

TW- Teacher Will

TTW - The Teacher Will

SW - Student will

Reading

RL5: Explain major difference between texts that tell stories and texts that give information.

RI5: Know and use various text features to locate key facts or information in a text.

Monday: Mini-lesson- TTW discuss the difference between Fiction and non-Fiction. Teacher will show several book covers and ask students if they are fact or Fiction. Teacher will sort them into 2 categories. How do we know if it's fiction or nonfiction?

Independent Work- TSW look at different book titles and decide if the stories are giving information or telling a story.

Tuesday: Mini- Lesson- TTW discuss text features. TTW review previously taught text features. (map, diagram, photographs/drawings, table of contents, Headings and chapter titles, bold words, glossary, captions.

Independent Work-TSW match the text feature to the picture and tell if it can be found in a nonfiction book, fiction book or both

Writing

W3

I can write narratives in which I 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 Writing

Monday: TTW discuss how to write a narrative about their school year and things they have learned. This will be a narrative using a made up student. TTW use adjectives and feeling words to help create a clear and concise paper (EX> Johnny Panther and Susy Student will be coming to First grade next year. I can't wait to tell them about all the exciting things they are going to do and learn next year. One of my Favorite things to do is go to Art class. We get to paint pictures and make clay pots. Another thing we learned this year was about historical figures. My favorite figure was Benjamin Franklin. I liked him because he made a lot of inventions. He lived along time ago and was very intelligent.)

Independent Work- TSW write a story telling a new first grader about their experience in First grade this year. They will use adjectives and feeling words to describe things they learned and did during the school year.

Tuesday: Mini Lesson- TTW discuss the importance of the correct punctuation in a sentence. What is the correct punctuation? Watch Brainpop Jr video- [Punctuation](#) and/or [Punctuation video](#)

Independent Work- Students will work on Creating sentences using the word bank. Then students will place the correct end punctuation for the sentence.

Phonics

RF1, RF2, RF3

I can demonstrate understanding of the organization and basic features of print

I can demonstrate understanding of spoken words, syllables, and sounds.

I can know and apply grade-level phonics and word analysis skills in decoding words.

Practice pages and books will be in Google Classroom

Monday:Unit 11 Lesson 3 Day 1 (Noel)

Independent Work- Students will make a list of or words. and ar words

Tuesday: Unit 11 Lesson 3 Day 2(Dixon)

Independent Work- Students will make a list of words er word, ir words and ur words

Wednesday: Unit 11 Lesson 3 Day 3 (Thomas)

Independent Work- Students will complete Skills practice pages in McGraw Hill

Thursday: Unit 11 Lesson 3 Day 4 (Harris)

Independent Work: Students will read decodable and play the game and complete practice activities. In McGraw Hill

Friday: [Kahoot End Punctuation](#)

Math-

G3 (Partition circles and rectangles)

K1: I can describe equal shares using vocabulary: halves, fourths, quarters, half of, fourth of, quarter of.

3D Shapes Review:

<https://www.youtube.com/watch?v=3-QwWFkz5hw>

<https://www.youtube.com/watch?v=ZnZYK83utu0>

<https://www.youtube.com/watch?v=CkMcboPCg7A>

Fractions Review:

<https://www.youtube.com/watch?v=hVaxiJB6Fls>

<https://www.youtube.com/watch?v=VMWa6dDoic>
[c](#)

Wednesday: (Class Lesson) The teacher will use an opening activity to review what it means to have a whole object and to divide it into fractional parts.

Class will listen to the book [Eating Fractions](#) by Bruce McMillian.

Class will discuss equal and not equal parts.

Class will work on a fractions [math framework activity](#) together.

(Independent Work)

Students will work on a math [framework activity](#).

Thursday: (Class Work) Class will watch Fractions Flocabulary video.

Students will find things in their home that can be divided into fractions and share with class. Students may share a whole, halves, or quarters (fourths).

(Independent Work) students will continue to work through Module 16 of the HMH resource through their [Classlink](#).

Friday: *review, reteach, reinforce, make-up work.**

Kahoot-[Fractions](#)

<p>Science/Writing/ Social Studies S1L1. Obtain, evaluate, and communicate information about the basic needs of plants and animals.</p> <p>We will be introducing the project in the first part of our Math time since we have extra time in Math. The students will have several weeks to work on it and then we will set up some time for them to present to their classmates.</p>	<p>We will be doing a research project. You will incorporate your writing in doing an animal research project. You may pick any animal and find out information about your animal. Please show a map of where your animal lives. Here are the things you will need to show in your research presentation-</p> <ul style="list-style-type: none">The title of your projectWhat animal you are researching?Where do they live?What do they eat?What are the needs for this animal?How do the needs of your animal compare to the needs of a plant? <p>Include pictures and maps. Please add a compass rose or directions to your map.</p>
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