

**\*\*NOTE:** Lesson plans are subject to change due to students' needs, schedule changes, and teachable moments.

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	<b>Learning Objective:</b> <i>What do we love about animals?</i> <b>Hat Day</b> 1:00 Mr. Kakabar read aloud Shroyer AR Computer Lab	<b>Learning Objective:</b> <i>What do we love about animals?</i> <b>Green Day</b> McNevin AR Computer Lab	<b>Learning Objective:</b> <i>What do we love about animals?</i> <b>Wacky Wednesday</b> McNevin AR Computer Lab	<b>Learning Objective:</b> <i>What do we love about animals?</i> <b>Crazy Sock Day</b> Shroyer AR Computer Lab	<b>Learning Objective:</b> <i>What do we love about animals?</i> <b>Red Shirt Day</b>
<p><b>Close Reading of Complex Text:</b> Shared Read: “Cats and Kittens,” “Desert Camels,” “A Bat Is Not a Bird,” 166-169 Reading, Writing Workshop <b>Complex Text:</b> “Beetles” and “The Little Turtle” 206-209, Gray Goose, 210-211 Lit. Anthology</p> <p><b>Differentiated Text:</b> Approaching: Amira’s Petting Zoo On-Level: Alice’s New Pet Beyond: Ava’s Animals</p> <p>Extended Complex Text (online): Nate the great on the Owl Express &amp; Cam Jansen: The Mystery at the Monkey House #10</p> <p><b>Comprehension Strategy</b> – Reread T398-T399/ <b>Comprehension Skill</b>- Key Details-T400-T401/ <b>Genre</b> –Poetry T410-T411</p> <p><b>Vocabulary Strategy</b> –Multiple Meaning Words T412-T413 <b>Writing Traits</b> – Word Choice, T388-T389, <b>Grammar</b> – Possessive Nouns T390-391 <b>Vocabulary:</b> behave, express, feathers, flapping <b>Spelling:</b> scratch, scrape, spring, throne, stripe, strange, shred, shrub, splash, split, catch, sting, far, flower, until <b>High Frequency Words:</b> bird, far, field, flower, grow, leaves, light, orange, ready, until <b>Oral Vocabulary Words:</b> alarm, howling, knobby, munch, problem</p> <p><b>Objectives/ CCSS:</b></p> <ul style="list-style-type: none"> <li>-Follow agreed-upon rules for discussions. <b>SL.2.1a</b></li> <li>-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. <b>SL.2.3</b></li> <li>-Know and apply grade-level phonics and word analysis skills in decoding words. <b>RF.2.3</b></li> <li>-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>L.2.2</b></li> <li>-Generalize learned spelling patterns when writing words. <b>L.2.2d</b></li> <li>-Demonstrate understanding of word relationships and nuances in word meanings. <b>L.2.5</b></li> <li>-Identify real-life connections between words and their use. <b>L.2.51</b></li> <li>-Determine the meaning of words and phrases in a text relevant to a grade 2 topics or subject area. <b>RI.2.4</b></li> <li>-Read with sufficient accuracy and fluency to support comprehension. <b>RF.2.4</b></li> <li>-Read on-level text with purpose and understanding. <b>RF.2.4a</b></li> <li>-Write narratives in which they recount a well-elaborated 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. <b>W.2.3</b></li> <li>-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>L.2.1</b></li> <li>-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, when writing. <b>L.2.2</b></li> </ul>					

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

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<p>Language Arts 9:10-11:20</p>	<p>Unit 2.5 TM T368-T457</p> <p><b>Morning Message: Possessive Nouns</b></p> <p><b>Build Background:</b> Animals in Poems, T376-T377</p> <p><b>Oral Vocabulary Words:</b> alarm, howling, knobby, munch, problem, T378</p> <p><b>Listening Comprehension:</b> Strategy: Reread, T379</p> <p><b>Interactive Read Aloud Cards:</b> The Furry Alarm Clock and Little Crocodile, T379</p> <p><b>Word Work:</b> -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</p> <p><b>Vocabulary:</b> 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</p>	<p>Unit 2.5 TM T368-T457</p> <p><b>Morning Message: Possessive Nouns</b></p> <p><b>Build Background:</b> Animals in Poems, T376-T377</p> <p><b>Oral Vocabulary Words:</b> alarm, howling, knobby, munch, problem, T378</p> <p><b>Listening Comprehension:</b> Strategy: Reread, T379</p> <p><b>Interactive Read Aloud Cards:</b> The Furry Alarm Clock and Little Crocodile, T379</p> <p><b>Word Work:</b> -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</p> <p><b>Vocabulary:</b> 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</p>	<p>Unit 2.5 TM T368-T457</p> <p><b>Morning Message: Apostrophes</b></p> <p><b>Oral Language:</b> Animals in Poems, T392</p> <p><b>Review Oral Vocabulary Words:</b> T392</p> <p><b>Listening Comprehension:</b> Strategy: Reread, T393</p> <p><b>Interactive Read Aloud Cards:</b> The Furry Alarm Clock and Little Crocodile, T393</p> <p><b>Word Work:</b> -Phonemic Awareness: Phoneme Substitution, T394 -Phonics/Spelling: Introduce Three-Letter Blends, T394-T396 -High Frequency Words, almost, bird, far, field, flower, grow, leaves, light, orange, ready, until, T396</p> <p><b>Vocabulary:</b> Use PowerPoint to introduce, practice, and reinforce/expand vocabulary words for this unit. Words in Context: Words in Context: behave, flapping, express, feathers, T397</p>	<p>Unit 2.5 TM T368-T457</p> <p><b>Morning Message: Apostrophes</b></p> <p><b>Oral Language:</b> Animals in Poems, T392</p> <p><b>Review Oral Vocabulary Words:</b> T392</p> <p><b>Listening Comprehension:</b> Strategy: Reread, T393</p> <p><b>Interactive Read Aloud Cards:</b> The Furry Alarm Clock and Little Crocodile, T393</p> <p><b>Word Work:</b> -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</p> <p><b>Vocabulary:</b> Use PowerPoint to introduce, practice, and reinforce/expand vocabulary words for this unit. Words in Context: Words in Context:</p>	<p>Unit 2.5 TM T368-T457</p> <p><b>Morning Message: Compound Words</b></p> <p><b>Interactive Read-Aloud Cards:</b> The Furry Alarm Clock and Little Crocodile, T404</p> <p><b>Review Oral Vocabulary Words:</b> T404</p> <p><b>Comprehension:</b> Maintain Skill: Key Details, T405</p> <p><b>Word Work:</b> -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</p> <p><b>Fluency:</b> Phrasing, T408</p> <p><b>Vocabulary:</b> Use PowerPoint to introduce, practice, and reinforce/expand vocabulary words for this unit. Words in Context: Words in Context: behave, flapping, express, feathers, T409</p>
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**Spelling Words:** scratch, scrape, spring, throne, stripe, strange shred, shrub, splash, split, catch, sting, far, flower, until

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<p><b>Close Reading of Complex Text:</b> Cats and Kittens, Desert Camels, A Bat is Not a Bird, 166-169</p> <p><b>Practice:</b> Use digital interactive learning components, PowerPoint, and practice book page 91-92</p> <p><b>Guided Reading/Writing:</b> Use differentiated instruction in small cooperative groups.</p> <p><b>Writing/Grammar: Readers to Writers:</b> Writing trait: Word Choice T388-T389 Writing Entry: Prewrite and Draft T388</p> <p><b>Grammar:</b> Possessive Nouns T390 Mechanics: Apostrophes, T391</p> <p><b>Ongoing learning (reviewing and revisiting skills)</b> TSW- be able to listen attentively and respond appropriately to oral communication, be able to recognize and blend short &amp; 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</p>	<p><b>Close Reading of Complex Text:</b> Cats and Kittens, Desert Camels, A Bat is Not a Bird, 166-169</p> <p><b>Practice:</b> Use digital interactive learning components, PowerPoint, and practice book page 91-92</p> <p><b>Guided Reading/Writing:</b> Use differentiated instruction in small cooperative groups.</p> <p><b>Writing/Grammar: Readers to Writers:</b> Writing trait: Word Choice T388-T389 Writing Entry: Prewrite and Draft T388</p> <p><b>Grammar:</b> Possessive Nouns T390 Mechanics: Apostrophes, T391</p> <p><b>Ongoing learning (reviewing and revisiting skills)</b> TSW- be able to listen attentively and respond appropriately to oral communication, be able to recognize and blend short &amp; 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</p>	<p><b>Comprehension:</b> Genre: Poetry, T398-T399, Skill: Key Details, T400-T401</p> <p><b>Practice:</b> Use digital interactive learning components, PowerPoint, and practice book page 92-97</p> <p><b>Ongoing learning (reviewing and revisiting skills)</b> TSW- be able to listen attentively and respond appropriately to oral communication, be able to recognize and blend short &amp; 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</p>	<p>behave, flapping, express, feathers, T397</p> <p><b>Comprehension:</b> Genre: Poetry, T398-T399, Skill: Key Details, T400-T401</p> <p><b>Practice:</b> Use digital interactive learning components, PowerPoint, and practice book page 92-97</p> <p><b>Ongoing learning (reviewing and revisiting skills)</b> TSW- be able to listen attentively and respond appropriately to oral communication, be able to recognize and blend short &amp; 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</p>	<p><b>Literary Element:</b> Rhythm, T410-T411</p> <p><b>Vocabulary Strategy:</b> Multiple-meaning words, T412-T413</p> <p><b>Close Reading:</b> Beetles and The Little Turtle, 206-209</p> <p><b>Practice:</b> Use digital interactive learning components, PowerPoint, and practice book page 98-99</p> <p><b>Ongoing learning (reviewing and revisiting skills)</b> TSW- be able to listen attentively and respond appropriately to oral communication, be able to recognize and blend short &amp; 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</p>
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<p>story; read and respond to a paragraph as a model for writing; develop ideas and topics for writing</p> <p>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 &amp; 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 &amp; 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</p>	<p>respond to a paragraph as a model for writing; develop ideas and topics for writing</p> <p>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 &amp; 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 &amp; 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</p>	<p>practices, word family word web graphic organizers, read aloud and text-text connections, review previous high frequency words &amp; 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 &amp; 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</p>	<p>for writing</p> <p>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 &amp; 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 &amp; 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</p>	<p>and topics for writing</p> <p>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 &amp; 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 &amp; 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,</p>
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				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  <b>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.</b>
PM Reading Class 11:20 – 11:45	Morning Message, Comprehension practice through AR Reading and/or Spelling Practice during this time block before lunch. <b>Daily Oral Language/AR</b>	Morning Message, Comprehension practice through AR Reading and/or Spelling Practice during this time block before lunch. <b>Daily Oral Language/AR</b>	Morning Message, Comprehension practice through AR Reading and/or Spelling Practice during this time block before lunch. <b>Daily Oral Language/AR</b>	Morning Message, Comprehension practice through AR Reading and/or Spelling Practice during this time block before lunch. <b>Daily Oral Language/AR</b>	Morning Message, Comprehension practice through AR Reading and/or Spelling Practice during this time block before lunch. <b>Daily Oral Language/AR</b>
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

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

2:00-3:30 PM Reading Class	<p>Unit 2.5 TM T368-T457</p> <p><b>Morning Message: Possessive Nouns</b></p> <p><b>Build Background:</b> Animals in Poems, T376-T377</p> <p><b>Oral Vocabulary Words:</b> alarm, howling, knobby, munch, problem, T378</p> <p><b>Listening Comprehension:</b> Strategy: Reread, T379</p> <p><b>Interactive Read Aloud Cards:</b> The Furry Alarm Clock and Little Crocodile, T379</p> <p><b>Word Work:</b> -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,</p>	<p>Unit 2.5 TM T368-T457</p> <p><b>Morning Message: Possessive Nouns</b></p> <p><b>Build Background:</b> Animals in Poems, T376-T377</p> <p><b>Oral Vocabulary Words:</b> alarm, howling, knobby, munch, problem, T378</p> <p><b>Listening Comprehension:</b> Strategy: Reread, T379</p> <p><b>Interactive Read Aloud Cards:</b> The Furry Alarm Clock and Little Crocodile, T379</p> <p><b>Word Work:</b> -Phonemic Awareness: Identify and Generate Rhymes, T380 -Phonics/Spelling: Introduce Three-Letter Blends, T380-T382</p>	<p>Unit 2.5 TM T368-T457</p> <p><b>Morning Message: Apostrophes</b></p> <p><b>Oral Language:</b> Animals in Poems, T392</p> <p><b>Review Oral Vocabulary Words:</b> T392</p> <p><b>Listening Comprehension:</b> Strategy: Reread, T393</p> <p><b>Interactive Read Aloud Cards:</b> The Furry Alarm Clock and Little Crocodile, T393</p> <p><b>Word Work:</b> -Phonemic Awareness: Phoneme Substitution, T394 -Phonics/Spelling: Introduce Three-Letter Blends, T394-T396 -High Frequency Words,</p>	<p>Unit 2.5 TM T368-T457</p> <p><b>Morning Message: Apostrophes</b></p> <p><b>Oral Language:</b> Animals in Poems, T392</p> <p><b>Review Oral Vocabulary Words:</b> T392</p> <p><b>Listening Comprehension:</b> Strategy: Reread, T393</p> <p><b>Interactive Read Aloud Cards:</b> The Furry Alarm Clock and Little Crocodile, T393</p> <p><b>Word Work:</b> -Phonemic Awareness: Phoneme Substitution, T394 -Phonics/Spelling:</p>	<p>Unit 2.5 TM T368-T457</p> <p><b>Morning Message: Compound Words</b></p> <p><b>Interactive Read-Aloud Cards:</b> The Furry Alarm Clock and Little Crocodile, T404</p> <p><b>Review Oral Vocabulary Words:</b> T404</p> <p><b>Comprehension:</b> Maintain Skill: Key Details, T405</p> <p><b>Word Work:</b> -Phonemic Awareness: Phoneme Blending, T406 -Phonics/Spelling: Three-Letter Blends, T406-T407 -High Frequency Words,</p>
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<p>light, orange, ready, until, T383</p> <p><b>Vocabulary:</b> 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</p> <p><b>Close Reading of Complex Text:</b> Cats and Kittens, Desert Camels, A Bat is Not a Bird, 166-169</p> <p><b>Practice:</b> Use digital interactive learning components, PowerPoint, and practice book page 91-92</p> <p><b>Guided Reading/Writing:</b> Use differentiated instruction in small cooperative groups.</p> <p><b>Writing/Grammar: Readers to Writers:</b> Writing trait: Word Choice T388-T389 Writing Entry: Prewrite and Draft T388</p> <p><b>Grammar:</b> Possessive Nouns T390 Mechanics: Apostrophes, T391</p> <p><b>Ongoing learning (reviewing and revisiting skills)</b> TSW- be able to listen attentively and respond appropriately to oral communication, be able to recognize and blend short &amp; long vowel sounds in words , be able to listen for a purpose , practice reading the</p>	<p>-High Frequency Words, almost, bird, far, field, flower, grow, leaves, light, orange, ready, until, T383</p> <p><b>Vocabulary:</b> 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</p> <p><b>Close Reading of Complex Text:</b> Cats and Kittens, Desert Camels, A Bat is Not a Bird, 166-169</p> <p><b>Practice:</b> Use digital interactive learning components, PowerPoint, and practice book page 91-92</p> <p><b>Guided Reading/Writing:</b> Use differentiated instruction in small cooperative groups.</p> <p><b>Writing/Grammar: Readers to Writers:</b> Writing trait: Word Choice T388-T389 Writing Entry: Prewrite and Draft T388</p> <p><b>Grammar:</b> Possessive Nouns T390 Mechanics: Apostrophes, T391</p> <p><b>Ongoing learning (reviewing and revisiting skills)</b></p>	<p>almost, bird, far, field, flower, grow, leaves, light, orange, ready, until, T396</p> <p><b>Vocabulary:</b> Use PowerPoint to introduce, practice, and reinforce/expand vocabulary words for this unit. Words in Context: Words in Context: behave, flapping, express, feathers, T397</p> <p><b>Comprehension:</b> Genre: Poetry, T398-T399, Skill: Key Details, T400-T401</p> <p><b>Practice:</b> Use digital interactive learning components, PowerPoint, and practice book page 92-97</p> <p><b>Ongoing learning (reviewing and revisiting skills)</b> TSW- be able to listen attentively and respond appropriately to oral communication, be able to recognize and blend short &amp; 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,</p>	<p>Introduce Three-Letter Blends, T394-T396</p> <p>-High Frequency Words, almost, bird, far, field, flower, grow, leaves, light, orange, ready, until, T396</p> <p><b>Vocabulary:</b> Use PowerPoint to introduce, practice, and reinforce/expand vocabulary words for this unit. Words in Context: Words in Context: behave, flapping, express, feathers, T397</p> <p><b>Comprehension:</b> Genre: Poetry, T398-T399, Skill: Key Details, T400-T401</p> <p><b>Practice:</b> Use digital interactive learning components, PowerPoint, and practice book page 92-97</p> <p><b>Ongoing learning (reviewing and revisiting skills)</b> TSW- be able to listen attentively and respond appropriately to oral communication, be able to recognize and blend short &amp; long vowel</p>	<p>almost, bird, far, field, flower, grow, leaves, light, orange, ready, until</p> <p>-Structural Analysis: Compound Words, T407</p> <p><b>Fluency:</b> Phrasing, T408</p> <p><b>Vocabulary:</b> Use PowerPoint to introduce, practice, and reinforce/expand vocabulary words for this unit. Words in Context: Words in Context: behave, flapping, express, feathers, T409</p> <p><b>Literary Element:</b> Rhythm, T410-T411</p> <p><b>Vocabulary Strategy:</b> Multiple-meaning words, T412-T413</p> <p><b>Close Reading:</b> Beetles and The Little Turtle, 206-209</p> <p><b>Practice:</b> Use digital interactive learning components, PowerPoint, and practice book page 98-99</p> <p><b>Ongoing learning (reviewing and revisiting skills)</b> TSW- be able to listen</p>
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Spelling Words: scratch, scrape, spring, throne, stripe, strange shred, shrub, splash, split, catch, sting, far, flower, until

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<p>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</p> <p>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 &amp; 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 &amp; 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)</p> <p>TSW: demonstrate comprehension</p>	<p>TSW- be able to listen attentively and respond appropriately to oral communication, be able to recognize and blend short &amp; 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</p> <p>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 &amp; 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 &amp; shared writing, discuss the robust</p>	<p>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</p> <p>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 &amp; 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 &amp; 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,</p>	<p>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</p> <p>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 &amp; 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</p>	<p>attentively and respond appropriately to oral communication, be able to recognize and blend short &amp; 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</p> <p>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 &amp; Introduce high frequency words for this story, review short vowel sounds and vowel</p>
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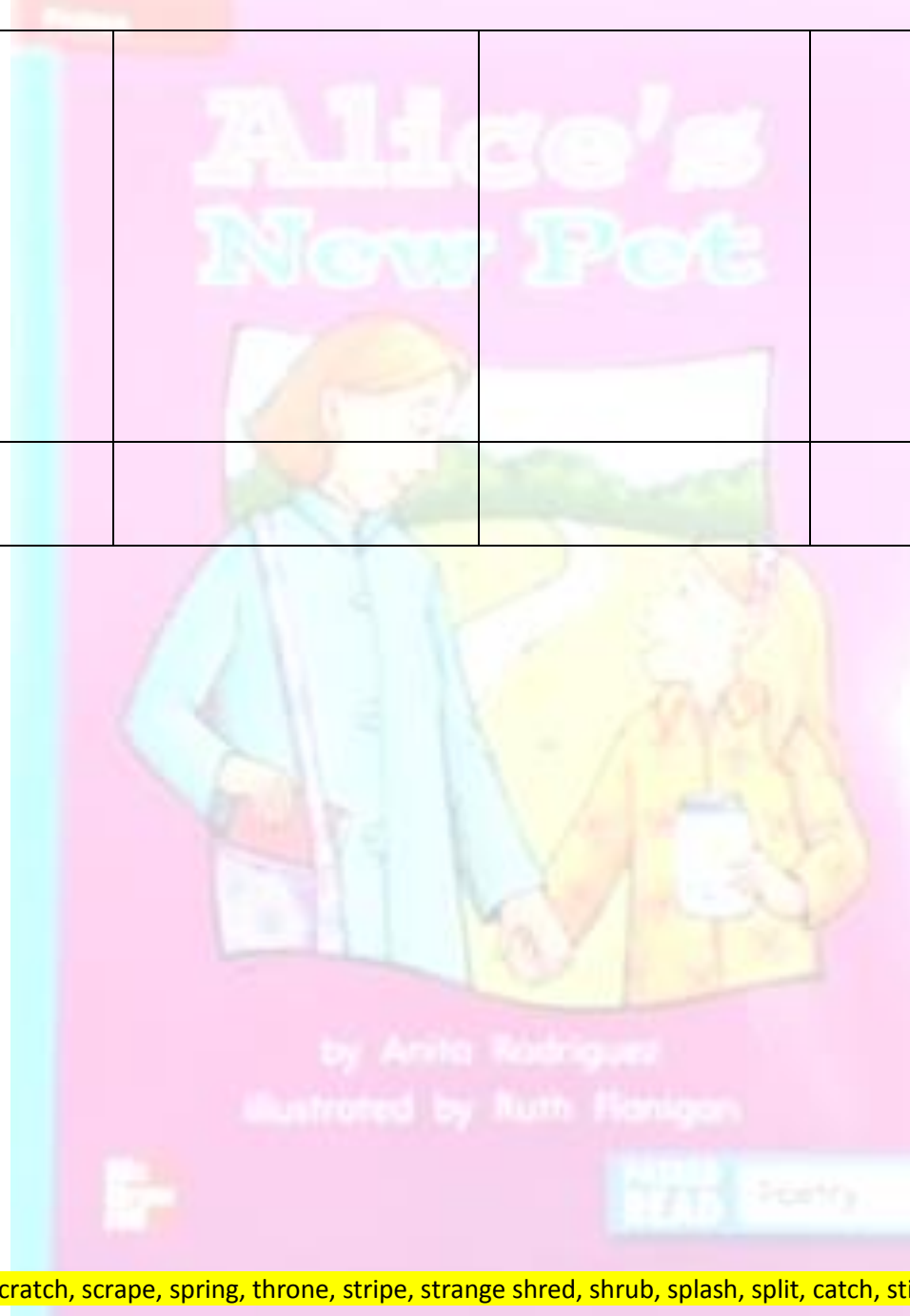
**\*\*NOTE:** Lesson plans are subject to change due to students' needs, schedule changes, and teachable moments.

	through Accelerated Reader	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	Sketching Spelling, Stamping Spelling, PowerPoint Spelling (Vocab and Grammar) TSW: demonstrate comprehension through Accelerated Reader	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	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  <b>NIE -We will be exploring the genre of nonfiction and our community and world news through Newspapers In</b>
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						<b>Education on Fridays.</b> <b>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.</b>
3:30-4:00 Dismissal Procedures						



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