

Whole Group Plans

JAN 16-19

| *for additional curriculum information, please visit the district's pacing guide LINK | Monday MLK Holiday No School! | Tuesday | Wednesday | Thursday | Friday |
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| Math Module 3 | | Standards: 1.NR.2.2 1.NR.2.3 1.NR.2.4 1.NR.2.7 Learning Target: <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. | Standards: 1.NR.2.2 1.NR.2.3 1.NR.2.4 1.NR.2.7 Learning Target: <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. | Standards: 1.NR.2.2 1.NR.2.3 1.NR.2.4 1.NR.2.7 Learning Target: <ul style="list-style-type: none"> • I am learning how to use various strategies to solve addition and subtraction problems within 20. • I am learning to identify the opposite relationship between addition and subtraction. • I am learning | Standards: 1.NR.2.2 1.NR.2.3 1.NR.2.4 1.NR.2.7 Learning Target: <ul style="list-style-type: none"> • I am learning how to use various strategies to solve addition and subtraction problems within 20. • I am learning to identify the opposite relationship between addition and subtraction. • I am learning |

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| | | <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 | <p>to fluently add and subtract within 10.</p> <ul style="list-style-type: none"> • 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 | <p>to fluently add and subtract within 10.</p> <ul style="list-style-type: none"> • 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 using an |
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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: 22</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 23</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>Activity: Lesson 24</p> | <p>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 25</p> |
| <p>Week 1</p> <p>Long o -ope, -ape</p> <p>Find, how, over, under</p> | | <p>Week 2 Day 1 Standards: ELAGSE1RF2 ELAGSE1RF3</p> <p>Learning Target: I am learning to recognize and read long vowel words</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can blend long vowel words. I can separate long vowel words. | <p>Week 2 Day 2 Standards: ELAGSE1RF2 ELAGSE1RF3</p> <p>Learning Target: I am learning to recognize and read long vowel words</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can blend long vowel words. I can separate long vowel words. | <p>Week 2 Day 3 Standards: ELAGSE1RF2 ELAGSE1RF3</p> <p>Learning Target: I am learning to recognize and read long vowel words</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can blend long vowel words. I can separate long vowel words. | <p>Week 2 Day 4 Standards: ELAGSE1RF2 ELAGSE1RF3</p> <p>Learning Target: I am learning to recognize and read long vowel words</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can blend long vowel words. I can separate long vowel words. |

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| | | <ul style="list-style-type: none"> • I can make the sounds for all letters and letter patterns. • I can read one-syllable words with final -e • I can identify that long vowel sounds can be made by two letters. • I can identify common vowel teams. • I can use all that I know about vowel teams to read one-syllable words <p>Activity: We Read: We're Going to the Moon</p> <p>PA: Phoneme Categorization Code, stop, bone; home, stove, spot; dot, smoke close; pole, pot, note; hope, nose, flop</p> | <ul style="list-style-type: none"> • I can make the sounds for all letters and letter patterns. • I can read one-syllable words with final -e • I can identify that long vowel sounds can be made by two letters. • I can identify common vowel teams. • I can use all that I know about vowel teams to read one-syllable words <p>Activity: We Read and Write We're Going to the Moon P. 16 in My Reading and writing</p> <p>PA: Phoneme Blending Woke, chose, bone, tone, slope, pole, role</p> | <ul style="list-style-type: none"> • I can make the sounds for all letters and letter patterns. • I can read one-syllable words with final -e • I can identify that long vowel sounds can be made by two letters. • I can identify common vowel teams. • I can use all that I know about vowel teams to read one-syllable words <p>Activity: PA: Phoneme Substitution hop/hope; cod/code; rob/robe; mop/mope; not/note</p> <p>I Read: I Saw It p. 18</p> <p>Write Words:</p> | <ul style="list-style-type: none"> • I can make the sounds for all letters and letter patterns. • I can read one-syllable words with final -e • I can identify that long vowel sounds can be made by two letters. • I can identify common vowel teams. • I can use all that I know about vowel teams to read one-syllable words <p>Activity: Reread the Text "You Can Find It"</p> <p>Write about the Text: Encode Turn to p. 22 in My Reading and Writing</p> <p>Share: Ask students to share their written responses to You Can Find It</p> |
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| | | <p>Spelling-Sound Correspondence: globe Practice: rose, spoke, hole, throne, mope, robe, drove</p> <p>Blend Words: not, note, rod, rode, rob/robe; hop/hope; slop, slope; cod/code; mop/mope; mad/made; tap/tape; can/cane; strap, squid, scrub, chop, catch, which Challenge: bathrobe, smokestack, flagpole</p> <p>HFW: find, how, over, under Review: why, many, right, start</p> <p>Share and Reflect: ask students to turn and tell a partner words with long o</p> | <p>Blend and Build Words: joke, poke, pose; bone, tone, zone; game, same, safe; tone, stone, shone, phone</p> <p>Write Words: home, broke, rode, those, brave, game, made, scrub, split, strap</p> <p>Read Connected Text</p> <p>Share: Have partners share if they like the earth or moon better and why</p> | <p>Spoke, hole, close, bone, home, broke, rode, those Review: shack, shake, snack, snake, bath, bathe</p> <p>HFW: find, how, over, under, why, many, right, start</p> <p>Share: share sentences using the HFW</p> | |
| <p>Science</p> <p>S1L1. Obtain, evaluate, and communicate information about the basic needs of plants and animals.</p> | 1. | <p>Learning Target: I am learning the basic needs of animals.</p> <p>Success Criteria: I can communicate about the basic needs of animals.</p> <p>Activity:</p> | <p>Learning Target: I am learning the basic needs of animals.</p> <p>Success Criteria: I can communicate about the basic needs of animals.</p> <p>Activity:</p> | <p>Learning Target: I am learning the basic needs of animals.</p> <p>Success Criteria: I can communicate about the basic needs of animals.</p> <p>Activity:</p> | <p>Learning Target: I am learning the basic needs of animals.</p> <p>Success Criteria: I can communicate about the basic needs of animals.</p> <p>Activity:</p> |

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| | | <p>Mystery Science Lesson: Why Do Birds Have Beaks?</p> <p>Why do birds have beaks?</p> <p>Materials: Dried beans Elbow macaroni Dixie cups Plastic straws</p> | <p>Mystery Science Lesson: Why Do Birds Have Beaks?</p> | <p>Mystery Science Lesson: Why Do Birds Have Beaks?</p> | <p>Mystery Science Lesson: Why Do Birds Have Beaks?</p> |
| <p>Social Studies Science and Social Studies instruction alternates between weeks</p> | | | | | |
| <p>Reading Lesson</p> | <p>Day 6: Introduce the Genre: How-To</p> <p>ELAGSE1RI5</p> <p>Learning Target:</p> <ul style="list-style-type: none"> I am learning to use text features (helpful parts) in a text.(RI5) <p>Success Criteria:</p> <ul style="list-style-type: none"> I can find the heading in a text.(RI5) I can find the table of | <p>Day 8: Analyze the Author's Use of Text and Graphic Features</p> <p>ELAGSE1RI8</p> <p>Learning Target:</p> <ul style="list-style-type: none"> I am learning to identify how an author supports points in a text. (RI8) <p>Success Criteria:</p> <ul style="list-style-type: none"> I can think about the author's reason for writing a | <p>Day 9: Identify Similarities in and Differences Between Two Texts on the Same Topic</p> <p>ELAGSE1RI9</p> <p>Learning Target:</p> <ul style="list-style-type: none"> I am learning to identify basic similarities and differences between two texts on the same topic. (RI9) | <p>Day 10: Sort Words into Categories</p> <p>ELAGSE1L5</p> <p>Learning Target:</p> <ul style="list-style-type: none"> I am learning to explain a word by telling how it belongs in a group. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can tell why a word is in a category (group). I can give the | |

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| | | <p>contents in a text.</p> <ul style="list-style-type: none"> • I can find the glossary in a text.(RI5) • I can identify a list of things to choose from on the computer.(RI5) • I can identify an icon in a text. (RI5) • I can preview the text by using text features.(RI5) • I can use text features to find information quickly. (RI5) <p>Activity: Text: How to Make a Pulley</p> <p>*Recognize structures of How To books. *Use text features and graphics to locate or gain information. *Discuss the author's purpose for using specific print and graphic features.</p> | <p>text. (RI8)</p> <ul style="list-style-type: none"> • I can think about what the text is mostly about (main idea). (RI8) • I can identify the supporting details the author uses (main idea). (RI8) <p>Activity: Text: How to Make a Pulley</p> <p>*Recognize the author's purpose for writing a text. *Discuss the author's use of print and graphic features to achieve specific purposes. *Use illustrations and details to describe important ideas.</p> | <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can make connections between the texts. (RI9) • I can tell what the two texts are about. (RI9) • I can tell the similarities between the two texts. (RI9) • I can tell the differences between the two texts. (RI9) <p>Activity: Text: How to Make a Pulley</p> <p>*Identify similarities and differences in two texts on the same topic. *Contribute to a class Venn Diagram to compare and contrast ideas.</p> | <p>attributes (characteristics) of a group.</p> <p>Activity: Text: Mother Bruce</p> <p>*Sort words into categories to gain a sense of the concepts the categories represent (directions, positions) *Identify and use words that describe directions (up, down) *Identify and use words that name positions (up high, over it)</p> |
| Shared Reading | | We're Going to the | We're Going to the | The Moon | The Moon |

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| | | <p>Moon</p> <p>Activity: *Retell texts in ways that maintain meaning. *Demonstrate print awareness by knowing that reading moves from left to right. *Identify previously learning HFW.</p> | <p>Moon</p> <p>Activity: *Synthesize information to create new understanding. *Read at a reasonable speed with appropriate pacing. *Recognize words in context with final consonant blends (ld, nd).</p> | <p>Activity: *Retell texts in ways that maintain meaning. *Demonstrate understanding of return sweep directionality. *Identify previously learning HFW.</p> | <p>Activity: *Synthesize information to create new understanding. *Read with accuracy, rereading when necessary. *Recognize and understand opposites. *Recognize words in context with the final E sound-spelling with long o.</p> |
| <p>Writing</p> <p>ELAGSE1W3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> | | <p>Learning Target: I am learning how to write a narrative.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can brainstorm a topic. • I can write about two sequenced events. • I can include details about what happened. • I can use transition words. • I can write an ending. <p>Activity -brainstorming ideas -fill out graphic organizer on order of events</p> | <p>Learning Target: I am learning how to write a narrative.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can brainstorm a topic. • I can write about two sequenced events. • I can include details about what happened. • I can use transition words. • I can write an ending. <p>Activity -write rough draft</p> | <p>Learning Target: I am learning how to write a narrative.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can brainstorm a topic. • I can write about two sequenced events. • I can include details about what happened. • I can use transition words. • I can write an ending. <p>Activity -peer editing</p> | <p>Learning Target: I am learning how to write a narrative.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can brainstorm a topic. • I can write about two sequenced events. • I can include details about what happened. • I can use transition words. • I can write an ending. <p>Activity -write final copy</p> |