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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** | CalendarNews JournalLiteracy InterventionsCANES8:55-9:25 | CalendarNews JournalLiteracy Interventions | CalendarNews JournalLiteracy Interventions |  |
| CalendarNews JournalLiteracy Interventions |
| **9:10-9:35**Daily Phonics InstructionRF.2.3 | Unit 4Day 1Long a DigraphSyllable PatternsIntroduce long a digraph syllable patternLetter cardsWord ListKeep 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 ListDevelop automaticity in word recognitionBuild fluency with connected textReading 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 ListReading PassagesStudent word cardsHigh frequency word cards |  |
| **9:35-10:35**Writing Workshop10:00Bathroom break | Lucy CalkinsThink of another small moment and begin writing about that moment. Make sure you have a good beginning, add details.Use writing journalsCapitalizationof sentences and the word IWorksheet | **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 CalkinsWriting with Detail-Magnifying a Small MomentTLW 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 CalkinsRevising with the Masters: Crafting Powerful EndingsTLW 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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| 10:35-11:10Read Aloud and VocabularyTLW ask and answer questions to demonstrate understanding of key details in a text. RL.2.1TLW acknowledge different points of view of characters RL.2.6TLW 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 ApprenticeVocabulary:staggeredwisdomfungus | **Read Aloud:**Welcome to the Greenhouse**Vocabulary:**intruderspokeswarmL.2.4, L.2.6TLW 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:**bromeliadtropicallushL.2.4, L.2.6TLW 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 TextUse 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 ReadingSmall groups work with the teacher with leveled texts.Other students will work on menu items | Groups 1, 2 | **Groups 3, 4**Spanish1:00-1:30 | **Groups 1,2**Counselor1:30-2:00 | **Groups 3, 4**Spanish1:00-1:30 |  |
| **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 journals2.NBT.92.OA.12.NBT.5Share 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.92.OA.12.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.92.OA.12.NBT.5Share strategies.SL.2.3TLW 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.2Moby 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 |  |  |  |  |  |