

Oct. 23-27, 2023 Mrs. Shroyer (Room 165) * Title I Reading * Grades 2-3

Substitute Instructions: Follow the daily schedule and report to the designated classrooms as indicated below.

Hard & Soft Lockdown procedures can be found in the black binder- located on my desk.

Fire Drill Procedure: Exit right and exit using the doors next to the main office. Take the black binder.

Please keep the door in the "locked" position. Please see the office for a key.

	Mon.	Tues.	Wed.	Thurs.	Fri.
	tutoring 8:00		tutoring 8:00		
8:30-9:05	Reading Skills Help- Room 165				
9:10-9:50 Grade 3 Mrs. Wenger	9:10-9:50 3rd Grade Small Groups Mrs. Wenger – Room 112 2.2 Vocabulary- announced, candidates, convince, decisions, elect, estimate, government, independent Essential Question: How do people make government work?				
	Mon.	Tues.	Wed.	Thurs.	Fri.
	Vocabulary Practice <u>Vote</u> HB Reader p. 100- -Author's Point of View <i>-author's position or stance on a topic</i> -genre- Graphic Narrative affixes -re, -un, -er	Vocabulary Practice <u>Vote</u> HB Reader p. 100 Author's Point of View <i>-author's position or stance on a topic</i> <i>reading response questions</i> affixes -re, -un, -er	"Close" read, <u>Vote</u> (p. 100) for Author's Purpose - <i>What evidence can you find that helps you understand the author's point of view about voting?</i> affixes -re, -un, -er	Review Vocabulary Words <u>Reread Vote!</u> -Author's point of WS - Fact Vs. Opinion Sort with passages from sentences from the text.	Comprehension Test Vocabulary Test Prefixes - p. 119
	Grade 3 this week: Reading Questioning Routines & Strategies: The students will take turns reading and rereading text using "Stop n- Go reading ," "echo" reading, "whisper" reading, and "choral" reading to improve fluency . Model fluent reading. Stop, discuss, and use "CLOSE" reading exercises. Use post-it notes or whiteboards to practice note taking skills and written reading responses to enhance comprehension . When relevant, note chronological order and sequence words or signal words to help students understand the order of the story. Use highlighting tape to locate specific text evidence or a favorite line. 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.				

	<p>Cite key vocabulary words and have students use context clues to discover the meaning of each word. Look for and discuss key vocabulary. Clarify vocabulary by using examples, nonexamples, synonyms & antonyms.</p> <p>Celebrate the sentence structure, or the way the author puts words together to recognize part of the author's voice. Observe the author's text structure/ ways the text is organized.</p> <p>Notice how metaphors are comparisons of two different things that can also be showcasing the author's voice. Take time to dig deep into the author's meaning behind the text.</p>				
9:55-10:35 Grade 2 Mrs. Mock	9:55-10:35 2nd Grade Small Groups with Mrs. Mock – Room 172				
	Mon.	Tues.	Wed.	Thurs.	Fri.
	<p>Grade Two this week: <u>The Boy Who Cried Wolf! & Wolf! Wolf!</u></p> <p>Essential Question: 2.3</p> <p>Vocabulary: believe, delicious, feast, fond, lessons, remarkable, snatch, stories</p> <p>Genre: Fantasy /Fiction – Fable</p> <p>Skills: problem/solution, predictions, compare/contrast, make inferences, cite relevant evidence, key details, use text features, ask/ answer questions, author's purpose</p> <p>Spelling Words: trace, place, badge, cage, space, ice, bulge, range, edge, mice, cute, mule, out, saw, wash</p>				
	Small Groups- 2.3 Fluency Warm-up: <i>Fry's Phrases</i> -Weekly Intro. Sheet -soft c, soft g (Share the Secret Story) - <i>Say it, Tap it, Map it, Graph it</i> -Begin reading the decodable reader- <u>Animal Places and Spaces p. 15</u> -Use the "Secret Stories" to reinforce phonics skills.	Fluency Warm-up: <i>Fry's Phrases</i> -Review phonics skill -Reread decodable text- <u>Animal Places and Spaces p. 15</u> <ul style="list-style-type: none"> Complete the essential question RWC pg. 37 and read "The Boy Who Cried Wolf" 	Fluency Warm-up: <i>Fry's Phrases</i> Story- RWC page 38-43 <u>The Boy Who Cried Wolf</u> "Stop-and-Go" reading Discuss and use side bars for text evidence and comprehension. <ul style="list-style-type: none"> Review HFwords "The Boy Who Cried Wolf" RWC 38-43 and complete the beginning, middle, and end and problem and solution questions Complete RWC 48-49 on problem and solution 	<u>Guided Writing</u> <ul style="list-style-type: none"> Read "Wolf! Wolf!" LA pgs. 130-153 Complete RWC pg. Weekly Check-Up 	<u>Guided Writing</u> <ul style="list-style-type: none"> Read "Wolf! Wolf!" LA pgs. 130-153 Complete RWC pg. 52

10:40-11:05 Grade 3 Mrs. Wenger	10:40-11:05 3rd Grade Small Groups- Mrs. Wenger - Room 112				
	Mon.	Tues.	Wed.	Thurs.	Fri.
	2.2 Vocabulary Practice -“Vote” HB Reader p. 100- -Author’s Point of View <i>-author’s position or stance on a topic</i>	Vocabulary Practice -“Vote” HB Reader p. 100 Author’s Point of View <i>-author’s position or stance on a topic</i>	-Review Vocabulary Words -“Close” Read- for Author’s Purpose <i>What evidence can you find that helps you understand the author’s point of view about voting?</i> affixes -re, -un, -er	“Vote!” Review vocabulary words p. 100 Hardback reader--Vote! Fact Vs. Opinion Sort with passages from sentences from the text .	Assist with comprehension test & Vocabulary Test Prefixes - p. 119
11:10-11:40 Grade 2 Mrs. Dryer	11:10-11:40 2nd Grade Small Groups with Mrs. Dryer - room 169				
	Mon.	Tues.	Wed.	Thurs.	Fri.
	Story- RWC page 38-43 <u>The Boy Who Cried Wolf</u> “Stop-and-Go” reading Discuss and use side bars for text evidence and comprehension.	“CLOSE” reading Word Warm-up Story- RWC page 38-43 <u>The Boy Who Cried Wolf</u> “Stop-and-Go” reading Discuss and use side bars for text evidence and comprehension.	<u>Wolf! Wolf!</u> HB Reader - p. 130 Inference- a best guess based on the text evidence problem/solution Author's craft Point of view- This story is based on the original fable, but is told from the Wolf’s point of view	<u>Wolf! Wolf!</u> HB Reader - p. 130 confirm predictions build vocabulary (p. 135 gasped, giggled, wheezed, scolded)	<u>Wolf! Wolf!</u> HB Reader - p. 130 Build vocabulary (p. 137 groaned, hobbled p. 139 wobbled) Respond to reading- (graphic organizer) Frist Steps to solution solution) Reading - think aloud - p. 138 “I realized I don't understand why the wolf is thinking about a trick...”
12:10- 1:05 Grade 3 Mrs. Reese	11:40-12:10 Lunch				
	12:10-1:05 3rd Grade ELA with Mrs. Reese -room 111 Push in for ELA support.				

1:05-1:50 Grade 2 Mrs. Mock	1:05-1:50 2nd Grade Small Groups with Mrs. Mock				
	Mon.	Tues.	Wed.	Thurs.	Fri.
	Fluency Warm-up -Weekly Intro. Sheet Say it, Tap it, Map it, Graph it -Read the decodable reader -Use the "Secret Stories" to reinforce phonics skills.	Fluency Warm-up ECRI Warm-up or Fry's Phrases -Review phonics skill -Reread decodable text	Fluency Warm-up ECRI Warm-up & Fry's Phrases Story- RWC page 38-43 <u>The Boy Who Cried Wolf</u> "Stop-and-Go" reading Discuss and use side bars for text evidence and comprehension.	<u>Guided Writing</u> <ul style="list-style-type: none"> Read "Wolf! Wolf!" LA pgs. 130-153 Complete RWC pg. Weekly Check-Up 	<u>Guided Writing</u> <ul style="list-style-type: none"> Read "Wolf! Wolf!" LA pgs. 130-153 Complete RWC pg. 52

1:55-2:35 2nd Grade Small Groups with Mrs. Dryer - room 169

Mon.	Tues.	Wed.	Thurs.	Fri.
<p>Fluency Warm-up Story- RWC page 38-43 <u>The Boy Who Cried Wolf</u> "Stop-and-Go" reading Discuss and use side bars for text evidence and comprehension.</p>	<p>Fluency Warm-up "CLOSE" reading Story- RWC page 38-43 <u>The Boy Who Cried Wolf</u> "Stop-and-Go" reading Discuss and use side bars for text evidence and comprehension. Buddy Reading</p>	<p>Fluency Warm-up <u>Wolf! Wolf!</u> HB Reader - p. 130 Inference- a best guess based on the text evidence problem/solution Author's craft Point of view- This story is based on the original fable, but is told from the Wolf's point of view</p>	<p><u>Wolf! Wolf!</u> HB Reader - p. 130 confirm predictions build vocabulary (p. 135 gasped, giggled, wheezed, scolded)</p>	<p><u>Wolf! Wolf!</u> HB Reader - p. 130 Build vocabulary (p. 137 groaned, hobbled p. 139 wobbled) Respond to reading- (graphic organizer) Frist Steps to solution solution) Reading - think aloud - p. 138 "I realized I don't understand why the wolf is thinking about a trick..."</p>

2:40-3:25 Prep

Duty Instructions:

3:25 Dismissal Duty - Pick up grade 1 car riders in Magistro, Digon & Euhlig's rooms. Escort them to the office lobby and then go outside after the announcements begin. Assist with dismissal outside by standing next to #3 and #2 cones to ensure safety of the kids entering the cars for pick up.

Stand by the parking cones and open up car doors for each car as they enter. Students will enter in the back driver's side seat. If a car is out of order, ask the driver to go to the ? spot. Please ask each child, "Is that your parent?" Always ask for ID if you are unsure. You may need to send a child to their correct spot once the child sees their parent.

1:50- 2:35
Grade 2
Mrs. Dryer

