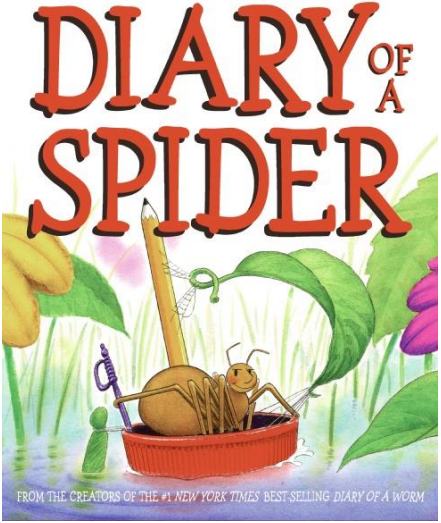


Mr. Carter Bower Grade 2  
September 24<sup>th</sup> - 28<sup>th</sup>, 2018

<p><b>Upcoming Events:</b>  <b>September 28<sup>th</sup></b> Family Fun Night  <b>Sep. 31/Oct. 1</b> Book fair 10:30-11  <b>October 12<sup>th</sup></b> Health-a-thon  <b>October 19<sup>th</sup></b> Trunk-or-Treat</p>	<p>8:00-8:20 Morning Meeting              8:20-8:50 Guided Reading              8:50-10:55 Reading / L.A.              10:55-11:25 Special              11:25-12:30 Math</p>	<p>12:30-1:00 Lunch              1:00-1:30 Recess              1:30-2:30 W.I.N.N.E.R.S.              2:30-3:00 Science and Social Studies</p>	<p><b>Monday</b> Day 1 Instr. Music  <b>Tuesday</b> Day 2 PBS  <b>Wednesday</b> Day 3 Art  <b>Thursday</b> Day 4 Music  <b>Friday</b> Day 5 Phys. Ed</p>
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Grammar/Writing	Language Arts	Spelling and Phonics	Math	Science and Social Studies
<p><b>Grammar:</b> What is a noun</p> <p><b>Writing:</b> BME narrative writing. Reviewing topic sentences</p> <p><i>By Doreen Cronin • Pictures by Harry Bliss</i></p>  <p>FROM THE CREATORS OF THE #1 NEW YORK TIMES BEST-SELLING DIARY OF A WORM</p>	<p><b>Story &amp; Secondary Text:</b> Diary of a Spider &amp; A Swallow and a Spider</p> <p><b>Genre:</b> Humorous Fiction, Fable</p> <p><b>Vocabulary:</b> insects, dangerous, scare, sticky, rotten, screaming, breeze, judge</p> <p><b>Comprehension skills:</b> Cause and Effect, Figurative language, Summarizing</p> <p><u>Vocabulary test will be given on Thursday.</u>  <u>Comprehension and Grammar tests</u>  <u>Tests will be given on Friday.</u></p>	<p><b>Phonics Skill:</b> Long vowels, o, u, e</p> <p><b>Spelling words:</b></p> <ol style="list-style-type: none"> <li>1. doze</li> <li>2. nose</li> <li>3. use</li> <li>4. rose</li> <li>5. pole</li> <li>6. close</li> <li>7. cute</li> <li>8. woke</li> <li>9. mule</li> <li>10. rode</li> <li>11. role</li> <li>12. tune</li> <li>13. home</li> <li>14. joke</li> <li>15. wrote</li> <li>16. ice cube</li> </ol> <p>A pre-test will be given on Tuesday and a post test on Thursday.</p>	<p><b>Math Skill(s):</b> Number properties</p> <p><b>Monday</b>, 2.3 using arrays to find totals  <b>Tuesday</b>, 2.4 Make arrays to find totals  <b>Wednesday</b>, 2.5 Math practices and problem solving  <b>Thursday</b>, Topic 2 review! (no homework just review)  <b>Friday</b>, Topic 2 Number Properties Test</p> <p><b>Lessons:</b> 2.3 - 2.5  <b>Homework:</b> 2.3-2.5</p>	<p>This week we will study apples and STEM concepts (Science, Technology, Engineering, Math)</p>

\*Lesson plans are subject to change based on student needs.

<u>Weekly Standards</u> w.2.2, w.2.3 l2.2, L2.1, L2.3, L2.5, L2.6 1.5A-F	<u>Weekly Standards</u> 1.5.2.F 1.1.2.A -E 1.2.2.A, D,E 1.2.3.A-D 1.6.2.A 1.3.2.A	<u>Weekly Standards</u> 1.5.2.F	<u>Weekly Standards</u> <b>2.5.2.a,b</b> 2.1.2. e, f 2.2.2.a,b,d 2.8.2.d	<u>Weekly Standards</u> <b>3.1.2.A3</b> <b>3.1.2.C2</b>
<p><b>Monday:</b> Objective. Students will identify and use skills properly Activity: Introduce skills in morning message Write more examples together Evaluation: Students will provide examples to expand morning message</p> <p><b>Tuesday:</b> Obj. Students will identify and use skills properly A: Students will review skill in morning Complete power point activities E: Check power point together</p> <p><b>Wednesday:</b> Obj. Students will identify and use skills properly A: St. will practice skill by playing game E: Check answers to make sure correct</p> <p><b>Thursday:</b> Obj. Students will identify and use skills properly A: Students will complete worksheets E: Check worksheets</p> <p><b>Friday:</b> Obj. Students will identify and use skills properly A: Students will complete quiz E: Check quiz</p>	<p><b>Monday:</b> Objective. TSWBAT use and explain the word wall and its use Activity: Intro focus wall/ spelling words and grammar Read morning message Introduce vocab Read the week's story with guided questioning and perform the guided summary as a class Students will listen to the read aloud from teacher's manual Evaluation: Students will blend sounds spell words orally when shown a word</p> <p><b>Tuesday:</b> O: TSBAT listen and discuss the contents of a story read aloud to the class A: and review vocab with the help of the vocabulary context cards, Read the story as a class using comprehension skill discussed this week E: Students will recount details of story</p> <p><b>Wednesday:</b> O: TSWBAT use a dictionary and the information it provides, TSWBAT compare texts A: Discuss using a dictionary and review the vocabulary words from the glossary of the book Students will discuss in length and analyze the 2 stories read this week.</p>	<p><b>Monday:</b> Objective. Students will identify patterns to help spell words Activities: Use sound spelling cards to review letters/patterns in words Paste list in spelling notebook Evaluation: Students will blend sounds spell words orally when shown a word</p> <p><b>Tuesday:</b> Obj. Students will identify and spell words correctly A: St will complete pre-test E: Check tests/ If 100% NO HW</p> <p><b>Wednesday:</b> Obj. Students will identify patterns to help spell words A: St. will practice words by playing game E: Check spelling of words</p> <p><b>Thursday:</b> Obj. Students will identify and spell words correctly A: St will complete test/ If no test, St may read silently E: Check tests</p>	<p><b>Monday: Objective:</b> TSWBAT order numbers properly Activities: Complete pages with the skill, as a group, with a partner and alone Evaluation: Homework page and class work</p> <p><b>Tuesday:</b> O. TSWBAT compare numbers properly A. Complete pages with the skill, as a group, with a partner and alone E. Homework page and class work</p> <p><b>Wednesday:</b> O. TSWBAT understand, show and create patterns properly A. Complete pages with the skill, as a group, with a partner and alone E. Homework page and class work</p> <p><b>Thursday:</b> O. TSWBAT use strategies to solve mathematic problem solving problems A. Complete pages with the skill, as a group, with a partner and alone E. Homework page and class work</p>	<p><b>Monday:</b> Objective. TSWBAT describe how bats grow and change Activities: Students discuss and read pgs. 66-67 Evaluation: Students will draw comic strip showing what happens as pup grows</p> <p><b>Tuesday:</b> O. TSWBAT explain how camouflage helps animals stay safe A: Students will explore camo using newspaper and puzzle shapes cut out of newspaper T pg. 69 structured inquiry E. Students will discuss the results and compare to how an animal would stay safe</p> <p><b>Wednesday:</b> O O. TSWBAT explain how camouflage helps animals stay safe/ identify cause/effect relationships A: St will read together pgs. 70-73 St will draw cause and effects from what was read. E. Review drawings</p>

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	<p>E: Students participation in conversation</p> <p><b>Thursday:</b>  O: TSWBAT compare texts with the real world, themselves and other texts across genres  A: Students will read and compare the secondary text for the week with, the weekly story, themselves and the real world.  Students will take vocabulary test.  E:Classroom discussion participation</p> <p><b>Friday:</b>  Students will perform the weekly assessments of Comprehension test &amp; Cold read  Vocabulary test (if time permits the vocabulary test will be given on Thursday</p>	<p><b>Friday:</b> Obj. Students will identify patterns to help spell words  A: St. will practice spelling words by using them in sentences during morning message  E: Check spelling of words</p>	<p><b>Friday:</b>  O. TSWBAT compare and use numbers on a number chart  A. Complete pages with the skill, as a group, with a partner and alone  E. Homework page and class work</p>	<p><b>Thursday:</b> O. TSWBAT write a fraction to show parts of a group/ write a number sentence showing flip/flop strategy  A. Students will read p. 75  St will complete p. 3...on back write a flip flop no. sentence to go with pic  E. Check pages</p> <p><b>Friday:</b> O. TSWBAT identify needs, traits, and survival behaviors of animals  A: Students will complete p. 26 performance assessment with a partner  E: check p. 26</p>
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