



Theme: Weather/Spring
Lesson Plans for the week of
March 29-April 2

** 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> Obj: Obj: 2.GM.2.1 Explain the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object. 2.GM.2.2 Explain the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest whole unit. 2.GM.2.3 Explore how varying shapes and styles of containers can have the same capacity. *Measurement	9:10-10:10 <u>Math</u> Obj: Obj: 2.GM.2.1 Explain the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object. 2.GM.2.2 Explain the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest whole unit. 2.GM.2.3 Explore how varying shapes and styles of containers can have the same capacity. *Measurement	9:00-9:10 <u>VOCABULARY</u> Word game 9:10-10:10 <u>Math</u> Obj: 2.GM.2.1 Explain the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object. 2.GM.2.2 Explain the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest whole unit. 2.GM.2.3 Explore how varying shapes and styles of containers can have the same capacity. Measurements	9:00-9:20 <u>VOCABULARY</u> review and <u>Spelling test</u> 9:10-10:10 <u>Math</u> Obj: 2.GM.2.1 Explain the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object. 2.GM.2.2 Explain the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest whole unit. 2.GM.2.3 Explore how varying shapes and styles of containers can have the same capacity. Measurement test	

10:00-10:30 <u>Extra PE</u>				
10:30-10:45 Intro. <u>Spelling</u> list and sort <u>Word Wall Words:</u> 10:45-11:15 Phonics unit 8 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 Written Language Skills Obj: TSW Publish Ruby Bridges Informative Piece.	10:10-10:45 Read Aloud <u>Continue:</u> Weather Words Obj: TSW Observe the teacher modeling fluency, comprehension and reading; pointing out text features and author's purpose strategies RI2.5; RI 2.6 10:45-11:30 Phonics unit 8 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	10:45-11:30 <u>Math</u> Obj: 2.GM.2.1 Explain the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object. 2.GM.2.2 Explain the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest whole unit. 2.GM.2.3 Explore how varying shapes and styles of containers can have the same capacity. *measurements	10:10-10:45 Read Aloud Seasons Obj: TSW Observe the teacher modeling fluency, comprehension and reading; pointing out text features and author's purpose strategies RI2.5; RI 2.6 10:45-11:30 Phonics unit 8 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	10:10-10:45 <u>SSR/AR</u> Obj: TSW read regularly in instructional-level text that is challenging yet manageable 10:45-11:30 Phonics unit 8 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	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

<p>1:20-2:50 Guided Reading Obj: TSW Work on decoding fluency, comprehension and reading strategies Center Rotation (see center lesson Plans)</p>	<p>1:20-2:50 Guided Reading Obj: TSW Work on decoding fluency, comprehension and reading strategies Center Rotation (see center lesson Plans)</p>	<p>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. *Favorite season opinions</p>	<p>1:20-2:50 Guided Reading Obj: TSW Work on decoding fluency, comprehension and reading strategies Center Rotation (see center lesson Plans)</p>	<p>1:20-2:15 <u>Scholastic News:</u> Too Dry for a Road *read and complete the comprehension questions together *Model complete sentences *Model finding answers in the text</p>
<p>2:00-2:30 Read Aloud: <u>Weather Words</u> Obj: TSW Observe the teacher modeling fluency, comprehension and reading; pointing out text features and author's purpose strategies RI.2.5; RI.2.6 *begin schema chart</p>	<p>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. *Opinion Writing</p>	<p>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</p>	<p>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. *Opinion Writing</p>	<p>2:15-3:00 <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. *Opinion Writing</p> <p>3:00-3:20: Fun Friday *Students with completed work may have free time</p>
<p>3:20 Clean up 3:25 Early bus/IE 3:30 dismissal</p>	<p>3:20 Clean up 3:25 Early bus/IE 3:30 dismissal</p>		<p>3:20 Clean up 3:25 Early bus/IE</p>	<p>3:20 Clean up 3:25 Early bus/IE 3:30 dismissal</p>

Monday & Tuesday		Monday & Tuesday		Wednesday & Thursday		Wednesday & Thursday	
Guided Reading		Guided Reading		Guided Reading		Guided Reading	
Independent Reading		Independent Reading		Independent Reading		Independent Reading	
Nonfiction index, glossary Practice		IXI MATH		Nonfiction index, glossary Practice		IXI MATH	
Spelling sort		Spelling iPad		Spelling iPad		Spelling rainbow write	
Weather Words Dictionary		Word Wall ABC		Math Journal		Weather Words Dictionary	