

Mrs. Sommersdorf

**Lesson Plans**

**Week of:** March 27-31

**Spelling:** cow, how, town, mouse, out, mouth, born, roar, nothing, early

**High Frequency Words:** odor, early, instead, nothing, oh, thought, scrambled, suddenly

**ALL PLANS ARE SUBJECT TO CHANGE.**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>7:55-8:00</b>	Roll, pledge, sharpen pencils	Roll, pledge, sharpen pencils	Roll, pledge, sharpen pencils	Roll, pledge, sharpen pencils	Roll, pledge, sharpen pencils
<b>8:00-8:30</b>	Lab	Lab	Lab	Lab	lab
<b>8:30-9:30</b> <b>Reading</b>  <b>Word Work</b> <b>Fluency: Sound Spelling</b> <b>Phonemic Awareness:</b> <b>phoneme substitution,</b> <b>isolation, and blending</b> <b>Phonics: diphthongs ou</b> <b>and ow</b> <b>Structural Analysis:</b> <b>inflectional endings –er</b> <b>abd -est</b> <b>High Frequency Words</b>	Word Work Introduce High Frequency Words Shared Reading “Now What’s That Sound?” Introduce Spelling Words  Workbook —words with ou and ow Workbook—high frequency words in a sentence Workbook—special vocab: scrambled and suddenly	Word Work Listening Comprehension— Ask and Answer Questions with a Partner Read “Now What’s That Sound?” Workbook— problem/solution chart Workbook—Story Questions: problem and solution Mini Book “Dad’s Game”	Word Work Close Reading with “A Whistle for Willie” Workbook—suffixes Workbook—ou and ow Workbook—inflectional endings –er and -est	Spelling Pre-Test Word Work Close Reading with “A Whistle for Willie” Workbook—directions Workbook—write about reading: problem and solution	Spelling Test  Test on Unit 5 Week 4
<b>9:30-10:00</b> <b>Language Arts</b>	Grammar—using a and an	Grammar—using this and that	Grammar—using a, an, this, and that	Grammar Workbook	Finish Writing
<b>10:00-10:30</b> <b>Writing</b>	Write spelling words four times each	Write spelling words four times each for handwriting	Spelling Workbook	Problem/Solution Writing	Finish Writing
<b>10:30-11:00</b> <b>Lunch</b>	Lunch	Lunch	Lunch	Lunch	Lunch
<b>11:30-12:30 Math</b>	Lesson 10.2—How do you make a pictograph?	Lesson 10.3—How do you read a bar graph?	Lesson 10.4—How does a bar graph help you compare information?	Lesson 10.5—How do you count tally marks?	Lesson 10.6—Why is a tally chart good to use?
<b>12:30-1:00</b>	Ar	Ar	Music	Ar	media
<b>1:00-1 :30 PE</b>	PE	PE	PE	PE	
<b>1:30-2:30</b> <b>Science/Social Studies</b>	Begin Chapter 5 “Plants and Animals” Lesson 2 continued Flowers and Fruits	Review parts of a plant  Cut, glue, and label	Lesson 2 Review and Lesson Check	Begin Florida Unit  Florida Flag and Seal	Florida Unit continued  The Mockingbird
<b>2:30-2:57-BUS DUTY</b>	BUS DUTY	BUS DUTY	BUS DUTY	BUS DUTY	