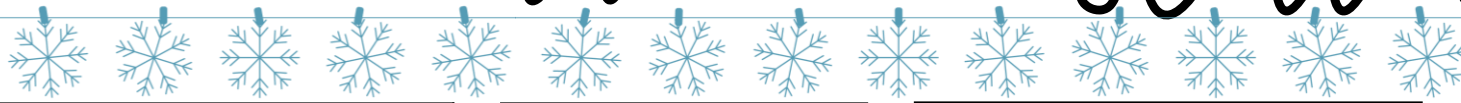


Second Grade Newsletter

Mrs. Hay

Jan. 8th – Jan. 12th



Monday, January 8th

Special: L.O.T.(day 2)

Reading: Unit 5 Day 4

Tuesday, January 9th

Special: Music(day 3)

Reading: Unit 5 Day 5

Wednesday, January 10th

Special: Art (day 4)

Reading: Unit 5 Day 6

Thursday, January 11th

Special: Library (day 5)

Reading: Unit 5 Day 7

Friday, January 12th

Special: Gym (day 6)

Reading: Unit 5 Day 8

Spelling Words:

Pattern: Long i spelling patterns (i, ie)

Pattern Words:

1. pie
2. die
3. tie
4. lie
5. tried
6. fries
7. flies
8. skies
9. I
10. silent
11. tiny
12. idea
13. find
14. kind
15. hi
16. Friday

High Frequency:

1. old
2. cold
3. there

*There will be no extra words added to the test.
This exact list will be tested as it is.*

Math:

Monday: Unit 6: Understand the value of digits in a number

Tuesday: Unit 6: Write numbers in standard, expanded, and word form.

Wednesday: Unit 6: Write numbers in standard, expanded, and word form.

Thursday: Unit 6: Represent numbers in different ways

Friday: Unit 6: Represent numbers in different ways

Science/Soc. Studies

Martin Luther King Jr. history and activities

Schedule:

7:45-8:20- Homeroom

8:20-9:15- Math

9:15-10:45- Reading

10:45-11:15- Special

11:15-11:45- Reading

11:45-12:15- Lunch

12:15-12:45- Recess

12:45-1:15- WINNERS

1:15-1:45- Title 1/MTSS

1:45-2:15- Guided Reading

2:15-2:25- Dismissal Prep

2:25-2:40- Sci./Soc. Studies

Upcoming Events:

Friday, January 12th- Sunday, January 14th Somerset Fire and Ice Festival

Joke of the Week:

What is a good tip to remember in the wintertime?

Last week's answer: Never catch a snowflake on your tongue until all of the birds have gone south for the winter!

This week's joke: What do snowmen call their offspring?

Lesson Plans

Jan. 8th – Jan. 12th

	Math	Spelling	Reading
Monday	<p>-<u>Objective</u>: TSWBAT understand the values of digits in a number.</p> <p>-<u>Activities</u>: base ten block building, partner practice, independent practice</p> <p>-<u>Evaluation</u>: independent practice</p>	<p>-<u>Objective</u>: TSWBAT spell words with long i spellings (ie, i)</p> <p>-<u>Activities</u>: sort, video, ie foldable</p> <p>-<u>Evaluation</u>: exit ticket</p>	<p>-<u>Objective</u>: TSWBAT identify facts and opinions in a story.</p> <p>-<u>Activities</u>: Lighting Lives read aloud, Lighting Lives craftivity</p> <p>-<u>Evaluation</u>: observation, writing sentences</p>
Tuesday	<p>-<u>Objective</u>: TSWBAT write numbers in standard form, expanded form, and word form.</p> <p>-<u>Activities</u>: ways to write a number graphic organizer, partner practice</p> <p>-<u>Evaluation</u>: independent practice</p>	<p>-<u>Objective</u>: TSWBAT spell words with long i spellings (ie, i)</p> <p>-<u>Activities</u>: french fries craftivity, sentence building</p> <p>-<u>Evaluation</u>: exit ticket</p>	<p>-<u>Objective</u>: TSWBAT identify definitions, synonyms, and antonyms for vocab words.</p> <p>-<u>Activities</u>: Dry Erase Posters</p> <p>-<u>Evaluation</u>: presentation of poster</p>
Wednesday	<p>-<u>Objective</u>: TSWBAT write numbers in standard form, expanded form, and word form.</p> <p>-<u>Activities</u>: ways to write a number graphic organizer, partner practice, independent practice</p> <p>-<u>Evaluation</u>: exit ticket</p>	<p>-<u>Objective</u>: TSWBAT spell words with long i spellings (ie, i)</p> <p>-<u>Activities</u>: sort, long i cards</p> <p>-<u>Evaluation</u>: exit ticket</p>	<p>-<u>Objective</u>: TSWBAT identify facts and opinions in a story.</p> <p>-<u>Activities</u>: Hardback reader, craftivity</p> <p>-<u>Evaluation</u>: observation, discussion, writing sentences</p>
Thursday	<p>-<u>Objective</u>: TSWBAT represent numbers in different ways.</p> <p>-<u>Activities</u>: whole group activity, partner practice, independent practice</p> <p>-<u>Evaluation</u>: independent practice</p>	<p>-<u>Objective</u>: TSWBAT spell words with long i spellings (ie, i)</p> <p>-<u>Activities</u>: reading, find and highlight</p> <p>-<u>Evaluation</u>: exit ticket</p>	<p>-<u>Objective</u>: TSWBAT identify facts and opinions in a story.</p> <p>-<u>Activities</u>: Hardback reader, craftivity</p> <p>-<u>Evaluation</u>: Reading Comprehension Check</p>
Friday	<p>-<u>Objective</u>: TSWBAT represent numbers in different ways.</p> <p>-<u>Activities</u>: whole group activity, partner practice, independent practice</p> <p>-<u>Evaluation</u>: exit ticket</p>	<p>-<u>Objective</u>: TSWBAT spell words with long i spellings (ie, i)</p> <p>-<u>Activities</u>: spelling review, roll and read</p> <p>-<u>Evaluation</u>: SPELLING TEST</p>	<p>-<u>Objective</u>: TSWBAT identify facts and opinions in a story.</p> <p>-<u>Activities</u>: Ability Level Grouping Reading Centers</p> <p>-<u>Evaluation</u>: Comprehension questions</p>

Lesson Plans

Jan. 8th – Jan. 12th

	Grammar/Writing	Sci. Soc. Studies	
Monday	<p><u>-Objective:</u> TSWBAT identify past tense irregular verbs.</p> <p><u>-Activities:</u> Walk the Room activity, exit ticket</p> <p><u>-Evaluation:</u> exit ticket VERB QUIZ</p>	<p><u>-Objective:</u> TSWBAT read an informational text about Martin Luther King Jr.</p> <p><u>-Activities:</u> Martin Luther King Lapbook reading</p> <p><u>-Evaluation:</u> observation, discussion</p>	<p>* Lesson plan activities are likely to change based upon student need. *</p>
Tuesday	<p><u>-Objective:</u> TSWBAT identify helping verbs in sentences.</p> <p><u>-Activities:</u> Helping Verbs anchor chart, identifying helping verbs practice</p> <p><u>-Evaluation:</u> observation, discussion, independent practice</p>	<p><u>-Objective:</u> TSWBAT read an informational text about Martin Luther King Jr. and identify character traits.</p> <p><u>-Activities:</u> Martin Luther King Lapbook reading, creating lapbook</p> <p><u>-Evaluation:</u> lapbook completion</p>	<p>* ALL content and activities are planned following the PA State Standards, district provided curriculum, teacher resources, and teacher created materials. *</p>
Wednesday	<p><u>-Objective:</u> TSWBAT identify helping verbs in sentences.</p> <p><u>-Activities:</u> sort, selecting the correct helping verb practice</p> <p><u>-Evaluation:</u> observation, discussion, independent practice</p>	<p><u>-Objective:</u> TSWBAT read an informational text about Martin Luther King Jr. and identify their dreams for their lives.</p> <p><u>-Activities:</u> Martin Luther King Lapbook reading, creating lapbook</p> <p><u>-Evaluation:</u> lapbook completion</p>	<p>*Accommodations include but are not limited to: preferential seating, repeated instructions, modeling of new concepts, one-on-one assistance, positive reinforcement, reminders of appropriate behavior and small group work. *</p>
Thursday	<p><u>-Objective:</u> TSWBAT identify helping verbs in sentences.</p> <p><u>-Activities:</u> task cards, writing sentences using helping verbs</p> <p><u>-Evaluation:</u> observation, discussion, independent practice</p>	<p><u>-Objective:</u> TSWBAT read an informational text about Martin Luther King Jr. and identify how America was different in the past compared to current day.</p> <p><u>-Activities:</u> Martin Luther King Lapbook reading, creating lapbook</p> <p><u>-Evaluation:</u> lapbook completion</p>	
Friday	<p><u>-Objective:</u> TSWBAT identify linking verbs in sentences.</p> <p><u>-Activities:</u> Linking verbs anchor chart, identifying linking verbs practice</p> <p><u>-Evaluation:</u> observation, discussion, independent practice</p>	<p><u>-Objective:</u> TSWBAT write an informational essay on what they learned about Martin Luther King throughout the week.</p> <p><u>-Activities:</u> Informational writing graphic organizer, final draft writing</p> <p><u>-Evaluation:</u> essay</p>	<p>*Enrichment includes but is not limited to: word problems, higher level vocabulary and spelling words, advanced concepts, math puzzles, application problems, real-life scenarios</p>