
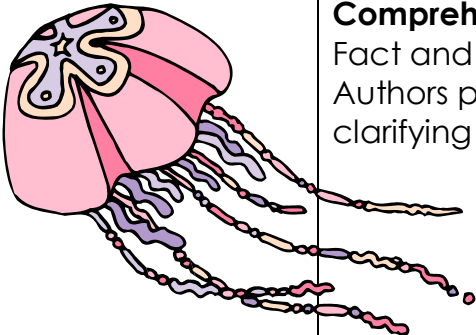



Mr. Carter Bower Grade 2  
December 3<sup>rd</sup> -7<sup>th</sup> 2018

<p><b>Upcoming Events:</b>  <b>December 21<sup>st</sup></b> Early dismissal  <b>December 24<sup>th</sup> - January 2<sup>nd</sup></b>          Christmas Break  <b>January 3<sup>rd</sup></b> Return to school</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 Inst. 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>  <i>Past present and future verbs</i> </p> <p><b>Writing:</b>            Writing a research paper and informational packet</p> 	<p><b>Story&amp; Secondary Text:</b>            Jellies &amp; Jellies research projects</p> <p><b>Genres:</b>            Informational texts</p> <p><b>Vocabulary:</b>            Millions, choices, drift, simple, weaker, wrapped, disgusting, decide.</p> <p><b>Comprehension skills:</b>            Fact and opinion, Authors purpose, and clarifying</p>	<p><b>Phonics Skill:</b>            Contractions</p> <p><b>Spelling words:</b></p> <ol style="list-style-type: none"> <li>1. I'm</li> <li>2. don't</li> <li>3. isn't</li> <li>4. can't</li> <li>5. we'll</li> <li>6. it's</li> <li>7. I've</li> <li>8. didn't</li> <li>9. you're</li> <li>10. that's</li> <li>11. wasn't</li> <li>12. you've</li> <li>13. us</li> <li>14. them</li> <li>15. they're</li> <li>16. wouldn't</li> </ol>	<p><b>Math Skill(s):</b>            Two digit addition</p> <p><b>Monday, 5-6</b>            Continuing to break apart to subtract</p> <p><b>Tuesday, 5-7</b>            Subtracting using compensation</p> <p><b>Wednesday, 5-8</b> 1 and 2 step problems</p> <p><b>Thursday, 5-9</b> problem solving</p> <p><b>Friday, Chapter 5</b>            review</p>	<p>We will research jellies also known as jellyfish</p> 

Due to a short week and extra difficult spelling list we will spend one more week on these language arts lessons. We dive deeper into researching jellyfish!

\*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 2.2.2.a 2.1.2 a-f 2.2.2.a,b,d	<u>Weekly Standards</u> RI.2.1-10, W.2.8, L.2.4 S4.A.3.3.1
<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</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>*due to our busy week last we, we will be finishing up the previous week's work</b></p> <p><b>Monday:</b> O. TSWBAT identify how the water cycle works and its terms A. KWL chart about weather Read "Thunder and Lightning" E. Teacher led discussion</p> <p><b>Tuesday:</b> O. TSWBAT identify how the water cycle works and its terms A. TSWBAT complete "A Poetic Cycle" packet E.: Students will complete packet</p> <p><b>Wednesday:</b> O. TSWBAT identify how the water cycle works and its terms A: Students will draw the water cycle and label each stage E: Students will draw a diagram</p> <p><b>Thursday :</b> O: TSW learn about the impact of explorers and settlers on American Indians and how things changed as communities grew A: Students will read together Studies Weekly and have a group discussion of</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>sentences during morning message  E: Check spelling of words</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  E. Homework page and class work</p>	<p>the some of the biggest impacts on Indians  E: Students will list impacts on Indians</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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