**Mathieu Lesson Plan Jan. 13-17**

| **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:** long i (final e)  **Secondary Skill/Word Families:** VCe syllables;-ine, -ife, -ide  **Spiral Review:** soft c and g; contractions with “not”;long vowels o, a (final e)  **Heggerty**  Wk. 18/1  **Phonics** | **Primary Skill:** long i (final e)  **Secondary Skill/Word Families:** VCe syllables;-ine, -ife, -ide  **Spiral Review:** soft c and g; contractions with “not”;long vowels o, a (final e)  **Heggerty**  Wk. 18/2  **Phonics** | **Primary Skill:** long i (final e)  **Secondary Skill/Word Families:** VCe syllables;-ine, -ife, -ide  **Spiral Review:** soft c and g; contractions with “not”;long vowels o, a (final e)  **Heggerty**  Wk. 18/3  **Phonics** | **Primary Skill:** long i (final e)  **Secondary Skill/Word Families:** VCe syllables;-ine, -ife, -ide  **Spiral Review:** soft c and g; contractions with “not”;long vowels o, a (final e)  **Heggerty**  Wk. 18/4  **Phonics** | **Primary Skill:** long i (final e)  **Secondary Skill/Word Families:** VCe syllables;-ine, -ife, -ide  **Spiral Review:** soft c and g; contractions with “not”;long vowels o, a (final e)  **Heggerty**  Wk. 18/5  **Phonics** |
| **Grammar** | **I can practice grammar skills with my classmates** | Using conjunctions | Using conjunctions | Using conjunctions | Using conjunctions | Using conjunctions |
| **Interactive Read Aloud (shared reading)** | **I can identify the main idea of a story.** | Lunch | Lunch/ My Reading and Writing Pg. 6 | No Tiger Hunt Today | No Tiger Hunt Today | Friends |
| **Small Group** | **I can blend cvc letters to read words/ I can read high frequency words** | *Meet with small groups of students to:*  *• Scaffold reading behaviors and strategies using small-group texts, teacher’s guides, and Prompting Cards.*  *• Build fluency using the decodable readers or reader’s theater scripts and Reader’s Theater Handbook lessons.*  *• Revisit complex read-alouds.*  *See additional small-group suggestions on the Unit Foldout* | | | | |
| **Writing** | **I can state facts about the topic.** | opinion writing | opinion writing | opinion writing | opinion writing | opinion 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.** | **Vocabulary Words: forgot, mistake, learned, lesson**  **High Frequency Words: after , call, her, large, far, give, too, try** | | | | |
| **Centers** | **I can complete seatwork and center tasks.** | Explore ELA centers | | | | |
| **RTI Tier II** | **I can practice letter naming fluency and letter sound fluency** | BD, EH  Letter recognition  Blending CVC Practice: Exar, Robert | B.D., E.H.: letter recognition  Blending CVC practice: Exar, Robert | B.D., E.H.: letter recognition  Blending CVC Practice: Exar, Robert | B.D., E.H.: letter recognition  Blending CVC Practice: Exar, Robert | B.D., E.H.: letter recognition  Blending CVC Practice: Exar, Robert |
| **Math whole group** | **I can add and subtract fluently. I can recognize numbers up to ten. I can read number words.** | Numerals to 120  Practicing adding and subtracting fluently to 20  Fact Families  Missing # in Equations | Numerals to 120  Practicing adding and subtracting fluently to 20  Fact Families  Missing # in Equations | Numerals to 120  Practicing adding and subtracting fluently.  Fact Families  Missing # in Equations | Numbers to 120  Practice adding and subtracting fluently.  Fact Families  Missing # in Equations | Numbers to 120  Practice adding and subtracting fluently.  Fact Families  Missing # in Equations |
| **small group math**  **Tier II Math** | **I can add and subtract.** | # Recognition  BD/ EH  Math facts:  Londyn/ Exar/ Kyra | # Recognition: BD/EH  Subtraction Practice:  Exar/ Londyn  Kyra | # Recognition: BD/EH  Subtraction Practice:  Exar/ Londyn  Kyra | # Recognition: BD/EH  Subtraction Practice:  Exar/ Londyn  Kyra | # Recognition: BD/EH  Subtraction Practice:  Exar/ Londyn  Kyra |
| **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 set goals** | MLK/ Historical Figures | MLK/ Historical Figures | MLK/ Historical Figures | MLK/ Historical Figures | MLK/ Historical Figures |

| **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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