**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, T12-13.**Teacher Read Aloud/Vocabulary:** “The Perfect Pet,” T14-15.**Phonics:** Words with short vowels a, i, T16-17. Reader’s Notebook page 1.**Decodable Reader:** “We Camp,” Short vowels, T19.**Read and Comprehend:** Sequence of Events, T22-23 Student Books-pages 12-13.**Anchor Text:** “Henry and Mudge,” T24-31. Student Books pages 14-25.**Grammar:** Subjects and Predicated, T32.Readers Notebook page 2.**Spelling:** Words with short vowels a, i, T32.**Summative Strategies/ Assessments**Read AloudSound-spelling CardsDecodable readersVocabulary context cardsTalk and TurnDaily Proofreading practiceReader’s Notebook pages | **Children will practice and apply:****-**Reading LiteratureRL.2.7RL.2.10Speaking and ListeningSL.2.3SL.2.5SL.2.6-InformationalRI.2.1RI.2.3RI.2.6RI.2.7RI.2.10-FoundationalRF.2.3RF.2.4-LanguageL.2.1L.2.2L.2.3L.2.4- Writing W.2.1W.2.3W.2.5 | What are some things that families like to do together? |
| Handwriting10:45 – 11:00 |  |  |
| Students are perfecting their printing in hand writing workbook.  |  |  |
| Four Square/ Writer’s Workshop11:00 – 11:40 |  |  |
| -Daily Proofreading Practice | Standards:W.2.2 |  |
| **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, T34-35.**Phonics:** Words with short vowels a, i, T36-37. Reader’s Notebook page 3.**Dig Deeper:** How to Analyze the Text: sequence of events, word choice, T38-39. Student Books pages 26-27.**Your Turn:** Return to essential question, T40-41. Student book pages 28-29.**Grammar:** Subjects and Predicates, T42. Readers Notebook page 5.**Spelling:** Words with short vowels a, i, T42**Summative Strategies/ Assessments**Read AloudSound-spelling CardsDecodable readersVocabulary context cardsTalk and TurnDaily Proofreading practiceReader’s Notebook pages | **Children will practice and apply:****-**Reading LiteratureRL.2.4RL.2.7RL.2.10Speaking and ListeningSL.2.1SL.2.3SL.2.5SL.2.6-InformationalRI.2.1RI.2.3RI.2.6RI.2.7RI.2.10-FoundationalRF.2.3RF.2.4-LanguageL.2.1L.2.2L.2.3L.2.4- Writing W.2.1W.2.3W.2.5 | What are some things that families like to do together? |
| Handwriting10:45 – 11:00 |  |  |
| Students will practice and form letters correctly. |  |  |
| Four Square/ Writer’s Workshop11:00 – 11:40 |  |  |
| -Daily Proofreading Practice | Standards:W.2.2 |  |
| **LUNCH 11:40 – 12:10** |  |  |

**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. T44-45.**Phonics:** CVC patterns, T46-47. Reader’s Notebook page 7.**Fluency:** Accuracy, T49.**Independent Reading:** Complete Reader’s Guide Reader’s Notebook pages 8-9.**Apply Vocabulary:** Review vocab, T52-53.**Grammar:** Subjects and Predicates, T54. Reader’s Notebook page 11.**Spelling:** Words with short vowels a, i, T54.**Summative Strategies/ Assessments**Read AloudSound-spelling CardsDecodable readersVocabulary context cardsTalk and TurnDaily Proofreading practiceReader’s Notebook pages | **Children will practice and apply:****-**Reading LiteratureRL.2.4RL.2.7RL.2.10Speaking and ListeningSL.2.1SL.2.3SL.2.5SL.2.6-InformationalRI.2.1RI.2.3RI.2.6RI.2.7RI.2.10-FoundationalRF.2.3RF.2.4-LanguageL.2.1L.2.2L.2.3- Writing W.2.1W.2.3W.2.5 | What are some things that families like to do together? |
| Handwriting10:45 – 11:00 |  |  |
| Students will practice and form letters correctly. |  |  |
| Four Square/ Writer’s Workshop11:00 – 11:40 |  |  |
| -Daily Proofreading Practice | Standards:W.2.2 |  |
| **LUNCH 11:40 – 12:10** |  |  |

**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. T56-57.**Phonics:** Words with short vowels a, i, T58-59.**Connect to the Topic:** Poetry, “All in the Family,” T60-61. Student Books pages 30-33.**Vocabulary Strategies:** Alphabetical Order, T62-63. Reader’s Notebook page 12.**Grammar:** Spiral Review, a, an, and the, T64. Reader’s Notebook page 13.**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.2.4RL.2.7RL.2.10Speaking and ListeningSL.2.1SL.2.3SL.2.5-InformationalRI.2.1RI.2.3RI.2.6RI.2.7RI.2.10-FoundationalRF.2.3RF.2.4-LanguageL.2.1L.2.2L.2.3- Writing W.2.1W.2.3W.2.5 | What are some things that families like to do together? |
| Handwriting10:45 – 11:00 |  |  |
| Students will practice and form letters correctly. |  |  |
| Four Square/ Writer’s Workshop11:00 – 11:40 |  |  |
| -Daily Proofreading Practice | Standards:W.2.2 |  |
| **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. T66-67.**Extend the Topic:** Domain-Specific Vocabulary, T68-69.**Grammar Review:** Subjects and Predicates, T70. Student Books pages 34-35.**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.2.4RL.2.7RL.2.10Speaking and ListeningSL.2.1SL.2.3SL.2.5SL.2.6-InformationalRI.2.1RI.2.3RI.2.6-FoundationalRF.2.3RF.2.4-LanguageL.2.1L.2.2L.2.3L.2.4- Writing W.2.1W.2.3W.2.5 | What are some things that families like to do together? |
| Handwriting10:45 – 11:00 |  |  |
| Students will practice and form letters correctly. |  |  |
| Four Square/ Writer’s Workshop11:00 – 11:40 |  |  |
| -Daily Proofreading Practice | Standards:W.2.2 |  |
| **LUNCH 11:40 – 12:10** |  |  |

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|  | **MATH****1:20 – 2:20** | **Standards** | **Essential Question** | **Units****2:20-2:40** |  |
| **MONDAY** | * 1. Numbers All Around

SW explore counts and represent whole numbers as lengths from 0 on a number line. Journal Pages: 1Home Link: Home Letter | 2.NBT.22.NBT.32.NBT.42.NBT.62.MD.6 | What is a number line? How are the number lines different?  |  Review Jobs, cleaning up,  |  |
| **TUESDAY** | * 1. Number lines and Partnership Principles

SW practice partnership principles while solving addition and subtraction number stories and representing whole-number sums and differences on a number line. Journal Page: 1 | 2.NBT.22.NBT.32.NBT.42.NBT.72.MD.6 | What are some examples of how you work well with a partner?  | What is science?  |  |
| **WEDNESDAY** | * 1. Math Tools

SW count tallies and calculate the values of coin combinations.Journal Page: 1 | 2.NBT.22.NBT.32.MD.8 | How can skip counting help count coin combinations?  | Mind map of what they would like to learn about. | DISMISSAL |
| **THURSDAY** | * 1. Class Number Scroll

SW start making a number scroll from 0-1,000 using place-value strategies. Math Maters page: 10-11\* Counting Club | 2.OA.22.OA.3 | What patterns can you find on the number grid?  | The Scientific Method  |  |
| **FRIDAY** | Flex Day2 | Games: # Line Squeeze# Grid Game | Self-Assess-What was hard and easy this week? What did you learn?  | Clean Desks |  |

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