



Teacher: 1 st Grade	Date: April 8-18, 2019	Subject: ELA
Topic: A Butterfly Grows		

Standard(s)	RL 1.6 RI.1.7 L.1.1d (Indefinite pronouns)
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Learning Target(s) (based on the language of the standard)	-Use the illustrations and details in a text to describe its key ideas. -Identify who is telling the story at various points in a text. -Use personal, possessive, and indefinite pronouns (I, me, my, they, them, their, anyone, everything).
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Procedures (with general times)	<p>Writing Focus: Students will write about the life cycle of a butterfly in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event orders, and provide some sense of closure. (W1.3)</p> <p>Language Focus: Students will use pronouns and verbs in sentences. (L1.1c) Students will continue to use conventional spellings for words with common spelling patterns and for frequently occurring irregular words focusing on the following pattern: digraph oo. (L1.2d)</p> <p>Reading Focus: Students will read and discuss the informative text “A Butterfly Grows.” Students will ask and answer questions about the key details in the text. (RI1.1) Students will describe the connection between two individuals, events, ideas, or pieces of information. (RI1.6) Students will read together with the teacher the story “Best Friends.” (RI1.10)</p> <p>**Vocabulary Use: Use the read aloud “Visiting Butterflies” to introduce the oral vocabulary words – gentle, completely, settle, reflection, lonely, recognize. Use context cards to introduce the Words to Know – ready, anything, upon kind, places, also, flower, warm. Use the vocabulary reader “Butterflies” to practice reading and comprehending with the words to know for Lesson 24. (L1.5a, L1.5c, L1.6, RF1.3g)</p> <p>**Phonics/Phonemic Awareness: Use the story selection spelling words to blend digraph oo words (RF1.2a, RF1.3b, RF1.3c)Saxon</p>
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	<p>Phonics and Michael Heggertybook is used as a supplemental program to teach/reinforce phonological awareness and phonics skills.</p> <p>**Speaking and Listening:Students will ask and answer questions about key details through read aloudsand information presented orally or through other media (SL1.2). Students will ask questions to clear up any confusion about the topics and texts under discussion. (Teacher will model this for students during story selection reading.) (SL1.1c)</p> <p><u>Small Group Instruction:</u></p> <p>Students will use leveled readers to differentiate instruction and increase student fluency, comprehension, and word recognition. (RF1.4a) Extra practice will be incorporated to build fluency this semester including fluency passages for homework.</p> <p>Students will use decodable readers and read“Ladybugs,” “Fireflies,” “Honeybees,” and“All About Fireflies.” (rF1.3b, RF1.4b)</p> <p>Students will participate in oral vocabulary lessons from Curious with Words (L1.6, L1.5)</p> <ul style="list-style-type: none">• Independent work will be differentiated through use of Journeys leveled workbooks, MobyMax computer time, and centers.
Example of an Assessment Item Related to the Standard	<p>Circle the meaning of the underlined word in each set:</p> <p>1. Suzy tried to swat the <u>fly</u> with her shoe.</p> <p>an insect to move through the air</p> <p>*After being given a cold read:</p> <p>1. What kind of animal is a butterfly?</p> <p>A. Butterflies are reptiles. B. Butterflies are insects. C. Butterflies are mammals.</p>