

Lesson plans for February 25 29<sup>th</sup> Spring Break Oh Yea!!!!!!!!!!!!!!!!!!!!!!!!!!!!

## **February 25 Monday**

*9AM Review expectations of homework and classroom behaviors*

MATH

- Review adding subtracting fractions
- Review reducing to simplest form
- Review adding fractions with fraction bar manipulative
- Intro GCF page 299
- Homework 299 and 263 all

## **Tuesday the 26h**

7-840 AM Prep and reflection?

9AM Review expectations of homework and classroom behaviors

9-10AM MATH

- Review homework problems
- Test indicator 3 phase 13

\* [6] N-5 equivalent fractions or mixed numbers (M1.2.4 & M3.2.5)

Numeration: Understanding Meaning of Operations The student demonstrates conceptual understanding of mathematical operations by describing or illustrating

10-1100-Writing---- Research phase of letter to politician

Review expectations of homework and classroom behaviors

\* Writes About a Topic

W2.1 Write a well organized two-paragraph composition that addresses a single topic.

\* Documents Sources

W2.5 Give credit for others' ideas, images, and information by citing information about sources, including title and author.

1220–120 reading

Review expectations of homework and classroom behaviors

Understands main idea

R2.5 Locate evidence in the text and from related experiences to support understanding of a main idea. E.D.2 The student demonstrates an understanding of main idea by

- [6] 2.5.1 Identifying the main idea or central concept in various types of texts\*

A– Students will locate main idea in a given text with teacher modeling paragraph

B– Student will then find main idea with teacher assistance

C– Student will then find main idea on own

D– Teacher will “check for understanding

- Homework reading logs due
- Students will begin Navaho PHASE 11 Reading test

130–300PM K–2 school

\* HELP BUILD TIME OUT AREA

Math

1– Number Sense using CBM

Reading

1–Partner Reading over 3 days with WCPM

a– Modify to pictures if sight word problem—see picture worksheet

b– Have student start a “I can read my book.”

1– Student cuts out familiar objects that he or she understands as a site word

- 2- Teachers composes complete sentences that can be cut a and pasted in GUIDED READING FORMAT

### Writing

- 3- Have student write a story or sentences
- 4- Perform error analysis—apply knowledge
  - A- Does the student check for understanding?
  - B- Does the student visualize?
  - C- Did they continue writing and then go back and check?

### **Wednesday 27th**

#### MATH

Review expectations of homework and classroom behaviors

\* [6] N-5 equivalent fractions or mixed numbers (M1.2.4 & M3.2.5)

1-overview homework pages 299

2- Intro to fraction bars cut out

1- Students cut out fractions bars, color and mark

2- Time limit 10 minutes statements introduced to concepts of whole and part fractions indicators 13 phase 10 continued

A- Homework “label and draw addition and subtraction examples

B- 8 questions total

#### Writing 1000-1100

Review expectations of homework and classroom behaviors

C- PHASE 11 Documents sources Gives credit for others ideas by citation. W2.5.1 this will be done by 10 research of subject and, 2) letter to editor, president or other politician

**1- Students continue to research for letter**

1220-120 reading

Review expectations of homework and classroom behaviors

A- Review of "main idea"

- 1- Teacher model
- 2- Teacher guidance
- 3- On own
- 4- Check for understanding

**Continue phase 11 Navaho**

130-300PM K-2 school

- Continue-document progress of all students
- Review time out area
- Collaborate with Para and teachers about behavior expectations and methods
- Guided reading series "emergent"}

**Thursday the 28th**

Math

Review expectations of homework and classroom behaviors

Math

Review and test

- Should be able to complete phase 13 indicator tests 1 and 3

## 1000-1100 Writing

Review expectations of homework and classroom behaviors

- 1 Review parts of letter
- 2- Show examples of correct letters on overhead Anchorage News
- 3- Review POWER
- 4- Begin 5 topic sentences for beginning paragraphs

## 1220-120Pm

### Reading

Review expectations of homework and classroom behaviors

\* CONTINUE Navaho phase 11

- 1- Choose 2 paragraphs from newspaper front page
- 2- Highlight main idea

### Read text aloud

R2.3 Read texts aloud with rhythm, flow, and expression, demonstrating knowledge of punctuation and other conventions of print. E.B.1 The student reads text aloud by

- 3- \* [6] 2.3.1 Reading orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print\* (L)
  - A- Student will read text out loud
  - B- Student will define in own words the highlighted main idea

## 120-300

1-monitor and model to Para and teachers point sheets expectations

- 1- Assist teachers
- 2- Collaboration and observatio9n with other teachers

Friday the 29th

Math congratulate students

1-with Certificate of Achievements

1- Student of the week

2- Student play stump the teachers

3- Treats and computer privileges for all who completed assignments

Writing

1-continue writing letter to politician

2- must try to finish AUTO-Bio

Reading

Intro:

1- connects cultural influences

R2.11 Connect cultural events, ideas, settings, and influences from one text to similar texts from other cultures. E.E.1 The student makes connections between cultural influences/events by

- [6] 2.11.1 Comparing and contrasting cultural events, ideas, settings, and influences in one story or text to similar stories or texts from other cultures (e.g., coming-of-age stories) (L)

A- Native Americans and Alaskan Americans

B- With teacher guided reading

C- Teacher will assess outcome for next weeks lesson plans

\* Have students do a compare and contrast relationship between Native Americans and Alaskan Americans

130-300 Lesson plans and Friday Club