



Lesson Plans for the week of April 26-30

** Plans are subject to change based on difficulty and schedule changes throughout the week. **

Monday	Tuesday	Wednesday	Thursday	Friday
8:40 – 8:50 Bell Work: Fast facts	8:40 – 8:50 Bell Work: Fast facts	8:40 – 8:50 Bell Work: Writing Journal	8:40 – 8:50 Bell Work: Writing Journal	8:40 – 8:50 Bell Work: Fast facts
8:50-9:00 Intro. vocabulary for the week	8:50-9:00 vocabulary Locate in dictionary	8:50-9:00 Practice fast facts	8:50-9:00 Math Quick Check	8:50-9:00 Fast facts Keeping sharp test
9:10-10:10 <u>Math</u> 2.N.3 Explore the foundational ideas of fractions. 2.N.3.1 Identify the parts of a set and area that represent fractions for halves, thirds, and fourths. 2.N.3.2 Construct equal-sized portions through fair sharing including length, set, and area models for halves, thirds, and fourths. Lesson 1 10:00-10:30 <u>Extra PE</u>	9:10-10:10 <u>Math</u> 2.N.3 Explore the foundational ideas of fractions. 2.N.3.1 Identify the parts of a set and area that represent fractions for halves, thirds, and fourths. 2.N.3.2 Construct equal-sized portions through fair sharing including length, set, and area models for halves, thirds, and fourths. Lesson 2	9:00-9:10 <u>vocabulary</u> word game 9:10-10:45 <u>Guided Reading</u> Obj: TSW work on decoding fluency, comprehension and reading strategies Center Rotation (see center lesson plans) *report card testing	9:00-9:10 <u>vocabulary</u> word game Math 9:10-10:10 2.N.3 Explore the foundational ideas of fractions. 2.N.3.1 Identify the parts of a set and area that represent fractions for halves, thirds, and fourths. 2.N.3.2 Construct equal-sized portions through fair sharing including length, set, and area models for halves, thirds, and fourths. Lesson 4	9:00-9:20 <u>vocabulary</u> review and <u>Spelling test</u> 9:10-10:10 <u>Math</u> 2.N.3 Explore the foundational ideas of fractions. 2.N.3.1 Identify the parts of a set and area that represent fractions for halves, thirds, and fourths. 2.N.3.2 Construct equal-sized portions through fair sharing including length, set, and area models for halves, thirds, and fourths. Fractions test

<p>10:30-11:00 Intro: <u>Spelling</u> list and sort <u>Word Wall Words:</u> Triangle, retie, silo, Photo, hobo, beside, remain, needle, bagle, table</p> <p>11:00--11:30 Silent Reading Obj: TSW: read regularly in instructional-level text that is challenging yet manageable</p>	<p>10:10-10:50 Silent Reading Obj: TSW: read regularly in instructional-level text that is challenging yet manageable</p> <p>10:50-11:30 Phonics unit 9 Lesson 2 Obj: to understand the Purpose of HD word lessons; to describe what it means to read accurately; to describe why accurate reading is important; to see materials</p>	<p>10:45-11:30 <u>Math</u> 2.N.3 Explore the foundational ideas of fractions. 2.N.3.1 Identify the parts of a set and area that represent fractions for halves, thirds, and fourths. 2.N.3.2 Construct equal-sized portions through fair sharing including length, set, and area models for halves, thirds, and fourths.</p> <p>Lesson 3</p>	<p>10:10-10:45 Silent Reading Obj: TSW: read regularly in instructional-level text that is challenging yet manageable</p> <p>10:45-11:30 Phonics unit 9 Lesson 3 Obj: to understand the Purpose of HD word lessons; to describe what it means to read accurately; to describe why accurate reading is important; to see materials</p>	<p>10:10-10:45 <u>SSR/AR</u> Obj: TSW: read regularly in instructional-level text that is challenging yet manageable</p> <p>10:45-11:30 Phonics unit 9 Lesson 4 Obj: to understand the Purpose of HD word lessons; to describe what it means to read accurately; to describe why accurate reading is important; to see materials</p>
<p>11:30-12:00 Lunch 12:00-12:20 Recess</p>	<p>11:30-12:00 Lunch 12:00-12:20 Recess</p>	<p>11:30-12:00 Lunch 12:00-12:20 Recess</p>	<p>11:30-12:00 Lunch 12:00-12:20 Recess</p>	<p>11:30-12:00 Lunch 12:00-12:20 Recess</p>
<p>12:20-12:30 Penmanship Obj: TSW write legibly and form letters correctly</p>	<p>12:20-12:30 Penmanship Obj: TSW write legibly and form letters correctly</p>	<p>12:20-12:30 Penmanship Obj: TSW write legibly and form letters correctly</p>	<p>12:20-12:30 Penmanship Obj: TSW write legibly and form letters correctly</p>	<p>12:20-12:30 Penmanship Obj: TSW write legibly and form letters correctly</p>
<p>12:30-1:20 COMPUTER</p>	<p>12:30-1:20 MUSIC</p>	<p>12:30-1:20 P.E.</p>	<p>12:30-1:20 STEAM</p>	<p>12:30-1:20 ART</p>

1:20-2:50 Guided Reading Obj: TSW Work on decoding fluency, comprehension and reading strategies Center Rotation (see center lesson Plans) *report card testing	1:20-2:50 Guided Reading Obj: TSW Work on decoding fluency, comprehension and reading strategies Center Rotation (see center lesson Plans) *report card testing	1:20-1:50 <u>Writer's Workshop</u> Obj: TSW: demonstrate appropriate Practices in writing by applying standard English conventions to the revising and editing stages of writing in a variety of different modes and forms to write coherently. *ouch small moment	1:20-2:50 Guided Reading Obj: TSW Work on decoding fluency, comprehension and reading strategies Center Rotation (see center lesson Plans) *report card testing	1:20-2:15 <u>Scholastic News:</u> *read and complete the comprehension questions together *model complete sentences *model finding answers in the text
2:50-3:15 Read Aloud: <u>B.Bears go to the Doctor</u> Obj: TSW Observe the teacher modeling fluency, comprehension and reading; pointing out text features and author's purpose strategies RI2.5; RI 2.6 *begin schema chart	2:50-3:15 <u>Writer's Workshop</u> Obj: TSW: demonstrate appropriate Practices in writing by applying standard English conventions to the revising and editing stages of writing in a variety of different modes and forms to write coherently. *ouch small moment	1:50-2:15 SSR/AR Obj: TSW: read regularly in instructional-level text that is challenging yet manageable 2:25 Clean up 2:30 Dismissal	2:50-3:15 <u>Writer's Workshop</u> Obj: TSW: demonstrate appropriate Practices in writing by applying standard English conventions to the revising and editing stages of writing in a variety of different modes and forms to write coherently. *ouch small moment	2:15-3:00 <u>SSR/AR</u> Obj: TSW: read regularly in instructional-level text that is challenging yet manageable 3:00-3:20: Fun Friday *students with completed work may have free time
3:20 Clean up 3:25 Early bus/IE 3:30 dismissal	3:20 Clean up 3:25 Early bus/IE 3:30 dismissal		3:20 Clean up 3:25 Early bus/IE	3:20 Clean up 3:25 Early bus/IE 3:30 dismissal
Monday & Tuesday	Monday & Tuesday	Wednesday & Thursday	Wednesday & Thursday	
Independent Reading	Independent Reading	Independent Reading	Independent Reading	Independent Reading
Independent Reading	Independent Reading	Independent Reading	Independent Reading	Independent Reading

Nonfiction index, glossary Practice	Shapes	Nonfiction index, glossary Practice	IXL MATH
Spelling sort	Spelling iPad	Spelling iPad	Spelling rainbow write
IXL Lang. arts: Comprehension checks	Word Wall ABC	Math Journal	IXL Lang. arts: Comprehension checks