**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, 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 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.2.2  RL.2.3  RL.2.4  RL.2.10  Speaking and Listening  SL.2.1  SL.2.2  SL.2.6  -Foundational  RF.2.3  RF.2.4  -Language  L.2.2  L.2.4  L.2.5  L.2.6  - Writing  W.2.1  W.2.3  W.2.5 | How do good friends act? |
| 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**

|  |  |  |
| --- | --- | --- |
| 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, 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 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.2.2  RL.2.3  RL.2.4  RL.2.10  Speaking and Listening  SL.2.1  SL.2.2  SL.2.6  -Foundational  RF.2.3  RF.2.4  -Language  L.2.2  L.2.4  L.2.5  L.2.6  - Writing  W.2.1  W.2.3  W.2.5 | How do good friends act? |
| 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. 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 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.2.2  RL.2.3  RL.2.4  RL.2.10  Speaking and Listening  SL.2.1  SL.2.2  SL.2.6  -Foundational  RF.2.3  RF.2.4  -Language  L.2.2  L.2.4  L.2.5  L.2.6  - Writing  W.2.1  W.2.3  W.2.5 | How do good friends act? |
| 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**

|  |  |  |
| --- | --- | --- |
| 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. 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 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.2.2  RL.2.3  RL.2.4  RL.2.10  Speaking and Listening  SL.2.1  SL.2.2  SL.2.6  -Foundational  RF.2.3  RF.2.4  -Language  L.2.2  L.2.4  L.2.5  L.2.6  - Writing  W.2.1  W.2.3  W.2.5 | How do good friends act? |
| 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. 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 Literature  RL.2.1  RL.2.2  RL.2.3  RL.2.4  RL.2.10  Speaking and Listening  SL.2.1  SL.2.2  SL.2.6  -Foundational  RF.2.3  RF.2.4  -Language  L.2.2  L.2.4  L.2.5  L.2.6  - Writing  W.2.1  W.2.3  W.2.5 | How do good friends act? |
| 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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|  | **MATH**  **1:20 – 2:20** | **Standards** | **Essential Question** | **Units**  **2:20-2:40** |  |
| **MONDAY** | Review DAY for Test | 2.NBT.2  2.NBT.3  2.NBT.8  2.OA.2  2.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 Check  Day 1: Administer the Unit Test. | 2.NBT.2  2.NBT.3  2.NBT.8  2.OA.2  2.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: 17-18  Home Links: 2-1 | 2.NBT.1  2.NBT.7  2.NBT.8  2.NBT.9  2.MD.8 | How do you remember place value? | Lesson 7: How are some marsh plants adapted?  Page: 24 | DISMISSAL |
| **THURSDAY** | 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 |  |
| **FRIDAY** | Flex Day |  | Self-Assess-What was hard and easy this week? What did you learn? | Clean desks |  |

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