



Key	
AR = Accelerated Reader	Act = Activity
MP = Mixed Practice	SSR= Sustained Silent Reading
Wkst = Worksheet	

Lesson Plans for: A. Farias

Week of: May 3 - 7, 2010

Blue - Instructional Strategy

Student Activity, classwork or Assessment - Green

Homework - Red *Italicized*

Class	05/03/10	05/04/10	05/05/10	05/06/10	05/07/10
eS Art	Objective:				Students will be able to identify the emphasis in a painting. They will be able to paint a seascape that has a center of interest.
	Instructional Strategy:				Teacher modeling, hands on, follow oral directions
	Student:				Make a seascape. Paint yourself a seascape. Think about things that you see near the sea. Show the water and the sky in your picture. Add yourself to your picture. Materials Needed: paper, light and dark colors of tempura paint, paintbrushes, containers of water, smocks, objects found at the beach or pictures of them.
	<i>Homework:</i>				
Guided Reading	Objective: Students will be able to recognize the letter patterns using vowel variants /o/ aw. (Ruth Law Thrills the Nation-Vowel Digraphs)	Students will be able to write words in sentences. (Ruth Law Rules the Nation- Vocabulary)	Students will be able to identify words that have a syllable patterns-VV and identify homophones..(Ruth Law Rules the Nation- Syllable Pattern:VV and Homophones)	Students will be able to identify and review contractions: 'll, n't, 's.. (Ruth Law Rules the Nation-Author's Purpose/Prefixes)	Students will be able to show an understanding of what they learned during the week. (Ruth Law Thrills the Nation-Assessment)

	<p>Instructional Strategy: Read aloud, question/answer, class discussion, teacher modeling, writing activity by completing wkst pages.</p>	<p>Read Aloud the story, Lecture, question/answer, class discussion, teacher modeling, graphic organizer , writing activity by completing wkst pages</p>	<p>Read Aloud, Question/answer Teacher modeling Class discussion</p>	<p>Lecture, question/answer, class discussion on cause and effect, teacher modeling, graphic organizer</p>	<p>Question/Answer, class discussion, teacher modeling, read aloud, assessment</p>
	<p>Student: An activity in math, science, writing, and reading. Students will be guided after by working together as a class group. Use Challenge sheet pg. 107. Make two lists of words that use aw and augh and sound like caught. Draw a line under the letters that stand for the vowel sound.. Echo read the story. Do wkbk pages 115-116</p>	<p>An activity in math, science, writing, and reading. Students will be guided after by working together as class group. Write vocabulary and definitions in Reading Daybook. Echo/Partner Read the story. Do wkbk pages 117-118</p>	<p>An activity in math, science, writing, and reading. Students will be guided after by working together as class group. Look at these words : to, here, there, where, see, write. Think of at least one homophone for each one. Make sure you know what each word means. Read along with cassette- wkbk pages 119-120</p>	<p>An activity in math, science, writing, and reading. Students will be guided after by working together as class group. Write a story and read aloud. Then have the class identify the purpose of each story. Echo Read the story. Complete workbook pages 121-122</p>	<p>An activity in math, science, writing, and reading. Students will work alone on their assessments located at the back of the workbook.</p>
	<p><i>Homework: Read for 20 minutes daily and sign reading log.</i></p>	<p><i>Read for 20 minutes daily and sign reading log.</i></p>	<p><i>Read for 20 minutes daily and sign reading log.</i></p>	<p><i>Read for 20 minutes daily and sign reading log.</i></p>	<p><i>Read for 20 minutes daily and sign reading log.</i></p>
<p>Be Working with Words</p>	<p>Objective: Students will be able to know how to read and spell with digraph ey. (Lesson 106-Digraph ey)</p>	<p>Students will be able to arn new concepts suffix -es noun (subject) verb plural grammar subject-verb agreement singular sibilant sound. (Lesson 107- Suffixes -es)</p>	<p>Students will be able to read and spell with digraph ue. (Lesson 108-Digraph ue)</p>	<p>Students will be able to learn how to read and spell with the new concept suffix -ous. (Lesson 109-Suffix -ous)</p>	<p>Students will be able to show an understanding of all they have covered this week. (Lesson 110-Assessment)</p>
	<p>Instructional Strategy: Question/answer, class discussion, teacher modeling, writing activity</p>	<p>Question/ answer using flashcards, class discussion, teacher modeling, writing activity</p>	<p>Lecture, question/answer, class discussion, teacher modeling, worksheet</p>	<p>Read Aloud, question/answer, class discussion, teacher modeling</p>	<p>Lecture, question/answer, class discussion, teacher modeling, assessment</p>

	<p>Student: Will do daily letter, sound review, and sight word review. Students will be guided after by working together as a class group. Complete 106A</p>	<p>Will do daily letter, sound review, and sight word review. Students will be guided after by working together as a class group. Be able to complete sentences with the digraph -es Complete worksheet sides 107A</p>	<p>Will do daily letter, sound review, and sight word review. Students will be guided after by working together as class group. Complete worksheet sides 108A.</p>	<p>Will do daily letter, sound Review and sight word review. Students will be guided after by working together as class group. Play flash card memory game using sight words in partners. Complete worksheet sides 109A.</p>	<p>Students will work alone on their assessments.</p>
	<p>Homework: Complete worksheet 106B</p>	<p>Wksts 107B</p>	<p>Wksts 108B</p>	<p>Wksts 109B</p>	
Guided Writing	<p>Objective: Students will write in their journal the question and the answer with 3 sentences.</p>	<p>Objective: Students will write in their journal the question and the answer with 3 sentences.</p>	<p>Objective: Students will write in their journal the question and the answer with 3 sentences.</p>	<p>Objective: Students will write in their journal the question and the answer with 3 sentences.</p>	<p>Objective: Students will write in their journal the question and the answer with 3 sentences.</p>
	<p>Instructional Strategy: Class discussion and writing activity. Whole class writing with a teacher talk and writing activity.</p>	<p>Instructional Strategy: Class discussion and writing activity. Whole class writing with a teacher talk and writing activity.</p>	<p>Instructional Strategy: Class discussion and writing activity. Whole class writing with a teacher talk and writing activity.</p>	<p>Instructional Strategy: Class discussion and writing activity. Whole class writing with a teacher talk and writing activity.</p>	<p>Instructional Strategy: Class discussion and writing activity. Whole class writing with a teacher talk and writing activity.</p>

	<p>Student: Students will write their sentences. The prompt is - Have children list people to whom they would like to send a postcard..</p>	<p>Student: Students will write their sentences. The prompt is - Have children write a persuasive argument.</p>	<p>Student: Students will write their sentences. The prompt is - Have children write sentences about a familiar topic.</p>	<p>Student: Students will write their sentences. The prompt is - Have children write about something that happened today.</p>	<p>Student: Students will write their sentences. The prompt is - Have children write in their journals.</p>
	<p>Homework: <i>No homework</i></p>	<p>No homework</p>	<p>No homework</p>	<p>No homework</p>	<p>NO homework</p>
Grammar/English	<p>Objective: Students will be able to complete ABC order. They will be able to identify an Action Verb.</p>	<p>Students will be able to identify verbs. They will be able to use the words is and are in a sentence.</p>	<p>Students will be able to identify days of the week, months, and holidays.</p>	<p>Students will be able to identify an adjective.</p>	<p>Students will be able to identify an adverb.</p>
	<p>Instructional Strategy: Read Aloud, question/answer, teacher modeling, writing activity</p>	<p>Instructional Strategy: Read Aloud, question/answer, teacher modeling, writing activity</p>	<p>Instructional Strategy: Class discussion, question/answer, teacher modeling, writing activity</p>	<p>Instructional Strategy: Read Aloud, question/answer, teacher modeling, writing activity</p>	<p>Instructional Strategy: Read Aloud, question /answer, teacher modeling, writing activity</p>
	<p>Student: Students will discuss in groups and will be guided after by work together as class group. Put the words in ABC order. Write the numbers 1,2, or 3 on the lines to show order. A verb is an action word. Find the verb in each sentence and circle it., Complete the worksheets.</p>	<p>Students will discuss in groups and will be guided after by work together as class group. Circle the verbs in the word groupings. Some groups have more than one verb. Use "is" when talking to about one person or thing. Use "are" when talking about more than one person or thing. Complete the worksheets.</p>	<p>Students will be guided after by working together as a class group. The names of the days of the week, months, and holidays are proper nouns. They begin with capital letters. Write the proper noun correctly in the blank under the word. Complete worksheet.</p>	<p>Students will be guided after by working together as a class group. An adjective is a word that describes a noun. Circle the adjective in each sentence. Complete worksheet.</p>	<p>Students will be guided after by working together as a class group. Adverbs usually modify the verb. They tell us how, when, or where. Circle the adverb in each sentence. In the blank, write if the adverb tells how, when, or where. Complete Worksheet,</p>
	<p>Homework:</p>				
Math	<p>Objective: <i>Students will be able to know how to read and show time to the minute</i></p>	<p>Students will be able to know how to count change using various coins.</p>	<p>Students will be able to know how to identify various lines. (Lesson 108- Identifying</p>	<p>Students will be able to know how to add three-digit numbers and money</p>	<p>Students will be able to complete written assessment 21.</p>

	<i>on a clock. (Lesson 106- telling and showing time)</i>	(Lesson 107- Counting Money Amounts)	parallel lines)	amounts. (Lesson 109- Adding three- digit numbers)	
	Instructional Strategy: . Collaborative/group work make game In groups of two. Teacher model, question/answer Use of manipulatives	Collaborative/group work make game In groups of two. Teacher model, question/answer Use of manipulatives	Teacher model problems on the board Collaborative group work Question/answer Use of manipulatives.	Teacher modeling and hands on activity/wrap-ups. Question/answer Supplemental pages	question/answer (review of what has been learned this past week), class discussion, writing activity.
	Student: Students will be guided together as a group to show an understanding of telling and showing time. Students will practice with clocks and worksheets. Complete worksheets 106A.	Students will be guided together as a group to show an understanding counting coins. Students will be in groups of 2s practicing counting money with play money. Complete worksheet sides 107A	Students will be guided together as a group to show an understanding about parallel lines and practice identifying them. Complete Worksheet sides 108A	Students will work in groups of two practicing adding three digit numbers. They will be guided after by working together as a class group. Complete worksheet sides 109A	Students will work alone on their assessments. Lesson 110- assessment
	<i>Homework: Worksheet sides 106B</i>	<i>Worksheet sides 107B</i>	<i>Worksheet sides 108B</i>	<i>Worksheet sides 109B</i>	<i>Review numbers 0-100</i>
Science	Objective: Students will be able to recognize which parts of the body help people move.	Objective: Students will be able to identify the supporting parts of a house and a body.	Objective: Students will be able to make a list of activities that require joints to bend.	Objective: Students will be able to explore what outer coverings are like and how they differ.	No Class
	Instructional Strategy: Question/answer, Graphic organizer, Read Aloud pg. 254-261	Question/Answer, Graphic Organizer, Read Aloud pg.256-57	Question/answer, graphic organizer, List	Discussion, use of science words, question/answer, Read Aloud pg.262-267	
	Students: Students will work together to understand and describe what is inside of you. They will complete a graphic organizer on what they learned and complete wkbk pages.	Students will work together to understand and describe the difference between a house and a body. They will complete a graphic organizer on what they learned and complete	Students will work together to understand and describe what requires joints to bend. They will complete a graphic organizer on what they have learned and make alist of activities that require the joints to bend. Ex.- brushing	Students will work together to understand what outer coverings are alike and which are different. They will complete a graphic organizer on what they learned and complete	

		wkbk pages. Complete page on the skeleton.	teeth, throwing a ball, running, eating	wkbk pages.	
	<i>No homework</i>	<i>No homework</i>	<i>No homework</i>	<i>No homework</i>	<i>No homework</i>
Social Studies	Objective: Students will be able to understand that calendars show months of a year, weeks in a month, and days in a week.	Students will be able to understand why people celebrate holidays.	Students will make a holiday history time line.	Students will be able to understand that when we make predictions, we tell what we think will happen in the future.	No Class
	Instructional Strategy: Read Aloud/Echo read , question/answer, teacher modeling	Class discussion, question/answer, teacher modeling read Aloud/ echo modeling	Class discussion, question/answer, teacher modeling,	Read Aloud/Echo read , question/answer, class discussion,, wksts	
	Students: Students will read aloud pg.188-89 and answer the review questions. Have the students complete a graphic organizer on this chapter. Complete workbook pages.	Students will read aloud pg.190-193 and answer the review questions. Have the students complete a graphic organizer on this chapter. Complete workbook pages.	Students will make a time line on paper of holidays we celebrate.	Students will read aloud pg. 194-195 and answer the review questions. Have the students complete a graphic organizer on this chapter. Complete workbook pages.	
	No homework	<i>No homework</i>	<i>No homework</i>	<i>No Homework</i>	

Weekly Spelling Words (to be tested on Friday):

right	bright	might	have	once
tight	high	together	America	other

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Class Notes or Reminders from the teacher:

<p>Homework must be turned in daily. A "O" will be given for each assignment that is not turned in. Parent/teacher conference will be requested if there are 2 missed days of homework in one week. All make up work or missing work must be due this week due to grades for report cards.</p>	<p>Reading Logs are going home (they are attached to red folder). Part of your child's homework is to read 20 min. daily. Please fill out reading log daily for grade.</p>
<p>Book report sent Friday-April 22nd will be due Friday the 30th of April.</p>	<p>Please have students practice reading and spelling the words listed on the high frequency word box on the Phonics homework page.</p>