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|  ***Lesson plans belonging to: Stacy Lund Week of: Sep 11 - 15***  |
|  | **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\*HomophonesDOLMORNING CALENDAR | MORNING MEETING/CALENDAR\*Binder Check/Morning Work\*Morning Meeting\*HomophonesDOLMORNING CALENDAR | MORNING MEETING/CALENDAR\*Binder Check/Morning Work\*Morning Meeting \*HomophonesDOLMORNING CALENDAR | MORNING MEETING/CALENDAR\*Binder Check/Morning Work\*Morning Meeting \*HomophonesDOLMORNING CALENDAR***\*ROWAN SPEECH 8:40*** |
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| **9:00 – 9:45** | SCHOLASTIC NEWSThe Fastest Man in the World | PHONICSUnit 3 Lesson 2 | PHONICSUnit 3 Lesson 3 | PHONICSUnit 3 Lesson 4 | PHONICSUnit 3 Lesson 5 |
| **Objective** |  | Students will segment phonemes in single syllable words and identify the short vowel | Students will define a trigraph and identify -tch and -dge as trigraphs | Students will distinguish between 3 sound blends and trigraphs | Students will practice the week’s concept by working in their phonics workbooks |
| **Assessment** | Observation/Back of WR | Observation | Observation | Observation | Observation |
| **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** | READER’S WOKSHOPContinue with the First 30 days Routines/Rituals and the Daily 5 | READER’S WORKSHOPContinue with the First 30 days Routines/Rituals and the Daily 5 | READER’S WORKSHOPContinue with the First 30 days Routines/Rituals and the Daily 5 | READER’S WORKSHOPContinue with the First 30 days Routines/Rituals and the Daily 5 | \*SPELLING TEST\*READER’S WORKSHOPContinue with the First 30 days Routines/Rituals and the Daily 5 |
| **Objective** | This will be the last week students spend learning and practicing the routines/expectations for Daily 5. |
| **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** | MATHSubtraction Cards1:00 – 1:30 – Computer with Ruffin | MATH2.4 Decompose 3-digit Numbers***\*DELANIE SPEECH 1:20*** | MATH2.5 Compare 3-digit Numbers | MATHUnit Review/Fluency Practice***\*DELANIE SPEECH 1:20*** | MATHUnit 2 Assessment |
| **Objective** |  | Students will read and write numbers to 1,000 using base ten numerals, number names and expanded form | Students will compare 3 digit numbers using symbols | Students will complete the unit review in preparation for the Unit Assessment | Students will complete the Unit 2 Assessment |
| **Assessment** |  | Observation, Workbook | Observation, Workbook | Observation, Workbook | Unit 2 Assessment |
| **Standards covered** | 2.NBT.A.3, 2.NBT.A.1, 2.NBT.A.4 |
| **1:30 – 2:00** | WRITER’S WORKSHOP\*Introduce New Writing ActivityFRIENDLY LETTER***\*Fab flamingo share*** | WRITER’S WORKSHOP\*Introduce New Writing ActivityBOOK | WRITER’S WORKSHOP\*Introduce New Writing ActivityCOMIC STRIP | WRITER’S WORKSHOP\*Introduce New Writing ActivityTHIS OR THAT | **PARADE** |
| **Objective** | Students will be introduced to several different writing activities that they will do doing the year during Work on Writing. |
| **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** | HANDWRITINGMYSTERY DOUG**REPLACE DOT PAGES** | **COMPUTER LAB** | **GUIDANCE (Q 1/3)** | THRILLING THURSDAYSPEND DOJO  | Clean Up/Closing Circle |
| 2:45 – 3:30 |
| **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 |