

**Lesson Plans are GA Founders****Teacher Name:** 2<sup>nd</sup> Grade Teachers**Date (week of):** Sept 28-Oct. 2**Subject:** Social Studies

**Standards:** **SS2H1** Describe the lives and contributions of historical figures in Georgia history. a. James Oglethorpe, Tomochichi, and Mary Musgrove (founders of Georgia)**SS2CG3** Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.

**Content Vocabulary:** civility, colony, compassion, debt, liberty, settlement, slavery, settler, colonist, honesty, trustworthiness, micro, trade, trading post, founder

| Monday  | Tuesday   | Wednesday            | Thursday  | Friday  |
|---|---|----------------------|---|---|
| Learning Target: I can tell about the contributions and character traits of James Oglethorpe. | Learning Target: I can tell about the contributions and character traits of James Oglethorpe. | Learning Target:     | Learning Target: I can tell about the contributions and character traits of Tomochichi. | Learning Target: I can tell about the contributions and character traits of Tomochichi. |
| Informal Assessment: List 3 character traits of James Oglethorpe.                             | Informal Assessment: Tell one new thing you've learned about James Oglethorpe.                | Informal Assessment: | Informal Assessment: What are some of Tomochichi's character traits?                    | Informal Assessment: Tell one new thing you've learned about Tomochichi.                |

Graded Assignment for this week:

**Lesson Plans are Subject to Change**

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

**Date (week of):** Sept. 28-Oct. 2

**Subject:** Reading

**Standards:**

**Content Vocabulary:** text to self, text to world, text to text, visualize, connection

| <b>Monday</b>  | <b>Tuesday</b>   | <b>Wednesday</b>   | <b>Thursday</b>  | <b>Friday</b>   |
|--|--|--|--|---|
| Learning Target: I can identify if an author is trying to answer, describe or explain. | Learning Target: I can identify if an author is trying to answer, describe or explain. | Learning Target: I can identify if an author is trying to answer, describe or explain. | Learning Target: I can identify if an author is trying to answer, describe or explain. | Learning Target: I can identify if an author is trying to answer, describe or explain.                                  |
| Informal Assessment: Why do authors create informational texts?                        | Informal Assessment: What is the difference between fiction and nonfiction?            | Informal Assessment: What are some characteristics of a nonfiction text?               | Informal Assessment: What are some characteristics of a fiction text?                  | Informal Assessment: Think of one of the nonfiction books we read in class. What was the authors purpose in writing it? |
| There will be no graded assignments this week.   |  |  |  |   |

**Lesson Plans are Subject to Change****Teacher Name:** 2<sup>nd</sup> Grade Teachers**Date (week of):** Sept. 28-Oct. 2**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:** Addition and Decomposing

| Monday   | Tuesday  | Wednesday  | Thursday   | Friday  |
|--|--|--|--|---|
| <b>Learning Target:</b> I can read and understand parts of a word problem.   | <b>Learning Target:</b> I can solve addition word problems by using base-ten blocks.                 | <b>Learning Target:</b> I can solve addition word problems by using the <i>Adding from the Left Strategy</i> . | <b>Learning Target:</b> I can solve addition word problems by using the <i>Adding from the Left Strategy</i> . | <b>Learning Target:</b> I can solve addition word problems by using the <i>Decomposing Strategy</i> . |
| <b>Informal Assessment:</b><br>Have your child create and solve their own word problem, modeled after the ones in the packet | <b>Informal Assessment:</b> Use base ten blocks to model and solve the following problem:<br>490+121 | <b>Informal Assessment:</b> Use the adding from left strategy to solve the following: 337+401                  | <b>Informal Assessment:</b> Use the adding from left strategy to solve the following:<br>524+291               | <b>Informal Assessment:</b> Use the decomposing strategy to solve the following: 235+187              |

There will be no graded assignments this week.

**Lesson Plans are Subject to Change****Teacher Name:** 2<sup>nd</sup> Grade Teachers**Date (week of):** Sept. 28- Oct. 2**Subject:** Adv. Level Math**Standards:** MGSE2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.

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?

**Content Vocabulary:** Addition, subtraction, bar graph, tally chart, picture graph, dollar, symbol, scale, data, analyze, x and y axis

| Monday  | Tuesday  | Wednesday  | Thursday   | Friday   |
|---|--|--|--|--|
| Learning Target: I can solve word problems involving money  | Learning Target: I can solve word problems involving money.  | Learning Target: I can review Unit 4 skills.   | Learning Target: I can review Unit 4 skills.                   | Learning Target: I can review Unit 4 skills.   |
| Informal Assessment:<br>In the chat section, give a thumbs up if you feel good about this and a thumbs down if you still need help. | Informal Assessment: Ticket out the Door- Type in chat section- how can we use skip counting to help us solve word problems involving money? | Asynchronous Learning Day – students will have a mix of live lessons and independent work. | Informal Assessment:<br>Can you tell me three types of graphs? | Informal Assessment:<br>If you had to rate yourself, how would you have done if you had to take this test on your own? 1-5 |
| Graded Assignment: none   | Graded Assignment: none  | Graded Assignment: none  | Graded Assignment: none  | Graded Assignment: Graphing project  |

**Lesson Plans are Subject to Change**

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

**Date (week of):** 9/28-10/2

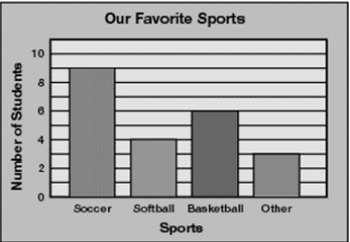
**Subject:** Acc. Level Math

**Standards:** MGSE3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.

MCC3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

MGSE3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and twostep “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

**Content Vocabulary:** addition, addend, sum, decompose, difference, subtract, picture graph, pictograph, bar graph, line plot, analyze, scale, data, frequency table

| Monday  | Tuesday   | Wednesday   | Thursday   | Friday  |
|---|---|---|--|---|
| Learning Target: I can review rounding to the nearest ten and rounding to the nearest hundred.            | Learning Target: I can review addition strategies.  | Learning Target: I can review graphing: pictograph, bar graph, and line plot. | Learning Target: I can review subtraction strategies.  | Learning Target: I can review graphing: pictograph, bar graph, and line plot.   |
| Informal Assessment: The number 68 rounds to 70 when rounded to the nearest 10. Explain why this is true. | Informal Assessment: <ul style="list-style-type: none"> <li>• Four hundred twelve people rode the train to work on Friday.</li> <li>• One hundred thirty-seven people rode the train on Saturday.</li> </ul> How many people rode the train on <b>both days</b> ? | Asynchronous Learning Day   | Informal Assessment: Solve the following subtraction problem using two different subtraction strategies (Decomposing the Smaller Number and Adding Up): <ul style="list-style-type: none"> <li>• <math>632 - 549</math></li> </ul> | Informal Assessment:  <p>How many more students chose soccer than basketball as their favorite sport?</p> |

The Graphing Project will be a graded assignment.

