


Whole Group Plans

Sept 25-29

*for additional curriculum information, please visit the district's pacing guide LINK	Monday	Tuesday	Wednesday	Thursday Library @9:15	Friday Spirit Rally
Math *Administer BESS this week during math small groups	**Finish Module 1 Assessment**	**Module 2 Pre-Assessment** Administer digitally	Lesson 1 Standards: 1.NR.2.1 1.NR.2.2 1.NR.2.3 1.NR.2.4 LT: <ul style="list-style-type: none"> • 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 	Lesson 2 Standards: 1.NR.2.1 1.NR.2.2 1.NR.2.3 1.NR.2.4 LT: <ul style="list-style-type: none"> • 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 	Standards: Learning Target: Success Criteria: Activity: Catch Up or Extension Activity (Gifted Day) Apple Day: Try apples and graph our favorites

			<p>the opposite relationship between addition and subtraction.</p> <p>SC:</p> <ul style="list-style-type: none"> • 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 <p>Activity: Module 2, Lesson 1.</p>	<p>the opposite relationship between addition and subtraction.</p> <p>SC:</p> <ul style="list-style-type: none"> • 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. <p>Activity: Module 2, Lesson 2</p>	
Phonics	<p>Unit 1 Week 3 Day 1 Standards: ELAGSE1RF2 ELAGSE1RF3 Learning Target: I am learning how to decode words. Success Criteria:</p>	<p>Unit 1 Week 3 Day 2 Standards: ELAGSE1RF2 ELAGSE1RF3 Learning Target: I am learning how to decode words. Success Criteria:</p> <ul style="list-style-type: none"> • I can read 	<p>Unit 1 Week 3 Day 3 Standards: ELAGSE1RF2 ELAGSE1RF3 Learning Target: I am learning how to decode words. Success Criteria:</p> <ul style="list-style-type: none"> • I can read 	<p>Unit 1 Week 3 Day 4 Standards: ELAGSE1RF2 ELAGSE1RF3 Learning Target: I am learning how to decode words. Success Criteria:</p> <ul style="list-style-type: none"> • I can read 	<p>Unit 1 Week 3 Day 5 Standards: ELAGSE1RF2 ELAGSE1RF3 Learning Target: I am learning how to decode words. Success Criteria:</p> <ul style="list-style-type: none"> • I can read

	<ul style="list-style-type: none"> I can read words with the short o sound in the beginning or in the middle of a word. <p>We Read: Read My Garden p. 24-25 Find short i words Locate HWF</p> <p>PA: Recognize and produce rhyme: not/got; hop/top</p> <p>Spelling-Sound Correspondence: Ox - short o sound</p> <p>Blend Words: not, dog, log, sock, hot, top; review map, can, hat, rag, it, sit, lick, big; challenge: stop, flock, clock</p> <p>HFW: for, no, jump, one, have Review: play, little with, you Journal: letter o words: log, dog, hot, top, not, sock</p>	<p>words with the short o sound in the beginning or in the middle of a word.</p> <p>We Read and Write: My Garden p. 24</p> <ul style="list-style-type: none"> Point out periods and dashes Find and circle short o words <p>Shared Writing:</p> <ul style="list-style-type: none"> P. 26 Summarize the text using sentence frames Encourage vocabulary word usage <p>PA: Phoneme Blending: hot, jog, top, pots, box, mops</p> <p>Blend and Build: log, dog, dot, sock, lock, lot, mop, hop, hot, sit, hit, bit, big, man, map, tap, cap; challenge: mop, map, top, top, tip, rip, hot, hate, hit, pit, pat, pot</p> <p>Write Words: hot,</p>	<p>words with the short o sound in the beginning or in the middle of a word.</p> <p>PA: Phoneme segmentation - job, hop, dot, top, lock, jog</p> <p>I Read: Let's Plant Seeds</p> <ul style="list-style-type: none"> Contraction let's = let us Plant can be a verb or a noun Whisper read <p>Write Words: doll, boss, fill, miss, hot, mop, lock, tops, ran, sack, big, lid FLOSS RULE</p> <p>HFW: for, no, jump, one, have</p> <p>Write Words: p. 27 in My Reading and Writing Pot, doll, rock, big, The doll has on a bib.</p>	<p>words with the short o sound in the beginning or in the middle of a word.</p> <p>Reread the text "Let's Plant Seeds" and build automaticity. Remind students of the FLOSS rule</p> <p>Write about the text: Encode p. 32 in My Reading and Writing</p>	<p>words with the short o sound in the beginning or in the middle of a word.</p> <p>Review and Assess</p> <p>Spelling Test and start Benchmark Unit 1 Assessment</p> <p>Print and read aloud first story of assessment</p>
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		map, lock, tops Review: ran, has, cap, back, big, hit, him, kids Read Connected Text			
Science	Extended Phonics If time:  All About Clouds ... Weather Virtual Rooms	SS1E1 Learning Target: <ul style="list-style-type: none"> I am learning to obtain, evaluate, and communicate weather data to identify weather patterns. Success Criteria: <ul style="list-style-type: none"> I can describe different types of weather. I can identify forms of precipitation. (rain, hail, snow, sleet) I can use simple weather instruments to record data. I can identify seasonal patterns of change. Activity: Clouds Introduce types of	SS1E1 Learning Target: <ul style="list-style-type: none"> I am learning to obtain, evaluate, and communicate weather data to identify weather patterns. Success Criteria: <ul style="list-style-type: none"> I can describe different types of weather. I can identify forms of precipitation. (rain, hail, snow, sleet) I can use simple weather instruments to record data. I can identify seasonal patterns of change. Activity: Clouds PowerPoint Slides:	SS1E1 Learning Target: <ul style="list-style-type: none"> I am learning to obtain, evaluate, and communicate weather data to identify weather patterns. Success Criteria: <ul style="list-style-type: none"> I can describe different types of weather. I can identify forms of precipitation. (rain, hail, snow, sleet) I can use simple weather instruments to record data. I can identify seasonal patterns of change. Activity: Clouds PowerPoint Slides	Weather Virtual Rooms

		clouds. ▶ All About Clouds ... ▶ Types Of Clouds ... Starts on pg 120 Booklets: -Clouds Are -Clouds Have -Clouds Can Weather Virtual Rooms	Starts on pg 120 Booklets: -Cirrus -Cumulous Weather Virtual Rooms	Starts on pg 120 Booklets: -Stratus -Nimbus Weather Virtual Rooms	
Social Studies Science and Social Studies instruction alternates between weeks	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).				
Reading Lesson This Week Parent Helper: Apple Tree Comprehension Page	Read Aloud Day 11: Intro Genre: Personal Narrative Learning Target: <ul style="list-style-type: none"> I am learning to recognize a narrative. Success Criteria: <ul style="list-style-type: none"> I can read about an event in a sequenced order. 	Read Aloud Day 12: Recognize Main Topic Learning Target: <ul style="list-style-type: none"> I am learning to identify the main idea and retell the key details of a text. Success Criteria: <ul style="list-style-type: none"> I can identify the main idea 	Read Aloud Day 13: Sequence of Events Learning Target: I am learning how to describe the connection between events. Success Criteria: <ul style="list-style-type: none"> I can recognize the chronological order in a text. 	Read Aloud Day 14: Sort Words Into Categories Learning Target: <ul style="list-style-type: none"> I am learning to understand the relationships between words. Success Criteria: <ul style="list-style-type: none"> I can sort words into different 	Read Aloud Day 15: Unit Wrap Up Activity: <ol style="list-style-type: none"> Finish Unit Assessment Listen to Amelia Bedelia Makes an Apple Pie ▶ Amelia Be... Make Apple Pie Cups (Graham

	<p>Activity:</p> <ol style="list-style-type: none"> 1. Model recognizing traits of personal narratives. Read page 2-3 of Baby Animals. 2. Create anchor chart. 3. Practice with pages 8-13. 	<p>of a text.</p> <ul style="list-style-type: none"> • I can identify the key details of the main idea. <p>Activity:</p> <ol style="list-style-type: none"> 1. Show pages 2-3, how does the chapter title give clue on CI. 2. Revisit anchor chart. 3. Guided Practice: page 8-13. What is CI of this chapter? 	<ul style="list-style-type: none"> • I can describe and retell events in order. <p>Activity:</p> <ol style="list-style-type: none"> 1. Read pg 12-13 and model telling events in order. 2. Look for transition words. 3. Revisit anchor chart. 4. Guided practice: read pages 14-15. Partners retell events in correct order. 	<p>categories.</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Display and read pg 2-3. Which words on this page describe actions? 2. Add to Categories anchor chart 3. Guided practice: read page 16, What words do you hear that fit into the category "animals". 	<p>cracker crushed up, apple pie filling, whip cream on top)</p>
Shared Reading	<p>Shared Reading: My Garden</p> <p>Activity:</p> <ul style="list-style-type: none"> • Introduce and read the poem • Partners share one question • Reinforce return sweep directionality • Review known words (HFW) 	<p>Shared Reading: My Garden</p> <p>Activity:</p> <ul style="list-style-type: none"> • Review and retell • Model fluency - Expression • Reread to build fluency • Find and read words with short o 	<p>Shared Reading: The Seet</p> <p>Activity:</p> <ul style="list-style-type: none"> • Introduce and read the poem • Partners share one question • Discuss poetic devices (shape poetry) • Review known words 	<p>Shared Reading: The Seed</p> <p>Activity:</p> <ul style="list-style-type: none"> • Review and retell • Model fluency - Expression/Mod • Reread to build fluency • Vocabulary: vivid verbs • Find and read words with short i 	<p>Shared Reading: Caterpillars</p> <p>Activity:</p> <ul style="list-style-type: none"> • Review and retell • Brainstorm and share • Ask and answer questions

<p>Writing</p>	<p>Learning Target:</p> <ul style="list-style-type: none"> I am learning strategies use to spell words <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>Activity: Writing Journal</p>	<p>Learning Target:</p> <ul style="list-style-type: none"> I am learning strategies use to spell words <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>Activity: Finish Owl Writing</p>	<p>Learning Target:</p> <ul style="list-style-type: none"> I am learning strategies use to spell words <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>Activity: Labeling Pictures Writing two sentences with correct punctuation, spacing, and capitalization. Stretching words to sound them out.</p> <p>-Week 6</p>	<p>Learning Target:</p> <ul style="list-style-type: none"> I am learning strategies use to spell words <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>Activity: Labeling Pictures Writing two sentences with correct punctuation, spacing, and capitalization. Stretching words to sound them out.</p> <p>-Week 6</p>	<p>Fun Friday</p>
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