

Guam District Level Lesson Plan

Quarter 3

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

Room: C Quad/D-103

Grade: 2nd

Timeline: Weeks 5-6

Content: Science

Common Core State Standard:

GDOE Content Standards:

- 2.3.6 Investigate, compare, and describe weather changes over a period of time.
- 2.4.2 Realize that an environment is affected by the activities of the Earth's inhabitants.
- 2.4.3 Recognize that the Sun provides the Earth with light and heat.

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:

Fossils are the preserved remains or impressions of plants and animals that lived millions of years ago.

Lesson Objectives/I CAN:

I CAN:

- Explain how some kinds of fossils are made.
- Describe what fossils are and where they are found.
- Describe how scientists collect and reconstruct fossils.
- Explain what scientists learn from fossils.
- Give examples of different kinds of dinosaurs.

Vocabulary:

fossil, paleontologist, reconstruct, extinct, dinosaur, Triceratops

Focus Question:

What is a fossil?
What have scientists learned from fossils?

Description of Lesson (including instructional strategies)

Unit C Chapter 2: Earth Long Ago

Lesson 1- What is a Fossil?
Lesson 2- What Have Scientists Learned from Fossils?
Lesson 3- What Have Scientists Learned from Dinosaurs?

Anticipatory Set:

Investigate: How Some Fossils Get their Shapes
Have the students follow the steps on page C24.

Instruction and Strategies: (Science textbook Unit C, Chapter 2, Lessons 1-3 pages C24-C47)

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 C24-C47). Work with the class to make charts based on the readings. Draw the chart (s) on the board or chart paper for each lesson. Complete the chart (s) 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 Fossil Art (C27)

Dinosaur Puzzles (C32)

Language Arts Dinosaur Discovery (C42)

Math Searching for Dinosaurs (C43)

Guided Practice:

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

Lesson 1- K-W-L Chart (Fossils)

Lesson 2- Flow chart on how scientists get fossils

Lesson 3- Chart on kinds of dinosaurs/what we know

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 Chapter by completing the following activities:

- *Students will complete the Graphic Organizer for Chapter Concepts (WB page 65)
- *Students will make their own fossil imprint using clay.

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://beyondpenguins.ehe.osu.edu/issue/learning-from-the-polar-past/learning-about-fossils-through-hands-on-science-and-literacy>

Reflection:

Guam District Level Lesson Plan

Quarter 3

Name: 2nd Grade Teachers
Room: C Quad/D-103

Content: Science

Grade: 2nd

Timeline: Weeks 9-10

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:

I can...

-Identify ways to keep the environment clean.

-Give examples of ways people can make less pollution.

Vocabulary:

reuse

recycle

Focus Question:

What does it mean to recycle? What does it mean to reuse?

How is it different from recycling?

What materials can be recycled? Reuse?

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
<http://www.learningtogive.org/units/talking-trees-2nd-grade/talking-trees-2nd-grade>
<https://www.teachervision.com/environmental-education/teaching-methods/63270.html>

Reflection:

Guam District Level Lesson Plan

Quarter 3

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

Room: C Quad/D-103

Content: Science

Grade: 2nd

Timeline: Weeks 1-2

1/18 MLK Holiday

Common Core State Standard:

GDOE Content Standards:

- 2.1.1 Participate in different types of guided scientific investigations, such as observing objects and events, to collect data.
- 2.1.2 Demonstrate the ability to work with a team but still reach and communicate one's own conclusions about findings.
- 2.1.3 Develop predictions based on observations.

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:

Weather conditions such as temperature and rainfall are constantly changing. The effects of these changes can be observed and measured.

Lesson Objectives:

- In this lesson, students will be able to:
- Identify ways the weather can change from day to day.
 - Recognize how the weather changes from season to season.
 - Describe the water cycle.
 - Identify tools used to measure weather conditions.
 - Identify different weather conditions.

Vocabulary:

Weather, water cycle, evaporate, water vapor, thermometer, temperature, stratus, cirrus, cumulus, thunderstorm, tornado, hurricane, blizzard

Focus Question:

How does the Sun affect the Earth's temperature and different times of the year?
What is a year?

	<p>What are some reasons why the weather changes?</p>
<p>Description of Lesson (including instructional strategies) Unit D Chapter 2: Earth’s Weather Lesson 1- How Does Weather Change? Lesson 2- What Is the Water Cycle? Lesson 3- How Do We Measure Weather Conditions? Lesson 4- How Can We Prepare for Weather?</p>	
<p>Anticipatory Set: Play A Game Invite the students to play a game of “Guess the Time of Year.” Provide the students with seasonal riddles as suggested on page D36 of the TE.</p>	
<p>Instruction and Strategies: (Science textbook Unit D, Chapter 2, Lessons 1-4 pages D34-D61)</p> <ol style="list-style-type: none"> 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 D34-57). Work with the class to make chart based on the readings (D37), flow chart (D43), KWL Chart (D47), and chart (D53). Draw the different charts on the board or chart paper for each lesson. 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. <p>Curriculum Integration: Art Dressing for Health Have the students create a poster to show different clothing for different kinds of weather (D39) Cloud Pictures (D50) My Week of Weather book (D58) Drama Have the students play a game “Guess the Season” (D40)</p>	
<p>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 1- Chart on seasonal weather Lesson 2- Flow chart for water cycle Lesson 3- K-W-L chart Lesson 4- Chart about preparing for different kinds of weather</p>	

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 Chapter by completing the following activities:

*Students will complete the Graphic Organizer for Chapter Concepts (WB page 87)

*Students will draw the water cycle and explain in small/whole group.

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://beyondpenguins.ehe.osu.edu/issue/weather-and-climate-from-home-to-the-poles/hands-on-science-and-literacy-lessons-about-weather-and-climate>

Reflection:

Guam District Level Lesson Plan

Quarter 3

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

Room: C Quad/D-103

Grade: 2nd

Timeline: Weeks 3-4

Content: Science

Common Core State Standard:

GDOE Content Standards:

- 2.3.6 Investigate, compare, and describe weather changes over a period of time.
- 2.4.2 Realize that an environment is affected by the activities of the Earth's inhabitants.
- 2.4.3 Recognize that the Sun provides the Earth with light and heat.

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 use natural resources such as rocks, soil, plants, and water to meet their needs.

Lesson Objectives/I CAN:

I can tell ways how people use rocks, soil, plants, and water to meet their needs.

Vocabulary:

rock, soil, resource, natural resource, medicine, transportation

Focus Question:

- How do people use rocks and soil?
- How do people use plants?
- How do people use water?

Description of Lesson (including instructional strategies)

Unit C Chapter 1: Earth's Resources

Lesson 1- How Do People Use Rocks and Soil?
Lesson 2- How Do People Use Plants?
Lesson 3- How Do People Use Water?

Anticipatory Set:

Play A Game

Have the students respond by completing sentences similar to the following: I can use rocks for _____. I can use soil for _____. (as suggested on page C4 of the TE.)

Instruction and Strategies: (Science textbook Unit C, Chapter 1, Lessons 1-3 pages C4-C21)

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 C4-C19). Work with the class to make chart based on the readings (C5) and webs (C9 & C13). Draw the chart and webs on the board or chart paper for each lesson. Complete the chart and webs 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 Plant Pals (C11)

Geo Sponge Pictures (C16)

Make a Fountain (C18)

Music Row, Row, Row Your Boat (C16)

PE/Drama Act out different ways people use water (C17)

Guided Practice:

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

Lesson 1- Chart on different uses of rocks and soil

Lesson 2- Web on how plants are used

Lesson 3- Web on how water is used

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 Chapter by completing the following activities:

*Students will complete the Graphic Organizer for Chapter Concepts (WB page 55)

*Students will list down ways to use rocks, plants, and water.

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.deq.state.or.us/lq/pubs/docs/sw/curriculum/RRPart0201.pdf>

<http://beyondpenguins.ehe.osu.edu/issue/energy-and-the-polar-environment/teaching-about-natural-resources-and-energy-sources>

Reflection:

Guam District Level Lesson Plan

Quarter 3

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

Room: C Quad/D-103

Grade: 2nd

Timeline: Weeks 7-8

Content: Science

Common Core State Standard:

GDOE Content Standards:

- 2.3.2 Investigate and observe the way to change how something is to give it a push or a pull.
- 2.3.3 Demonstrate and observe that magnets can be used to make some things move without being touched.
- 2.4.1 Recognize that Earth pulls objects without touching them.

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:

Forces- pushes and pulls- cause a change in the motion of objects. Gravity and magnetism are forces that pull on certain objects.

Lesson Objectives/I CAN:

- I CAN...
- Recognize a force as something that pushes or pulls on an object to make it move.
 - Identify that a force is used to change the location of an object and the direction it is moving in.
 - Describe which poles of magnets attract and repel each other.
 - Give examples of ways magnets are used.
 - Recognize that weight, friction, and distance affect the force needed to move objects.
 - Explain how to measure motion.

Vocabulary:

force, wind, gravity, magnet, motion

Focus Question:

- What is a force? How does force change an object?
- What is a magnet? Do magnets affect all objects?
- What relationship do magnets have with certain objects?

Description of Lesson (including instructional strategies)**Unit F Chapter 1: Forces and Motion**

Lesson 1- What are Forces?

Lesson 2- How Do Magnets Work?

Lesson 3- How Can We Measure Motion?

Anticipatory Set:**Play A Game**

Have the students play a riddle game using the example on page F4 of the TE.

Instruction and Strategies: (Science textbook Unit F, Chapter 1, Lessons 1-3 pages F2-F25)

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 F2-F25). Work with the class to make charts based on the readings. Draw the chart (s) on the board or chart paper for each lesson. Complete the chart (s) 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 Games People Play (F7), Soccer (F9), Jump for Fun (F22), Gravity Games (F25)

Art Wind Chimes (F24)

Guided Practice:

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

Lesson 1- K-W-L Chart (Forces)

Lesson 2- K-W-L (Magnets)

Lesson 3- Force and Motion/How to Measure Motion

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 Chapter by completing the following activities:

- *Students will complete the Graphic Organizer for Chapter Concepts (WB page 121)

- *Students will make a drawing of how they would look like if there was no gravity.

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.teachjunkie.com/sciences/19-fun-ideas-resources-force-and-motion/>

Reflection: