Mrs. Perry

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Lesson Plans for the week of September 5-8

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

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| **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **8:40 – 8:50****Bell Work:****Math fact practice****+ 1/0**RWR | **8:40 – 8:50****Bell Work:****Math fact practice****+ 1/0**RWR | **8:40 – 8:50****Bell Work:****Math fact practice****+ 1/0**RWR | **8:40 – 8:50****Bell Work:****Math fact practice****+ 1/0**RWR |
| **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 CARDRSWR | **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 CARDRSWR | **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 CARDRSWR |
| **9:00-10:30****Guided Reading** Obj:TSW work on decoding fluency, comprehension and reading strategiesCenter Rotation(see center lesson plans)RSWR TECH  | **9:00-10:30** **Guided Reading** Obj:TSW work on decoding fluency, comprehension and reading strategiesCenter Rotation(see center lesson plans)RSWR TECH  | **9:00-10:30** **Guided Reading** Obj:TSW work on decoding fluency, comprehension and reading strategiesCenter Rotation(see center lesson plans)RSWR TECH  | **9:00-10:00** **Math** **\*test +1/0****\*Lesson 2-2****place value**RSWR TECH  |
| **10:30-11:30****Math**Topic 1 Review**\*Introduce +1/0****\*** RSWR TECH | **10:30-11:30****Math** Topic 1 Test**\*practice +1/0**RSWR TECH | **10:30-11:30****Math** Intro. Topic 2Place Value\*lesson 1**\*practice +1/0**RSWR TECH | **10:00-10:30****\*SSR/AR tests and library**Obj: TSW: read regularly in instructional-level text that is challenging yet manageable**RSR** TECH**10:30-11:00** Spelling tests, WOD quiz, and penmanship check**11:00-11:30**Intro. spelling and word wall words for next week.**Word wall words:**should, could, would, your, Mr. Mrs., Into, were two, do |
| **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** | **12:30-1:20****COMPUTER** | **12:30-1:20****MUSIC** | **12:30-1:20****P.E.** |
| **1:20-2:00****SSR/AR** Obj:TSW:read regularly in instructional-level text that is challenging yet manageable**Mini lesson:** Reading to self behaviorRR TECH | **1:20-2:00****SSR/AR** Obj:TSW:read regularly in instructional-level text that is challenging yet manageable**Mini lesson:** Reading to self behaviorRR TECH | **1:20-2:00****SSR/AR** Obj:TSW:read regularly in instructional-level text that is challenging yet manageable**Mini lesson:** Reading to self behaviorRR TECH | **1:20-2:00****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**:**Review:** Small moments:Personal Narratives |
| **2:00-2:15** **Read Aloud** **Sandwich Swap**Obj: TSW Observe the teacher modeling fluency, comprehension and reading strategies**\* make connections & ask questions** **SWR** |  **2:00-2:20****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.**Mini-lesson**:Small moments:Personal Narratives**RSWR****2:25 Clean up****2:30 Dismissal** | **2:00-2:15** **Read Aloud** **Chester Racoon and the Big Bad Bully**Obj: TSW Observe the teacher modeling fluency, comprehension and reading strategies\*preview text make connections**SWR** | **2:00-2:20****Finish: Chester Racoon and the Big Bad Bully****Word Work**Obj: TSW: learn sound symbol relationships to apply to decode and write words**Chunk wall word:**-ut/-utefamiliesRSWR TECH |
| **2:15-3:00****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**:Small moments**RSWR** |  | **2:15-3:00****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**:Small moments:Personal Narratives **RSWR** |  |
| **3:00-3:20****Shared Reading:**We Could Be Friends;Since Hannah Moved Away**Word Work**Obj: TSW: learn sound symbol relationships to apply to decode and write words**Chunk wall word:****-op/-ope families** -RSWR TECH |  | **3:00-3:20****Shared Reading:** We Could Be Friends;Since Hannah Moved Away**Word Work**Obj: TSW: learn sound symbol relationships to apply to decode and write words**Chunk wall word:**-ock/-ick/-ack familiesRSWR TECH | **2:20-3:00****Scholastic News:**Two Wild Friendsand Comprehension activities**3:00-3:20****Shared Reading:**We Could Be Friends;Since Hannah Moved Away |
| **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**

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| **Tuesday/ Wednesday** | **Tuesday/ Wednesday** | **Thursday** |
| 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 | Math Journal:Odd/Even numbers | Word Work:short i/i-e |