Whole Group Plans
JAN 29 - Feb 2

*for additional curriculum information, please visit the district's pacing guide LINK	Monday	Tuesday	Wednesday	Thursday	Friday <mark>Groundhog Day</mark>
Math **Module 4**	**Standards:** 1.MDR.6.1 **Learning Target:** ● I am learning to estimate, measure, and record lengths of objects using non-standard units. ● I am learning to compare and order the measurement of up to 3 objects using recorded measurements. **Success Criteria:** ● I can explain that the	**Standards:** 1.MDR.6.1 **Learning Target:** ● I am learning to estimate, measure, and record lengths of objects using non-standard units. ● I am learning to compare and order the measurement of up to 3 objects using recorded measurements. **Success Criteria:** ● I can explain that the	**Standards:** 1.MDR.6.1 **Learning Target:** ● I am learning to estimate, measure, and record lengths of objects using non-standard units. ● I am learning to compare and order the measurement of up to 3 objects using recorded measurements. **Success Criteria:** ● I can explain that the	**Standards:** 1.MDR.6.1 **Learning Target:** ● I am learning to estimate, measure, and record lengths of objects using non-standard units. ● I am learning to compare and order the measurement of up to 3 objects using recorded measurements. **Success Criteria:** ● I can explain that the	**Standards:** 1.MDR.6.1 **Learning Target:** ● I am learning to estimate, measure, and record lengths of objects using non-standard units. ● I am learning to compare and order the measurement of up to 3 objects using recorded measurements. **Success Criteria:** ● I can explain that the

	length of an object is the number of the same-sized length units that span the object (with no gaps). ● I can use objects such as linking cubes, paper clips, etc. to measure the length and height of an object. ● I can measure and compare the length and height of up to three objects using vocabulary of measurement. **Activity:** Lesson 1	length of an object is the number of the same-sized length units that span the object (with no gaps). ● I can use objects such as linking cubes, paper clips, etc. to measure the length and height of an object. ● I can measure and compare the length and height of up to three objects using vocabulary of measurement. **Activity:** Lesson 2	length of an object is the number of the same-sized length units that span the object (with no gaps). ● I can use objects such as linking cubes, paper clips, etc. to measure the length and height of an object. ● I can measure and compare the length and height of up to three objects using vocabulary of measurement. **Activity:** Lesson 3	length of an object is the number of the same-sized length units that span the object (with no gaps). ● I can use objects such as linking cubes, paper clips, etc. to measure the length and height of an object. ● I can measure and compare the length and height of up to three objects using vocabulary of measurement. **Activity:** Lesson 4	length of an object is the number of the same-sized length units that span the object (with no gaps). ● I can use objects such as linking cubes, paper clips, etc. to measure the length and height of an object. ● I can measure and compare the length and height of up to three objects using vocabulary of measurement. **Activity:** Lesson 5 Groundhog Vote & Graphing activity
Week 1 • phoneme categorization • phoneme blending	**Week 1 Day 1** **Standards:**	**Week 1 Day 2** **Standards:**	**Week 1 Day 3** **Standards:**	**Week 1 Day 4** **Standards:**	**Week 1 Day 5** **Standards:**

· phoneme substitution **Long i - e** **HFW** after call large her	ELAGSE1RF2 ELAGSE1RF3 **Learning Target:** I am learning to recognize and read long vowel words **Success Criteria:** ● I can blend long vowel words. ● I can separate long vowel words. ● 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	ELAGSE1RF2 ELAGSE1RF3 **Learning Target:** I am learning to recognize and read long vowel words **Success Criteria:** ● I can blend long vowel words. ● I can separate long vowel words. ● 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	ELAGSE1RF2 ELAGSE1RF3 **Learning Target:** I am learning to recognize and read long vowel words **Success Criteria:** ● I can blend long vowel words. ● I can separate long vowel words. ● 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	ELAGSE1RF2 ELAGSE1RF3 **Learning Target:** I am learning to recognize and read long vowel words **Success Criteria:** ● I can blend long vowel words. ● I can separate long vowel words. ● 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	ELAGSE1RF2 ELAGSE1RF3 **Learning Target:** I am learning to recognize and read long vowel words **Success Criteria:** ● I can blend long vowel words. ● I can separate long vowel words. ● 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

words	words	words	words	
				Activity: **Reread for Fluency:** Mike Can Fix It; can also choose 5 Kittens for additional practice **HFW:** after, call, her, large **Spelling Assessment and Dictation**
Activity: **We Read:** Shared Reading - Lunch p. 4-5 in My Reading and Writing books - making connections before, during, and after reading to deepen understanding	**Activity:** **We Read and Write:** "Lunch" Shared Writing p. 6 **PA: Phoneme Blending** Prize, mile, smile, dive, drive, slice, while	**Activity:** **PA: Phoneme Substitution** bit - bite; pin/pine; rip/ripe; spin/spine **I Read:** "Mike Can Fix It" p. 8	**Activity:** **Reread the Text:** "Mike Can Fix It" Build automaticity **Write about the Text:** p. 12 in My Reading and Writing - planning and writing a story about when they made a mistake	**Spiral Review:** make, race, page, hope, take, came, place, space, stage, huge, stone, broke **Cumulative Assessment**
PA: Phoneme Categorization Like, nice, goat; prize, shop, white; bike, cake, ride. Dime, side, rip	**Blend and Build Words: Word Chains –** bike, hike, spike; life, like, line, lime, time, tide, side, slide, slice Review: lake, bake, cake, came, same, save, gave, brave, brace	**Write Words:** time, white, slice, bike, mine, nice, line, slide, race, trace, age, cage **HFW:** after, call, her, large Review: far, give, too, try	**Share and reflect:** Share stories	
Spelling Sound Correspondences: long i_e **Introduce kite;** model bike; practice smile, hide, nine, like	**Write Words:** mine, nice, line, ride Reivew: face, space, change, huge, name, plane, home, close	**Share and Reflect:** Have students turn to a partner and share sentences using the high-frequency words		
Blend Words: hid, hide, rid, ride, wide, bike, line, time, five, **Review:** race, place, age, page; make, came, home, note **Challenge:** riding, biking, liking	**Read Connected Text** **Share and Reflect:** Have students think of	**Small Group Write Words** P. 7 in My Reading and Writing Bike, price, hide, drive, I will call her on time		

	HFW: after, call, her, large Review: far, give, too, try **Share and reflect:** Make a list of long I-e words	food they like to eat at home or at school and share out			
Science	Animal Science Unit Standard: S1L1c **Learning Target:** I am learning to develop a solution to care for a plant or animal. **Success Criteria:** ● I can draw and label a diagram that shows the needs of animals. **Activity:** *Mystery Science Why are polar bears white?	Animal Science Unit Standard: S1L1c **Learning Target:** I am learning to develop a solution to care for a plant or animal. **Success Criteria:** ● I can draw and label a diagram that shows the needs of animals. **Activity:** *Mystery Science Why are polar bears white?	Animal Science Unit Standard: S1L1c **Learning Target:** I am learning to develop a solution to care for a plant or animal. **Success Criteria:** ● I can draw and label a diagram that shows the needs of animals. **Activity:** *Mystery Science Why are polar bears white?	Animal Science Unit Standard: S1L1c **Learning Target:** I am learning to develop a solution to care for a plant or animal. **Success Criteria:** ● I can draw and label a diagram that shows the needs of animals. **Activity:** *Mystery Science Why are polar bears white?	Animal Science Unit Standard: S1L1c **Learning Target:** I am learning to develop a solution to care for a plant or animal. **Success Criteria:** ● I can draw and label a diagram that shows the needs of animals. **Activity:** *Mystery Science Why are polar bears white?
Social Studies Science and Social Studies instruction alternates between weeks	Our next unit will begin on approximately February 5 and we will be studying George Washington Carver and Ruby Bridges.				

Unit 6, Week 1: Reading Mini Lessons	Day 1: Introduce Unit 6: Stories Teach Many Lessons	Day 2: Make Connections	Day 3:Identify and Describe Events in a Plot	Day 4: Make Connections Between Words and Their Uses	Day 5: Determine the Theme
	ELAGSE1RL2	**ELAGSE1L5c:**	**ELAGSE1RL2**	**ELAGSE1L5c:**	**ELAGSE1RL2**
	Learning Target: ● I am learning to explain what the author is trying to teach me. (RL2)	**Learning Target:** ● I am learning about real-life connections between words and their use. (L5c)	**Learning Target:** ● I am learning to retell stories, including key details. (RL2)	**Learning Target:** ● I am learning about real-life connections between words and their use. (L5c)	**Learning Target:** ● I am learning to explain what the author is trying to teach me. (RL2)
	Success Criteria: ● I can retell stories with a partner. ● I can use details to explain the lesson (central message) in a story.	**Success Criteria:** ● I can connect the words I am learning with my own life and experiences (L5c) ● I can explore word relationships when I read and listen to conversations. .(L5c)	**Success Criteria:** ❏ I can read or listen to a story. (RL2) ❏ I can ask questions such as (RL2) • What is the author trying to tell me in the story? • What did the main character learn that I, too, could learn? • Did any of the characters learn a lesson? • What does the author want me to learn? • What is the big idea the author wants me to remember after reading the story? ❏ I can use the words	**Success Criteria:** ● I can connect the words I am learning with my own life and experiences (L5c) ● I can explore word relationships when I read and listen to conversations. .(L5c)	**Success Criteria:** ● I can retell stories with a partner. ● I can use details to explain the lesson (central message) in a story.
	Activity: *Generate curiosity about the unit. *Help create a class list of questions. *Participate in collaborative conversations.	**Activity:** **Text:** There's a Bear On My Chair *Make connections between a text and society. *Make connections		**Activity:** **Text:** There's a Bear On My Chair *Make connections between words and their uses to deepen	**Activity:** **Text:** Groundhog Substitute *Determine the theme of a story using text evidence *Retell important details that support the theme.

		between a text and personal experiences.	first, next, then, and last to retell a story. (RL2) ❏ I can retell stories with a partner. (RL2) **Activity:** **Text:** There's a Bear On My Chair *Describe and retell the problem in a story, including important details. *Describe and retell the resolution of the problem, including the important details.	understanding. *Ask for the meaning of unknown words.	
Shared Reading	Lunch **Activity:** *Make connections to personal experiences. *Identify quotation marks in context. *Identify previously learned high-frequency words	Lunch **Activity:** *Read fluently with appropriate pausing. *Recognize words in context with the long **i** and final **e**.	No Tiger Hunt Today **Activity:** *Make connections to ideas in other texts. *Recognize punctuation marks in context (dashes) *Identify previously learned high-frequency words. ●	No Tiger Hunt Today **Activity:** *Read fluently with appropriate phrasing. *Recognize words in context with long **i** and final **e**. *Use context to determine the meaning of new and unfamiliar words.	Friends **Activity:** *Make connections to ideas in other texts. *Respond to a poem. *Use a text I can read or hear to learn or clarify word meanings.
Writing	**Learning Target:** I am learning how to write a	**Learning Target:** I am learning how to write a	**Learning Target:** I am learning how to write a	**Learning Target:** I am learning how to write a	**Learning Target:** I am learning how to write a

| 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. | narrative.

Success Criteria:
● 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.

Activity
-brainstorming ideas
-fill out graphic organizer on characters and setting | narrative.

Success Criteria:
● 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.

Activity
-brainstorming ideas
-fill out graphic organizer on order of events | narrative.

Success Criteria:
● 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.

Activity
-write rough draft | narrative.

Success Criteria:
● 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.

Activity
-peer editing | narrative.

Success Criteria:
● 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.

Activity
-write final copy |