HMH JOURNEYS Alignment TEMPLATE
GRADE 1
Unit 6: Three Cheers for Us!


| Students will describe and understand characters in a story. <br> Students will use the visualize strategy while reading a story to understand it better. Students will contribute to a discussion by sharing ideas for a K-W chart. | Henry and Dad | Jingle, Jangle, | Sally Jane and | Stew for Peg | BB: Karate Hour <br> D/P - RA "Parts of the House Have a Fight" $p$. T414 |
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|  | Go Camping | and Jiggle | Beth Ann |  |  |
|  | Speedy and |  | Ty and Big Gilly | D/P - RA "A |  |
|  | Chase | D/P - RA "The | Bird Watching | Stone Goes to |  |
|  | D/P- RA "The | Shoemaker and the Elves" p . | Benches | Court" p. T312 |  |
|  | Art Contest" p . | T114 | D/P - RA "A | P - LLG pp. 112- |  |
| Students will identify the main idea and details about a topic. | T14 | P - LLG pp. 108- | Hopeful Song" <br> p. T214 | 113, 172-173 | $\begin{aligned} & \text { P - LLG pp. 114- } \\ & 115,174-175 \end{aligned}$ |
| Students will use the summarize strategy to improve comprehension while reading a story. | $\begin{aligned} & \text { P - LLG pp. 106- } \\ & 107,166-167 \end{aligned}$ | 109, 168-169 |  | D - PJ 29.1-8 |  |
|  |  |  | P - LLG pp. 110- |  | D - PJ 29.8, |
| Students will access prior knowledge to exchange information about a topic. | D - PJ 26.1-10 | D - PJ 27.1-10 | 110 | $\begin{aligned} & \mathrm{D} / \mathrm{P}-\mathrm{RN} \text { pp. } \\ & 197-211 \end{aligned}$ | 30.1-8 |
|  |  | D/P - RN pp. | D-PJ 28.1-10 |  | D/P-RN pp. |
| Students will review phonetics concepts. Students will learn new phoneme/rules via a multi-sensory approach. | $\begin{aligned} & \mathrm{D} / \mathrm{P}-\mathrm{RN} \mathrm{pp} . \\ & 152-166 \end{aligned}$ | 167-181 |  | P - VC-C 205- | 212-225 |
|  | 152-166 |  | D/P - RN pp. | 212 (T318-319) |  |
| Students will decode multi-syllabic words. | P - VC -C 181 | (T120-121) | 196 | P - BLM | 220 (T420-4 |
| Students will spell high frequency words | 188 (T20-21) |  |  | Handwriting |  |
| correctly. |  | P-BLM | P - VC-C 197- | Models; Writing | P-BLM |
| Students will comprehend what they hear and read. | $P-B L M$ <br> Handwriting <br> Models; Writing | Handwriting | 204 (T220-221) | Rubric | Handwriting |
|  |  | Models; Writing |  |  | Models; Writing |
|  |  | Rubric; | P-BLM | D/P - LITC p. | Rubric |
|  | Rubric; | Proofreading | Handwriting | T304 |  |
| Enduring Understandings: | Proofreading | Checklist | Models; Writing |  | D/P - LITC p. |
| Creating art | Checklist |  | Rubric; | D - IWL | T406 |
| Putting one's best foot forward Effects of weather |  | D/P - LITC $p$. | Proofreading | Vocabulary |  |
|  | D/P - LITC p. T6 | T106 | Checklist | Strategies: | D - IWL |
| Insects' activities |  |  |  | Prefix -un; | Vocabulary |
| The importance of teamwork | $D-I W L$ <br> Vocabulary <br> Strategies: | D - IWL <br> Vocabulary <br> Strategies: <br> Classify and | D/P - LITC p. | Words with | Strategies: |
|  |  |  | T206 | Suffixes -ful, ly, | Suffix -ly; |
| Essential Questions: |  |  | D - IWL | $y$ and Long | Words with Syllable Pattern |

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| What are some different ways to make art? <br> Why is it important to try your best? <br> How weather changes your day? <br> How can insects be helpful? <br> Why is teamwork important in school or sports? | Figurative <br> Language <br> (Idioms); Base <br> Words with -ed, <br> ing Endings and <br> Words with <br> Long e Spelled <br> $y$, ie <br> D-GSV-N/A <br> D/P - CR Lesson <br> 26 <br> D/P - Weekly <br> Tests (Grab-n- <br> go) <br> D/P -VR <br> Differentiate <br> Kamala's Art <br> D/P - LR <br> Compare and Contrast; <br> Monitor/Clarify <br> SR- Our School <br> OL- Paco's <br> Snowman <br> AD- A Surprise <br> for Ms. Green <br> ELL- The Bumpy <br> Snowman | Categorize <br> Emotion Words; <br> Base Words with Inflections -er, est and Words with Syllable -le <br> D-GSV- Kinds of Sentences: <br> Telling and <br> Asking <br> D/P - CR Lesson <br> 27 <br> D/P - Weekly <br> Tests (Grab-n- <br> go) <br> D/P -VR <br> Helping at Home <br> D/P - LR <br> Author's <br> Purpose; <br> Analyze/Evaluate <br> SR- Our Class <br> OL- The Baseball <br> Game <br> AD- Always <br> Learning <br> ELL- A Fun <br> Baseball Game | Vocab. <br> Strategies: <br> Homographs; <br> Words with <br> Long $i$ (igh, $y$, ie) <br> and inflections - <br> ed, ing, er, est, <br> es <br> D-GSV-N/A <br> D/P - CR Lesson <br> 28 <br> D/P - Weekly <br> Tests (Grab-n- <br> go) <br> D/P -VR <br> Kite Flying <br> D/P - LR <br> Story Structure; Infer/Predict <br> SR- A Chunk of Cheese <br> OL- The Sailboat Race <br> AD- The Sand <br> Castle <br> ELL- The Boat Race | Vowels Spelled <br> a, e, I, o, u <br> D - GSV- <br> Adverbs <br> D/P - CR Lesson <br> 29 <br> D/P - Weekly <br> Tests (Grab-n- <br> go) <br> D/P -VR <br> Differentiate <br> Butterflies <br> D/P - LR <br> Understanding <br> Characters; <br> Visualize <br> SR- Let's Play <br> Ball <br> OL- More Than <br> One Bird <br> AD- A Cat Trick <br> ELL- Birds | CV and Words with Prefixes un, re <br> D - GSV N/A <br> D/P - CR Lesson <br> 30 <br> D/P - Weekly <br> Tests (Grab-n- <br> go) <br> D/P -VR <br> Differentiate <br> Soccer <br> D/P - LR <br> Main Idea and <br> Details; <br> Summarize <br> SR- Michelle <br> Wie <br> OL- The <br> Williams Sisters <br> AD- Lance <br> Armstrong <br> ELL- Two Sisters <br> Play Tennis |
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## Common Language Guide (Journeys 1-5)

The Common Language Guide (Journeys) provides a list of acronyms to use when reading/reviewing the Program and Curriculum Resource (PACR) documents for Journeys, grades 1-5.

| BB | Big Books | LR | Leveled Readers <br> SR- Struggling Reader <br> OL- On Level <br> AD- Advanced <br> ELL- English Language Learner |
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| BIB | Blend-It Books (Grades 1-2 only) | P | Print |



