

Mrs. Shroyer's Lesson Plans - Room 165

Title I Reading Grades 2-3 *Week of: March 20-24, 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
				Reading Night	
	Grade 2-3 Reading Skills Help- Room 165 Comprehension practice, vowel patterns /ar/ R-controlled (are,air,ear,ere)				
9:10-9:55 Grade 2 Mrs. Mock	9:10-9:55 Guided Reading with Mrs. Mock – Room 172				
	Monday	Tuesday	Wednesday	Thursday	Friday
	Small groups- Say it! Tap it! Map it! Graph it! – spelling <u>ou, ow vowel patterns</u> <u>Decodable Text</u>	Listen & read to enjoy Small groups- HFW/vocab. Warm up RWC: Cesar Chavez page 2 -identify author's purpose	Close Read- Small groups- HFW/vocab. Warm up RWC: Cesar Chavez page 2 -find synonyms -identify sequence -summarize -text features (timeline- page 4)	Small groups- HFW/vocab. Warm up RWC: Cesar Chavez page 2 -find synonyms -identify sequence -summarize -time sequence -scaffold vocabulary- page 6	Whole group- Spelling test Weekly Check -up AR/flashlight Friday
	Essential Question:		What do heroes do?		
	High Frequency Words: Test 3/1		Answer, been, body, build, head, heard, minutes, myself, pretty, pushed		
	Text Vocabulary: TEST-3/		agree, challenging, discover, heroes, interest, perform, study, succeed		
	Genre:		Biography Cesar Chavez RWC- p. 2 & Brave Bessie-HB -p. 390		
	Skills:		synonyms, sequence, text features, summarize, make inferences		
	Spelling Words: Test 3/ Diphthongs		sound, shout, brown, growl, mound, pound, crown, cloud, clown, howl, chair, there, been, myself, pushed		
	Guided Reading Routines: <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.				

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

Monday Hardback reader--p. 320-321 "The Winningest Woman of the Iditarod Dog Sled Race" Complete worksheet together nday	Tuesday Read p. 322 "The Brave Ones" discuss briefly Complete Titanic/Her Story and Her History--worksheet on text structures Complete together--still a new skill	Wednesday Review Vocabulary Hardback reader p. 325 Read "Narcissa" together and complete worksheet together	Thursday Vocabulary & Comp. Test Text Structure U.S. Government Identify each paragraph structure	Friday Begin 5.1 Text Structure U.S. Government Identify each paragraph structure
Comprehension Skills:		Text structure, elements of poetry, theme		
Genre:		poetry		
Essential Question & Skills:				
Vocabulary		courageous, extremely, inspiration, free verse, narrative poem, repetition, rhyme, weird		
<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). 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> Expository Text- Identify key details & determine main idea & recount key details to support main idea. Fiction- Identify theme, main idea, or author's point-of-view Note chronological order and sequence words or signal words to help students understand the order of the story. (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...?" Determine "the big idea" and identify features of text. 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. Celebrate the sentence structure, or the way the author puts words together, to recognize part of the author's voice. Notice how metaphors and similes are comparisons of two different things can also be the author's voice. Look for alliteration and other examples of figurative language, when evident in text.				

10:00-10:40
Grade 3
Mrs. Wenger

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

Push in for ELA support. Model and practice complete sentences. DOL-daily oral language practice Guided practice with writing lessons -Informational Writing- topic-animals				
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10:50-11:25
Grade 2
Mr. Tresnicky

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11:25-12:30 LUNCH & Prep

12:30-1:05 WIN/Work Room

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

1:05-1:50 Grade 2 Mrs. Mock	Mon.	Tuesday	Wednesday	Thursday	
	Small groups- Say it! Tap it! Map it! Graph it! – spelling <u>ou, ow vowel patterns</u> <u>Decodable Text</u>	Listen & read to enjoy Small groups- HFW/vocab. Warm up RWC: Cesar Chavez page 2 -identify author's purpose	Close Read- Small groups- HFW/vocab. Warm up RWC: Cesar Chavez page 2 -find synonyms -identify sequence -summarize -text features (timeline- page 4)	Small groups- HFW/vocab. Warm up RWC: Cesar Chavez page 2 -find synonyms -identify sequence -summarize -time sequence -scaffold vocabulary- page 6	Whole group- Spelling test Weekly Check -up AR/flashlight Friday
1:05-1:50 Grade 2 Mrs. Mock	<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 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 signs 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 author's point of view.</p>				

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

Push in for ELA support- Daily language practice.

Writing a descriptive paragraph with figurative language (personification & similes & adjectives)

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

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	Mon.	Tuesday	Wednesday	Thursday	Friday
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sure parents are checking in with Mrs. Turner. See Mrs. Williams & Mrs. Turner for detailed instruction.			-summarize -text features (timeline- page 4)	-summarize -time sequence -scaffold vocabulary- page 6	
	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.				
	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.				