

# LESSON PLANS

Teacher: Mason

Date: 9/23/24

	Resource Reading	Resource Math 4th
<b>When</b>	9:30-10:15	12:00-12:45
<b>Activity</b>	<p>Small Group Instruction-Unit 5                      Lesson 1: Grapheme-phoneme and heart words                      Lesson 2: Short U and long U phonemes</p>	<p>Small Group Instruction-                      Hands on and white board practice and roll, build and add.</p>
<b>Standard:</b>	<p><b>ELAGSE2RF3:</b> Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences.</p>	<p><b>4.NR.2.2:</b> Interpret, model, and solve problems involving multiplicative comparison.</p>
<b>LT:</b>	<p>I am learning letter-sound relationship.</p>	<p><b>Learning Target:</b> We are learning to interpret, model and solve problems involving multiplicative comparison.</p>

<b>Success Criteria</b>	<b>I can articulate letter-sound relationship.</b>	<b>I can use linking cubes to solve a multiplicative comparison problem.</b>
<b>Teaching Strategy</b>	<b>-Choral reading/ Partner reading -Visual Aides -phonemic awarness</b>	<b>-Mathematical Discourse -Hands on activity -Real World Connection</b>
<b>Notes</b>		

Teacher: Mason

Date:9/24/24

	Resource Reading 4th	Resource Math 4th
<b>When</b>	9:30-10:15	12:00-12:45
<b>Activity</b>	<b>Small Group Instruction-</b> Unit 5 Lesson 3 Phonics concept- Short u phoneme and reading passage	<b>Small Group Instruction-</b> White board practice and playing card addition
<b>Standard:</b>	<b>ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences.</b>	<b>4.NR.2.1:</b> Fluently add and subtract multi-digit numbers to solve practical, mathematical problems using place value understanding, properties of operations, and relationships between operations.
<b>LT:</b>	<b>I am learning letter-sound relationship.</b>	<b>Learning Target:</b> We are learning to interpret, model and solve problems involving multiplicative comparison.

<b>Success Criteria</b>	I can articulate letter-sound relationship.	<b>Success Criteria:</b> I can use linking cubes to solve a multiplicative comparison problem involving division.
<b>Teaching Strategy</b>	-Choral reading/ Partner reading -Visual Aides -phonemic awarness	-Mathematical Discourse -Hands on activity -Real World Connection
<b>Notes</b>		

Teacher:

Mason

Date:9/25/24

	Resource Reading 4th	Resource Math 4th
<b>When</b>	9:30-10:15	12:00-12:45
<b>Activity</b>	Small Group Instruction- Unit 5 Lesson 4 student practice and spelling words	Small Group Instruction- Hands on and white board practice and roll, build and subtract.
<b>Standard:</b>	<b>ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</b> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and	<b>4.NR.2.1:</b> Fluently add and subtract multi-digit numbers to solve practical, mathematical problems using place value understanding, properties of operations, and relationships between operations.

	<b>suffixes. e. Identify words with inconsistent but common spelling-sound correspondences.</b>	
<b>LT:</b>	<b>I am learning letter-sound relationship.</b>	<b>Learning Target:</b> We are learning to interpret, model and solve problems involving multiplicative comparison.
<b>Success Criteria</b>	<b>I can articulate letter-sound relationship.</b>	<b>Success Criteria:</b> I can use a bar model to solve multiplicative comparison problems.
<b>Teaching Strategy</b>	<b>-Choral reading/ Partner reading -Visual Aides -phonemic awarness</b>	<b>-Mathematical Discourse -Hands on activity -Real World Connection</b>
<b>Notes</b>		

Date:9/26/24

Teacher: Mason

	Resource Reading 4th	Resource Math 4th
<b>When</b>	<b>9:30-10:15</b>	<b>12:00-12:45</b>
<b>Activity</b>	<b>Small Group Instruction- Unit 5 Lesson 5: Wrap up and Show what you know</b>	<b>Small Group Instruction- White board practice, and playing card subtraction.</b>
<b>Standard:</b>	<b>ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know</b>	<b>4.NR.2.1: Fluently add and subtract multi-digit numbers to solve practical, mathematical problems using place value understanding, properties of</b>

	<p><b>spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences.</b></p>	<p>operations, and relationships between operations.</p>
<b>LT:</b>	<p><b>I am learning letter-sound relationship.</b></p>	<p><b>Learning Target:</b> We are learning to interpret, model and solve problems involving multiplicative comparison.</p>
<b>Success Criteria</b>	<p><b>I can articulate letter-sound relationship.</b></p>	<p><b>Success Criteria:</b> I can determine whether a story problem involves multiplicative or additive comparison</p>
<b>Teaching Strategy</b>	<p><b>-Choral reading/ Partner reading -Visual Aides -phonemic awarness</b></p>	<p><b>-Mathematical Discourse -Hands on activity -Real World Connection</b></p>
<b>Notes</b>		

9/27/24	Resource Reading 4th	Resource Math 4th
<b>When</b>	<b>9:30-10:15</b>	<b>12:00-12:45</b>
<b>Activity</b>	<b>Small Group Instruction- Unit 5 Review and Assess</b>	<b>Small Group Instruction- White Board practice and Mountain climbers activity.</b>
<b>Standard:</b>	<b>ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding</b>	<b>4.NR.2.1: Fluently add and subtract multi-digit numbers to solve practical,</b>

	<p><b>words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences.</b></p>	<p>mathematical problems using place value understanding, properties of operations, and relationships between operations.</p>
<b>LT:</b>	<p><b>I am learning letter-sound relationship.</b></p>	<p><b>Learning Target:</b> We are learning to interpret, model and solve problems involving multiplicative comparison.</p>
<b>Success Criteria</b>	<p><b>I can articulate letter-sound relationship.</b></p>	<p><b>Success Criteria:</b> I can solve multi-step word problems involving multiplicative comparison.</p>
<b>Teaching Strategy</b>	<p><b>-Choral reading/ Partner reading -Visual Aides -phonemic awarness</b></p>	<p><b>-Mathematical Discourse -Hands on activity -Real World Connection</b></p>
<b>Notes</b>		