Mann Lesson Plans November 4-8, 2024

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| Topics | Standards | Monday | Tuesday | Wednesday | Thursday | Friday |
| Specials this week  **Computer rescheduled this week** | Anchor charts this week:  Informational Essays  Hundreds Chart  Number Line  Open Number Line | Counseling – 8:15  Gate-9:30  Faculty meeting  Voting for President |  |  |  |  |
| Tests this week |  |  | Reading part 1 | Reading part 2  Math |  |  |
| Morning Meeting  Math | |  | | --- | | I can use my knowledge to complete activities on the calendar, place value, even and odd, and on spiral review | | Calendar  Place value  Spiral review 2.4  Days of Week, month, year | Calendar  Place value  Spiral review 2.34  Days of Week, month, year | Calendar  Place value  Spiral review 2.4  Days of Week, month, year | Calendar  Place value  Spiral review 2.4  Days of Week, month, year | Calendar  Place value  Spiral review 2.4  Days of Week, month, year |
| Phonemic Awareness | ELA 9. Demonstrate advanced phonemic awareness skills in spoken words.  a. Add, delete, and substitute phonemes at the beginning, end, or middle of a spoken word made up of up to six phonemes and produce the resulting word. | Heggerty Week 14  Day 1  Rhyming, blending onset, rimes, segmenting, adding, substituting, and deleting initial phonemes, | Heggerty Week 14 Day 2  Rhyming, blending onset, rimes, segmenting, adding, substituting, and deleting initial phonemes, | Heggerty-Week 14 day 3  Rhyming, blending onset, rimes, segmenting, adding, substituting, and deleting initial phonemes, | Heggerty Week 14 day 4  Rhyming, blending onset, rimes, segmenting, adding, substituting, and deleting initial phonemes, | Heggerty 14 day 5  Rhyming, blending onset, rimes, segmenting, adding, substituting, and deleting initial phonemes, |
| Phonics/ Spelling | Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context. | R controlled words  Spelling patterns er, ur, ir,  High Frequency words: again, below,  carry, does, eight,  find, house, laugh, mother, school | R controlled words  Spelling patterns long er, ur, ir  High Frequency words: again, below,  carry, does, eight,  find, house, laugh, mother, school | R controlled words  Spelling patterns er, ur, ir  High Frequency words: again, below,  carry, does, eight,  find, house, laugh, mother, school | R controlled words  Spelling patterns er, ur, ir  High Frequency words: again, below,  carry, does, eight,  find, house, laugh, mother, school | R controlled words  Spelling patterns er, ur, ir,  High Frequency words: again, below,  carry, does, eight,  find, house, laugh, mother, school |
| Reading whole group lesson | I can read and discuss  I can discuss and answer the **Essential Question:**  I can answer questions about key details in the text. I can use key details to recount events in the story. | *BA Unit 3-week 3 “Getting a message to General Washington”.* | *Reading Test part 1*  “Will there be war?” | *Reading Test part 2* | *BA p. 152 Features of Poetry*  “Words Like Freedom”  Anchor chart p. 153 Features of Poetry  Look for rhyming words, discuss features & structure | *BA Unit 3 Week 3*  *“Words like Freedom”* |
| Vocabulary | I can use context clues to determine meanings of words. I can recognize and use vocabulary words from the story Storm Jumpers | Review vocabulary:  *Her, never, winter, bird, girl, shirt, third, hurt, nurse, burn,*  *HF words: all, away, better, by, change, done, even, found, learn, only* | Review vocabulary and preview the text. Make connections with the story.  Eager, enemy, puzzled, urgent | Recognize and use vocabulary to understand the story  Eager, enemy, puzzled, urgent | Recognize and use vocabulary  Understanding vocabulary  Services, community  Symbol, protect.  Gear, strength  Sketch, Freedom, liberty | Review vocabulary from poem  Freedom, Liberty |
| Writing | I can write factual statements in sequence to prepare for writing process essay. | Describe process essay, list steps, transition words,  Have students select topic from:  How to make a pbj sandwich | Have students begin writing process essay. List steps for the process. | Add transition or sequence words to essay. Add details to expand upon details. | Transfer writing to Chrome Books | Continue to type writing on chrome books. |
| Read Aloud | I can listen to stories, discuss and answer questions about what I read. | *Continue to read: If you lived at the time of George Washington* | *Continue to read: If you lived at the time of George Washington* | *Continue to read: If you lived at the time of George Washington* | *Continue to read: If you lived at the time of George Washington* | *Continue to read: If you lived at the time of George Washington* |
| Small Group Word Work  Writing  Library  Technology  Meet with Teacher | I can read on to clarify or confirm understanding using context.  ELA 1. I can Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.  I can respond to what I read by writing complete sentences answering the 5 W questions.  I can identify the sounds in various words.  Small group:  quick phonics, word study, reading-questions    I can read to build fluency, which aids in my understanding of the text. | Rotate groups every 15 min to cover all groups  Group 1-work with teacher  Group 2 Word work- students will alternate reading words from accountable word list  Group 3-writing- Mount Rushmore  Group 4-technology- IXL  Students working with teacher will study high frequency words then read decodable books, novels, or reader’s theater books.  Group 1- ***Magic Treehouse Story-George Washington at the American Revolution.*** Group 2-3 ***The River Adventure***  Group 4-Elkonin cards, then read decodable test, cvc word stories | Group 2-work with teacher  Group 3 Word work- students will alternate reading words from accountable word list  Group 4-writing-  Group 1-technology- IXL  Students working with teacher will study high frequency words then read decodable books, novels, or reader’s theater books.  Group 1- ***Magic Treehouse Story-George Washington at the American Revolution.*** Group 2-3 ***The River Adventure***  Group 4-Elkonin cards, then read decodable test, cvc word stories. | Group 3-work with teacher  Group 4 Word work- students will alternate reading words from accountable word list  Group 1-writing-  Group 2-technology- IXL  Students working with teacher will study high frequency words then read decodable books, novels, or reader’s theater books.  Group 1- ***Magic Treehouse Story-George Washington at the American Revolution.*** Group 2-3 ***The River Adventure***  Group 4-Elkonin cards, then read decodable test, cvc word stories | Group 4-work with teacher Elkonin boxes, cvc word families, flash card game with swatters  Group 1 Word work- accountable word list. Students will alternate reading words  Group 2-writing- working on opinion writing  Group 3 Technology IXL J.3, K.3, JJ 1-4, XX 10  Students working with teacher will review high frequency words, then read decodable books, or novel study books, depending upon the instructional needs of the students in the groups.  Group 1-***Magic Treehouse Story-George Washington at the American Revolution.***  Group 2-3 ***The River Adventure***  Group 4-Elkonin cards, , then read decodable text, cvc word stories | Group 1-End reading novel, discussion questions  Group 4 Word work-accountable word list Students will alternate spelling words with white boards or on desk with dry erase markers.  Group 1-writing- Students will write complete sentences using roll and write boards from Ms. Milam.  Group 2-technology- IXL J.3, K.3, JJ 1-4, XX 10 Complete sentences  Students working with teacher will study high frequency words, then read decodable books, or novels.  Word work- accountable words  Writing center-practice writing |
| Teacher led small group instruction/RTI  I can use my knowledge to complete activities on the calendar, place value, even and odd, and on spiral review, shapes | ELA 1. I can Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.  I can respond to what I read by writing complete sentences answering the 5 W questions.  I can identify the sounds in various words. | Blend and build words. Give students Elkonin boxes and letter cards. Say cot. Ask students what letters they need to make the word. Then say coat. Repeat question. Write words in random order. Students write words on cards and sort them according to long e or I sound spelling  RTI CBM Star Test | Blend and build words. Give students Elkonin boxes and letter cards. Say cot. Ask students what letters they need to make the word. Then say coat. Repeat question. Write words in random order. Students write words on cards and sort them according to long e or I sound spelling  RTI CBM Star Test | Blend and build words. Give students Elkonin boxes and letter cards. Say cot. Ask students what letters they need to make the word. Then say coat. Repeat question. Write words in random order. Students write words on cards and sort them according to long e or I sound spelling  RTI CBM Star Test | Group 1 work with teacher  Students working with teacher will study high frequency words, then read decodable books, or novels,  Word work-accountable word list read words, spell words together  RTI CBM Star Test | names on lined paper, then select a prompt from jar and write in writing journals  Library center-select a book to read, then write a response to the 5W questions about your book you read. readings  Group 4 Teacher-Elkonin boxes with cvc words. Read list of long e words.  RTI CBM Star Test |
| Language/ Grammar | I can Read high-frequency words commonly found in grade-appropriate text.  I can recognize and use irregular past tense words.  I can produce an opinion essay. | High Frequency words: all, away, better, by, change, done, even, found, learn, only  Irregular past tense verbs | High Frequency words: all, away, better, by, change, done, even, found, learn, only  Irregular past tense verbs | High Frequency words: all, away, better, by, change, done, even, found, learn, only  Irregular past tense verbs | High Frequency words: all, away, better, by, change, done, even, found, learn, only, Irregular past tense verbs | High Frequency words: all, away, better, by, change, done, even, found, learn, only Irregular past tense verbs |
| Math Whole Group Warm Up | AL COS Math  I can use my knowledge to complete activities on the calendar, place value, even and odd, and on spiral review. | Spiral Review  Calendar  Even/Odd  Place Value | Spiral Review  Calendar  Even/Odd  Place Value | Spiral Review  Calendar  Even Odd  Place value, | Spiral Review  Calendar  Even Odd  Place value, | Spiral Review  Calendar  Even Odd  Place Value |
| Math Whole Group  **Essential Question:**  What are the strategies for adding numbers to 100? | **2.10** Fluently add and subtract within 100, using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.  **2.1** Use addition and subtraction within 100 to solve one-and two-step word problems by using drawings and equations with a symbol for the unknown number to represent the problem.  **2. 14**. Explain why addition and subtraction strategies work, using place value and the properties of operations. Note: Explanations may be supported by drawings or objects. | ENV, Topic 3  Review for test | ENV lesson 3, Topic 3  Review for test | Test on Topic 3  Upon conclusion of test, students will work on IXL and/or Flex math | Introduce Topic 4  Fluently add within 100  p. 133  Adding 2-digit numbers using models | Fluently add within 100  p. 140  Continue to add 2-digit numbers using models |
| Math Small Group and Centers | I can work to build my skills with repeated addition and arrays. | IXL addition within 100  CBM  Flex math | IXL addition  CBM  Flex math | IXL- addition  CBM  Flex math | IXL addition using number line  CBM  Flex math | IXL Math  CBM  Flex math |
| Social Studies | H 2 Describe the history of American symbols and documents.  I can learn about American Symbols. | Voting in the US for President  Scholastic News about Voting | Review Voting in the US  Scholastic News about Voting | Mount Rushmore | Mount Rushmore | Review Symbols of the US  Complete project on Symbols to turn in |
| Science | I can read about science topics and answer questions about what I read. | Science Spin | Science Sin | Read page 1-2 of Science Spin Discuss | Read page 3-4 of Science Spin, Discuss, answer quest | Complete page 4 of Science Spin |