

[Speirs Google Classroom](#)

[Pruett Google Classroom](#)

[Kolkmeier Google Classroom](#)

Lesson Plans for the Week of: 4/19/21-4/23/21

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------------|--|--|--|--|---|
| | Morning Routines | Morning Routines | Morning Routines | Morning Routines | Morning Routines |
| Phonics | <p>Phonics Unit 4 Session 10 Learning Target: Today I want to teach you that readers can use snap words to help them remember vowel sounds.</p> <p>Success Criteria: <u>I am successful when I learn snap words and am able to use them as vowel sound reminders.</u></p> <p>I Do: Celebrate snap words</p> <p>We Do: Use word wall chants and cheers to reinforce high frequency snap words</p> | <p>Phonics Unit 4 Session 11 Learning Target: Today I want to teach you that you can draw on everything you have learned about how to identify and make use of vowels to make their writing easier for everyone to read.</p> <p>Success Criteria: I am successful when I know which vowel to use in the words I want to write.</p> <p>I Do: <u>Encourage students to use robot talk to listen for the correct vowel in each word.</u></p> <p>We Do: Use interactive writing to write an How To text,</p> | <p>Phonics Unit 4 Session 11 Learning Target: Today I want to teach you that you can draw on everything you have learned about how to identify and make use of vowels to make their writing easier for everyone to read.</p> <p>Success Criteria: I am successful when I know which vowel to use in the words I want to write.</p> <p>I Do: <u>Encourage students to use robot talk to listen for the correct vowel in each word.</u></p> <p>We Do: I am going to say a sentence ,you use all your powers to write the sentence.</p> | <p>Phonics Unit 4 Session 12 Learning Target: Today I want to teach you that you will use all your vowel powers to make words using all the short vowels.</p> <p>Success Criteria: <u>I am successful when I can use my powers to make tons of words.</u></p> <p>I Do: Celebrate our vowel shields and our vowel knowledge.</p> <p>We Do: Use an initial word with a vowel in preparation of making lots of different words.</p> | <p>Phonics Unit 4 Session 13 Learning Target: Today I want to teach you that not only does every word have a vowel, so does every syllable.</p> <p>Success Criteria: <u>I am successful when I am able to hear a vowel in every syllable.</u></p> <p>I Do: Clap Mabel's name and identify a vowel in each syllable.</p> <p>We Do: <u>Notice vowels in every syllable in Mabel's invitation.</u></p> |
| Independent Work | <p>You Do: Use snap words to write a pattern book</p> | <p>You Do: As you write in your writing folders, be sure you listen to each vowel sound in the words you wish to write.</p> | <p>You Do: Write sentences using all your powers.</p> | <p>You Do: <u>Finish coloring our vowel shields</u></p> | <p>You Do: <u>Play Simon Says with high frequency words.</u></p> |

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| <p><u>Writers Workshop</u></p> | <p>Unit 4 Session 14 <u>Learning Target:</u> We are learning how to add more detailed information to our writing.</p> <p><u>Success Criteria:</u> I can add precise details to my writing.</p> <p><u>I Do:</u> Model writing specific and general information to my writing.</p> <p><u>We Do:</u> Brainstorm on ways you could add precise details to your writing.</p> <p><u>You Do:</u> Independent Writing</p> | <p>Unit 4 Session 15 <u>Learning Target:</u> We are learning how to write how to books to give readers detailed instructions on how to solve a problem.</p> <p><u>Success Criteria:</u> I can write a how to book to make a change.</p> <p><u>I Do:</u> I can give step by step instructions of solving the problem.</p> <p><u>I Do:</u> Refer back to the how to writing chart.</p> <p><u>We Do:</u> Model steps to write a how to book.</p> <p><u>We Do:</u> Channel students in thinking of fix it ideas for a how to book</p> <p><u>You Do:</u> Independent Writing</p> | <p>Unit 4 Session 15 <u>Learning Target:</u> We are learning how to write how to books to give readers detailed instructions on how to solve a problem.</p> <p><u>Success Criteria:</u> I can write a how to book to make a change.</p> <p><u>I Do:</u> I can give step by step instructions of solving the problem.</p> <p><u>I Do:</u> Refer back to the how to writing chart.</p> <p><u>We Do:</u> Model steps to write a how to book.</p> <p><u>We Do:</u> Channel students in thinking of fix it ideas for a how to book</p> <p><u>You Do:</u> Independent Writing</p> | <p>Unit 4 Session 16 <u>Learning Target:</u> We are learning how to edit our writing for punctuation.</p> <p><u>Success Criteria:</u> I can read each of my sentences and check for correct punctuation.</p> <p><u>I Do:</u> Model reading a writing without punctuation.</p> <p><u>We do:</u> Add punctuation to a sample writing.</p> <p><u>You Do:</u> Independent writing</p> | <p>Unit 4 Session <u>Learning Target:</u> We are learning how to write how to books to give readers detailed instructions on how to solve a problem.</p> <p><u>Success Criteria:</u> I can write a how to book to make a change.</p> <p><u>I Do:</u> I can give step by step instructions of solving the problem.</p> <p><u>I Do:</u> Refer back to the how to writing chart.</p> <p><u>We Do:</u> Model steps to write a how to book.</p> <p><u>We Do:</u> Channel students in thinking of fix it ideas for a how to book</p> <p><u>You Do:</u> Independent Writing</p> |
| <p><u>Reader's Workshop</u></p> | <p>Unit 4 Session 16 <u>Learning Target:</u> We are learning how to read poems and find meaning, feelings and how to read it well.</p> <p><u>Success Criteria:</u> I can tell you what my poem means.</p> <p><u>I Do:</u> I can express the feelings of my poem.</p> <p><u>I Do:</u> Invite students to think: What is the feeling of the poem?</p> <p><u>We Do:</u> Choral read the poem prompting students to show the feeling with their reading voices.</p> | <p>Unit Session 16 <u>Learning Target:</u> We are learning how to read poems and find meaning, feelings and how to read it well.</p> <p><u>Success Criteria:</u> I can read my poem with feelings.</p> <p><u>I Do:</u> Demonstrate how to read a poem with a flat voice and then read with feelings.</p> <p><u>We Do:</u> With partners, read more poems and bring out the author's meaning and feelings.</p> <p><u>You Do:</u></p> | <p>Unit Session 17 <u>Learning Target:</u> We are learning how to write poems by using a model.</p> <p><u>Success Criteria:</u> I can write a poem with the same rhythm of other poems.</p> <p><u>I Do:</u> Demonstrate how to get a topic and then put the rhythm together into the poem.</p> <p><u>We Do:</u> Create a copycat poem with the class.</p> <p><u>You Do:</u> Private Reading</p> | <p>Unit Session 18 <u>Learning Target:</u> We are having a celebration for avid readers.</p> <p><u>Success Criteria:</u> I am an avid reader.</p> <p><u>I Do:</u> Put out tables: Read/illustrate poems Read and perform Karaoke Copycat poems</p> <p><u>We Do:</u> Read/illustrate poems Read and perform Karaoke Copycat poems</p> <p><u>You Do:</u></p> | <p>Unit Session <u>Learning Target:</u> We are having a celebration for avid readers.</p> <p><u>Success Criteria:</u> I am an avid reader.</p> <p><u>I Do:</u> Put out tables: Read/illustrate poems Read and perform Karaoke Copycat poems</p> <p><u>We Do:</u> Read/illustrate poems Read and perform Karaoke Copycat poems</p> |

| | <u>You Do:</u> Private Reading | Private Reading | | Read | <u>You Do:</u> |
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| Eureka Math | <p>Module 5 Lesson 1</p> <p>https://docs.google.com/document/d/15Y14yiPcxYatiAw9_5bvyBggJynNijhHHZ6pyCpJoxk/edit?usp=sharing</p> <p>Learning Target: We are learning to... count 10 ones plus some more.</p> <p>Success Criteria: I am successful when I can...</p> <p>circle groups of 10.</p> <p><u>I Do:</u></p> <p><u>We Do:</u></p> <p><u>You Do:</u></p> | <p>Module 5 Lesson 2</p> <p>https://docs.google.com/document/d/15Y14yiPcxYatiAw9_5bvyBggJynNijhHHZ6pyCpJoxk/edit?usp=sharing</p> <p>Learning Target: We are learning to... count 10 ones plus some more.</p> <p>Success Criteria: I am successful when I can...</p> <p>count 10 ones plus some extra ones.</p> <p><u>I Do:</u></p> <p><u>We Do:</u></p> <p><u>You Do:</u></p> | <p>Module 5 Lesson 3</p> <p>https://docs.google.com/document/d/15Y14yiPcxYatiAw9_5bvyBggJynNijhHHZ6pyCpJoxk/edit?usp=sharing</p> <p>Learning Target: We are learning to... count 10 ones plus some more.</p> <p>Success Criteria: I am successful when I can...</p> <p>count 10 ones plus some extra ones.</p> <p><u>I Do:</u></p> <p><u>We Do:</u></p> <p><u>You Do:</u></p> | <p>Module 5 Lesson 4</p> <p>https://docs.google.com/document/d/15Y14yiPcxYatiAw9_5bvyBggJynNijhHHZ6pyCpJoxk/edit?usp=sharing</p> <p>Learning Target: We are learning to... count 10 ones plus some more.</p> <p>Success Criteria: I am successful when I can...</p> <p>count the "Say Ten" way.</p> <p><u>I Do:</u></p> <p><u>We Do:</u></p> <p><u>You Do:</u></p> | <p>Module 5 Lesson 5</p> <p>https://docs.google.com/document/d/15Y14yiPcxYatiAw9_5bvyBggJynNijhHHZ6pyCpJoxk/edit?usp=sharing</p> <p>Learning Target: We are learning to... count 10 ones plus some more.</p> <p>Success Criteria: I am successful when I can...</p> <p>count up to 2 tens using the "Say Ten" way.</p> <p><u>I Do:</u></p> <p><u>We Do:</u></p> <p><u>You Do:</u></p> |
| Read Aloud/Phonemic Awareness | | | | | |
| Science/Social Studies/ Learning Centers | | | | | |