

Teacher/Team: 1 <sup>st</sup> Grade	Subject : Reading/Writing Wkshp	Week of : May 25-29	
Common Core Standards	Learning Target	Strategies/Activities	Differentiation
<p>1.SL.1: Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>1.RI.1: Ask and answer questions about key details in a text.</p> <p>1.RI.2 Identify the main topic and retell key details of a text.</p> <p>1.RI.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>1.RI.10: With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Monday- May 25</p> <p><b><u>No School- Memorial Day</u></b></p>	<ul style="list-style-type: none"> <li>• <b><u>No School- Memorial Day</u></b></li> </ul>	<p><u>Guided Reading Groups:</u> Varying level of support for all students.</p>
	<p>Tuesday- May 26</p> <p>I can respond to questions on a topic and add details to my writing. (1.W.5)</p>	<p><b><u>Mini-Lesson:</u></b></p> <ul style="list-style-type: none"> <li>• Day 5 of Unit 10 Week 10 Pg. 13; Choose a Read Aloud</li> <li>• Students will review making inferences and drawing conclusions.</li> <li>• Students will complete the metacognitive self-assessment and create a constructed written response.</li> </ul> <p><b><u>Crafting Activity:</u></b></p> <ul style="list-style-type: none"> <li>• Students will draw and write a conclusion about a season. Students will use (BLM 6) to provide evidence, prior knowledge, and a conclusion.</li> </ul> <p><b><u>Assessment/Reflection:</u></b></p> <ul style="list-style-type: none"> <li>• Students will write in their journal after the about their inferences and conclusions they drew during their independent reading.</li> <li>• Students will participate in small group instruction through guided reading and work stations.</li> <li>• 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.</li> </ul>	<p>Varying level of support for all students.</p>
	<p>Wednesday- May 28</p> <p>I can ask and answer questions about key details in a text. (1.RI.1) I can describe the connection between pieces of information in text. (RI.1.3) I can identify the main idea and key details. (1.RI.2) I can use correct capitalization and punctuation in my writing. (1.L.2)</p>	<p><b><u>Mini-Lesson:</u></b></p> <ul style="list-style-type: none"> <li>• Read “There Was An Old Lady Who Swallowed a Shell”</li> <li>• Students will be giving different reading strategies they have learned throughout the year.</li> <li>• Students will discuss any connections they made and the sequence of the story.</li> </ul> <p><b><u>Crafting Activity:</u></b></p> <ul style="list-style-type: none"> <li>• Students will use pictures from the story to retell and sequence the story in their literacy journals.</li> <li>• Students will apply the vocabulary from the story to retell the story by drawing the picture to match.</li> <li>• Students will start to work on their “1<sup>st</sup> Grade was a Blast” booklet. Students will review what they have learned to write about their 1<sup>st</sup> grade year.</li> </ul> <p><b><u>Assessment/Reflection:</u></b></p> <ul style="list-style-type: none"> <li>• Students will write in their journal after the about their inferences and conclusions they drew during their independent reading.</li> <li>• Students will participate in small group instruction through guided reading and work stations.</li> </ul>	<p>Varying level of support for all students.</p>
<p><b>Critical Vocabulary</b></p> <p><b>Review:</b> Summarizing Fix-up Monitoring Strategy Captions Prediction Determining Importance Making Connections</p>			

<p>Compare and Contrast Cause and Effect Inference Drawing Conclusions</p>		<ul style="list-style-type: none"> <li>Share Square: Students will reflect by discussing story and retelling it to their turn and talk partner.</li> </ul>	
	<p>Thursday- May 28</p>		
	<p>I can ask and answer questions about key details in a text. <b>(1.RI.1)</b> I can describe the connection between pieces of information in text. <b>(RI.1.3)</b> I can identify the main idea and key details. <b>(1.RI.2)</b> I can use correct capitalization and punctuation in my writing. <b>(1.L.2)</b></p>	<p><b><u>Mini-Lesson:</u></b></p> <ul style="list-style-type: none"> <li>Read A Read Aloud of Your Choice</li> <li>Students will be giving different reading strategies they have learned throughout the year.</li> <li>Students will discuss any connections or inferences they made and the sequence of the story. Students will also work to identify the main idea.</li> </ul> <p><b><u>Crafting Activity:</u></b></p> <ul style="list-style-type: none"> <li>Students will continue work on their "1<sup>st</sup> Grade was a Blast" booklet. Students will review what they have learned to write about their 1<sup>st</sup> grade year.</li> </ul> <p><b><u>Assessment/Reflection:</u></b></p> <ul style="list-style-type: none"> <li>Students will write in their journal after the about their inferences and conclusions they drew during their independent reading.</li> <li>Students will participate in small group instruction through guided reading and work stations.</li> <li>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.</li> </ul>	<p>Varying level of support for all students.</p>
	<p>Friday- May 29</p>		
<p>I can ask and answer questions about key details in a text. <b>(1.RI.1)</b> I can describe the connection between pieces of information in text. <b>(RI.1.3)</b> I can identify the main idea and key details. <b>(1.RI.2)</b> I can use correct capitalization and punctuation in my writing. <b>(1.L.2)</b></p>	<p><b><u>Mini-Lesson:</u></b></p> <ul style="list-style-type: none"> <li>Read A Read Aloud of Your Choice</li> <li>Students will be giving different reading strategies they have learned throughout the year.</li> <li>Students will discuss any connections or inferences they made and the sequence of the story.</li> </ul> <p><b><u>Crafting Activity:</u></b></p> <ul style="list-style-type: none"> <li>Students will be reviewing the importance of inferring and using clues to draw conclusions. Students will look at a picture that was edited to see if they could infer what the image is. Students will discuss their ideas and the clues that helped them draw their conclusion in their literacy journal.</li> <li>Students will continue to work on their "1<sup>st</sup> Grade was a Blast" booklet. Students will also work on completing the "Farwell First Grade" poster.</li> </ul> <p><b><u>Assessment/Reflection:</u></b></p> <ul style="list-style-type: none"> <li>Students will participate in small group instruction through guided reading and work stations.</li> <li>Share Square: Students will reflect by discussing how clues help them draw conclusions.</li> </ul>	<p>Varying level of support for all students.</p>	