



Mrs. Perry

Lesson Plans for the week of
August 24-28, 2019

Theme: *A Bad Case of Stripes*

** 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: Math Quick check Lesson 3	8:40 – 8:50 Bell Work: Math Facts Practice	8:40 – 8:50 Bell Work: Writing Journal	8:40 – 8:50 Bell Work: Math fact Practice	8:40 – 8:50 Bell Work: Writing Journal
8:50-9:00 Intro. vocabulary for the week	8:50-9:00 Math Quick check Lesson 4	8:50-9:00 Math Quick check Lesson 5	8:50-9:00 Math Quick check Lesson 6	8:50-9:00 Math Quick check Lesson 7
9:00-10:00 <u>Math</u> Obj. TSW RePresent & solve Problems related to addition & subtraction. demonstrate fluency with basic addition facts to make a maximum sum of 20 *lesson 1-4 *intro. -1/-0 10:00-10:30 Extra PE	9:00-9:10 <u>vocabulary</u> Practice game 9:10-10:10 <u>Math</u> Obj. TSW RePresent & solve Problems related to addition & subtraction. demonstrate fluency with basic addition facts to make a maximum sum of 20 *lesson 1-5	9:00-9:10 <u>vocabulary</u> Practice game 9:10-10:45 <u>Guided Reading</u> Obj. TSW work on decoding fluency, comprehension and reading strategies Center Rotation (see center lesson Plans)	9:00-9:10 <u>vocabulary</u> Practice game 9:10-10:10 <u>Math</u> Obj. TSW RePresent & solve Problems related to addition & subtraction. demonstrate fluency with basic addition facts to make a maximum sum of 20 *lesson 1-7	9:00-9:20 <u>vocabulary</u> Practice review And *Spelling test 9:20-10:20 <u>Math</u> Obj. TSW RePresent & solve Problems related to addition & subtraction. demonstrate fluency with basic addition facts to make a maximum sum of 20 *lesson 1-8 *fast facts test

<p>9:00-10:00</p> <p><u>Math</u></p> <p>Obj. TSW Represent & solve Problems related to addition & subtraction. demonstrate fluency with basic addition facts to make a maximum sum of 20</p> <p>*lesson 1-4</p> <p>*intro. -1/-0</p> <p>10:00-10:30</p> <p>Extra PE</p>	<p>9:00-9:10</p> <p><u>Vocabulary</u></p> <p>Practice game</p> <p>9:10-10:10</p> <p><u>Math</u></p> <p>Obj. TSW Represent & solve Problems related to addition & subtraction. demonstrate fluency with basic addition facts to make a maximum sum of 20</p> <p>*lesson 1-5</p> <p>*SSR/AR</p> <p>Obj. TSW: read regularly in instructional-level text that is challenging yet manageable</p>	<p>9:00-9:10</p> <p><u>Vocabulary</u></p> <p>Practice game</p> <p>9:10-10:45</p> <p><u>Guided Reading</u></p> <p>Obj. TSW work on decoding fluency, comprehension and reading strategies</p> <p>Center Rotation (See center lesson plans)</p>	<p>9:00-9:10</p> <p><u>Vocabulary</u></p> <p>Practice game</p> <p>9:10-10:10</p> <p><u>Math</u></p> <p>Obj. TSW Represent & solve Problems related to addition & subtraction. demonstrate fluency with basic addition facts to make a maximum sum of 20</p> <p>*lesson 1-7</p> <p>*SSR/AR</p> <p>Obj. TSW: read regularly in instructional-level text that is challenging yet manageable</p>	<p>9:00-9:20</p> <p><u>Vocabulary</u></p> <p>Practice review</p> <p>And</p> <p>*<u>Spelling test</u></p> <p>9:20-10:20</p> <p><u>Math</u></p> <p>Obj. TSW Represent & solve Problems related to addition & subtraction. demonstrate fluency with basic addition facts to make a maximum sum of 20</p> <p>*lesson 1-8</p> <p>*fast facts test</p>
<p>10:30-10:45</p> <p>Intro. <u>Spelling</u> list and sort</p> <p>Word wall words: after, school, story, game, before, first, more, name, page, take</p>	<p>10:10-10:45</p> <p>Revisit: <u>A Bad Case of Stripes</u></p> <p>Obj. TSW observe the teacher modeling fluency, comprehension and reading strategies</p> <p>*character traits of Camilla</p> <p>*discuss main characters vs. less important characters</p>	<p>10:45-11:30</p> <p>Math</p> <p>Obj. TSW Represent & solve Problems related to addition & subtraction. demonstrate fluency with basic addition facts to make a maximum sum of 20</p> <p>*lesson 1-6</p>	<p>10:10-10:45</p> <p>Revisit: <u>A Bad Case of Stripes</u></p> <p>Obj. TSW observe the teacher modeling fluency, comprehension and reading strategies</p> <p>*summarizing text</p> <p>With: somebody wanted but so then</p>	<p>10:20-11:00</p> <p><u>Scholastic News:</u></p> <p>*read and complete the comprehension questions together</p>

<p>10:45-11:30 Read Aloud <u>A Bad Case of Stripes</u> Obj: TSW Observe the teacher modeling fluency, comprehension and reading strategies</p> <p>*Preview text Make connections *Start anchor chart</p>	<p>10:45-11:30 <u>Writer's Workshop</u> *intro. Writer's Workshop *brainstorm topics, etc.</p>		<p>10:45-11:30 <u>Writer's Workshop</u> *small moments</p>	<p>11:00-11:30 <u>SSR/AR</u> Obj: TSW: read regularly in instructional-level text that is challenging yet manageable</p>
<p>11:30-12:00 Lunch 12:00-12:20 Recess</p>	<p>11:30-12:00 Lunch 12:00-12:20 Recess</p>	<p>11:30-12:00 Lunch 12:00-12:20 Recess</p>	<p>11:30-12:00 Lunch 12:00-12:20 Recess</p>	<p>11:30-12:00 Lunch 12:00-12:20 Recess</p>
<p>12:20-12:30 Penmanship Obj: TSW Write legibly and form letters correctly</p>	<p>12:20-12:30 Penmanship Obj: TSW Write legibly and form letters correctly</p>	<p>12:20-12:30 Penmanship Obj: TSW Write legibly and form letters correctly</p>	<p>12:20-12:30 Penmanship Obj: TSW Write legibly and form letters correctly</p>	<p>12:20-12:30 Penmanship Obj: TSW Write legibly and form letters correctly</p>
<p>12:30-1:20 COMPUTER</p>	<p>12:30-1:20 MUSIC</p>	<p>12:30-1:20 P.E.</p>	<p>12:30-1:20 STEAM</p>	<p>12:30-1:20 INDIAN CULTURE</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>1:20-2:50 Guided Reading Obj: TSW Work on decoding fluency, comprehension and reading strategies Center Rotation (see center lesson Plans)</p>	<p>1:20-2:00 SSR/AR Obj: TSW: read regularly in instructional-level text that is challenging yet manageable 2:25 Clean up 2:30 Dismissal</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>1:20-2:50 revisit: <u>A Bad Case of Stripes</u> Obj: TSW Observe the teacher modeling fluency, comprehension and reading strategies *writing and directed drawing of Camilla</p>

2:50-3:15 Shared Reading: <u>It's Great to Be Me!</u> *highlight rhyming words *review Magic E -am; -ame	2:50-3:15 Shared Reading: <u>It's Great to Be Me!</u> *highlight rhyming words *review Magic E -id; ide		2:50-3:15 Shared Reading: <u>Mr. E</u> Word Work Obj: TSW: learn sound symbol relationships to apply to decode and write words Chunk Wall Word: *review Magic e -ack; -ake	2:50-3:15 Fun Friday for all with completed work
3:20 Clean up 3:25 Early bus/IE 3:30 dismissal	3:20 Clean up 3:25 Early bus/IE 3:30 dismissal		3:20 Clean up 3:25 Early bus/IE 3:30 dismissal	3:20 Clean up 3:25 Early bus/IE 3:30 dismissal

Centers

Monday/Tuesday	Monday/Tuesday	Wednesday/Thursday	Wednesday/Thursday
Guided Reading	Guided Reading	Guided Reading	Guided Reading
Independent Reading	Independent Reading	Independent Reading	Independent Reading
Independent Reading	Independent Reading	Independent Reading	Independent Reading
Spelling sort	Spelling iPad	Spelling iPad	Spelling rainbow write
Math Journal	Word Wall ABC	Math Journal	Math game +