

Mrs. Perry

Lesson Plans for the week of
January 23 & 27

Theme: *More Penguins & the Arctic*

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

RSWR=Reading, Speaking, Writing, Reasoning

TECH=Using technology in lesson

Monday	Tuesday	Wednesday	Thursday	Friday
<p>8:40 - 8:50 Bell Work: Math fact practice +/- practice RWR</p>				
<p>8:50-9:00 Math Calendar 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 RSWR</p>	<p>8:50-9:00 Math Calendar 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 RSWR</p>	<p>8:50-9:00 Math Calendar 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 RSWR</p>	<p>8:50-9:00 Math Calendar 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 RSWR</p>	<p>8:50-9:00 Math Calendar 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 RSWR</p>
<p>9:00-10:30 Guided Reading Obj:TSW work on decoding fluency, comprehension and reading strategies Center Rotation RSWR TECH</p>	<p>9:00-10:30 Guided Reading Obj:TSW work on decoding fluency, comprehension and reading strategies Center Rotation RSWR TECH</p>	<p>9:00-10:30 Guided Reading Obj:TSW work on decoding fluency, comprehension and reading strategies Center Rotation RSWR TECH</p>	<p>9:00-10:30 Guided Reading Obj:TSW work on decoding fluency, comprehension and reading strategies Center Rotation RSWR TECH</p>	<p>9:15-10:30 Math Obj:100 can be thought of as a bundle of ten tens-called a "hundred"; the numbers 100, 200, 300, 400, 50, 600, 700, 800, 900 refer to one, two, three, four, five, six seven, eight, or nine hundreds (and 0 tens and 0 ones);</p>

				<p>count within 1,000; skip-count by 5s, 10s, and 100s; read and write numbers to 1000 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 $>$, $=$, and $<$ symbols to record the results of comparisons; mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p> <p>2.NBT.1, 2.NBT.1a, 2.NBT.1b, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.8</p> <ul style="list-style-type: none"> •Lesson 10.5 • Daily common Core review/Quick check 10.5 <p>RSWR TECH</p>
<p>10:30–11:30</p> <p>Math</p> <p>Obj: 100 can be thought of as a bundle of ten tens-called a “hundred”; the numbers 100, 200, 300, 400, 50, 600, 700, 800, 900 refer to one, two, three, four, five, six seven, eight, or nine hundreds (and 0 tens and 0 ones); count within 1,000; skip-count by 5s, 10s, and 100s; read and write numbers to 1000 using base-ten numerals, number names, and expanded form; compare two three-</p>	<p>10:30–11:30</p> <p>Math</p> <p>Obj: 100 can be thought of as a bundle of ten tens-called a “hundred”; the numbers 100, 200, 300, 400, 50, 600, 700, 800, 900 refer to one, two, three, four, five, six seven, eight, or nine hundreds (and 0 tens and 0 ones); count within 1,000; skip-count by 5s, 10s, and 100s; read and write numbers to 1000 using base-ten numerals, number names, and expanded form; compare two three-</p>	<p>10:30–11:30</p> <p>Math</p> <p>Obj: 100 can be thought of as a bundle of ten tens-called a “hundred”; the numbers 100, 200, 300, 400, 50, 600, 700, 800, 900 refer to one, two, three, four, five, six seven, eight, or nine hundreds (and 0 tens and 0 ones); count within 1,000; skip-count by 5s, 10s, and 100s; read and write numbers to 1000 using base-ten numerals, number names, and expanded form; compare two</p>	<p>10:30–11:30</p> <p>Math</p> <p>Obj: 100 can be thought of as a bundle of ten tens-called a “hundred”; the numbers 100, 200, 300, 400, 50, 600, 700, 800, 900 refer to one, two, three, four, five, six seven, eight, or nine hundreds (and 0 tens and 0 ones); count within 1,000; skip-count by 5s, 10s, and 100s; read and write numbers to 1000 using base-ten numerals, number names, and expanded form; compare two three-digit numbers based</p>	<p>10:30–11:30</p> <p>Scholastic News</p> <p>Who's the Bird?</p> <p>Obj. TSW: watch, read and discuss lesson as a class. then read and answer comprehension questions independently; read diagram R12.1 key details R2.2 main idea R2.7 use visuals</p> <p>RSWR TECH</p>

<p>digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<>$ symbols to record the results of comparisons; mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p> <p>2.NBT.1, 2.NBT.1a, 2.NBT.1b, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.8</p> <p>*Lesson 10.1</p> <p>* Daily common Core review/Quick check 10.1</p> <p>RSWR TECH</p>	<p>digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<>$ symbols to record the results of comparisons; mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p> <p>2.NBT.1, 2.NBT.1a, 2.NBT.1b, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.8</p> <p>*Lesson 10.2</p> <p>* Daily common Core review/Quick check 10.2</p> <p>RSWR TECH</p>	<p>three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<>$ symbols to record the results of comparisons; mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p> <p>2.NBT.1, 2.NBT.1a, 2.NBT.1b, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.8</p> <p>*Lesson 10.3</p> <p>* Daily common Core review/Quick check 10.3</p> <p>RSWR TECH</p>	<p>on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<>$ symbols to record the results of comparisons; mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p> <p>2.NBT.1, 2.NBT.1a, 2.NBT.1b, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.8</p> <p>*Lesson 10.4</p> <p>* Daily common Core review/Quick check 10.4</p> <p>RSWR TECH</p>	
<p>11:30–12:00 Lunch 12:00–12:20 Recess</p>	<p>11:30–12:00 Lunch 12:00–12:20 Recess</p>	<p>11:30–12:00 Lunch 12:00–12:20 Recess</p>	<p>11:30–12:00 Lunch 12:00–12:20 Recess</p>	<p>11:30–12:00 Lunch 12:00–12:20 Recess</p>
<p>12:20–12:30 Penmanship Obj: TSW write legibly and form letters correctly W TECH</p>	<p>12:20–12:30 Penmanship Obj: TSW write legibly and form letters correctly W TECH</p>	<p>12:20–12:30 Penmanship Obj: TSW write legibly and form letters correctly W TECH</p>	<p>12:20–12:30 Penmanship Obj: TSW write legibly and form letters correctly W TECH</p>	<p>12:20–12:30 Penmanship Obj: TSW write legibly and form letters correctly W TECH</p>
<p>12:30–1:20 STEAM</p>	<p>12:30–1:20 Indian Culture</p>	<p>12:30–1:15 COMPUTER</p>	<p>12:30–1:20 MUSIC</p>	<p>12:30–1:15 P.E.</p>
<p>1:20–2:00 SSR/AR Obj: TSW read regularly in instructional-level text that is challenging yet manageable RR TECH</p>	<p>1:20–2:00 SSR/AR Obj: TSW read regularly in instructional-level text that is challenging yet manageable RR TECH</p>	<p>1:20–2:20 SSR/AR Obj: TSW read regularly in instructional-level text that is challenging yet manageable RR TECH</p>	<p>1:20–2:00 SSR/AR Obj: TSW read regularly in instructional-level text that is challenging yet manageable RR TECH</p>	<p>1:20–2:00 SSR/AR Obj: TSW read regularly in instructional-level text that is challenging yet manageable RR TECH *spelling tests</p>

<p>2:00-2:15 Read Aloud: <u>Plenty of Penguins</u></p> <p>Obj: TSW Observe the teacher modeling fluency, comprehension and reading; pointing out text features and author's purpose strategies RI2.5; RI 2.6 schema chart •review fiction/nonfiction comparison</p> <p>RSWR RI2.5; RI 2.6</p>	<p>2:00-2:15 Read Aloud: <u>Continue: Plenty of Penguins</u></p> <p>Obj: TSW Observe the teacher modeling fluency, comprehension and reading; pointing out text features and author's purpose strategies RI2.5; RI 2.6 schema chart •review fiction/nonfiction comparison</p> <p>RSWR RI2.5; RI 2.6</p>	<p>2:25 Clean up 2:30 Dismissal</p>	<p>2:00-2:15 Read Aloud: <u>Polar Regions</u></p> <p>Obj: TSW Observe the teacher modeling fluency, comprehension and reading; pointing out text features and author's purpose strategies RI2.5; RI 2.6 •continue schema chart RSWR</p>	<p>2:00-2:30 Intro. new spelling and word wall words</p> <p>Word wall words: slowly, quietly, loudly, quickly, sadly, happily, noisily, gladly, suddenly, madly</p> <p>RSWR TECH</p>
<p>2:15-3:00 Writer's Workshop</p> <p>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. MinLesson: Personal narrative writing Revisit: editing spelling</p> <p>RSWR</p>	<p>2:15-3:00 Writer's Workshop</p> <p>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. MinLesson: Personal narrative writing Revisit: publishing RSWR</p>		<p>2:15-3:00 Writer's Workshop</p> <p>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. MinLesson: narrative writing Problem/Solution RSWR</p>	<p>2:30-3:20 Science: Penguin Interactive activities</p> <p>**Bird vs Penguin</p> <p>..Penguin adaptations</p>

<p>3:00-3:20 Shared Reading: First Snowflake,, Dreams, Opposites, Perhaps</p> <p>Word Work Obj: TSW: learn sound symbol relationships to apply to decode and write words</p> <p>Chunk wall word: Endings Adding -ly</p> <p>RSWR TECH</p>	<p>3:00-3:20 Shared Reading: First Snowflake,, Dreams, Opposites, Perhaps</p> <p>Word Work Obj: TSW: learn sound symbol relationships to apply to decode and write words</p> <p>Chunk wall word: Endings Adding -ed (sounds like t, ed, d)</p> <p>RSWR TECH</p>		<p>3:00-3:20 Shared Reading: First Snowflake,, Dreams, Opposites, Perhaps</p> <p>Word Work Obj: TSW: learn sound symbol relationships to apply to decode and write words</p> <p>Chunk wall word: Review adding - tion</p> <p>RSWR TECH</p>	
<p>3:20 Clean up 3:25 Early bus/IE 3:30 dismissal</p>	<p>3:20 Clean up 3:25 Early bus/IE 3:30 dismissal</p>		<p>3:20 Clean up 3:25 Early bus/IE 3:30 dismissal</p>	<p>3:20 Clean up 3:25 Early bus/IE 3:30 dismissal</p>

Centers

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>
Guided Reading	Guided Reading	Guided Reading	Guided Reading
Independent Reading	Independent Reading	Independent Reading	Independent Reading
Scout pad	Science: Penguins response page	Science: Penguins response page	Scout pad
Spelling Sort	Spelling Shake, spill, spell	Spelling Shake, spill, spell	Spelling rainbow write
Word Wall: ABC order	Math Journal: Sub. regrouping	Word Work: homophones	Math Journal: +with regrouping