

Teacher/Team: 1 st Grade	Subject : Social Studies	Week of : May 25-29		
Common Core Standards	Learning Target	Strategies/Activities		Differentiation
<p>RI 1.10 With prompting and support, students will read informational text appropriately complex for grade level.</p> <p>1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p>L.1.2- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>SL. 1. 1a: Follow agreed-upon rules for discussions (e.g. listening to others with care, speaking one at a time about the topics, and texts under discussion)</p>	Monday- May 25			
		<p>No School – Memorial Day</p>		Varying level of support for all students.
	Tuesday- May 26			
		<p>PGE Talent Show</p>		Varying level of support for all students.
	Wednesday- May 27			
	<p>I can read an informational text.</p> <p>I can read and interpret data on a graph.</p> <p>I can participate in a discussion with peers.</p>	<p><u>Mini-Lesson:</u></p> <ul style="list-style-type: none"> • Review the five senses. • Have students will brainstorm ideas of what can be seen, touch, heard, smelled, and tasted during the spring. • Whole group read Time for Kids: The Five Senses in Spring <p><u>Crafting Activity:</u></p> <ul style="list-style-type: none"> • Students will independently reread the passage and answer questions on back page. • Students will complete <u>A Class Vote WKS</u> using a bar graph to answer questions about some favorite spring activities. <p><u>Assessment/Reflection:</u></p> <ul style="list-style-type: none"> • Share Square: students will share other ways they can use their senses. 		Varying level of support for all students.

Critical Vocabulary			
Senses Data Bar graph Picture graph Author Illustrator	Thursday- May 28		
	<p>I can read an informational text.</p> <p>I can write with SWAG.</p> <p>I can participate in a discussion with peers.</p>	<p><u>Mini-Lesson:</u></p> <ul style="list-style-type: none"> Review the roles of an author and illustrator in the writing of a book, story or text. Whole group read Time for Kids: Author at Work. <p><u>Crafting Activity:</u></p> <ul style="list-style-type: none"> Students will independently reread the passage and answer questions on back page. Students will complete <u>Author Event WKS</u> using a chart to answer questions about a special author visit coming to a library. <p><u>Assessment/Reflection:</u></p> <ul style="list-style-type: none"> Students will write if they could be an author/illustrator what they would write about and what illustration they would draw for the book in their Literacy journal. 	Varying level of support for all students.
	Friday – May 29		
	<p>I can read an informational text.</p> <p>I can read and interpret data on a graph.</p> <p>I can participate in a discussion with peers.</p>	<p><u>Mini-Lesson:</u></p> <ul style="list-style-type: none"> Discuss staying safe during hot weather. Whole group read Time for Kids: Play Smart <p><u>Crafting Activity:</u></p> <ul style="list-style-type: none"> Students will independently reread the passage and complete back page. Students will complete <u>Summer Fun WKS</u> using a picture graph to answer questions about some favorite summer activities. <p><u>Assessment/Reflection:</u></p> <ul style="list-style-type: none"> Students will share other safety rules. 	Varying level of support for all students.