 

Theme: More Famous Black Americans

Lesson Plans for the week of

January 18-22

\*\* Plans are subject to change based on difficulty and schedule changes throughout the week. \*\*

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| Monday | Tuesday | | Wednesday | | Thursday | | Friday |
|  | **8:40 – 8:50**  **Bell Work:**  **Practice fast facts**  **subtracting oddballs** | | **8:40 – 8:50**  **Bell Work:**  **Writing journal** | | **8:40 – 8:50**  **Bell Work:**  **Writing Journal** | | **8:40 - 8:50**  **Bell Work:**  **Practice fast facts**  **subtracting oddballs** |
|  | **8:50-9:00**  **Intro.** **Vocabulary** for the week | | **8:50-9:00**  **Practice fast facts**  **subtracting oddballs** | | **8:50-9:00**  **Math Quick check**  **Graphing** | | **8:50-9:00**  **Practice spelling on white boards** |
| **Martin Luther King JR. Day**  **No School** | **9:10-10:10**  **Math**  Obj Collect, organize, and interpret data.  **2. D. 1**  **2. D. 1. 2**  **2. D. 1. 3**  **2. D. 1. 4**  **\*lesson 8** | | **9:00-9:10**  **Vocabulary word game**  **9:10-10:45**  **Guided Reading**  Obj:TSW work on decoding fluency, comprehension and reading strategies  Center Rotation  (see center lesson plans) | | **9:00-9:10**  **Vocabulary**  **Word game**  **9:10-10:10**  **Math**  Obj Collect, organize, and interpret data.  **2. D. 1**  **2. D. 1. 2**  **2. D. 1. 3**  **2. D. 1. 4**  **\*review for test**  **IXL R9** | | **9:00-9:20**  **Vocabulary**  **review** and  **Spelling test**  **9:10-10:10**  **Math**  Obj Collect, organize, and interpret data.  **2. D. 1**  **2. D. 1. 2**  **2. D. 1. 3**  **2. D. 1. 4**  **\*Graphing Test** |
| . | **10:30-10:45**  **Intro. Spelling list and sort**  **Word wall words:**  **Unlike, untie, unfair, dislike, disappoint, disarm, return, reteach, reuse, redo**  **10:45-11:15**  **Phonics Unit 6**  **Lesson 1**  Obj: to understand the purpose of HD word lessons; to describe what it means to read accurately; to describe why accurate reading is important; to see materials  **11:15-11:30**  **SSR/AR**  Obj: TSW: read regularly in instructional-level text that is challenging yet manageable | | **10:45-11:30**  **Math**  Obj Collect, organize, and interpret data.  **2. D. 1**  **2. D. 1. 2**  **2. D. 1. 3**  **2. D. 1. 4**  **\*lesson 8** | | **10:10-10:45**  **Read Aloud**  Ruby Bridges  Obj: TSW Observe the teacher modeling fluency, comprehension and reading strategies  \*Somebody, Wanted, But, So Then  **\*Author’s purpose (inform)**  RI2.5; RI 2.6  **10:45-11:15**  **Phonics Unit 6**  **Lesson 3**  Obj: to understand the purpose of HD word lessons; to describe what it means to read accurately; to describe why accurate reading is important; to see materials  **11:15-11:30**  **SSR/AR**  Obj: TSW: read regularly in instructional-level text that is challenging yet manageable | | **10:10-10:45**  **SSR/AR**  Obj: TSW: read regularly in instructional-level text that is challenging yet manageable  **10:45-11:30**  **Phonics Unit 6**  **Lesson 4**  Obj: to understand the purpose of HD word lessons; to describe what it means to read accurately; to describe why accurate reading is important; to see materials |
|  | **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** | | **12:20-12:30**  **Penmanship** | | **12:20-12:30**  **Penmanship** | | **12:20-12:30**  **Penmanship** |
|  | **12:30-1:20**  **MUSIC** | | **12:30-1:20**  **P.E.** | | **12:30-1:20**  **sTEAM** | | **12:30-1:20**  **ART** |
|  | **1:20-2:50**  **Guided Reading**  Obj: TSW work on decoding fluency, comprehension and reading strategies  Center Rotation  (see center lesson plans) | | **1:20-1:50**  **Phonics Unit 6 Lesson 2**  Obj: to define a closed syllable with only one vowel followed by one | | **1:20-2:50**  **Guided Reading**  Obj: TSW work on decoding fluency, comprehension and reading strategies  Center Rotation  (see center lesson plans) | | **1:20-2:15**  **Scholastic News:**  **Frozen in Ice**  \*read and complete the comprehension questions together  **\*model complete sentences**  **\*model finding answers in the text** |
|  | **2:50-3:15**  **Read Aloud**  Rosa Parks  Obj: TSW Observe the teacher modeling fluency, comprehension and reading strategies  \*build schema chart  RI2.5; RI 2.6 | | **.1:50-2:15**  **SSR/AR**  Obj: TSW: read regularly in instructional-level text that is challenging yet manageable  **2:25 Clean up**  **2:30 Dismissal** | | **2:50-3:15**  **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.  **\*small moment writing** | | **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.  **\*small moment writing** |
|  | **3:20 Clean up**  **3:25 Early bus/IE**  **3:30 dismissal** | |  | | **3:20 Clean up**  **3:25 Early bus/IE** | | **3:20 Clean up**  **3:25 Early bus/IE**  **3:30 dismissal** |
| Tuesday & Wednesday | | Tuesday & Wednesday | | Thursday | |  | |
| **Guided Reading** | | **Guided Reading** | | **Guided Reading** | |  | |
| **Independent Reading** | | **Independent Reading** | | **Independent Reading** | |  | |
| **Independent Reading** | | **IXL LANG. ARTS**  **suffixes** | | **Independent Reading** | |  | |
| **Spelling sort** | | **Spelling ipad** | | **Spelling ipad** | |  | |
| **Math Journal**  **Prac. - with regrouping** | | **Word Wall ABC** | | **IXL Math**  **- with regrouping** | |  | |