

MAP baseline assessments completed online at all grade levels.

<p>Week of: October 16 *for additional curriculum information, please visit the district's pacing guide https://www.georgiastandards.org/Georgia-Standards/Pages/default.aspx</p>	<p>READING</p>	<p>WRITING</p>	<p>PHONICS</p>	<p>MATH</p>	<p>SCIENCE Science and Social Studies instruction alternates between weeks</p>	<p>SOCIAL STUDIES Science and Social Studies instruction alternates between weeks</p>
<p>Monday</p>	<p>Standard(s): ELAGSEKL5: LT: I am learning to match some verbs (action words) and adjectives (describing words) with their opposites.</p> <p>SC: I can find words that are opposites. I can give the opposite of a word.</p> <p>Lesson/Activity: Lesson 9 Use Wolf Cub text to clarify word meaning and teach opposites. Introduce frequently occurring adjectives</p>	<p>Standard(s): ELAGSEKL5C ELAGSEKW2</p> <p>LT: I am learning to write or draw to explain a topic. I am learning to identify real life connections between words and their use.</p> <p>SC: I can draw to give information about a topic. I can make real life connections between</p>	<p>Standard(s): ELAGSEKRF3a, ELAGSEKRL2d</p> <p>LT I am learning to identify printed letters and the sound they make. I am learning to use what I know about sounds and letters to spell words</p> <p>SC I can say the name of the consonants. I can match consonant sounds to their printed letters. I can quickly say the sounds for all</p>	<p>Standard(s): KNR 6.1 KNR 6.2 KGSR 8.1 Module 2 Lesson 7</p> <p>LT: We are learning to create, extend and describe patterns</p> <p>SC: I can describe patterns using colors and shapes. I can extend patterns using colors and shapes. I can create patterns using colors and shapes</p>	<p>We will return to our science standards on January 3rd. We will cover standards SKL1 Obtain, evaluate, and communicate information about how organisms (alive and not alive) and non-living objects are grouped. a. Construct an explanation based on observations to recognize the differences between organisms and nonliving objects. b. Develop a model to represent how a</p>	<p>Standard(s): SSKHlabf SSKHBb LT: I am learning to use words that tell about events over time.</p> <p>SC: I can tell you about events that happened long ago. I can tell you about events that happened today. I can use the words before and after correctly when talking about events. I can correctly use the words past,</p>

		<p>words and how they are used.</p> <p>Lesson/Activity: Book 2/Week 3/Session 15 Using labels in captions. Think about which label tells the most about your topic. Think of a sentence you can write using this label. Add your caption to the picture.</p>	<p>the consonant letters.</p> <p>I can use the letters of sounds I know when I spell a word.</p> <p>I can use words I spell in my writing.</p> <p>Lesson/Activity: Unit 2 Week 2 Day 4 Read connected text. Apply phonics skills to encode. Preview b /b/.</p>	<p>Lesson/Activity: Students explore solid shapes by matching them to objects they have seen in the world.</p>	<p>set of organisms and nonliving objects are sorted into groups based on their attributes. And SKL2 Obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms. a. Construct an argument supported by evidence for how animals can be grouped according to their features. b. Construct an argument supported by evidence for how plants can be grouped according to their features.</p>	<p>present and future when talking about events.</p> <p>Lesson/Activity: Discuss our daily schedule and how we know where we will go for specials each day. Guide students through creating a timeline for a day in our classroom.</p>
Tuesday	<p>Standard(s): ELAGSEKR19: LT:</p>	<p>Standard(s): ELAGSEKLE5C</p>	<p>Standard(s): ELAGSEKRF2c</p>	<p>Standard(s): KNR 6.1</p>	<p>Standard(s): LT:</p>	<p>Standard(s): SSKH3 LT:</p>

I am learning to tell what is the same and different between two texts on the same topic.

SC:
I can tell the similarities between the two texts. (How are they alike?)

I can tell the differences between the two texts. (How are they different?)

Lesson/Activity:
Lesson 10

Students will identify characters in a story. They will describe characters and compare and contrast them.

ELAGSEKW2

LT:
I am learning to write or draw to explain a topic
I am learning to add details to my writing.
SC:
I can draw to give information about a topic.

I can make real life connections between words and how they are used.

Lesson/Activity:

Book 2/Week 4/Session 16/
Today we are making a book. Use the strategy of adding pages to make a book(72) Show with drawings you have done on two or three pages. Each

ELAGSEKRF4:

LT
I am learning to blend and take apart the beginning sounds and ending parts of one-syllable words
I am learning to read and understand books at my level.

SC

I can put the beginning sound and the ending sound together to make a word.

I can break words into two parts (beginning and end).

I can recognize (find) sight words around me (in my classroom, in text).

I can read sight words in a snap.

KNR 6.2
KGSR 8.1
Module 2 Lesson 8

LT:
We are learning to create, extend and describe patterns

SC:
I can describe patterns using colors and shapes.
I can extend patterns using colors and shapes.

Lesson/Activity:
Students test how solid shapes move by building ramps to roll and slide and by stacking.

SC:

Lesson/Activity:


I am learning to use words that tell about events over time.

SC:
I can tell you about events that happened long ago.
I can tell you about events that happened today.

I can use the words before and after correctly when talking about events.

Lesson/Activity:


Show the following video

 Then And No...

Discuss the differences we saw in the video. Make a list of differences as the students describe them. Have students manipulate the slides on the Promethean

		<p>picture shows something else that can be added to make your writing turn into a book.</p>	<p>Lesson/Activity: Unit 2 Week 2 Day 5 Reread to build fluency. Apply knowledge of /t/ in context.</p>			<p>board on this Google slides activity.</p> <p> Copy of Long...</p>
Wednesday	<p>Standard(s): ELAGSEKR12: LT: I am learning to identify the main topic and retell key details of a text. SC: I can retell the text orally, through pictures, or in writing using key details (supporting details).</p> <p>Lesson/Activity: Lesson II Students will learn to create mental images of characters and</p>	<p>Standard(s): ELAGSEKL5C ELAGSEKW2</p> <p>LT: I am learning to write or draw to explain a topic I am learning to add details to my writing.</p> <p>SC: I can draw to give information about a topic. I can make real life connections between</p>	<p>Standard(s): ELAGSEKRF2c ELAGSEKRF4:</p> <p>LT: I am learning to blend and take apart the beginning sounds and ending parts of one-syllable words I am learning to read and understand books at my level.</p> <p>SC: I can put the beginning sound and the ending sound</p>	<p>Standard(s): KNR 6.1 KNR 6.2 KGSR 8.1 Module 2 Lesson 9 LT: We are learning to create, extend and describe patterns</p> <p>SC: I can describe patterns using colors and shapes. I can extend patterns using</p>	<p>Standard(s):</p> <p>LT:</p> <p>SC:</p> <p>Lesson/Activity:</p>	<p>Standard(s): SSKHlabf SSKH3b LT: I am learning to use words that tell about events over time. SC: I can tell you about events that happened long ago. I can tell you about events that happened today. I can use the words before and after correctly when talking about</p>

	<p>events. They will identify details of text.</p>	<p>words and how they are used.</p> <p>Lesson/Activity: Book 2/Week 4/Session 17 We are working on creating a pattern of sentences. Example...This is a dolphin. It swims in the ocean. Next page. This is a shark. It swims in the ocean and eats fish. Strategy is creating a pattern of sentences(7b) Make sure that your sketches are matching your words.</p>	<p>together to make a word.</p> <p>I can break words into two parts (beginning and end).</p> <p>I can recognize (find) sight words around me (in my classroom, in text). I can read sight words in a snap.</p> <p>Lesson/Activity: Unit 2 Week 3 Day 1 Participate in shared reading. Identify and blend words with n /n/. Learn new high-frequency words.</p>	<p>colors and shapes.</p> <p>Lesson/Activity: Students explore the relationship between flat shapes and solid shapes by matching solids to their two-dimensional faces. They count the faces on each solid and compare similarities and differences.</p>		<p>events.</p> <p>I can correctly use the words past, present and future when talking about events.</p> <p>Lesson/Activity: Teacher shows students various pictures of items from the past and discuss how they were used. Compare them to the items we use today.</p>
Thursday	Standard(s): ELAGSEKRL9:	Standard(s): ELAGSEKL5C	Standard(s): ELAGSEKRF2c	Standard(s): KGSR 8.1	Standard(s):	Standard(s): SSKG3

	<p>ELAGSEKR12: LT: I am learning to tell what is the same and different about the adventures and experiences of characters in familiar stories. I am learning to identify the main topic and retell key details of a text. SC: I can recognize characters in stories that I know I can tell what the text is mostly about (main topic) (read or heard). Lesson/Activity: Lesson 12 Students will identify the characters in a story. They learn to identify the major events, including a problem.</p>	<p>ELAGSEKW2 LT: I am learning to write or draw to explain a topic I am learning to add details to my writing. SC: I can draw to give information about a topic. I can make real life connections between words and how they are used. Lesson/Activity: Book 2/Week 4/Session 18/ I am adding color to my sketches to add more detail. Talking with my partner about a sketch will also help me decide if I need to draw</p>	<p>ELAGSEKRF4: LT I am learning to blend and take apart the beginning sounds and ending parts of one-syllable words I am learning to read and understand books at my level. SC I can put the beginning sound and the ending sound together to make a word. I can break words into two parts (beginning and end). I can recognize (find) sight words around me (in my classroom, in text). I can read sight words in a snap.</p>	<p>KGSR 8.2 KGSR 8.3 Module 2 Lesson 10 LT: We are learning to explore two-dimensional shapes and their attributes SC: I can identify two-dimensional shapes. I can sort two-dimensional shapes based on attributes. I can compare the size of shapes and describe the difference. I can describe the location of an object (above, below, beside, etc.) I can draw a model of a shape</p>	<p>LT: SC: Lesson/Activity:</p>	<p>LT: I am learning to tell where I live. SC: I can name my street address. I can name the city where I live. I can name the county where I live. I can name the state where I live. I can name the country where I live. Lesson/Activity: Introduce maps and globes by showing the students a globe and a map. Allow them time to explore both.  Maps and Glob... Discuss the differences in maps and globes. Begin making a T chart of their characteristics.</p>
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		<p>more detail. With my partner, I will also decide what more I need to see in my sketch.</p>	<p>Lesson/Activity: Unit 2 Week 3 Day 2 Write about a shared reading. Blend, build, and spell words with n /n/. Preview w /w/. Read and write high-frequency words. Read connected text.</p>	<p>found in my environment.</p> <p>Lesson/Activity: Students construct a circle by using a center dot and equal length straws to create the outer points of the circle. Through this experience students learn the defining attributes of a circle</p>		
Friday	<p>Standard(s): ELAGSEKL5 LT: I am learning to notice the difference between verbs (action words) and act out their meanings. SC: I can role play/act</p>	<p>Standard(s): ELAGSEKW2 ELAGSEKSLA,1b LT: I am learning to write or draw to help me explore a topic. I am learning to listen and speak</p>	<p>Standard(s): ELAGSEKRF2c ELAGSEKRF4: LT: I am learning to blend and take apart the beginning sounds and ending parts of one-syllable words</p>	<p>Standard(s): KGSR 8.1 KGSR 8.2 KGSR 8.3 Module 2 Lesson 11 LT: We are learning to explore two-dimensional</p>	<p>Standard(s): LT: SC: Lesson/Activity:</p>	<p>Standard(s): SKP2 SKL1 LT: I am learning to explore, think, and communicate through various STEAM activities. SC:</p>

out similar verb meanings.
Lesson/Activity:
Lesson B
Students will learn to identify verbs as words that name actions. They will distinguish shades of meaning among verbs by acting out the meanings.

with my friends , teachers, and other adults
SC:
I can tell others what I am going to write about.
I can listen to my friends, teachers, and other adults. I can take turns when I am speaking in my classroom
Lesson/Activity:
Volume 2/Week 4/Session 19/
I am learning to make suggestions with a partner. I am reading my book to my partner and my partner is giving me ideas of things I could add or maybe change in my book.

I am learning to read and understand books at my level.
SC
I can put the beginning sound and the ending sound together to make a word.
I can break words into two parts (beginning and end).
I can recognize (find) sight words around me (in my classroom, in text).
I can read sight words in a snap.
Lesson/Activity:
Unit 2 Week 3
Day 3
Read connected text.
Blend and write words with n /n/.
Preview p /p/.

shapes and their attributes
SC:
I can identify two-dimensional shapes.
I can sort two-dimensional shapes based on attributes.
I can compare the size of shapes and describe the difference.
I can describe the location of an object (above, below, beside, etc.)
I can draw a model of a shape found in my environment.
Lesson/Activity:
Students construct polygons, flat

I can explore a variety of materials.
I can express my ideas with my classmates.
Lesson/Activity
Students explore a variety of materials and explore various ways to use them. Activities may include, but not limited to creating marble tracks, stacking three dimensional objects, building structures from various materials, cooking activities, creating vehicles, robots, or other objects with materials found in the classroom or around the school.

Practice
high-frequency words.

shapes with
straight sides, by
using coffee
stirrers. They
consider defining
attributes, such
as the number
of sides, to name
various shapes.
Students also use
yarn to build flat
shapes.