**Second Grade Lesson Plans**

**May 11 – 15, 2015**

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| **+Teacher/Team: 2nd Grade**  | **Subject : Math**  | **Week of : May 11 – 15, 2014** |  |
| **Common Core Standards** | **Learning Target** | **Strategies/Activities** | **Differentiation** |
| 2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and cent symbols appropriately.2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. | Monday  |  |
| I can count a collections of coins that include half-dollars, quarter, dimes, nickels and pennies. | **Mini-Lesson:** \*Pose a problem: Show students a group of quarters, dimes, nickels and pennies on the board. SW must count and write the value of the coins on their wipe-off boards.\*Interactive Digital Path 13.2 learning how to count the value of different coins**Crafting Activity:**\*SW review counting a group of coins and finding the greatest and the least values Active Board p.424-426 \*SW independently practice counting a group of given coins. Practice Master 13-2\* SW play “Play a Game” center game. SW uncover a jar with a given amount of money. SW figure out the value of the money and if they have a space equal to that amount on their game board they can cover that square. The first player to cover 4 corners wins. **Assessment/Reflection:** \*Quick Check 13.2 | Stations – SW rotate through stations during the week.**#1- Compass** – SW complete math actvities in dreambox.**#2- Bowl a Fact** – SW roll three dice. They must use addition and subtraction to find possible combinations of the numbers 1-10 to cover up their bowling strike board. SW record their problems. The bowler with the lowest score wins. |
| Tuesday |  |
| I can show the same amount of money using different sets of coins. | **Mini-Lesson:** \*Pose a problem: How can you show $1.00 using coins. SW write a way on their wipe-off board. Share different ways.\*Interactive Digital Path 13.3 learning how to show the same amount using different coins.**Crafting Activity:**\*SW review making the same amount of money using different coins. Active Board p.428-430 \*SW independently practice showing different ways to make the same amount of money. Practice Master 13-3\* SW play “Helping Hands ” center game. SW point to one circle and say the money amount in that circle. Then their partner must point to another circle that will make the total amount equal to $1.00. Repeat until you have used every circle.**Assessment/Reflection:** \*Quick Check 13.3 | **#3 – Stamping Money**- SW use coin stamps to count a variety of coins. SW remember to order their coin stamps from greatest to least value. SW show 2 ways to do the same amount. |
| Wednesday  |  |
| I can count and write money amounts greater than one dollar using a dollar sign and a decimal point. | **Mini-Lesson:** \*Pose a problem: If you have 1 dollar, 1 penny, 1 nickel, and 2 dimes. What is the total value of the money? SW answer on their wipe-off boards. \*Interactive Digital Path 13.4 learning how to groups of coins and bills**Crafting Activity:**\*SW review counting groups of coins and bills Active Board p.432-434 \*SW independently practice a group of coins and bills. Practice Master 13-4\* SW play “Listen and Learn” center game. SW toss a dice and count the bills and coins shown in that row. Their partner will check.**Assessment/Reflection:** \*Quick Check 13.4 | **#4 – Incredible Equations(Number of the Day) –** SW write addition, subtraction, multiplication, and money amounts equal to the date. SW identify the number as odd/even, write it in word form & expanded form, and identify 10 more/10 less and 100 more/100 less and 1,000 more/1,000 less. |
| **Critical Vocabulary** |
| Half-dollarQuarterDimeNickelPennyCoinsCentsGreatest valueLeast valueDollar billDollar coinDollar signDecimal pointTally markNearest Centimeter |
| Thursday |  |
| I can make an organized list to find different combinations of coins. | **Mini-Lesson:** \*Pose a problem: SW work with a partner to show different ways to make 25 cents. Share the list of ways on the board.\*Interactive Digital Path 13.5 learning how to use an organized list to show the different ways to make the same amount**Crafting Activity:**\*SW review making the same amount in different ways Active Board p.436-437 \*SW independently practice making list to show all possible ways to make a certain amount of money. Practice Master 13-5\* SW play “Look and See” center game. SW find different ways to make the same amount.**Assessment/Reflection:** \*Quick Check 13.5 |  |
| Friday |  |
| I can identify the value of a group of half-dollars, quarters, dimes, nickels, and pennies.I can count a group of coins that include half-dollars, quarters, dimes, nickels, and pennies. | **Mini-Lesson:** \*Pose a problem: What are the fewest coins possible to make 75 cents? Discuss and repeat with different amounts of cents. If I have 7 coins in my pocket and their total value equals $1.42, what are the coins? Show me on a wipe-off board. Have students show other coin combinations to equal $1.42.\*Interactive Digital Path – Brainpopjr.com Money – Counting Coins – Dollars and Cents – Equivalent Coins**Crafting Activity:**\*SW review how to count different amounts of coins, including dollar bills on the active board.\*SW independently practice counting different amounts of coins and dollars. Practice pages “ How much money do I have?” and “Counting Money”.**Assessment/Reflection:**\*Brainpop quiz / Math Quiz pg. 111 |  |

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| **Teacher/Team: 2nd Grade**  | **Subject :Writing** | May 11-15-15. |  |
| **Common Core Standards** | **Learning Target** | **Strategies/Activities** | **Differentiation** |
| Standards: 2 .L.1O.e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use adjectives, and choose between them depending on what is to be modified.2.W.3 Write narrative in which you recount an event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.2. W.1 Write an opinion piece in which they introduce he topic or book they are writing state an opinion, supply reasons that support the reasons, and provide a concluding statement.  | Monday  |  |
| I can write a narrative. | Mini Lesson: This week we will be reflecting back on year end memories. Students will turn and talk about what they most enjoyed learning about this year. Brainstorm different ideas and list.Crafting Activity: Writing prompt I most enjoyed learning about \_\_\_\_\_\_\_\_\_\_\_\_\_.Assessment/Reflection: Writing Journal Entry |  |
| Tuesday |  |
| I can write a narrative. | ***Mini Lesson****: Students will continue reflecting on their year-end memories. Writing prompt I am most proud of the fact that this school year, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Brainstorm ideas and list on chart paper. Students will give reasons to support their writing.**Crafting Activity: Students will write in their writing journals using the writing prompt I am most proud of the fact that this school year, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.* *Students will give reasons to support their answers.*Assessment/Reflection: Writing Journal Entry |  Below Level Interventions;  ModelingGraphic OrganizerReader |
| Wednesday  |  |
| I can write an opinion piece about my favorite book. | ***Mini Lesson:*** *Students will continue reflecting on their year-end memories. Writing prompt My favorite book I read this year was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Brainstorm ideas and list on chart paper. Students will give reasons to support their writing.* *Crafting Activity: Students will write in their writing journals and respond to the writing prompt My favorite book I read this year was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Students will give reasons to support their writing.*Assessment/Reflection: Writing Journal Entry |  Below Level Interventions;  ModelingGraphic OrganizerReader |
| **Critical Vocabulary** |
| reflectMemoriesreasonsdetailsnarrativeopinion |
| Thursday |  |
| I can write a narrative. |  ***Mini Lesson:*** *Students will continue reflecting on their year-end memories. Writing prompt I am most proud of the fact that this school year, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Brainstorm ideas and list on chart paper. Students will give reasons to support their writing.* *Crafting Activity: Students will write in their writing journals and respond to the writing prompt I am most proud of the fact that this school year, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Students will give reasons to support their writing*Assessment/Reflection: Writing Journal Entry | Below Level Interventions;  ModelingGraphic OrganizerReader |
| Friday |  |
| I can write a narrative. | ***Mini Lesson:*** *Students will continue reflecting on their year-end memories. Writing prompt Pretend you are a super hero which super hero would you be. Tell about what you have done this year to be a super hero... Brainstorm ideas and list on chart paper. Students will give reasons to support their writing.* *Crafting Activity: Students will write in their writing journals and respond to the writing prompt. Pretend you are a super hero which super hero would you be. Tell about what you have done this year to be a super hero... Students will give reasons to support their writing*Assessment/Reflection: Writing Journal Entry | Below Level Interventions;  ModelingGraphic OrganizerReader |

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| **Teacher/Team: 2nd Grade**  | **Subject: Science** | **Week of: May 11-15, 2015.**  |  |
| **Common Core Standards** | **Learning Target** | **Strategies/Activities** | **Differentiation** |
| RI.2.1 Ask and answer such questions as who, what, where, when, and how to demonstrate understanding of key details in a text. 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats. ESS1- Use information from several sources to provide evidence that Earth events can occur quickly or slowly.ESS1.c- The History of Planet Earth-Some events happen very quickly; others occur very slowly, over a time period much longer than on can observeESS2- How and why is Earth constantly changing.PS1.A Structure and Properties of Matter- Different kinds of matter exist and many of then can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties. | Monday  |  |
| I can sort rocks according to their size. | **Mini-Lesson:** Investigation 2 Day 2 River Rocks by Size (**Flipchart on website.**)Review the five sizes of rock particles that students separated from the rock mixtures using the screens.Introduce the Focus Question: **How else can rocks be sorted by size?**Discuss question whole group.**Crafting Activity:**Demonstrate how to use River Rocks by Size Mat. Students will follow the procedures for sorting the rock mixtures by size ( sand, gravel, pebbles.)**Assessment/Reflection:**Journal Entry Focus question: How else can rocks be sorted by size? | Hands OnGroup Work |
| Tuesday |  |
| I can observe and write about the properties of sand. | **Mini-Lesson:** Investigation 2 Day 3: Sand and Silt (**Flipchart on website.**) Part 1 (slides 1-8)TW will hold up a vial of sand and ask students what is inside the vial. Remind students that sand was the smallest particle of rock in the river-rock mixture. **Crafting Activity:**Students will observe the properties of sand in the vial. They will also see what happens when the sand is mixed with water.Students will answer these questions within their group:What happened to the water level?What happened to the water that was poured on the sand?What happened to the sand and water when you shake the vial?Was the water clear after you shook the vial? Why not?What do you think will happen if we leave the vials alone overnight?**Assessment/Reflection:**Sand observations in Journal (Slide 7,8)Journal Entry- **Sand and water drawing No.9**Whole group discussion of focus question through share square. | Hands On Group WorkShare square |
| Wednesday  |  |
| I can identify the earth material, silt. | **Mini-Lesson:** Investigation 2 Day 3: Sand and Silt (**Flipchart on website.**) Part 2 (Slides 9-12)Review the sand observations from yesterday. TW Introduce Slide 9: Silt.Focus Questions: Is there an earth material smaller than sand?Students will turn and talk.**Crafting Activity:**Journal entry: Students will label their drawings of the layers from the vial. They will identify the layers of rocks that they see. The layers should be sand, silt, and water.Students should answer the focus question in journal.Students will engage in separating each layer for the vial and touching the layers to help gather properties of each layer. SW answer the question how does it feel? **Assessment/Reflection:**Journal Entry- **Focus Question-Is there an earth material smaller than sand?**Vocabulary review (slide 19) |  |
| **Critical Vocabulary** |
| **Earth Materials**Beach PlateauBoulder SandButte Sand DuneCanyon Screen Clay SeparateCobble Settle Delta ShakeErosion SiltGravel SinkLayer ValleyMesa VolcanoMixtureModelParticlePebblePlain |
| Thursday |  |
| I can observe and identify the earth material, clay. | **Mini-Lesson:** Investigation 2 Day 4: Exploring Clay and Landforms (**Flipchart on website.**) Part 1 (slides 1-3)Teacher will ask: Which is the smallest size of rock we’ve worked with so far? (Silt)Introduce the new focus question: **What earth material is smaller than silt?****Crafting Activity:**Students will get into their groups and receive cups of clay cubes. Students will explore and discuss their observations. Students will be asked to answer the following questions?What is this material called?How does it feel?What can you do with it?What’s happening to your hands as you work with this material?**Assessment/Reflection:**Whole group discussion of crafting activity- share square of observations from the above questions.  | Hands onWhole groupShare Square |
| Friday |  |
| I can identify landforms. | **Mini-Lesson:** Review/Catch up day Review the findings from this week.What is silt?What is clay?Introduce landforms-**Crafting Activity:**Students will watch “Let’s Talk Geography: Landforms” On KET TelevisionWhole group discussion Journal Entry: What is a landform?**Assessment/Reflection:**Journal Entry- What is a landformShare square | Whole GroupShare Square |

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| **Teacher/Team: 2nd Grade**  | **Subject :Reading Workshop**  | **Week of : May 11-15, 2015** |  |
| **Common Core Standards** | **Learning Target** | **Strategies/Activities** | **Differentiation** |
| **SL.2.1a** Follow agreed upon rules for discussions**SL.2.1b** Build on others; talk in conversations by linking their comments to the remarks of others**SL2.1c** Ask for clarification and further explanation as needed about the topics and text under discussion**SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive detailsRI 2.2 Identify the main topic of a multiparagraph text as well as the specific focus of specific paragraphs within the textRI 2.8 Describe how reasons support specific points the author makes in a text.**RL.2.1** Ask and answer questions (who, what, when, where, why, how)to demonstrate understanding of key details in a text**RF.2.**4a Read on level text with purpose and understanding. | Monday  |  |
| I can summarize a textI can make inferences | ***Mini-Lesson:*** * Watch “Into the Book” – Inferring and discuss

 (you can follow the link below or go to KETencyclomedia and search for “into the book” in the black area of the log in page – it is the first search result listed under the Ads box (KET Instructional TV l Into the Book) [KET Instructional TV | **Into The Book**](https://www.google.com/url?q=http://www.ket.org/itvvideos/offering/reading/kbook.htm&sa=U&ei=92ZHVbKzNdCJNtHCgZAL&ved=0CAQQFjAA&client=internal-uds-cse&usg=AFQjCNHWln5z4wjZPPKWeMyxezzYKnfqIA)* Read book aloud
* Discuss inference made while listening to story
* Review summarizing/retelling story

***Crafting Activity:**** Have student pairs retell the story using time order words

***Assessment:**** DRA or Benchmark Assessments
 | ***Differentiated learning stations**** Comprehension
* Sequencing
* Compass

Reading skills |
| Tuesday |  |
| I can summarize a text | ***Mini-Lesson:*** * Watch “Into the Book” – Summarizing
* Read aloud a book to the class.
* Discuss any connections the class had to the text
* Review summarizing/retelling story

***Crafting Activity:**** Have student pairs retell the story using time order words

***Assessment:**** DRA or Benchmark Assessments
 | ***Differentiated learning stations**** Comprehension
* Sequencing
* Compass

Reading skills |
| Wednesday  |  |
| I can summarize a textI can evaluate what I read | ***Mini-Lesson:*** * Watch “Into the Book” – Evaluating
* Read aloud a book to the class.
* What criteria would we use to evaluate the book we read?
* Review summarizing/retelling story

***Crafting Activity:**** Have student pairs retell the story using time order words

***Assessment:**** DRA or Benchmark Assessments
 | ***Differentiated learning stations**** Comprehension
* Sequencing
* Compass
* Reading skills
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| **Critical Vocabulary** |
|  SummarizePrior knowledge (schema)VisualizingSynthesizingInferringEvaluating         |
| Thursday |  |
| I can summarize a text | ***Mini-Lesson:*** * Watch “Into the Book” – Using Strategies together
* Read a story to class

***Crafting Activity:**** Discuss any prior knowledge or connections made to text.
* What did you visualize when reading?
* Develop some thick and thin questions about the text

***Assessment:**** DRA or Benchmark Assessments
 | ***Differentiated learning stations**** Comprehension
* Sequencing
* Compass
* Reading skills
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| Friday |  |
| I can answer text dependent questions | ***Mini-Lesson:*** * Scholastic News
* Read together as a class
* Check comprehension

***Crafting Activity:**** Complete activities on last page and discuss

***Assessment:**** Blackline master for issue being read.
* DRA or Benchmark Assessments
 | ***Differentiated learning stations**** Comprehension
* Sequencing
* Compass
* Reading skills
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