

Second Grade Lesson Plans

May 18 - 22, 2015

+Teacher/Team: 2 nd Grade	Subject : Math	Week of : May 18 – 22, 2015		
Common Core Standards	Learning Target	Strategies/Activities		Differentiation
<p>2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and cent symbols appropriately.</p> <p>2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p>	Monday			
	<p>I can identify the value of a group of half-dollars, quarters, dimes, nickels, and pennies.</p> <p>I can count a group of coins that include half-dollars, quarters, dimes, nickels, and pennies.</p>	<p>Mini-Lesson:</p> <p>*Pose a problem: What are the fewest coins possible to make 90 cents? Discuss and repeat with different amounts of cents. If I have 6 coins in my pocket and their total value equals \$1.86, what are the coins? Show me on a wipe-off board. Have students show other coin combinations to equal \$1.86.</p> <p>*Interactive Digital Path – Compass #20183 & #21056 review counting money</p> <p>Crafting Activity:</p> <p>*SW review how to count different amounts of coins, including dollar bills on the active board.</p> <p>*SW independently practice counting different amounts of coins and dollars. Practice pages</p> <p>Assessment/Reflection:</p> <p>*Compass Quiz</p>		<p>Stations – SW rotate through stations during the week.</p> <p>#1- Compass – SW complete math activities in dreambox.</p> <p>#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.</p>
	Tuesday			
		<p>*No School – Election Day</p>		<p>#3 – It’s Raining Money – SW choose a given umbrella with coins, identify the coins and their values and the total sum. SW record their answers on an organized chart.</p>

	Wednesday		
	I can identify the value of a group of half-dollars, quarters, dimes, nickels, and pennies.	Assessment/Reflection: *Unit 13 Counting Money	#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	I can count a group of coins that include half-dollars, quarters, dimes, nickels, and pennies.		
Half-dollar			
Quarter			
Dime			
Nickel			
Penny			
Coins			
Cents			
Greatest value			
Least value			
Dollar bill			
Dollar coin			
Dollar sign			
Decimal point			
Tally mark			
Nearest Centimeter			
	Thursday		
	I can solve addition problems using two-digit coin amounts.	Mini-Lesson: *Pose a problem: How much is 1 quarter worth? How much are 2 quarters worth? How do you know? SW write answers on a wipe-off board and share responses. *Interactive Digital Path 14.1 learning how to add money amounts in cents Crafting Activity: *SW review adding money amounts. Active Board p.446-448 *SW independently practice adding two-digit money amounts. Practice Master 14-1 * SW play “Look and See” center game. SW Point to two prices for given school supplies. SW add the two amounts together on a wipe-off board. If you find a pocket with that amount, cover it with a bean. If you cannot find a pocket to cover your turn is over. Assessment/Reflection: *Quick Check 14.1	
	Friday		
	I can subtract using two-digit coin amounts.	Mini-Lesson: *Pose a problem: If you went to the toy store to buy a ball for 58 cents and you gave the clerk 3 quarters, how much change will you get? SW solve on a wipe-off board. Discuss *Interactive Digital Path 14.2 learning how to subtract money amounts in cents Crafting Activity: *SW review how to subtract money amounts in cents. Active Board p.450-452 *SW independently practice subtracting money amounts in cents. Practice Master 14-2 * SW play “Look and See” center game. SW choose A or B spinner. Once a student has spun, they must pick a car to buy and subtract the cost of the car from the money amount they spun. SW work the problem on their wipe-off board.	

		<u>Assessment/Reflection:</u> *Quick Check 14.2	
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Teacher/Team: 2 nd Grade	Subject: Science	Week of: May 18-22, 2015.	
Common Core Standards	Learning Target	Strategies/Activities	Differentiation
<p>RI.2.1 Ask and answer such questions as who, what, where, when, and how to demonstrate understanding of key details in a text.</p> <p>2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.</p> <p>ESS1- Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</p> <p>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 observe</p> <p>ESS2- How and why is Earth constantly changing.</p> <p>PS1.A Structure and Properties of Matter- Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties.</p>	Monday		
	I can identify landforms.	<p>Mini-Lesson: Investigation 2 Day 4: Exploring Clay and Landforms (Flipchart on website.) Part 2 (slides 4)</p> <p>Review findings of clay.</p> <p>Watch Video-All about Landforms</p> <p>TW say, " Clay is made of pieces of rock, even smaller than silt. These pieces are really, really, small. The dust on your hands is actually dry clay particles.</p> <p>Crafting Activity:</p> <p>Students will read, "Rocks Move" and "Landforms" in science resource book.</p> <p>Assessment/Reflection:</p> <p>Whole group discussion.</p> <p>Journal Entry- What is a landform? What happens when rocks move?</p>	<p>Group Work</p> <p>Hands On</p>
	Tuesday		
		<u>No School</u>	
	Wednesday		
I can identify and describe clay.	<p>Mini-Lesson: (Flipchart on website.) Part 2 (slides 4 and 5)</p> <p>Review what they have learned and observed with clay.</p>	<p>Group Work</p> <p>Hands On</p>	

Critical Vocabulary		<p>Crafting Activity:</p> <p>Students will observe what happens when clay and water are mixed. Students will place clay and water into a vial and shake until becoming a mixture.</p> <p>Students vials will be settle overnight. Students will also let the rest of their clay stay in a cup overnight uncovered.</p> <p>Assessment/Reflection:</p> <p>Whole group discussion of question: What will happen when clay and water mixture sits over night?</p>	
Beach Plateau Boulder Sand Butte Sand Dune Canyon Screen Clay Separate Cobble Settle			
Thursday			
Delta Shake Erosion Silt Gravel Sink Layer Valley Mesa Volcano Mixture Model Particle Pebble	I can identify and describe clay.	<p>Mini-Lesson: (Flipchart on website.) Part 2 (slides 6-10)</p> <p>TW will review work with clay and vocabulary</p> <p>Crafting Activity:</p> <p>Students will observe the dry clay (slide 6). The students will try and squash the clay balls for a few minutes. They clay may be hard as a rock or crumbly. TW ask, "How can we make the clay soft again?" (adding water)</p> <p>Students will observe the clay vials. While not shaking the vials the student will observe what happened with the clay and water.</p> <p>Groups will discuss the focus question: What earth material is smaller than silt?</p> <p>Assessment/Reflection:</p> <p>Journal entry: Focus question and Clay and water Drawing.</p>	Group Work Hands On
Friday			
Plain	I can identify and label layers of earth materials.	<p>Mini-Lesson: Review Part 4 of investigation #2</p> <p>Crafting Activity:</p> <p>Student will complete vocabulary review in journals from slide 11 on flip chart.</p> <p>Distribute Rocks in Bottle Drawing. (notebook entry 11)</p> <p>TW say, " A student used rocks of different sizes to make layers in a bottle with water." Label the layers and write a sentence about what is happening in the picture.</p> <p>Assessment/Reflection:</p> <p>Journal Entry- Rocks in Bottle Drawing (no. 11)</p>	Group Work Hands On

Teacher/Team: 2 nd Grade	Subject :Writing	Week of: April 20-24-15.	
Common Core Standards	Learning Target	Strategies/Activities	Differentiation
<p>Standards: W.2.2 Write informative texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	Monday		
	<p>I can write about a special place that I would like to go.</p>	<p><u>Mini-Lesson</u> <i>Students will listen to the story by Dr. Seuss Oh, the Places You'll Go! https://www.youtube.com/ The students will brainstorm list of places they would like to go.</i></p> <p><u>Crafting Activity:</u> <i>Students will draw and color a picture about a place that they would like to go. Then using their writing journals write about a place that they would like to visit or go. Encourage them to think about places far away they would like to visit.</i></p> <p><u>Assessment/Reflection:</u> <i>Students will proofread their writing and check for correct punctuation and sentence usage.</i></p>	<p>Below Level Interventions;</p> <p>Graphic organizers</p> <p>Modeling</p> <p>Reading text on DRA level</p> <p>Modified Writing</p> <p>Above Level Enrichment:</p> <p>Reading text on DRA level</p>
	Tuesday		
		<p><i>_No School PD</i></p>	<p>Below Level Interventions;</p> <p>Graphic organizers</p> <p>Modeling</p> <p>Reading text on DRA level</p> <p>Modified Writing</p> <p>Above Level Enrichment:</p> <p>Reading text on DRA level</p>

	Wednesday		
	I can write about and give details about what I would like to be when I grow up.	<p><u>Mini-Lesson:</u> Open up with the question what do you want to do when you grow up? Think about the book Oh, The Places You'll Go! Brainstorm ideas about what you want to be when you grow up. Discuss in whole group.</p> <p><u>Crafting Activity:</u> Draw a picture in the balloon about what you want to be when you grow up. Then write about what you want to be when you grow up and why you want to be this person.</p> <p><u>Assessment/Reflection:</u> Writing journal entry proofread and edit.</p>	<p>Below Level Interventions;</p> <p>Graphic organizers</p> <p>Modeling</p> <p>Reading text on DRA level</p> <p>Modified Writing</p> <p>Above Level Enrichment:</p> <p>Reading text on DRA level</p>
Critical Vocabulary			
Dr. Seuss			
Connections			
Job			
Goals			
	Thursday		
	I can make a connection and write about a life lesson from the book Oh, The Places You'll Go	<p><u>Mini-Lesson:</u> Read a life lesson from the book Oh, The Places You'll Go. Discuss in whole group the life lesson and make connections.</p> <p><u>Crafting Activity:</u> Write about a life lesson that you learned about reading Oh, The Places You'll Go. Students can write in their writing journals.</p> <p><u>Assessment/Reflection:</u> Proofread for content and editing.</p>	<p>Below Level Interventions;</p> <p>Graphic organizers</p> <p>Modeling</p> <p>Reading text on DRA level</p> <p>Modified Writing</p> <p>Above Level Enrichment:</p> <p>Reading text on DRA level</p>
	Friday		
	I can illustrate and write about goals that I would like to meet next year.	<p><u>Mini-Lesson:</u> Reflect back on the story Oh, The Places You'll go. Brainstorm some ideas about goals that you would like to set for next year in school.</p>	<p>Below Level Interventions;</p> <p>Graphic organizers</p> <p>Modeling</p> <p>Reading text on DRA level</p>

		<p><i>Crafting Activity:</i> Draw a wishing tree with several branches. On the branches, draw or write some goals for next year. Then in your writing journal write about how you will meet those goals.</p> <p><i>Assessment/Reflection:</i> Writing journal entry.</p>	<p>Modified Writing</p> <p>Above Level Enrichment: Reading text on DRA level</p>
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Teacher/Team: 2 nd Grade	Subject: Reading Workshop Unit 10/ Week 1	Week of : May 18-22, 2015	
Common Core Standards	Learning Target	Strategies/Activities	
<p>SL.2.1a Follow agreed upon rules for discussions</p> <p>SL.2.1b Build on others; talk in conversations by linking their comments to the remarks of others</p> <p>SL.2.1c Ask for clarification and further explanation as needed about the topics and text under discussion</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details.</p> <p>RL.2.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RF.2.4a Read on level text with purpose and understanding.</p> <p>W.2.8 Recall information from experiences to answer a question</p>	<p>Monday</p> <p>I can draw conclusions using clues in pictures.</p>	<p><u>Mini-Lesson:</u></p> <ul style="list-style-type: none"> • Introduce Comprehension Strategy: Draw Conclusions (See TE p.2) • Using the poster "No Jumping!" draw attention to the monkeys jumping on the bed, as well as, the inset picture • Explain/think aloud to make inferences which can help draw conclusions <p><u>Crafting Activity:</u></p> <ul style="list-style-type: none"> • Create a "Make Inferences" anchor chart <p><u>Assessment/Reflection:</u></p> <ul style="list-style-type: none"> • Turn and talk: How does drawing conclusions help you as a reader? • How do picture clues help you draw conclusions? 	
		<p><u>Guided Reading</u></p> <p style="text-align: center;"><u>Below</u></p> <p>Sports Around the World H/13</p> <p>How Many Muffins? H/14</p> <p>Deserts I/15</p> <p>Are We Hurting the Earth? I/16</p> <p style="text-align: center;"><u>On</u></p> <p>A Visit to the United Nations J/18</p> <p>Shapes and Solids Outdoors K/20</p> <p style="text-align: center;"><u>ABOVE</u></p> <p>Ellis Island L/24</p> <p>It's Earth Day! M/28</p> <p>Treasured Possessions N/30</p>	

	Tuesday		
		<u>NO SCHOOL - ELECTION DAY</u>	
	Wednesday		
	I can make inferences using clues in pictures and text, as well as, what I know to help draw a conclusion	<p><u>Mini-Lesson:</u></p> <ul style="list-style-type: none"> Using the poster " Elmwood Tree", teacher will model how to make inferences (See p. 5 in TE) <p><u>Crafting Activity:</u></p> <ul style="list-style-type: none"> Reread poster ("Elmwood Tree") and find clues that help us draw conclusions and compare to the "Clues" annotation (p.6 TE) <p><u>Assessment/Reflection:</u></p> <ul style="list-style-type: none"> Turn and talk: Why do readers make inferences and how does this help them? How do clues help you draw conclusions? 	<p><u>Guided Reading :</u></p> <p><u>Below</u></p> <p>Sports Around the World H/13</p> <p>How Many Muffins? H/14</p> <p>Deserts I/15</p> <p>Are We Hurting the Earth? I/16</p> <p><u>On</u></p> <p>A Visit to the United Nations J/18</p> <p>Shapes and Solids Outdoors K/20</p> <p><u>ABOVE</u></p> <p>Ellis Island L/24</p> <p>It's Earth Day! M/28</p> <p>Treasured Possessions N/30</p>
Critical Vocabulary			
Inferences Drawing a conclusion Prior knowledge			

Thursday		
I can make draw conclusions using evidence in the text and prior knowledge.	<p><u>Mini-Lesson:</u></p> <ul style="list-style-type: none"> Using poster "Kids Make a Difference" have students work in pairs to locate clues in the text and the pictures to draw a conclusion (BLM 3) . <p><u>Crafting Activity:</u></p> <ul style="list-style-type: none"> Record students' findings on poster (See examples on P.8) <p><u>Assessment/Reflection:</u></p> <ul style="list-style-type: none"> Turn and talk: What kinds of stories/texts have you read where you had to draw conclusions? How does drawing conclusions about characters help you understand the story? Why is it important to draw conclusions? 	See Tuesday
Friday		
<p>I can make predictions using evidence in the text and prior knowledge.</p> <p>I can answer questions about a text I have read.</p>	<p><u>Mini-Lesson:</u></p> <ul style="list-style-type: none"> Use poster "Flag Day" - have students partner read. (Remind students to make inferences to help them understand what they've read) Have pairs draw a conclusion about the passage. <p><u>Crafting Activity:</u></p> <ul style="list-style-type: none"> Distribute BLM 5 and read question 1 together and discuss. (Is the question asking us to identify a sequence? Make a prediction? What strategy will we need to use? Why?) <p><u>Assessment/Reflection:</u></p> <ul style="list-style-type: none"> BLM 5 : students will answer text dependent questions "Draw Conclusions Comprehension Strategy Assessment" - "Ants and Their Ways" and "How Seeds Travel". 	See Tuesday