 

Theme: More Famous Black Americans

Lesson Plans for the week of

January 18-22

\*\* 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:****Practice fast facts****subtracting oddballs** | **8:40 – 8:50****Bell Work:****Writing journal** | **8:40 – 8:50****Bell Work:****Writing Journal** | **8:40 - 8:50****Bell Work:****Practice fast facts****subtracting oddballs** |
|  | **8:50-9:00****Intro.** **Vocabulary** for the week | **8:50-9:00****Practice fast facts****subtracting oddballs** | **8:50-9:00****Math Quick check****Graphing**  | **8:50-9:00****Practice spelling on white boards** |
| **Martin Luther King JR. Day****No School** | **9:10-10:10****Math**Obj Collect, organize, and interpret data. **2. D. 1****2. D. 1. 2****2. D. 1. 3****2. D. 1. 4****\*lesson 8** | **9:00-9:10****Vocabulary word game****9:10-10:45** **Guided Reading** Obj:TSW work on decoding fluency, comprehension and reading strategiesCenter Rotation(see center lesson plans) | **9:00-9:10****Vocabulary** **Word game****9:10-10:10****Math**Obj Collect, organize, and interpret data. **2. D. 1****2. D. 1. 2****2. D. 1. 3****2. D. 1. 4****\*review for test****IXL R9** | **9:00-9:20****Vocabulary** **review** and**Spelling test****9:10-10:10****Math**Obj Collect, organize, and interpret data. **2. D. 1****2. D. 1. 2****2. D. 1. 3****2. D. 1. 4****\*Graphing Test** |
| .  | **10:30-10:45****Intro. Spelling list and sort****Word wall words:****Unlike, untie, unfair, dislike, disappoint, disarm, return, reteach, reuse, redo****10:45-11:15****Phonics Unit 6****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 Collect, organize, and interpret data. **2. D. 1****2. D. 1. 2****2. D. 1. 3****2. D. 1. 4****\*lesson 8** | **10:10-10:45** **Read Aloud** Ruby BridgesObj: TSW Observe the teacher modeling fluency, comprehension and reading strategies\*Somebody, Wanted, But, So Then**\*Author’s purpose (inform)** RI2.5; RI 2.6**10:45-11:15****Phonics Unit 6****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**11:15-11:30****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 6****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 |
|  | **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**  | **12:20-12:30****Penmanship**  | **12:20-12:30****Penmanship**  | **12:20-12:30****Penmanship** |
|  | **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 strategiesCenter Rotation(see center lesson plans) | **1:20-1:50****Phonics Unit 6 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 strategiesCenter Rotation(see center lesson plans) | **1:20-2:15****Scholastic News:****Frozen in Ice**\*read and complete the comprehension questions together**\*model complete sentences****\*model finding answers in the text**  |
|  | **2:50-3:15****Read Aloud** Rosa ParksObj: TSW Observe the teacher modeling fluency, comprehension and reading strategies\*build schema chartRI2.5; RI 2.6 | **.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** | **3:20 Clean up****3:25 Early bus/IE****3:30 dismissal** |
| Tuesday & Wednesday | Tuesday & Wednesday | Thursday |  |
| **Guided Reading** | **Guided Reading** | **Guided Reading** |  |
| **Independent Reading** | **Independent Reading** | **Independent Reading** |  |
| **Independent Reading** | **IXL LANG. ARTS****suffixes** | **Independent Reading** |  |
| **Spelling sort** | **Spelling ipad** | **Spelling ipad** |  |
| **Math Journal****Prac. - with regrouping** | **Word Wall ABC** | **IXL Math** **- with regrouping** |  |