Lesson Plans are Subject to Change
Teacher Name: 2nd Grade Teachers **Date (week of):** Sept 21-25
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: -matter: anything that takes up space and has mass-property: the look, feel, smell, sound, or taste of a thing

-mass: the amount of matter an object has-solid: a state of matter that has a shape of its own

-liquid: matter that takes the shape of the container that it is in-gas: state of matter that does not have its own shape

-assemble: to gather into a group-physical change: a change in the way matter looks

-disassemble: to take apart-temperature: how hot or cold something is

-thermometer: a tool that measures temperature-evaporate: to change from a liquid to a gas

-condense: to change from a gas to a liquid-freeze: to change from a liquid to a solid

-heat: a kind of energy that makes objects warmer

Monday	Tuesday	Wednesday	Thursday	Friday
Learning Target: I can show what I know about matter.	Learning Target: I can show what I know about matter.	Learning Target: I can show what I know about matter.	Learning Target: I can show what I know about matter.	Learning Target: I can show what I know about matter.
Informal Assessment:	Informal Assessment: What are some things that cause matter to change?	Informal Assessment: What is one way that matter changes?	Informal Assessment: How can you use your learning about matter in real life?	Informal Assessment: What have you learned about matter over the last few weeks?
Graded Assignment for this week: One Pager (due Friday)				

Lesson Plans are Subject to Change
Teacher Name: 2nd Grade Teachers **Date (week of):** Sept. 21-25
Subject: Reading

Standards: ELAGSE2RL1: 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.
ELAGSE2SL3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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

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: Text to Text, Text to Self, Text to World, Connection, Visualize

Monday	Tuesday	Wednesday	Thursday	Friday
Learning Target: I can make a text to self connection.	Learning Target: I can make a text to text connection	Learning Target: I can make connections as I read.	Learning Target: I can make a text to world connection.	Learning Target: I can make connections as I read.
Informal Assessment: What is a text-to-self connection?	Informal Assessment: How can the books that we read teach us lessons?	Asynchronous Learning Day	Informal Assessment: If you were to write a book, what real world event or problem would you write about?	Informal Assessment: Name a book or song and make a connection to the text.
There will be no graded assignments this week.				

Lesson Plans are Subject to Change
Teacher Name: 2nd Grade Teachers **Date (week of):**
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
Learning Target: I can read and understand parts of a word problem.	Learning Target: I can solve addition word problems by using base-ten blocks.	Learning Target: I can solve addition word problems by using the *Adding from the Left Strategy*.	Learning Target: I can solve addition word problems by using the *Adding from the Left Strategy*.	Learning Target: I can solve addition word problems by using the *Decomposing Strategy*.
Informal Assessment: Have your child create and solve their own word problem, modeled after the ones in the packet	Informal Assessment: Use base ten blocks to model and solve the following problem: 490+121	Informal Assessment: Use the adding from left strategy to solve the following: 337+401	Informal Assessment: Use the adding from left strategy to solve the following: 524+291	Informal Assessment: 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: 2nd Grade Teachers **Date (week of):** Sept. 21-25
Subject: Adv. Level Math
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, axis

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: 1- How do we display data on a chart? 2- When can we use a tally chart? 3- What do the tallies represent?	Informal Assessment: What might happen if there were no labels on a graph?	Informal Assessment: When should we use a bar graph?	Informal Assessment: What is the difference between a picture graph and a bar graph?	Informal Assessment: CWG
Graded Assignment: none	Graded Assignment: none	Graded Assignment: none	Graded Assignment: none	Graded Assignment: CWG: Line Plot/Bar Graph

Lesson Plans are Subject to Change

Teacher Name: 2nd Grade Teachers **Date (week of):** September 21st- 25th

Subject: Acc. Level Math

Standards: 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: picture graph, bar graph, line plot, scale, data

Monday	Tuesday	Wednesday	Thursday	Friday
Learning Target: I can organize data to create a pictograph and picture graph.	Learning Target: I can organize data to create a bar graph.	Learning Target: I can read a bar graph and relate it to a scaled picture graph.	Learning Target: I can read and analyze a line plot.	Learning Target: I can review picture graphs, bar graphs, and line plots.
Informal Assessment: Where can you find what symbols mean on a picture graph? Why is it important to look here first before interpreting a picture graph?	Informal Assessment: How do you group tally marks together? Show the number 23 using tally marks.	Informal Assessment: What do picture graphs and bar graphs have in common?	Informal Assessment: Graphs can help you ANALYZE data and find patterns or make comparisons. What does ANALYZE mean?	Informal Assessment: If you were to create your own survey and graph the results, what would your survey question be? What form of graph would you make: bar graph, line plot, pictograph, etc.
No graded assignments	No graded assignment	No graded assignments	No graded assignments	No graded assignments