

Mrs. Perry

Feb. 26-March 2

Theme: American Symbols

\*\* 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** |
| No School  Professional  Day | **8:40 – 8:50**  **Bell Work:**  **Math fact practice**  **+/- practice**  RWRS | **8:40 – 8:50**  **Bell Work:**  **Math fact practice**  **+/- practice**  RWRS | **8:40 – 8:50**  **Bell Work:**  **Math fact practice**  **+/- practice**  RWRS | **8:40 – 8:50**  **Bell Work:**  **Math fact practice**  **+/- practice**  RWRS |
|  | **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 | **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 | **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 | **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 |
|  | **9:00-10:30**  **Guided Reading**  Obj:TSW work on decoding fluency, comprehension and reading strategies  Center Rotation  RSWR TECH | **9:00-10:30**  **Guided Reading**  Obj:TSW work on decoding fluency, comprehension and reading strategies  Center Rotation  RSWR TECH | **9:00-10:30**  **Guided Reading**  Obj:TSW work on decoding fluency, comprehension and reading strategies  Center Rotation  RSWR TECH | **9:15-10:30**  **Math**  **Obj**.: **Obj**.: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes; partition a rectangle into rows and columns of same-size squares and count to find the total number of them.; partition circles and rectangles into two, three, or four equal shares, describe the shares using words halves, thirds, half of, a third of, etc. and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not to have the same shape.  **\*Lesson 12.4**  **\* Daily common Core review/Quick check12.14**  RSWR TECH |
|  | **10:30-11:30**  **Math**  **Obj**.: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes; partition a rectangle into rows and columns of same-size squares and count to find the total number of them.; partition circles and rectangles into two, three, or four equal shares, describe the shares using words halves, thirds, half of, a third of, etc. and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not to have the same shape.  **\*Lesson 12.1**  **\* Daily common Core review/Quick check12.1**  RSWR TECH | **10:30-11:30**  **Math**  **Obj**.: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes; partition a rectangle into rows and columns of same-size squares and count to find the total number of them.; partition circles and rectangles into two, three, or four equal shares, describe the shares using words halves, thirds, half of, a third of, etc. and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not to have the same shape.  **\*Lesson 12.2**  **\* Daily common Core review/Quick check12.2**  RSWR TECH | **10:30-11:30**  **Math**  **Obj**.: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes; partition a rectangle into rows and columns of same-size squares and count to find the total number of them.; partition circles and rectangles into two, three, or four equal shares, describe the shares using words halves, thirds, half of, a third of, etc. and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not to have the same shape.  **\*Lesson 12.3**  **\* Daily common Core review/Quick check12.3**  RSWR TECH | **10:30-11:30**  **Scholastic News**  **A New American Symbol**  Obj. TSW: watch, read and discuss lesson as a class. then read and answer comprehension questions independently; read diagram  RI2.1 key details  R2.2 main idea  R2.7 use visuals  RSWR TECH |
|  | **11:30-12:00**  **Lunch**  **12:00-12:20**  **Recess** | **11:30-12:00**  **Lunch**  **12:00-12:20**  **Recess** | **11:30-12:00**  **Lunch**  **12:00-12:20**  **Recess** | **11:30-12:00**  **Lunch**  **12:00-12:20**  **Recess** |
|  | **12:20-12:30**  **Penmanship**  Obj: TSW write legibly and form letters correctly  W TECH | **12:20-12:30**  **Penmanship**  Obj: TSW write legibly and form letters correctly  W TECH | **12:20-12:30**  **Penmanship**  Obj: TSW write legibly and form letters correctly  W TECH | **12:20-12:30**  **Penmanship**  Obj: TSW write legibly and form letters correctly  W TECH |
|  | **12:30-1:20**  **Indian Culture** | **12:30-1:15**  **COMPUTER** | **12:30-1:20**  **MUSIC** | **12:30-1:15**  **P.E.** |
|  | **1:20-2:00**  **SSR/AR**  Obj: TSW read regularly in instructional-level text that is challenging yet manageable  RR TECH | **1:20-2:20**  **SSR/AR**  Obj: TSW read regularly in instructional-level text that is challenging yet manageable  RR TECH  **2:25 Clean up**  **2:30 Dismissal** | **1:20-2:00**  **SSR/AR**  Obj: TSW read regularly in instructional-level text that is challenging yet manageable  RR TECH | **1:20-2:00**  Intro. new spelling and word wall words  **Word wall words:**  **don’t can’t**  **won’t let’s**  **didn’t I’ve**  **we’ve he’s**  **she’s isn’t**  **RSWR** TECH |
|  | **2:00-2:20**  **Read Aloud:**  **F is for Flag and Francis Scott Key’s Star Spangled Banner**  Obj: TSW Observe the teacher modeling fluency, comprehension and reading; pointing out text features and author’s purpose strategies  RI2.5; RI 2.6  **\*\*start symbols schema chart**  RSWRTECH  **Social Studies**  **Citizenship Literacy CS1.3 and CSI1.4**  **The student will explain the importance of the basic principles that provide the foundation of the American system of government; identify important American symbols and explain their meaning including United States Flag, the Bald Eagle, the statue of Liberty, Lady Justice, and the Liberty Bell. and patriotic traditions including the recitation of the Pledge of Allegiance and singing of the Star Spangled Banner, and demonstrate proper flag etiquette and appropriate behavior during both.** |  | **2:00-2:20**  **Read Aloud:**  **The Statue of Liberty**  Obj: TSW Observe the teacher modeling fluency, comprehension and reading; pointing out text features and author’s purpose strategies  RI2.5; RI 2.6  RSWRTECH  **Social Studies**  **Citizenship Literacy CS1.3 and CSI1.4**  **The student will explain the importance of the basic principles that provide the foundation of the American system of government; identify important American symbols and explain their meaning including United States Flag, the Bald Eagle, the statue of Liberty, Lady Justice, and the Liberty Bell. and patriotic traditions including the recitation of the Pledge of Allegiance and singing of the Star Spangled Banner, and demonstrate proper flag etiquette and appropriate behavior during both.** | **2:00-2:20**  **Read Aloud:**  **The Liberty Bell**  Obj: TSW Observe the teacher modeling fluency, comprehension and reading; pointing out text features and author’s purpose strategies  RI2.5; RI 2.6  RSWRTECH  **Social Studies**  **Citizenship Literacy CS1.3 and CSI1.4**  **The student will explain the importance of the basic principles that provide the foundation of the American system of government; identify important American symbols and explain their meaning including United States Flag, the Bald Eagle, the statue of Liberty, Lady Justice, and the Liberty Bell. and patriotic traditions including the recitation of the Pledge of Allegiance and singing of the Star Spangled Banner, and demonstrate proper flag etiquette and appropriate behavior during both.** |
|  | **2:20-3:00**  **Writer’s Workshop**  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.  **Mini-lesson**: Brainstorming nonfiction President writing  **RSWR** |  | **2:20-3:00**  **Writer’s Workshop**  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.  **Mini-lesson**:  President Rough Draft  **RSWR** | 2:20-3:20  Social Studies  **O, Say Can You See?**  RSWRTECH  **Social Studies**  **Citizenship Literacy**  **CS1.3 and CSI1.4:**  **The student will explain the importance of the basic principles that provide the foundation of the American system of government; identify important American symbols and explain their meaning including United States Flag, the Bald Eagle, the statue of Liberty, Lady Justice, and the Liberty Bell. and patriotic traditions including the recitation of the Pledge of Allegiance and singing of the Star Spangled Banner, and demonstrate proper flag etiquette and appropriate behavior during both.**  1. Watch patriotism video on United Streaming;  (\*Pledge of Allegiance book, and The Star Spangled Banner) |
|  | **3:00-3:20**  **Shared Reading:**  Penny Problem,  But Then,  Presidents’ Day Poem, The Greatest Presidents  **Word Work**  Obj: TSW: learn sound symbol relationships to apply to decode and write words  **Chunk wall word:**  **prefixes:**  **pre-**  **re- un-**  RSWR TECH |  | **3:00-3:20**  **Shared Reading:**  Penny Problem,  But Then,  Presidents’ Day Poem, The Greatest Presidents  **Word Work**  Obj: TSW: learn sound symbol relationships to apply to decode and write words  **Chunk wall word:**  **suffixes:**  **-ful**  **-ness**  **-less**  RSWR TECH |  |
|  | **3:20 Clean up**  **3:25 Early bus/IE**  **3:30 dismissal** |  | **3:20 Clean up**  **3:25 Early bus/IE**  **3:30 dismissal** | **3:20 Clean up**  **3:25 Early bus/IE**  **3:30 dismissal** |

**Centers**

|  |  |  |
| --- | --- | --- |
| **Tuesday** | **Wednesday** | **Thursday** |
| Guided Reading | Guided Reading | Guided Reading |
| Independent Reading | Independent Reading | Independent Reading |
| IXL: LA | American Symbols  partner read  The Bald Eagle | IXL: Math |
| Spelling Sort | Spelling Shake, spill, spell | Spelling rainbow write |
| Math Journal:  + with 3 digits and regrouping | Word Work:  prefixes/suffixes | Math Journal:  with 3 digits and regrouping |