

**Lesson Plans are GA Founders****Teacher Name:** 2<sup>nd</sup> Grade Teachers**Date (week of):** Oct. 5-9**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, interpreter, translate, communicate, dependability

Monday	Tuesday	Wednesday	Thursday	Friday
Learning Target: I can tell about the life of Mary Musgrove.	Learning Target: I can tell about the life of Mary Musgrove.	Learning Target: I can tell about the life of Mary Musgrove.	Learning Target: I can review Oglethorpe, Tomochichi, and Mary Musgrove.	Learning Target: I can review Oglethorpe, Tomochichi, and Mary Musgrove.
Informal Assessment: How did Mary Musgrove help Oglethorpe and Tomochichi?	Informal Assessment: Name 3-character traits of Mary Musgrove.	Informal Assessment: Share what you have learned about Mary Musgrove.	Informal Assessment: Share one thing that you learned about a Georgia Hero.	Informal Assessment: Who is your favorite Georgia hero? Why?
Graded Assignment for this week: no graded assignments this week.				

**Lesson Plans are Subject to Change**

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

**Date (week of):** Oct. 5-9

**Subject:** Reading

**Standards: ELAGSE2RI6:** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**ELAGSE2RL1:** Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.

**ELAGSE2RI2:** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

**ELAGSE2RL10:** By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Content Vocabulary:** Main Idea, Supporting Details, Paragraph, text

Monday	Tuesday	Wednesday	Thursday	Friday
Learning Target: I can tell the main idea and the supporting details of a text.	Learning Target: I can tell the main idea and the supporting details of a text.	Learning Target: I can tell the main idea and the supporting details of a text.	Learning Target: I can tell the main idea and the supporting details of a text.	Learning Target: I can tell the main idea and the supporting details of a text.
Informal Assessment: What is main idea?	Informal Assessment: What is the main idea of the story that you are reading?	Informal Assessment: What is the main idea of the story that you are reading?	Informal Assessment: How can learning about main idea make us better readers?	Informal Assessment: How can learning about main idea make us better readers?

Graded Assignment: No graded assignment this week

**Lesson Plans are Subject to Change****Teacher Name:** 2<sup>nd</sup> Grade Teachers**Date (week of):** Oct. 5-9**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

Monday	Tuesday	Wednesday	Thursday	Friday
Learning Target: I can write an informational paper.	Learning Target: I can write an informational paper.	Learning Target: I can write an informational paper.	Learning Target: I can write an informational paper.	Learning Target: I can write an informational paper.
Informal Assessment: Share the topic you wrote about.	Informal Assessment: What is the difference between narrative and informational writing?	Informal Assessment: Share your writing that you completed today with your teacher.	Informal Assessment: Have students show you their notes on the animal's body and habitat to check for completion and readiness to move on.	Informal Assessment: What is a topic sentence?
Graded Assignment: none	Graded Assignment: Verbs worksheet	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. 5-9**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 identify coins and tell their values.	<b>Learning Target:</b> I can identify coins and tell their values. I can count money.	<b>Learning Target:</b> I can identify coins and tell their values. I can count money.	<b>Learning Target:</b> I can identify coins and tell their values. I can count money.	<b>Learning Target:</b> I can identify coins and tell their values. I can count money.
<b>Informal Assessment:</b> What can we use money for?	<b>Informal Assessment:</b> What is the difference between a quarter and a penny. How do they look different?	<b>Informal Assessment:</b> How can you tell the difference between a quarter and a nickel?	<b>Informal Assessment:</b> What have learned about coins this week? How can we use money outside of school?	<b>Informal Assessment:</b> How can you distinguish a dime from a nickel?
<b>Graded Assignment:</b>	<b>Graded Assignment:</b> <b>"Money" classwork grade</b>	<b>Graded Assignment:</b> <b>"Money" classwork grade</b>	<b>Graded Assignment:</b> <b>"Money" classwork grade</b>	<b>Graded Assignment:</b> <b>"Money" classwork grade</b>

**Lesson Plans are Subject to Change****Teacher Name:** 2<sup>nd</sup> Grade Teachers**Date (week of):** Oct. 5-9**Subject:** Adv. Level Math**Standards:** 2D shapes, 3D shapes, attribute, side, angle, vertex or vertices, edges triangle, quadrilateral, hexagon, pentagon, cube**Content Vocabulary:** GADOE lesson plans, Frayer model, 3 act tasks, TAG strategy- See, Think, Wonder, real world shapes and applications

Monday	Tuesday	Wednesday	Thursday	Friday
Learning Target: I can identify attributes of 2D shapes.	Learning Target: I can identify attributes of 2D shapes.	Learning Target: I can identify attributes of 2D shapes.	Learning Target: I can identify attributes of 2D shapes.	Learning Target: I can identify attributes of a cube.
Informal Assessment: What shape has 3 sides? 4? 5? 6?	Informal Assessment: For each Frayer model, have students hold up their notebooks or white boards to show completion.	Informal Assessment: What do you find easy about 2D shapes? What is still confusing for you?	Informal Assessment: How well do you think you know 2D shapes?	Informal Assessment: What experiences do we have with cubes in everyday life?
Graded Assignment: none	Graded Assignment: none	Graded Assignment: Shape Robot	Graded Assignment: none	Graded Assignment: none

**Lesson Plans are Subject to Change****Teacher Name:** 2<sup>nd</sup> Grade Teachers**Date (week of):** Oct. 5-9**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

**MGSE3.OA.5.** Apply properties of operations as strategies to multiply and divide.4 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.

**Content Vocabulary:** arrays, equal groups, repeated addition, factor, multiplication, multiply, product

Monday	Tuesday	Wednesday	Thursday	Friday
Learning Target: I can solve multiplication problems by using equal groups.	Learning Target: I can solve multiplication problems by using arrays.	Learning Target: I can solve multiplication problems by using arrays.	Learning Target: I can solve multiplication problems by using repeated addition.	Learning Target: I can use the multiplication strategies: equal groups, arrays, and repeated addition to solve multiplication problems.
Informal Assessment: Model $6 \times 3$ or "6 groups of 3" by drawing equal groups. Find the product.	Informal Assessment: There are 3 shelves on a bookshelf. Each shelf has 4 baskets. Draw an array to show the total number of baskets on the bookshelf.	Asynchronous Learning Day	Informal Assessment: Change the following addition sentence into a multiplication problem: $8 + 8 + 8$ . Find the product.	Informal Assessment: Mrs. Katzin has four groups of three paintbrushes, while Mr. Pearch and Mr. K have three groups of four jump ropes. Draw an array to compare the number of items for each Specials Teacher.
No Graded Assignment	No Graded Assignment	Graded Assignment: City Skyline Arrays	Graded Assignment: City Skyline Arrays	Graded Assignment: City Skyline Arrays