

Mathieu Lesson Plan March 31- April 4, 2025

Subject	Learning Targets	Monday	Tuesday	Wednesday	Thursday	Friday
Science	I can explore stem	STEM bins	STEM bins	STEM bins	STEM bins	STEM bins
Whole Group (Phonics and Reading)	<p>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.</p> <p>I can practice blending CVC, CVCC, and CCVCC words.</p>	<p>Primary Skill: /or/ (for, ore, oar) Secondary Skill/Word Families: compound words; -ar, -all Spiral Review: open syllables; long o, a, e, and i vowel teams</p> <p>Heggerty Wk. 30 Phonics</p> <p>Story: Night and Day skill: use illustrations and details to describe key ideas</p>	<p>Primary Skill: /or/ (for, ore, oar) Secondary Skill/Word Families: compound words; -ar, -all Spiral Review: open syllables; long o, a, e, and i vowel teams</p> <p>Heggerty Wk. 30 Phonics</p> <p>Story: Night and Day skill: describe connections between information</p>	<p>Primary Skill: /or/ (for, ore, oar) Secondary Skill/Word Families: compound words; -ar, -all Spiral Review: open syllables; long o, a, e, and i vowel teams</p> <p>Heggerty Wk. 30 Phonics</p> <p>Story: Night and Day skill: Identify main ideas</p>	<p>Primary Skill: /ur/ Spelled er,ir, and ur Skill/ Review: ar, or words</p> <p>Heggerty Wk. 30 Phonics</p> <p>Story: Night Sky Skill: draw inferences</p>	<p>Primary Skill: /ur/ spelled er,ir, and ur Skill/ Review: ar, or words</p> <p>Heggerty Wk. 30 Phonics</p> <p>Story: Skill: find details in story</p>

Grammar	I can practice grammar skills with my classmates	Past, Present, future tense verbs	Past, Present, future tense verbs	Past, Present, future tense verbs	Verbs of Being	Verbs of Being
Interactive Read Aloud (shared reading)	I can identify the main idea of a story.	An Astronaut's Spacesuit	An Astronaut's Spacesuit	The Moons the North Winds Cookie	April Clouds	April Clouds
Small Group	I can blend cvc letters to read words/ I can read high frequency words	<p><i>Meet with small groups of students to:</i></p> <ul style="list-style-type: none"> • 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. <p><i>See additional small-group suggestions on the Unit Foldout.</i></p> <p><i>During independent time:</i></p> <ul style="list-style-type: none"> • Ensure that all students read independently to build volume and stamina. • Confer with a few students on their text selections, application of strategies, and/or foundational skills development. <p><i>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</i></p>				
Writing	I can state facts about the topic.	Opinion	opinion	Opinion	Opinion	Opinion

<p>Vocabulary</p>	<p>I can recognize sight words in a text.</p> <p>I can describe the meaning of vocabulary words.</p> <p>I can write sentences using words from a word bank.</p>	<p>Vocabulary Words Review - Monday to Wednesday Rocket, space, moon, work, sky, stars High Frequency: away, change, laugh, move</p> <p>Thursday/ Friday Clouds, constellations, observe, harm, faithful</p> <p>High Frequency: every, near, school, earth, laugh, move, change, away</p>				
<p>Centers</p>	<p>I can complete seatwork and center tasks.</p>	<p>Explore ELA centers</p> <p>Small groups will work on sight word recognition, reading fluency, long vowel sounds, and vowel teams</p>				
<p>RTI Tier II</p>	<p>I can practice letter naming fluency and letter sound fluency</p>	<p>BD, EH, LM Letter Recognition</p> <p>review long vowel words Raelyn, Londyn, Kyra, Robert</p>	<p>BD, EH, LM Letter Recognition</p> <p>review long vowel words/ decodable/ Echo read Raelyn, Kyra, Londyn, Robert</p>	<p>B.D., E.H., LM letter recognition</p> <p>Learning long vowel sounds/ finding sight word in decodable Raelyn, Kyra, Londyn, Robert</p>	<p>B.D., E.H., LM letter recognition</p> <p>Practice Blending long vowel sounds/ decodable choral read Raelyn, Kyra, Londyn, Robert</p>	<p>B.D., E.H., LM letter recognition</p> <p>Blending Long vowel sounds/ read aloud to Mathieu Raelyn, Kyra, Londyn, Robert</p>

Math whole group	I can add and subtract fluently. I can recognize numbers up to ten. I can read number words.	-addition/subtraction to 20 (addition to 10 fluency-drills) -1 more, 1 less, 10 more, 10 less -Missing addends and subtrahends -true/false equations -2D shapes vertices and sides	-addition/subtraction to 20 (addition to 10 fluency-drills) -1 more, 1 less, 10 more, 10 less -Missing addends and subtrahends -true/false equations -2D shapes vertices and sides	-addition/subtraction to 20 (addition to 10 fluency-drills) -1 more, 1 less, 10 more, 10 less -Missing addends and subtrahends -true/false equations -2D shapes vertices and sides	-addition/subtraction to 20 (addition to 10 fluency-drills) -1 more, 1 less, 10 more, 10 less -Missing addends and subtrahends -true/false equations -2D shapes vertices and sides	-addition/subtraction to 20 (addition to 10 fluency-drills) -1 more, 1 less, 10 more, 10 less -Missing addends and subtrahends -true/false equations -2D shapes vertices and sides
small group math Tier II Math	I can add and subtract.	add/ subtract/LM/ BD/ EH	add/subtract/ LM/ BD/ EH	add/subtract/ LM/ EH/ BD	add/subtract /LM/ BD/ EH	add/subtract/ LM/ BD/ EH
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	chicks	chicks	chicks	chicks	chicks

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

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

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).*