**Mathieu Lesson Plan April 28- May 2**

| **Subject** | **Learning Targets** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
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| **Science** | **I can explore stem** | STEM bins | STEM bins | STEM bins | STEM bins | STEM bins |
| **Whole Group (Phonics and Reading)** | **I can isolate and identify beginning and ending consonant sounds. I can decide if two words rhyme. I can break compound words into parts and then create new compound words.**  **I can practice blending CVC, CVCC, and CCVCC words.** | Primary Skill: /oo/ (broom, book)  Secondary  Skill/Word Families: wel team -oom, - ood  Spiral Review: vowel teams /ou/, /oi/;  suffix -ly  The Shoemaker and the Elves | Primary Skill: /oo/ (broom, book)  Secondary  Skill/Word Families: wel team -oom, - ood  Spiral Review: vowel teams /ou/, /oi/;  suffix -ly  The Shoemaker and the Elves | Primary Skill: /oo/ (broom, book)  Secondary  Skill/Word Families: wel team -oom, - ood  Spiral Review: vowel teams /ou/, /oi/;  suffix -ly  The Shoemaker and the Elves | Primary Skill: /oo/ (broom, book)  Secondary  Skill/Word Families: wel team -oom, - ood  Spiral Review: vowel teams /ou/, /oi/;  suffix -ly  The Shoemaker and the Elves | Primary Skill: /oo/ (broom, book)  Secondary  Skill/Word Families: wel team -oom, - ood  Spiral Review: vowel teams /ou/, /oi/;  suffix -ly  Decodable Reader  Brooms Sweep |
| **Grammar** | **I can practice grammar skills with my classmates** | plural possessives  Commas | plural possessives  Commas | plural possessives  Commas | plural possessives  Commas | plural possessives  Commas |
| **Interactive Read Aloud (shared reading)** | **I can identify the main idea of a story.** | Pay and Play at the Zoo | Pay and Play at the Zoo | Crocodile | Crocodile | The Animal Store |
| **Small Group** | **I can blend cvc letters to read words/ I can read high frequency words** | **Skills: decodables with short and long /oo/ sound**  **Books Selections to choose from:** | | | | |
| **Writing** | **I can state facts about the topic.** | Writing informational | Informational Writing | Informational Writing | Informational Writing | Informational Writing |
| **Vocabulary** | **I can recognize sight words in a text.**  **I can describe the meaning of vocabulary words.**  **I can write sentences using words from a word bank.** | **Writing words: does, another, wash, some**  **High Frequency Words:**  **Vocabulary:** | | | | |
| **Centers** | **I can complete seatwork and center tasks.** | Explore ELA centers | | | | |
| **RTI Tier II** | **I can practice letter naming fluency and letter sound fluency** | B.D., E.H.: letter and sound ID  LM: cvc words  NWF: RR  ORF: RR, RB, KM | B.D., E.H. letter & sound ID  LM: blend cvc  NWF: RR  ORF: RR, RB, KM | B.D., E.H. : letter and sound ID  LM: blend cvc  NWF: RR  ORF: RR, RB, KM | B.D., E.H.: letter and Sound ID  LM: blend cvc  NWF: RR  ORF: RR, RB, KM | B.D., E.H.: letter and Sound ID  LM: blend cvc  NWF: RR  ORF: RR, RB, KM |
| **Math whole group** | **I can add and subtract fluently. I can recognize double digit numbers. I can read draw and identify shapes. I can divide shapes into equal parts.** | -time (hour and half hour)  -compare quantities  -represent a number with tens and ones  -expanded form  -double digit addition and subtraction  -ten more.ten less  -true/false equations (balanced equations)  -Missing addends in a balanced equation | -time (hour and half hour)  -compare quantities  -represent a number with tens and ones  -expanded form  -double digit addition and subtraction  -ten more.ten less  -true/false equations (balanced equations)  -Missing addends in a balanced equation | -time (hour and half hour)  -compare quantities  -represent a number with tens and ones  -expanded form  -double digit addition and subtraction  -ten more.ten less  -true/false equations (balanced equations)  -Missing addends in a balanced equation | -time (hour and half hour)  -compare quantities  -represent a number with tens and ones  -expanded form  -double digit addition and subtraction  -ten more.ten less  -true/false equations (balanced equations)  -Missing addends in a balanced equation | -time (hour and half hour)  -compare quantities  -represent a number with tens and ones  -expanded form  -double digit addition and subtraction  -ten more.ten less  -true/false equations (balanced equations)  -Missing addends in a balanced equation |
| **small group math**  **Tier II Math** | **I can add and subtract.** | # Recognition: BD, EH  Addition Practice:  BD, EH, LM | # Recognition: BD, EH  Addition Practice:  BD, EH, LM | # Recognition: BD, EH  Addition Practice:  BD, EH, LM | # Recognition: BD, EH  Addition Practice:  BD, EH, LM | # Recognition: BD, EH  Addition Practice:  BD, EH, LM |
| **Centers** | **I can complete my seatwork and center tasks.** | Math center tasks | Math Center Tasks | Math center  tasks | Math Center Tasks | Math Center Tasks |
| **Social Science** | **I can see how people contribute to society.** | Cinco de Mayo  Mothers Day | Cinco de Mayo  Mothers Day | Cinco de Mayo  Mothers Day | Cinco de Mayo  Mothers Day | Cinco de Mayo  Mothers Day |

| **ELA CCRS:**  1. Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.  2. Actively participate in shared reading experiences and collaborative discussions to build background knowledge and learn how oral reading should sound.  5. Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s).  6. Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.  7. Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-  appropriate texts.  8. Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.  9. Read grade-appropriate texts with accuracy and fluency.  10. Read high-frequency words commonly found in grade-appropriate text.  11. Utilize new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge.  12. Ask and answer questions about unfamiliar words and phrases in discussions and/or text |
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| **Math CCRS:**  **1.Use addition and subtraction to solve word problems within 20 by using concrete objects, drawings, and equations with a symbol for the unknown number to represent the problem.**  **3. Apply properties of operations as strategies to add and subtract.**  **5. Relate counting to addition and subtraction.**  **6. Add and subtract within 20.**  **6.a Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by counting on.**  **6.b Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by making ten.**  **6. c Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by decomposing a number leading to a ten.**  **6.d Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by using the relationship between addition and subtraction.**  **6.e Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by creating equivalent but easier or known sums.**  **10.b Read numerals (within 50)**  **10.c Write numerals (within 50)**  **10.d Represent a number of objects (within 50) with a written numeral** |
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| **Social Science CCRS:**  **Science:**  Unit 1 benchmark : Science CCRS Standard: 1. MO.5: Design a solution to a human problem by using materials to imitate how plants and/or animals use their external parts to help them survive, grow, and meet their needs (e.g., outerwear imitating animal furs for insulation, gear mimicking tree bark or shells for protection).\* |
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