



English Language Arts Curriculum Map: Wonders Grade 1 Unit 3



Introduction

In the Spring of 2020, Memphis Shelby County Schools (MSCS) convened an official committee to review and vote for K-12 Literacy curricula to be implemented for SY 2020-21. The committee engaged in several professional learning opportunities. The goal of these professional learning sessions was to ensure that committee members were able to make informed decisions around high quality instructional materials. As indicated by the official results, the following products were selected by majority vote: **McGraw-Hill Wonders** for K-5 and **Pearson My Perspectives** for 6-12.

What does this mean?

As expected, with any new adoption many things will change. Student tasks and activities, along with many of the selected texts and materials will change. Unit topics and even sequencing may change. However, there are some instructional norms that we are committed to as a district that will not change:

- There will continue to be a focus on collaborative and intentional planning. We know that to implement a lesson that meets the expectations of the standards, teachers must internalize the lesson and its intended outcomes and intentionally plan for these outcomes.
- With this in mind, we are still committed to providing students with lessons implemented with *integrity*. This means that lessons fully meet the expectations of the instructional shifts and the TN Academic standards.
- MSCS continues to be committed to strengthening early (K-2) and continuing literacy (3-12)



Teacher Support

Across the nation, school districts are facing ongoing challenges due to teacher shortages and the need to support a growing number of new and novice educators—many of whom may not have a background in education. To meet the diverse needs of new, novice, and returning teachers, we have curated curriculum resources designed to provide practical, standards-based instructional support.

For grades K–5, lesson planning PowerPoints have been developed, while grades 6–12 educators can access comprehensive lesson planning guides. These resources include targeted, standards-aligned instructional guidance, clear student expectations, quick access to essential teaching materials, student work examples and answer keys, explicit writing opportunities, and much more. Click [\[here\]](#) to access the [kindergarten through tenth grade lesson planning resources](#).

Vision of ELA Instruction

In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and meaning-based competencies. This practice also builds more confident readers and lifelong habits of reading.

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- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

Effective ELA instruction

In our ELA classrooms, research-based instructional practices will include:

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and meaning-based competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and meaning-based competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

How to Use the Curriculum Map

The curriculum map is meant to **support effective planning and instruction**; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making bring instructional materials to life in the classroom.

Guidance for ELA Instruction

In K-5, ELA instruction focuses on meaning based and foundational skills instruction. The *Wonders* curriculum is comprehensive and integrates both meaning based and foundational skills instruction. The ELA block includes both whole group and small group instruction. In K-2 a minimum of 120 minutes should be dedicated to literacy instruction. While in 3-5, 90 minutes is the expectation. The components for whole group and small group instruction are spelled out in the curriculum maps and the instructional frameworks that address pacing within the lessons. During the core or whole group teachers are expected to engage all students in the learning. Meanwhile, during small group the teacher will work with groups of students to engage in instruction that is specific to



that group's needs. While the teacher is working with a small group, the other students are expected to engage in workstation activities. Suggested workstation activities are provided in the Wonders curriculum and highlighted in the curriculum maps.

ESL: English Language Development

To support teachers in helping to ensure success for Multilingual Learners (MLs) in the general education classroom, the Wonders curriculum provides recommendations for scaffolds throughout the curriculum. ESL supports will be found in purple in the Teacher's Edition. ESL Supports aligned to the unit lessons can be found in the Bridge to English resource located in the digital platform. These supports include Language Objectives, Spanish cognates, suggested vocabulary, and scaffolds to promote academic and language growth. To access Bridge to English, click on your grade level: [Kindergarten](#), [1st Grade](#), [2nd Grade](#), [3rd Grade](#), [4th Grade](#), [5th Grade](#). Additional supports for Newcomers in grades K-2 can be found in the Newcomer Teacher's Guide, which should be utilized in the ELD support block.

The ELPA21 English Language Proficiency (ELP) standards can be found here: <https://elpa21.org/wp-content/uploads/2023/02/1.2.2-ELP-Standards-2014.pdf>

Reading Resource Toolkit

Instructional Supports

ConnectEd https://my.mheducation.com/login	ConnectEd, the Wonders curriculum online platform contains digitized copies of all print materials. It also contains professional development videos, a resource library and daily presentations to support instruction.
Wonders Scope and Sequence https://drive.google.com/drive/folders/1fM8P0NvAMTPeGDHpNiZb0rHCZxDSR2MC?usp=sharing	Click here to access Wonders Foundational Skills Scope and Sequence for K-5. These documents outline the grade level's instructional trajectory.
Pacing Calendars https://bit.ly/46iiBQN	Pacing Calendars have been embedded in the curriculum maps to provide pacing guidance for each quarter. Please use this suggested pacing as a guide only. It is understood that teachers may be up to 1 week ahead or 1 week behind, depending on their individual class needs.
Instructional Routines https://drive.google.com/file/d/14-gTs2oWoZQ8xBhBtBFdyaTIUAmK3WZ1/view?usp=sharing	The Instructional Routines Handbook provides step-by-step guides to key instructional practices embedded in the Wonders program. Routines reflect best classroom practices and help students focus on the new learning task, rather than learning a new way to do something.
The Tennessee ELA Standards: https://bit.ly/46RErKW	Teachers can access the Tennessee State Standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level.
K-2 ELA Standards Guides https://bestforall.tnedu.gov/lessons-and-learning-item?content-id=11151	Rooted in an integrated literacy model, these guides go beyond surface-level comprehension—they reinforce foundational reading skills, fluency, and knowledge-building through an emphasis on the use of high-quality instructional materials.



Managing Small Groups https://tinyurl.com/y9xhq3z	This book by Vicki Gibson and Doug Fisher provides methodology and guidelines for implementing differentiated instruction in the classroom.
Instructional Framework Gr1 Wonders ELA Instructional Framework.docx	The Instructional Framework is designed to provide guidance around the 120-minute Wonders literacy block. While the time allocations shown align to the Wonders curriculum expectations, diverse building, and grade-level structures, as well as student needs and instructional goals, may influence scheduling within the ELA block.
Engagement Protocols https://bit.ly/3MhsfHK	This collection of classroom engagement protocols and strategies are designed to provide teachers with a list of engagement ideas that can be used during instruction in order to promote active engagement and collaboration which can lead to increased student performance.
English Language Development (ELD) Standards Crosswalks https://bit.ly/3IsHjEe	A standards crosswalk is a tool designed to align different sets of standards, enabling educators to compare expectations and identify areas of intersection. In this document, the Tennessee English Language Development (ELD) Standards are systematically cross-walked with the Tennessee Academic Standards in English Language Arts (ELA) to support integrated instructional planning for English learners (ELs).
Foundational Skills Support	
Florida Center for Reading Research https://fcrr.org/	A team of researchers and teachers at FCRR collected ideas and created Student Center Activities for use in pre-kindergarten through fifth grade classrooms. The activities are designed for students to practice, demonstrate, and extend their learning of what has already been taught, sometimes with teacher assistance and sometimes independently. Students can complete the activities in small groups, pairs, or individually. Accompanying these Student Center Activities is a Teacher Resource Guide that offers important insights on differentiated instruction and how to use the Student Center materials.
Achieve the Core Foundational Skills https://achievethecore.org/category/1206/ela-literacy-foundational-skills	Student Achievement Partners, through Achieve the Core have provided a variety of resources regarding foundational skills. These resources include foundational skills professional development. Links to all these resources and more can be accessed through the url provided.
Best for All: TN Foundational Skills Resources https://bestforall.tnedu.gov/	These resources, which include Sounds First, TNFSCS, and videos were developed to support students' foundational skills acquisition.
Reading Coach https://coach.microsoft.com/webapp/welcome	Reading Coach, a free tool from Microsoft, provides personalized and adaptive reading fluency practice using AI. It helps students improve their reading skills through engaging, customizable content and feedback. To access Reading Coach, simply click on the waffle icon in the top left corner of Outlook, then select "Reading Coach" from the apps menu.

Note: To access the resource click the link. If the link does not open when clicked, copy and paste the link your browser's search engine



December 2025 Pacing Calendar

Suggested Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 7 – Quarter 2 <i>Review, Extend, and Assess</i>	1 Unit 2 Week 6 Day 1	2 Unit 2 Week 6 Day 2	3 Unit 2 Week 6 Day 3	4 Unit 2 Week 6 Day 4	5 Unit 2 Week 6 Day 5
Week 8 – Quarter 2 <i>Foundational skill: Phoneme / ā/ Graphemes: a_e, a High Frequency Words: away, now, some, today, way, why Structural Analysis: Contractions with not Grammar: Verbs</i>	8 Unit 3 Week 1 Day 1	9 Unit 3 Week 1 Day 2	10 Unit 3 Week 1 Day 3	11 Unit 3 Week 1 Day 4	12 Unit 3 Week 1 Day 5
Week 9 – Quarter 2 <i>Foundational skill: Phoneme / ī/ Graphemes: i_e, i High Frequency Words: green, grow, pretty, should, together, water Structural Analysis: Plurals Grammar: Present-Tense Verbs</i>	15 Unit 3 Week 2 Day 1	16 Unit 3 Week 2 Day 2	17 Unit 3 Week 2 Day 3	18 Unit 3 Week 2 Day 4	19 Unit 3 Week 2 Day 5 <i>End of Q2</i>
	22 Winter Break <i>(Students Out)</i>	23 Winter Break <i>(Students Out)</i>	24 Winter Break <i>(Students Out)</i>	25 Winter Break <i>(Students Out)</i>	26 Winter Break <i>(Students Out)</i>
	29 Winter Break <i>(Students Out)</i>	30 Winter Break <i>(Students Out)</i>	31 Winter Break <i>(Students Out)</i>	1 Winter Break <i>(Students Out)</i>	2 Winter Break <i>(Students Out)</i>

Notes:

Students return to school on January 6, 2026. Q2 ends December 19, 2025, and Q3 begins January 6, 2026.

Based on the time invested in Start Smart, schools may have a few flex days at the end of Semester 1, which may be used to review, extend, and assess Semester 1 learning. The Review, Extend and Assess weeks are included on the calendar, however these weeks could be skipped if students are demonstrating mastery of the Unit.

Click [\[here\]](#) to access your grade level's new ELA lesson planning resource.



January 2026 Pacing Calendar

Suggested Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday
	29 Winter Break (Students Out)	30 Winter Break (Students Out)	31 Winter Break (Students Out)	1 Winter Break (Students Out)	2 Winter Break (Students Out)
Week 1 – Quarter 3 Foundational skill: Phoneme /s/ and /j/ Graphemes c and g/dge High Frequency Words: any, from, happy, once, so, upon Structural Analysis: Inflectional Endings -ed, -ing Grammar: Past and Future Tense Verbs	Winter Break (Students Out)	6 Unit 3 Week 3 Day 1 Students Return 3 rd 9 Weeks Begins	7 Unit 3 Week 3 Day 2	8 Unit 3 Week 3 Day 3	9 Unit 3 Week 3 Day 4/5
Week 2 – Quarter 3 Foundational skill: Phoneme /ō/, /ū/, /ē/ Graphemes o_e, u_e, e_e High Frequency Words: ago, boy, girl, how, old, people Structural Analysis: CVCe, syllables Grammar: Is and Are	12 Unit 3 Week 4 Day 1	13 Unit 3 Week 4 Day 2	14 Unit 3 Week 4 Day 3	15 Unit 3 Week 4 Day 4	16 Unit 3 Week 4 Day 5
Week 3 – Quarter 3 Foundational skill: Phoneme /oo/ /ū/ Graphemes variant vowel spellings: oo, u High Frequency Words: after, buy, done, every, soon, work Structural Analysis: Inflectional Endings -ed, ing Grammar: Contractions with Not	19 Dr. Martin Luther King Jr. Day (Students Out)	20 Unit 3 Week 5 Day 1	21 Unit 3 Week 5 Day 2	22 Unit 3 Week 5 Day 3	23 Unit 3 Week 5 Day 4/5
Week 4 – Quarter 3 Review, Extend and Assess	26 Unit 3 Week 6 Day 1	27 Unit 3 Week 6 Day 2	28 Unit 3 Week 6 Day 3	29 Unit 3 Week 6 Day 4 Parent/Teacher Conferences	30 Unit 3 Week 6 Day 5

Notes: Quarter 3 begins on January 6, 2026.

On the 4-day weeks, day 4 and day 5 are combined.

The Review, Extend and Assess weeks are included on the calendar, however these weeks could be skipped if students are demonstrating mastery of the Unit.

Click [\[here\]](#) to access your grade level's new ELA lesson planning resource.



Wonders Unit 3 Curriculum Map First Grade



Unit-at-a-Glance

The Unit-at-a-Glance found [here](#) is designed to provide a high-level overview of the weekly reading skills found in the unit.

Unit 3 Overview

The Big Idea of this unit is *What Can Happen Over Time?* The Habits of Learning focus on believing that one can succeed, while the Classroom Culture focuses on learning through modeling and practice. The unit explores the following concepts:

Week 1

- *Texts Set Focus*
 - Children read, write, and listen to stories about time.
- *Key Concept*
 - What Time Is It?
- *Essential Question*
 - How do we measure time?

Week 2

- *Texts Set Focus*
 - Children read, write, and listen to stories about plants.
- *Key Concept*
 - Watch It Grow
- *Essential Questions*
 - How do plants change as they grow?

Week 3

- *Texts Set Focus*
 - Children read, write, and listen to folktales.
- *Key Concept*
 - A Community in Nature
- *Essential Question*
 - Where do animals live together?

Week 4

- *Texts Set Focus*
 - Children read, write, and listen to stories from long ago.
- *Key Concept*
 - Now and Then
- *Essential Question*
 - How is life different than it was long ago?

Week 5

- *Texts Set Focus*
 - Children read, write, and listen to stories about how we get our food.
- *Key Concept*
 - From Farm to Table
- *Essential Question*
 - How do we get our food?

Week 6

- *Review*
- *Extend*
- *Assess*



Unit Assessments

The unit's assessments include progress monitoring at the end of each genre study as well as a unit assessment at the end of the unit.

The **Progress Monitoring Assessments** offers the opportunity to monitor students' progress in a steady and structured manner while providing formative assessment data. As students complete each week of the reading program, they will be assessed on their understanding of key instructional content.

Unit 3 Progress Monitoring	
Week	Progress monitoring details page #
Week 1	T90
Week 2	T174
Week 3	T258
Week 4	T342
Week 5	T426
Week 6	Unit Test

The **Unit Assessments** reports on the outcome of students' learning. As children complete each unit of the reading program, they will be assessed on their understanding of key instructional content. The results of Unit Assessments serve as a summative assessment by providing a status of current achievement in relation to students' progress through the curriculum. The focus of this unit's assessment is listed below, for additional details see T462.

UNIT 3 TESTED SKILLS

COMPREHENSION	PHONEMIC/ PHONOLOGICAL AWARENESS	PHONICS STRUCTURAL ANALYSIS HIGH-FREQUENCY WORDS	GRAMMAR
<ul style="list-style-type: none"> • Character, Setting, Plot • Connections Within Text 	<ul style="list-style-type: none"> • Alliteration • Identify and Generate Rhyme • Phoneme Identity and Isolation • Phoneme Blending • Phoneme Segmentation • Phoneme Addition and Deletion 	<ul style="list-style-type: none"> • Long Vowels <i>a, i, o, u, e</i> • Soft <i>c</i>, Soft <i>g</i>, <i>dge</i> • Variant Vowel Spellings with Digraphs <i>oo, u</i> • Inflectional Endings <i>-ed</i> and <i>-ing</i> • Contractions with <i>not</i> • CVCe Syllables • High-Frequency Words 	<ul style="list-style-type: none"> • Verbs • Present-, Past-, and Future-Tense Verbs • <i>Is</i> and <i>Are</i> • Contractions with <i>not</i>



Instructional Routines

Instructional Routines are management tools that provide clear, step-by-step guidance for how children approach learning activities. Using routines helps teachers communicate expectations and help children to efficiently develop effective learning habits. Key routines used throughout Wonders are explained during Start Smart. In the Instructional Routines section of the curriculum maps, routines that are highlighted within the core instruction are listed in black. Additional routines that support that day's instructional components are noted in **green**. For further information regarding the Instructional Routines, see the *Instructional Routines Handbook* found [here](#).

ELL Scaffolds

ELL scaffolds for English Language Learners are embedded throughout the unit and found in each daily lesson. These scaffolds include beginning, intermediate and advanced instructional supports to help ELLs develop vocabulary, build fluency, and develop proficiency in speaking and writing. *The Bridge to English resource* found within the Teachers Edition will provide additional scaffolding support, make suggestions for pre-teaching key vocabulary, provide a language objective, and mini-lesson suggestions. Additionally, Newcomer support is provided by means of Newcomer activity cards and Beginning Level scaffolding suggestions found within the curriculum. The Newcomer Teachers Guide and related activities should only be utilized within the ELD support block to develop Social and Instructional Language for Newcomers.

Writing

For all grades, students write in response to each text they read. There are also Writing Process lessons in all grades. For kindergarten, a full set of lessons that support the Writing Process and writing in a specific genre appears in every even-numbered unit. For grade 1, the full set of lessons is in every unit. For grades 2–5, there are two complete Writing Process opportunities per unit, aligned to a specific genre. This unit focuses on Narrative and Opinion.

Self-Regulated Strategy Development (SRSD)

<https://srsdonline.org/free-materials/>

SRSD uses a six-stage gradual release model to teach writing strategies and build self-regulation. Instruction is delivered through six flexible, recursive stages: (1) Develop Background Knowledge, (2) Discuss It, (3) Model It, (4) Memorize It, (5) Support It, and (6) Independent Performance. Teachers guide students through activities in each stage as they initially learn to write with the SRSD model. Each stage includes key actions.



Week 1: What Time is it?			
Essential Question: How do you measure time?			
Student Goals: Instructional goals for students are provided weekly in the Wonders curriculum. These instructional goals are communicated to parents on the online platform in the form of a <i>Family Letter</i> . This week's goals can be found here .			
Backwards Mapping: Assessments			
When planning for the lessons keep in mind the focus of the upcoming assessments. Progress monitoring (<i>administered weekly in K-1 and at the end of the genre study in 2nd-5th</i>), unit assessments (<i>administered at the end of each unit</i>), and selection test (<i>throughout the unit</i>) are some of the assessments provided within the Wonders curriculum. Click here to access a pdf of these Wonders assessments and here for more information about Wonders assessments, interpreting the results, and using that information for instructional planning.			
Instructional Routines			
Instructional Routines are powerful tools when incorporated into instruction, guiding students through familiar, established steps for exploring new concepts and applying knowledge. Beyond Start Smart, key instructional routines are featured in the Wonders TE and noted in black under the Instructional Routines column of the maps. Additional noteworthy routines that align to the day's instruction are listed in green .			
Day 1 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
1.RL.CS.4 1.SL.CC.1 1.FL.PA.2.b 1.FL.WC.4.e 1.FL.PWR.3.b 1.FL.PWR.3.h 1.FL.PWR.3.g 1.FL.SC.6.a 1.FL.VA.7b.iii 1.W.RBPK.8 1.W.PDW.4	SEL Video-Worth the Wait T19A-19B Introduce the Concept What Time Is It?, T20–T21 Oral Vocabulary Words <i>immediately, schedule</i> , T20 Listening Comprehension <i>A Second Is a Hiccup</i> , T22–T23 Word Work T24–T27 <ul style="list-style-type: none"> Phonemic Awareness: Phoneme Identity Phonics/Spelling: Introduce Long <i>a</i>: <i>a_e</i> High-Frequency Words: <i>away, now, some, today, way, why</i> Shared Read "Nate the Snake Is Late," T28–T29 Shared Writing T30 Grammar Verbs, T31	<ul style="list-style-type: none"> Listening Comprehension, <i>A Second Is a Hiccup</i> Shared Read, <i>Nate the Snake Is Late</i> 	<ul style="list-style-type: none"> Oral Vocabulary Routine Collaborative Conversation Close Reading Routine Phonological Routines HFW Routines
There are no optional instructional activities on Day 1.			
Day 2 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines



1.RL.KID.3 1.FL.PA.2.c 1.FL.PWR.3.f 1.FL.PWR.3.b 1.FL.SC.6.a 1.W.RBPK.8 1.W.PDW.5	Build the Concept What Time Is It?, T32 Oral Vocabulary Words <i>calendar, occasion, weekend</i> , T32 Word Work T34–T37 <ul style="list-style-type: none"> Phonics/Spelling: Review Long <i>a</i>: <i>a_e</i> Fluency: Sound–Spellings Structural Analysis: Contractions with <i>not</i> Reread the Shared Read “Nate the Snake Is Late,” T38–T39 <ul style="list-style-type: none"> Genre: Fantasy Skill: Make and Confirm Predictions Shared Writing T40 Grammar Verbs, T41	<ul style="list-style-type: none"> Shared Read, <i>Nate the Snake Is Late</i> 	<ul style="list-style-type: none"> Oral Vocabulary Routine Phonics Routines Fluency Routines
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Listening Comprehension “Measuring Time,” T33 /Word Work T34–T37 • Phonemic Awareness: Phoneme Addition • High-Frequency Words</p>			
Day 3 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher’s Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
1.RL.RRTC.10 1.RL.KID.3 1.RL.KID.2 1.RL.IKI.7 1.FL.WC.4.c 1.FL.WC.4.e 1.FL.WC.4.f 1.FL.PWR.3.g 1.FL.PWR.3.b 1.FL.PWR.3.f 1.FL.PA.2.b	Build the Concept What Time Is It?, T42 Listening Comprehension <i>A Second Is a Hiccup</i> , T42 Word Work T44–T47 <ul style="list-style-type: none"> Phonemic Awareness: Phoneme Substitution Structural Analysis: Contractions with <i>not</i> High-Frequency Words/Fluency Read the Anchor Text <i>On My Way to School</i> , T47A–T47J Independent Writing T48 Grammar Verbs, T49 Mechanics Commas in a Series, T49	<ul style="list-style-type: none"> Listening Comprehension, <i>A Second Is a Hiccup</i> Anchor Text, <i>On My Way to School</i> 	<ul style="list-style-type: none"> Close Reading Routine Respond to the Text Phonemic Awareness Routines HFW Routines



1.FL.SC.6.a 1.FL.SC.6.l 1.W.TTP.1 1.W.PDW.4 1.W.PDW.5			
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Word Work T44–T47 • Phonics/Spelling: Blend with Long: a:a_e</p>			
Day 4 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
1.RI.CS.5 1.RI.IKI.7 1.FL.PWR.3.b 1.FL.PWR.3.f 1.FL.PWR.3.g 1.FL.PA.2.b 1.FL.WC.4.c 1.FL.WC.4.e 1.FL.SC.6.a 1.W.PDW.4 1.W.PDW.5 1.W.RBPK.7	<p>Extend the Concept, T50–T51 Text Feature: Bold Print, T51 Close Reading: “It’s About Time,” T51A–T51D</p> <p>Word Work T52–T53</p> <ul style="list-style-type: none"> • Phonics/Spelling: Build with Long <i>a: a_e</i> • Structural Analysis: Contractions with <i>not</i> <p>Independent Writing T54 Grammar Verbs, T55 Mechanics Commas in a Series, T55 Integrate Ideas</p> <ul style="list-style-type: none"> • Research and Inquiry, T56–T57 	<ul style="list-style-type: none"> • Close Reading, <i>It’s About Time</i> 	<ul style="list-style-type: none"> • Close Reading Routine • Respond to the Text • Collaborative Conversation • Phonics Routines
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Word Work T52–T53 • Phonemic Awareness: Phoneme Identity • High-Frequency Words</p>			



Day 5 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
1.RL.IKI.9 1.FL.PA.2.b 1.FL.PWR.3.f 1.FL.PWR.3.b 1.FL.WC.4.c 1.FL.WC.4.e 1.SL.CC.3 1.SL.PKI.4 1.SL.CC.1 1.W.PDW.4 1.W.PDW.6 1.W.PDW.5	Word Work T58–T59 <ul style="list-style-type: none"> Phonemic Awareness: Phoneme Blending/Segmentation Phonics/Spelling: Blend and Build with Long <i>a</i>: <i>a_e</i> Structural Analysis: Contractions with <i>not</i> High-Frequency Words Independent Writing T60 Integrate Ideas <ul style="list-style-type: none"> Make Connections, T62–T63 	<ul style="list-style-type: none"> Connections, <i>Nate the Snake is Late</i> 	<ul style="list-style-type: none"> Close Reading Routine Phonemic Awareness Routines Phonics Routines
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Grammar Sentences, T61/Mechanics Commas in a Series, T61</p>			
<p>Small Groups</p> <p>Small Group Instruction: During the teacher led small group, teachers should focus on the components of instruction that best align to the needs of the group. The differentiated instructional components for small groups are found on the yellow pages of the Wonders Teacher Editions. The yellow pages include instruction that focuses on leveled readers, skills, independent practice, and decodable readers. In first grade, decodable readers are to be utilized on Day 3, Day 4, and Day 5. However, it is acceptable to engage students during small group in decodable readers instruction daily.</p> <p><i>Note: If time permits students can be engaged in decodable readers during whole group on days 1 and 2.</i></p> <p>Workstations: The Wonders curriculum provides a variety of workstation opportunities for students to engage in small group and independent practice, which include Independent Reading, Writing, Research and Inquiry Projects, Digital Activities and Differentiated Workstation Activity Cards. These activities align with the Blended Learning Station Rotation Model. They provide both online and offline engagement opportunities. The Workstation Cards identified for this week are <i>Reading Card 6, Reading Card 20, Social Studies</i></p>			



Card 11, Phonics/Word Study Card 611 and Writing Card 13. For more details about this week's workstation options see pages T16 and T17 of Unit 3's Teacher Edition.

Week 2: Watch it Grow 			
Essential Question: How do plants change as they grow?			
Student Goals: Instructional goals for students are provided weekly in the Wonders curriculum. These instructional goals are communicated to parents on the online platform in the form of a <i>Family Letter</i> . This week's goals can be found here .			
Backwards Mapping: Assessments When planning for the lessons keep in mind the focus of the upcoming assessments. Progress monitoring (<i>administered weekly in K-1 and at the end of the genre study in 2nd-5th</i>), unit assessments (<i>administered at the end of each unit</i>), and selection test (<i>throughout the unit</i>) are some of the assessments provided within the Wonders curriculum. Click here to access a pdf of these Wonders assessments and here for more information about Wonders assessments, interpreting the results, and using that information for instructional planning.			
Instructional Routines Instructional Routines are powerful tools when incorporated into instruction, guiding students through familiar, established steps for exploring new concepts and applying knowledge. Beyond Start Smart, key instructional routines are featured in the Wonders TE and noted in black under the Instructional Routines column of the maps. Additional noteworthy routines that align to the day's instruction are listed in green .			
Day 1 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
1.RL.KID.1 1.FL.WC.4.e 1.FL.WC.4.f 1.FL.PWR.3.g 1.FL.PWR.3.b 1.FL.PWR.3.h 1.FL.SC.6.a 1.W.PDW.4 1.W.RBPK.8	Introduce the Concept Watch It Grow!, T104–T105 Oral Vocabulary Words <i>bloom, sprout</i> , T104 Listening Comprehension <i>Mystery Vine</i> , T106–T107 Word Work T108–T111 <ul style="list-style-type: none"> Phonological Awareness: Alliteration Phonics/Spelling: Introduce Long <i>i</i>: <i>i_e</i> High-Frequency Words: <i>green, grow, pretty, should, together, water</i> Shared Read “Time to Plant!,” T112–T113 Shared Writing T114 Grammar Present-Tense Verbs, T115	<ul style="list-style-type: none"> Listening Comprehension <i>Mystery Vine</i> Shared Read, <i>Time to Plant</i> 	<ul style="list-style-type: none"> Oral Vocabulary Routine Collaborative Conversations Close Reading Routine Phonemic Awareness Routines Phonics Routines HFW Routines
There are no optional instructional activities on Day 1.			



Day 2 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
1.RL.KID.3 1.FL.PC.1.a 1.FL.PWR.3.b 1.FL.WC.4.e 1.FL.WC.4.f 1.FL.PWR.3.g 1.W.RBPK.8	Build the Concept Watch It Grow!, T116 Oral Vocabulary Words assist, grasped, spied, T116 Word Work T118–T121 <ul style="list-style-type: none"> Phonics/Spelling: Review Long i: i_e Fluency: Sound–Spellings Structural Analysis: Plurals with CVCe words Reread the Shared Read “Time to Plant!,” T122–T123 <ul style="list-style-type: none"> Genre: Drama Skill: Character, Setting, Plot: Sequence Shared Writing T124 Grammar Present-Tense Verbs, T125	<ul style="list-style-type: none"> Shared Read, <i>Time to Plant!</i> 	<ul style="list-style-type: none"> Oral Vocabulary Routine Phonics Routines Fluency Routine
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Listening Comprehension: “The Great Big Gigantic Turnip,” T117 /Word Work T118–T121 • Phonemic Awareness: Phoneme Deletion • High-Frequency Words</p>			
Day 3 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
1.RL.KID.3 1.RL.KID.2 1.RL.IKI.7 1.RL.RRTC.10 1.FL.PWR.3.b 1.FL.PWR.3.g 1.FL.PA.2.b	Build the Concept Watch It Grow!, T126 Listening Comprehension <i>Mystery Vine</i> , T127 Word Work T128–T131 <ul style="list-style-type: none"> Phonemic Awareness: Phoneme Segmentation Structural Analysis: Plurals with CVCe 	<ul style="list-style-type: none"> Listening Comprehension, <i>Mystery Vine</i> Anchor Text, <i>The Big Yuca Plant</i> 	<ul style="list-style-type: none"> Close Reading Routine Collaborative Conversation Respond to Text



1.FL.WC.4.f 1.FL.SC.6.b 1.W.PDW.4 1.W.TTP.3	<ul style="list-style-type: none"> • High-Frequency Words/Fluency Read the Anchor Text <i>The Big Yuca Plant</i> , T131A–T131J Independent Writing T132 Grammar Present-Tense Verbs, T133 Mechanics Capitalize and Underline Titles of Plays, T133		<ul style="list-style-type: none"> • Phonemic Awareness Routines • HFW Routines
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Word Work T128–T131 • Phonics/Spelling: Blend with Long i: i_e</p>			
Day 4 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
1.RI.CS.5 1.RI.IKI.7 1.FL.PWR.3.b 1.FL.PA.2.c 1.FL.WC.4.e 1.FL.PA.2.c 1.W.PDW.4 1.W.PDW.5 1.W.RBPK.7	Extend the Concept T134–T135 Text Feature: Diagram, T135 Close Reading: “How Plants Grow,” T135A–T135D Word Work T136–T137 <ul style="list-style-type: none"> • Phonics/Spelling: Build with Long i: i_e • Structural Analysis: Plurals with CVCe words Independent Writing T138 Grammar Present-Tense Verbs, T139 Mechanics Capitalize and Underline Titles of Plays, T139 Integrate Ideas <ul style="list-style-type: none"> • Research and Inquiry, T140–T141 	<ul style="list-style-type: none"> • Close Reading, <i>How Plants Grow</i> 	<ul style="list-style-type: none"> • Close Reading Routine • Collaborative Conversation • Respond to the Text • Phonics Routines
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Word Work T136–T137 • Phonemic Awareness: Phoneme Deletion /High-Frequency Words</p>			



Day 5 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
1.RI.IKI.9 1.FL.PWR.3.b 1.FL.PA.2.d 1.FL.WC.4.e 1.SL.CC.3 1.W.PDW.4 1.W.RBPK.7	Word Work T142–T143 <ul style="list-style-type: none"> Phonemic Awareness: Phoneme Blending/Segmentation Phonics/Spelling: Blend and Build with Long <i>i</i>: <i>i_e</i> Structural Analysis: Plurals with CVCe words High-Frequency Words Independent Writing T144 Integrate Ideas <ul style="list-style-type: none"> Make Connections, T146–T147 	<ul style="list-style-type: none"> Connections- <i>Time to Plant!</i> 	<ul style="list-style-type: none"> Close Reading Routine Phonemic Awareness Routines Phonics Routines HFW Routines
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Grammar Present-Tense Verbs, T145 /Mechanics Capitalize and Underline Titles of Plays, T145</p>			
<p>Small Groups</p> <p>Small Group Instruction: During the teacher led small group, teachers should focus on the components of instruction that best align to the needs of the group. The differentiated instructional components for small groups are found on the yellow pages of the Wonders Teacher Editions. The yellow pages include instruction that focuses on leveled readers, skills, independent practice, and decodable readers. In first grade, decodable readers are to be utilized on Day 3, Day 4, and Day 5. However, it is acceptable to engage students during small group in decodable readers instruction daily.</p> <p><i>Note: If time permits students can be engaged in decodable readers during whole group on days 1 and 2.</i></p> <p>Workstations: The Wonders curriculum provides a variety of workstation opportunities for students to engage in small group and independent practice, which include Independent Reading, Writing, Research and Inquiry Projects, Digital Activities and Differentiated Workstation Activity Cards. These activities align with the Blended Learning Station Rotation Model. They provide both online and offline engagement opportunities. The Workstation Cards identified for this week are <i>Reading Card 7, Reading Card 20, Science Card 12,</i></p>			



Phonics/Word Study Card 12 and Writing Card 14. For more details about this week’s workstation options see pages T100 and T101 of Unit 3’s Teacher Edition.

Week 3: Tales Over Time			
Essential Questions: What is a folktale?			
Student Goals: Instructional goals for students are provided weekly in the Wonders curriculum. These instructional goals are communicated to parents on the online platform in the form of a <i>Family Letter</i> . This week’s goals can be found here .			
Backwards Mapping: Assessments			
When planning for the lessons keep in mind the focus of the upcoming assessments. Progress monitoring (<i>administered weekly in K-1 and at the end of the genre study in 2nd-5th</i>), unit assessments (<i>administered at the end of each unit</i>), and selection test (<i>throughout the unit</i>) are some of the assessments provided within the Wonders curriculum. Click here to access a pdf of these Wonders assessments and here for more information about Wonders assessments, interpreting the results, and using that information for instructional planning.			
Instructional Routines			
Instructional Routines are powerful tools when incorporated into instruction, guiding students through familiar, established steps for exploring new concepts and applying knowledge. Beyond Start Smart, key instructional routines are featured in the Wonders TE and noted in black under the Instructional Routines column of the maps. Additional noteworthy routines that align to the day’s instruction are listed in green .			
Day 1 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher’s Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
1.RL.KID.1 1.FL.PC.1.a 1.FL.PA.2.c 1.FL.WC.4.e 1.FL.WC.4.f 1.FL.PWR.3.b 1.FL.PWR.3.h 1.FL.PWR.3.g 1.FL.SC.6.a 1.FL.SC.6.a 1.W.PDW.4 1.W.RBPK.8	Introduce the Concept Tales Over Time, T188–T189 Oral Vocabulary Words <i>hero, tale</i> , T188 Listening Comprehension <i>Interrupting Chicken</i> , T190–T191 Word Work T192–T195 <ul style="list-style-type: none"> Phonemic Awareness: Identify and Produce Rhyme Phonics/Spelling: Soft <i>c</i> and Soft <i>g/dge</i> High-Frequency Words: <i>any, from, happy, once, so, upon</i> Shared Read “The Nice Mitten,” T196–T197 Shared Writing T198 Grammar Past- and Future-Tense Verbs, T199	<ul style="list-style-type: none"> Listening Comprehension, <i>Interrupting Chicken</i> Shared Read, <i>The Nice Mitten</i> 	<ul style="list-style-type: none"> Oral Vocabulary Routine Collaborative Conversations Close Reading Routine Phonemic Awareness Routines Phonics Routines HFW Routines
<i>There are no optional instructional activities on Day 1.</i>			



Day 2 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Optional Opportunities
1.RI.KID.2 1.FL.PWR.3.f 1.FL.PWR.3.b 1.FL.PWR.3.g 1.FL.PA.2.b 1.FL.WC.4.e 1.FL.WC.4.f 1.FL.SC.6.a 1.W.RBPK.8	Build the Concept Tales Over Time, T200 Oral Vocabulary Words <i>eventually, foolish, timid</i> , T200 Word Work T202–T205 <ul style="list-style-type: none"> Phonics/Spelling: Review Soft c and Soft g/dge Fluency: Sound–Spellings Structural Analysis: Inflectional Endings -ed and -ing Reread the Shared Read “The Nice Mitten,” T206–T207 <ul style="list-style-type: none"> Genre: Folktale Skill: Character, Setting, Plot: Cause and Effect Shared Writing T208 Grammar Past- and Future-Tense Verbs, T209	<ul style="list-style-type: none"> Shared Read, <i>The Nice Mitten</i> 	<ul style="list-style-type: none"> Oral Vocabulary Routine Phonics Routines Fluency Routines
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Listening Comprehension “The Foolish, Timid Rabbit,” T201 / Word Work T202–T205 • Phonemic Awareness: Phoneme Segmentation • High-Frequency Words</p>			
Day 3 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
1.RI.KID.2 1.RI.RRTC.10 1.RI.CS.6 1.FL.PWR.3.f 1.FL.PWR.3.b 1.FL.PWR.3.g 1.FL.WC.4.c	Build the Concept Tales Over Time, T210 Listening Comprehension <i>Interrupting Chicken</i> , T211 Word Work T212–T215 <ul style="list-style-type: none"> Phonemic Awareness: Phoneme Blending Structural Analysis: Inflectional Endings -ed and -ing High-Frequency Words/Fluency 	<ul style="list-style-type: none"> Listening Comprehension, <i>Interrupting Chicken</i> Anchor Text, <i>The Gingerbread Man</i> 	<ul style="list-style-type: none"> Close Reading Routine Collaborative Conversation Respond to the Text



1.FL.PA.2.c 1.FL.WC.4.f 1.W.PDW.4 1.W.TTP.2 1.FL.SC.6.a	Read the Anchor Text <i>The Gingerbread Man</i> , T215A–T215J Independent Writing T216 Grammar Past- and Future-Tense Verbs, T217 Mechanics Commas in a Series, T217		<ul style="list-style-type: none"> Phonemic Awareness Routines HFW Routines
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Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.

Word Work T212–T215 • Phonics/Spelling: Blend with Soft c and Soft g/dge

Day 4 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
1.RL.CS.5 1.FL.PA.2.c 1.FL.PWR.3.b 1.FL.PWR.3.f 1.FL.PWR.3.g 1.FL.WC.4.e 1.FL.WC.4.f 1.FL.WC.4.c 1.FL.SC.6.a 1.W.RBPK.7 1.W.PDW.4 1.W.PDW.6 1.W.PDW.5 1.W.PDW.5 1.SL.CC.1	Extend the Concept , T218 Literary Element: Rhyme, T219 Close Reading: “Mother Goose Rhymes,” T219A–T219F Word Work T220–T221 <ul style="list-style-type: none"> Phonics/Spelling: Build with Soft c and Soft g/dge Structural Analysis: Inflectional Endings -ed and -ing Independent Writing T222 Grammar Past- and Future-Tense Verbs, T223 Mechanics Commas in a Series, T223 Integrate Ideas <ul style="list-style-type: none"> Research and Inquiry, T224–T225 	<ul style="list-style-type: none"> Close Reading, <i>Mother Goose Rhymes</i> 	<ul style="list-style-type: none"> Close Reading Routine Collaborative Conversation Respond to the Text Phonics Routines

Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.



Word Work T220–T221 • Phonemic Awareness: Phoneme Segmentation • High-Frequency Words			
Day 5 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher’s Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
1.RI.IK1.9 1.FL.PA.2.d 1.FL.PWR.3.b 1.FL.PWR.3.f 1.FL.PWR.3.g 1.FL.WC.4.e 1.FL.WC.4.f 1.FL.WC.4.c 1.SL.PK1.4	Word Work T220–T221 • Phonemic Awareness: Phoneme Blending/ Segmentation • Phonics/Spelling: Blend and Build with Soft c and Soft g/dge • Structural Analysis: Inflectional Endings -ed and -ing • High-Frequency Words Independent Writing T228 Integrate Ideas • Make Connections, T230–T231	Connections- <i>The Best Spot</i>	<ul style="list-style-type: none"> • Close Reading Routine • Phonemic Awareness Routines • Phonics Routines • HFW Routines
<i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i>			
Grammar Past-and Future-Tense Verbs, T229 / Mechanics Commas in a Series, T229			
Small Groups			
Small Group Instruction: During the teacher led small group, teachers should focus on the components of instruction that best align to the needs of the group. The differentiated instructional components for small groups are found on the yellow pages of the Wonders Teacher Editions. The yellow pages include instruction that focuses on leveled readers, skills, independent practice, and decodable readers. In first grade, decodable readers are to be utilized on Day 3, Day 4, and Day 5. However, it is acceptable to engage students during small group in decodable readers instruction daily. <i>Note: If time permits students can be engaged in decodable readers during whole group on days 1 and 2.</i>			
Workstations: The Wonders curriculum provides a variety of workstation opportunities for students to engage in small group and independent practice, which include Independent Reading, Writing, Research and Inquiry Projects, Digital Activities and Differentiated Workstation Activity Cards. These activities align with the Blended Learning Station Rotation Model. They provide both online and			



offline engagement opportunities. The Workstation Cards identified for this week are *Reading Card 8, Reading Card 21, Social Studies Card 13, Phonics/Word Study Card 13 and Writing Card 15*. For more details about this week’s workstation options see pages T184 and T185 of Unit 3’s Teacher Edition.

Unit 3 Week 4: Now and Then			
Essential Question: How is life different than it was long ago?			
Student Goals: Instructional goals for students are provided weekly in the Wonders curriculum. These instructional goals are communicated to parents on the online platform in the form of a <i>Family Letter</i> . This week’s goals can be found here .			
Backwards Mapping: Assessments			
When planning for the lessons keep in mind the focus of the upcoming assessments. Progress monitoring (<i>administered weekly in K-1 and at the end of the genre study in 2nd-5th</i>), unit assessments (<i>administered at the end of each unit</i>), and selection test (<i>throughout the unit</i>) are some of the assessments provided within the Wonders curriculum. Click here to access a pdf of these Wonders assessments and here for more information about Wonders assessments, interpreting the results, and using that information for instructional planning.			
Instructional Routines			
Instructional Routines are powerful tools when incorporated into instruction, guiding students through familiar, established steps for exploring new concepts and applying knowledge. Beyond Start Smart, key instructional routines are featured in the Wonders TE and noted in black under the Instructional Routines column of the maps. Additional noteworthy routines that align to the day’s instruction are listed in green .			
Day 1 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher’s Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
1.RI.KID.1 1.FL.PA.2.d 1.FL.PWR.3.c 1.FL.PA.2.d 1.FL.WC.4.e 1.FL.WC.4.f 1.FL.WC.4.b 1.FL.PWR.3.g 1.FL.WC.4.f 1.FL.PWR.3.b 1.W.PDW.4	Introduce the Concept Now and Then, T272–T273 Oral Vocabulary Words <i>century, past</i> , T272 Listening Comprehension <i>The Last Train</i> , T274–T275 Word Work T276–T279 <ul style="list-style-type: none"> • Phonemic Awareness: Phoneme Segmentation • Phonics/Spelling: Long o: o_e; Long u: u_e; Long e: e_e • High-Frequency Words: <i>ago, boy, girl, how, old, people</i> Shared Read “Life at Home,” T280–T281 Shared Writing T282 Grammar <i>Is and Are</i> , T283 Writing Process Expert Model, T428–T429	<ul style="list-style-type: none"> • Shared Read, <i>Life at Home</i> • Listening Comprehension, <i>The Last Train</i> 	<ul style="list-style-type: none"> • Oral Vocabulary Routine • Collaborative Conversations • Close Reading Routine • Phonemic Awareness Routines • Phonics Routines • HFW Routines



1.W.RBPK.8 1.FL.SC.6.b 1.FL.SC.6.d 1.W.RBPK.8			
<i>There are no optional instructional activities on Day 1.</i>			
Day 2 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
1.RI.KID.3 1.FL.PWR.3.e 1.FL.PWR.3.b 1.FL.PWR.3.g 1.FL.PA.2.c 1.FL.WC.4.e 1.FL.WC.4.f 1.FL.WC.4.b 1.W.RBPK.8 1.FL.SC.6.b 1.W.PDW.4 1.W.PDW.5	Build the Concept Now and Then , T284 Oral Vocabulary Words <i>entertainment, future, present</i> , T284 Word Work T286–T289 <ul style="list-style-type: none"> Phonics/Spelling: Review Consonant Digraphs: <i>ong o: o_e; Long u: u_e; ong e: e_e</i> Fluency/Sound-Spellings Structural Analysis: CVCe Syllables Reread the Shared Read “Life at Home,” T290–T291 <ul style="list-style-type: none"> Genre: Informational Text Skill: Connections Within Text: Compare and Contrast Shared Writing T292 Grammar <i>Is and Are</i> , T293 Writing Process Analyze Student Model and Plan, T429–T 431	Shared Read, <i>Life at Home</i>	<ul style="list-style-type: none"> Oral Vocabulary Routine Phonemic Awareness Routines Phonics Routines HFW Routines
<i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i>			
Listening Comprehension: “Let’s Look at Video Games!,” T285 / Word Work T286–T289 • Phonemic Awareness: Phoneme Isolation • High-Frequency Words			



Day 3 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
1.RI.KID.3 1.RI.KID.2 1.RI.RRTC.10 1.RL.CS.4 1.FL.PA.2.d 1.FL.PWR.3.e 1.FL.PWR.3.b 1.FL.PA.2.d 1.FL.WC.4.f 1.FL.PWR.3.g 1.W.TTP.2 1.W.PDW.4 1.W.TTP.1 1.FL.SC.6.b 1.W.TTP.1	Build the Concept Now and Then, T294 Listening Comprehension <i>The Last Train</i> , T295 Word Work T296–T299 <ul style="list-style-type: none"> Phoneme Segmentation Structural Analysis: CVCe syllables High-Frequency Words/Fluency Read the Anchor Text <i>Long Ago and Now</i> , T299A–T299J Independent Writing T300 Grammar <i>Is and Are</i> , T301 Mechanics Commas in Dates, T301 Writing Process Draft, T432–T433	<ul style="list-style-type: none"> Listening Comprehension <i>The Last Train</i>. Anchor Text, <i>Long Ago and Now</i> 	<ul style="list-style-type: none"> Close Reading Routine Collaborative Conversations Phonemic Awareness Routines HFW Routines
<i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i>			
Word Work T296–T299 • Phonics/Spelling: Blend with Long o: o_e; Long u: u_e; Long e: e_e			
Day 4 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
1.RI.CS.5 1.FL.PWR.3.e 1.FL.PWR.3.b 1.FL.PA.2.c 1.FL.PWR.3.g	Extend the Concept T302–T303 <ul style="list-style-type: none"> Text Feature: Captions, T303 Close Reading: “From Horse to Plane,” T303A–T303D Word Work T304–T305	<ul style="list-style-type: none"> Close Reading: <i>From Horse to Plane</i> 	<ul style="list-style-type: none"> Close Reading Routine Respond to the Text Phonics Routines



1.FL.PWR.3.e 1.FL.PWR.3.b 1.FL.WC.4.f 1.FL.PA.2.c 1.FL.WC.4.e 1.FL.WC.4.f 1.FL.WC.4.b 1.W.PDW.4 1.W.PDW.5 1.W.RBPK.7 1.W.TTP.2 1.FL.SC.6.b	<ul style="list-style-type: none"> Phonics/Spelling: Build with Long o: o_e; Long u: u_e; Long e: e_e Structural Analysis: CVCe syllables Independent Writing T306 Grammar Is and Are, T307 Mechanics Commas in Dates, T307 Integrate Ideas <ul style="list-style-type: none"> Research and Inquiry, T308–T309 Writing Process Draft, T432–T433		
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p>			
Word Work T304–T305 Phonemic Awareness: Phoneme Isolation • High-Frequency Words			
Day 5 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
1.FL.WC.4.e 1.FL.WC.4.f 1.FL.PWR.3.g 1.FL.PWR.3.e 1.FL.PWR.3.b 1.FL.PA.2.d 1.FL.PA.2.b 1.W.PDW.4 1.FL.SC.6.b 1.FL.SC.6.l 1.SL.PKI.4	Word Work T310–T311 <ul style="list-style-type: none"> Phonemic Awareness: Phoneme Blending/Segmentation Phonics/Spelling: Blend and Build with long o: o_e; Long u: u_e; Long e: e_e Structural Analysis: CVCe syllables High-Frequency Words Independent Writing T312 Integrate Ideas <ul style="list-style-type: none"> Make Connections, T314–T315 Writing Process Draft, T432–T433	<ul style="list-style-type: none"> Connections-Long Ago and Now; Horse to Plane 	<ul style="list-style-type: none"> Close Reading Routine Phonemic Awareness Routines Phonics Routines HFW Routines



1.RI.IK1.9

Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.

Grammar *Is and Are*, T313 /**Mechanics** *Commas in Dates*, T313

Small Groups

Small Group Instruction: During the teacher led small group, teachers should focus on the components of instruction that best align to the needs of the group. The differentiated instructional components for small groups are found on the yellow pages of the Wonders Teacher Editions. The yellow pages include instruction that focuses on leveled readers, skills, independent practice, and decodable readers. In first grade, **decodable readers are to be utilized on Day 3, Day 4, and Day 5. However, it is acceptable to engage students during small group in decodable readers instruction daily.**

Note: If time permits students can be engaged in decodable readers during whole group on days 1 and 2.

Workstations: The Wonders curriculum provides a variety of workstation opportunities for students to engage in small group and independent practice, which include **Independent Reading, Writing, Research and Inquiry Projects, Digital Activities and Differentiated Workstation Activity Cards**. These activities align with the **Blended Learning Station Rotation Model**. They provide both **online and offline engagement opportunities**. The Workstation Cards identified for this week are *Reading Card 9, Reading Card 19, Social Studies Card 14, Phonics/Word Study Card 14 and Writing Card 8*. For more details about this week's workstation options see pages T268 and T269 of Unit 3's Teacher Edition.



Unit 3 Week 5: From Town to Table



Essential Question: How do we get our food?

Student Goals: Instructional goals for students are provided weekly in the Wonders curriculum. These instructional goals are communicated to parents on the online platform in the form of a *Family Letter*. This week's goals can be found [here](#).

Backwards Mapping: Assessments

When planning for the lessons keep in mind the focus of the upcoming assessments. Progress monitoring (*administered weekly in K-1 and at the end of the genre study in 2nd-5th*), unit assessments (*administered at the end of each unit*), and selection test (*throughout the unit*) are some of the assessments provided within the Wonders curriculum. Click [here](#) to access a pdf of these Wonders assessments and [here](#) for more information about Wonders assessments, interpreting the results, and using that information for instructional planning.

Instructional Routines

Instructional Routines are powerful tools when incorporated into instruction, guiding students through familiar, established steps for exploring new concepts and applying knowledge. Beyond Start Smart, key [instructional routines](#) are featured in the Wonders TE and noted in black under the Instructional Routines column of the maps. Additional noteworthy routines that align to the day's instruction are listed in **green**.

Day 1 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
1.RI.KID.1 1.FL.PWR.3.b 1.FL.PA.2.d 1.FL.PA.2.d 1.FL.WC.4.e 1.FL.WC.4.f 1.FL.WC.4.b 1.FL.PWR.3.g 1.FL.PWR.3.b 1.FL.PWR.3.h 1.W.PDW.4 1.W.RBPK.8 1.W.PDW.6 1.W.PDW.5	Introduce the Concept From Farm to Table, T356–T357 Oral Vocabulary Words <i>delicious, nutritious</i> , T356 Listening Comprehension <i>Where Does Food Come From?</i> , T358–T359 Word Work T360–T363 <ul style="list-style-type: none"> Phonemic Awareness: Phoneme Segmentation Phonics/Spelling: Introduce Variant Vowel Digraphs: <i>oo, u</i> High-Frequency Words: <i>after, buy, done, every, soon, work</i> Shared Read “A Look at Breakfast,” T364–T365 Shared Writing T366 Grammar Contractions, T367 Writing Process Revise and Edit, T434–T435	<ul style="list-style-type: none"> Listening Comprehension, <i>Where Does Food Come From?</i> Shared Read, <i>A Look at Breakfast</i> 	<ul style="list-style-type: none"> Oral Vocabulary Routine Collaborative Conversations Close Reading Routine Phonemic Awareness Routines Phonics Routines HFW Routines

There are no optional instructional activities on Day 1.



Day 2 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
1.RI.KID.3 1.FL.VA.7b.iii 1.FL.PWR.3.b 1.FL.PA.2.b 1.FL.PWR.3.b 1.FL.PWR.3.f 1.FL.PWR.3.g 1.FL.WC.4.e 1.FL.WC.4.f 1.FL.WC.4.b 1.W.RBPK.8 1.W.PDW.6 1.W.PDW.5	Build the Concept From Farm to Table, T368 Oral Vocabulary Words <i>delighted, enormous, responsibility,</i> T368 Word Work T370–T373 <ul style="list-style-type: none"> Phonics/Spelling: Review Variant Vowel Digraphs: <i>oo, u</i> Fluency: Sound–Spellings Structural Analysis: Inflectional Endings <i>-ed</i> and <i>-ing</i> Reread the Shared Read “A Look at Breakfast,” T374–T375 • Genre: Informational Text <ul style="list-style-type: none"> Skill: Connections Within Text: Sequence Shared Writing T376 Grammar Contractions, T377 Writing Process Revise and Edit, T434–T435	<ul style="list-style-type: none"> Shared Read, A <i>Look at Breakfast</i> 	<ul style="list-style-type: none"> Oral Vocabulary Routine Phonics Routines Fluency Routines
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Listening Comprehension: “The Little Red Hen,” T369 /Word Work T370–T373 • Phonemic Awareness: Phoneme Blending • High-Frequency Words</p>			
Day 3 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
1.RI.KID.3 1.RI.KID.2 1.RI.RRTC.10 1.FL.PWR.3.b 1.FL.PA.2.c	Build the Concept From Farm to Table, T378 Listening Comprehension <i>Where Does Food Come From?</i> , T379 Word Work T380–T383 <ul style="list-style-type: none"> Phonemic Awareness: Phoneme Deletion Structural Analysis: Inflectional Endings 	<ul style="list-style-type: none"> Listening Comprehension, <i>Where Does Food Come From?</i> 	<ul style="list-style-type: none"> Close Reading Routine Collaborative Conversations



1.FL.PWR.3.f 1.FL.PWR.3.b 1.FL.WC.4.c 1.FL.WC.4.f 1.FL.PWR.3.g 1.W.PDW.4 1.W.TTP.1 1.W.PDW.6 1.W.PDW.5	<p><i>-ed and -ing</i></p> <ul style="list-style-type: none"> High-Frequency Words/Fluency <p>Read the Anchor Text <i>From Cows to You</i>, T383A–T383F</p> <p>Independent Writing T384</p> <p>Grammar Contractions, T385</p> <p>Mechanics Apostrophes in Contractions, T385</p> <p>Writing Process Revise and Edit, T434–T435</p>	<ul style="list-style-type: none"> Anchor Text <i>From Cows to You</i> 	<ul style="list-style-type: none"> Phonemic Awareness Routines HFW Routines
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Word Work T380–T383 • Phonics/Spelling: Blend with Variant Vowel digraphs: oo, u</p>			
Day 4 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher’s Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
1.RI.CS.5 1.FL.PWR.3.f 1.FL.PWR.3.b 1.FL.WC.4.c 1.FL.PA.2.d 1.FL.WC.4.e 1.FL.WC.4.b 1.FL.PA.2.d 1.W.PDW.4 1.SL.CC.1 1.W.PDW.5 1.W.RBPK.7	<p>Extend the Concept, T386–T387</p> <ul style="list-style-type: none"> Text Feature: Chart, T387 Close Reading: “A Food Chart,” T387A <p>Word Work T388–T389</p> <ul style="list-style-type: none"> Phonics/Spelling: Build with Variant Vowel Digraphs: oo, u Structural Analysis: Inflectional Endings <i>-ed and -ing</i> <p>Independent Writing T390</p> <p>Grammar Contractions, T391</p> <p>Mechanics Apostrophes in Contractions, T391</p> <p>Integrate Ideas</p> <ul style="list-style-type: none"> Research and Inquiry, T392–T393 <p>Writing Process Publish and Present, T436–T437</p>	<ul style="list-style-type: none"> Close Reading, <i>A Food Chart</i> 	<ul style="list-style-type: none"> Close Reading Routine Collaborative Conversation Respond to the Text Phonics Routines



Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.

Word Work T388–T389 • Phonemic Awareness: Phoneme Segmentation • High-Frequency Words

Day 5 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
1.RL.KID.1 1.RI.IKI.9 1.FL.PA.2.b 1.FL.PWR.3.f 1.FL.PWR.3.b 1.FL.PA.2.b 1.FL.WC.4.c 1.FL.WC.4.e 1.FL.WC.4.f 1.FL.WC.4.b 1.FL.PA.2.b 1.W.PDW.4 1.SL.CC.3	Word Work T394–T395 • Phonemic Awareness: Phoneme Blending/Segmentation • Phonics/Spelling: Blend and Build with Variant Vowel Digraphs: <i>oo, u</i> • Structural Analysis: Inflectional Endings <i>-ed</i> and <i>-ing</i> • High-Frequency Words Independent Writing T396 Integrate Ideas • Make Connections, T398–T399 Writing Process Publish and Present, T436–T437	• Connections- <i>A Look at Breakfast; From Cows to You</i>	• Close Reading Routine • Phonics Routines

Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.

Grammar Contractions, T397/ **Mechanics** Apostrophes in Contractions, T397

Small Groups

Small Group Instruction: During the teacher led small group, teachers should focus on the components of instruction that best align to the needs of the group. The differentiated instructional components for small groups are found on the yellow pages of the Wonders Teacher Editions. The yellow pages include instruction that focuses on leveled readers, skills, independent practice, and decodable



readers. In first grade, **decodable readers are to be utilized on Day 3, Day 4, and Day 5. However, it is acceptable to engage students during small group in decodable readers instruction daily.**

Note: If time permits students can be engaged in decodable readers during whole group on days 1 and 2.

Workstations: The Wonders curriculum provides a variety of workstation opportunities for students to engage in small group and independent practice, which include **Independent Reading, Writing, Research and Inquiry Projects, Digital Activities and Differentiated Workstation Activity Cards.** These activities align with the **Blended Learning Station Rotation Model.** They provide both **online and offline engagement opportunities.** The Workstation Cards identified for this week are *Reading Card 10, Reading Card 20, Social Studies Card 15, Phonics/Word Study Card 15 and Writing Card 4.* For more details about this week’s workstation options see pages T352 and T353 of Unit 3’s Teacher Edition.

Unit 3 Week 6: Review, Extend, and Assess 			
Day 1 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher’s Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
Backwards Mapping: Assessments			
When planning for the lessons keep in mind the focus of the upcoming assessments. Progress monitoring (<i>administered weekly in K-1 and at the end of the genre study in 2nd-5th</i>), unit assessments (<i>administered at the end of each unit</i>), and selection test (<i>throughout the unit</i>) are some of the assessments provided within the Wonders curriculum. Click here to access a pdf of these Wonders assessments and here for more information about Wonders assessments, interpreting the results, and using that information for instructional planning.			
Instructional Routines			
Instructional Routines are powerful tools when incorporated into instruction, guiding students through familiar, established steps for exploring new concepts and applying knowledge. Beyond Start Smart, key instructional routines are featured in the Wonders TE and noted in black under the Instructional Routines column of the maps. Additional noteworthy routines that align to the day’s instruction are listed in green.			
1.RI.CS.5 1.W.RBPK.7 1.RL.RRTC.10 1.RL.KID.1 1.RL.IKI.7	Reading Digitally Read “Seasons Bring Change,” T442–T443 Show What You Learned “Mom’s Maze,” T446–T447	<ul style="list-style-type: none"> Digital Text, <i>Seasons Bring Change</i> <i>Mom’s Maze</i> 	<ul style="list-style-type: none"> Close Reading Routine
Optional instructional opportunities are provided which focus on reinforcing, revisiting or extending the instruction. Reader’s Theater Shadow Dance, T444–T445			



Day 2 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
1.RL.KID.1 1.RI.KID.3 1.RI.RRTC.10	Show What You Learned "From Pup to Dog," T448–T449	<ul style="list-style-type: none"> From Pup to Dog 	
<i>Optional instructional opportunities are provided which focus on reinforcing, revisiting or extending the instruction.</i> Reading Digitally Reread "Seasons Bring Change," T442–T443 Reader's Theater Shadow Dance/ Assign Roles and Practice the Play, T444–T445			
Day 3 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
1.RL.KID.3 1.RI.RRTC.10	Extend Your Learning Focus on Plays, T450 Focus on Main Events, T451	<ul style="list-style-type: none"> The Big Yuca Plant 	
<i>Optional instructional opportunities are provided which focus on reinforcing, revisiting or extending the instruction.</i> Reader's Theater Shadow Dance Practice the Play, T444–T445/ Reading Digitally Integrate "Seasons Bring Change," T442–T443			
Day 4 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
1.SL.PKI.6 1.SL.PKI.4 1.SL.PKI.5 1.RI.KID.3 1.RI.RRTC.10	Extend Your Learning Expand Vocabulary, T452 "Seasons Bring Change," Make a Calendar, T453 Writing Write a Thank-You Letter, T454	<ul style="list-style-type: none"> Digital Text, Seasons Bring Change 	
<i>Optional instructional opportunities are provided which focus on reinforcing, revisiting or extending the instruction.</i>			



Reader's Theater Shadow Dance Extension, T444–T445/**Reading Digitally** Integrate “Seasons Bring Change,” T442–T443/ **Extend Your Learning** Choose Your Own Book, T455

Day 5 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
1.W.RBPK.8 1.RI.KID.3 1.RI.RRTC.10	Track Your Progress T456 Wrap Up the Unit T457 Summative Assessment T462-T463		<ul style="list-style-type: none"> Collaborative Conversations

Optional instructional opportunities are provided which focus on reinforcing, revisiting or extending the instruction.

Reader's Theater Shadow Dance Performance, T444–T445

Small Groups

Small Group Instruction: Leveled readers are provided during week 6. However, other small group resources are not. Week 6 is for reviewing, extending, and assessing concepts taught in the unit. The summative assessment for the unit will take place during week 6. Week 6 provides flexibility that should be used to address students' areas of need.