**Mrs. Brigger’s Lesson Plans for** **Day #1**

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| --- | --- | --- |
| Reading/Spelling/Phonics/English8:30 – 10:45 | Standards: | Essential Question: |
| **Opening Routines:** Share a Riddle, Daily Phonemic Awareness, High-frequency Words, and Daily Vocabulary Boost, T406-407.**Teacher Read Aloud/Vocabulary:** “Lester,” T408-409.**Phonics:** Consonant Blends with r, l, s, T410-411. Reader’s Notebook page 61.**Decodable Reader:** “Flint Cove Clambake, T413.**Read and Comprehend:** Story Structure, setting, characters, and plot, T416-417. Student Books-pages 144-145.**Anchor Text:** “Teacher’s Pet,” T418-431. Student Books pages 146-169.**Grammar:** Singular and Plural Nouns, T432.Readers Notebook page 62.**Spelling:** Consonant Blends with r, l, s, T432.**Summative Strategies/ Assessments**Read AloudSound-spelling CardsDecodable readersVocabulary context cardsTalk and TurnDaily Proofreading practiceReader’s Notebook pages | **Children will practice and apply:****-**Reading LiteratureRL.2.1RL.2.4RL.2.5RL.2.10Speaking and ListeningSL.2.1SL.2.2SL.2.3SL.2.6-InformationalRI.2.10-LanguageL.2.1L.2.2L.2.4L.2.5L.2.6- Writing W.2.1W.2.3W.2.5W.2.6W.2.8 | How is a school like a community? |
| Handwriting10:45 – 11:00 |  |  |
| Students are perfecting their printing in hand writing workbook.  |  |  |
| Four Square/ Writer’s Workshop11:00 – 11:40 |  |  |
| -Daily Proofreading Practice |  |  |
| **LUNCH 11:40 – 12:10** |  |  |

\*\*All lessons are extension unless otherwise noted on lesson plan. \*\*=acquisition lesson

**Mrs. Brigger’s Lesson Plans for** **Day #2**

|  |  |  |
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| Reading/Spelling/Phonics/English8:30 – 10:45 | Standards: | Essential Question: |
| **Opening Routines:** Warm Up with Wordplay, Daily Phonemic Awareness, High-frequency Words, and Daily Vocabulary Boost, 434-435.**Phonics:** Consonant Blends with r, l, s, T436-437. Reader’s Notebook page 63.**Dig Deeper:** How to Analyze the Text: Characters, Plot, Setting, T438-439. Student Books pages 170-171.**Your Turn:** Return to essential question, T440-441. Student book pages 172-173.**Grammar:** Singular and Plural Nouns, T442. Readers Notebook page 65.**Spelling:** Consonant Blends with r, l, s, T442.**Summative Strategies/ Assessments**Read AloudSound-spelling CardsDecodable readersVocabulary context cardsTalk and TurnDaily Proofreading practiceReader’s Notebook pages | **Children will practice and apply:****-**Reading LiteratureRL.2.1RL.2.4RL.2.5RL.2.10Speaking and ListeningSL.2.1SL.2.2SL.2.3SL.2.6-InformationalRI.2.10-LanguageL.2.1L.2.2L.2.4L.2.5L.2.6- Writing W.2.1W.2.3W.2.5W.2.6W.2.8 | How is a school like a community? |
| Handwriting10:45 – 11:00 |  |  |
| Students will practice and form letters correctly. |  |  |
| Four Square/ Writer’s Workshop11:00 – 11:40 |  |  |
| -Daily Proofreading Practice |  |  |
| **LUNCH 11:40 – 12:10** |  |  |

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**Mrs. Brigger’s Lesson Plans for** **Day #3**

|  |  |  |
| --- | --- | --- |
| Reading/Spelling/Phonics/English8:30 – 10:45 | Standards: | Essential Question: |
| **Opening Routines:** Warm Up with Wordplay, Daily Phonemic Awareness, High-frequency Words, and Daily Vocabulary Boost. T444-445.**Phonics:** Cumulative Review, T446-447. Reader’s Notebook page 67.**Fluency:** Phrasing: Punctuation, T447.**Independent Reading:** Complete Reader’s Guide Reader’s Notebook pages 68-69.**Apply Vocabulary:** Review vocab, T450-451.**Grammar:** Singular and Plural Nouns, T452. Reader’s Notebook page 71.**Spelling:** Consonant Blends with r, l, s, T452.**Summative Strategies/ Assessments**Read AloudSound-spelling CardsDecodable readersVocabulary context cardsTalk and TurnDaily Proofreading practiceReader’s Notebook pages | **Children will practice and apply:****-**Reading LiteratureRL.2.1RL.2.4RL.2.5RL.2.10Speaking and ListeningSL.2.1SL.2.2SL.2.3SL.2.6-InformationalRI.2.10-LanguageL.2.1L.2.2L.2.4L.2.5L.2.6- Writing W.2.1W.2.3W.2.5W.2.6W.2.8 | How is a school like a community? |
| Handwriting10:45 – 11:00 |  |  |
| Students will practice and form letters correctly. |  |  |
| Four Square/ Writer’s Workshop11:00 – 11:40 |  |  |
| -Daily Proofreading Practice |  |  |
| **LUNCH 11:40 – 12:10** |  |  |

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**Mrs. Brigger’s Lesson Plans for** **Day #4**

|  |  |  |
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| Reading/Spelling/Phonics/English8:30 – 10:45 | Standards: | Essential Question: |
| **Opening Routines:** Warm Up with Wordplay, Daily Phonemic Awareness, High-frequency Words, and Daily Vocabulary Boost. T454-455.**Phonics:** Consonant Blends with r, l, s, T456-457.**Connect to the Topic:** Informational Text, “See Westburg by Bus!” T174-175. Student Books pages 174-177.**Vocabulary Strategies:** Base Words and endings –ed -ing, T460-461. Reader’s Notebook page 72.**Grammar:** Spiral Review, Commands and Exclamations, T462. Reader’s Notebook page 74.**Spelling:** Pretest **Summative Strategies/ Assessments**Read AloudSound-spelling CardsDecodable readersVocabulary context cardsTalk and TurnDaily Proofreading practiceReader’s Notebook pages | **Children will practice and apply:****-**Reading LiteratureRL.2.1RL.2.4RL.2.5RL.2.10Speaking and ListeningSL.2.1SL.2.2SL.2.3SL.2.6-InformationalRI.2.10-LanguageL.2.1L.2.2L.2.4L.2.5L.2.6- Writing W.2.1W.2.3W.2.5W.2.6W.2.8 | How is a school like a community? |
| Handwriting10:45 – 11:00 |  |  |
| Students will practice and form letters correctly. |  |  |
| Four Square/ Writer’s Workshop11:00 – 11:40 |  |  |
| -Daily Proofreading Practice |  |  |
| **LUNCH 11:40 – 12:10** |  |  |

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**Mrs. Brigger’s Lesson Plans for** **Day #5**

|  |  |  |
| --- | --- | --- |
| Reading/Spelling/Phonics/English8:30 – 10:45 | Standards: | Essential Question: |
| **Opening Routines:** Warm Up with Wordplay, Daily Phonemic Awareness, High-frequency Words, and Daily Vocabulary Boost. T464-465.**Extend the Topic:** Domain-Specific Vocabulary, T466-467.**Grammar Review:** Singular and Plural Nouns, T468-469. Student Books pages 178-179.**Spelling Test:** Finial Test**Weekly Assessment will be administered today. Students will be tested on all new skills.**  | **Children will practice and apply:****-**Reading LiteratureRL.2.1RL.2.4RL.2.5RL.2.10Speaking and ListeningSL.2.1SL.2.2SL.2.3SL.2.6-InformationalRI.2.10-LanguageL.2.1L.2.2L.2.4L.2.5L.2.6- Writing W.2.1W.2.3W.2.5W.2.6W.2.8 | How is a school like a community? |
| Handwriting10:45 – 11:00 |  |  |
| Students will practice and form letters correctly. |  |  |
| Four Square/ Writer’s Workshop11:00 – 11:40 |  |  |
| -Daily Proofreading Practice |  |  |
| **LUNCH 11:40 – 12:10** |  |  |

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|  | **MATH****1:20 – 2:20** | **Standards** | **Essential Question** | **Units****2:20-2:40** |  |
| **MONDAY** |  2-2: Addition Number StoriesSW write and solve addition number stories. Math Journal: 19-20Home Links: 2-2 | 2.NBT.22.OA.22.OA.1 | How many equivalent names can you think of for addition? | Guided Inquiry: Do plants need lights? Page: 26 |  |
| **TUESDAY** | 2-3: Doubles and Combinations of 10: SW explore doubles and combinations of 10 to build fact fluency. Math Journal: 22-23Home Links: 2-3 | 2.OA.1 | What fact is a double and a combo of ten?  | Quiz Day |  |
| **WEDNESDAY** |  2-4: The Making 10 Strategy: SW use this strategy to add within 20.Math Journal: 24-25Home Links: 2-4 | 2.OA.22.NBT.92.NBT.22.NBT.8 | Why is ten a friendly number? | Scholastic News  | DISMISSAL |
| **THURSDAY** | 2-5: SW use the near-doubles strategy to solve addition facts. Math Journal: 26-28Home Links: 2-5 |  2.NBT.12.OA.12.OA.2 | What is the near doubles strategy?  | Scholastic News |  |
| **FRIDAY** | Flex Day |  | Self-Assess-What was hard and easy this week? What did you learn?  | Clean desks |  |

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