

# Lesson Plan Template

Date: \_\_\_\_\_

<b>Grade:</b> 2nd <b>Materials:</b> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pencil</li> <li>• Colored pencils</li> </ul>		<b>Subject:</b> Social Studies <b>Technology Needed:</b>
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct Instruction <input checked="" type="checkbox"/> <b>Guided practice</b> <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology Integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> <b>Pairing</b> /collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology Integration <input type="checkbox"/> Imitation/Repeat/Mimic
<b>Standard(s)</b> <b>G.K_2.1</b> Construct maps, graphs, and other representations that contain symbols, labels, and legends.		<b>Differentiation</b> <b>Below Proficiency:</b> Students will work groups <b>Above Proficiency:</b> Students will work in groups <b>Approaching/Emerging Proficiency:</b> Students will work in groups <b>Modalities/Learning Preferences:</b> Visual- examples of maps and legends. Hands-on – creating the map
<b>Objective(s)</b> Students by the end of the lesson construct a map of their classroom with correct labels. <b>Bloom's Taxonomy Cognitive Level:</b> Apply		
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>• Students will be in pairs, based sticks getting pulled</li> <li>• Students will work in the classroom</li> </ul>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>• Students will respect each other's work</li> <li>• Students will work respectfully with others.</li> </ul>
<b>Minutes</b>	<b>Procedures</b>	
3	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>• Gather pencils, paper, and any colored pencils they want to use</li> <li>• Other permanent markers for out lining the building</li> </ul>	
5	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• "We are going to make our very own maps of the classroom! You and a partner are going to create a map of our classroom, you are going to use pencils to draw it and colored pencils to label all the areas of the classroom"</li> </ul>	
8	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>• I will bring up examples of maps and legends so that they know how to set up their legends on their own map.</li> <li>• They can decide what symbols their legend will have and how they are going to label their map.</li> <li>• But they have to have these labeled               <ul style="list-style-type: none"> <li>o Directions</li> <li>o Compass</li> <li>o Exits</li> <li>o Tables</li> <li>o Library</li> <li>o Teachers desk/zone</li> <li>o Carpet area</li> <li>o Front board</li> <li>o Counters/sink</li> <li>o cabinets</li> </ul> </li> <li>• Working in partners on a large sheet of paper to create their maps.</li> </ul>	
15	<b>Explore: (independent, concrete practice/application with relevant learning task –connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> <ul style="list-style-type: none"> <li>• "After I pick your partners for making your maps, you can find a spot on the floor or tables to create your map. Does anyone have questions before we start?"</li> <li>• "Remember each you can create your own symbols for your legend and each things you have to label but you have to create your legend so that other people know what it all means."</li> <li>• "You have to label:               <ul style="list-style-type: none"> <li>o Directions</li> <li>o Compass</li> <li>o Exits</li> </ul> </li> </ul>	

# Guided Lesson Plan Template 2nd Grade

**Scott L. Roberts, Benjamin R.  
Wellenreiter, Jessica Ferreras-  
Stone, Stephanie L. Strachan, Karrie L.  
Palmer**

## **Guided Lesson Plan Template 2nd Grade:**

**The Mathematics Lesson-Planning Handbook, Grades K-2** Beth McCord Kobett, Ruth Harbin Miles, Lois A. Williams, 2018-02-09 This book brings together the best of Visible Learning and the teaching of mathematics The chapters on learning intentions success criteria misconceptions formative evaluation and knowing thy impact are stunning Rich in exemplars grounded in research about practice and with the right balance about the surface and deep learning in math it s a great go to book for all who teach mathematics John Hattie Laureate Professor Deputy Dean of MGSE Director of the Melbourne Education Research Institute Melbourne Graduate School of Education Your blueprint to planning K 2 math lessons for maximum impact and understanding Not sure of tomorrow morning s lesson plan Or maybe you feel it isn t tailored enough for your students needs What do you do For that and more help is here The Mathematics Lesson Planning Handbook Grades K 2 Your Blueprint for Building Cohesive Lessons guides teachers step by step through the decision making process of planning K 2 math lessons that are purposeful rigorous and coherent Instructional experts Beth McCord Kobett Ruth Harbin Miles and Lois A Williams streamline and deepen the lesson planning process showing teachers how to access students complex needs clarify learning intentions and select tasks that will best lead to student understanding of mathematical concepts and skills Along the way teachers create an individualized blueprint for planning K 2 math lessons for maximum student learning The lesson planning process guides teachers to Identify the mathematical content language and social learning intentions for a lesson or unit and connect goals to success criteria Determine the purpose of a math lesson you re planning by distinguishing between conceptual understanding procedural fluency and transfer Select worthwhile tasks and materials that make the best use of representations manipulatives and other instructional tools and resources Choose the format of your lesson using reasoning and number routines games whole class discussion and pairs or small group work Anticipate student misconceptions and evaluate understanding using a variety of formative assessment techniques Decide how you ll launch your lesson facilitate questioning encourage productive struggle and close your lesson Included is a lesson planning template and examples from kindergarten first and second grade classrooms Chapter by chapter the decision making strategies empower teachers to plan math lessons strategically to teach with intention and confidence and to build an exceptional foundation in math for all students

**The Everything Guide to Informational Texts, K-2** Kathy H.

Barclay, Laura Stewart, Deborah M. Lee, 2014-02-20 Your resource for best texts and best practices Kathy Barclay and Laura Stewart have written the book that teachers like you have been pleading for a resource that delivers the what I need to know to engage kids in a significant amount of informational text reading experiences No filler no lofty ideals about college and career readiness but instead the information on how to find lesson worthy texts and create developmentally appropriate instructional plans that truly help young readers comprehend grade level texts What you ll love most The how to s on selecting informational texts High impact comprehension strategies Model text lessons and lesson plan templates An

annotated list of 449 informational texts      *The School Counselor's Guide to Multi-Tiered Systems of Support* Emily Goodman-Scott, Jennifer Betters-Bubon, Peg Donohue, 2019-06-04 The School Counselor's Guide to Multi-Tiered Systems of Support is the first book to provide school counseling practitioners students and faculty with information and resources regarding the alignment and implementation of Comprehensive School Counseling Programs CSCP's such as the ASCA National Model and Multi-Tiered Systems of Support MTSS This innovative text provides a strong theoretical and research base as well as practical examples from the field case studies and relevant hands on resources and tools to assist school counselors in comprehending facilitating and strengthening the implementation of CSCP's particularly through MTSS alignment Furthermore chapters include pertinent information from the CACREP standards and the ASCA National Model This book is an essential resource for pre-service and practicing school counselors as well as their leaders supervisors and faculty looking to better understand and utilize the overlap between CSCP's and MTSS to strengthen school counseling programs to better serve students schools and communities      **CliffsNotes Praxis II: Principles of Learning**

**and Teaching, Second Edition** Diane E Kern, 2012-05-30 A new edition of the bestselling test prep guide Covers early childhood grades K-6 grades 5-9 and grades 7-12 Each test area includes a self-assessment test subject reviews and two practice tests for a total of twelve tests in this test prep guide The only test prep product that includes all Principles of Learning and Teaching tests      **Teaching Reading Across the Day, Grades K-8** Jennifer Serravallo, 2024-04-12 Reading well across disciplines and within varied contexts will help students to be versatile flexible deep readers who can better learn from their reading transfer skills across subjects and use strategies to meet the unique demands of reading in each content area Jennifer Serravallo Research based easy to use lesson structures for explicit and engaging teaching In Teaching Reading Across the Day literacy expert Jennifer Serravallo provides nine effective predictable research based lesson structures that help busy teachers save planning time and focus their teaching and student attention on content rather than procedures Each of the nine lesson structures read aloud phonics and spelling vocabulary focus shared reading close reading guided inquiry reader's theater and conversation has its own chapter and features a wealth of resources that let you see the lessons in action in ELA Science and Social Studies classes including An annotated teaching vignette lesson explanation and research notes Tips for planning structure and timing suggestions and ideas for responsive teaching Detailed planning templates and 22 accompanying online videos covering over 3 hours of classroom footage Jen's reflections key look fors and ideas for next steps The nine lesson structures can be used with any curriculum or core program text and subject making it easier for teachers to maximize explicit and engaging teaching time across the day and simplify planning and preparation Jen incorporates a wide range of compelling research about how best to teach reading to every student in your class and translates the research or the science of teaching reading into high leverage moves you can count on to deliver powerful lessons again and again She also honors the art of teaching reading helping teachers tap into their experience and hone their

expertise to make quick effective classroom decisions that take student learning to the next level      **Kodály in the Fifth Grade Classroom** Micheal Houlahan, Philip Tacka, 2015-08-06 Since the mid twentieth century Zolt n Kod ly s child developmental philosophy for teaching music has had significant positive impact on music education around the world and is now at the core of music teaching in the United States and other English speaking countries The Kod ly Today handbook series is the first comprehensive system to update and apply the Kod ly concepts to teaching music in elementary school classrooms Kod ly in the Fifth Grade Classroom provides teachers with a step by step road map for developing children s performance creative movement and literacy skills in an organic and thoughtful manner Through six years of field testing with music kindergarten teachers in the United States Great Britain and Hungary the home country of Zolt n Kod ly authors Miche l Houlahan and Philip Tacka have developed a methodology specifically for 21st century classrooms Houlahan and Tacka use the latest research findings in cognition and perception to create a system not only appropriate for the developmental stages of first grade students but also one which integrates vertically between elementary music classes The methods outlined in this volume encourage greater musical ability and creativity in children by teaching them to sing move play instruments and develop music literacy skills In addition Kod ly in the Fifth Grade Classroom promotes critical thinking problem solving and collaboration skills Although the book uses the Kod ly philosophy its methodology has also been tested by teachers certified in Orff and Dalcroze and has proven an essential guide for teachers no matter what their personal philosophy and specific training might be Numerous children s songs are incorporated into Kod ly in the Fifth Grade Classroom as well as over 35 detailed lesson plans that demonstrate how music and literacy curriculum goals are transformed into tangible musical objectives Scholarly yet practical and accessible this volume is sure to be an essential guide for kindergarten and early childhood music teachers everywhere      Moving INTO the Classroom Stacia C Miller, Suzanne F Lindt, 2017-09-06 This textbook focuses on research in movement integration and the benefits of physical activity to the child s physical cognitive emotional and social development It includes research on and suggestions for integrating movement into English language arts mathematics science and social studies for lower and upper elementary students Though the textbook is specifically aimed at elementary level teachers secondary teachers and pre service teachers can modify the activities to fit their lessons as well      **Teaching Middle Level Social Studies** Scott L. Roberts, Benjamin R. Wellenreiter, Jessica Ferreras-Stone, Stephanie L. Strachan, Karrie L. Palmer, 2022-03-01 This textbook is a comprehensive and practical guide to teaching middle level social studies Middle level students are just as capable as high school students at engaging in hands on progressive reflective activities yet pedagogical strategies designed specifically for the middle grades are often overlooked in teacher education programs This text provides both progressive and traditional teaching methods and strategies proven effective in the middle level classroom The content of this book consists of conventional chapters such as What is Social Studies and Unit and Curriculum Planning as well as unique chapters such as The Middle Level Learner

Best Practices for Teaching State History and Integrating the Core Subjects in Middle Level Social Studies In addition to the unique chapters and lesson plans many additional features of the book will be useful for middle level teaching and learning These features include A list of website resources that provide links to thousands of lesson plans state and national standards and other multimedia tools that can be used in the classroom Individual collaborative and whole class activities that will help methods students develop a better understanding of the topics lessons and strategies discussed High quality lesson ideas and classroom tested teaching strategies embedded throughout the book Images of student work samples that will methods students visualize the finished product that is being discussed An examination of state and national standards that will help guide methods students in their lesson planning

**TESOL Guide for Critical Praxis in Teaching, Inquiry, and Advocacy** Crawford, Jenifer, Filback, Robert A., 2021-09-17 The field of TESOL encompasses English teachers who teach English as an additional language in English dominant countries and those teachers who teach English as a foreign language in countries where a language other than English is the official language This range of educators teaches English to children adolescents and adults in primary secondary post secondary popular education and language academies or tutoring centers The diversity of learners and contexts within the TESOL field presents a unique opportunity for educators to address varied educational and societal needs This opportunity calls for TESOL educators who can support the whole learner in a range of contexts for the greater social good There is an urgent need for readily reproducible and step by step research based practices and current standards in TESOL that bridge the gap between critical scholarship and equitable teaching practices This book would serve as a critical addition to current literature in TESOL TESOL Guide for Critical Praxis in Teaching Inquiry and Advocacy is an essential reference that provides practical and equitable step by step guides for TESOL educators through the current best practices and methods for effective and equity minded teaching critical inquiry and transformative advocacy This book is of particular value as it bridges theories to practices with a critical look at racial and social justice in English language teaching which will lead to the integration of social justice focused practice across the new curriculum Covering topics such as integrated language instruction equity and inclusivity critical consciousness and online learning this text is essential for in service and pre service TESOL educators education students researchers administrators teacher educators and academicians

**The Use of Data in School Counseling** Trish Hatch, Julie Hartline, 2021-08-11 Turn random acts of school counseling into definitive and data driven efforts In this new edition of a bestseller school counseling scholar and advocate Trish Hatch and National School Counselor of the Year Julie Hartline provide school counselors with new ways for moving from reactive to proactive and from random to intentional counseling By using data to determine what all students deserve to receive and when some students need more readers will learn effective ways to provide proactive school counseling services hold themselves accountable and advocate for systemic change Inside you ll find Clear and straightforward directions for analyzing data planning and providing interventions and evaluating your work Strategies for

using data to drive interventions develop curriculum scope and sequence create action plans and pre and post tests initiate systems changes and report results Methods aligned with the most recent edition of the ASCA National Model 2019 ASCA Professional Standards and Competencies Evidence Based Practice Multi Tiered Systems of Support MTSS and Multi Tiered Multi Domain Systems of Support MTMDSS New practitioner examples and artifacts including a RAMP School of Distinction Flashlight Package plus dozens of tools templates surveys action plans and data management forms Equip yourself to think and plan differently and become more efficient and effective by using data to drive your school counseling program

**NAGC Pre-K-Grade 12 Gifted Education Programming Standards** National Assoc For Gifted Children,2021-09-03 The new Pre K Grade 12 Gifted Education Programming Standards should be part of every school district s repertoire of standards to ensure that the learning needs of advanced students are being met NAGC Pre K Grade 12 Gifted Education Programming Standards A Guide to Planning and Implementing High Quality Services details six standards that address the areas critical to effective teaching and learning along with suggestions for implementing each one The Gifted Education Programming Standards are focused on student outcomes that address both cognitive and affective areas Aligned to each of the outcomes are research and practice based strategies known to be effective for this special population of students The book includes sample assessments of student products and performances which will assist schools in developing program and service evaluation benchmarks This book is a must have for school leaders and gifted education professionals who want to offer the most effective services for gifted and advanced students Creativity, Critical Thinking, and Communication ,

**Kodály in the Fourth Grade Classroom** Micheal Houlahan,Philip Tacka,2015-07-01 Since the mid twentieth century Zolt n Kod ly s child developmental philosophy for teaching music has had significant positive impact on music education around the world and is now at the core of music teaching in the United States and other English speaking countries The Kod ly Today handbook series is the first comprehensive system to update and apply the Kod ly concepts to teaching music in elementary school classrooms Kod ly in the Fourth Grade Classroom provides teachers with a step by step road map for developing children s performance creative movement and literacy skills in an organic and thoughtful manner Through six years of field testing with music teachers in the United States Great Britain and Hungary the home country of Zolt n Kod ly authors Miche l Houlahan and Philip Tacka have developed a methodology specifically for 21st century classrooms Houlahan and Tacka use the latest research findings in cognition and perception to create a system not only appropriate for the developmental stages of fourth graders but also one which integrates vertically between elementary music classes The methods outlined in this volume encourage greater musical ability and creativity in children by teaching them to sing move play instruments and develop music literacy skills In addition Kod ly in the Fourth Grade Classroom promotes critical thinking problem solving and collaboration skills Although the book uses the Kod ly philosophy its methodology has also been tested by teachers certified in Orff and Dalcroze and has proven an essential guide for teachers no matter what their

personal philosophy and specific training might be Over 100 children s books are incorporated into Kod ly in the Fourth Grade Classroom as well as 35 detailed lesson plans that demonstrate how music and literacy curriculum goals are transformed into tangible musical objectives Scholarly yet practical and accessible this volume is sure to be an essential guide for elementary music teachers everywhere **Coaching and Mentoring First-Year and Student Teachers** Vicki Denmark,India J. Podsen,2013-09-27 Features over 60 step by step procedures checklists and planning guides for supervisors mentors and all those engaged in in service teacher training NEW to this edition updated coverage of standards assessment analyzing student work cognitive coaching and more **The Organized Teacher's Guide to Classroom Management, Grades K-8, Second Edition** Steve Springer,Kimberly Persiani,2019-06-22 Discover strategies and tools to make your classroom run more smoothlyClassroom management can be challenging even for experienced teachers Written by two award winning educators this practical guide is filled with tips and proticols to help you manage your classroom more efficiently There s advice on setting up your classroom establishing rules dealing with difficult students meeting with parents and much more The authors also examine teaching theories from leading educators and offer guidance to help you determine the best teaching style for every situation The book includes dozens of useful documents such as charts rewards certificates child teacher or parent teacher contracts for homework attendance or discipline and more The documents can also be accessed online and sent directly to a printer saving you valuable time The Organized Teacher s Guide to Classroom Management Second Edition will help you Find strategies to keep your classroom running smoothly Determine which teaching style is most appropriate for you Establish rules consequences and procedures Manage student behavior in the classroom Create more inspired lesson plans and curricula Get organized with reproducible charts checklists and more

*Kodály in the Third Grade Classroom* Mícheál Houlahan,Philip Tacka,2015 Kod ly in the Third Grade Classroom provides teachers with a step by step road map for developing children s performance creative movement and literacy skills in an organic and thoughtful manner Each chapter contains key questions discussion points and ongoing assignments Scholarly yet practical and accessible this volume is sure to be an essential guide for music teachers everywhere **Digitally Supported Disciplinary Literacy for Diverse K-5 Classrooms** Jamie Colwell,Amy Hutchison,Lindsay Woodward,2020 This book focuses on how elementary teachers might plan for and incorporate digitally supported disciplinary literacy into English Language Arts Mathematics Science and Social Studies to reach all learners To do so the authors present the six phase Planning Elementary Digitally Supported Literacy PEDDL Framework along with four core practices useful for considering elementary disciplinary literacy After grounding disciplinary literacy in elementary grades how it might support all learners and the rationale for its inclusion in K 5 instruction core practices are presented along with a rationale behind those practices Then the authors provide an in depth overview of the PEDDL Framework with examples and research based underpinnings of each phase Finally a paired chapter approach then guides readers through each of the four core disciplines



to first overview practices particular to each discipline that are appropriate for elementary grades and then provide detailed lesson planning approaches using the PEDDL Framework for each Supplementary lesson plan examples are also offered in this book for extended consideration of digitally supported disciplinary literacy across K 5

Visual Literacy in the K-12 Social Studies Classroom Matt Hensley, Stewart Waters, William B. Russell, 2023-09-01 Visual Literacy in the K 12 Social Studies Classroom is an engaging resource that unites pedagogical theory and practical strategies empowering teachers to foster critical thinking and cultural awareness among students through the interpretation and creation of visual content Packed with a variety of visual tools resources teacher tested lesson plans and more this book showcases the power of leveraging visual literacy to craft authentic and meaningful social studies learning experiences that resonate with learners of all ages

*Creativity, Critical Thinking, and Communication* Melissa Goodwin, Catherine L. Sommervold, 2012-07-13 Creativity Critical Thinking and Communication contains research strategies and lesson plans that will help increase students skill level in the 3 Cs creativity critical thinking and communication The strategies of the 3 Cs renew stale curricula and supports deeper learning of core concepts This book provides parents and those interested in the education system a glimpse into how schools can be more efficient and effective by saving what works in education

Kodály in the First Grade Classroom Micheal Houlahan, Philip Tacka, 2015-07-01 Since the mid twentieth century Zolt n Kod ly s child developmental philosophy for teaching music has had significant positive impact on music education around the world and is now at the core of music teaching in the United States and other English speaking countries The Kod ly Today handbook series is the first comprehensive system to update and apply the Kod ly concepts to teaching music in elementary school classrooms Kod ly in the First Grade Classroom provides teachers with a step by step road map for developing children s performance creative movement and literacy skills in an organic and thoughtful manner Through six years of field testing with music kindergarten teachers in the United States Great Britain and Hungary the home country of Zolt n Kod ly authors Miche l Houlahan and Philip Tacka have developed a methodology specifically for 21st century classrooms Houlahan and Tacka use the latest research findings in cognition and perception to create a system not only appropriate for the developmental stages of first grade students but also one which integrates vertically between elementary music classes The methods outlined in this volume encourage greater musical ability and creativity in children by teaching them to sing move play instruments and develop music literacy skills In addition Kod ly in the First Grade Classroom promotes critical thinking problem solving and collaboration skills Although the book uses the Kod ly philosophy its methodology has also been tested by teachers certified in Orff and Dalcroze and has proven an essential guide for teachers no matter what their personal philosophy and specific training might be Numerous children s songs are incorporated into Kod ly in the First Grade Classroom as well as over 35 detailed lesson plans that demonstrate how music and literacy curriculum goals are transformed into tangible musical objectives Scholarly yet practical and accessible this volume is sure to be an essential guide for kindergarten and early

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