



*Mrs. Perry*

**Lesson Plans for the week of  
November 6-10**

**Theme: *Fairy Tales and Veterans Day***

**\*\* Plans are subject to change based on difficulty and schedule changes throughout the week. \*\***

**RSWR=Reading, Speaking, Writing, Reasoning**

**TECH=Using technology in lesson**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<p><b>8:40 - 8:50</b> <b>Bell Work:</b> <b>Math fact practice</b> <b>+9 RWR</b></p>				
<p><b>8:50-9:00</b> <b>Math Calendar</b> Obj:TSW:  <ul style="list-style-type: none"> <li>•Use concrete models of hundreds, tens, and ones to develop the concepts of place value.</li> <li>•tell time on digital and analog clocks to the hour, quarter hour, and half hour.</li> <li>•Identify and count money; connect coins and bills with place value.</li> <li>•Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.</li> <li>•identify odd/even numbers.</li> <li>•describe, extend, and create patterns using symbols, shapes, and designs</li> </ul> <b>PROBLEM SOLVING MATH STATION CARD</b> <b>RSWR</b></p>	<p><b>8:50-9:00</b> <b>Math Calendar</b> Obj:TSW:  <ul style="list-style-type: none"> <li>•Use concrete models of hundreds, tens, and ones to develop the concepts of place value.</li> <li>•tell time on digital and analog clocks to the hour, quarter hour, and half hour.</li> <li>•Identify and count money; connect coins and bills with place value.</li> <li>•Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.</li> <li>•identify odd/even numbers.</li> <li>•describe, extend, and create patterns using symbols, shapes, and designs</li> </ul> <b>PROBLEM SOLVING MATH STATION CARD</b> <b>RSWR</b></p>	<p><b>8:50-9:00</b> <b>Math Calendar</b> Obj:TSW:  <ul style="list-style-type: none"> <li>•Use concrete models of hundreds, tens, and ones to develop the concepts of place value.</li> <li>•tell time on digital and analog clocks to the hour, quarter hour, and half hour.</li> <li>•Identify and count money; connect coins and bills with place value.</li> <li>•Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.</li> <li>•identify odd/even numbers.</li> <li>•describe, extend, and create patterns using symbols, shapes, and designs</li> </ul> <b>PROBLEM SOLVING MATH STATION CARD</b> <b>RSWR</b></p>	<p><b>8:50-9:00</b> <b>Math Calendar</b> Obj:TSW:  <ul style="list-style-type: none"> <li>•Use concrete models of hundreds, tens, and ones to develop the concepts of place value.</li> <li>•tell time on digital and analog clocks to the hour, quarter hour, and half hour.</li> <li>•Identify and count money; connect coins and bills with place value.</li> <li>•Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.</li> <li>•identify odd/even numbers.</li> <li>•describe, extend, and create patterns using symbols, shapes, and designs</li> </ul> <b>PROBLEM SOLVING MATH STATION CARD</b> <b>RSWR</b></p>	<p><b>8:50-9:00</b> <b>Math Calendar</b> Obj:TSW:  <ul style="list-style-type: none"> <li>•Use concrete models of hundreds, tens, and ones to develop the concepts of place value.</li> <li>•tell time on digital and analog clocks to the hour, quarter hour, and half hour.</li> <li>•Identify and count money; connect coins and bills with place value.</li> <li>•Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.</li> <li>•identify odd/even numbers.</li> <li>•describe, extend, and create patterns using symbols, shapes, and designs</li> </ul> <b>PROBLEM SOLVING MATH STATION CARD</b> <b>RSWR</b></p>

<p><b>9:00-9:30</b> Extra P.E.</p> <p><b>9:30-11:00</b> <b>Guided Reading</b> Obj:TSW work on decoding fluency, comprehension and reading strategies <b>Center Rotation</b> <b>RSWR TECH</b></p>	<p><b>9:00-10:30</b> <b>Guided Reading</b> Obj:TSW work on decoding fluency, comprehension and reading strategies <b>Center Rotation</b> <b>RSWR TECH</b></p>	<p><b>9:00-10:30</b> <b>Guided Reading</b> Obj:TSW work on decoding fluency, comprehension and reading strategies <b>Center Rotation</b> <b>RSWR TECH</b></p>	<p><b>9:00-10:30</b> <b>Guided Reading</b> Obj:TSW work on decoding fluency, comprehension and reading strategies <b>Center Rotation</b> <b>RSWR TECH</b></p>	<p><b>9:00-9:15</b> • test addition with 9 <b>RSWR TECH</b></p> <p>@ 9:30 (walk) <b>Veterans Day Assembly</b> </p>
<p><b>11:00-11:30</b> <b>Math</b> TSW: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; count within 1,000; skip count by 5's, 10's, and 100's; read and write numbers to 1,000 using base-ten numerals, number names, and expanded form; compare two three digit numbers based on meanings of the hundreds, tens, and ones digits, using &gt;, =, and &lt; symbols to record the results of comparisons; fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, •Lesson 5.6 Qk chk 5.6 •Intro +9 <b>RSWR TECH</b></p>	<p><b>10:30-11:30</b> <b>Math</b> TSW: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; count within 1,000; skip count by 5's, 10's, and 100's; read and write numbers to 1,000 using base-ten numerals, number names, and expanded form; compare two three digit numbers based on meanings of the hundreds, tens, and ones digits, using &gt;, =, and &lt; symbols to record the results of comparisons; fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, •Lesson 5.7 Qk chk 5.7 +9 <b>RSWR TECH</b></p>	<p><b>10:30-11:30</b> <b>Math</b> TSW: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; count within 1,000; skip count by 5's, 10's, and 100's; read and write numbers to 1,000 using base-ten numerals, number names, and expanded form; compare two three digit numbers based on meanings of the hundreds, tens, and ones digits, using &gt;, =, and &lt; symbols to record the results of comparisons; fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, •Topic 5 Review • +9 <b>RSWR TECH</b></p>	<p><b>10:30-11:30</b> <b>Math</b> TSW: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; count within 1,000; skip count by 5's, 10's, and 100's; read and write numbers to 1,000 using base-ten numerals, number names, and expanded form; compare two three digit numbers based on meanings of the hundreds, tens, and ones digits, using &gt;, =, and &lt; symbols to record the results of comparisons; fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, <b>topic 5 test</b> +9 <b>RSWR TECH</b></p>	<p><b>10:45-11:30</b> <b>Scholastic News: Happy Veterans Day</b> Obj. TSW: read and answer comprehension questions independently; read diagram R12.1 key details R2.2 main idea R2.7 use visuals <b>RSWR TECH</b></p>

<p><b>11:30-12:00</b> Lunch <b>12:00-12:20</b> Recess</p>	<p><b>11:30-12:00</b> Lunch <b>12:00-12:20</b> Recess</p>	<p><b>11:30-12:00</b> Lunch <b>12:00-12:20</b> Recess</p>	<p><b>11:30-12:00</b> Lunch <b>12:00-12:20</b> Recess</p>	<p><b>11:30-12:00</b> Lunch <b>12:00-12:20</b> Recess</p>
<p><b>12:20-12:30</b> Penmanship Obj: TSW write legibly and form letters correctly <b>W TECH</b></p>	<p><b>12:20-12:30</b> Penmanship Obj: TSW write legibly and form letters correctly <b>W TECH</b></p>	<p><b>12:20-12:30</b> Penmanship Obj: TSW write legibly and form letters correctly <b>W TECH</b></p>	<p><b>12:20-12:30</b> Penmanship Obj: TSW write legibly and form letters correctly <b>W TECH</b></p>	<p><b>12:20-12:30</b> Penmanship Obj: TSW write legibly and form letters correctly <b>W TECH</b></p>
<p><b>12:30-1:20</b> STEAM</p>	<p><b>12:30-1:20</b> Indian Culture</p>	<p><b>12:30-1:15</b> COMPUTER</p>	<p><b>12:30-1:20</b> MUSIC</p>	<p><b>12:30-1:15</b> P.E.</p>
<p><b>1:20-2:00</b> SSR/AR Obj: TSW read regularly in instructional-level text that is challenging yet manageable <b>RR TECH</b> •Veteran's Day card</p>	<p><b>1:20-2:00</b> SSR/AR Obj: TSW read regularly in instructional-level text that is challenging yet manageable <b>RR TECH</b></p>	<p><b>1:20-2:20</b> SSR/AR Obj: TSW read regularly in instructional-level text that is challenging yet manageable <b>RR TECH</b></p>	<p><b>1:20-2:00</b> SSR/AR Obj: TSW read regularly in instructional-level text that is challenging yet manageable <b>RR TECH</b></p>	<p><b>1:20-2:00</b> SSR/AR Obj: TSW read regularly in instructional-level text that is challenging yet manageable <b>RR TECH</b> *spelling tests for 4 groups *finish I am thankful project</p>
<p><b>2:00-2:15</b> Read Aloud Little Red Ridinghood Obj: TSW Observe the teacher modeling fluency, comprehension and reading strategies •build schema chart <b>Elements of a fairy tale anchor chart</b> RI2.5; RI 2.6 • <b>RSWR</b></p>	<p><b>2:00-2:15</b> Read Aloud Goldilocks and The Three Bears Obj: TSW Observe the teacher modeling fluency, comprehension and reading strategies •build schema chart <b>Elements of a fairy tale anchor chart</b> <b>RSWR</b> RI2.5; RI 2.6</p>	<p><b>2:25 Clean up</b> <b>2:30 Dismissal</b></p>	<p><b>2:00-2:15</b> Read Aloud The Three Little Pigs Obj: TSW Observe the teacher modeling fluency, comprehension and reading; pointing out text features and author's purpose strategies <b>Elements of a fairy tale anchor chart</b> <b>RSWR</b></p>	<p><b>2:00-2:30</b> I am thankful for... Obj: TSW write a paragraph about what he/she is thankful for. (Hall display project) <b>RSWR TECH</b></p>

<p><b>2:15-2:45</b>  <b>Writer's Workshop</b>  Obj: TSW: demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing in a variety of different modes and forms to write coherently.  <b>Mini-lesson:</b>  small moment ouch:  review adding strong verbs  <b>RSWR</b></p>	<p><b>2:15-3:00</b>  <b>Writer's Workshop</b>  Obj: TSW: demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing in a variety of different modes and forms to write coherently.  <b>Mini-lesson:</b>  small moment ouch:  review adding strong adjectives  <b>RSWR</b></p>		<p><b>2:15-3:00</b>  <b>Writer's Workshop</b>  Obj: TSW: demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing in a variety of different modes and forms to write coherently.  <b>Mini-lesson:</b>  small moment ouch:  review adding similes  <b>RSWR</b></p>	<p><b>2:30-3:20</b>  <b>Intro. spelling and word wall words</b>  <b>Word wall words:</b>  unfair, untie, undo, unfasten, review, return, retie, preview, pretest, preschool</p>
<p><b>3:00-3:20</b>  <b>Shared Reading:</b>  <u>Fairy Tales,</u>  <u>Veterans Day</u>  <b>Word Work</b>  Obj: TSW: learn sound symbol relationships to apply to decode and write words  <b>Chunk wall word:</b>  review vowel digraphs  ee, ai, oa, ay, ie  <b>RSWR TECH</b></p>	<p><b>3:00-3:20</b>  <b>Shared Reading:</b>  <u>Fairy Tales,</u>  <u>Veterans Day</u>  <b>Word Work</b>  Obj: TSW: learn sound symbol relationships to apply to decode and write words  <b>Chunk wall word:</b>  review vowel digraphs  ee, ai, oa, ay, ie  <b>RSWR TECH</b></p>		<p><b>3:00-3:20</b>  <b>Shared Reading:</b>  <u>Fairy Tales,</u>  <u>Veterans Day</u>  <b>Word Work</b>  Obj: TSW: learn sound symbol relationships to apply to decode and write words  <b>Chunk wall word</b>  review bossy r:  ar, ir, or, er, ur, and al words  <b>RSWR TECH</b></p>	
<p><b>3:20 Clean up</b>  <b>3:25 Early bus/IE</b>  <b>3:30 dismissal</b></p>	<p><b>3:20 Clean up</b>  <b>3:25 Early bus/IE</b>  <b>3:30 dismissal</b></p>		<p><b>3:20 Clean up</b>  <b>3:25 Early bus/IE</b>  <b>3:30 dismissal</b></p>	<p><b>3:20 Clean up</b>  <b>3:25 Early bus/IE</b>  <b>3:30 dismissal</b></p>

## Centers

<b>Monday/Tuesday</b>	<b>Monday/Tuesday</b>	<b>Wednesday/Thursday</b>	<b>Wednesday/Thursday</b>
Guided Reading	Guided Reading	Guided Reading	Guided Reading
Independent Reading	Independent Reading	Independent Reading	Independent Reading
IXL: Language Arts	Word Work: bossy r	Veterans' Day booklet and comprehension questions	IXL: Math
Spelling Sort	Spelling Shake, spill, spell	Spelling Shake, spill, spell	Spelling Rainbow write
Math Journal: Place Value match	Word Wall: ABC order	Math Journal: Place Value spin	word work: vowel digraphs review (long)