



### Second Grade Math (Purple Room) Weekly Lessons

<u>Day and Time</u>	<u>Objective</u>	<u>Resources</u>	<u>Lesson Cycle/Activities</u>	<u>Assessment (Formative, Summative or Other)</u>
<b>Mon.</b> <b>2:35-3:20</b>	Students will be able to: use slides, flips and turns to move their bodies into different positions.	Vocab chart with definitions  Paper for recording movements	<p><b>Direct Instruction:</b> Slides (Translation) Have the children lie on the floor (on their backs or stomachs) and ask them to show you a move by sliding. "How would you show a slide? If your feet are pointing toward me to start, where are they pointing after a slide?" (same way) Flips (Reflection) Have the students lie on the floor on their stomach. Students move from their stomachs to their backs.</p> <p>Turns (Rotation) How could you show a turn? If moving from your back to stomach is a flip and not a turn, what does a turn look like? Are your bodies pointing in the same direction before and after a turn? (no, the direction is different for all turns except a complete turn)</p> <p><b>Guided Practice</b> Model how to complete written response with drawing slides, flips and turns</p> <p><b>Independent Practice:</b> Students will draw a picture of themselves, then draw a picture of them sliding,</p>	Student oral participation during direct instruction  Written worksheet teacher created

			flipping and turning.	
<b>Tues.</b> <b>2:35-3:20</b>	Students will be able to: use slides, flips and turns to move shapes.	TB: 15.3 Cm grid paper URG pg 43 For each student  -laminated rectangle cut out for each student	DI: Review vocab of slide, flip and turn. Put a shape on the board, have students close their eyes, while I move the shape using a slide, flip or turn. Have students open eyes and tell me what I did to the shape. GP: Show students using grid paper, how to move, record and label shapes as a slide, flip or turn IP: Students will create slides, flips and turns and record work on grid paper.	Written work on paper  Verbal participation with buddy  Manipulation of materials
<b>Wed.</b> <b>2:35-3:20</b>	Students will be able to: identify line of symmetry in shapes	Pattern blocks  Little pieces of paper	DI: Review definition of line of symmetry with students- a figure has line symmetry if it can be folded along the line so that the two halves match exactly. Show examples of figures that have and do not have symmetry- ask students to determine if the shape does or does not have symmetry GP: Model tracing a pattern block on a small piece of paper, next have students pick up shape and flip it, Can the shape fit into the outline after it has been flipped? (Have shapes prepared and model for 5 shapes including trapezoid). Model cutting out the shape and folding it to determine line of symmetry IP: Students will identify one symmetry	Verbal participation during DI Written work

<b>Thurs.</b>  <b>2:35-3:20</b>			Field trip	
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Sample Modifications: \***VC** Visual Cues \***P/R** Preview/Review \***D** Diagrams, maps, graphs \***H** Highlighting or segmenting text  
 \***SA** Shortened assignments \***ET** Extended time \***NT** Note taking \***T** Taped/modified texts \***PT** Peer tutoring  
 \***SS** Special seating \***EA** Extended assignments \***EAC** Enrichment Activity \***O** Other

***Yellow highlight indicates integrated movement.***