

Day 1		
10 minutes	Morning Routine	*Students turn in work & notes etc. *Attendance
80 -120 minutes	Reading	<p>Placement Week 1, Day 1 Use this week to place your students in their differentiated Reading Groups. You may also want to use this time during this week to introduce students to some of the routines and activities they will encounter throughout the year.</p> <p>Whole Group-Introduce the Rotation Model page xxii in the Teacher Manual. Small Group- Begin to Introduce the small group rotation model (page xxii) and make sure to introduce a few rotation centers each day. Begin to administer Reading Progress Assessments (RPA) to several students during the rotation process. These will need to be completed on all students by the end of day 5.</p> <p>Whole Group/Wrap Up- Looking Ahead- Set up online Placement Test for Day 2 with LEAD21.</p>
50 – 60 minutes	Social Studies	<p>My Community: Characteristics of Good Leaders LT: I understand that some leaders are elected. LT: I understand the importance of the right to vote for leaders. Resources: <i>Social Studies Alive! My Community</i> chapter 12 , copies of 12.1 information ballots, copies of student interactive notebook page 49, Lesson:</p> <ol style="list-style-type: none"> Prep before lesson: determine a class issue which children can vote. (see page 151 of Lesson Guide) Introduce the election process – introduce the issue you have chosen, and allow children to express their preferences. Tell students that they will be choosing (voting) for three people to be our class leaders. These three leaders will decide the issue, so it’s a good idea to choose the people who want what you want. The candidates are made up. Post the pictures of the candidates A – E including their position on the issue you have chosen. Conduct the election: Pass out ballot and have students vote for up to three people. Tell them that if there are not three people who want what they want, they should vote for only one or two people. Explain that ballots are kept secret. Collect the ballots after students have voted. Tabulating the vote: give each student a copy of page 49 of the interactive student notebook. As you read the ballot, students should put an X in the box next to the candidate that got the vote. Tell kids that they need to keep the X small because we have lots of votes. After half of the votes are tabulated, stop and allow kids to answer the prediction pages at the bottom of the page. <i>Who do you think will get the most votes? Who do you think will get the fewest votes?</i> Determine Winner: Ask students to count the number of Xs they have for each candidate and circle the three candidates with the most votes. Explain that these are the new class “leaders”. Ask the students what they think the leaders’ decision will be on the class issue. Tell them what the decision would be. Before the end of the day, make sure you do what the student leaders voted for. Read page 81 – 82 and discuss Ask: <i>How did you feel when we were electing class leaders? How are community leaders chosen? How is that similar to or different from how we chose our leaders?</i>
50- 75 minutes	Math	<p>Please note: There is a Placement Test to be given sometime those first 2 days of school. This can be given to your class per your schedule permits. In addition, use the story “Adding and Subtracting with the Ducks” these first 2 days of school. This is a story in which children solve math problems about adding and subtracting.</p> <p>Topic: Understanding Addition and Subtraction Lesson 1-1: Writing Addition Number Sentences Background: This lesson focuses on using symbols to add. A number sentence (symbolic equations), such as $5 + 2 = 7$, is one way to express addition. This lesson reinforces the importance of making the transition from models to symbols. It also emphasizes the use of the equal sign. Learning Target- I can join two groups and write addition number sentences to tell how many in all. Materials: Connecting cubes (or Teaching Tool 1) (9 red and 9 blue per pair) , paper bag (1 per pair) *Set up the 3 differentiated centers prior to lesson. Vocabulary: part, whole, add, sum, addition sentence, plus (+), equals (=)</p>

50- 75 minutes	Math (continued)	<p>Daily Common Core Review: 1-1 (To be completed in less than 10 minutes) *Student DCCR booklets available to be ordered through BV Print Services for <u>each</u> topic. DCCR is also found in Teacher Resource Guide- Operations and Algebraic Thinking book. Correct and review and plan for intervention based on informal assessment.</p> <p>Develop the Concept: Interactive (10-15 minutes) In this activity, children will show word sentences with cubes and record them. Students will work in pairs to join parts of numbers to find how many in all. Teacher will pose problems and have students work in pairs using their work mat to come up with a variety of combinations for a sum. Students share combinations. Teacher will emphasize that there are two groups of cubes. Each group is a <i>part</i>. The two parts together make a <i>whole</i>.</p> <p>Develop the Concept: Visual (30 minutes)</p> <ul style="list-style-type: none"> • Visual Learning Bridge: Using the Visual Learning Bridge, work through each part of the video. Kids will learn to write an addition number sentence to show how two parts make a whole. • Guided Practice: Work through together the “Guided Practice” problems 1-4 found on the Student Edition lesson packets. Check for understanding by giving them red and blue cubes. Invite children to arrange the groups separately, then find a way to show them together, such as connecting them. • Independent Practice: Students will work through independently problems 5-8. Consider having the students circle each part in one color crayon and the whole they make in a second color. • Problem Solving: As students work through the problem solving problems 9-11, remind children that the term <i>in all</i> often means that they will need to find a sum. Help children think about how they will find the answer by posing questions. <p>Close/Assess and Differentiate (5-10 minutes) You have learned that when you put two parts together, you make a whole. You can show this by writing an addition number sentence.</p> <ul style="list-style-type: none"> • Quick Check/Writing to Explain: Give Quick Check Master 1-1. (Found in Assessment Sourcebook) Exercises 1-4 are worth 1 point each. Use the rubric to score Exercise 5. Based on student results, prescribe the differentiated leveled homework to be completed at home. • Leveled Homework: 0-4 points= Reteaching Master 5-6= Practice Master 7= Enrichment Master <p>Differentiated Instruction (15 minutes) Students work in 3 leveled center groups (intervention, on-level, advanced) Games/activities based on the performance on the quick check master. * These centers will be set up prior to the lesson.</p>
10 – 15 minutes	10 Block	<p>Even/Odd Addition Strategies BLOCK 1 Song: “Even or Odd” (Math Concepts I and II) Activity and Data Sheet:</p> <ul style="list-style-type: none"> • Use the number line petite 0-30 strips from pages 29-30 (number line workbook) to touch even or odd numbers as singing the song. • Use the activity found on page 45 called “Even and Odd Venn Diagram” (math drill to thrill) to practice sorting even and odd numbers.
20 – 30 minutes	Writing	<p>Day 1- Getting Ready for Writer’s Workshop: Whole Group Instruction and Oral Language Development A resource to use for launching Writer’s Workshop is the blue book titled <u>Making Sense of the Writer’s Workshop for Grade K-6</u> by Barbra Andrews and Patty Brinkman. Picture books to use with Launching a Writer’s Workshop-</p> <ul style="list-style-type: none"> • <u>Arthur Writes a Story</u> by Marc Brown • <u>What do Illustrators Do?</u> By Eileen Christelow • <u>Julius, the Baby of the World</u> By Kevin Henkes • <u>*Tulip Sees America</u> by Cynthia Rylant • <u>Diary of a Spider</u> by Doreen Cronin <p>Teachers Note: The first week of lessons will be for the entire workshop time. There will be no independent write for this week. This week will focus on building oral language and developing the joy of writing.</p>

Second Grade Lesson Plans

20 – 30 minutes	Writing (continued)	<p>Purpose</p> <ul style="list-style-type: none"> • Encourage smooth transitions when coming and going to whole-group instruction. • Show students where and how to sit during whole-group instruction. • Begin oral language development by reading literature and modeling making connections and storytelling. (Teacher will need some objects reflecting a memory to use during the lesson—such as photos, mementos, etc.) <p>Mini-Lesson</p> <ul style="list-style-type: none"> • Show students the area where whole-group instruction will occur, and model how you want students to sit when they come to that area. You may want to assign students a place on the carpet so there won't be competition to sit in a certain place. • Explain and model your signal (i.e. bell, clap, click, calling table groups, etc.) for transitioning students to whole-group instruction. • Model the procedure for moving to the whole-group area. Then give students the opportunity to practice the procedure and how to sit quietly and attentively. • Say: <i>I have a special book that I want to share with you. The title is <u>Something from Nothing</u> by Phoebe Gilman</i> (or any other book that deals with recording thoughts on paper). • Read the book to the students stopping a couple of times to think aloud and to model making connections. • Allow students to tell stories. If any of their stories remind the teacher of a different memory, model the idea of being able to use what others say as a reminder of another story. Continue until the end of the workshop time. • Review and model your signal (i.e. bell, clap, click, walking fingers, calling table groups, workstation groups, etc.) for leaving whole-group instruction. • Use the signal and invite students to go back to their seats.
10 minutes	Handwriting	Instruct and practice as needed.
10 minutes	End of Day Routine	

Day 2		
10 minutes	Morning Routine	*Students turn in work & notes etc. *Attendance
80 -120 minutes	Reading	<p>Placement Week 1, Day 2</p> <p>Whole Group – Administer the Group Placement Test online for Grade 2. A copy of the test can be found in the Assessment Handbook. The student assessment begins on page 31 of the Assessment Handbook, and the directions for administering the assessment begins on page 25 of the Assessment Handbook. Scores from this assessment will help you to place each student in one of the program’s four differentiated reading levels.</p> <p>Small Group-During “rotation model” practice, continue to introduce literacy stations. Also, administer Reading Progress Assessments to students individually. These need to be completed by Day 5. ALL students will need to be tested by Day 5 to be placed in Differentiated Small Groups.</p> <p style="padding-left: 40px;">Whole Group/Wrap Up - Have students model specific behaviors to be used during self-selected reading station or station or station introduced of your choice. (Daily 5 can be used here.) Creating anchor charts listing the behaviors can also be created and hung in the area to help students be successful.</p>
50 – 60 minutes	Social Studies	<p>My Community: Good Leaders and Rules</p> <p>LT: I understand the characteristics of a good leader. LT: I understand that rules provide order and safety. LT: I understand that consequences exist when rules are broken.</p> <p>Resources: <i>David Goes to School</i> by David Shannon, chart paper</p> <p>Lesson:</p> <ol style="list-style-type: none"> 1. Read aloud <i>David Goes to School</i> by David Shannon, a book about a boy whose behavior is not the best when he is at school. 2. Discuss David’s behavior – Ask the students: <i>Is David a good leader? Is David following school rules? Does David have consequences for his behaviors?</i> 3. Discuss the characteristics of a good leader (honesty, courage, respect, responsible, tolerant, etc.) and how these characteristics allow a leader to be a “GOOD” leader. 4. Discuss the importance of rules Ask: <i>Do you have rules at home? Are there rules at school? Where else are there rules? Why is it important to follow rules? What would happen at school if we didn’t have any rules?</i> 5. Give some cause and effect relationships with breaking a rule and what could happen. (eg. cause: running down the hall; effect: hurt yourself or someone else) 6. Discuss the importance of consequences and provide some cause and effect relationships between breaking a rule and a possible consequence for breaking that rule. 7. Create a class rules chart with the class and discuss what it looks like to be following those rules (good leader) and what the consequences would be for breaking a rule.
50- 75 minutes	Math	<p>Topic: Understanding Addition and Subtraction Lesson 2: Stories About Joining</p> <p>Background: This lesson focuses on children solving problems involving joining situations using counting strategies. This lesson helps students develop an understanding of the concept of addition.</p> <p>Learning Target- I can model addition stories and write an addition number sentence.</p> <p>Materials: Connection cubes (for teaching tool 1) -(2 sets of 9 cubes with 2 different colors), Paper bag (1 per pair), Student Interactive Learning Mat 1-2 *Set up the 3 differentiated centers prior to lesson.</p> <p>Vocabulary: Join</p> <p>Daily Common Core Review: 1-2 (To be completed in less than 10 minutes) *Student DCCR booklets available to be ordered through BV Print Services for <u>each</u> topic. DCCR is also found in Teacher Resource Guide- Operations and Algebraic Thinking book. Correct and review and plan for intervention based on informal assessment.</p> <p>Develop the Concept: Interactive (10-15 minutes) Children will listen to joining stories as they represent the stories with connecting cubes and writing addition number sentences.</p>

50- 75 minutes	Math (continued)	<p>Develop the Concept: Visual (30 minutes)</p> <ul style="list-style-type: none"> • Visual Learning Bridge: Using the Visual Learning Bridge, work through each part of the video, students will learn to join parts to find a whole. • Guided Practice: Work through together the “Guided Practice” problems 1 and 2 found on the Student Edition lesson packets. Check for understanding by checking their drawings. • Independent Practice: Students will work through independent problems 3 and 4. Check student’s drawings as they work independently. • Problem Solving: As students work through the problem solving problems 5-7, remind students that their pictures and number sentences must match. <p>Close/Assess and Differentiate (5-10 minutes) You have learned that joining parts to make a whole is one interpretation of addition. We used addition number sentences to show joining parts of a whole.</p> <ul style="list-style-type: none"> • Quick Check/Writing to Explain: Give Quick Check Master 1-2 (Found in Assessment Source Book) Exercise 1 & 2 are worth 1 point each. Use the rubric to score exercise 3. (page 10A) • Leveled Homework: 0-3 points= Reteaching Master 4= Practice Master 5= Enrichment Master <p>Differentiated Instruction (15 minutes) Students work in 3 leveled center groups (intervention, on-level, advanced) Games/activities based on the performance on the quick check master. * These centers will be set up prior to the lesson. Page 10B</p>
10 – 15 minutes	10 Block	<p>Even/Odd Addition Strategies BLOCK 2 Song: “Even or Odd” (Math Concepts I and II) Activity and Data Sheet:</p> <ul style="list-style-type: none"> • Use the Random Number CD with the data sheet from pages 44 – 46 (math drills to thrill) “Even and Odd Columns” Run from and back This data sheet is practice for sorting the even and odd numbers into two columns. This will be done for repeated practices.
20 – 30 minutes	Writing	<p>A resource to use for launching Writer’s Workshop is the blue book titled <u>Making Sense of the Writer’s Workshop for Grade K-6</u> by Barbra Andrews and Patty Brinkman is included with your Benchmark Writing materials page 112. Picture books to use with Launching a Writer’s Workshop-</p> <ul style="list-style-type: none"> • <u>Arthur Writes a Story</u> by Marc Brown • <u>What do Illustrators Do?</u> By Eileen Christelow • <u>Julius, the Baby of the World</u> By Kevin Henkes • <u>*Tulip Sees America</u> by Cynthia Rylant • <u>Diary of a Spider</u> by Doreen Cronin <p>Day 2-Getting Ready for Writer’s Workshop: Good Listening Habits and Oral Language Development Purpose: To develop good listening habits, introduce and Practice “Turn and Talk”, and to continue with oral language development. Mini-lesson:</p> <ul style="list-style-type: none"> • Review and practice coming to the whole-group meeting area. • Say: There will be times when you all will want to share your thoughts. Today we are going to learn a way to do that called “Turn and Talk.” When I invite you to turn and talk, you will sit knee to knee and look at your partner to take turns sharing an idea. • Choose a student to be your partner and model what it looks like to turn and talk. • Say: Today I have another special book to share with you. The title is <u>A Chair for my Mother</u> by Vera B. Williams (or any other book that models storytelling). • The teacher models making connections with this book and telling another memory. • Say: I see that many of you have stories you would like to share. Since I know that all of you would like a turn, let’s practice our new strategy. Turn and talk to your partner. <p>Independent Writing:</p> <ul style="list-style-type: none"> • Dismiss class practicing signals and behavior when returning to seats or moving on to write independently.

Second Grade Lesson Plans

10 minutes	Handwriting	Instruct and practice as needed.
10 minutes	End of Day Routine	

Day 3		
10 minutes	Morning Routine	*Students turn in work & notes etc. *Attendance
80 -120 minutes	Reading	<p>Placement Week, Day 3</p> <p>Whole Group – Set expectations for appropriate behavior during reading group rotations. Create an anchor chart to list expectations for literacy stations. Refer to page xxii and xxiii in the Teacher’s Manual for explicit instructions..</p> <p>Small Group–During “rotation model” practice, continue to introduce new literacy stations. Practice the rotations and classroom procedures using a timer. You will want to build the student’s stamina to 15 minutes per literacy station Also, administer Reading Progress Assessments to students individually. These need to be completed by Day 5. ALL students will need to be tested by Day 5 to be placed in Differentiated Small Groups.</p> <p>Whole Group/Wrap Up Review anchor charts of expected behaviors and have several students model the specific behaviors that are to be used during the previous and new stations that have been introduced and practiced. (Daily 5 can be used here.)</p>
50 – 60 minutes	Social Studies	<p>My Community: Community Leaders</p> <p>LT: I understand the importance of good community leaders.</p> <p>Resources: <i>Social Studies Alive! My Community</i> textbooks, 12.2A & 12.2B Information Master of Community Leader Actions and Leader Headings,</p> <p>Lesson:</p> <ol style="list-style-type: none"> <u>Student predictions</u> – read the 12 action cards to the class. Some of these actions community leaders can do and some of them they cannot. As you read them, students should show thumbs up if they think leaders can do it, and thumbs down if they think cannot. If students give a thumbs up, post the card in a pocket chart or onto the board. If they give a thumbs down, set the card aside. If there is a disagreement, set them in another area visible to you and the students. <u>Read and Discuss</u> – pages 83 – 85. <ul style="list-style-type: none"> Read page 83 and ask them to identify a class rule that keep them safe and the classroom clean. Read page 84 and ask them to identify who helps keep their school in good repair Read page 85 and ask them if there are any new places they would like to see built in their school or community. <u>Classifying Actions</u> – review the action cards in the pocket chart. Ask children if any cards should be removed or added. Then take the cards off the board and place the heading cards “1. Make Laws”, “2. Pay for Services”, and “3. Decide What to Build”. Read each action card again and have the students hold up the number of fingers that represents the heading for the action you just read. Place the card under the appropriate heading. <u>Independent Review</u> – pages 50 – 51 from the interactive student notebook. Read the directions to the students. For each box, read all the sentences and then have children chose a phrase from the Word Bank to complete the final sentence.
50- 75 minutes	Math	<p>Topic: Understanding Addition and Subtraction Lesson 3: Writing Subtraction Number Sentences</p> <p>Background: This lesson focuses on the meaning of the equal sign, expression on either side of the equal sign are different ways of naming the same quantity. (4-3=1 and 1=4-3) Using the equal sign in different positions in a number sentence strengthens a student’s understanding of equality.</p> <p>Learning Target- I can solve problems by writing subtraction number sentences.</p> <p>Materials: Part – part –whole mat (for teaching tool 4) -(8 connecting cubes per pair), Paper bag (1 per pair), Student Interactive Learning Mat 1-3 *Set up the 3 differentiated centers prior to lesson.</p> <p>Vocabulary: Subtraction Sentence, Minus (-), Subtract, Difference</p>

50- 75 minutes	Math (continued)	<p>Daily Common Core Review: 1-3 (To be completed in less than 10 minutes) *Student DCCR booklets available to be ordered through BV Print Services for <u>each</u> topic. DCCR is also found in Teacher Resource Guide- Operations and Algebraic Thinking book. Correct and review and plan for intervention based on informal assessment.</p> <p>Develop the Concept: Interactive (10-15 minutes) In this activity children use cubes to find the missing part of a whole and record their results as a subtraction sentence.</p> <p>Develop the Concept: Visual (30 minutes)</p> <ul style="list-style-type: none"> • Visual Learning Bridge: Using the Visual Learning Bridge, work through each part of the video, students will learn about writing subtraction sentences to help you subtract. • Guided Practice: Work through together the “Guided Practice” problems 1-4 found on the Student Edition lesson packets. Check for understanding by checking their drawings and subtraction number sentences. • Independent Practice: Students will work through independent problems 5-7. Check student’s drawings and subtraction number sentences as they work independently. • Problem Solving: As students work through the problem solving problems 8-10, remind students that their pictures and number sentences must match. <p>Close/Assess and Differentiate (5-10 minutes) We have learned that subtraction number sentences can be written to show separating parts from a whole or comparison subtraction situations.</p> <ul style="list-style-type: none"> • Quick Check/Writing to Explain: Give Quick Check Master 1-3 (Found in Assessment Source Book) Exercise 1 -3 are worth 1 point each. Use the rubric to score exercise 4. (page 14A) • Leveled Homework: 0-3 points= Reteaching Master 4-5= Practice Master 6= Enrichment Master <p>Differentiated Instruction (15 minutes) Students work in 3 leveled center groups (intervention, on-level, advanced) Games/activities based on the performance on the quick check master.</p> <p>* These centers will be set up prior to the lesson. Page 14B</p>
10 – 15 minutes	10 Block	<p>Even/Odd Addition Strategies BLOCK 3 Song: “Even or Odd” (Math Concepts I and II) Activity and Data Sheet:</p> <ul style="list-style-type: none"> • Play the game using one of the game boards from pages 176 – 190 (math drills to thrill) using the random number CD and transparent chips. To build the game boards students will fill each object with either an “e” or “o” unless board is filled. A chip is placed when a number is called.

20 – 30 minutes	Writing	<p>A resource to use for launching Writer’s Workshop is the blue book titled <u>Making Sense of the Writer’s Workshop for Grade K-6</u> by Barbra Andrews and Patty Brinkman is included with your Benchmark Writing materials page 113.</p> <p>Picture books to use with Launching a Writer’s Workshop-</p> <ul style="list-style-type: none"> • <u>Arthur Writes a Story</u> by Marc Brown • <u>What do Illustrators Do?</u> By Eileen Christelow • <u>Julius, the Baby of the World</u> By Kevin Henkes • <u>*Tulip Sees America</u> by Cynthia Rylant • <u>Diary of a Spider</u> by Doreen Cronin • <p>Day 3-Getting Ready for Writer’s Workshop: Good Listening Habits and Oral Language Development Purpose: To develop good listening habits, practice “Turn and Talk”, and to continue with oral language development.</p> <p>Mini-lesson:</p> <ul style="list-style-type: none"> • Review and practice coming to the whole-group meeting area. • Say: <i>There will be many times during Writer’s Workshop when you listen to a speaker. You may be asked to listen to your teacher when they are talking with you. You may be asked to listen to a friend and you may want your friend to listen to you. When you listen to a speaker, what are some of the important things to remember?</i> • Brainstorm and create an anchor chart listing characteristics of a good listener using modeled writing. Title the chart Characteristics of a Good Listener. • Say: <i>Today I’d like to share a story titled <u>Hamsters</u> by Michaela Miller (or another story about animals). Remember to be a good listener as I read the story to you.</i> • <i>Read the story to the students and model telling a story you have about animals.</i> • Say: <i>I see that many of you have animal stories you would like to share. Since I know that all of you would like a turn, let’s practice turning and talking to your partner.</i> • Say: <i>While listening to the partners, I heard (name) tell a very good story. (Name), will you share your story with the class?</i> • Ask: <i>As we were working on our anchor chart, what did you do today that made you a good listener? What could you do tomorrow to make yourself a better listener? Is there anything you would like to add to our chart?</i> <p>Independent Writing:</p> <ul style="list-style-type: none"> • Dismiss class practicing signals and behavior when returning to seats or moving on to write independently.
10 minutes	Handwriting	Instruct and practice as needed.
10 minutes	End of Day Routine	

Day 4		
10 minutes	Morning Routine	*Students turn in work & notes etc. *Attendance
80 -120 minutes	Reading	<p>Placement Week, Day 3</p> <p>Whole Group – Explain that students will complete and present an Inquiry Project during each unit of instruction. To complete each Inquiry Project, they will go through 5 Inquiry Process steps together with their teacher and their peers. Write the Inquiry Process steps on an anchor chart and discuss their meanings. See pages xxiv and xxv in the Teachers Manual.</p> <p>Small Group- During “rotation model” practice, continue to introduce literacy stations. Also, administer Reading Progress Assessments to students individually.</p> <p>Whole Group/Wrap Up Review the Inquiry Process steps and then have students set up their Inquiry folders.</p>
50 – 60 minutes	Social Studies	<p>My Community: Being A Good Citizen</p> <p>LT: I understand that good citizens help each other, get along with others, and make their neighborhood beautiful.</p> <p>Resources: Chapter Opener Transparency 13, <i>Good Citizen</i> song from CD track 8, projected lyrics to the song, project page 53 of interactive student notebook</p> <p>Lesson:</p> <ol style="list-style-type: none"> Project transparency 13 and ask: <i>What do you see? Why do you think people are planting trees? Which people are helping someone else? What are they doing to help?</i> Explain that the people are working to make their community better. They are being good citizens. Play “Good Citizens” on track 8 of CD and project the lyrics – play and sing along a couple of times. Project page 53 of the interactive student notebook and ask students to look at the pictures and help you identify how these people are being good citizens. Read and discuss pages 87-91 in chapter 13 of Social Studies Alive! My Community <ul style="list-style-type: none"> Page 88 – How can adults be good citizens? How do you think children can be good citizens? Page 89 – What might good citizens do when they see someone being teased? What might they do if someone says something mean to them? Page 90 – What are some ways you have helped or could help people in your community? Page 91 – What are some things you could do to make your school and community more beautiful?
50- 75 minutes	Math	<p>Topic: Understanding Addition and Subtraction Lesson 4: Stories About Separating</p> <p>Background: Separating is a subtraction concept that is built on an understanding of the inverse relationship between addition and subtraction. At this level, subtraction facts are most easily figured out by thinking of a related addition fact.</p> <p>Learning Target- I can write subtraction sentences to solve stories about separating groups.</p> <p>Materials: Number Cards 0-11 and 12-20 (Teaching Tools 2 and 3), Connecting Cubes (Teaching Tool 1) Student Interactive Learning Mat 1-4 *Set up the 3 differentiated centers prior to lesson.</p> <p>Vocabulary: Separate</p> <p>Daily Common Core Review: 1-4 (To be completed in less than 10 minutes) *Student DCCR booklets available to be ordered through BV Print Services for <u>each</u> topic. DCCR is also found in Teacher Resource Guide- Operations and Algebraic Thinking book. Correct and review and plan for intervention based on informal assessment.</p> <p>Develop the Concept: Interactive (10-15 minutes) In this activity children listen to separating stories, modeling them with cubes, and writing subtraction sentences to solve them.</p>

50- 75 minutes	Math (continued)	<p>Develop the Concept: Visual (30 minutes)</p> <ul style="list-style-type: none"> • Visual Learning Bridge: Using the Visual Learning Bridge, work through each part of the video, students will learn about how to write subtraction sentences to solve problems about separating one part from the whole. • Guided Practice: Work through together the “Guided Practice” problems 1 & 2 found on the Student Edition lesson packets. Check for understanding by checking their drawings and subtraction number sentences. • Independent Practice: Students will work through independent problems 3 & 4. Check student’s drawings and subtraction number sentences as they work independently. • Problem Solving: As students work through the problem solving problems 5-7, remind students that their pictures and number sentences must match. <p>Close/Assess and Differentiate (5-10 minutes) We have learned that you can show a story about separating on a part-part-whole mat using objects to represent the whole and the part you know to help you find the missing part. You can also write a subtraction sentence to solve the story.</p> <ul style="list-style-type: none"> • Quick Check/Writing to Explain: Give Quick Check Master 1-4 (Found in Assessment Source Book) Exercise 1 & 2 are worth 1 point each. Use the rubric to score exercise 3. (page 18A) • Leveled Homework: 0-3 points= Reteaching Master 4= Practice Master 5= Enrichment Master <p>Differentiated Instruction (15 minutes) Students work in 3 leveled center groups (intervention, on-level, advanced) Games/activities based on the performance on the quick check master.</p> <p>* These centers will be set up prior to the lesson. Page 18B</p>
10 – 15 minutes	10 Block	<p>Even/Odd Addition Strategies BLOCK 4 Song: “Even or Odd” (Math Concepts I and II) Activity and Data Sheet: Use the random number CD with the data sheet from pages 16-19 (math drills to thrill) “Numbers I Hear.” This time the data sheet is practice for writing whether the number called is even or odd. This will be repeated many times for early learners.</p>
20 – 30 minutes	Writing	<p>A resource to use for launching Writer’s Workshop is the blue book titled <u>Making Sense of the Writer’s Workshop for Grade K-6</u> by Barbra Andrews and Patty Brinkman is included with your Benchmark Writing materials page 114. Picture books to use with Launching a Writer’s Workshop-</p> <ul style="list-style-type: none"> • <u>Arthur Writes a Story</u> by Marc Brown • <u>What do Illustrators Do?</u> By Eileen Christelow • <u>Julius, the Baby of the World</u> By Kevin Henkes • <u>*Tulip Sees America</u> by Cynthia Rylant • <u>Diary of a Spider</u> by Doreen Cronin <p>Day 4-Getting Ready for Writer’s Workshop: Creating a Topic List of Writing Ideas and Oral Language Development Purpose: To practice good listening habits, create a list of possible writing topics, and to continue with oral language development. Teaching Points</p> <ul style="list-style-type: none"> • Review and practice coming to the whole-group meeting area. • Say: <i>Today I’d like to share another story. This story is titled <u>Julius, the Baby of the World</u> by Kevin Henkes.</i> • Read the story to the students and model telling a story you have about any connection you can make to the book. • Listen to the students tell their stories to one another. Pay special attention to good stories that some of the reluctant students have told.

Second Grade Lesson Plans

20 – 30 minutes	Writing	<ul style="list-style-type: none"> • Say: <i>While I was listening to (name’s) story, it reminded me of another story that I have.</i> • Tell the story to the students and then say: I have told so many stories and I want to make a list of them. I think I should just write down a few words to help me remember the topic of my stories. For example, I just told you a story about (my grandmother’s quilt). I think I should just write down “grandmother’s quilt” on my list. • Model writing I can write about . . . at the top of a piece of chart paper. You will want to have a place to display this list when it is finished. Write #1 and put “grandmother’s quilt” after the number. • Say: <i>Help me remember what some of my stories were about.</i> • As students brainstorm the stories that you told, list them on your chart. • Say: <i>I loved telling these stories, but I would like to tell the whole story in writing. You may want to write about some of your stories, too!</i> <p>Independent Writing:</p> <ul style="list-style-type: none"> • Dismiss class practicing signals and behavior when returning to seats or moving on to write independently.
10 minutes	Handwriting	Instruct and practice as needed.
10 minutes	End of Day Routine	

Day 5		
10 minutes	Morning Routine	<p>*Students turn in work & notes etc. *Attendance</p>
80 -120 minutes	Reading	<p>Whole Group – Create a space on a bulletin board, poster board, or chart paper and label it “Unit 1 Question Board.” Explain that throughout each unit, students post can post questions that intrigue them about their reading. These questions may spur Inquiry Questions, conjectures, or other ideas. Students can post images, comments, responses and articles related to their reading about the theme. Introduce the Investigation Sheets to use during independent work time.</p> <p>Small Group- During “rotation model” practice, continue to introduce literacy stations. Also, finish administering Reading Progress Assessments to students individually. All RPA’s need to be finished by today, because small group instruction begins on Day 6, and all students need to be placed in their Differentiated Reading Small Groups before then.</p> <p>Whole Group/Wrap Up Have students share questions or “I wonders” with a shoulder partner about what they will learn in Second Grade.</p> <p>Looking Ahead- Be sure to create Inquiry Groups that include one member from each differentiated reading level. Provide Investigation Sheets (Resource Master 39) for students to use during independent work during the week. Also be sure to have resources for students to use to gather information during independent work during the week.</p>
50 – 60 minutes	Social Studies	<p>My Community: Good Citizen Game LT: I know how to be a good citizen. Resources: <i>Good Citizen</i> song from CD track 8, projected lyrics to the song, copy of pages 54 – 55 of the interactive student notebook made on one piece of 11 X 17, spinner, game markers Lesson:</p> <ol style="list-style-type: none"> 1. Play CD track 8 <i>Good Citizen</i>, listen and sing along to identify some actions of good citizen mentioned in the song. 2. Hand out the 11 X 17 page of 54-55. Tell the students that they need to complete the game board. They will need to get out a red crayon to circle each action that describes what a good citizen does. 3. Check answers by discussing each action and telling why it is or is not an action of a good citizen. 4. Read the rules aloud from page 55 and clarify any questions, put kids into mixed ability pairs to play the game. and give each pair a spinner and 2 game markers (one for each player) 5. Students play the game.
50- 75 minutes	Math	<p>Topic: Understanding Addition and Subtraction Lesson 5: Stories About Comparing</p> <p>Background: Previous lessons have focused on two classes of subtraction involving joining and part-part-whole relations. This lesson presents subtraction as a way to compare numbers. When comparing, the greater amount or the lesser amount may be unknown. Working with manipulatives can help children build a conceptual understanding of comparison subtraction.</p> <p>Learning Target- I can write subtraction sentences to solve stories about comparing groups.</p> <p>Materials: Connecting Cubes (Teaching Tool 1) Student Interactive Learning Mat 1-5 *Set up the 3 differentiated centers prior to lesson.</p> <p>Vocabulary: More, Fewer</p> <p>Daily Common Core Review: 1-5 (To be completed in less than 10 minutes) *Student DCCR booklets available to be ordered through BV Print Services for <u>each</u> topic. DCCR is also found in Teacher Resource Guide- Operations and Algebraic Thinking book. Correct and review and plan for intervention based on informal assessment.</p> <p>Develop the Concept: Interactive (10-15 minutes) In this activity children listen to comparing stories, show them with cubes and write number sentences to solve.</p>

50- 75 minutes	Math (continued)	<p>Develop the Concept: Visual (30 minutes)</p> <ul style="list-style-type: none"> • Visual Learning Bridge: Using the Visual Learning Bridge, work through each part of the video, students will learn about how to write subtraction sentences to solve problems about comparing numbers. • Guided Practice: Work through together the “Guided Practice” problems 1 & 2 found on the Student Edition lesson packets. Check for understanding by checking their drawings and subtraction number sentences. • Independent Practice: Students will work through independent problems 3 -5. Check student’s drawings and subtraction number sentences as they work independently. • Problem Solving: As students work through the problem solving problems 6-8, remind students that their pictures and number sentences must match. <p>Close/Assess and Differentiate (5-10 minutes) In this lesson, you learned that showing a comparing story with connecting cubes can help you compare the two groups. You can also write a subtraction sentence to solve.</p> <ul style="list-style-type: none"> • Quick Check/Writing to Explain: Give Quick Check Master 1-5 (Found in Assessment Source Book) Exercise 1 & 2 are worth 1 point each. Use the rubric to score exercise 3. (page 22A) • Leveled Homework: 0-3 points= Reteaching Master 4= Practice Master 5= Enrichment Master <p>Differentiated Instruction (15 minutes) Students work in 3 leveled center groups (intervention, on-level, advanced) Games/activities based on the performance on the quick check master. * These centers will be set up prior to the lesson. Page 22B</p>
10 – 15 minutes	10 Block	<p>Even/Odd Addition Strategies BLOCK 5 Song: “Add Em’ Up” (Math Concepts I and II) Activity and Data Sheet: Play the game “Even and Odds” on pages 56-57 (Dynamic Dice) using the Double Dice. The game can be played on the data sheet or on the student response boards with chalk and eraser. Students will play for at least twenty rolls.</p>
20 – 30 minutes	Writing	<p>Day 5-Getting Ready for Writer’s Workshop: Creating a Topic List of Writing Ideas and Oral Language Development</p> <p>Purpose: To practice good listening habits, create a list of possible writing topics, and continue with oral language development.</p> <p>Mini lesson:</p> <ul style="list-style-type: none"> • Review and practice coming to the whole-group meeting area. • Say: Today I’d like to share another story. This story is titled Arthur Writes a Story by Marc Brown (or another story that centers around writing). Remember to be a good listener as I read the story to you. • Read the story to the students and model telling a story you have about any connection you can make to the book. • Say: I see that many of you have many stories you would like to share. Since I know that all of you would like a turn, let’s practice turning and talking to your partner. • Say: All of you have shared many stories with your partner or with the class. Yesterday I made a list of the stories that I have told, and I would like you to be able to list your stories, too. Remember that you have told stories about memories, your family, animals, etc. (Recap subjects that you have discussed.) • Display the I can write about . . . list that you wrote during Day 4 and remind students how they helped you compile your list. • Say: Now think about all of the stories that you have told during this week. We will now have time for you to compile a list of all of the stories that you can tell.

Second Grade Lesson Plans

20 – 30 minutes	Writing (continued)	<p>Independent Writing:</p> <ul style="list-style-type: none"> Distribute paper and ask students to return to their seats to compose their lists. Support students who are struggling to remember some of the stories that they have told. After 10–15 minutes, use your signal to call students back to the whole-group meeting area. Ask them to bring their lists with them. <p>Share:</p> <ul style="list-style-type: none"> Say: You have each worked very hard and have listed many of the stories that you have told. Some of you may not have finished your list, but you will have time tomorrow to add to it. Remember that this list will never be finished. You can always add to it whenever you remember a good story or have something that you would like to tell or to write. <p>• Dismiss students using your signal.</p>
10 minutes	Handwriting	Instruct and practice as needed.
10 minutes	End of Day Routine	

Day 6		
10 minutes	Morning Routine	*Students turn in work & notes etc. *Attendance
80 -120 minutes	Reading	<p>Begin Unit 1, Week 1, Day 1 Whole Group –</p> <ul style="list-style-type: none"> • Oral Language and Vocabulary -Launch the unit by introducing the theme question, “What is my role at home?” Show the Virtual Field Trip (page 10.) The Virtual Field Trip can be found on the LEAD21 website in Unit 1. Give each student a post-it note and have them write a question they have as they listen. Have them share their question with a partner, and then put their question on the Question Board. Read several of the questions to the class as examples. • Read and Comprehend – Show students the cover on “You Can Count on Me”. Discuss that it is a non-fiction book, and explain what that means. Build background knowledge about the roles people have. Make a list of roles that people have at home. Show students how to use previewing and predicting by modeling. • Give each student a post-it note and have them write a question they have as they listen. Have them share their question with a partner, and then put their question on the Question Board. Read several of the questions to the class as examples. • Word Work <p>Phonics -Review the long a sound using the Sound Spelling Card #35. Use words that show examples of the different ways to make the long a sound (a/e, a, ai, and ay). Model and practicing blending beginning and ending sounds using the long a sound. Small Group- (60 minutes)- Meet with each small group daily . *This order works better than the one the Teacher Manual suggests.</p> <ul style="list-style-type: none"> • Benchmark – Use the theme reader and begin teaching the vocabulary on TM on page 11. Then read aloud the book as the students read along. Use the Guide Comprehension questions on page 20 of the TM to guide the group’s discussion. • Intensive - Use the theme reader and begin teaching the vocabulary on TM on page 11. Do a picture walk, and use a sticky note to label the pictures in the chapter. Have students read along as you read. Use the Guide Comprehension questions on page 17 of the TM. • Strategic –Build background knowledge by making a t-chart with the column headings <i>Role at Home</i> and <i>What to Do</i>. Have students look at pages 6-11 and fill in the chart. Review the vocabulary words on page 11 of the TM. Then read aloud as the students read along Chapter 1 <i>Pitching In</i>. Use Guide and Check Comprehension on pages 18 – 19 in TM. • Advanced - Build background knowledge by making a t-chart with the column headings <i>Role at Home</i> and <i>Examples</i>. Have students work with a partner look at pages 6-11 and fill in the chart. Review the vocabulary words on page 11 of the TM. Share what the students put. Use the Guide Comprehension on page 21 of the TM. <p>Whole Group/Wrap Up Share text connections by reviewing the 3 different text connections (text -to-self, text -to-text and text - to- world). Model making Text-to -Self Connections, then ask students to write/draw about their own connection to the chapter. If time allows, have them share their connections.</p>
50 – 60 minutes	Science	<p>Solids and Liquids LT: I can categories objects as solids or liquids. LT: I can explain the interaction of two liquids. Resources: big book chapter 8 or project the pages from www.pearsonsuccessnet.com , vocabulary cards for (mass, property, states of matter, solid, liquid, gas, mixture), water, food coloring, vegetable oil, clear plastic cups or bottles, plastic jar with lid (If each child is making one you will want the travel sized empty shampoo bottles, glitter, hot glue gun, plastic beads)</p>

Second Grade Lesson Plans

20 – 30 minutes	Writing	<p>Day 6: Writer’s Workshop: Procedures: Using and Storing Writing FoldersPurpose: To guide students in the proper use and care of their writing folders, and help students understand where their folders are stored and how to return them to the storage place.</p> <p>Teacher’s Note: For today’s lesson only, the writing is included in this lesson so that students will be prepared for Day 7.</p> <p>Mini-lesson:</p> <ul style="list-style-type: none"> • Use your signal to call students to the whole-group meeting area. • Hold up a folder that you have predetermined each student will use as their writing folder. (Usually these folders are uniform in appearance. They are the same color and type for easy identification as a writing folder.) • Say: You will each have a folder that looks like this. This is your writing folder. You will want to put your name on your folder. You will use your folder to store all of your writing and other resources writers use. Your topic list will go inside this folder. When we come back for our mini-lesson, you will want to bring your folder with you. We will store our folders (in a predetermined place) and return them when Writer’s Workshop is over. • Model for the students how to follow the procedure (calling rows, tables, students, etc.) when you are ready to end Writer’s Workshop. Practice until the students are able to retrieve and store folders correctly and quietly. <p>Independent Writing:</p> <p>Distribute the topic list that they compiled on Day 5. Ask students to return to their seats. Invite them to place their name on the front of the folder and then add to their topic lists. Suggest that students who are ready might want to begin writing, and they may do so at this time. As students are working, circulate and help students staple their topic lists to their folders.</p>
10 minutes	Handwriting	Instruct and practice as needed.
10 minutes	End of Day Routine	

Day 7		
10 minutes	Morning Routine	*Students turn in work & notes etc. *Attendance
80 -120 minutes	Reading	<p>Unit 1, Week 1, Day 2 Begin Unit 1, Week 1, Day 1 Whole Group:</p> <ul style="list-style-type: none"> • Oral Language and Vocabulary – Launch the unit by introducing the theme question, “What is my role at home?” Show the Virtual Field Trip (page 10.) The Virtual Field Trip can be found on the LEAD21 website in Unit 1. Give each student a post-it note and have them write a question they have as they listen. Have them share their question with a partner, and then put their question on the Question Board. Read several of the questions to the class as examples. • Read and Comprehend - Show students the cover on “You Can Count on Me”. Discuss that it is a non-fiction book, and explain what that means. Build background knowledge about the roles people have. Make a list of roles that people have at home. Show students how to use previewing and predicting by modeling. • Give each student a post-it note and have them write a question they have as they listen. Have them share their question with a partner, and then put their question on the Question Board. Read several of the questions to the class as examples. <p>Word Work: Phonics -Review the long a sound using the Sound Spelling Card #35. Use words that show examples of the different ways to make the long a sound (a/e, a, ai, and ay). Model and practicing blending beginning and ending sounds using the long a sound. Small Group- (60 minutes)- Meet with each small group daily . *This order works better than the one the Teacher Manual suggests.</p> <ul style="list-style-type: none"> • Benchmark – Use the theme reader and begin teaching the vocabulary on TM on page 11. Then read aloud the book as the students read along Chapter 1, <i>We All Work</i>. Use the Guide Comprehension questions on page 20 of the TM to guide the group’s discussion. • Intensive - Use the theme reader and begin teaching the vocabulary on TM on page 11. Do a picture walk, and use a sticky note to label the pictures in the chapter. Have students read along as you read. Read aloud as the students read along Chapter 1 <i>Pitching In</i>. Use the Guide Comprehension questions on page 17 of the TM. • Strategic –Build background knowledge by making a t-chart with the column headings <i>Role at Home</i> and <i>What to Do</i>. Have students look at pages 6-11 and fill in the chart. Review the vocabulary words on page 11 of the TM. Then read aloud as the students read along Chapter 1 <i>Owning a Pony</i>. Use Guide and Check Comprehension on pages 18 – 19 in TM. • Advanced - Build background knowledge by making a t-chart with the column headings <i>Role at Home</i> and <i>Examples</i>. Have students work with a partner look at pages 6-11 and fill in the chart. Review the vocabulary words on page 11 of the TM. Share what the students put. Use the Guide Comprehension on page 21 of the TM. <p>Whole Group/Wrap Up Share text connections by reviewing the 3 different text connections (text -to-self, text -to-text and text - to- world). Model making Text-to -Self Connections, then ask students to write/draw about their own connection to the chapter. If time allows, have them share their connections.</p>
50 – 60 minutes	Science	<p>Solids and Liquids LT: I can describe an object based on its characteristics. LT: I can identify an object based on its characteristics. Resources: big book chapter 8 or project the pages from www.pearsonsuccessnet.com CD with song, a paint brush, a few different colored pipe cleaners, a clip, sponge, other objects in the room, plain paper, sticky notes</p>

Second Grade Lesson Plans

10 – 15 minutes	10 Block	<p>Even/Odd Addition Strategies BLOCK 7 Song: “Add Em’ Up” (Math Concepts I and II) Activity and Data Sheet:</p> <ul style="list-style-type: none"> Use the data sheet found on pages 86-87 (math drills to thrill) called “Even and Odd” Addition Patters with the Random Number CD. No numbers will be recorded.
20 – 30 minutes	Writing	<p>Day 7-Writer’s Workshop: Choosing the Writing Topic Purpose</p> <ul style="list-style-type: none"> Guide students in the process of choosing a topic for writing from their list. <p>Mini-lesson</p> <ul style="list-style-type: none"> Use your signal to call students to the whole-group meeting area. The teacher should have his or her own topic list that was compiled with the students available to use for this mini-lesson. The students need to have their writing folder with them. Say: These are all stories that I could tell and write. This one is one of my favorite stories. I will put a star beside this topic to remind me that I want to write about this first. Now look at your topic list. Decide on your favorite topic. Now turn to your partner and tell the whole story. Say: When you hear the signal, please take your writing folder and go back to your seat to write or draw what you told your partner. <p>Independent Writing</p> <ul style="list-style-type: none"> Distribute paper to the students. Dismiss students from the mini-lesson using your signal.
10 minutes	Handwriting	Instruct and practice as needed.
10 minutes	End of Day Routine	

Day 8		
10 minutes	Morning Routine	*Students turn in work & notes etc. *Attendance
80 -120 minutes	Reading	<p>Whole Group-</p> <ul style="list-style-type: none"> • Oral Language and Vocabulary –Have students turn to a partner and talk about how the roles at home and their roles at school. Create a Concept Web (page 48 Teacher Manual) on the board/Smart Board showing their responses. (5 min.) • Read and Comprehend –Revisit the comprehension strategy of Determining Important Information. Use chart from Day 2 and use page 12 of the book “You Can Count on Me” to practice determining the Important Information. Do more pages if time allows. (7 min.) • Word Work –Students look for evidence in the story for the Theme Question, What do my different roles say about me? Have students look for evidence in the book. Cite page number where they found the important information. • Word endings – verbs? • Reread pages 8- 15 in “You Can count on Me” <p>Small Group (60 minutes)- Meet with each small group daily. *This order works better than the one the Teacher Manual suggests.</p> <ul style="list-style-type: none"> • Benchmark – Use the theme reader and recall what they have learned from <i>We All Work</i>. Set the purpose for reading is looking for answers to the Focus Question: <i>What is my role at home?</i> Have the students read pages 16-23 independently. (The teacher listens in to individual students has they read independently.) Conclude with how what they have read helps with answering the focus question. Have each student tell which roles they found most interesting and why. • Intensive – Discuss what they remember from <i>Set It Up!</i> and ask the questions under Prepare to Read. Remind students to think about the focus question: <i>What is my role at home</i>. Then read page 15-17 aloud and model thinking. Have students partner read page 18-22. (The teacher listens in to partners as they are reading listening for fluency.) Conclude with the comprehension questions on page 40. • Strategic – Discuss what they remember from <i>Owning a Pony</i> and ask the questions under Prepare to Read. Remind students to think about the focus question: <i>What is my role at home</i>. Then read page 16 aloud and model thinking. Have students partner read page 17-23. (The teacher listens in to partners as they are reading listening for fluency.) Conclude with the comprehension questions on page 40. • Advanced — Use the theme reader and recall what they have learned from <i>The Yard Sale</i>. Set the purpose for reading is looking for answers to the Focus Question: <i>What is my role at home?</i> Have the students read pages 16-23 independently. (The teacher listens in to individual students has they read independently.) Conclude with how what they have read helps with answering the focus question. Have each student tell which roles they found most interesting and why. <p>Whole Group/Wrap Up- Bring students back together and have them popcorn share about roles they can fill at home.</p>
50 – 60 minutes	Science	<p>Solids and Liquids LT: I can describe a solid and a liquid. LT: I can explain property changes of water. Resources: big book chapter 8 or project the pages from www.pearsonsuccessnet.com , cups, ice, balloon Lesson:</p> <ol style="list-style-type: none"> 1. PLAY GUESS THE OBJECT: Take a few students object characteristics and read to the class. Allow the class to guess what the object is. (Continue to play this game as you have time over the next week or so.) 2. Quick Activity: Ask students “What is solid water called?” Ice. Give the students a small paper cup with an ice cube in it, and have them list words to describe ice: shape, color, texture, and temperature. 3. Read and Discuss pages 242 – 243 Review the definition of solid and ask the students if ice is a solid 4. Quick Activity: The ice cubes should have melted at least some. Ask the students “What is the melted ice called? Water. Have the students list words to describe water: shape color, texture and temperature 5. Read and Discuss pages 244-245 Review the definition of a solid and a liquid and ask the students if water is a solid or a liquid. 6. Quick Activity: Show the students an inflated balloon. Ask... Can you see and touch the balloon? Can you see and touch what’s inside the balloon? How do you know there is something inside the balloon? <p>Read and Discuss pages 246-247 Review the definition of a gas and discuss the balloon. Then discuss water vapor as the gas form of the liquid water and solid ice.</p>

50- 75 minutes	Math	<p>Topic: Understanding Addition and Subtraction Day (lesson) 8: Reteaching/End of Unit Assessment</p> <p>Background: Assess children’s understanding of the concepts and skills in Topic 1 using multiple-choice and constructed response formats.</p> <p>Learning Target- I can use my test taking strategies.</p> <p>Materials: Manipulatives needed for assistance with the assessment, Topic 1 Assessment</p> <p>Vocabulary: part, whole, add, sum, addition sentence, plus (+), equals (=), join, subtract, difference, subtraction sentence, minus (-), separate, more, fewer, related, fact family</p> <p>Topic 1 Reteach: If you feel that your students need a review before the assessment you can use the reteaching pages for topic 1. The directions for topic 1 reteaching can be found on pages 31 & 32 of the teacher’s edition.</p> <p>Topic 1 Assessment: You will find directions for the topic test on pages 33 & 34 of the teacher’s edition.</p> <p>After Assessment: You may want to introduce the Interactive Math Story for Topic 2 Addition Strategies.</p> <p>Interactive Math Story: The Math Machine- Page 35E</p> <ul style="list-style-type: none"> • Before the Story: Conduct a picture walk pointing out the object pictured in the machine. • During the Story: Using card activity show how the math machine switches the order of two groups. • After the Story: Using a shoe box as a class math machine, have students take out number cards in the opposite order and state the addition sentence. Have students take their interactive math story home to share with their family what they have learned about addends in addition. <p>Topic Opener: Discuss the Addition Strategies Home-School Connections and allow students to take this home to their families.</p>
10 – 15 minutes	10 Block	<p>Even/Odd Addition Strategies</p> <p>BLOCK 8</p> <p>Song: “Add Em’ Up” (Math Concepts I and II)</p> <p>Activity and Data Sheet:</p> <ul style="list-style-type: none"> • Use the data sheet found on pages 86-87 (math drills to thrill) called “Even and Odd Addition Patterns” with the random number CD. No numbers will be recorded.
20 – 30 minutes	Writing	<p>Day 8-Concept of Writer’s Workshop</p> <p>Purpose: To introduce concept of Writer’s Workshop to students and clarify the purpose of Writer’s Workshop.</p> <p>Mini-lesson:</p> <ul style="list-style-type: none"> • Use your signal to call students to the whole-group meeting area. • Say: Today we will be talking about Writer’s Workshop and what it is. • Draw a blank three-column chart. As you explain and discuss the components (mini-lesson, independent writing time, and sharing time) of Writer’s Workshop, you will complete the chart. • Begin by explaining the mini-lesson. Write “Mini-Lesson” at the top of the first column. • Say: We have been learning about how we come together as a whole group to learn more about writing. This is one part of Writer’s Workshop. • Write a few ideas in the Mini-Lesson column. • Write “Writing Time” at the top of the second column. Explain that students will be doing different things during writing time. Explain that most of their writing time will be spent writing and using the writing process. Explain that the students will be learning about the writing process during their mini-lessons. • Say: After our mini-lesson, we will use what we learn about writing to write stories or pieces of writing that interest us. We will use the writing process when we write, so each of us may be at different places in the writing process. • Write a few ideas in the Writing Time column. • Write “Sharing Time” at the top of the third column. Explain the students will have an opportunity to share what they have written with other students in the class. Explain that they will also hear what others have written. • Say: There will be times to share with the group or a partner about things you have written. You may get help from your friends about a writing problem, read an especially interesting part of your writing to a friend, or listen to a friend’s writing as they read to you. • Write a few ideas in the Sharing Time column. Ask students to share ideas about how Writer’s Workshop will help them become better writers. • Dismiss students from the mini-lesson using your signal. <p>Independent Writing: Students will write independently at the end of each day’s mini-lesson.</p>

Second Grade Lesson Plans

10 minutes	Handwriting	Instruct and practice as needed.
10 minutes	End of Day Routine	

Day 9		
10 minutes	Morning Routine	*Students turn in work & notes etc. *Attendance
80 -120 minutes	Reading	<p>Whole Group-</p> <ul style="list-style-type: none"> • Oral Language and Vocabulary – Activate prior knowledge by revisiting the concept of roles. Ask students to share with a peer about the roles they have. Roles they have at home, and school. Are there any other roles they have? Where would those be roles be categorized. (3 min.) • Read and Comprehend –Review the strategy of using context clues for words they don't know. Model using the words FAVORITE (page 16) and LEADER (page 15) when rereading the pages. Discuss Author's Purpose – why did the author write this story? Was it to entertain, inform or persuade? <p>Have students look for clues in the text and discuss their findings (7 min.)</p> <ul style="list-style-type: none"> • Word Work – Point out Text Features in the story. Focus on the graph (page 9) Have students look for other text features as you reread. Look for Chapter Titles, captions and any other text features in the book. (5 minutes) • Reread pages 6 - 17 in "You Can Count on Me" Have students read along. If time allows, have students share with a partner how their roles they wrote about are important to their involvement in school. Did some of their roles match the ones in the book? <p>Small Group (60 minutes)- Meet with each small group daily . *This order works better than the one the Teacher Manual suggests.</p> <ul style="list-style-type: none"> • Benchmark –Extend Differentiated Vocabulary though synonyms and antonyms see page 56. The purpose is to find text evidence to answer the Focus Question: <i>What is my role at home?</i> Have student read independently pages 8-23. (The teacher listens in to individual students as they read.) Then use resource master 14 and have students fill in text evidence with a partner. • Intensive – Extend Differentiated Vocabulary by identifying and sorting related words page 52. The purpose is to find text evidence to answer the Focus Question: <i>What is my role at home?</i> Make a T chart with text evidence and page. Have the students read pages 6-18 with a partner. (The teacher listens in to partnerships as they are reading) Then fill in the T chart as a group. Then continue with pages 19-22 and on to the T chart as a group. • Strategic – Extend Differentiated Vocabulary by identifying and matching related words page 54. The purpose is to find text evidence to answer the Focus Question: <i>What is my role at home?</i> Make a T chart with text evidence and page. Have the students read pages 6-19 with a partner. (The teacher listens in to partnerships as they are reading) Then fill in the T chart as a group. Then continue with pages 6-9, 10-13, 16-19, 20-23 and add on to the T chart as a group after each section. • Advanced - Extend Differentiated Vocabulary though clues for synonyms and antonyms see page 56. The purpose is to find text evidence to answer the Focus Question: <i>What is my role at home?</i> Have student read independently <i>The Yard Sale</i> pages 8-23. (The teacher listens in to individual students as they read.) Then use resource master 14 and have students fill in text evidence with a partner. Share as a group. <p>Whole Group/Wrap Up- Have the students meet in groups (one from each differentiated group) and have share evidence from their text to answer the Focus Question: <i>What is my roll at home?</i></p> <p>Looking Ahead- Make sure that you have created your Inquiry Groups for the group work for Day 10!</p>

50 – 60 minutes	Science	<p>Solids and Liquids LT: I can explain how matter can be changed. LT: I can make a mixture and separate a mixture. Resources: big book chapter 8 or project the pages from www.pearsonsuccessnet.com , notebook paper, pipe cleaners, paper, large bowl, students will bring the dry ingredient for the mixture</p> <p>Lesson:</p> <ol style="list-style-type: none"> PLAY GUESS THE OBJECT: Take a few students object characteristics and read to the class. Allow the class to guess what the object is. (Continue to play this game as you have time over the next week or so.) Quick Activity: Ask students to look at a sheet of notebook paper and describe its size, texture, color, and shape. Have them crumple the paper into a ball. Ask: Is this object still paper? Are the shape and size the same? Read and Discuss pages 248-249 Demonstrate tearing of paper and bending of pipe cleaner Have the students pour their one cup of dry ingredient into the large bowl (cheerios, gold fish, raisins, M&Ms etc.) STIR: Have the kids describe what they just made by adding all of the ingredients and stirred them together MIXTURE Ask the students how you could separate the ingredients back out to give them all what they brought today. (Allow for some think time and pair share.) Read and Discuss pages 250-251 and relate back to the mixture you made today.
50- 75 minutes	Math	<p>Topic 2: Addition Strategies Lesson 1 (day 9): Adding 0, 1, 2 *If you were unable to complete the interactive math story and topic opener from the previous day please add that to the beginning of today. See the previous day’s lesson plans. Background: In this lesson, children add 0, 1, and 2. Many children have difficulty adding zero because they assume that addition leads to a greater number. Understanding that adding zero to a number ($3+0=3$) or a number to zero ($0+4=4$) results in that number can help children organize addition facts. Learning Target- I can master addition facts using 0, 1, or 2. Materials: Counters (or Teaching Tool 10) *Set up the 3 differentiated centers prior to lesson. Vocabulary: Daily Common Core Review: 2-1 (To be completed in less than 10 minutes) *Student DCCR booklets available to be ordered through BV Print Services for <u>each</u> topic. DCCR is also found in Teacher Resource Guide- Operations and Algebraic Thinking book. Correct and review and plan for intervention based on informal assessment. Develop the Concept: Interactive (10-15 minutes) In this activity children will use their knowledge about 0, 1, and 2-more than to solve addition exercises that we use those addends Develop the Concept: Visual (30 minutes)</p> <ul style="list-style-type: none"> • Visual Learning Bridge: Using the Visual Learning Bridge, work through each part of the video, students will learn how to add with 0, 1, and 2. • Guided Practice: Work together through the “Guided Practice” problems 1-10 making sure students are circling the numbers 0, 1, and 2 in each problem. • Independent Practice: Students will work through independent problems 11-22, having students use number cubes if they are having difficulty finding sums when adding 2 to greater numbers. • Problem Solving: Remind children they can draw a picture to show what the problem is asking them to do. <p>Close/Assess and Differentiate (5-10 minutes) In this lesson, you learned that when you add 0 to a number, you have 0 more and the number stays the same. When you add 1 or 2 to a number, you have 1 more or 2 more than the number.</p> <ul style="list-style-type: none"> • Quick Check/Writing to Explain: Give Quick Check Master 2-1. (Found in Assessment Source Book) Exercise 1 -6 are worth 1 point each. Use the rubric to score exercise 7. (page 40A) • Leveled Homework: 0-6 points= Reteaching Master 7-8 = Practice Master 9= Enrichment Master <p>Differentiated Instruction (15 minutes) Students work in 3 leveled center groups (intervention, on-level, advanced) Games/activities based on the performance on the quick check master. * These centers will be set up prior to the lesson. Page 40B</p>

10 – 15 minutes	10 Block	<p>Even/Odd Addition Strategies BLOCK 9 Song: “Add Em’ Up” (Math Concepts I and II) Activity and Data Sheet:</p> <ul style="list-style-type: none"> Use the data sheet found on pages 86-87 (math drills to thrill) called “Even and Odd Addition Patterns” with the random number CD. No numbers will be recorded.
20 – 30 minutes	Writing	<p>Day 9-Writer’s Workshop Procedures: Using and Storing Writing Tools</p> <p>Purpose: To introduce students to storage places for writing tools, and guide students in the proper use and storage of materials.</p> <p>Teaching Points</p> <ul style="list-style-type: none"> Use your signal to call students to the whole-group meeting area. Tell your students that today you are going to tell them about a place in your room where they will find many things they will need as writers. Invite your class to come with you to the writing table or to the location in the classroom where materials will be stored. Tell your students that these are resources that they will need when writing books. (Have several different tools there to share with the students. Suggestions: loose leaf notebook paper, unlined paper, construction paper, stapler, tape, hole punch, rulers, scissors, pens for editing, sharpened pencils, markers, dictionaries, thesauri, etc.) Take the time to talk about each item, emphasizing that these are tools, not toys. Help students understand that it will be their responsibility to use them wisely and for the correct purpose. Say: As we learn about the writing process during our mini-lessons, you will see how we use these tools. Invite the students to return to the whole-group meeting area and find their seat. Debrief the location of the writing tools and their use. Create an anchor chart titled “Tools Students Use When Writing.” Invite the students to help list the tools and note how each tool is used. Post the anchor chart over the writing table or in the writing area. Dismiss students from the mini-lesson using your signal. Students will write independently at the end of each day’s mini-lesson.
10 minutes	Handwriting	<p>Instruct and practice as needed.</p>
10 minutes	End of Day Routine	

Day 10	
10 minutes	<p>Morning Routine</p> <p>*Students turn in work & notes etc. *Attendance</p>
80 -120 minutes	<p>Whole Group- Inquiry – Today is the first time you will be doing Inquiry, so setting the stage for expectations and procedure will help students to know what to do and to be successful in this cooperative learning project.</p> <ul style="list-style-type: none"> • Introduce the Project and set the stage – Remind students that Inquiry is like an investigation. Have students go to a spot with their assigned Inquiry Group. Have each group create a list of rules they think are important for working together. Have groups share out, and create an anchor chart of rules for Inquiry group work. This list may change as students work in their Inquiry Groups and students need to add or change existing rules. *Use the Collaboration Rubric (Resource Master 40) to monitor student progress. • Begin the Inquiry Process- <ol style="list-style-type: none"> 1. Generate Ideas and Questions- Ask students to discuss what a question is. Look at the Question Board and review the example question/s posted. Using the Concepts Big Book, model looking at the several pages and asking questions. (Examples are given on page 61 of Teacher’s Manual.) Help students to understand this process is “brainstorming” or coming up with a variety of questions and ideas for a topic. After modeling this, ask each group to discuss questions. You can have each group pick a question, but most teachers have found that doing ONE question for this first project and having everyone working on the same question worked best! 2. Decide on a question- . After modeling this, ask each group to discuss questions. You can have each group pick a question, but most teachers have found that doing ONE question for this first project and having everyone working on the same question worked best! <p>Using the list of questions generated, chose a question to</p> <ol style="list-style-type: none"> 3. Make a conjecture- Teach the term conjecture as “beginning ideas” when explaining this step. 4. Connect ideas –This is the time to help students understand that the information in their Differentiated Readers can be valuable sources of information for finding information for their conjectures. Model with one group how to look for evidence in all the readers and share the evidence and the page it is on. Have students in their groups share what they found. <p>Whole Group/Wrap Up-Group students so each group has a student from each differentiated reading group. They bring their theme reader and each student gives the main ideas about the story they read that week. Have the groups turn to page 24 Think Back to assist with their instruction.</p>
50 – 60 minutes	<p>Solids and Liquids LT: I can explain how cooling and heating change matter. LT: I can use a thermometer to measure temperature. Resources: big book chapter 8 or project the pages from www.pearsonsuccessnet.com , cup, water, thermometer</p> <p>Lesson:</p> <ol style="list-style-type: none"> 1. PLAY GUESS THE OBJECT: Take a few students object characteristics and read to the class. Allow the class to guess what the object is. (Continue to play this game as you have time over the next week or so.) 2. Review: Allow students to pair share the three states of matter for water. Water, Ice and Vapor and to share in our weather where they have seen water, ice and vapor. Hail Sleet Snow, Rain, 3. Read and Discuss pages 252 – 253 <p>Guided Inquiry: Investigate “How can water change?” pages 256-257 Conduct investigation and collect data.</p>

<p>20 – 30 minutes</p>	<p>Writing</p>	<p>Day 10-Writer’s Workshop Procedures: Creating an Effective Atmosphere for Writers PurposeTeacher’s Note: After Day 10 in Writer’s Workshop, please teach Days 11-30 from your Making Sense of the Writer’s Workshop resource, which is located on pages 123-142.</p> <p>Purpose: To Guide students in developing rules for Writer’s Workshop, and help students understand what Writer’s Workshop looks like and sounds like.</p> <p>Mini-lesson</p> <ul style="list-style-type: none"> • Call students to the whole-group meeting area using your practiced signal. • Using the anchor charts, review with students what makes a good listener and what • Writer’s Workshop is. • Say: We know that during Writer’s Workshop we learn about writing. There are ways that we can work together to make our classroom a better place to write. Today we are going to brainstorm what we can do to make our classroom a place where we can work and write together. • Introduce a two-column T-Chart that will help students clarify what Writer’s Workshop looks like and sounds like. Title the two columns “Looks Like” and “Sounds Like.” This is a fluid chart that you will add to during the year as your Workshop develops. • Record students’ ideas on the T-Chart under the column “Looks Like” and “Sounds Like”. • Use the anchor charts as resources to revisit when you face problematic situations during your Workshop. • Dismiss students from the mini-lesson using your signal. <p>Independent Writing Students will write independently at the end of each day’s mini-lesson.</p>
<p>10 minutes</p>	<p>Handwriting</p>	<p>Instruct and practice as needed.</p>
<p>10 minutes</p>	<p>End of Day Routine</p>	