

Mrs. Shroyer (Room 165) * Title I Reading * Grades 2-3 Sept. 30- Oct. 4, 2024

Substitute Instructions: Follow the daily schedule and report to the designated classrooms as indicated below.

Hard & Soft Lockdown procedures can be found in the black binder- located on my desk.

Fire Drill Procedure: Exit right and exit using the doors next to the main office.

	Mon. tye dye day	Tues. Disney day	Wed. Homecoming queen day	Thurs. Hat day MFD K-2	Fri. MFD 3-5
8:30-9:05	Grade 2-3 Reading Skills Help- Room 165				
	9:10-10:35 Reading Intervention with 2nd grade Mrs. Dryer- Room 169				
	Mon.	Tues.	Wed.	Thurs.	Fri.
	<u>Warm up- HF words</u> 1.5 Anchor Text: Families Work RCW page 64	<u>Warm up- HF words</u> 1.5 Anchor Text: Families Work RCW page 64	<u>Warm up- HF words</u> 1.5 Anchor Text: Families Work RCW page 64	<u>Warm up- HF words</u> 1.5 Anchor Text: Families Work RCW page 64	assessments & checking progress
	Essential Question: What happens when families work together? TSW: read and decode words with two-letter blends & short i, long i, i_e, mommy e - secret story TSW: make inferences to support understanding TSW: use key details orally and in writing TSW: identify & use text features TSW: understand synonyms TSW: read inflectional endings and base words. TSW:Cite relevant evidence from text TSW: Make inferences to support understanding TSW: evaluate inferences to support understanding TSW: use illustrations to support understanding TSW: name characters, setting, & events, B/M/E TSW: write responses that demonstrate understanding TSW: visualize to deepen understanding		Genre: Informational/ Expository text Text Vocabulary: checks, choose, chores, jobs, cost, customers, spend, tools Anchor Text: Families Work & Families Working Together Leveled Text: Test - Oct. 4 Spelling: did, fin, pick, line, pipe, tip, mix, five, side, hike Review: cape, made, all, any, says		
	1.5 Words to read for automaticity: all, any, goes, new, number, other, right, says, works, understands				

10:40-11:25 ELA Support with 2nd grade Mrs. McMillan- Room 168

TSW: Understand the use of subjects in writing.

11:25-11:55 Reading Intervention with 2nd grade Mrs. Dryer- Room 169

Mon.	Tues.	Wed.	Thurs.	Fri.
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	11:55 -12:25 Lunch		12:25-1:05 Prep	1:05-1:30 Check and Connect	
	1:30-2:15 3rd Grade Writing ELA Support with Mrs. Reese -Room 111				
		Tues.	Wed.	Thurs.	Fri.
	Push in to support language class.				
	2:15- 3:00 Reading Intervention with 2nd grade Mrs. Wenger- Room 112				
	Mon.	Tues.	Wed.	Thurs.	Fri.
	Small Group--Vocabulary into. Read and discuss Preserve & Protect p. 62 RWC	Small Group-- Read and discuss Preserve & Protect p. 62 RWC	Small Group-- Small Groups-- Make flip books for Nonfiction text features	no small groups Cold Read Main Idea--Topic vs. Topic Sentence in small groups on the floor Written Response– template model expectations. Preserve and Protect	no small groups MFD Cover grade 3 12:40-1:40
	TSW: Identify and discuss features of argumentative text. TSW: ask & answer questions TSW: understand key vocabulary. TSW: respond to a prompt		<u>Essential Question:</u> How do landmarks help us understand our nation's history? <u>Word in context:</u> carved, clues, grand, landmark, massive, monument, national, traces		

3:00-3:25 Reading Intervention with 2nd grade Mrs. Dryer- Room 169

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3:25 Dismissal Duty - Pick up & take grade 1 car riders (Magistro & Digon's rooms) to the lobby. Assist Mrs. Turner & Mrs. Williams with car rider pick up. Stand outside and guide students into cars.