

Whole Group Plans

March 5 - March 8

*for additional curriculum information, please visit the district's pacing guide LINK	Monday Planning Day	Tuesday	Wednesday	Thursday	Friday
Math Module 5	No School For Students	Standards: 1.NR.1.1 1.NR.1.2 1.NR.5.2 1.MDR.6.2 Learning Target: <ul style="list-style-type: none"> • I am learning to count forward and backward, read, and write numerals within 120. • I am learning that two digits in a two digit number represent the amount of tens and ones. • I am learning to do mental 	Standards: 1.NR.1.1 1.NR.1.2 1.NR.5.2 1.MDR.6.2 Learning Target: <ul style="list-style-type: none"> • I am learning to count forward and backward, read, and write numerals within 120. • I am learning that two digits in a two digit number represent the amount of tens and ones. • I am learning to do mental 	Standards: 1.NR.1.1 1.NR.1.2 1.NR.5.2 1.MDR.6.2 Learning Target: <ul style="list-style-type: none"> • I am learning to count forward and backward, read, and write numerals within 120. • I am learning that two digits in a two digit number represent the amount of tens and ones. • I am learning to do mental 	Standards: 1.NR.1.1 1.NR.1.2 1.NR.5.2 1.MDR.6.2 Learning Target: <ul style="list-style-type: none"> • I am learning to count forward and backward, read, and write numerals within 120. • I am learning that two digits in a two digit number represent the amount of tens and ones. • I am learning to do mental math to find

		<p>math to find 10 more or 10 less of a number.</p> <ul style="list-style-type: none"> • I am learning to tell and write time to the hour and half hour. • I am learning how to tell elapsed time to the hour. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can count forward, backward, read, and write within 120. • I can recognize the value of the number in the tens and ones place. • I can recognize and explain the meaning and value of tens and ones. 	<p>math to find 10 more or 10 less of a number.</p> <ul style="list-style-type: none"> • I am learning to tell and write time to the hour and half hour. • I am learning how to tell elapsed time to the hour. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can count forward, backward, read, and write within 120. • I can recognize the value of the number in the tens and ones place. • I can recognize and explain the meaning and value of tens and ones. 	<p>math to find 10 more or 10 less of a number.</p> <ul style="list-style-type: none"> • I am learning to tell and write time to the hour and half hour. • I am learning how to tell elapsed time to the hour. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can count forward, backward, read, and write within 120. • I can recognize the value of the number in the tens and ones place. • I can recognize and explain the meaning and value of tens and ones. 	<p>10 more or 10 less of a number.</p> <ul style="list-style-type: none"> • I am learning to tell and write time to the hour and half hour. • I am learning how to tell elapsed time to the hour. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can count forward, backward, read, and write within 120. • I can recognize the value of the number in the tens and ones place. • I can recognize and explain the meaning and value of tens and ones. • I can count
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		<ul style="list-style-type: none"> • I can count and explain my reasoning when asked to find ten more or ten less of a two digit number. • I can tell time to the hour and a half hour. • I can tell the elapsed time to the nearest hour. <p>Activity: Lesson 1</p>	<ul style="list-style-type: none"> • I can count and explain my reasoning when asked to find ten more or ten less of a two digit number. • I can tell time to the hour and a half hour. • I can tell the elapsed time to the nearest hour. <p>Activity: Lesson 2</p>	<ul style="list-style-type: none"> • I can count and explain my reasoning when asked to find ten more or ten less of a two digit number. • I can tell time to the hour and a half hour. • I can tell the elapsed time to the nearest hour. <p>Activity: Lesson 3</p>	<p>and explain my reasoning when asked to find ten more or ten less of a two digit number.</p> <ul style="list-style-type: none"> • I can tell time to the hour and a half hour. • I can tell the elapsed time to the nearest hour. <p>Activity: Lesson 4</p>
<p>Unit 7 Week 1</p> <p>Long e spellings (e, ea, ee, ie)</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. 	<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. 	<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. 	<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.




		<ul style="list-style-type: none"> • 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 <p>Activity: We Read: Playing Games</p> <ul style="list-style-type: none"> • End punctuation • Monitor for comprehension 	<ul style="list-style-type: none"> • 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 <p>Activity: We Read and Write: Playing Games</p> <ul style="list-style-type: none"> • Shared Writing on p. 16 <p>PA: Phoneme Blending</p>	<ul style="list-style-type: none"> • 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 <p>Activity: PA: Phoneme Substitution Treat, peek, be, their, niece, creep, sneak, we, wheel</p> <p>I Read: Fun and</p>	<ul style="list-style-type: none"> • 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 <p>Activity: Reread the Text Build automaticity on Fun and Games p. 18-21</p> <p>Write about the Text: Encode: p. 22 in My Reading and Writing -</p>
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		<p>PA: Phoneme Categorization heat, pen, seem, chief, leak, rest; send, meet, piece; beach, tent, sneak; seal, clean, check</p> <p>Spelling-Sound Correspondence: Introduce feet; feed, meat, weed, mean, seed, each, eat, sweet, we, thief</p> <p>Blend Words: greet, me, field, seek, teach, beef, chief</p> <p>Review: soap, go, toe, show, stay, pay, paint, mail</p> <p>Challenge: briefly, cheerful, speechless</p> <p>HFW: all, draw, people, where! Review: always, found, know, your</p> <p>Share and Reflect: Brainstorm long e words and sort by spelling</p>	<p>Team, we, week, sweep, thief, beach, feet, feast, green</p> <p>Blend and Build Words: Met, meat, meal; field, yield, shield Review: boat, boast, coast Challenge: each, peach, teach, beach, bleach, see, seed, seat, beet, undo, redo</p> <p>Write Words: need, we, seat, each, teach, soap, toe, show, stay, rain, trail</p> <p>Read Connected Text</p> <p>Share: Have students share about their favorite game to play and why .</p>	<p>Games e p. 18 in My Reading and Writing</p> <p>Write Words: Fleas, brief, wheels, field, need, we, seat, each Review: boat, low, toe, pay, pain, tail</p> <p>HFW: all, draw, people, where; always, found, know, your</p> <p>Share: Students will make sentences using the high frequency words and share out</p>	<p>Share: Have partners share their responses</p>
Science		Learning Target:	Learning Target:	Learning Target:	Learning Target:

<p>Magnets</p>		<p>-I am learning how magnets are used in everyday life. -I am learning to investigate how magnets attract and repel each other.</p> <p>Success Criteria: I can describe the characteristics of a magnet. <input type="checkbox"/>I can explore ways magnets are used in everyday life. <input type="checkbox"/>I can give examples of everyday magnets. (refrigerator magnets, toys, labels and name tags.)</p> <p><input type="checkbox"/> I can describe the characteristics of a magnet. <input type="checkbox"/>I can experiment and demonstrate to determine if magnets attract or repel each other. <input type="checkbox"/>I can experiment with magnets to determine and demonstrate their effect on common objects.</p> <p>Activity: Introduce magnets</p> <p>KWL Sheet</p> <p>Magnets</p>	<p>-I am learning how magnets are used in everyday life. -I am learning to investigate how magnets attract and repel each other.</p> <p>Success Criteria: I can describe the characteristics of a magnet. <input type="checkbox"/>I can explore ways magnets are used in everyday life. <input type="checkbox"/>I can give examples of everyday magnets. (refrigerator magnets, toys, labels and name tags.)</p> <p><input type="checkbox"/> I can describe the characteristics of a magnet. <input type="checkbox"/>I can experiment and demonstrate to determine if magnets attract or repel each other. <input type="checkbox"/>I can experiment with magnets to determine and demonstrate their effect on common objects.</p> <p>Activity:</p> <p>How Do Magnets Work - Flocabulary</p>	<p>-I am learning how magnets are used in everyday life. -I am learning to investigate how magnets attract and repel each other.</p> <p>Success Criteria: I can describe the characteristics of a magnet. <input type="checkbox"/>I can explore ways magnets are used in everyday life. <input type="checkbox"/>I can give examples of everyday magnets. (refrigerator magnets, toys, labels and name tags.)</p> <p><input type="checkbox"/> I can describe the characteristics of a magnet. <input type="checkbox"/>I can experiment and demonstrate to determine if magnets attract or repel each other. <input type="checkbox"/>I can experiment with magnets to determine and demonstrate their effect on common objects.</p> <p>Activity</p> <p>How Do Magnets Work - Flocabulary</p>	<p>-I am learning how magnets are used in everyday life. -I am learning to investigate how magnets attract and repel each other.</p> <p>Success Criteria: I can describe the characteristics of a magnet. <input type="checkbox"/>I can explore ways magnets are used in everyday life. <input type="checkbox"/>I can give examples of everyday magnets. (refrigerator magnets, toys, labels and name tags.)</p> <p><input type="checkbox"/> I can describe the characteristics of a magnet. <input type="checkbox"/>I can experiment and demonstrate to determine if magnets attract or repel each other. <input type="checkbox"/>I can experiment with magnets to determine and demonstrate their effect on common objects.</p> <p>Activity</p> <p>Magnet Walk</p>
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		How Do Magnets Work - Flocabulary	Magnet sorting activity https://www.getepic.com/app/read/34997	Magnet sorting activity	
Social Studies Science and Social Studies instruction alternates between weeks	Our next unit will begin on approximately March 18, and we will be studying Theodore Roosevelt.				
Unit 7 Week 2 The Past, Present and Future		Day 6: Identify Who is Telling the Story ELAGSE1RL6 Learning Target: <ul style="list-style-type: none"> I am learning to identify who is telling the story. Success Criteria: <ul style="list-style-type: none"> I can tell what a narrator does in a story. I can identify the narrator in a story. I can locate quotation marks and tag lines (e.g., John said) to tell the difference between a 	Day 7: Use Fix Up and Monitoring Strategies ELAGSE1RL2 Learning Target: <ul style="list-style-type: none"> I am learning to retell stories, including key details. (RL2) Success Criteria: <ul style="list-style-type: none"> <input type="checkbox"/> I can read or listen to a story. (RL2) <input type="checkbox"/> I can ask questions such as (RL2) <ul style="list-style-type: none"> 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 	Day 8: Analyze the Author's Use of a Text Structure ELAGSE1RL2 Learning Target: <ul style="list-style-type: none"> I am learning to retell stories, including key details. (RL2) Success Criteria: <ul style="list-style-type: none"> <input type="checkbox"/> I can read or listen to a story. (RL2) <input type="checkbox"/> I can ask questions such as (RL2) <ul style="list-style-type: none"> 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 	Day 9: Sort Words into Categories ELAGSE1L5 Learning Target: <ul style="list-style-type: none"> I am learning to explain a word by telling how it belongs in a group. Success Criteria: <ul style="list-style-type: none"> I can tell why a word is in a category (group). I can give the attributes (characteristics) of a group. Text: Goldilocks Rocks

		<p>narrator and a character.</p> <ul style="list-style-type: none"> I can tell who is telling the story at different (various) points. <p>Activity:</p> <p>Point of View - Third Person - Flocabulary Elements of Fairy Tales</p> <p>Text: The True Story of the 3 Pigs</p> <p>*Identify who is telling the story. What clues help us to determine who is telling the story.</p> <p> The Three Little Pigs - ... Follow up with the reading of the True Story of the 3 Pigs.</p>	<p>characters learn a lesson?</p> <ul style="list-style-type: none"> What does the author want me to learn? What is the big idea the author wants me to remember after reading the story? <p><input type="checkbox"/> I can use the words first, next, then, and last to retell a story. (RL2)</p> <p><input type="checkbox"/> I can retell stories with a partner. (RL2)</p> <ul style="list-style-type: none"> <p>Activity:</p> <p>Text: Jack's Beanstalk Stinks</p> <p> The Story of Jac...</p> <p>*Monitor my comprehension as I am reading.</p> <p>*Ask questions, reread the text, use background knowledge, and check for visual clues when my understanding breaks down.</p> <p>Follow up with reading "Trust Me, Jack's Beanstalk Stinks"</p>	<p>characters learn a lesson?</p> <ul style="list-style-type: none"> What does the author want me to learn? What is the big idea the author wants me to remember after reading the story? <p><input type="checkbox"/> I can use the words first, next, then, and last to retell a story. (RL2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can retell stories with a partner. (RL2) <p>Activity:</p> <p>Author's Purpose Worksheets - Flocabulary</p> <p>Text: Seriously, Cinderella is so Annoying</p> <p> Seriously, Cinder...</p> <p>*Describe the text structure of a story.</p> <p>*Identify the author's purpose of writing a text.</p> <p>*Discuss how the text structure helps me understand the author's purpose.</p>	<p>*Use illustrations and details in a story to describe characters and settings.</p> <p>*Discuss how details in the illustrations helped me describe the characters and setting.</p> <p>*Recognize characteristics of digital and multimodal texts.</p>
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<p>Shared Reading</p>		<p>Playing Games</p> <p>Activity: *Monitor comprehension and make adjustments when needed. *Recognize that dashes can connect words or indicate pauses. *Identify previously learned high frequency words.</p>	<p>Playing Games</p> <p>Activity: *Read fluently, self-monitoring for accuracy *Recognize words in context with long e (be, seek, peek, leapfrog)</p>	<p>Sounds of a School Day Long Ago</p> <p>Activity: *Use background knowledge to answer questions about important details. *Recognize ellipses (...) *Identify previously learning HFW.</p>	<p>Sounds of a School Day Long Ago</p> <p>Activity: Read fluently, with expression. *Recognize sound words. *Recognize words in context with the long e vowel teams.</p>
<p>Writing</p> <p>Digital Resources:</p> <p> Opinion Writing</p> <p> Opinion Writing Charts</p> <p> Opinion Writing Playlist</p>		<p>Weekend Journal</p>	<p>Day 8 Learning Target: I am learning to state an opinion, give a reason for the opinion, and close my writing piece.</p> <p>Success Criteria: -I can state my opinion in a writing prompt. -I can give reasons for my opinion.</p> <p>Activity Which animal would you rather have as a pet, a dog or a cat? Model an example and students</p>	<p>Day 9 Learning Target: I am learning to state an opinion, give a reason for the opinion, and close my writing piece.</p> <p>Success Criteria: -I can state my opinion in a writing prompt. -I can give reasons for my opinion.</p> <p>Activity Which season do you like better, winter or summer? Model an example and students</p>	<p>Day 10 Learning Target: I am learning to state an opinion, give a reason for the opinion, and close my writing piece.</p> <p>Success Criteria: -I can state my opinion in a writing prompt. -I can give reasons for my opinion.</p> <p>Activity Which specials class do you like better, PE or Art? Model an example and students will complete their own.</p>

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