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 EssaysHundreds ChartNumber LineOpen Number Line | Counseling – 8:15Gate-9:30Faculty meeting Voting for President |  |  |  |  |
| Tests this week |  |  | Reading part 1 | Reading part 2Math  |  |  |
| Morning MeetingMath  |

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| I can use my knowledge to complete activities on the calendar, place value, even and odd, and on spiral review  |

 | Calendar Place valueSpiral review 2.4Days of Week, month, year | Calendar Place valueSpiral review 2.34Days of Week, month, year | Calendar Place valueSpiral review 2.4Days of Week, month, year | Calendar Place valueSpiral review 2.4Days of Week, month, year | Calendar Place valueSpiral review 2.4Days 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 1Rhyming, blending onset, rimes, segmenting, adding, substituting, and deleting initial phonemes, |  Heggerty Week 14 Day 2Rhyming, blending onset, rimes, segmenting, adding, substituting, and deleting initial phonemes, | Heggerty-Week 14 day 3Rhyming, blending onset, rimes, segmenting, adding, substituting, and deleting initial phonemes,  | Heggerty Week 14 day 4Rhyming, blending onset, rimes, segmenting, adding, substituting, and deleting initial phonemes, | Heggerty 14 day 5Rhyming, 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 wordsSpelling patterns er, ur, ir, High Frequency words: again, below,carry, does, eight,find, house, laugh, mother, school | R controlled wordsSpelling patterns long er, ur, irHigh Frequency words: again, below,carry, does, eight,find, house, laugh, mother, school | R controlled wordsSpelling patterns er, ur, ir High Frequency words: again, below,carry, does, eight,find, house, laugh, mother, school | R controlled wordsSpelling patterns er, ur, irHigh Frequency words: again, below,carry, does, eight,find, house, laugh, mother, school | R controlled wordsSpelling 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 PoetryLook 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 storyEager, enemy, puzzled, urgent | Recognize and use vocabulary Understanding vocabulary Services, community Symbol, protect. Gear, strengthSketch, 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 WorkWritingLibrary TechnologyMeet 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 teacherGroup 2 Word work- students will alternate reading words from accountable word listGroup 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 teacherGroup 3 Word work- students will alternate reading words from accountable word listGroup 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 teacherGroup 4 Word work- students will alternate reading words from accountable word listGroup 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 swattersGroup 1 Word work- accountable word list. Students will alternate reading wordsGroup 2-writing- working on opinion writingGroup 3 Technology IXL J.3, K.3, JJ 1-4, XX 10Students 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 sentencesStudents 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/RTII 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 spellingRTI 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 spellingRTI 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 spellingRTI CBM Star Test | Group 1 work with teacherStudents working with teacher will study high frequency words, then read decodable books, or novels, Word work-accountable word list read words, spell words togetherRTI CBM Star Test | names on lined paper, then select a prompt from jar and write in writing journalsLibrary center-select a book to read, then write a response to the 5W questions about your book you read. readingsGroup 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, onlyIrregular past tense verbs | High Frequency words: all, away, better, by, change, done, even, found, learn, onlyIrregular 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 CalendarEven/OddPlace Value | Spiral Review CalendarEven/OddPlace Value | Spiral ReviewCalendarEven OddPlace value,  | Spiral Review CalendarEven OddPlace value,  | Spiral Review CalendarEven OddPlace 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 3Review for test  |  ENV lesson 3, Topic 3 Review for test | Test on Topic 3Upon conclusion of test, students will work on IXL and/or Flex math | Introduce Topic 4 Fluently add within 100p. 133Adding 2-digit numbers using models | Fluently add within 100p. 140Continue 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 100CBM Flex math | IXL additionCBMFlex math | IXL- additionCBMFlex math | IXL addition using number lineCBMFlex math | IXL Math CBMFlex math |
| Social Studies | H 2 Describe the history of American symbols and documents. I can learn about American Symbols.  | Voting in the US for PresidentScholastic News about Voting  | Review Voting in the USScholastic News about Voting  | Mount Rushmore | Mount Rushmore | Review Symbols of the USComplete 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 |