

Guam District Level Lesson Plan		Quarter 3
<p>Teachers:</p> <p>S. Avilez, K. Castro, R. Castro, R. Doculan, C. Galvez and L. Terre</p> <p>Room: C Quad/D-103 Content: Social Studies</p>	<p>Grade: 2nd</p>	<p>Timeline: WEEK 1</p>
<p>GDOE Standard:</p> <p>2.1.1 Describe traditional food, customs, sports and games, music of the place they came from with the help of family members or other adults.</p> <p>2.1.2 Give examples of traditions or customs from other countries that can be found on Guam and the United States today.</p> <p>Common Core State Standard:</p> <p>2.RI.1 Ask and answer questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.</p> <p>2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>		
<p>Lesson Overview:</p> <p>This lesson emphasizes the diversity in our country. It describes a mosaic of people of different ages, colors, interests, jobs, and talents who come from different cultures. It also teaches the importance of respecting differences.</p>	<p>Lesson Objectives/I CAN:</p> <p><u>Lesson 1</u></p> <ul style="list-style-type: none"> • Explore the diversity of the United States <ul style="list-style-type: none"> • Define culture • Compare and contrast people’s work, interests, and talents. <p><u>Lesson 2</u></p> <ul style="list-style-type: none"> • Recognize how explorers led the way for settlement in new places. • Discuss the role of pioneers in settling our country. • Explain how immigrants bring new ideas when they move. 	
<p>Vocabulary:</p> <p>unique culture explorer pioneer immigrant</p>	<p>Focus Question:</p> <p>How are family members, friends, neighbors, and even people on television alike? How are they different?</p>	
<p>Description of Lesson</p> <p>Unit 4 Lesson 1 Our Country of Many People pages 168-169</p> <p>Unit 4 Lesson 2 People on the Move pages 172-175</p>		
<p>Anticipatory Set:</p> <p>Have students share what makes them unique. You may model an example about yourself.</p>		

Instruction and Strategies:

Direct children to examine the pictures in lesson 1. Have them predict what the Big Idea of the lesson is. Encourage them to read the lesson to find out if they were correct. Students will individually take turns reading the lesson. Students will then summarize how people are alike and how people are different. Students will take note how people, cultures and ideas spread to new places. Students will read and discuss page 173. They will be able to explain that when people learned about the Americas, some decided to start a new life there. They sailed across the ocean and settled near the coasts. They cleared land, built homes, and grew crops. Eventually, farms, towns and cities grew up along the coast. Explain that pioneers are people who make the first homes in a new place.

Guided Practice:

Introduction of Graphic Organizer (Help Students complete the K-W-L chart and use the chart to summarize the lesson.)

Democratic Values (Individual Rights)-Explain that culture diversity makes our country unique. Discuss how the United States provide equal opportunities and many freedoms to people who have come to live here.

Formative Assessment:

Lesson Reviews pages 169 and 175
Unit Reviews and Test Preparation pages 204-207
Unit Assessments
Standard Test
Assessment Program pages 13-15
Individual Performance Task Assessment Program page 16

Independent Practice:

Geography Theme Questions within lessons of Pupil Book
Individual End-of-Project Checklist Assessment Program page viii
Group End-of-Project Checklist Assessment page ix
Individual End-of-Unit Checklist Assessment Program page x

Accommodations/Modifications:

Extend and Enrich page 168, 175
Reteach the Lesson page 169, 175A
Extension Activities for Home and School page 169A

Resources (Textbook and Supplemental):

Pupil Book/Unit Big Book pages 168-175
Word Cards V47-V50
Activity Book Page 40-42
Reading and Vocabulary Transparency 4-2 / 4-3
Skill Transparency 4-1

Internet / Online Resources:

www.education.com
<https://www.teachervision.com>
pinterest.com

Reflection

My students did well interacting with one another talking about their culture, beliefs and traditions. Kids enjoyed this lesson but I wish I added more visuals like a powerpoint presentation pertaining my culture as an introduction to my students.

Guam District Level Lesson Plan		Quarter 3
<p>Teachers: S. Avilez, K. Castro, R. Castro, R. Doculan, C. Galvez and L. Terre</p> <p>Room: C Quad & D-103</p> <p>Content: Social Studies</p>	<p>Grade: 2nd</p>	<p>Timeline: WEEKS 2-3</p>
<p>GDOE Standards:</p> <p>2.1.1 Describe traditional food, customs, sports and games, music of the place they came from with the help of family members or other adults.</p> <p>2.1.2 Give examples of traditions or customs from other countries that can be found on Guam and the United States today.</p> <p>Common Core State Standard:</p> <p>2.RI.1 Ask and answer questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p> <p>2.RI.2 Identify the main topic of a multiparagraph text as well as focus of specific paragraphs within the text.</p> <p>2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>		
<p>Lesson Overview:</p> <p>In lesson 3, readers meet children with different cultural background. They learn that knowledge and ideas are passed from one generation to another through memories, experiences, and the sharing of special traditions. In lesson 4, children will learn about holidays celebrated in different communities and by different cultures.</p>	<p>Lesson Objectives/I CAN:</p> <p><u>Lesson 3</u></p> <ul style="list-style-type: none"> Recognize that every family has its own heritage. Give examples of family traditions. <p>• Appreciate the value of learning from family members.</p> <p><u>Lesson 4</u></p> <ul style="list-style-type: none"> Identify cultural holidays. Describe customs associated with cultural holidays. Explain the origins of holiday traditions. 	
<p>Vocabulary:</p> <p>heritage religion tradition ancestor holiday custom</p>	<p>Focus Question:</p> <p>How do families pass their culture from parents and grandparents to children.</p>	
<p>Description of Lesson</p> <p>Unit 4, Lesson 3, Family Heritage pages 178-183</p> <p>Unit 4, Lesson 4, Community Celebrations pages 186-189</p>		
<p>Anticipatory Set:</p> <p>Have students think of some of the special days celebrated in their community. Brainstorm on chalkboard and have students share with their classmates.</p>		

Instruction and Strategies:

Have students read each lesson. As they read the lesson have the students find at least one sentence that supports the Big Idea. Students will meet four families in this lesson and you may ask them what they might learn about these children and their families. Create a web to show their responses. Ask students to name some traditions that their families have. Students will summarize key content on page 183 in the TE is a great example. Students will then answer lesson review questions and work on activity book pages 42-45.

Guided Practice:

Read a Bar Graph Skill page 184-185
Have students locate Louisiana and New Orleans on a map.
Tell children that the biggest Mardi Gras celebration on the United States occurs in New Orleans.

Formative Assessment:

Lesson Reviews pages 183 and 189
Unit Reviews and Test Preparation pages 204-207
Unit Assessments
Standard Test
Assessment Program pages 13-15
Individual Performance Task Assessment Program page 16

Independent Practice:

Geography Theme Questions within lessons of Pupil Book
Individual End-of-Project Checklist Assessment Program page viii
Group End-of-Project Checklist Assessment page ix
Individual End-of-Unit Checklist Assessment Program page x

Accommodation / Modifications:

Extend and Enrich page 182, 184, & 188
Reteach the Lesson page 183, 185 & 188
Extension Activities for Home and School page 183A, 185A & 189a

Resources (Textbook and Supplemental):

Pupil Book/Unit Big Book pages 178-183
Word Cards V51-V54
Activity Book Page 44-46
Reading and Vocabulary Transparency 4-4 / 4-5
Skill Transparency 4-3

Internet / Online Resources:

www.education.com
<https://www.teachervision.com>
pinterest.com

Reflection

Guam District Level Lesson Plan		Quarter 3
<p>Name: 2nd Grade Teachers</p> <p>S. Avilez, K. Castro, R. Castro, R. Doculan, C. Galvez and L. Terre</p> <p>Room: C Quad & D-103 Content: Social Studies</p>	<p>Grade: 2nd</p>	<p>Timeline: WEEK 4</p>
<p>GDOE Standards:</p> <p>2.1.1 Describe traditional food, customs, sports and games, music of the place they came from with the help of family members or other adults.</p> <p>2.1.2 Give examples of traditions or customs from other countries that can be found on Guam and the United States today.</p> <p>Common Core State Standard:</p> <p>2.RI.1 Ask and answer questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p> <p>2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to Grade 2 topic and subject area.</p>		
<p style="text-align: center;">Lesson Overview:</p> <p>Lesson 5-This lesson focuses on ways people express their cultural traditions through language, art and architecture, music, and dance.</p> <p>Lesson 6-This lesson focuses on ways that people have shared ideas through the ages and on the tools they have used to communicate these ideas.</p>	<p style="text-align: center;">Lesson Objectives/I CAN:</p> <p style="text-align: center;"><u>Lesson 5</u></p> <p>Identify and explain expressions of culture in the community.</p> <p>Identify stories from different cultures.</p> <p>Identify and explain art forms in different cultures.</p> <p style="text-align: center;"><u>Lesson 6</u></p> <p>Explain how ideas and culture spread from one place to another.</p> <p>Describe how science and technology have changed communication.</p> <p>Compare old and new forms of communication.</p>	
<p>Vocabulary: language communication</p>	<p>Focus Question: What are old and new ways people share ideas with one another?</p>	
<p>Description of Lesson:</p> <p>Unit 4, Lesson 5, Expressions of Culture pages 190-195</p> <p>Unit 4, Lesson 6, Spreading Culture pages 196-199</p>		
<p>Anticipatory Set:</p> <p>Explain and brainstorm of ideas and ways that people of different cultures create stories, artworks, and even types of buildings that reflect their culture.</p>		

Instruction and Strategies:

Lesson 5

Have students read each lesson. As they read the lesson have the students find at least one sentence that supports the Big Idea. As children continue on to read, ask students to pay attention to details about what art forms tell about a culture.

Lesson 6

Students will examine the pictures on pages 196-199 and discuss the Big Idea of the lesson. Students will learn how people shared ideas in the past and how they do this today. As children read, have them compare old and new ways of sharing idea. Students will then define vocabulary words and answer lesson review questions on pages 195 and 199 and work on activity book pages 47-49.

Guided Practice:

Reading Social Studies Personal Response pages 190A, 195

Reading Cinderella page 191

Language Arts-Descriptive Writing page 193

Music-Music from Around the World page 194

Formative Assessment:

Lesson Reviews pages 195 and 199

Unit Reviews and Test Preparation pages 204-207

Unit Assessments

Standard Test

Assessment Program pages 13-15

Individual Performance Task Assessment Program page 16

Independent Practice:

Geography Theme Questions within lessons of Pupil Book

Individual End-of-Project Checklist Assessment Program page viii

Group End-of-Project Checklist Assessment page ix

Individual End-of-Unit Checklist Assessment Program page x

Resources (Textbook and Supplemental):

Pupil Book/Unit Big Book pages 209-219

Word Cards V57-V58

Activity Pattern P9

Activity Book Page 52

Reading and Vocabulary Transparency 5-2

Skill Transparency 5-2

Internet / Online Resources

www.education.com

<https://www.teachervision.com>

[pinterest.com](https://www.pinterest.com)

Reflection

Guam District Level Lesson Plan**Quarter 3**

Name: 2nd Grade Teachers

Ms. Avilez, Mr. K. Castro,
Mrs. R. Castro, Mr. R.
Doculan, Mrs. C. Galvez and
Ms. L. Terre

Room: C Quad/D-103

Content: Social Studies

Grade: 2nd

Timeline: WEEK 5

Guam Standards:

2.3.1 Locate Guam and the United States on a world map.

2.3.2 Read globes and maps and follow narrative accounts using them.

2.3.3 Construct and develop simple maps with titles, map legends, and compass roses.

2.3.4 Read and interpret a map of Guam, its surrounding islands, and the U.S.

2.3.5 Locate Guam, its surrounding islands, the U.S., selected countries, oceans, and continents, oceans, and continents on maps and globes.

2.3.6 Draw maps to show familiar places and write simple directions.

Common Core State Standard:

2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, and describe.

2.RI.7 Explain how specific images (a diagram showing how a machine works) contribute to and clarify a text.

2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Lesson Overview

This lesson focuses on goods and services and on the people in communities who provide them.

I Can Statement:

- I can distinguish between goods and services.
- I can identify people who provide goods and services to the community.

Vocabulary:

goods
services

Focus Question:

Name things you can buy in a store. Identify that those are called goods.

Description of Lesson: Unit 6, Lesson 1, Goods and Services pages 272-275

Anticipatory Set:

Ask the question does a teacher provide goods or services?

Instruction and Strategies:

Direct students to examine the pictures in the lesson. Have them predict what they think is the Big Idea of the lesson. Encourage them to read the lesson to find out if they were correct. Have a volunteer read aloud the Big Idea statement before children begin the lesson, encourage them to think about goods and services they use or depend on every week.

Guided Practice:

Pupil Book/Unit Big Book pages 272-275
Word Cards V71-V72
Activity Book page 65
Reading and Vocabulary Transparency 6-2
Internet Resources

Formative Assessment:

Standard Test Unit 6 Assessment Program page 21(Vocabulary)
Standard Test Unit 6 Assessment Program page 22 (Main Ideas)
Standard Test Unit 6 Assessment Program page 23 (Skills)
Standard Test Unit 6 Assessment Program page 24 (Performance Task)
Graphic Organizer 6-2 Reading and Vocabulary Transparency page 272A (TE)
End of Lesson 1 Quiz

Independent Practice:

Reading: Social Studies Graphic Organizer page 272A, 275
Mathematics: What Do Stores Earn? Page 273
Language Arts: Advertisement
Vocabulary Definitions and End of Lesson Review
Activity Workbook page 65

Accommodations/Modifications:

English as a Second Learner: pages 273
Extend and Enrich page 274
Reteach the Lesson page 275
Extension Activities for Home and School page 275A
Internet Resources

Resources:

Social Studies Workbook, Textbook, Unit Big Book, Word Cards, Activity Book, Reading Vocabulary Transparency, Visual Aids / Illustrations of goods and services, Rubrics for Scoring, Assessment Program Workbook.

Online Resources:

kids.gov
teachers.cr.k12.de.us

www.time4learning.com

Reflection:

Guam District Level Lesson Plan

Quarter 3

Name: 2nd Grade Teachers

Ms. Avilez, Mr. K. Castro,
Mrs. R. Castro, Mr. R.
Doculan, Mrs. C. Galvez and
Ms. L. Terre

Room: C Quad

Content: Social Studies

Grade: 2nd

Timeline: WEEK 5-6

Continuation from Feb. 8-12,
and February 15-19 2016

Guam Standards:

2.5.2 Give examples of people in the school and community who are both producers and consumers.

Common Core State Standard:

2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, and describe.

2.RI.7 Explain how specific images (a diagram showing how a machine works) contribute to and clarify a text.

2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Lesson Overview

Unit 6 Lesson 2-This lesson uses imaginary student entrepreneurs to focus on people who produce goods and services and on the consumers who buy them.

Unit 6 Lesson 3-This lesson focuses on a tomato canning factory. It describes many people and machines involved in providing manufactured goods for sale.

I Can Statements:

Lesson 2

- I can distinguish between producing and consuming.
- I can identify ways in which people are both producers and consumers.
- I can recognize what is needed to run a business.

Lesson 3

- I can identify three kinds of resources needed to produce goods.
- I can describe the jobs of factory workers.
- I can recognize that technology affects the way people work.

Vocabulary:

Lesson 2-business, producer, consumer
Lesson 3-raw material, factory, manufacture

Focus Question:

Name things you can buy in a store. Identify that those are called goods.

Description of Lesson: Unit 6, Lesson 2 & 3, pages 276-283

Lesson 2 Producers and Consumers pages 276-279

Lesson 3 A Visit to a Factory pages 280-283

Anticipatory Set:

Lesson 2-Who are producers? Who are consumers in our community?

Lesson 3-What things in our classroom is made in a factory?

Instruction and Strategies:

Unit 6, Lesson 2

Direct students to examine the pictures in the lesson on pages 276-279. Use the pictures to discuss the Big Idea in the lesson. Have a volunteer read aloud the Big Idea statement before children begin the lesson. Then paraphrase it: Businesses need both people who are producers and consumers in our community. Students will read the lesson, define the three vocabulary words and answer questions on Lesson 2 Review page 279.

Unit 6, Lesson 3

Have students read the Big Idea of the lesson. Then have them read the lesson and find at least one sentence that supports the Big Idea. Have a volunteer read aloud the Big Idea statement. Review that resources are raw materials, workers, and machines. Tell children to look for examples of these resources as they read about a tomato canning factory. Students will read the lesson, define the three vocabulary words and answer questions on Lesson 3 Review page 283

Guided Practice:

Unit 6, Lesson 2

Pupil Book/Unit Big Book pages 276-279

Word Cards V71-V74

Activity Book page 66

Reading and Vocabulary Transparency 6-3

Internet Resources

Unit 6, Lesson 3

Pupil Book/Unit Big Book pages 280-283

Word Cards V73-V74

Activity Book page 67

Reading and Vocabulary Transparency 6-4

Internet Resources

Independent Practice:

Unit 6, Lesson 2

Reading: Anticipation Guide pages 276A, 279

Summarize page 276

Reading Social Studies: Use Context Clues page 276

Vocabulary Definitions and End of Lesson Review

Activity Workbook page 66

Unit 6, Lesson 3

Reading Social Studies: Make a Prediction pages 280A, 283

Vocabulary Definitions and End of Lesson Review

Activity Workbook page 67

Accommodations/Modifications:**Unit 6, Lesson 2**

Auditory Learners page 277

Extend and Enrich page 278

Reteach the Lesson page 279

Extension Activities for Home and School page 279A

Internet Resources

Unit 6, Lesson 3

English as a Second Language page 281

Tactile Learners, page 282

Extend and Enrich page 282

Reteach the Lesson page 283

Extension Activities for Home and School page 283A

Art Create Can Labels page 280

Science Technology page 280

Resources:

Social Studies Workbook, Textbook, Unit Big Book, Word Cards, Activity Book, Reading Vocabulary Transparency, Visual Aids / Illustrations of producers and consumers, Rubrics for Scoring, Assessment Program Workbook.

Internet Resources:

<https://www.time4learning.com>

www.softschools.com

Reflection:

Guam District Level Lesson Plan		Quarter 3
<p>Name: 2nd Grade Teachers</p> <p>Ms. Avilez, Mr. K. Castro, Mrs. R. Castro, Mr. R. Doculan, Mrs. C. Galvez and Ms. L. Terre</p> <p>Room: C Quad</p> <p>Content: Social Studies</p>	<p>Grade: 2nd</p>	<p>Timeline: WEEK 6-7</p> <p>Continuation from February 15-19, through February 22-26, 2016</p>
<p>Guam Standards:</p> <p>2.5.2 Give examples of people in the school and community who are both producers and consumers.</p> <p>Common Core State Standard:</p> <p>2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, and describe.</p> <p>2.RI.7 Explain how specific images (a diagram showing how a machine works) contribute to and clarify a text.</p> <p>2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>		
<p>Lesson Overview</p> <p>Unit 6 Lesson 4-This lesson focuses on ways that people earn and use income.</p> <p>Unit 6 Lesson 5-This lesson focuses ways volunteers serve their community.</p>	<p>I Can Statements:</p> <p>Lesson 4</p> <ul style="list-style-type: none"> I can explain how work provides income to purchase goods and services. I can explain the choices people in the United States free enterprise system make about spending and saving money. <p>Lesson 5</p> <ul style="list-style-type: none"> I can distinguish volunteers from other kinds of workers. I can identify community volunteers. 	
<p>Vocabulary:</p> <p>Lesson 4-income, bank, free enterprise and interest</p> <p>Lesson 5-volunteer</p>	<p>Focus Question:</p> <p>Discuss with students what they might do with money if they earned and got paid \$20.</p>	

Description of Lesson: Unit 6, Lesson 4 & 5

Lesson 4 Work and Income pages 286-289, Lesson 5 People Make a Difference pages 296-297

Anticipatory Set:

Lesson 4-What are some ways people earn money?

Lesson 5-Who are volunteers and what do they do?

Instruction and Strategies:

Unit 6, Lesson 4

Have students skim the lesson to find the meaning of the lesson vocabulary words. Encourage children to tell how each word relates to the Big Idea of the lesson. Have children read the Big Idea statement before starting the lesson. Point out that earn means to get something, such as money, for what you do and that spend means to give money to buy things. Remind children to look for details that support the main idea as they read. Students will lastly answer Lesson 4 Review Questions on page 289.

Unit 6, Lesson 5

Have students read the Big Idea of the lesson. Then have them read the lesson and find at least one sentence that supports the Big Idea. Have a volunteer read aloud the Big Idea statement before starting the lesson. As they read and discuss the lesson, encourage them to look for ways volunteers help their community. Students will read the lesson, define the vocabulary word volunteer and answer questions on Lesson 5 Review Questions on page 297.

Guided Practice:

Unit 6, Lesson 4

Pupil Book/Unit Big Book pages 286-289

Word Cards V75-V78

Activity Book page 69

Reading and Vocabulary Transparency 6-5

Internet Resources

Unit 6, Lesson 5

Pupil Book/Unit Big Book pages 296-297

Word Cards V79-V80

Activity Book page 71

Reading and Vocabulary Transparency 6-6

Internet Resources

Formative Assessment:**Unit 6, Lesson 4 & 5**

Standard Test Unit 6 Assessment Program page 21(Vocabulary)
Standard Test Unit 6 Assessment Program page 22 (Main Ideas)
Standard Test Unit 6 Assessment Program page 23 (Skills)
Standard Test Unit 6 Assessment Program page 24 (Performance Task)
End of Lesson 4 & 5 Quiz

Independent Practice:**Unit 6, Lesson 4**

Reading Social Studies: Study Questions pages 286A, 289
Reading: Books About Money page 287
Mathematics: How Much is Left? Page 287
Vocabulary Definitions and End of Lesson Review
Activity Workbook page 69

Unit 6, Lesson 5

Reading Social Studies: Graphic Organizer, pages 296A, 297
Vocabulary Definitions and End of Lesson Review
Activity Workbook page 71

Accommodations/Modifications:**Unit 6, Lesson 4**

Auditory Learners page 286
Extend and Enrich page 288
Reteach the Lesson page 289
Extension Activities for Home and School page 289A
Internet Resources

Unit 6, Lesson 5

Extend and Enrich page 296
Reteach the Lesson page 297
Extension Activities for Home and School page 297A

Resources:

Social Studies Workbook, Textbook, Unit Big Book, Word Cards, Activity Book, Reading Vocabulary Transparency, Internet Resources, Visual Aids / Illustrations of producers and consumers, Rubrics for Scoring, Assessment Program Workbook.

Internet Resources:

<https://www.time4learning.com>
www.softschools.com

Reflection:

Guam District Level Lesson Plan**Quarter 3**Name: 2nd Grade TeachersMs. Avilez, Mr. K. Castro,
Mrs. R. Castro, Mr. R.
Doculan, Mrs. C. Galvez and
Ms. L. Terre

Room: C Quad

Content: Social Studies

Grade: 2nd

Timeline: WEEK 6-7

Continuation from February
15-19, through February 22-26,
2016

Guam Standards:

2.5.2 Give examples of people in the school and community who are both producers and consumers.

Common Core State Standard:

2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, and describe.

2.RI.7 Explain how specific images (a diagram showing how a machine works) contribute to and clarify a text.

2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Lesson Overview

Unit 6 Lesson 6-This lesson focuses on ways that countries depend on one another for goods. It explores forms of transportation used to move these goods from one place to another.

Unit 6 Lesson Review and Test Preparation

Lesson Objectives:

- I can explain that people around the world depend on one another for trade.
- I can describe how science and technology have changed transportation.
- I can identify historic figures who have exhibited a love of individualism and inventiveness.

Vocabulary:

trade
transportation

Focus Question:

Ask children to look at the objects around them. Have children speculate about how the objects were moved from one place they were made to the classroom.

Description of Lesson: Unit 6, Lesson 6 Goods from Near and Far, pages 298-303

Anticipatory Set:

Ask students the question how are ways goods are traded around the world?

Instruction and Strategies:

Have students read the Big Idea of the lesson out aloud. Then have them read the lesson and find at least one sentence that summarizes the lesson. Help children define each vocabulary word and write the definition to the right of the word. Rewrite the main idea, using these definitions. Students will read the lesson, define the two vocabulary words and answer questions on Lesson 3 Review page 303.

Guided Practice:

Pupil Book/Unit Big Book pages 298-303
Word Cards V79-V80
Activity Book page 72
Activity Patter P12
Reading and Vocabulary Transparency 6-7
Internet Resources

Formative Assessment:**Unit 6**

Standard Test Unit 6 Assessment Program page 21(Vocabulary)
Standard Test Unit 6 Assessment Program page 22 (Main Ideas)
Standard Test Unit 6 Assessment Program page 23 (Skills)
Standard Test Unit 6 Assessment Program page 24 (Performance Task)
End of Lessons 6 Quiz
Post Test for Social Studies

Independent Practice:

Reading Social Studies: Graphic Organizer pages 298A, 303
Summarize page 302
Languages: Product Information, page 298
Language Arts: Write a Poem page 299

Accommodations/Modifications:

Below-Level Learners page 298
Auditory Learners page 300
English as a Second Language page 301
Extend and Enrich page 302
Reteach the Lesson page 303
Extension Activities for Home and School page 303A

Resources:

Social Studies Workbook, Textbook, Unit Big Book, Word Cards, Activity Book, Reading Vocabulary Transparency, Internet Resources, Visual Aids / Illustrations of producers and consumers, Rubrics for Scoring, Assessment Program Workbook.

Internet Resources:

<https://www.time4learning.com>

www.softschools.com

Reflection:

Guam District Level Lesson Plan**Quarter 3**

<p>Name: 2nd Grade Teachers</p> <p>Ms. Avilez, Mr. K. Castro, Mrs. R. Castro, Mr. R. Doculan, Mrs. C. Galvez and Ms. L. Terre</p> <p>Room: C Quad</p> <p>Content: Social Studies</p>	<p>Grade: 2nd</p>	<p>Timeline: WEEK 8</p> <p>February 29-March 4, 2016</p>
<p>Guam Standards:</p> <p>2.5.1 Describe natural resources (e.g., water, soil, wood, coal), human resources e.g., people at work), and capital resources (e.g., machines, tools, buildings).</p> <p>2.3.7 Explain and identify ways people depend on the physical environment and natural resources.</p> <p>Common Core State Standard:</p> <p>2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</p>		
<p>Lesson Overview</p> <p>Unit 3, Lesson 4-This lesson focuses on ways that people use natural resources such as water, air, trees, and soil to meet their needs for food, clothing, and shelter and for other uses.</p>	<p>I Can Statements:</p> <ul style="list-style-type: none"> • I can explain how people depend on the physical environment and its natural resources to satisfy their basic needs. • I can list natural resources and give examples of their use. • I describe how natural resources affect activities. 	
<p>Vocabulary:</p> <p>natural resource crop</p>	<p>Focus Question:</p> <p>What are natural resources? Examples are water, air, trees, and soil</p>	
<p>Description of Lesson: Unit 3, Lesson 4, Using Natural Resources pages 128-133</p>		

Anticipatory Set:

Ask children to describe ways water, air, trees, and soil help them every day.

Instruction and Strategies:

Students will skim the lesson to find the meanings of the lesson vocabulary words. Encourage children to tell how each word relates to the Big Idea of the lesson. Students will then read the Big Idea statement before starting the lesson. As they read and discuss the lesson, have children exam the pictures on pages 128-133. Use the pictures to discuss the Big Idea of the lesson. Follow through assessment would be Lesson 4 Review Section, Unit Review and Test Preparation, Summarize Key Content, Anticipation Guide, Reading Social Studies, and Activity Book page 32 which is all located in the Teacher Edition pages.

Guided Practice:

Pupil Book / Unit Big Book pages 128-133
Activity Book page 32
Word Cards V39-V40
Reading and Vocabulary Transparency 3-5

Formative Assessment:

Make a Table-Natural Resources and How We Use Them
Reading Social Studies-Make a Prediction
Draw a Picture-Write water, air, trees and soil. Draw a picture that includes all these resources.
Unit Assessments-Lesson Review, Standard Test Assessment Program pages 9-12, Rubrics for Scoring page 97Q (TE), Assessment Program page 9-12

Independent Practice:

Draw a Picture page 128
Make a Wind Sock page 130
Reading, Read a Book page 131

Accommodations/Modifications:

English as a Second Language page 128
Kinesthetic Learners page 129
Advanced Learners page 131
Extend and Enrich page 132
Reteach the Lesson page 133
Extension Activities for Home and School page 133A

Resources:

Social Studies Student Workbook, Assessment Program Workbook, Textbook, Unit Big Book, Word Cards, Activity Book, Reading Vocabulary Transparency, Internet Resources, Visual Aids / Illustrations of Landforms, Rubrics for Scoring, Flashcards on Natural Resources

Online Resources:

<http://www.education.com/worksheets/second-grade/social-studies/>

<https://www.teachervision.com/social-studies/teacher-resources/43744.html>

Reflection:

Guam District Level Lesson Plan**Quarter 3**

<p>Name: 2nd Grade Teachers</p> <p>Ms. Avilez, Mr. K. Castro, Mrs. R. Castro, Mr. R. Doculan, Mrs. C. Galvez and Ms. L. Terre</p> <p>Room: C Quad</p> <p>Content: Social Studies</p>	<p>Grade: 2nd</p>	<p>Timeline: WEEK 9</p> <p>March 7-11, 2016</p>
<p>Guam Standards:</p> <p>2.5.1 Describe natural resources (e.g., water, soil, wood, coal), human resources e.g., people at work), and capital resources (e.g., machines, tools, buildings).</p> <p>2.3.7 Explain and identify ways people depend on the physical environment and natural resources.</p> <p>Common Core State Standard:</p> <p>2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</p>		
<p>Lesson Overview</p> <p>Unit 3, Lesson 5-focuses on ways land, water, weather, and natural resources affect where and how people live. It describes how people adapt to and sometimes change their environment.</p>	<p>I Can Statements:</p> <ul style="list-style-type: none"> • I can describe how weather patterns, natural resources, seasonal patterns, and natural hazards affect activities and settlement patterns. • I can identify ways in which people have modified the physical environment, such as building roads, clearing land for urban development, and mining coal. • I can recognize interaction between people and their physical environment. 	
<p>Vocabulary:</p> <p>forest, fuel, climate, tornado, and blizzard</p>	<p>Focus Question:</p> <p>How have people changed the land to build schools in our community?</p>	

Description of Lesson: Unit 3, Lesson 5, pages 140-145

Anticipatory Set:

How does a typhoon affect our island? How does climate change affect our island? Such as hot weather to long rainy seasons

Instruction and Strategies:

Have pairs of children read the lesson together. Then ask them to write a summary sentence for the lesson.

Big Idea-People affect the places they live, and the places affect the people.

Students will read pages 140-154 and read and respond to check for understanding.

Follow through assessment would be Lesson 5 Review Section, Summarize Key Content, Anticipation Guide, Science and Technology: Predicting Natural Hazards, Summarize Key Content and Activity Book page 34 People and Places.

Guided Practice:

Pupil Book / Unit Big Book pages 140-145

Activity Book page 34

Word Cards V41-V44

Reading and Vocabulary Transparency 3-6

Internet Resources

Formative Assessment

Reading Social Studies-Personal Response page 140A, 145

Reading Social Studies-Summarize page 141

Unit Assessments-Lesson Review, Standard Test Assessment Program pages 9-12 ,

Rubrics for Scoring page 97Q (TE), Assessment Program page 9-12

Independent Practice:

Language Arts-Expressive Writing Page 140

Science-Reading a Weather Map page 144

Accommodations/Modifications:

Auditory Learners page 140

Advanced Learners page 143

Kinesthetic Learners page 144

Extend and Enrich page 144

Reteach the Lesson page 145

Extension Activities for Home and School page 145A

Resources:

Social Studies Student Workbook, Assessment Program Workbook, Textbook, Unit Big Book, Word Cards, Activity Book, Reading Vocabulary Transparency, Internet Resources, Visual Aids / Illustrations of Lesson 5 Vocabulary Words such as forest, fuel, climate, tornado and blizzard, and Rubrics for Scoring

Online Resources:

<http://www.education.com/worksheets/second-grade/social-studies/>

<https://www.teachervision.com/social-studies/teacher-resources/43744.html>

Reflection:

Guam District Level Lesson Plan**Quarter 3**

<p>Name: 2nd Grade Teachers</p> <p>Ms. Avilez, Mr. K. Castro, Mrs. R. Castro, Mr. R. Doculan, Mrs. C. Galvez and Ms. L. Terre</p> <p>Room: C Quad</p> <p>Content: Social Studies</p>	<p>Grade: 2nd</p>	<p>Timeline: WEEK 10</p> <p>March 14-18, 2016</p>
<p>Guam Standards:</p> <p>2.5.1 Describe natural resources (e.g., water, soil, wood, coal), human resources e.g., people at work), and capital resources (e.g., machines, tools, buildings).</p> <p>2.3.7 Explain and identify ways people depend on the physical environment and natural resources.</p> <p>Common Core State Standard:</p> <p>2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</p>		
<p>Lesson Overview</p> <p>Unit 3, Lesson 6-focuses on ways to care for Earth’s natural resources. It offers suggestions for conserving resources, recycling, and avoiding pollution.</p>	<p>I Can Statements:</p> <ul style="list-style-type: none"> • I can identify ways people can conserve and replenish natural resources. • I can explore ways to recycle. • I can define pollution. • I can recognize the importance of caring for resources. 	
<p>Vocabulary:</p> <p>conservation recycle pollution</p>	<p>Focus Question:</p> <p>What are some ways for conserving resources, recycling, and avoiding pollution?</p>	
<p>Description of Lesson: Unit 3, Lesson 6, pages 148-151</p>		

Anticipatory Set: Before reading the lesson with children, ask them to describe ways that can help the environment. Ask students to share items that they can recycle at home.

Instruction and Strategies:

Direct students to examine the pictures in the lesson. Have them predict what they think the Big Idea of the lesson is. Encourage them to read the lesson to find out if they were correct.

Students will then read the Big Idea statement before starting the lesson. As they read and discuss the lesson, ask them to name some of Earth's natural resources.

Big Idea-We can conserve and protect our natural resources.

Students will read pages 148-151 and read and respond to check for understanding.

Follow through assessment would be Lesson 6 Review Section, Summarize Key Content, Anticipation Guide, Reading Social Studies, and Activity Book page 36 which is all in the Teacher Edition.

Guided Practice:

Pupil Book / Unit Big Book pages 148-151

Activity Book page 36

Word Cards V45-V46

Reading and Vocabulary Transparency 3-7

Activity Pattern page 37

Formative Assessment:

Math: What is a Billion page 148

Language Arts Writing Captions page 149

Unit Assessments-Lesson Review, Standard Test Assessment Program pages 9-12 ,

Rubrics for Scoring page 97Q (TE), Assessment Program pages 9-12

Independent Practice:

Reading Social Studies: Study Questions page 148A, 151

Categorize page 150

Accommodations/Modifications:

Extend and Enrich page 150

Reteach the Lesson page 151

Extension Activities for Home and School page 151A

English as a Second Language page 148

Resources:

Social Studies Student Workbook, Assessment Program Workbook, Textbook, Unit Big Book, Word Cards, Activity Book, Reading Vocabulary Transparency, Internet Resources, Visual Aids / Illustrations of conservation, recycle and pollution, Rubrics for Scoring, Flashcards for Vocabulary Words.

Online Resources:

<http://www.education.com/worksheets/second-grade/social-studies/>

<https://www.teachervision.com/social-studies/teacher-resources/43744.html>

Reflection: