

Mrs. Shroyer's Lesson Plans - Room 165

Title I Reading Grades 2-3 *Week of: September 19-23, 2022*

*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
		TDA training 9-2:30 Mrs. Vigna	Picture Day		
	Grade 2-3 Reading Skills Help- Room 165				
9:10-9:55 Grade 2 Mrs. Mock	9:10-9:55 Guided Reading with Mrs. Mock – Room 172				
	Monday	Tuesday	Wednesday	Thursday	Friday
	<u>Guided Reading</u> RWC Flap Learns to Fly – page 38 Warm-up- Fry's Phrases Secret Story-two-letter blends Genre Visualize Vocabulary	<u>Guided Reading</u> RWC Flap Learns to Fly – page 38 Warm-up- Fry's Phrases Secret Story two-letter blends Genre Visualize Vocabulary	<u>Guided Reading</u> RWC Flap Learns to Fly – page 38 Warm-up- Fry's Phrases Secret Story two-letter blends Genre Visualize Vocabulary	<u>Guided Reading "CLOSE" read</u> RWC Flap Learns to Fly – page 38 Respond to reading & ask questions	<u>Guided Reading "CLOSE" read</u> RWC Flap Learns to Fly – page 38 Respond to reading & ask questions
	Essential Question:		How do friends depend on each other?		
	Vocabulary:		peered, afraid, secret, actions, depend, rescue, nervously, perfectly		
	Genre:		Fantasy /Fiction – a made-up story, has characters & events that could not be real		
	Skills:		Use illustrations, visualize, root words, key details, closed syllable words, author's craft		
	Spelling Words:		1.3 2-letter blends: grass, trips, crack, still, west, mask, clap, plans, milk, belt, fog, tub, by, he, she		
	Guided Reading Routines: The students will take turns reading and rereading text using "echo" reading, "whisper" reading, and "choral" reading to improve fluency . Stop and discuss and "CLOSE" read. Model fluent reading. Use post-it notes and Reading Response notebooks 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. Have students choose a line to share out. "I like that line!" (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.				

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9:55-10:40 Third Grade Reading with Mrs. Wenger – Room 112

9:55-10:40
Grade 3
Mrs. Wenger

Monday	Tuesday	Wednesday	Thursday	Friday
RWC-(Reader Writer Companion) The Dream Catcher – page 38 TSW: Explore text evidence, vocabulary, details, & and essential question – page 38	RWC-(Reader Writer Companion) The Dream Catcher – page 38 TSW: Explore text evidence, vocabulary, details, & and essential question – page 38	RWC-(Reader Writer Companion) The Dream Catcher – page 38 TSW: Explore text evidence, vocabulary, details, & and essential question – page 38	Close Read-RWC-(Reader Writer Companion) Talk about it – page 44 The Dream Catcher – page 38 TSW: Explore text evidence, vocabulary, details, & and essential question – page 38	Close Read -RWC-(Reader Writer Companion) Write about it – page 45 The Dream Catcher – page 38 TSW: Explore text evidence, vocabulary, details, & and essential question – page 38
Essential Question:		What can traditions teach us about cultures?		
Vocabulary:		tradition, celebrate, symbols, courage, disappointment, pride		
Genre:		Realistic Fiction- has believable characters, tells a made-up story that could happen in real life, has a B/M/E, accurately reflects life as it could be lived, may include text features such as -illustrations & dialogue		
Skills:		Sequence, visualization, dialogue, contractions, author’s craft		
Spelling:		1.3 2-letter blends: grass, trips, crack, still, west, mask, clap, plans, milk, belt, fog, tub, by, he, she		
<p>Author’s Craft -Authors choose words very carefully to show how they feel about a topic.</p> <p>Sentence structure, or the way the author puts words together, are also part of the author’s voice.</p> <p>Metaphors are comparisons of two different things can also be author’s voice</p> <p>Guided Reading Routines: The students will take turns reading and rereading text using “echo” reading, “whisper” reading, and “choral” reading to improve fluency . Stop and discuss and “CLOSE” read. Model fluent reading. Use post-it notes and Reading Response notebooks 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.</p> <p>Have students choose a line to share out. “I like that line!” (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.</p>				

10:40-11:25 Second Grade Writing (push-in) with Mr. Tresnicky- Room 169

10:40-11:25
Grade 2
Mr. Tresnicky

Push in for ELA support. Types of Sentences: Interrogative, Imperative, Exclamatory, Statements

11:25-12:30 LUNCH & Prep

12:30-1:05 WIN/Work Room

Mrs. Shroyer's Lesson Plans - Room 165

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

1:05-1:50
Grade 2
Mrs. Mock

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1:50-2:40 Writing Mrs. Reese- Room 111

1:50-2:40
Grade 3
Mrs. Reese

Push in for ELA support. Subjects & Predicates
Finish Unit 1 - Subject- tells WHO or WHAT the sentence is about Predicate- tells what the subject DOES or IS
Unit 2- Singular & Plural Nouns
Irregular Plurals

2:40-3:20 Mrs. Mock ELA - Room 172

2:40-3:20
Grade 2
Mrs. Mock

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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 instructions.