

Week of: 10/30-11/3	READING	WRITING	PHONICS K-2 Only	MATH	SCIENCE Science and Social Studies instruction alternates between weeks	SOCIAL STUDIES Science and Social Studies instruction alternates between weeks
Monday	<p>Lesson: Standard(s): ELAGSE1RI2: LT: I am learning to identify the main topic of a text.</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can name the main topic (main idea) of a text read or heard <input type="checkbox"/> I can retell the key details of a text. <p>Activity: Interactive Read Aloud: Teachers Choice</p> <p>Shared Reading: "Reduce, Reuse, Recycle"</p> <p>Mini Lesson: Recognize Central Idea (Main Topic), Including the Supporting Evidence</p>	<p>Lesson: Standard(s): ELAGSE1W3:</p> <p>LT: I am learning to write a (story) narrative in the order that it happened and include details.</p> <p>SC: I can develop characters and setting using descriptive words.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can include details to expand my story. <p>Activity: *DOL * You will need Teacher's WRiting manual Unit 3; Share the goals of the unit Pg. 12, post them in your room to refer back to *Read mentor text <u>I Love Carrots</u> (Go</p>	<p>Unit 3 Week 2 Day 3 pg.118 Standard(s): ELAGSE1RF2:</p> <p>LT: I am learning to say one-syllable words by putting sounds together to speak words.</p> <p>SC: <input type="checkbox"/> I can put sounds together to make a real word.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can put sounds with consonant blends together to make a whole word. <p>Lesson/Activity:</p> <ul style="list-style-type: none"> ● Phonological Awareness ● I Read Words ● High-Frequency Words 	<p>Lesson: 23 Standard(s): 1.MDR.6.4</p> <p>LT: :We are learning to ask questions and answer them based on gathered information</p> <p>SC:</p> <ul style="list-style-type: none"> -I can generate questions that can be answered by gathering information -I can generate questions that can be answered by making observations <p>Activity:</p> <ul style="list-style-type: none"> -Fluency -Ask and answer questions -Make a graph -Problem Set -Exit Ticket 	<p>Lesson: Standard(s): S1L1 LT:We are learning to develop of model of the parts of a plant</p> <p>SC:I can identify the parts of plant (root, stem, leaf, flower).</p> <p>Activity: Vocabulary: Pumpkins Life Cycle Roots Stems Leaf Flower Model of Plant</p> <p>Life cycle of a pumpkin https://www.youtube.com/watch?v=AB-dfi_0TsQ Pumpkin Life cycle worksheet</p>	<p>Lesson: Standard(s):</p> <p>LT:</p> <p>SC:</p> <p>Activity:</p>

		<p>to Writing section. Hit grade 1, volume 3. Click on the teacher's manual. Click on the purple square in the left corner. Scroll down to Additional Resources. Click on Teacher Written Mentor Text)</p> <p>*Ask questions (guiding and reflection) on pgs. 14-15</p> <p>*Tell students you are going to use characters that they already know, but tell a different problem that they have. TTW read the Model the Strategy on pg. 16</p> <p>**Show the character pictures in the teacher's manual.</p> <p>*Have TS work with their thinking</p>				
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		partner to come up with a story based on the characters * Have a few groups share their story.				
Tuesday Fall Festival Pumpkin Day Each teacher has individual plans	Lesson: Standard(s): LT: SC: Activity: Fall Festival Pumpkin Day	Lesson: Standard(s): LT: SC: Activity: Fall Festival Pumpkin Day	Lesson: Standard(s): LT: SC: Activity: Fall Festival Pumpkin Day	Lesson: Standard(s): LT: SC: Activity: Fall Festival Pumpkin Day	Lesson: Standard(s): LT: SC: Activity: Fall Festival Pumpkin Day	Lesson: Standard(s): LT: SC: Activity: Fall Festival Pumpkin Day
Wednesday	Lesson: Standard(s): ELAGSE1RI4: LT: I am learning to find clues in the text to help me learn or clarify word meanings. SC: -I can use the words and sentences around the unknown	Lesson: Standard(s): ELAGSE1W3: LT: I am learning to write a (story) narrative in the order that it happened and include details. SC: I can develop characters and setting using descriptive words. ☐ I can include	Unit 3 Week 2 Day 4 pg.121 Standard(s): ELAGSE1RF3: LT: I am learning to read regularly spelled one-syllable words (short words). SC: ☐ I can identify a one-syllable short vowel word. ☐ I can use all that I know about	Lesson: Module 2 Review Standard(s): LT: SC: Activity: Review -Counting on -Counting back -Subtracting	Lesson: Standard(s): S1L1 LT: We are learning to develop of model of the parts of a plant SC: I can identify the parts of plant (root, stem, leaf, flower). Activity: Pumpkin Life cycle Song	Lesson: Standard(s): LT: SC: Activity:

	<p>word to figure out what it means.</p> <p>-I can answer questions about words in a text.</p> <p>Activity: Interactive Read Aloud: Teachers Choice</p> <p>Shared Reading: "Reduce, Reuse, Recycle"</p> <p>Mini Lesson: Use Text to Determine Word Meanings (contributions, abolitionist)</p>	<p>details to expand my story.</p> <p>Activity: *DOL *You will need 2 pieces of writing paper for each student. Have TS think about Wolfie and Dot and other problems/adventures they may have (ie..they go skydiving, the bear wants to be friends, Wolfie grows out of his bunny costume, etc..) Create an anchor chart. *TTW read the bolded text on pg. 20 and sketch a picture on the first page. TSW sketch on their page too. *Page 2; Wolfie steps out of his room in a ball gown and Dot laughs and says "too frilly"-everyone sketch in pg. 2.</p>	<p>one-syllable short vowel words to decode/read new words.</p> <p>Lesson/Activity:</p> <ul style="list-style-type: none"> ● Reread the Text ● Write About the Text Share & Reflect 	<p>-Find the unknown number</p>	<p>https://www.youtube.com/watch?v=ifLMJLN-A9w</p> <p>Label the pumpkin life cycle worksheet</p>	
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		<p>*TTW read pg. 22 Focus and Purpose.</p> <p>*TTW reread the first 2 pgs. Of <u>Love Carrots</u>. then ask the Guiding Questions (pg. 22) and the pg. 23 read the Try It section.</p>				
Thursday	<p>Lesson:</p> <p>Standard(s):</p> <p>ELAGSE1RI9:</p> <p>LT: I am learning to identify how two texts on the same topic are the same and how they are different.</p> <p>SC:</p> <p>- I can tell the similarities between two texts (How are they alike?)</p> <p>- I can tell the differences between two texts (How are they different?)</p> <p>Activity:</p> <p>Unit 3 Week 2 Assessment Interactive</p>	<p>Lesson:</p> <p>Standard(s):</p> <p>ELAGSE1W3:</p> <p>LT: I am learning to write a (story) narrative in the order that it happened and include details.</p> <p>SC: I can develop characters and setting using descriptive words.</p> <p><input type="checkbox"/> I can include details to expand my story.</p> <p>Activity:</p> <p>*TTW read the bolded words on pg.24 and then add words to</p>	<p>Unit 3 Week 2 Day 5 pg. 122</p> <p>Standard(s):</p> <p>ELAGSE1RF3:</p> <p>LT: I am learning to hear and spell letters that are blended together to make words.</p> <p>SC: <input type="checkbox"/> I can read words with consonant blends.</p> <p>Lesson/Activity:</p> <ul style="list-style-type: none"> ● Reread for Fluency ● High-Frequency Words ● Spelling Assessment ● Spiral Review 	<p>Lesson: Module 2 Test</p> <p>Standard(s):</p> <p>LT:</p> <p>SC:</p> <p>Activity:</p>	<p>Lesson:</p> <p>Standard(s):</p> <p>S1L1</p> <p>LT:We are learning to develop of model of the parts of a plant</p> <p>SC:I can create a model of a plant to show the root, stem, leaf, and flower)</p> <p>Activity:</p> <p>Brain POP JR– Life Cycle of a Plant</p> <p>https://www.youtube.com/watch?v=C5DQye5EF90</p> <p>Plant Life Cycle Worksheet</p>	<p>Lesson:</p> <p>Standard(s):</p> <p>LT:</p> <p>SC:</p> <p>Activity:</p>

	<p>Read-Aloud: Teachers Choice</p> <p>Shared Reading: Unit Poem: "We Have A Little Garden"</p> <p>Mini Lesson: Identify Similarities and Differences Between Two Texts on the Same Topic</p>	<p>match the pictures. (I am going to modify this to the level of our students). *TSW write as well. *Have TS look at page 2. They will work with a partner to come up with words/sentences that match the drawings. *TCW decide which words to use and TTW model writing and TS will copy onto their page.</p>				
Friday	<p>Lesson: Standard(s): ELAGSE1RI7 ELAGSE1RI3: LT: I will be able to identify real life connections between words and their uses to deepen my understanding.</p>	<p>Lesson: Standard(s): ELAGSE1W3: LT: I am learning to write a (story) narrative in the order that it happened and include details. SC: I can develop characters and setting using</p>	<p>Unit 3 Week 3 Day 1 pg. 124 Standard(s): ELAGSE1RF2: LT: I am learning to say one-syllable words by putting sounds together to speak words. SC: <input type="checkbox"/> I can put sounds together to make a real word.</p>	<p>Lesson: Module 2 Test Standard(s): LT: SC: Activity:</p>	<p>Lesson: Standard(s): S1L1 LT:We are learning to develop of model of the parts of a plant SC:I can create a model of a plant to show the root, stem, leaf, and flower)</p>	<p>Lesson: Standard(s): LT: SC: Activity:</p>

	<p>SC: I can use illustrations and text to help me learn and clarify word meanings</p> <p>Activity: Interactive Read-Aloud: Mentor Text: <i>Government and Laws</i></p> <p>Shared Reading: “Firefighters”</p> <p>Mini Lesson: Make Connections Between Words and Their Uses (keep order)</p>	<p>descriptive words.</p> <p><input type="checkbox"/> I can include details to expand my story.</p> <p>Activity: *DOL *Read pg. 26 *Create an anchor chart of things the author tried in the mentor text. *TTW read pgs. 32-33 *Using Wolfie and Dot, have TS think of a different place they may go and tell a story across your fingers. Share out stories.</p> <p>Next week: start pg. 36</p>	<p><input type="checkbox"/> I can put sounds with consonant blends together to make a whole word.</p> <p>Lesson/Activity:</p> <ul style="list-style-type: none"> ● We Read ● Phonological Awareness ● Spelling-Sound Correspondences ● Blend Words ● High-Frequency Words ● Share & Reflect 		<p>Activity: Watch What Do Plants Need- https://www.pbslearningmedia.org/resource/b4722c02-2a21-43fd-9690-d13b96c1244e/happy-flowers-guide-to-plant-care-young-explorers/</p> <p>Parts of a plant worksheet</p>	
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