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Theme: Christmas Traditions

Lesson Plans for the week of

Nov.30-Dec.4

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

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| Monday | Tuesday | | Wednesday | | Thursday | | Friday |
| **8:40 – 8:50**  **Bell Work:**  **New flashcards**  **+9** | **8:40 – 8:50**  **Bell Work:**  **Practice fast facts**  **+9** | | **8:40 – 8:50**  **Bell Work:**  **Writing journal**  **+9** | | **8:40 – 8:50**  **Bell Work:**  **Writing Journal**  **+9** | | **8:40 - 8:50**  **Bell Work:**  **Practice fast facts**  **+9** |
| **8:50-9:00**  **Intro.** **Vocabular**y for the week | **8:50-9:00**  **Vocabulary**  Locate in dictionary | | **8:50-9:00**  **Practice fast facts**  **+9** | | **8:50-9:00**  **Math Quick check**  **Subtraction with**  **regrouping** | | **8:50-9:00**  **Fast facts test +9** |
| **9:10-10:10**  **Math**  Obj: Okla. Academic Standards  2,N2.—  2N2.4, 2N2.5,  Addition with and without regrouping  **Subtraction with**  **regrouping**  **\* sub. sums of 10**  **10:00-10:30**  Extra PE | **9:10-10:10**  **Math**  Obj: Okla. Academic Standards  2,N2.—  2N2.4, 2N2.5,  Addition with and without regrouping  **Subtraction with**  **regrouping** | | **9:00-9:10**  **Vocabulary word game**  **9:10-10:45**  **Guided Reading**  Obj:TSW work on decoding fluency, comprehension and reading strategies  Center Rotation  (see center lesson plans) | | **9:00-9:10**  **Vocabulary**  **Word game**  **9:10-10:10**  **Math**  Obj: Okla. Academic Standards  2,N2.—  2N2.4, 2N2.5,  Addition with and without regrouping  **Subtraction with**  **regrouping** | | **9:00-9:20**  **Vocabulary**  **review** and  **Spelling test**  **9:10-10:10**  **Math**  Obj: Okla. Academic Standards  2,N2.—  2N2.4, 2N2.5,  Addition with and without regrouping  **Subtraction with**  **regrouping** |
| **10:30-10:45**  **Intro. Spelling list and sort**  **Word wall words:**  **Bring, that, there, their, find, open, wear, which, where,done**  **10:45-11:15**  **Phonics Unit 4**  **Lesson 5**  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    **11:15-11:30**  **Written Language Skills**  Obj:TSW brainstorm small moment ideas. | **10:10-10:45**  **Read Aloud**  **The Legend of the Candy Cane**  Obj: TSW Observe the teacher modeling fluency, comprehension and reading strategies  \*build schema chart  RI2.5; RI 2.6  \***Somebody Wanted But So Then Retell**  **\*Author’s purpose (entertain)**  **10:45-11:15**  **Phonics Unit 5**  **Lesson 1**  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  **11:15-11:30**  **SSR/AR**  Obj: TSW: read regularly in instructional-level text that is challenging yet manageable | | **10:45-11:30**  **Math**  Obj: Okla. Academic Standards  2,N2.—  2N2.4, 2N2.5,  Addition with and without regrouping  **Subtraction with**  **regrouping** | | **10:10-10:45**  **Read Aloud**  **The Berenstain Bears and Santa Bear**  Obj: TSW Observe the teacher modeling fluency, comprehension and reading strategies  \*Somebody, Wanted, But, So Then  **\*Author’s purpose (entertain)**  RI2.5; RI 2.6  \*\*add to Christmas tradition chart  **10:45-11:15**  **Phonics Unit 5**  **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  **11:15-11:30**  **SSR/AR**  Obj: TSW: read regularly in instructional-level text that is challenging yet manageable | | **10:10-10:45**  **SSR/AR**  Obj: TSW: read regularly in instructional-level text that is challenging yet manageable  **10:45-11:30**  **Phonics Unit 5**  **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 |
| **11:30-12:00**  **Lunch**  **12:00-12:20**  **Recess** | **11:30-12:00**  **Lunch**  **12:00-12:20**  **Recess** | | **11:30-12:00**  **Lunch**  **12:00-12:20**  **Recess** | | **11:30-12:00**  **Lunch**  **12:00-12:20**  **Recess** | | **11:30-12:00**  **Lunch**  **12:00-12:20**  **Recess** |
| **12:20-12:30**  **Penmanship**  Obj: TSW write legibly and form letters correctly | **12:20-12:30**  **Penmanship**  Obj: TSW write legibly and form letters correctly | | **12:20-12:30**  **Penmanship**  Obj: TSW write legibly and form letters correctly | | **12:20-12:30**  **Penmanship**  Obj: TSW write legibly and form letters correctly | | **12:20-12:30**  **Penmanship**  Obj: TSW write legibly and form letters correctly |
| **12:30-1:20**  **COMPUTER** | **12:30-1:20**  **MUSIC** | | **12:30-1:20**  **P.E.** | | **12:30-1:20**  **sTEAM** | | **12:30-1:20**  **ART** |
| **1:20-2:50**  **Guided Reading**  Obj: TSW work on decoding fluency, comprehension and reading strategies  Center Rotation  (see center lesson plans) | **1:20-2:50**  **Guided Reading**  Obj: TSW work on decoding fluency, comprehension and reading strategies  Center Rotation  (see center lesson plans) | | **1:20-1:50**  **Phonics Unit 5 Lesson 2**  Obj: to define a closed syllable with only one vowel followed by one | | **1:20-2:50**  **Guided Reading**  Obj: TSW work on decoding fluency, comprehension and reading strategies  Center Rotation  (see center lesson plans) | | **1:20-2:15**  **Scholastic News:**  **Holiday Economics**  \*read and complete the comprehension questions together  **\*model complete sentences**  **\*model finding answers in the text** |
| **2:50-3:15**  **Read Aloud**  **The Berenstain Bears and the Christmas Tree**  Obj: TSW Observe the teacher modeling fluency, comprehension and reading strategies  \*build schema chart  RI2.5; RI 2.6  \*add to Christmas Traditions chart | **2:50-3:15**  **Written Language Skills**  Obj:TSW begin small moment writing with a hook. | | **.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**  **Writer’s Workshop**  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.  **\*small moment writing** | | **2:15-3:00**  **Writer’s Workshop**  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.  **\*small moment writing** |
| **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 | |
| **Guided Reading** | | **Guided Reading** | | **Guided Reading** | | **Guided Reading** | |
| **Independent Reading** | | **Independent Reading** | | **Independent Reading** | | **Independent Reading** | |
| **Independent Reading** | | **Independent Reading** | | **Independent Reading** | | **Independent Reading** | |
| **Spelling sort** | | **Spelling ipad** | | **Spelling ipad** | | **Spelling rainbow write** | |
| **Math Journal** | | **Word Wall ABC** | | **Math Journal** | | **MATH +/-**  **GAME** | |