



FREE ELA & MATH LESSON PLANS FROM EDMENTUM

# PreK–2<sup>nd</sup> Grade Lesson Plan Bundle

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# English Language Arts Lesson Plans

**Lesson Title:**

Spelling

**Grade Level:**

K

**Lesson Objectives:**

- Students will be able to spell CVC words.
- Students will review letter-sound correspondences for short vowels and consonants and use them to spell CVC words.

**Learning Modalities Targeted:** Visual Auditory Kinesthetic/Tactile**Warm-Up:**

1. Write the following CVC words on the board or other display device:  
“Sam” “mad” “rig”
2. Tell students to use sounds they know for the letters to read the words.
3. Explain that just as they use letter sounds to read words, they can use them to spell words.
4. Engage students and set the expectation for spelling by leading them in “The Spelling Song” with lyrics adapted to the melody of “Row, Row, Row Your Boat.” Tell students to listen to you sing a line as you point to yourself, then repeat the line when you point to them. Then sing it altogether.

We can spell some words  
And show what we know  
By writing letters for the sounds.  
Now off to spell we go!

**Materials Needed:** [Key Words List](#), Spelling List (sets of 5-8 pre-selected words), display device, lined kindergarten manuscript paper, pencils, count-down timer

**Procedure:**

1. Tell students they will spell words with sounds they know. Then, use the Key Words List to review letter-sound correspondences for short vowels and single consonants. Choose the letters and sounds that make up 5-8 words chosen from the Spelling List of CVC words. (As needed, you can review all letters and sounds or just those needed for the set of words to be spelled in this lesson.)

Note: Explain that the letter “q” almost always appears with the letter “u” and, together, they sound like /kw/.

2. Explain the steps for spelling a word:
  - Listen to the word.
  - Say the word.
  - Write the letter for each sound in the word.
  - Read the word you wrote.
3. Model spelling a word of your choosing.
4. Guide students through the steps to spell two additional words of your choosing.

**Independent Practice:**

1. Pronounce each CVC word from your pre-selected list with attention to accurate enunciation of the phonemes.
2. Allow students to write the words on lined manuscript paper and give a thumbs-up signal each time they finish spelling. Based on your knowledge of students’ proficiency, you may use a timer to promote spelling fluency or automaticity.

**Closing Activity:**

Call on volunteers to share their spellings of the words by responding orally or writing their spellings on the board.

**Advanced Learner Option****Procedure:**

1. Have students spell CVC words from a broader set of sounds from the Key Words List.
2. Challenge students to spell words with s-blends (CVCC and CCVC), emphasizing listening for the sounds in each word. Use the following words: “last,” “stop,” “slip,” “spin,” “snug”

**Struggling Learner Option****Procedure:**

1. Based on sounds or letters students may struggle with, review the letter-sound correspondences for five words from the Spelling List.
2. Have students listen as you pronounce each word slowly, blending the phonemes smoothly. Then, have students repeat your pronunciation.
3. Allow students to write the letters for the sounds in the words to spell them.
4. If students continue to struggle, segment each word by pronouncing each phoneme separately and having students write the letters one at a time and in order, from left to right. Then, have them blend the sounds to say the word, first slowly, then in a normal manner of speaking.

### Extension Activities

- Spelling Word Chain: Assign students to groups of three. Have one student from each group write the CVC word *bat* at the top of a sheet of paper. Then, have students work together to create a word chain by using the last letter of the word—the letter *t*—to write a new CVC word. Repeat by forming a third word with the last letter of the second word. Encourage groups to create a chain of ten words. Example:

bat → tip → pan → nod → dig → gum → map → pop → pal → lip

- Give students a set of letters and have them work independently to write as many CVC words as possible. Use the following sets of letters:
  - all vowels with b, c, d, f, g, n, p, q, r, s, z
  - all vowels with h, j, k, l, m, t, v, w, x, y



**Lesson  
Title:**

Prepositions

**Grade  
Level:**

1

**Lesson Objectives:**

- Students will understand the purpose and function of prepositions.
- Students will use prepositions in writing and speaking.

**Learning Modalities Targeted:** Visual Auditory Kinesthetic/Tactile**Warm-Up:**

- Select 10-15 prepositions of place and time from the poster to focus on in the main part of the lesson and write them on note cards.
- Have volunteers demonstrate a few of the selected prepositions by placing objects as directed. For example, "Cayden, put your book under your chair."

**Materials Needed:** note cards, [Prepositions poster](#), tape or chart pockets, [Independent Practice worksheet](#), writing paper, pencils, scissors

**Procedure:**

**NOTE:** For convenience, a list of 50 common prepositions is provided. Depending on student abilities, other prepositions may need to be addressed. The prepositions listed on the Preposition poster have been selected for reading and writing in a regular first grade class.

1. Explain that prepositions are words that show how a person or thing is connected to another person or thing. Prepositions show place (where) and time (when).
2. Flash the preposition note cards and direct students to sort prepositions according to prepositions of place (that tell where) or time (that tell when). Sort prepositions on the board or chart pockets. For example:

Place (where)

above

across

behind

below

beneath

Time (when)

after

around

at

before

during

3. Have students demonstrate understanding of prepositions of place (where) and time (when) by having volunteers use the words in oral sentences.
4. Display the Prepositions poster for reference and chorally read.
5. To prepare students for the Independent Practice worksheet, display simple sentences such as *I sit \_\_\_\_ the table.* Explain that more than one preposition can be used. Call on volunteers to write the missing preposition (*at, on, under*).

**Independent Practice:**

- Distribute the Independent Practice worksheet. Have students use the word bank provided to complete each sentence.

**Closing Activity:**

- Review the Independent Practice worksheet as a class by calling on volunteers to read their sentences.
- Have students correct their work as needed.

**Advanced Learner Option****Procedure:**

1. Have students write 2-3 sentences about an activity they enjoy. Tell *where* and *when* they do the activity. Display the repositions poster for reference.
2. When students have finished, let them trade papers with a partner and circle all the prepositions.
3. Have students distinguish which prepositions tell where and which tell when.

**Struggling Learner Option****Procedure:**

1. Select a few prepositions to focus on and display them for the students.
2. Call on volunteers to chorally compose sentences that use the prepositions to tell *where* and *when* they do an activity at school.
3. Write the sentences on the board and have students copy them. Sample sentences: *We go to lunch after we read. We talk during lunch. We have recess before we go home.*
4. Have students circle the prepositions with a colored pencil.

### Extension Activities

- Separate the class into two teams. Display the phrases *“in the morning, in the afternoon, in the evening, at night, after dinner, before bedtime, during recess, down the hall, around the corner.”* One person from each team comes to the front to play a game show style challenge. Ask questions such as *“When do most people eat [breakfast/lunch/dinner]?”* Students, facing each other, race to raise their hand where they stand. The first one to raise their hand, gets to answer using a displayed prepositional phrase. Continue asking questions that can be answered with the displayed prepositional phrases of time or place.
- Have students write a simple story of 3-5 sentences using prepositions of time and place. Instruct students to write one sentence on each line so they can cut the sentences apart. Have students cut the sentences apart, shuffle, and trade with a partner to put them back in order.

Sample story:

*We ate eggs in the morning.*

*I helped wash the dishes after breakfast.*

*We played ball before lunch.*

<b>Reading Lesson:</b> Draw Conclusions	<b>Grade Level:</b> 1
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**Lesson Summary:** Students will demonstrate to the teacher how well they can draw conclusions by answering two questions in the pre-assessment. The teacher will then discuss with students what drawing conclusions means. S/he will demonstrate a technique for drawing conclusions and guide students in practicing drawing conclusions through the use of a PowerPoint slideshow. Then, s/he will read to students *The Stranger* by Chris Van Allsburg and ask questions about things that are inferred in the text or illustrations. The teacher will guide students in drawing conclusions about the story to help them figure out who the stranger in the book is. For continued practice, on-level students will work on a riddle worksheet. Advanced learners will create their own riddles and decorate them on a piece of construction paper. Struggling learners will review the three key parts to drawing a conclusion. The teacher will show struggling learners an additional PowerPoint and further discuss with students how to draw conclusions.

**Lesson Understandings:**

**The students will know...**

- That authors do not always directly say everything that happens in stories.
- That authors use pictures, text evidence, and what they think the reader already knows to tell stories.

**The students will be able to...**

- Draw conclusions using pictures, text evidence, and what they already know.

**Learning Styles Targeted:**

- Visual     Auditory     Kinesthetic/Tactile

**Pre-Assessment:** Show students the [Pre-Assessment\\* PowerPoint](#). Read aloud the text for the students. Have students record their answers on strips of paper. Pick up the strips of paper and take note of which students got the answers wrong and which students got the answers right.

**Whole-Class Instruction**

**Materials Needed:** dry-erase marker, chart paper, [Drawing Conclusions Main PowerPoint\\*](#), LCD projector and computer, 1 copy of *The Stranger* by Chris Van Allsburg, 1 copy of the [Example Chart Paper\\*](#) for teacher reference, 1 copy of the [Riddles worksheet\\*](#) per student, and art supplies (optional)

**Procedure:**

- 1) Ask students if they know what drawing conclusions means. Record their responses on chart paper.
- 2) Show students slides 1-2 of the Drawing Conclusions Main PowerPoint. Explain to students that the author doesn't always say everything that happens, and sometimes you have to look at the illustrations and text and use what you already know to figure it out. Tell students that they were using these techniques to draw conclusions in the pre-assessment activity.
- 3) Show students slides 3-6. For each slide, show the picture and text to students and then show them the corresponding question. Ask students what 3 things you should look for to answer the questions. If students struggle, go back to slide 2. Remind them to look at the illustration and the text and to use what they know to answer the question/draw a conclusion. Elicit responses from students for each section. After students have responded accurately, show them the answer.
- 4) Gather students on the floor for a story. Show students *The Stranger* by Chris Van Allsburg. Ask

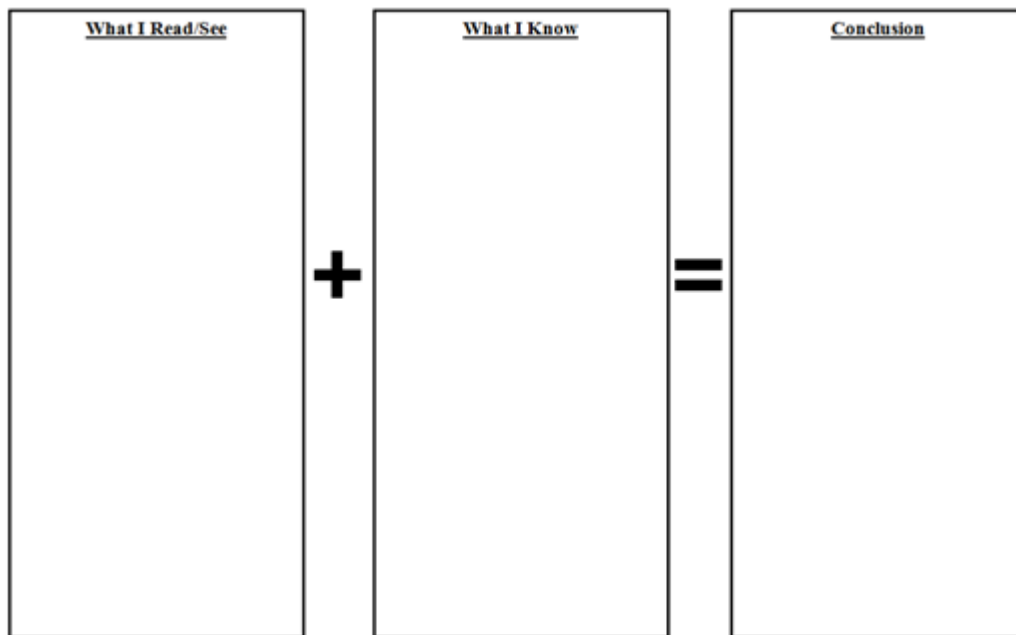
students to guess what the book is about. If students struggle, tell them to look at the title and the picture on the cover. Ask them if they know what a stranger is. Explain to students that the stranger in the book is a mystery. No one knows who the stranger is. Tell students that you want them to be detectives. Ask them to look at the clues in the story as you read to try to figure out who the stranger is. Tell students that doing the three steps (reading the text, looking at the illustrations, and using what they know) will help them figure out the mystery.

- 5) Read *The Stranger* by Chris Van Allsburg to students. As you are reading the book, ask students questions, such as:

- “What happened as Farmer Bailey jammed on his brakes?”
- “Why is the man lying in the road?”
- “What kinds of questions do you think Farmer Bailey asks the stranger?”
- “Why does Mr. Bailey call the doctor?”
- “Is the doctor’s thermometer really broken?”
- “How does the stranger feel?”
- “Where does the “draft” come from?” (Define “draft” for the students.)
- “Do the rabbits like the stranger?”
- “What are Katy, the stranger, Mr. Bailey, and/or Mrs. Bailey doing in the picture?”
- “Why are some of the trees red and orange?”
- “Why does the weather act strange while the stranger is with the Baileys?”
- “What happens to the leaf when the stranger blows on it?”
- “Why do the leaves change color and the air turn cold when the stranger leaves?”
- “Who writes ‘See you next fall’ on the Bailey’s farmhouse windows?”

Encourage students to use their own knowledge, visual cues from the illustration, and what happens in the text to answer the questions by drawing conclusions.

- 6) Once you have finished reading the book and students have answered all of the questions, draw the following graphic organizer on a piece of chart paper:



- 7) Then, at the top of the chart paper, write the question, “Who is the stranger?” Tell students that it is now time to try to figure out who the stranger is. Ask students what clues did they read and see in the book. If students are struggling, turn to an important page and ask, “What happened here?” to help them remember events like the stranger blowing on the spoonful of soup or the rabbits running toward the stranger. Record their answers in the “What I Read/See” box. Then, ask

students to look at each event they read/saw and think of clues that they already know. If students are struggling, ask students questions like, "When it is cold outside, where is the mercury at in the thermometer?" or "Have you ever seen a rabbit outside? Do rabbits usually run away from people?" Record their answers in the "What I Know" box. Then, tell students to look at what they read/see and what they know to draw a conclusion for each event. Write their answers in the "Conclusion" box. Then, tell students to look at all of the conclusions. Have students use all of the conclusions listed to figure out the mystery. Ask students, "Who is the stranger?" Write their answer next to the question. Refer to the Example Chart Paper for assistance.

- 8) For continued practice, have on-level students work on the riddle worksheet in pairs or independently. Tell students that a riddle is a puzzling problem that you need to find the answer to. Go over the directions of the worksheet and figure out the first riddle with the class.
- 9) Give students the option of also illustrating their answers on the worksheet (to the right of the answer choices).
- 10) If students finish the worksheet early, have them attempt to write riddles of their own (see Advanced Learner activity).

#### Advanced Learner

**Materials Needed:** notebook paper, construction paper, art supplies, and 1 copy of the [Riddles worksheet\\*](#) per student

#### Procedure:

- 1) Show students the riddle worksheet. Tell students that a riddle is a puzzling problem that you need to find the answer to. Explain that a riddle gives clues so that a person can figure out the answer.
- 2) Have students write 3 riddles on notebook paper. Students can work independently or in pairs. Tell students they may not use the same riddles or answers from the worksheet. If students struggle with finding something to write a riddle about, encourage them to look around the classroom or think about things they have at home.
- 3) Encourage students to be creative with the objects they choose and the clues they give.
- 4) Monitor students. Remind students about punctuation and spelling. Once students have written their riddles on notebook paper, check their work with them. Help them correct any spelling or grammatical errors.
- 5) Have students pick their favorite riddle and write it on construction paper. Give students the option of decorating their riddle. Have students write the answer to their riddle on the back. Students can also draw a picture of the answer on the back if they want to.
- 6) Once students finish their riddles, have each student swap his/her riddle with a partner and solve his/her partner's riddle.
- 7) Place the students' riddles in a center so that other students can use them to practice drawing conclusions.

#### Struggling Learner

**Materials Needed:** [Struggling Learners PowerPoint\\*](#), LCD projector and computer, 1 dry-erase marker per student, 1 individual whiteboard per student, and 1 tissue per student

**Procedure:**

- 1) Gather students in a circle. Remind them that sometimes, the author doesn't tell you everything that happens in a story. Reading the text, looking at the illustrations, and using what you know can help you figure out what happened.
- 2) Show students slide 1 in the Struggling Learners PowerPoint. Tell students to focus on answering the question by paying attention to the illustrations, using what they already know, and reading the text. Then, guide students in completing these steps. Use slides 2-5 to help you. Slide 2 goes over what the student sees, slide 3 goes over what the text says (mention to students that the underlined words are important to the question and ask them why), slide 4 goes over what the student knows, and slide 5 draws the conclusion.
- 3) Show students slide 6. Tell students that for the following four slides, they are going to look at a picture and tell you what they think happened. Nominate a student to give his/her answer. Have every student answer "what happened" for at least one slide. For slide 6, students should answer something along the lines of one girl stealing the other girl's doll (students could also draw another conclusion, as long as they mention that the girl on the right looks upset). For slide 7, students should answer something along the lines of the girl making paper airplanes and the teacher having one land in her head and getting mad. For slide 8, students should mention the team winning (and possibly the one player helping the team win). For slide 9, students should mention that the boy looks upset and has hurt his arm, probably in tennis.
- 4) Tell students that they are now going to practice looking at pictures and text to draw conclusions.
- 5) Give each student a dry-erase marker, a whiteboard, and a tissue. Show students slides 10-13. For each slide, have each student write down the letter of his/her answer on the whiteboard. Then, call on a student to explain his/her answer. (Alternate Activity: Have students vote on what they think is the right answer and then give an oral explanation for why.) If students struggle, help point out clues in the text and illustration. Encourage them to also use information they already know.
- 6) Students should answer "b" for slide 10, "a" for slide 11, "c" for slide 12, and "b" for slide 13.
- 7) Once students master the concept, have them move to the on-level learner group and work on the riddle worksheet.

**\*see supplemental resources**



<b>Reading Lesson:</b> Abbreviations	<b>Grade Level:</b> 2
<p><b>Lesson Summary:</b> Students will review standard abbreviations. Teacher will display a letter using these abbreviations and ask students to identify them. Teacher will use PowerPoint slides with full word and then abbreviations to extend review of abbreviations. Students will write letters individually using abbreviations and then a group letter to a favorite character. Advanced learners will study a street map for its use of abbreviations, and struggling learners will do a matching game of full words and abbreviations.</p>	
<p><b>Lesson Objectives:</b></p> <p><i>The students will know...</i></p> <ul style="list-style-type: none"> <li>that words for the days and months, street locations, and forms of address can be abbreviated.</li> </ul> <p><i>The students will be able to...</i></p> <ul style="list-style-type: none"> <li>identify common abbreviations and know how to use them.</li> </ul>	
<p><b>Learning Styles Targeted:</b></p> <p style="text-align: center;"> <input checked="" type="checkbox"/> Visual            <input checked="" type="checkbox"/> Auditory            <input type="checkbox"/> Kinesthetic/Tactile       </p>	
<p><b>Pre-Assessment:</b></p> <ol style="list-style-type: none"> <li>List a few common abbreviations on the board, such as Mr., Mrs., St., Ave., Jan., Feb.</li> <li>Ask students if they can think of any other abbreviations. Add their answers to the list.</li> </ol>	
<p><b>Whole-Class Instruction</b></p>	
<p><b>Materials Needed:</b> <a href="#">Powerpoint Presentation*</a>, paper, pencils</p>	
<p><b>Procedure:</b></p> <p><b>Presentation</b></p> <ol style="list-style-type: none"> <li>Tell students that many words can be shortened. These short forms are called <i>abbreviations</i>.</li> <li>Post the following letter on the board:           <p style="margin-left: 40px;">Feb. 18, 2011 Dear Mr. Drake, I will be in town on Feb. 21. Do you want to have lunch? We can meet at Joe's Diner on Lake St. and Gage Ave. See you at 12 o'clock. Your friend, Dr. Small</p> </li> <li>Ask students to pick out the abbreviations in the letter. Circle each abbreviation. Point out that abbreviations always end in a period.</li> </ol> <p><b>Guided Practice</b></p> <ol style="list-style-type: none"> <li>Put up the PowerPoint presentation*. Ask students what abbreviation should be used to replace the underlined word on each slide.</li> </ol> <p><b>Independent Practice</b></p> <ol style="list-style-type: none"> <li>Ask students to write a letter. Encourage students to use as many of the abbreviations listed on the board as they can in their letters.</li> <li>Allow time for students to share their letters with the class.</li> </ol>	

**Closing Activity**

- 7) Ask students to choose a favorite character, or remind them of a character in a story the class has recently read. Have students write a group letter to that character by having each student write a sentence using an abbreviation on the board or on a sheet of poster board.

**Advanced Learner**

**Materials Needed:** street map (from the Internet or a printed map) and poster board

**Procedure:**

- 1) Copy the map and distribute it to students. Have students identify as many abbreviations as they can on the map.
- 2) Invite students to list their answers on a poster under the heading, "Places to Go."

**Struggling Learner**

**Materials Needed:** paper and pencils

**Procedure:**

- 1) Write the following abbreviations on the board: Oct. Rd. Blvd. Dr. and Tues. Next to it list the words in a different order: Doctor, Road, Tuesday, Boulevard, and October. Ask students to write down the abbreviations and then to match each word with its abbreviation on their own papers.

**\*see supplemental resources**

<b>Reading Lesson:</b> Compare and Contrast	<b>Grade Level:</b> 2
<p><b>Lesson Summary:</b> Students compare and contrast important points about animals on paper. Then, students play a game of “Same and Different.” Next, they read two paragraphs about bats, write down the important points, and help develop a Venn diagram of comparisons and contrasts. They then read their choice of two short informational texts on bats and compare and contrast the important points. Advanced learners write pieces with two narrators who provide contrasts about the same topics. Struggling students identify and sort words that signal comparison and contrast and use them to write sentences that compare and contrast pieces of information.</p>	
<p><b>Lesson Objectives:</b></p> <p><i>The students will know...</i></p> <ul style="list-style-type: none"> <li>• comparison describes the similarities between two things.</li> <li>• contrast describes the differences between two things.</li> </ul> <p><i>The students will be able to...</i></p> <ul style="list-style-type: none"> <li>• compare and contrast the most important points presented by two texts on the same topic.</li> </ul>	
<p><b>Learning Styles Targeted:</b></p> <p style="text-align: center;"> <input checked="" type="checkbox"/> Visual    <input checked="" type="checkbox"/> Auditory    <input type="checkbox"/> Kinesthetic/Tactile </p>	
<p><b>Pre-Assessment:</b></p> <p>Use this quick assessment to determine if students know the difference between comparing and contrasting.</p> <ol style="list-style-type: none"> <li>1) Write two headings titled <i>Same</i> and <i>Different</i> on the board</li> <li>2) Have students think about two or three animals. On a piece of paper, have students list three ways the animals are similar and three ways they are different.</li> <li>3) Ask volunteers to share their ideas. Collect the papers to assess who among the students is able to distinguish between comparison and contrast.</li> </ol>	
<p><b>Whole-Class Instruction</b></p>	
<p><b>Materials Needed:</b> <a href="#">Bats 1</a> and <a href="#">Bats 2*</a>, <a href="#">bats Venn diagram worksheet*</a> and <a href="#">PowerPoint*</a>, independent practice <a href="#">Venn diagram worksheet*</a>, other informational texts on bats,</p>	
<p><b>Procedure:</b></p> <p><b>Presentation</b></p> <ol style="list-style-type: none"> <li>1) Divide the class into pairs so they can check each other’s answers. Play a round of “Same and Different” by saying three words and having students write which are similar and which one is different. Have students write the words that represent similar ideas under one heading and the word that represents a different idea under the other heading. Use these sets of words, writing each set on the board and</li> </ol>	

waiting for the class to respond.

- a. dog      cat      bird
- b. happy    scared    frightened
- c. home     apartment    bus
- d. summer    October    spring

- 2) Compare the similarities and differences of each word set. For example dog, cat, and bird are all animals, but a bird is an animal that flies.
- 3) Explain that two writers may write about the same thing but look at it in different ways. Some writers may think something is important, but another writer may not. Readers have to read with a purpose and compare and contrast ideas, facts, events, characters, setting, and/or other things while they read.
- 4) Give students a minute to write a sentence about what they are going to do after school. Ask volunteers to read their sentences and compare and contrast the most important points each writer chose.

#### **Guided Practice**

- 5) Have students read Bats 1 and Bats 2\*. Then have them list the most important points in each paragraph.
- 6) Review student answers, and make a master list of the most important points in the bats Venn diagram PowerPoint\*. The overlapping circle should be points that both paragraphs make that are similar about bats. The other two circles should be the contrasts showing what points one paragraph makes that the other does not. To familiarize students with the diagram's layout, have students copy the master list to their bats Venn diagram worksheets\*.
- 7) Ask which paragraph students would recommend for learning about how bats move in the dark.
- 8) Ask which paragraph students would recommend for learning about how to get a bat out of your house.
- 9) Compare the authors' purposes for writing the paragraphs and why the authors chose the important points they did.
- 10) Ask how much more the readers know about bats after reading both paragraphs.

#### **Independent Practice**

- 11) Have students select two or three short informational texts on the same topic. Have them read the texts and fill in the blank Venn diagram worksheet\* to compare and contrast the important points of the works.

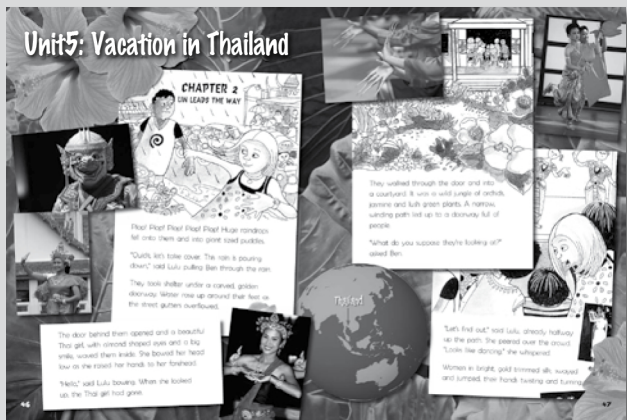
#### **Closing Activity**

- 12) Ask students to describe the difference between a comparison and a contrast.
- 13) As a class, come up with a list of reasons why good readers compare and contrast information they read about the same topic.

<b>Advanced Learner</b>
<b>Materials Needed:</b> paper, pen/pencil
<b>Procedure:</b> <ol style="list-style-type: none"><li>1) Challenge students to write a story, poem, or article with two narrators. One narrator should see things one way and the other should provide contrasting information or details.</li><li>2) Have them read their work to the class. Ask the class to identify the points of comparison and contrast.</li></ol>
<b>Struggling Learner</b>
<b>Materials Needed:</b> notebook, pen/pencil
<b>Procedure:</b> <ol style="list-style-type: none"><li>1) Work with students to generate a list of words that signal comparison and contrast (<i>but, like, unlike, same, both, different</i>).</li><li>2) Have students sort the words by whether they indicate a comparison or a contrast.</li><li>3) Have students write pairs of sentences using the words that indicate a comparison or a contrast.</li><li>4) Have students read the sentences to the group, and have the group guess whether each statement is a comparison or a contrast.</li></ol>

**\*see supplemental resource**

# Unit 5: Vacation in Thailand



## In this unit

- **Source texts**—Contemporary literature (illustrated fiction)
- **Text features**—Narrative, adjectives
- **Writing**—Description of a photograph
- **On the DVD**—Video clips of Thai dancing and music (2 clips, 55 sec.) min.; Work sheet on adjective order
- **Other resources**—Travel brochures about Thailand

See Teaching Guide pvii for this unit's syllabus outcomes.

## The Big Picture


This unit's texts offer good examples of how to write descriptions: adverbs, adjectives, adjectival and adverbial clauses, onomatopoeia etc. Explain the setting of the text: Lulu and Ben are in Thailand, a country in Asia (show students where Thailand is in relation to Australia; see map p47). Discuss what students see in the photographs and what students know about Thailand. *How would you get to Thailand? How far is it and how long would it take?* (eg Sydney–Bangkok flight is 9.5 hours).

**Lin Leads the Way**—is the beginning of the second chapter of a narrative. Ask students to predict what might have happened in Chapter 1 (Lulu and Ben are sent to Thailand by the Secret World Adventure Team). *What do you think happens after this part of the story?* (Lulu and Ben help to prepare a banquet for the Queen of Thailand). The chapter is called *Lin Leads the Way*, yet there is no mention of Lin in the text. *Who might Lin be and where might she lead Ben and Lulu?* Ask students why “plop” is such an effective word to describe huge raindrops. Discuss onomatopoeia and give examples, eg whoosh, bang, purr.

### In the texts—page 48

- Make sure students know how to make their choices by ticking boxes (q1).
- Encourage students to read the text thoroughly before ordering events (q2). Not all the sentences are exact quotes from the text. The correct order is: 4,1,3,2,6,7,5.
- Discuss the definition of a description and help students locate the descriptions in the text (q3–4). *In what sort of books and texts would you read descriptions? Are they only in narratives?* Play a game of “I’m thinking of something that ...”—a student describes an object in the classroom without naming it, and the class guesses what is being described.

## Listening, speaking and extension

-  Students watch two video clips of traditional Thai performances:

Title	Description	Duration
dance	Close-up of the feet and hand movements of a traditional Thai folk dance.	25 sec.
music	A musician playing the khim, a Thai instrument.	30 sec.

Divide the class into groups and assign them a Thai dance style:

- Fawn Tian—Candle Dance
- Fawn Leb—Fingernail Dance
- Fawn Ngiew—Scarf Dance
- Fawn Marn Gumm Ber—Butterfly Dance
- Fawn Marn Mong Kol—Happy Dance.

Students compose a series of dance moves, based on

the first video clip and photographs from pp46–47, to accompany music from the second video clip. Students perform for the rest of the class.

- Students find pictures of Thai objects, such as sculptures and puppets, and write descriptions of them.
- Students cut up Thailand travel brochures and use the images to make their own brochures about Thailand.
- Students practice reading the text aloud. They experiment with various voices for the different characters.
- Students include some or all of these words in their weekly spelling lists: adjective, beautiful, courtyard, description, giant, vacation, huge, orchid, swayed, Thailand, whispered, women.

- Check that students underline complete descriptions in q4, eg q4a: “a beautiful Thai girl, with almond shaped eyes and a big smile”.


### Read and learn—pages 49–50

- Discuss compound words (q1); see definition px. Ask students to find and circle all the compound words on pp46–47 before completing the question.
- Revise nouns, pronouns, verbs and adverbs. Refer students to the grammar dictionary on ppx–xi.
- Explain that the colored words (q3) are homophones: words that have the same sound but a different spelling and meaning. Give other examples: tide/tied, to/too/two, hear/here, missed/mist etc.
- Students should draw (q4) what the adjectives in the captions describe.
- Encourage students to be creative with their plot ideas (q7–8), even if they have read the full book.

### Your turn—pages 50–51

- Compose a jointly constructed description of a classroom photograph before students complete q2. Provide scrap paper for students to write drafts. Encourage the use of interesting adjectives, “like/as” descriptions (similes) and metaphors.

### Adjectives—pages 52–53

- Ask students to underline all the adjectives on pp46–47. Stress the importance of using interesting adjectives when writing.
-  Discuss how the order of multiple adjectives needs to sound correct. *Does the description “new two the bicycles racing” sound correct? How about “the two new racing bicycles”?* The basic order

of cumulative adjectives is: article (a, an, the)–evaluative (eg ugly)–size–length/shape–age–color–material (eg wooden)–noun. Students complete the work sheet on the DVD to experiment with adjective order.

- Brainstorm alternative adjectives as a class (q6), or ask students to use a thesaurus.
- Adjectives must be an appropriate match (q7) for the noun they are describing, eg q7a would not be a “small, green, slimy ambulance”.

## Work Sheets

- **Work Sheet 1** focuses on punctuation and provides opportunities for students to locate, name and use the more common punctuation marks. Refer students to the Punctuation Dictionary on pxi. Punctuation activities are also on p6 and pp118–119.
- **Work Sheet 2** revises adjectives and descriptions. Remind students to begin the description (q4) with a general statement. Make sure students know that they are writing a description of their drawing, rather than an information report about elephants.
- **Work Sheet 3** focuses on dictionary skills. Students need dictionaries and to understand alphabetical order.

## Assessment

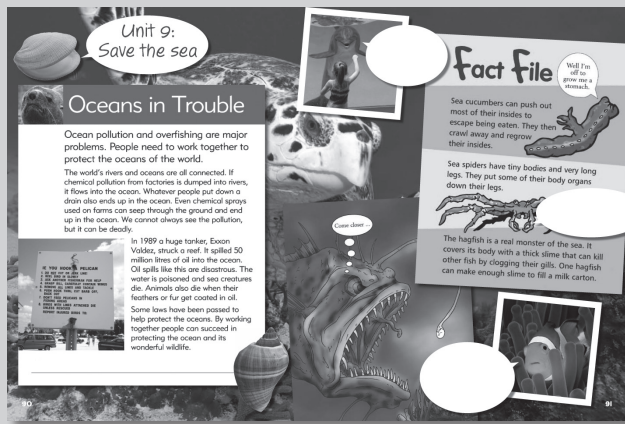
- **Work Sheet 4** assesses students’ knowledge of adjectives.
- To assess Student Book writing and **Work Sheet 2**, use the [description rubric](#) (Teaching Guide p84).



### Assessment Answers (see Teaching Guide page 31)

- 1 describing
- 2 **a** narrow, winding  
**b** beautiful, Thai  
**c** almond shaped, big  
**d** wild
- 3 Teacher to check
- 4 Teacher to check
- 5 huge/enormous, tiny/small, horrible/awful, lovely/beautiful, narrow/skinny

# Unit 9: Save the sea



## In this unit

- **Source texts**—Contemporary literature (illustrated nonfiction)
- **Text features**—Exposition, facts, illustrations
- **Writing**—An exposition in the form of a poster
- **On the DVD**—Procedure for cleaning oiled birds; *Don't Mess the Sea* coloring sheet; Image of hagfish; Images for student posters; Ocean Life image and companion sheet
- **Other resources**—*The Hidden Forest*, Jeannie Baker (Walker Books, UK, 2000. ISBN 978-0688157609); What I can do for coasts and seas, see [www.environment.sa.gov.au/education/pages/modules/what/coasts.html](http://www.environment.sa.gov.au/education/pages/modules/what/coasts.html); Sample posters, see [www.earthhour.org/how-to-vote](http://www.earthhour.org/how-to-vote) and [www.acfonline.org.au/uploads/res/res\\_climate\\_poster.pdf](http://www.acfonline.org.au/uploads/res/res_climate_poster.pdf)

See *Teaching Guide* p. vii for this unit's syllabus outcomes.

## The Big Picture

This unit's texts explore the wonder of the world's oceans and the need to protect them, as the basis for studying expositions. Point out the title of the text on p90. *Why might oceans be in trouble?* Ask students to scan the pages and name some of the things they see. Ask students to note the empty speech bubbles—*What do you think these creatures might be saying?* (students write speech in these bubbles on p94, q8).





To introduce students to the wide variety of ocean life, conduct the Ocean Life activity on the DVD. Display the color image of an ocean crowded with creatures. One student points out a creature; another student uses the companion sheet to find the number of the creature; and a third student says the name of the creature aloud. The activity can be conducted as a whole class activity or in groups of three students.

**Oceans in Trouble**—is an exposition arguing for people to work together to protect oceans. It begins with an introduction that states the author's point of view and then presents arguments to support this. The exposition concludes with the author restating their view. Ask students to discuss the views of the author in their own words. *Do you agree or disagree with the author? What are two reasons the author gives for damage to oceans? What other photographs could have been used to support the author's point of view?*

**Fact File**—provides interesting facts about three strange sea creatures. Before reading the text with students, ask: *Do you know of an animal that can push out its guts? How about one that makes slime? What do you think a hagfish looks like?* (students draw their ideas on p94, q4). Ask students to nominate other animals or plants that do amazing things.

## Listening, speaking and extension


-  Students conduct a simple experiment (procedure) to find the best way to clean seabirds caught in an oil spill. Instructions are on the DVD. Before students begin, ask: *What kinds of seabirds can you think of? What do seabirds do? What do feathers do for seabirds?*
-  Students color in the Don't Mess the Sea sheet on the DVD.
- Students complete the "What I can do for coasts and seas" interactive (see *Other resources*). They identify how to keep the coastline and waters of South Australia clean.
- Students find examples of conservation posters (p95). See *Other resources* for samples.
- Students research their favorite sea creature. They design and create a poster to convince people (exposition) that it is an interesting creature.
- Students practice reading the exposition on p90 aloud. They focus on the tone of their voice and pause at different places for effect. Students may add music or other sounds as a background. If students cannot read the entire text, ask them to work in small groups, with each reading one paragraph or sentence of the text.
- Read *The Hidden Forest* to students (see *Other resources*), which is about the kelp forests in the waters of Tasmania.
- Students include some or all of these words in their weekly spelling lists: chemical, compound, disastrous, drain, exposition, fact, ocean, oil, pollution, protect, trouble, water.



## In the texts—page 92

- Discuss what a key point is before asking students to complete q2.
- Students must give reasons why they agree or disagree with the author (q4).


## Read and learn—pages 93–94

- Remind students to complete the words they are sure of first (q1). Ask them to cross these words off in the word bank and then use a process of elimination to choose the remaining words. Encourage students to check their answers. As extension work, ask students to identify the types of words in the word bank or what they form when added to the sentences (all verbs: *are (all) connected, is dumped* etc.).
- Revise synonyms (q2); see definition *pxi*.
- Revise homophones as words that have the same sound but a different spelling and meaning (q3). Give students dictionaries to check their responses.
-  Ask students what a “hag” is (q4; an ugly old woman or witch). *How will this affect what you draw?* After students have drawn their hagfish, show them the image of the hagfish on the DVD. This fish has no jaws, no eyes (it has two light-sensitive patches) and are very flexible. Remind students that phrases do not have verbs.
- Revise adjectives (q6); review activities on pp52–53 if necessary.
- Remind students that speech in speech bubbles (q8) does not need quotation marks.

## Assessment Answers (see Teaching Guide page 55)

- 1** a seaweed; b overboard; c into; d speedboat
- 2** a protect; b seep; c coated; d connected; e wonderful; f disastrous
- 3** a can push out most of their insides  
b have tiny bodies and very long legs  
c can make enough slime to fill a milk carton
- 4** Teacher to check

## Your turn—page 95

- Discuss posters. *What can they be used for?* A poster that aims to persuade people about something is an exposition. *Can you think of examples of posters that want to persuade people?* (eg political posters at election time). *Where might this poster be?* (in a bus shelter). *Why are bus shelters a good place for posters?*
-  Remind students that posters need to be eye-catching. The aim of the poster needs to be obvious and students should rely on images, rather than lots of text, to get their message across—use the images on the DVD for ideas or to create actual posters. Provide extra paper, so students can plan their posters before transferring them to their student books.

## Compound words—pages 96–97

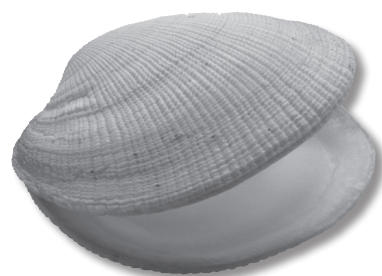
- Ask students to make a word bank of compound words to display in the classroom. Start with compound words from the texts on pp90–91.
- Explain crosswords (q4) for any students unfamiliar with them. Challenge students to make up their own compound word crosswords on grid paper for their classmates to complete.

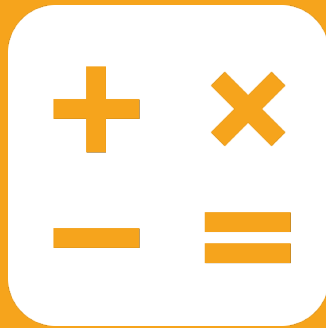
## Work Sheets

- **Work Sheet 1** assesses comprehension (literal, inferential, critical thinking and response) of the text on p91.
- **Work Sheet 2** revises compound words and the meanings of homophones.
- **Work Sheet 3** asks students whether they agree or disagree with a statement and to then support their opinion. As extension, challenge students to write three reasons to support the opposite view to their own.

## Assessment

- **Work Sheet 4** assesses knowledge of compound words, definitions, comprehension of source texts and understanding of expositions.
- To assess Student Book writing and **Work Sheet 3**, use the [exposition rubric](#) (Teaching Guide p88).





# Math Lesson Plans

<b>Math Lesson:</b> Bar Graphs	<b>Grade Level:</b> 1
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**Lesson Summary:** The teacher will first ask students some questions about a pictograph and make sure they are familiar with how to interpret data displayed on one. Students will then learn that bar graphs are another way to present information when the teacher creates a large bar graph that contains information about the students. The teacher will discuss the important parts of the bar graph and how to analyze data on it. For guided practice, students will work in groups to create a bar graph from given information. Students will then share their work and ask the rest of the class to make generalizations about the bar graph's information. For independent practice, students will analyze bar graphs given to them. Advanced learners will work in pairs to write their own survey question, survey the class, create a bar graph based on the information, and write a few generalizations about the data. Struggling learners will take pieces of a bar graph that has been cut apart and put it back together in a way that makes sense.

**Lesson Objectives:**

**The students will know...**

- How to record and analyze data on a bar graph.

**The students will be able to...**

- Record and analyze data on a bar graph.

**Learning Styles Targeted:**

- Visual     Auditory     Kinesthetic/Tactile

**Pre-Assessment:** Project a copy of the [Pre-Assessment Pictograph\\*](#) under a document camera. Ask students the pictograph questions. Elicit responses, making sure that students understand how to interpret a pictograph.

**Whole-Class Instruction**

**Materials Needed:** 1 plate of sliced bananas, apples, oranges, and grapes per group of students, 1 copy of the [Fruit Graph\\*](#) to project under a document camera, a document camera connected to a projector, 1 information card from the [Guided Practice Activity\\*](#) per group of students, 1 corresponding blank bar graph from the [Guided Practice Activity\\*](#) per group of students, 1 copy of the [Independent Practice\\*](#) per student, writing utensils

**Procedure:**

- 1) Tell students that today they will be learning about bar graphs, which is another kind of graph that is similar to a pictograph. Tell students that a pictograph uses pictures, but a bar graph uses bars to show information.
- 2) Give each table of students a plate of sliced bananas, apples, oranges, and grapes. Have students taste each fruit. While students are eating, project a copy of the Fruit Graph under a document camera. When students finish, tell students that you want them to choose their favorite fruit. Call out the name of each fruit, and have students raise their hands to vote for their favorite. Record the data on the board.
- 3) Tell students that you are going to take the collected data and create a bar graph to display the results. On the projected bar graph, point out the title of the graph and explain how it tells what the information on the graph will be. Show students that the left side shows the number of students who chose each fruit, and the bottom of the graph tells the different types of fruit. Have students help you add the labels for each fruit to the bottom of the graph. Model for students how

to take the number of students who chose banana and turn the data into a bar for the graph. Repeat for the other fruits.

- 4) Ask students some questions about the graph. Some suggested questions are: how many students chose bananas as their favorite fruit, how many students chose apples as their favorite fruit, how many students chose oranges as their favorite fruit, how many students chose grapes as their favorite fruit, which fruit was the least popular, and which fruit was the most popular.
- 5) After analyzing the graph, put students into groups of 3-4, and tell them that they will work together to create a bar graph based on some information that you are going to give them. Give each group an information card and the corresponding graph from the Guided Practice Activity. Tell students that they should make sure and write a title for their graph and include the labels for the choices students made. Students should use crayons or colored pencils to draw the bars on the graph. Make sure that students understand what to do, and allow them to work in their groups. Closely monitor that students are making their bar graphs correctly.
- 6) When all groups have finished, choose a group to place their bar graph under the document camera to show the rest of the class. Ask the rest of the class to make some generalizations about the graph. If students struggle, give them some suggestions. You might say, "I can see that 9 students chose summer as their favorite sport." Or, you might say, "I can see that fall is the least popular season." Have each group present while the other students make generalizations about each bar graph.
- 7) After each group has presented, give each student a copy of the Independent Practice. Explain the directions, and allow students to work independently.

### Advanced Learner

**Materials Needed:** 1 piece of notebook paper per group of students, writing utensils, fruit bar graph created in the whole-class instruction, 1 piece of manila paper per group, crayons or colored pencils

#### Procedure:

- 1) Put students in groups of 3, and give each group a piece of notebook paper. Tell students that they will be working with their group to create a bar graph about their classmates. Post the fruit bar graph that you created during the whole-class instruction.
- 2) Instruct students to first think of a question they might like to ask their classmates. Give several suggestions. (What is your favorite sport? What is your favorite cafeteria food? What is your favorite specials or activity class?). Have students take a few minutes to brainstorm a survey question. Monitor that the questions are feasible. After students have come up with approved questions, tell students that they need to think of 4-5 possible answer choices. Their classmates will choose from among these answer choices. Again, give students a few minutes to write a few answer choices. Monitor that the answer choices are feasible.
- 3) When each group has an appropriate question and answer choices, allow each group to stand up in front of the class and survey the class. Have students record the information on their notebook paper.
- 4) Tell students that they should use the information they collected to create a bar graph that looks like the fruit bar graph. Remind students that their graph should have a title, labels, and bars that match the information they collected.
- 5) When students understand what to do, give each group a piece of manila paper, access to crayons or colored pencils, and allow them to work on their graphs.

**Struggling Learner**

**Materials Needed:** 1 copy of the [Fruit Graph\\*](#) to project under a document camera, a document camera connected to a projector, 1 information card from the [Struggling Learner Activity\\*](#) per student, 1 set of bar graph cards from the [Struggling Learner Activity\\*](#), 1 pair of scissors per student, 1 bottle of glue or glue stick per student

**Procedure:**

- 1) Project a copy of the Fruit Graph from the whole-class instruction. Go over the important parts of the graph with students (titles, labels, and bars). Make sure students understand the purpose and importance of each part.
- 2) Give each student an information card from the Struggling Learner Activity. Read over the information with students. Give each student a blank bar graph from the Struggling Learner Activity. Talk about what things should go in each of the blank boxes on the page. Give each student a copy of the bar graph cards from the Struggling Learner Activity. Tell students that they should cut out the cards and figure out where they go on the bar graph based on the information card.
- 3) When students understand the directions, allow them to work independently. Monitor that students are completing the bar graph correctly.

**\*see supplemental resources**

**Lesson Title:**

Place Value

**Grade Level:**

2

**Lesson Objectives:**

- Students will be able to identify the values of digits through the hundreds place.

**Learning Modalities Targeted:** Visual Auditory Kinesthetic/Tactile**Warm-Up:**

- Give each student a whiteboard, dry erase marker, and an eraser. Show students the Base-10 Pieces Pictures or an actual hundreds flat, tens rod, and ones block. Ask students to write on their whiteboard the value of each as each piece is shown. Be sure the students write 100 for hundreds flat, 10 for tens rod, and 1 for ones block.

**Materials Needed:** individual whiteboards, dry erase markers, erasers, Base-10 pieces (hundreds flats, tens rods, ones blocks), plastic baggie, copy of [Base-10 Pieces Pictures](#), [Place Value Chart](#), [Independent Practice Activity](#), [Riddles for Advanced Learner Activity](#), index cards, [Struggling Learner Activity Cards](#), scissors, [Extension Chain Activity](#), newspaper or magazines, glue sticks

**Procedure:**

1. Display a copy of the Place Value Chart where the students can see. Have students make a place value on their whiteboards so that there are three sections: one for hundreds, one for tens, and one for ones. Show students the projected Place Value Chart and explain that, when they draw the pieces, a small square represents ones, a tall rectangle represents tens, and large square represents hundreds.

2. Give each student a set of Base-10 pieces in a plastic baggie. Model on the projected place value chart for students how to write 264 on their place value charts. Explain to students that the 4 in the ones place is represented by 4 ones blocks in the ones place column, and have them place 4 ones blocks on their whiteboards in the ones place, and model what it should look like.
3. Next, explain to students that the 6 in the tens place is represented by 6 tens rods in the tens place column. Have students place 6 tens rods on their whiteboards in the tens place, and model what it should look like.
4. Finally, explain to the students that the 2 in the hundreds place is represented by 2 hundreds flats in the hundreds place column. Have students place 2 hundreds flats on their whiteboards in the hundreds place column, and model what it should look like.
5. Repeat this process with other three-digit numbers until students have mastered the concept.

**Independent Practice:**

- Have students complete the Independent Practice Activity.

**Closing Activity:**

- Go over the answers to the Independent Practice Activity as a class.

### Advanced Learner Option

**Procedure:**

1. Give each student a whiteboard, dry erase marker, and an eraser. Instruct students to draw a blank place value chart on their boards. Explain that they will hear a riddle about a 3-digit number and use the place value chart to determine the number and write it on their board.
2. Using a copy of the Riddles document, read and display the first riddle. Once students know the number, ask them to write it on their boards and show to check for understanding. Repeat this process with the second riddle.
3. Next, give each student an index card. Tell them to label the front “Riddle” and the back “Answer.” Tell students to create their own riddle about a 3-digit number, writing similar clues like in the examples. Students should write the answer on the back of the index card and the clues on the front. When all students have finished, allow them to pair up and solve each other’s riddles.

### Struggling Learner Option

**Procedure:**

1. Put students into pairs. Give each pair a shuffled set of the three pre-cut place value cards from the Struggling Learner Activity Cards. Ask students to lay them on their desk in order of the place value chart.
2. Give each pair 1 ones block, 1 tens rod, and 1 hundreds flat. Ask students to place each Base-10 piece with its corresponding place value.
3. Give each pair of students a shuffled, pre-cut set of the number sorting cards from the Struggling Learner Activity Cards. Tell students that you want them to work with their partner to sort the number cards by place value.



If a pair of students is struggling, stop and remind them to count by ones, tens, or hundreds. Remind them that if they are ordering by ones, they should put it underneath the ones place. If they are ordering by tens, they should put it underneath the tens place. If they are counting by hundreds, they should put it in the hundreds place.

4. Check each student pair's work to ensure understanding.

### Extension Activities

- Before assigning this activity, copy the Extension Chain Cards, cut each card out, and place them into a plastic baggie. Give each student a set of cards. Have students lay the cards in front of them. Have students locate the card with "Start" on it. Tell students that this is the first card in the chain. Tell students to look at the picture next to the word "Start." The picture represents a number. The number represented by the picture can be found on another card in the chain. This process continues until all cards have been linked in a chain. Tell students that if they connect their cards correctly, the last card should read "End."
- Have students find at least five 3-digit numbers in a magazine or newspaper. Have them cut the numbers out, glue them to a sheet of construction paper, and then draw the Base-10 pieces that represent that number.

**ELL Teaching Tips**

- **Key Lesson Vocabulary:** **general** – chain, mystery; **academic** – place value
- **Modeling** – Model the task or activity in front of a group or class to demonstrate expected student behavior. The main Procedure section has you demonstrate how to use the base-10 pieces to help determine the place value of a number.
- **Partner work** – Allow students to do individual work with a partner. The Struggling Learner Option has students work in pairs for added support.

**Math Lesson:** 3-Dimensional Shapes

**Grade Level:** 2

**Lesson Summary:** The teacher will begin by leading a discussion on the difference between a rectangle and a rectangular prism. Students will learn the difference between a 2-dimensional and 3-dimensional object. Students will then hold examples of spheres, cylinders, and rectangular prisms and discuss the properties of each while filling out a graphic organizer. For independent practice, students will categorize properties and pictures of each solid on a piece of manila paper. Advanced learners will write riddles for one another based on the properties of real-life objects. Struggling learners will discuss the properties of spheres, cylinders, and rectangular prisms before sorting real-life objects with a partner.

**Lesson Objectives:**

**The students will know...**

- The properties of a sphere, cylinder, and rectangular prism.
- Identify a sphere, cylinder, and rectangular prism.

**The students will be able to...**

- Identify the properties of a sphere, cylinder, and rectangular prism.

**Learning Styles Targeted:**

- Visual     Auditory     Kinesthetic/Tactile

**Pre-Assessment:** Hold up a piece of construction paper and a rectangular prism. Ask students what the two shapes have in common. Accept several responses. Ask students how the two shapes are different. Accept several responses, leading students to see that one is flat and one is not. Explain to students that the construction paper is a 2-dimensional shape, but the other is a 3-dimensional object. At this time, don't use the term "rectangular prism."

**Whole-Class Instruction**

**Materials Needed:** 1 sphere, cylinder, and rectangular prism per group of students, 1 copy of the [Graphic Organizer](#)\* per student, 1 copy of the [Graphic Organizer](#)\* to project under a document camera, a document camera connected to a projector, writing utensils, 1 piece of manila paper per student, 1 copy of the [Independent Practice](#)\* per student, 1 pair of scissors per student, 1 bottle of glue or glue stick per student

**Procedure:**

- 1) Tell students that today they will be learning about 3 different 3-dimensional solids, or shapes that aren't flat like the rectangle they looked at during the Pre-Assessment. Give each table or group of students a shape, cylinder, and rectangular prism to keep at their tables for the remainder of the lesson. Ask students to hold up the ball. Make sure that students hold up the correct solid. Ask students to hold up the can. Again, make sure that students identify the correct solid. Ask students to hold up the box, and make sure they make the correct selection. Write "ball," "can," and "box" on the board. Tell students that today they will be learning some mathematical terms for those three solids.
- 2) Give each student a copy of the [Graphic Organizer](#), and project a copy of it under a document camera. Tell students to look at the first box, sphere. Have students look at the picture and identify if it is a ball, can, or box. Elicit responses until a student says, "ball." Have students record "ball" in the box titled, "Also called a..." Model this for them under the document camera. Have students look at the "Properties" box. Tell students "properties" are describing words and phrases. Have groups or tables of students take turns holding the sphere and brainstorming some properties that

could be used to describe it. After 1-2 minutes, stop and elicit responses from students. Leads students to see that the sphere is round, rolls, and has no flat surfaces. Record these in the "Properties" box as students copy on their graphic organizers.

- 3) Repeat the process of identifying the new solid's name, having students touch the solid, discussing its properties with a group, and then sharing out for the cylinder and rectangular prism. See the Example Graphic Organizer in supplemental resources, if necessary.
- 4) After students have explored each solid and written some properties describing each one, give each student a piece of manila paper and have them fold it into thirds like a hot dog. Have students title one section "Sphere," one section "Cylinder," and one section "Rectangular Prism." For each shape, the student should create two sections—Properties and Pictures. See the answer key for the Independent Practice in supplemental resources, if necessary. You may need to model how to organize the paper for students. Give each student a copy of the Independent Practice. Tell students that they should cut out a property piece, read the description, and glue it in the correct solid's property section. After gluing each of the property pieces, tell students they should cut out a picture, decide which solid it is, and glue it in the correct picture section. When students understand the directions, allow students to work independently.

### Advanced Learner

**Materials Needed:** several real-life spheres, cylinders, and rectangular prisms, teacher-written riddle, 2 index cards per student, writing utensils

#### Procedure:

*Prior to the lesson, collect several different real-life objects that are examples of spheres, cylinders, and rectangular prisms. Write a riddle that describes one of the solids by giving its properties.*

- 1) Gather students around a table on which you have placed several examples of spheres, cylinders, and rectangular prisms. Tell students that you are going to read them a riddle that you have written about one of the shapes. Make sure the riddle that you have written does not tell students that it is a sphere, cylinder, or rectangular prism. Instead, describe its properties. For example, if you were describing a can of soda, you might say, "It has two flat surfaces and one round surface. It rolls if you place it on its round surface. The flat surfaces are circles. It is about 6 inches tall. It is red." After reading the riddle, have students identify which solid is being described.
- 2) When students understand how to write the riddles by describing the object's properties, give each student 2 index cards. Tell students that they should secretly choose two items from the table to describe and write one riddle on each index card. When students understand the directions, allow them to work independently.
- 3) When all students have finished their riddles, allow them to get with a partner, read aloud their riddles, and have their partners identify the solid being described.

### Struggling Learner

**Materials Needed:** several real-life spheres, cylinders, and rectangular prisms, 3 sentence strips that have been titled "Sphere," "Cylinder," and "Rectangular Prism," several index cards, writing utensils

#### Procedure:

*Prior to the lesson, collect several different real-life objects that are examples of spheres, cylinders, and rectangular prisms.*

- 1) Gather students on the floor around three sentence strips that you have pre-labeled as "Sphere,"

"Cylinder," and "Rectangular Prism." Hold up an example of a sphere, and use it to show students some important properties of spheres (completely round, rolls, no flat surfaces). Ask students if there are other properties that describe the sphere. Write each property discussed on a separate index card and place it under the sentence strip titled, "Sphere."

- 2) Repeat this process for the cylinder and rectangular prism.
- 3) Put students into pairs, and give each pair 3-4 solids. Tell students that they you want to think about the properties they just learned about in order to classify their objects by type. Give students 1-2 minutes to discuss and sort. When students have finished, ask each pair to share how they sorted their objects. Allow the other students to challenge, if necessary.

**\*see supplemental resources**

<b>Math Lesson:</b> Comparing Differences	<b>Grade Level:</b> 2
<p><b>Lesson Summary:</b> The students will begin by working in groups to discuss what the difference in a subtraction problem represents. The teacher will then lead a discussion with the class to generate a definition of the word “difference.” Students will then work in groups and discuss as a class which problem in a set of subtraction problem has the largest or smallest difference. For independent practice, students will select one problem among a set of subtraction problems that has the smallest or largest difference. Advanced learners will solve some of the same problems as the on-level learners but will provide a written explanation of their answers. The teacher will show struggling learners how to use number lines to help compare differences in problems.</p>	
<p><b>Lesson Objectives:</b></p> <p><i>The students will know...</i></p> <ul style="list-style-type: none"> <li>• How to compare the differences among subtraction problems.</li> </ul> <p><i>The students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Find the smallest and largest differences among a group of subtraction problems.</li> </ul>	
<p><b>Learning Styles Targeted:</b></p> <p style="text-align: center;"> <input checked="" type="checkbox"/> Visual     <input checked="" type="checkbox"/> Auditory     <input checked="" type="checkbox"/> Kinesthetic/Tactile </p>	
<p><b>Pre-Assessment:</b> Put students into 6 groups, and give each group an index card. Write the sentence starter, “The <u>difference</u> in a subtraction problem is the...,” on the board. Have one member from each group copy the sentence starter on the index card. Have students discuss the sentence within their groups and then complete the sentence on the index card. If students are struggling, give them a hint by saying that the difference in a subtraction problem is similar to the sum in an addition problem.</p>	
<p><b>Whole-Class Instruction</b></p>	
<p><b>Materials Needed:</b> index cards from the Pre-Assessment, scratch paper, writing utensils, 1 copy of the <a href="#">Independent Practice*</a> per student</p>	
<p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1) Ask each group to share its definition of “difference” aloud with the class. Use the student definitions to lead a discussion about the meaning and to lead students to understand that the difference in a subtraction problem is the answer.</li> <li>2) Tell students that today they will be working with their groups to think about and analyze the differences in a set of subtraction problems. Their goal should be to decide which problem in the group has the largest or smallest difference without having to solve the problems.</li> <li>3) Write the problems <math>18 - 5</math>, <math>18 - 10</math>, <math>18 - 9</math>, <math>18 - 2</math>, <math>18 - 3</math>, and <math>18 - 12</math> on the board. Ask students what commonalities they see in the problems. Lead them to see that each problem has a minuend of 18.</li> <li>4) Have students look at each of the problems, and tell them that you want them to decide which problem they think will have the smallest difference. Have students put their heads down on their desks or cover their eyes as you ask them to raise their hands to show which problem they think will have the smallest difference. Record the results on a tally chart. Have students lift their heads or uncover their eyes. Point to each problem, and allow students to discuss why they chose each problem. At this point, don’t lead students to discount any problem. Allow them to share their ideas</li> </ol>	

without bias.

- 5) Put students into the same 6 groups as they were in for the Pre-Assessment. Assign each group one of the problems from the set, and have them use scratch paper to solve the problem. Allow students to solve the problems in any way they can (e.g. number lines, models, pictures, or algorithms). Give students 1-2 minutes to work, and have each group share its answer as you record it on the board. Point out to students that  $18 - 12$  has the smallest difference, 6. Discuss with students why  $18 - 12$  has the smallest difference. Allow students to share their ideas, and lead them to see that the starting amount, 18, was the same in each of the problems. The number being taken away was different in each problem.  $18 - 12$  had the largest amount being taken away, which leaves the smallest remaining amount.
- 6) Write the problems  $47 - 6$ ,  $47 - 14$ ,  $47 - 15$ ,  $47 - 5$ ,  $47 - 20$ , and  $47 - 16$  on the board. Tell students that this time you want them to decide which problem will have the largest difference. Repeat the same process of discussing the commonalities among the problems, voting on the problems, having the groups solve the problems, and discussing why  $47 - 5$  has the largest difference. Make sure that students understand that  $47 - 5$  is the correct problem because 5 was the smallest amount being taken away from 47, which leaves the largest remaining amount.
- 7) Write the problems  $25 - 7$ ,  $35 - 7$ ,  $21 - 7$ ,  $40 - 7$ ,  $39 - 7$ , and  $29 - 7$  on the board. Ask students what commonalities they see in the problem. Lead students to see that the subtrahend is the same in each of the problems. Ask students to look at the problems and decide which of the problems has the smallest difference. Again, have students lower their heads on their desks or cover their eyes and vote on the problems. After voting, have students discuss each of the answers and talk about why they chose the problems they did. At this point, don't lead students to discount any of the problems.
- 8) Assign each group one of the problems from the set, and have them solve it. Go through the answers to each of the problems. Lead a discussion about why  $21 - 7$  has the smallest difference. Lead students to see that 7 was taken away from each of the amounts. 21 was the smallest starting amount; therefore, it has the smallest difference.
- 9) Write the problems  $60 - 20$ ,  $50 - 20$ ,  $30 - 20$ ,  $40 - 20$ ,  $80 - 20$ , and  $90 - 20$  on the board. Tell students that this time you want them to decide which problem will have the largest difference. Repeat the same process of discussing the commonalities among the problems, voting on the problems, having the groups solve the problems, and discussing why  $90 - 20$  has the largest difference. Make sure that students understand that 20 was taken away from each of the amounts. 90 was the largest starting amount; therefore, it has the largest difference.
- 10) Give each student a copy of the Independent Practice, explain the directions, and allow them to work independently.

### Advanced Learner

**Materials Needed:** 1 copy of the [Advanced Learner Independent Practice\\*](#) per student, writing utensils

#### Procedure:

- 1) Give each student a copy of the Advanced Learner Independent Practice. Explain the directions to students. Make sure that they understand that they should provide an explanation showing why they chose their answer. When students understand what to do, allow them to work independently.

**Struggling Learner**

**Materials Needed:** 1 copy of the [Independent Practice\\*](#) per student, 1 copy of the [Independent Practice\\*](#) to project under a document camera, a document camera connected to a projector, 1 copy of the

[Struggling Learner Number Lines\\*](#) per student, 1 copy of the [Struggling Learner Number Lines\\*](#) to project under a document camera, writing utensils

**Procedure:**

- 1) Give each student a copy of the Independent Practice, and project a copy of it under the document camera. Explain to students that the difference in a subtraction problem represents the answer, but it also means the distance between the two numbers being subtracted. Tell students that they are going to be using number lines to help them decide which problem has the smallest or largest difference, or distance, in each group.
- 2) Give each student a copy of the Struggling Learner Number Lines, and project a copy of it under a document camera. Explain to students that the first number line goes with the first set of problems in the Independent Practice. Show students that 55 is in each problem, so 55 has been marked for them on the number line. Use the document camera to model for students how to mark each of the other numbers in the group (11, 15, 9, and 12) on the number line. Students should mark them as well. Remind students that the first problem asks them to find the smallest difference, or distance, between the numbers. Have students look at their number lines, and ask them which number is closest to 55. Elicit responses until a student says 15. Tell students that because those numbers are closest together,  $55 - 15$  has the smallest difference.
- 3) Repeat this process for questions 2 – 6. If students are able to become more independent on these problems, allow them to work on their own.
- 4) Have students look at problem 7 and number line 7. Show students that 12 is in each problem, so 12 has been marked for them on the number line. Use the document camera to model for students how to mark each of the other numbers in the group (44, 38, 25, and 62) on the number line. Students should mark them as well. Remind students that problem 7 asks them to find the largest difference, or distance, between the numbers. Have students look at their number lines, and ask them which number is farthest from 12. Elicit responses until a student says 62. Tell students that because those numbers are farthest apart,  $62 - 12$  has the largest difference.
- 5) Repeat this process for questions 8 – 12. If students are able to become more independent on these problems, allow them to work on their own.

**\*see supplemental resources**



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