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|  ***Lesson plans belonging to: Stacy Lund Week of: Oct 31 – Nov 3rd***  |
|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **8:30 – 9:00** | MORNING MEETING/CALENDAR\*Binder Check/Morning Work \*Morning Meeting\*GAME PLAN\*NEW HELPERSDOLMORNING CALENDAR | MORNING MEETING/CALENDAR\*Binder Check/Morning Work \*Morning Meeting\*IDIOMSDOLMORNING CALENDAR | MORNING MEETING/CALENDAR\*Binder Check/Morning Work\*Morning Meeting\*IDIOMSDOLMORNING CALENDAR | MORNING MEETING/CALENDAR\*Binder Check/Morning Work\*Morning Meeting \*IDIOMSDOLMORNING CALENDAR | MORNING MEETING/CALENDAR\*Binder Check/Morning Work\*Morning Meeting DOLMORNING CALENDAR |
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| **9:00 – 9:45** | PHONICSUnit 10 Lesson 3 | PHONICSUnit 10 Lesson 4 | PHONICSUnit 10 Lesson 2 | PHONICSUnit 10 Lesson 5 | SPELLING TESTSCHOLASTIC NEWS |
| **Objective** | Students will accurately read multisyllabic words with long e vowel sounds spelled ie and ey | Students will accurately read multisyllabic words with long vowel sounds spelled ai, ay, ee, ea, oal, ow, igh. Ie and ey | Students will accurately segment phonemes and identify short or long vowel phonemes, as well as add, delete, or manipulate phonemes | Students will practice the week’s concept by working in their phonics workbooks |  |
| **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: Sequence of EventsDaily 5 Stations – See Smartboard Schedule | Daily FIVEMini Lesson: Sequence of EventsDaily 5 Stations – See Smartboard Schedule | Daily FIVEMini Lesson: Sequence of EventsDaily 5 Stations – See Smartboard Schedule | Daily FIVEMini Lesson: Sequence of EventsDaily 5 Stations – See Smartboard Schedule | Daily FIVEMini Lesson: Sequence of EventsDaily 5 Stations – See Smartboard Schedule |
| **Objective** | Students will identify the sequence of events in a story and use sequence words |
| **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** | MATHHow Ready/Unit OpenerSubtraction Cards | MATH6.1 Strategies to Subtract Fluently within 20 | 12:30 Dismissal | MATH6.2 More Strategies to subtract fluently within 20 | MATH6.3 Represent subtraction with 2-digit numbers |
| **Objective** |  | Students will subtract fluently within 20 |  | Students will subtract fluently within 20 | Students represent and solve 2-digit subtraction without regrouping |
| **Assessment** | Observation/Workbook | Observation/Workbook |  | Observation/Workbook | Observation/Workbook |
| **Standards covered** | 2.OA.A.1 |
| **1:30 – 2:00** | WRITER’S WORKSHOP\*Personal Narrative***\*Fab flamingo share*** | WRITER’S WORKSHOP\*Personal Narrative |  | WRITER’S WORKSHOP\*Personal Narrative | WRITER’S WORKSHOP\*Personal Narrative |
| **Objective** | Students will learn the procedures and expectations for writer’s workshop. Students will learn what a personal narrative is, and the steps to write their own personal narrative. |
| **Assessment** | 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 | **COMPUTER LAB****REPLACE DOT PAGES*****\*TORI SPEECH 3:00*** |  | 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 |