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

|  |  |  |
| --- | --- | --- |
| 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, T304-305.**Teacher Read Aloud/Vocabulary:** “Bats: Beastly or Beautiful?,” T306-307.**Phonics:** Words with long vowels o, u, e, T308-309. Reader’s Notebook page 46.**Decodable Reader:** “A Bed of Roses,” long vowels, T311.**Read and Comprehend:** Cause and effect, T314-315 Student Books-pages 104-105.**Anchor Text:** “Diary of a Spider,” T316-329. Student Books pages 106-129.**Grammar:** What is a Noun, T331.Readers Notebook page 47.**Spelling:** Long vowels e, o, u, T330.**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.2.2RL.2.3RL.2.4RL.2.10Speaking and ListeningSL.2.1SL.2.2SL.2.6-Foundational RF.2.3RF.2.4-LanguageL.2.2L.2.4L.2.5L.2.6- Writing W.2.1W.2.3W.2.5 | How do good friends act? |
| 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**

|  |  |  |
| --- | --- | --- |
| 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, T332-333.**Phonics:** Words with long vowels o, u, e, T334-335. Reader’s Notebook page 48.**Dig Deeper:** How to Analyze the Text: Cause and effect, personification, T336-337. Student Books pages 130-131.**Your Turn:** Return to essential question, T338-339. Student book pages 132-133.**Grammar:** What is a Noun, T340. Readers Notebook page 50.**Spelling:** Long vowels e, o, u, T340.**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.2.2RL.2.3RL.2.4RL.2.10Speaking and ListeningSL.2.1SL.2.2SL.2.6-Foundational RF.2.3RF.2.4-LanguageL.2.2L.2.4L.2.5L.2.6- Writing W.2.1W.2.3W.2.5 | How do good friends act? |
| 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. T342-343.**Phonics:** Sounds for g, T344-345. Reader’s Notebook page 52.**Fluency:** Intonation, T347.**Independent Reading:** Complete Reader’s Guide Reader’s Notebook pages 53-54.**Apply Vocabulary:** Review vocab, T350-351.**Grammar:** What is a Noun, T352. Reader’s Notebook page 56.**Spelling:** Long vowels e, o, u, T352.**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.2.2RL.2.3RL.2.4RL.2.10Speaking and ListeningSL.2.1SL.2.2SL.2.6-Foundational RF.2.3RF.2.4-LanguageL.2.2L.2.4L.2.5L.2.6- Writing W.2.1W.2.3W.2.5 | How do good friends act? |
| 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**

|  |  |  |
| --- | --- | --- |
| 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. T354-355.**Phonics:** Words with long vowels o, u, e, and sounds for g, T356-357.**Connect to the Topic:** Fable, “A Swallow and a Spider,” T358-359. Student Books pages 134-137.**Vocabulary Strategies:** Context Clues, T360-361. Reader’s Notebook page 57.**Grammar:** Spiral Review, Statements and QUESTIONS, T362. Reader’s Notebook page 59.**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.2.2RL.2.3RL.2.4RL.2.10Speaking and ListeningSL.2.1SL.2.2SL.2.6-Foundational RF.2.3RF.2.4-LanguageL.2.2L.2.4L.2.5L.2.6- Writing W.2.1W.2.3W.2.5 | How do good friends act? |
| 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. T364-365.**Extend the Topic:** Domain-Specific Vocabulary, T366-367.**Grammar Review:** What is a Noun, T368. Student Books pages 138-139.**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.2.2RL.2.3RL.2.4RL.2.10Speaking and ListeningSL.2.1SL.2.2SL.2.6-Foundational RF.2.3RF.2.4-LanguageL.2.2L.2.4L.2.5L.2.6- Writing W.2.1W.2.3W.2.5 | How do good friends act? |
| 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** |  |  |

\*\*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** | Review DAY for Test | 2.NBT.22.NBT.32.NBT.82.OA.22.MD.7 | Do I need help? ASK questions if you do not understand.  |  Lesson 5: How are some prairie plants adapted? Page: 20 |  |
| **TUESDAY** | 1-13: Unit 1 Progress CheckDay 1: Administer the Unit Test. | 2.NBT.22.NBT.32.NBT.82.OA.22.MD.7 | Self-Assess: What was easy and what was difficult?  | Lesson 6: How are some desert plants adapted? Page: 22 |  |
| **WEDNESDAY** | 2-1: Grouping by 10s SW explore place-value concepts as they play The Exchange Game with money and practice grouping by 10s. Math Journal: 17-18Home Links: 2-1 | 2.NBT.12.NBT.72.NBT.82.NBT.92.MD.8 | How do you remember place value?  | Lesson 7: How are some marsh plants adapted? Page: 24 | DISMISSAL |
| **THURSDAY** | 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 |  |
| **FRIDAY** | Flex Day |  | Self-Assess-What was hard and easy this week? What did you learn?  | Clean desks |  |

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