



# What We Are Learning

Week of May 15 - 24, 2017

Reviewed skills and end of the year activities!

**Math & Centers: Model Drawings:** adding three 2-digit numbers and/or adding sets of objects (multiplication)

**Reading (Inter Active Read Alouds) Empowering/Writing:** The Author's Purpose with Science (organisms), answering questions in complete sentences, and review previous writing pieces... working on Lemonade Musical

**Reading Small Groups (leveled groups):** above skills and Read-To-Self Time

**RTI Block (Reading and Math):** Reviewed skills and/or enrichment activities

**Reading/Lag. Arts: Johnny Can Spell/Write (JCS):** Phonogram Flashcard Drill (if time). **Four new Spelling Words** daily w/word analysis: Think to Spell (Isolating sound w/markings & syllables), handwriting, and the part of speech of each word (noun, verb, pronoun...). **Spelling words will be written in agendas daily.** The daily 4 Word Study (4WS) - Students find two other words that have the same beginning sound, middle/vowel sound, ending sound/s, and/or rhyming words. This causes students to isolate the different phonemes/sounds in a word.

### Problem Solving Steps Using Model Drawing

1. **Read** the entire problem and **identify** important information.
2. **Answer** the question with a blank (complete sentence).
3. Decide **who** and **what** are involved in the problem.
4. **Draw** it out with circles (equal bars later).
5. **Reread** each sentence, one at a time and check.
6. Put the **question mark** in place (add Part-Part-Whole) .
7. **Write** a number sentence (equation) and **work computation/problem** .

### Math Standard Practices (for Math Task)

1. Solving problems without giving up.
2. Thinking about numbers in many ways.
3. Explain my thinking and try to understand others.
4. Show my work in many different ways.
5. Use math tools and tell why I chose them.
6. Work carefully and

check my work. 7. Use what I know to solve new problems. 8. Discover and use shortcuts in my work.

**Math Task** - (Using **Math Practices**, I can complete challenge work independently first, next I explain my work and compare the work with my partner, then I do the same with my group members, and finally we come together w/ the teacher and share our outcomes, learning, and the different pathways with additional challenging questioning) w/ evidence of Math Practices

Part 1: Write the new words three times each (Handwriting). Part 2: Select same middle and same end sounds in a word. Part 3: Write a sentence using the spelling words (**declarative, interrogative, imperative, and now exclamation**)...Friday Diction over 20 taught

phonograms and/or previous Spelling words (Coble News), and dictated sentences









Example of Isolated Sounds/Sounds Hunt:

\*ship - shark & show (same beginning sound, but does not rhyme)

\*ship - trick & wig (same middle sound, but does not rhyme)

\*ship - slap & jeep (same ending sound, but does not rhyme)

\*ship - lip & tip (rhyming word)



Create a word that has the same beginning sound and middle sound of each new spelling word (no Rhyming and Repeating of words). Be able to tell what syllable type each word is and why/how you know. This is a new daily activity with the spelling words that will be every other day.