|  |
| --- |
| Mrs. Wheelis’ Lesson Plans May 7, 2018 |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| **7:55-8:00** | Pledge & Announcements in the gym | Pledge & Announcements in the gym | Pledge & Announcements in the gym | Pledge & Announcements in the gym | Pledge & Announcements in the gym |
| **8:00-8:10** | Put backpacks away | Put backpacks away | Put backpacks away | Put backpacks away | Put backpacks away |
| **8:10-8:50** | **Music** | **PE** | **Art** | **PE** | **Library** |

|  |  |
| --- | --- |
| 8:50-10:20 | Math BlockNumber talks, Eureka Math (fluency and math concepts), CGIMoby Max—9:00-9:20 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Module 6** | **Lesson 13:** | **Lesson 14:** | **Lesson 15:** | **Lesson 16:** | **Lesson 16:****Test** |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Fluency:****12 min.****Happy Counting by 5s**2.NBT.2Sprint: Adding Crossing Ten2.OA.2 | **Fluency:****12 minutes****Making the Next Ten to Add****2.NBT.5****Practice Sets****Happy Counting by Tens: Crossing 100****2.NBT.2** | **Fluency:****12 minutes****Make the Next Hundred Drill****2.NBT.5****2.NBT.7****Practice Sets** **2.OA.2****Happy Counting by Tens: Crossing 100****2.NBT.2** | **Fluency:****12 minutes****Coin Drop****2.OA.2****Sprint: Sums to the Teens****2.NBT.5** | **Fluency:****12 minutes****Coin Drop****2.OA.2****Sprint: Sums to the Teens****2.NBT.5** |
| **Concept Development:****22 minutes****Represent equal groups with tape diagrams, and relate to repeated addition** | **Concept Development:****24 minutes****Compose arrays from rows and columns, and count to find the total using objects** | **Concept Development:****34 minutes****Decompose arrays into rows and columns, and relate to repeated addition** | **Concept Development:****24 minutes****Represent arrays and distinguish rows and columns using math drawing** | **Concept Development:****24 minutes****Represent arrays and distinguish rows and columns using math drawings** |
| **Application****Problem:****16 minutes****The flowers are blooming in Maria’s garden. There are 3 roses, 3 buttercups, 3 sunflowers, 3 daisies, and 3 tulips. How many flowers are there in all?****Draw a tape diagram to match the problem****Write a repeated addition equation to solve** | **Application Problem:****14 minutes****Mrs. White is in line at the bank. There are 4 teller windows, and 3 people are standing in line at each window. Draw an array to show the people in line at the bank.****Write the total number of people.** | **Application Problem:****4 minutes****Sam is organizing her greeting cards. She has 8 red cards and 8 blue cards. She puts the red cards in 2 columns and the blue ones in 2 columns to make an array. Draw a picture of Sam’s greeting cards in the array. Write a statement about Sam’s array**  | **Application Problem:****14 minutes****Bobby puts 3 rows of tile in his kitchen to make a design. He lays 5 tiles in each row. Draw a picture of Bobby’s tiles. Write a repeated addition equation to solve for the total number of tiles Bobby used.** | **Application Problem:****14 minutes****Bobby puts 3 rows of tile in his kitchen to make a design. He lays 5 tiles in each row. Draw a picture of Bobby’s tiles. Write a****repeated addition equation to solve for the total number of tiles Bobby used.** |
| **Student Debrief:****10 minutes****Problem Set****10 minutes****Reflection****Active Processing****Exit Ticket** | **Student Debrief:****12 minutes****Problem Set****10 minutes****Reflection** **Active Processing****Exit ticket** | **Student Debrief:****20 minutes****Problem Set****10 minutes****Reflection****Active Processing****Exit Ticket** | **Student Debrief:****10 minutes****Problem Set****10 minutes****Reflection****Active Processing****Exit Ticket** | **Student Debrief:****12 minutes****Problem Set****10 minutes****Reflection****Active Processing****Exit Ticket** |
| **10:20-10:50** | **Daily Math Interventions and Student Enrichment** **10:25-11:05—Tuesdays Spanish-–PLC meeting** |
| **10:50-11:20** | **Writing Workshop****Mentor Text/Lucy Calkin’s series/Grammar mini lesson, small group writing, conferences, daily journal, share time** |
| **Standards:**I. Minilesson-Connection-Teaching Point-Modeling-Active Engagement-LinkII. ConferencingIII. Share | **Writing:****Session 6:****Searching for Precise Words** | **Writing:****Session 6:****Searching for Precise Words****Spanish****10:25-11:05** | **Writing:****Session 7:****Patterning Through Repetition** | **Writing:****Session 8:** **Poems are Moody** | **Writing:****Session 8:****Poems are Moody** |
| **Grammar Skill:****Grammar Review****L.2.5b** | **Grammar Skill:****Grammar Review****L.2.5b** | **Grammar Skill:****Grammar Review****L.2.5b** | **Grammar Skill:****Grammar Review****L.2.5b** | **Grammar Skill:****Grammar Review****L.2.5b** |
| **11:20-12:00** | **Lunch/Recess** | **Lunch/Recess** | **Lunch/Recess** | **Lunch/Recess** | **Lunch/Recess** |
| **12:00-12:10** | **Finish Writing from before lunch Daily News Journal Writing**  |
|  |  |
| **12:10-12:30** | **Phonics/Word Study** |
| **Standards:**RF.2.3 | Unit 32:Introduce Greek Roots | Unit 32:Greek Roots | **Unit 32:****Greek Roots** | Unit 32:Greek RootsDictation Sentence | **Word Study Assessment** |
| **12:30-1:00** | **Reading Workshop**Lucy Calkin’s,/Shared Reading/Extended Text/Reading Mini Lesson/Mentor Text |
| **Standards**RF.2.4I. Minilesson-Connection-Teaching Point-Teaching-Active EngagementII. ConferencingIII. Share | Reading:Session 7:Authors Paint Pictures with Words | Reading:Session 7:Authors Paint Pictures with Words | Reading:Session 8:Authors use Precise WordsComprehension Assessment“The Beach” | Computer Lab12:00-1:00Reading:Session 8:Authors use Precise WordsSpanish2:00-2:30 | Reading:Session 9:Authors Use Literary Language to Make the Ordinary Extraordinary |
| Conferencing\*Keep running records throughout the week on each student. |
|  | Sharing\*Partner share/expectations |
| **1:00-1:40** | **Guided Reading/Literacy Stations**Small Group Differentiated Instruction* Fluency, word sorting, word work, reading response, buddy reading, summarizing, text comprehension
 |
| **1:40-2:10** | **Read Aloud/Vocabulary \*Science/Social Studies connection** |
| **Standards*** Model reading text aloud
* Choral Reading
* Close Reading Strategies
* Reading Comprehension Strategies
 | Read Aloud:**A River Ran Wild** | **Read Aloud:****Dangerous Dan** | **Read Aloud:****Our Class Is Going Green** | **Read Aloud:****The Water Hole** | **Vocabulary Test** |
| **Vocabulary:****disrupted****pollution****migration**RF.2.4 | **Vocabulary:****behave****shrieked****scenery**RF.2.4 | **Vocabulary:****layers****napkin****lessons**RF.2.4 | **Vocabulary:****wallowing****floundering****gazing**RF.2.4 |
| **2:10-2:30** | **iRead on the computer 20 minutes** |
| **2:30-3:00** | **Science/Social Studies Activities** |
| **Standards****CGE.12.2.3****CGE.12.2.4** | Earth Day | Earth Day | Earth Day | Earth Day | Earth Day |
| **3:00-3:10** | Announcements, Pass out papers, Pack up, Clean Up, Dismiss |