

**WEEK OF  
Jan. 8-12, 2024**



# Lesson

## Math

## Spelling

## Reading

|           | Math  | Spelling  | Reading  |
|-----------|---|---|--|
| MONDAY    | <ul style="list-style-type: none"> <li>-Objective: Students will be able to understand the values of digits in a number.</li> <li>-Activities: base ten block building, partner practice, independent practice</li> <li>-Evaluation: independent practice</li> </ul>                          | <ul style="list-style-type: none"> <li>-Objective: Students will be able to spell words with long i spellings (ie, i)</li> <li>-Activities: sort, video, ie foldable</li> <li>-Evaluation: exit ticket</li> </ul>                   | <ul style="list-style-type: none"> <li>-Objective: Students will be able to identify facts and opinions in a story.</li> <li>-Activities: Lighting Lives read aloud, Lighting Lives craftivity</li> <li>-Evaluation: observation, writing sentences</li> </ul> |
| TUESDAY   | <ul style="list-style-type: none"> <li>-Objective: Students will be able to write numbers in standard form, expanded form, and word form.</li> <li>-Activities: ways to write a number graphic organizer, partner practice</li> <li>-Evaluation: independent practice</li> </ul>              | <ul style="list-style-type: none"> <li>-Objective: Students will be able to spell words with long i spellings (ie, i)</li> <li>-Activities: french fries craftivity, sentence building</li> <li>-Evaluation: exit ticket</li> </ul> | <ul style="list-style-type: none"> <li>-Objective: Students will be able to identify definitions, synonyms, and antonyms for vocab words.</li> <li>-Activities: Dry Erase Posters</li> <li>-Evaluation: presentation of poster</li> </ul>                      |
| WEDNESDAY | <ul style="list-style-type: none"> <li>-Objective: Students will be able to write numbers in standard form, expanded form, and word form.</li> <li>-Activities: ways to write a number graphic organizer, partner practice, independent practice</li> <li>-Evaluation: exit ticket</li> </ul> | <ul style="list-style-type: none"> <li>-Objective: Students will be able to spell words with long i spellings (ie, i)</li> <li>-Activities: sort, long i cards</li> <li>-Evaluation: exit ticket</li> </ul>                         | <ul style="list-style-type: none"> <li>-Objective: Students will be able to identify facts and opinions in a story.</li> <li>-Activities: Hardback reader, craftivity</li> <li>-Evaluation: observation, discussion, writing sentences</li> </ul>              |
| THURSDAY  | <ul style="list-style-type: none"> <li>-Objective: Students will be able to represent numbers in different ways.</li> <li>-Activities: whole group activity, partner practice, independent practice</li> <li>-Evaluation: independent practice</li> </ul>                                     | <ul style="list-style-type: none"> <li>-Objective: Students will be able to spell words with long i spellings (ie, i)</li> <li>-Activities: reading, find and highlight</li> <li>-Evaluation: exit ticket</li> </ul>                | <ul style="list-style-type: none"> <li>-Objective: Students will be able to identify facts and opinions in a story.</li> <li>-Activities: Hardback reader, craftivity</li> <li>-Evaluation: Reading Comprehension Check</li> </ul>                             |
| FRIDAY    | <ul style="list-style-type: none"> <li>-Objective: Students will be able to represent numbers in different ways.</li> <li>-Activities: whole group activity, partner practice, independent practice</li> <li>-Evaluation: exit ticket</li> </ul>  | <ul style="list-style-type: none"> <li>-Objective: Students will be able to spell words with long i spellings (ie, i)</li> <li>-Activities: spelling review, roll and read</li> <li>-Evaluation: SPELLING TEST</li> </ul>           | <ul style="list-style-type: none"> <li>-Objective: Students will be able to identify facts and opinions in a story.</li> <li>-Activities: Ability Level Grouping Reading Centers</li> <li>-Evaluation: Comprehension questions</li> </ul>                      |

# Plans

## Grammar/Writing

## Science/Social Studies



|   |   |
|---|---|
| <p>-Objective: Students will be able to identify past tense irregular verbs.</p> <p>-Activities: Walk the Room activity, exit ticket</p> <p>-Evaluation: exit ticket VERB QUIZ</p>  | <p>-Objective: Students will be able to read an informational text about Martin Luther King Jr.</p> <p>-Activities: Martin Luther King Lapbook reading</p> <p>-Evaluation: observation, discussion</p>  |
| <p>-Objective: Students will be able to identify helping verbs in sentences.</p> <p>-Activities: Helping Verbs anchor chart, identifying helping verbs practice</p> <p>-Evaluation: observation, discussion, independent practice</p> | <p>-Objective: Students will be able to read an informational text about Martin Luther King Jr. and identify character traits.</p> <p>-Activities: Martin Luther King Lapbook reading, creating lapbook</p> <p>-Evaluation: lapbook completion</p>  |
| <p>-Objective: Students will be able to identify helping verbs in sentences.</p> <p>-Activities: sort, selecting the correct helping verb practice</p> <p>-Evaluation: observation, discussion, independent practice</p>              | <p>-Objective: Students will be able to read an informational text about Martin Luther King Jr. and identify their dreams for their lives.</p> <p>-Activities: Martin Luther King Lapbook reading, creating lapbook</p> <p>-Evaluation: lapbook completion</p>                                  |
| <p>-Objective: Students will be able to identify helping verbs in sentences.</p> <p>-Activities: task cards, writing sentences using helping verbs</p> <p>-Evaluation: observation, discussion, independent practice</p>              | <p>-Objective: Students will be able to read an informational text about Martin Luther King Jr. and identify how America was different in the past compared to current day.</p> <p>-Activities: Martin Luther King Lapbook reading, creating lapbook</p> <p>-Evaluation: lapbook completion</p> |
| <p>-Objective: Students will be able to identify linking verbs in sentences.</p> <p>-Activities: Linking verbs anchor chart, identifying linking verbs practice</p> <p>-Evaluation: observation, discussion, independent practice</p> | <p>-Objective: Students will be able to write an informational essay on what they learned about Martin Luther King throughout the week.</p> <p>-Activities: Informational writing graphic organizer, final draft writing</p> <p>-Evaluation: essay</p>  |

**\* Lesson plan activities are likely to change based upon student need. \***

**\* ALL content and activities are planned following the PA State Standards, district provided curriculum, teacher resources, and teacher created materials \***

**\*Accommodations include but are not limited to: preferential seating, repeated instructions, modeling of new concepts, one-on-one assistance, positive reinforcement, reminders of appropriate behavior and small group work. \***

**\*Enrichment includes but is not limited to: word problems, higher level vocabulary and spelling words, advanced concepts, math puzzles, application problems, real-life scenarios**