Mrs. Perry

Theme: Earth Day

April 23/27

•• 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
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	8:40 - 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	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
	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	9:00-10:30 **Guided Reading** Obj:TSW work on decoding fluency, comprehension and reading strategies **Center Rotation** RSWR TECH	9:15-10:30 **Math** **Obj.** 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 tis that 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 15.9** **Qk check/DCCR 15.9** 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 tis that another, expressing the length difference in terms of a standard length unit; use	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 tis that another,	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 tis that another, expressing the length difference in terms of a standard length unit; use	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 tis that another, expressing the length difference in	10:30-11:30 **Scholastic News: <u>Earth Day Issue</u>** 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 R1.2.25 glossary RSWR TECH

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 15.4** **Qk check 15.4** RSWR TECH	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 15.5** **Qk check 15.5** RSWR TECH	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 15.6** **Qk check15.6** RSWR TECH	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 15.7** **Qk check 15.7** 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	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	12:20-12:30 Penmanship Obj: TSW write legibly and form letters correctly W TECH
12:30-1:20 STEAM	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	1:20-2:00 SSR/AR Obj: TSW read regularly in instructional-level text that is challenging yet manageable RR TECH	1:20-2:20 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,	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 **Wordwall words:** shoeless beardless reckless wireless harmless wordless colorful cheerful boastful harmful RSWR TECH

		and meters.; measure to determine how much longer one object tis that 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/DCCR 15.3** RSWR TECH **2:25 Clean up** **2:30** **Dismissal**		
2:00-2:30 **Science:** **(Science: Introduce Earth Day Concept (Schema chart)** Obj: TSW know the definition of schema and explore own schema of Earth Day continue study of the change of earth and ecosystems; ***2-ESS2-1; ESS1-1; 2-LS2-1** RSWRTECH	**2:00-2:30** **Read Aloud:** **B. Bears Don't Pollute** Obj: TSW know the definition of schema and explore own schema of Earth Day; continue study of the change of earth and ecosystems; **RSWR** ***2-ESS2-1; ESS1-1; 2-LS2-1**		**2:00-2:30** **Science: Continue Earth Day** Obj: TSW Observe the teacher modeling fluency, comprehension and reading strategies; continue study of the change of earth and ecosystems; **RSWR*** ***2-ESS2-1; ESS1-1; 2-LS2-1** TECH	**2:00-2:45** **Science: Continue Earth Day** Obj: TSW Observe the teacher modeling fluency, comprehension and reading strategies; continue study of the change of earth and ecosystems; **RSWR*** ***2-ESS2-1; ESS1-1; 2-LS2-1** TECH

2:30-3:00 **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. RSWR **response to nonfiction text**	2:30-3:00 **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. RSWR **response to nonfiction text**		2:30-3:00 **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. RSWR **response to nonfiction text**	2:45-3:20 **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. RSWR **response to nonfiction text**
3:00-3:20 **Word Work** Obj: TSW: learn sound symbol relationships to apply to decode and write words **Chunk wall word: open syllables** RSWR TECH	3:00-3:20 **Word Work** Obj: TSW: learn sound symbol relationships to apply to decode and write words **Chunk wall word: open syllables** RSWR TECH		3:00-3:20 **Word Work** Obj: TSW: learn sound symbol relationships to apply to decode and write words **Chunk wall word: 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**		**3:20 Clean up** **3:25 Early bus/IE** **3:30 dismissal**	**3:20 Clean up** **3:25 Early bus/IE** **3:30 dismissal**

Monday	Tuesday	Wednesday	Thursday
Guided Reading	Guided Reading	Guided Reading	Guided Reading
Independent Reading	Independent Reading	Independent Reading	Independent Reading
Independent Reading	Plant Dictionary Center	Independent Reading	Plant Dictionary Center
Spelling Sort	Spelling Shake, spill, spell	Spelling Shake, spill, spell	Spelling rainbow write
Word Wall: ABC order	Money Center: Paying with fewest coins	Read Works: How Seeds Travel	Money Game