

Whole Group Plans

Oct 16-20

*for additional curriculum information, please visit the district's pacing guide LINK	Monday	Tuesday	Wednesday Unity Day	Thursday	Friday Fall Festival
<p>Phonics</p> <p>Unit 2, Week 2</p> <p>Focus: Short /u/</p>	<p>Standards: ELAGSE1RF2 ELAGSE1RF3</p> <p>Learning Target: I am learning to read regularly spelled one-syllable words (short words).</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can identify a one-syllable short vowel word. • I can blend a one-syllable short vowel word. • I can use all that I know about one-syllable short vowel words to decode/read new words. 	<p>Standards: ELAGSE1RF2 ELAGSE1RF3</p> <p>Learning Target: I am learning to read regularly spelled one-syllable words (short words).</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can identify a one-syllable short vowel word. • I can blend a one-syllable short vowel word. • I can use all that I know about one-syllable short vowel words to decode/read new words. 	<p>Standards: ELAGSE1RF2 ELAGSE1RF3</p> <p>Learning Target: I am learning to read regularly spelled one-syllable words (short words).</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can identify a one-syllable short vowel word. • I can blend a one-syllable short vowel word. • I can use all that I know about one-syllable short vowel words to decode/read new words. 	<p>Standards: ELAGSE1RF2 ELAGSE1RF3</p> <p>Learning Target: I am learning to read regularly spelled one-syllable words (short words).</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can identify a one-syllable short vowel word. • I can blend a one-syllable short vowel word. • I can use all that I know about one-syllable short vowel words to decode/read new words. 	<p>Standards: ELAGSE1RF2 ELAGSE1RF3</p> <p>Learning Target: I am learning to read regularly spelled one-syllable words (short words).</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can identify a one-syllable short vowel word. • I can blend a one-syllable short vowel word. • I can use all that I know about one-syllable short vowel words to decode/read new words.

	<p>Activity: We Read: Read The Turtle and the Hare p. 16-17 and remind students to visualize. My Reading and Writing book p. 14-15 - Ask who are the characters? What words tell about Hare? What is the lesson of the story? Find and circle short a and short o words in the story.</p> <p>PA: Recognize and Produce Rhyme But, hut, cut, nut, rubs, cubs, tubs, bug, tug, sun, run, duck, luck</p> <p>Spelling-Sound Correspondence: short u - up, luck, rug, cub, nut, fun, sun</p> <p>Blend Words: dug, sun, bug, tug, pup, big, miss, will, hop, not, log, red, get, yell, plum, click, stuck</p> <p>HFW: come, here, to, of Review: are, said, two,</p>	<p>Activity: We Read and Write "The Turtle and the Hare" Read together on p. 14 in My Reading and Writing - then turn to p. 16 to write a description of Turtle using the sentence frame</p> <p>PA: Blending Run, sun, bug, fun, nut, cup, jump</p> <p>Blend and Build Words: Word Chains Model hug, bug, but, nut, cut, cub, rug, run, fun, jet, wet, well, Challenge: pup, puff, fluff, stuff</p> <p>Write Words: cub, rug. Nut, duck, get, yell, red, dot, lock, sock</p> <p>Read Connected Text</p> <p>Share: share whether they like Turtle of Hare better and why</p>	<p>Activity: PA: Phoneme Segmentation Model bugs, us, bus, dug, rug, rugs, tubs</p> <p>I Read: Come Here, Friend - Turn to p. 18 in My Reading and Writing</p> <p>Write Words: Cup, dull, cuff, sun, cub, rug, nut, duck, hat, sit, pot, bell</p> <p>HFW: dictation: come, here, to, of Review: are, said, two, look, my</p> <p>Share: Share with a partner a strategy they can use when they read an unknown word.</p>	<p>Activity: Reread the Text Come Here, Friend</p> <p>Write about the Text: Encode Students will turn to p. 22 and draw a picture and write a description of a friend from Come Here, Friend</p>	<p>Activity: Reread for Fluency Read p. 18-21 to practice fluency</p> <p>HFW: come, here, to, of Review: are, said, two, look, my</p> <p>Spelling Assessment and Dictation Testing short u, FLOSS Rule, -ck ending, and HFw</p> <p>Spiral Review: met, hot, beg, pet, fox, logs</p>
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	look, my				
Social Studies	<p>SS1H1a, SS1H1b, SS1G1a, SS1CG1 Ben Franklin</p> <p>Learning Target:</p> <ul style="list-style-type: none"> I am learning about Benjamin Franklin and the contributions he made to our nation. <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> I can explain what an author does, name some of the books written by Benjamin Franklin and explain why they are important. I can explain what an inventor does, name some of the inventions of Benjamin Franklin and explain why they are important. I can explain 	<p>SS1H1a, SS1H1b, SS1G1a, SS1CG1 Ben Franklin</p> <p>Learning Target:</p> <ul style="list-style-type: none"> I am learning about Benjamin Franklin and the contributions he made to our nation. <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> I can explain what an author does, name some of the books written by Benjamin Franklin and explain why they are important. I can explain what an inventor does, name some of the inventions of Benjamin Franklin and explain why they are important. I can explain 	<p>SS1H1a, SS1H1b, SS1G1a, SS1CG1 Ben Franklin</p> <p>Learning Target:</p> <ul style="list-style-type: none"> I am learning about Benjamin Franklin and the contributions he made to our nation. <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> I can explain what an author does, name some of the books written by Benjamin Franklin and explain why they are important. I can explain what an inventor does, name some of the inventions of Benjamin Franklin and explain why they are important. I can explain 	<p>SS1H1a, SS1H1b, SS1G1a, SS1CG1 Ben Franklin</p> <p>Learning Target:</p> <ul style="list-style-type: none"> I am learning about Benjamin Franklin and the contributions he made to our nation. <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> I can explain what an author does, name some of the books written by Benjamin Franklin and explain why they are important. I can explain what an inventor does, name some of the inventions of Benjamin Franklin and explain why they are important. I can explain 	<p>SS1H1a, SS1H1b, SS1G1a, SS1CG1 Ben Franklin</p> <p>Learning Target:</p> <ul style="list-style-type: none"> I am learning about Benjamin Franklin and the contributions he made to our nation. <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> I can explain what an author does, name some of the books written by Benjamin Franklin and explain why they are important. I can explain what an inventor does, name some of the inventions of Benjamin Franklin and explain why they are important. I can explain the role of a

	<p>the role of a statesman.</p> <ul style="list-style-type: none"> I can discuss Why his contributions are still important today. <p>Activity https://www.getepic.com/app/read/45120 Ben Franklin read aloud Good Character pg 18-19 in student workbook.</p>	<p>the role of a statesman.</p> <ul style="list-style-type: none"> I can discuss Why his contributions are still important today. <p>Activity Student Workbooks pg 20-21 The Past and Present Benjamin Franklin Founding Father</p>	<p>the role of a statesman.</p> <ul style="list-style-type: none"> I can discuss Why his contributions are still important today. <p>Activity Student Workbook: 22-23, Franklin the Writer and Inventor</p>	<p>the role of a statesman.</p> <ul style="list-style-type: none"> I can discuss Why his contributions are still important today. <p>Activity Student Workbook pg 24-25, Franklin at Work and Franklin the Statesman</p>	<p>statesman.</p> <ul style="list-style-type: none"> I can discuss Why his contributions are still important today. <p>Activity Student Workbook pg 26, Franklin's Character</p>
<p>Science Science and Social Studies instruction alternates between weeks</p>	<p>Science will begin again approximately October 30th and we will be discussing the following standards: S1L1. Obtain, evaluate, and communicate information about the basic needs of plants and animals. a. Develop models to identify the parts of a plant—root, stem, leaf, and flower. b. Ask questions to compare and contrast the basic needs of plants (air, water, light, and nutrients) and animals (air, water, food, and shelter). c. Design a solution to ensure that a plant or animal has all of its needs met.</p>				
<p>Reading Lesson Unit 2: Many Kinds of Characters</p>	<p>Day 6: Create Mental Images ELAGSE1RL7: Learning Target:</p> <ul style="list-style-type: none"> I am learning to use pictures (illustrations) and details in a story to help 	<p>Day 7: Listen and Retell Important Details ELAGSE1RL2 Learning Target:</p> <ul style="list-style-type: none"> I am learning to retell stories, including key 	<p>Day 8: Identify and Describe Characters ELAGSE1RL3 Learning Target:</p> <ul style="list-style-type: none"> I am learning to describe the story elements. (RL3) 	<p>Day 9: Use Text to Determine Word Meanings ELAGSE1RI4 Learning Target:</p> <p>I am learning to ask and answer questions to understand the meaning of new words.</p>	<p><i>Stella Luna</i> Retell Activity ELAGSE1RL2 Learning Target:</p> <ul style="list-style-type: none"> I am learning to retell stories, including key details. (RL2)

	<p>me describe the characters, setting, or events.(RL7)</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • 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 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 	<p>details. (RL2)</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can read or listen to a story. (RL2) <input type="checkbox"/> I can ask questions such as (RL2) <ul style="list-style-type: none"> • What is the author trying to tell me in the story? • What did the main character learn that I, too, could learn? • Did any of the characters learn a lesson? <ul style="list-style-type: none"> • What does the author want me to learn? • What is the big idea the author wants me to remember after reading the story? <input type="checkbox"/> I can use the words first, next, then, and last to retell a story. (RL2) <input type="checkbox"/> I can retell stories with a partner. (RL2) <p>Activity: Text: Abuelita's Secret</p> <p>Model: Retelling</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> • 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) <p>Activity: Text: Abuelita's Secret</p> <p>Model Describing Characters Read aloud first paragraph on pg 2. Use illustration to find details. Read aloud 2nd paragraph. Use words and picture to infer how Gabriel feels.</p>	<p>(RL4)</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can ask questions about words in a text.(RI4) • I can answer questions about words in a text.(RI4) • I can substitute another word in place of an unknown word that would make sense.(RI4) • I can use the words and sentences around the unknown word to figure out what it means.(RI4) • I can find words written in bold to show that they are important.(RI4) • I can use a dictionary/picture dictionary with help from 	<p>Success Criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can read or listen to a story. (RL2) <input type="checkbox"/> I can ask questions such as (RL2) <ul style="list-style-type: none"> • What is the author trying to tell me in the story? • What did the main character learn that I, too, could learn? • Did any of the characters learn a lesson? <ul style="list-style-type: none"> • What does the author want me to learn? • What is the big idea the author wants me to remember after reading the story? <input type="checkbox"/> I can use the words first, next, then, and last to retell a story. (RL2) <input type="checkbox"/> I can retell stories with a partner. (RL2)
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	<p>events (RL7)</p> <ul style="list-style-type: none"> 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) . <p>Activity: Text: Abuelita's Secret *Do not share pictures of text during this mini lesson.</p> <p>Mode creating mental images. Read pg 2 and think aloud what your mental images are.</p> <p>Revisit anchor chart.</p> <p>Guided practice: read pages 6-9. Share with partner your mental images of the characters, setting,</p>	<p>Important Details Create a Who, When, Where, What happens chart. Read pg 4-5 and jot ideas on the chart.</p> <p>Revisit story elements chart.</p> <p>Guided Practice: What are two important details in this part of the story. Read pg 18-24.</p>	<p>Revisit anchor chart: We Can Describe Characters</p> <p>Guided Practice: Read pg 6-9 Write on a sticky note 2 words or phrases that describe Alfonso and Rosa.</p>	<p>my teacher or partner to find the meaning of words that I do not know.(RI4)</p> <ul style="list-style-type: none"> I can raise my hand and ask my teacher or partner for help.(RI4) I can recognize grade-level words with more than one meaning.(RI4) <p>Activity: Text: Abuelita's Secret</p> <p>Model how to use context clues. Read the 1st paragraph on pg 4. Use context clues to find the meaning of slumping.</p> <p>Create anchor chart.</p> <p>Guided Practice: read pg 8 and work with a partner to determine the meaning of the</p>	
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	and events in this part of the story.			word "doodling".	
Shared Reading	Three Little Kittens <ol style="list-style-type: none"> 1. Introduce and read poem. 2. Turn and Talk: tell partner one mental image you made. 3. Reinforce punctuation marks. 4. Review high frequency words (you, have, little) 	Three Little Kittens <ol style="list-style-type: none"> 1. Review and Retell 2. Model Fluency: expression 3. Reread together with intonation. 4. Find and read plural nouns with inflectional -s 	The Turtle and the Hare <ol style="list-style-type: none"> 1. Introduce and read the rhyme 2. Turn and Talk: discuss a mental image you made. 3. Reinforce Print Concepts: quotation marks 4. Review high frequency words 	The Turtle and the Hare <ol style="list-style-type: none"> 1. Review and retell 2. Model using expression 3. Reread to build fluency 4. Discuss Opposites 5. Find words with short u 	By Myself <ol style="list-style-type: none"> 1. Review and respond 2. Model reading with expression 3. Identify sensory language
Writing	Learning Target: I am learning strategies use to spell words Success Criteria: <ul style="list-style-type: none"> • 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 	Learning Target: I am learning to write to teach about a topic. Success Criteria: <ul style="list-style-type: none"> • 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, 	Learning Target: I am learning to write to teach about a topic. Success Criteria: <ul style="list-style-type: none"> • 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, 	Learning Target: I am learning to write to teach about a topic. Success Criteria: <ul style="list-style-type: none"> • 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, 	Fun Friday

	<p>spacing, and an end mark.</p> <p>Activity: Weekend Writing Journal</p>	<p>headings, etc.)</p> <ul style="list-style-type: none"> • I can write a closing sentence for my topic. <p>Activity: Nonfiction writing about bats</p> <p>https://www.getepic.com/app/read/6796</p> <p>Read book on bats, and start filling out graphic organizer with four facts.</p>	<p>headings, etc.)</p> <ul style="list-style-type: none"> • I can write a closing sentence for my topic. <p>Activity: Nonfiction writing about bats</p> <p>Finish Bats Writing Paper</p>	<p>headings, etc.)</p> <ul style="list-style-type: none"> • I can write a closing sentence for my topic. <p>Activity: Nonfiction writing about bats</p> <p>Peer Review and Edit</p>	
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