

Whole Group Plans

Nov. 27-Dec 1

*for additional curriculum information, please visit the district's pacing guide LINK	Monday	Tuesday	Wednesday	Thursday	Friday
Math Start Module 3	<p>Standards: 1.NR.2.2 1.NR.2.3 1.NR.2.4 1.NR.2.7</p> <p>Learning Target:</p> <ul style="list-style-type: none"> • I am learning how to use various methods to develop strategies for addition and subtraction sentences within 20. • I am learning to identify the opposite relationship between addition and subtraction. 	<p>Standards: 1.NR.2.2 1.NR.2.3 1.NR.2.4 1.NR.2.7</p> <p>Learning Target:</p> <ul style="list-style-type: none"> • I am learning how to use various methods to develop strategies for addition and subtraction sentences within 20. • I am learning to identify the opposite relationship between addition and subtraction. 	<p>Standards: 1.NR.2.2 1.NR.2.3 1.NR.2.4 1.NR.2.7</p> <p>Learning Target:</p> <ul style="list-style-type: none"> • I am learning how to use various methods to develop strategies for addition and subtraction sentences within 20. • I am learning to identify the opposite relationship between addition and subtraction. 	<p>Standards: 1.NR.2.2 1.NR.2.3 1.NR.2.4 1.NR.2.7</p> <p>Learning Target:</p> <ul style="list-style-type: none"> • I am learning how to use various methods to develop strategies for addition and subtraction sentences within 20. • I am learning to identify the opposite relationship between addition and subtraction. 	<p>Standards: 1.NR.2.2 1.NR.2.3 1.NR.2.4 1.NR.2.7</p> <p>Learning Target:</p> <ul style="list-style-type: none"> • I am learning how to use various methods to develop strategies for addition and subtraction sentences within 20. • I am learning to identify the opposite relationship between addition and subtraction.

	<ul style="list-style-type: none"> • I am learning to fluently add and subtract within 10. • I am learning to apply properties of operations as a strategy to solve addition and subtraction problems. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can use mental reasoning, counting, and other developed strategies to solve addition and subtraction problems with the unknown in all positions. • I can relate and solve a subtraction 	<ul style="list-style-type: none"> • I am learning to fluently add and subtract within 10. • I am learning to apply properties of operations as a strategy to solve addition and subtraction problems. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can use mental reasoning, counting, and other developed strategies to solve addition and subtraction problems with the unknown in all positions. • I can relate and solve a subtraction 	<ul style="list-style-type: none"> • I am learning to fluently add and subtract within 10. • I am learning to apply properties of operations as a strategy to solve addition and subtraction problems. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can use mental reasoning, counting, and other developed strategies to solve addition and subtraction problems with the unknown in all positions. • I can relate and solve a subtraction 	<ul style="list-style-type: none"> • I am learning to fluently add and subtract within 10. • I am learning to apply properties of operations as a strategy to solve addition and subtraction problems. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can use mental reasoning, counting, and other developed strategies to solve addition and subtraction problems with the unknown in all positions. • I can relate and solve a subtraction 	<ul style="list-style-type: none"> • I am learning to fluently add and subtract within 10. • I am learning to apply properties of operations as a strategy to solve addition and subtraction problems. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can use mental reasoning, counting, and other developed strategies to solve addition and subtraction problems with the unknown in all positions. • I can relate and solve a subtraction problem by
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	<p>problem by using an unknown addend problem.</p> <ul style="list-style-type: none"> I can use more than one strategy to efficiently solve addition and subtraction problems within 20. <p>Activity: Lesson 1</p>	<p>problem by using an unknown addend problem.</p> <ul style="list-style-type: none"> I can use more than one strategy to efficiently solve addition and subtraction problems within 20. <p>Activity: Lesson 2</p>	<p>problem by using an unknown addend problem.</p> <ul style="list-style-type: none"> I can use more than one strategy to efficiently solve addition and subtraction problems within 20. <p>Activity: Lesson 3</p>	<p>problem by using an unknown addend problem.</p> <ul style="list-style-type: none"> I can use more than one strategy to efficiently solve addition and subtraction problems within 20. <p>Activity: Lesson 4</p>	<p>using an unknown addend problem.</p> <ul style="list-style-type: none"> I can use more than one strategy to efficiently solve addition and subtraction problems within 20.
<p>Phonics</p> <p>Sh, th, ng (ing, ong)</p>	<p>Week 1 Day 1 Standards: ELAGSE1RF2 ELAGSE1RF3</p> <p>Learning Target: I am learning to hear and spell letters that are blended together to make words.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can name letters for consonant digraphs (for example, -/sh/ 	<p>Week 1 Day 2 Standards: ELAGSE1RF2 ELAGSE1RF3</p> <p>Learning Target: I am learning to hear and spell letters that are blended together to make words.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can name letters for consonant digraphs (for example, -/sh/ 	<p>Week 1 Day 3 Standards: ELAGSE1RF2 ELAGSE1RF3</p> <p>Learning Target: I am learning to hear and spell letters that are blended together to make words.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can name letters for consonant digraphs (for example, -/sh/ 	<p>Week 1 Day 4 Standards: ELAGSE1RF2 ELAGSE1RF3</p> <p>Learning Target: I am learning to hear and spell letters that are blended together to make words.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can name letters for consonant digraphs (for example, -/sh/ 	<p>Week 1 Day 5 Standards: ELAGSE1RF2 ELAGSE1RF3</p> <p>Learning Target: I am learning to hear and spell letters that are blended together to make words.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can name letters for consonant digraphs (for example, -/sh/

	<p>/ch/ /th/ /wh/ /tch/).</p> <ul style="list-style-type: none"> • I can name sounds for consonant digraphs (for example, -/sh/ /ch/ /th/ /wh/ /tch/). • I can read words with consonant blends. • I can read words with digraphs. <p>Activity:</p> <p>We Read: Fairy Tale Song P. 4-5</p> <p>PA: Phoneme Identification Thing, thumb, teeth - shape, shark, bush; thump, thick, path; shirt, shell, wish</p> <p>Spelling Sound Correspondences: introduce swing - model th, sh, ng Practice: shop, fish,</p>	<p>/ch/ /th/ /wh/ /tch/).</p> <ul style="list-style-type: none"> • I can name sounds for consonant digraphs (for example, -/sh/ /ch/ /th/ /wh/ /tch/). • I can read words with consonant blends. • I can read words with digraphs. . <p>Activity:</p> <p>We Read and Write: Fairy Tale Song Turn p. 6 in My Reading and Writing</p> <p>PA: Phoneme Blending Ship, thing, shark, wish, bath, wrong</p> <p>Blend and Build Words: Word Chains ring, sing, wing, mash, cash, dash, path, math, bath Review: net, nest, best, bet, set, sent, send,</p>	<p>/ch/ /th/ /wh/ /tch/).</p> <ul style="list-style-type: none"> • I can name sounds for consonant digraphs (for example, -/sh/ /ch/ /th/ /wh/ /tch/). • I can read words with consonant blends. • I can read words with digraphs. <p>Activity:</p> <p>PA: Phoneme Substitution math, mash; wish, with; thin, shin</p> <p>I Read: The King's Wish Read p. 8 in My Reading and Writing</p> <p>Write Words: this, wishing, bring, thing Review: bath, shop, shut, rang, milk, stump, truck, blast</p> <p>HFW: were, our,</p>	<p>/ch/ /th/ /wh/ /tch/).</p> <ul style="list-style-type: none"> • I can name sounds for consonant digraphs (for example, -/sh/ /ch/ /th/ /wh/ /tch/). • I can read words with consonant blends. • I can read words with digraphs. <p>Activity:</p> <p>Reread the Text: The King's Wish Build automaticity</p> <p>Write about the Text: Encode Have students turn to p. 12 in My Reading and Writing book</p> <p>Share and reflect: Have students work with a partner to describe their favorite place to take a nap</p>	<p>/ch/ /th/ /wh/ /tch/).</p> <ul style="list-style-type: none"> • I can name sounds for consonant digraphs (for example, -/sh/ /ch/ /th/ /wh/ /tch/). • I can read words with consonant blends. • I can read words with digraphs. <p>Activity:</p> <p>Reread for Fluency: Have students read p. 8-11 together.</p> <p>HFW: were, our, could, these, who, good, by, them</p> <p>Spelling Assessment and Dictation</p> <p>Spiral Review: initial and final blends Review: send, trip, black, step, nest, hand, drop, class, sled</p>
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	<p>thin, that, bring, song</p> <p>Blend Words: this, mash, thin, wish, shop, sing</p> <p>Review: plant, send, last, life, clock, sled, grass, trap, black, stop</p> <p>Challenge: sing, singer, strong, stronger, longer, finger</p> <p>HFW: were, our, could, these</p> <p>Review: who, good, by, them</p> <p>Share and reflect: Ask students to work with a partner and make a list of words that end in ng</p>	<p>spend</p> <p>Challenge: ship, hip, hop, shop, shot, hot, hat, that, than, thin, thing</p> <p>Write Words: bath, shop, shut, rang</p> <p>Final Blends: went, jump, pink, nest</p> <p>Initial blends: grab, dress, stop, skip</p> <p>Read Connected Text</p> <p>Share and Reflect: Have students tell their partner about their favorite fairy tale and why they like it.</p>	<p>could, these</p> <p>Review: who, good, by, them</p> <p>Share and Reflect: have partners discuss what their wish would be if they were the king</p>		Cumulative Assessment
Science	<p>Standards: S1L1</p> <p><u>Learning Target:</u> I am learning to develop a model of the parts of a plant.</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> I can identify the parts of plant (root, stem, leaf, flower). 	<p>Standards: S1L1</p> <p><u>Learning Target:</u> I am learning to develop a model of the parts of a plant.</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> I can identify the parts of plant (root, stem, leaf, flower). 	<p>Standards: S1L1</p> <p><u>Learning Target:</u> I am learning to develop a model of the parts of a plant.</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> I can identify the parts of plant (root, stem, leaf, flower). 	<p>Standards: S1L1</p> <p><u>Learning Target:</u> I am learning to develop a model of the parts of a plant.</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> I can identify the parts of plant (root, stem, leaf, flower). 	<p>Standards:</p> <p>Learning Target:</p> <p>Success Criteria:</p> <p>Activity:</p> <p>What Plants need worksheet</p>

	<ul style="list-style-type: none"> I can describe the parts of a plant (root stem, leaf, flower) I can create a model of a plant to show the root, stem, leaf, and flower) <p>Activity: Brainpop Parts of a Plant Plant seed activity: Need: cups, soil, seeds, water. Label name under a notecard and place plant on top of card on the window ledge.</p>	<ul style="list-style-type: none"> I can describe the parts of a plant (root stem, leaf, flower) I can create a model of a plant to show the root, stem, leaf, and flower) <p>Activity: Epic read aloud: From Seed to Plant Parts of plant labeling page</p>	<ul style="list-style-type: none"> I can describe the parts of a plant (root stem, leaf, flower) I can create a model of a plant to show the root, stem, leaf, and flower) <p>Activity: Rainbow Plants - April 2019 Plant part worksheet -what do the parts do?</p>	<ul style="list-style-type: none"> I can describe the parts of a plant (root stem, leaf, flower) I can create a model of a plant to show the root, stem, leaf, and flower) <p>Activity: https://sn1.scholastic.com/content/classroom_magazines/sn1/issues/2020-21/040421.html Tree House Article -Parts of a tree worksheet</p>	
<p>Social Studies Science and Social Studies instruction alternates between weeks</p>	<p>We will begin social studies approximately January 22nd. We will learn about Theodore Roosevelt.</p>				
<p>Reading Lesson</p>	<p>Week 1 Day 1 Standards: ELAGSE1RF2 ELAGSE1RF3</p> <p>Learning Target:</p>	<p>Week 1 Day 2 Standards: ELAGSE1RF2 ELAGSE1RF3</p> <p>Learning Target:</p>	<p>Week 1 Day 3 Standards: ELAGSE1RF2 ELAGSE1RF3</p> <p>Learning Target:</p>	<p>Week 1 Day 4 Standards: ELAGSE1RF2 ELAGSE1RF3</p> <p>Learning Target:</p>	<p>Week 1 Day 5 Standards: ELAGSE1RF2 ELAGSE1RF3</p> <p>Learning Target:</p>

	<p>I am learning to hear and spell letters that are blended together to make words.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can name letters for consonant digraphs (for example, -/sh/ /ch/ /th/ /wh/ /tch/). • I can name sounds for consonant digraphs (for example, -/sh/ /ch/ /th/ /wh/ /tch/). • I can read words with consonant blends. • I can read words with digraphs. <p>Activity:</p> <p>We Read: Fairy Tale Song P. 4-5</p> <p>PA: Phoneme</p>	<p>I am learning to hear and spell letters that are blended together to make words.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can name letters for consonant digraphs (for example, -/sh/ /ch/ /th/ /wh/ /tch/). • I can name sounds for consonant digraphs (for example, -/sh/ /ch/ /th/ /wh/ /tch/). • I can read words with consonant blends. • I can read words with digraphs. . <p>Activity:</p> <p>We Read and Write: Fairy Tale Song Turn p. 6 in My Reading and Writing</p> <p>PA: Phoneme</p>	<p>I am learning to hear and spell letters that are blended together to make words.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can name letters for consonant digraphs (for example, -/sh/ /ch/ /th/ /wh/ /tch/). • I can name sounds for consonant digraphs (for example, -/sh/ /ch/ /th/ /wh/ /tch/). • I can read words with consonant blends. • I can read words with digraphs. <p>Activity:</p> <p>PA: Phoneme Substitution math, mash; wish, with; thin, shin</p> <p>I Read: The King's</p>	<p>I am learning to hear and spell letters that are blended together to make words.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can name letters for consonant digraphs (for example, -/sh/ /ch/ /th/ /wh/ /tch/). • I can name sounds for consonant digraphs (for example, -/sh/ /ch/ /th/ /wh/ /tch/). • I can read words with consonant blends. • I can read words with digraphs. <p>Activity:</p> <p>Reread the Text: The King's Wish Build automaticity</p> <p>Write about the Text: Encode</p>	<p>I am learning to hear and spell letters that are blended together to make words.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can name letters for consonant digraphs (for example, -/sh/ /ch/ /th/ /wh/ /tch/). • I can name sounds for consonant digraphs (for example, -/sh/ /ch/ /th/ /wh/ /tch/). • I can read words with consonant blends. • I can read words with digraphs. <p>Activity:</p> <p>Reread for Fluency: Have students read p. 8-11 together.</p> <p>HFW: were, our, could, these, who, good,</p>
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	<p>Identification Thing, thumb, teeth - shape, shark, bush; thump, thick, path; shirt, shell, wish</p> <p>Spelling Sound Correspondences: introduce swing - model th, sh, ng Practice: shop, fish, thin, that, bring, song</p> <p>Blend Words: this, mash, thin, wish, shop, sing Review: plant, send, last, life, clock, sled, grass, trap, black, stop Challenge: sing, singer, strong, stronger, longer, finger</p> <p>HFW: were, our, could, these Review: who, good, by, them</p> <p>Share and reflect: Ask students to work with a partner and make a list of words that end in ng</p>	<p>Blending Ship, thing, shark, wish, bath, wrong</p> <p>Blend and Build Words: Word Chains ring, sing, wing, mash, cash, dash, path, math, bath Review: net, nest, best, bet, set, sent, send, spend Challenge: ship, hip, hop, shop, shot, hot, hat, that, than, thin, thing</p> <p>Write Words: bath, shop, shut, rang Final Blends: went, jump, pink, nest Initial blends: grab, dress, stop, skip</p> <p>Read Connected Text</p> <p>Share and Reflect: Have students tell their partner about their favorite fairy tale and why they like it.</p>	<p>Wish Read p. 8 in My Reading and Writing</p> <p>Write Words: this, wishing, bring, thing Review: bath, shop, shut, rang, milk, stump, truck, blast</p> <p>HFW: were, our, could, these Review: who, good, by, them</p> <p>Share and Reflect: have partners discuss what their wish would be if they were the king</p>	<p>Have students turn to p. 12 in My Reading and Writing book</p> <p>Share and reflect: Have students work with a partner to describe their favorite place to take a nap</p>	<p>by, them</p> <p>Spelling Assessment and Dictation</p> <p>Spiral Review: initial and final blends Review: send, trip, black, step, nest, hand, drop, class, sled</p> <p>Cumulative Assessment</p>
Shared Reading	<p>Fairy Tale Song</p> <p>Activity:</p>	<p>Fairy Tale Song</p> <p>Activity:</p>	<p>Lavender's Blue</p> <p>Activity:</p>	<p>Lavender's Blue</p> <p>Activity:</p>	<p>Old King Cole:</p> <ul style="list-style-type: none"> Introduce and read the poem.

	<ul style="list-style-type: none"> • Introduce and read the poem . Reread together • Partners share what they know about the characters. • Discuss punctuation: look at the word "frog" and notice the dash next to it.. • Review previously learned words. 	<ul style="list-style-type: none"> • Review and Retell • Model fluency - pausing • Reread to build fluency • Discuss rhythm (sing to tune of Jingle Bells) • Find and read words with consonant digraphs (sh, th) 	<ul style="list-style-type: none"> • Introduce and read the poem • Partners share who they think the speaker is talking to. • Reinforce print concepts -commas • Review HFW 	<ul style="list-style-type: none"> • Review and retell -who is the speaker? • Model fluency - pausing • Reread to build fluency • Find and read words with l-blends 	<ul style="list-style-type: none"> • Partners share an important detail they heard. • Respond to Poem: Try to read in an upbeat voice. How did the poem make you feel? • Focus on rhythm: find rhyming words and look for patterns
Writing	<p>Learning Target: I am learning strategies use to spell words</p> <p>Success Criteria:</p> <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 spacing, and an end mark. 	<p>Learning Target: I am learning to write to teach about a topic.</p> <p>Success Criteria:</p> <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, headings, etc.) • I can write a 	<p>Learning Target: I am learning to write to teach about a topic.</p> <p>Success Criteria:</p> <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, headings, etc.) • I can write a 	<p>Learning Target: I am learning to write to teach about a topic.</p> <p>Success Criteria:</p> <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, headings, etc.) • I can write a 	<p>Learning Target: I am learning strategies use to spell words</p> <p>Success Criteria:</p> <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 spacing, and an end mark.

	Activity: Weekend Writing Journal	closing sentence for my topic. Activity: Seasonal Writing	closing sentence for my topic. Activity: Seasonal Writing	closing sentence for my topic. Activity: Seasonal Writing	Activity: Elf Writing
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