## Mrs. Harvel's Lesson Plans Week of- March 17th - March 21st

# 7:05 - 7:45 Morning Room & Morning Work

Monday	Tuesday	Wednesday	Thursday	Friday
Journal Activity	Journal Writing	Book Bins	Journal Writing	Puzzles

## $7{:}45{-}8{:}00 \ \textbf{Lunch Count, Attendance, \& Morning Announcements}$

Monday	Tuesday	Wednesday	Thursday	Friday
Reader's Workshop	Phonics/Sounding Out	Phonics/Sounding Out	Reader's Workshop	Phonics/Sounding Out
Standards:	Words	Words	Standards:	Words
ELACCKRL123: Answer	ELACCKRF2d: Pronounce	ELACCKRF2d: Pronounce	ELACCKRL123: Answer	ELACCKRF2d:
questions about a text, retell	and write initial, medial vowel,	and write initial, medial	questions about a text, retell	Pronounce and write initial,
familiar stories.	and final sounds.	vowel, and final sounds.	familiar stories.	medial vowel, and final
EQ: Who are the characters in	ELACCKRF3a&b: Produce	ELACCKRF3a&b:	EQ: Who are the characters in	sounds.
the story? Where does the story	sounds for consonants and	Produce sounds for	the story? Where does the story	ELACCKRF3a&b:
take place?	vowels.	consonants and vowels.	take place?	Produce sounds for
TTW read The Pot of Gold by	ELACCKL1: Print many upper-	ELACCKL1: Print many	TTW read There's a Map on My	consonants and vowels.
Jerry Smath. With prompting	and lowercase letters.	upper- and lowercase letters.	Lap! by Dr. Seuss. With	ELACCKL1: Print many
and support, TSW answer	<b>EQ:</b> Why is it important to	<b>EQ:</b> Why is it important to	prompting and support, TSW	upper- and lowercase letters.
questions about key details in	know how to sound out words?	know how to sound out	answer questions about key	<b>EQ:</b> Why is it important to
the story. TSW identify the	Task:	words?	details in the story. TSW identify	know how to sound out
characters and the setting of the	TSW say the name of each	Task:	the characters and the setting of	words?
story. How does the story end?	picture. Print the letters for the	TSW say the name of each	the story. How does the story	Task:
How could it have ended	beginning and the ending	picture. Print the letters for	end? How could it have ended	TSW say the name of each
differently?	sound to finish each word.	the beginning and the	differently?	picture. Print the letters for
<b>Differentiation</b>	EVAL: WR	ending sound to finish each	<b>Differentiation</b>	the beginning, middle and
Remediation- TSW be given	Remediation: TS can refer to	word.	Remediation- TSW be given	the ending sound to write
extra prompting and support	the word wall to identify letters	EVAL: WR	extra prompting and support	each word.
using the text to answer the	and sounds.	Remediation: TS can refer to	using the text to answer the	EVAL: WR
EQ(s).	Acceleration: TS can write	the word wall to identify	EQ(s).	<b>Remediation:</b> TS can refer to
Acceleration: Higher order	sentences using the words given	letters and sounds.	Acceleration: Higher order	the word wall to identify
thinking questions will be	for the day to sound out.	Acceleration: TS can write	thinking questions will be asked.	letters and sounds.
asked.		sentences using the words		Acceleration: TS can write
		given for the day to sound out		sentences using the words
				given for the day to sound out

Purple Group	Orange Group	Blue Group	Green Group	Red Group
Tanis	Shelby	Brayden	Rose	Tiffany
Renee	Landen	Steven	Alexander	Taylor
Miley	Jackson	Kenan	Katie	Trystan
Destiny		Hunter	Jacob	Leslie
Mackenzie				

8:45-9:25 Language Arts: Reader's Workshop, Whole Group, and Small Groups					
Reading Groups are determined according to the most recent student performance on F & P SLOs, GKIDS, as well as classroom observations and assessments.  Assessments: teacher observation/Writer Response					
Monday	Tuesday	Wednesday	Thursday	Friday	
Standards: ELACCKRF1d: Recognize and name upper-lower-case letters ELACCKRF3a&b: Produce sounds for consonants and vowels. EQ: Why is it important to know your letters and letter sounds? ELACCKRF1a: Follow words left, right, top-bottom, and page by page. EQ: How do you read a book? ELACCKL2.cd: Spell phonetically; letters for consonant/vowel sounds. ELACCKRF3c: Read common high frequency words by sight. EQ: Why is it important for you to learn to read sight words? ELACCKRF4 Read emergent-reader texts with understanding ELACCKRF4: Pronounce initial, medial vowel, and final sounds. EQ: What can you do if you come to a word you cannot read?  Harvel-Blue Group Level D TSW read Bath Time to check understanding, track print, identify sight words, and to blend sounds to read unknown words.  EVAL: OR & TO Technology Center: Red Group ABCya.com-Letter Sound Bingo/Starfall will be used if we have "tech" problems.  Mrs. Rowland-Orange Group: Read: Clay's Surprise Re-Read: Animals, Animals ELACCKRF4 Read emergent-reader texts with understanding ELACCKRF4 Pronounce initial, medial vowel, and final sounds. EQ: What can you do if you come to a word you cannot read? EVAL: OR & TO  Reading Center/Purple Group TSW read books of their choice and level.  Writing Center/ Green Group-TSW write 1 to 3 sentences about a topic of his/her choice. Remediation- TSW write words or phrases about a topic of his/her choice. Remediation- TSW write sentences 2-4 sentences with capitalization and end punctuation.  EVAL: TO &WR	Standards: ELACCKRFId: Recognize and name upper-lower-case letters ELACCKRF3a&b: Produce sounds for consonants and vowels. EQ: Why is it important to know your letters and letter sounds? ELACCKRF1a: Follow words left, right, top-bottom, and page by page. EQ: How do you read a book? ELACCKL2.cd: Spell phonetically; letters for consonant/vowel sounds. ELACCKRF3c: Read common high frequency words by sight. EQ: Why is it important for you to learn to read sight words? ELACCKRF4: Pronounce initial, medial vowel, and final sounds. EQ: What can you do if you come to a word you cannot read?  Harvel-Greet Group Level E TSW re- read Shoveling Snow to check understanding, track print, identify sight words, and to blend sounds to read unknown words. EVAL: OR & TO Technology Center: Blue Group ABCya.com-Sight Word Bingo Mrs. Rowland-Red Group: Read: I Like Shapes and How Many Fish? ELACCKRF4 Read emergent-reader texts with understanding ELACCKRF6: Pronounce initial, medial vowel, and final sounds. EQ: What can you do if you come to a word you cannot read? EVAL: OR & TO  Reading Center/Orange Group TSW read books of their choice and level.  Writing Center/Purple Group-TSW write 1 to 3 sentences about a topic of his/her choice. Remediation- TSW write words or phrases about a topic of his/her choice. Remediation- TSW write sentences 2-4 sentences with capitalization and end punctuation.  EVAL: TO &WR	Standards: ELACCKRF1d: Recognize and name upper-lower-case letters ELACCKRF3a&b: Produce sounds for consonants and vowels. EQ: Why is it important to know your letters and letter sounds? ELACCKRF1a: Follow words left, right, top-bottom, and page by page. EQ: How do you read a book? ELACCKL2.cd: Spell phonetically; letters for consonant/vowel sounds. ELACCKRF3c: Read common high frequency words by sight. EQ: Why is it important for you to learn to read sight words? ELACCKRF4 Read emergent-reader texts with understanding ELACCKRF4: Pronounce initial, medial vowel, and final sounds. EQ: What can you do if you come to a word you cannot read?  Harvel-Purpte Group Level C TSW read Spin to Win! to check understanding, track print, identify sight words, and to blend sounds to read unknown words. EVAL: OR & TO  Technology Center: Green Group ABCya.com-Sight Word Bingo Mrs. Rowland-Blue Group: Reread: Big and Little ELACCKRF4 Penonunce initial, medial vowel, and final sounds. EQ: What can you do if you come to a word you cannot read?  EVAL: OR & TO  Reading Center/Red Group TSW read books of their choice and level.  Writing Center/Orange Group-TSW write 1 to 3 sentences about a topic of his/her choice. Remediation- TSW write words or phrases about a topic Acceleration: TSW write sentences 2-4 sentences with capitalization and end punctuation.  EVAL: TO &WR	Standards: ELACCKRFId: Recognize and name upper-lower-case letters ELACCKRF3a&b: Produce sounds for consonants and vowels. EQ: Why is it important to know your letters and letter sounds? ELACCKRF1a: Follow words left, right, top-bottom, and page by page. EQ: How do you read a book? ELACCKL2.cd: Spell phonetically; letters for consonant/vowel sounds. ELACCKRF3e: Read common high frequency words by sight. EQ: Why is it important for you to learn to read sight words? ELACCKRF4 Read emergent-reader texts with understanding ELACCKRFd: Pronounce initial, medial vowel, and final sounds. EQ: What can you do if you come to a word you cannot read?  Harvel-Orange Group Level F, G & H TSW re- read The Dinosaur Who Lived In My Backyard to check understanding, track print, identify sight words, and to blend sounds to read unknown words. EVAL: OR & TO  Technology Center: Purple Group ABCya.com-Letter Sound Bingo Mrs. Rowland-Greet Group: Lil, Sal, and Bill ELACCKRFd: Pronounce initial, medial vowel, and final sounds. EQ: What can you do if you come to a word you cannot read?  EVAL: OR & TO  Reading Center/Blue Group TSW read books of their choice and level.  Writing Center/Red Group TSW read books of their choice and level.  Writing Center/Red Group TSW write 1 to 3 sentences about a topic of his/her choice. Remediation- TSW write words or phrases about a topic Acceleration: TSW write sentences 2-4 sentences with capitalization and end punctuation.  EVAL: TO &WR	Standards: ELACCKRF1d: Recognize and name upper-lower-case letters ELACCKRF3a&b: Produce sounds for consonants and vowels. EQ: Why is it important to know your letters and letter sounds? ELACCKRF1a: Follow words left, right, top-bottom, and page by page. EQ: How do you read a book? ELACCKL2.cd: Spell phonetically; letters for consonant/vowel sounds. ELACCKRF3c: Read common high frequency words by sight. EQ: Why is it important for you to learn to read sight words? ELACCKRF4 Read emergent-reader texts with understanding ELACCKRF6: Pronounce initial, medial vowel, and final sounds. EQ: What can you do if you come to a word you cannot read?  Harvel-Red Group Level A & B TSW read The Cat and The Rat and One for You and One for Me to check understanding, track print, identify sight words, and to blend sounds to read unknown words.  EVAL: OR & TO  Technology Center: Orange Group ABCya.com-Sight Word Bingo Mrs. Rowland-Purple Group: Reread: Zip ELACCKRF4: Pronounce initial, medial vowel, and final sounds. EQ: What can you do if you come to a word you cannot read? EVAL: OR & TO  Reading Center/Blue Group-TSW write 1 to 3 sentences about a topic of his/her choice. Remediation- TSW write words or phrases about a topic of his/her choice. Remediation- TSW write words or phrases about a topic of his/her choice. Remediation- TSW write words or phrases about a topic Acceleration: TSW write sentences 2-4 sentences with capitalization and end punctuation.  EVAL: TO &WR	

9:40-10:25

Specials:

Math Lab

Music/Art

W Computer Lab

TH Library

Writing Lab

F P.E

Science Lab 10:25-10:49

Restroom Break/Read Aloud/

10:49-11:19 Lunch

Restroom Break 11:19-11:30

## 11:30-11:55 Calendar/ Number Talks/Math Frameworks

Monday	Tuesday	Wednesday	Thursday	Friday
Calendar/Number	Calendar/Number Talks/Math	Calendar/Number	Calendar/Number Talks/Math	Calendar/Number
Talks/Math Frameworks	Frameworks	Talks/Math Frameworks	Frameworks	Talks/Math Frameworks
Standards:	Standards:	Standards:	Standards:	Standards:
MCCK.CC1: Count to 100 by ones	MCCK.CC1: Count to 100 by ones	MCCK.CC1: Count to 100 by	MCCK.CC1: Count to 100 by ones	MCCK.CC1: Count to 100 by
and tens	and tens	ones and tens	and tens	ones and tens
MCCKCC2: Count forward	MCCKCC2: Count forward	MCCKCC2: Count forward	MCCKCC2: Count forward	MCCKCC2: Count forward
beginning from a given number.	beginning from a given number.	beginning from a given number.	beginning from a given number.	beginning from a given number.
MCCKCC4: Say the number names	MCCKCC4: Say the number names	MCCKCC4: Say the number	MCCKCC4: Say the number names	MCCKCC4: Say the number
in standard order.	in standard order.	names in standard order.	in standard order.	names in standard order.
Social Studies –SSKH3	Social Studies –SSKH3	Social Studies –SSKH3	Social Studies –SSKH3	Social Studies –SSKH3
TSW count the months of the year	TSW count the months of the year	TSW count the months of the year	TSW count the months of the year	TSW count the months of the
and the days in a week.	and the days in a week.	and the days in a week.	and the days in a week.	year and the days in a week.
TSW identify the days of the week	TSW identify the days of the week	TSW identify the days of the	TSW identify the days of the week	TSW identify the days of the
for today, yesterday and tomorrow.	for today, yesterday and tomorrow.	week for today, yesterday and	for today, yesterday and tomorrow.	week for today, yesterday and
TSW count to 100 by ones and by	TSW count to 100 by ones and by	tomorrow. TSW count to 100 by	TSW count to 100 by ones and by	tomorrow. TSW count to 100 by
tens.	tens.	ones and by tens.  EOs: How can numbers be	tens.	ones and by tens.  EOs: How can numbers be
MCCKCC2-TSW count	MCCKCC2-TSW count	represented? How do we use	EQs: How can numbers be represented? How do we use	represented? How do we use
forward and backwards	forward and backwards from	numbers in our everyday life?	numbers in our everyday life?	numbers in our everyday life?
from a given number and	a given number and stop at a	Counting by Tens/Skip Counting	Tally Up Your Coins!: TSW count	Ten Frames: TSW count the
stop at a given number.	given number.	Irish Puppies: TSW skip count by	the number of tally marks on each pot	number on each ten frame set.
EOs: How can numbers be	EOs: How can numbers be	10's and write the missing	of gold. TSW cut and paste the	TSW cut and paste the matching
represented? How do we use	represented? How do we use	numbers on each puppy from 10	matching number next to the gold.	number next to the ten frame.
numbers in our everyday life?	numbers in our everyday life?	to 100.		
Before and After Activity: TSW	Counting Gold Coins: TSW look at		Acceleration/Intervention:	Acceleration/Intervention:
look at the number in each row.	the number on the coin in each row.	Acceleration/Intervention:	Increasing or decreasing the	Increasing or decreasing the
TSW cut and paste the numbers that	TSW trace the number and count on	Increasing or decreasing the	number given to start and stop	number given to start and
come before and after.	for each set of coins.	number given to start and stop	1	e e
Acceleration/Intervention:		counting to.	counting to.	stop counting to.
Increasing or decreasing the	Acceleration/Intervention:	Counting to.		
number given to start and stop	Increasing or decreasing the			
counting to.	number given to start and stop			
counting to.	counting to.			
	counting to.			

11:55-12:45 Math Whole Group and Small Groups

Square Group	Triangle Group	Rectangle Group	Hexagon Group
Tiffany	Rose	Miley	Shelby
Mackenzie	Landen	Steven	Alexander
Leslie	Tanis	Renee	Jacob
Taylor	Katie	Kenan	Brayden
Trystan	Destiny	Hunter	Jackson

Monday Tuesday Wednesday Thursday Friday MCCKCC2: Count MCCKCC2: Count MCCKCC2: Count forward MCCKCC2: Count MCCKCC2: Count forward beginning from a given number. MCCKCC4a: Say the number MCCKCC4a: Say the number MCCKCC4a: Say the number MCCKCC4a: Say the number names MCCKCC4a: Say the number names in standard order. names in standard order. names in standard order. in standard order. names in standard order. MCCKCC4b: Last number name said tells the number of objects. said tells the number of objects. said tells the number of objects said tells the number of objects. said tells the number of objects. MCCKOA1: Represent addition MCCKOA1: Represent addition and MCCKOA1: Represent addition MCCKCC4c: Each number name MCCKOA1: Represent addition subtraction with objects and subtraction with objects. and subtraction with objects. and subtraction with objects. refers to a quantity that is one larger EOs: How MCCKCC4c: Each number MCCKCC4c: Each number name MCCKCC4c: Each number name MCCKCC4c: Each number name can numbers be refers to a quantity that is one larger name refers to a quantity that is represented? refers to a quantity that is one refers to a quantity that is one MCCKCC6 Whether a group is larger larger one larger MCCKOA1: Represent addition greater than/less than/equal to Mrs. Harvel-Triangle EQs: How can numbers be EQs: How can numbers be another. and subtraction with objects. Group: EQs: How can numbers be EQs: How can numbers be represented? represented? TSW play Who Has Less? TSW Mrs. Harvel-Rectangle represented? represented? play this game with a partner. Mrs. Harvel- Hexagon Mrs. Harvel-will pull Mrs. Harvel- Square Group: Group: TSW take turns rolling dice and students to assess to TSW play Who Has More? Group: TSW play Number Bingo to recording the amount on the progress monitor tier 2 identify numerals 1-20. TSW play this game with a TSW play a dice game called game sheet. TS that has less will interventions. partner. TSW take turns rolling Seusstacular! TSW roll 3 dice DI- TS can use the number line circle the numeral that represents dice and recording the amount and add to cover the sum with to identify numerals. Mrs. Rowland-Whole on the game sheet. TS that has a partner. TS that covers the **Independent Center #1** DI-Increasing or decreasing the Group more will circle the numeral that most sums on the game board Triangle Group number of die/dice. TSW will play Number Math Games to Review Math represents more. wins the game. Bingo to identify numerals. DI-Increasing or decreasing the **Intervention:** TS can count TS that wins the first game number of die/dice. each individual dot on the Sequencing Numbers **Independent Center #1** Pattern Blocks-TSW use magnetic will call out the numerals **Independent Center #1** dice Hexagon Group pattern blocks to build environment for the next game. Acceleration: TSW use the **Rectangle Group** Math Games to Review Math TSW objects. Intervention: Math Games to Review Math counting on strategy to Skills Computer Center-Starfall Math directed to use the number Skills identify the sum. Measurement-Use unifix cubes to Pattern Blocks-TSW use magnetic line to identify unknown Pattern Blocks-TSW use magnetic measure objects. pattern blocks to build environment numerals. pattern blocks to build environment **Independent Center #1** Fill the Line! -Identifying & objects. objects. **Square Group** Writing Numerals Computer Center-Starfall Math Computer Center-Starfall Math Roll, Add, and Color- Counting Math Games to Review Number Bingo- Identifying numerals Number Bingo- Identifying EVAL: SA & TO Sets & Identifying Numeral Math Skills Die Plus One Chart- Refers to a numerals Matching Sets-Counting sets & quantity that is one larger. \*Adding Pattern Blocks-TSW use Die Plus One Chart- Refers to a matching to the correct numeral one to a given numeral. magnetic pattern blocks to build quantity that is one larger. \*Adding Fill the Line! -Identifying & Writing environment objects. one to a given numeral. EVAL: SA & TO Numerals Computer Center-Starfall Math Fill the Line! -Identifying & Writing Roll, Add, and Color- Counting Sets Number Bingo- Identifying Numerals & Identifying Numeral Mrs. Rowland-Hexagon Roll, Add, and Color- Counting Sets Matching Sets-Counting sets & Die Plus One Chart- Refers to a & Identifying Numeral matching to the correct numeral quantity that is one larger. MCCKCC6 Whether a group Matching Sets-Counting sets & \*Adding one to a given numeral. matching to the correct numeral is greater than/less than/equal Fill the Line! -Identifying & EVAL: SA & TO to another. Writing Numerals EVAL: SA & TO TSW learn how to play War Roll, Add, and Color- Counting Mrs. Rowland-Square Group with a partner using a deck of Sets & Identifying Numeral TSW play Who Has Less? TSW Mrs. Rowland-Triangle cards. TSW identify the greater Matching Sets-Counting sets & play this game with a partner. Group: number. TS that has the greater matching to the correct numeral TSW take turns rolling dice and TSW review sequencing number, keeps both cards. The recording the amount on the numbers that come before and EVAL: SA & TO student with more cards at the game sheet. TS that has less will after a given numeral up to 60 or end of the game wins. circle the numeral that represents Mrs. Rowland-Rectangle less Group **DI**-Increasing or decreasing the MCCKCC6 Whether a **Independent Center** number of die/dice. Independent Center #2/ group is greater than/less **Independent Center** Hexagon Group-TSW review than/equal to another. #2/Square Group-TSW **Independent Center** TSW learn how to play War sequencing numbers that come review sequencing numbers #2//Rectangle Group-TSW before and after a given numeral with a partner using a deck of that come before and after a review sequencing numbers that up to 100. cards. TSW identify the given numeral up to 22. come before and after a given greater number. TS that has numeral up to 60. EVAL: SA & TO the greater number, keeps both cards. The student with EVAL: SA & TO

more cards at the end of the game wins.

Independent Center #2/ **Triangle Group-TSW** review sequencing numbers that come before and after a given numeral up to 30-50

EVAL: SA & TO

EVAL: SA & TO

12:55-1:30 Writer's Workshop/Science and Social Studies Integration- TTW model writing. Assessment- Teacher observation, peer editing, teacher/student conferencing; Remediation- TW pull a small group to review rules of writing and work on writing skills, conferencing; Acceleration: TW challenge students to write more details and use more describing words.

Monday	Tuesday	Wednesday	Thursday	Friday
Narrative Writing	Information Writing	Information Writing	Information Writing	Social Studies-SSKG3
ELACCKRW3	Butterflies	Butterflies	Butterflies	Personal Information
Review the mentor text from Reader's Workshop: The Pot of Gold TS(s)W discuss what they would do if they found a pot of gold.  TSW draw and write to narrate an event.  If I found a pot of gold  Writing goals for each page: *Start each sentence with a capital letter. *Put a finger space between each word. *End each sentence with a punctuation mark. * Draw a picture to illustrate his/her writing, Remediation- TSW be given extra prompting and support with help writing letters, words, and putting finger spaces between words to build sentences. Acceleration: TS can write an additional sentence giving more details about the topic.  EVAL; OR & WR	ELACCKRW2-Draw, dictate, and write to compose informative text.  EQ: What do good writers do? Day 1  TSW make a book about butterflies! TSW give details about the life cycle of a butterfly. TSW draw pictures to illustrate his/her writing.  Writing goals for each page: *Start each sentence with a capital letter. *Put a finger space between each word. *End each sentence with a punctuation mark. * Draw a picture to illustrate his/her writing,  Remediation- TSW be given extra prompting and support with help writing letters, words, and putting finger spaces between words to build sentences.  Acceleration: TS can write an additional sentence giving more details about the topic.	ELACCKRW2-Draw, dictate, and write to compose informative text. EQ: What do good writers do?  Day 2 TSW continue writing pages for his/her butterfly book. TSW give details about the life cycle of a butterfly. TSW draw pictures to illustrate his/her writing. TSW revise and edit writing as needed after conferencing with the teacher.  Writing goals for each page: *Start each sentence with a capital letter. *Put a finger space between each word. *End each sentence with a punctuation mark. * Draw a picture to illustrate his/her writing, Remediation- TSW be given extra prompting and support with help writing letters, words, and putting finger spaces between words to build sentences. Acceleration: TS can write an additional sentence giving more details about the topic.	ELACCKRW2-Draw, dictate, and write to compose informative text.  EQ: What do good writers do?  EQ: What do good writers do?  Day 3: Author's Chair/TSW share his/her writing with the class.  ELACCKRW5-Respond to suggestions from peers to improve writing  Writing goals for each page:  *Start each sentence with a capital letter. *Put a finger space between each word. *End each sentence with a punctuation mark. * Draw a picture to illustrate his/her writing,  Remediation- TSW be given extra prompting and support with help writing letters, words, and putting finger spaces between words to build sentences.  Acceleration: TS can write an additional sentence giving more details about the topic.	TSW sing My World Family by Dr. Jean. Then the student will state his/her street address, city, county, state, nation, and continent in which he/she lives. EQ: What is the name of the city you live in? County? State? Nation? Continent? EVAL: OR

1:30-1:40 **Snack Time** 

1:40-2:00 Recess

2:00-2:25 Pack Up & Dismissal