Whole Group Plans
Oct 30- Nov 3

*for additional curriculum information, please visit the district's pacing guide LINK	Monday	Tuesday Halloween	Wednesday	Thursday	Friday Team Spirit
Math	Lesson 16 **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	Halloween Math **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 17 **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 18 **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.	****Gifted Pull Out**** 3 Act Task

	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 16**	**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, Halloween Math**	**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 17**	**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 18**	
Phonics **Unit 3, Week 1** **Focus:** /r/ blends .	Standards: ELAGSE1RF2 ELAGSE1RF3 Learning Target: I am learning to say one-syllable words by putting sounds together to speak words. Success Criteria: ● I can put sounds together to make a real word.	Standards: ELAGSE1RF2 ELAGSE1RF3 Learning Target: I am learning to say one-syllable words by putting sounds together to speak words. Success Criteria: ● I can put sounds together to make a real word.	Standards: ELAGSE1RF2 ELAGSE1RF3 Learning Target: I am learning to say one-syllable words by putting sounds together to speak words. Success Criteria: ● I can put sounds together to make a real word.	Standards: ELAGSE1RF2 ELAGSE1RF3 Learning Target: I am learning to say one-syllable words by putting sounds together to speak words. Success Criteria: ● I can put sounds together to make a real word.	Standards: ELAGSE1RF2 ELAGSE1RF3 Learning Target: I am learning to say one-syllable words by putting sounds together to speak words. Success Criteria: ● I can put sounds together to make a real word.

	- I can put sounds together to make nonsense words. - I can put sounds with consonant blends together to make a whole word. ELAGSE1RF4: Learning Target: I am learning to read irregularly spelled words. (e.g., come, said, they, what). Success Criteria: - I can read high-frequency words. - I can find irregularly spelled words in stories. - I can use what I know about letters and sounds to help me read irregularly spelled words. Activity: We Read: In the Neighborhood	- I can put sounds together to make nonsense words. - I can put sounds with consonant blends together to make a whole word. ELAGSE1RF4: Learning Target: I am learning to read irregularly spelled words. (e.g., come, said, they, what). Success Criteria: - I can read high-frequency words. - I can find irregularly spelled words in stories. - I can use what I know about letters and sounds to help me read irregularly spelled words. Activity: We Read and Write: In the Neighborhood	- I can put sounds together to make nonsense words. - I can put sounds with consonant blends together to make a whole word. ELAGSE1RF4: Learning Target: I am learning to read irregularly spelled words. (e.g., come, said, they, what). Success Criteria: - I can read high-frequency words. - I can find irregularly spelled words in stories. - I can use what I know about letters and sounds to help me read irregularly spelled words. Activity: PA: Phoneme Substitution track, crack - crop, drop -	- I can put sounds together to make nonsense words. - I can put sounds with consonant blends together to make a whole word. ELAGSE1RF4: Learning Target: I am learning to read irregularly spelled words. (e.g., come, said, they, what). Success Criteria: - I can read high-frequency words. - I can find irregularly spelled words in stories. - I can use what I know about letters and sounds to help me read irregularly spelled words. Activity: Reread the Text: Bag and Grab It! Build automaticity	- I can put sounds together to make nonsense words. - I can put sounds with consonant blends together to make a whole word. ELAGSE1RF4: Learning Target: I am learning to read irregularly spelled words. (e.g., come, said, they, what). Success Criteria: - I can read high-frequency words. - I can find irregularly spelled words in stories. - I can use what I know about letters and sounds to help me read irregularly spelled words. Activity: Reread for Fluency: Have students read p. 8 together.

	PA: Phoneme Categorization Frog, front, fish; brain, bat, brick; tree, train, tan; crash, clap, crib; pencil, pretzel, press Spelling Sound Correspondences: introduce drum; practice broom, crop, dress, fruit, grill, prize, tree Blend Words: frog, drop, trip, grass, track, grab, crop, beg, fed, let, sub, rug, nut, plan, class, slip, Challenge: froglet HFW: now, do, which, went Share and reflect: Have students work with a partner to say words that begin with an r-blend. Select one or two students to use the words in a sentence	Shared reading p.4 in student book; have students write a list of ways they can help in their neighborhood PA: Phoneme Blending frog, crack, drip, grape, press Blend and Build Words: drop, grip, trip, crab, grab, slip, clip, flip, crabgrass Write Words: crab, trim, trip, grass, jet, mess, neck, cuff, duck, sun, black, glad, clock Read Connected Text Share and Reflect: Ask students to share with a partner a time they had a picnic or went to the park	brain, train - press, dress - grip, trip I Read: Bag and Grab It Read p. 8 in My Reading and Writing Write Words: drip, frog, prop, brim, crab, trim, trip, grass HFW: now, do, which, went Review: what, put, want, this, saw Share and Reflect: Ask students to create a sentence using one or two of the words from Write Words	Write about the Text: Encode Have students turn to p. 12 in My Reading and Writing book Share and reflect: Ask students to share with a partner their drawing and writing about how to clean up the neighborhood.	HFW: now, do, which, went, what, put, want, this, saw Spelling Assessment and Dictation Spiral Review: l-blends; plums, flat, black, clock, glad Cumulative Assessment
Social Studies	SS1H1a, SS1H1b, SS1G1a, SS1CG1 Thomas Jefferson **Learning Target:** ● I am learning about Thomas	SS1H1a, SS1H1b, SS1G1a, SS1CG1 Thomas Jefferson **Learning Target:** ● I am learning about Thomas	SS1H1a, SS1H1b, SS1G1a, SS1CG1 Thomas Jefferson **Learning Target:** ● I am learning about Thomas	SS1H1a, SS1H1b, SS1G1a, SS1CG1 Thomas Jefferson **Learning Target:** ● I am learning about Thomas	SS1H1a, SS1H1b, SS1G1a, SS1CG1 Thomas Jefferson **Learning Target:** ● I am learning about Thomas

	Jefferson and the contributions he made to our nation.	Jefferson and the contributions he made to our nation.	Jefferson and the contributions he made to our nation.	Jefferson and the contributions he made to our nation.	Jefferson and the contributions he made to our nation.
	Success Criteria: ● I can explain the role of Thomas Jefferson in writing the Declaration of Independence. ● I can explain how Thomas Jefferson helped to create the Library of Congress. ● I can discuss of the other interests of Thomas Jefferson. ● I can describe why The Louisiana Purchase is important. ● I can tell why	Success Criteria: ● I can explain the role of Thomas Jefferson in writing the Declaration of Independence. ● I can explain how Thomas Jefferson helped to create the Library of Congress. ● I can discuss of the other interests of Thomas Jefferson. ● I can describe why The Louisiana Purchase is important. ● I can tell why	Success Criteria: ● I can explain the role of Thomas Jefferson in writing the Declaration of Independence. ● I can explain how Thomas Jefferson helped to create the Library of Congress. ● I can discuss of the other interests of Thomas Jefferson. ● I can describe why The Louisiana Purchase is important. ● I can tell why	Success Criteria: ● I can explain the role of Thomas Jefferson in writing the Declaration of Independence. ● I can explain how Thomas Jefferson helped to create the Library of Congress. ● I can discuss of the other interests of Thomas Jefferson. ● I can describe why The Louisiana Purchase is important. ● I can tell why	Success Criteria: ● I can explain the role of Thomas Jefferson in writing the Declaration of Independence. ● I can explain how Thomas Jefferson helped to create the Library of Congress. ● I can discuss of the other interests of Thomas Jefferson. ● I can describe why The Louisiana Purchase is important. ● I can tell why

	his contributions are still important today. **Activity** Student Workbook	his contributions are still important today. **Activity** Student Workbook	his contributions are still important today. **Activity** Student Workbook	his contributions are still important today. **Activity** Student Workbook	his contributions are still important today. **Activity** Student Workbook
Science Science and Social Studies instruction alternates between weeks	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.				
Reading Lesson **Begin Unit 3:** https://www.getepic.com/app/read/53917 **Too Many Pumpkins read aloud**	**Day 1: Introduce Unit 3** **ELAGSE1RI2:** **Learning Target:** ● I am learning to identify the main topic of a text. **Success Criteria:** ● I can think about what the text is mostly about. ● I can think	**Day 2: Determine Text Importance** **ELAGSE1RI2:** **Learning Target:** ● I am learning to identify the main topic of a text. **Success Criteria:** ● I can think about what the text is mostly about. ● I can think	**Day 3: Identify the Central Idea** **ELAGSE1R2** **Learning Target:** ● I am learning to identify the main topic of a text. **Success Criteria:** ● I can think about what the text is mostly about. ● I can think	**Day 4: Make Connections Between Words and Their Uses** **ELAGSE1L5c** **Learning Target:** ● I am learning about the real-life connection between words and their use. **Success Criteria:** ● I can connect the words I am	**Day 5: Recognize and Distinguish Between Information in Text and Graphics** **ELAGSERI5:** **Learning Target:** ● I am learning to use text features (helpful parts) in a text. **Success Criteria:** ● I can find the heading in a

about the most important thing the author wants me to know. ● I can name the main topic (main topic) of a text read or heard. **Learning Target:** ● I am learning to retell the key details of a text. **Success Criteria** ● I can retell the important details of a text read. ● I can retell the important details of a text heard. **Activity:** Share essential question: Why do people get involved in their communities? Watch Being a Good Community Member video once with no volume and again with volume..	about the most important thing the author wants me to know. ● I can name the main topic (main topic) of a text read or heard. **Learning Target:** ● I am learning to retell the key details of a text. **Success Criteria** ● I can retell the important details of a text read. ● I can retell the important details of a text heard. **Activity:** Text: Being a Responsible Citizen **Focus:** Looking closely at details to see which ones are the most important. Model Identifying Important Details.	about the most important thing the author wants me to know. ● I can name the main topic (main topic) of a text read or heard. **Learning Target:** ● I am learning to retell the key details of a text. **Success Criteria** ● I can retell the important details of a text read. ● I can retell the important details of a text heard **Activity:** Text: Being a Responsible Citizen **Focus:** How we can use the important details to identify the Central Idea. Model recognizing the	learning with my own life and experiences. ● I can explore word relationships when I read and listen to conversations. **Activity:** Text: Being a Responsible Citizen **Focus:** Explore how to make meaning of new words. Model Read Life Connections: Read aloud pg 4-5. What does the word "responsible" mean? The text says "a person who does the right thing". Try to think of some examples from real life. Create anchor chart with boxes ahead of time and have kids fill in ideas. Guided Practice: read aloud pages 8-11. What are some other ways	text. ● I can find the table of contents in a text. ● I can find the glossary in a text. ● I can identify a list of things to choose from on the computer. ● I can identify an icon in a text. ● I can preview the text by using text features. ● I can use text features to find information quickly. **Activity:** Text: Being a Responsible Citizen **Focus:** Explore the different types of information we can find in the words in a text and in the pictures that go with the words. Model: read pgs 10-11. What do the chapter

	Model asking questions about being a good community member. *Why did these children decide to make a community garden? *How does this garden help people in the community? *What does it mean to e a good community member? Guided Practice: Look at the photo (from poster) and think about how it helps you think more deeply about the Essential Question. Be ready to share a question you have.	Look at the question on page 5. Read to find the answer to that question. Create anchor chart Guided practice: read pg 8-9. Listen for important details to answer the question: How do responsible citizens behave?	central idea and supporting evidence. Look at the title, this is a clue. Read pages 6-7 to find supporting details to support this idea. Revisit Main Idea anchor chart Guided practice: Read pg 8-9. What clue can help us find the central idea?	you can be responsible? Think of at home, school, and in your neighborhood.	text and pictures on these pages tell me about rules? Create anchor chart. Guided Practice: read aloud pg 14-15. What does the chapter tell you about responsible citizens? What additional information about responsible citizens can you find in the pictures?
Shared Reading	**Shared Reading: In the Neighborhood** **Activity:** ● Introduce and read the poem . Reread together ● Partners share one important detail they heard. ● Discuss end	**Shared Reading:In the Neighborhood** **Activity:** ● Review: what are some ways we can do good in our neighborhood?l ● Model fluency - intonation and expression ● Reread to build	**Shared Reading: Neighbors, Neighbors** **Activity:** ● Introduce and read the rhyme. Reread with students. What are the most important details? ● Partners share one important	**Shared Reading: Neighbors, Neighbors** **Activity:** ● Review and retell -what are some things that neighbors do? ● Model fluency - intonation ● Reread to build fluency	**Shared Reading:We Have a Little Garden:** ● Introduce and read the poem ● Partners share an important detail they heard. ● Respond to Poem: notice that the poet says 'we' and 'our' with show

	punctuation in context. ● Review previously learned words.	fluency ● Find and read words with r-blends	detail from the text. ● Reinforce print concepts -Look at the word "neighbors" (uppercase) ● Review HFW	● Find and read words with r-blends.	everyone needs to do their part. ● Focus on vocabulary: What does "sown" mean?

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 pumpkins https://www.getepic.com/app/read/53876 Read book 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 pumpkins	**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 pumpkin	Fun Friday