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| HWES Lesson Plans | | Week 4 | | April 28 - May 3, 2019 | |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| 7:50 | Gym Assembly/Pledge | | | | |
|  | Ms. Wright, Mrs. Flanigan, or Mrs. Anthony will do the pledge, PBIS motto, and school motto with students. They then send students class by class up the hall to their teachers. | | | | |
| 8:00 | Morning Meeting/Morning Work/Breakfast | | | | |
| Standards:  L.1.2.B L.1.2.C L.1.2.D  I can:  I can fix sentences. I can do number sentences. I can tell time in hours and half hours. | Students will eat breakfast while sharing good things with one another.  During this time, students also work on their morning work. This is a daily activity that incorporates literacy and math. Some students will work on the iPads on iRead while they eat their breakfast. | | | | |
| 9:00 | Word Study | | | | |
| Standards:  RF.1.3.E  I can:  I can read and write words with final -ed. | Students will be going over long a sound with final final -ed. We will be going through days 1-4 in Phonetic Connections. Using our picture cards, dry erase boards, magnetic letters, and word sorts. | | | | Test over words with final ed |
| 9:40 | Reading Workshop | | | | |
| Standards:  I can: | Review lesson 7 | Lesson 8: Readers slow down to break up long words  Anchor Chart:  Read it part by part | Review Lesson 8 | Lesson 7:  Readers use words they kn0w to solve words they don’t know  Anchor Chart:  Use a word you know | Test over reading comprehension |
| Let students read in pairs first to have a buddy to help them. | | | |
| Teacher will monitor tiered students, stopping by pairs, or individuals to ensure they are on the right track. Teacher taking notes of what to work on during small group instruction. | | | |
| Mid- Conference: Discuss what we remember, and how we can continue to improve. This is student partner led so other students can be encouraged to do what their peers are doing. | | | |
| Let students read independently to see how well they can do on their own. | | | |
| Teacher will monitor tiered students, stopping by pairs, or individuals to ensure they are on the right track. Teacher taking notes of what to work on during small group instruction. | | | |
| Final conference: Discuss what we learned. Have one last student come up and show the class what they did in their independent time. | | | |
| 10:45-11:05 | Lunch | | | | |
| 11:05-11:25 | Recess | | | | |
| 11:25 | Shared Reading | | | | |
| Standards:  I can: | Big Book Intro.  Is Your Mama a Llama? | Word study | Fluency and expression | Put it all together | Review |
| 11:40 | Writing | | | | |
| Standards:  W.1.3, W.1.5, W.2.3  I can: | Session 10: Celebrating Our First Series  You can teach that writers make sure that the writing is as finished as possible. Easy to read and presentation is beautiful. | Review session 10 | Session 11:  Series Writers Investigate What Makes Realistic Fiction Realistic  Writers call on their own experiences to imagine the tiny, authentic details that make realistic fiction seem so real. | Review session 11 | Review Writing |
| 12:00 | Math | | | | |
| Standards:  1.oa.6, 1.G.1, 1.oa.7, 1.nbt.4, 1.oa.4  I can: | Module 6: Lesson 5  Identify 10 more, 10 less, 1 more, 1 less than a two-digit number within 100 | Module 6: Lesson 6  Use the symbols <, >, = to compare quantities and numerals to 100 | Module 6: lesson 7  Count and write numbers to 120 | Module 6: Lesson 8  Count to 120 in unit form using only tens and ones. Represent numbers to 120 as tens and ones on the place value chart | Math assessment over module 6 lessons 5-8 |
| 12:45 | Small Group Instruction/Centers | | | | |
|  | Students will rotate through phonics, library, iRead, RAZ kids, math, Reflex, and spelling word centers. While they do this, teacher will pull small groups to work on spelling rule of the week, and reading lesson fluency. Teacher will take the notes from reading lesson to see what needs to be focused on. | | | STEAM LAB | Small group and interventions continue |
| 1:00 | Interventions | | | | |
|  | Certain students who have scored below the 25% mark on AIMSWEB will be pulled for interventions.  Students will rotate through phonics, library, iRead, RAZ kids, math, Reflex, and spelling word centers. While they do this, teacher will pull small groups to work on spelling rule of the week, and reading lesson fluency. Teacher will take the notes from reading lesson to see what needs to be focused on. | | | STEAM LAB |  |
| 1:25-2:05 | Special Class | | | | |
|  | Library | PE | Music | Art | PE |
| 2:05 | Small Group Instruction/Centers | | | | |
|  | Certain students who have scored below the 25% mark on AIMSWEB will be pulled for interventions.  Students will rotate through phonics, library, iRead, RAZ kids, math, Reflex, and spelling word centers. While they do this, teacher will pull small groups to work on spelling rule of the week, and reading lesson fluency. Teacher will take the notes from reading lesson to see what needs to be focused on. | | | | Fun Friday Activity |
| 3:00 | Dismissal | | | | |

\*Plans are subject to change \*Science and Math are integrated in literacy instruction