Lesson Plans are Subject to Change
Teacher Name: 2nd Grade Teachers   **Date (week of):** November 2-6
Subject: <mark>Social Studies</mark>

Standards: SS2H2 Describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.
a. Compare and contrast the Georgia Creek and Cherokee cultures of the past to those of Georgians today.

SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creek and Cherokee in SS2H2.

a. Identify specific locations significant to the life and times of each historic figure, and the Creek and Cherokee, on a political or physical map.

b. Describe how each historic figure and the Creek and Cherokee adapted to and were influenced by their environments.

c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live.

d. Describe the regions in Georgia where the Creek and Cherokee lived and how the people used their local resources.

Content Vocabulary:

Monday	Tuesday	Wednesday	Thursday	Friday
Science Lesson Today	Teacher Workday No School for Students	**Learning Target:** *I can locate on a map where the Creek and Cherokee lived in Georgia.*	**Learning Target:** I can tell about the lives of the Creek and Cherokee.	**Learning Target:** I can tell about the lives of the Creek and Cherokee.
		Informal Assessment: Students will label on map where Cherokee and Creek lived in GA	**Informal Assessment:** <mark>How the Creek lived</mark> <mark>Formative out of 14</mark> **2 pts each**	**Informal Assessment:** Students will take 3 column notes about the Cherokee culture
Graded Assignments:	There will be a graded assignment on Thursday			

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Teacher Name: 2nd Grade Teachers   **Date (week of):** November 2-6

Subject: ==Writing==

Standards: ELAGSE2L1: Demonstrate command of the conventions of standard English D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

ELAGSE2W1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Content Vocabulary: Adjective, opinion, restate

Monday	Tuesday	Wednesday	Thursday	Friday
Cranium Challenge Day	Teacher Workday No School for Students	Learning Target: **I can state my opinion about a topic.**	Learning Target: **I can state my opinion about a topic.**	Learning Target: **I can state my opinion about a topic.** Informal Assessment: Students share opinion pieces
		Informal Assessment: Students share opinion pieces	Informal Assessment: Informal Assessment: Students share opinion pieces	
		Graded Assignments: none	Graded Assignments: none	Graded Assignments: ==Subject and Predicate CW Grade==

Lesson Plans are Subject to Change
Teacher Name: 2nd Grade Teachers   **Date (week of):** November 2-6
Subject: <mark>Reading</mark>

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

ELAGSE2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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: Cause, effect, connection, events, historical connections

Monday	Tuesday	Wednesday	Thursday	Friday
Cranium Challenge Day	Teacher Work Day	**Learning Target:** I can tell how events are connected.	**Learning Target:** I can tell how events are connected.	**Learning Target:** I can tell how events are connected.

	No School for Students			
		Informal Assessment: When thinking of connections, we think about events that cause another. Can you think of would have caused Mary Musgrove to help O and T?	Informal Assessment: Give every student 2 post it notes to put in their notebook. Tell them to label each post -it note with the anchor chart strategies they remember.	Informal Assessment: How does describing the connections between historical events in a text help you understand how and why events in history happen?

Graded Assignment- none this week

Lesson Plans are Subject to Change
Teacher Name: 2nd Grade Teachers   **Date (week of):** November 2-6
Subject: On Level Math
Standards: **MGSE2.MD.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
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.OA.2** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. **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. **MGSE2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare .

Content Vocabulary: Addition/Subtraction/Difference/

Monday	Tuesday	Wednesday	Thursday	Friday
Cranium Challenge Day	Teacher Workday No School for Students	**Learning Target:** I can solve word problems that involve addition and subtraction.	**Learning Target:** I can identify coins and tell their values. I can count money	**Learning Target:** I can identify coins and tell their values. I can count money
		Informal Assessment: ==Addition and Subtraction Word Problems __/16==	**Informal Assessment:** Students will use coin task cards to make groups of different coins with the same value.	**Informal Assessment:** ==Common Core W/S) ___/17==

There will be TWO graded assignments this week. Please see highlighted assignments above!

Lesson Plans are Subject to Change

Teacher Name: 2nd Grade Teachers   **Date (week of):** November 2-6

Subject: <mark>Adv. Level Math</mark>

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.3 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

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: 2-D shape, closed shape, open shape, quadrilateral, square, triangle, rectangle, rhombus, trapezoid, pentagon, hexagon, side, vertices, angle, 3-D shape, cube, face, edge, partition, row, column, fourths, fraction, halves, thirds, equal parts, array, repeated addition

Monday	Tuesday	Wednesday	Thursday	Friday
Cranium Challenge Day	Teacher Workday No School for Students	Learning Target: I can show what I know from Unit 5.	Learning Target: I can review what I have learned in Unit 5.	Learning Target: I can sow what I know from Unit 5.
		Informal Assessment: How do you feel you did on today's assessment?	Informal Assessment: Rock, Paper, Scissors Graphing	Informal Assessment: Where can you find rows and columns out in the world?
N/A	N/A	<mark>Graded Assignment: Unit 5 Illuminate Assessment</mark>	N/A	<mark>Graded Assignment: Unit 5 Illuminate Assessment Retake</mark>

Lesson Plans are Subject to Change
Teacher Name: 2nd Grade Teachers　　　　**Date (week of):** November 2-6
Subject: <mark>Acc. Level Math</mark>
Standards:

MGSE3.OA.1 Interpret products of whole numbers, e.g., interpret 5 × 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 x 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.3

MGSE3.OA.5. Apply properties of operations as strategies to multiply and divide.4 Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 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 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Content Vocabulary: division/divide, dividend, divisor, division sentence, quotient, equal groups, arrays, repeated subtraction, inverse operation, fact family, multiplication, factor, product

Monday	Tuesday	Wednesday	Thursday	Friday
Cranium Challenge Day	Teacher Workday No School for Students	Learning Target: I can determine the unknown number in a multiplication or division equation.	Learning Target: I can read a story problem and determine whether I need to multiply or divide.	Learning Target: I can read a story problem and determine whether I need to multiply or divide.

		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: How are multiplication and division related?	Informal Assessment: There are 36 books at the book fair and each customer gets an equal number of books. If there are nine customers at the book fair, how many books will each customer receive?
		No Graded Assignment	No Graded Assignment	No Graded Assignment