

**(Odd Year) CYCLE 1 (of 4) GRADES 1-4 YEARLY PLANNING/PACING GUIDE**

THEME/ CONCEPT			FROM WHENCE WE CAME / LINEAGE		
QUARTER	QUARTER ONE-A (FIRST HALF)		QUARTER ONE-B (SECOND HALF)		
DATES	Aug.____ - Sep.____ (4-5 weeks)		Sep.____ - Oct.____ (4-5 weeks)		
<b>BIBLE</b>	<b>ENCOUNTER BIBLE SERIES, GRADE 1 GOD IS TRUSTWORTHY</b>  Unit 1.1- Creation Unit 1.2- God's Promise to Save		<b>ENCOUNTER BIBLE SERIES, GRADE 1 GOD IS TRUSTWORTHY</b>  Unit 1.3- Noah Unit 1.4- Abraham		
<b>SCIENCE OR SOCIAL STUDIES</b>	<b>BY DESIGN SCIENCE: LIFE SCIENCE: CYCLE 1</b>  <b>GRADE 1, CHAPTER 2, LESSONS 1, 2 &amp; 3</b> <b>GRADE 2, CHAPTER 1, LESSONS 4 &amp; 5</b> <b>GRADE 3, CHAPTER 1, LESSONS 1,2 &amp; 3</b>  Classification and Animals		<b>SOCIAL STUDIES: CYCLE 1</b>  <b>1<sup>st</sup> Grade: IMPACT Our Place in the World</b> Being a Good Citizen		
<b>MATH</b>	<b>BIG IDEAS</b>  1st-Add & Sub Situations, Fluency & Strategies within 10 (Chaps 1-2) 2nd-Numbers & Arrays, Fluency & Strategies within 20 (Chapters 1&2) 3rd-Understanding Mult. & Division, Mult. Facts & Strategies (Chs 1-3) 4th-Place Value, Add&Subtract Multi-Digit, Mult. 1-Digit (Chapters 1-3)		<b>BIG IDEAS</b>  1st-More Add & Sub Situations, Add & Subtract Numbers -20 (Chs 3-5) 2nd-Add & Sub to 100 Strategies, Fluency Add & Sub within 100 (Chapters 3-6) 3rd-Division Facts, Strategies, Patterns & Fluency, Area (Chapters 4-6) 4th-Multiply by 2-Digits, Divide by 1-Digit (Chapters 4-5)		
<b>PHYSICAL EDUCATION</b>	<b>NAD Multigrade Physical Education, Grades 1-4 SPARKS, 3-6</b>  Fitness & Circuits Unit 1: Building a Foundation		<b>NAD Multigrade Physical Education, Grades 1-4 SPARKS, 3-6</b>  Manipulatives Unit 2: Fitness Challenges I		
<b>FINE ARTS: MUSIC &amp; ART</b>	<b>FINE ARTS MICROSITE: MUSIC AND VISUAL ARTS</b> Music Appreciation, What Heavenly Music, Basics -Lessons 1-3  <b>ARTS ATTACK, GRADE 1</b> or <b>DAVIS ART:EXPLORATIONS IN ART PRIMARY 1</b>		<b>FINE ARTS MICROSITE: MUSIC AND VISUAL ARTS</b> Patriotic Music, What Heavenly Music, Basics -Lessons 4,5 Rev.  <b>ARTS ATTACK, GRADE 1</b> or <b>DAVIS ART: EXPLORATIONS IN ART PRIMARY 1</b>		
<b>PATHWAYS THEME BOOKS</b>	<b>Theme #1: HEROES</b>  <b>GRADE 1:</b> <i>Ellen Ochoa</i> by Jaffee <b>GRADE 2:</b> <i>Odd Boy Out-Young Albert Einstein</i> by Brown <b>GRADE 3:</b> <i>Fly High! (Bessie Coleman)</i> by Borden		<b>Theme #2: MY WORLD AND OTHERS</b>  <b>GRADE 1:</b> <i>Arroz con Leche / Rice Pudding</i> by Argueta <b>GRADE 2:</b> <i>On the Same Day in March: A Tour of the World's Weather</i> by Singer <b>GRADE 3:</b> <i>Mercedes and the Chocolate Pilot</i> by Raven		
<b>GUIDED READERS</b>  <b>Reading A-Z and Other Sources</b>  <b>(F) Fiction</b> <b>(NF) NonFiction</b>	<b>GUIDED READERS</b> Choose selections from Reading A-Z or other resources that match students instructional level. Such as:  <i>Animals, Animals</i> Level E,H,K (NF) <i>The Animal Bridge</i> Level I, L,O (F) <i>Animal Caution Signs</i> Level B (NF) <i>Animal Communication</i> Levels V (NF) <i>Animal Coverings</i> Level B (NF) <i>Animal Dads</i> Levels F (NF) <i>Animal Defenses</i> Level M (NF) <i>Animal Discoveries</i> Levels O,R,U (NF) <i>Animal Ears</i> Level B (NF) <i>Animal Eyes</i> Levels G (NF) <i>Galapagos Wonders</i> Level U (NF)		<b>GUIDED READERS</b> Choose selections from Reading A-Z or other resources that match students instructional level. Such as:  <i>Places Plants &amp; Animals Live</i> Level E (NF) <i>Cesar Chavez: Migrant Hero</i> Level Q (NF) <i>The Tuskegee Airmen</i> Level V (NF) <i>Martin Luther King, Jr</i> Levels M,S,P (NF) <i>Daniel Inouye</i> Level V (NF) <i>Harriet Tubman</i> Level G (NF) <i>September 11: Always Remember</i> Level R (NF) <i>Ruby Bridges</i> Level I (NF) <i>Cesar Chavez and the Delano Grape Strike</i> (Graphic Book) <i>Daniel Inouye: A Hero from Hawaii</i> (Graphic Book) <i>Tuskegee Airman: The Best Kept Secret</i> (Graphic Book)		
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<p><b>PATHWAYS WORD STUDY</b></p> <p>Numbers indicate grades where concepts are taught.</p>	<p><b>Vocabulary:</b>  Pre-assessments (1-4)  Context Clues, Classify/Categorize (1-4)  Multiple-meaning Words and Prefixes (3-4)</p> <p><b>Spelling:</b>  Pre-assessments (1-4)  Phonemes (1)  Short Vowels A,I,O (1)  CVC, VC (2)  Vowel Sound Letter Combinations (3-4)  Long-vowel Patterns in Multi-syllable Words (3-4)  Consonant Clusters (2-4)</p> <p><b>Vocabulary A-Z</b>  word study GR K-2 (Phonemic Awareness/Phonics: UFLI or Heggerty Bridge to Reading)</p>	<p><b>Vocabulary:</b>  Alphabetical Orders (1-2)  Reference Materials (3-4)  Meanings of Words and Phrases (1-2)  Shades of Meaning (1-2)  Content -Specific Words and Phrases (3-4)  Nuances (3-4)  Review (1-4)</p> <p><b>Spelling:</b>  Segmenting Phonemes, Short U, (1)  Consonants, Rhymes, Consonant Digraphs (1)  Consonant Clusters (2)  Consonant Sounds (3-4),  Plurals (2-4)  Review (1-4)</p> <p><b>Vocabulary A-Z</b>  word study GR K-2 (Phonemic Awareness/Phonics: UFLI or Heggerty Bridge to Reading)</p>
<p><b>PATHWAYS READING WORKSHOP</b></p>	<p><b>Speaking and Listening Skills:</b>  Pre-assessments (1-4)  Collaborative Conversations (1-2)  Collaborative Discussions (3-4)  Tell a story, Ask and Answer Questions (1-4)  Recount Details (2)</p> <p><b>Mini-Lessons:</b>  Pre-assessments (1-4)  Ask &amp; Answer Questions (1-4)  Explain Text Explicitly (3-4)  Determine Meaning of Words and Phrases (2-4)  Use Illustrations &amp; Details (1-4)</p> <p><b>Guided Reading:</b>  Reading with Purpose and Understanding (1)  Silent Reading Strategies (2-4)</p> <p><b>Independent Reading:</b>  Read Text on Topics of Interest (1-2)  Read for Personal Growth and Spiritual Development (3-4)</p>	<p><b>Speaking and Listening Skills:</b>  Speak in Complete Sentences (1-4),  Use Formal and Informal English (3-4)  Recount a Personal Experience (1-2)  Report on a Topic (3-4)  Ask and Answer Questions (1-2)  Recount Details (2)  Identify Reasons &amp; Evidence (3-4)  Review (1-4)</p> <p><b>Mini-Lessons:</b>  Identify Main Topic, Retelling Key Details (1),  Identifying Main Topic of Multi-paragraph Test (2)  Determining Main Idea and Key Details (3-4),  Know and Use Text Features (1-2),  Use Text Features &amp; Search Tools (3-4)  Compare Firsthand &amp; Secondhand Accounts (3-4)  Review (1-4)</p> <p><b>Guided Reading:</b>  Read with Accuracy &amp; Purpose (1-4)  Read with Appropriate Rate &amp; Expression (1-4)  Read &amp; Comprehend Text of Appropriate Complexity (3-4)  Read Independently &amp; Proficiently (3-4)</p> <p><b>Independent Reading:</b>  Read Text on Topics of Interest (1-2)  Read for Personal Growth and Spiritual Development (3-4)</p>
<p><b>PATHWAYS WRITING EMPHASIS</b></p>	<p>Pre-assessments (1-4)  Labels, Captions, Sentences, Class Story (1)  Sentences that Tell a Story(2)  Friendly Letter (2)  Sentences that Describe (2)  Descriptive Paragraph, Dialogue, (3-4)  Prewriting:  Class Story (1)  True Story (2)  Fictional Narrative (3-4)</p>	<p>Class Story(1)  Using the Computer (1)  Sentences that Describe(1)  Poetry (1)  Informational Paragraph (2)  News Report Book Report (3-4)  Drafting/Revising:  Class Story (1)  True Story (2)  Fictional Narrative (3-4)  Editing/Publishing:  Class Story (1)  True Story (2)  Fictional Narrative (3-4)</p>
<p><b>PATHWAYS GRAMMAR EMPHASIS</b></p>	<p>Pre-Assessments (1-4)  Common Nouns (1)  Collective Nouns (1,2)  Possessive Nouns (1-2)  Punctuation (2)  Present Tense Action Verbs (1-2)  Nouns, Verbs, Adjective, Adverbs (3-4)  Adjective Order (3-4)  Sentence Types (3-4)</p>	<p>Adjectives: Size, Shape, Color, Numbers (1)  Capitalization: Sentence Beginnings (1)  Adjectives: Modifiers (2)  Capitalization: Titles, Headings, Emphasis (2)  Adjectives: Comparative, Superlative (3-4)  Pronouns: Relative (4)  Capitalization Review (4)  Review (1-4)</p>
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**(Odd Year) CYCLE 1 (of 4) GRADES 1-4 YEARLY PLANNING/PACING GUIDE**

THEME/ CONCEPT			FROM WHENCE WE CAME / LINEAGE		
QUARTER	QUARTER TWO-A (FIRST HALF)		QUARTER TWO-B (SECOND HALF)		
DATES	Oct. ____ - Nov. ____ (4-5 weeks)		Dec. ____ - ____ (4-5 weeks)		
BIBLE	<b>ENCOUNTER BIBLE SERIES, GRADE 1 GOD IS TRUSTWORTHY</b>  Unit 1.5- Issac Unit 1.7- Jacob		<b>ENCOUNTER BIBLE SERIES, GRADE 1 GOD IS TRUSTWORTHY</b>  Unit 1.6- Christmas		
SCIENCE OR SOCIAL STUDIES	<b>BY DESIGN SCIENCE: BODY SYSTEMS 1</b>  <b>GRADE 1, CHAPTER 4, LESSONS 2</b> <b>GRADE 2, CHAPTER 4, LESSONS 1, 2, &amp; 3</b> <b>GRADE 2, CHAPTER 5, LESSONS 3</b> <b>GRADE 4, CHAPTER 5 &amp; 6, LESSONS 1, 2, &amp; 3</b>  Lifestyle Challenge/ Guided Inquiry: Exercise Program / Body Organization: Skeletal, Muscular, Integumentary, Reproduction		<b>SOCIAL STUDIES: CYCLE 1</b>  <b>1st Grade: IMPACT Our Place in the World</b>  Our Community		
MATH	<b>BIG IDEAS</b>  1st-Count & Write Numbers to 120, Compare 2-Digit Numbers (Chapters 6-7) 2nd-Understand Place Value, Count & Compare Numbers to 1000 (Chapters 7-8) 3rd-Round, Estimate & Multiples, Add & Subtract Multi-Digits(Chs 7- 9) 4th-Factors, Multiples & Patterns(Chapters 6)		<b>BIG IDEAS</b>  1st-Add & Subtract Tens, Add 2-Digit Numbers (Chapter 8-9) 2nd-Add & Subtract Numbers within 1000 (Chapters 9-10) 3rd-Understanding Fractions, Equivalence & Comparison (Chs 10-11) 4th-Fraction Equivalence & Comparison, Add & Sub Fractions (Chapters 7-8)		
PHYSICAL EDUCATION	<b>NAD Multigrade Physical Education, Grades 1-4 SPARKS, 3-6</b>  Fitness Challenges II Unit 3: Jump Rope (2 weeks) Flying Disc (2 weeks)		<b>NAD Multigrade Physical Education, Grades 1-4 SPARKS, 3-6</b>  Map Challenges Unit 4: Volleyball		
FINE ARTS: MUSIC & ART	<b>FINE ARTS MICROSITE: MUSIC AND VISUAL ARTS</b> Focus on Rhythm, Redeemed, Basics: Review Notes <b>ARTS ATTACK, GRADE 1</b> or <b>DAVIS ART:EXPLORATIONS IN ART PRIMARY 1</b>		<b>FINE ARTS MICROSITE: MUSIC AND VISUAL ARTS</b> Christmas Music, Christmas Hymns, Basics: Review Notes <b>ARTS ATTACK, GRADE 1</b> or <b>DAVIS ART:EXPLORATIONS IN ART PRIMARY 1</b>		
PATHWAYS THEME BOOKS	<b>Theme #3 LIVING THINGS</b>  <b>GRADE 1:</b> <i>A Tree is a Plant</i> by Bulla <b>GRADE 2:</b> <i>Cactus Hotel</i> by Guiberson <b>GRADE 3:</b> <i>Grow with Me, Spiders</i> by Bodden		<b>Theme #4: WALKING WITH GOD</b>  <b>GRADE 1:</b> <i>Little Maid</i> by Degering <b>GRADE 2:</b> <i>Twice Yours: A Parable of God's Gifts</i> by Gurley <b>GRADE 3:</b> <i>A Question of Yams: (Missionary Story)</i> by Repp		
GUIDED READERS	<b>GUIDED READERS</b> Choose selections from Reading A-Z or other resources that match students instructional level. Such as:		<b>GUIDED READERS</b> Choose selections from Reading A-Z or other resources that match students instructional level.		
Reading A-Z and Other Sources	<i>Inside My Body</i> Level M (NF) <i>Animal Skeletons</i> Level J (NF) <i>The Hard Stuff: All about Bones</i> Levels R,U,X (NF)	<i>My Bones</i> Level H (NF) <i>Get Moving! All about Muscles</i> Level U (NF) <i>Muscles</i> Level A (NF) <i>My Muscles</i> Level I (NF) <i>Jenny Loves Yoga</i> Level O (NF) <i>Why Exercise?</i> Level F (NF) <i>My Skin</i> Level I (NF) <i>Life Cycles</i> Level U (NF)	<i>Supply &amp; Demand</i> Levels S,V,Y (NF) <i>Case Studies in Supply &amp; Demand</i> High/Low (NF) <i>Marketers &amp; Advertisers</i> High/Low (NF) <i>Supply &amp; Demand</i> High/Low (NF) <i>The Food We Eat</i> Level G (NF) <i>A Nation on Wheels</i> Level P (NF) <i>Workers</i> Level D (NF) All Kinds of Factories Level E (NF) American Farms: Level Z2 (NF) <i>Past, Present, Future</i> <i>How Advertising Works</i> Level V (NF)		

<p><b>PATHWAYS WORD STUDY</b></p> <p>Numbers indicate grades where concepts are taught.</p>	<p><b>Vocabulary:</b>  Meanings of Words and Phrases (1-2)  Content Specific Words and Phrases (3-4)  Synonyms, Antonyms, (1-4)  Real Life Connections (1-2)  Adjective Endings (3-4)</p> <p><b>Spelling:</b>  Adding Phonemes to Words (1)  Consonant Sounds or Digraphs (1-4)  Ending Phonemes, Consonant Clusters (1)  Contractions (2-4)  Hard &amp; Soft Consonants (2)  Multisyllabic Words (3-4)  Verb Tense (past) (2-4)</p> <p><b>Vocabulary A-Z word study GR K-2 (Phonemic Awareness/Phonics: UFLI or Heggerty Bridge to Reading)</b></p>	<p><b>Vocabulary:</b>  Classify/Categorize (1-2)  Suffixes (3-4)  Homonyms (1-4)  Plural Endings (1-2)  Nouns Formed from Verbs (3-4)  Review (1-4)</p> <p><b>Spelling:</b>  Hearing Phonemes &amp; Consonant Clusters (1)  VCe Exceptions (2) VCe Patterns (3-4)  Phonemes in Sequence, Consonant Clusters (1)  Contractions (2-4)  Rhyming Words (1),  Double Consonants (1-4)  Review (1-4)</p> <p><b>Vocabulary A-Z word study GR K-2 (Phonemic Awareness/Phonics: UFLI or Heggerty Bridge to Reading)</b></p>
<p><b>PATHWAYS READING WORKSHOP</b></p>	<p><b>Speaking and Listening Skills:</b>  Provide Descriptions (1-2)  Recount an Experience (3-4)  Ask &amp; Answer Questions (1-2),  Paraphrase (3-4)  Use Visuals (1)  Create Digital Recording (2)  Make a Presentation with Digital Media (3-4)  Reader's Theatre (1-2)</p> <p><b>Mini-Lessons:</b>  Describe Connections Between 2 Pieces of Information (1)  Describe Connection in a Series of Scientific Concepts (2)  Explain Events, Procedures, Ideas, or Concepts in Scientific Text (3-4)  Distinguish Between Words &amp; Picture Information (1)  Identify Main Purpose (2)  Summarize Text (3-4)  Identify Similarities and Differences Between Texts (1)  Compare/contrast Two Texts on Same Topic (2)  Integrate Information from Two Texts on Same Topic (3-4)  Sequence Information (1)  Identify Main Topic (2)  Draw Inferences Using Details &amp; Examples (3-4)</p> <p><b>Guided Reading:</b>  Read Orally with Accuracy, Appropriate Rate, &amp; Expression (1-4)  Self Monitor Reading (3-4)</p> <p><b>Independent Reading:</b>  Read Text on Topics of Interest and Appropriate Complexity (1-2)  Selects text that Reflects &amp; Affirms the Teachings in God's Word (3-4)</p>	<p><b>Speaking and Listening Skills:</b>  Collaborative Conversations (1-4)  Collaborative Discussions (3-4)  Tell a Story (1-4)  Ask &amp; Answer Questions (1, 3-4)  Recount, Describe Key Ideas (2)  Review (1-4)</p> <p><b>Mini-Lessons:</b>  Ask and Answer Questions (1-2)  Explain Text Explicitly and Draw Inferences (3-4)  Identify Words in Poems that Appeal to the Senses (1)  Describe Rhythm and Meaning in a Poem (2)  Explain differences Among Poems and Stories (3-4)  Story Elements:  Describe (1)  Show Understanding (2)  Compare/Contrast (3-4)  Review (1-4)</p> <p><b>Guided Reading:</b>  Read with Purpose, Understanding, Accuracy, Appropriate Rate &amp; Expressions (1)  Make connection Between Text and Personal Life (2)  Self Monitor Reading (3-4)</p> <p><b>Independent Reading:</b>  Choose(select) text that Reflects &amp; Affirms the Teachings in God's Word (1-4)</p>
<p><b>PATHWAYS WRITING EMPHASIS</b></p>	<p>Thank You Note (1)  Informational Paragraph (2-4)  Prewriting:  Description (1)  Instructions (2)  Explanatory Essay (3-4)  Drafting /Revising:  Description (1)  Instructions (2)  Explanatory Essay (3-4)  Editing &amp; Publishing:  Description (1)  Instructions (2)  Explanatory Essay (3-4)</p>	<p>Sentences that Inform (1)  Persuasive Letter (2-4)  Persuasive Paragraph (2-4)  Instruction (1)  Opinion Paragraph (2),  Problem-Solution Composition (3-4)</p> <p>Prewriting:  Report (1)  Persuasive Essay (2-4),</p>
<p><b>PATHWAYS GRAMMAR EMPHASIS</b></p>	<p>Nouns: Months, Days, Holidays (1)  Commas:  Dates (1)  Letter Greetings, Closings (2)  Compound Sentences (3-4)  Sentences:  Declarative (1)  Types (2)  Fragment/RunOn (3-4)  Nouns:  Singular, Plural (1)  Irregular Plural (2)  Auxiliaries: Modal (3-4)  Articles (1),  Adverbs (2)  Verb Tense Progressive (3-4)</p>	<p>Nouns: Proper (1-2),  Abstract (3-4)  Sentences:  Imperative (1)  Simple (2)  Dialogue: Punctuation (3-4)  Subject - Verb Agreement (1-4)  Review (1-4)</p>
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**(Odd Year) CYCLE 1 (of 4) GRADES 1-4 YEARLY PLANNING/PACING GUIDE**

THEME/ CONCEPT				FROM WHENCE WE CAME / LINEAGE			
QUARTER		QUARTER THREE-A (FIRST HALF)		QUARTER THREE-B (SECOND HALF)			
DATES		Jan.____ - Feb.____ (4-5 weeks)		Feb.____-Mar.____ (4-5 weeks)			
<b>BIBLE</b>		<b>ENCOUNTER BIBLE SERIES, GRADE 1 GOD IS TRUSTWORTHY</b>  Unit 1.8- Joseph Unit 1.9- Joseph in Egypt		<b>ENCOUNTER BIBLE SERIES, GRADE 1 GOD IS TRUSTWORTHY</b>  Unit 1.10- Lost & Found Unit 1.11- Easter			
<b>SCIENCE OR SO- CIAL STUDIES</b>		<b>BY DESIGN SCIENCE: PHYSICAL SCIENCE, CYCLE 1</b>  <b>GRADE 1, CHAPTER 10, LESSONS 1 &amp; 2</b> <b>GRADE 2, CHAPTER 10, LESSONS 1, 2 &amp; 3</b> <b>GRADE 3, CHAPTER 10, LESSONS 1, 2, 3 &amp; 4</b>  Energy / Energy and Machines		<b>SOCIAL STUDIES: CYCLE 1</b>  <b>1<sup>st</sup> Grade: IMPACT Our Place in the World</b>  Celebrating America/Past and Present			
<b>MATH</b>		<b>BIG IDEAS</b>  1st-Measurement & Compare Lengths, (Chapters 10) 2nd-Measurement, Estimate & Solve Length Problems (Chs 11-12) 3rd-Find Perimeter & Area (Chapter 15) 4th-Measurement Equivalence, Perimeter & Area (Chapters 11&12)		<b>BIG IDEAS</b>  1st-Represent & Interpret Data (Chapter 11) 2nd-Represent & Interpret Data (Chapters 13) 3rd-Represent & Interpret Data (Chapters 14) 4th-Mult. Whole Numbers & Fractions, Relate Fractions&Decimals (Chapters 9-10)			
<b>PHYSICAL EDUCATION</b>		<b>NAD Multigrade Physical Education, Grades 1-4 SPARKS, 3-6</b>  Daily Dozen (Stunts Unit) Movement Bands Unit 5: Stunts and Tumbling Unit 6:Basketball		<b>NAD Multigrade Physical Education, Grades 1-4 SPARKS, 3-6</b>  Group Fitness Unit 7: Hockey or Racquets and Paddles			
<b>FINE ARTS: MUSIC &amp; ART</b>		<b>SPOTLIGHT ON MUSIC, GRADE 3 BOOK, FINE ARTS MICROSITE: MUSIC AND VISUAL ARTS</b> Harmonies, How Firm A Foundation, Basics: Lesson 2  <b>ARTS ATTACK, GRADE 1</b> or <b>DAVIS ART:EXPLORATIONS IN ART: PRIMARY 1</b>		<b>SPOTLIGHT ON MUSIC, GRADE 3 BOOK, FINE ARTS MICROSITE: MUSIC AND VISUAL ARTS</b> Syncopation, How Firm A Foundation, Basics: Notes in Both Clefs  <b>ARTS ATTACK GRADE 1</b> or <b>DAVIS ART:EXPLORATIONS IN ART: PRIMARY 1</b>			
<b>PATHWAYS THEME BOOKS</b>		<b>Theme #5: FRIENDS AND FAMILY</b>  <b>GRADE 1:</b> <i>The Doorbell Rang</i> by Hutchins <b>GRADE 2:</b> <i>Galimoto</i> by Williams <b>GRADE 3:</b> <i>The Lemonade Club</i> by Polacco		<b>Theme #6: THE ENVIRONMENT</b>  <b>GRADE 1:</b> <i>We All Went On Safari: Counting Journey -Tanzania</i> by Krebs <b>GRADE 2:</b> <i>Me...Jane (Jane Goodall)</i> by McConnell <b>GRADE 3:</b> <i>We Will Miss Them: Endangered Species</i> by Wright		<b>Theme #7: PERSONAL FEELINGS AND GROWTH</b>  <b>GRADE 1:</b> <i>The Art Lesson</i> by dePaola <b>GRADE 2:</b> <i>Marisol McDonald Doesn't Match</i> by Brown <b>GRADE 3:</b> <i>The Gardener</i> by Stewart	
<b>GUIDED READERS</b>		<b>GUIDED READERS</b> Choose selections from Reading A-Z or other resources that match students instructional level. Such as:		<b>GUIDED READERS</b> Choose selections from Reading A-Z or other resources that match students instructional level. Such as: (Poetry, Tall Tales )		<b>GUIDED READERS</b> Choose selections from Reading A-Z or other resources that match students instructional level. Such as:	
<b>Reading A-Z and Other Sources</b>		<i>Use Less Energy</i> Level F (NF) <i>Where We Get Energy</i> Level K (NF) <i>To Drill or Not to Drill?</i> Level W (NF) <i>The Sun</i> Level V (NF) <i>Albert Einstein</i> Levels T,U,W (NF) <i>Alternate Fuel Cars</i> Level V (NF) <i>Big Machines</i> Level L (NF) <i>Battery Power!</i> Level M (NF) <i>Hoover Dam</i> Level M, V (NF) <i>Fantastic Flying Machines</i> Level I,L,P (NF) <i>Caring for Earth</i> Level E (NF) <i>Robots</i> Level T, U (NF) <i>Simple Machines</i> Level K (NF) <i>Machines at Home</i> Level C (NF) <i>Electric Cars: History &amp; Future</i> Level W (NF)		<b>POETRY:</b> <i>Poetry Anthology</i> Level R (F) <i>Snow</i> Level E (F) <i>Bird Children</i> Level Y (F) <i>Bird Children, Bk 2</i> Level S (F) <i>The Boy in the Box</i> Level Q (F) <i>Walking and Rolling</i> Level I (F) <b>TALL TALES:</b> <i>Jack's Tale</i> Level M (F) <i>Coyote and the Star</i> Level P (F) <i>Annie Oakley</i> Level O (F) <i>On Eagle River</i> Level Q (F) <i>Pecos Bill Rides a Tornado</i> Level O (F)		<i>Page's School Report</i> Level U (NF) <i>Like Night and Day</i> Level T (F) <i>The Spelling Bee</i> Levels I,L,O (F) <i>Turtle Tom</i> Level R (F) <i>I Am Thankful</i> Level E (NF) <i>Monkey &amp; Crocodile</i> Level J (F) <i>Pillow Fort Password</i> Level D (F) <i>I Looked Everywhere</i> Level C (F) <i>Bonk at the Barbershop</i> Level J (F) <i>Shoes Men Wear</i> Level E (NF) <i>Shoes Women Wear</i> Level E (NF) <i>Miquel in the Secret Garden</i> Level W (F) <i>In a Chinese Garden</i> Level F (NF)	
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<p><b>PATHWAYS WORD STUDY</b></p> <p>Numbers indicate grades where concepts are taught.</p>	<p><b>Vocabulary:</b>          Shades of Meaning (1-2)          Idioms (3-4)          Plural Endings (1)          Endings (2-4)          Words &amp; Phrases: Suggest Feelings (1),          Words &amp; Phrases: Rhythm &amp; Meaning (2)          Literal/Nonliteral Language (3-4)          Content Clues (1-2), Using Context (3-4)</p> <p><b>Spelling:</b>          Blending Phonemes, VCe Patterns, Rimes (1)          VVC, VVCe, VVCCC, Patterns (2)          VVCC, VVCe, VCe, VCCC, VVCCC          Patterns (3-4)          Onsets &amp; Rimes (1)          Long Vowel Patterns (1)          Endings (2)          Suffixes with Final e (3-4)          Double Vowel Phonograms (1)          Changing Adjectives to Adverbs (3-4)</p> <p><b>Vocabulary A-Z word study GR K-2 (Phonemic Awareness/Phonics): UFLI or Heggerty Bridge to Reading</b></p>	<p><b>Vocabulary:</b>          Endings (1-2)          Suffixes (3-4)          Synonyms, Antonyms, Analogies (1-4)          Compound Words (1-4)          Review (1-4)</p> <p><b>Spelling:</b>          Hearing and Saying Middle Phonemes (1)          Similar Middle Phonemes and Manipulating Phonemes (1)          Long and Short Vowel Sounds (1)          Contractions (1)          Endings (2-4)          Plurals (1-2)          Phonogram Patterns (3-4)          Review (1-4)</p>	<p><b>Vocabulary:</b>          Prefixes (1-4)          Conjunctions (1)          Adjective, Adverbs (2)          Precise Actions, Emotions, Being (3-4)          Context Clues (1-2)          Concept Words (2)          Adages, Proverbs (3-4)          Prefixes (3-4)</p> <p><b>Spelling:</b>          Deleting and Adding Phonemes (1)          Letter y as a Vowel Sound (1-2)          Short Vowel Patterns (3-4)          Endings (1)          Silent Consonants (2-4)          Syllables (1)          Tense (past) (1-2)          Suffixes (3-4)          Verb Tense (Present Participle) (1-4)</p>
<p><b>PATHWAYS READING WORKSHOP</b></p>	<p><b>Speaking and Listening Skills:</b>          Speak in Complete Sentences (1-2)          Use Formal and Informal English (3-4)          Recount a Personal Experience (1-2)          Report on a Text (3-4)          Ask and Answer Questions (1)          Recount, Describe Key Ideas (2)          Identify Reasons &amp; Evidence (3-4)          Provide Descriptions (1-2)          Recount an Experience (3-4)</p> <p><b>Mini-Lessons:</b>          Retell Stories (1-2),          Summarize Text (3-4),          Differentiate Between Story &amp; Informational Text (1)          Explain Story Structure (2)          Explain Major Differences Between Dramas &amp; Stories (3-4)          Story Element: Character Describe (1)          Response to Challenges (2)          Description in Depth (3-4)          Compare &amp; Contrast (1)          Compare/Contrast Two Versions of the Same Story (2)          Make Connections Between Texts (3-4)</p> <p><b>Guided Reading:</b>          Silent Reading Strategies (1)          Read Text with Appropriate Complexity (1-2)          Read Text with Appropriate Complexity, Independently, &amp; Proficiently (3-4)</p> <p><b>Independent Reading:</b>          Read for Pleasure (1-4)          Read for Personal Growth and Spiritual Development (3-4)</p>	<p><b>Speaking and Listening Skills:</b>          Ask &amp; Answer Questions (1-2)          Use Visuals (1)          Paraphrase Fiction and Non-Fiction (3-4)          Create Digital Recording (2)          Make a Presentation with Digital Media (3-4)          Participate in Readers' Theatre (1-2)          Review (1-4)</p> <p><b>Mini-Lessons:</b>          Ask &amp; Answer Questions to Clarify Meaning (1)          Determine Meaning (2-4)          Predicting Using Pictures, Illustrations &amp; Text (1-2)          Explain How Information Adds to Understanding (3-4)          Distinguish Between Facts and Opinion (1-2)          Describe Connections Between Sentences and Paragraphs (3-4)          Explain How Authors Use Reasoning &amp; Evidence to Support Ideas (3-4)          Review (1-4)</p> <p><b>Guided Reading:</b>          Read Stories &amp; Poetry of Appropriate Complexity (1)          Use Context to Confirm or Self-Correct Reading (2)          Silent Reading Strategies (2)          Read Text of Appropriate Complexity Independently &amp; Proficiently (3-4)          Self-Monitoring Reading Strategies (3-4)</p> <p><b>Independent Reading:</b>          Silent Reading Strategies &amp; Read Texts on Topics of Interest (1)          Read &amp; Comprehend Text of Appropriate Complexity (2)          Select Text that Affirms the Teachings in God's Word (3-4)</p>	<p><b>Speaking and Listening Skills:</b>          Collaborative Discussions (1-4)          Tell a Story (1-4)          Ask &amp; Answer Questions (1-4),          Recount or Determine Key Details (2)          Speak in Complete Sentence (1-2)          Use Formal &amp; Informal English (3-4)</p> <p><b>Mini-Lessons:</b>          Identify Storyteller (1)          Differentiate (2)          Points of View (3-4)          Compare &amp; Contrast Points of View (3-4)          Predict Using Picture Clues (1-2)          Make Connections: Text &amp; Presentation of Text (3-4)          Sequence Events (1-2)          Explain Major Differences in Poems &amp; Dramas (3-4)          Identify Words &amp; Phrases that Suggest Feelings (1)          Describe Rhythm &amp; Meaning (2),          Determine Idioms (3-4)</p> <p><b>Guided Reading:</b>          Use Context to Confirm or Self-Correct Reading (1)          Read Orally with Purpose, Understanding, Accuracy, Appropriate Rate, &amp; Expression (2)          Read Text of Appropriate Complexity, Independently, &amp; Proficiently (3-4)</p> <p><b>Independent Reading:</b>          Choose Text that Reflects the Teachings of God's Word (1)          Read for Pleasure (2)          Read for Pleasure, Personal Growth, &amp; Spiritual Development (3-4)</p>
<p><b>PATHWAYS WRITING EMPHASIS</b></p>	<p>Drafting /Revising:          Report (1),          Persuasive Essay (2,4),          Editing &amp; Publishing:          Report (1)          Persuasive Essay (2,4),          Sentences About Yourself (1)          Fictional Narrative Paragraph (2)          Descriptive Paragraph (3-4)          Friendly Letter (3-4)</p>	<p>Friendly Letter(1) Descriptive Paragraph(2) Story (3-4)          Prewriting:          Personal Narrative(1) Fictional Story(2) Fictional Narrative(3-4)          Drafting /Revising:          Personal Narrative(1)Fictional Story(2) Fictional Narrative(3-4)          Editing/Publishing:          Personal Narrative(1) Fictional Story(2), Fictional Narrative(3-4)</p>	<p>Story Sentences (1)          Problem-Solution Paragraph (2)          Compare-Contrast Paragraph (2)          Summary (3-4)          Explanation (3-4)          Story Summary (1)          Informational Paragraph (2)          Procedural Composition (3-4)          Prewriting:          Story(1)          Research Report (2-4)</p>
<p><b>PATHWAYS GRAMMAR EMPHASIS</b></p>	<p>Verbs: Present, Past Tense (1)          Irregular, Past Tense (2)          Double Negative (3-4)          Verbs: Be (1-2)          Verbs: Misused Objects (3-4)          Sentences:          Imperative (1) Interrogative (2)          Conjunctions: Coordinating &amp; Subordinating (3-4)          Sentences:          Compound (1-2)          Complex (3-4)</p>	<p>Commas: Series (1),          Dates, Places, Series, Letters (2)          Pronouns, Adverbs: Relative (3-4)          Verb Tense: Future (1)          Nouns: Proper (2)          Precise Words, Phrases (3-4)          Prepositional Phrases (1-4)          Review (1-4)</p>	<p>Pronouns:          Subject(1) Personal (1) Possessive (1)          Indefinite (1)          Reflexive(2) Possessive (2)          Noun-Pronoun Agreement (2)          Verbs:          Irregular(2) Past Tense (2)          Paragraph Structure (3-4)          Transitional Words (3-4)          Dialogue (3-4)</p>
<p>Grades 1-4 _ Cycle 1 of 4 _ Page 6 of 8</p>			

**(Odd Year) CYCLE 1 (of 4) GRADES 1-4 YEARLY PLANNING/PACING GUIDE**

THEME/CONCEPT			FROM WHENCE WE CAME / LINEAGE		
QUARTER	QUARTER FOUR-A (FIRST HALF)		QUARTER FOUR-B (SECOND HALF)		
DATES	Mar. ____ - Apr. ____ (4-5 weeks)		Apr. ____ - May ____ (4-5 weeks)		
BIBLE	<b>ENCOUNTER BIBLE SERIES, GRADE 3 GOD IS TRUSTWORTHY</b>  Unit 1.12- Strong Foundations Unit 1.13- Shining Lights		<b>ENCOUNTER BIBLE SERIES, GRADE 3 GOD IS TRUSTWORTHY</b>  Unit 1.14- Trustworthiness Unit 1.15- The Bible		
SCIENCE OR SOCIAL STUDIES	<b>BY DESIGN SCIENCE: EARTH AND SPACE SCIENCE,C1</b>  <b>GRADE 1, CHAPTER 7, LESSONS 1, 2, 3 &amp; 4</b> <b>GRADE 2, CHAPTER 7, LESSONS 1, 2 &amp; 3</b> <b>GRADE 3, CHAPTER 8, LESSONS 1, 2 &amp; 3</b> Meteorology and Oceanography		<b>SOCIAL STUDIES: CYCLE 1</b>  <b>1<sup>st</sup> Grade: IMPACT Our Place in the World</b>  People and Money		
MATH	<b>BIG IDEAS</b>  1st-Tell Time (Chapter 12) 2nd-Money & Time (Chapter 14) 3rd-Time, Liquid, Volume, and Mass (Chapter 12) 4th-Identify & Draw Lines & Angles (Chapter 13)		<b>BIG IDEAS</b>  1st-Two & Three Dimensional Shapes, Equal Shares (Chapters 13&14) 2nd-Identify & Partition Shapes (Chapters 15) 3rd-Classify Two-Dimensional Shapes (Chapter 13) 4th-Identify Symmetry and Two -Dimension Shapes (Chapter 14)		
PHYSICAL EDUCATION	<b>NAD Multigrade Physical Education, Grades 1-4 SPARKS, 3-6</b> Walk/Jog/Run, Aerobic Games Unit 8: Soccer Unit 9: Softball (2 weeks) Track and Field (2 weeks)		<b>NAD Multigrade Physical Education, Grades 1-4 SPARKS, 3-6</b>  Fitness Challenges III Unit 10: Football or Racquets and Paddles		
FINE ARTS: MUSIC & ART	<b>SPOTLIGHT ON MUSIC, GRADE 3 BOOK, FINE ARTS MICROSITE: MUSIC AND VISUAL ARTS</b> Marching Music, When We All Get To Heaven, Basics: Review  <b>ARTS ATTACK, GRADE 4</b> or <b>DAVIS ART:EXPLORATIONS IN ART PRIMARY 4</b>		<b>SPOTLIGHT ON MUSIC, GRADE 3 BOOK, FINE ARTS MICROSITE: MUSIC AND VISUAL ARTS</b> Music Review, When We All Get To Heaven, Basics: Review  <b>ART ATTACK, GRADE 4</b> or <b>DAVIS ART:EXPLORATIONS IN ART PRIMARY 4</b>		
PATHWAYS THEME BOOKS	<b>Theme #8: YESTERDAY</b>  <b>GRADE 1: <i>The Warrior Maiden</i> by Schechter</b> <b>GRADE 2: <i>Charlie Horse</i> by Ricchiuti</b> <b>GRADE 3: <i>Sarah, Plain, &amp; Tall</i> by MacLachian</b>		<b>Theme #9: SOCIAL ISSUES AND CUSTOMS</b>  <b>GRADE 1: <i>Cleversticks</i> by Ashley</b> <b>GRADE 2: <i>Helen Keller</i> by Hurwitz</b> <b>GRADE 3: <i>I Miss Grandpa</i> by Holford</b>		
GUIDED READERS	<b>GUIDED READERS</b> Choose selections from Reading A-Z or other resources that match students instructional level.  <b>Reading A-Z and Other Sources</b>  (F) Fiction (NF) NonFiction		<b>GUIDED READERS</b> Choose selections from Reading A-Z or other resources that match students instructional level.		
	<i>Laws for Kids</i> Level G (NF) <i>The Judicial Branch</i> Level N, V, Z (NF) <i>The Bill of Rights</i> Level U, X, Z1 (NF) <i>Can I Vote?</i> Level M (NF) <i>The Creature Constitution</i> Level J, M, P (F) <i>If I Were In Charge</i> Level J (NF) <i>American Symbols</i> Level G (NF) <i>The Story of the Statue</i> Level J,M (NF) <i>Stars and Stripes</i> Level G (NF)		<i>Tommy Goes to the Ocean</i> Level M (F) <i>Deep in the Ocean</i> Level L,O,R (NF) <i>Ocean Animals</i> Level J,M,P (NF) <i>Ocean Poems</i> Levels U (NF) <i>Ocean Quiz</i> Level W (F) <i>Oceans</i> Level W (NF) <i>You're a Jellyfish</i> Level O (NF) <i>Explorer's Guide to World Weather</i> Level R (NF) <i>Severe Weather</i> Level T (NF) <i>Spring Weather</i> Level A (NF) <i>Blizzards</i> Level I, L, O (NF)		

<b>PATHWAYS WORD STUDY</b>	<p><b>Vocabulary:</b>  Define by Category(1)  Attributes (1)  Root Words (2-4)  Endings (2)  Shades of Meaning (1-2)  Similes, Metaphors (3-4)  Greek/Latin Word Parts (3-4)  Review (1-4)</p> <p><b>Spelling:</b>  Syllables (1,4)  Vowel Sound Letter Combinations (1)  Endings (1-2)  Phonogram Patterns (3-4)  Multisyllabic Words (2)  Double Consonants (1-2)  Suffixes with Final e Words (3-4)  Review (1-4)</p> <p><b>Vocabulary A-Z word study GR K-2 (Phonemic Awareness/Phonics: UFLI or Heggerty Bridge to Reading</b></p>	<p><b>Vocabulary:</b>  Homonyms (1-2)  Prefixes (1-4),  Suffixes (1)  Root Words/ Word Meanings (2)  Greek / Latin Root Words (3-4)  Final Assessments (1-4)</p> <p><b>Spelling:</b>  Open Syllables (1-4)  r- controlled Vowel Sounds (1-4)  Closed Syllables (1-4)  Contractions (1)  Vowel Sound Letter Combinations (1-2)  Phonogram Patterns (3-4)  Final Assessments (1-4)</p> <p><b>Vocabulary A-Z word study GR K-2 (Phonemic Awareness/Phonics: UFLI or Heggerty Bridge to Reading</b></p>
<b>PATHWAYS READING WORKSHOP</b>	<p><b>Speaking and Listening Skills:</b>  Recount a Personal Experience (1-4)  Report on a Text (3-4)  Ask &amp; Answer Questions (1-2),  Identify Reasons and Evidence (3-4)  Provide Descriptions (1-2)  Review (1-4)</p> <p><b>Mini-Lessons:</b>  Distinguish Fantasy/Reality, Right/Wrong (1-2)  Connections Between Text &amp; Personal Life Experiences (3-4)  Story Elements: Settings, Major Events (1)  Describe How Characters Respond to Challenges (2)  Describe Character, Story, or Event in Depth (4)  Identify Word or Phrases in Poems (Feelings/Senses) (1)  Describe Rhythm &amp; Meaning in Song (2)  Explain Major Differences Among Drama and Stories (3-4)  Review (1-4)</p> <p><b>Guided Reading:</b>  Use Context to Confirm or Self-Correct Reading (1-2)  Silent Reading Strategies (1-2)  Read Text of Appropriate Complexity, Independently, &amp; Proficiently (3-4)  Self-Monitor Reading Strategies (3-4)</p> <p><b>Independent Reading:</b>  Read Text on Topics of Appropriate Complexity (1-2)  Read for Pleasure (2),  Read for Personal Growth &amp; Spiritual Development (3-4)</p>	<p><b>Speaking and Listening Skills:</b>  Ask &amp; Answer Questions (1-2)  Paraphrase (3-4)  Use Visuals (1)  Create Digital Recording (2)  Make a Presentation with Digital Media (3-4)  Participate in Reader's Theatre (1-2)  Final Assessments (1-4)</p> <p><b>Mini-Lessons:</b>  Make Connections with Text &amp; Life Experiences (1-4)  Show Understanding of Main Idea (1)  Retell Stories from Diverse Cultures (2)  Compare/Contrast Literature from Diverse Cultures (3-4)  Sequence Story Events (1-2)  Compare / Contrast Personal Points of View (3-4)  Final Assessments (1-4)</p> <p><b>Guided Reading:</b>  Read Orally with Purpose, Understanding, Accuracy, Appropriate Rate, &amp; Expression (1-2)  Read Text of Appropriate Complexity, Independently, &amp; Proficiently (3-4)</p> <p><b>Independent Reading:</b>  Make Connection Between Text &amp; Personal Life Experiences (1-2)  Choose Text that Reflects the Teachings in God's World (1-2)  Read for Pleasure, Personal Growth , &amp; Spiritual Development (3-4)</p>
<b>PATHWAYS WRITING EMPHASIS</b>	<p>Drafting /Revising:  Story(1)  Research Report (2-4)  Editing &amp; Publishing:  Story(1)  Research Report (2-4)  Opinion Sentences (1)  Response Poem (2)  Respond to Fiction (3-4)  Opinion Paragraph (2)  Journal Entry (3-4)</p>	<p>Opinion Sentences (1)  Story Response Paragraph (2)  Public Service Announcement (3-4)  Prewriting:  Opinion Paragraph(1)  Response Essay(2)  Opinion Essay(3-4)  Drafting /Revising:  Opinion Paragraph(1)  Response Essay(2)  Opinion Essay(3-4)  Editing &amp; Publishing:  Opinion Paragraph(1)  Response Essay(2)  Opinion Essay(3-4)</p>
<b>PATHWAYS GRAMMAR EMPHASIS</b>	<p>Conjunctions (1),  Adjectives (3-4)  Adverbs:  Modifiers (2)  Comparative, Superlative (3-4)  Sentences: Exclamatory (1)  Abbreviations: Titles, Days, Months (2),  Initials, Acronyms (3-4)  Capitalization: Titles(1),  Formal, Informal English(2-4)  Review (1-4)</p>	<p>Adjectives: Taste, Smell, Sound, Texture (1)  Nouns: Possessive (2)  Capitalization: Specialized (3-4)  Contractions (1-2)  Pronouns (1)  Commas (3-4)  Sentences:  Types (1)  Compound (2)  Fragments/RunOns (3-4)  Final Assessment (1-4)</p>
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