



Mr. Carter Bower Grade 2

October 22nd -26th 2018

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| <p>Upcoming Events: October 19th Trunk-or-Treat October 26th Picture retake day October 26th Talent extravaganza October 26th Halloween party (more information to come)</p> | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">8:00-8:20 Morning Meeting</td> <td style="width: 50%;">12:30-1:00 Lunch</td> </tr> <tr> <td>8:20-8:50 Guided Reading</td> <td>1:00-1:30 Recess</td> </tr> <tr> <td>8:50-10:55 Reading / L.A.</td> <td>1:30-2:30 W.I.N.N.E.R.S.</td> </tr> <tr> <td>10:55-11:25 Special</td> <td>2:30-3:00 Science and Social Studies</td> </tr> <tr> <td>11:25-12:30 Math</td> <td></td> </tr> </table> | 8:00-8:20 Morning Meeting | 12:30-1:00 Lunch | 8:20-8:50 Guided Reading | 1:00-1:30 Recess | 8:50-10:55 Reading / L.A. | 1:30-2:30 W.I.N.N.E.R.S. | 10:55-11:25 Special | 2:30-3:00 Science and Social Studies | 11:25-12:30 Math | | <p>Monday Day 2 PBS Tuesday Day 3 Art Wednesday Day 4 Music Thursday Day 5 Phys. Ed Friday Day 6 Library</p> |
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| Grammar/Writing | Language Arts | Spelling and Phonics | Math | Science and Social Studies |
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| <p>Grammar: PROPER NOUNS</p> <p>Writing: Narrative writing</p> <div style="text-align: center;">  </div> <p>A spelling pre-test will be given on Tuesday a post test will be given on Thursday.</p> | <p>Story& Secondary Text: The Ugly Vegetables & They Really are Giant</p> <p>Genre: Realistic Fiction & Informational Text</p> <p>Vocabulary: Blooming, Wrinkled, Shovels, Plain, Scent, Muscles, Tough, Nodded</p> <p>Comprehension skills: Drawing conclusions, Story structure, and Analyzing/Evaluating</p> <p><u>Vocabulary test will be given on Thursday.</u> <u>Comprehension and Grammar tests will be given on Friday.</u></p> | <p>Phonics Skill: Double Consonants and -ck</p> <p>Spelling words:</p> <ol style="list-style-type: none"> 1. dress 2. spell 3. class 4. full 5. add 6. neck 7. stuck 8. kick 9. rock 10. black 11. trick 12. doll 13. off 14. will 15. across 16. pocket | <p>Math Skill(s): Adding fluently</p> <p>Monday, Chapter 3 test</p> <p>Tuesday, 4-1 Add with partial sums</p> <p>Wednesday, 4-2 Continuing with partial sums</p> <p>Thursday, 4-3 Using models to add two digit numbers</p> <p>Friday, 4-4 Adding 2 digit numbers using <i>traditional methods</i></p> | <p><u>Red Ribbon Week</u></p> <ul style="list-style-type: none"> • Monday - Camo day • Tuesday -Dress like your favorite teacher day • Wednesday -PJ / comfy day • Thursday -Mix and match day • Friday -Wear all RED <div style="text-align: center;">  </div> |

*Lesson plans are subject to change.

| | <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 2.1.2. e, f 2.2.2.a,b,d 2.8.2.d,e | <u>Weekly Standards</u> 2.B.2.1.1 |
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| <p><i>Due to the shortened week Monday will be blended with Tuesday etc.</i></p> <p>Monday: 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>Tuesday: 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>Wednesday: 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>Thursday: Obj. Students will identify and use skills properly A: Students will complete worksheets E: Check worksheets</p> <p>Friday: Obj. Students will identify and use skills properly A: Students will complete quiz E: Check quiz</p> | <p><i>Due to the shortened week Monday will be blended with Tuesday etc.</i></p> <p>Monday: 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>Tuesday: 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>Wednesday:</p> | <p><i>Due to the shortened week Monday will be blended with Tuesday etc.</i></p> <p>Monday: 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>Tuesday: Obj. Students will identify and spell words correctly A: St will complete pre-test E: Check tests/ If 100% NO HW</p> <p>Wednesday: Obj. Students will identify patterns to help spell words A: St. will practice words by playing game E: Check spelling of words</p> <p>Thursday: 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><i>Due to the shortened week Monday will be blended with Tuesday etc.</i></p> <p>Monday: 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>Tuesday: 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>Wednesday: 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>Thursday: 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>Friday:</p> | <p><i>Due to the shortened week Monday will be blended with Tuesday etc.</i></p> <p>Monday: Objective. TSWBAT identify animal habitats and food webs Activities: Students will discuss and read "where animals live" Complete habitats Evaluation: Students will complete habitats and share with class</p> <p>Tuesday: 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>Wednesday: 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>Thursday Objective. TSWBAT identify the North American Indian Nations as stated in the Studies Weekly Activities: complete pages and activities within the Studies Weekly Students will discuss and read studies weekly Pgs 1-4</p> |

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| | <p>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>Thursday: 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>Friday: 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>Friday: 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>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>Evaluation: Students will discuss and complete weekly assessment with a partner on Thursday or Friday</p> <p>Friday: Students will perform assessment for the week with a partner as group work to encourage discussion.</p> |
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