Lesson Plans are Subject to Change

Teacher Name: 2nd Grade Teachers   **Date (week of):** Sept. 14-18, 2020

Subject: Science

Standards: S2P1. Obtain, evaluate, and communicate information about the properties of matter and changes that occur in objects

b. Construct an explanation for how structures made from small pieces (linking cubes, building blocks) can be disassembled and then rearranged to make new and different structures.

c. Provide evidence from observations to construct an explanation that some changes in matter caused by heating or cooling can be reversed and some changes are irreversible. (Clarification statement: Changes in matter could include heating or freezing of water, baking a cake, boiling an egg.)

Content Vocabulary: assemble, disassemble, property, matter, heating, freezing

Monday	Tuesday	Wednesday	Thursday	Friday
Learning Target: I can describe how objects can be broken up to create different objects.	Learning Target: I can describe how matter changes.	Learning Target: I can see how matter changes.	Learning Target: I can describe how matter changes.	Learning Target: I can see how matter changes.
Informal Assessment: Using Legos or blocks, assemble and disassemble the pieces and explain how the object changes.	Informal Assessment: Explore your kitchen and find examples of how matter can change while cooking.	Informal Assessment: Explain the changes in matter an egg can go through	Informal Assessment: Explain how the process of baking a cake cannot be reversed.	Informal Assessment: Conduct your own change in matter experiment at home, explain how is demonstrates a change in matter.
Graded Assignment: none	Graded Assignment: none	Graded Assignment: States of Matter sort out of 15	Graded Assignment: none	Graded Assignment: none

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Teacher Name: 2nd Grade Teachers   **Date (week of):** Sept. 14-18, 2020

Subject: <mark>Reading</mark>

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

ELAGSE2RL2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

ELAGSE2RL3 Describe how characters in a story respond to major events and challenges.

ELAGSE2RL5 Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.

ELAGSE2RL7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Content Vocabulary: Retell, sequence, sequential order, character, facial expression, narrator, point of view

Monday	Tuesday	Wednesday	Thursday	Friday
Learning Target: I can use a strategy to help me retell a story.	Learning Target: I can use a strategy to help me understand the characters in a book.	Learning Target: I can use a strategy to help me understand the characters in a book.	Learning Target: I can use a strategy to help me understand the characters in a book.	Learning Target: I can tell the beginning, middle, and end of a story.
Informal Assessment: What is one strategy you can use to retell a story?	Informal Assessment: What is one thing you can do to understand a character better?	Informal Assessment: Why do we look at pictures when we read?	Informal Assessment: Students will use the chat section to share a favorite book character.	Informal Assessment: Use Polly in Teams to poll the students on how comfortable they feel retelling a story.
Graded Assignment: None	Graded Assignment: None	Graded Assignment: None	<mark>Hiking the Appalachian Trail reading passage and questions (out of 13 points)</mark>	Graded Assignment: None

Lesson Plans are Subject to Change
Teacher Name: 2nd Grade Teachers   **Date (week of):** Sept. 14th-18th
Subject: <mark>On Level Math</mark>
Standards: 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 problems10 using information presented in a bar graph.
Content Vocabulary: Title, label, key, scale, data, tally

Monday	Tuesday	Wednesday	Thursday	Friday
Learning Target: I can make a tally chart and understand how to use it.	Learning Target: I can construct a bar graph and understand how to use it.	Learning Target: I can construct a bar graph and understand how to use it.	Learning Target: I can construct a pictograph and discuss the data.	Learning Target: I can show what I have learned about graphing.
Informal Assessment: Make a bar graph comparing things around your house.	**Informal Assessment:** Make a bar graph about family members favorite snacks.	**Informal Assessment:** Ask student "how do we use bar graphs at home?"	**Informal Assessment:** Have students construct a favorite sports pictograph for the family.	**Informal Assessment:** Ask students: "What are the many things that you can graph at home?"

There will be one graded assignment this week: <mark>CWG: Pet Bar Graph/Breakfast Pictograph</mark> Formative Out of 14

Lesson Plans are Subject to Change
Teacher Name: 2nd Grade Teachers   **Date (week of):** Sept. 14-18, 2020
Subject: Adv. Level Math
Standards: MGSE2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations. 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.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. MGSE2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.
Content Vocabulary: Addition   Addend   Sum   Decompose   Difference   Subtract   Inverse

Monday	Tuesday	Wednesday	Thursday	Friday
Learning Target: I can review addition strategies to add up to 1,000.	Learning Target: I can subtract numbers within 1,000 by Decomposing the Smaller Number.	Learning Target: I can subtract numbers within 1,000 by Decomposing the Smaller Number.	Learning Target: I can subtract numbers within 1,000 by using the Subtract by Adding Up strategy.	Learning Target: I can subtract numbers within 1,000 by using the Subtract by Adding Up strategy.
Informal Assessment: **Fist of Five:** How do you feel about addition strategies? 1 – I have no idea what I'm doing! 2 – I sometimes get it but need a lot of help. 3 – I understand most of the strategies. 4 – I'm good at solving problems with different strategies. 5 – I understand so well that I could teach a friend!	Informal Assessment: **Exit Ticket:** Solve the following subtraction problem using the Decomposing the Smaller Number strategy: 294 – 47	Informal Assessment: **Ticket Out the Door:** There were 289 jellyfish at the Georgia Aquarium. After 186 of them were taken out, how many jellyfish were left at the aquarium?	Informal Assessment: **Exit Ticket:** Solve the following subtraction problem using the Adding Up strategy: 182 – 135	Informal Assessment: **Ticket Out the Door:** There are 290 pine trees and 137 oak trees at our school (Piedmont region). What's the total number of trees at Northwood?
Graded Assignment: none	Graded Assignment: none	Adding and Subtracting Summative	Graded Assignment: none	Graded Assignment: none

Lesson Plans are Subject to Change
Teacher Name: 2nd Grade Teachers   **Date (week of):** Sept. 14-18
Subject: Acc. Level Math
Standards: 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.
Content Vocabulary: Addition   Addend   Sum   Decompose   Difference   Subtract   Inverse

Monday	Tuesday	Wednesday	Thursday	Friday
Learning Target: I can review addition strategies to add up to 1,000.	Learning Target: I can subtract numbers within 1,000 by Decomposing the Smaller Number.	Learning Target: I can subtract numbers within 1,000 by Decomposing the Smaller Number.	Learning Target: I can subtract numbers within 1,000 by using the Subtract by Adding Up strategy.	Learning Target: I can subtract numbers within 1,000 by using the Subtract by Adding Up strategy.
Informal Assessment: **Fist of Five:** How do you feel about addition strategies? 1 – I have no idea what I'm doing! 2 – I sometimes get it but need a lot of help. 3 – I understand most of the strategies. 4 – I'm good at solving problems with different strategies. 5 – I understand so well that I could teach a friend!	Informal Assessment: **Exit Ticket:** Solve the following subtraction problem using the Decomposing the Smaller Number strategy: 294 – 47	Informal Assessment: **Ticket Out the Door:** There were 289 jellyfish at the Georgia Aquarium. After 186 of them were taken out, how many jellyfish were left at the aquarium?	Informal Assessment: **Exit Ticket:** Solve the following subtraction problem using the Adding Up strategy: 182 – 135	Informal Assessment: **Ticket Out the Door:** There are 290 pine trees and 137 oak trees at our school (Piedmont region). What's the total number of trees at Northwood?
No Graded Assignments			Graded Assignments: Subtracting and Estimating Differences (Complete over two days)	