

**Lesson plans are subject to change****Teacher Name:** 2<sup>nd</sup> Grade Teachers**Date (week of):** Oct. 19-23**Subject:** Science: Force and Motion**Standards:** S2P2 Obtain, evaluate, and communicate information to explain the effect of a force (a push or a pull) in the movement of an object (changes in speed and direction).**Content Vocabulary:** force, motion, speed, direction, push, pull, distance, position, collision, collide, friction, gravity

Monday	Tuesday	Wednesday	Thursday	Friday
Learning Target: I can think about how a collision can change objects' direction and speed.	Learning Target: I can think about how a collision can change objects' direction and speed.	Learning Target: I can investigate whether a force from a collision can knock down a structure.	Learning Target: I can investigate how direction, speed, and amount of force can impact an object.	Learning Target: I can tell how gravity affects objects.
Informal Assessment: Name things you have seen bump (collide) into each other; such as a ball and a bat.	Informal Assessment: Using chat, write a sentence about two objects colliding.	Informal Assessment: Think of something that could replace the cups, from the investigation, and tell what would happen.	Informal Assessment: Using chat, tell about something observed during the investigation.	Informal Assessment: Share something interesting you have learned this week in science.
Graded Assignment for this week: No graded assignment this week				

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**Teacher Name:** 2<sup>nd</sup> Grade Teachers

**Date (week of):** Oct.19-23

**Subject:** Reading

**Standards: ELAGSE2RI1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**ELAGSE2RI5:** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

**ELAGSE2RI10:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Content Vocabulary:** Text Features, Table of Contents, Glossary, Index, heading, Diagram, label, photograph, caption, bold words, italics, map, graph, timeline, illustrations

Monday	Tuesday	Wednesday	Thursday	Friday
Learning Target: I can explain what text features are and why they are important to a text.	Learning Target: I can explain what text features are and why they are important to a text.	Learning Target: I can explain what text features are and why they are important to a text.	Learning Target: I can explain what text features are and why they are important to a text.	Learning Target: I can explain what text features are and why they are important to a text.
Informal Assessment: Have some non-fiction texts close by; show students a feature and "quiz" them on what the feature is. Virtual students can type in the chat section.	Informal Assessment: Name one non-fiction text feature and tell what information it gives us.	Informal Assessment: How can pictures and captions help you learn more about a topic?	Informal Assessment: How can we use a glossary?	Informal Assessment: Why are text features important?
Graded Assignment: None today	Graded Assignment: None today	Graded Assignment: None today	Graded Assignment: None today	Graded Assignment: Text Features assignment through Illuminate

**Lesson Plans are Subject to Change****Teacher Name:** 2<sup>nd</sup> Grade Teachers**Date (week of):** Oct. 19-23**Subject:** Writing**Standards: ELAGSE2W2:** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section**ELAGSE2L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**Content Vocabulary:** Informational, research, fact, topic, adverb, paragraph

Monday	Tuesday	Wednesday	Thursday	Friday
Learning Target: <b>I can identify an adverb.</b> <b>I can research and take notes about a topic.</b>	Learning Target: <b>I can identify an adverb.</b> <b>I can research and take notes about a topic.</b>	Learning Target: <b>I can identify an adverb.</b> <b>I can research and take notes about a topic.</b>	Learning Target: <b>I can identify an adverb.</b> <b>I can research and take notes about a topic.</b>	Learning Target: <b>I can identify an adverb.</b> <b>I can research and take notes about a topic.</b>
Informal Assessment: T will check over each student's paragraph or have students peer check each other's paragraphs for accuracy.	Informal Assessment: -T will check over student's progress with the hamburger paragraph writing worksheet. T will conference with students about their paragraphs as needed.	Informal Assessment: T will walk around to monitor student's progress with the important words for the animal research glossary. T will assist students as needed.	Informal Assessment: T will check over student's research work as well as conference with students about their areas of glow and growth.	Informal Assessment: Why is it important to use adverbs in our writing?
Graded Assignment: none	Graded Assignment: none	Graded Assignment: none	Graded Assignment: none	Graded Assignment: none

**Lesson Plans are Subject to Change**

**Teacher Name:** 2<sup>nd</sup> Grade Teachers

**Date (week of):** Oct. 19-23

**Subject:** On Level Math

**Standards:** **MCC.2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

**MCC.2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

**Content Vocabulary:** subtract, difference, equation

Monday	Tuesday	Wednesday	Thursday	Friday
Learning Target: I can subtract with and without regrouping.	Learning Target: I can subtract with and without regrouping.	Learning Target: I can subtract with and without regrouping.	Learning Target: I can subtract with and without regrouping.	Learning Target: I can subtract with and without regrouping.
Informal Assessment: What does the word difference mean in math?	Informal Assessment: How are addition and subtraction alike? Different?	Informal Assessment: Solve the problem- 92-68 using a strategy we've learned.	Informal Assessment: Solve the problem 84-51 using a strategy we've learned.	Informal Assessment: Fist of 5-rate yourself on solving subtraction problems.
Graded Assignment:				

**Lesson Plans are Subject to Change****Teacher Name:** 2<sup>nd</sup> Grade Teachers**Date (week of):** Oct. 19-23**Subject:** Adv. Level Math**Standards:** MGSE2. G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

MGSE2.G.2 Partition a rectangle into rows and columns of same-size squares to find the total number of them.

MGSE2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

**Content Vocabulary:** Halves, thirds, fourths, row, column, partition, equal parts, circle, triangle, quadrilateral, pentagon, hexagon, array, repeated addition, geometry

Monday	Tuesday	Wednesday	Thursday	Friday
Learning Target: I can partition a shape into rows and columns.	Learning Target: I can partition a shape into rows and columns.	Learning Target: I can partition a shape into rows and columns.	Learning Target: I can review what I have learned so far in Unit 5.	Learning Target: I can review what I have learned so far in Unit 5.
Informal Assessment: Can you think of a place where you would see rows and columns in the real world? (egg carton, movie theater, stadium seats, windows, bookshelves)	Informal Assessment: If I had an array with 4 rows and 3 columns, how many total squares would I have? How did you figure that out?	Informal Assessment: Fist of 5- how do you feel about rows and columns?	Informal Assessment: Can you name a quadrilateral and tell what makes a shape a quadrilateral?	Informal Assessment: Share flags as a class and discuss each. Look for each of the 2D shapes above as well as rows or columns.
Graded Assignment: none	Graded Assignment: none	Graded Assignment: Rows and Columns Illuminate assignment	Graded Assignment: none	Graded Assignment: none

**Lesson Plans are Subject to Change**

**Teacher Name:** 2<sup>nd</sup> Grade Teachers

**Date (week of):** Oct. 19-23

**Subject:** Acc. Level Math

**Standards: MGSE3.OA.1** Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ .

**MGSE3.OA.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.<sup>3</sup>

**MGSE3.OA.5.** Apply properties of operations as strategies to multiply and divide.<sup>4</sup> Examples: If  $6 \times 4 = 24$  is known, then  $4 \times 6 = 24$  is also known. (Commutative property of multiplication.)  $3 \times 5 \times 2$  can be found by  $3 \times 5 = 15$ , then  $15 \times 2 = 30$ , or by  $5 \times 2 = 10$ , then  $3 \times 10 = 30$ . (Associative property of multiplication.) Knowing that  $8 \times 5 = 40$  and  $8 \times 2 = 16$ , one can find  $8 \times 7$  as  $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ . (Distributive property.)

Use arrays, area models, and manipulatives to develop understanding of properties.

**MGSE3.OA.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
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I can use my understanding of base ten to multiply multiples of ten.	I can solve division problems using equal groups.	I can solve division problems using arrays.	I can solve division problems using repeated subtraction.	I can solve division problems using the divisions strategies we've learned: equal groups, arrays, and repeated subtraction.
Informal Assessment: Mrs. Galloway instructs the class to multiply 5 by three tens. She then says to multiply 4 by four tens. Provide the correct mathematical sentences and solutions to Mrs. Galloway.	Informal Assessment: Seven students in Mrs. Galloway's class earned the perfect attendance award at the end-of-the-year celebration. Their pizza party celebration included 21 slices of pizza. If each child got the same number of pizza slices, how many pieces of pizza could each child receive? Explain how you know.	Informal Assessment: Austin, Magnus, and Saanvi want to share 15 pieces of candy. They want to share such that each person gets the same number of pieces of candy. Discuss with a partner how many pieces of candy each person would get.	Informal Assessment: Compare the two values of b. $40 \div b = 8$ $36 \div b = 6$ Which value is greater? Are the values equal?	Informal Assessment: The Smith Family has \$42 to divide among six children. If each child gets the same amount of money, how much will each child receive? Solve the following word problem by using one of the division strategies we've learned this week.
No Graded Assignment	No Graded Assignment	No Graded Assignment	Graded Assignment	No Graded Assignment