

# Mrs. Shroyer's Lesson Plans - Room 165

## Title I Reading Grades 2-3 *Week of: Jan. 30-Feb. 3, 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
	1/30 DRA Testing	1/31 DRA Testing	2/1	2/2	2/3 Chinese New Year!
	Grade 2-3 Reading Skills Help- Room 165 Phonemic awareness skills – picture and write the sound cards				
9:10-9:55 Grade 2 Mrs. Mock	9:10-9:55 Guided Reading with Mrs. Mock – Room 172				
	Monday	Tuesday	Wednesday	Thursday	Friday
	Weekly Intro sheet Decodable Readers- <u>Luke Tune – page 29</u> Scavenger Hunt – long u vowel patterns	RWC – page 65 They've Got the Beat Talk about vocabulary. Say it! Tap it! Map it! Graph it! – spelling	Vocabulary match Lit Anthology <u>Many Ways to Enjoy Music – page 262</u>	Vocabulary match Lit Anthology <u>Continue reading - Many Ways to Enjoy Music page 262</u>	Spelling test Cold read comprehension test Finish open response AR/flashlight Friday Chinese New Year Parade
	Essential Question:		How do you express yourself?		
	High Frequency Words: Tested- 2/2		America, beautiful, began, climbed, come, country, didn't, give, live, turned		
	Text Vocabulary: TEST-2/9		Cheered, concert, instrument, movements, music, rhythm, sounds, understand		
	Genre:		Expository text		
	Skills: Looking for text evidence.		Main idea & key details, text features, evaluate the use of graphic features, cite text evidence, make inferences, sequencing, plot		
	Spelling Words: long u- u__e, u, ew, ue TEST 2/3		huge, cube, fumes, music, unit, menu, few, pew, fuel, cues, pony, queen, began, come, give		
	Guided Reading Routines: <ul style="list-style-type: none"><li>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, &amp; independent reading techniques throughout the week. The students will and reread and “Close” read for a specific purpose and reread to improve fluency .</li><li>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.</li></ul>				

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

Monday	Tuesday	Wednesday	Thursday	Friday
Reread HB reader- <b><u>Birth of an Anthem</u></b> - page 238- read & monitor comprehension using questions from teacher’s manual	Introduce vocabulary for Chinese New Year (appreciate, rustling, scolded, dragon, lucky, startled) (use Scott Foresman HB reader – page 40) Read <b><u>Sam and the Lucky Money</u></b>	Review vocabulary words. Continue- Read <b><u>Sam and the Lucky Money</u></b> Take notes in reading response notebooks.	Review vocabulary words. Continue- Read <b><u>Sam and the Lucky Money</u></b> Comprehension check Take notes in reading response notebooks. Take AR.	Chinese New Year Parade Comprehension Test
<b>Comprehension Skills:</b>		Setting, main idea & key details		
<b>Story &amp; Genre:</b>		Sam & the Lucky Money – page 40		
<b>Essential Question &amp; Skills:</b>				
<b>Vocabulary</b>		rustling, startled, devoured, worthless, scolded, exploding, reluctantly, embossed, leisees		
<b><u>Guided reading routines &amp; ongoing skills to reinforce:</u></b> 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 notebooks 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**

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

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	<div>Push in for ELA support – Jan. journal writing – Use hamburger template for topic sentence, 3 key details, and concluding sentence. Model and practice complete sentences. DOL-daily oral language practice</div>				
	11:25-12:30 LUNCH & Prep		12:30-1:05 WIN/Work Room		
1:05-1:50 Grade 2  Mrs. Mock	1:05-1:50 Mrs. Mock ELA - Room 172				
	Mon.	Tuesday	Wednesday	Thursday	
	Weekly Intro sheet Decodable Readers- <u>Luke Tune – page 29</u> Scavenger Hunt – long u vowel patterns	RWC – page 65 They've Got the Beat Talk about vocabulary. Say it! Tap it! Map it! Graph it! – spelling	Vocabulary match Lit Anthology <u>Many Ways to Enjoy Music – page 262</u>	Vocabulary match Lit Anthology <u>Continue reading - Many Ways to Enjoy Music page 262</u>	Spelling test Cold read comprehension test Finish open response AR/flashlight Friday Chinese New Year Parade
1:05-1:50 Grade 2  Mrs. Mock	<div>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 s "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 an locate text evidence. Ask questions and model the "think aloud" strategy to develop comprehension skills. Build inference strategies by asking questions such as... "I identify features of text. Develop implicit and explicit analysis of illustrations and author's point of view.</div>				
1:55-2:40 Grade 3 Mrs. Reese	1:55-2:40 Writing Mrs. Reese- Room 111				
	<div>Push in for ELA support- Daily language practice.</div>				
2:45-3:20 GR 2 <div>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</div>	2:45-3:20 Mrs. Mock ELA - Room 172				
	Mon.	Tuesday	Wednesday	Thursday	Friday
	Weekly Intro sheet Decodable Readers- <u>Luke Tune – page 29</u> Scavenger Hunt – long u vowel patterns	RWC – page 65 They've Got the Beat Talk about vocabulary. Say it! Tap it! Map it! Graph it! – spelling	Vocabulary match Lit Anthology <u>Many Ways to Enjoy Music – page 262</u>	Vocabulary match Lit Anthology <u>Continue reading - Many Ways to Enjoy Music page 262</u>	Spelling test Cold read comprehension test Finish open response AR/flashlight Friday Chinese New Year Parade
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<p>&amp; Mrs. Turner for detailed instruction.</p>	<div>Determine "the big idea," supporting details, and identify features of text. Develop implicit and explicit analysis of illustrations and author's point of view.</div> <div>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 &amp; Mrs. Turner for detailed instruction.</div>