

# Mrs. Perry



## LESSON PLANS FOR THE WEEK OF October 2-6

### Theme: More about Autumn

\*\* 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  |
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| <p><b>8:40 - 8:50</b><br/> <b>Bell Work:</b><br/> <b>Math fact practice doubles +1</b><br/> <b>RWR</b></p>  | <p><b>8:40 - 8:50</b><br/> <b>Bell Work:</b><br/> <b>Math fact practice doubles +1</b><br/> <b>RWR</b></p>  | <p><b>8:40 - 8:50</b><br/> <b>Bell Work:</b><br/> <b>Math fact practice doubles +1</b><br/> <b>RWR</b></p>  | <p><b>8:40 - 8:50</b><br/> <b>Bell Work:</b><br/> <b>Math fact practice doubles +1</b><br/> <b>RWR</b></p>                                      | <p><b>8:40 - 8:50</b><br/> <b>Bell Work:</b><br/> <b>Math fact practice doubles +1</b><br/> <b>RWR</b></p>  |
| <p><b>8:50-9:00</b><br/> <b>Math Calendar</b><br/> <b>Obj:TSW:</b><br/> <ul style="list-style-type: none"> <li>•Use concrete models of hundreds, tens, and ones to develop the concepts of place value.</li> <li>•tell time on digital and analog clocks to the hour, quarter hour, and half hour.</li> <li>•Identify and count money; connect coins and bills with place value.</li> <li>•Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.</li> <li>•Identify odd/even numbers.</li> <li>•describe, extend, and create patterns using symbols, shapes, and designs</li> </ul> <b>•PROBLEM SOLVING MATH STATION CARD</b><br/> <b>RSWR</b></p> | <p><b>8:50-9:00</b><br/> <b>Math Calendar</b><br/> <b>Obj:TSW:</b><br/> <ul style="list-style-type: none"> <li>•Use concrete models of hundreds, tens, and ones to develop the concepts of place value.</li> <li>•tell time on digital and analog clocks to the hour, quarter hour, and half hour.</li> <li>•Identify and count money; connect coins and bills with place value.</li> <li>•Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.</li> <li>•Identify odd/even numbers.</li> <li>•describe, extend, and create patterns using symbols, shapes, and designs</li> </ul> <b>•PROBLEM SOLVING MATH STATION CARD</b><br/> <b>RSWR</b></p> | <p><b>8:50-9:00</b><br/> <b>Math Calendar</b><br/> <b>Obj:TSW:</b><br/> <ul style="list-style-type: none"> <li>•Use concrete models of hundreds, tens, and ones to develop the concepts of place value.</li> <li>•tell time on digital and analog clocks to the hour, quarter hour, and half hour.</li> <li>•Identify and count money; connect coins and bills with place value.</li> <li>•Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.</li> <li>•Identify odd/even numbers.</li> <li>•describe, extend, and create patterns using symbols, shapes, and designs</li> </ul> <b>•PROBLEM SOLVING MATH STATION CARD</b><br/> <b>RSWR</b></p> | <p><b>9:00-2:30</b><br/> <b>TULSA State Fair</b><br/> </p> | <p><b>8:50-9:00</b><br/> <b>Math Calendar</b><br/> <b>Obj:TSW:</b><br/> <ul style="list-style-type: none"> <li>•Use concrete models of hundreds, tens, and ones to develop the concepts of place value.</li> <li>•tell time on digital and analog clocks to the hour, quarter hour, and half hour.</li> <li>•Identify and count money; connect coins and bills with place value.</li> <li>•Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.</li> <li>•Identify odd/even numbers.</li> <li>•describe, extend, and create patterns using symbols, shapes, and designs</li> </ul> <b>•PROBLEM SOLVING MATH STATION CARD</b><br/> <b>RSWR</b></p> |

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| <p><b>9:00-9:30</b><br/>Extra P.E</p> <p><b>9:30-11:00</b><br/><b>Guided Reading</b><br/>Obj:TSW work on decoding fluency, comprehension and reading strategies<br/><b>Center Rotation</b> (see center lesson plans)<br/><b>RSWR TECH</b></p>   | <p><b>9:00-10:30</b><br/><b>Guided Reading</b><br/>Obj:TSW work on decoding fluency, comprehension and reading strategies<br/><b>Center Rotation</b> (see center lesson plans)<br/><b>RSWR TECH</b></p>   | <p><b>9:00-10:30</b><br/><b>Guided Reading</b><br/>Obj:TSW work on decoding fluency, comprehension and reading strategies<br/><b>Center Rotation</b> (see center lesson plans)<br/><b>RSWR TECH</b></p>   |  | <p><b>9:00-10:00</b><br/><b>Math</b><br/>TSW: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem; fluently add and subtract within 20 using mental strategies.<br/><b>Standards: 2.OA.1 &amp; 2.OA</b><br/><b>RSWR TECH</b><br/><b>*Lesson 3.3</b><br/><b>* practice/QkCk 3.3</b></p> |
| <p><b>11:00-11:30</b><br/><b>Math</b><br/>Obj. TSW Represent &amp; Solve problems related to addition &amp; subtraction. demonstrate fluency with basic addition facts to make a maximum sum of 20<br/><b>Standards: 2.OA.1, 2.NBT.5, 2.OA.2, 2.NBT.9</b></p> <p><b>RSWR TECH</b><br/><b>*Test topic 2</b><br/><b>*Introduce doubles +1</b></p> | <p><b>10:30-11:30</b><br/><b>Math</b><br/>TSW: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem; fluently add and subtract within 20 using mental strategies.<br/><b>Standards: 2.OA.1 &amp; 2.OA</b><br/><b>RSWR TECH</b><br/><b>*Lesson 3.1</b><br/><b>* practice/Qkck 3.1</b></p> | <p><b>10:30-11:30</b><br/><b>Math</b><br/>TSW: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem; fluently add and subtract within 20 using mental strategies.<br/><b>Standards: 2.OA.1 &amp; 2.OA</b><br/><b>RSWR TECH</b><br/><b>*Lesson 3.2</b><br/><b>* practice/Qkck 3.2</b></p> |  | <p><b>10:00-10:30</b><br/><b>•SSR/AR tests and library</b><br/>Obj: TSW: read regularly in instructional-level text that is challenging yet manageable<br/><b>RSR TECH</b></p> <p><b>10:30-11:00</b><br/><b>Spelling tests, WOD quiz, and penmanship check</b></p> <p><b>11:00-11:30</b><br/>Intro. spelling and word wall words for next week.<br/><b>Word wall words:</b><br/>bright, pie, lie, write, right, stray, clay, bait, wait, scrape</p>  |

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| <p><b>11:30-12:00</b><br/>Lunch<br/><b>12:00-12:20</b><br/>Recess</p>   | <p><b>11:30-12:00</b><br/>Lunch<br/><b>12:00-12:20</b><br/>Recess</p>   | <p><b>11:30-12:00</b><br/>Lunch<br/><b>12:00-12:20</b><br/>Recess</p>  |  | <p><b>11:30-12:00</b><br/>Lunch<br/><b>12:00-12:20</b><br/>Recess</p>  |
| <p><b>12:20-12:30</b><br/>Penmanship<br/>Obj: TSW write legibly and form letters correctly<br/>w <b>TECH</b> u, i, e,</p>   | <p><b>12:20-12:30</b><br/>Penmanship<br/>Obj: TSW write legibly and form letters correctly<br/>w <b>TECH</b></p>  | <p><b>12:20-12:30</b><br/>Penmanship<br/>Obj: TSW write legibly and form letters correctly<br/>w <b>TECH</b></p>   |  | <p><b>12:20-12:30</b><br/>Penmanship<br/>Obj: TSW write legibly and form letters correctly<br/>w <b>TECH</b></p>   |
| <p><b>12:30-1:20</b><br/><b>STEAM</b></p>   | <p><b>12:30-1:20</b><br/><b>INDIAN CULTURE</b></p>  | <p><b>12:30-1:20</b><br/><b>COMPUTER</b></p>   |  | <p><b>12:30-1:20</b><br/><b>P.E.</b></p>   |
| <p><b>1:20-2:00</b><br/>SSR/AR<br/>Obj: TSW read regularly in instructional-level text that is challenging yet manageable<br/>RR <b>TECH</b></p>  | <p><b>1:20-2:00</b><br/>SSR/AR<br/>Obj: TSW read regularly in instructional-level text that is challenging yet manageable<br/>RR <b>TECH</b></p>  | <p><b>1:20-2:00</b><br/>SSR/AR<br/>Obj: TSW read regularly in instructional-level text that is challenging yet manageable<br/>RR <b>TECH</b></p>   |  | <p><b>1:20-2:00</b><br/><b>Writer's Workshop</b><br/>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.<br/><b>Mini-lesson:</b><br/>Revisit: Hooks (dialogue)</p> |
| <p><b>2:00-2:15</b><br/><b>Read Aloud</b><br/><u>Fall Changes</u><br/>Obj: TSW Observe the teacher modeling fluency, comprehension and reading strategies<br/>Science/S.Studies standards<br/><br/><b>SWR</b></p> | <p><b>2:00-2:15</b><br/><b>Read Aloud</b><br/><u>The Berenstain Bears and the Prize Pumpkin</u><br/>Obj: TSW Observe the teacher modeling fluency, comprehension and reading strategies<br/><br/><b>SWR</b></p> | <p><b>2:00-2:20</b><br/><b>Writer's Workshop</b><br/>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.<br/><b>Mini-lesson:</b><br/>revisit Hooks (onomatopoeia, questions)<br/><b>RSWR</b><br/><b>2:25 Clean up</b><br/><br/><b>2:30 Dismissal</b></p> |  | <p><b>2:00-2:20</b><br/><b>Word Work</b><br/>Obj: TSW learn sound symbol relationships to apply to decode and write words<br/><br/><b>Chunk wall word:</b><br/>review long o<br/><b>RSWR</b> <b>TECH</b></p>   |

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| <p><b>2:15-3:00</b><br/> <b>Writer's Workshop</b><br/> 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.<br/> <b>Mini-lesson:</b><br/> brainstorming new writing topics<br/> <b>RSWR</b></p> | <p><b>2:15-3:00</b><br/> <b>Writer's Workshop</b><br/> 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.<br/> <b>Mini-lesson:</b><br/> start new small moments<br/> <b>RSWR</b></p> |                                     |  | <p><b>2:20-3:20</b><br/> <b>Science Spin: What Can Fight These Germs</b><br/> Obj. TSW: read and answer comprehension questions independently; read diagram RI.2.5 text features<br/> <b>RSWR TECH</b></p> |
| <p><b>3:00-3:20</b><br/> <b>Shared Reading: Word Work</b><br/> Obj: TSW: learn sound symbol relationships to apply to decode and write words<br/> <br/> <b>Chunk wall word:</b><br/> review short o and o-e families<br/> <b>RSWR TECH</b></p>  | <p><b>3:00-3:20</b><br/> <b>Shared Reading: Word Work</b><br/> Obj: TSW: learn sound symbol relationships to apply to decode and write words<br/> <br/> <b>Chunk wall word:</b><br/> oa<br/> Families<br/> <b>-RSWR TECH</b></p>   |                                     | <p><b>2:30-3:20</b><br/> <b>Fun Fair Follow-up Activity booklet</b></p>              |  |
| <p><b>3:20 Clean up</b><br/> <b>3:25 Early bus/IE</b><br/> <b>3:30 dismissal</b></p>  | <p><b>3:20 Clean up</b><br/> <b>3:25 Early bus/IE</b><br/> <b>3:30 dismissal</b></p>   |                                     | <p><b>3:20 Clean up</b><br/> <b>3:25 Early bus/IE</b><br/> <b>3:30 dismissal</b></p> | <p><b>3:20 Clean up</b><br/> <b>3:25 Early bus/IE</b><br/> <b>3:30 dismissal</b></p>   |
| <p><b>Mon./Tues.</b></p>  | <p><b>Mon./Tues.</b></p>   | <p><b>Wed.</b></p>                  |  |  |
| <p>Guided Reading</p>   | <p>Guided Reading</p>  | <p>Guided Reading</p>               |  |  |
| <p>Independent Reading</p>  | <p>Independent Reading</p>   | <p>Independent Reading</p>          |  |  |
| <p>IXL<br/>Math</p>   | <p>IXL<br/>Language Arts</p>   | <p>IXL<br/>Math/L.A.</p>            |  |  |
| <p>Spelling Sort</p>  | <p>Spelling Shake, spill, spell</p>  | <p>Spelling Shake, spill, spell</p> |  |  |
| <p>Word Wall:<br/>ABC order</p>   | <p>Science Spin:<br/>Fall for Science</p>  | <p>Science: Leaf Center</p>         |  |  |

