*Objectives/Standards (Math and ELA Lessons):*

* + After reviewing and being given a new number rhyme TSWBAT identify and count numbers up to 19 up to 80% accuracy.
	+ Given coin values TSWBAT add coins together, solve word problems, identify coins to 100% accuracy by midweek for the test.
	+ Given a graph TSWBAT apply one to one correspondence to tally marks and understand a graph’s features to 100% accuracy.
	+ Given subtraction problems TSWBAT identify when to borrow and how to identify when numbers need regrouped.
	+ Given grammar and practice sheets TSWBAT identify grammatically correct sentences and input pronouns and words in the sentence to 100%.
	+ Given a story TSWBAT tell the teacher the main idea of the text, key details, and be able to read it fluently after practicing to teacher satisfaction.
	+ Given phonics/fluency words TSWBAT correctly decode words when they are put in front of them to about 10 out of 12 words.
	+ Given grammar and practice sheets TSWBAT identify grammatically correct sentences and input possessive nouns into the sentence to 100% accuracy.
	+ Given a sentence TSWBAT identify the adjective that describes the noun in a sentence to 90% accuracy.
	+ Given a sentence with a blend at the end TSWBAT identify the two letters that make the blend or correctly put them in the word to 90% accuracy.
	+ Given a story TSWBAT tell the teacher the main idea of the text, key details, and be able to read it fluently after practicing to teacher satisfaction.
	+ Given phonics/fluency words TSWBAT correctly decode words when they are put in front of them to about 10 out of 12 words.
	+ Given a spelling list TSWBAT understand and correctly write the exact spelling patterns of words with the long I sound to about 90% accuracy.
	+ Given a story TSWBAT tell the teacher the main idea of the text, key details, and be able to read it fluently after practicing to teacher satisfaction.
	+ Given phonics/fluency words TSWBAT correctly decode words when they are put in front of them to about 10 out of 12 words.
	+ Given a spelling list TSWBAT understand and correctly write the exact spelling patterns of words with the long I sound to about 90% accuracy.
	+ **CC.2.2.2.A.1** - Represent and solve problems involving addition and subtraction within 100.
	+ **CC.2.1.K.A.2** - Apply one-to-one correspondence to count the number of objects.
	+ **CC.2.1.K.A.1** - Know number names and write and recite the count sequence.
	+ **CC.2.2.2.A.1** - Represent and solve problems involving addition and subtraction within 100.
	+ **CC.2.4.2.A.3** - Solve problems and make change using coins and paper currency with appropriate symbols.
	+ **CC.1.1.1.C -** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Distinguish long from short vowel sounds in spoken single-syllable words. • Count, pronounce, blend, and segment syllables in spoken and written words. • Orally produce single-syllable words, including consonant blends and digraphs. • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • Add or substitute individual sounds (phonemes) in one-syllable words to make new words.
	+ **CC.1.1.1.E -** Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	+ **CC.1.2.1.A -** Identify the main idea and retell key details of text.
	+ **CC.1.4.1.F -** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.
	+ **CC.1.1.2.D -** Know and apply grade-level phonics and word analysis skills in decoding words. • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Decode two-syllable words with long vowels and words with common prefixes and suffixes. • Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. • Read grade-appropriate irregularly spelled words
	+ **CC.1.1.2.E -** Read with accuracy and fluency to support comprehension: Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	+ **CC.1.2.2.F -** Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.
	+ **CC.1.4.2.F -** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.

**~Math~**

*Wes, Phoenix, and Joseph*

 *(K~ level)*

*In K~ math book*

*Count every day 1-70*

***Monday:***

* Pg: 205-207 numbers 18 and 19 introduced
* Count 1-70 and print numbers 1-50
* Number Recognition

***Tuesday:***

* pg: 209-210 number 18 and 19 reviewed,
* ~ print numbers 1-50(in the morning)
* AND count 1-70, students will count aloud and move while counting.

***Wednesday:***

* pg: 211 -213, print numbers 1-50, count 1-70
* Number Recognition: 1-20

***Thursday:***

* pg: 215-216~ print numbers 1-30 AND count 1-70

**Friday:**

* 217 - 220
* Number Recognition 1-20, print numbers 1-40, count 1-70

**~Math~**

**Matthew** *(2nd grade math book)*

**Monday:**  pg: 509-512 (choose one of the word problems)

**Tuesday:**  pg: 513-514 and review

**Wednesday:** pg: My Review 515-517

**Thursday:** pg: 529-532

**Friday:** pg: 533-534

**~Math~**

**Jack** *(2nd grade math book)*

**Monday:** New book coins 483 – 486 (identify coins)

**Tuesday:**  pg: 487-488

**Wednesday:** pg: 489-492 (choose one story problem)

**Thursday:** pg: 493-494

**Friday:** pg: 495-498 (choose one story problem)

**Sofia, Gianna, *Isabella,* and Matthew**

***ELA***

*Week #1*

**Monday:**

**Grammar: 108**

**Words to Know: 14-15**

**Spelling:** (words~3.2 ~ 4/29 **TEST**) ~ introduce spelling words

**Practice workbook: 211**

**Practice Wonder Works** (lizard book):

**Phonics / Fluency in book:** (4/29/22 **TEST** ~ Week #2)pg: 16

**Phonics/Fluency Worksheet Words:** (Week #1)**: 42**

**Teacher reads: A Tale of a Tail pg 19-27**

**Homework: Read: A Tale of a Tail pg 19-27, Phonics Fluency pg 16 and 42, Study spelling words**

**Sofia, Gianna, *Isabella,* and Matthew**

***ELA***

**WEEK # 1**

**Tuesday:**

**Grammar:** 110

**Words to Know: 14-15**

**Spelling:** (words~3.1 ~ 4/1 **TEST**) ~ practice spelling words as an exit ticket

**Practice workbook:** 212

**Practice Wonder Works** (lizard book): 170

**Phonics / Fluency in book:** (4/29/22 **TEST** ~ Week #2)pg: 16

**Phonics/Fluency Worksheet Words:** (Week #1) **pg: 42**

**Teacher reads:**  A Tale of a Tail pg 19-27

**Homework: Read: A Tale of a Tail pg 19-27, Phonics Fluency pg 16 and 42, Study spelling words**

**Sofia, Gianna, *Isabella,* and Matthew**

***ELA***

**WEEK # 1**

**Wednesday:**

**Grammar:** 111

**Words to Know:** pg: **14-15**

**Spelling:** (words~3.2 ~ 4/29 **TEST**) practice spelling words as an exit ticket

**Practice workbook:** 213 Quiz

**Practice Wonder Works** (lizard book): 171

**Phonics / Fluency in book:** (4/29/22 **TEST** ~ Week #2)pg: 16

**Phonics/Fluency Worksheet Words:** (Week #1) **pg: 42**

**Student reads:** A Tale of a Tail pg 19-27

**Homework: Read: A Tale of a Tail pg 19-27, Phonics Fluency pg 16 and 42, Study spelling words**

**Sofia, Gianna, *Isabella,* and Matthew**

***ELA***

**WEEK # 1**

**Thursday**

**Grammar:** 109 Quiz

**Words to Know:** pg: **14-15**

**Spelling:** (words~3.2 ~ 4/29 **TEST**) ~ pretest

**Practice workbook:** 218

**Practice Wonder Works** (lizard book): 172

**Phonics / Fluency in book:** (4/29/22 **TEST** ~ Week #2)pg: 16

**Phonics/Fluency Worksheet Words:** (Week #1) **pg: 42**

**Student reads:** A Tale of a Tail pg 19-27

**Homework: Read: A Tale of a Tail pg 19-27, Phonics Fluency pg 16 and 42, Study spelling words**

**Sofia, Gianna, *Isabella,* and Matthew**

***ELA***

**WEEK # 1**

**Friday: ~ TESTING DAY~**

**Phonics / Fluency in book~ 42**

**Words to Know:** pg 14-15

**Phonics/Fluency pg: 16**

**Spelling:** (words~3.2 ~ 4/29) ~

**PAGE 175 TEST**

*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\**

* ***Reading assessment (****1 minute reading fluency ~Bi- weekly)*

*(4/22/22****)******pg: 22~*** Kim Gets to Eat

* ***Word Recognition Quiz****:* **(**3.2 - 4/29/22)
* ***Selection Test:*** *~(4/29/22****)******Unit 2.4 ~ Week. 1*** *(Under the Elm) ~* pg:111- 118
* ***TEST ONLY what is highlighted YELLOW***

**Jozie and Aiden**

***ELA***

**WEEK #1**

**Monday:**

**Grammar:** (In the 2nd grade grammar book) pg: 51

**Words to Know:** pg:

**Phonics/Fluency Words:** pg:

**Spelling:** (6.2 words~ 4/29/22 **TEST**) ~ read words

**Green Practice workbook:** 82

**Phonics/Fluency Worksheet: 87**

**Teacher reads: Scuff Wins pg 17-24** (~ decodable)

**Homework:** Read: 17-24 , Phonics/fluency 87, Study Spelling Words

**Jozie and Aiden**

***ELA***

**WEEK #1**

**Tuesday**

**Grammar:** (In the 2nd grade grammar book) pg: 50 Test

**Words to Know:**

**Phonics/Fluency Words:**

**Spelling:** (6.2 words~ 4/29/22 **TEST**) ~ **read words**

**Green Practice workbook: 84**

**Phonics/Fluency Worksheet: Not This week**

**Teacher reads: Scuff Wins pg 17-24** (~ decodable)

**Homework:** Read: 17-24 , Phonics/fluency 87, Study Spelling Words

**Jozie and Aiden**

***ELA***

**WEEK # 1**

**Wednesday:**

**Grammar:** (In the 2nd grade grammar book) pg: 54

**Words to Know:**

**Phonics/Fluency Words:**

**Spelling:** (6.2 words~ 4/29/22 **TEST**) ~ **Word Work Sheet**

**Green Practice workbook: 85**

**Phonics/Fluency Worksheet: 87**

**Student reads: Scuff Wins pg 17-24** (~ decodable)

**Homework:** Read: 17-24 , Phonics/fluency 87, Study Spelling Words, Word Work

**Jozie and Aiden**

***ELA***

**WEEK # 1**

**Thursday**

**Grammar:** (In the 2nd grade grammar book) pg: 52

**Words to Know:**

**Phonics/Fluency Words:**

**Spelling:** (6.2 words~ 4/29/22 **TEST**) ~ **pretest**

**Green Practice workbook:** 87

**Phonics/Fluency Worksheet: 87**

**Student reads: Scuff Wins pg 17-24** (~ decodable)

**Homework:** Read: 17-24 , Phonics/fluency 87, Study Spelling Words

**Jozie and Aiden**

***ELA***

**WEEK # 1**

**Friday: ~ TESTING DAY~**

**Words to Know:** pg: 258-259 ~in big red book

**Phonics/Fluency Words:** 260~in big red book

**Phonics/Fluency Worksheet:**

Spelling if the student did not achieve 100% on Thursday

*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\**

·       ***Reading assessment  (****1 minute reading fluency ~Bi- weekly)*

*(4/15/22****)******pg:96 ~ A Job for Karla***

·       ***Word Recognition Quiz****:* **(**6.1 ~ 4/15/22)

·        ***Selection Test:*** *~(4/8/22****)******Unit 5.5 ~ Week. 4****(pg: 241-249) ~A Playground to Enjoy*

***TEST ONLY what is highlighted YELLOW***