**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, 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 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, 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 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. 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 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**

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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. 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 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**

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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. 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 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** | 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.2  2.OA.2  2.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.2  2.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.2  2.OA.2  2.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.2  2.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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