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| 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** |

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| 8:50-10:20 | Math Block  Number talks, Eureka Math (fluency and math concepts), CGI  Moby Max—9:00-9:20 |

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| **Module 6** | **Lesson 13:** | **Lesson 14:** | **Lesson 15:** | **Lesson 16:** | **Lesson 16:**  **Test** |
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|  | **Fluency:**  **12 min.**  **Happy Counting by 5s**  2.NBT.2  Sprint: Adding Crossing Ten  2.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  -Link  II. Conferencing  III. 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** | | | | |
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| **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 Roots  Dictation Sentence | **Word Study Assessment** |
| **12:30-1:00** | **Reading Workshop**  Lucy Calkin’s,/Shared Reading/Extended Text/Reading Mini Lesson/Mentor Text | | | | |
| **Standards**  RF.2.4  I. Minilesson  -Connection  -Teaching Point  -Teaching  -Active Engagement  II. Conferencing  III. Share | Reading:  Session 7:  Authors Paint Pictures with Words | Reading:  Session 7:  Authors Paint Pictures with Words | Reading:  Session 8:  Authors use Precise Words  Comprehension Assessment  “The Beach” | Computer Lab  12:00-1:00  Reading:  Session 8:  Authors use Precise Words  Spanish  2:00-2:30 | 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 | | | | |