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

|  |  |  |
| --- | --- | --- |
| Reading/Spelling/Phonics/English  8:30 – 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 Aloud  Sound-spelling Cards  Decodable readers  Vocabulary context cards  Talk and Turn  Daily Proofreading practice  Reader’s Notebook pages | **Children will practice and apply:**  **-**Reading Literature  RL.2.1  RL.2.4  RL.2.5  RL.2.10  Speaking and Listening  SL.2.1  SL.2.2  SL.2.3  SL.2.6  -Informational  RI.2.10  -Language  L.2.1  L.2.2  L.2.4  L.2.5  L.2.6  - Writing  W.2.1  W.2.3  W.2.5  W.2.6  W.2.8 | How is a school like a community? |
| Handwriting  10:45 – 11:00 |  |  |
| Students are perfecting their printing in hand writing workbook. |  |  |
| Four Square/ Writer’s Workshop  11:00 – 11:40 |  |  |
| -Daily Proofreading Practice |  |  |
| **LUNCH 11:40 – 12:10** |  |  |

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

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| Reading/Spelling/Phonics/English  8:30 – 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 Aloud  Sound-spelling Cards  Decodable readers  Vocabulary context cards  Talk and Turn  Daily Proofreading practice  Reader’s Notebook pages | **Children will practice and apply:**  **-**Reading Literature  RL.2.1  RL.2.4  RL.2.5  RL.2.10  Speaking and Listening  SL.2.1  SL.2.2  SL.2.3  SL.2.6  -Informational  RI.2.10  -Language  L.2.1  L.2.2  L.2.4  L.2.5  L.2.6  - Writing  W.2.1  W.2.3  W.2.5  W.2.6  W.2.8 | How is a school like a community? |
| Handwriting  10:45 – 11:00 |  |  |
| Students will practice and form letters correctly. |  |  |
| Four Square/ Writer’s Workshop  11:00 – 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/English  8:30 – 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 Aloud  Sound-spelling Cards  Decodable readers  Vocabulary context cards  Talk and Turn  Daily Proofreading practice  Reader’s Notebook pages | **Children will practice and apply:**  **-**Reading Literature  RL.2.1  RL.2.4  RL.2.5  RL.2.10  Speaking and Listening  SL.2.1  SL.2.2  SL.2.3  SL.2.6  -Informational  RI.2.10  -Language  L.2.1  L.2.2  L.2.4  L.2.5  L.2.6  - Writing  W.2.1  W.2.3  W.2.5  W.2.6  W.2.8 | How is a school like a community? |
| Handwriting  10:45 – 11:00 |  |  |
| Students will practice and form letters correctly. |  |  |
| Four Square/ Writer’s Workshop  11:00 – 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/English  8:30 – 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 Aloud  Sound-spelling Cards  Decodable readers  Vocabulary context cards  Talk and Turn  Daily Proofreading practice  Reader’s Notebook pages | **Children will practice and apply:**  **-**Reading Literature  RL.2.1  RL.2.4  RL.2.5  RL.2.10  Speaking and Listening  SL.2.1  SL.2.2  SL.2.3  SL.2.6  -Informational  RI.2.10  -Language  L.2.1  L.2.2  L.2.4  L.2.5  L.2.6  - Writing  W.2.1  W.2.3  W.2.5  W.2.6  W.2.8 | How is a school like a community? |
| Handwriting  10:45 – 11:00 |  |  |
| Students will practice and form letters correctly. |  |  |
| Four Square/ Writer’s Workshop  11:00 – 11:40 |  |  |
| -Daily Proofreading Practice |  |  |
| **LUNCH 11:40 – 12:10** |  |  |

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

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| Reading/Spelling/Phonics/English  8:30 – 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 Literature  RL.2.1  RL.2.4  RL.2.5  RL.2.10  Speaking and Listening  SL.2.1  SL.2.2  SL.2.3  SL.2.6  -Informational  RI.2.10  -Language  L.2.1  L.2.2  L.2.4  L.2.5  L.2.6  - Writing  W.2.1  W.2.3  W.2.5  W.2.6  W.2.8 | How is a school like a community? |
| Handwriting  10:45 – 11:00 |  |  |
| Students will practice and form letters correctly. |  |  |
| Four Square/ Writer’s Workshop  11:00 – 11:40 |  |  |
| -Daily Proofreading Practice |  |  |
| **LUNCH 11:40 – 12:10** |  |  |

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

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|  | **MATH**  **1:20 – 2:20** | **Standards** | **Essential Question** | **Units**  **2:20-2:40** |  |
| **MONDAY** | 2-2: Addition Number Stories  SW write and solve addition number stories.  Math Journal: 19-20  Home Links: 2-2 | 2.NBT.2  2.OA.2  2.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: 22-23  Home 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: 24-25  Home Links: 2-4 | 2.OA.2  2.NBT.9  2.NBT.2  2.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: 26-28  Home Links: 2-5 | 2.NBT.1  2.OA.1  2.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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