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| ***Lesson plans belonging to: Stacy Lund Week of: Oct 9-13*** | | | | | | | |
|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **8:30 – 9:00** | MORNING MEETING/CALENDAR  **NO SCHOOL** | 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  \*Synonyms  DOL  MORNING CALENDAR | MORNING MEETING/CALENDAR  \*Binder Check/Morning Work  \*Morning Meeting  \*Synonyms  **8:45 SMOKEHOUSE**  DOL  MORNING CALENDAR | MORNING MEETING/CALENDAR  \*Binder Check/Morning Work  \*Morning Meeting  \*Synonyms  DOL  MORNING CALENDAR |
|  |
| **9:00 – 9:45** |  | PHONICS  Unit 7 Lesson 2 | PHONICS  Unit 7 Lesson 3 | PHONICS  Unit 7 Lesson 4 | PHONICS  Unit 7 Lesson 5 |
| **Objective** |  | Students will accurately segment and manipulate phonemes in words | Students will accurately read single syllable words with long vowels spelled with vowel – consonant -e | Students will accurately read two and three syllable words with open and closed syllables and VCE | Students will practice the week’s concept by working in their phonics workbooks |
| **Assessment** |  | 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** |  | Daily FIVE  Mini Lesson: Analyze Character Traits  Daily 5 Stations – See Smartboard Schedule | Daily FIVE  Mini Lesson: Analyze Character Traits  Daily 5 Stations – See Smartboard Schedule | Daily FIVE  Mini Lesson: Analyze Character Traits  \*ASSESSMENT  Daily 5 Stations – See Smartboard Schedule | Daily FIVE  Mini Lesson: Analyze Character Traits  Daily 5 Stations – See Smartboard Schedule |
| **Objective** | Students will analyze and identify 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 4 How Ready Am I?  Unit Opener | MATH  4.1 Represent and Solve Add To Problems | MATH  4.2 Represent and Solve Take From Problems | MATH  4.3 Solve 2 Step Add to and Take From Problems |
| **Objective** |  |  | Students will represent and solve add to problems | Students will represent and solve take from problems | Students will represent and solve 2 step add to and take from problems |
| **Assessment** |  | Observation Workbook | Observation Workbook | Observation, Workbook | Observation, Workbook |
| **Standards covered** | 2.NBT.A.2, 2.OA.C3 | | | | |
| **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 |  |
| **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** |  | **COMPUTER LAB**  **REPLACE DOT PAGES**  ***\*TORI SPEECH 3:00*** | **GUIDANCE (Q 1/3)** | 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 |