

10:55-11:25 **Lunch +Recess**

11:30-12:30 **Writer's Workshop / Journal Writing**

Spelling/Phonics (10-15min): _____ TTW review the long /a/ words -ai & -ay. TSW brainstorm a list of -/a/ words -ai & -ay words and practice reading them. _____

Mini Lessons (10-15min) TTW review using three supporting ideas and a feeling sentence for the four-block writing method. TSW continue writing from yesterday "I have learned about many things." TTW model taking writing from the organizer to story paper. _____

12:40-1:25 **Resource** Monday-P.E. Tuesday-Art Wednesday-P.E. Thursday-Music Friday-Music (Muscella)

1:25-2:25 **Mathematics**

Objective /SOL #: 1.14A- TSW compare the weight of two objects using a balance scale. They will use the terms lighter, heavier, or the same as, when comparing the weight of two objects.

Calendar Math (SOL #s: 1.8,1.9a-c, 1.11b, 1.21e)

Materials: T.E. Page _____ Text Page _____ Manipulatives Overhead Whiteboards

Anticipatory Set: Problem of the day Story _____ Poem _____ Video _____

Assessment: Teacher observation Quiz/Test Other _____

Procedure: TTW review the terms heavier and lighter. TTW show some examples of different objects that are heavier and lighter than each other. TTW will also compare objects to teddy bears or another object from the materials list to these objects. TSW measure objects to see which one is heavier or lighter.

Closure: TSW draw and explain how they know which objects are lighter and heavier.

2:25-3:10 **Science / Social Studies**

Objective /SOL #: 1.4 TSW investigate and understand that plants have life needs and functional parts and can be classified according to certain characteristics. 1.7 TSW investigate and understand the relationship of seasonal change and weather to the activities and life processes of plants

Materials: T.E. Page _____ Text Page _____ Manipulatives Overhead Whiteboards

Anticipatory Set: Story _____ Poem _____ Video _____

Assessment: Teacher observation Quiz/Test Other _____

Procedure: "Dissecting A Salad"

1. TTW ask the students to tell what plants they know that people eat.
2. TTW ask the students to guess at identifying which part of the plant they have named.
3. TTW explain that the parts of plants you can eat are edible and the parts you can't eat are non-edible.
4. TSW tell which parts of certain plants might not be edible (bark of a tree (stem), maple tree leaves, roots of flowers etc.)
5. TTW bring out the large bowl of salad and ask volunteers to take out the ingredients and identify them.
6. TSW complete the guessing section of the "Dissecting A Salad" sheet identifying which part of the plant the ingredient represents.
7. TTW read "Food From Plants" (ribgy Level 5) to confirm or disprove the students' predictions.
8. TTW facilitate a discussion about how you can look at the ingredients and tell what part of the plant they are.
9. TTW wrap up by reviewing the terms edible & nonedible.

3:15 - 3:20 **Pack (Daily Folder & Reading book)/ Sing Good-Bye Song**

3:20- 3:25 **Dismissal**