



Grade 2 Weekly Plan

November 16th-20th

Announcements

Ministry Values; Our Partners in Responsibility

Our children's eyes are always observing; they learn from our actions before our words. When they see their parents approach prayer with devotion, prepare for it with calmness and reverence, and perform it on time, the love of prayer takes root deep within their hearts, and a deep respect for this act of worship grows within their souls. In this way, a strong foundation is built in their hearts, making them—by the time they reach the age of seven—ready to perform prayer with love and serenity.

School hours: 7:00am - 2:05 pm

- *Supplies- Please make sure you provide a TYPE C wire for your child's headphones*
- *Canteen Days→ Wednesday and Thursday (first lunch)*
- *Check with homeroom teacher regarding late library fees*
- ***Ongoing reading assessments for Term 1 has begun. Please ensure students attend regularly and keep reading on RazKids to practice and strengthen their reading skills.***

Assessments

November 19, 2025 We will be having our **SCHOOL WIDE WRITES** - Please have students practice procedural writing at home. Please take a look at the rubric down below.

There will be no cumulative or vocabulary this week!

Subject	Learning Objective	Resources
Reading	<ul style="list-style-type: none">● decoding short vowel sounds● building reading fluency	

Phonics/Sight words	<ul style="list-style-type: none"> ● Short vowel advanced review ● See below for reading practice and word work 	
Writing	<ul style="list-style-type: none"> ● Review for School Wide Writes Nov 19 ● Students will write a procedural paragraph that needs to include; <ul style="list-style-type: none"> ■ Hook (opening sentence) ■ First, ■ Next, ■ Then, ■ Finally ■ Closing sentence ● Students must follow 5 STAR WRITING ● Please take a look at the rubric below to see what the students will be graded on. 	Ixl Y.3 Identify time-order words Y.4 Use time-order words
Math	<ul style="list-style-type: none"> ● Tens and ones blocks (Place Value) ● Ordering numbers -100 	Jump Math Book Jump Maths pages: 105-113 IXL 100's Chart IXL Place value models IXL Skip counting 10's
Social	<ul style="list-style-type: none"> ● Introduction to the continents. 	
Career Education	Respect <ul style="list-style-type: none"> ● Exploring Identity and Self Awareness ● What does respect look like, sound like, and feel like? 	

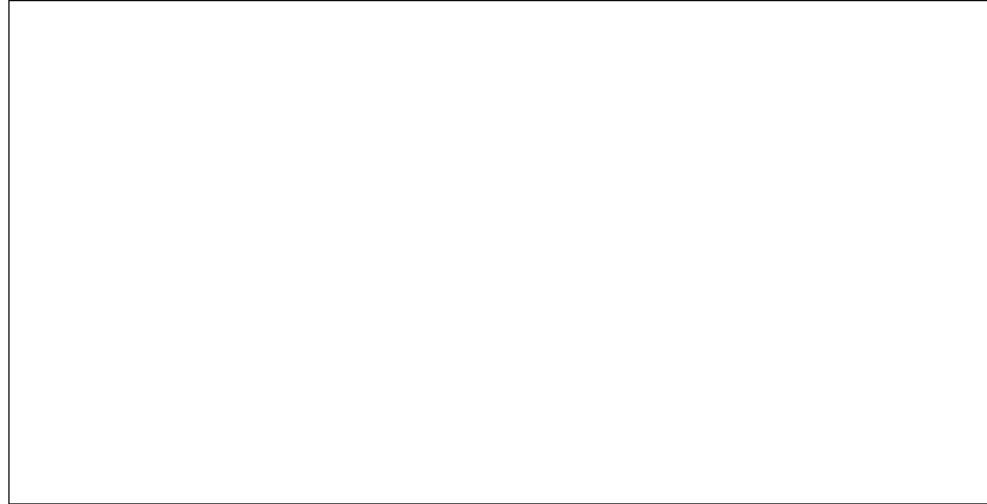
Reading Practice

Lesson 42: FLSZ spelling rule



Buzz Sells Milk

Illustrate the story here:



Buzz has a fun job. His job is to sell jugs of milk at the mill. Buzz runs up a tall grass hill to get the milk. He huffs and puffs at the top of the hill. Buzz fills six glass jugs with milk. Not a drop spills.

Next, Buzz runs the milk jugs to the mill. Buzz sees Tiff, Will, and Russ at the mill. “Do you want milk?” asks Buzz. “Yes!” yell the pals. The pals get the jugs. The boss gets the bill. Buzz did a swell job.

Word Work practice



Home Practice

New Concept and Sample Words

ff, ll, ss, zz

off
bell
still
mess
grass
jazz

New Irregular Words

your, want*
♥ ♥

Word Work Chains

1. fell → tell → sell → spell
2. moss → toss → loss → floss

Sample Word Work Chain Script

fell → tell → sell → spell

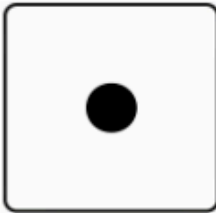
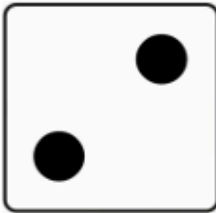




1. Write the word **fell**. [spelling]
2. Change the **f** to **t**. What word is this? [reading]
3. Change **tell** to **sell**. [spelling]
4. Add a **p** between **s** and **e**. What word is this? [reading]

Sentences

1. I want to have less stuff.
2. Your doll fell off the desk.

Roll and Read

Lesson 42: FLSZ (1)

					
off	buzz	hiss	mess	well	miss
sell	fell	less	pill	fizz	quill
fuzz	pass	hill	bill	toss	mass
doll	bell	tell	jazz	kiss	moss
yell	loss	will	toss	puff	mill

Procedural Writing Good Copy Example Grade 2;

NAME: Shahad

DATE: Monday, November 28th, 2022

How To Make Pizza

Do you know how to make a pizza? It will be delicious.

First, gather all the ingredients and roll the dough into a circle. Next, spread tomato sauce on the dough. Then, sprinkle some cheese and put some toppings on the dough. Last, bake the pizza in the oven.

<input checked="" type="checkbox"/> SELF CHECK:	<input type="checkbox"/> SPACING	<input type="checkbox"/> CAPITAL LETTERS	<input type="checkbox"/> PUNCTUATION MARKS ?!
I see a dog.		I see a dog.	I see a dog.

NAME: _____

DATE: _____

Now you know how to make a pizza and enjoy eating it!

<input checked="" type="checkbox"/> SELF CHECK:	<input type="checkbox"/> SPACING	<input type="checkbox"/> CAPITAL LETTERS	<input type="checkbox"/> PUNCTUATION MARKS ?!
I see a dog.		I see a dog.	I see a dog.

Procedural Writing Needs to Include:

Name: _____

Procedural Writing Rubric

	Level 1	Level 2	Level 3	Level 4
Meaning -purpose -clarity and sequential order -accuracy	-topic and purpose are unclear -reader cannot complete the task by following instructions -most information is inaccurate	-topic and purpose are somewhat clear -reader can complete some of the tasks by following instructions -information is somewhat accurate	-topic and purpose are clear -reader can complete the task by following the instructions -accurate information, in own words with some detail	-topic are clear and presented creatively -reader can easily complete the task by following the instructions -specific, complete information in own words
Style -word choice -sentence fluency -voice	-little variety in word choice and/or few descriptive words used -uses incomplete and/or run-on sentences -sentences do not start with a different word -not very engaging	-some variety in word choices and/or some descriptive words used -some incomplete or run-on sentences -some sentences start with a different word -tone is starting to engage reader	-descriptive words and action words provide detail -most sentences are complete -sentence beginnings are different and interesting -engaging the reader with tone of text	-many precise and varied words provide excellent detail -errors in complex sentences only -a variety of clever sentence beginnings that fit perfectly -excitement in words and tone engage reader fully
Form	-includes little or no background knowledge (e.g., safety considerations) -few or no transition words used to connect steps in process	-includes some background information and knowledge throughout text -some transition words are used to connect steps in process	-introduces topic with background information and knowledge (materials, safety, etc.) preparing the writer for the task -transition words clearly connect steps in process	-creatively introduces background information and knowledge, transitioning seamlessly into procedure -transition words clearly and creatively connect steps in process
Conventions	-many errors in spelling, grammar and punctuation	-some errors in spelling, grammar and punctuation	-few errors in spelling, grammar and punctuation	-little or no errors in spelling and punctuation

Writers Write in Order!

“Hook” Topic Sentence

First, (Step 1)

Next, (Step 2)





Then, (Step 3)

Last, (Step 4)

Closing Sentence

Students can keep practicing writing 'How To Make Pizza' at home.

Put the images in order to organize your writing!
'How To Make Pizza'

"Hook"	First,	Next,	Then,	Last,	Closing Sentence
<p>Do you know?</p>					<p>Now you know how to...</p>