



*Mrs. Perry*  
**December 10-14**

**Theme: December Holidays**

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

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

**TECH**=Using technology in lesson

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
8:40 - 8:50 <b>Bell Work:</b> Math fact practice +9				
8:50-9:00 <b>Math Calendar</b> Obj:TSW: •Use concrete models of hundreds, tens, and ones to develop the concepts of place value. •tell time on digital and analog clocks to the hour, quarter hour, and half hour. •Identify and count money; connect coins and bills with place value. •Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas. •identify odd/even numbers. •describe, extend, and create patterns using symbols, shapes, and designs •PROBLEM SOLVING MATH STATION CARD <b>RSWR</b>	8:50-9:00 <b>Math Calendar</b> Obj:TSW: •Use concrete models of hundreds, tens, and ones to develop the concepts of place value. •tell time on digital and analog clocks to the hour, quarter hour, and half hour. •Identify and count money; connect coins and bills with place value. •Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas. •identify odd/even numbers. •describe, extend, and create patterns using symbols, shapes, and designs •PROBLEM SOLVING MATH STATION CARD <b>RSWR</b>	8:50-9:00 <b>Math Calendar</b> Obj:TSW: •Use concrete models of hundreds, tens, and ones to develop the concepts of place value. •tell time on digital and analog clocks to the hour, quarter hour, and half hour. •Identify and count money; connect coins and bills with place value. •Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas. •identify odd/even numbers. •describe, extend, and create patterns using symbols, shapes, and designs •PROBLEM SOLVING MATH STATION CARD <b>RSWR</b>	8:50-9:00 <b>Math Calendar</b> Obj:TSW: •Use concrete models of hundreds, tens, and ones to develop the concepts of place value. •tell time on digital and analog clocks to the hour, quarter hour, and half hour. •Identify and count money; connect coins and bills with place value. •Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas. •identify odd/even numbers. •describe, extend, and create patterns using symbols, shapes, and designs •PROBLEM SOLVING MATH STATION CARD <b>RSWR</b>	8:50-9:00 <b>Math Calendar</b> Obj:TSW: •Use concrete models of hundreds, tens, and ones to develop the concepts of place value. •tell time on digital and analog clocks to the hour, quarter hour, and half hour. •Identify and count money; connect coins and bills with place value. •Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas. •identify odd/even numbers. •describe, extend, and create patterns using symbols, shapes, and designs •PROBLEM SOLVING MATH STATION CARD <b>RSWR</b>
9:00-9:30 Extra P.E	9:00-10:30 <b>Guided Reading</b> Obj:TSW work on decoding fluency, comprehension and reading strategies <b>Center Rotation</b> <b>RSWR TECH</b>	9:00-10:30 <b>Guided Reading</b> Obj:TSW work on decoding fluency, comprehension and reading strategies <b>Center Rotation</b> <b>RSWR TECH</b>	9:00-10:30 <b>Guided Reading</b> Obj:TSW work on decoding fluency, comprehension and reading strategies <b>Center Rotation</b> <b>RSWR TECH</b>	9:00-10:00 <b>Scholastic News:</b> <b>History of Gingerbread</b> Obj. TSW: read and answer comprehension questions independently; read diagram

<p><b>9:30-10:45</b>  <b>Guided Reading</b>  Obj: TSW work on decoding fluency, comprehension and reading strategies  <b>Center Rotation</b>  (see center lesson plans)  <b>RSWR TECH</b></p>				<p>R12.1 key details  R2.2 main idea  R2.7 use visuals  <b>RSWR TECH</b>  <b>10:00-10:30</b>  <b>SSR/AR</b>  Obj: TSW read regularly in instructional-level text that is challenging yet manageable  <b>RR TECH</b>  *spelling tests and WOD quiz</p>
<p><b>10:45-11:30</b>  <b>Math</b>  Obj: Add and subtract one and two digit numbers in real world and mathematical problems.  2.N.2  *+ with 9  *guided prac. 6 (8.5)  *My Math p. 193-194 gr.</p>	<p><b>10:30-11:30</b>  <b>Math</b>  Obj: Add and subtract one and two digit numbers in real world and mathematical problems.  2.N.2  *+ with 9  *guided prac. 7 (8.7)  *pig page gr.</p>	<p><b>10:30-11:30</b>  <b>Math</b>  Obj: Add and subtract one and two digit numbers in real world and mathematical problems.  2.N.2  *+ with 9  *guided prac. 8  My Math p. 198-199  *4.5a gr.</p>	<p><b>10:30-11:30</b>  <b>Math</b>  Obj: Add and subtract one and two digit numbers in real world and mathematical problems.  2.N.2  *+ with 9  *Review for + with and without regrouping</p>	<p><b>10:30-11:30</b>  <b>Math</b>  Obj: Add and subtract one and two digit numbers in real world and mathematical problems.  2.N.2  *+ with 9  *Test on + with and without regrouping</p>
<p><b>11:30-12:00</b>  <b>Lunch</b>  <b>12:00-12:20</b>  <b>Recess</b></p>	<p><b>11:30-12:00</b>  <b>Lunch</b>  <b>12:00-12:20</b>  <b>Recess</b></p>	<p><b>11:30-12:00</b>  <b>Lunch</b>  <b>12:00-12:20</b>  <b>Recess</b></p>	<p><b>11:30-12:00</b>  <b>Lunch</b>  <b>12:00-12:20</b>  <b>Recess</b></p>	<p><b>11:30-12:00</b>  <b>Lunch</b>  <b>12:00-12:20</b>  <b>Recess</b></p>
<p><b>12:20-12:30</b>  <b>Penmanship</b>  Obj: TSW write legibly and form letters correctly  <b>W TECH</b></p>	<p><b>12:20-12:30</b>  <b>Penmanship</b>  Obj: TSW write legibly and form letters correctly  <b>W TECH</b></p>	<p><b>12:20-12:30</b>  <b>Penmanship</b>  Obj: TSW write legibly and form letters correctly  <b>W TECH</b></p>	<p><b>12:20-12:30</b>  <b>Penmanship</b>  Obj: TSW write legibly and form letters correctly  <b>W TECH</b></p>	<p><b>12:20-12:30</b>  <b>Penmanship</b>  Obj: TSW write legibly and form letters correctly  <b>W TECH</b></p>
<p><b>12:30-1:20</b>  <b>STEAM</b></p>	<p><b>12:30-1:20</b>  <b>Indian Culture</b></p>	<p><b>12:30-1:15</b>  <b>COMPUTER</b></p>	<p><b>12:30-1:20</b>  <b>MUSIC</b></p>	<p><b>12:30-1:15</b>  <b>P.E.</b></p>

<p>1:20-2:00 SSR/AR Obj: TSW read regularly in instructional-level text that is challenging yet manageable <b>RR TECH</b></p>	<p>1:20-2:00 SSR/AR Obj: TSW read regularly in instructional-level text that is challenging yet manageable <b>RR TECH</b></p>	<p>1:20-2:00 SSR/AR Obj: TSW read regularly in instructional-level text that is challenging yet manageable <b>RR TECH</b></p>	<p>1:20-2:00 SSR/AR Obj: TSW read regularly in instructional-level text that is challenging yet manageable <b>RR TECH</b></p>	<p>1:20-2:00 Intro. new spelling and <b>Word wall words:</b> snout, pouch, plow, trout, brow, downtown, couch, cow, shout, ounce <b>RSWR TECH</b></p>
<p>2:00-2:20 <b>Read Aloud</b> <u>Grandma's Latkes</u> Obj: TSW Observe the teacher modeling fluency, comprehension and reading strategies •build schema chart RI2.5; RI 2.6 • <b>RSWR</b></p>	<p>2:00-2:20 <b>Read Aloud</b> <u>K is for Kwanzaa</u> Obj: TSW Observe the teacher modeling fluency, comprehension and reading strategies •build schema chart RI2.5; RI 2.6 Nonfiction contrast <b>RSWR</b></p>	<p>2:00-2:20 <b>Read Aloud</b> 2:25 Clean up 2:30 Dismissal</p>	<p>2:00-2:15 <b>Read Aloud</b> <u>Santa's Noisy Night</u> Obj: TSW Observe the teacher modeling fluency, comprehension and reading strategies •build schema chart RI2.5; RI 2.6 Nonfiction •answer comprehension questions <b>RSWR</b></p>	<p>2:00-2:45 <b>Science: Arctic and Solids/liquids and gases</b> <b>2-LS4-1:</b> TSW understand and make observations of plants and animals to compare the diversity of life in different habitats. *explore the arctic habitat of the reindeer *All about Caribou <b>2PS1-1</b> TSW understand that different kinds of matter exist and many of them can be either solid or liquid, depending on temperature; matter can be described and classified by its properties. *snowman experiment</p>
<p>2:15-2:45 <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</p>	<p>2:15-3:00 <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</p>		<p>2:15-3:00 <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</p>	<p>2:45-3:00 <b>Reindeer Flapbook Craft</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</p>

write coherently. <b>Mini-lesson:</b> intro. to response to nonfiction	variety of different modes and forms to write coherently. <b>Mini-lesson:</b> nonfiction response writing		variety of different modes and forms to write coherently. <b>Mini-lesson:</b> Revisit nonfiction response writing	
<b>3:00-3:20</b> <b>Shared Reading:</b> <u>A Secret, Kwanzaa, Hannukah Treats</u> <b>Word Work</b> Obj: TSW: learn sound symbol relationships to apply to decode and write words <b>Chunk wall word:</b> ou/ow <b>RSWR TECH</b>	<b>3:00-3:20</b> <b>Shared Reading:</b> <u>A Secret, Kwanzaa, Hannukah Treats</u> <b>Word Work</b> Obj: TSW: learn sound symbol relationships to apply to decode and write words <b>Chunk wall word:</b> ou/ow <b>RSWR TECH</b>		<b>3:00-3:20</b> <b>Shared Reading:</b> <u>A Secret, Kwanzaa, Hannukah Treats</u> <b>Word Work</b> Obj: TSW: learn sound symbol relationships to apply to decode and write words <b>Chunk wall word</b> <b>Review:</b> oi/oy & ou/ow <b>RSWR TECH</b>	<b>3:00-3:20</b> Fun Friday for all who have completed work
<b>3:20 Clean up</b> <b>3:25 Early bus/IE</b> <b>3:30 dismissal</b>	<b>3:20 Clean up</b> <b>3:25 Early bus/IE</b> <b>3:30 dismissal</b>		<b>3:20 Clean up</b> <b>3:25 Early bus/IE</b> <b>3:30 dismissal</b>	<b>3:20 Clean up</b> <b>3:25 Early bus/IE</b> <b>3:30 dismissal</b>

## Centers

<i>Monday/Tuesday</i>	<i>Monday/Tuesday</i>	<i>Wednesday/Thursday</i>	<i>Wednesday/Thursday</i>
Guided Reading	Guided Reading	Guided Reading	Guided Reading
Independent Reading	Independent Reading	Independent Reading	Independent Reading
IXL: LA	IXL: Math	IXL: LA	IXL: Math
Spelling Sort	Spelling Shake, spill, spell	Spelling Shake, spill, spell	Spelling: Rainbow write
Math Journal: +with regrouping	Word Wall: ABC order	Math Journal: +with and without regrouping	Word Work: ou/ow sorts