

Mrs. Perry



**LESSON PLANS FOR THE WEEK OF SEPTEMBER 4-7**

**Theme: FRIENDSHIP**

**\*\* 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>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<p><b>8:40 - 8:50</b>  <b>Bell Work:</b>  <b>Math review</b>  <b>RWR</b></p>	<p><b>8:40 - 8:50</b>  <b>Bell Work:</b>  <b>Math review</b>  <b>RWR</b></p>	<p><b>8:40 - 8:50</b>  <b>Bell Work:</b>  <b>Math review</b>  <b>RWR</b></p>	<p><b>8:40 - 8:50</b>  <b>Bell Work:</b>  <b>Math review</b>  <b>RWR</b></p>
<p><b>8:50-9:00</b>  <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>8:50-9:00</b>  <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>8:50-9:00</b>  <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>8:50-9:00</b>  <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>9:00-10:30</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><b>9:00-10:30</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><b>9:00-10:30</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><b>9:00-10:00</b>  <b>Math</b>  •Test topic I  2N.2.2, 2A.2.2,  2N2.1, 2N2.5,  •test doubles  <b>RSWR TECH</b></p>

			<b>10:00-11:00</b> <b>Scholastic News:</b> <b>Friends</b> <b>make it FUN</b> complete Comprehension activities
<b>10:30-11:30</b> <b>Math</b> Fluently add and subtract within 20. 2N.2.2, 2A.2.2, 2N2.1, 2N2.5, *Lesson: topic I.9 •practice doubles • <b>RSWR TECH</b>	<b>10:30-11:30</b> <b>Math</b> Fluently add and subtract within 20. 2N.2.2, 2A.2.2, 2N2.1, 2N2.5, *Lesson: topic I.10 •practice doubles • <b>RSWR TECH</b>	<b>10:30-11:30</b> <b>Math</b> Fluently add and subtract within 20. 2N.2.2, 2A.2.2, 2N2.1, 2N2.5, *Review topic I •practice doubles • <b>RSWR TECH</b>	<b>11:00-11:30</b> Spelling tests, WOD quiz,
<b>11:30-12:00</b> <b>Lunch</b> <b>12:00-12:20</b> <b>Recess</b>	<b>11:30-12:00</b> <b>Lunch</b> <b>12:00-12:20</b> <b>Recess</b>	<b>11:30-12:00</b> <b>Lunch</b> <b>12:00-12:20</b> <b>Recess</b>	<b>11:30-12:00</b> <b>Lunch</b> <b>12:00-12:20</b> <b>Recess</b>
<b>12:20-12:30</b> <b>Penmanship</b> Obj: TSW write legibly and form letters correctly <b>W TECH</b>	<b>12:20-12:30</b> <b>Penmanship</b> Obj: TSW write legibly and form letters correctly <b>W TECH</b>	<b>12:20-12:30</b> <b>Penmanship</b> Obj: TSW write legibly and form letters correctly <b>W TECH</b>	<b>12:20-12:30</b> <b>Penmanship</b> Obj: TSW write legibly and form letters correctly <b>W TECH</b>
<b>12:30-1:20</b> <b>INDIAN CULTURE</b>	<b>12:30-1:20</b> <b>COMPUTER</b>	<b>12:30-1:20</b> <b>MUSIC</b>	<b>12:30-1:20</b> <b>P.E.</b>
<b>1:20-2:00</b> <b>SSR/AR</b> Obj:TSW:read regularly in instructional-level text that is challenging yet manageable <b>Mini lesson:</b> Reading to self behavior <b>RR TECH</b>	<b>1:20-2:00</b> <b>SSR/AR</b> Obj:TSW:read regularly in instructional-level text that is challenging yet manageable <b>Mini lesson:</b> Reading to self behavior <b>RR TECH</b>	<b>1:20-2:00</b> <b>SSR/AR</b> Obj:TSW:read regularly in instructional-level text that is challenging yet manageable <b>Mini lesson:</b> Reading to self behavior <b>RR TECH</b>	<b>1:20-2:00</b> Intro. spelling and word wall words for next week. <b>Word wall words:</b> should, could, would, your, Mr. Mrs., Into, were two, do

<p><b>2:00-2:15</b></p> <p><b>Read Aloud</b></p> <p><b>Sandwich Swap</b></p> <p>Obj: TSW Observe the teacher modeling fluency, comprehension and reading strategies</p> <ul style="list-style-type: none"> <li>• make connections &amp; ask questions</li> </ul> <p><b>RSWR</b></p>	<p><b>2:00-2:20</b></p> <p><b>Writer's Workshop</b></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.</p> <p><b>Mini-lesson:</b></p> <p>Small moments:</p> <p>Personal Narratives</p> <p><b>RSWR</b></p> <p><b>2:25 Clean up</b></p> <p><b>2:30 Dismissal</b></p>	<p><b>2:00-2:15</b></p> <p><b>Read Aloud</b></p> <p><b>Chester Raccoon and the Big Bad Bully</b></p> <p>Obj: TSW Observe the teacher modeling fluency, comprehension and reading strategies</p> <ul style="list-style-type: none"> <li>•preview text make connections</li> <li>•add to friendship anchor chart</li> </ul> <p><b>RSWR</b></p>	<p><b>2:00-2:20</b></p> <p><b>Finish: <u>Chester Raccoon and the Big Bad Bully</u></b></p> <p>Obj: TSW Observe the teacher modeling fluency, comprehension and reading strategies</p> <ul style="list-style-type: none"> <li>•preview text make connections</li> </ul> <p><b>RSWR</b></p> <ul style="list-style-type: none"> <li>•add to friendship anchor chart</li> </ul>
<p><b>2:15-3:00</b></p> <p><b>Writer's Workshop</b></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.</p> <p><b>Mini-lesson:</b></p> <p><b>Small moments</b></p> <p><b>RSWR</b></p>		<p><b>2:15-3:00</b></p> <p><b>Writer's Workshop</b></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.</p> <p><b>Mini-lesson:</b></p> <p>Small moments</p> <p><b>RSWR</b></p>	<p><b>2:20-3:00</b></p> <p><b>Writer's Workshop</b></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.</p> <p><b>Mini-lesson:</b></p> <p>Small moments</p> <p><b>RSWR</b></p>
<p><b>3:00-3:20</b></p> <p><b>Shared Reading:</b></p> <p><b><u>We Could Be Friends;</u></b></p> <p><b><u>Since Hannah Moved Away</u></b></p> <p><b>Word Work</b></p> <p>Obj: TSW: learn sound symbol relationships to apply to decode and write words</p> <p><b>Chunk wall word:</b></p> <p><b>-op/-ope families</b></p> <p><b>-RSWR TECH</b></p>		<p><b>3:00-3:20</b></p> <p><b>Shared Reading:</b></p> <p><b><u>We Could Be Friends;</u></b></p> <p><b><u>Since Hannah Moved Away</u></b></p> <p><b>Word Work</b></p> <p>Obj: TSW: learn sound symbol relationships to apply to decode and write words</p> <p><b>Chunk wall word:</b></p> <p><b>-ock/-ick/-ack families</b></p> <p><b>RSWR TECH</b></p>	<p><b>3:00-3:20</b></p> <p><b>Shared Reading:</b></p> <p><b><u>We Could Be Friends;</u></b></p> <p><b><u>Since Hannah Moved Away</u></b></p> <p><b>Word Work</b></p> <p>Obj: TSW: learn sound symbol relationships to apply to decode and write words</p> <p><b>Chunk wall word:</b></p> <p><b>-ut/-ute families</b></p> <p><b>RSWR TECH</b></p>

3:20 Clean up 3:25 Early bus/E 3:30 dismissal		3:20 Clean up 3:25 Early bus/E 3:30 dismissal	3:20 Clean up 3:25 Early bus/E 3:30 dismissal
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# centers

<b>Tuesday/ Wednesday</b>	<b>Tuesday/ Wednesday</b>	<b>Thursday</b>
Guided Reading	Guided Reading	Guided Reading
Independent Reading	Independent Reading	Independent Reading
Independent Reading	Independent Reading	Independent Reading
Spelling Sort	Spelling shake, spill, spell, write	Spelling shake, spill, spell, write
Word Wall: ABC order	Class Name sort	Word Work: short a & a-e