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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 HELPERS  DOL  MORNING CALENDAR | MORNING MEETING/CALENDAR  \*Binder Check/Morning Work  \*Morning Meeting  \*IDIOMS  DOL  MORNING CALENDAR | MORNING MEETING/CALENDAR  \*Binder Check/Morning Work  \*Morning Meeting  \*IDIOMS  DOL  MORNING CALENDAR | MORNING MEETING/CALENDAR  \*Binder Check/Morning Work  \*Morning Meeting  \*IDIOMS  DOL  MORNING CALENDAR | MORNING MEETING/CALENDAR  \*Binder Check/Morning Work  \*Morning Meeting  DOL  MORNING CALENDAR |
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| **9:00 – 9:45** | PHONICS  Unit 10 Lesson 3 | PHONICS  Unit 10 Lesson 4 | PHONICS  Unit 10 Lesson 2 | PHONICS  Unit 10 Lesson 5 | SPELLING TEST  SCHOLASTIC 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 FIVE  Mini Lesson: Sequence of Events  Daily 5 Stations – See Smartboard Schedule | Daily FIVE  Mini Lesson: Sequence of Events  Daily 5 Stations – See Smartboard Schedule | Daily FIVE  Mini Lesson: Sequence of Events  Daily 5 Stations – See Smartboard Schedule | Daily FIVE  Mini Lesson: Sequence of Events  Daily 5 Stations – See Smartboard Schedule | Daily FIVE  Mini Lesson: Sequence of Events  Daily 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** | MATH  How Ready/Unit Opener  Subtraction Cards | MATH  6.1 Strategies to Subtract Fluently within 20 | 12:30 Dismissal | MATH  6.2 More Strategies to subtract fluently within 20 | MATH  6.3 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** | HANDWRITING  MYSTERY DOUG | **COMPUTER LAB**  **REPLACE DOT PAGES**  ***\*TORI SPEECH 3:00*** |  | THRILLING THURSDAY  SPEND 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 |