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|  ***Lesson plans belonging to: Stacy Lund Week of: March 18 - 22***  |
|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **8:30 – 9:00** | MORNING MEETING/CALENDAR\*Binder Check/Morning Work\*Morning MeetingPALSDOLMORNING CALENDAR | MORNING MEETING/CALENDAR\*Binder Check/Morning Work\*Morning MeetingPALSDOLMORNING CALENDAR | MORNING MEETING/CALENDAR\*Binder Check/Morning Work\*Morning MeetingPALSDOLMORNING CALENDAR | MORNING MEETING/CALENDAR\*Binder Check/Morning Work\*Morning Meeting PALSDOLMORNING CALENDAR | MORNING MEETING/CALENDAR\*Binder Check/Morning Work\*Morning Meeting PALSDOLMORNING CALENDAR |
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| **9:00 – 9:45** | PHONICSUnit 24 Lesson 3 | PHONICSUnit 24 Lesson 4 | PHONICSUnit 24 Lesson 2 | PHONICSUnit 24 Lesson 5 | SPELLING TESTSCHOLASTIC NEWS  |
| **Objective** | Students will accurately read two syllable words with soft c and g | Students will accurately read two, three, and four syllable words with soft c and g | Students will correctly answer questions about a passage by identifying specific information in the text | Students will work in their phonics workbook to identify phonics concepts, identify spellings of vowel phonemes, and read phrases |  |
| **Assessment** | Observation | Observation | Observation/Workbook | 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 FIVEMini Lesson: Picture Vs. Text Daily 5 Stations – See Smartboard Schedule | Daily FIVEMini Lesson: Picture Vs. TextDaily 5 Stations – See Smartboard Schedule | Daily FIVEMini Lesson: Picture Vs. TextDaily 5 Stations – See Smartboard Schedule | Daily FIVEMini Lesson: Picture Vs. TextDaily 5 Stations – See Smartboard Schedule | Daily FIVEMini Lesson: Picture Vs. TextDaily 5 Stations – See Smartboard Schedule |
| **Objective** | Students will read different versions of the same fairy tales and compare/contrast them. |
| **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** | MATH11.4 | MATHRound 1 Math Madness11.5 | MATH11.6  | MATHRound 2 Math MadnessLine Plots Continued | MATHLine Plots Continued |
| **Objective** | Students will collect measurement data by measuring lengths of objects | Students can interpret the measurement data on a line plot | Students can make a line plot to show data |  |  |
| **Assessment** | Observation/Workbook | Observation/Workbook | Observation/Workbook | Observation/Worksheet | Observation/Worksheet |
| **Standards covered** | 2.NBT.B.5, 2.MD.B.6, 2.OA.B.2 |
| **1:30 – 2:00** | WRITER’S WORKSHOPOh The Places You’ll Go | WRITER’S WORKSHOPOh The Places You’ll GoDAILY GRAMMAR REVIEW | WRITER’S WORKSHOPHamburger Paragraph Writing | WRITER’S WORKSHOPHamburger Paragraph WritingDAILY GRAMMAR REVIEW | Spring Art for Hallway |
| **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 THURSDAY  | 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 |