Teacher: Mrs. McNevin Date: March 2 – March 6

	Monday – 3/2 Day E	Tuesday – 3/3 Day F	Wednesday – 3/4 Day A	Thursday –3/5 Day B	Friday – 3/6 Day C
8:30-9:10 Opening/ Lunch Count	Learning Objective: What do we love about animals? Hat Day 1:00 Mr. Kakabar read aloud Shroyer AR Computer Lab	Learning Objective: What do we love about animals? Green Day McNevin AR Computer Lab	Learning Objective: What do we love about animals? Wacky Wednesday McNevin AR Computer Lab	Learning Objective: What do we love about animals? Crazy Sock Day Shroyer AR Computer Lab	Learning Objective: What do we love about animals? Red Shirt Day

Close Reading of Complex Text: Shared Read: "Cats and Kittens," "Desert Camels," "A Bat Is Not a Bird," 166-169 Reading, Writing Workshop Complex Text: "Beetles" and "The Little Turtle" 206-209, Gray Goose, 210-211 Lit. Anthology

<u>Differentiated Text:</u> Approaching: Amira's Petting Zoo On-Level: Alice's New Pet Beyond: Ava's Animals

Extended Complex Text (online): Nate the great on the Owl Express & Cam Jansen: The Mystery at the Monkey House #10

Comprehension Strategy - Reread T398-T399/ Comprehension Skill- Key Details-T400-T401/ Genre - Poetry T410-T411

<u>Vocabulary Strategy</u> – Multiple Meaning Words T412-T413 <u>Writing Traits</u> – Word Choice, T388-T389, <u>Grammar</u> – Possessive Nouns T390-391 <u>Vocabulary:</u> behave, express, feathers, flapping <u>Spelling:</u> scratch, scrape, spring, throne, stripe, strange, shred, shrub, splash, split, catch, sting, far, flower, until <u>High Frequency Words:</u> bird, far, field, flower, grow, leaves, light, orange, ready, until <u>Oral Vocabulary Words:</u> alarm, howling, knobby, munch, problem

Objectives/ CCSS:

- -Follow agreed-upon rules for discussions. SL.2.1a
- -Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.3
- -Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3
- -Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.2.2
- -Generalize learned spelling patterns when writing words. L.2.2d
- -Demonstrate understanding of word relationships and nuances in word meanings. L.2.5
- -Identify real-life connections between words and their use. L.2.51
- -Determine the meaning of words and phrases in a text relevant to a grade 2 topics or subject area. RI.2.4
- -Read with sufficient accuracy and fluency to support comprehension. RF.2.4
- -Read on-level text with purpose and understanding. RF.2.4a
- -Write narratives in which they recount a wellOelaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order and provide a sense of closure. **W.2.3**
- -Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.1
- -Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, when writing. L.2.2

Language
Arts
9:10-11:20

Unit 2.5 TM T368-T457

Morning Message: Possessive Nouns

<u>Build Background:</u> Animals in Poems, T376-T377

Oral Vocabulary Words: alarm, howling, knobby, munch, problem, T378

Listening Comprehension:

Strategy: Reread, T379

Interactive Read Aloud Cards:

The Furry Alarm Clock and Little Crocodile, T379

Word Work:

-Phonemic Awareness: Identify and Generate Rhymes, T380 -Phonics/Spelling: Introduce Three-Letter Blends, T380-T382 -High Frequency Words, almost, bird, far, field, flower, grow, leaves, light, orange, ready, until, T383

Vocabulary: Use PowerPoint to introduce, practice, and reinforce/expand vocabulary words for this unit. Words in Context: Words in Context: behave, flapping, express, feathers, T384-T385

Unit 2.5 TM T368-T457

Morning Message: Possessive Nouns

<u>Build Background:</u> Animals in Poems, T376-T377

<u>Oral Vocabulary Words:</u> alarm, howling, knobby, munch, problem, T378

Listening Comprehension:

Strategy: Reread, T379

Interactive Read Aloud Cards:

The Furry Alarm Clock and Little Crocodile, T379

Word Work:

-Phonemic Awareness: Identify and Generate Rhymes, T380 -Phonics/Spelling: Introduce Three-Letter Blends, T380-T382 -High Frequency Words, almost, bird, far, field, flower, grow, leaves, light, orange, ready, until, T383

<u>Vocabulary:</u> Use PowerPoint to introduce, practice, and reinforce/expand vocabulary words for this unit. Words in Context: Words in Context: behave, flapping, express, feathers, T384-T385

Unit 2.5 TM T368-T457

Morning Message: Apostrophes

Oral Language: Animals in Poems, T392

Review Oral Vocabulary Words: T392

<u>Listening Comprehension:</u> Strategy: Reread, T393

Interactive Read Aloud

<u>Cards:</u> The Furry Alarm Clock and Little Crocodile, T393

Word Work:

-Phonemic Awareness:
Phoneme Substitution, T394
-Phonics/Spelling: Introduce
Three-Letter Blends, T394T396

-High Frequency Words, almost, bird, far, field, flower, grow, leaves, light, orange, ready, until, T396

Vocabulary: Use PowerPoint to introduce, practice, and reinforce/expand vocabulary words for this unit. Words in Context: Words in Context: behave, flapping, express, feathers, T397 Unit 2.5 TM T368-T457

Morning Message: Apostrophes

Oral Language: Animals in Poems, T392

Review Oral Vocabulary Words: T392

Listening Comprehension:

Strategy: Reread, T393

Interactive Read Aloud

<u>Cards:</u> The Furry Alarm Clock and Little Crocodile, T393

Word Work:

-Phonemic Awareness: Phoneme Substitution, T394

-Phonics/Spelling: Three-Letter Blends, T394-T396 -High Frequency Words, almost, bird, far, field, flower, grow, leaves, light, orange, ready, until, T396

Vocabulary: Use
PowerPoint to introduce,
practice, and
reinforce/expand
vocabulary words for this
unit. Words in Context:
Words in Context:

Unit 2.5 TM T368-T457

Morning Message: Compound Words

Interactive Read-Aloud

<u>Cards:</u> The Furry Alarm Clock and Little Crocodile, T404

Review Oral Vocabulary

Words: T404

<u>Comprehension:</u> Maintain Skill: Key Details, T405

Word Work:

-Phonemic Awareness: Phoneme Blending, T406 -Phonics/Spelling: Three-Letter Blends, T406-T407 -High Frequency Words, almost, bird, far, field, flower, grow, leaves, light, orange, ready, until -Structural Analysis: Compound Words, T407

Fluency: Phrasing, T408

Vocabulary: Use
PowerPoint to introduce,
practice, and
reinforce/expand
vocabulary words for this
unit. Words in Context:
Words in Context: behave,
flapping, express, feathers,
T409

Close Reading of Complex Text:

Cats and Kittens, Desert Camels, A Bat is Not a Bird, 166-169

Practice: Use digital interactive learning components, PowerPoint, and practice book page 91-92

<u>Guided Reading/Writing</u>: Use differentiated instruction in small cooperative groups.

Writing/Grammar: Readers to Writers:

Writing trait: Word Choice T388-T389

Writing Entry: Prewrite and Draft T388

Grammar:

Possessive Nouns T390 Mechanics: Apostrophes, T391

Ongoing learning (reviewing and revisiting skills)

TSW- be able to listen attentively and respond appropriately to oral communication, be able to recognize and blend short & long vowel sounds in words, be able to listen for a purpose, practice reading the robust vocabulary words for the week, identify and connect with weekly spelling words; identify story elements such as the characters, main idea, setting, and conflict; compare the characters of a

Close Reading of Complex Text:

Cats and Kittens, Desert Camels, A Bat is Not a Bird, 166-169

Practice: Use digital interactive learning components, PowerPoint, and practice book page 91-92

<u>Guided Reading/Writing</u>: Use differentiated instruction in small cooperative groups.

Writing/Grammar: Readers to Writers:

Writing trait: Word Choice T388-T389

Writing Entry: Prewrite and Draft
T388

Grammar:

Possessive Nouns T390 Mechanics: Apostrophes, T391

Ongoing learning (reviewing and revisiting skills)

TSW- be able to listen attentively and respond appropriately to oral communication, be able to recognize and blend short & long vowel sounds in words, be able to listen for a purpose, practice reading the robust vocabulary words for the week, identify and connect with weekly spelling words; identify story elements such as the characters, main idea, setting, and conflict; compare the characters of a story; read and

<u>Comprehension:</u> Genre: Poetry, T398-T399, Skill: Key Details, T400-T401

Practice: Use digital interactive learning components, PowerPoint, and practice book page 92-97

Ongoing learning (reviewing and revisiting skills)

TSW- be able to listen attentively and respond appropriately to oral communication, be able to recognize and blend short & long vowel sounds in words, be able to listen for a purpose, practice reading the robust vocabulary words for the week, identify and connect with weekly spelling words; identify story elements such as the characters, main idea, setting, and conflict; compare the characters of a story; read and respond to a paragraph as a model for writing; develop ideas and topics for writing Procedures:- Complete Interactive Morning Message with grammar, spelling, high frequency words, and/or words to know as a skill focus with modeled editing

behave, flapping, express, feathers, T397

<u>Comprehension:</u> Genre: Poetry, T398-T399, Skill: Key Details, T400-T401

Practice: Use digital interactive learning components, PowerPoint, and practice book page 92-97

Ongoing learning (reviewing and revisiting skills)

TSW- be able to listen attentively and respond appropriately to oral communication, be able to recognize and blend short & long vowel sounds in words, be able to listen for a purpose, practice reading the robust vocabulary words for the week, identify and connect with weekly spelling words; identify story elements such as the characters, main idea, setting, and conflict; compare the characters of a story; read and respond to a paragraph as a model for writing; develop ideas and topics

<u>Literary Element:</u> Rhythm, T410-T411

Vocabulary Strategy:

Multiple-meaning words, T412-T413

<u>Close Reading:</u> Beetles and The Little Turtle, 206-209

Practice: Use digital interactive learning components, PowerPoint, and practice book page 98-

Ongoing learning (reviewing and revisiting skills)

TSW- be able to listen attentively and respond appropriately to oral communication, be able to recognize and blend short & long vowel sounds in words, be able to listen for a purpose, practice reading the robust vocabulary words for the week, identify and connect with weekly spelling words; identify story elements such as the characters, main idea, setting, and conflict; compare the characters of a story; read and respond to a paragraph as a model for writing; develop ideas

story; read and respond to a paragraph as a model for writing; develop ideas and topics for writing Procedures:- Complete Interactive Morning Message with grammar, spelling, high frequency words, and/or words to know as a skill focus with modeled editing practices, word family word web graphic organizers, read aloud and texttext connections, review previous high frequency words & Introduce high frequency words for this story, review short vowel sounds and vowel patterns, introduce new vowel patterns, "Word of the Day" within context and making personal connections with robust vocabulary, "Question of the Day" writing prompt, modeled writing & shared writing, discuss the robust vocabulary words for the week, practice phonics skills with phonics practice sheets and slates, Reading /Listening Comprehension, Fluency and Words to Know Vocabulary Building, Various and daily, (SSR) Self-Selected Reading, Spelling Practice and Activities (Elkonin Boxes, Sketching Spelling, Stamping Spelling, PowerPoint Spelling (Vocab and Grammar) TSW: demonstrate comprehension through Accelerated Reader

respond to a paragraph as a model for writing; develop ideas and topics for writing Procedures:- Complete Interactive Morning Message with grammar, spelling, high frequency words, and/or words to know as a skill focus with modeled editing practices, word family word web graphic organizers, read aloud and texttext connections, review previous high frequency words & Introduce high frequency words for this story, review short vowel sounds and vowel patterns, introduce new vowel patterns, "Word of the Day" within context and making personal connections with robust vocabulary, "Question of the Day" writing prompt, modeled writing & shared writing, discuss the robust vocabulary words for the week, practice phonics skills with phonics practice sheets and slates, Reading /Listening Comprehension, Fluency and Words to Know Vocabulary Building, Various and daily, (SSR) Self-Selected Reading, Spelling Practice and Activities (Elkonin Boxes, Sketching Spelling, Stamping Spelling, PowerPoint Spelling (Vocab and Grammar) TSW: demonstrate comprehension through Accelerated Reader

practices, word family word web graphic organizers, read aloud and text-text connections, review previous high frequency words & Introduce high frequency words for this story, review short vowel sounds and vowel patterns, introduce new vowel patterns, "Word of the Day" within context and making personal connections with robust vocabulary, "Question of the Day" writing prompt, modeled writing & shared writing, discuss the robust vocabulary words for the week, practice phonics skills with phonics practice sheets and slates, Reading /Listening Comprehension, Fluency and Words to Know Vocabulary Building, Various and daily, (SSR) Self-Selected Reading, Spelling Practice and Activities (Elkonin Boxes, Sketching Spelling, Stamping Spelling, PowerPoint Spelling (Vocab and Grammar) TSW: demonstrate comprehension through

Accelerated Reader

for writing Procedures:- Complete Interactive Morning Message with grammar, spelling, high frequency words, and/or words to know as a skill focus with modeled editing practices, word family word web graphic organizers, read aloud and text-text connections, review previous high frequency words & Introduce high frequency words for this story, review short vowel sounds and vowel patterns, introduce new vowel patterns, "Word of the Day" within context and making personal connections with robust vocabulary, "Question of the Day" writing prompt, modeled writing & shared writing, discuss the robust vocabulary words for the week, practice phonics skills with phonics practice sheets and slates, Reading /Listening Comprehension, Fluency and Words to Know Vocabulary Building, Various and daily, (SSR) Self-Selected Reading, Spelling Practice and

and topics for writing Procedures:- Complete Interactive Morning Message with grammar, spelling, high frequency words, and/or words to know as a skill focus with modeled editing practices, word family word web graphic organizers, read aloud and text-text connections, review previous high frequency words & Introduce high frequency words for this story, review short vowel sounds and vowel patterns, introduce new vowel patterns, "Word of the Day" within context and making personal connections with robust vocabulary, "Question of the Day" writing prompt, modeled writing & shared writing, discuss the robust vocabulary words for the week, practice phonics skills with phonics practice sheets and slates, Reading Listening Comprehension, Fluency and Words to Know Vocabulary Building, Various and daily, (SSR) Self-Selected Reading, Spelling Practice and Activities (Elkonin Boxes, Sketching Spelling, Stamping Spelling,

			Pet	Activities (Elkonin Boxes, Sketching Spelling, Stamping Spelling, PowerPoint Spelling (Vocab and Grammar) TSW: demonstrate comprehension through Accelerated Reader	PowerPoint Spelling (Vocab and Grammar) TSW: demonstrate comprehension through Accelerated Reader NIE -We will be exploring the genre of nonfiction and our community and world news through Newspapers In Education on Fridays. Students will be reading stories about nonfiction historical events and inventions. Students will also be searching for vocabulary words and items of interest in the Mini-Pages.
PM Reading Class 11:20 – 11:45	Morning Message, Comprehension practice through AR Reading and/or Spelling Practice during this time block before lunch. Daily Oral Language/AR	Morning Message, Comprehension practice through AR Reading and/or Spelling Practice during this time block before lunch. Daily Oral Language/AR	Morning Message, Comprehension practice through AR Reading and/or Spelling Practice during this time block before lunch. Daily Oral Language/AR	Morning Message, Comprehension practice through AR Reading and/or Spelling Practice during this time block before lunch. Daily Oral Language/AR	Morning Message, Comprehension practice through AR Reading and/or Spelling Practice during this time block before lunch. Daily Oral Language/AR
Lunch 11:45- 12:15	Lunch 11:45-12:15	Lunch 11:45-12:15	Lunch 11:45-12:15	Lunch 11:45-12:15	Lunch 11:45-12:15
12:20- 12:55 Specials A-F Rotation	12:20-12:55 Specials Day E-Computer	12:20-12:55 Specials Day F-Computer	12:20-12:55 Specials Day A- Library	12:20-12:55 Specials Day B - STEAM	12:20-12:55 Specials Day C - Music

Spelling Words: scratch, scrape, spring, throne, stripe, strange shred, shrub, splash, split, catch, sting, far, flower, until

RTII	TSW- Develop phonemic	TSW- Develop phonemic	TSW- Develop phonemic	TSW- Develop phonemic	TSW- Develop phonemic
1:00-1:25	awareness and reading fluency	awareness and reading fluency	awareness and reading	awareness and reading	awareness and reading
	through RTII instruction.	through RTII instruction.	fluency through RTII	fluency through RTII	fluency through RTII
		7 - 10 1.	instruction.	instruction.	instruction.
1:30-2:00	TSW- Work cooperatively and	TSW- Work cooperatively and	TSW- Work cooperatively	TSW- Work cooperatively	TSW- Work cooperatively
Recess/Res	interact with other students	interact with other students	and interact with other	and interact with other	and interact with other
troom	through physical exercise and/or	through physical exercise and/or	students through physical	students through physical	students through physical
	through indoor recess activities	through indoor recess activities	exercise and/or through	exercise and/or through	exercise and/or through
	(weather depending)	(weather depending)	indoor recess activities	indoor recess activities	indoor recess activities
			(weather depending)	(weather depending)	(weather depending)

2:00-3:30	Unit 2.5 TM T368-T457	Unit 2.5 TM T368-T457	Unit 2.5 TM T368-T457	Unit 2.5 TM T368-T457	Unit 2.5 TM T368-T457
PM Reading		HOUSE AND	The same of the sa		
Class	Morning Message: Possessive Nouns	Morning Message: Possessive	Morning Message:	Morning Message:	Morning Message:
	Build Background: Animals in	Nouns	Apostrophes	Apostrophes	Compound Words
		Build Background: Animals in	Oral Language: Animals in	Oral Language: Animals	Interactive Read-Aloud
	Poems, T376-T377		Poems, T392	in Poems, T392	
	Oral Vocabulary Words: alarm,	Poems, T376-T377	1 00113, 1332	1111 001113, 1332	Clash and Little
	howling, knobby, munch, problem,	Oral Vocabulary Words: alarm,	Review Oral Vocabulary	Review Oral Vocabulary	Clock and Little
	T378	howling, knobby, munch,	Words: T392	Words: T392	Crocodile, T404
	1000	problem, T378	A STATE OF THE PARTY OF THE PAR		Review Oral Vocabulary
	Listening Comprehension: Strategy:	prosicin, 1970	<u>Listening Comprehension:</u>	Listening	Words: T404
	Reread, T379	Listening Comprehension:	Strategy: Reread, T393	Comprehension:	1101
		Strategy: Reread, T379	Interactive Read Aloud	Strategy: Reread, T393	Comprehension:
	Interactive Read Aloud Cards: The		Cards: The Furry Alarm Clock	Interactive Read Aloud	Maintain Skill: Key
	Furry Alarm Clock and Little	Interactive Read Aloud Cards:	and Little Crocodile, T393	Cards: The Furry Alarm	Details, T405
	Crocodile, T379	The Furry Alarm Clock and Little		Clock and Little Crocodile,	
	NA/ourd NA/outle	Crocodile, T379	Word Work:	T393	Word Work:
	Word Work: -Phonemic Awareness: Identify and	Wand Walls	-Phonemic Awareness:		-Phonemic Awareness:
	Generate Rhymes, T380	Word Work: -Phonemic Awareness: Identify	Phoneme Substitution, T394	Word Work:	Phoneme Blending, T406
	-Phonics/Spelling: Introduce Three-	and Generate Rhymes, T380	-Phonics/Spelling: Introduce	-Phonemic Awareness:	-Phonics/Spelling: Three-Letter Blends,
	Letter Blends, T380-T382	-Phonics/Spelling: Introduce	Three-Letter Blends, T394- T396	Phoneme Substitution, T394	T406-T407
	-High Frequency Words, almost,	Three-Letter Blends, T380-T382	-High Frequency Words,	-Phonics/Spelling:	-High Frequency Words,
	bird, far, field, flower, grow, leaves,		Ingilitequency Words,		

Spelling Words: scratch, scrape, spring, throne, stripe, strange shred, shrub, splash, split, catch, sting, far, flower, until

light, orange, ready, until, T383

Vocabulary: Use PowerPoint to introduce, practice, and reinforce/expand vocabulary words for this unit. Words in Context: Words in Context: behave, flapping, express, feathers, T384-T385

Close Reading of Complex Text: Cats and Kittens, Desert Camels, A Bat is Not a Bird, 166-169

Practice: Use digital interactive learning components, PowerPoint, and practice book page 91-92

<u>Guided Reading/Writing</u>: Use differentiated instruction in small cooperative groups.

Writing/Grammar: Readers to Writers:

Writing trait: Word Choice T388-T389

Writing Entry: Prewrite and Draft T388

Grammar:

Possessive Nouns T390 Mechanics: Apostrophes, T391

Ongoing learning (reviewing and revisiting skills)

TSW- be able to listen attentively and respond appropriately to oral communication, be able to recognize and blend short & long vowel sounds in words, be able to listen for a purpose, practice reading the

-High Frequency Words, almost, bird, far, field, flower, grow, leaves, light, orange, ready, until, T383

Vocabulary: Use PowerPoint to introduce, practice, and reinforce/expand vocabulary words for this unit. Words in Context: Words in Context: behave, flapping, express, feathers, T384-T385

Close Reading of Complex Text: Cats and Kittens, Desert Camels,

A Bat is Not a Bird, 166-169

Practice: Use digital interactive learning components,
PowerPoint, and practice book page 91-92

Guided Reading/Writing: Use differentiated instruction in small cooperative groups.

Writing/Grammar: Readers to Writers:

Writing trait: Word Choice T388-T389
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Writing Entry: Prewrite and Draft T388

Grammar:

Possessive Nouns T390 Mechanics: Apostrophes, T391

Ongoing learning (reviewing and revisiting skills)

almost, bird, far, field, flower, grow, leaves, light, orange, ready, until, T396

Vocabulary: Use PowerPoint to introduce, practice, and reinforce/expand vocabulary words for this unit. Words in Context: Words in Context: behave, flapping, express, feathers, T397

Comprehension: Genre: Poetry, T398-T399, Skill: Key Details, T400-T401

Practice: Use digital interactive learning components, PowerPoint, and practice book page 92-97

Ongoing learning (reviewing and revisiting skills)

TSW- be able to listen attentively and respond appropriately to oral communication, be able to recognize and blend short & long vowel sounds in words, be able to listen for a purpose, practice reading the robust vocabulary words for the week, identify and connect with weekly spelling words; identify story elements such as the characters, main idea,

Introduce Three-Letter Blends, T394-T396 -High Frequency Words, almost, bird, far, field, flower, grow, leaves, light, orange, ready, until, T396

Vocabulary: Use
PowerPoint to introduce,
practice, and
reinforce/expand
vocabulary words for this
unit. Words in Context:
Words in Context:
behave, flapping, express,
feathers, T397

<u>Comprehension:</u> Genre: Poetry, T398-T399, Skill: Key Details, T400-T401

Practice: Use digital interactive learning components, PowerPoint, and practice book page 92-97

Ongoing learning (reviewing and revisiting skills)

TSW- be able to listen attentively and respond appropriately to oral communication, be able to recognize and blend short & long vowel

almost, bird, far, field, flower, grow, leaves, light, orange, ready, until -Structural Analysis: Compound Words, T407

Fluency: Phrasing, T408

Vocabulary: Use
PowerPoint to introduce,
practice, and
reinforce/expand
vocabulary words for
this unit. Words in
Context: Words in
Context: behave,
flapping, express,
feathers, T409
Literary Element:
Rhythm, T410-T411

Vocabulary Strategy: Multiple-meaning wor

Multiple-meaning words, T412-T413

Close Reading: Beetles and The Little Turtle, 206-209

Practice: Use digital interactive learning components, PowerPoint, and practice book page 98-99

Ongoing learning (reviewing and revisiting skills) TSW- be able to listen

robust vocabulary words for the week, identify and connect with weekly spelling words; identify story elements such as the characters, main idea, setting, and conflict; compare the characters of a story; read and respond to a paragraph as a model for writing; develop ideas and topics for writing Procedures:- Complete Interactive Morning Message with grammar, spelling, high frequency words, and/or words to know as a skill focus with modeled editing practices, word family word web graphic organizers, read aloud and text-text connections, review previous high frequency words & Introduce high frequency words for this story, review short vowel sounds and vowel patterns, introduce new vowel patterns, "Word of the Day" within context and making personal connections with robust vocabulary, "Question of the Day" writing prompt, modeled writing & shared writing, discuss the robust vocabulary words for the week, practice phonics skills with phonics practice sheets and slates, Reading /Listening Comprehension, Fluency and Words to Know Vocabulary Building, Various and daily, (SSR) Self-Selected Reading, Spelling Practice and Activities (Elkonin Boxes, Sketching Spelling, Stamping Spelling, PowerPoint Spelling (Vocab and Grammar) TSW: demonstrate comprehension

TSW- be able to listen attentively and respond appropriately to oral communication, be able to recognize and blend short & long vowel sounds in words, be able to listen for a purpose, practice reading the robust vocabulary words for the week, identify and connect with weekly spelling words; identify story elements such as the characters, main idea, setting, and conflict; compare the characters of a story; read and respond to a paragraph as a model for writing; develop ideas and topics for writing Procedures:- Complete Interactive Morning Message with grammar, spelling, high frequency words, and/or words to know as a skill focus with modeled editing practices, word family word web graphic organizers, read aloud and texttext connections, review previous high frequency words & Introduce high frequency words for this story, review short vowel sounds and vowel patterns, introduce new vowel patterns, "Word of the Day" within context and making personal connections with robust vocabulary, "Question of the Day" writing prompt, modeled writing & shared writing, discuss the robust

setting, and conflict; compare the characters of a story; read and respond to a paragraph as a model for writing; develop ideas and topics for writing Procedures:- Complete Interactive Morning Message with grammar, spelling, high frequency words, and/or words to know as a skill focus with modeled editing practices, word family word web graphic organizers, read aloud and text-text connections, review previous high frequency words & Introduce high frequency words for this story, review short vowel sounds and vowel patterns, introduce new vowel patterns, "Word of the Day" within context and making personal connections with robust vocabulary, "Question of the Day" writing prompt, modeled writing & shared writing, discuss the robust vocabulary words for the week, practice phonics skills with phonics practice sheets and slates, Reading /Listening Comprehension, Fluency and Words to Know Vocabulary Building, Various and daily, (SSR) Self-Selected Reading, Spelling Practice

and Activities (Elkonin Boxes,

sounds in words, be able to listen for a purpose, practice reading the robust vocabulary words for the week, identify and connect with weekly spelling words; identify story elements such as the characters, main idea, setting, and conflict; compare the characters of a story; read and respond to a paragraph as a model for writing; develop ideas and topics for writing Procedures:- Complete Interactive Morning Message with grammar, spelling, high frequency words, and/or words to know as a skill focus with modeled editing practices, word family word web graphic organizers, read aloud and text-text connections, review previous high frequency words & Introduce high frequency words for this story, review short vowel sounds and vowel patterns, introduce new vowel patterns, "Word of the Day" within context and making personal connections with robust vocabulary, "Question of

attentively and respond appropriately to oral communication, be able to recognize and blend short & long vowel sounds in words, be able to listen for a purpose, practice reading the robust vocabulary words for the week, identify and connect with weekly spelling words; identify story elements such as the characters, main idea, setting, and conflict; compare the characters of a story; read and respond to a paragraph as a model for writing; develop ideas and topics for writing Procedures:- Complete Interactive Morning Message with grammar, spelling, high frequency words, and/or words to know as a skill focus with modeled editing practices, word family word web graphic organizers, read aloud and text-text connections, review previous high frequency words & Introduce high frequency words for this story, review short vowel sounds and vowel

T			l at	"	
through Acceler	rated Reader	vocabulary words for the week,	Sketching Spelling, Stamping	the Day" writing prompt,	patterns, introduce new
		practice phonics skills with	Spelling, PowerPoint Spelling	modeled writing & shared	vowel patterns, "Word
		phonics practice sheets and	(Vocab and Grammar)	writing, discuss the	of the Day" within
		slates, Reading /Listening	TSW: demonstrate	robust vocabulary words	context and making
		Comprehension, Fluency and	comprehension through	for the week, practice	personal connections
		Words to Know Vocabulary	Accelerated Reader	phonics skills with	with robust vocabulary,
		Building, Various and daily, (SSR)		phonics practice sheets	"Question of the Day"
		Self-Selected Reading, Spelling		and slates, Reading	writing prompt, modeled
		Practice and Activities (Elkonin		/Listening	writing & shared writing,
		Boxes, Sketching Spelling,		Comprehension, Fluency	discuss the robust
		Stamping Spelling, PowerPoint		and Words to Know	vocabulary words for the
		Spelling (Vocab and Grammar)		Vocabulary Building,	week, practice phonics
		TSW: demonstrate		Various and daily, (SSR)	skills with phonics
		comprehension through		Self-Selected Reading,	practice sheets and
		Accelerated Reader	The second secon	Spelling Practice and	slates, Reading
		The second second		Activities (Elkonin Boxes,	/Listening
				Sketching Spelling,	Comprehension, Fluency
				Stamping Spelling,	and Words to Know
		/ 11 9 0		PowerPoint Spelling	Vocabulary Building,
		y III		(Vocab and Grammar)	Various and daily, (SSR)
				TSW: demonstrate	Self-Selected Reading,
		10 A 11 -1 111	77. (0)	comprehension through	Spelling Practice and
				Accelerated Reader	Activities (Elkonin Boxes,
			- / - 1 - 1	Aleccierated Header	Sketching Spelling,
		The second second		4	Stamping Spelling,
		A CONTRACTOR OF THE PARTY OF TH	And to be a second	-	PowerPoint Spelling
		The second second	1/11/11/11		(Vocab and Grammar)
			YZZ	100	TSW: demonstrate
					comprehension through
		1 - 23 - 1	A V		Accelerated Reader
					Acceletated Reduct
		20074004	-100		NIE -We will be
			Street, Add.		exploring the genre of
		The state of the s	Billion Black Co.		nonfiction and our
		Secretary of the Control of the			
					community and world
		7.77	7777 - 200	Mrs.	news through
					Newspapers In

	Mou	do'd Pet	Education on Fridays. Students will be reading stories about nonfiction historical events and inventions. Students will also be searching for vocabulary words and items of interest in the Mini-Pages.
	\$ 1 SZ		
3:30-4:00		All the second	
Dismissal			
Procedures			



Spelling Words: scratch, scrape, spring, throne, stripe, strange shred, shrub, splash, split, catch, sting, far, flower, until