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| Torres’ Second Grade Lesson PlansMay 15-19, 2023 |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday**Field Day8:30-10:00 | **Friday** |
| **8:00-8:10**Announcements |
| **8:10-8:35**TMR |
| **8:35-8:45**Heggerty |
| **8:45-9:15**Phonics | Lesson 30: Review: The Six Syllable TypesHow could you understand and be able to fluently spell words while Reviewing The Six Syllable Types? | Lesson 30: Review: The Six Syllable TypesHow could you understand and be able to fluently spell words while Reviewing The Six Syllable Types? | Lesson 30: Review: The Six Syllable TypesHow could you understand and be able to fluently spell words while Reviewing The Six Syllable Types? | Field Day8:30-10:00 | Lesson 30: Review: The Six Syllable TypesQuiz |
| **9:15-10:15**Reading | **Writing:**More adverb and adjective practice**Knowledge 11****Lesson 8- Becoming a Citizen**Students will explain what a citizen is and describe how someone becomes a naturalized citizen of the United States of America.Vocabulary - naturalized citizen**Why are we learning this?** To know where people come from and how the United States got so big | **Knowledge 11****Lesson 9- We the People**Students will explain the importance of the Constitution to the United States government and its citizens.Vocabulary - disagreement**Why are we learning this?** To know where people come from and how the United States got so big | **Knowledge 11****Lesson 10- Immigration and Citizenship**Students will explain the rights and responsibilities of U.S. citizens.Vocabulary - guaranteed**Why are we learning this?** To know where people come from and how the United States got so big | **Knowledge 11**Domain Review**Why are we learning this?** To know where people come from and how the United States got so big | **Knowledge 11**Domain Assessment**Why are we learning this?** To know where people come from and how the United States got so big |
| **10:15-10:55**Small Group | Teachers will pull students according to skills. | Teachers will pull students according to skills. | Teachers will pull students according to skills. | Teachers will pull students according to skills. | Teachers will pull students according to skills. |
| **10:55-11:35**Lunch/Recess |
| **11:35-12:00**Math Remediation |
| **12:00-12:40**Activity |
| **12:40-1:45**Number TalksMath | **Unit 3****Lesson 15:****Session 1:**Students will draw on their knowledge of counting by fives.**Why are we learning this?** To make counting money easier. | **Unit 3****Lesson 15:****Session 2:**Students will solve a problem that requires them to skip count by fives, tens, and hundreds.**Why are we learning this?** To make counting and sharing easier. | **Unit 3****Lesson 15:****Session 3:**Students use strategies to solve a problem that require adding and subtracting 10 and 100 to find the answer.**Why are we learning this?** To make counting money easier. | **Unit 3****Lesson 15: Session 4:**Students solve problems by skip-counting by fives and tens, adding 10 or 100 to 3-digit numbers, and subtracting 10 or 100 from 3-digit numbers.**Why are we learning this?** To make counting money easier. | **Unit 3****Lesson 15:****Review**Quiz**Why are we learning this?** To make counting money easier |
| **1:45-2:15**Read Aloud / Small group | Teachers will pull students according to skills. | Teachers will pull students according to skills. | Teachers will pull students according to skills. | Teachers will pull students according to skills. | Teachers will pull students according to skills. |
| **2:15-3:00****WIN Time** |