

Teacher/Team: 1 st Grade	Subject : Reading/Writing Wkshp	Week of : May 18-22	
Common Core Standards	Learning Target	Strategies/Activities	Differentiation
<p>1: Participate in collaborative discussions with diverse partners <i>grade 1 topics and texts</i> with and adults in small and larger groups.</p> <p>2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>1: Ask and answer questions about key details in the text.</p> <p>2: Identify the main topic and supporting key details in the text.</p> <p>10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>1: Ask and answer questions about key details in a text.</p> <p>1: Use the illustrations and descriptions in a text to describe its key ideas and details.</p> <p>1: Identify the reasons an author gives to support points in a text.</p> <p>0: With prompting and support, read informational texts of appropriate complexity for grade 1.</p> <p>1: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>2 Demonstrate understanding of general words, syllables, and sounds (phonemes).</p> <p>3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>4 Read with sufficient accuracy and fluency to support comprehension. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Critical Vocabulary</p> <p>Preview: Narrating</p>	<p>Monday- May 18</p> <p>I can ask and answer questions about key details in a text. (RI.1.1) I can use illustrations to describe key details. (1.RI.7) I can identify and write sentences with correct punctuation. (1.RF.1a)</p>	<p>Mini-Lesson:</p> <ul style="list-style-type: none"> Day 1 of Unit 10 Week 10 Pg. 3; "Curious George Plants a Plant" Students will review making inferences and drawing conclusions. Students will use display poster 1. <p>Crafting Activity:</p> <ul style="list-style-type: none"> Students will draw conclusions based on the photograph and make inferences using display poster 1. Students will complete the interactive journal activities for the different types of punctuation. <p>Assessment/Reflection:</p> <ul style="list-style-type: none"> Teachers will be giving Benchmark assessments. Students will write in their journal after the about their inferences and conclusions they drew during their independent reading. Students will participate in small group instruction through guided reading and work stations. Share Square: Students will reflect by discussing the conclusions they drew using the photograph and how drawing conclusions and making inferences are helpful to them as a reader. 	<p>Guided Reading Groups:</p> <p>Varying level of support for all students.</p>
	<p>Tuesday- May 19</p> <p>No School- Election Day</p>	<ul style="list-style-type: none"> No School- Election Day 	<p>Varying level of support for all students.</p>
	<p>Wednesday- May 20</p> <p>I can ask and answer questions about a text. (RL.1.1) I can retell stories (1.RL.2) I can read prose and poetry. (RL.1.10) I can know and apply grade level phonics and word analysis skills in decoding words. (RF.1.3) I can read on-level text with purpose and understanding. (RF.1.4a)</p>	<p>Mini-Lesson:</p> <ul style="list-style-type: none"> Day 2 of Unit 10 Week 1 Pg. 5; Choose a Read Aloud Students will review making inferences and drawing conclusions. Students will use display poster 2. <p>Crafting Activity:</p> <ul style="list-style-type: none"> Students will make inferences using display poster 2 and draw conclusions based on the text. Students will complete interactive journals to review cause and effect and ABC order. <p>Assessment/Reflection:</p> <ul style="list-style-type: none"> Teachers will be giving Benchmark assessments. Students will participate in small group instruction through guided reading and work stations. Share Square: Students will reflect by discussing how clues help them draw conclusions. 	<p>Varying level of support for all students.</p>
	<p>Thursday- May 21</p>		

<p>p Monitoring Strategy ons ction mining Importance ng Connections pare and Contrast e and Effect nce ing Conclusions</p>	<p>I can ask and answer questions about key details in a text. (RI.1.1) I can identify reasons that support points in a text. (1.RI.8) I can read informational texts appropriate for 1st grade with support. (RI.1.10) I can know and apply grade level phonics and word analysis skills in decoding words. (RF.1.3) I can read on-level text with purpose and understanding. (RF.1.4a) I can identify words that are defined by one or more attributes. (1.L.5)</p>	<p><u>Mini-Lesson:</u></p> <ul style="list-style-type: none"> • Day 3 of Unit 10 Week 1 Pg. 8; Choose a Read Aloud • Students will review making inferences and drawing conclusions. • Students will use display poster 3. <p><u>Crafting Activity:</u></p> <ul style="list-style-type: none"> • Students will draw conclusions based on the photograph and make inferences using display poster 3. • Students will turn and talk with a partner to discuss the clues they used in helping them to draw their conclusions. • Students will complete interactive journal on synonym and antonyms. <p><u>Assessment/Reflection:</u></p> <ul style="list-style-type: none"> • Teachers will be giving Benchmark assessments. • Students will participate in small group instruction through guided reading and work stations. • Share Square: Students will reflect by discussing kinds of texts have they read where they had to draw conclusions and what they need to be able to draw conclusions. 	<p>Varying level of support for all students.</p>
<p>Friday- May 22</p>			
	<p>I can ask and answer questions about key details in a text. (RI.1.1) I can retell stories (1.RL.2) I can read informational texts appropriate for 1st grade with support. (RI.1.10) I can identify and write words with a short vowel sound. (I.RF.2a) I can know and apply grade level phonics and word analysis skills in decoding words. (RF.1.3) I can read on-level text with purpose and understanding. (RF.1.4a)</p>	<p><u>Mini-Lesson:</u></p> <ul style="list-style-type: none"> • Day 4 of Unit 10 Week 1 Pg. 10; Choose a Read Aloud • Students will review making inferences and drawing conclusions. • Students will use display poster 4. <p><u>Crafting Activity:</u></p> <ul style="list-style-type: none"> • Students will read and summarize the display poster. Students will answer text-dependent comprehension questions (BLM 5). • Students will complete interactive journal on contractions and short vowels. <p><u>Assessment/Reflection:</u></p> <ul style="list-style-type: none"> • Teachers will be giving Benchmark assessments. • Students will participate in small group instruction through guided reading and work stations. • Share Square: Students will reflect by discussing the strategies they used to answer the questions about the text and what evidence did they find in the text. 	<p>Varying level of support for all students.</p>