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| **Mrs. Wheelis’ Lesson Plans September 14, 2015** | | | | | |
|  | 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**  **Transition from gym to classroom.** | Morning routines and procedures (unpack, attendance, lunch money | Morning routines and procedures (unpack, attendance, lunch money  **Library** | Morning routines and procedures (unpack, attendance, lunch money | Morning routines and procedures (unpack, attendance, lunch money | No School |
| **8:10-8:50**  Activity Period | **PE** | **PE** | **Art** |  |
| **8:50-9:10** | Calendar  News Journal  Literacy Interventions  CANES  8:55-9:25 | Calendar  News Journal  Literacy Interventions | Calendar  News Journal  Literacy Interventions |  |
| Calendar  News Journal  Literacy Interventions |
| **9:10-9:35**  Daily Phonics Instruction  RF.2.3 | Unit 4  Day 1  Long a Digraph  Syllable Patterns  Introduce long a digraph syllable pattern  Letter cards  Word List  Keep these for the rest of the week. Put the letters in an envelope and keep also.  Blend words with long a diagraph | **Unit 4**  **Day 2**  Word List  Develop automaticity in word recognition  Build fluency with connected text  Reading Passage | **Unit 4**  **Day 3**  **Word List**  **Multisyllabic Words: long a diagraphs**  **Develop word meanings**  **Build fluency with connected text** | **Unit 4**  **Day 4**  Word List  Reading Passages  Student word cards  High frequency word cards |  |
| **9:35-10:35**  Writing Workshop  10:00  Bathroom break | Lucy Calkins  Think of another small moment and begin writing about that moment. Make sure you have a good beginning, add details.  Use writing journals  Capitalization  of sentences and the word I  Worksheet | **Lucy Calkins**  **Add to the small moment you wrote about yesterday. Read it over to make sure you have the right punctuation and capital letters.**  **Capitalization**  **Of sentences and the word I**  **LP.2.k.2** | Lucy Calkins  Writing with Detail-Magnifying a Small Moment  TLW find a portion of their narratives that are not descriptive/ detailed, read this portion to their writing partner, and exchange suggestions about ideas for adding detail to each other’s narratives. | Lucy Calkins  Revising with the Masters: Crafting Powerful Endings  TLW work with their writing partner to share the ending they had written and talk through alternate endings according to the list on the anchor chart that was made during the teaching point. |  |
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| 10:35-11:10  Read Aloud and Vocabulary  TLW ask and answer questions to demonstrate understanding of key details in a text. RL.2.1  TLW acknowledge different points of view of characters RL.2.6  TLW use information from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  RL.2.7 | Read Aloud:  The Shaman’s Apprentice  Vocabulary:  staggered  wisdom  fungus | **Read Aloud:**  Welcome to the Greenhouse  **Vocabulary:**  intruders  poke  swarm  L.2.4, L.2.6  TLW use words and pictures to tell the beginning, middle and end of the story.  RL.2.5 | **Read Aloud:**  Here is the Tropical Rainforest  **Vocabulary:**  bromeliad  tropical  lush  L.2.4, L.2.6  TLW identify adjectives and adverbs in the book, name synonyms for them, and discuss why adjectives make the story more interesting | Vocabulary Assessment |  |
| **11:10-11:20** | **Math facts**  **Share writing** | **Math facts**  **Share writing** | **Math facts**  **Share writing** | **Math facts**  **Share writing** |  |
| **11:20-12:00** | Lunch/Recess | **Lunch/Recess** | **Lunch/Recess** | **Lunch/Recess** |  |
| **12:00-12:15**  Transition to classroom, restroom and drinks | Transition to classroom, restroom and drinks | Transition to classroom, restroom and drinks | Transition to classroom, restroom and drinks | Transition to classroom, restroom and drinks |  |
| **12:15-12:30**  Extended Text  Use close reading strategies | Magic Tree House Research Guide:  Rainforests by Mary Pope Osborne | Magic Tree House Research Guide:  Rainforests by Mary Pope Osborne | Magic Tree House Research Guide:  Rainforests by Mary Pope Osborne | Magic Tree House Research Guide:  Rainforests by Mary Pope Osborne |  |
| **12:30-1:30**  Guided Reading  Small groups work with the teacher with leveled texts.  Other students will work on menu items | Groups 1, 2 | **Groups 3, 4**  Spanish  1:00-1:30 | **Groups 1,2**  Counselor  1:30-2:00 | **Groups 3, 4**  Spanish  1:00-1:30 |  |
| **1:30-1:35**  Fact Fluency  **1:35-1:45**  Calendar Math (Spiral Review)  **1:45-2:45**  Math Core Instruction/CGI | CGI word problem in math journals  2.NBT.9  2.OA.1  2.NBT.5  Share strategies  **TLW represent numbers using different combinations of base-10 blocks (flats, rods, and units)**  **2.NBT.1** | **CGI word problem in math journals**  2.NBT.9  2.OA.1  2.NBT.5  **Share strategies**  **SL.2.3**  **TLW represent numbers using different combinations of base-10 blocks (flats, rods, and units)**  **2.NBT.1** | CGI word problem in math journals.  2.NBT.9  2.OA.1  2.NBT.5  Share strategies.  SL.2.3  TLW work with a partner to build numbers using base-10 blocks or determine the number based on the blocks used.  TLW use a number line and hundred chart to count forward and backward by ones.  2.NBT.2  Moby Max on COW | **Problem Solving Assessment**  **CGI word problem in math journals.**  **2.NBT.9**  **2.OA.1**  **2.NBT.5**  **Share strategies.**  **SL.2.3**  **TLW use number lines and hundred charts within 1000 to count forward and backward by ones.**  **2.NBT.2** |  |
| **2:30-3:00** | Math RTI and/or Reteaching of skills | Math RTI and/or Reteaching of skills | Math RTI and/or Reteaching of skills | Math RTI and/or Reteaching of skills |  |
| **3:00-3:10**  Announcements,  Pass out papers,  Pack up,  Clean Up,  Dismiss |  |  |  |  |  |