

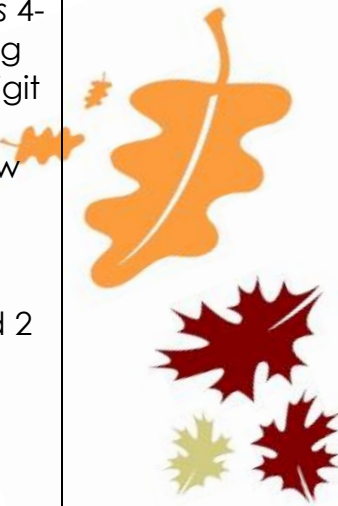


Mr. Carter Bower Grade 2  
October 29<sup>th</sup>-November 2<sup>nd</sup>, 2018

<b>Upcoming Events:</b> <b>October 26<sup>th</sup></b> Talent extravaganza <b>November 1<sup>st</sup></b> Halloween Party <b>November 2<sup>nd</sup></b> <u><b>No School</b></u> <b>November 8<sup>th</sup></b> Turkey Trot forms due	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	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	<b>Monday</b> Day 1 Inst. Music <b>Tuesday</b> Day 2 PBS <b>Wednesday</b> Day 3 Art <b>Thursday</b> Day 4 Music <b>Friday</b> <b>No School</b>
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Grammar/Writing	Language Arts	Spelling and Phonics	Math	Science and Social Studies
<p><b>Grammar:</b> What is a <i>verb</i></p>  <p><b>Writing:</b> We will be doing another nature writing activity with Mrs. Philippi this week</p> 	<p><b>Story&amp; Secondary Text:</b> Super Storms &amp; Weather Poems  <b>Genre:</b> Informational Text &amp; Poems  <b>Vocabulary:</b> Beware, damage, bend, flash, pounding, prevent, reach, equal.  <b>Comprehension skills:</b> Main Idea and Details, Cause and Effect, and Visualizing</p> <p><u>Vocabulary test will be given on <b>next Tuesday</b>.</u>  <u>Comprehension and Grammar tests will be given on <b>next Wednesday</b>.</u></p>	<p><b>Phonics Skill:</b> th, sh, wh, ch, tch  <b>Spelling words:</b></p> <ol style="list-style-type: none"> <li>dish</li> <li>than</li> <li>chest</li> <li>such</li> <li>thin</li> <li>push</li> <li>shine</li> <li>chase</li> <li>white</li> <li>while</li> <li>these</li> <li>flash</li> <li>which</li> <li>then</li> <li>catch</li> <li>thumb</li> </ol> <p>Pre test only on Tuesday Post- test <b><u>NEXT WEEK</u></b></p>	<p><b>Math Skill(s):</b> 2 digit addition</p> <p><b>Monday</b>, 4-4 Adding 2 digit numbers using <i>traditional methods</i> 4-  <b>Tuesday</b>, 4-5 Adding more than one 2 digit number  <b>Wednesday</b>, Review of 2 digit addition  <b>Thursday</b>, 4-6 Practicing addition  <b>Friday</b>, 4-7 one and 2 step problems</p>	<p>Corn lifecycle and activities</p> 

\*Lesson plans are subject to change.

<u>Weekly Standards</u> 1.4.2.a, b 1.5.2. a-f 1.7.2.a	<u>Weekly Standards</u> 1.1.2.A -E 1.2.2.A, C-E 1.6.2.A,B 1.3.2.A-D 1.8.2. A-C	<u>Weekly Standards</u> 1.5.2.F	<u>Weekly Standards</u> 2.5.2.a,b 2.6.2. a-e 2.1.2.b,c 2.8.2.f	<u>Weekly Standards</u> RI.2.1-10, W.2.8, L.2.4 2.B.2.1.1
<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 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: Review the vocabulary words from the glossary of the book Read the week's story with guided questioning and review vocab with the help of the vocabulary context cards, If time allows students will write the vocabulary words in a sentence in small groups. 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: Students will review Vocab, read weekly story and perform the guided summary as a class, then students will perform comprehension check with a partner. E: Students participation and comprehension check</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>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>Monday:</b> Objective: See weekly calendar for daily objective 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. See weekly calendar for daily objective 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. See weekly calendar for daily objective 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. See weekly calendar for daily objective A. Complete pages with the skill, as a group, with a partner and alone E. Homework page and class work</p> <p><b>Friday:</b> O. See weekly calendar for daily objective A. Complete pages with the skill, as a group, with a partner and alone</p>	<p><b>Monday:</b> O. TSWBAT identify different land habitats A. Students will discuss and complete land habitats booklet. E. St will complete a mural within groups representing different habitats and animals that are within them.</p> <p><b>Tuesday:</b> O. TSWBAT identify various habitats through mural projects. A. TSWBAT begin to evaluate each of the mural habitats and compare and contrast. E.: Students will complete compare and contrast with the class as each mural is presented.</p> <p><b>Wednesday:</b> O: TSW explore ways the daily life of early colonists changed over time and how communities eventually became the cities and towns we live in today A: Students will read the article with partners E: Students will list changes in chronological order using temporal words</p>

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	<p><b>Thursday:</b>  O: TSWBAT compare texts with the real world, themselves and other texts across genres  A: Students will discuss in length and analyze the 2 stories read this week and compare the secondary text for the week with, the weekly story, themselves and/or the real world.  Students will take vocabulary test.  E:Classroom discussion participation</p> <p><b>Friday:</b>  Students will perform the weekly assessments of Grammar, and Cold read or Skills check  Once the tests are complete the students will complete a vocabulary look up for the upcoming week.  *Vocabulary test, if time permits the vocabulary test will be given on Thursday</p>		<p>E. Homework page and class work</p>	<p><b>Thursday :</b> O: TSW explore ways the daily life of early colonists changed over time and how communities eventually became the cities and towns we live in today  A: Students will glance over the article with partners from yesterday  Students will list changes in chronological order using temporal words  E: Students will list changes in chronological order using temporal words</p> <p><b>Friday:</b> Students will perform assessment for the week with a partner as group work to encourage discussion.</p>
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