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|  ***Lesson plans belonging to: Stacy Lund Week of: Sep 18 - 22***  |
|  | **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\*HOMONYMSDOLMORNING CALENDAR | MORNING MEETING/CALENDAR\*Binder Check/Morning Work\*Morning Meeting\*HOMONYMSDOLMORNING CALENDAR | MORNING MEETING/CALENDAR\*Binder Check/Morning Work\*Morning Meeting \*HOMONYMSDOLMORNING CALENDAR | MORNING MEETING/CALENDAR\*Binder Check/Morning Work\*Morning Meeting \*HOMONYMSDOLMORNING CALENDAR |
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| **9:00 – 9:45** | PHONICSUnit 4 Lesson 3 | PHONICSUnit 4 Lesson 2 | PHONICSUnit 4 Lesson 4 | PHONICSUnit 4 Lesson 5 | SCHOLASTIC NEWS |
| **Objective** | Students will accurately read two-syllable words in which both syllables are closed | Students will accurately manipulate phonemes by adding initial or final phonemes to a given word | Students will accurately read two and three syllable words in with all syllables are closed | Students will practice the week’s concept by working in their phonics workbooks |  |
| **Assessment** | Observation | Observation | Observation | Observation | Observation/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: Main Idea/DetailsDaily 5 Stations – See Smartboard Schedule | Daily FIVEMini Lesson: Main Idea/DetailsDaily 5 Stations – See Smartboard Schedule | Daily FIVEMini Lesson: Main Idea/DetailsDaily 5 Stations – See Smartboard Schedule | Daily FIVEMini Lesson: Main Idea/DetailsDaily 5 Stations – See Smartboard Schedule | Daily FIVEMini Lesson: Spelling TestDaily 5 Stations – See Smartboard Schedule |
| **Objective** | Students will understand and identify main idea and details in a story |
| **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 Am I/Unit Opener | MATH3.1 Counting Patterns | MATH3.2 Patterns when Skip Counting by 5s | MATH3.3 Patterns when Skip counting by 10s | MATH3.4 Understand Even/Odd Numbers |
| **Objective** | Students will complete the unit review to prepare for the unit assessment | Students will describe patterns with counting by 1’s | Students will skip count by 5’s within 1000 | Students will skip count by 10s and 100s within 1000 | Students will determine if the number of objects in a group is even or odd |
| **Assessment** |  | Observation, Workbook | Observation, Workbook | Observation, Workbook | Observation, Workbook |
| **Standards covered** | 2.NBT.A.3, 2.NBT.A.1, 2.NBT.A.4 |
| **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 | 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**REPLACE DOT PAGES** | **COMPUTER ~~LAB~~ CLASS (make-up)*****\*TORI SPEECH 3:00*** | **GUIDANCE (Q 1/3)** | THRILLING THURSDAYSPEND DOJO  | CLEAN UP/CLOSING CIRCLE  |
| 2:45 – 3:30**COMPUTER CLASS** |
| **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 |