

SOLAR LESSON PLAN FORMAT

Age Level: 2nd

Subject(s) Area: Language Art / Social Emotional

Materials Needed: selected book, small anchor chart, student notebook,

Standards:

Code and description:

A:A3.1- Take responsibility for their action

PS:A1.8- Understand the need for self-control and how to practice it

PS:A2.6- Use effective communications skills

PS:A2.8- Learn how to make and keep friends

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.6- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Objectives:

What will the students know or be able to do?:

Apply skills learned in discussion and from the book to real life

Explain the importance of using kind words

Recall and **make use of** positive and kind phrases discussed

Cognitive Level of Lesson (Bloom's Taxonomy): application, understanding, applying, remembering

Learning Activities:

Opening Element:

1. Work with students individually or as part of the class.
2. Give them sets of phrases
 - a. "that's gross" "that looks so cool"
 - b. "you're ugly" "I like your shirt"
 - c. "why would you do that" "that's ok, maybe another time"
3. Ask them to identify some differences in the phrases.
 - a. Some are kind and some are not.
4. Have a short discussion on what student/s know about kind and unkind phrases. Why is it important to use kind phrases everyday?
5. Read book "Words Are Not for Hurting" by Elizabeth Verdick
 - a. Stop every now and then and ask student/s when they would use a phrase like the one that was just read. Why would/wouldn't they use it?
6. When done reading the book, pull out the student anchor chart.
 - a. Have student identify the main purpose of the book.
 - b. Give student/s a chart, and have one for yourself as well.
7. Label the chart "Kind Things to Say"
 - a. Work with the student/s on brainstorming kind phrases they can say throughout the day to their peers and adults.
 - b. Every time the student uses a kind phrase, they can make a tally mark on their chart. Once they have ___ number of tallies, they can select an extra book, choose to eat lunch with the teacher, be line leader, etc. (whatever main teacher chooses)

8. Once finished with chart, wrap up lesson by having another discussion on the importance of using kind words.

Guided Practice Strategies: Stop at different point in the book to explain things so student gets a better understanding of the purpose of the book.

Independent Concrete Practice/Application: Student will apply what was discussed to daily life and practice throughout the day

Assessment:

Formative: Student/s will self-evaluate and be in charge of keeping track of own success. This means they have to be honest with themselves and evaluate what they say throughout the day.

Reflection:

SOLAR LESSON PLAN FORMAT

Age Level: 2nd

Subject(s) Area: Social studies / Social emotional

Materials Needed: goods/services chart, t chart, active board projections.

Standards:

Code and description:

2.4.1- Identify roles and responsibilities of leaders in the home, school, and community (e.g., parents, teachers, principal, mayor, governor, president)

A:A3.2- Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

PS:A2.3- Recognize, accept, respect and appreciate individual differences

Objectives:

What will the students know or be able to do?:

Define goods and services

Classify what goods and services are and what teamwork and working individually are

Explain and **make use of** teamwork or individual work key points

Cognitive Level of Lesson (Bloom's Taxonomy): remembering, understanding, applying, analyzing

Learning Activities:

Opening Element/Instructional Methods:

1. Ask student to reflect back on what they know about goods and services.
2. What is the difference between them?
 - a. A good is something that is made
 - b. A service is something that someone does
3. Have students think about the people that make goods and do services
 - a. Post some pictures of different workers on the board (baker, firefighters, teachers, cops, store worker, student, mom, dad, etc.)
 - i. Have student think about services these people do and the goods they make.
4. Pose the question "Do these people work in teams or by themselves?"
 - a. "How do we know?"
 - b. "How can we take the information we know about how these people work and apply them in the classroom?"
5. Have student think for a bit and discuss with their thinking partner the different ways they can work as a team or individually in the classroom.
6. Post anchor t chart on board.
 - a. Label one side "team" and the other side "individual"
7. Have student list 10 different ways that they would work as a team.
 - a. EX: consider everyone's ideas, don't get mad at each other, help each other through problems, etc.
8. Repeat for the individual side.
 - a. EX: work quietly, do your personal best, etc.
9. Post chart in classroom where students can see it.
10. Close lesson by telling them that when we are working in groups we need to remember what is on the chart and act/work in those ways.

Technology: pictures of different community jobs projected on active board

Required Vocabulary: good, service (both should be a review for the students.)

Guided Practice Strategies: go over goods and services again to help student remember what they are. Break into sections talking about working as teams and working individually

Independent Concrete Practice/Application: reflect back on the chart when working in teams or individually.

Assessment:

Formative: Pay attention to how student use the chart and how they work individually and in groups. Is the chart helpful? Are they using it? Have working conditions and habits changed? Does it need to be addressed again?

Reflection:

SOLAR LESSON PLAN FORMAT

Age Level: 2nd

Subject(s) Area: Art / Social emotional

Materials Needed: cardstock paper, scissors, paint, colored pencils, markers, general art supplies, sandwich bags.

Standards:

Code and description:

(using BPS chosen art standards for visual arts)

VACr2.1.2a- I can experiment with various materials and tools

VA.CN10.1.2a- I can create works of art about events in my home, schools, or community life

A:A3.2- Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

PS:A1.8- Understand the need for self-control and how to practice it

PS:A2.6- Use effective communications skills

Objectives:

What will the students know or be able to do?:

Plan and organize how they are going to create a puzzle

Design a piece of art that will be turned into a puzzle

Construct another group's puzzle using team work

Cognitive Level of Lesson (Bloom's Taxonomy): applying, creating

Learning Activities:

Opening Element/Instructional Methods:

1. Bring students to carpet and ask if they have ever put together a puzzle.
2. Explain that today we are making our own puzzles.
3. Break students into groups other than their thinking partners. Think of the partners that usually work together and try to avoid putting them together.
4. Have students collect one piece of cardstock and materials to create their picture.
5. Explain to students that they can paint/color anything they want.
 - a. BUT, they have to work as a team to decide what they want to portray and what materials they are going to use.
6. Give student 20-30 minute to create.
7. Let art set overnight so it can dry.
8. When art is dry, teacher will trace outline onto papers that student will follow to cut.
9. DAY 2- Have students get back into their groups and cut their art apart to create puzzle pieces.
10. Once student have their puzzle cut, put the pieces into sandwich bags.
 - a. Trade bags with another group.
11. Once all groups have a new bag, let student work on putting together the puzzle.
 - a. "Make sure you are working in a team. Because you will accomplish more together than you will apart."
12. Give students an allotted amount of time.
13. Once that time is up, have student clean up and come back to the carpet or learning area.

- a. Have a conversation about how they created their art or puzzle.
 - i. "What made you choose the scene or image that you did?"
 - ii. "How did working in teams go?"
 - iii. "How do you think this would have gone if you were working by yourself?"
14. Place puzzle bags in a tub so student can use them in free-play time.
15. Remind them the importance of working together in teams and transition.

Technology: document camera, is teacher chooses to demonstrate for students.

Guided Practice Strategies: Levels of scaffolding, various elements broken into parts, etc.

Independent Concrete Practice/Application: practice of skills in practical ways

Differentiation: pair students up with partners that they may not normally be with.

Assessment:

Formative: pay attention to how well student work together. Can they work in teams? Who works better with who?

Reflection:

SOLAR LESSON PLAN FORMAT

Age Level: 2nd

Subject(s) Area: Science/ Social Emotional

Materials Needed: string, balloon, tape, straw

Standards:

Code and description:

2.2.2- Communicate (e.g., verbal, written, graphic) observations to others

2.3.4- Describe an object's location (e.g., further than, beside, under, over) relative to another object

2.8.1- Identify ways scientists work together to solve problems (e.g., share results, teamwork, investigate)

A:A3.2- Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

PS:A1.8- Understand the need for self-control and how to practice it

PS:A2.6- Use effective communications skills

Objectives:

What will the students know or be able to do?:

Plan, invent and **build** a method for move a balloon from one end of the string to the opposite end

Test their theory

Explain what they did to accomplish their goal

Cognitive Level of Lesson (Bloom's Taxonomy): applying, creating, understand, evaluate

Learning Activities:

Opening Element/Instructional Methods: (can be looked up on line for a more detailed explanation/ video directions)

1. Pair students in thinking partners or groups of 2-3.
2. Give each group a long string, a balloon, tape, and a straw.
3. Once everyone is organized, bring them to the carpet and explain what is going to happen.
 - a. Give them directions
 - i. They will be building balloon rockets, and they have to get the rocket from one end of the string to the other.
 - b. Send students back to their seat to brain storm for a bit.
 - i. Walk around the room and listen in on what the students are talking about and what their ideas are.
4. If students aren't understanding the methods yet, use an attention getter and give them more direction
 - a. The string has to go through the straw.
 - b. The balloon is taped to the straw.
 - c. The balloon has to be blown up.
5. Let students go back to work and figure out how to move the balloon
6. At the end of the lesson, have a student help you demonstrate how it should have been done.
7. Have a class chat with the student on how they worked as a team
 - a. How did they know what to do?

- b. Could this experiment have been done by one's self?
 - i. Why not?
- 8. Perform experiment one more time for the students and transition.

Guided Practice Strategies: Monitor the student's progress. Intervene and guide where necessary. Stop and give more directions when necessary.

Independent Concrete Practice/Application: Use of teamwork.

Differentiation: If some students have a harder time thinking outside the box, pair them up with someone who may have an easier time thinking in abstract ways

Assessment:

Formative: Watch how students work together in this lesson. Are they brainstorming ideas to help accomplish their goal?

Reflection:

SOLAR LESSON PLAN FORMAT

Age Level: 2nd

Subject(s) Area: Math / Social Emotional

Materials Needed: math fact cards, projection on active board if one so chooses

Standards:

Code and description:

A:A3.1- Take responsibility for their action

A:A3.2- Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

PS:A1.8- Understand the need for self-control and how to practice it

PS:A2.3- Recognize, accept, respect and appreciate individual differences

PS:A2.6- Use effective communications skills

PS:A2.8- Learn how to make and keep friends

2.OA.2- Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Objectives:

What will the students know or be able to do?:

Apply their knowledge of math facts that they have learned over the year

Demonstrate their knowledge of math and ability to work with peers

Cognitive Level of Lesson (Bloom's Taxonomy): Applying, understanding

Learning Activities:

Opening Element/Instructional Methods:

1. Have student come to learning area or carpet.
2. Post a few math problems on the board that you want them to think about so they can get ready for math time.
3. Have students talk to their knee-buddies about what they think the answer to each of the problems is.
4. Come back as group and have students get into thinking partner groups.
5. Send them to get their math fact card bags.
6. "You will be helping your partner practice their math facts, and they will help you practice yours. I want you to encourage each other and work as a team to practice and know your math facts."
7. Have them practice for ___ amount of time.
8. Give them a countdown/time warning when it is time to clean up.
9. Come back to the carpet and talk about how it went.
 - a. "Did you learn any new math facts?"
 - b. "What were some of the things that your partner said that made you want to you your best?"
 - c. "What can you do to encourage yourself when you practice by yourself?"
10. Wrap up by giving the class a slightly harder math fact to think of and answer by the end of the day.
 - a. When this math fact is answered, ask the students if they worked in teams to think of the answer, and how they came up with the answer.

Guided Practice Strategies: Pair student up high learners with lower learners.

Differentiation: if students already know all of their current math facts, add some harder math facts for them to work on with their partners.

Assessment:

Formative: Listen to how the students talk to each other. Are they encouraging each other or are they putting each other down?

Individual Measurability: have student put the math facts they already know into a separate pile. Have them put the cards they need a little more help with in another pile.

Reflection: