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

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| --- | --- | --- |
| 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, 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 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.2.7  RL.2.10  Speaking and Listening  SL.2.3  SL.2.5  SL.2.6  -Informational  RI.2.1  RI.2.3  RI.2.6  RI.2.7  RI.2.10  -Foundational  RF.2.3  RF.2.4  -Language  L.2.1  L.2.2  L.2.3  L.2.4  - Writing  W.2.1  W.2.3  W.2.5 | What are some things that families like to do together? |
| 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 | 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/English  8:30 – 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 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.2.4  RL.2.7  RL.2.10  Speaking and Listening  SL.2.1  SL.2.3  SL.2.5  SL.2.6  -Informational  RI.2.1  RI.2.3  RI.2.6  RI.2.7  RI.2.10  -Foundational  RF.2.3  RF.2.4  -Language  L.2.1  L.2.2  L.2.3  L.2.4  - Writing  W.2.1  W.2.3  W.2.5 | What are some things that families like to do together? |
| Handwriting  10:45 – 11:00 |  |  |
| Students will practice and form letters correctly. |  |  |
| Four Square/ Writer’s Workshop  11:00 – 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/English  8:30 – 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 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.2.4  RL.2.7  RL.2.10  Speaking and Listening  SL.2.1  SL.2.3  SL.2.5  SL.2.6  -Informational  RI.2.1  RI.2.3  RI.2.6  RI.2.7  RI.2.10  -Foundational  RF.2.3  RF.2.4  -Language  L.2.1  L.2.2  L.2.3  - Writing  W.2.1  W.2.3  W.2.5 | What are some things that families like to do together? |
| Handwriting  10:45 – 11:00 |  |  |
| Students will practice and form letters correctly. |  |  |
| Four Square/ Writer’s Workshop  11:00 – 11:40 |  |  |
| -Daily Proofreading Practice | Standards:  W.2.2 |  |
| **LUNCH 11:40 – 12:10** |  |  |

**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. 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 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.2.4  RL.2.7  RL.2.10  Speaking and Listening  SL.2.1  SL.2.3  SL.2.5  -Informational  RI.2.1  RI.2.3  RI.2.6  RI.2.7  RI.2.10  -Foundational  RF.2.3  RF.2.4  -Language  L.2.1  L.2.2  L.2.3  - Writing  W.2.1  W.2.3  W.2.5 | What are some things that families like to do together? |
| Handwriting  10:45 – 11:00 |  |  |
| Students will practice and form letters correctly. |  |  |
| Four Square/ Writer’s Workshop  11:00 – 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/English  8:30 – 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 Literature  RL.2.4  RL.2.7  RL.2.10  Speaking and Listening  SL.2.1  SL.2.3  SL.2.5  SL.2.6  -Informational  RI.2.1  RI.2.3  RI.2.6  -Foundational  RF.2.3  RF.2.4  -Language  L.2.1  L.2.2  L.2.3  L.2.4  - Writing  W.2.1  W.2.3  W.2.5 | What are some things that families like to do together? |
| Handwriting  10:45 – 11:00 |  |  |
| Students will practice and form letters correctly. |  |  |
| Four Square/ Writer’s Workshop  11:00 – 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: 1  Home Link: Home Letter | 2.NBT.2  2.NBT.3  2.NBT.4  2.NBT.6  2.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.2  2.NBT.3  2.NBT.4  2.NBT.7  2.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.2  2.NBT.3  2.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.2  2.OA.3 | What patterns can you find on the number grid? | The Scientific Method |  |
| **FRIDAY** | Flex Day  2 | Games:  # Line Squeeze  # Grid Game | Self-Assess-What was hard and easy this week? What did you learn? | Clean Desks |  |

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