Weekly Plan: 3/28 – 4/1

**ELA**

**Day 1:**

Anticipatory Set:

 Students will be asked how their weekend was, did they watch the game on Friday with their class, do they like basketball? I will then ask students which page they would like to do after passing them out. I will also check if students have their homework sheets from Friday to turn in and get a sticker

Objectives/Standards:

Given worksheets for grammar and practice TSWBAT apply knowledge from the classroom to their worksheets with 85% accuracy.

Given a list of spelling words TSWBAT repeat the words and understand general spellings based off phonetics with the long a to 75% accuracy.

Given a new story TSWBAT use context clues to understand the story and be able to comprehend the general idea to teacher satisfaction.

**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.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Development:

* **Grammar: 97,** students will be doing a worksheet with me at the circle table. I will go through each problem, asking students to read them aloud.
* **Words to Know:** pg: **10-11,** we will do this together, I will introduce the words
* **Spelling:** (words~3.1 ~ 4/1 **TEST**) ~ words introduced to students. I will be having them practice the words. I say then you say, I will remind them of the long a and short a within the words. Let’s sound it out together
* **Practice workbook: 194 -** will go through this all together as a group
* **Practice Wonder Works** (lizard book): 146 – will go through this as a group together
* **Phonics / Fluency in book:** (3/4/22 **TEST** ~ Week #2)pg: **12 – go over these as a group**
	+ Long a
		- Date
		- Whale
		- Shakes
		- Wave
		- Safe
		- Plate
		- Snake
		- Game
		- Grapes
		- Trades
		- Vase
		- Brave
* **Phonics/Fluency Worksheet Words:** (Week #1) **pg: not this week**
* **Teacher reads:** Nate the Snake Is Late~ pg: 15-23
	+ I will read through this the first day and have kids follow along with me. I will make sure that students like Gianna and Sofia are tracking (I have noticed they don’t read along while someone else is reading)

Guided Practice: All instruction is guided practice.

Independent Practice: Students will do work at their desks for their morning work at centers

Closure: The students will be reading their book and then I will go over their homework for the night. I will also have them repeat their spelling words. I will be telling them where to put the material and they need to get their sheets signed to get a sticker.

Materials:

* Worksheets from their ELA books
* Story books
* Spelling lists
* Phonics list

Adaptations:

* For students who have trouble decoding, I will encourage them to sound out the words. If they struggle a lot, I will first sound out the first part of the word to see if they can get it. If not, I will tell them the work. Each student will read a page to give other readers a break from reading aloud.
* For students with processing issues, I will make sure to repeat what to say back to me.

**Day 2:**

Anticipatory Set:

 Ask for student’s homework sheets from the previous night, check if it is signed. Ask how everyone is.

Objectives/Standards:

Given a worksheet for grammar TSWBAT insert commas when writing three verbs to 100% accuracy in a small group.

Given a worksheet for phonics TSWBAT distinguish between the long I sound and dipthongs for ou and ow to 100% accuracy in a small group.

Given a story after reading it at home TSWBAT read fluently with most words correct to teacher satisfaction.

Given words to know, TSWBAT repeat them back to the teacher.

Given phonics/fluency TSWBAT say the words and repeat them back to me.

**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.1.1.2.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.

Development:

* **Grammar:** 98 - go through this as a group, choose students to read each one and give instructions for it
* **Words to Know:** pg: **10-11,** go over these more in depth, ask students to say the words and then read over the directions also. I will ask students to go through them as a group.
* **Spelling:** (words~3.1 ~ 4/1 **TEST**) ~ word sort (distinguish short and long a), I will have a sorting page where students can distinguish this
* **Practice workbook:** 195 – go through this as a group, just like the previous day
* **Practice Wonder Works** (lizard book): 147 – go through this as a group, just like the previous day
* **Phonics / Fluency in book:** (3/4/22 **TEST** ~ Week #2)pg: **12 – I will read the words then students will repeat them after me.**
* **Phonics/Fluency Worksheet Words:** (Week #1) **pg:** 36 ~long a, go over page 36 as a group
* **Teacher reads:** Nate the Snake Is Late~ pg: 15-23 – I will have students practice reading this aloud with me

Guided Practice: all instruction is guided practice mostly

Independent Practice: students will do morning work at their desk

Closure: students will finish with reading the story to me and making observations

Materials:

* Worksheets
* Reading book
* Spelling sheets
* Homework sheets

Adaptations:

* For students who have trouble decoding, I will encourage them to sound out the words. If they struggle a lot, I will first sound out the first part of the word to see if they can get it. If not, I will tell them the work. Each student will read a page to give other readers a break from reading aloud.
* For students with processing issues, I will make sure to repeat what to say back to me.
* Not enough time: push it to the next day
* Time left over: send them to get stickers and finish any work from their centers

**Day 3:**

Anticipatory Set:

 Check for homework sheets and provide students with stickers, ask students how they are doing, give them a choice between their worksheets.

Objectives/Standards:

**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.

Development:

* **Grammar:** 99 **TEST –** I will read each part of the test aloud for students. I will make sure to read each part for all students and wait for students to be ready to move on
* **Words to Know:** pg: **10-11- review these with each student, have them read the definition and explain it to me**
* **Spelling:** (words~3.1 ~ 4/1 **TEST**) ~ words introduced, go over each of the words, students will practice spelling them as a group
* **Practice workbook:** 196 – do this page as a group, go through each one, read them aloud with each student
* **Practice Wonder Works** (lizard book): 148 – they will go through this as a group, students will pick which sheet they want to do first. I will have students choose based on who wins rock, paper, scissors shoot (this is done regularly in the classroom)
* **Phonics / Fluency in book:** (3/4/22 **TEST** ~ Week #2)pg: **12 –** I will have them repeat the words back to me one by one and star if they get it right. I will check the ones they didn’t get right tomorrow
* **Phonics/Fluency Worksheet Words:** (Week #1) **pg:** not this week
* **Student reads:** Nate the Snake Is Late~ pg: 15-23
	+ Teacher will have students read this to them. I will have them tell me what certain words mean in the text.

Guided Practice: all of the group work is guided practice except for the phonics

Independent Practice:: I will have students do work at their desk and homework is to practice the spelling words, read the story, phonics, and words to know

Closure: have students get stickers for their hard work and then go back to their seats to finish center and morning work

Materials:

* Worksheets
* Nate the snake story
* Spelling list
* Homework sheets
* Checker markers

Adaptations:

* For students who have trouble decoding, I will encourage them to sound out the words. If they struggle a lot, I will first sound out the first part of the word to see if they can get it. If not, I will tell them the work. Each student will read a page to give other readers a break from reading aloud.
* For students with processing issues, I will make sure to repeat what to say back to me.
* Not enough time: push it to the next day
* Time left over: send them to get stickers and finish any work from their centers

**Day 4:**

Anticipatory Set: the students will be coming back to the table, I will ask for homework sheets, remind them they can get a sticker for their homework sheets, ask them how they are doing.

Objectives/Standards

Given words to know TSWBAT go over the missed words to 100% ability.

Given a spelling pretest TSWBAT apply their studying to a pretest to about 85%.

Given a practice page TSWBAT comprehend the main idea of the text and answer two questions as a group.

Given a story to read TSWBAT read with little to no mistakes to teacher satisfaction and be able to explain what certain words mean.

**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.

Development:

* **Words to Know:** pg: **10-11, go over these and ask students what they mean by just giving them the word, have each student read them aloud if they did not get them right the day before**
* **Spelling:** (words~3.1 ~ 4/1 **TEST**) ~ spelling pretest, remind students this is only a pretest and is not graded, but we want to do our best work. The pretest will tell us what to study.
* **Practice workbook:** 197 – go through this as a group, have students go through each one, after they are finished take out their checker marker. I will highlight the questions so they can distinguish them from the answers. I will read the text aloud for comprehension and then ask each of them about the answers.
* **Phonics / Fluency in book:** (3/4/22 **TEST** ~ Week #2)pg: **12 –** I will check students who did not get all of their words yet. I will star it if they get them all right
* **Student reads:** Nate the Snake Is Late~ pg: 15-23 - the students will read this aloud for me. I will ask who would like to read first, and I will let them pick who will read next. I will be asking questions to check for comprehension. I will ask about vocabulary and how it relates to the story. I will then ask students what the story is about.

Guided Practice: all of the work is mostly independent practice

Independent Practice: all of the work is pretty much independent. I will be basing their possible testing on their assessment of words.

Closure: give students their homework sheets, remind them of what they are to do. The students will then get 5 stickers for their hard work. I will also use my closure to remind them what adverbs are. I will give them a sentence on the board and ask which word is the adverb.

Materials:

* Worksheets
* Pretest
* Phonics sheet
* Data for binders

Adaptations:

* For students who have trouble decoding, I will encourage them to sound out the words. If they struggle a lot, I will first sound out the first part of the word to see if they can get it. If not, I will tell them the work. Each student will read a page to give other readers a break from reading aloud.
* For students with processing issues, I will make sure to repeat what to say back to me.
* For the test, I will make sure to read aloud and give enough time to the students
* Not enough time: push it to the next day
* Time left over: send them to get stickers and finish any work from their centers

**Day 5:**

Anticipatory Set: ask about homework sheets, give stickers to students who brought it back in, even if it is not signed

Objectives/Standards

Given a spelling test TSWBAT correctly spell words based on their phonetic sounds to 100% accuracy.

Given their words to know TSWBAT apply their studies to get 6/6 words correct.

Given their phonics words TSWBAT correctly say the words they did not get the day before to teacher satisfaction.

**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.

Development:

**Friday: ~ TESTING DAY~**

 **(third) Phonics / Fluency in book~ 12,** star what they got, provide a score and then write it in their binders

**( second) Words to Know:** pg: 10-11 – basically a vocabulary test, given the definition and a word bank, draw lines between the words

**Phonics/Fluency pg:**

**(this will be done first) Spelling:** (words~3.1 ~ 4/1) ~ spelling test if the student did not get 100% on Thursday.

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

*(4/1/22****)******pg: 20~*** The Vet – circle words they missed and mark where they got to, set a timer for the student

* ***Word Recognition Quiz****:* **(**3.1 - 4/1/22) - students will do this on a word bank
* ***Selection Test:*** *~(3/25/22****)******Unit 2. ~ Week. 1*** *(Hut or House) ~* pg:51-58 (make up test)
* ***TEST ONLY what is highlighted YELLOW***

Guided Practice: none

Independent Practice: testing for all that is highlighted

Closure: students will go get two stickers for their tests

Materials:

* Spelling test
* Phonics test
* Words to know test
* Read story aloud
* One minute reading

Adaptations:

**Math**

**Day 1:**

Anticipatory Set: Students will start out counting aloud and using their bodies to move around while they count. This will be done at the beginning of each lesson from Day 1 – Day 5. They will count aloud from 1-70.

Objectives/Standards:

Development:

* pg:157-160 ~ print numbers 1-40 AND count 1-70 (bears for the worksheets) – this activity will pretty much be done independently when they print numbers 1-40. I will guide them through pages 157-160. We will all go at the same pace and move on together to each number.
* Number Recognition Sheet: 1-20, this sheet will be me asking them to identify different numbers, for example, “Wes, can you point to the number 13.”

Guided Practice: counting will be guided practice when we do this as a group

Independent Practice:

Closure:

Materials:

Adaptations:

**Day 2:**

Anticipatory Set: Students will start out counting aloud and using their bodies to move around while they count. This will be done at the beginning of each lesson from Day 1 – Day 5. They will count aloud from 1-70.

Objectives/Standards:

Development:

* pg: 161-162 ~ print numbers 1-40 AND count 1-70 (blocks)
	+ when going through pages 161-162, I will have students do this with me together

Guided Practice:

Independent Practice:

Closure:

Materials:

Adaptations:

**Day 3:**

Anticipatory Set: Students will start out counting aloud and using their bodies to move around while they count. This will be done at the beginning of each lesson from Day 1 – Day 5. They will count aloud from 1-70.

Objectives/Standards:

Development:

* pg: 185-188, numbers 13 and 14
* Number Recognition: 1-20

Guided Practice:

Independent Practice:

Closure:

Materials:

Adaptations:

**Day 4:**

Anticipatory Set: Students will start out counting aloud and using their bodies to move around while they count. This will be done at the beginning of each lesson from Day 1 – Day 5. They will count aloud from 1-70.

Objectives/Standards:

Development:

* pg: 189-190 ~ print numbers 1-30 AND count 1-70

Guided Practice:

Independent Practice:

Closure:

Materials:

Adaptations:

**Day 5:**

Anticipatory Set: Students will start out counting aloud and using their bodies to move around while they count. This will be done at the beginning of each lesson from Day 1 – Day 5. They will count aloud from 1-70.

Objectives/Standards:

Development:

* Count 1-70
* Number Recognition: 1-20
* Review Numbers: 1-13

Guided Practice:

Independent Practice:

Closure:

Materials:

Adaptations: