**Literacy Week 2-Q2: November 17-November 21 Christmas Around the World**

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Morning Circle**  (H2.1.1/H2.2.1) | **Morning Circle** | **Morning Circle** | **Morning Circle** | **Morning Circle** |
|  | **Reading Buddies/Library** |  |  |  |
| Brain Break:  Week 12: Dingle, Dangle Scarecrow  when all were he said | Meet with Level B Readers | Brain Break: Collective nouns | Brain Break: Collective nouns | Brain Break: Collective nous |
| **Small Groups:** | **Small Groups:** | **Small Groups:** | **Small Groups:** | **Small Groups:** |
| **Writing Workshop** | **Writing Workshop** | **Writing Workshop** | **Writing Workshop** | **Writing Workshop** |
| **informational text**  Session 1: See Christmas lessons | **Informational texts** | **Informational texts**  See Christmas lessons | **Informational texts**  See Christmas lessons | **Informational texts**  See Christmas lessons |
| **Conferring:** Write with parts of words, rather than letters:  Luci, Austin, Gabi, Logan | **Conferring:** | **Conferring:** Support process:  Angelena, Bailey, Breandan, Cameron, Corban, Courtland, Daniel, Derek, Gabi,  Maddelyn, Reno | **Conferring:** Use audience and purpose to emulate  detail group: Austin, Luci, Bailey, Maddelyn, Breandan, Tody, Reno, Cameron, Court, Daniel, Derek, Ethan, Finn, Liam, Gabi, Lucas | **Conferring:** Adding details to writing with small words: see previous group |
| **Sharing:** Independent word solving | **Sharing:** | **Sharing:** trying another move | **Sharing:** | **Sharing:** |
| **Word Study** | **Word Study** | **Word Study** | **Word Study** | **Word Study** |
| Early Letter Name: Sort (short i) Sort 27 at/it/ot  Gabi, Austin, Reno, Daniel, Derek, Lucas, Toby, Maddelyn  CCSS.ELA-Literacy.RF.1.2c:Isolate and pronounce initial, medial vowel, and sounds in spoken single-syllable words   * Sorting pictures and words to find the families and words * Write sort in WSN * Building words activity from word families and record new words in WSN | Blends: a/I with initial blends words Sort 43  Logan Reno Breandan  Liam  CCSS.ELA-Literacy.RF.1.2b: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.   * Sorting pictures and words to find the families and words * Write sort in WSN * Building words activity from word families and record new words in WSN | Mid-Letter name: Sort 41: shoart a/i/e initial digraph word family  Luci, Bailey,Court, Cameron, Angelena, , Ethan  CCSS.ELA-Literacy.RF.1.2b: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  CCSS.ELA-Literacy.RF.1.3 a: Know the spelling-sound correspondence for common consonant digraphs   * Sorting pictures and words to find the families and words * Write sort in WSN * Building words activity from word families and record new words in WSN | Early Within-Word:  Finn: Long u vs. short u  CCSS.ELA-Literacy.RF.1.2a: Distinguish long from short vowel sounds in spoken single-syllable words  CCSS.ELA-Literacy.RF.1.3 c: Know final –e and common vowel team conventions for representing long vowel sounds.   * Sorting pictures and words to find the families and words * Write sort in WSN * Building words activity from word families and record new words in WSN |  |
| **Reading Groups** Comprehension:Austin, Ethan  Finn, Gabi, Liam, Luci, Logan | **Reading Groups** Accuracy: Angelena, Bailey, Breandan, Cameron, Lily, Courtland, Daniel, Derek, Lucas,Maddelyn, Reno, Toby | **Reading Groups**  Comprehension:   * Read and check for understanding before going to daily 5 | **Reading Groups**  Level B: Lucas, Maddelyn,  Daniel,  Level D: Court, Angalena, Bailey, Cameron, Reno, Derek  Level E: Breandan Toby  Level G: Luci, Gabi, Austin  Level H:, Finn  Level I: Ethan, | **Reading Groups**  Level J: Liam  Level L:Logan |
| Choose book  Working on: Reading Response   * check for understanding * Summarize text: including main events * Anchor Chart (pinterest) I can demonstrate my understanding of a text | Fluency Poem this week  Working on:   * Understanding sight words * Listing sight words in list in WSN for good fit books. | Level B: Strategy: Reread to make it smooth  Books: | Level D: Use beginning sounds and ending sounds to read  Books: | Level E: Back up and reread  Books: |
| Level G: Use beginning and ending sounds to read across the word. | Levels G-L:  Summarize the text |  |
| **Standards:** | **Reading:**  CCSS.ELA-Literacy.RL.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.  CCSS.ELA-Literacy.RI.1.10 Read informational texts appropriately complex for grade 1  CCSS.ELA-Literacy. RI.1.5: Know and use various text features  CCSS.ELA-Literacy.RI.1.7: Use illustrations and details in a text to describe its key ideas  CCSS.ELA-Literacy.RF1.3 g: Practice common sight words  CCSS.ELA-Literacy.RF.1.4: Read with sufficient accuracy and fluency to support comprehension  CCSS.ELA-Literacy.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range  CCSS.ELA-Literacy. RI.2.5: know and use various text features to locate key facts or information in a text efficiently  CCSS.ELA-Literacy.RI2.10: By end of the year, read and comprehend informational texts  CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension  CCSS.ELA-Literacy.RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary  **Writing:**  CCSS.ELA-Literacy.W.1.2/W.2.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide a sense of closure  CCSS.ELA-Literacy.W.1.8/2.8:Recall information from experiences  CCSS.ELA-Literacy.W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing  CCSS.ELA-Literacy.L.1.1.b Use common, proper, and possessive nouns.  CCSS.ELA-Literacy.L.1.2.a Capitalize dates and names of people  L.2.2a Capitalize holidays, products, and geographic names  CCSS.ELA-Literacy.L.1.2.b Use end punctuation for sentences  **Social Studies:**  H1.2.3 Tell why important events, people, and/or customs are marked by holidays | | | |
| **Objectives:** |  Objective: Students will be able to write informative texts with independence.  Measure: Students will plan for writing and add pictures for details.   Objective: Students will be able to read and write common sight words for the week.  Measure: Weekly Assessment given by teacher.  Objective: Student will be able to identify how family traditions  Measure: Writing | | | |
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