

Mrs. Perry

Lesson Plans for the week of  
April 16/20

Theme: *Woodland Forest Habitat*

•• 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 <b>Bell Work:</b> Math fact practice +/- practice RSWR</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 RSWR</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 RSWR</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 RSWR</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 RSWR</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 RSWR</p>
<p>9:00-10:30 <b>Guided Reading</b> Obj:TSW work on decoding fluency, comprehension and reading strategies <b>Center Rotation</b> RSWR TECH</p>	<p>9:00-10:30 <b>Guided Reading</b> Obj:TSW work on decoding fluency, comprehension and reading strategies <b>Center Rotation</b> RSWR TECH</p>	<p>9:00-10:30 <b>Guided Reading</b> Obj:TSW work on decoding fluency, comprehension and reading strategies <b>Center Rotation</b> RSWR TECH</p>	<p>9:00-10:30 <b>Guided Reading</b> Obj:TSW work on decoding fluency, comprehension and reading strategies <b>Center Rotation</b> RSWR TECH</p>	<p>9:15-10:30 <b>Math</b> Obj. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring</p>

tapes; measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen; estimate lengths using units of inches, feet centimeters, and meters.; measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit; use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g. by using drawing (such as drawings of ruler) and equations with a symbol for the unknown number to represent the problem.

**•review  
subtracting and  
adding mixed**

**•Lesson 15.3  
Qk check/practice  
15.3**

**RSWR TECH**

10:45-11:30  
**Math**  
**Topic 14**  
**review**  
**for test**

10:45-11:30  
**Math**  
Obj. TSW  
Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and cents symbols appropriately.  
**TOPIC 14 test**  
**RSWR TECH**

10:45-11:30  
**Math**  
Obj. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes; measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen; estimate lengths using units of inches, feet centimeters, and meters.; measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit; use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g. by using drawing (such as drawings of ruler) and equations with a symbol for the unknown number to represent the problem.  
•review subtracting and adding mixed  
•Lesson 15.1  
Qk check/practice  
15.1 **RSWR TECH**

10:45-11:30  
**Math**  
Obj. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes; measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen; estimate lengths using units of inches, feet centimeters, and meters.; measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit; use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g. by using drawing (such as drawings of ruler) and equations with a symbol for the unknown number to represent the problem.  
•review subtracting and adding mixed  
•Lesson 15.2  
Qk check/practice  
15.2 **RSWR TECH**

10:30-11:30  
**Scholastic News:**  
**Earth Day**  
Obj. TSW: watch, read and discuss lesson as a class. then read and answer comprehension questions independently; read diagram  
RI.2.1 key details  
R.2.2 main idea  
R.2.7 use visuals  
RI.2.25 glossary  
**RSWR TECH**

<p><b>11:30-12:00</b> Lunch <b>12:00-12:20</b> Recess</p>	<p><b>11:30-12:00</b> Lunch <b>12:00-12:20</b> Recess</p>	<p><b>11:30-12:00</b> Lunch <b>12:00-12:20</b> Recess</p>	<p><b>11:30-12:00</b> Lunch <b>12:00-12:20</b> Recess</p>	<p><b>11:30-12:00</b> Lunch <b>12:00-12:20</b> Recess</p>
<p><b>12:20-12:30</b> Penmanship Obj: TSW write legibly and form letters correctly <b>W TECH</b></p>	<p><b>12:20-12:30</b> Penmanship Obj: TSW write legibly and form letters correctly <b>W TECH</b></p>	<p><b>12:20-12:30</b> Penmanship Obj: TSW write legibly and form letters correctly <b>W TECH</b></p>	<p><b>12:20-12:30</b> Penmanship Obj: TSW write legibly and form letters correctly <b>W TECH</b></p>	<p><b>12:20-12:30</b> Penmanship Obj: TSW write legibly and form letters correctly <b>W TECH</b></p>
<p><b>12:30-1:20</b> STEAM</p>	<p><b>12:30-1:20</b> Indian Culture</p>	<p><b>12:30-1:15</b> COMPUTER</p>	<p><b>12:30-1:20</b> MUSIC</p>	<p><b>12:30-1:15</b> P.E.</p>
<p><b>1:20-2:00</b> SSR/AR 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> SSR/AR 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> SSR/AR 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> SSR/AR 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> Intro. new spelling and word wall words <u>Wordwall words:</u> <b>RSWR TECH</b></p>
<p><b>2:00-2:30</b> Science: Introduction to Woodland Forest (Schema chart) Read Aloud: <u>Forest Biome</u> Obj: TSW know the definition of schema and explore own schema of the woodland Forest <b>RSWR 2-LS2-1</b> Plants depend on sunlight and water to grow, and list animals/plants of woodland Forest <b>RSWRTECH</b></p>	<p><b>2:00-2:30</b> Science: <b>Read Aloud:</b> <u>Continue:</u> <u>Woodland Forest Study</u> Obj: TSW Observe the teacher modeling fluency, comprehension and reading strategies <b>RSWR 2-LS2-1</b> <b>Split into small groups</b></p>	<p><b>2:25 Clean up</b> <b>2:30 Dismissal</b></p>	<p><b>2:00-2:30</b> Science: <b>Read Aloud:</b> Obj: TSW Observe the teacher modeling fluency, comprehension and reading strategies <b>RSWR 2-LS2-1</b> <u>Continue:</u> <u>Woodland Forest Study</u> Obj: TSW Observe the teacher modeling fluency, comprehension and reading strategies <b>Split into small groups</b></p>	<p><b>2:00-2:45</b> Science: <u>Continue:</u> <u>Woodland Forest Study</u> Obj: TSW Observe the teacher modeling fluency, comprehension and reading strategies <b>Split into small groups</b> <b>2-LS2-1 TECH</b> <b>RSWRTECH</b></p>

<p><b>2:30-3:00</b> <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>RSWR</b></p> <p><b>Finish &amp; Collect small moment</b></p>	<p><b>2:30-3:00</b> <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>RSWR</b></p> <p><b>Begin gathering Woodland Forest facts</b></p>		<p><b>2:30-3:00</b> <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>RSWR gathering Woodland Forest facts</b></p>	<p><b>2:45-3:20</b> <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>RSWR gathering Woodland Forest facts</b></p>
<p><b>3:00-3:20</b> <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: open syllables</b></p> <p><b>RSWR TECH</b></p>	<p><b>3:00-3:20</b> <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: open syllables</b></p> <p><b>RSWR TECH</b></p>		<p><b>3:00-3:20</b> <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: open syllables</b></p> <p><b>RSWR TECH</b></p>	
<p><b>3:20 Clean up</b> <b>3:25 Early bus/IE</b> <b>3:30 dismissal</b></p>	<p><b>3:20 Clean up</b> <b>3:25 Early bus/IE</b> <b>3:30 dismissal</b></p>		<p><b>3:20 Clean up</b> <b>3:25 Early bus/IE</b> <b>3:30 dismissal</b></p>	<p><b>3:20 Clean up</b> <b>3:25 Early bus/IE</b> <b>3:30 dismissal</b></p>
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	
<b>Guided Reading</b>	<b>Guided Reading</b>	<b>Guided Reading</b>	<b>Guided Reading</b>	
<b>Independent Reading</b>	<b>Independent Reading</b>	<b>Independent Reading</b>	<b>Independent Reading</b>	
<b>Spelling Sort</b>	<b>Spelling Shake, spill, spell</b>	<b>Spelling Shake, spill, spell</b>	<b>Spelling rainbow write</b>	
<b>IXL:Math</b>	<b>IXL: Reading</b>	<b>IXL:Math</b>	<b>IXL: Reading</b>	
<b>Word Wall: ABC order</b>	<b>Money Center: Paying with fewest coins</b>	<b>Word Work: prefixes and suffixes</b>	<b>Money Game</b>	