January Pacing Calendar

Focus Skill: Sequencing

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| ELA: I can... | Math: I can... | SS: I can... | Science: I can... | Careers: I can... | CBLP: I can... |
| Before reading chapter:   1. Recall prior knowledge. 2. Predict what the story will be about. 3. Label the title and author. 4. Point/match symbols from the story. 5. Define story vocabulary.   After reading chapter:   1. Label items/symbols from the story. 2. Name a person and place from the story. 3. Identify the main idea. 4. List the supporting details. 5. Answer “WH” questions about the story. 6. Summarize the story. 7. Sequence main events from the story. 8. Use “in the beginning, then and at the end” to sequence events/key details form the story. 9. Critique the story (like/dislike and why) 10. Compare/connect the story to past/personal experiences. 11. Categorize items as either solid, liquid, gas or plastic, metal or paper. 12. Sequence the steps to recycle the material from the chapter.   After Story:   1. Construct a list of recyclable items 2. Create a sequence of steps I use/follow to recycle at school, home or work. 3. Design a display (project) to present to my peers. 4. Critique my peers project, with compliments and helpful feedback. | 1. Define unit vocabulary. 2. Identify numbers 1 though 5. 3. Identify numbers 6 though 12. 4. Recognize   analog clocks.   1. Recognize digital clocks. 2. Describe the differences between analog and digital clocks. 3. Label times using an analog clock. 4. State times using a digital clock.   9. Collect and display pictures of activities that typically occur in the morning.  10. Collect and display pictures of activities that typically occur in the afternoon.  11. Collect and display pictures of activities that typically occur in the evening/night.  12. Construct a sequence of events that occur in the morning using the terms first, next, then, last.  13. Construct a sequence of events that occur in the afternoon of evening using the terms first, next, then, last.  14. Describe the difference between AM and PM.  15. Describe the sequencing of steps necessary to set an alarm using a digital clock.  16. Predict what might happen if the sequence is changed as you prepare for school or work.  17. Read the timetable for the Staten Island Ferry to interpret its frequency during a Monday morning work day.  18. Apply concepts learned to reading a bus and Ferry timetable, determining their frequency.  19. Create a sequential plan in which you will use a local bus to go to the Ferry terminal, given that you must be on the Ferry for a specific departure time.  20. Explain your plan to your peers.  21. Critique your peers’ plans. | 1. Define unit vocabulary words. 2. Identify the symbols (flags, maps, images) relevant to the text. 3. Collect or display images related to the text. 4. Engage/participate in reading the assigned text. 5. Engage in peer-to-peer conversations about the text. 6. State the main idea. 7. Identify/name an important person or persons in the text. 8. Recall key details in the text. 9. Organize key details in the text. 10. Predict what might happen next. 11. Summarize what I read. 12. Sequence the events that occurred in the text. 13. Illustrate images presented in the text. 14. Create a timeline to represent the events that have taken place. 15. Compare/contrast events in the text to present day events. 16. Formulate an opinion about the text. 17. Make text-to self-connections. 18. Make text-to-world connections. 19. Draw conclusions based on the events in the text. 20. Create a project based on the unit topic. 21. Present a project based on the unit topic. | 1. Define unit vocabulary. 2. Examine prior knowledge of forces and motion 3. Tell facts about motion. 4. Identify the different forces. 5. Identify pushing. 6. Identify pulling. 7. Define what something in motion looks like. 8. Identify when an object is still or in motion. 9. Make connections between pushes and pulls. 10. Identify the effect of forces on an object. 11. Demonstrate a push or a pull on objects in their environment. 12. Describe other forces that cause a push and a pull. 13. Compare the effects of different strengths. 14. Compare the different directions of pushes and pulls on the motion of an object. 15. Describe the relationship between energy and forces. 16. Analyze information about forces of matter. 17. Explain that force makes an object move or change direction by pushing or pulling something. 18. Conduct a simple investigation about pushing and pulling. 19. Record and compare measurement data during an investigation. 20. Analyze data about the investigation. 21. Explain investigation results. | 1. Define sequencing. 2. List vocabulary words. 3. Illustrate the need to read a recipe correctly while preparing a meal. 4. Identify the necessity to wash produce thoroughly. 5. State the importance of thawing frozen foods safely. 6. Recognize the dangers of not washing hands before preparing and eating food. 7. Illustrate the proper way to set a table before a meal. 8. Illustrate the proper way to clear a table after a meal. 9. Use strategies to reduce and reuse dishes while preparing a meal. 10. Distinguish between safe and unsafe ways to clean dishes. 11. Identify items that can be recycled and reused. 12. Organize my waste in proper containers (glass, metal, paper) 13. Identify the proper tools needed to clean my floors (vacuum, broom, mop, 14. Separate my laundry before I put them in the machine. 15. Learn to change my sheets and make my bed. 16. Distinguish between the right and wrong ways of pulling weeds. 17. Differentiate between the correct brooms used outdoors. 18. Compare the essential tools needed to keep the outdoors clean. 19. Analyze the different tools needed during different seasons. 20. Create a list of good work habits for both indoors and outdoors. 21. Apply concepts of chores that are used at home and how they can help us at our job. | Introduction   * Identify my CBLP’s * Recall vocabulary specific to CBLP I attend * Recall who I interact with at my CBLP * List tools/supplies/materials I need at my different CBLP’s * Compare and contrast the different CBLP’s I participate in   Acquisition   * Define sequencing * Organize events and things I am familiar with in terms of first, next, then, and last * Identify patterns in events * Make observations about a sequence of events * Use cause/effect to determine what to do if my sequence is not working   Application   * Identify which CBLP’s use sequenced activities/routines * Identify tools/materials/supplies/people needed to participate in a sequenced task/job/routine * Create a visual/written schedule to complete a sequenced task/job/routine for each one of my CBLP sites * Identify what to do if I need help * Recall/retell the duties of my job   Demonstration   * Demonstrate a sequenced task/job/routine at my CBLP * Recall the steps I participated in to complete my task/job/routine * Complete a self-assessment about sequencing in my CBLP * Complete a peer assessment about sequencing in my CBLP |

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| Monday | Tuesday | Wednesday | Thursday | Friday |
|  | **1**    No School | **2**  **ELA:**    **Math:**    **Social Studies:**    **Science:**    **Career Exploration:**    **CBLP**: | **3**  **ELA:**    **Math:**    **Social Studies:**    **Science:**    **Career Exploration:**    **CBLP**: | **4**  **ELA:**    **Math:**    **Social Studies:**    **Science:**    **Career Exploration:**    **CBLP**: |
| **7**  **ELA:**    **Math:**    **Social Studies:**    **Science:**    **Career Exploration:**    **CBLP**: | **8**  **ELA:**    **Math:**    **Social Studies:**    **Science:**    **Career Exploration:**    **CBLP**: | **9**  **ELA:**    **Math:**    **Social Studies:**    **Science:**    **Career Exploration:**    **CBLP**: | **10**  **ELA:**    **Math:**    **Social Studies:**    **Science:**    **Career Exploration:**    **CBLP**: | **11**  **ELA:**    **Math:**    **Social Studies:**    **Science:**    **Career Exploration:**    **CBLP**: |
| **14**  **ELA:**    **Math:**    **Social Studies:**    **Science:**    **Career Exploration:**    **CBLP**: | **15**  **ELA:**    **Math:**    **Social Studies:**    **Science:**    **Career Exploration:**    **CBLP**: | **16**  **ELA:**    **Math:**    **Social Studies:**    **Science:**    **Career Exploration:**    **CBLP**: | **17**  **ELA:**    **Math:**    **Social Studies:**    **Science:**    **Career Exploration:**    **CBLP**: | **18**  **ELA:**    **Math:**    **Social Studies:**    **Science:**    **Career Exploration:**    **CBLP**: |
| **21**  No School | **22**  **ELA:**    **Math:**    **Social Studies:**    **Science:**    **Career Exploration:**    **CBLP**: | **23**  **ELA:**    **Math:**    **Social Studies:**    **Science:**    **Career Exploration:**    **CBLP**: | **24**  **ELA:**    **Math:**    **Social Studies:**    **Science:**    **Career Exploration:**    **CBLP**: | **25**  **ELA:**    **Math:**    **Social Studies:**    **Science:**    **Career Exploration:**    **CBLP**: |
| **28**  **ELA:**    **Math:**    **Social Studies:**    **Science:**    **Career Exploration:**    **CBLP**: | **29**  **ELA:**    **Math:**    **Social Studies:**    **Science:**    **Career Exploration:**    **CBLP**: | **30**  **ELA:**    **Math:**    **Social Studies:**    **Science:**    **Career Exploration:**    **CBLP**: | **31**  **ELA:**    **Math:**    **Social Studies:**    **Science:**    **Career Exploration:**    **CBLP**: |  |