

MON: OCT 19

TUES: OCT 20

WED: OCT 21

THUR: OCT 22

FRI: OCT 23

MATH				
<p><b>Objective:</b> Students will understand how to make one number multiple ways using base ten blocks.</p> <p><b>Instructional Strategy:</b> class work, roll dice and make on the work mats, check and try again</p> <p><b>Assessment:</b> Math Journal</p> <p>Story problems are done daily discussing different strategies used to solve the problems. Calendar Jobs are completed at least 3 times a week where each student has a job pertaining to 2<sup>nd</sup> grade standards.</p>	<p><b>Objective:</b> Students will identify numbers that are more/less than other numbers.</p> <p><b>Instructional Strategy:</b> Students will use dominoes and work with a partner to determine which direction the arrow/pacman will go.</p> <p><b>Assessment:</b> Observation</p> <p>Story problems are done daily discussing different strategies used to solve the problems. Calendar Jobs are completed at least 3 times a week where each student has a job pertaining to 2<sup>nd</sup> grade standards.</p>	<p><b>Objective:</b> Students will share what they know about shapes.</p> <p><b>Instructional Strategy:</b> Group discussion about shapes so I know where the students currently are. Shape hunt in their math notebook.</p> <p><b>Assessment:</b> Discussion</p> <p>Story problems are done daily discussing different strategies used to solve the problems. Calendar Jobs are completed at least 3 times a week where each student has a job pertaining to 2<sup>nd</sup> grade standards.</p>	<p><b>Objective:</b> Students will identify numbers in the ones, tens, and hundreds place.</p> <p><b>Instructional Strategy:</b> Students will roll numbers and roll place value dice to record in their math journal.</p> <p><b>Assessment:</b> Math Journal</p> <p>Story problems are done daily discussing different strategies used to solve the problems. Calendar Jobs are completed at least 3 times a week where each student has a job pertaining to 2<sup>nd</sup> grade standards.</p>	<p><b>Objective:</b> Students will practice addition and subtraction strategies.</p> <p><b>Instructional Strategy:</b> Students will rotate stations with one being me, addition war, double dice, cups, and stamps.</p> <p><b>Assessment:</b> Observation</p> <p>Story problems are done daily discussing different strategies used to solve the problems. Calendar Jobs are completed at least 3 times a week where each student has a job pertaining to 2<sup>nd</sup> grade standards.</p>
READING				
<p><b>Target Week Objective:</b> Students will identify main ideas and details after reading a story.</p> <p><b>Instructional Strategy:</b> Daily 5, small group instruction and activities</p> <p><b>Assessment:</b> Observation, graphic organizer, reading journals</p>	<p><b>Target Week Objective:</b> Students will identify main ideas and details after reading a story.</p> <p><b>Instructional Strategy:</b> Review non-fiction parts of the stories. Read Super Storm as a class identifying the main idea and details as a class in reading journals.</p> <p><b>Assessment:</b> Reading journals</p>	<p><b>Target Week Objective:</b> Students will identify main ideas and details after reading a story.</p> <p><b>Instructional Strategy:</b> Daily 5, small group instruction and activities</p> <p><b>Assessment:</b> Observation, graphic organizer, reading journals</p>	<p><b>Target Week Objective:</b> Students will identify main ideas and details after reading a story.</p> <p><b>Instructional Strategy:</b> Students will become fact finders as they read a non-fiction story and find new facts. Facts will be written in a story and shared with the class.</p> <p><b>Assessment:</b> Facts and story</p>	<p><b>Target Week Objective:</b> Students will identify main ideas and details after reading a story.</p> <p><b>Instructional Strategy:</b> Daily 5, small group instruction and activities</p> <p><b>Assessment:</b> Observation, graphic organizer, reading journals</p>

**PHONICS/SPELLING/Writing**

<p><b>Writing Objective:</b> Students will write to inform.</p> <p><b>Instructional Strategy:</b> As a class we will learn how to research. We will read and practice highlighting main parts. Each student will then write their own story using the facts learning not to copy word for word.</p> <p><b>Assessment:</b> Written stories</p>	<p><b>Grammar Objective:</b> Students will identify a verb and what they are.</p> <p><b>Instructional Strategy:</b> Using the online video students will learn more about verbs. They will write verbs on spiders and sort, then we will play verb charades. They will end by writing sentences with verbs in their reading journal.</p> <p><b>Assessment:</b> reading journal check</p>	<p><b>Spelling Objective:</b> Students will demonstrate their current spelling level. Students will work with word families to find similar spelling patterns.</p> <p><b>Instructional Strategy:</b> Individual test</p> <p><b>Assessment:</b> Test</p>	<p><b>Spelling Objective:</b> Students will demonstrate their current spelling level. Students will work with word families to find similar spelling patterns.</p> <p><b>Instructional Strategy:</b> Review word families with long and short vowels then get words ready for the next week. Bagged books also go home.</p> <p><b>Assessment:</b> Test</p>	<p><b>Writing Objective:</b> Students will write using sequencing words.</p> <p><b>Instructional Strategy:</b> Students will choose an event from the week and write a story including some key words such as first, next, then and last.</p> <p><b>Assessment:</b> Written stories</p>
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