Whole Group Plans
Oct 2-5

*for additional curriculum information, please visit the district's pacing guide LINK	Monday	Tuesday	Wednesday	Thursday	Friday
Math ****Complete BESS Screeners by Thursday**	**Lesson 2** Standards: 1.NR.2.1 1.NR.2.2 1.NR.2.3 1.NR.2.4 LT: ● I am learning to solve an addition or subtraction problem within 20. ● I am learning to use pictures and drawings to form addition and subtraction sentences. ● I am learning to identify the opposite relationship between addition and	**Lesson 3** Standards: 1.NR.2.1 1.NR.2.2 1.NR.2.3 1.NR.2.4 LT: ● I am learning to solve an addition or subtraction problem within 20. ● I am learning to use pictures and drawings to form addition and subtraction sentences. ● I am learning to identify the opposite relationship between addition and subtraction.	**Lesson 4** Standards: 1.NR.2.1 1.NR.2.2 1.NR.2.3 1.NR.2.4 LT: ● I am learning to solve an addition or subtraction problem within 20. ● I am learning to use pictures and drawings to form addition and subtraction sentences. ● I am learning to identify the opposite relationship between addition and subtraction.	**Lesson 5** Standards: 1.NR.2.1 1.NR.2.2 1.NR.2.3 1.NR.2.4 LT: ● I am learning to solve an addition or subtraction problem within 20. ● I am learning to use pictures and drawings to form addition and subtraction sentences. ● I am learning to identify the opposite relationship between addition and subtraction.	**No School**

	subtraction. **SC:** ● I can develop and apply strategies using number strings and counting on, all and back. ● I can solve addition or subtraction problems within 20 using a variety of strategies. **Activity: Module 2, Lesson 2**	**SC:** ● I can develop and apply strategies using number strings and counting on, all and back. ● I can solve addition or subtraction problems within 20 using a variety of strategies. **Activity: Module 2, Lesson 3**	**SC:** ● I can develop and apply strategies using number strings and counting on, all and back. ● I can solve addition or subtraction problems within 20 using a variety of strategies. **Activity: Module 2, Lesson 4**	**SC:** ● I can develop and apply strategies using number strings and counting on, all and back. ● I can solve addition or subtraction problems within 20 using a variety of strategies. **Activity: Module 2, Lesson 5**	
Phonics **Unit 2, Week 1** **Focus:** Short /e/ .	Unit 1, Week 3, Day 5 Standards: ELAGSE1RF2 ELAGSE1RF3 Learning Target: I am learning how to decode words. Success Criteria: ● I can read words with the short o sound in the beginning or in the middle of a word.	Unit 2, Week 3, Day 1 **Standards:** ELAGSE1RF2 ELAGSE1RF3 **Learning Target:** I am learning how to decode words. **Success Criteria:** ● I can blend words with the short e sound. ● I can read HFW.	Unit 2, Week 3, Day 2 **Standards:** ELAGSE1RF2 ELAGSE1RF3 **Learning Target:** I am learning how to decode words. **Success Criteria:** ● I can blend words with the short e sound. ● I can read HFW.	Unit 2, Week 3, Day 3 **Standards:** ELAGSE1RF2 ELAGSE1RF3 **Learning Target:** I am learning how to decode words. **Success Criteria:** ● I can blend words with the short e sound. ● I can read HFW.	

		Activity:	Activity:	Activity:	
	Review and Assess Reread for Fluency "Let's Plant Seeds" p. 28-31 Can use Crops for Us in the decodable lap book for additional fluency practice HFW: for, no, jump, one, have, play, little, with, you Spelling Assessment and Dictation Spiral Review: short a and i	**We Read:** Read "Look in a Book!" p. 14-15; remind students to visualize; Have students read p. 4-5 in My Reading and Writing; circle short i and locate HFW you, for, and see **PA:** Recognize and Produce Rhyme wet/pet; men/pen **Spelling Sound Correspondence:** short e **Blend Words:** beg, led, red, get, bed, men, tell; review short o, short i, and short a Challenge: sled, step, spell **High Frequency Words:** are, said, two, look, my Review: for, no, jump, one, have **Share and Reflect:** share with a partner a word with short e	**We Read and Write: Look in a Book** Reread poem and underline the name of one character; point out exclamation point, circle short e, HFW Shared Writing: p. 6 My Reading and Writing **PA: Phoneme Blending** Mess, net, tell, less, bed, yes **Blend and Build Word:** pet, peck, neck, net, wet, well, mop, hop, hot, tent, sent, send	**PA Phoneme Segmentation:** Legs, set, net, sell, pens, mess, ten **I Read: Little Red** P. 8 in My Reading and Writing and read Little Read **Write Words:** let, mess, sell, pet, ten, jet, fed, neck, hot, sit, fan **HFW:** are, said, two, look, my Review: for, no, jump, one, have **Share and Reflect:** Share sentences using the HFW	
Science	SS1E1	SS1E1	SS1E1	SS1E1	

	Learning Target: ● I am learning to obtain, evaluate, and communicate weather data to identify weather patterns. **Success Criteria:** ● I can describe different types of weather. ● I can identify forms of precipitation. (rain, hail, snow, sleet) ● I can use simple weather instruments to record data. ● I can identify seasonal patterns of change. Activity: Clouds [Weather Virtual Rooms](#)	**Learning Target:** ● I am learning to obtain, evaluate, and communicate weather data to identify weather patterns. **Success Criteria:** ● I can describe different types of weather. ● I can identify forms of precipitation. (rain, hail, snow, sleet) ● I can use simple weather instruments to record data. ● I can identify seasonal patterns of change. Activity: Clouds [Weather Virtual Rooms](#)	**Learning Target:** ● I am learning to obtain, evaluate, and communicate weather data to identify weather patterns. **Success Criteria:** ● I can describe different types of weather. ● I can identify forms of precipitation. (rain, hail, snow, sleet) ● I can use simple weather instruments to record data. ● I can identify seasonal patterns of change. Activity: Clouds [Weather Virtual Rooms](#)	**Learning Target:** ● I am learning to obtain, evaluate, and communicate weather data to identify weather patterns. **Success Criteria:** ● I can describe different types of weather. ● I can identify forms of precipitation. (rain, hail, snow, sleet) ● I can use simple weather instruments to record data. ● I can identify seasonal patterns of change. Activity: Clouds [Weather Virtual Rooms](#)	
Social Studies Science and Social Studies instruction	Social Studies will begin again approximately October 16th and we will be discussing the following standards: SS1H1a, SS1H1b, SS1G1a, SS1CG1. These standards cover Contributions of Americans in Colonial America. Specifically we will study Benjamin Franklin (inventor, author, statesman) and Thomas Jefferson (Declaration of Independence).				

alternates between weeks				
Reading Lesson **Begin Unit 2: Many Kinds of Characters**	**Day 15: Unit Wrap Up** **Activity:** 1. Unit Assessment	**Day 1: Introduce Unit 1** **ELAGSE1RL3:** **Learning Target:** ● I am learning to describe the story elements. (RL3) **Success Criteria:** ● I can identify the characters in a story using key details. (RL3) ● I can identify the setting in a story using key details.(RL3) ● I can make a movie in my mind about characters, settings, and events in a story. (RL3) ● I can describe what happened (major events) in a story using key details.ting,	**Day 2: Create Mental Images** **ELAGSE1RL7:** **Learning Target:** ● I am learning to use pictures (illustrations) and details in a story to help me describe the characters, setting, or events.(RL7) **Success Criteria:** ● I can make predictions from pictures and titles (RL7) ● I can identify story characters (RL7) ● I can identify the story setting (RL7) ● I can identify story events (RL7) ● I can make a movie in my mind about	**Day 3: Introduce Genre: Fiction** **ELAGSE1RL3** **Learning Target:** ● I am learning to describe the story elements. (RL3) **Success Criteria:** ● I can identify the characters in a story using key details (RL3) ● I can identify the setting in a story using key details (RL3) ● I can make a movie in my mind about characters, settings, and events in a story (RL3) ● I can describe what happened (major events) in a story using key details (RL3)	

		and events. (RL3) **Activity:** Share essential question: How do we learn about characters? Watch Many Kinds of Characters video once with no volume and again with volume.. Model asking questions about characters. Make class poster of questions.	characters, settings, and events from a written description (RL7) ● I can use what I already know and details from the text to figure out more about characters, settings, and events (RL7) ● I can explain how the words and pictures help me find the characters, setting, and events (RL7) ● I can participate in a "book talk" with my partner or group (RL7) ● **Activity:** Text: Wolfie the Bunny Model making a mental image. Read aloud pg ⅔ without showing	**Activity:** Wolfie the Bunny Model Identifying story elements. Read aloud pg 2-3. Create anchor chart Guided practice: read pg 18-28. Readers use info from text and pictures to describe setting, the major event, and new character with a partner.	

			pictures. Read aloud pg 4 without showing pics. Create anchor chart Guided practice: read aloud pg 13 without showing pictures. Students will draw what they heard you read and share with a partner. *stop after pg 13		
Shared Reading	**Shared Reading: Look in a Book!** **Activity:** ● Introduce and read the poem . Reread together ● Partners share one mental image they created. ● Discuss end punctuation in context. ● Review previously learned words.	**Shared Reading: Look in a Book!** **Activity:** ● Review and retell ● Model fluency - intonation and expression ● Reread to build fluency ● Find and read words with short i	**Shared Reading: Old Mother Hubbard** **Activity:** ● Introduce and read the rhyme. Reread with students. ● Partners share one mental image they made. ● Reinforce print concepts - Mother Hubbard -what do you notice about these words? (uppercase)	**Shared Reading: Old Mother Hubbard** **Activity:** ● Review and retell -what did we learn about Old Mother Hubbard's dog? ● Model fluency - expression ● Reread to build fluency ● Find and read words with short a.	

			● Review HFW		
Writing	**Learning Target:** I am learning strategies use to spell words Success Criteria: ● I can write all sorts of writing. ● I can stretch my words to spell them. ● I can write a sentence with a capital letter, correct spacing, and an end mark. Activity: Weekend Writing Journal	**Learning Target:** I am learning to write to teach about a topic. **Success Criteria:** ● I can introduce my topic. ● I can add details to expand my topic. ● I can organize my writing. ● I can use text features in my writing (charts, pictures, headings, etc.) ● I can write a closing sentence for my topic. Activity: Nonfiction writing about owls https://www.getepic.com/app/read/11459 Read book on owls, and start filling out graphic organizer with four facts.	**Learning Target:** I am learning to write to teach about a topic. **Success Criteria:** ● I can introduce my topic. ● I can add details to expand my topic. ● I can organize my writing. ● I can use text features in my writing (charts, pictures, headings, etc.) ● I can write a closing sentence for my topic. Activity: Nonfiction writing about owls Review graphic organizer and start writing with a topic sentence.	**Learning Target:** I am learning to write to teach about a topic. **Success Criteria:** ● I can introduce my topic. ● I can add details to expand my topic. ● I can organize my writing. ● I can use text features in my writing (charts, pictures, headings, etc.) ● I can write a closing sentence for my topic. Activity: Nonfiction writing about owls Complete writing four facts and a conclusion sentence about owls.	Fun Friday

			Draw a picture of an owl. Label beak, talons, eyes		