

SAMPLE DUAL WORK PERIOD PLANNER-2ND GRADE

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This planner is for setting up a dual work period classroom. One work period involves the child working with the teacher; the second period involves the child doing independent work to build proficiency, independence and self-confidence in weak subject areas.

All objectives adapted from Kathryn Stout's Design-A-Study series

SCHOOL YEAR OBJECTIVES

Language Arts

Grammar

- ☆ Write (or dictate) a complete sentence.
- ☆ Recognize an incomplete sentence.
- ☆ Use a period at the end of a sentence.
- ☆ Use a question mark at the end of a question.
- ☆ Use an exclamation at the end of an exclamatory sentence.
- ☆ Capitalize "I", the first word of a sentence, proper names and principle words in a title.

Writing Process

Recognize logical sequence of events and retell stories in order.

- ☆ Begin to identify the main idea of a paragraph.
- ☆ Begin to identify the topic sentence of a paragraph.
- ☆ Begin to identify which detail support a topic sentence and which do not.
- ☆ Begin to organize sentences in a logical sequence.
- ☆ Experiment with different forms of writing (could be accomplished through group writings or by the child dictating and then doing the illustrations).:
 - ☆ Narrative of something in which the child has participated.
 - ☆ A new ending to a poem or a story that has been read aloud.
 - ☆ A poem or a story modeled after one that has been read aloud.
 - ☆ A description.
 - ☆ An explanation of how to do something or what something is about.
 - ☆ A creative story explaining "why..."
 - ☆ A summary or review of a book.
 - ☆ Analysis of a movie or book.
 - ☆ Letters.
 - ☆ Invitations.
 - ☆ Thank yous.

Spelling

- ☆ Learn to spell words on the 1 & 2nd grade word lists without having to stop and seek assistance for their spelling.
- ☆ Alphabetize by first and second letter.
- ☆ Count syllables in a word.
- ☆ Understand and apply the rule for adding *-s* to a noun to make a plural.
- ☆ Understand and apply the rule for adding *-s* to a verb.
- ☆ Understand and apply the rule for adding *-ed* to a verb.
- ☆ Understand and apply the rule for adding *-ing* to a verb.
- ☆ Understand compound words.

Phonics and Reading

- ☆ Increase fluency when encountering more lines of print per page, more pages and more complex sentence structure.
- ☆ Have reading become more automatic moving energy from word attack to comprehension.
- ☆ Become less dependent on repetitive pattern and pictures.
- ☆ Begin to encounter books with more formal and descriptive language. Develop the ability to read fluently and with expression.
- ☆ Develop vocabulary in order to better understand meaning.
- ☆ Use a dictionary and an encyclopedia.
- ☆ Differentiate between fact and fantasy.
- ☆ Differentiate between nonfiction and fiction.
- ☆ Learn to classify and categorize types of books.
- ☆ Set a purpose for reading.
- ☆ Make reasonable predictions and inferences about the plot, characters and setting.
- ☆ Analyze the plot by describing who acted, what actions were taken and the result of those actions.
- ☆ Draw conclusions--make generalizations based on the selection read (or heard).
- ☆ Develop the ability to present ideas to a group.
- ☆ Follow written and oral directions.
- ☆ Develop an understanding of imagery produced through the use of vivid descriptions.
- ☆ Indicate recall of what was read or heard.
- ☆ Identify elements in stories by naming the characters, setting and plot.
- ☆ Dictate or write stories or retell experiences working on descriptions and maintaining chronological order.

Math

Number Sense

- ☆ Recognize, name and write numerals from 20-999.
- ☆ Understand and recognize even and odd numbers.
- ☆ Recognize 1's, 10's & 100's place.
- ☆ Skip count by 2's, 5's, and 10's.
- ☆ Order 3 or 4 numbers from 20-999.
- ☆ Use a calculator.

Comparisons, Probability and Graphing

- ☆ Collect, record and interpret information in graphs, charts and tables.
- ☆ Explore chance by making predictions and recording the information.
- ☆ Make and check estimates.

Computations

- ☆ Memorize addition facts.

- ☆ Understand and use properties of addition.
- ☆ Add one, two and three digit numbers with one and two digit numbers.
- ☆ Memorize subtraction facts.
- ☆ Subtract 1,2 and 3 digit numbers from a 3 digit number.

Money

- ☆ Identify a coin and its value: penny, nickel, dime, quarter, half-dollar.
- ☆ Compare two coins in value.
- ☆ Add pennies up to twenty cents.
- ☆ Match coins to a price up to thirty cents.
- ☆ Solve money problems using subtraction and addition without renaming.
- ☆ Make change up to \$.25.

Measurements and Time

- ☆ Understand attributes of length, capacity and weight.
- ☆ Estimate and measure objects using standard units.
- ☆ Identify the red line on a thermometer and the corresponding number with hot or cold.
- ☆ Tell time on a clock through 5 minute intervals.

Geometry

- ☆ Identify solids: sphere, cube, cylinder, cone and pyramid.
- ☆ Identify a figure as a shape or a solid.
- ☆ Identify symmetry in a figure.
- ☆ Match congruent figures.
- ☆ Associate drawings of a solid with actual object.

Fractions

- ☆ Understand parts of a whole as halves, thirds, fourths.
- ☆ Find equal parts of a whole.
- ☆ Identify parts of a group (set) as halves, thirds, fourths.
- ☆ Divide a group of objects into halves, thirds, or fourths.

Social Studies

- ☆ Use timelines to place event in a world context and as an aid to develop a mental picture of history chronologically.
- ☆ Apply concepts of long ago, far away, past, present and future.
- ☆ Compare family life today, in our region to life long ago in other regions.
- ☆ Begin to understand the process of what is involved in the conveniences that they experience each day.
- ☆ Understand the how lives and civilizations are affected by religious beliefs, natural resources, climate and wild life.
- ☆ Understand that resources and goods are limited.

- ☆ Look at the "whys" behind family celebrations and customs.
- ☆ Distinguish between fact and fiction.
- ☆ Aware of different climates and landforms.
- ☆ Recognize that maps contain distortions in size, shape and/or distance because they are flattened pictures.
- ☆ Identify parts of a map: legend (key), compass rose and distance scale.)
- ☆ Use a map and a globe.
- ☆ Understand North, South, East and West.
- ☆ Recognition of authority and the responsibilities of those in positions of authority as well as the citizens.
- ☆ Understand the inventions or achievements and the people associated with them that led to significant changes in the daily life of the people.
- ☆ Understand their own location in terms of address, state, country, continent, planet.
- ☆ Can tell complete address and phone number.
- ☆ Understand their own community (neighborhood, city and state).
- ☆ Be exposed to various occupations.
- ☆ Understands symbols of the United States.
- ☆ Familiar with the different regions of the United States.

Science

Inquiry Process

- ☆ Participate in planning and conducting investigations, and recording data.
- ☆ Make predictions.
- ☆ Make observations, ask questions, and make hypotheses.
- ☆ Compare common objects using multiple senses.
- ☆ Use simple tools such as rulers, thermometers, magnifiers, and balances to collect data.
- ☆ Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry.
- ☆ Communicate the results of an investigation using pictures, graphs, models, and/or words.
- ☆ Be introduced to famous scientists who used the inquiry method in the past and have made important contributions to scientific innovations.

Animals

- ☆ Classify things as living or non-living things.
- ☆ Classify things as plants and animals.
- ☆ Sort animals by groups according to different characteristics.
- ☆ Discover characteristic of the following groups: mammals, birds, fish, reptiles, amphibians and insects.
- ☆ Study the life cycle of living things.
- ☆ Match animal babies to their parents.
- ☆ Understand what an animal needs from its environment in order to survive including

air, water, food, and shelter.

- ☆ Understand what special features and adaptations animals have to help them survive in different kinds of environments.
- ☆ Understand how animals and plant depend on one another.
- ☆ Define ecosystem.
- ☆ Begin to understand food webs.

Plants

- ☆ Observe different characteristics between plants that allow us to tell them apart including leaf size and shape, flowers, color, height, seeds, etc.
- ☆ Identify common trees and flowers.
- ☆ Understand the different types of leaves.
- ☆ Classify trees as deciduous or evergreen.
- ☆ Classify food as fruit or vegetable.
- ☆ Match plants to their habitat.
- ☆ Identify plant adaptations that help them not to be eaten by animals or to survive in their environment.
- ☆ Understand the uses for plants.
- ☆ Understand of the needs of a variety of different plants: air, water, light, space.
- ☆ Determine the job of each part of the plant.
- ☆ Identify the ways seeds are spread.
- ☆ Understand that some plants grown without seeds (carrot or potato).

Human Body

- ☆ Name all of the body parts listed on page 46 of Science Scope.
- ☆ Name the 5 senses.
- ☆ Identify taste buds and the parts of the tongue that respond to different types of taste.
- ☆ Know that sound travels through our ears.
- ☆ Name parts of the ear and tell what they do.
- ☆ Classify sounds by loud or soft, high or low, and pleasant or unpleasant.
- ☆ Observe that sound is caused by vibrations.
- ☆ Become familiar with the parts of the eye and what they do.
- ☆ Name types of teeth and what they do.
- ☆ Define cavities and the causes.
- ☆ Identify the skeleton and describe its functions.
- ☆ Classify muscles as voluntary or involuntary.
- ☆ Explain why we need exercise, proper hygiene, rest, proper food and clothing.
- ☆ Discover where our food comes from.
- ☆ Classify food as healthy or unhealthy and by food group.

Weather

- ☆ Understand the characteristics of weather conditions as sunshine, temperature, moisture and

wind.

- ☆ Learn weather terms on page 70 of Science Scope.
- ☆ Observe characteristics of wind.
- ☆ Look for weather signs and make weather predictions.
- ☆ Experiment with the water cycle and evaporation and condensation.
- ☆ Observe and relate the readings of a thermometer to hot or cold.

The Land

- ☆ Understand the earth composition and the different types of land and water surfaces.
- ☆ Understand why rocks and soil are useful.
- ☆ Practice classification of different rocks.
- ☆ Identify the composition of the earth as core, mantle and crust.
- ☆ Understand land and water as natural resources.
- ☆ Identify ways to conserve natural resources (e.g., reduce, reuse, recycle, find alternatives).

Solar System

- ☆ Understand our location in the solar system.
- ☆ Understand how the solar system relates to our calendar year and concepts of day and night.
- ☆ Understand how gravity as a pull of the Earth that holds us down so we don't fall off.
- ☆ Understand the sun is a star and that stars always shine.

Physical Science

- ☆ Discover force as how things move
- ☆ Know what force is (push and pull).
- ☆ Know about different types of force
- ☆ Understand why or why not more or less force is needed in certain circumstances
- ☆ Discover objects that float
- ☆ Discover how water affects the weight of things
- ☆ Discover how water is a force that can help get work done (water wheel)
- ☆ Discover how air is a force that can help get work done (windmill)
- ☆ Identify common objects as simple machines and understand how they make a job easier
- ☆ Experiment with different types of simple machines
- ☆ Discover sources and uses of heat
- ☆ Describe the differences in the properties of solids and liquids.
- ☆ Explain the properties of matter

Art

Art Appreciation:

- ☆ Become familiar with how history, culture and an artists personal experiences can influence art, music or theater.
- ☆ Be exposed to a variety of artistic experiences.

- ☆ Develop an awareness of art as an avocation and profession.
- ☆ Understand that there are various purposes for creating works of art.
- ☆ Begin to respond to, analyze, and make informed judgments about works in the arts.
- ☆ Discuss why they like or dislike specific expressions of art.

Art Application:

- ☆ Experiment with a variety of methods and media including paint, collage, markers, sculpture, etc.
- ☆ Use scissors, glue, paint, and other art materials with relative ease.
- ☆ Demonstrate responsible use of tools and materials.
- ☆ Experiment with a variety of handicrafts to discover a passion or interest that each child might like to develop further.

SCHOOL YEAR CALENDAR

AUGUST 2007

S M T W T F S

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

DECEMBER 2007

S M T W T F S

						1
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23	24	25	26	27	28	29
30	31					

APRIL 2008

S M T W T F S

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27	28	29	30			

SEPTEMBER 2007

S M T W T F S

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JANUARY 2008

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MAY 2008

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OCTOBER 2007

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FEBRUARY 2008

S M T W T F S

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JUNE 2008

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NOVEMBER 2007

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MARCH 2008

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JULY 2008

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Dates:

Weekly Theme:

Math Focus:

Language Focus:

Schedule:

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Specials:

- ☆ Art
- ☆ Cooking
- ☆ Science
- ☆ Exploration Day

Day 1	
TEACHER TIME	Spelling ☆ Spelling Pretest ☆ Write Missed Words in journal
	Reading ☆ Read aloud with mom.
	Language and Writing ☆ Language lesson with Mom: _____ _____
	Math ☆ Introduction to topic with Mom: _____ ☆ 2 pages of Mathematical Reasoning: _____
	Social Studies or Science ☆

Day 1	
INDEPENDENT WORK	Spelling
	Reading ☆ Explore the Code pg _____
	Language ☆ Write in journal
	Math ☆ Math Printable
	Social Studies ☆ ☆

Day 2	Day 3	Day 4
☆ Write spelling words alphabetically in journal from flash cards.	☆ Spelling pretest with tiles.	☆ Spelling test ☆ Put flashcards for any missed words into spelling box
☆ Read aloud with mom.	☆ Read aloud with mom.	☆ Read aloud with mom.
	☆ First Language Lesson with Mom	☆ Rewrite Meeting: Meet with Mom to edit one of your writings ☆ Write a neat final copy
☆ 2 pages of Mathematical Reasoning: _____	☆ 1 pages of Mathematical Reasoning: _____ ☆ Estimate of the week ☆ Puzzle	☆ 1 page of Mathematical Reasoning: _____ ☆ Flashcard Drills with graph
☆	☆	☆

Day 2	Day 3	Day 4
☆ Make flashcards of each spelling word.	☆ Do spelling word search.	
☆ Early Reading Comprehension pg_____		☆ Explore the Code pg_____
☆ Draw, Write Now ☆ Language printable.	☆ Write About Me pg_____	☆ Draw, Write Now ☆ Language Printable
☆ Pattern Blocks ☆ Math printable.	☆ Math printable.	☆ Math printable.
☆	☆	☆
☆	☆	☆

READING LOG

Title	Genre
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For "Genre", enter one of the following codes:

NF-Non Fiction
FT-Fairy Tale

F-Fiction
M-Myth

HF-Historical Fiction
L-Legend

M-Mystery
F-Fantasy

P-Poetry