Mrs. Sommersdorf Lesson Plans Week of: May 1-5

Spelling: gnat, gnu, know, knife, write, wrong, down, cause, been, their High Frequency Words: been children, month, question, their, year, country, gathers ALL PLANS ARE SUBJECT TO CHANGE.

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|---|--|---|--|
| 7:55-8:00 | Roll, pledge, sharpen pencils | Roll, pledge, sharpen pencils | Roll, pledge, sharpen pencils | Roll, pledge, sharpen pencils | Roll, pledge, sharpen pencils |
| 8:00-8:30 | Lab | Lab | Lab | LAB | LAB |
| 8:30-9:30 Reading Word Work Fluency: Sound Spelling Phonemic Awareness: phoneme blending, categorization, substitution | Word Work Introduce High Frequency Words Shared Reading "Wrapped in Ice" Introduce Spelling Words Workbook —words with gn, kn, wr Workbook—high frequency | Word Work Listening Comprehension— Ask and Answer Questions with a Partner Read "Wrapped in Ice" Workbook—cause and effect chart Workbook—Story | Word Work Close Reading with "Rain School" Workbook—silent letters Workbook—compound words | Spelling Pre-Test Word Work Close Reading with "Rain School" Workbook—headings Workbook—write about reading: cause and effect | Spelling Test Test on Unit 6 Week 3 |
| Phonics: vowel variants au and aw Structural Analysis: vowel-team syllables High Frequency Words | words in a sentence Workbook—special vocab: country and gathers | Questions: cause and effect Mini Book "Storm Watch" Workbooksimilies | | | |
| 9:30-10:00 Language Arts | Grammar—special pronouns/commas in dates and letters) | Grammar—special pronouns/commas in dates and letters) | Grammar—special pronouns/commas in dates and letters) | Grammar—special pronouns/commas in dates and letters) | Informational writing |
| 10:00-10:30 Writing | Write spelling words four times each | Write spelling words four times each for handwriting | Spelling Workbook | Grammar Workbook | Informational writing |
| 10:30-11:00 Lunch | Lunch | Lunch | Lunch | Lunch | Lunch |
| 11:00-12:30 Math | Lesson 12.2—What attributes can you use to describe two dimensional shapes? | Lesson 12.3—How can you put two dimensional shapes together to make new shapes? | Lesson 12.4—How can you combine two dimensional shapes to make new ones? | Lesson 12.5—How can acting out help you make new shapes from combined shapes? | Lesson 12.6—How can you find shapes in other shapes? |
| 12:30-1:30 | AR | AR | Music | AR | Media |
| 1:00-1:30 PE | PE | PE | PE | PE | PE |
| 1:30-2:30 Science/Social Studies | Review kinds of plants, kinds of animals, and different kinds of animals of one kind | Lesson 5 check | Study Guide/Review | Chapter 5 Review | Test on Chapter 5 |
| 2:30-2:57-BUS DUTY | BUS DUTY | BUS DUTY | BUS DUTY | BUS DUTY | BUS DUTY |