

Second Grade Lesson Plans

DAY 1

Reading

80-120 minutes

Placement Week 1, Day 1

Use this week to place your students in their differentiated Reading Groups.

Whole Group

Explain

Introduce the Rotation Model page xxii in the Teacher Manual.

Small Group-

Explore - Evaluate

- Introduce the small group rotation model (page xxii)
- 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.

Whole Group/Wrap Up

Explain

Review rotations introduced

Looking Ahead- Set up online Placement Test for Day 2 with LEAD21.

Science

30 minutes

Structures and Properties of Matter Bring Science Alive Unit 2: Materials and Their Uses, Lesson 1

Lesson via Bring Science Alive online

Essential Question: *What is everything made of?*

Student Text: Students will read about materials and their properties

Engage: Have students view the picture from Bring Science Alive online. Ask the following questions: “What do you see in the picture?”, “What materials do you see?”, “How can you tell these materials apart?”

Explain: Text reading (pages 71-77)

Students will complete the Interactive Tutorial and the Reading Notes in their print Interactive Student Notebook

Social Studies

30 minutes

Essential question: What are the rights and responsibilities family members and classmates have to each other?

Materials Needed: chart paper, image of the Constitution

Engage: Display a picture of the original Constitution

http://www.archives.gov/exhibits/charters/constitution_zoom_1.html

Ask students the following questions:

- Who wrote this?
- When was it written?
- Where was it written?
- Why was it written?

Explain: As you discuss why it was written, explain how the Constitution outlines the rights and responsibilities of individuals and our government. Transition to how it lists rules our government needs to follow.

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Engage: Have students brainstorm rules they've been asked to follow. Make a visual (display) for all the rules (use SMART Board, White Board, or Chart Paper). Examples include: rules at the pool (e.g. no running on the deck, no diving in the shallow end), rules for driving (e.g. no speeding, stop at a red light, etc.), rules at school, etc.

Evaluate: Ask students to review all the rules on the board and discuss as a class the following question, "Why do we need rules?"

Math

60-75 minutes

Please note: Before beginning any topic students are given a pre-test to create differentiated math groups, so begin with pre-testing Topic One using the topic test. This can be given to your class per your schedule. 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.

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 (=)**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 each 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.

(Engage) 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 *part*. The two parts together make a *whole*.

Develop the Concept: Visual (30 minutes)

1. **(Explore) 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.
2. **(Explain) Guided Practice:** Work through 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, and then find a way to show them together, such as connecting them.
3. **(Elaborate) 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.
4. **(Elaborate) Problem Solving:** As students work through the problem solving problems 9-11, remind children that the term *in all* often means that they will need to find a sum. Help children think about how they will find the answer by posing questions.

(Evaluate) 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.

- **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.

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<ul style="list-style-type: none"> 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.</p> <p>* These centers will be set up prior to the lesson.</p>
<p>10 Block</p>
<p>10-15 minutes</p>
<p>Even/Odd Addition Strategies</p> <p>BLOCK 1</p> <p>Song: “Even or Odd” (Math Concepts I and II)</p> <p>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.
<p>Writing</p>
<p>30 minutes</p>
<p>Day 1- Getting Ready for Writer’s Workshop:</p> <p>Whole Group Instruction and Oral Language Development</p> <ul style="list-style-type: none"> Launch Writer’s Workshop using Making Sense of the Writer’s Workshop for Grade K-6 Picture books and Mentor Texts Lists are in the New Teacher Binder, here are a few: Arthur Writes a Story by Marc Brown, What do Illustrators Do? By Eileen Christelow, Julius, the Baby of the World By Kevin Henkes, *Tulip Sees America by Cynthia Rylant, Diary of a Spider 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> <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> <p>Explain</p> <ul style="list-style-type: none"> Show and model how you want students to sit when they come to the carpet area. 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. <p>Engage</p> <ul style="list-style-type: none"> Say: <i>I have a special book that I want to share with you. The title is Something from Nothing 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. <p>Explain</p> <ul style="list-style-type: none"> 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.

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DAY 2

Reading

80-120 minutes

Placement Week 1, Day 2

Whole Group

Evaluate

- 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
- Scores will help you to place each student in one of the program's four differentiated reading levels.

Small Group

Explore - Evaluate

- Practice and continue to introduce literacy stations.
- Administer Reading Progress Assessments to students individually. ALL students will need to be tested by Day 5 to be placed in Differentiated Small Groups.

Whole Group/Wrap Up

Explain

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 will ensure student success

Science

30 minute

Structures and Properties of Matter Bring Science Alive Unit 2: Materials and Their Uses, Lesson 1

Lesson via Bring Science Alive online

Essential Question: *What is everything made of?*

- **Materials:** Materials from the Unit 2 Bring Science Alive Kit: half sheets of construction paper (1 per student), glue sticks, sorting mats (11 x 17 sheet of paper folded in half per group) * **check the online lesson for materials preparation – there is a video of the investigation to help you prepare**

Explain: Tell students that each material has different properties. They will be doing an investigation where they will learn to describe the properties of different materials and how to classify materials into groups that have the same properties.

Explore:

- Step 1 is describing materials
- With your group, you will:
 - Pick a material from your bin, and hold it up for everyone to see.
 - Describe the material to the class without saying what it is. Use your senses. If you chose the clay, for example, you might say that it is *sticky, thick, and yellow*.
 - Record the words students used on chart paper

Social Studies

30 minutes

Essential question: What are the rights and responsibilities family members and classmates have to each other?

Materials Needed: chart/visual from previous lesson, image of the Constitution

Engage: Display the visual of rules students created from the previous day when they brainstormed rules they have

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been asked to follow. Ask students to pick one rule from the list and share with a partner what happens (consequences) if the rule is broken.

Explain: Display image of the Constitution again. Explain that today we are going to create our own Class Constitution - a set of classroom rules that outlines our rights and responsibilities as citizens in the class (e.g. how we should treat each other). Key is to establish ways we can all help each other, treat one another as equals, promote a safe learning environment, and get along.

Explore: Ask each student to share one rule they would like to see on the Class Constitution. Record responses as students share. Explain how it's important to make sure everyone's voice is heard as we establish our class Constitution.

Elaborate: Create a list of rules from the students' suggestions and display them. Suggestion - only list the rules, not the students' names who shared. Tell students you are going to see if we can simplify the list just like the Framers of the Constitution did when they were discussing what to include in the Constitution.

- Cross out repeats
- Ask students if there are any similarities among the rules and combine them if possible

Ask students if there are any rules they cannot follow. If any come up, ask them to explain why and then discuss as a class if that rule should be included. If there are any issues with agreeing on rules, take a class vote.

Evaluate: Explain to students that they are to go home and think about if they can follow the class rules listed on the Constitution and what the consequences should be if they or anyone else breaks the rules. Inform that they tomorrow they will have the opportunity to review the list of rules, agree to them, and sign it.

Math

60-75 minutes

Topic: Understanding Addition and Subtraction

Lesson 2: Stories About Joining

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.

Learning Target- I can model addition stories and write an addition number sentence.

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

Vocabulary: Join

Daily Common Core Review: 1-2 **(To be completed in less than 10 minutes)**

(Engage) 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.

Develop the Concept: Visual (30 minutes)

5. **(Explore) 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.
6. **(Explain) 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.
7. **(Elaborate) Independent Practice:** Students will work through independent problems 3 and 4. Check student's drawings as they work independently.
8. **(Elaborate) Problem Solving:** As students work through the problem solving problems 5-7, remind students that their pictures and number sentences must match.

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(Evaluate) 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.

- **(Evaluate) 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)
- **(Evaluate) Leveled Homework:** 0-3 points= Reteaching Master 4= Practice Master 5= Enrichment Master

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.

10 Block

10-15 minutes

Even/Odd Addition Strategies

BLOCK 2

Song: “Even or Odd” (Math Concepts I and II)

Activity and Data Sheet:

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.

Writing

30 minutes

Day 2-Getting Ready for Writer’s Workshop: Good Listening Habits and Oral Language Development

Using p. 112 in [Making Sense of the Writer’s Workshop for Grade K-6](#) continue launching a Writer’s Workshop, see book list in Day 1 or in the New Teachers Binder Mentor Text List

Mini-lesson:

Explain

- 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.

Engage

- Say: Today I have another special book to share with you. The title is [A Chair for my Mother](#) by Vera B. Williams (or any other book that models storytelling).

Explain

- 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.

Independent Writing

Explore

Dismiss class practicing signals and behavior when returning to seats or moving on to write independently.

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DAY 3
Reading
80-120 minutes
<p>Placement Week, Day 3</p> <p>Whole Group</p> <p>Explain</p> <ul style="list-style-type: none"> • Set expectations for 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>Small Group</p> <p>Explore - Evaluate</p> <ul style="list-style-type: none"> • During “rotation model” practice, continue to introduce new literacy stations use a timer. Build the student’s stamina to 15 minutes per literacy station. • Administer Reading Progress Assessments to students individually. ALL students will need to be tested by Day 5 to be placed in Differentiated Small Groups <p>Whole Group/Wrap Up</p> <p>Elaborate</p> <p>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>
Science
30 minutes
<p style="text-align: center;">Structures and Properties of Matter Bring Science Alive Unit 2: Materials and Their Uses, Lesson 1</p> <p>Lesson via Bring Science Alive online</p> <p>Essential Question: <i>What is everything made of?</i></p> <ul style="list-style-type: none"> ○ Materials: Materials from the Unit 2 Bring Science Alive Kit: half sheets of construction paper (1 per student), glue sticks, sorting mats (11 x 17 sheet of paper folded in half per group) * check the online lesson for materials preparation – there is a video of the investigation to help you prepare <p>Explain: Tell students that each material has different properties. They will be doing an investigation where they will learn to describe the properties of different materials and how to classify materials into groups that have the same properties.</p> <p>Explore:</p> <ul style="list-style-type: none"> ○ Step 2 is classifying materials <ul style="list-style-type: none"> ○ Use a folded sheet of paper for a sorting mat. ○ Talk with your group. Choose one property. ○ Find all the materials that have that property. Put the materials on one side of the sorting mat. ○ Then find all the materials that do not have that property. Put those materials on the other side of the sorting mat. ○ Tell the class how your group sorted the materials. <p>Elaborate: Ask student the following questions: “What materials are in each group?”, “How many materials are in each group?”, “What property do all the materials in each group have the same?”</p>

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- Have the students sort the materials again in a new way.
- They record the materials in each group in the Interactive Student Notebook
- Label the groups

Social Studies

30 minutes

Essential question: What are the rights and responsibilities family members and classmates have to each other?

Materials Needed: Class Constitution, image of Constitution

Prior to starting the lesson be sure to take the list of rules the class agreed upon and create a "Class Constitution" with plenty of room for students to sign it.

Engage: Display image of the Constitution, focus on signatures of the Framers:

http://www.archives.gov/exhibits/charters/constitution_zoom_4.html

Ask the students why they think the Framers signed the document (symbol of agreement and responsibility). Explain how their signature holds them accountable/committed to the document. Share examples of other documents we sign to show our commitment and agreement of responsibility (e.g. opportunity to explain how need their parent/guardian's signature on forms, signing receipts is an agreement to paying for a good/service, etc.).

Evaluate: Display the Class Constitution created from the previous days' lessons. Ask students to review the list. Then ask students to agree to follow the rules and to illustrate their agreement by signing the Constitution. Explain that these are not only rules that list out our responsibilities, they also list out the rights we have (e.g. right to be treated with respect, kindness, etc.).

Once all the students have signed the Constitution, put it on display.

Keep it on display for the year and use it as a resource (help teach about government, citizenship, responsibilities, consequences, etc.).

Explain: Explain that sometimes people make the choice to break the rules. Ask students to share examples of people choosing to break the rules or share a personal example. Introduce standard: choices have consequences. Explain how we are going to spend time this year studying choices people make and the consequences of those choices. Discuss with students the consequences of breaking the rules of the Constitution.

Evaluate: Ask them to look at the Class Constitution and answer the following:

- Who wrote this?
- When was it written?
- Where was it written?
- Why was it written?

Math

60-75 minutes

Topic: Understanding Addition and Subtraction

Lesson 3: Writing Subtraction Number Sentences

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.

Learning Target- I can solve problems by writing subtraction number sentences.

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

Vocabulary: Subtraction Sentence, Minus (-), Subtract, Difference

Daily Common Core Review: 1-3 (To be completed in less than 10 minutes)

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(Engage) 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.

Develop the Concept: Visual (30 minutes)

- **(Explore) 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.
- **(Explain) 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.
- **(Elaborate) Independent Practice:** Students will work through independent problems 5-7. Check student’s drawings and subtraction number sentences as they work independently.
- **(Elaborate) Problem Solving:** As students work through the problem solving problems 8-10, remind students that their pictures and number sentences must match.

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.

- **(Evaluate) 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)

- **(Evaluate) Leveled Homework:** 0-3 points= Reteaching Master 4-5= Practice Master

6= Enrichment Master

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.

Math Block

10-15 minutes

Even/Odd Addition Strategies

BLOCK 3

Song: “Even or Odd” (Math Concepts I and II)

Activity and Data Sheet:

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.

Writing

30 minutes

Day 3-Getting Ready for Writer’s Workshop: Good Listening Habits and Oral Language Development

Using page 113 in [Making Sense of the Writer’s Workshop for Grade K-6](#) continue with the Launching lessons Mentor Texts maybe found above in Day 1 or in the New Teachers Binder [under Mentor Texts](#).

Mini-lesson:

Explain

- Review and practice coming to the whole-group meeting area.
- *Say: 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?*

Explore

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- Brainstorm and create an anchor chart listing characteristics of a good listener using modeled writing. Title the chart Characteristics of a Good Listener.
- Say: *Today I'd like to share a story titled Hamsters by Michaela Miller (or another story about animals). Remember to be a good listener as I read the story to you.*

Explain - Elaborate

- *Read the story to the students and model telling a story you have about animals.*
- *Say: 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.*
- *Say: While listening to the partners, I heard (name) tell a very good story. (Name), will you share your story with the class?*
- *Ask: 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?*

Independent Writing:

Explore

Dismiss class practicing signals and behavior when returning to seats or moving on to write independently.

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DAY 4
Reading
80-120 minutes
<p>Placement Week, Day 3</p> <p>Whole Group</p> <p>Explain</p> <ul style="list-style-type: none"> Explain that students will complete and present an Inquiry Project for each unit of instruction. 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>Small Group</p> <p>Explore - Evaluate</p> <ul style="list-style-type: none"> During “rotation model” practice, continue to introduce literacy stations. Administer Reading Progress Assessments to students individually. <p>Whole Group/Wrap Up</p> <p>Explain</p> <ul style="list-style-type: none"> Review the Inquiry Process steps and then have students set up their Inquiry folders.
Science
30 minutes
<p style="text-align: center;">Structures and Properties of Matter Bring Science Alive Unit 2: Materials and Their Uses, Lesson 1</p> <p>Lesson via Bring Science Alive online</p> <p>Essential Question: <i>What is everything made of?</i></p> <p>Elaborate:</p> <ul style="list-style-type: none"> Step 3 is playing 20 questions <ul style="list-style-type: none"> Students take turns asking questions that can be answered with yes or no. *Check Bring Science Alive online for directions
Social Studies
30 minutes
<p>Essential question: Why do we need rules?</p> <p>Materials Needed: <i>Do Unto Otters: a Book about Manners</i> by Laurie Keller <i>Lesson can be adapted from other books about manners.</i></p> <p>Engage: Show students the cover of the book and read the title. Ask them what they think they will learn from reading the book. Watch a preview of the book (like a movie trailer) – <i>Do Unto Otters</i> - http://safeshare.tv/w/sDuajLUKBa</p> <p>Ask students if they would like to change their answer based on the trailer (note: you may need to play the trailer a couple times).</p> <p>Explain: After the students have made their predictions about the book’s contents, explain the silliness of the book based on the “Golden Rule: do unto others as you would have others do unto you.” Explain what this means and ask if they have any ideas regarding the meaning of this saying.</p> <p>Explain: Read the book out loud to the students. Pause periodically and discuss what is happening in the story.</p> <p>Evaluate: Ask students to partner up and describe to their partner what they learned from listening to the book.</p>

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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.

Writing

30 minutes

Day 4-Getting Ready for Writer's Workshop: Creating a Topic List of Writing Ideas and Oral Language Development

Using page 114 of [Making Sense of the Writer's Workshop for Grade K-6](#)

Teaching Points

Explain

- Review and practice coming to the whole-group meeting area.

Explore

- Say: *Today I'd like to share another story. This story is titled Julius, the Baby of the World by Kevin Henkes.*
- Read the story to the students and model telling a story you have about any connection you can make to the book.

Evaluate

- Listen to the students tell their stories to one another. Pay special attention to good stories that some of the reluctant students have told. Say: *While I was listening to (name's) story, it reminded me of another story that I have.*

Elaborate

- 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.

Explain

- 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: *Help me remember what some of my stories were about.*

Explore

- As students brainstorm the stories that you told, list them on your chart.
- Say: *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!*

Independent Writing

Explore

- Dismiss class practicing signals and behavior when returning to seats or moving on to write independently.

Second Grade Lesson Plans

DAY 5
Reading
80-120 minutes
<p>Whole Group Explain 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 Explore During “rotation model” practice, continue to introduce literacy stations and finish administering Reading Progress Assessments to students individually.</p> <ul style="list-style-type: none"> • Small group instruction begins on Day 6, and all students need to be placed in their Differentiated Reading Small Groups based on RPA scores <p>Whole Group/Wrap Up Explore</p> <ul style="list-style-type: none"> • Have students share questions or “I wonders” with a shoulder partner about what they will learn in Second Grade. <p>Looking Ahead</p> <ul style="list-style-type: none"> • 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.
Science
30 minutes
<p style="text-align: center;">Structures and Properties of Matter Bring Science Alive Unit 2: Materials and Their Uses, Lesson 1</p> <p>Lesson via Bring Science Alive online Essential Question: <i>What is everything made of?</i></p> <p>(continued)</p> <p>Elaborate:</p> <ul style="list-style-type: none"> • Step 3 is playing 20 questions • Students take turns asking questions that can be answered with yes or no. *Check Bring Science Alive online for directions
Social Studies
30 minutes
<p>Essential question: Why do we need rules? Materials Needed: <i>Do Unto Otters: a Book about Manners</i> by Laurie Keller, chart paper <i>Lesson can be adapted from other books about manners.</i></p> <p>Engage: Show students the video, <i>Do Unto Otters – Weston Woods</i> - http://safeshare.tv/w/hXiPVsyjPc</p> <p>Ask students what this video clip reminds them of (key is to remember the book from yesterday). Help guide the discussion or hold up the book.</p>

Second Grade Lesson Plans

Explain: Remind students that we are learning about the Golden Rule and how we should treat one another.

Elaborate: Make a T-chart on chart paper to display before the students (or project on SMART Board). On one side write, "How I would like others to treat me..." and on the other side write, "How I should treat others..."

Explain: Ask students how they would like to be treated. Write their descriptions on the chart and fill in both sides. "So if we want to be treated this way...how should we treat others?"

Evaluate: Ask students to describe why we should follow the Golden Rule (answers can be elicited in group discussion, partner discussion, or written response).

Math

60-75 minutes

Topic: Understanding Addition and Subtraction

Lesson 5: Stories About Comparing

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.

Learning Target- I can write subtraction sentences to solve stories about comparing groups.

Materials: Connecting Cubes (Teaching Tool 1) Student Interactive Learning Mat 1-5

Vocabulary: More, Fewer

Daily Common Core Review: 1-5 **(To be completed in less than 10 minutes)**

(Engage) 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.

Develop the Concept: Visual (30 minutes)

- **(Explore) 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.
- **(Explain) 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.
- **(Elaborate) Independent Practice:** Students will work through independent problems 3 -5. Check student's drawings and subtraction number sentences as they work independently.
- **(Elaborate) Problem Solving:** As students work through the problem solving problems 6-8, remind students that their pictures and number sentences must match.

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.

- **(Evaluate) 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)
- **(Evaluate) Leveled Homework:** 0-3 points= Reteaching Master 4= Practice Master

5= Enrichment Master

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

Second Grade Lesson Plans

10 Block
10-15 minutes
<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>
Writing
30 minutes
<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. <p>Engage</p> <ul style="list-style-type: none"> 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. <p>Explore</p> <ul style="list-style-type: none"> 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.) <p>Explain</p> <ul style="list-style-type: none"> 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. <p>Independent Writing</p> <p>Explore</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> <p>Explain</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.

Second Grade Lesson Plans

DAY 6

Reading

80-120 minutes

Begin Unit 1, Week 1, Day 1

Whole Group

Engage - Explore

- **Oral Language and Vocabulary** –Introduce 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.

Explain - Elaborate

- **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.

Explain

- **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.

Explain - Elaborate

- **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 *Role at Home* and *What to Do*. 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 *Pitching In*. Use Guide and Check Comprehension on pages 18 – 19 in TM.
- **Advanced** - Build background knowledge by making a t-chart with the column headings *Role at Home* and *Examples*. 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.

Whole Group/Wrap Up

Explain

- 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.

Second Grade Lesson Plans

In this activity children, model parts of a whole using counters. Then they write addition and subtraction number sentences.

Develop the Concept: Visual (30 minutes)

- **(Engage) Visual Learning Bridge:** Using the Visual Learning Bridge, work through each part of the video, students will learn about how to write addition and subtraction number sentences to show a whole and its parts.
- **(Explore) 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.
- **(Elaborate) Independent Practice:** Students will work through independent problems 3 -5. Check student’s drawings and subtraction number sentences as they work independently.
- **(Elaborate) Problem Solving:** As students work through the problem solving problems 6-8, remind students that their pictures and number sentences must match.

(Evaluate) 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.

- **Quick Check/Writing to Explain:** Give Quick Check Master 1-6 (Found in Assessment Source Book) Exercise 1 & 2 are worth 1 point each. Use the rubric to score exercise 3. (page 26A)
- **Leveled Homework:** 0-2 points= Reteaching Master 3-4= Practice Master

5= Enrichment Master

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 26B

10 Block

10-15 minutes

Even/Odd Addition Strategies

BLOCK 6

Song: “Add Em’ Up” (Math Concepts I and II)

Activity and Data Sheet:

- Students will fill the addition table with even or odd for each sum. They will see the patterns. It will be discussed how many even or odd sums will be found within the table. The teacher will fill in the class visual as discussing with students.

Writing

30 minutes

Day 6: Writer’s Workshop: Procedures: Using and Storing Writing Folders 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.

Teacher’s Note: For today’s lesson only, the writing is included in this lesson so that students will be prepared for Day 7.

Mini-lesson

Explain

- 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.) . 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.

Second Grade Lesson Plans

- 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.

Independent Writing

Elaborate

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.

Second Grade Lesson Plans

DAY 7

Reading

80-120 minutes

Unit 1, Week 1, Day 2

Begin Unit 1, Week 1, Day 1

Whole Group

Engage -Explore

- **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.

Explain -

- **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.

Explore

- 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.

Explain

- **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 best

Explain - Elaborate

- **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, *We All Work*. 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 *Pitching In*. Use the Guide Comprehension questions on page 17 of the TM.
- **Strategic** –Build background knowledge by making a t-chart with the column headings *Role at Home* and *What to Do*. 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 *Owning a Pony*. Use Guide and Check Comprehension on pages 18 – 19 in TM.
- **Advanced** - Build background knowledge by making a t-chart with the column headings *Role at Home* and *Examples*. 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.

Whole Group/Wrap Up

Elaborate

- 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.

Second Grade Lesson Plans

(Engage) Develop the Concept: Interactive (10-15 minutes) In this activity, children use counters on a part-part-whole mat to determine whether to add or subtract to solve a story problem.

Develop the Concept: Visual (30 minutes)

- **(Explore) Visual Learning Bridge:** Using the Visual Learning Bridge, work through each part of the video, students will learn how to use counters to decide whether to add or subtract to solve a story problem.
- **(Explain) Guided Practice:** Work through together the “Guided Practice” problems 1 & 2 found on the Student Edition lesson packets. Check for understanding by checking their addition and subtraction number sentences.
- **(Elaborate) Independent Practice:** Students will work through independent problems 3 -5. Check student’s addition and subtraction number sentences.
- **(Elaborate) Problem Solving:** Going Digital- Students will use the e-tools on www.pearsonsuccessnet.com to access their Going Digital page.

(Evaluate) 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.

- **Quick Check/Writing to Explain:** Give Quick Check Master 1-7 (Found in Assessment Source Book) Exercise 1 -4 are worth 1 point each. Use the rubric to score exercise 5. (page 30A)
- **Leveled Homework:** 0-4 points= Reteaching Master 5-6= Practice Master

7= Enrichment Master

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.

10 Block

10-15 minutes

Even/Odd Addition Strategies

BLOCK 7

Song: “Add Em’ Up” (Math Concepts I and II)

Activity and Data Sheet:

- 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.

Writing

30 minutes

Day 7-Writer’s Workshop: Choosing the Writing Topic

Mini-lesson

Explain

- 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.

Second Grade Lesson Plans

Independent Writing

Explore

- Distribute paper to the students.

Dismiss students from the mini-lesson using your signal.

Second Grade Lesson Plans

DAY 8
Reading
80-120 minutes
<p>Whole Group</p> <p>Engage - Explore</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.) <p>Explain</p> <ul style="list-style-type: none"> • 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.) <p>Elaborate</p> <ul style="list-style-type: none"> • 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. <p>Small Group (60 minutes) Meet with each small group daily. *This order works best</p> <p>Explain -Elaborate</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 as 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 as 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</p> <p>Elaborate</p> <ul style="list-style-type: none"> • Bring students back together and have them popcorn share about roles they can fill at home.
Science
30 minutes
<p>Structures and Properties of Matter Bring Science Alive Unit 2: Materials and Their Uses, Lesson 2</p>
<p>Lesson via Bring Science Alive online</p> <p>Essential Question: <i>How are liquids and solids different?</i></p> <p>Materials: Materials from the Unit 2 Bring Science Alive Kit: water in a pitcher * check the online lesson for</p>

Second Grade Lesson Plans

materials preparation – there is a video of the investigation to help you prepare

Explore: In a **Small Group Investigation**, students will compare the sizes of three different containers in different ways. They will make a picture graph to show how much water each container holds.

- Step one is comparing sizes
 - Students will look at the picture from Bring Science Alive online. Ask them the following questions: “What containers do you see?” “Are the containers liquids or solids?”, Look inside the containers, “What liquids do you see?”
 - Ask students to look at the three containers in your bin. Have them talk with their group about how they could order them from smallest to largest. Ask the following questions: “Which container do you think is largest?”, “Which one do you think is smallest?”, “What are some ways you can compare the sizes of the different containers?”
 - Have students compare containers by height and explain how they decided the order using their Interactive Student Notebook
 - Have students compare the containers by how big they are and explain how they decided the sizes using their Interactive Student Notebook
 - Have students compare the containers by how much water they hold and explain how they decided how much they hold by using their Interactive Student Notebook

Social Studies

30 minutes

Essential questions: why do we need rules; how are rules determined?

Materials Needed: *Social Studies Alive! My Community* textbook, 12.2A & 12.2B Information Master of Community Leader Actions and Leader Headings (p. 83-85), interactive student notebook (p. 50-51).

Engage: Read the 12 action cards to the class. Some of these are actions community leaders can do and some of them they cannot. As you read them, direct students to display a “thumbs up” if they think leaders can do it, and “thumbs down” if they think leaders cannot. If students give a “thumbs up,” post the card in a pocket chart or onto the board. If they show a “thumbs down,” set the card aside. If there is a disagreement, set them in another area visible to you and the students.

Explain: Reference pages 83 – 85.

1. Read page 83 and ask them to identify a class rule that keep them safe and the classroom clean.
2. Read page 84 and ask them to identify who helps keep their school in good repair.
3. Read page 85 and ask them if there are any new places they would like to see built in their school or community.

Elaborate: Review the action cards in the pocket chart. Ask the students 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.

Evaluate: Reference pages 50 – 51 from the interactive student notebook. Review the directions with the students. For each box, read all the sentences and then have children choose a phrase from the word bank to complete the final sentence.

Second Grade Lesson Plans

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. Record 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.

Independent Writing

Explore - Elaborate

Students will write independently at the end of each day's mini-lesson.

Second Grade Lesson Plans

DAY 9

Reading

80-120 minutes

Whole Group

Explore

- **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.)

Explain

- **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? Have students look for clues in the text and discuss their findings (7 min.)
- **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)

Elaborate

- **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?

Small Group (60 minutes)- Meet with each small group daily . *This order works best

Explain - Elaborate

- **Benchmark** –Extend Differentiated Vocabulary though synonyms and antonyms see page 56. The purpose is to find text evidence to answer the Focus Question: *What is my role at home?* 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: *What is my role at home?* 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: *What is my role at home?* 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: *What is my role at home?* Have student read independently *The Yard Sale* 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.

Whole Group/Wrap Up

Elaborate

- Have the students meet in groups (one from each differentiated group) and have share evidence from their text to answer the Focus Question: *What is my roll at home?*

Looking Ahead- Make sure that you have created your Inquiry Groups for the group work for Day 10!

Second Grade Lesson Plans

Science
30 minutes
Structures and Properties of Matter Bring Science Alive Unit 2: Materials and Their Uses, Lesson 2
<p>Lesson via Bring Science Alive online</p> <p>Essential Question: <i>How are liquids and solids different?</i></p> <p>Materials: Materials from the Unit 2 Bring Science Alive Kit: water in a pitcher * check the online lesson for materials preparation – there is a video of the investigation to help you prepare</p> <p>Explore: In a Small Group Investigation, students will compare the sizes of three different containers in different ways. They will make a picture graph to show how much water each container holds.</p> <ul style="list-style-type: none"> • Step two is measuring containers <ul style="list-style-type: none"> ○ Have students look at the measuring tools ○ Ask them to determine what tool they could use to measure how tall the containers are ○ Ask them to determine what tool they could use to measure how big around the containers are? ○ Ask them to determine what tool they could use to measure how much liquid the containers hold? <p>Explore: Have students predict how much water each container will hold (cups). Using their Interactive Student Notebook, have students count the number of cups of water you pour into the container and color that number of cups in the notebook.</p>
Social Studies
30 minutes
<p>Essential question: What makes someone a good citizen?</p> <p>Materials Needed: <i>Social Studies Alive! My Community, Chapter 13</i> - Chapter Opener Transparency 1, <i>Good Citizens</i> song from CD (track 8), projected lyrics to the song, page 53 of interactive student notebook, p. 87-91</p> <p>Engage: Project transparency 13 and ask: what do you see; why do you think people are planting trees; which people are helping someone else; what are they doing to help? Explain that the people are working to make their community better. They are being good citizens.</p> <p>Explore: Play “Good Citizens” on track 8 of CD and project the lyrics – play and sing along a couple of times.</p> <p>Explain: 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.</p> <p>Explain: Read and discuss pages 87-91 in chapter 13 of <i>Social Studies Alive! My Community</i></p> <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? <p>Evaluate: Discuss as a class or ask students to respond in writing to the following: how do rules help us be good citizens; how do community leaders help us to be good citizens?</p>
Math
60-75 minutes
<p>Topic 2: Addition Strategies Lesson 1 (day 9): Adding 0, 1, 2</p> <p>*If you were unable to complete the interactive math story and topic opener from the previous day please add</p>

Second Grade Lesson Plans

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)

Vocabulary:

Daily Common Core Review: 2-1 (To be completed in less than 10 minutes)

(Engage) 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)

- **(Explore) 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.
- **(Explain) 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.
- **(Elaborate) 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.
- **(Elaborate) Problem Solving:** Remind children they can draw a picture to show what the problem is asking them to do.

(Evaluate) 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.

- **(Evaluate) 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

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

10 Block

10-15 minutes

Even/Odd Addition Strategies

BLOCK 9

Song: "Add Em' Up" (Math Concepts I and II)

Activity and Data Sheet:

- 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.

Writing

30 minutes

Day 9-Writer's Workshop Procedures: Using and Storing Writing Tools

Teaching Points

Explain

- 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

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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.

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DAY 10
Reading
80-120 minutes
<p>Whole Group</p> <p>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> <p>Explain</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. <p>Explore</p> <ul style="list-style-type: none"> • 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! 3. Using the list of questions generated, chose a question to Make a conjecture- Teach the term conjecture as “beginning ideas” when explaining this step. <p>Explain</p> <ol style="list-style-type: none"> 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</p> <p>Explore</p> <ul style="list-style-type: none"> • 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.
Science
30 minutes
<p>Structures and Properties of Matter Bring Science Alive Unit 2: Materials and Their Uses, Lesson 2</p>
<p>Lesson via Bring Science Alive online Essential Question: <i>How are liquids and solids different?</i> Materials: Materials from the Unit 2 Bring Science Alive Kit: water in a pitcher * check the online lesson for</p>

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materials preparation – there is a video of the investigation to help you prepare

Explore: In a **Small Group Investigation**, students will compare the sizes of three different containers in different ways. They will make a picture graph to show how much water each container holds.

- Step three is analyzing the data
 - Have students study their completed graph of the cups of water in the container. Ask student the following questions: “Which container holds the **most** water?”, “Which container holds the **least** water?”, “Which two containers hold the **same** amount of water?”
 - Have students compare this data to their predictions.

Evaluate: Ask students “What is the difference between a liquid and a solid?”, “How are liquids and solids measured?” and “Why is measuring important?”

Evaluate: Have students label the liquids and solids in their Interactive Student Notebooks and tell how they would measure the liquids and solids. Have students complete the vocabulary activity.

Social Studies

30 minutes

Essential Question: How does following the BV Virtues make you a better citizen?

Materials Needed: chart paper

Engage: Ask students to define the word “virtue.” After a couple students have shared, define it.

Explain: Write each BV virtue at the top of a piece of chart paper - respect, responsible, honest, compassionate, self-disciplined, courageous, perseverance (each virtue has its own paper).

Underneath each virtue, write a definition. Read the definition out loud to the students.

Provide an example of each virtue and write a brief description of the example on the appropriate piece of chart paper.

Elaborate: Ask students to come up with an example for each virtue. As students come up with an example, write it on the chart paper.

Evaluate: Ask students, “how does following these virtues make you a better member of your class; how can following these virtues at home make you a better member of your family?”

Optional extension – hang the chart papers up in the room. Every time a student exemplifies a virtue, write it down on the chart paper. Reinforce these virtues on a daily basis throughout the school year.

Math

60-75 minutes

Topic 2: Addition Strategies

Lesson 2 (day 10): Doubles

Background: Many children use doubles as anchors for learning and remembering many other facts, including the doubles-plus-1 facts. As children learn their facts, highlighting them in an addition-facts chart will help the children see the relationships among facts.

Learning Target- I can master addition facts in which both addends are the same.

Materials: Counters (or Teaching Tool 10)

Vocabulary: doubles

Daily Common Core Review: 2-2 (To be completed in less than 10 minutes)

(Engage) Develop the Concept: Interactive (10-15 minutes)

In this activity, children use counters and make drawings to represent doubles facts and use the representations to

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complete doubles facts.

Develop the Concept: Visual (30 minutes)

- **(Explore) Visual Learning Bridge:** Using the Visual Learning Bridge, work through each part of the video, students will learn doubles facts to help you add.
- **(Explain) Guided Practice:** Work together through the “Guided Practice” problems 1-8 making sure students are correctly adding the doubles.
- **(Elaborate) Independent Practice:** Students will work through independent problems 9-17, making sure students are correctly adding the doubles.
- **(Elaborate) Problem Solving:** Remind children that when the addends are the same they are finding a double.

(Evaluate) Close/Assess and Differentiate (5-10 minutes) In this lesson, you learned that doubles facts are easy to remember and can help you add. Doubles facts are addition facts where two numbers added are the same.

- **Quick Check/Writing to Explain:** Give Quick Check Master 2-2. (Found in Assessment Source Book) Exercise 1 -6 are worth 1 point each. Use the rubric to score exercise 7. (page 44A)
- **Leveled Homework:** 0-6 points= Reteaching Master 7-8 = Practice Master 9= Enrichment Master

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.

10 Block

10-15 minutes

Even/Odd Addition Strategies

BLOCK 10

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. Students will play for at least twenty rolls.

Writing

30 minutes

Day 10-Writer’s Workshop Procedures: Creating an Effective Atmosphere for Writers Purpose Teacher’s Note:

After Day 10 in Writer’s Workshop, continue to teach Days 11-30 on pages 123-142 in [the Making Sense of the Writer’s Workshop](#) resource.

Mini-lesson

Explain

- 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.

Explore

- 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

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Independent Writing: Students will write independently at the end of each day's mini-lesson.