by drawing pictures from Day 1.</p> <p><u>Day 3</u> Review writing rectangle. Teacher models writing process from the writing rectangle to create a paragraph. Teacher will transfer the writing rectangle to a paragraph form on chart paper/transparency. Teacher models writing. Students will not copy.</p>
9 10/13	Identifying compound words	LM 81	<p>TMW: Unit 1 Lesson 25 “September”</p> <p><u>Day 1</u> Teacher displays topic and brainstorms using a graphic organizer on the projector. Introduce writing rectangle in TMW Binder. Teacher completes transparency writing rectangle in TMW Binder by drawing pictures in the blank.</p> <p><u>Day 2</u> Review topic and students complete writing rectangle by drawing pictures from Day 1.</p> <p><u>Day 3</u> Review writing rectangle. Teacher models writing process from the writing rectangle to create a paragraph. Teacher will transfer the writing rectangle to a paragraph form on chart paper/transparency. Teacher models writing. Students will not copy.</p>
10 10/20	Identifying Adjectives (descriptive words—feelings, shape, size, taste, etc)	LM 151-155; 157-158; 159- 167	<p>Parish Writing Assignment #1: Simple Note Independent Writing</p>

11 10/27	Recognize base words and their endings (ed, er, ing, etc)	LM 169-173	<p>TMW: Unit 2 Lesson 16 “Community Helpers”</p> <p><u>Day 1</u> Teacher displays topic and brainstorms using a graphic organizer on the projector. Introduce writing rectangle in TMW Binder. Teacher and students complete transparency writing rectangle in TMW Binder using words.</p> <p><u>Day 2</u> Students review their writing rectangle along with teacher’s writing rectangle transparency.</p> <p><u>Day 3</u> Utilize writing rectangle to model how to write a paragraph using topic, details, and conclusion on chart paper/transparency. Teacher models where to locate each part of the paragraph.</p>
12 11/5 3 days	Recognize base words and their endings (ed ,er, ing, etc)	LM 169-173	<p>TMW: Unit 2 Lesson 16 “Family”</p> <p><u>Day 1</u> Teacher displays topic and brainstorms using a graphic organizer on the projector. Introduce writing rectangle in TMW Binder. Teacher and students complete transparency writing rectangle in TMW Binder using words.</p> <p><u>Day 2</u> Students review their writing rectangle along with teacher’s writing rectangle transparency.</p> <p><u>Day 3</u> Utilize writing rectangle to model how to write a paragraph using topic, details, and conclusion on chart paper/transparency. Teacher models where to locate each part of the paragraph.</p>
13 11/10	Identify the correct punctuations (periods, question mark, exclamation mark)	LM 35; 43-44	<p>TMW: Unit 2 Lesson 25 “Thanksgiving” or Lesson 26 “November Things”</p> <p><u>Day 1</u> Teacher displays topic and brainstorms using a graphic organizer on the projector. Introduce writing rectangle in TMW Binder. Teacher and students complete transparency writing rectangle in TMW Binder using words. Students review their writing rectangle along with teacher’s writing rectangle transparency.</p> <p><u>Day 2</u> Utilize writing rectangle to model how to write a paragraph using topic, details, and conclusion on chart paper/transparency. Teacher models where to locate each part of the paragraph. Students begin to copy teacher paragraph (topic and first two details) in their journals or on loose leaf paper.</p> <p><u>Day 3</u> Students finish copying teacher paragraph (last two details and conclusion) in their journals or on loose leaf paper.</p>

14 11/17	Identify the correct punctuation Word Order (sentences)	LM 45-47; 51-53	<p>TMW: Unit 2 Lesson 7 “Dangerous Things”</p> <p><u>Day 1</u> Teacher displays topic and brainstorms using a graphic organizer on the projector. Introduce writing rectangle in TMW Binder. Teacher and students complete transparency writing rectangle in TMW Binder using words. Students review their writing rectangle along with teacher’s writing rectangle transparency.</p> <p><u>Day 2</u> Utilize writing rectangle to model how to write a paragraph using topic, details, and conclusion on chart paper/transparency. Teacher reviews where to locate each part of the paragraph. Students begin to copy teacher paragraph (topic and first two details) in their journals or on loose leaf paper.</p> <p><u>Day 3</u> Students finish copying teacher paragraph (last two details and conclusion) in their journals or on loose leaf paper.</p>
<p>Thanksgiving Break</p> <p>**Note: By mid semester teachers should have discussed the writing topic, build background, and help students brainstorm information. The students will be expected to complete a writing rectangle independently, write a paragraph independently and use descriptive words in their paragraph.</p>			
15 12/1	Alphabetize to the first letter	LM 82	<p>TMW: Unit 2 Lesson 13 “School/Playground”</p> <p><u>Day 1</u> Teacher displays topic and brainstorms using a graphic organizer on the projector. Introduce writing rectangle in TMW Binder. Teacher and students complete transparency writing rectangle in TMW Binder using words. Students review their writing rectangle along with teacher’s writing rectangle transparency.</p> <p><u>Day 2</u> Utilize writing rectangle to model how to write a paragraph using topic, details, and conclusion on chart paper/transparency. Teacher reviews where to locate each part of the paragraph. Students begin to copy teacher paragraph (topic and first two details) in their journals or on loose leaf paper.</p> <p><u>Day 3</u> Students finish copying teacher paragraph (last two details and conclusion) in their journals or on loose leaf paper.</p>
16 12/8	Identify the correct punctuation		<p>Parish Writing Assign #2: Simple Letter to Santa</p>

17 12/15	Identify/use knowledge of speech (singular, plural, verbs, adjectives, predicate expanders)		<p>TMW: Unit 2 Lesson 30 “Christmas” or Lesson 35 “December Events”</p> <p><u>Day 1</u> Teacher displays topic and brainstorms using a graphic organizer on the projector. Introduce writing rectangle in TMW Binder. Teacher and students complete transparency writing rectangle in TMW Binder using words. Students review their writing rectangle along with teacher’s writing rectangle transparency.</p> <p><u>Day 2</u> Utilize writing rectangle to model how to write a paragraph using topic, details, and conclusion on chart paper/transparency. Teacher reviews where to locate each part of the paragraph. Students begin to copy teacher paragraph (topic and first two details) in their journals or on loose leaf paper.</p> <p><u>Day 3</u> Students finish copying teacher paragraph (last two details and conclusion) in their journals or on loose leaf paper.</p>
Winter Break			
18 1/5	Write simple stories with a central idea (beginning, middle, and end). Introduce the use of a dictionary	LM 261-268	<p>TMW: Unit 3 Lesson 1 “Rivers”</p> <p><u>Day 1</u> Teacher displays topic and brainstorms using a graphic organizer on the projector. Teacher will help students complete the first box of the writing rectangle. Students independently complete the last three boxes of the writing rectangle using information from graphic organizer.</p> <p><u>Day 2</u> Students begin writing paragraph (rough draft) on loose leaf paper using their writing rectangle. Then teacher will check over rough draft.</p> <p><u>Day 3</u> Students will write final copy on loose leaf paper</p> <p>Note: Teacher needs to analyze errors to determine which skill may need to be reinforced.</p>
19 1/12	Write simple stories with a central idea (beginning, middle, and end). Introduce the use of a dictionary.	LM 269-274; 174	<p>TMW: Unit 3 Lesson 4 “Wood Objects”</p> <p><u>Day 1</u> Teacher displays topic and brainstorms using a graphic organizer on the projector. Teacher will help students complete the first box of the writing rectangle. Students independently complete the last three boxes of the writing rectangle using information from graphic organizer.</p> <p><u>Day 2</u> Students begin writing paragraph (rough draft) on loose leaf paper using their writing rectangle. Then teacher will check over rough draft.</p> <p><u>Day 3</u> Students will write final copy on loose leaf paper.</p>

20 1/20	Independently write a note to a friend	Write One Manual	<p>Simple Stories</p> <p>TMW: Unit 3 Lesson 2 “Trees”</p> <p><u>Day 1</u> Teacher displays topic and brainstorms using a graphic organizer on the projector. Students independently complete the writing rectangle using information from graphic organizer.</p> <p><u>Day 2</u> Students begin writing paragraph (rough draft) on loose leaf paper using their writing rectangle. Then teacher will check over rough draft.</p> <p><u>Day 3</u> Students will write final copy on loose leaf paper.</p>
21 1/26	Identify grade level compound words	LM 81	<p>TMW: Unit 3 Lesson 9 “Things That Fly”</p> <p><u>Day 1</u> Teacher displays topic and brainstorms using a graphic organizer on the projector. Students independently complete the writing rectangle using information from graphic organizer.</p> <p><u>Day 2</u> Students begin writing paragraph (rough draft) on loose leaf paper using their writing rectangle. Then teacher will check over rough draft.</p> <p><u>Day 3</u> Students will write final copy on loose leaf paper.</p>
22 2/2	Identify grade level contractions	LM 131	<p>TMW: Unit 3 Lesson 11 “Insects”</p> <p><u>Day 1</u> Teacher displays topic and brainstorms using a graphic organizer on the projector. Students independently complete the writing rectangle using information from graphic organizer.</p> <p><u>Day 2</u> Students begin writing paragraph (rough draft) on loose leaf paper using their writing rectangle. Then teacher will check over rough draft.</p> <p><u>Day 3</u> Students will write final copy on loose leaf paper.</p>
23 2/9	Synonyms(same)	LM 156	<p>TMW: Unit 3 Lesson 14 “Valentine’s Day”</p> <p><u>Day 1</u> Teacher displays topic and brainstorms using a graphic organizer on the projector. Students independently complete the writing rectangle using information from graphic organizer.</p> <p><u>Day 2</u> Students begin writing paragraph (rough draft) on loose leaf paper using their writing rectangle. Then teacher will check over rough draft.</p> <p><u>Day 3</u> Students will write final copy on loose leaf paper.</p>
24 2/16	Antonyms (opposites)	LM 120	<p>TMW: Unit 3 Lesson 17 “Transportation”</p> <p><u>Day 1</u> Teacher displays topic and brainstorms using a graphic organizer on the</p>

			<p>projector. Students independently complete the writing rectangle using information from graphic organizer.</p> <p><u>Day 2</u> Students begin writing paragraph (rough draft) on loose leaf paper using their writing rectangle. Then teacher will check over rough draft.</p> <p><u>Day 3</u> Students will write final copy on loose leaf paper.</p>
25 2/26	Transitional words First, Next. Then. Finally		<p>Parish Writing Assignment #3. Write an informal description using transitional words.</p>
26 3/2	Homophones		<p>TMW: Unit 3 Lesson 22 “Plants/Animals”</p> <p><u>Day 1</u> Teacher displays topic and brainstorms using a graphic organizer on the projector. Students independently complete the writing rectangle using information from graphic organizer.</p> <p><u>Day 2</u> Students begin writing paragraph (rough draft) on loose leaf paper using their writing rectangle. Then teacher will check over rough draft.</p> <p><u>Day 3</u> Students will write final copy on loose leaf paper.</p>
27 3/9	Identify Pronouns (he, she ,it ,they)	LM 211-214	<p>TMW: Unit 3 Lesson 26 “Reg. Foods”</p> <p><u>Day 1</u> Teacher displays topic and brainstorms using a graphic organizer on the projector. Students independently complete the writing rectangle using information from graphic organizer.</p> <p><u>Day 2</u> Students begin writing paragraph (rough draft) on loose leaf paper using their writing rectangle. Then teacher will check over rough draft.</p> <p><u>Day 3</u> Students will write final copy on loose leaf paper.</p>
28 3/16	Identify Pronouns (they , we, them, us, I, me)	L.M 205-209	<p>*Note: Unit 4 focuses on Figurative Language. This unit will build student background, increase student vocabulary, and help comprehension. It is important for teachers to help students clearly understand and build pictures in their mind using figurative language included in this unit. The teacher should explicitly discuss and provide visual support.</p> <p>TMW: Unit 4 Lesson 2 “Animal Behavior”</p> <p><u>Day 1</u> Teacher displays topic and brainstorms using a graphic organizer on the projector. Students independently complete the writing rectangle using information from graphic organizer.</p>

			<p><u>Day 2</u> Students begin writing paragraph (rough draft) on loose leaf paper using their writing rectangle. Then teacher will check over rough draft.</p> <p><u>Day 3</u> Students will write final copy on loose leaf paper.</p>
29 3/23	Rhyming Words	L. M. p.42	Parish Writing Assignment #4 Poetry /Couplet
30 3/30	Change nouns from Singular to Plural	L.M. p. 89, 90-93	<p>TMW: Unit 4 Lesson 6 “Trouble”</p> <p><u>Day 1</u> Teacher displays topic and brainstorms using a graphic organizer on the projector. Students independently complete the writing rectangle using information from graphic organizer.</p> <p><u>Day 2</u> Students begin writing paragraph (rough draft) on loose leaf paper using their writing rectangle. Then teacher will check over rough draft.</p> <p><u>Day 3</u> Students will write final copy on loose leaf paper.</p>
31 4/9	Using English including (commas, including conjunctions such as and, but, and because		<p>TMW: Unit 4 Lesson 6 “Trouble”</p> <p><u>Day 1</u> Teacher displays topic and brainstorms using a graphic organizer on the projector. Students independently complete the writing rectangle using information from graphic organizer.</p> <p><u>Day 2</u> Students begin writing paragraph (rough draft) on loose leaf paper using their writing rectangle. Then teacher will check over rough draft.</p> <p><u>Day 3</u> Students will write final copy on loose leaf paper.</p>
Spring Break			
32 4/20	Descriptive words (adjectives). TMW Unit 4: Lessons 16 Sad, 17 Scared, 18 Bored, 19 Silly, 20 Nervous		<p>Paragraph using descriptive words.</p> <p>TMW: Unit 4 Lesson 17 “Scary”</p> <p><u>Day 1</u> Teacher displays topic and brainstorms using a graphic organizer on the projector. Students independently complete the writing rectangle using information from graphic organizer.</p> <p><u>Day 2</u> Students begin writing paragraph (rough draft) on loose leaf paper using their writing rectangle. Then teacher will check over rough draft.</p> <p><u>Day 3</u> Students will write final copy on loose leaf paper.</p>
33 4/27	TMW Unit 4: Lesson 21 Angry, 22		Parish Writing Assignment #5 Fictional Writing

	Jealous, 23 Clumsy, 24 Slow, 25 Smart		
34 5/4	Write Simple Mother's Day		TMW: Unit 4 Lesson 39 "Mother's Day" <u>Day 1</u> Teacher displays topic and brainstorms using a graphic organizer on the projector. Students independently complete the writing rectangle using information from graphic organizer. <u>Day 2</u> Students begin writing paragraph (rough draft) on loose leaf paper using their writing rectangle. Then teacher will check over rough draft. <u>Day 3</u> Students will write final copy on loose leaf paper.
35 5/11	Identify Nouns, Verbs, & Adjectives in a sentence. (Framing)		TMW: Unit 4 Lesson 26 "Bothered" <u>Day 1</u> Teacher displays topic and brainstorms using a graphic organizer on the projector. Students independently complete the writing rectangle using information from graphic organizer. <u>Day 2</u> Students begin writing paragraph (rough draft) on loose leaf paper using their writing rectangle. Then teacher will check over rough draft. <u>Day 3</u> Students will write final copy on loose leaf paper.
36 5/18	Identify correct ending marks and capitalization.	L.M. 35, 43- 47, 51-53	TMW: Unit 4 Lesson 32 "Colors" <u>Day 1</u> Teacher displays topic and brainstorms using a graphic organizer on the projector. Students independently complete the writing rectangle using information from graphic organizer. <u>Day 2</u> Students begin writing paragraph (rough draft) on loose leaf paper using their writing rectangle. Then teacher will check over rough draft. <u>Day 3</u> Students will write final copy on loose leaf paper.
37 5/26	Write Simple Story (Beginning, Middle, End) Topic: Summer	L. M. 261- 268	TMW: Unit 4 Lesson 44 "School Changes" <u>Day 1</u> Teacher displays topic and brainstorms using a graphic organizer on the projector. Students independently complete the writing rectangle using information from graphic organizer. <u>Day 2</u> Students begin writing paragraph (rough draft) on loose leaf paper using their writing rectangle. Then teacher will check over rough draft. <u>Day 3</u> Students will write final copy on loose leaf paper.

