



Mr. Carter Bower Grade 2  
February 18<sup>th</sup> - 22<sup>nd</sup>, 2019

<p><b>Upcoming Events:</b>  <b>February 18<sup>th</sup></b> No school  <b>February 22<sup>nd</sup></b> PTO Family Fun Night  <b>February 25<sup>th</sup> -March 1<sup>st</sup></b> Book fair</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> Forms of the verb be  am, are, is, was, were, be, being, been</p>  <p><small>©gnurf * illustrationsOf.com/93476</small></p>	<p><b>Story</b> My name is Gabriela &amp; Poems about reading and writing <b>Genres:</b> Biography Poetry <b>Vocabulary:</b> accepted, express, taught, grand, pretend, prize, wonder, fluttering <b>Comprehension skills:</b> Understanding characters author's word choice analyze/evaluate</p>	<p><b>Phonics Skill:</b> Long e sound for y <b>Spelling words:</b></p> <ol style="list-style-type: none"> <li>1. happy</li> <li>2. pretty</li> <li>3. baby</li> <li>4. very</li> <li>5. puppy</li> <li>6. funny</li> <li>7. carry</li> <li>8. lucky</li> <li>9. only</li> <li>10. sunny</li> <li>11. penny</li> <li>12. city</li> <li>13. tiny</li> <li>14. many</li> <li>15. sorry</li> <li>16. noisy</li> </ol>	<p><b>Math Skill(s):</b> Topic 9 numbers to 1000 Topic 10 Numbers to 1,000 and adding to 1,000 <b>Monday</b> NO SCHOOL  <b>Tuesday</b> Topic 9 review and test <b>Wednesday</b> Adding 10 or 100 mentally using place value <b>Thursday</b> Using an open no. line to add 3-digits <b>Friday</b> Using mental math to solve equations</p>	<p><b>Continuing cursive</b>  <b>and</b>  <b>Looking at North America</b></p> 

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<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 2.2.3.a, b, c	<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 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>	

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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><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>	
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