

Sample: Elementary Lesson Plan

| Classes                             | Monday  | Tuesday  | Wednesday  | Thursday  | Friday   |
|-------------------------------------|---|--|--|---|--|
| 8:10-8:40                           | Planner, Bell Ringer, Cursive practice, Store. Explain the Agenda for the day<br>Objective: Students will know the expectations for the day<br>Store<br>Prayer  | Planner, Bell Ringer, Cursive, Store. Explain Agenda for the day<br>Objective: Students will know the expectations for the day<br>Store<br>Prayer  | Planner, Bell Ringer, Cursive, Store. Explain Agenda for the day<br>Objective: Students will know the expectations for the day<br>Store<br>Prayer  | Planner, Bell Ringer, Cursive, Store. Explain Agenda for the day<br>Objective: Students will know the expectations for the day<br>Store<br>Prayer   | Planner, Bell Ringer, Cursive, Store. Explain Agenda for the day<br>Objectives: Students will know the expectations for the day<br>Store<br>Prayer   |
| 8:40--9:25<br><br>Phonics/ Spelling | Group one: VC rule<br>Phonic Intervention<br>Saxon<br>Lesson 5-6<br>Objective: Understand the VC rule for words<br><br>, Group two<br>Saxon:<br>Lesson 12<br>Sight words<br>Objective: To Master Sight Words<br><br>Materials:<br>Spelling List for each group and Saxon worksheets<br><br>Agenda: Teacher instruction, small groups - Spell say spell<br><br>Chrome Books- Language<br><br>Assessment 80% mastery in participation | Group one: VC rule<br>Phonics Intervention<br>Saxon:<br>Lesson 7-8<br>Assessment 1<br>Objective: Understanding the VC rule for words, blends and "Y"<br><br>Group two:<br>Lesson 12<br>"<br>Objective: To Master sight words<br><br>Materials: Phonics Intervention worksheets and Saxon worksheets<br><br>Agenda: Teacher instruction, small groups<br><br>Chrome Books Language<br><br>Assessment: 80% mastery | Group one: VC rule<br>Phonics Intervention<br>Saxon<br>Lesson 9-10<br>Objective: Understand the VC rule for words, "th" sound<br><br>Group two:<br>Lesson: 17<br>Saxon<br>Objective: Trigraphs and Quadragraphs<br>Assessment 12<br><br>Materials: Spelling list. notebook paper and Saxon worksheets, Assessment<br><br>Agenda: Phonic Spelling Test<br><br>Chrome Books Language<br><br>Assessment: 80% completion | Group one: VC rule<br>Phonics Intervention<br>Saxon<br>Lesson 11-12<br>Objective: Understand the VC rule for words, "ch" and medial"k"<br><br>Group two::<br>Lesson 17<br>Saxon<br>Objective: Trigraphs and Quadragraphs<br><br>Assessment:17<br>Saxon worksheets<br><br>Chrome Books Language<br><br>80% mastery | 8:35-8:55<br><b>Phonic Rule Review and practice Group 1 and Group 2</b><br><br><b>Objective: Observe mastery of the phonic rules studied</b><br><br><b>Pre-test on Phonics Spelling words</b><br><br><b>Chrome books Raz Reading</b><br><br><b>80% Mastery</b> |
| 9:25-9:45<br>Language               | proper nouns<br>Objective: Learn to recognize proper nouns  | Proper nouns<br>Objective: Practice recognizing Proper nouns in sentences  | Possessive nouns<br>Objective: Learn how to show possession when writing nouns   | Proper nouns assessment<br>Objective: To gain knowledge of the students   |  |

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|----------------------------------|---|--|--|--|---|
|                                  | <p>Materials: Supplement worksheets</p> <p>Agenda: Teacher directed instruction</p> <p>80% Mastery</p>  | <p>Materials: Supplement worksheets</p> <p>Agenda: Teacher directed instruction</p> <p>80% Mastery</p>   | <p>Materials: Supplement worksheets</p> <p>Agenda: Teacher observation</p> <p>80% Mastery</p>  | <p>understanding of common nouns</p> <p>Materials: Test</p> <p>Agenda: Teacher observation</p> <p>80% Mastery</p>  |   |
| <p>9:45 - 10:00</p> <p>Bible</p> | <p>Abeka: Daniel Series Ls. 3</p> <p>Objective: Learn of God's protection in dangerous situations.</p> <p>Material: Abeka Flashcards</p> <p>Agenda: Teacher instruction Ques. and Ans. 80% Mastery</p>  | <p>Abeka: Ls 3 Daniel cont.</p> <p>Objective: Learn of being faithful to what is right</p> <p>Material: Abeka Flashcards</p> <p>Agenda: Teacher instruc. Ques. &amp; Ans. Time</p> <p>80% Mastery</p>  | <p>Abeka: Ls. 3 Daniel</p> <p>Objective: Learn that being faithful to God at times is not popular with others</p> <p>Material: Abeka Flashcards</p> <p>Agenda: Teacher instruc. Ques. &amp; Ans. Time</p> <p>80% Mastery</p>   | <p>Abeka: Ls. 3 Daniel</p> <p>Objective: Learn that God is with us in troubling times.</p> <p>Material: Abeka Flashcards</p> <p>Agenda: Teacher in struction, Ques.&amp; Ans. Time</p> <p>80% Mastery</p>  | <p><b>9:00 - 9:15</b></p> <p>Abeka: Quiz on Daniel Lesson 3</p> <p>Material: Comprehension ques.</p> <p>Agenda: Students take Quiz and corporately grade</p> <p>80% Mastery</p> |
| <p>10:10 - 10:25</p>             | <p>Snack/Recess</p>   | <p>Snack/Recess</p>  | <p>Snack/Recess</p>  | <p>Snack/Recess</p>  | <p><b>9:15 - 9:40</b></p> <p>Snack/Recess</p>   |
| <p>10:25 - 11:30</p> <p>Math</p> | <p>Saxon Math Group 1: Lesson 25<br/>Concept: Fact Assessment 5</p> <p>Material: Worksheets dimes/nickels/pennies</p> <p>Agenda: Review and Give Assessment</p> <p>Group 2 Lesson 34<br/>Ordering 3 digit numbers listing combinations</p> <p>Chrome Books</p> <p>80% Mastery</p> | <p>Saxon Math Group 1 Lesson: 30 Part 2<br/>Concept: Collecting Data Tallying</p> <p>Material: Lesson Worksheets Saxon</p> <p>Agenda: Teacher directed, student participation</p> <p>Group 2 Lesson 35<br/>Written Assessment</p> <p>Chrome Books</p> <p>80% Mastery</p> | <p>Saxon Math Group 1 Lesson: 31<br/>Concept: Adding multiples of 10 Using Mental Computation/Estimating the sum of two two-digit numbers<br/>Time Table 5 and 6</p> <p>Material: Lesson Worksheets Saxon</p> <p>Agenda: Teacher directed, student participation</p> <p>Group 2 Lesson 36<br/>counting quarters</p> <p>Chrome Books</p> <p>80% Mastery</p> | <p>Saxon Math Group 1 Review Lesson 32<br/>Concept: Estimating, Measuring, and Drawing Line Segments Using Centimeters<br/>Time Tables 5-6</p> <p>Material: Learn A-Z and Supplement workbook Saxon worksheets</p> <p>Agenda: Teacher Directed, student participation</p> <p>Group 2 Lesson 37<br/>finding half of a set of objects</p> <p>Chrome Books</p> <p>80% Mastery</p> | <p><b>9:40 - 10:05</b></p> <p>Music Lesson: three</p> <p>Objective: Music appreciation Flutophone: Note B</p> <p>80% Mastery</p>  |
| <p>11:30 - 11:45</p>             | <p>Raz Reading</p>  | <p>Raz Reading</p>   | <p>Raz Reading</p>   | <p>Raz Reading</p>   | <p><b>10:10 - 10:25</b></p>   |

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|                                 |   |   |  |  | Scholastice Magazine                                    |
| 11:45 - 12:20                   | Lunch and Playground  | Lunch and Playground  | Lunch and Playground   | Lunch and Playground   | <b>10:25 - 11:00</b><br>Scilearn                        |
| 12:25 - 12:45                   | Scilearn  | Scilearn  | Scilearn   | Scilearn   | 11:00 - 11:20<br><b>Raz-Kids</b>                        |
| 12:45 - 1:05<br>Science History | Science<br>Chapter: Two<br>Objective:<br>Exploring the Plant World<br>Pages 29-33<br><br>Materials: Abeka student workbooks, pencils<br><br>Agenda: Guided reading and comprehension<br><br>80% Mastery | History<br>Chapter:one<br>Pages: 5-9<br><br>Objective: America, Our Home<br><br>Materials: student workbook and pencil - map<br><br>Agenda: Guided reading and Comprehension<br><br>80% Mastery | Science:<br>Chapter: Two<br>Pages: 33-35<br>Quiz 4<br><br>Objective:Flowers/Roots<br><br>Materials: Student workbook and pencil<br><br>Agenda: Guided reading Comprehension<br><br>80% Mastery | History:<br>Chapter: One<br>Pages: 10-17<br><br>Objective: Fifty States - Our Flag<br><br>Materials: Student workbook and pencil<br>Blank map of the United States, colored pencils<br><br>Agenda: Guided reading and Comprehension<br><br>80% Mastery | <b>11:20-12:00</b><br><b>LUNCH</b><br><b>FUN FRIDAY</b> |
| 1:10 - 1:25                     | Raz-Kids  | Raz-Kids  | Raz-Kids   | Raz-Kids   | Prepare for Dismissal                                   |
| 1:30-                           | Prepare for   | Prepare for dismissal   | Prepare for dismissal  | Prepare for dismissal  | Play ground   |
| 1:40 Dismissal                  | Dismissal to Pick-Up area   | Dismissal to Pick-Up area   | Dismissal to Pick-Up area  | Dismissal to Pick-Up area  | Dismissal to Pick-Up area                               |