



Mrs. Perry

Theme: *New Year...New Me*

January 6-10

•• Plans are subject to change based on difficulty and schedule changes throughout the week. ••

RSWR=Reading, Speaking, Writing, Reasoning

TECH=Using technology in lesson

Monday	Tuesday	Wednesday	Thursday	Friday
<b>8:40 - 8:50</b> <b>Bell Work:</b> <b>Math fact practice</b> <b>subtracting with 9</b>	<b>8:40 - 8:50</b> <b>Bell Work:</b> <b>Math fact practice</b> <b>subtracting with 9</b>	<b>8:40 - 8:50</b> <b>Bell Work:</b> <b>Math fact practice</b> <b>subtracting with 9</b>	<b>8:40 - 8:50</b> <b>Bell Work:</b> <b>Math fact practice</b> <b>subtracting with 9</b>	<b>8:40 - 8:50</b> <b>Bell Work:</b> <b>Math fact practice</b> <b>subtracting with 9</b>
<b>8:50-9:00</b> <b>Math Calendar</b> <b>Obj:TSW:</b> <ul style="list-style-type: none"> <li>•Use concrete models of hundreds, tens, and ones to develop the concepts of place value.</li> <li>•tell time on digital and analog clocks to the hour, quarter hour, and half hour.</li> <li>•Identify and count money; connect coins and bills with place value.</li> <li>•Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas. <ul style="list-style-type: none"> <li>•identify odd/even numbers.</li> </ul> </li> <li>•describe, extend, and create patterns using symbols, shapes, and designs</li> <li>•PROBLEM SOLVING MATH STATION CARD</li> </ul>	<b>8:50-9:00</b> <b>Math Calendar</b> <b>Obj:TSW:</b> <ul style="list-style-type: none"> <li>•Use concrete models of hundreds, tens, and ones to develop the concepts of place value.</li> <li>•tell time on digital and analog clocks to the hour, quarter hour, and half hour.</li> <li>•Identify and count money; connect coins and bills with place value.</li> <li>•Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas. <ul style="list-style-type: none"> <li>•identify odd/even numbers.</li> </ul> </li> <li>•describe, extend, and create patterns using symbols, shapes, and designs</li> <li>•PROBLEM SOLVING MATH STATION CARD</li> </ul>	<b>8:50-9:00</b> <b>Math Calendar</b> <b>Obj:TSW:</b> <ul style="list-style-type: none"> <li>•Use concrete models of hundreds, tens, and ones to develop the concepts of place value.</li> <li>•tell time on digital and analog clocks to the hour, quarter hour, and half hour.</li> <li>•Identify and count money; connect coins and bills with place value.</li> <li>•Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas. <ul style="list-style-type: none"> <li>•identify odd/even numbers.</li> </ul> </li> <li>•describe, extend, and create patterns using symbols, shapes, and designs</li> <li>•PROBLEM SOLVING MATH STATION CARD</li> </ul>	<b>8:50-9:00</b> <b>Math Calendar</b> <b>Obj:TSW:</b> <ul style="list-style-type: none"> <li>•Use concrete models of hundreds, tens, and ones to develop the concepts of place value.</li> <li>•tell time on digital and analog clocks to the hour, quarter hour, and half hour.</li> <li>•Identify and count money; connect coins and bills with place value.</li> <li>•Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas. <ul style="list-style-type: none"> <li>•identify odd/even numbers.</li> </ul> </li> <li>•describe, extend, and create patterns using symbols, shapes, and designs</li> <li>•PROBLEM SOLVING MATH STATION CARD</li> </ul>	<b>8:50-9:00</b> <b>Math Calendar</b> <b>Obj:TSW:</b> <ul style="list-style-type: none"> <li>•Use concrete models of hundreds, tens, and ones to develop the concepts of place value.</li> <li>•tell time on digital and analog clocks to the hour, quarter hour, and half hour.</li> <li>•Identify and count money; connect coins and bills with place value.</li> <li>•Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas. <ul style="list-style-type: none"> <li>•identify odd/even numbers.</li> </ul> </li> <li>•describe, extend, and create patterns using symbols, shapes, and designs</li> <li>•PROBLEM SOLVING MATH STATION CARD</li> </ul>
<b>9:00-10:30</b> <b>Guided Reading</b>	<b>9:00-10:30</b> <b>Guided Reading</b>	<b>9:00-10:30</b> <b>Guided Reading</b>	<b>9:00-10:30</b> <b>Guided Reading</b>	<b>9:15-10:15</b> <b>Math</b>

Obj:TSW work on decoding fluency, comprehension and reading strategies <b>Center Rotation</b>	Obj:TSW work on decoding fluency, comprehension and reading strategies <b>Center Rotation</b>	Obj:TSW work on decoding fluency, comprehension and reading strategies <b>Center Rotation</b>	Obj:TSW work on decoding fluency, comprehension and reading strategies <b>Center Rotation</b>	Obj: Okla. Academic Standards 2.N2.- 2N2.4, 2N2.5, Addition and subtracting with and without regrouping <b>*Test</b>
Obj: Okla. Academic Standards 2.N2.- 2N2.4, 2N2.5, Addition and subtracting with and without regrouping <b>Lesson 7</b>	Obj: Okla. Academic Standards 2.N2.- 2N2.4, 2N2.5, Addition and subtracting with and without regrouping <b>Lesson 7</b>	<b>10:30-11:30</b> <b>Math</b> Obj: Okla. Academic Standards 2.N2.- 2N2.4, 2N2.5, Addition and subtracting with and without regrouping <b>Lesson 8</b>	<b>10:30-11:30</b> <b>Math</b> Obj: Okla. Academic Standards 2.N2.- 2N2.4, 2N2.5, Addition and subtracting with and without regrouping <b>*Review for test</b>	<b>10:15-11:30</b> <b>Scholastic News:</b>  Obj: TSW read and answer comprehension questions independently; read diagram R12.1 key details R2.2 main idea R2.7 use visuals R1.2.7 read a diagram
<b>11:30-12:00</b> <b>Lunch</b> <b>12:00-12:20</b> <b>Recess</b>	<b>11:30-12:00</b> <b>Lunch</b> <b>12:00-12:20</b> <b>Recess</b>	<b>11:30-12:00</b> <b>Lunch</b> <b>12:00-12:20</b> <b>Recess</b>	<b>11:30-12:00</b> <b>Lunch</b> <b>12:00-12:20</b> <b>Recess</b>	<b>11:30-12:00</b> <b>Lunch</b> <b>12:00-12:20</b> <b>Recess</b>
<b>12:20-12:30</b> <b>Penmanship</b> Obj: TSW write legibly and form letters correctly	<b>12:20-12:30</b> <b>Penmanship</b> Obj: TSW write legibly and form letters correctly	<b>12:20-12:30</b> <b>Penmanship</b> Obj: TSW write legibly and form letters correctly	<b>12:20-12:30</b> <b>Penmanship</b> Obj: TSW write legibly and form letters correctly	<b>12:20-12:30</b> <b>Penmanship</b> Obj: TSW write legibly and form letters correctly
<b>12:30-1:20</b> <b>Computer</b>	<b>12:30-1:20</b> <b>Music</b>	<b>12:30-1:20</b> <b>PE</b>	<b>12:30-1:20</b> <b>Steam</b>	<b>12:30-1:20</b> <b>Indian Culture</b>

<p><b>1:20-2:00</b> <b>SSR/AR</b></p> <p>Obj:TSW:read regularly in instructional-level text that is challenging yet manageable</p>	<p><b>1:20-1:40</b> <b>SSR/AR</b></p> <p>Obj:TSW:read regularly in instructional-level text that is challenging yet manageable</p>	<p><b>1:20-1:40</b> <b>SSR/AR</b></p> <p>Obj:TSW:read regularly in instructional-level text that is challenging yet manageable</p>	<p><b>1:20-2:00</b> <b>SSR/AR</b></p> <p>Obj: TSW read regularly in instructional-level text that is challenging yet manageable</p>	<p><b>1:20-2:00</b></p> <p>Intro. new spelling and <u>Word wall</u> words:</p> <p>untie, unfinished, unhappy, dislike, disappoint, disarm, useless, pointless, fearless, harmless</p>
<p><b>2:00-2:20</b></p> <p><b>Read Aloud: <u>Squirrel's New Year's Resolution</u></b></p> <p>Obj: TSW Observe the teacher modeling fluency, comprehension and reading strategies</p> <p><b>2:20-2:30</b></p> <p><b>•Resolution schema chart</b></p>	<p><b>1:40-2:20</b></p> <p><b>Writer's Workshop</b></p> <p>Obj: TSW: demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing in a variety of different modes and forms to write coherently.</p> <p><b>Mini-lesson:</b> New Year's Resolution</p>	<p><b>1:40-2:20</b></p> <p><b>Writer's Workshop</b></p> <p>Obj: TSW: demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing in a variety of different modes and forms to write coherently.</p> <p><b>Mini-lesson:</b> New Year's Resolution publish</p> <p><b>2:25 Clean up</b> <b>2:30 Dismissal</b></p>	<p><b>2:00-2:15</b></p> <p><b>Read Aloud <u>The Mitten</u></b></p> <p>Obj: TSW Observe the teacher modeling fluency, comprehension and reading strategies</p> <p>•build schema chart RI.2.5; RI 2.6</p>	<p><b>2:00-2:15</b></p> <p><b>Read Aloud <u>The Hat</u></b></p> <p>Obj: TSW Observe the teacher modeling fluency, comprehension and reading strategies</p> <p>•build schema chart RI.2.5; RI 2.6</p>
<p><b>2:20-3:00</b></p> <p><b>Writer's Workshop</b></p> <p>Obj: TSW: demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing in a variety of different modes and forms to write coherently.</p> <p><b>Mini-lesson:</b> New Year's Resolution</p>			<p><b>2:15-3:00</b></p> <p><b>Writer's Workshop</b></p> <p>Obj: TSW: demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing in a variety of different modes and forms to write coherently.</p>	<p><b>2:15-3:00</b></p> <p><b>Writer's Workshop</b></p> <p>Obj: TSW: demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing in a variety of different modes and</p>

			<b>Mini-lesson:</b> strong verbs	forms to write coherently. <b>Mini-lesson:</b> strong verbs
<b>3:00-3:20</b> <b>Word Work</b> Obj: TSW: learn sound symbol relationships to apply to decode and write words <b>Chunk wall word</b> <b>Review:</b> ou and ow	<b>3:00-3:20</b> <b>Word Work</b> Obj: TSW: learn sound symbol relationships to apply to decode and write words <b>Chunk wall word</b> Intro. oo and ew		<b>3:00-3:20</b> <b>Word Work</b> Obj: TSW: learn sound symbol relationships to apply to decode and write words <b>Chunk wall word</b> <b>review:</b> ew	<b>3:00-3:20</b> <b>Word Work</b> Obj: TSW: learn sound symbol relationships to apply to decode and write words <b>Chunk wall word</b> <b>Review:</b> oo
<b>3:20 Clean up</b> <b>3:25 Early bus/IE</b> <b>3:30 dismissal</b>	<b>3:20 Clean up</b> <b>3:25 Early bus/IE</b> <b>3:30 dismissal</b>		<b>3:20 Clean up</b> <b>3:25 Early bus/IE</b> <b>3:30 dismissal</b>	<b>3:20 Clean up</b> <b>3:25 Early bus/IE</b> <b>3:30 dismissal</b>

<i>Monday/Tuesday</i>	<i>Monday/Tuesday</i>	<i>Wednesday/Thursday</i>	<i>Wednesday/Thursday</i>
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	Spelling	Spelling	Spelling
New Year's math fun sheet	Word Wall	Squirrel's New Year's Resolution retell	Math Journal