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| ***Lesson plans belonging to: Stacy Lund Week of: Oct 2-6*** | | | | | | | |
|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **8:30 – 9:00** | MORNING MEETING/CALENDAR  \*Binder Check/Morning Work  \*Morning Meeting  \*GAME PLAN  \*NEW HELPERS  DOL  MORNING CALENDAR | MORNING MEETING/CALENDAR  \*Binder Check/Morning Work  \*Morning Meeting  \*Contractions  DOL  MORNING CALENDAR | MORNING MEETING/CALENDAR  \*Binder Check/Morning Work  \*Morning Meeting  \*Contractions  DOL  MORNING CALENDAR | MORNING MEETING/CALENDAR  \*Binder Check/Morning Work  \*Morning Meeting  \*Contractions  DOL  MORNING CALENDAR | MORNING MEETING/CALENDAR  **NO SCHOOL** |
|  |
| **9:00 – 9:45** | PHONICS  Unit 6 Lesson 2 | PHONICS  Unit 6 Lesson 3 | PHONICS  Unit 6 Lesson 4 | PHONICS  Unit 6 Lesson 5  **\*SPELLING TEST** |  |
| **Objective** | Students will identify the two vowel sound of schwa, /uh/ and /ih/ | Students will accurately read two syllable words in which vowel letters spell the schwa sounds | Students will accurately read two, three, and four syllable words in which vowel letters spell the schwa sounds | Students will apply the strategies in their phonics workbooks |  |
| **Assessment** | Observation | Observation | Observation | Observation/Workbook |  |
| **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 FIVE  Mini Lesson: Identify Character Traits/Analyze  Daily 5 Stations – See Smartboard Schedule | Daily FIVE  Mini Lesson: Identify Character Traits/Analyze  Daily 5 Stations – See Smartboard Schedule | Daily FIVE  Mini Lesson: Identify Character Traits/Analyze  Daily 5 Stations – See Smartboard Schedule | Daily FIVE  Mini Lesson: Identify Character Traits/Analyze  Daily 5 Stations – See Smartboard Schedule |  |
| **Objective** | Students will identify inside and outside character traits | | | | |
| **Assessment** | 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** | MATH  Unit 3 Assessment  ***\*LINLAN SPEECH 1:00*** | MATH  Review to this point/centers/games | MATH  Review to this point/centers/games  ***\*LINLAN SPEECH 1:00*** | **12:30 DISMISSAL** |  |
| **Objective** | Students will complete Unit 3 Assessment |  |  |  |  |
| **Assessment** | Observation/Worksheet | Observation/Worksheet | Observation/Worksheet |  |  |
| **Standards covered** | 2.OA.C.4, 2.OA.C.3 | | | | |
| **1:30 – 2:00** | WRITER’S WORKSHOP  \*Personal Narrative  ***\*Fab flamingo share*** | 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 |  |  |
| **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** | HANDWRITING  MYSTERY DOUG  **REPLACE DOT PAGES** | **COMPUTER LAB**  ***\*TORI SPEECH 3:00*** | **GUIDANCE (Q 1/3)** |  |  |
|  |
| **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 |