

# Whole Group Plans

## Sept 18-22

*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 22</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></p> <ul style="list-style-type: none"> <li>• I am learning to solve an addition problem with two addends within 20.</li> <li>• I am learning to solve a problem with more than 2 addends.</li> <li>• I am learning to use commutative, part whole,</li> </ul>	<p><b>Lesson 23</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></p> <ul style="list-style-type: none"> <li>• I am learning to solve an addition problem with two addends within 20.</li> <li>• I am learning to solve a problem with more than 2 addends.</li> <li>• I am learning to use commutative, part whole,</li> </ul>	<p><b>Lesson 24</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></p> <ul style="list-style-type: none"> <li>• I am learning to solve an addition problem with two addends within 20.</li> <li>• I am learning to solve a problem with more than 2 addends.</li> <li>• I am learning to use commutative, part whole,</li> </ul>	<p><b>Lesson 25</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></p> <ul style="list-style-type: none"> <li>• I am learning to solve an addition problem with two addends within 20.</li> <li>• I am learning to solve a problem with more than 2 addends.</li> <li>• I am learning to use commutative, part whole,</li> </ul>	<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> <p><b>**Module 1 Assessment**</b></p>

	<p>and advanced counting strategies to solve addition problems with unknown addends.</p> <ul style="list-style-type: none"> <li>• I am learning to use various strategies to fluently complete addition problems within 10.</li> </ul> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• I can relate subtraction problems to unknown addend problems.</li> <li>• I can solve unknown addend and subtraction problems within 10 fluently using one strategy.</li> <li>• I can verbally explain the meaning of the equal</li> </ul>	<p>and advanced counting strategies to solve addition problems with unknown addends.</p> <ul style="list-style-type: none"> <li>• I am learning to use various strategies to fluently complete addition problems within 10.</li> </ul> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• I can relate subtraction problems to unknown addend problems.</li> <li>• I can solve unknown addend and subtraction problems within 10 fluently using one strategy.</li> <li>• I can verbally explain the meaning of the equal sign.</li> </ul>	<p>and advanced counting strategies to solve addition problems with unknown addends.</p> <ul style="list-style-type: none"> <li>• I am learning to use various strategies to fluently complete addition problems within 10.</li> </ul> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• I can relate subtraction problems to unknown addend problems.</li> <li>• I can solve unknown addend and subtraction problems within 10 fluently using one strategy.</li> <li>• I can verbally explain the meaning of the equal sign.</li> </ul>	<p>and advanced counting strategies to solve addition problems with unknown addends.</p> <ul style="list-style-type: none"> <li>• I am learning to use various strategies to fluently complete addition problems within 10.</li> </ul> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• I can relate subtraction problems to unknown addend problems.</li> <li>• I can solve unknown addend and subtraction problems within 10 fluently using one strategy.</li> <li>• I can verbally explain the meaning of the equal sign.</li> </ul>	
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	<p>sign.</p> <p><b>Activity</b> Lesson 22</p> <p>Find all two-part expressions equal to 9 and 10.</p>	<p><b>Activity</b> Lesson 23</p> <p>Find the totals of doubles +1 facts.</p>	<p><b>Activity</b> Lesson 24</p> <p>Use known facts to make easier problems.</p>	<p><b>Activity:</b> Lesson 25</p> <p>Organize, count, and record a collection of objects.</p>	
Phonics	<p><b>Day 1</b></p> <p><b>Learning Target:</b> I am learning how to decode words.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can read words with the short i sound in the beginning or in the middle of a word.</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>Shared reading "Baby Animals"</li> <li>My Reading and Writing p. 14-15</li> <li>Plural nouns</li> <li>PA: Phoneme Categorization - Which one</li> </ul>	<p><b>Day 2</b></p> <p><b>Learning Target:</b> I am learning how to decode words.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can read words with the short i sound in the beginning or in the middle of a word.</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>Shared Reading and Writing "Baby Animals"</li> <li>Page 16. Writing'</li> <li>Phonological blending</li> </ul>	<p><b>Day 3</b></p> <p><b>Learning Target:</b> I am learning how to decode words.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can read words with the short i sound in the beginning or in the middle of a word.</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>Phonological Awareness Segmentation</li> <li>Independent reading "A Cub Grows"</li> <li>Write Words</li> </ul>	<p><b>Day 4</b></p> <p><b>Learning Target:</b> I am learning how to decode words.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can read words with the short i sound in the beginning or in the middle of a word.</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>Reread "A Cub Grows", Encode, Share and reflect</li> </ul>	<p><b>Day 5</b></p> <p><b>Learning Target:</b> I am learning how to decode words.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can read words with the short i sound in the beginning or in the middle of a word.</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>Spelling and dictation assessment</li> <li>Review consonants and short a</li> </ul>

	<p>doesn't belong (medial sound)</p> <ul style="list-style-type: none"> <li>• Spelling Sound Correspondence</li> <li>• Blend words with short i</li> <li>• HFW: play, little, you, with</li> </ul>		<ul style="list-style-type: none"> <li>• High Freq. Words</li> <li>• Share and Read</li> </ul>		
<b>Science</b>	<p><b>SS1E1</b> <b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>• I am learning to obtain, evaluate, and communicate weather data to identify weather patterns.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can describe different types of weather.</li> <li>• I can identify forms of precipitation. (rain, hail, snow, sleet)</li> </ul>	<p><b>SS1E1</b> <b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>• I am learning to obtain, evaluate, and communicate weather data to identify weather patterns.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can describe different types of weather.</li> <li>• I can identify forms of precipitation. (rain, hail, snow, sleet)</li> <li>• I can use simple weather</li> </ul>	<p><b>SS1E1</b> <b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>• I am learning to obtain, evaluate, and communicate weather data to identify weather patterns.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can describe different types of weather.</li> <li>• I can identify forms of precipitation. (rain, hail, snow, sleet)</li> <li>• I can use simple weather</li> </ul>	<p><b>SS1E1</b> <b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>• I am learning to obtain, evaluate, and communicate weather data to identify weather patterns.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can describe different types of weather.</li> <li>• I can identify forms of precipitation. (rain, hail, snow, sleet)</li> <li>• I can use simple weather</li> </ul>	<p><b>SS1E1</b> <b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>• I am learning to obtain, evaluate, and communicate weather data to identify weather patterns.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can describe different types of weather.</li> <li>• I can identify forms of precipitation. (rain, hail, snow, sleet)</li> <li>• I can use simple weather</li> </ul>

	<ul style="list-style-type: none"> <li>I can use simple weather instruments to record data.</li> <li>I can identify seasonal patterns of change.</li> </ul> <p>Activity: Weather Instruments</p> <p><a href="#">Weather Virtual Rooms</a></p>	<p>instruments to record data.</p> <ul style="list-style-type: none"> <li>I can identify seasonal patterns of change.</li> </ul> <p>Activity: Weather Instruments</p> <p><a href="#">Weather Virtual Rooms</a></p>	<p>instruments to record data.</p> <ul style="list-style-type: none"> <li>I can identify seasonal patterns of change.</li> </ul> <p>Activity: Weather Instruments</p> <p><a href="#">Weather Virtual Rooms</a></p>	<p>instruments to record data.</p> <ul style="list-style-type: none"> <li>I can identify seasonal patterns of change.</li> </ul> <p>Activity: Weather Instruments</p> <p><a href="#">Weather Virtual Rooms</a></p>	<p>instruments to record data.</p> <ul style="list-style-type: none"> <li>I can identify seasonal patterns of change.</li> </ul> <p>Activity: Weather Instruments</p> <p><a href="#">Weather Virtual Rooms</a></p>
<p><b>Social Studies</b> Science and Social Studies instruction alternates between weeks</p>	<p>Social Studies will begin again approximately October 16th and we will be discussing the following standards: SS1H1a, SS1H1b, SS1G1a, SS1CG1. These standards cover Contributions of Americans in Colonial America. Specifically we will study Benjamin Franklin (inventor, author, statesman) and Thomas Jefferson (Declaration of Independence).</p>				
<p><b>Reading Lesson</b></p>	<p><b>Day 6: 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>Day 7: Sequence of Events</b></p> <p><b>Learning Target:</b> I am learning how to describe the connection between events.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can recognize chronological order in a text.</li> <li>I can describe and retell events in order.</li> <li>I can draw a picture to show my understanding of the sequence of events.</li> </ul>	<p><b>Day 8: Categories</b></p> <p><b>Learning Target:</b> I am learning how to sort words into categories.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can sort words into categories to gain a sense of the concepts the categories represent.</li> <li>I can identify words that name categories.</li> <li>I can use words that name categories (<i>plants, parts of an</i></li> </ul>	<p><b>Day 9: Text Features and Graphics</b></p> <p><b>Learning Target:</b> I am learning how to use text features and graphics to locate information.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can use text features to locate or gain information (<i>labels, bold words, glossary</i>).</li> <li>I can use simple graphics to locate or gain information (<i>photos, charts,</i></li> </ul>	<p><b>Day 10: Similarities and Differences</b></p> <p><b>Learning Target:</b> I am learning how to identify similarities and differences between two texts on the same topic.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can identify similarities in two texts on the same topic.</li> <li>I can identify differences in two texts on the same topic.</li> </ul>

	<p><b>Activity:</b>  <b>Text: An Oak Tree Has a Life Cycle</b>  Generate questions about text before and during reading.</p>	<p><b>Activity:</b>  <b>Text: An Oak Tree Has a Life Cycle</b>  Focus on events that happen in the text.  Model sequence of events.  Create anchor chart.</p>	<p><i>oak tree).</i></p> <p><b>Activity:</b>  <b>Text: An Oak Tree Has a Life Cycle</b>  Model how to sort words into categories.  Create anchor chart</p>	<p><i>arrows).</i></p> <p><b>Activity:</b>  <b>Text: An Oak Tree Has a Life Cycle</b>  Model how to find information using text features.  Create anchor chart</p>	<p><b>Activity:</b>  <b>Text: An Oak Tree Has a Life Cycle and Mountain Gorilla</b>  Model how to find similarities and differences in two texts.  Create anchor chart</p>
<b>Shared Reading</b>	<p><b>Baby Animals:</b></p> <ol style="list-style-type: none"> <li>1. Introduce and read poem.</li> <li>2. Reinforce punctuation marks.</li> <li>3. Review high frequency words (see, you)</li> </ol>	<p><b>Baby Animals:</b></p> <ol style="list-style-type: none"> <li>1. Model intonation with punctuation marks.</li> <li>2. Reread together with intonation.</li> <li>3. Build vocab: cubs</li> <li>4. Find words with short i</li> </ol>	<p><b>Grow Ducklings, Grow</b></p> <ol style="list-style-type: none"> <li>1. Introduce and read text</li> <li>2. Compare words "quack, quack, quack" to rest of text.</li> <li>3. Review high frequency words( the, and, little, with)</li> </ol>	<p><b>Grow Ducklings, Grow</b></p> <ol style="list-style-type: none"> <li>1. Review and retell</li> <li>2. Model using expression in voice</li> <li>3. Reread to build fluency</li> <li>4. Vocab: use categories for birds that swim</li> <li>5. Find words with short a</li> </ol>	<p><b>Caterpillars:</b></p> <ol style="list-style-type: none"> <li>1. Review and retell</li> <li>2. Model reading with self-correction</li> <li>3. Identify sensory language</li> </ol>
<b>Writing</b>	<p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>• I am learning strategies use to spell words</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can write all sorts of writing.</li> <li>• I can stretch my words to spell them.</li> <li>• I can write a sentence with a capital letter, correct spacing, and an end mark.</li> </ul>	<p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>• I am learning strategies use to spell words</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can write all sorts of writing.</li> <li>• I can stretch my words to spell them.</li> <li>• I can write a sentence with a capital letter, correct spacing, and an end mark.</li> </ul>	<p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>• I am learning strategies use to spell words</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can write all sorts of writing.</li> <li>• I can stretch my words to spell them.</li> <li>• I can write a sentence with a capital letter, correct spacing, and an end mark.</li> </ul>	<p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>• I am learning strategies use to spell words</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can write all sorts of writing.</li> <li>• I can stretch my words to spell them.</li> <li>• I can write a sentence with a capital letter, correct spacing, and an end mark.</li> </ul>	<b>Fun Friday</b>

	Activity: Writing Journal	Activity: Labeling Pictures Writing a sentence with correct punctuation, spacing, and capitalization. Stretching words to sound them out.  -Week 4	Activity: Labeling Pictures Writing a sentence with correct punctuation, spacing, and capitalization. Stretching words to sound them out.  -Week 4	Activity: Labeling Pictures Writing a sentence with correct punctuation, spacing, and capitalization. Stretching words to sound them out.  -Week 4	
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