

## Getting Started

### Websites for weekly overview of lessons:

- [www.voltspci.weebly.com](http://www.voltspci.weebly.com)

### Think Central Log ins:

<https://www-k6.thinkcentral.com> **Go Math (K-5) and Journeys (K-5)**

	Parent	Student
User Name	HomeschoolParent	K5FirstLast
Password	K5Homeschool!	K5studentnumber

### Journeys Tips for Parents:

- The workbook pages from the Reader's Notebook sometimes cover one skill over 3 pages worth of work. Do the pages in number order because they get progressively harder. You will want to have your student start with the basics and move up to more challenging work over the course of the week.
- Vocabulary review (in textbook): before reading the anchor text for the week review the vocabulary words provided on the page before. You will notice there are not definitions for the words. You need to read the word, look at the picture, and see how the word is used in the sentence provided. Then ask your student to come up with a definition using their own words. This provides valuable instruction by helping our growing readers use words in context to find the meaning of them.
- Answer keys (TE) are available by logging into Think Central.

# 1<sup>st</sup> Grade Language Arts Journeys Pacing Guide: Semester 1

Week/ Lesson	Topics Covered	Work to complete by Friday
<b>1</b>	Spelling: Short a / Consonants s, n, d, p, f / Nouns / Independent Reading / Narrative Writing  <i>Student Textbook, Book 1</i>	Student Textbook: Read story on pages 14-28 Reader's Notebook pages: 1-15 Writing Handbook: 14-15 High-frequency words: and, play, be, with, help, you **Weekly Standards-Based Review, lesson 1
<b>2</b>	Spelling: Words with Short i / Consonants r, h, /z/s, b, g / Possessive Nouns / Independent Reading / Narrative Writing (Details and Captions)	Student Textbook: Read story on pages 42-56 Reader's Notebook pages: 16-31 Writing Handbook: 16-17 High-frequency words: he, look, have, too, for, what **Weekly Standards-Based Review, lesson 2

3	Spelling: Words with Short o / Consonants l,x / Inflection -s / Action Verbs / Writing About Us	Student Textbook: Read story on pages 70-84 Reader's Notebook pages:31-45 Writing Handbook: 18-19 High-frequency words: do, find, funny, sing, no, they **Weekly Standards-Based Review, lesson 3
4	Words with Short e / Consonants y,w,k,v, j / Adjectives for Size and Shape / Writing About Us	Student Textbook: Read story on pages 98-112 Reader's Notebook pages: 46-59 Writing Handbook: 20-21 High-frequency words: all, does, here, me, my, who **Weekly Standards-Based Review, lesson 4
5	Words with Short u / Consonants qu, z /Adjectives for Color and Number / Writing About Us	Student Textbook: Read story on pages 126-140 Reader's Notebook pages: 60-73 Writing Handbook: 22-23 High-frequency words: friend, full, good, hold, many, pull **Weekly Standards-Based Review, lesson 5
6	Double Final Consonants and -ck / Words with Short a / Complete Sentences / Informative Writing (Using Sense Words)  <i>Student Textbook, Book 2</i>	Student Textbook: Read story on pages 14-32 Reader's Notebook pages: 74-88 Writing Handbook: 24-25 High-frequency words: away, come, call, hear, every, said **Weekly Standards-Based Review, lesson 6
7	Spelling: Blends with r / Words with Short i / Commas in a Series / Informative Writing (Adjectives)	Student Textbook: Read story on pages 46-64 Reader's Notebook pages: 89-103 Writing Handbook: 26-27 High-frequency words: animal, how, make, of, some, why **Weekly Standards-Based Review, lesson 7
8	Spelling: Blends with l / Words with Short o / Informational Writing (Purpose) / Statements	Student Textbook: Read story on pages 78-96 Reader's Notebook pages: 104-118 Writing Handbook: 28-29 High-frequency words: her, now, our, she, today, would **Weekly Standards-Based Review, lesson 8
9	Blends with s / Words with Short e / Singular and Plural Nouns / Informative Writing (Description)	Student Textbook: Read story on pages 110-128 Reader's Notebook pages: 119-133 Writing Handbook: 30-31 High-frequency words: after, draw, pictures, read, was, write **Weekly Standards-Based Review, lesson 9

10	Final Blends / Words with Short u / Articles / Informative Writing (Topic Sentence) /	Student Textbook: Read story on pages 142-160 Reader's Notebook pages: 134-147 Writing Handbook: 32-33 High-frequency words: eat, give, one, put, small take **Weekly Standards-Based Review, lesson 10
11	Words with th / Proper Nouns / Informative Writing (Adverbs) (Planning) / Base Words and Endings -s, -es, -ed, -ing  <i>Student Textbook, Book 3</i>	Student Textbook: Read story on pages 14-32 Reader's Notebook pages: 150-164 Writing Handbook: 34-35 High-frequency words: blue, cold, far, little, live, their, water, where **Weekly Standards-Based Review, lesson 11
12	Words with ch, tch / Commands / Possessives with 's / Informative Writing (Order Words) (Planning)	Student Textbook: Read story on pages 44-66 Reader's Notebook pages: 165-179 Writing Handbook: 36-37 High-frequency words: been, brown, know, never, off, out, own, very **Weekly Standards-Based Review, lesson 12
13	Words with sh, wh, ph / Subjects and Verbs / Contractions with 's, n't / Informative Writing (Main Idea) (Planning)	Student Textbook: Read story on pages 104-114 Reader's Notebook pages: 180-194 Writing Handbook: 38-39 High-frequency words: down, fall, goes, green, grow, new, open, yellow **Weekly Standards-Based Review, lesson 13
14	Words with Long a / Words with Soft c, g, dge / Verbs and Time / Subjects and Verbs / Informative Writing (Taking Notes)	Student Textbook: Read story on pages 148-154 Reader's Notebook pages: 195-209 Writing Handbook: 40-41 High-frequency words: four, five, into, over, starts, three, two, watch **Weekly Standards-Based Review, lesson 14
15	Spelling: Words with Long I / The Verb be / Digraphs kn, wr, gn, mb / Informative Writing (Using Clear Words)	Student Textbook: Read story on pages 164-186 Reader's Notebook pages: 210-223 Writing Handbook: 42-43 High-frequency words: bird, both, eyes, long, fly, or, those, walk **Weekly Standards-Based Review, lesson 15

\*\*Available in Think Central. Print each week and use for review of weekly material on Fridays.

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<https://www-k6.thinkcentral.com> **Go Math (K-5) and Journeys (K-5)**

	Parent	Student
User Name	HomeschoolParent	K5FirstLast
Password	K5Homeschool!	K5studentnumber

### My.HWR Logins:

<https://my.hrw.com> **Go Math (6+) and other high school math PCI curriculums**

	Parent	Student
User Name	HMHomeschoolParent	HMFirstLast
Password	Homeschool2015!	HMstudentnumber

### Journeys Tips for Parents:

- The workbook pages from the Reader's Notebook sometimes cover one skill over 3 pages worth of work. Do the pages in number order because they get progressively harder. You will want to have your student start with the basics and move up to more challenging work over the course of the week.
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## 1<sup>st</sup> Grade Language Arts Journeys Pacing Guide: Semester 2

Week/ Lesson	Topics Covered	Work to complete by Friday
16	Phonics: Words with Long o, Long u / Grammar: Questions / Narrative Writing (Details and Planning) / Independent Reading  Student Textbook, Volume 4	Student Textbook: Read story on pages 10-37 Reader's Notebook, VOLUME 2 pages: 1-15 Writing Handbook: 44-45 High-frequency words: around, because, before, bring, carry, light, show, think **Weekly Standards-Based Review, lesson 16

<b>17</b>	Phonics: Words with Long e; Words ending with ng, nk / Grammar: Compound Sentences / Narrative Writing (Details and Planning) / Independent Reading	Student Textbook: Read story on pages 48-75 Reader's Notebook pages: 16-30 Writing Handbook: 46-47 High-frequency words: about, by, car, could, don't, maybe, sure, there **Weekly Standards-Based Review, lesson 17
<b>18</b>	Phonics/Spelling: Words with ai, ay; Contractions 'll, 'd / Grammar: Names of Months, Days, Holidays / Narrative Writing (Different Kinds of Sentences, Planning Details) / Independent Reading	Student Textbook: Read story on pages 86-113 Reader's Notebook pages: 31-45 Writing Handbook: 48-49 High-frequency words: first, food, ground, night, sometimes, these, under, your **Weekly Standards-Based Review, lesson 18
<b>19</b>	Phonics/Spelling: Words with oa, ow; Contractions 've, 're / Grammar: Verbs and Time / Narrative Writing (Order of Events, Planning) / Independent Reading	Student Textbook: Read story on pages 124-145 Reader's Notebook pages: 46-61 Writing Handbook: 5-51 High-frequency words: done, great, laugh, paper, soon, talk, were, work **Weekly Standards-Based Review, lesson 19
<b>20</b>	Phonics/Spelling: Compound Words; Short e spelled ea / Grammar: Prepositions / Independent Reading	Student Textbook: Read story on pages 156-181 Reader's Notebook pages: 62-75 Writing Handbook: 52-53 High-frequency words: door, more, mother, old, try, use, want, wash **Weekly Standards-Based Review, lesson 20
<b>21</b>	Phonics/Spelling: r-Controlled Vowels ar, or, ore / Grammar: Subject Pronouns / Narrative Writing (Dialogue, Planning Sentences)  Student Textbook, Volume 5	Student Textbook: Read story on pages 10-31 Reader's Notebook pages: 78-92 Writing Handbook: 54-55 High-frequency words: few, loudly, night, noise, shall, story, window, world **Weekly Standards-Based Review, lesson 21
<b>22</b>	Phonics/Spelling: r-Controlled Vowels er, ir, ur / Grammar: Pronouns I, me / Narrative Writing (Exact Verbs, Planning Sentences) / Independent Reading	Student Textbook: Read story on pages 42-67 Reader's Notebook pages: 93-107 Writing Handbook: 56-57 High-frequency words: baby, begins, eight, follow, learning, until, years, young **Weekly Standards-Based Review, lesson 22
<b>23</b>	Phonics/Spelling: Short and Long Vowel Digraph /oo/; Syllable Pattern CVC / Possessive Pronouns / Narrative Writing (Order of Events, Summary) /	Student Textbook: Read story on pages 82-105 Reader's Notebook pages: 109-122 Writing Handbook: 58-59 High-frequency words: again, along, nothing, together, boy, father, house, began

	Independent Reading	**Weekly Standards-Based Review, lesson 23
<b>24</b>	Phonics/Spelling: Words with oo, ou, ew / Indefinite Pronouns / Narrative Writing (Describing Characters, Planning a Story)/ Independent Reading	Student Textbook: Read story on pages 116-149 Reader's Notebook pages: 123-137 Writing Handbook: 60-61 High-frequency words: almost, country, covers, earth, kinds, ready, soil, warms **Weekly Standards-Based Review, lesson 24
<b>25</b>	Phonics/Spelling: Words with ou, ow / Grammar: Contractions / Narrative Writing (Sentences of Different Lengths) / Independent Reading	Student Textbook: Read story on pages 162-183 Reader's Notebook pages:138-151 Writing Handbook: 62-63 High-frequency words: buy, city, family, myself, party, please, school, seven **Weekly Standards-Based Review, lesson 25
<b>26</b>	Phonics/Spelling: Adding -ed, -ing to words; Long ē Spelled y, ie / Grammar: Exclamations / Opinion Writing (Showing Strong Feelings, Planning) / Independent Reading  Student Textbook, Volume 6	Student Textbook: Read story on pages 10-35 Reader's Notebook pages: 152-166 Writing Handbook: 64-65 High-frequency words: above, bear, even, pushed, studied, surprised, teacher, toward **Weekly Standards-Based Review, lesson 26
<b>27</b>	Phonics/Spelling: Adding -er, -est (change y to i); Syllable -le / Grammar: Kinds of Sentences / Opinion Writing (Sentences with Because, Planning) / Independent Reading	Student Textbook: Read story on pages 46-71 Reader's Notebook pages: 165-179 Writing Handbook: 66-67 High-frequency words: always, different, enough, happy, high, near, once, stories **Weekly Standards-Based Review, lesson 27
<b>28</b>	Phonics/Spelling: Long I Spelled igh, y, ie; Adding -ed, -ing, -er, -est, -es /Grammar: Adjectives / Opinion Writing (Using Different Words, Planning) / Independent Reading	Student Textbook: Read story on pages 82-103 Reader's Notebook pages: 182-196 Writing Handbook: 68-69 High-frequency words: across, ball, creid, head, heard, large, second, should **Weekly Standards-Based Review, lesson 28
<b>29</b>	Phonics/Spelling: Words with Suffixes -ful, -ly, -y; Long Vowel Spelling Patterns: a, e, i, o, u / Grammar: Adverbs / Opinion Writing (Examples, Planning a Paragraph) / Independent Reading	Student Textbook: Read story on pages 114-143 Reader's Notebook pages: 197-211 Writing Handbook: 70-71 High-frequency words: beautiful, caught, friendship, idea, listen, minute, thought, took **Weekly Standards-Based Review, lesson 29
<b>30</b>	Phonics/Spelling: Syllabication (CV); Words with Prefixes un-, re- /Grammar: Comparative Adjectives / Opinion Writing	Student Textbook: Read story on pages 154-179 Reader's Notebook pages: 212-225 Writing Handbook: 72-73

	(Closing Sentences) / Independent Reading	High-frequency words: brothers, everyone, field, loved, most, only, people, sorry **Weekly Standards-Based Review, lesson 30
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