

# Weekly Lesson Plans for: 5k Week of: May 9 - 13

Blue - Instructional Strategy

Assessment - Green

Homework - Red *Italicized*

Class	Monday	Tuesday	Wednesday	Thursday	Friday
Math	<p>Lessons 114</p> <p>Objective:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-count tally marks to 43 &amp; 47</li> <li>-write the number 103 on a place value chart</li> <li>-read a simple word problem and decide whether it is some more or some went away</li> <li>-finish the number pattern by adding 10 and extending the patter of 4, 14, 24...</li> <li>-fill in the correct comparison symbol &lt;, &gt;, =</li> <li>-find the answers to 3 number addition:  <math>5+6+5=</math> ___ and  <math>4+1+6 =</math> ___</li> <li>-fill in the missing numbers from 70 to 90</li> </ul> <p>Mastery will be at least 80%</p>	<p>Lesson 115</p> <p>Objective:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-write the number 104 on a place value chart</li> <li>-circle the digit of the number that tells the number of hundreds</li> <li>-find the missing number using clues to decide the two possibilities</li> <li>-will understand the term "half past" the hour and mark the correct clocks for half past one.</li> <li>-counting groups of 10's and extras using linking cubes.</li> <li>-draw tally marks to show how many desks are in the classroom.</li> <li>-add 10 to 79 and 22 and solve a 3 number addition problem.</li> </ul>	<p>115-2 Assessments</p> <p>Objective:</p> <p>Written Assessment 22 &amp; Fact Assessment 17</p> <ul style="list-style-type: none"> <li>-divide 6 into two equal parts</li> <li>-read a simple word problem and determine if it is subtraction or addition</li> <li>-count money and color the pennies brown</li> <li>-fill in missing numbers counting by 2's starting at 6 and ending at 20 and then count backwards from 24 to 17.</li> <li>-solve simple addition and subtraction problems</li> <li>- students will demonstrate their ability to solve addition problems.</li> </ul>	<p>Lesson 116</p> <p>Objective:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-write the number 105</li> <li>Students will be able to put 35 linking cubes in groups of 10's and 1's and add 10 more linking cubes to tell how many in all.</li> <li>Students will be able to identify 1 dime, 2 nickels, and 4 pennies and tell how much money that equals.</li> <li>Students will be able to show half past 3 on an analog and digital clock.</li> <li>-fill in the answers to double digit addition problems.</li> </ul>	<p>Objective:</p> <p>Lesson 117</p> <p>Students will be able to write the number 106 four times and identify the place value for each digit.</p> <p>Students will fill in pattern with numbers and shapes.</p> <ul style="list-style-type: none"> <li>-Students will count the number of pieces each picture is showing</li> </ul> <p>Students will identify cones, cubes, spheres and cylinders and color a graph to show how many there are of each shape</p>
	<p>Instructional Strategy:</p> <p>Practice adding 3 numbers using lesson worksheet 114.</p> <p>Talk about place values to the hundredth place.</p> <p>Practice writing the numbers in a place</p>	<p>Instructional Strategy:</p> <p>Practice writing numbers with hundreds, tens and ones marking the hundred place for each number. Help the children identify a</p>	<p>Instructional Strategy:</p> <p>Students will be given the assessment worksheets 22 and fact assessment 17 and be able to do the work on their own.</p>	<p>Instructional Strategy:</p> <p>Review place value to the hundredth place.</p> <p>Practice identifying dimes, nickels and pennies and count the money to tell how much it equals. Practice addition and subtraction.</p>	<p>Instructional Strategy:</p> <p>Review the place values for numbers to the hundredth place. Practice identifying shapes and filling in missing information on a calendar.</p> <p>Count the number of pieces shown with items</p>

	<p>value chart before doing the lesson. Count tally marks that have already been written. Practice counting by 5's and ones. Review adding 10 to a number before finishing the pattern of 4, 14, 24 ... Review &lt;, &gt;, = and fill in the missing symbol. Use manipulative to practice adding 3 numbers together.</p>	<p>number by using clues given to find the number between 29-41. Show clocks marking the half hour and practice telling time using the term "half past" to say 30 minutes after the hour. Make linking cube rows of tens and ones to find how many in all for the number 44. Count the number of desks in the room and mark the number using tally marks. Practice adding 10 to a number.</p>		<p>Practice telling and marking time on clocks to the half hour.</p>	<p>divided into 6<sup>th</sup>, halves and fourths. Identify cones, and spheres by coloring all the cones blue and the spheres red. Practice filling in the information on a chart.</p>
	<p><b>Assessment:</b> Complete Guided class practice 114 A and lesson worksheet 114</p>	<p><b>Assessment:</b> Guided Class Practice 115 A &amp; B</p>	<p><b>Assessment</b> Complete written Assessment 21 &amp; Fact Assessment 16 with a limited amount of help.</p>	<p><b>Assessment:</b> Complete 116 A and Fact Homework 116 A and B in class.</p>	<p><b>Assessment</b> Complete lessons 117 A and B in class, and class fact A &amp; B.</p>
	<p><b>Homework:</b> Complete Homework lesson 114 B</p>	<p><b>Homework</b> Fact Homework 115 and lesson worksheet 115-1</p>	<p><b>Homework</b> Fact Homework 115-2 Fill in the missing numbers on a number line</p>	<p><b>Homework</b> Guided practice 116 B</p>	
Reading	<p><b>Objective:</b> Children will read the story: "Cinderella" page 60-76</p> <p><b>Students will:</b> -understand vocabulary words delightful,</p>	<p><b>Objective:</b> Children will re-read the story "Cinderella" page 60-76</p> <p><b>Students will:</b> -understand vocabulary words: carve</p>	<p><b>Objective:</b> Children will re-read the story: "Cinderella" page 60-76</p> <p><b>Students will:</b> -understand the vocabulary word: tangle</p>	<p><b>Objective:</b> Children will re-read the story: <b>Students will:</b> "Cinderella" page 60-76</p> <p><b>Students will:</b> -understand the vocabulary words: peer,</p>	<p><b>Objective:</b> Children will be able to read "Cinderella" paired up with someone. Weekly test on the story "Cinderella"</p>

<p>imagination, original          -isolate medial sounds          -vowel digraph ea          -high frequency words: colors, draw, drew, great, over, show, sign          -understand what "theme" is          -learn adjectives for colors and shapes          -spelling words: eat, sea, each, team, please, dream, treat, beach, clean, lean, colors, sign</p>	<p>-segment and blend sounds          -vowel digraph ea          -add endings to words          -understand story words castle, coach, happily, married, prince, pumpkin, twelve, o'clock, woman          -understand what "Theme" &amp; "visualize" are in a story          -Review what compound words are          -gives examples of adjectives for colors and shapes</p>	<p>-change initial sounds          -vowel digraph ea          -add endings to words          -Review high frequency words: colors, draw, drew, great, over, show, sign          -Review story words: castle, coach, happily, married, prince, pumpkin, twelve, o'clock, woman          -Review drawing conclusions in a story          -Review adjectives for colors and shapes</p> <p><b>Mastery:</b>          Students will be able to read 80% of the story for today and read words with consonant blends. Homework will be given to those who are not able to master 80% by having them re-do any class work done today.</p>	<p>royal, sighed          -change final sounds          -Review vowel digraph ai, ay          -Review singular &amp; plural possessives          -Review all high frequency words          -understand what a fairy tale is          -Review adjectives for colors and shapes</p>	
<p><b>Instructional Strategy:</b>          Echo read the story for the week go over the vocabulary words and the high frequency words for the week. Introduce the question of the week and discuss how we learn as we grow and change. Do Workbook pages. 331-332 to check reading comprehension. Read decodable book 14A</p>	<p><b>Instructional Strategy:</b>          Listen to the question of the week online at Pearson website and discuss. Echo read the story for this week and practice reading the high frequency words in the story and the workbook activity pages. Read Decodable Reader 14B "" with compound words Do worksheet pages 335-336</p>	<p><b>Instructional Strategy</b>          -Use the Pearson website to go over all of the concepts taught today. Answer questions about the story and review all the spelling words for this week. Practice our spelling words using <a href="http://spellingcity.com">spellingcity.com</a>          Do workbook pages 337-338</p>	<p><b>Instructional Strategy:</b></p>	<p><b>Instructional Strategy:</b></p>

		Identify plural verbs. List comments and feelings about the story and the characters.			
	<b>Assessment:</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment:</b>	<b>Assessment:</b>
	<i>Homework:</i> <b>BOOK REPORT DUE FRIDAY</b>	<b>Read a book to your child for 20 min</b> <b>BOOK REPORT DUE FRIDAY</b>	<i>Read a book to your child for 20 min</i> <i>Study the spelling words for this week to prepare for the practice test tomorrow.</i> <b>BOOK REPORT DUE FRIDAY</b>	<i>Read a book to your child for 20 min</i> <i>Practice spelling words for Friday's Test.</i> <b>BOOK REPORT DUE FRIDAY</b>	<i>No Homework</i>
Phonics	Objective: : Lesson 99 Student will be	Objective: Lesson 100 Students will be	Objective: Lesson 101 Students will learn the sound of au in words like pause.	Objective: Lesson 102 Students will	Objective: 103
	Instructional Strategy: Use the worksheet from lesson 76 to write a list is 16 words that contain the combination ir Let the children guess how they would spell certain words, give them clues and let them take turns guessing how to spell words with ir. Write them on the board, have them write the words on their papers and then read the list together.	Instructional Strategy:	Instructional Strategy: Write a list of words with the au sound as in pause, faucet, August, author, audio, auto, autumn, haul, because, caution, exhaust, fault, caught.	Instructional Strategy: Write a list of words	Instructional strategy:

	<p><b>Assessment:</b> Complete list of words with ir, read the words and read a paragraph to find all the words that have the ir combination. Highlight the words in yellow and answer the questions about the paragraph.</p>	<p><b>Assessment:</b> Complete list of words with ur, read the words and read a paragraph to find all the words that have the ur combination. Highlight the words in yellow and answer the questions about the paragraph.</p>	<p><b>Assessment:</b> Students will complete the list of words, echo read the words, and spell the words.</p>	<p><b>Assessment:</b> Students will write the list of words, and participate in the game "find the word"</p>	<p><b>Assessment</b></p>
	<p><i>Homework</i> <i>None</i></p>	<p><i>Homework</i> <i>None</i></p>	<p><i>No Homework</i> <i>none</i></p>	<p><i>No Homework:</i></p>	<p><i>No homework</i></p>
Religion	<p>Obj: To help the children celebrate Mary and learn a Mary crowning Song</p>	<p>Obj: To Help the children understand and learn the Hail Mary.</p>	<p>Obj: To help the children discover that Mary is Jesus' mother and learn about the Holy Family</p>	<p>Obj: To help the children deepen their appreciation for the Holy Family, Mary, Joseph &amp; Jesus</p>	<p>Obj:  LITURGY</p>
	<p><b>Instructional Strategy:</b> Take the children to the chapel and ask them to look around for any pictures, statues they may see of Mary. Ask them if they have any questions. Sing the song "The Mother God" to the tune of "Mary Had a Little Lamb". Discuss with the children who Mary was and the importance of her in their lives.</p>	<p><b>Instructional Strategy:</b> Discuss with the children the following questions: -Who told Mary she was to be the mother of Jesus? -What questions would you ask Jesus if she visited us today? -How do you think Mary showed that she loved other people?</p>	<p><b>Instructional Strategy:</b> Point to the young boy on page 182 and tell it is Jesus. Then ask the following questions: -Who do you think the woman is? -What is her name? -Where do you think Jesus and Mary are? -What are some of the things you see in the picture? -What are Jesus and Mary doing? -With whom do they take walks? -What do you do when</p>	<p><b>Instructional Strategy:</b> Discuss with the children who the Holy Family were. Speak to them about Jesus and his mission here with all his people. Discuss with the children how the Holy Family lived. For example, -house were made mud that dried in the sun -floors were ground -there was very little furniture -no running water, women went to the well to get water</p>	<p><b>Instructional Strategy:</b>  LITURGY  STUDENTS WILL GET A RELIGION GRADE FOR PARTICIPATION IN MASS</p>

			<p>you take a walk with that person?          -Where do you take walks?</p>	<p>-women had to carry jugs of water back to their house          -there were no stores, etc.</p>	
	<p><b>Assessment:</b>          Worksheet 142 &amp; 143</p>	<p><b>Assessment:</b>          Worksheet 140 &amp; 141</p>	<p><b>Assessment:</b>          Worksheet 182 &amp; 183</p>	<p><b>Assessment:</b>          Worksheet 184 &amp; 185</p>	<p><b>Assessment:</b>          LITURGY</p>
	<p><i>None</i></p>	<p><i>None</i></p>	<p><i>None</i></p>	<p><i>None</i></p>	<p><i>Attend Mass with your family on Sunday!</i></p>
<p>PE          11:25          -          12:00</p>	<p>SCEINCE</p> <p>Obj:</p>	<p>PE</p> <p>Obj:          Students will start learning the dances and moves to the songs that will be performed at the 5K promotion ceremony.</p>	<p>SOCIAL STUDIES</p> <p>Obj: Cinco de Mayo          Students will understand the importance of the Holiday.</p>	<p>PE</p> <p>Obj:          Students will start learning the dances and moves to the songs that will be performed at the 5K promotion ceremony.</p>	<p>Library Time</p> <p>LTURGY &amp; EARLY DISMISSAL</p>
	<p>Instructional Strategy.</p>	<p>Instructional Strategy:          Students will practice the Lord's army (boys), Father Abraham (girls) &amp; (together as class) La Raspa.</p>	<p>Instructional Strategy:          Students will understand that the holiday was about the Mexican people winning the battle against the French in 1862. We celebrate this holiday because of our Mexican roots and heritage.</p>	<p>Instructional Strategy          Students will practice the Lord's army (boys), Father Abraham (girls) &amp; (together as class) La Raspa.</p>	<p>Instructional Strategy          LTURGY &amp; EARLY DISMISSAL</p>

	<b>Assessment</b>	<b>Assessment</b> Students will participate in the dance to the best of their ability.	<b>Assessment</b> Make a Mexican Flag out of construction paper.	<b>Assessment</b> Students will participate in the dance to the best of their ability.	<b>Assessment</b> LTURGY & EARLY DISMISSAL
	<b>Homework</b> None	<i>None</i>	<i>None</i>	<i>None</i>	<i>None</i>

**Weekly Spelling Words (to be tested on Thursday): Pretest May 5; Test May 6**

<b>EAT</b>	<b>SEA</b>	<b>EACH</b>	<b>TEAM</b>	<b>PLEASE</b>
<b>DREAM</b>	<b>TREAT</b>	<b>BEACH</b>	<b>CLEAN</b>	<b>LEAN</b>
<b>COLORS</b>	<b>SIGN</b>			

**Class Notes or Reminders from the teacher:**

Pre-test for spelling will be on Thursdays on full weeks and Wednesdays for weeks ending on Thursday.	
Book reports for the 4 <sup>th</sup> quarter are different and still have two sides. Both sides must be filled out before being complete.	