**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, T206-207.  **Teacher Read Aloud/Vocabulary:** “Choosing a Pet,” T208-209.  **Phonics:** Base Words with long vowels a, i, T210-211.  Reader’s Notebook page 31.  **Decodable Reader:** “City Rules,” Long vowels, T213.  **Read and Comprehend:** Author’s Purpose, T216-217.  Student Books-pages 72-73.  **Anchor Text:** “Dogs,” T218-227.  Student Books pages 74-89.  **Grammar:** Types of Sentences, T228.  Readers Notebook page 32.  **Spelling:** Long Vowels a, i, T228.  **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:**  **-**Foundational  RF.2.3  RF.2.4  Speaking and Listening  SL.2.1  SL.2.2  SL.2.3  SL.2.4  -Informational  RI.2.5  RI.2.3  RI.2.6  RI.2.7  -Language  L.2.1  L.2.2  L.2.4  L.2.5  - Writing  W.2.1  W.2.2  W.2.3  W.2.4  W.2.6 | What do pets need to be healthy and happy? |
| 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, T230-231.  **Phonics:** Long Vowels a, i, T232-233.  Reader’s Notebook page 33.  **Dig Deeper:** How to Analyze the Text: Analyze, Author’s Purpose, Evaluate, T234-235.  Student Books pages 90-91.  **Your Turn:** Return to essential question, T236-237.  Student book pages 92-93.  **Grammar:** Types of Sentences, T238.  Readers Notebook page 35.  **Spelling:** Long Vowels a, I, T238.  **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:**  **-**Foundational  RF.2.3  RF.2.4  Speaking and Listening  SL.2.1  SL.2.2  SL.2.3  SL.2.4  -Informational  RI.2.5  RI.2.3  RI.2.6  RI.2.7  -Language  L.2.1  L.2.2  L.2.4  L.2.5  - Writing  W.2.1  W.2.2  W.2.3  W.2.4  W.2.6 | What do pets need to be healthy and happy? |
| 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. T240-241.  **Phonics:** Words with sounds for c, T242-243.  Reader’s Notebook page 37.  **Fluency:** Self-correct, T245.  **Independent Reading:** Complete Reader’s Guide  Reader’s Notebook pages 38-39.  **Apply Vocabulary:** Review vocab, T248-249.  **Grammar:** Types of Sentences, T250.  Reader’s Notebook page 41.  **Spelling:** Long Vowels a, i, T250.  **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:**  **-**Foundational  RF.2.3  RF.2.4  Speaking and Listening  SL.2.1  SL.2.2  SL.2.3  SL.2.4  -Informational  RI.2.5  RI.2.3  RI.2.6  RI.2.7  -Language  L.2.1  L.2.2  L.2.4  L.2.5  - Writing  W.2.1  W.2.2  W.2.3  W.2.4  W.2.6 | What do pets need to be healthy and happy? |
| 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. T252-253.  **Phonics:** Long Vowels a, i, and words with sounds for c, T254-255.  **Connect to the Topic:** Informational Text, “Helping Paws,” T256-257.  Student Books pages 94-97.  **Vocabulary Strategies:** Multiple-Meaning Words, T258-259.  Reader’s Notebook page 42.  **Grammar:** Spiral Review, Predicates, T260.  Reader’s Notebook page 44.  **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:**  **-**Foundational  RF.2.3  RF.2.4  Speaking and Listening  SL.2.1  SL.2.2  SL.2.3  SL.2.4  -Informational  RI.2.5  RI.2.3  RI.2.6  RI.2.7  -Language  L.2.1  L.2.2  L.2.4  L.2.5  - Writing  W.2.1  W.2.2  W.2.3  W.2.4  W.2.6 | What do pets need to be healthy and happy? |
| 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**

|  |  |  |
| --- | --- | --- |
| Reading/Spelling/Phonics/English  8:30 – 10:45 | Standards: | Essential Question: |
| **Lexia**  **Opening Routines:** Warm Up with Wordplay, Daily Phonemic Awareness, High-frequency Words, and Daily Vocabulary Boost. T262-263.  **Extend the Topic:** Domain-Specific Vocabulary, T264-265.  **Grammar Review:** Types of Sentences, T266.  Student Books pages 98-99.  **Spelling Test:** Finial Test  **Weekly Assessment will be administered today. Students will be tested on all new skills.** | **Children will practice and apply:**  **-**Foundational  RF.2.3  RF.2.4  Speaking and Listening  SL.2.1  SL.2.2  SL.2.3  SL.2.4  -Informational  RI.2.5  RI.2.3  RI.2.6  RI.2.7  -Language  L.2.1  L.2.2  L.2.4  L.2.5  - Writing  W.2.1  W.2.2  W.2.3  W.2.4  W.2.6 | What do pets need to be healthy and happy? |
| 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** | 1-11: SW discuss the meaning of <,>, and = symbols, and use the symbols to record comparisons of numbers, money amounts, and add and sub expressions.  Journal Pages: 12 and 13 | 2.NBT.3  2.NBT.4  2.OA.2 | How can we remember what each symbol means? | Sorting Plants Activity |  |
| **TUESDAY** | 1-12: Explorations: SW count by 100s and 10s to find the value of base-10 blocks.  Journal Page: 15  Home Links: 1-12 | 2.OA.2  2.NBT.2  2.NBT.3  2.NBT.8 | What is the value of 4 tens? | Lesson 4: How are some woodland pants adapted?  Page: 16 |  |
| **WEDNESDAY** | 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 |  | Lesson 4: Plants that live near water.  Page: 18 | DISMISSAL |
| **THURSDAY** | 1-13: Unit 1 Progress Check  Day 2: Administer the Open Response Assessment. | 2.NBT.2  2.NBT.3  2.NBT.8  2.OA.2  2.MD.7 |  | Lesson 5: How are some prairie plats adapted?  Page: 20 |  |
| **FRIDAY** | Flex Day  Reading Flash Mob |  | Self-Assess-What was hard and easy this week? What did you learn? | Clean desks |  |

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