

Second Grade Lesson Plans

May 25 – 29, 2015

+Teacher/Team: 2 nd Grade	Subject : Math	Week of : May 25 – 29, 2015		
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.	Monday			
	*NO School – Memorial Day			
	Tuesday			
	I can estimate the sum and difference of 2 two-digit numbers.	<p><u>Mini-Lesson:</u></p> <p>*Pose a problem: Suppose you have 60 cents and you want to buy a stuffed rabbit for 28 cents and a telescope for 34 cents. Can you buy both toys? Discuss. SW solve on wipe-off board. Repeat with different items.</p> <p>*Interactive Digital Path 14.3 learning how to estimate a sum to see if you have enough money to buy two items and estimate a difference to see if you have more or less money left over.</p> <p><u>Crafting Activity:</u></p> <p>*SW review estimating sums to see if they have enough money to buy two items. Active Board p.454-456</p> <p>*SW independently practice estimating sums and differences. Practice Master 14-3</p> <p>* SW play "Try Together" center game. SW pick a tile #s3-9. SW then place that tile in front of a 0 to make an amount of money such as 40 cents. SW have to determine if they have enough money to buy different combinations of given items.</p> <p><u>Assessment/Reflection:</u></p> <p>*Quick Check 14.3</p>	<p>#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. SW choose 2 money amounts and add them together or subtract them.</p>	
Wednesday				
I can solve problems involving adding and subtracting money.	<p><u>Mini-Lesson:</u></p> <p>*Pose a problem: On the board, draw the following items labeled with prices: notebook(39 cents), eraser(34 cents), paper clips (45 cents) and a stapler(38 cents). Suppose you have 50 cents. Buying which item would leave you with 16 cents in change.</p>	<p>#4 – Incredible Equations(Number of the Day) – SW write addition, subtraction, multiplication, and money amounts equal to the date. SW identify</p>		
Critical Vocabulary				

<p>Dollar coin</p> <p>Dollar sign</p> <p>Decimal point</p> <p>estimate</p>		<p>*Interactive Digital Path 14.4 learning how to solve two-digit addition and subtraction problems involving money</p> <p><u>Crafting Activity:</u></p> <p>*SW review solving two-digit addition and subtraction problems using money. Active Board p.458-460</p> <p>*SW independently practice problem solving with money . Practice Master 14-4</p> <p>* SW play "Help and See" center game. SW choose and read together a given story problem. SW solve the problem and discuss. SW work together to find 2 or 3 different combinations of fruits to solve the story problems.</p> <p><u>Assessment/Reflection:</u></p> <p>*Quick Check 14.4</p>	<p>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.</p>
<p>Thursday</p>			
	<p>I can solve addition problems using two-digit coin amounts.</p> <p>I can solve subtraction problems using two-digit coin amounts.</p> <p>I can estimate the sum and difference of 2 two-digit numbers.</p> <p>I can solve problems involving adding and subtracting money.</p>	<p><u>Mini-Lesson:</u></p> <p>*Pose a problem: On the board, write and draw pictures of fruit and label the fruit with price tags. Ex. bananas – 55 cents. Then ask the students – Can you buy bananas and grapes with p5 cents? SW solve on a wipe-off board. Discuss and explain.</p> <p>*Interactive Digital Path compass money review #20156 and #20184 or Brainpopjr.com – Making change under a dollar.</p> <p><u>Crafting Activity:</u></p> <p>*SW review solving two-digit addition and subtraction problems using money.</p> <p>*SW independently practice adding two given money amounts. "Let's Go Shopping and Math Test p. 87 & p.88"</p> <p>* SW work with a buddy and write a story problem for their partner to solve using two-digit addition with money or two-digit subtraction with money.</p> <p><u>Assessment/Reflection:</u></p> <p>*Compass quizzes or Brainpop quiz</p>	
<p>Friday</p>			
	<p>I can solve addition problems using two-digit coin amounts.</p> <p>I can solve subtraction problems using two-digit coin amounts.</p> <p>I can estimate the sum and difference of 2 two-digit numbers.</p> <p>I can solve problems involving adding and subtracting money.</p>	<p><u>Assessment/Reflection:</u></p> <p>Unit 14 Assessment - Money</p>	

Teacher/Team: 2 nd Grade	Subject :Writing	Week of: May 25-29-15.		
Common Core Standards	Learning Target	Strategies/Activities		Differentiation
Standards: W.2.3 Write narratives, in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts feelings, and use temporal words to signal event order, and provide closure. W2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Monday			
		Memorial Day no school		
	Tuesday			
	I can write and illustrate my Student Year End Memory Book.	<p><u>Mini-Lesson:</u> Students will write and illustrate a year end Memory Book. Model how to illustrate and write responses to the questions.</p> <p><u>Crafting Activity:</u> <i>Students will write and illustrate the Student Year Memory Book.</i></p> <p><u>Assessment/Reflection:</u> <i>Student Year End Memory Book</i></p>		<p>Below Level Interventions; Graphic organizers Modeling Reading text on DRA level Modified Writing</p> <p>Above Level Enrichment: Reading text on DRA level</p>
Wednesday				

	I can write and illustrate my Student Year End Memory Book.	<p><u>Mini-Lesson:</u> Students will write and illustrate a year end Memory Book.</p> <p>Model how to illustrate and write responses to the questions.</p>	Below Level Interventions; Graphic organizers Modeling
Critical Vocabulary			Reading text on DRA level
Memory book		<p><u>Crafting Activity:</u> Students will write and illustrate the Student Year Memory Book.</p>	Modified Writing
Reflection			Above Level Enrichment: Reading text on DRA level
Friendly letter		<p><u>Assessment/Reflection:</u> Student Year End Memory Book</p>	
Revise			
Edit			
Thursday			
	I can write a friendly letter to a future student in my classroom.	<p><u>Mini-Lesson:</u> Brainstorm with class the topics that they can write about. After students have taken notes and have an idea what they want to write hand out the accompanying letter form to each student.</p>	Below Level Interventions; Graphic organizers Modeling
		<p><u>Crafting Activity:</u> Students will write a rough draft to a future second grade student. Students will give tips about what is like to be a second grader.</p>	Reading text on DRA level Modified Writing
		<p><u>Assessment/Reflection:</u> Friendly letter</p>	Above Level Enrichment: Reading text on DRA level
Friday			
	I can write a friendly letter to a future student in my classroom.	<p><u>Mini-Lesson.</u> Students will revise and edit their friendly letter. Model how to revise and edit friendly letter.</p>	Below Level Interventions; Graphic organizers Modeling
		<p><u>Crafting Activity:</u> Students will revise and edit their friendly letter to a future second grader.</p>	Reading text on DRA level Modified Writing

		<u>Assessment/Reflection:</u> <i>Friendly Letter to a future second grader</i>	Above Level Enrichment: Reading text on DRA level
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Teacher/Team: 2 nd Grade	Subject: Science	Week of: May 26-29, 2015.	
Common Core Standards	Learning Target	Strategies/Activities	Differentiation
<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> <p>ETS1-. A- Defining and delimiting engineering problems. Before beginning to design a solution, it is important to clearly understand the problem.</p> <p>ETS1.B- Developing Possible Solutions: Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solution to other people.</p> <p>ETS1.C Optimizing the Design Solution: Because there is always more than one possible solution to a problem, it is useful to compare and test designs.</p>	Monday		
		<u>No School</u>	
	Tuesday		
	I can describe how people use earth materials.	<p><u>Mini-Lesson:</u> Investigation 3 Day 1: Rocks in Use (<u>Flipchart on website.</u>)</p> <p>Focus Question: How do people use earth materials?</p> <p>After brainstorming TW explain that some scientist are engineers. Engineers use what they know about the properties of materials to build useful things. Many human-made products are designed by engineers using information about the properties of natural materials such as those we have been studying through earth materials. We are going on a field trip today. We are going to the schoolyard and look for as many places as possible where we can find earth materials in use. We will keep notes.</p> <p><u>Crafting Activity:</u></p> <p>Students will go to schoolyard and look for earth materials being used and in their small groups answering the following questions:</p> <p>Where did you find sand in use? Why is sand used in the sidewalk?</p> <p>Where did you find pebbles and gravel? Why are pebbles and gravel used in blacktop (asphalt)?</p> <p>Where did you find bricks?</p>	<p>Hands on</p> <p>Whole Group</p> <p>Share Square</p>

		<p>What are the curbs and steps made of?</p> <p>Where do you find concrete? Did all the concrete look the same?</p> <p>Assessment/Reflection:</p> <p>Reflections as whole group class answers the crafting activity</p> <p>Review of vocabulary: asphalt, brick, build, concrete, engineer, mortar, sidewalk</p> <p>Journal Entry Focus Question: How do people use earth materials?</p>	
	Wednesday		
	I can understand and describe the use of sand in sandpaper.	<p>Mini-Lesson: Investigation 3 Day 1 (part 2) and 2: Rocks in Use (Flipchart on website.)</p> <p>Review yesterday's vocabulary. Read and discuss whole group, Science Resources: Making Things with Rocks</p> <p>Ask questions located in Teachers manual page #183</p> <p>DAY 2: Introduction of Sandpaper</p> <p>Focus Question: What does sand do for sandpaper?</p> <p>Crafting Activity:</p> <p>Students will observe sandpaper with magnifying lens and make sandpaper rubbings.</p> <p>Students will be introduced to different grit sandpapers.</p> <p>Students will identify each type of sandpaper, rub sandpaper together, compare the sandpaper by sanding a craft stick.</p> <p>Whole group discussion of focus question</p> <p>Assessment/Reflection:</p> <p>Review Vocabulary: coarse, medium, fine</p> <p>Journal Entry Focus Question: What does sand do for sandpaper?</p>	<p>Hands on</p> <p>Whole Group</p>
Critical Vocabulary			
Asphalt			
Brick			
Build			
Coarse			
Concrete			
Engineer			
Fine			
Harden			
Matrix			
Medium			
Mortar			
Natural Resources			
Sandpaper			
Sculpture			
Side Walk.			
	Thursday		
	I can identify a sand sculpture.	<p>Mini-Lesson: Investigation 3 Day 3: Rocks in Use (Flipchart on website.)</p> <p>Review sand. Ask questions in teacher manual page #193</p> <p>Focus Question: How can we make a sand sculpture?</p> <p>SW brainstorm ideas of how they will create a sand sculpture and whole group discuss.</p> <p>Introduce sand matrix. (TM page 193)</p> <p>Crafting Activity:</p> <p>Engineering Challenge: Students will have to determine how much sand to add to a matrix to make a good mixture for sculpting. Students will need to be reminded that they need to keep track of how many scoops of sand they added to their mixture.</p>	<p>Hands on</p> <p>Whole Group</p>

		<p>TW ask each group: How many scoops of sand did you use? What would happen if you added twice as much sand?</p> <p>Once the students are in agreement with their matrix mixture they will make a sculpture. Once sculpture is complete, they will be laid out overnight to dry.</p> <p>Assessment/Reflection:</p> <p>Review vocabulary</p> <p>Journal Entry: How can we make a sand sculpture?</p>	
Friday			
	<p>I can create a sand sculpture.</p>	<p>Mini-Lesson: Investigation 3 Day 4: Clay Beads</p> <p>Whole group review the very important parts of potters clay. 1. It sticks together when it is molded. 2. It hardens when I dries.</p> <p>Focus Question: What makes clay the best earth material for making beads?</p> <p>Whole group brainstorm answers to focus question.</p> <p>Explain that the students will use the properties of clay to make a bead decoration.</p> <p>(all instruction for techniques are located on page 199)</p> <p>Crafting Activity:</p> <p>Students will mold clay and store for drying.</p> <p>Assessment/Reflection:</p> <p>Whole group discussion to answer focus question: What makes clay the best earth material for making beads?</p> <p>Journal Entry: What makes clay the best earth material for making beads?</p>	<p>Hands On</p> <p>Whole Group</p>

Teacher/Team: 2 nd Grade	Subject: Reading Workshop Unit 10/Week 2	Week of : May 25-29, 2015		
Common Core Standards	Learning Target	Strategies/Activities		Differentiation
<p>2.SL.1: Participate in collaborative conversations with diverse partners about Grade 2 topics and texts in small and larger groups.</p> <p>2.SL.1a: Follow agreed upon rules for discussion</p> <p>2.SL.1b: Build on others talk in conversations by linking their comments to remarks of others.</p> <p>2.SL.1c.: Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2.SL.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>2.RF.4a: Read on level text with purpose and understanding</p>	Monday			
		NO SCHOOL - MEMORIAL DAY HOLIDAY		
	I can use important information in the text to determine cause and effect.	<p><u>Mini-Lesson:</u></p> <ul style="list-style-type: none"> • Introduce "Mystery Concept Web" (BLM 1) • Introduce mystery stories (realistic fiction) see p. 2 • Help students think about mysteries and record responses on Mystery concept web". <p><u>Crafting Activity:</u></p> <ul style="list-style-type: none"> • Introduce book "Stephanie Investigates" • Identify and discuss what is seen on the cover. • Read story aloud (Use expressive dialogue) • Model how to make inferences to help draw conclusions using p. 4 in the story. See p. 3 <p><u>Assessment/Reflection:</u></p> <ul style="list-style-type: none"> • Reread the text and stop at each spread so that students can study the picture clues to make inferences (see p. 4 and p. 7) • Complete Graphic organizer as a class (BLM 2) 		<p><u>Guided Reading Groups:</u></p> <p style="text-align: center;"><u>Below</u></p> <p>Communication H/13</p> <p>The Power of Nature H/14</p> <p>Going Places I/15</p> <p>The Great Green Forest I/16</p> <p style="text-align: center;"><u>On</u></p> <p>Plants and Animals in Different Seasons J/18</p> <p>A Healthy Earth K/20</p> <p style="text-align: center;"><u>Above</u></p> <p>Volcanoes L/24</p> <p>Gravity M/28</p> <p>Stormy Weather N/30</p>

<p>2.W.8 Recall information from personal experience to answer a question</p>	<p>Wednesday</p>		
<p>Critical Vocabulary</p>	<p>I can use important information in the text to determine cause and effect.</p>	<p><u>Mini-Lesson:</u></p> <ul style="list-style-type: none"> Retell the story to a partner Do a shared reading of the story (teacher as narrator and students as characters) - use expression when reading dialogue. <p><u>Crafting Activity:</u></p> <ul style="list-style-type: none"> Pair/Share about other mysteries you have read and compare to "Stephanie Investigates" Have students write down their ideas on a "Text to Text Graphic Organizer" BLM 5 See p. 10 <p><u>Assessment/Reflection:</u></p> <ul style="list-style-type: none"> Students share responses on BLM 5 	<p><u>Guided Reading Groups:</u></p> <p style="text-align: center;"><u>Below</u></p> <p>Communication H/13</p> <p>The Power of Nature H/14</p> <p>Going Places I/15</p> <p>The Great Green Forest I/16</p> <p style="text-align: center;"><u>On</u></p> <p>Plants and Animals in Different Seasons J/18</p> <p>A Healthy Earth K/20</p> <p style="text-align: center;"><u>Above</u></p> <p>Volcanoes L/24</p> <p>Gravity M/28</p> <p>Stormy Weather N/30</p>
<p>Cause</p> <p>Effect</p> <p>Real-life connections</p> <p>Signal words (because, so, since, if, then, as a result...)</p>		<p>Thursday</p>	
	<p>I can use important information in the text to determine cause and effect.</p>	<p><u>Mini-Lesson:</u></p> <ul style="list-style-type: none"> Reread the story using expression when reading dialogue <p><u>Crafting Activity:</u></p> <ul style="list-style-type: none"> Create questions to ask Stephanie about how she solved the mystery <p><u>Assessment/Reflection:</u></p> <ul style="list-style-type: none"> Record ideas about things the class would like to include in a letter 	<p><u>Guided Reading Groups:</u></p> <p style="text-align: center;"><u>Below</u></p> <p>Communication H/13</p> <p>The Power of Nature H/14</p> <p>Going Places I/15</p> <p>The Great Green Forest I/16</p> <p style="text-align: center;"><u>On</u></p> <p>Plants and Animals in Different Seasons J/18</p> <p>A Healthy Earth K/20</p> <p style="text-align: center;"><u>Above</u></p>

			Volcanoes L/24 Gravity M/28 Stormy Weather N/30
Friday			
I can use important information in the text to determine cause and effect.	<p><u>Mini-Lesson:</u></p> <ul style="list-style-type: none"> Review questions and ideas discussed yesterday <p><u>Crafting Activity:</u></p> <ul style="list-style-type: none"> Write a letter to Stephanie <p><u>Assessment/Reflection:</u></p> <ul style="list-style-type: none"> Revise and edit letter together 	<p><u>Guided Reading Groups:</u></p> <p style="text-align: center;"><u>Below</u></p> Communication H/13 The Power of Nature H/14 Going Places I/15 The Great Green Forest I/16 <p style="text-align: center;"><u>On</u></p> Plants and Animals in Different Seasons J/18 A Healthy Earth K/20 <p style="text-align: center;"><u>Above</u></p> Volcanoes L/24 Gravity M/28 Stormy Weather N/30	