Whole Group Plans
Feb 5- Feb 9

*for additional curriculum information, please visit the district's pacing guide LINK	Monday	Tuesday	Wednesday	Thursday	Friday <mark>Georgia History 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 6	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 7	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 8	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 9	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 10 *Lesson may be postponed depending on schedule for the day!

Week 2 Focus: Long e_e Long u_e Secondary Skill: • inflectional endings (-ed, -ing, dropping final -e) • -ale, -ane, -une Spiral Review: • soft c and g • VCe syllables with a, i, o High Frequency Words • house, long, off, small	**Week 2 Day 1** **Standards:** 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.	**Week 2 Day 2** **Standards:** 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.	**Week 2 Day 3** **Standards:** 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.	**Week 2 Day 4** **Standards:** 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.	**Week 2 Day 5** **Standards:** 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

● I can use all that I know about vowel teams to read one-syllable words	● I can use all that I know about vowel teams to read one-syllable words	● I can use all that I know about vowel teams to read one-syllable words	● I can use all that I know about vowel teams to read one-syllable words	know about vowel teams to read one-syllable words
Activity: **We Read:** When I Hurry ● Make connections **PA: Phoneme Categorization** neat, these, bike; fuse, cute, shut; huge, bug, cube **Spelling-Sound Correspondence:** Introduce cube u_e and Pete e_e Practice Steve, use, cute **Blend Words:** cut, cute, us, use, cub, cube, Model pet/pete; the, these Review: face, cent, gem, age, bake, hope, time, smile, stone,	**Activity:** **We Read and Write: When I Hurry** ● Point out commas ● Expression on repeated words Shared Writing on p. 16 **PA: Phoneme Blending** Say sounds for huge, set, seat, cute, eve, these **Blend and Build Words:** Wet, pet, pete, rub, cub, cube, us, use, fuse Review: ride, ride, side, hide, hid, him, tim, time; home, hope, hop, mop, map, tap, tape Challenge: use, using, fused, muted, cub, cubed	**Activity:** **PA: Phoneme Substitution** Cut - cute; cub - cube; us - use; those-these **I Read:** Steve's House p. 18 in My Reading and Writing **Write Words:** Pete, huge, cube, mule, cute, these, use, Steve, age, ice, kite, note, tape **HFW:** house, long, off, small, after, call, her, large **Share:** Students will make sentences using the high frequency words and share out	**Activity:** **Reread the Text** Build automaticity on Steve's House p. 18-21 **Write about the Text: Encode:** p. 22 in My Reading and Writing - sequencing what happened in the story **Share:** Have partners share their responses	**Activity:** **Reread for Fluency** **HFW:** house, long, off, small, after, call, her, large **Spelling Assessment and Dictation** **Spiral Review:** make, race, page, time, take, cave, place, space, stage, stone, home, slide, five **Cumulative Assessment**

	brave Challenge: use, using, cute, cuter, cutest **HFW:** house, long, off, small Review: after, call, her, large **Share and Reflect:** Brainstorm u_e and e_e words with a partner	**Write Words:** mule, these, cute, Steve, use, Eve, cube, gave, same, late, hope, those, nice, time, price, race, cage, huge **Read Connected Text** **Share:** Have students share about a time they ran a race.			
Social Studies	**Learning Target:** I am learning about George Washington Carver and the contributions he made to our nation. **Success Criteria:** ❑ I can describe what it was like for George Washington Carver to live and work in the South during segregation. ❑ I can explain that George Washington Carver was a botanist and an inventor. ❑ I can explain the work of a botanist and discuss the important peanut research of George Washington Carver. ❑ I can explain why crop rotation is important. ❑ I can explain how George Washington Carver and why his contributions are Important and how he has been honored by the United States. **Activity:**	**Learning Target:** I am learning about George Washington Carver and the contributions he made to our nation. **Success Criteria:** ❑ I can describe what it was like for George Washington Carver to live and work in the South during segregation. ❑ I can explain that George Washington Carver was a botanist and an inventor. ❑ I can explain the work of a botanist and discuss the important peanut research of George Washington Carver. ❑ I can explain why crop rotation is important. ❑ I can explain how George Washington Carver and why his contributions are Important and how he has been honored by the United States. **Activity:**	**Learning Target:** I am learning about George Washington Carver and the contributions he made to our nation. **Success Criteria:** ❑ I can describe what it was like for George Washington Carver to live and work in the South during segregation. ❑ I can explain that George Washington Carver was a botanist and an inventor. ❑ I can explain the work of a botanist and discuss the important peanut research of George Washington Carver. ❑ I can explain why crop rotation is important. ❑ I can explain how George Washington Carver and why his contributions are Important and how he has been honored by the United States. **Activity:**	**Learning Target:** I am learning about George Washington Carver and the contributions he made to our nation. **Success Criteria:** ❑ I can describe what it was like for George Washington Carver to live and work in the South during segregation. ❑ I can explain that George Washington Carver was a botanist and an inventor. ❑ I can explain the work of a botanist and discuss the important peanut research of George Washington Carver. ❑ I can explain why crop rotation is important. ❑ I can explain how George Washington Carver and why his contributions are Important and how he has been honored by the United States. **Activity:**	GHD

	https://jr.brainpop.com/socialstudies/biographies/georgewashingtoncarver/	https://kids.nationalgeographic.com/history/article/george-washington-carver	**Complete Activity sheet about GWC** **EPIC Collection:** https://www.getepic.com/collection/32462914/george-washington-carver?utm_source=t2t&utm_medium=link&utm_campaign=collection&share=4727652745	Workbook	
Science Science and Social Studies instruction alternates between weeks	Our next unit will begin on approximately February 26, and we will be studying magnets.				
Reading **Week 2**	**Day 6: Use Illustrations to Describe Settings** **ELAGSE1RL7:** **Learning Target:** ● I am learning to use pictures (illustrations) and details in a story to help me describe the characters, setting, or events.(RL7) **Success Criteria:** ● I can make predictions from pictures and titles (RL7) ● I can identify	**Day 7: Use Illustrations to Describe Characters** **ELAGSE1RL7:** **Learning Target:** ● I am learning to use pictures (illustrations) and details in a story to help me describe the characters, setting, or events.(RL7) **Success Criteria:** ● I can make predictions from pictures and titles (RL7) ● I can identify	**Day 8: Identify and Describe Events in a Plot** **ELAGSE1RL2** **Learning Target:** ● I am learning to retell stories, including key details. (RL2) **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,	**Day 9: Make Connections Between Words and Their Uses** **ELAGSE1L5c:** **Learning Target:** ● I am learning about real-life connections between words and their use. (L5c) **Success Criteria:** ● I can connect the words I am learning with my own life and experiences (L5c) ● I can explore word	**Day 10: Determine the Theme** **ELAGSE1RL2** **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.

	story characters (RL7) ● I can identify the story setting (RL7) ● I can identify story events (RL7) ● I can make a movie in my mind about characters, settings, and events from a written description (RL7) ● I can use what I already know and details from the text to figure out more about characters, settings, and events (RL7) ● I can explain how the words and pictures help me find the characters, setting, and events (RL7) ● I can participate in a "book talk"	story characters (RL7) ● I can identify the story setting (RL7) ● I can identify story events (RL7) ● I can make a movie in my mind about characters, settings, and events from a written description (RL7) ● I can use what I already know and details from the text to figure out more about characters, settings, and events (RL7) ● I can explain how the words and pictures help me find the characters, setting, and events (RL7) ● I can participate in a "book talk"	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 first, next, then, and last to retell a story. (RL2) ● ❏ I can retell stories with a partner. (RL2) **Activity:** **Text**: Mother Bruce *Describe and retell key details that identify the problem in the story. *Describe and retell key details that identify the resolution of the problem.	relationships when I read and listen to conversations. .(L5c) **Activity:** **Text**: Mother Bruce *Use clues in illustrations and text to learn or clarify a word's meaning. *Make connections between words and their uses to deepen my understanding (drizzled, local). *Add my ideas to a class graphic organizer.	**Activity:** **Text**: Mother Bruce *Determine the theme of a story using text evidence. *Retell important details that support the theme.

	with my partner or group (RL7) **Activity:** **Text**: Mother Bruce *Use illustrations and details in a story to describe its setting. *Discuss how the author includes details in the illustration to help me understand the setting.	with my partner or group (RL7) **Activity:** **Text**: Mother Bruce *Use details from the illustrations to describe characters' feelings. *Discuss how details in the illustrations helped me describe the characters and their feelings.			
Shared Reading	**When I Hurry** **Activity:** *Make connections to personal experiences. *Recognize punctuation marks in context (colons) *Identify previously learned high frequency words.	**When I Hurry** **Activity:** *Read fluently with appropriate speed and pacing. *Recognize words in context with consonant digraphs (ch, th)	**The Ant and the Grasshopper** **Activity:** *Make connections to ideas in other texts or personal experiences. *Recognize the distinguishing features of a sentence (first word capitalization) *Identify previously learning HFW.	**The Ant and the Grasshopper** **Activity:** Read fluently and reread for accuracy. *Describe the connections between two characters in a text. *Recognize words in context with the long **i** and final **e**.	**The Drinking Fountain** **Activity:** *Read fluently with appropriate phrasing. *Identify words and phrases in poems that suggest feelings. *Recognize similes in context.
Writing ELAGSE1W3: Write narratives in which they recount two or more appropriately sequenced events, include some	**Learning Target:** I am learning how to write a narrative. **Success Criteria:** ● I can brainstorm a topic. ● I can write about	**Learning Target:** I am learning how to write a narrative. **Success Criteria:** ● I can brainstorm a topic. ● I can write about	**Learning Target:** I am learning how to write a narrative. **Success Criteria:** ● I can brainstorm a topic. ● I can write about	**Learning Target:** I am learning how to write a narrative. **Success Criteria:** ● I can brainstorm a topic. ● I can write about	**Learning Target:** I am learning how to write a narrative. **Success Criteria:** ● I can brainstorm a topic. ● I can write about

details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	two sequenced events. ● I can include details about what happened. ● I can use transition words. ● I can write an ending. Activity -weekend journal	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	two sequenced events. ● I can include details about what happened. ● I can use transition words. ● I can write an ending. Activity -write rough draft	two sequenced events. ● I can include details about what happened. ● I can use transition words. ● I can write an ending. Activity -peer editing	two sequenced events. ● I can include details about what happened. ● I can use transition words. ● I can write an ending. Activity -write final copy