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<p>ALCOS  ELA 1, 5b, 5e, 6</p> <p>9:15- Snack and R.R.</p>	<p align="center">U2W2-Reading Whole Group (8:45-9:15)</p> <p align="center">Story of the Week – “<i>Ronald Morgan Goes to Bat</i>” Unit 2 - 2</p> <p>QUESTION OF THE WEEK, 190j <i>What makes a team?</i></p> <p>Oral Vocabulary/Share Literature, 190m Sing with Me Big Book, Song 7 Amazing Words <i>compete, contribute, recreation</i>. Post words on whiteboard with magnetic clips. Discuss meaning of words within context of week’s story.</p> <p>Phonics, 190n–190o  Introduce Contractions <i>n’t, ’s, ’ll, ’m</i> T Using spelling words for the week, emphasize blending/segmenting nature of contractions and purpose/positioning of apostrophe.</p> <p>Build Background, 190r–191 Working Together. Conduct picture walk in student textbooks. Define and discuss amazing words. Encourage children to use amazing words as they respond to questions. Display Graphic Organizer 15 Concept Chart on what makes a team. Explain to students that we will use a graphic organizer in our letter-writing unit that is similar to this one. Explain that graphic organizers can be used to develop and organize ideas.</p> <p>Listening Comprehension, 191a–191b  Realism and Fantasy T Review the terms and compare/contrast them. Read aloud “The Elephant Team” Model ways to distinguish between realism and fantasy in reading.</p>	<p>Reading Intervention-(10:15-10:45) Work individually with LP, MD, and CG using sight word flashcards and decodable reader or other leveled reader.</p> <p>Math Intervention/A-Math: (10:45-11:15) A-Math and/or Worksheet  Target Skill: Fact Families with 4 Focus on Strategic learners using visual aids and manipulatives on EnVision Math leveled worksheets.</p> <p>Lunch 11:15-11:40</p> <p>Recess 11:40-11:50</p> <p>RR 11:50-11:55</p>

<p>ALCOS  Math 1, 2</p> <p>Common Core Standard 2.0A.1</p>	<p>Math-Whole Group (11:55-12:55) Target skill: Unit 3 – Subtraction Strategies 3.6 Problem Solving: Two-Question Problems</p> <ul style="list-style-type: none"> T Using drawings, manipulatives, and human models, students will solve two-question problems by using the answer to the first question to answer the second question. T Students will translate these visual and tactile practices to mathematical equations.  T Materials: 3.6 Sheet, connecting blocks, counting chips, Elmo, internet with EnVision Digital Path. Homework: R3.6/P3.6 from Workbook <p>Create a problem similar to the Performance Assessment with school supplies.</p>	<p>12:55-1:15- Science and Social Studies Painted Lady Butterfly Lab – Review life cycle of butterfly, metamorphosis, caterpillar anatomy. Using HASP 33-41 on Elmo, discuss molting process and silk spinning in more detail. Write pertinent vocabulary words on the board and encourage students to use vocabulary as they record their observations in their journals. Distribute caterpillar cups, journals, and magnifying glasses.</p> <p>P. E. -1:15- 1:45</p>
<p>ALCOS  Science 6 or 2.LS.6</p>	<p>Social Studies/Science (1:45-2:20) Unit 1 Chapter 4 – How Living Things Grow & Change</p> <ul style="list-style-type: none"> T Continue with observation journals T If there is time, move on to HASP Lesson 7 on the J position and the beginning of pupation. T Show time elapsed video of butterfly. 	<p>Daily Reflections: (2:20-2:30)</p>
<p>Tuesday September 20, 2011 7:45-8:15- BNN and Morning Work</p> <p>Art-*8:10-9:00 (2)</p> <p>ALCOS  ELA 9</p>	<p>Grammar/Writing (8:15-8:45) Spelling - Spelling, 192d Review spelling words in sentences using Waltke PP. Homework: Spelling Practice Book p. 26</p> <p>English- Grammar, 211b Practice Proper Nouns T Play noun game using Waltke PP. Emphasize capitalization. Common versus Proper Noun chart. Grammar & Writing Practice book p. 25</p> <p>Writing-Computer Lab: Students will generate group letters by logging on to a letter generator at ReadWriteThink.org. The software teaches letter components and format as the children create their letters They will send the PDF letters by email to a predetermined address where the letters can be printed. Students will type a dictated 5-sentence paragraph about how to write a letter.</p>	<p>Small Group (9:15-10:15) Teacher: Small Group (Groups posted in class) (Lesson Plans/Flip charts in notebook on back table) None due to art, computer, and library</p> <p>Centers: Reading- Begin reading leveled readers for the week Spelling- Write sentences with spelling words. Seatwork- Reading Practice Workbook Sheets Writing-Brainstorming list or practice D'Nealian letters Pull-Out Day</p>


<p>ALCOS 🌀 ELA 1, 5b, 5e, 6 <u>Ronald Morgan</u> Library* 9:05-9:50 Computer* 9:55-10:40</p>	<p>U2W2-Reading Whole Group (8:45-9:15) Story of the Week – “Ronald Morgan Goes to Bat” Unit 2 - 2 QUESTION OF THE DAY, 192a <i>What are some ways that individuals can help a team?</i> Oral Vocabulary/Share Literature, 192b Big Book <i>From Me to You</i> Amazing Word <i>deserve</i>. Post word on whiteboard with magnetic clip. Discuss meaning of word within context of week’s story. Phonics, 192c–192d 🌀 Review Contractions <i>n’t, ‘s, ‘ll, ‘m</i> T Introduce High-Frequency Words <i>certainly, either, great, laugh, second, worst, you’re</i> T Introduce Selection Words <i>clutched, spirit, terrific</i> Introduce words using Waltke PP. Have students repeat words, discuss meanings, use words in sentences, and connect to prior lessons when applicable. Read <i>Ronald Morgan Goes to Bat, 192e–211</i> Reread for Fluency. <u>Listen to story as read along with Audio-Text CD</u> 🌀 Realism and Fantasy T 🌀 Prior Knowledge REVIEW Sequence T</p>	<p>Reading Intervention-(10:15-10:45) Pull-Out Day Math Intervention/A-Math: 10:45-11:15 A-Math and/or Worksheet 🌀 Target Skill: Fact Families with 4 Focus on Strategic learners using visual aids and manipulatives Lunch 11:15-11:40 Recess 11:40-11:50 RR 11:50-11:55</p>
<p>ALCOS 🌀 Math 1, 2 Guidance- 11:45-12:30 (2)</p>	<p>Math-Whole Group (11:55-12:55) Target skill: Unit 3 – Subtraction Strategies Unit 3 Test T Review Topic 3 highlights. Focus on word problems. Use Daily Common Core Review sheet and/or Quick Check sheet to review. Administer test.</p>	<p>Science and Social Studies-(12:55-1:15) Due to Guidance, this time will be given to students to complete Unit 3 Math test after content review. P. E. -1:15- 1:45</p>
<p>ALCOS 🌀 Science 6 or 2.LS.6</p>	<p>Social Studies/Science (1:15-2:20) Unit 1 Chapter 4 – How Living Things Grow & Change Painted Lady Butterfly Lab – Distribute caterpillar cups, observation journals, magnifying glasses for students to observe and record their observations.</p>	<p>Daily Reflections: (2:20-2:30)</p>

<p>Wednesday September 14, 2011 7:45- 8:15- BNN and morning work</p> <p><u>Ronald Morgan</u></p> <p>ALCOS  ELA 9</p>	<p align="center">Grammar/Writing (8:15-8:45)</p> <p>Spelling - Spelling, 212d Practice Spelling Practice Book, p. 27. Do some rhythm and clapping to help remember spelling words.</p> <p>English- Grammar, 213b Write with Proper Nouns T Improve writing with proper nouns, colorful verbs, and accurate writing conventions.</p> <p>Writing -Trait of the Week, 213a Introduce Conventions. Explain that conventions mean the rules for writing, such as capitalization, spelling, punctuation, and indentation. Model the passages listed in the TE. Gather students to carpet to read more letters from “Dear Teacher.” Discuss the writing process and the 5-sentence paragraph format. Demonstrate construction of 4-square type of graphic organizer. BrainPopJr animation on developing topic sentences, supporting detail sentences, and closing sentence to create a paragraph. Students will return to their desks to develop topic and supporting sentence concepts using a variety of fun graphic organizers.</p>	<p align="center">Small Group (9:15-10:15)</p> <p>Teacher: Small Group (Groups posted in class) Lesson Plan flip book on small group table</p> <p>Strategic/Intervention: Page DI•24 Blend Words with Contractions. Use Sliding contraction strips. Read Decodable Reader 7 Reread for Fluency</p> <p>On-Level (2 groups) Pages 194–213 Reread <i>Ronald Morgan Goes to Bat</i></p> <p>Advanced: Page DI•27 Reread <i>Ronald Morgan Goes to Bat</i> Go over four-square graphic organizer for letter-writing unit. Encourage this group to write eight to ten sentences for his/her paragraph instead of just five; or to write two five-sentence paragraphs.</p> <p>Centers: Reading-Read to self or with someone using EEK “<i>Ronald Morgan Goes to Bat</i>” Spelling- Write sentences with spelling words. Seatwork- Reading Practice Worksheets 65-67 Writing Center-Create graphic organizer as pre-writing exercise. Develop topic and supporting sentence concepts.</p>
<p>ALCOS  ELA 1, 5b, 5e, 6</p>	<p align="center">U2W2-Reading Whole Group (8:45-9:15)</p> <p align="center">Story of the Week – “<i>Ronald Morgan Goes to Bat</i>” Unit 2 - 2</p> <p>QUESTION OF THE DAY, 212a <i>Why might a letter make Rat feel better?</i></p> <p>Oral Vocabulary/Share Literature, 212b Big Book <i>From Me to You</i> Amazing Word <i>mope</i></p> <p>Phonics, 212c REVIEW <i>r</i>-Controlled, <i>ar, or, ore</i> T As a whole class, perform a series of word builds on the Elmo. Practice book p. 67,68</p> <p>High-Frequency Words, 212d Practice <i>certainly, either, great, laugh, second, worst, you're</i> T</p> <p>Vocabulary, 212e Verbs: Have students work in pairs to find various verbs in a thesaurus. For example, have them find more colorful verbs for the word walk, talk, see, like, laugh etc.</p>	<p align="center">Reading Intervention-(10:15-10:45)</p> <p>Work individually with LP, MD, and CG using sight word flashcards and decodable reader or other leveled reader. Review vocabulary and phonics material in flipbooks if needed. Have students read individually or partner read with them. Retells to check for comprehension. Monitor fluency.</p> <p align="center">Math Intervention/A-Math: 10:45-11:15</p> <p>A-Math and/or Worksheet  Target Skill: Fact families with 4 Focus on Strategic learners using visual aids and manipulatives to subtract using Doubles Addition strategies.</p> <p>Lunch 11:15-11:40 Recess 11:40- 11:50 RR 11:50-11:55</p>

<p>ALCOS  Math 1, 2</p> <p>Common Core Standard 2.OA.1</p>	<p>Math-Whole Group (11:55-12:55) Mrs. Keith: Shapes and interrogative box</p> <p>Target skill: Unit 4 – Working with Equal Groups Introduce unit on skip counting, repeated addition, and building arrays. Use BrainPopJr. animation and/or Topic Opener handout and/or Addition Fair story depending upon time.</p> <p>Homework: R4.1/P4.1 from Workbook</p>	<p>Science/Social Studies (12:55-1:15) Painted Lady Butterfly Lab – Using HASP 52 on Elmo, discuss components and vocabulary of the chrysalis. Write pertinent vocabulary words on the board and encourage students to use vocabulary as they record their observations in their journals. Distribute caterpillar cups, journals, and magnifying glasses.</p> <p>P. E. -1:15- 1:45</p>
<p>ALCOS  Science 6 or 2.LS.6</p> <p>Music-1:45-2:15 (8)</p>	<p>Social Studies/Science (1:45-2:20) Unit 1 Chapter 4 – How Living Things Grow & Change</p> <ul style="list-style-type: none"> T Continue with observations T Show BrainPopJr. animation on life cycle of the frog. If there is time, play the Easy Quiz/Hard Quiz challenge game. 	<p>Daily Reflections: (2:20-2:30)</p>
<p>Thursday September 15, 2011 7:45-8:15-BNN and morning work <i>Ronald Morgan</i></p> <p>ALCOS  ELA 9</p>	<p>Grammar/Writing (8:15-8:45)</p> <p>Spelling – Spelling, 214d Partner Review - Practice spelling with a partner. Spelling Practice Book, p. 28 during Centers.</p> <p>English- Grammar, 215c Review Proper Nouns T Do classifying nouns activity on whiteboard or Elmo with Waltke PP or Show BrainPopJr. animation on nouns and proper nouns.</p> <p>Writing- Letter/Paragraph Writing Unit. Gather students to the carpet to read three more letters from “Dear Teacher.” Review some information about paragraphs, letters, the writing process, punctuation, indentation, and capitalization. Show BrainPopJr movie on writing a paragraph. Discuss first draft process based upon content developed in graphic organizers. Students will return to their desks to write first draft. Teacher will monitor progress and provide guidance as needed.</p>	<p>Small Group (9:15-10:15) Teacher: Small Group (Groups posted in class) Lesson Plan flip book on small group table</p> <p>Strategic/Intervention: Pages DI•30, LR10–LR12 Read or Listen to “Spaceball” Reread for Fluency and Build Concepts. Practice with Below-Level Reader <i>Let’s Play Baseball!</i></p> <p>On-Level Pages 214–215, LR13–LR15 Read “Spaceball” Practice with On-Level Reader <i>Warm and Fuzz</i></p> <p>Advanced: Pages DI•31, LR16–LR18 Read “Spaceball” Extend Vocabulary, Continue Concept Inquiry, Practice with Advanced Reader <i>The First Big Game.</i></p> <p>Centers: Reading-Read to self or with someone using EEK <i>“Ronald Morgan Goes to Bat”</i> Spelling- Write sentences with spelling words. Seatwork- Reading Practice Worksheets 65-67 Writing-Work on first draft of letter paragraph</p>

<p>ALCOS  ELA 1, 5b, 5e, 6</p>	<p>U2W2-Reading Whole Group (8:45-9:15) Story of the Week – “Ronald Morgan Goes to Bat” Unit 2-2 QUESTION OF THE DAY, 214a <i>How does a team work together?</i> Oral Vocabulary/Share Literature, 214b Read Aloud Anthology "Taking Flight" Amazing Words <i>actuate, aloft, tinker</i></p> <p>Phonics, 214c REVIEW Sentence Reading T Read decodable and high-frequency words in context, using Elmo or PP.</p> <p>Reading Test</p> <p>Read Poetry "Spaceball," 214-215 Leveled Readers</p>	<p>Reading Intervention-(10:15-10:45) Work individually with LP, MD, and CG using sight word flashcards and decodable reader or other leveled reader. Review vocabulary and phonics material in flipbooks if needed. Have students read individually or partner read with them. Retells to check for comprehension. Monitor fluency.</p> <p>Math Intervention/A-Math: 10:45-11:15 A-Math and/or Worksheet  Target Skill: Fact families with 4 Focus on Strategic learners using visual aids and manipulatives on using 10 Mat strategies to subtract.</p> <p>Lunch-11:15-11:40 Recess-11:40-11:50 RR-11:50-11:55</p>
<p>ALCOS  Math 1, 2</p> <p>Common Core Standard 2.OA.1, 2.OA.4</p>	<p>Math-Whole Group (11:55-12:55) Target skill: Unit 4 – Working with Equal Groups 4.1 Repeated Addition</p> <ul style="list-style-type: none"> T Using drawings, manipulatives and human models, students will model repeated addition to write number sentences by joining equal groups of various items. T Students will translate these visual practices to mathematical equations.  T Materials: 4.1 Sheet, EnVision Digital Path, connecting blocks, counting chips, Elmo, internet. T Homework: R4.2/P4.2 from Workbook 	<p>Science/ Social Studies- (12:55-1:15) Painted Lady Butterfly Lab – Observe and record observations in journal.</p> <p>P. E. -1:15- 1:45</p>
<p>ALCOS  Social Studies 8 Science 7</p>	<p>Social Studies/Science (1:45-2:20) Unit 1 Chapter 3 – Landforms Introduction to Unit</p> <ul style="list-style-type: none"> T Read and discuss pages 96-111 T Students will recognize that the geography of the earth varies from place to place. T Students will identify different kinds of land and bodies of water. T Making Connections across the curriculum: read “<i>Tulip Sees America</i>” T Workbook p. 27 	<p>Daily Reflections: (2:20-2:30)</p>

<p>Friday September 16, 2011 7:45-8:15- BNN and Morning work</p> <p><u>Ronald Morgan</u></p> <p>ALCOS 🌀 ELA 9</p>	<p align="center">Grammar/Writing (8:15-8:45)</p> <p>Spelling – Quick review of spelling words. Spelling, 216d Bubble test and Spelling test</p> <p>English-Writing and Grammar, 216–217 Develop Conventions Use Proper Nouns T Review nouns using PP and using nouns in communication.</p> <p>Writing- Letter/Paragraph Writing Unit. Gather students to the carpet to read three more letters from “Dear Teacher.” Review pre-test content on conventions of writing, letters, paragraphs, and revision process. BrainPopJr animation on commas in a series. Students will return to their desks to work on their drafts.</p>	<p align="center">Small Group (9:15-10:15)</p> <p>Teacher: Small Group (Groups posted in class) Lesson Plan flip book on small group table</p> <p>Strategic/Intervention: <u>Page DI•24</u> Blend Words with Contractions. Use Sliding contraction strips. Read Decodable Reader 7 Reread for Fluency</p> <p>On-Level (2 groups): <u>Page 190g</u> Read Decodable Reader 7 Reread for Fluency</p> <p>Advanced: <u>Page DI•25</u> Extend Word Reading Read Adv. Selection 7</p> <p>Centers: Reading-AR reading Spelling- Words for next week Seatwork- Reading Practice Worksheets 65-67 Writing-Work on revising draft of letter paragraph</p>
<p>ALCOS 🌀 ELA 1, 5b, 5e, 6</p>	<p align="center">U2W2-Reading Whole Group (8:45-9:15)</p> <p align="center">Story of the Week – “<i>Ronald Morgan Goes to Bat</i>” Unit 2 - 2</p> <p>QUESTION OF THE DAY, 216a <i>What makes a team?</i></p> <p>Oral Vocabulary/Share Literature, 216b Read Aloud Anthology "Taking Flight" Amazing Words Review <i>compete, contribute, recreation, deserve, mope, actuate, aloft, tinker</i></p> <p>Phonics, 216c 🌀 Review Contractions <i>n't, 's, 'll, 'm</i> T</p> <p>High-Frequency Words, 216c Review <i>certainly, either, great, laugh, second, worst, you're</i> T</p> <p>Test on vocabulary</p>	<p align="center">Reading Intervention-(10:15-10:45)</p> <p align="center">Math Intervention/A-Math: 10:45-11:15</p> <ul style="list-style-type: none"> 🌀 2-Minute Timed Math Drill for Addition & Subtraction 🌀 BrainPopJr. Movie on math of the week 🌀 Whole class or group math games <p>Lunch-11:15-11:40 Recess-11:40-11:50 RR-11:50-11:55</p>
<p>ALCOS 🌀 Math 1, 2</p> <p>Common Core Standard 2.OA.1, 2.OA.4</p>	<p align="center">Math-Whole Group (11:55-12:55)</p> <p>Target skill: Unit 4 – Working with Equal Groups</p> <p>4.2 Building Arrays</p> <ul style="list-style-type: none"> T Using drawings, manipulatives and human models, students will build arrays to demonstrate repeated addition and how joining equal groups of things is one way to think about repeated addition. T Students will translate these visual and tactile practices to mathematical equations. 🌀 T Materials: 4.2 Sheet, EnVision Digital Path, connecting blocks, counting chips, Elmo, and internet <p>Play skip counting games: beach ball game, estimation jar game, BrainPopJr.</p>	<p align="center">Science/ Social Studies -(12:55-1:15)</p> <p>Painted Lady Butterfly Lab – Observe and record observations in journal.</p> <p>P.E.- 1:15-1:45</p>

<p>ALCOS  Social Studies 8 Science 7</p>	<p>Social Studies/Science (1:45-2:20) Unit 1 Chapter 3 – Landforms Lesson I Our Country’s Land</p> <ul style="list-style-type: none">T Read and discuss pages 112-115, introduce vocabularyT Students will identify and describe the physical characteristics of various landforms.T Students will compare the features of different kinds of land and distinguish regions of the United States.T Use landform web and/or compare/contrast charts	<p>Daily Reflections: (2:20-2:30)</p>
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