

# First Grade Reading Language Arts Syllabus

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Teacher: Amanda Arhelger

School Year: 2025–2026

Module Length: 3 weeks each

This year-long Reading Language Arts course is organized into modules. Each module includes an essential question, reading workshop selections, phonics and foundational skills, comprehension strategies, and short writing responses—all aligned to TEKS. Students will engage with diverse texts, build reading fluency, expand vocabulary, and strengthen critical thinking skills.

## Module 1: Nice to Meet You!

Essential Question: How can making new friends and learning new things help us?

Estimated Time: 3 weeks

### Reading Workshop

- Big Book: Pete the Cat: Rocking in My School Shoes – Eric Litwin (Fantasy)
- myBook: My First Day (Realistic Fiction), Try This! – Pam Muñoz Ryan (Narrative Nonfiction)
- Comprehension: Story Structure, Elements of Poetry, Ask/Answer Questions, Author's Purpose
- Response to Text: Write a Caption

### Phonics & Foundational Skills

- Consonants m, s, t, b; Short a
- High-Frequency Words: go, is, like, see, the, this, to, we
- Decodable Words: am, at
- Spelling: am, at, bat, mat, Sam, sat

### TEKS

1.2E, 1.3A, 1.3D, 1.1A, 1.1C, 1.1D, 1.7C, 1.7E, 1.11D(viii), 1.11D(ix), 1.9A, 1.9B, 1.6B, 1.7C, 1.10A

### Materials

- The Mat
- Sam at Bat
- Tab at Bat
- Tam at Bat

## Module 2: My Family, My Community

Essential Question: What makes families and communities special?

Estimated Time: 3 weeks

### Reading Workshop

- Big Book: Whose Hands Are These? – Miranda Paul (Informational Text)
- myBook: Kids Speak Up! (Opinion Writing), Dan Had a Plan – Wong Herbert Yee (Realistic Fiction)
- Comprehension: Ideas & Support, Text Organization, Retell, Setting
- Response to Text: Write a Plan

### Phonics & Foundational Skills

- Consonants g, k; Review Short a, i
- High-Frequency Words: are, buy, little, said, too, up, will, you
- Decodable Words: big, did, its, ran, sit
- Spelling: big, did, dig, in, pig, sit

### TEKS

1.2E, 1.3A, 1.3D, 1.9E, 1.10A, 1.10B, 1.7D, 1.8D, 1.1E, 1.11D(v), 1.12B, 1.2A, 1.3A

### Materials

- Cab, Cab!
- Go, Big Cab!
- A Big Pit
- Big Pat

## Module 3: Amazing Animals

Essential Question: How do animals' bodies help them?

Estimated Time: 3 weeks

### Reading Workshop

- Big Book: Best Foot Forward – Ingo Arndt (Informational Text)
- myBook: Animal Q & A (Informational Text), The Nest – Carole Roberts (Realistic Fiction)

- Comprehension: Text Features, Ask/Answer Questions, Story Structure
- Response to Text: Write a Journal Entry

### Phonics & Foundational Skills

- Consonants qu, x, z; Short e
- High-Frequency Words: day, every, fly, have, look, made, they, write
- Decodable Words: get, let, red, six, ten, yes
- Spelling: hen, leg, pen, web, wet, yet

### TEKS

1.2E, 1.3A, 1.3D, 1.12A, 1.6I, 1.10E, 1.9D(ii), 1.9F, 1.10C, 1.4

### Materials

- Run, Hens, Run!
- Run, Rex!
- Get Red Hen
- Fox in a Fix!

## Module 4: Better Together

Essential Question: Why is it important to do my best and get along with others?

Estimated Time: 3 weeks

### Reading Workshop

- Big Book: Baseball Hour – Carol Nevius (Informational Text)
- myBook: Good Sports (Opinion Writing), Goal! – Jane Medina (Informational Text)
- Comprehension: Ideas & Support, Central Idea, Evaluate, Point of View
- Response to Text: Write Game Rules

### Phonics & Foundational Skills

- Consonant Digraph ch
- High-Frequency Words: be, here, me, play, started, today, use, very
- Decodable Words: much, such
- Spelling: chick, chin, chip, chop, much, rich

### TEKS

1.3B, 1.2B(iv), 1.2E, 1.3A, 1.9E, 1.10A, 1.10B, 1.6G, 1.10E, 1.1B, 1.11A

### Materials

- Chop, Chop! Mix, Mix!

- Chick Jam, Chick Dip
- Rush, Chick!
- Chick Quits

## **Module 5: My Family, My Community (continued)**

Essential Question: What makes families and communities special?

Estimated Time: 3 weeks

### **Reading Workshop**

- Big Book: Maybe Something Beautiful – F. Isabel Campoy & Theresa Howell (Realistic Fiction)
- myBook: On the Map! – Lisa Fleming (Informational Text), Places in My Neighborhood – Shelly Lyons (Informational Text)
- Comprehension: Setting, Summarize, Text Features, Make Connections, Content-Area Words
- Response to Text: Write Directions, Write a Description

### **Phonics & Foundational Skills**

- Consonants l, h; Short o
- High-Frequency Words: do, live, of, our, wants, what, with, your
- Decodable Words: got, had, has, him, his, not
- Spelling: hot, hop, log, not, on, top

### **TEKS**

1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.2A(vii), 1.2A(iv), 1.2A(v), 1.2A(vi), 1.2A(vii), 1.2B(i), 1.2B(iii)

### **Materials**

- Tap, Bam! Rip! Bam!
- A Map
- Dot Is on It!
- Hop on It, Dot!

## **Module 6: Amazing Animals (continued)**

Essential Question: How do animals' bodies help them?

Estimated Time: 3 weeks

### Reading Workshop

- Big Book: Ol' Mama Squirrel – David Ezra Stein (Fantasy)
- myBook: Step-by-Step Advice from the Animal Kingdom – Steve Jenkins & Robin Page (Procedural Text), Beaver Family (Video)
- Comprehension: Story Structure, Summarize, Text Organization, Chronological Order
- Response to Text: Write a Fact

### Phonics & Foundational Skills

- Consonant Digraph sh
- High-Frequency Words: by, call, could, know, some, there, were, would
- Decodable Words: fish, hot, wish
- Spelling: dash, fish, rush, ship, shop, wish

### TEKS

1.8C, 1.10A, 1.10B, 1.7D, 1.3D, 1.9D(ii), 1.9D(iii), 1.10A, 1.10B

### Materials

- Pet Wish
- Pet Ducks Quack
- Ten Pet Hens
- Six Pet Fish

## Module 7: Better Together (continued)

Essential Question: Why is it important to do my best and get along with others?

Estimated Time: 3 weeks

### Reading Workshop

- Big Book: The Great Ball Game – Joseph Bruchac (Folktale)
- myBook: If You Plant a Seed – Kadir Nelson (Fantasy), Color Your World with Kindness (Video)
- Comprehension: Point of View, Make Connections, Theme, Central Idea
- Response to Text: Write a Book Report

### Phonics & Foundational Skills

- Initial Blends with s
- High-Frequency Words: after, before, does, don't, grow, into, no, wash
- Decodable Words: spell, still, stop, than, with
- Spelling: slid, spit, split, step, stop, strap



## TEKS

1.2A(v), 1.2A(vii), 1.2B(i), 1.2B(ii), 1.2B(iii), 1.2C(i), 1.2C(ii), 1.2C(iii)

## Materials

- Hill Cats
- Kids Skip
- Up Hills
- Sleds Slip

## Module 8: Now You See It, Now You Don't

Essential Question: Why do light and dark come and go?

Estimated Time: 3 weeks

## Reading Workshop

- Big Book: On Earth – G. Brian Karas (Informational Text)
- myBook: Super Shadows! (Informational Text), Blackout – John Rocco (Realistic Fiction)
- Comprehension: Text Features, Make Inferences, Story Structure
- Response to Text: Write a Description

## Phonics & Foundational Skills

- Initial Blends with l and r
- High-Frequency Words: around, came, come, found, other, people, two, worked
- Decodable Words: black
- Spelling: clap, club, flag, flap, slam, sled

## TEKS

1.2D, 1.9D(ii), 1.9F, 1.10C, 1.9E, 1.10A, 1.10B, 1.11B(ii), 1.12B, 1.13D

## Materials

- Red Hen Skit
- Bags, Blocks, and Rugs
- Skit Jobs
- Skit Day

## Module 9: Grow, Plants, Grow!

Essential Question: What do plants need to live and grow?

Estimated Time: 3 weeks

### Reading Workshop

- Big Book: If I Were A Tree – Dar Hosta (Poetry)
- myBook: Plant Pairs (Poetry)
- myBook: So You Want to Grow a Taco? – Bridget Heos (Procedural Text)
- Read Aloud Book: Amazing Plant Bodies – Ellen Lawrence (Informational Text)
- myBook: Yum! ¡MmMm! ¡Qué rico!: Americas' Sproutings – Pat Mora (Poetry)
- Video: A Year in the Garden (Video)

### Phonics & Foundational Skills

- Phonological Awareness: Blend/Add/Segment/Delete Syllables
- Phonics: Final blends ng, nk; Inflection -ing; review inflections -s, -es
- High-Frequency Words: above, blue, knew, number, push, sure, took, watch
- Decodable Words: bring, drink, going, long, thank, thing

### TEKS

1.2D, 1.9D(ii), 1.9F, 1.10C, 1.6B, 1.7C, 1.9A, 1.9B, 1.2E, 1.3A, 1.9D(iii), 1.10B, 1.11D(iv), 1.12A, 1.3D, 1.8A, 1.6F, 1.8D, 1.13C, 1.13D, 1.13E, 1.11B(ii), 1.12B, 1.7D, 1.9D(i)

### Materials

- Start Right Reader Texts: Little Animals
- Start Right Reader Texts: Big Birds and Chicks
- Start Right Reader Texts: Skunk Kits
- Start Right Reader Texts: Little Chimps

## Module 10: Dare to Dream

Essential Question: How can thinking in new ways help solve problems?

Estimated Time: 3 weeks

### Reading Workshop

- Big Book: What Can You Do? – Shelley Rotner and Sheila Kelly (Informational Text)
- myBook: Kids Are Inventors, Too! (Informational Text)
- myBook: Young Frank Architect – Frank Viva (Realistic Fiction)
- myBook: Charlotte the Scientist Is Squished – Camille Andros (Fantasy)
- myBook: Sky Color – Peter H. Reynolds (Realistic Fiction)
- Poetry: We Are the Future (Poetry)
- Read Aloud Book: I am Amelia Earhart – Brad Meltzer (Biography)

- myBook: Joaquín's Zoo – Pablo Bernasconi (Fantasy)
- Video: Marconi and the Radio (StoryBots)

### Phonics & Foundational Skills

- Generative Vocabulary: Prefix re-
- Vocabulary Strategy: Shades of Meaning
- Language Functions: Solve Problems; Agree and Disagree; Predict

### TEKS

1.2E, 1.3A, 1.3D, 1.6D, 1.6E, 1.6F, 1.7A, 1.7C, 1.7D, 1.8A, 1.8B, 1.8D, 1.9A, 1.9B, 1.9D(i), 1.9D(iii), 1.9E, 1.9F, 1.10A, 1.10B, 1.10D, 1.11B(ii), 1.11D(iv), 1.11D(ix), 1.12B, 1.12C, 1.13C, 1.13D, 1.13E

### Materials

- Big Book and myBook selections
- Read Aloud books
- StoryBots: Marconi and the Radio (Video)



## Grade 1 Mathematics Syllabus

**Teacher:** Amanda Arhelger

**School year:** 2025-2026

**Subject:** Grade 1 Mathematics

**Duration:** 36 weeks (6 units)

### Overview

The Grade 1 mathematics program is organized into six units that follow the Texas Essential Knowledge and Skills (TEKS) standards. Each unit groups related concepts and strategies to build a strong foundation in number sense, operations, patterns, geometry, measurement, data analysis and financial literacy. The program emphasizes hands-on learning with manipulatives and encourages problem solving, communication and connections to everyday experiences.

### TEKS process standards

Students will consistently apply the mathematical process standards by using problem-solving models, selecting appropriate tools, communicating ideas, making connections and reasoning logically.

### Unit Outline

Unit	Focus and modules	TEKS strands	Suggested timeframe
<b>Unit 1 – Number and Operations: Place Value, Addition and Subtraction Concepts</b>	This introductory unit develops number sense and place value to 120. Students learn to represent numbers using tens and ones, compare numbers, add and subtract using models and pictures, and relate addition to subtraction. It includes five modules: <b>Number Sense – Tens and Ones, Compare Numbers, Add Tens and Ones, Addition Concepts</b> and <b>Subtraction Concepts</b> .	TEKS 1.2A–1.3F (place value, comparing, adding and subtracting within 20).	<b>≈8 weeks</b> – extended time allows children to master foundational number concepts and build fluency.
<b>Unit 2 – Number and Operations: Addition and Subtraction</b>	Students apply and extend strategies for addition and subtraction, including counting on, doubles and making 10, and practice solving word problems. The unit concludes with lessons on	TEKS 1.3D–1.4C (strategies for basic facts, solving word problems, identifying	<b>≈6 weeks</b> – enough time to explore strategies and introduce

Unit	Focus and modules	TEKS strands	Suggested timeframe
<b>Strategies, Money</b>	identifying and combining coins. It comprises four modules: <b>Addition Strategies, Subtraction Strategies, Addition and Subtraction Word Problems and Money.</b>	coins and equivalent values).	money concepts.
<b>Unit 3 – Algebraic Reasoning</b>	Learners explore counting patterns and algebraic relationships. They count forward and backward to 120, skip-count by twos, fives and tens, model addition and subtraction situations and discover relationships among addition facts (fact families). Modules include <b>Number Patterns to 120, Algebraic Reasoning, More Addition Strategies and Addition and Subtraction Relationships.</b>	TEKS 1.5A–1.5G (counting sequences, skip counting, algebraic reasoning and fact strategies).	<b>≈6 weeks</b> – to allow practice with number patterns and introduction to algebraic thinking.
<b>Unit 4 – Geometry and Measurement</b>	This unit invites students to compose and decompose shapes, classify and describe two-dimensional shapes and three-dimensional solids, identify halves and fourths, measure length with nonstandard units and tell time to the hour and half hour. It includes five modules: <b>Geometry – Two-Dimensional Shapes, Geometry – Three-Dimensional Solids, Fraction Concepts, Measurement and Time.</b>	TEKS 1.6A–1.7E (classify, compose and decompose shapes; partition into halves/fourths; measure length; tell time).	<b>≈8 weeks</b> – to accommodate hands-on exploration of shapes, measurement and time.
<b>Unit 5 – Data Analysis</b>	Students collect, organize and interpret data. They read picture and bar graphs, tally charts and simple tables and use data to answer questions and solve problems. The single module <b>Graphing</b> covers these skills.	TEKS 1.8A–1.8C (represent and interpret data).	<b>≈4 weeks</b> – provides time to practice creating and interpreting graphs and to integrate data

Unit	Focus and modules	TEKS strands	Suggested timeframe
			work with science and social studies.
<b>Unit 6 – Personal Financial Literacy</b>	In the final unit students learn the basics of financial literacy: earning income, distinguishing wants from needs, making spending and saving decisions and donating to charity. The unit consists of <b>Financial Literacy</b> with four lessons on earning, spending, saving and giving.	TEKS 1.9A–1.9D (personal financial literacy).	<b>≈4 weeks</b> – allows students to explore money decisions and connect math to real-life contexts.

### Materials and resources

- **Concrete manipulatives:** Base-ten blocks, linking cubes, pattern blocks, geometric solids, fraction strips, measuring tapes and coins support hands-on exploration across all units.
- **Visual models:** Number lines, hundred charts, ten frames, bar graphs and pictographs help students represent mathematical ideas.

### Pacing guidance

The unit durations above total approximately **36 weeks**, aligning with a typical school year. Units 1 and 4 receive more time because they introduce fundamental ideas in number sense and geometry. Units 5 and 6 are shorter but can be integrated with science, social studies or classroom projects. Teachers should adjust pacing based on student needs, allowing additional practice or enrichment as necessary.

## **Grade 1 Science Syllabus**

Teacher: Amanda Arhelger

School Year: 2025–2026

This syllabus provides a unit-based overview of the Grade 1 Science curriculum, including TEKS focus areas, suggested materials, and pacing in weeks. The content is organized into broad thematic units to support inquiry-based, hands-on learning.

### **Unit 1: Matter and Energy**

Weeks: 6

Summary: Students observe, describe, and classify matter by its physical properties such as size, shape, color, and texture. They explore changes caused by heating and cooling and investigate sources of light, heat, and sound.

TEKS Focus: 1.5A, 1.5B, 1.5C, 1.6A, 1.6B

Materials:

- Magnifying glasses
- Variety of objects for classification
- Simple thermometers
- Light sources and sound makers

### **Unit 2: Force, Motion, and Energy**

Weeks: 5

Summary: Students explore ways that objects can move and the effects of pushes and pulls. They observe how magnets attract and repel and experiment with changes in motion.

TEKS Focus: 1.6C, 1.6D

Materials:

- Magnets of various sizes
- Toy cars and ramps
- Balls and other rolling objects

### **Unit 3: Earth and Space**

Weeks: 6

Summary: Students study natural resources, conservation, and ways to protect the environment. They observe patterns in the natural world, including weather changes, seasons, and the appearance of the moon and stars.

TEKS Focus: 1.7A, 1.7B, 1.8A, 1.8B, 1.8C

Materials:

- Weather chart
- Thermometer and rain gauge
- Images or models of the moon phases
- Recyclable materials

#### **Unit 4: Organisms and Environments**

Weeks: 7

Summary: Students identify the basic needs of plants and animals and describe their life cycles. They explore how living things depend on their environment and each other, including the study of habitats.

TEKS Focus: 1.9A, 1.9B, 1.10A, 1.10B

Materials:

- Seeds and soil
- Classroom plants or small aquarium
- Life cycle charts
- Habitat diorama supplies

#### **Unit 5: Scientific Investigation and Reasoning**

Weeks: 6

Summary: Students use scientific practices to ask questions, gather information, and share findings. They practice using tools to make measurements and record observations through drawings and simple graphs.

TEKS Focus: 1.1A, 1.1B, 1.2A, 1.2B, 1.4A

Materials:

- Science journals
- Rulers and balances



- Magnifying glasses
- Drawing and graphing supplies

## **First Grade Social Studies Syllabus**

Teacher: Amanda Arhelger

School Year: 2025–2026

This syllabus provides a full-year overview of the First Grade Social Studies curriculum, organized by chapter with pacing adjusted based on content length. Each unit includes a summary of topics, TEKS focus areas, suggested materials, and the number of weeks allotted.

### **Celebrating Texas and the Nation**

Weeks: 2

Summary: Students learn about Texas and U.S. heritage, state and national symbols, important figures such as Sam Houston, and the state motto and song 'Texas, Our Texas'.

TEKS Focus: 1.13.A, 1.14.D, 1.14.A, 1.2.A, 1.5.B, 1.14.C, 1.14.B

Materials:

- Images of Texas and U.S. flags
- Audio of 'Texas, Our Texas'
- Biographies of Texas heroes
- Freedom celebration visuals

### **Chapter 1: My School, My Community**

Weeks: 8

Summary: Students explore good citizenship, rights and responsibilities, rules and laws, leaders, government, and national symbols. Skills include problem-solving, identifying fact and opinion, and understanding roles in the community.

TEKS Focus: 1.13.A, 1.14.B, 1.17.B, 1.18.A, 1.18.B, 1.17.C, 1.19.A, 1.11.A, 1.11.B, 1.12.A, 1.12.B, 1.12.C, 1.14.D, 1.13.B, 1.14.A, 1.14.C, 1.14.E, 1.14.F

Materials:

- Classroom rules chart
- Leader role-play props
- National symbol flashcards
- Fact and opinion sorting cards

## Chapter 2: Work in the Community

Weeks: 7

Summary: Students learn about needs and wants, goods and services, decision-making, choices, buying and selling, spending and saving, and different jobs people do. They explore economic decision-making and the role of work in communities.

TEKS Focus: 1.7.A, 1.7.B, 1.17.B, 1.17.C, 1.18.A, 1.18.B, 1.8.A, 1.19.B, 1.9.A, 1.9.B, 1.9.C, 1.8.B, 1.8.C, 1.10.A, 1.10.B

Materials:

- Play money and coins
- Job role-play costumes
- Goods and services sorting cards
- Decision-making games

## Chapter 3: Looking at Our World

Weeks: 7

Summary: Students explore location, maps, globes, land and water, continents and oceans, environment, and transportation. They learn map skills, main idea and details, and how geography affects communities.

TEKS Focus: 1.4.A, 1.4.B, 1.5.A, 1.5.B, 1.6.A, 1.6.B, 1.6.C

Materials:

- Classroom globe and maps
- Map key activities
- Landform and water visuals
- Transportation role-play props

## Chapter 4: Traditions We Share

Weeks: 6

Summary: Students learn about culture, family similarities and differences, celebrations, coming together as a community, national holidays, folktales, and fables. Skills include comparing and contrasting and sharing cultural traditions.

TEKS Focus: 1.6.C, 1.7.B, 1.15.A, 1.1.A, 1.1.B, 1.2.A, 1.2.B, 1.2.C, 1.13.A, 1.13.B, 1.13.C, 1.15.B

Materials:

- Holiday and tradition visuals
- Storybooks on folktales and fables
- Cultural artifacts
- Comparison charts

## **Chapter 5: Our Past, Our Present**

Weeks: 6

Summary: Students study time measurement, timelines, learning from history, American heroes and inventors, life then and now, and changes in technology over time.

TEKS Focus: 1.3.A, 1.3.B, 1.3.C, 1.17.A, 1.16.A, 1.16.B, 1.16.C, 1.2.A, 1.2.B, 1.2.C, 1.13.B

Materials:

- Timeline templates
- Historical photographs
- Old and new technology comparisons
- Hero and inventor biographies