**Mathieu Lesson Plan Jan. 6-10**

| **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 |
| **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.**  | **Today is a teacher's work day. Students will return on Tues., January 7th.** | Heggerty:Week 17/Day 2**Phonics skill:** Soft c and gReview: long vowel sounds | Heggerty:Week 17/Day 3**Phonics skill:**soft c and g Review long vowel wordsUse illustrations and Details to Describe Key IdeasSort words into Categories | Heggerty:Week 17/Day 4**Phonics skill:** Soft c and gReview Long Vowel Sounds Apply Phonics and Vocabulary in Context | Heggerty:Week 17/Day 5Review Long O and Long A soundsDescribe Connections Between information |
| **Grammar** | **I can practice grammar skills with my classmates**  |  | Prepositions  | Prepositions  | sentence types | sentence types |
| **Interactive Read Aloud (shared reading)** | **I can identify the main idea of a story.** |  | Book: I Wonder | Book : Picture This | Book: Picture This | Reading: The Drinking Fountain |
| **Small Group** | **I can blend cvc letters to read words/ I can read high frequency words** | *Decodables with high frequency words**soft c and g**long vowel sounds* |
| **Writing** |  **I can state facts about the topic.** |  | Review Week | Review week | Review Week | Review Week |
| **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.** | **High Frequency: try , give, far , too****Books with soft c and soft g** |
| **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 recognitionIdentify initial sounds:R.R., E.T. | B.D., E.H.: letter recognitionIdentify initial sounds:R.R., E.T. | B.D., E.H.: letter recognitionIdentify initial sounds:R.R., E.T.  | B.D., E.H.: letter recognitionIdentify initial sounds:R.R., E.T. |
| **Math whole group** | **I can add and subtract fluently. I can recognize numbers up to ten. I can read number words.** |  | Numerals to 100Practicing adding and subtracting fluently.**I do:****Part/Part****Whole****We Do: Practice skills together****You do: independent practice** | -Numerals to 100Practicing adding and subtracting fluently.**I do:****Part/Part****Whole****We Do: Practice skills together****You do: independent practice** | Numbers to 100Practice adding and subtracting fluently. **I do:****Part/Part****Whole****We Do: Practice skills together****You do: independent practice** | Numbers to 100Practice adding and subtracting fluently. **I do:****Part/Part****Whole****We Do: Practice skills together****You do: independent practice** |
| **small group math****Tier II Math** | **I can add and subtract.** |  | # Recognition: BD/EHSubtraction Practice:Exar/ LondynChloe/ | # Recognition: BD/EHSubtraction Practice:Exar/ LondynChloe/ | # Recognition: BD/EHSubtraction Practice:Exar/ LondynChloe/  | # Recognition: BD/EHSubtraction Practice:Exar/ LondynChloe/  |
| **Centers** | **I can complete my seatwork and center tasks.** |  | Math Center Tasks |  Math centertasks | Math Center Tasks | Math Center Tasks |
| **Social Science** | **I can set goals** |  | New Years/ Goal Setting | New Years/ Goal Setting | New Years/ Goal Setting | New Years/ Goal setting |



| **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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