



*Mrs. Perry*

Lesson Plans for the week of  
March 5-9

*Theme: Patriotic Wrap-Up*

•• 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>
<p>8:40 - 8:50 <b>Bell Work:</b> Math fact practice +/- practice <b>RWRS</b></p>	<p><i>No School</i></p>			
<p>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></p>	<p>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></p>	<p>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></p>	<p>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></p>	

<p><b>9:15-10:45</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>9:15-10:45</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>9:15-10:45</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>9:15-10:30</b>  <b>Scholastic News</b>  <b>A New American Symbol</b>  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  <b>RSWR TECH</b></p>	
<p><b>10:45-11:30</b>  <b>Math</b>  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</p>	<p><b>10:45-11:30</b>  <b>Math</b>  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  <b>RSWR TECH</b></p>	<p><b>10:45-11:30</b>  <b>Math</b>  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  <b>RSWR TECH</b></p>	<p><b>10:45-11:30</b>  <b>Math</b>  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 check 12.4  <b>RSWR TECH</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>12:30-1:20</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>1:20-2:00</b>  <b>SSR/AR</b>  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>  <b>SSR/AR</b>  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>  <b>SSR/AR</b>  Obj: TSW read regularly in instructional-level text that is challenging yet manageable  <b>RR TECH</b></p> <p><b>2:25 Clean up</b>  <b>2:30 Dismissal</b></p>	<p><b>1:20-1:45</b>  Intro. new spelling and word wall words  <b>Word wall words:</b>  robot, beside, rescue, saddle, pilot, bubble, circle, retrace, tiger, focus  <b>RSWR TECH</b></p> <p><b>1:45-2:15</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>Min-Hesson:</b>  nonfiction: Abe Lincoln writing  <b>RSWR</b></p>	
<p><b>2:00-2:30</b>  <b>Read Aloud:</b>  <u>Abraham Lincoln</u>  Obj: TSW Observe the teacher modeling fluency, comprehension and reading; pointing out text features and author's purpose strategies</p>	<p><b>2:00-2:30</b>  <b>Read Aloud:</b>  <u>Abigail Adams</u>  Obj: TSW Observe the teacher modeling fluency, comprehension and reading; pointing out text features and author's purpose strategies</p>		<p><b>2:00-2:30</b>  <b>Read Aloud:</b>  <u>Harriet Tubman</u>  Obj: TSW Observe the teacher modeling fluency, comprehension and reading; pointing out text features and author's purpose strategies  RI2.5; RI 2.6  <b>RSWR TECH</b></p>	

<p>RI2.5; RI 2.6  <b>RSWRTECH</b>  start  <b>schema chart</b>  <b>Social Studies</b>  <b>History Literacy CS4</b>  The student will examine the lives of notable Americans who expanded peoples' rights and freedoms in the American system of government.  I. participate in shared research using biographies and informational text historic examples of honesty, courage, patriotism, self-sacrifice, and other admirable character traits seen in citizens</p>	<p>RI2.5; RI 2.6  <b>RSWRTECH</b>  start  <b>schema chart</b>  <b>Social Studies</b>  <b>History Literacy CS4</b>  The student will examine the lives of notable Americans who expanded peoples' rights and freedoms in the American system of government.  I. participate in shared research using biographies and informational text historic examples of honesty, courage, patriotism, self-sacrifice, and other admirable character traits seen in citizens</p>		<p><b>Social Studies</b>  <b>History Literacy CS4</b>  The student will examine the lives of notable Americans who expanded peoples' rights and freedoms in the American system of government.  I. participate in shared research using biographies and informational text historic examples of honesty, courage, patriotism, self-sacrifice, and other admirable character traits seen in citizens</p>	
<p><b>2:30-3:00</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>Min-Hesson:</b>  nonfiction: Abe Lincoln writing  <b>RSWR</b></p>	<p><b>2:30-3:00</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>Min-Hesson:</b>  nonfiction: Abe Lincoln writing  <b>RSWR</b></p>		<p><b>2:30-3:00</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>Min-Hesson:</b>  nonfiction: Abe Lincoln writing  <b>RSWR</b></p>	
<p><b>3:00-3:20</b>  <b>Word Work</b>  Obj: TSW: learn sound symbol relationships to apply to decode and write words  <b>Chunk wall word:</b></p>	<p><b>3:00-3:20</b>  <b>Word Work</b>  Obj: TSW: learn sound symbol relationships to apply to decode and write words  <b>Chunk wall word:</b></p>		<p><b>3:00-3:20</b>  <b>Word Work</b>  Obj: TSW: learn sound symbol relationships to apply to decode and write words  <b>Chunk wall word:</b></p>	

open syllables RSWR TECH	open syllables RSWR TECH		open syllables 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	

## Centers

<i>Mon/Tues</i>	<i>Mon/Tues</i>	<i>Wednesday</i>
Guided Reading	Guided Reading	Guided Reading
Independent Reading	Independent Reading	Independent Reading
IXL Social Studies	IXL Social Studies	IXL Social Studies
Spelling Sort	Spelling Shake, spill, spell	Spelling Shake, spill, spell
Word Wall: chunking syllables	Math Journal: - with 3 digits and regrouping	Word Work: chunking syllables