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|  ***Lesson plans belonging to: Stacy Lund Week of: 8 - 12***  |
|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **8:30 – 9:00** | MORNING MEETING/CALENDAR\*Binder Check/Morning Work\*Morning Meeting\*New HelpersPALSDOLMORNING CALENDAR | MORNING MEETING/CALENDAR\*Binder Check/Morning Work\*Morning Meeting\*PrefixesPALSDOLMORNING CALENDAR | MORNING MEETING/CALENDAR\*Binder Check/Morning Work\*Morning Meeting\*PrefixesPALSDOLMORNING CALENDAR | MORNING MEETING/CALENDAR\*Binder Check/Morning Work\*Morning Meeting \*PrefixesPALSDOLMORNING CALENDAR | MORNING MEETING/CALENDAR\*Binder Check/Morning Work\*Morning Meeting \*PrefixesPALSDOLMORNING CALENDAR |
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| **9:00 – 9:45** | PHONICSUnit 16 Lesson 2 | PHONICSUnit 16 Lesson 3 | PHONICSUnit 16 Lesson 4 | PHONICSUnit 16 Lesson 5 | SPELLING TESTSCHOLASTIC NEWS  |
| **Objective** | Students will accurately segment phonemes and identify the vowel phonemes as short, long, r-controlled, or other | Students will accurately read and spell words with the other vowel phoneme /oi/ spelled oi and oy | Students will accurately read words with the other vowel phoneme /oi/ spelled oi and oy | Students will work in their phonics workbook to identify phonics concepts, identify spellings of vowel phonemes, and read phrases |  |
| **Assessment** | Observation | Observation | Observation | Observation/Workbook | Discussion/Back of WR |
| **Standards Covered** | 2.RF.3 | Observation, Pgs. 13 - 15 |
| **9:45 – 10:15** | **PE** | **MUSIC** | **PE** | **LIBRARY** | **MUSIC** |
| **10:15 – 10:30** | **RECESS**  | **RECESS - DUTY** | **RECESS**  | **RECESS**  | **RECESS** |
| **10:30 – 11:45** | Daily FIVEMini Lesson: InferringDaily 5 Stations – See Smartboard Schedule | Daily FIVEMini Lesson: InferringDaily 5 Stations – See Smartboard Schedule | Daily FIVEMini Lesson: InferringDaily 5 Stations – See Smartboard Schedule | Daily FIVEMini Lesson: InferringDaily 5 Stations – See Smartboard Schedule | Daily FIVEMini Lesson: InferringDaily 5 Stations – See Smartboard Schedule |
| **Objective** | Students will infer using what they already know plus clues from the story/passage. |
| **Assessment** | Observation | Observation | Observation | Observation | Observation |
| **Standards covered** |  |
| **11:50 – 12:05** | **RECESS** | **RECESS - DUTY** | **RECESS**  | **RECESS - DUTY** | **RECESS** |
| **12:05–12:30** | **LUNCH** | **LUNCH** | **LUNCH** | **LUNCH**  | **LUNCH**  |
| **12:30 – 1:30** | MATHUnit 8 Assessment | MATHUnit 7 How Ready am IUnit 7 Opener | MATH7.1 Measure Length and Inches | MATH7.2 Measure Length with Feet and Yards | MATH7.3 Compare lengths using customary units |
| **Objective** |  |  | Students will measure length using inches | Students will measure using length and yards | Students will compare lengths using customary units |
| **Assessment** | Unit 8 Assessment | Observation, Workbook | Observation, Workbook | Observation, Workbook | Observation, Workbook |
| **Standards covered** | 2.NBT.B.5, 2.MD.B.6, 2.OA.B.2 |
| **1:30 – 2:00** | WRITER’S WORKSHOP\* Snowmen At Night Writing Project ***\*Fab flamingo share*** | WRITER’S WORKSHOP\* Snowmen At Night Writing Project***DAILY GRAMMAR REVIEW***  | WRITER’S WORKSHOP\* Snowmen At Night Writing Project | WRITER’S WORKSHOP\* Snowmen At Night Writing Project***EDITING PRACTICE*** | WRITER’S WORKSHOP\* Snowmen At Night Writing Project  |
| **Objective** | Students will write a short story about what they would do as a snowman at night using transition words |
| **Assessment** | Observation | Observation | Observation | Observation | Observation |
| **Standards covered** |  |
| **2:00 – 2:15** | READ ALOUD | READ ALOUD | READ ALOUD | READ ALOUD | READ ALOUD |
| **2:15 – 2:30** | **RECESS** | **RECESS** | **RECESS** | **RECESS** | **RECESS** |
| **2:30 – 3:00** | HANDWRITINGMYSTERY DOUG**REPLACE DOT PAGES** | **COMPUTER LAB** | **GUIDANCE** | THRILLING THURSDAYSPEND DOJO  | CLEAN UP/CLOSING CIRCLE  |
| **2:45 – 3:30****COMPUTER WITH RUFFIN** |
| **3:10– 3:20** | CLEAN UP/CLOSING CIRCLE  | CLEAN UP/CLOSING CIRCLE  | CLEAN UP/CLOSING CIRCLE  | CLEAN UP/CLOSING CIRCLE  |  |
| **3:20 – 3:30** | DOT BINDERS/DISMISS | DOT BINDERS/DISMISS | DOT BINDERS/DISMISS | DOT BINDERS/DISMISS  | DISMISS FROM COMPUTER |