

# Mrs. Shroyer (Room 165) \* Title I Reading Plans 2nd & 3rd \* March 3-7, 2025

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. tutoring 8:00	Tues.	Wed. tutoring 8:00	TH	FRI.  Read A Thon Kick off										
8:30-9:00	<p><b><u>8:30-9 Grade 2-3 Reading Skills Help- Room 165</u></b> Students will come with breakfast trays for extra practice.</p> <p><u>Practice spelling-</u> deer, cheers, steer, here, jeer, near, ear, dear, clear, spear, store, north, again, house, inside</p> <p><u>High Frequency Words-</u> (HFW) ago, carry, certain, everyone, heavy, outside, people, problem, together, warm</p> <p><u>Vocabulary:</u> active, explode, local, solid, Earth, island, properties, steep</p> <p><u>ECRI-Mon.- Day 1, Tues. Day 2, Wed. Day 3, TH- third graders Fri. Day 4</u></p>														
	<p><b>9:15-10:30 Reading Intervention with 2nd grade Mrs. Dryer- Room 169</b></p> <p>9:10-Pull student and practice Wonders Words. See word folder.</p> <table><tr><td>Mon.</td><td>Tues.</td><td>Wed.</td><td>Thurs.</td><td>Fri.</td></tr><tr><td><u>Earthquakes</u> - leveled reader</td><td><u>Earthquakes</u> - leveled reader</td><td><u>Earthquakes</u> - leveled reader</td><td><u>Earthquakes</u> - leveled reader</td><td>comp. test lesson check-up vocab/comp assessments</td></tr></table> <div><div><p>TSW: read &amp; reread for fluency &amp; accuracy</p><p>TSW: Use context clues to determine meaning</p><p>TSW: acquire and use academic vocabulary</p><p>TSW: identify literary elements/features of text</p><p>TSW: reread for understanding &amp; expression</p><p>TSW: identify main topic /key details</p><p>TSW: make inferences to support understanding</p><p>TSW: use key details orally and in writing</p><p>TSW: identify &amp; use text features</p><p>TSW: read inflectional endings and base words.</p><p>TSW:Cite relevant evidence from text</p><p>TSW: write responses that demonstrate understanding</p><p>TSW: visualize to deepen understanding</p></div><div><p><u><b>This week's stories:</b></u></p><p><u><b>Essential question: How does the Earth change?</b></u></p><p><u><b>Stories:</b></u></p><p><u><b>Skill:</b></u> cause and effect, features of informational (expository) text, r-controlled vowels (eer, ear)</p><p><u><b>Vocabulary:</b></u> active, explode, local, solid, Earth, island, properties, steep</p><p><u><b>Spelling:</b></u> (eer, ere, ear ) deer, cheers, steer, here, jeer, near, ear, dear, clear, spear, store, north, again, house, inside</p></div></div> <p><u><b>Words to read for automaticity:</b></u> High Frequency Words (HFW)</p> <p>again, behind, eyes, gone, happened, house, inside, neither</p>					Mon.	Tues.	Wed.	Thurs.	Fri.	<u>Earthquakes</u> - leveled reader	<u>Earthquakes</u> - leveled reader	<u>Earthquakes</u> - leveled reader	<u>Earthquakes</u> - leveled reader	comp. test lesson check-up vocab/comp assessments
Mon.	Tues.	Wed.	Thurs.	Fri.											
<u>Earthquakes</u> - leveled reader	<u>Earthquakes</u> - leveled reader	<u>Earthquakes</u> - leveled reader	<u>Earthquakes</u> - leveled reader	comp. test lesson check-up vocab/comp assessments											

9:15- Pull student and practice Wonders Words. See word folder.

10:35-11:25 ELA Support with 2nd grade Mrs. McMillan- Room 168

TSW: Understand the use of informative writing.

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

Mon.	Tues.	Wed.	Thurs.	Fri.
<u>Earthquakes</u> - leveled reader	<u>Earthquakes</u> - leveled reader	<u>Earthquakes</u> - leveled reader	<u>Earthquakes</u> - leveled reader	comp. test lesson check-up vocab/comp assessments
TSW: read & reread for fluency & accuracy TSW: Use context clues to determine meaning TSW: acquire and use academic vocabulary TSW: identify literary elements/features of text TSW: reread for understanding & expression TSW: identify main topic /key details TSW: make inferences to support understanding TSW: use key details orally and in writing TSW: identify & use text features TSW: read inflectional endings and base words. TSW:Cite relevant evidence from text TSW: write responses that demonstrate understanding TSW: visualize to deepen understanding		<u><b>This week's stories:</b></u> <u><b>Essential question: How does the Earth change?</b></u> <u><b>Stories:</b></u> <u><b>Skill:</b></u> cause and effect, features of informational (expository) text, r-controlled vowels (eer, ear) <u><b>Vocabulary:</b></u> active, explode, local, solid, Earth, island, properties, steep <u><b>Spelling:</b></u> deer, cheers, steer, here, jeer, near, ear, dear, clear, spear, store, north, again, house, inside		

**Words to read for automaticity:** High Frequency Words (HFW)

again, behind, eyes, gone, happened, house, inside, neither

10:30- Pull student and practice Wonders Words. See word folder.

11:55 -12:25 Lunch

12:25-1:05 Prep

Tuesday 1:10-1:30 - Go to the cafeteria to pull student.

1:10-2:15 3rd Grade Writing ELA Support with Mrs. Reese -Room 111

Mon.

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 groups:  
Ellen Ochoa - page  
462  
Biography features

Small groups:  
Ellen Ochoa -  
page 462

Small Groups:  
Our Nearest Neighbor  
p. 462

Small Groups:  
Our Nearest Neighbor p.  
462

Vocabulary &  
comprehension tests,  
multiple meaning Test &  
Study Island

Essential question: why are goals important?

This week: 6.2 Biographies

Vocabulary: communicated, essential, goal, motivated, professional, research,  
serious, specialist

Skills: shades of meaning, multiple meaning words, problem & solution, summarize,  
author's craft

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

Mon.	Tues.	Wed.	Thurs.	Fri.
<u>Earthquakes</u> - leveled reader	<u>Earthquakes</u> - leveled reader	<u>Earthquakes</u> - leveled reader	<u>Earthquakes</u> - leveled reader	comp. test lesson check-up vocab/comp assessments

TSW: read & reread for fluency & accuracy  
 TSW: Use context clues to determine meaning  
 TSW: acquire and use academic vocabulary  
 TSW: identify literary elements/features of text  
 TSW: reread for understanding & expression  
 TSW: identify main topic /key details  
 TSW: make inferences to support understanding  
 TSW: use key details orally and in writing  
 TSW: identify & use text features  
 TSW: read inflectional endings and base words.  
 TSW:Cite relevant evidence from text  
 TSW: write responses that demonstrate understanding  
 TSW: visualize to deepen understanding

**This week's stories:**

**Essential question: How does the Earth change?**

**Stories:**

**Skill:** cause and effect, features of informational (expository)text,  
 r-controlled vowels (eer, ear)

**Vocabulary:** active, explode, local, solid, Earth, island, properties, steep

**Spelling:** deer, cheers, steer, here, jeer, near, ear, dear, clear, spear, store, north,  
 again, house, inside

**Words to read for automaticity:** High Frequency Words (HFW)

again, behind, eyes, gone, happened, house, inside, neither

**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.**