Mr. Carter Bower Grade 2
November 5th -9th , 2018

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| **Upcoming Events:****November 2nd *No School*****November 8th** Turkey Trot forms due**November 12th** Parent teacher conferences, NO SCHOOL  | 8:00-8:20 Morning Meeting8:20-8:50 Guided Reading8:50-10:55 Reading / L.A.10:55-11:25 Special11:25-12:30 Math | 12:30-1:00 Lunch 1:00-1:30 Recess1:30-2:30 W.I.N.N.E.R.S.2:30-3:00 Science and Social Studies | **Monday** Day 5 Phys. Ed**Tuesday** Day 6 Library**Wednesday** Day 1 Inst. Music **Thursday** Day 2 PBS Day 4 Music**Friday** Day 3 Art |

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| **Grammar/Writing** | **Language Arts** | **Spelling and Phonics** | **Math** | **Science and** **Social Studies** |
| **Grammar:** What is a verbC:\Users\cbower\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W9ODXNBR\MC900078715[1].wmf**Writing:**Writing about main ideas in informational textsC:\Users\cbower\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\F7MUP7U3\MC900055265[1].wmf  | **Story& Secondary Text:** Super Storms &Weather Poems**Genre:** Informational Text &Poems**Vocabulary**: Beware, damage, bend, flash, pounding, prevent, reach, equal. **Comprehension skills**: Main Idea and Details, Cause and Effect, and VisualizingVocabulary test will be given on **Tuesday**.Comprehension and, Grammar tests will be given on **Wednesday**. | **Phonics Skill**: th, sh, wh, ch, tch**Spelling words**:1. dish
2. than
3. chest
4. such
5. thin
6. push
7. shine
8. chase
9. white
10. while
11. these
12. flash
13. which
14. then
15. catch
16. thumb

 Post- test **Thursday** | **Math Skill(s)**: 2 digit addition **Monday**, 4-4 Adding 2 digit numbers using *traditional methods* 4-**Tuesday**, 4-5 Adding more than one 2 digit number**Wednesday**, Review of 2 digit addition **Thursday**, 4-6 Practicing addition**Friday**, 4-7 one and 2 step problems |  STEM**http://www.clipartbest.com/cliparts/KTn/onk/KTnonk9gc.jpeg** |
| **Weekly Standards**1.4.2.a, b1.5.2. a-f1.7.2.a | **Weekly Standards****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** | **Weekly Standards****1.5.2.F** | **Weekly Standards****2.5.2.a,b**2.6.2. a-e2.1.2.b,c2.8.2.f | **Weekly Standards**RI.2.1-10, W.2.8, L.2.42.B.2.1.1 |
| **Monday**: Objective. Students will identify and use skills properlyActivity: Introduce skills in morning messageWrite more examples togetherEvaluation: Students will provide examples to expand morning message**Tuesday**: Obj. Students will identify and use skills properlyA: Students will review skill in morningComplete power point activitiesE: Check power point together **Wednesday**: Obj. Students will identify and use skills properlyA: St. will practice skill by playing gameE: Check answers to make sure correct**Thursday**: Obj. Students will identify and use skills properlyA: Students will complete worksheetsE: Check worksheets**Friday**: Obj. Students will identify and use skills properlyA: Students will complete quizE: Check quiz | **Monday**: Objective. TSWBAT use and explain the word wall and its useActivity: Intro focus wall/ spelling words and grammarRead morning messageIntroduce vocabStudents will listen to the read aloud from teacher’s manual Evaluation: Students will blend sounds spell words orally when shown a word**Tuesday**: O: TSBAT listen and discuss the contents of a story read aloud to the classA: 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**Wednesday**: O: TSWBAT use a dictionary and the information it provides, TSWBAT compare textsA: 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**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**Friday**:Students will perform the weekly assessments of Grammar, andCold read or Skills checkOnce 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 | **Monday**: Objective. Students will identify patterns to help spell words Activities: Use sound spelling cards to review letters/patterns in wordsPaste list in spelling notebookEvaluation: Students will blend sounds spell words orally when shown a word**Tuesday**: Obj. Students will identify and spell words correctlyA: St will complete pre-testE: Check tests/ If 100% NO HW **Wednesday**: Obj. Students will identify patterns to help spell words A: St. will practice words by playing gameE: Check spelling of words**Thursday**: Obj. Students will identify and spell words correctlyA: St will complete test/ If no test, St may read silentlyE: Check tests **Friday**: Obj. Students will identify patterns to help spell words A: St. will practice spelling words by using them in sentences during morning messageE: Check spelling of words | **Monday**: Objective: See weekly calendar for daily objectiveActivities**:** Complete pages with the skill, as a group, with a partner and alone Evaluation:Homework page and class work**Tuesday**: O. See weekly calendar for daily objectiveA.Complete pages with the skill, as a group, with a partner and alone E. Homework page and class work**Wednesday**:  O. See weekly calendar for daily objectiveA.Complete pages with the skill, as a group, with a partner and alone E. Homework page and class work**Thursday**: O. See weekly calendar for daily objectiveA.Complete pages with the skill, as a group, with a partner and alone E. Homework page and class work**Friday**:O. See weekly calendar for daily objectiveA.Complete pages with the skill, as a group, with a partner and alone E. Homework page and class work | **Monday**: O. TSWBAT identify different land habitatsA. 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.**Tuesday**: 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.**Wednesday**: 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 todayA: Students will read the article with partners E: Students will list changes in chronological order using temporal words**Thursday** : 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 todayA: Students will glance over the article with partners from yesterday Students will list changes in chronological order using temporal wordsE: Students will list changes in chronological order using temporal words **Friday**: Students will perform assessment for the week with a partner as group work to encourage discussion. |

Lesson Plans are subject to change.