

Mrs. Shroyer's Lesson Plans - Room 165

Title I Reading Grades 2-3 *Week of: May 1-5,, 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.**

Follow daily schedule and report to the designated classrooms as indicated below: Hard & Soft Lockdown procedures are located in the black binder of black binder located on my desk.					
8:30-9:05	Monday	Tuesday	Wednesday	Thursday	Friday
	PSSA	PSSA	DRA	DRA	DRA
	Grade 2-3 Reading Skills Help- Room 165 Reading Skills: Spelling, comprehension, & fluency practice 1. Practice spelling words daily. 2. Comprehension practice/cards/stories 3. Fluency – Fry’s phrases – Warm-up, then time for 1 minute to see how many Fry’s phrases they can read in 1 minute. Record the score.				
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	Small groups- HB Reader, “ A Call to Compost ” – pp. 430 Practice intonation. Find & Gather Sources Identify Author’s purpose.	Small groups- HB Reader, “ A Call to Compost ” – pp. 430 Practice intonation. Find & Gather Sources Continue reading & discussing- <u>Identify author’s purpose & features of text</u>	Small groups- HB Reader, “ A Call to Compost ” – pp. 430 Practice intonation. Find & Gather Sources Close READ & summarize	Whole Group- Reading Comp. Test Spelling Test Flashlight Friday -DEAR Time – read for enjoyment
	Essential Question:		Why are rules important?		
	High Frequency Words:		anything, children, everybody, instead, paper, person, voice, whole, woman, words		
	Vocabulary:		rules, united, public, finally, form, history, writers, exclaimed		
	Genre: - Realistic Fiction		Hardback Reader- “ A Call to Compost ” pp. 430 RWC(Reader Writers Companion) pp. 60 “ The Problem with Plastic Bags ” Leveled Reader- “Do People Need Rules?”		
	Skills:		Summarize, author’s purpose, find text evidence & features of text		
	Spelling Words: <i>vowel patterns- /e/ ea, /u/, ou, /i/ y</i>		dead, ahead, lead, thread, bread, breath, touch, trouble, gym, myth, Small, chalk, instead, whole, 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 • 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.				

Mrs. Shroyer's Lesson Plans - Room 165

- 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.

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

Mon.	Tues.	Wed.	Thurs.	Friday
PSSA Testing	PSSA Testing	Small Groups- Rea & discuss Charlotte's Web Take notes in a biography book.	Small Groups- Rea & discuss Charlotte's Web Take notes in a biography book.	Small Groups- Rea & discuss Charlotte's Web Take notes in a biography book.
Essential Question				
Genre: Biographies		Biography Chapter Books		
Skills:		Features of a biography – informs reader, chronological order, written in the past tense, includes feelings about different points/events of a person's life, third person pronouns (she, he, they, himself, herself, it, their, them), facts about achievements, timelines, bar graphs, childhood, challenges, legacy, dialogue, dates, locations, theme or message		
Vocabulary		Voab. in context from Charlotte's Web novel		
<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>				

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

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

Push in for ELA support.

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

Mrs. Shroyer's Lesson Plans - Room 165

Model and practice complete sentences. DOL-daily oral language practice
Guided practice and assistance with writing lessons.

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)

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	Small groups- HB Reader, “ A Call to Compost ” – pp. 430 Practice intonation. Find & Gather Sources Identify Author's purpose.	Small groups- HB Reader, “ A Call to Compost ” – pp. 430 Practice intonation. Find & Gather Sources Continue reading & discussing- <u>Identify author's purpose & features of text</u>	Small groups- HB Reader, “ A Call to Compost ” – pp. 430 Practice intonation. Find & Gather Sources Close READ & summarize	Whole Group- Reading Comp. Test Spelling Test Flashlight Friday -DEAR Time – read for enjoyment

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.
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.

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

1:55-2:40
Grade 3
Mrs. Reese

Push in for ELA support- Daily language practice.

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 sure parents are checking in with Mrs. Turner.

Mon.	Tuesday	Wednesday	Thursday	Friday
Small groups- Say it! Tap it! Map it! Graph it! – spelling	Small groups- HB Reader, “ A Call to Compost ” – pp. 430 Practice intonation. Find & Gather Sources Identify Author's purpose.	Small groups- HB Reader, “ A Call to Compost ” – pp. 430 Practice intonation. Find & Gather Sources Continue reading & discussing- <u>Identify author's purpose & features of text</u>	Small groups- HB Reader, “ A Call to Compost ” – pp. 430 Practice intonation. Find & Gather Sources Close READ & summarize	Whole Group- Reading Comp. Test Spelling Test Flashlight Friday -DEAR Time – read for enjoyment

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, &

Mrs. Shroyer's Lesson Plans - Room 165

See Mrs. Williams
& Mrs. Turner for
detailed
instruction.

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.