

# Guam District Level Lesson Plan

## Quarter 2

**Name:** 2<sup>nd</sup> Grade Teachers  
**Room:** C Quad/D-103

**Content:** PE

**Grade:** 2nd

**Timeline:** Weeks 7-8

**GDOE Content Standard:**

**Standard 2: Movement Concepts**

2.2.4 Understand and demonstrate strategies for active games.

**Lesson Overview:**

Students will experience different relay games.

**Lesson Objectives/I CAN:**

I CAN...  
-demonstrate strategies and techniques learned in previous lessons to participate in active games.

**Vocabulary:**

relay games

**Focus Question:**

How can we demonstrate the different skills we learned in active games, such as relay games?

**Description of Lesson (including instructional strategies)**

**Anticipatory Set:**

Explain the rules when playing relay games.  
Class is divided into groups with even number of players.  
The object of relay games is to complete the relay in the shortest time.

**Instruction and Strategies:**

1. Have the students get into groups of 5 or 6.
2. Demonstrate to the students the different steps as they listen and follow directions and to the rules of the game.
3. Emphasize listening skills and following directions.
4. Play the following relay games:
  - \*Over-Under
  - \*Speed walking
  - \*Running
  - \*Obstacle course (such as a combination of running, using a hula hoop, jump rope, then back)

**Guided Practice:**

Provide students with guidance as they do the relay games.

**Formative Assessment:**

Observe the students as they perform the task and provide feedback/corrections as necessary.

**Independent Practice:**

Have the students get in small groups to think and come up with a relay game and provide the rules and directions for the game. If time allows it, have the students play the relay games they come up with.

**Accommodations/Modifications:**

Simplified instructions, Teacher guided practice, 1 on 1 instruction, pair with classmate of higher level, Repeated Instructions

**Resources (Textbook and Supplemental):**

[http://betterlesson.com/community/directory/second\\_grade/physical\\_education](http://betterlesson.com/community/directory/second_grade/physical_education)

hula hoops, cones, jump ropes

**Reflection:**

# Guam District Level Lesson Plan

## Quarter 2

**Name:** 2<sup>nd</sup> Grade Teachers  
**Room:** C Quad/D-103

**Content:** PE

**Grade:** 2nd

**Timeline:** Weeks 9-10

### GDOE Content Standard:

#### Standard 2: Movement Concepts

2.2.5 Develop selected academic concepts to integrate in fitness workouts and/or games.

#### Common Core State Standard Math:

2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

#### Lesson Overview:

This lesson focuses on academic concepts and integrates fitness workouts/games. This may be expanded/extended into a variety of content subject areas.

**Math 2.OA.3** At the end of this lesson, students will distinguish between odd and even numbers.

#### Lesson Objectives:

I can integrate/apply fitness workouts into the academic concepts being taught.

I can skip count by 2's up to 20 to represent a group of objects.

#### Vocabulary:

Even  
Odd  
Skip Counting

#### Focus Question:

Can you count objects by skip counting?

### Description of Lesson (including instructional strategies)

#### Anticipatory Set:

Label the classroom with the numbers 1-10 and the signs Odd, Even  
Play the game of "The boat is sinking, get into a group of \_\_\_\_" or "Syllables in Our Names" \*Emphasize on the physical activity by having students move around (hop, jump, shake their arms, rotate knees, etc.) as they count the numbers and determine if they are odd or even.

**Instruction and Strategies:**

1. Conduct the opening activity
2. Write on the board the numbers when counting by 2's
3. Explain to the children that when counting by two's that these numbers are called even numbers
4. Then ask them what numbers are missing from the numbers on the board, give time for students to figure it out. Make sure that they say the missing numbers in order. For example: 1,3,5,7,9,11,13,15,etc.
5. Explain to the students that these numbers are called odd numbers. Explain to them that when we have an odd number of objects, you cannot group them in pairs or by 2s. Draw some examples.
6. Repeat #5 for the concept of even numbers. (Even numbers can be grouped in pairs or by 2s).
7. Repeat and check for understanding of the terms even and odd.
8. When you feel that the students are firm with the concepts give an example amount of objects on the board and ask the class if this group is an even and odd group. Give enough think time and when a student answers have him/her explain their answer.
9. Focus on this concept for now until you are comfortable with the students on their ability to put an even or odd representation to a group of objects.

\*Emphasize on the physical activity by having students move around (hop, jump, shake their arms, rotate knees, etc.) as they count the numbers and determine if they are odd or even.

**Guided Practice:**

In a group of 4-5 students, have the students write their names on a butcher paper. Divide a section into two columns & write odd/ even. Have the students count the letters in their first name and put in the proper column (odd or even). Provide guidance and feedback to each group.

**Formative Assessment:**

Oral questioning on number of objects. Basically show a student a group of objects and have them determine if the group is an even group or an odd group of objects. Have them explain their answer.

**Independent Practice:**

Have students complete independent worksheets. For independent worksheets, go to [www.commoncoreworksheets.com](http://www.commoncoreworksheets.com) and look into the standard 2.OA.3

Encourage students to think of physical activities/games that can be incorporated/integrated in content area subjects and share with the class.

**Accommodations/Modifications:**

Simplified instructions, Teacher guided practice, 1 on 1 instruction, pair with classmate of higher level, Repeated Instructions

**Resources (Textbook and Supplemental):**

[http://betterlesson.com/community/directory/second\\_grade/physical\\_education](http://betterlesson.com/community/directory/second_grade/physical_education)

Math worksheets, Butcher paper, markers, paper, pencils

**Reflection:**

# Guam District Level Lesson Plan

## Quarter 2

**Name:** 2<sup>nd</sup> Grade Teachers  
**Room:** C Quad/D-103

**Content:** PE

**Grade:** 2nd

**Timeline:** Weeks 5-6

### GDOE Content Standard:

#### Standard 2: Movement Concepts

2.2.3 Identify and apply the basic elements for efficient loco-motor, nonloco-motor, stability, and manipulative skills.

#### Lesson Overview:

Students will demonstrate a variety of skills. These are the skills developed while using an implement. These skills may include: walking, running, catching, carrying, bouncing, kicking, etc.

#### Lesson Objectives:

I CAN...  
-apply a variety of skills previously learned (loco-motor, nonloco-motor, stability, and manipulative skills).

#### Vocabulary:

Loco-motor, non loco-motor, stability, Manipulative skills

#### Focus Question:

What are some manipulative skills that we use in playing sports?

### Description of Lesson (including instructional strategies)

#### Anticipatory Set:

Have two student volunteers demonstrate how to catch and throw a ball to each other. Emphasize on the underhand or overhand throw/receive.

**Instruction and Strategies:**

1. Explain to the class the rules of the game of basketball.
2. Take the class to the basketball court area of the playground.
3. Review the different skills needed to play basketball (dribble/bounce, pass, catch, shoot, etc.)
4. Divide the class into two groups.
5. Have the students review and practice basic techniques before playing the actual game.
6. Keep track of points while students play the game and remind them of the rules.

**Guided Practice:**

Provide different stations/circuits to have the students practice the different sets of skills.

**Formative Assessment:**

Observe the students as they perform the tasks/play the game and provide feedback/corrections as necessary.

**Independent Practice:**

Have the students play a game of basketball using the different techniques/skills they have learned (loco-motor, non loco-motor, stability, and manipulative).

**Accommodations/Modifications:**

Simplified instructions, Teacher guided practice, 1 on 1 instruction, pair with classmate of higher level, Repeated Instructions

**Resources (Textbook and Supplemental):**

[http://betterlesson.com/community/directory/second\\_grade/physical\\_education\\_basketballs\\_court](http://betterlesson.com/community/directory/second_grade/physical_education_basketballs_court)

**Reflection:**

# Guam District Level Lesson Plan

# Quarter 2

**Name:** 2<sup>nd</sup> Grade Teachers  
**Room:** C Quad/D-103

**Content:** Science

**Grade:** 2nd

**Timeline:** Week 10

### Common Core State Standard:

GDOE Content Standards:

2.5.1 Use tools to investigate, observe, measure, design, and build things.

2.5.3 Describe changes that have occurred in society as a result of new technologies.

### CCSS ELA Standards:

2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.RI.3 Determine the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

2.RI.4 Determine the meaning of words and phrases in a text relevant to grade 2 topic or subject area.

2.RI.8 Describe how reasons support specific points the author makes in a text.

2.RI.10 By the end of the year, read and comprehend informational texts, in the grades 2-3 complexity band proficiently, with scaffolding as needed at the high end of the range.

2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

### Lesson Overview:

Habitats can be changed by weather conditions and pollution. People can prevent or reverse the negative effects of pollution.

### Lesson Objectives:

I CAN...

-Identify ways to keep the environment clean.

-Give examples of ways people can make less pollution.

### Vocabulary:

reuse

recycle

### Focus Question:

How do machines work and how do they help you do work?

What changes have occurred because of new technologies?

### Description of Lesson (including instructional strategies)

**Unit B Chapter 2: Changes in Habitats**

Lesson 3- How Do People Help the Environment? P.B52

**Anticipatory Set:**

Show the students several used things such as paper, aluminum, or plastic containers. Challenge the students to identify a way to reuse each one.

**Instruction and Strategies: (Science textbook Unit B, Chapter 2, Lesson 3 Pages B52-B57)**

1. Have the class Preview the Chapter, Preview and discuss the Photographs, and Preview the Vocabulary. Discuss what they think the Chapter/Lessons will be about.
2. Have the students take turns reading each lesson (pages B52-B57). Work with the class to make a web. Draw a web on the board or chart paper. Complete the web at the end of the readings.
3. Ask questions based on the readings and encourage students to ask questions based on what they read.

**Curriculum Integration:**

**ART** Have the students create something new from the different used items brought in the classroom.

**Guided Practice:**

Have the students summarize what they have learned. Have them complete the summarization which they started earlier in the lesson. Discuss their findings.

Web (Lesson 3)

**Formative Assessment:**

\*Discuss the Think About It questions at the end of each lesson. Have the students answer in complete sentences. Students will respond orally and/or write their responses in their notebooks or sheets of papers.

\*Students will also complete Workbook pages/Chapter Quiz (Process Skills Practice, Lesson Concept Review, Vocabulary Review) to demonstrate understanding of each lesson.

\*Observe how students work in small groups and/or independently.

**Independent Practice:**

Students will demonstrate understanding of the Lesson by completing the following activities:

- \*Students will complete the Graphic Organizer for Chapter Concepts, only Lesson 3 (WB page 45)
- \*Students will answer Chapter Review Questions (TB pages B60-B61)

**Accommodations/Modifications:**

Simplified instructions, Teacher guided practice, 1 on 1 instruction, pair with classmate of higher level, Repeated Instructions

**Resources (Textbook and Supplemental):**

Harcourt Science TE, student textbook, student workbook, notebooks/papers, chart paper/chalkboard, Online support for activities/worksheets related to topics

**Reflection:**

# Guam District Level Lesson Plan

## Quarter 2

**Name:** 2<sup>nd</sup> Grade Teachers  
**Room:** C Quad/D-103

**Content:** Science

**Grade:** 2nd

**Timeline:** Weeks 5-7

### Common Core State Standard:

GDOE Content Standards:

- 2.3.1 Investigate to determine what things can be done to materials to change some of their properties.
- 2.3.4 Demonstrate how simple machines work.
- 2.3.5 Discuss how people use electricity to cook their food and cool their houses.
- 2.5.1 Use tools to investigate, observe, measure, design, and build things.
- 2.5.3 Describe changes that have occurred in society as a result of new technologies.

### CCSS ELA Standards:

- 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.RI.3 Determine the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- 2.RI.4 Determine the meaning of words and phrases in a text relevant to grade 2 topic or subject area.
- 2.RI.8 Describe how reasons support specific points the author makes in a text.
- 2.RI.10 By the end of the year, read and comprehend informational texts, in the grades 2-3 complexity band proficiently, with scaffolding as needed at the high end of the range.
- 2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

### Lesson Overview:

Matter has observable properties, such as color, size, texture, and shape, and usually exists as a solid, liquid, or gas.

### Lesson Objectives/I CAN:

- I CAN...
- Identify and describe properties of matter.
  - Identify three forms of matter – solids, liquids, and gases.
  - Compare solids and describe how they are alike and different.
  - Identify two ways to measure solids.
  - Identify the two properties all liquids have.
  - Identify the ways to measure liquids.
  - Recognize the properties of gas.
  - Identify ways to measure a gas.

### Vocabulary:

matter, property, mass, solid, centimeter, liquid, milliliter, gas

### Focus Question:

What is matter?  
How can matter change with the use of heat or cold?

**Description of Lesson (including instructional strategies)****Unit E Chapter 1: Observing and Measuring Matter**

Lesson 1- What is Matter? P.E4

Lesson 2- What can we find out about solids? P.E8

Lesson 3- What can we find out about liquids? P.E14

Lesson 4- What can we find out about gases? P.E14

**Anticipatory Set:**

Ask the students the Did you Know/Fast Fact Questions on page E2 of the TE.

>Do things weigh more on Earth or on the moon?

**Instruction and Strategies: (Science textbook Unit E, Chapter 1, Lessons 1-4 Pages E2-E25)**

1. Have the class Preview the Chapter, Preview and discuss the Photographs, and Preview the Vocabulary. Discuss what they think the Chapter/Lessons will be about.
2. Have the students take turns reading each lesson (pages E2-E25). Work with the class to make a web/chart/diagram based on the readings. Draw web/chart/diagram on the board or chart paper. Complete the web/chart/diagram at the end of the readings.
3. Ask questions based on the readings and encourage students to ask questions based on what they read.

**Curriculum Integration:**

**ART** Cut, Bend, or Break It page E10

**PE** Count Your Breaths of Air page E22

**Guided Practice:**

Have the students summarize what they have learned. Have them complete the summarization which they started earlier in the lesson. Discuss their findings.

Web (Lesson 1)

K-W-L Chart (Lesson 2)

Venn Diagram (Lesson 3)

Web (Lesson 4)

**Formative Assessment:**

\*Discuss the Think About It questions at the end of each lesson. Have the students answer in complete sentences. Students will respond orally and/or write their responses in their notebooks or sheets of papers.

\*Students will also complete Workbook pages/Chapter Quiz (Process Skills Practice, Lesson Concept Review, Vocabulary Review) to demonstrate understanding of each

lesson.

\*Observe how students work in small groups and/or independently.

**Independent Practice:**

Students will demonstrate understanding of the Chapter by completing the following activities:

\*Students will complete the Graphic Organizer for Chapter Concepts (WB page 99)

\*Students will answer Chapter Review Questions (TB pages E28-E29)

**Accommodations/Modifications:**

Simplified instructions, Teacher guided practice, 1 on 1 instruction, pair with classmate of higher level, Repeated Instructions

**Resources (Textbook and Supplemental):**

Harcourt Science TE, student textbook, student workbook, notebooks/papers, chart paper/chalkboard, Online support for activities/worksheets related to topics

<https://educators.brainpop.com/lesson-plan/changing-states-of-matter-activities-for-kids/>

[http://www.mrcollinson.ca/2%20science/solids%20&%20liquids/2\\_science\\_solid\\_liquid\\_complete.htm](http://www.mrcollinson.ca/2%20science/solids%20&%20liquids/2_science_solid_liquid_complete.htm)

**Reflection:**

# Guam District Level Lesson Plan

## Quarter 2

**Name:** 2<sup>nd</sup> Grade Teachers  
**Room:** C Quad/D-103

**Content:** Science

**Grade:** 2nd

**Timeline:** Weeks 8-10

### Common Core State Standard:

GDOE Content Standards:

2.3.1 Investigate to determine what things can be done to materials to change some of their properties.

2.3.4 Demonstrate how simple machines work.

2.3.5 Discuss how people use electricity to cook their food and cool their houses.

2.5.1 Use tools to investigate, observe, measure, design, and build things.

2.5.3 Describe changes that have occurred in society as a result of new technologies.

### CCSS ELA Standards:

2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.RI.3 Determine the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

2.RI.4 Determine the meaning of words and phrases in a text relevant to grade 2 topic or subject area.

2.RI.8 Describe how reasons support specific points the author makes in a text.

2.RI.10 By the end of the year, read and comprehend informational texts, in the grades 2-3 complexity band proficiently, with scaffolding as needed at the high end of the range.

2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

### Lesson Overview:

Matter has observable properties, such as color, size, texture, and shape, and usually exists as a solid, liquid, or gas.

### Lesson Objectives/I CAN:

I CAN...

-Observe how cutting, shaping, and mixing change matter.

-Describe what happens when matter is cut or mixed.

-Recognize that water can be solid, liquid, or gas.

-Describe how water can be made to change from one state to another.

-Identify some changes in matter that are reversible.

-Identify some changes in matter that are irreversible.

### Vocabulary:

Mixture, reversible, irreversible

### Focus Question:

What is matter?

How can matter change with the use of heat or cold?

**Description of Lesson (including instructional strategies)****Unit E Chapter 2: Observing and Measuring Matter**

Lesson 1- What Happens When You Mix Matter? P.E32

Lesson 2- How Can Water Change? P.E38

Lesson 3- What Other Ways Does Matter Change? P.E44

**Anticipatory Set:**

Ask the students the Did you Know/Fast Fact Questions on page E30 of the TE.

>What is air a mixture of?

>If you can't see air, how do you know it is there?

**Instruction and Strategies: (Science textbook Unit E, Chapter 2, Lessons 1-3 Pages E30-E49)**

1. Have the class Preview the Chapter, Preview and discuss the Photographs, and Preview the Vocabulary. Discuss what they think the Chapter/Lessons will be about.
2. Have the students take turns reading each lesson (pages E30-E49). Work with the class to make a chart/web/table based on the readings. Draw chart/web/table on the board or chart paper. Complete the chart/web/table at the end of the readings.
3. Ask questions based on the readings and encourage students to ask questions based on what they read.

**Curriculum Integration:**

**PE** Play Kickball page E26

**HEALTH** How much water do children need? page E27

**ART** Building Blocks page E26

Pasta Mixture page E36

Pictures From Ice page E50

**Guided Practice:**

Have the students summarize what they have learned. Have them complete the summarization which they started earlier in the lesson. Discuss their findings.

K-W-L Chart (Lesson 1)

Web (Lesson 2)

Table (Lesson 3)

**Formative Assessment:**

\*Discuss the Think About It questions at the end of each lesson. Have the students answer in complete sentences. Students will respond orally and/or write their responses in their notebooks or sheets of papers.

\*Students will also complete Workbook pages/Chapter Quiz (Process Skills Practice,

Lesson Concept Review, Vocabulary Review) to demonstrate understanding of each lesson.

\*Observe how students work in small groups and/or independently.

**Independent Practice:**

Students will demonstrate understanding of the Chapter by completing the following activities:

\*Students will complete the Graphic Organizer for Chapter Concepts (WB page 111)

\*Students will answer Chapter Review Questions (TB pages E52-E53)

**Accommodations/Modifications:**

Simplified instructions, Teacher guided practice, 1 on 1 instruction, pair with classmate of higher level, Repeated Instructions

**Resources (Textbook and Supplemental):**

Harcourt Science TE, student textbook, student workbook, notebooks/papers, chart paper/chalkboard, Online support for activities/worksheets related to topics

<https://educators.brainpop.com/lesson-plan/changing-states-of-matter-activities-for-kids/>

**Reflection:**

# Guam District Level Lesson Plan

## Quarter 2

**Name:** K. Castro,  
R. Castro, C. Galvez,  
R. Doculan, S. Avilez,  
L. Terre

**Room:** C Quad/D-103

**Grade:** 2nd

**Timeline:** Week 1

**Content:** Science

### Common Core State Standard:

#### GDOE Content Standards:

- 2.2.6 Observe and describe the different external features of people, such as their size, shape, and color of hair, skin, and eyes.
- 2.2.7 Recognize and discuss that people are more like one another than they are like other animals.

#### CCSS ELA Standards:

- 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- 2.RI.4 Determine the meaning of words and phrases in a text relevant to grade 2 topic or subject area.
- 2.RI.8 Describe how reasons support specific points the author makes in a text.
- 2.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 complexity band proficiently, with scaffolding as needed at the high end of the range.
- 2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

### Lesson Overview:

Animals can be classified by their physical characteristics. All animals develop through predictable life cycles.

### Lesson Objectives/I CAN:

I CAN...  
-analyze and describe the sequence of events of the life cycles of a bird and a mammal.  
-Recognize that animals grow to resemble their parents.

### Vocabulary:

life cycle

### Focus Question:

What are some animal life cycles?

### Description of Lesson (including instructional strategies)

**Unit A Chapter 2: Animals Grow and Change**

Lesson 2- What are some animal life cycles? P. A30-35

**Anticipatory Set:**

**Talk About Animal Changes**

Display pictures of a puppy and an adult dog. Use animal picture cards, if available. Discuss how a puppy changes as it grows.

**Instruction and Strategies: (Science textbook Unit A, Chapter 2, Lesson 2 pages A30-A35)**

1. Have the class Preview the Chapter, Preview and discuss the Photographs, and Preview the Vocabulary. Discuss what they think the Chapter/Lessons will be about.
2. Have the students take turns reading each lesson (pages A30-35). Work with the class to make a flowchart based on the readings (TE page A31) Draw flowchart on the board or chart paper. Complete the chart at the end of the readings.
3. Ask questions based on the readings and encourage students to ask questions based on what they read.

**Curriculum Integration:**

**PE Kinesthetic Learners (Have students act out the different stages in a bird's life cycle) page A33**

**ART Names for Young Animals (Have students draw and label pictures of young animals) page A34**

**Guided Practice:**

Have the students summarize what they have learned. Have them complete the flow chart which they started earlier in the lesson. Discuss their findings.

Lesson 2- Flow chart on How Birds Grow & Change

**Formative Assessment:**

\*Discuss the Think About It questions at the end of each lesson. Have the students answer in complete sentences. Students will respond orally or write their responses in their notebooks or sheets of papers.

\*Students will also complete Workbook pages (Process Skills Practice, Lesson Concept Review, Vocabulary Review) to demonstrate understanding of each lesson.

\*Observe how students work in small groups and/or independently.

**Independent Practice:**

Students will demonstrate understanding of the Lesson by completing the following activities:

- \*Students will complete the Graphic Organizer for Chapter Concepts (WB page 11)

- \*Students will choose an animal (bird or mammal) and draw its life cycle.

**Accommodations/Modifications:**

Simplified instructions, Teacher guided practice, 1 on 1 instruction, pair with classmate of higher level, Repeated Instructions

**Resources (Textbook and Supplemental):**

Harcourt Science TE, student textbook, student workbook, notebooks/papers, chart paper/chalkboard, Online support for activities/worksheets related to topics, pictures of animals

<http://www.learnnc.org/lp/pages/2867>

**Reflection:**

# Guam District Level Lesson Plan

## Quarter 2

**Name:** K. Castro,  
R. Castro, C. Galvez,  
R. Doculan, S. Avilez,  
L. Terre

**Room:** C Quad/D-103

**Grade:** 2nd

**Timeline:** Week 2-3

**Content:** Science

### Common Core State Standard:

GDOE Content Standards:

2.2.6 Observe and describe the different external features of people, such as their size, shape, and color of hair, skin, and eyes.

2.2.7 Recognize and discuss that people are more like one another than they are like other animals.

### CCSS ELA Standards:

2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

2.RI.4 Determine the meaning of words and phrases in a text relevant to grade 2 topic or subject area.

2.RI.8 Describe how reasons support specific points the author makes in a text.

2.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 complexity band proficiently, with scaffolding as needed at the high end of the range.

2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

### Lesson Overview:

People have body systems that enable them to live and grow.

### Lesson Objectives/I CAN:

I CAN...

-Describe the many ways people grow and change during their lives.

-Compare how people are alike and different at different stages of life.

### Vocabulary:

permanent teeth

### Focus Question:

How will I Grow?

### Description of Lesson (including instructional strategies)

Unit A Chapter 3: People Grow and Change

Lesson 1- How Will I Grow? P. A42-A47

**Anticipatory Set:**

**Talk About Growing**

Ask the students to remember a time they were smaller. How are they different now?

**Instruction and Strategies: (Science textbook Unit A, Chapter 3, Lesson 1 pages A42-A47)**

1. Have the class Preview the Chapter, Preview and discuss the Photographs, and Preview the Vocabulary. Discuss what they think the Lesson will be about.
2. Have the students take turns reading each lesson (pages A30-35). Work with the class to make a simple timeline that shows how a person's needs change as he or she grows and changes (TE page A43). Draw the timeline on the board or chart paper. Complete the chart at the end of the readings.
3. Ask questions based on the readings (sample questions are stated in the TE) and encourage students to ask questions based on what they read.

**Guided Practice:**

Have the students summarize what they have learned. Ask the students to review how a person grows and changes throughout his or her life. Encourage students to add any new ideas from this lesson to the timeline.

Lesson 1- Timeline

**Formative Assessment:**

\*Discuss the Think About It questions at the end of each lesson. Have the students answer in complete sentences. Students will respond orally or write their responses in their notebooks or sheets of papers.

\*Students will also complete Workbook pages (Process Skills Practice, Lesson Concept Review, Vocabulary Review) to demonstrate understanding of each lesson.

\*Observe how students work in small groups and/or independently.

**Independent Practice:**

Students will demonstrate understanding of the Lesson by completing the following activities:

- \*Students will complete the Graphic Organizer for Chapter Concepts (WB page 19)
- \*Students will draw a simple timeline of at least 5 different stages in their lives (birth to present).

**Accommodations/Modifications:**

Simplified instructions, Teacher guided practice, 1 on 1 instruction, pair with classmate of higher level, Repeated Instructions

**Resources (Textbook and Supplemental):**

Harcourt Science TE, student textbook, student workbook, notebooks/papers, chart paper/chalkboard, Online support for activities/worksheets related to topics  
[www.lessonplanet.com](http://www.lessonplanet.com)

**Reflection:**

# Guam District Level Lesson Plan

# Quarter 2

**Name:** K. Castro,  
R. Castro, C. Galvez,  
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**Room:** C Quad/D-103

**Grade:** 2nd

**Timeline:** Weeks 3-4

**Content:** Science

### Common Core State Standard:

GDOE Content Standards:

2.2.6 Observe and describe the different external features of people, such as their size, shape, and color of hair, skin, and eyes.

2.2.7 Recognize and discuss that people are more like one another than they are like other animals.

### CCSS ELA Standards:

2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

2.RI.4 Determine the meaning of words and phrases in a text relevant to grade 2 topic or subject area.

2.RI.8 Describe how reasons support specific points the author makes in a text.

2.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 complexity band proficiently, with scaffolding as needed at the high end of the range.

2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

### Lesson Overview:

People have body systems that enable them to live and grow.

### Lesson Objectives/I CAN:

I CAN...

-Describe the many ways people grow and change during their lives.

-Compare how people are alike and different at different stages of life.

### Vocabulary:

permanent teeth

### Focus Question:

How will I Grow?

### Description of Lesson (including instructional strategies)

Unit A Chapter 3: People Grow and Change

Lesson 1- How Will I Grow? P. A42-A47

**Anticipatory Set:**

**Talk About Growing**

Ask the students to remember a time they were smaller. How are they different now?

**Instruction and Strategies: (Science textbook Unit A, Chapter 3, Lesson 1 pages A42-A47)**

1. Have the class Preview the Chapter, Preview and discuss the Photographs, and Preview the Vocabulary. Discuss what they think the Lesson will be about.
2. Have the students take turns reading each lesson (pages A30-35). Work with the class to make a simple timeline that shows how a person's needs change as he or she grows and changes (TE page A43). Draw the timeline on the board or chart paper. Complete the chart at the end of the readings.
3. Ask questions based on the readings (sample questions are stated in the TE) and encourage students to ask questions based on what they read.

**Guided Practice:**

Have the students summarize what they have learned. Ask the students to review how a person grows and changes throughout his or her life. Encourage students to add any new ideas from this lesson to the timeline.

Lesson 1- Timeline

**Formative Assessment:**

\*Discuss the Think About It questions at the end of each lesson. Have the students answer in complete sentences. Students will respond orally or write their responses in their notebooks or sheets of papers.

\*Students will also complete Workbook pages (Process Skills Practice, Lesson Concept Review, Vocabulary Review) to demonstrate understanding of each lesson.

\*Observe how students work in small groups and/or independently.

**Independent Practice:**

Students will demonstrate understanding of the Lesson by completing the following activities:

\*Students will complete the Graphic Organizer for Chapter Concepts (WB page 19)

\*Students will draw a simple timeline of at least 5 different stages in their lives (birth to present).

**Accommodations/Modifications:**

Simplified instructions, Teacher guided practice, 1 on 1 instruction, pair with classmate of higher level, Repeated Instructions

**Resources (Textbook and Supplemental):**

Harcourt Science TE, student textbook, student workbook, notebooks/papers, chart paper/chalkboard, Online support for activities/worksheets related to topics  
<http://www.lessonplanet.com/teachers/people-growing-and-changing>

**Reflection:**