

# Second Grade Newsletter

Mrs. Hay



Oct. 16<sup>th</sup> – Oct. 20<sup>th</sup>

## Monday, October 16<sup>th</sup>

Special: Music (day 3)

Reading: Unit 3

## Tuesday, October 17<sup>th</sup>

Special: Art (day 4)

Reading: Unit 3

## Wednesday, October 18<sup>th</sup>

Special: Library (day 5)

Reading: Unit 3

## Thursday, October 19<sup>th</sup>

Special: Gym (day 6)

Reading: Unit 3

## Friday, October 20<sup>th</sup>

Special: S.T.E.M. (day 1)

Reading: Unit 3

### Spelling Words:

Pattern: Digraphs (ck, tch, thr, shr)

### Pattern Words:

1. ditch
2. match
3. scratch
4. duck
5. lick
6. stack
7. shrimp
8. shred
9. thrust
10. thrash

### High Frequency Words:

11. first
12. now
13. who
14. been
15. people
16. over

### Math:

**Monday:** Unit 3 Traditional 2-digit addition (practice/quiz)

**Tuesday:** Unit 3 Add using an open number line

**Wednesday:** Unit 3 Add using an open number line

**Thursday:** Unit 3 Add using partial sums

**Friday:** Unit 3 Add using partial sums

### Science/Soc. Studies

Science- Work like a scientist (what a scientist is and does)

### 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- Sci./Soc. Studies  
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  
2:15-2:30- Reading  
2:30-2:40- Dismissal Prep

### Upcoming Events:

**Friday, October 20<sup>th</sup>** Trunk or Treat & last day to pay \$1 to wear a hat in school

**Monday October 23<sup>rd</sup>- Thursday October 26<sup>th</sup>** Book fair (more details to come)

**Friday, October 27<sup>th</sup>** Class Halloween party (more details to come)

### Joke of the Week:

How do you know vampires love baseball?

Last week's answer: Thy turn into bats every night!

This week's joke: What did the fisherman say on Halloween?

# Lesson Plans

Oct. 16<sup>th</sup> – Oct. 20<sup>th</sup>

|                  | <b>Math</b>   | <b>Spelling</b>   | <b>Reading</b>  |
|------------------|---|---|---|
| <b>Monday</b>    | <p>-<u>Objective</u>: TSWBAT solve 2-digit addition problems using traditional addition.</p> <p>-<u>Activities</u>: 2-digit addition task cards</p> <p>-<u>Evaluation</u>: 2-digit addition quiz</p>                              | <p>-<u>Objective</u>: TSWBAT apply spelling rules to read &amp; spell words with the digraph patterns <i>tch</i>, <i>ck</i>, <i>shr</i>, or <i>thr</i>.</p> <p>-<u>Activities</u>: elkonin boxes, roll and read</p> <p>-<u>Evaluation</u>: exit ticket</p>  | <p>-<u>Objective</u>: TSWBAT identify the main idea and details of a nonfiction text.</p> <p>-<u>Activities</u>: picture story cards</p> <p>-<u>Evaluation</u>: discussion, retell</p>                                      |
| <b>Tuesday</b>   | <p>-<u>Objective</u>: TSWBAT solve 2-digit addition problems using an open number line</p> <p>-<u>Activities</u>: adding using open # line work mats and dry-erase makers</p> <p>-<u>Evaluation</u>: independent practice</p>     | <p>-<u>Objective</u>: TSWBAT apply spelling rules to read &amp; spell words with the digraph patterns <i>tch</i>, <i>ck</i>, <i>shr</i>, or <i>thr</i>.</p> <p>-<u>Activities</u>: elkonin boxes, phonics poem</p> <p>-<u>Evaluation</u>: exit ticket</p>   | <p>-<u>Objective</u>: TSWBAT identify the main idea and details of a nonfiction text.</p> <p>-<u>Activities</u>: read aloud</p> <p>-<u>Evaluation</u>: discussion, graphic organizer</p>                                    |
| <b>Wednesday</b> | <p>-<u>Objective</u>: TSWBAT solve 2-digit addition problems using an open number line</p> <p>-<u>Activities</u>: rolling dice to get two 2-digit numbers to add on work mats</p> <p>-<u>Evaluation</u>: independent practice</p> | <p>-<u>Objective</u>: TSWBAT apply spelling rules to read &amp; spell words with the digraph patterns <i>tch</i>, <i>ck</i>, <i>shr</i>, or <i>thr</i>.</p> <p>-<u>Activities</u>: elkonin boxes, phonics poem</p> <p>-<u>Evaluation</u>: exit ticket</p>   | <p>-<u>Objective</u>: TSWBAT answer comprehension questions while listening to a read aloud.</p> <p>-<u>Activities</u>: paired read story (in softback reader)</p> <p>-<u>Evaluation</u>: discussion, graphic organizer</p> |
| <b>Thursday</b>  | <p>-<u>Objective</u>: TSWBAT solve 2-digit addition problems using partial sums</p> <p>-<u>Activities</u>: add using partial sums work mats and dry-erase makers</p> <p>-<u>Evaluation</u>: independent practice</p>              | <p>-<u>Objective</u>: TSWBAT apply spelling rules to read &amp; spell words with the digraph patterns <i>tch</i>, <i>ck</i>, <i>shr</i>, or <i>thr</i>.</p> <p>-<u>Activities</u>: elkonin boxes, decodable read</p> <p>-<u>Evaluation</u>: exit ticket</p> | <p>-<u>Objective</u>: TSWBAT identify the main idea and details of a nonfiction text.</p> <p>-<u>Activities</u>: main idea and key details comp. craft on paired read</p> <p>-<u>Evaluation</u>: discussion, craft</p>      |
| <b>Friday</b>    | <p>-<u>Objective</u>: TSWBAT solve 2-digit addition problems using partial sums</p> <p>-<u>Activities</u>: small group practice using work mats and dry-erase markers</p> <p>-<u>Evaluation</u>: independent practice</p>         | <p>-<u>Objective</u>: TSWBAT apply spelling rules to read &amp; spell words with the digraph patterns <i>tch</i>, <i>ck</i>, <i>shr</i>, or <i>thr</i>.</p> <p>-<u>Activities</u>: spelling review</p> <p>-<u>Evaluation</u>: spelling test</p>             | <p>-<u>Objective</u>: TSWBAT answer comprehension questions while listening to a read aloud.</p> <p>-<u>Activities</u>: story (in hardback reader)</p> <p>-<u>Evaluation</u>: discussion, retell</p>                        |

# Lesson Plans

Oct. 16<sup>th</sup> – Oct. 20<sup>th</sup>

|                  | <b>Grammar/Writing</b>   | <b>Sci. Soc. Studies</b>  |
|------------------|--|---|
| <b>Monday</b>    | <p>-<u>Objective</u>: TSWBAT identify singular and plural nouns</p> <p>-<u>Activities</u>: sorting activity, video</p> <p>-<u>Evaluation</u>: independent practice</p> | <p>-<u>Objective</u>: Students will be able to describe what a scientist does.</p> <p>-<u>Activities</u>: video, discussion</p> <p>-<u>Evaluation</u>: Discussion</p>   |
| <b>Tuesday</b>   | <p>-<u>Objective</u>: TSWBAT identify singular and plural nouns</p> <p>-<u>Activities</u>: sorting activity</p> <p>-<u>Evaluation</u>: independent practice</p>        | <p>-<u>Objective</u>: Students will be able to describe tools a scientist uses and explain how they are helpful.</p> <p>-<u>Activities</u>: scientist tool stations and exploration</p> <p>-<u>Evaluation</u>: Discussion, observation</p>      |
| <b>Wednesday</b> | <p>-<u>Objective</u>: TSWBAT turn singular nouns into plural nouns</p> <p>-<u>Activities</u>: partner practice</p> <p>-<u>Evaluation</u>: independent practice</p>     | <p>-<u>Objective</u>: Students will be able describe how a scientist thinks. .</p> <p>-<u>Activities</u>: booklet, reading</p> <p>-<u>Evaluation</u>: Discussion, comprehension questions</p>   |
| <b>Thursday</b>  | <p>-<u>Objective</u>: TSWBAT turn singular nouns into plural nouns</p> <p>-<u>Activities</u>: partner practice</p> <p>-<u>Evaluation</u>: independent practice</p>     | <p>-<u>Objective</u>: Students will be able to carry out an experiment and list the steps of the scientific method.</p> <p>-<u>Activities</u>: booklet, science experiment</p> <p>-<u>Evaluation</u>: Discussion, scientific method writing</p> |
| <b>Friday</b>    | <p>-<u>Objective</u>: TSWBAT turn singular nouns into plural nouns</p> <p>-<u>Activities</u>: review</p> <p>-<u>Evaluation</u>: quiz</p>                               | <p>-<u>Objective</u>: Students will be able to carry out an experiment and list the steps of the scientific method.</p> <p>-<u>Activities</u>: booklet, science experiment</p> <p>-<u>Evaluation</u>: Discussion, scientific method writing</p> |

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| <p>* Lesson plan activities are likely to change based upon student need. *</p>  |
| <p>* ALL content and activities are planned following the PA State Standards, district provided curriculum, teacher resources, and teacher created materials. *</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> |
| <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>   |