

Miss Galloway's Lesson Plans

<p>Week of: 2/17-2/21</p> <p>*for additional curriculum information, please visit the district's resource Elementary Teaching Resources or Georgia Standards of Excellence</p>	<p>Monday</p>	<p>Tuesday</p>	<p>Wednesday</p>	<p>Thursday</p>	<p>Friday</p>
<p>Kindergarten Co-teach Small group Reading/Phonics 8:00- 8:45 am</p>	<p>REVIEW Standard(s) :ELAGSEKRF3a LT: I am learning to identify printed letters and the sound they make</p> <p>SC:I can say the name of the consonants.</p> <p><input type="checkbox"/> I can match</p>	<p>ELAGSEKRF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words.</p> <p>LT: I am learning to recognize a rhyming</p>	<p>Grandma comes to the library 8:15-8:35am</p> <p>ELAGSEKRF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce</p>	<p>ELAGSEKRF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words.</p> <p>LT: I am learning to recognize a rhyming word.</p> <p>SC: I can produce a rhyming word.</p>	<p>Standard(s):</p> <p>ELAGSEKRI1: With prompting and support, ask and answer questions about key details in a text.</p> <p>Learning Target:</p>

	<p>consonant sounds to their printed letters.</p> <p>☐ I can quickly say the sounds for all the consonant letters.</p> <p>Say, identify the Consonant letters, and sound out the letters.</p> <p>Foundational Skills I read. We read You read.</p> <p>Phonological Awareness Blend words (CVC)</p>	<p>word.</p> <p>SC: I can produce a rhyming word.</p> <p>SC: I can recognize a rhyming word.</p> <p>REVIEW: Phonological Awareness- Alphabet. Letters and sounds</p> <p>Anchor chart over rhyming words.</p> <p>I do exercise We do exercise You do exercise.</p>	<p>rhyming words.</p> <p>LT: I am learning to recognize a rhyming word.</p> <p>SC: I can produce a rhyming word.</p> <p>SC: I can recognize a rhyming word.</p> <p>REVIEW: Phonological Awareness- Alphabet. Letters and sounds</p> <p>Anchor chart over rhyming words.</p> <p>I do exercise We do exercise You do exercise.</p>	<p>SC: I can recognize a rhyming word.</p> <p>REVIEW: Phonological Awareness- Alphabet. Letters and sounds</p> <p>Anchor chart over rhyming words.</p> <p>I do exercise We do exercise You do exercise.</p>	<p>I am learning how to answer key detail questions from a text or a book.</p> <p>Success Criteria: I can identify the main idea in the text and/or book.</p> <p>Read a text and/or book. And talk about the main idea and characters.</p>
2nd Grade Co-teach	Quick Review: Standard(s): E	Quick Review: Standard(s): E	Quick Review: Standard(s): E	Progress Monitoring.	Assessments.

<p>Small Group 8:45- 9:30 am</p>	<p>Standard(s): ELAGSE1RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>Anchor Chart over the Long Vowel Teams</p>	<p>Standard(s): ELAGSE1RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p>	<p>Standard(s): ELAGSE1RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p>		
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	<p>New stuff: ELAGSE1RF4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.</p>	<p>Anchor Chart over the Long Vowel Teams</p> <p>New stuff: ELAGSE1RF4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.</p>	<p>Anchor Chart over the Long Vowel Teams</p> <p>New stuff: ELAGSE1RF4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.</p>		
<p>5th Grade Small Group Reading 9:30-10:15</p>	<p>Small group: Lesson 16: Comparing Accounts of the Same Topic</p>	<p>Small group: Lesson 16: Comparing Accounts of the Same Topic</p>	<p>Small group: Lesson 16: Comparing Accounts of the Same Topic</p>	<p>Activity over the lesson.</p>	<p>Assessment</p>
<p>5th Grade Lanham's small group 10:15-11:00</p>	<p>Small group: Order of Operations Please excuse my dear Aunt Sally. Parentheses, Exponents, Multiplication/Division (left to right),</p>	<p>Small group: Order of Operations Please excuse my dear Aunt Sally. Parentheses, Exponents, Multiplication/Division (left to right),</p>	<p>Small group: Order of Operations Please excuse my dear Aunt Sally. Parentheses, Exponents, Multiplication/Division (left to right),</p>	<p>Small group: Order of Operations Please excuse my dear Aunt Sally. Parentheses, Exponents, Multiplication/Division (left to right),</p>	<p>Small group: Order of Operations Please excuse my dear Aunt Sally. Parentheses, Exponents, Multiplication/Division (left to right),</p>

	<p>Addition/Subtraction (left to right)</p> <p>Worksheet of Order of Operations (Addition and Subtraction and multiplication)</p> <p>Writing expressions</p> <p>Word to Numeric with Decimals</p>	<p>Addition/Subtraction (left to right)</p> <p>Worksheet of Order of Operations (Addition and Subtraction and multiplication)</p> <p>Writing expressions</p> <p>Word to Numeric with Decimals</p>	<p>Addition/Subtraction (left to right)</p> <p>Worksheet of Order of Operations (Addition and Subtraction and multiplication)</p> <p>Writing expressions</p> <p>Word to Numeric with Decimals</p>	<p>Addition/Subtraction (left to right)</p> <p>Worksheet of Order of Operations (Addition and Subtraction and multiplication)</p> <p>Writing expressions</p> <p>Word to Numeric with Decimals</p>	<p>Addition/Subtraction (left to right)</p> <p>Worksheet of Order of Operations (Addition and Subtraction and multiplication)</p> <p>Writing expressions</p> <p>Word to Numeric with Decimals</p>
<p>4th Grade Kelso's Small group 11:00- 11:30 am</p>	<p>Whole group teach</p>	<p>ELA GSE 4 RL3 Use the anchor chart to discuss ways we can understand characters in text. Bears Bad Day</p>	<p>Bear's Bad Day Use the GO to analyze text to understand the character in the story</p>	<p>Review anchor chart Bird and Squirrel on the Run Read story and discuss the characters</p>	<p>Elements of the story and assessment day</p>
<p>Kindergarten Co-teach Small group MATH 12:15- 1:00 pm</p>	<p>Whole group with Mrs. Miller</p>	<p>Number bonds. Flash cards with numbers</p>	<p>Number bonds. Flash cards with numbers</p>	<p>Number bonds. Flash cards with numbers Progress monitoring</p>	<p>Number bonds. Flash cards with numbers Progress monitoring</p>
<p>SEL small group 1:30-2:10pm</p>	<p>Social Story: I can make friends</p>	<p>SEL Readers Theater</p>	<p>SEL Readers Theater</p>	<p>SEL Readers Theater</p>	<p>SEL Readers Theater</p>

(Flexible timing, some days it can start at 1:45pm)					
2:15	Dismissal				