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| Torres’ Second Grade Lesson Plans  May 15-19, 2023 | | | | | |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday**  Field Day  8:30-10:00 | **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 Types  How could you understand and be able to fluently spell words while Reviewing The Six Syllable Types? | Lesson 30: Review: The Six Syllable Types  How could you understand and be able to fluently spell words while Reviewing The Six Syllable Types? | Lesson 30: Review: The Six Syllable Types  How could you understand and be able to fluently spell words while Reviewing The Six Syllable Types? | Field Day  8:30-10:00 | Lesson 30: Review: The Six Syllable Types  Quiz |
| **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 Talks  Math | **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** | | | | | |