

# Mrs. Smith's Distance Learning Weekly Lesson Plan



MATH			
Mon 8-24, 8:15-9:00	Tues, 8-25, 8:15-9:00	Wed, 8-26, 8:15-9:00	Thurs, 8-27, 8:15-9:00
<b>Lesson 1-5</b> <b>Objective:</b> <ul style="list-style-type: none"> <li>I can count on and count back on a number line to subtract.</li> </ul> <b>Vocabulary:</b> difference, number lines, count on, count back  <b>Activities:</b> p. 29-31 (10 mins) Scholars will learn to use a number line for subtraction.  <b>Guided Practice:</b> p. 32-32 (30 mins) Scholars will complete questions 1 & 2 with teacher to demonstrate understanding.  <b>Independent Practice:</b> Scholars to complete p. 31 Teacher will model #8 on p. 32 Scholars will complete p. 32  <b>Homework</b> Scholars will complete p. 33-34 for homework.	<b>Lesson 1-6</b> <b>Objective:</b> <ul style="list-style-type: none"> <li>I can use addition to help me subtract quickly and accurately.</li> </ul> <b>Vocabulary:</b> difference, number sentence/sentence frame,  <b>Activities:</b> p. 35 (10 mins) Scholars will apply knowledge of math problems for finish sentence frames.  <b>Guided Practice:</b> p. 36-37 (30 mins) Teacher will work through problems on page 36 with scholars to check for comprehension.  <b>Independent Practice:</b> Scholars will complete p. 37 Teacher will model #3 on p. 40 Scholars will complete p. 40  <b>Homework</b> Scholars will complete p. 39-40 for homework.	<b>Lesson 1-7</b> <b>Objective:</b> <ul style="list-style-type: none"> <li>I can make a 10 to subtract quickly and accurately.</li> </ul> <b>Activities:</b> p. 41 (15 mins) Scholars will count on or count back to demonstrate knowledge of math subtraction concepts.  <b>Guided Practice:</b> p. 44-45 (30 mins) Scholars will use whiteboards to demonstrate concept through guidance on p. 44.  <b>Independent Practice:</b> Scholars will complete p. 45 Teacher will model #3 on p. 46 Scholars will complete p. 46  <b>Homework</b> Scholars will complete p. 45-46	<b>Lesson 1-8</b> <b>Objective:</b> <ul style="list-style-type: none"> <li>Add and subtract quickly and accurately using mental math strategies.</li> </ul> <b>Activities:</b> p. 47 (15 mins) Review related math facts/fact families. Scholars will complete 4 number sentences as quickly as possible.  <b>Guided Practice:</b> (30 mins) Teacher will complete p. 48 with scholars. Scholars will use whiteboards to demonstrate concept on p. 49.  <b>Independent Practice:</b> Scholars will complete p. 49 Teacher will model #34 on p. 50 Scholars will complete p. 50  <b>Homework</b> Scholars will complete p. 51-52.
ELA(Reading,Writing,Phonics)			
Mon 8-24, 9:10-10:00	Tues, 8-25, 9:10-10:00	Wed, 8-26, 9:10-10:00	Thurs, 8-27, 9:10-10:00
<b>Betsy's Battle Flag</b> <b>Objective:</b> <ul style="list-style-type: none"> <li>I can read a poem and a historical fiction text about government at work.</li> <li>I can identify key details annotate key events.</li> </ul>	<b>Betsy's Battle Flag</b> <b>Objective:</b> <ul style="list-style-type: none"> <li>I can identify and read words with short vowel sounds.</li> <li>I can recognize words I know in different texts.</li> </ul>	<b>A City Park</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>I can read a text about government at work.</li> <li>I can recognize nouns that name a group.</li> </ul>	<b>Build Knowledge and Review</b> <b>Objective:</b> <ul style="list-style-type: none"> <li>I can follow three-step directions.</li> </ul>

<ul style="list-style-type: none"> <li>• I can share my thinking with peers.</li> <li>• I can identify words with consonant digraphs.</li> </ul> <p><b>Activities:</b> (15 mins) p. 5 Preview Genre: Poem - ask questions-inferences Sample modeling of text: Read "Betsy's Battle Flag" p. 5, fluency/pacing for the first reading then choral reading with scholars. Concept connection: teacher ask questions to build on Government at Work Annotate Rhyming words by underlining: teacher model then scholars volunteer Review Consonant Digraphs: scholars to identify words in poem.</p> <p>p. 10 (15 mins) Preview Genre: historical fiction - preview and make predictions/inferences Scholar preview text and share. Teacher model read and annotate for paragraphs 1-4, p. 10-11</p> <p><b>Guided Practice:</b> Teacher will remind scholars of key words to identify key details during reading. Scholars will read and annotate, paragraphs 5-12, p. 11-13 (3-5 mins)</p> <p>Review the Journal Entry writing assignment by asking questions: (5 mins) how did it feel? did the equipment keep you safe? did your training help? what do you want to tell readers about Smoke Jumping?</p> <p><b>Homework</b> Scholars finish paragraphs 9-12 to find details for Points of View and underline.</p>	<ul style="list-style-type: none"> <li>• I can recognize the beginning, middle, and end of a story.</li> </ul> <p><b>Activities:</b> (10 mins) Remind scholars that underlining key details as they read is a good way to help them understand a text. Model how to identify and underline from the poem. Review phonics short vowels using flocabulary video stopping for strategic review questions, ask for examples, scholars will write on whiteboards. Review high-frequency words: a, and</p> <p>(20 mins) Teacher will engage scholar recall about recent stories. Teacher will guide the students to notice that story events happen in a certain order or sequence. Explain sequence. What if I told your a story in the wrong order, for example 3 Little Pigs?</p> <p>Teacher will use the story about Betsy Ross's flag to model annotating the text for sequence of events. Explain/ describe the beginning, middle and end and how it better helps with understanding.</p> <p>Teacher will ask questions to reflect on the strategy. Then give students 3 minutes to list 3 events that helped Betsy Ross solve the story problem, list them in order, in the margin.</p> <p>(10 mins) Teacher will explain that a story about the same topic can be different depending on who tells the story. Example: Kids get into trouble, siblings stories differ? Teacher will model paragraph 1 on how to find the narrator?</p> <p><b>Guided Practice:</b> reread paragraph 4-8 and underline details that tells how the</p>	<ul style="list-style-type: none"> <li>• I can compare and Contrast two texts about government.</li> </ul> <p><b>Activities:</b> (10 mins) Teacher will reread "A City Park" pointing out the rate/pacing. Remind scholar this is an Informational Text. Teacher will remind scholars they have learned about words with short vowel sounds - scholars will write a word from the text that has a short vowel. Teacher will remind scholars that they learned about nouns that name a group or collection of persons, places or things. Scholars will scan paragraph 1 to find a noun that names a group. Scholars will complete Build &amp; Reflect activity on p. 15 to help them think more about the week's selections and concepts.</p> <p>(20 mins) Teacher will invite students to recall the topic of each text and a few details and create a T chart with the information. Teacher will explain what it means to compare/contrast texts.</p> <p><b>Guided Practice:</b> Teacher will ask questions about the text and graphic features in each selection.Scholars will complete the Compare/Contrast organizer on p. 15 of their workbook. Scholars will write a sentence that tell how the two texts are alike or how they are different using their graphic organizer.</p> <p><b>Homework</b> Scholars will complete writing a few sentences that tell how the</p>	<ul style="list-style-type: none"> <li>• I can recount details from a text about government.</li> </ul> <p><b>Activities/Guided Practice:</b> (15 mins) Teacher will review the Essential Question and have scholars flip through the week 1 selections and ask questions. Teacher will make an anchor chart: name a person or job you learned about, why were they or it important, share a question about the person or job. Discuss scholar's ideas. Teacher will explain that while week 1 focused on what our government does, week 2 will focus on why our government makes laws. Teacher will review week 1 strategies: Identify Author's Purpose and given example of Smoke Jumper's. Scholars will identify author's purpose for writing "Can you sew a flag, Betsy Ross?" Teacher will review using context clues to build vocabulary and give example of terrain. Scholars will identify clues that help show the meaning of gear in paragraph 4. Teacher will review Analyze sequence of Events and then have scholars write beginning/middle/end for Can you Sew a Flag.</p> <p><b>Activities:</b> (15 mins) Teacher will preview the genre using "What Does A Police Officers Do?" Model using pictures and invite scholars predict what the text will be about. Teacher will model reading aloud the text fluently and</p>
--	---	--	---

	<p>narrator thinks and feels. Ask questions. How does point of view help them understand more about a story? Scholars share ideas.</p> <p><b>Homework</b> Scholars will write a few sentences that recount the key events of the story, "Can you sew a flag, Betsy Ross?"</p>	<p>texts are alike or different. Scholars will complete their weekly spelling homework.</p>	<p>accurately. Teacher will give 5 minutes for scholars will read for fluency. Teacher will pose questions to connect the information text to the unit concept. Review initial blends using the word streets.</p>
--	---	---	---

## PHONICS/VOCABULARY

Mon 8-24, 10:10-10:30	Tues, 8-25, 10:10-10:30	Wed, 8-26, 10:10-10:30	Thurs, 8-27, 10:10-10:30
<p><b>Final Blends</b> Objectives: I will be able to blend words with final blends. Read decodable text. Spell words with short vowels. Learn high-frequency words: are, for</p> <p>TG p. 28 (20 mins) Teacher will introduce and model the st sound. Continue to model ft, lp, lt, mp, nd, nt, sk, sp Teacher will say a word with the final blend and ask scholars to write the word and underline the final blend spelling on white boards. Teacher will introduce "Our Flag" - Read title and decode Flag, model blending. Continue reading stopping to ask questions for comprehension.</p> <p>Spelling: flag, stand, dry Use Day 1 method to Introduce High-Frequency Words: are, for</p>	<p><b>Blends with digraphs</b> Objective:</p> <ul style="list-style-type: none"> <li>I can blend words with consonant digraphs ch, sh, tch, dge.</li> <li>Spell words with short vowels.</li> <li>Learn high-frequency words: big, go</li> </ul> <p>TG p. 36 Teacher will review consonant digraphs ch, sh, tch, dge and write a sample word for each, underlining the spelling, while sounding out. Scholars will use whiteboards to practice writing digraph words with underlining. Teacher will play Rhyming Flocabulary video to remind scholars of words that rhyme. Scholars will write rhyming words for the spelling words: run, wet, chest Use Day 1 method to Introduce High-Frequency Words: Introduce/Practice - big, go</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>I can blend words with consonant digraphs th, wh, ph</li> <li>I can reread decodable text for fluency.</li> <li>I can spell words with short vowels.</li> <li>I can learn high-frequency words: has, l</li> <li>I can use high-frequency words: a, can, and, come, are, for, big, go.</li> <li></li> </ul> <p><b>Activities:</b> TG p. 41 (20 mins) Teacher will review consonant digraphs th, wh, ph Scholars will write a word that has a digraph on whiteboard. Teacher will use scholars words as examples. Teacher will demonstrate blending words: that, what, Steph by writing broken word and blending. Scholars will blend written words.</p>	<p>Objective:</p> <ul style="list-style-type: none"> <li>I can spell words with short vowel sounds.</li> </ul> <p>Teacher will introduce high-frequency words: has, l Scholars will write high-frequency words and use in a sentence, then share</p> <p>Teacher will use cards to review the previous words for the week and have scholars chorally say each word.</p>

## SMALL GROUP w/Mrs. Smith

Mon 8-24, 10:30-11:00	Tues, 8-25, 10:30-11:00	Wed, 8-26, 10:30-11:00	Thurs, 8-27, 10:30-11:00
NO GROUP	Red	Prep Time	Blue

<b>SMALL GROUP w/Ms. Reed</b>			
Mon 8-24, 11:00-11:30	Tues, 8-25, 11:00-11:30	Wed, 8-26, 11:00-11:30	Thurs, 8-27, 11:00-11:30
NO GROUP	White	White	White
<b><i>DAILY EVENTS:</i></b>			
Independent Practice	12:30 to 2:00	IXL, iReady, F2B, Think Up!	
OFFICE HOURS	1:00 – 3:00	Zoom:	