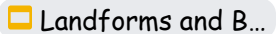


# Whole Group Plans

## Sept 11-15

*for additional curriculum information, please visit the district's pacing guide <a href="#">LINK</a>	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Math</b>	<p><b>Lesson 18</b></p> <p>Standards            1.NR.2.1            1.NR.2.3            1.NR.2.4            1.NR.2.5</p> <p><b>Learning Target</b>            I am learning the meaning of the equal sign (=)</p> <p><b>Success Criteria</b>  <input type="checkbox"/> I can explain an equal sign (=).  <input type="checkbox"/> I can demonstrate and justify equations that are true using an equal sign  <input type="checkbox"/> I can use models to explain how both sides of an equation are equal</p>	<p><b>Lesson 19</b></p> <p>Standards            1.NR.2.1            1.NR.2.3            1.NR.2.4            1.NR.2.5</p> <p><b>Learning Target</b>            I am learning the meaning of the equal sign (=)</p> <p><b>Success Criteria</b>  <input type="checkbox"/> I can explain an equal sign (=).  <input type="checkbox"/> I can demonstrate and justify equations that are true using an equal sign  <input type="checkbox"/> I can use models to explain how both sides of an equation are equal</p>	<p><b>Lesson 20</b></p> <p>Standards            1.NR.2.1            1.NR.2.3            1.NR.2.4            1.NR.2.5</p> <p><b>Learning Target</b>            I am learning the meaning of the equal sign (=)</p> <p><b>Success Criteria</b>  <input type="checkbox"/> I can explain an equal sign (=).  <input type="checkbox"/> I can demonstrate and justify equations that are true using an equal sign  <input type="checkbox"/> I can use models to explain how both sides of an equation are equal</p>	<p><b>Lesson 21</b></p> <p>Standards            1.NR.2.1            1.NR.2.3            1.NR.2.4            1.NR.2.5</p> <p><b>Learning Target</b>            I am learning the meaning of the equal sign (=)</p> <p><b>Success Criteria</b>  <input type="checkbox"/> I can explain an equal sign (=).  <input type="checkbox"/> I can demonstrate and justify equations that are true using an equal sign  <input type="checkbox"/> I can use models to explain how both sides of an equation are equal</p>	<p><b>Standards:</b>  <b>Learning Target:</b>  <b>Success Criteria:</b></p> <p><b>Activity:</b>            Catch Up or Extension Activity (Gifted Day)  <b>3 Act Task</b></p>

	Activity Lesson 18	Activity Lesson 19	Activity Lesson 20	Activity: Lesson 21	
Phonics	<p><b>Day 1</b></p> <p><b>Learning Target:</b></p> <p><b>Success Criteria:</b></p> <p><b>Activity:</b> Shared Reading</p> <p>PA: Recognize and produce rhyme</p> <p>Spelling/Sound Correspondence: short a</p> <p>Blend words</p> <p>Introduce: <b>the, see, go, she, and</b></p>	<p><b>Day 2</b></p> <p><b>Learning Target:</b></p> <p><b>Success Criteria:</b></p> <p><b>Activity:</b> Shared Reading: 5 Little Tadpoles</p> <p>Shared writing - p. 4-5 in My Reading and Writing</p> <p>PA: Phoneme Blending</p> <p>Blend and Build words</p> <p>Write words: remind students many words with short vowels that end with /k/ sound have a -ck at the end.</p>	<p><b>Day 3</b></p> <p><b>Learning Target:</b></p> <p><b>Success Criteria:</b></p> <p><b>Activity:</b> Phoneme Segmentation</p> <p>Read "At the Pond" p. 8-11 in My Reading and Writing</p> <p>Write words</p> <p>Dictation: <b>the, see, go, she, and</b></p>	<p><b>Day 4</b></p> <p><b>Learning Target:</b></p> <p><b>Success Criteria:</b></p> <p><b>Activity:</b> Reread At the Pond</p> <p>Write about the text: p. 12 draw and write life cycle of a frog</p>	<p><b>Day 5</b></p> <p><b>Learning Target:</b></p> <p><b>Success Criteria:</b></p> <p><b>Activity:</b> Reread in <i>My Reading and Writing</i> to "At the Pond" on pages 8-11.</p> <p>Introduce/Model: <b>the, see, go, she, and</b></p> <p>Spelling Assessment and Dictation</p> <p>Spiral Review: consonants</p>
Social Studies	<b>Learning Target:</b>	<b>Learning Target:</b>	<b>Learning Target:</b>	<b>Learning Target:</b>	<b>Learning Target:</b>

	<ul style="list-style-type: none"> <li>I am learning how to locate major topographic features of the earth's surface.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can identify and describe landforms (mountains, deserts, valleys, and coasts).</li> </ul> <p><b>Activity:</b> Landforms <a href="#">Landforms</a> (brainpop)</p> <p></p>	<ul style="list-style-type: none"> <li>I am learning how to locate major topographic features of the earth's surface.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can identify and describe landforms (mountains, deserts, valleys, and coasts).</li> </ul> <p><b>Activity:</b> Landforms</p> <p>Epic <a href="https://www.getepic.com/app/read/63695">https://www.getepic.com/app/read/63695</a></p> <p>Sorting activity</p>	<ul style="list-style-type: none"> <li>I am learning how to locate major topographic features of the earth's surface.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can identify and describe landforms (mountains, deserts, valleys, and coasts).</li> </ul> <p><b>Activity:</b> Landforms</p> <p>Landform Booklet</p>	<ul style="list-style-type: none"> <li>I am learning how to locate major topographic features of the earth's surface.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can identify and describe landforms (mountains, deserts, valleys, and coasts).</li> </ul> <p><b>Activity:</b> Landforms</p> <p>Landform Booklet</p>	<ul style="list-style-type: none"> <li>I am learning how to locate major topographic features of the earth's surface.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can identify and describe landforms (mountains, deserts, valleys, and coasts).</li> </ul> <p><b>Activity:</b> Landforms</p> <p>Landform Booklet</p> <p>Playdough landforms</p>
<p><b>Science</b></p> <p>Science and Social Studies instruction alternates between weeks</p>	<p>Science will begin again approximately September 18th, and we will be discussing the following standard: S1E1. Obtain, evaluate, and communicate weather data to identify weather patterns.</p> <p>a. Represent data in tables and/or graphs to identify and describe different types of weather and the characteristics of each type.</p> <p>b. Ask questions to identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water).</p> <p>c. Plan and carry out investigations on current weather conditions by observing, measuring with simple weather instruments (thermometer, wind vane, rain gauge), and recording weather data (temperature, precipitation, sky conditions, and weather events) in a periodic journal, on a calendar, and graphically.</p>				

	<p>d. Analyze data to identify seasonal patterns of change. (Clarification statement: Examples could include temperature, rainfall/snowfall, and changes to the environment.)</p>				
<p><b>Reading Lesson</b></p>	<p><b>Day 1: Introduce Unit 1</b></p> <p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>I am learning how to read informational texts.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can share ideas about a topic of how plants and animals change.</li> </ul> <p><b>Activity:</b> Share essential question: <i>Why Do Living Things Change?</i></p> <p>Watch <i>Plants and Animals Grow and Change</i> video.</p> <p>Model asking questions.</p> <p>Make class poster of questions.</p>	<p><b>Day 2: Introduce the Genre: Informational Text</b></p> <p><b>Standards:</b> ELAGSE1RI5</p> <p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>I am learning how to recognize characteristics of informational text.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can say if the text includes facts and details.</li> <li>I can know and use text features (headings, tables of contents, glossaries) to locate or gain information.</li> <li>I can use simple graphics</li> </ul>	<p><b>Day 3: Ask Questions</b></p> <p><b>Standards:</b> ELAGSE1RI1</p> <p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>I am learning how to ask questions about a text before, during, and after reading.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can ask questions about what I've read.</li> <li>I can ask questions about the photos and headings.</li> </ul> <p><b>Activity:</b> Model asking questions before and during reading</p> <p>Create Anchor Chart</p>	<p><b>Day 4: Recognize Central Idea (Main Topic), Including the Supporting Evidence</b></p> <p><b>Standards:</b> ELAGSE1RI2</p> <p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>I am learning how to recognize the central idea (main topic) and to retell the supporting evidence (important details).</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can write or draw a picture of the central idea to show my understanding.</li> <li>I can write or draw a picture of supportive evidence to</li> </ul>	<p><b>Day 5: Use Text to Determine Word Meanings</b></p> <p><b>Standards:</b> ELAGSE1RI4</p> <p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>I am learning how to use text to learn or clarify word meanings.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can use sentence-level context as a clue to the meaning of a word.</li> </ul> <p><b>Activity:</b> Model using illustrations and text to determine word meanings</p> <p>Create Anchor Chart</p> <p>Partners will look for</p>

		<p>(photos, maps) to locate or gain information.</p> <p><b>Activity:</b> Model Identifying features of informational text</p> <p>Create Anchor Chart</p> <p>Partners will discuss what helps them identify this is an informational text</p>	<p>Partners will point to each place they could ask a question about an important piece of information</p>	<p>show my understanding.</p> <ul style="list-style-type: none"> <li>I can explain why supportive evidence supports the main topic.</li> </ul> <p><b>Activity:</b> Model Identifying important details and main idea</p> <p>Create Anchor Chart</p> <p>Partners will identify important details about the main idea of how animals survive; draw pair, share</p>	<p>context clues and attempt to define a word</p>
<p><b>Shared Reading</b></p>	<p><b>Shared Reading: Five Little Tadpoles</b></p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>Introduce and read the poem</li> <li>Partners share one question they thought of</li> <li>Discuss matching spoken words to written word</li> <li>Review HFW</li> <li>Wrap up</li> </ul>	<p><b>Shared Reading: Five Little Tadpoles</b></p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>Review and retell</li> <li>Model fluency - rate/pausing</li> <li>Reread to build fluency</li> <li>Find and read words with initial consonants f, l, t, w</li> </ul>	<p><b>Shared Reading: Someday</b></p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>Introduce and read the poem</li> <li>Partners share questions they had</li> <li>Reinforce print concepts - return sweep directionality</li> <li>Review HFW</li> </ul>	<p><b>Shared Reading: Someday</b></p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>Review and retell</li> <li>Model fluency - phrasing</li> <li>Reread to build fluency</li> <li>Find and read words with initial consonants s, c, b</li> </ul>	<p><b>Shared Reading: Caterpillars</b></p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>Introduce and read the poem</li> <li>Partners share questions they had</li> <li>Model responding to poetry</li> <li>Focus on compound words</li> </ul>

<p><b>Writing</b></p>	<p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>I am learning to write with grade level mechanics.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can write a sentence with a capital letter, correct spacing, and an end mark.</li> <li>I can stretch my words to spell them.</li> </ul> <p><b>Activity:</b> Writing Journal</p>	<p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>I am learning to write with grade level mechanics.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can write a sentence with a capital letter, correct spacing, and an end mark.</li> <li>I can stretch my words to spell them.</li> </ul> <p><b>Activity:</b> Writing a sentence with correct punctuation, spacing, and capitalization. Stretching words to sound them out.</p> <p>-Week 4</p>	<p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>I am learning to write with grade level mechanics.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can write a sentence with a capital letter, correct spacing, and an end mark.</li> <li>I can stretch my words to spell them.</li> </ul> <p><b>Activity:</b> Writing a sentence with correct punctuation, spacing, and capitalization. Stretching words to sound them out.</p> <p>-Week 4</p>	<p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>I am learning to write with grade level mechanics.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can write a sentence with a capital letter, correct spacing, and an end mark.</li> <li>I can stretch my words to spell them.</li> </ul> <p><b>Activity:</b> Writing a sentence with correct punctuation, spacing, and capitalization. Stretching words to sound them out.</p> <p>-Week 4</p>	<p><b>Fun Friday</b></p>