

Toby Lawless First Grade Week at a Glance (WAG)
Week of February 1 – 5, 2021

Unit 4 Week 2

Essential Question: How do animals help each other?

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ASYNCHRONOUS= Independently NOT on Teams with Teacher

SYNCHRONOUS= On Teams with Teacher

This week's Learning Targets/Intentions	Tasks/Assessments	Success Criteria
<ul style="list-style-type: none"> I am learning how to log on to I-Ready and Go Math through CLEVER. I am learning how to find my WEEKLY reading test under ASSIGNMENTS on TEAMS. I am learning how to write a paragraph with 4 details. For reading comprehension: Main Idea and Key Details I am learning how to add and subtract within 20. I can log into Class Dojo Portfolios and submit my own work independently. 	<p>OFFLINE:</p> <ul style="list-style-type: none"> Read fluency passage each day (on the back of front page of weekly packet) Days 1-4 "Correct the Sentences" only 5 problems per day Go Math Homework (Gray page front/back) Daily i-Ready LESSONS in READING AND MATH TEAMS (Assignments) Submit photo of spelling test and writing paragraph each Friday on Class Dojo Portfolios Finish IReady Diagnostics #2 Math and Reading. 	<ul style="list-style-type: none"> I can go on Microsoft Teams and access my teachers live sessions. I can unmute myself when my teacher calls on me, and then mute myself after I speak, I can log into i-Ready and take my daily lessons. I can go to CLEVER and find i-Ready and Go Math apps. I can go to TEAMS and ASSIGNMENTS to take my reading tests each week.

Monday 2/1 Teams Live Whole Class@ 9:00	Tuesday 2/2 Teams Live Whole Class@ 9:00	Wednesday 2/3 Teams Live Whole Class@ 9:00	Thursday 2/4 Teams Live Whole Class@ 9:00	Friday 2/5 Teams Live Whole Class @ 9:00
<div style="border: 2px solid black; padding: 5px; text-align: center; margin-bottom: 10px;"> 9:00-9:30 LIVE INSTRUCTION </div> <p>Introduce Essential Question and focus skills for the week.</p> <p>Go over expectations for Asynchronous work</p> <p>Word Work</p>	<p>Positivity Project "OPM supporting others" 9:00-9:45</p> <p><u>WORD WORK</u> -Long e, ee, ea, ie -High Frequency words: because, blue, into, or, other, small, danger, partner -Oral vocabulary- behavior, beneficial, dominant, endangered, instinct -Grammar – Has and Have -Prefixes- re-, un-, pre-</p>	<p>Positivity Project "OPM supporting others" 9:00-9:45</p> <p><u>WORD WORK</u> -Long e, ee, ea, ie -High Frequency words: because, blue, into, or, other, small, danger, partner -Oral vocabulary- behavior, beneficial, dominant, endangered, instinct -Grammar – Has and Have -Prefixes- re-, un-, pre-</p>	<p>Positivity Project "OPM supporting others" 9:00-9:45</p> <p><u>WORD WORK</u> -Long e, ee, ea, ie -High Frequency words: because, blue, into, or, other, small, danger, partner -Oral vocabulary- behavior, beneficial, dominant, endangered, instinct -Grammar – Has and Have -Prefixes- re-, un-, pre-</p>	<p>Positivity Project "OPM supporting others" 9:00-9:45</p> <p><u>WORD WORK</u> -Long e, ee, ea, ie -High Frequency words: because, blue, into, or, other, small, danger, partner -Oral vocabulary- behavior, beneficial, dominant, endangered, instinct -Grammar – Has and Have -Prefixes- re-, un-, pre-</p>
<p><u>BREAK 9:45-10:00</u></p>	<p><u>BREAK 9:45-10:00</u></p>	<p><u>BREAK 9:45-10:00</u></p>	<p><u>BREAK 9:45-10:00</u></p>	<p><u>BREAK 9:45-10:00</u></p>

<p>ASYNCHRONOUS (210 min. total)</p> <p>ELA 10:00-10:45 *Read Fluency on p. 2 of packet. Find and color red, yellow, blue words. (15 min)</p> <p>Complete Day 1Week 2 (problems1-5) Morning Work (pg.3 in packet) (15 min)Read in your Reading/Writing Workshop book "Words to Know" pgs. 32-37 then read "A Team of Fish" on pages 38-47 (30 min)</p>	<p>ELA 10:00-10:45</p> <p>*REREAD: "A Team of Fish" on page 38 in your Reading Writing Workshop. *Watch School of fish video/take notes *Graphic Organizer: (pg. 33 in packet) with Main Idea and 3 KEY Details.</p>	<p>ELA 10:00-10:45</p> <p>*REREAD: "Animal Teams" on page 36 in your Anthology book. *Look for HF words and long e words in the text.</p>	<p>ELA 10:00-10:45</p> <p>*REREAD: "Animal Teams" on page 36 in your Anthology book. *Fill out Graphic Organizer with Main Idea and Details of story on p.34 of packet</p>	<p>ELA 10:00-10:45</p> <p>-Read and Annotate Reading Test "Seal Moms" in weekly packet.</p> <p>Prefix practice/video Un/pre/re</p>
<p>BREAK 10:45-11:00</p>	<p>BREAK 10:45-11:00</p>	<p>BREAK 10:45-11:00</p>	<p>BREAK 10:45-11:00</p>	<p>BREAK 10:45-11:00</p>
<p>*11:00-11:45</p> <p>WRITING 11:00-11:4</p> <p>*Spelling pgs. 5-9, 22-23 in weekly packet. (20 min.)</p>	<p>WRITING 11:00-11:45-</p> <p>*Look at the pictures in your anthology pages 37-55 "Animal Teams" *Choose an animal you wish to research from "Animal Teams" Write the name of</p>	<p>WRITING 11:00-11:45</p> <p>*Write details (interesting facts) about your animal in the graphic organizer on page 32 in your packet.</p>	<p>WRITING 11:00-11:45</p> <p>*Write at least 3 details about your animal from your graphic organizer. *Edit your paragraph and look for transition words: First, Next, Then</p>	<p>WRITING 11:00-11:45</p> <p>*Students write conclusion of Animal Report using, All in all, or As you can see,</p>

<p>*"Your Turn" workbook pgs. 166-169 (30 min)</p>	<p>your animal in the center of the writing web on page 31 in you packet *What do you already know about it?</p>	<p>*Write your topic sentence about your animal.</p>	<p>and Last. Proofread your sentences and check for capital letters and periods.</p>	<p>Animal report PRESENTATIONS</p>
<p><u>LUNCH</u> 11:45-12:30</p>	<p><u>LUNCH</u> 11:45-12:30</p>	<p><u>LUNCH</u> 11:45-12:30</p>	<p><u>LUNCH</u> 11:45-12:30</p>	<p><u>LUNCH</u> 11:45-12:30</p>
<p><u>MATH</u> 12:30-1:15 *Think Central-Chapter 8 MID-CHAPTER CHECKPOINT (use your math tools) (30 min) *Weekly packet REVIEW MATH pages 17-22 (30 min) *XtraMath on Think Central (15 min)</p>	<p><u>MATH</u> 12:30-1:15 Go Math 8.4</p>	<p><u>MATH</u> 12:30-1:15 Go Math 8.5</p>	<p><u>MATH</u> 12:30-1:15 Go Math 8.6 PRACTICE: Addition & Subtraction timed tests (back of packet)</p>	<p><u>MATH</u> 12:30-1:15 Go Math 8.6 Review FINAL: Addition & Subtraction 5 minute timed tests (last 2 pages of packet)</p>

<p>-Finish iReady Diagnostics #2 iReady Reading/Math (20 min.)</p> <p>-READ:"Tiny Animals Can Be Helpers," in packet, p.24 and answer Q's on pg. 43 (send photo through clasdojo portfolio)(20 min)</p>	<p>TUES. 1:15-2:00 Asynchronous Work (60 min total)</p> <p>-GoMath 8.4 pgs. 332A/B(20 min)</p> <p>-Long E words pgs.12-13 in packe)(10 min)</p> <p>-READ Fluency p. 2 in packet.</p> <p>-Research your animal's Predator (what does it hunt)(15 min)</p> <p>-Sketch a Diagram of your animal. (packet)</p>	<p>WEDS. 1:15-2:00 Asynchronous Work (60 min total)</p> <p>-GoMath 8.5 pgs. 336A/B (15 min)</p> <p>-High-Frequency words pgs. 16-17 in packet (10 min)</p> <p>-Research your animal's Prey (what hunt's it) (10 min)</p> <p>-Color the country on the world map where your animal lives, (packet)(5 min)</p> <p>-iReady Math (20 min)</p>	<p>THURS. 1:15-2:00 Asynchronous Work (60 min total)</p> <p>-GoMath 8.6 pgs.340A/B (20 min)</p> <p>-Prefix/Context Clues packet pages 20-21(10 min)</p> <p>-Complete Diagram of your animal (10 min)</p> <p>-iReady Math (20 min)</p>	<p>FRI. 1:15-2:00 Asynchronous Work (60 min total)</p> <p>-iReady Reading</p> <p>Turn in Tiny animal Helpers pg. 25</p> <p>-TAKE: WONDERS 4.2 TEST ON TEAMS Read Seal Moms first and answer questions on TEAMS (Assignments) Complete FINAL DRAFT OF ANIMAL REPORT Pgs. 28-32 in packet -SEND to ClassDojo Portfolio</p> <p>-SEND :SPELLING TEST to Class Dojo Portfolio.</p> <p>-SEND TIMED TESTS</p>
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*****Items highlighted in green are to take a photo of and turn in through clasdojo portfolio for grade on Quarter 3 report card.**