

Mrs. Shroyer's Lesson Plans - Room 165

Title I Reading Grades 2-3 *Week of:* May 30-June 1, 2023

*Follow daily schedule and report to the designated classrooms as indicated below. **Hard & Soft Lockdown procedures are located in the black binder or black binder located on my desk.**

8:30-9:05	Monday	Tuesday	Wednesday	Thursday	Friday
	No School	Grade 2 – Silver Bell 12:35 Awards Assembly 1:00	1:10-2:10 3 rd grade – Silver Bell	Early Dismissal 10:35	
	Grade 2-3 Reading Skills Help- Room 165				
	Reading Skills:				
9:10-9:55 Grade 2 Mrs. Mock	9:10-9:55 Guided Reading with Mrs. Mock – Room 172				
	Monday	Tuesday	Wednesday	Thursday-	Friday
	No School	Reading Centers Grade 2 – Silver Bell 12:35 Awards Assembly 1:00	Reading Centers	Last Day	
	Essential Question:				
	High Frequency Words:				
	Vocabulary:				
	Genre: - Reader’s Theater				
	Skills:				
	Spelling Words:				
	Guided Reading Routines: Realistic Features of Text- believable stories, made-up characters, setting, events that could be real, is sometimes written from the first-person point-of-view				
	<ul style="list-style-type: none">The students will take turns reading and rereading text using “echo” reading, “whisper” reading, “choral” reading, “stop-and-go” reading, partner reading, read to a stuffed animal, & independent reading techniques throughout the week. The students will and reread and “Close” read for a specific purpose and reread to improve fluency.Model fluent reading. Use post-it notes and reading response activities to enhance comprehension. Look for and discuss key vocabulary. Note chronological order and sequence words or signal words to help students understand the order of the story. Use highlighting tape to locate text evidence. Ask questions and model the “think aloud” strategy to develop comprehension skills. Build inference strategies by asking questions such as... “I wonder why...?” “I wonder how...?” “I wonder if...?” Determine “the big idea,” supporting details, and identify features of text. Develop implicit and explicit analysis of illustrations and author's point of view.				

Mrs. Shroyer's Lesson Plans - Room 165

10:00-10:45 Third Grade Reading with Mrs. Wenger – Room 112

10:00-10:45
Grade 3
Mrs. Wenger

Mon.	Tues.	Wed.	Thurs.	Friday
No school	Charlotte's Web movie	Charlotte's Web movie	Last Day	
Genre: Biographies				
Skills:				
Vocabulary				
<p><u>Guided reading routines & ongoing skills to reinforce:</u> The students will take turns reading and rereading text using “echo” reading, “whisper” reading, and “choral” reading to improve fluency. When rereading, stop and discuss and use “CLOSE” reading methods to reinforce comprehension. Model fluent reading. Use post-it notes and a reading response notebook for annotation & note taking skills. Look for and discuss key vocabulary (ongoing).</p> <p>Incorporate Level 1,2, & 3 questioning: <i>What would happen if? Predict..., Imagine..., Pretend you are..., Find examples of..., Point to the part..., Explain why or why not..., Compare or contrast..., How can we categorize? Why do you think the author? What would you have done? What happens next?</i></p> <p>Expository Text- Identify key details & determine main idea & recount key details to support main idea.</p> <p>Fiction- Identify theme, main idea, or author’s point-of-view</p> <p>Note chronological order and sequence words or signal words to help students understand the order of the story.</p> <p>(Use highlighting tape) Ask questions and model the “think aloud” strategy to develop comprehension skills. Build inference strategies by asking questions such as... “I wonder why...?” “I wonder how...?” “I wonder if...?”</p> <p>Determine “the big idea” and identify features of text.</p> <p>Analyze text, craft, and structure: When opportunities arise, point out the Author’s Craft – how authors choose words very carefully to show how they feel about a topic.</p> <p>Celebrate the sentence structure, or the way the author puts words together, to recognize part of the author’s voice.</p> <p>Notice how metaphors and similes are comparisons of two different things can also be the author’s voice.</p> <p>Look for alliteration and other examples of figurative language, when evident in text.</p>				

10:50-11:25 Second Grade Writing (push-in) with Mr. Tresnicky- Room 169

10:50-11:25
Grade 2
Mr. Tresnicky

Push in for ELA support.

11:25-12:30 LUNCH & Prep

12:30-1:05 WIN/Work Room (See Mrs. Bivens or any second-grade teacher for list of students who will be coming for workroom or WIN Time)

Mrs. Shroyer's Lesson Plans - Room 165

1:05-1:50 Mrs. Mock ELA - Room 172

1:05-1:50 Grade 2 Mrs. Mock	Mon.	Tuesday	Wednesday	Thursday	
	No School	Reading Centers Grade 2 – Silver Bell 12:35 Awards Assembly 1:00	Reading Centers	Last Day	
	<p>Guided Reading Routines: The students will take turns reading and rereading text using "echo" reading, "whisper" reading, "choral" reading, "stop-and-go" reading, partner reading, read to a specific purpose and reread to improve fluency.</p> <p>Model fluent reading. Use post-it notes and reading response activities to enhance comprehension. Look for and discuss key vocabulary. Note chronological order and sequence words or signal words to help students understand the order of the story. Use highlighting tape to locate text evidence. Ask questions and model the "think aloud" strategy to develop comprehension skills. Build inference strategies by asking questions such as... "I wonder why...?" "I wonder how...?" "I wonder if...?" Determine the author's point of view.</p>				

1:55-2:40 Writing Mrs. Reese- Room 111

Push in for ELA support- Daily language practice.

2:45-3:20 GR 2

DUTY:
3:20-4:00
Report to the gym for dismissal duty. Stand beside the locked back door and make sure parents are checking in with Mrs. Turner. See Mrs. Williams & Mrs. Turner for detailed instruction.

2:45-3:20 Mrs. Mock ELA - Room 172

Mon.	Tuesday	Wednesday	Thursday	Friday
No School	Reading Centers Grade 2 – Silver Bell 12:35 Awards Assembly 1:00	Reading Centers	Last Day	
<p>Guided Reading Routines: The students will take turns reading and rereading text using "echo" reading, "whisper" reading, "choral" reading, "stop-and-go" reading, partner reading, read to a stuffed animal, & independent reading techniques throughout the week. The students will and reread and "Close" read for a specific purpose and reread to improve fluency. Model fluent reading. Use post-it notes and reading response activities to enhance comprehension. Look for and discuss key vocabulary. Note chronological order and sequence words or signal words to help students understand the order of the story. Use highlighting tape to locate text evidence. Ask questions and model the "think aloud" strategy to develop comprehension skills. Build inference strategies by asking questions such as... "I wonder why...?" "I wonder how...?" "I wonder if...?" Determine "the big idea," supporting details, and identify features of text. Develop implicit and explicit analysis of illustrations and author's point of view.</p>				

DUTY: 3:20-4:00 Report to the gym for dismissal duty. Stand beside the locked back door and make sure parents are checking in with Mrs. Turner. See Mrs. Williams & Mrs. Turner for detailed instruction.