**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, T108-109.**Teacher Read Aloud/Vocabulary:** “More Than a Best Friend,” T110-111.**Phonics:** Words with short vowels o, u, e, T112-113 Reader’s Notebook page 16.**Decodable Reader:** “Bud, Ben, and Roz,” Short vowels, T115.**Read and Comprehend:** Compare and Contrast, T118-119 Student Books-pages 40-41.**Anchor Text:** “My Family,” T120-129. Student Books pages 42-57.**Grammar:** Simple Sentences, T130.Readers Notebook page 17.**Spelling:** Words with short vowels o, u, e, T130.**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, T132-133.**Phonics:** Words with short vowels o, u, e, T134-135. Reader’s Notebook page 18.**Dig Deeper:** How to Analyze the Text: Compare and Contrast, T136-137. Student Books pages 58-59.**Your Turn:** Return to essential question, T138-139. Student book pages 60-61.**Grammar:** Simple Sentences, T140. Readers Notebook page 20.**Spelling:** Words with short vowels o, u, e, T140.**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**

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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. T142-143.**Phonics:** Cumulative Review, CVC patterns, T144-145. Reader’s Notebook page 22.**Fluency:** Accuracy, T147.**Independent Reading:** Complete Reader’s Guide Reader’s Notebook pages 23-24.**Apply Vocabulary:** Review vocab, T150-151.**Grammar:** Simple Sentences, T152 Reader’s Notebook page 26.**Spelling:** Words with short vowels o, u, e, T152.**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. T154-155.**Phonics:** Words with short vowels o, u, e, T156-157.**Connect to the Topic:** Poetry, “Family Poetry,” T158-159. Student Books pages 62-65.**Vocabulary Strategies:** Using a Glossary, T160-161. Reader’s Notebook page 27.**Grammar:** Spiral Review, subjects, T162. Reader’s Notebook page 29.**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**

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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. T164-165.**Extend the Topic:** Domain-Specific Vocabulary, T166-167.**Grammar Review:** Simple Sentences, T168. Student Books pages 66-67.**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** | SW use addition and subtraction to write equivalent names for number. They will also reinforce place-value concepts by skip counting on calculators. Math Journal: page 4 | 2.NBT.22.OA.22.NBT.5 | How does place value help you skip count?  |  Discuss the traits of fish.  |  |
| **TUESDAY** | SW build fact fluency by finding combinations of 10.Math Journal: page 5 | 2.NBT.22.OA.2 | What did you like about practicing your facts this way?  | Discuss the traits of birds.  |  |
| **WEDNESDAY** | SW investigate My Reference Book and are introduce to the quarter and Math Boxes. Math Journal: 6 | 2.NBT.22.OA.22.MD.8 | How can we remember the value of the quarter? Teach song | Discuss the traits of Amphibians.  | DISMISSAL |
| **THURSDAY** | SW explore even and odd numbers using concrete and visual models.Math Journal: page 7 | 2.OA.22.OA.3 | How can skip counting help us with odd and even numbers?  | Assign groups and introduce project. SW create a post of a category of animals with back bones.  |  |
| **FRIDAY** | Flex Day |  | Self-Assess-What was hard and easy this week? What did you learn?  | Clean desks |  |

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