Standard: 2-4: The students will demonstrate an understanding of the properties of matter and the changes the matter undergoes.

Indicators and Essentials:

2.4.1: Recall the properties of solids and liquids.
2.4.2: Exemplify matter that changes from a solid to a liquid and from a liquid to a solid.
2.4.3: Explain how matter can be changed in ways such as heating or cooling, cutting or tearing, bending or stretching.
2.4.4: Recognize that different materials can be mixed together and then separated again.

Note – You may want to use any workbook pages from the Reading Support and Homework workbook and/or Success with S.C.’s Supporting Documents that have not been completed. These can be used as morning reviews and graded as daily grades if you want. RS 34 – 49 (pick and choose) Success – 37 - 44

Monday: Review the vocabulary picture cards.
Review for the unit test on matter, which will be Thursday.
1. Complete “Why Does Matter Matter?” review sheet. (You may want to let partners work together and then check it as a whole group, or you can complete the entire sheet together.
2. Go over homework sheet “What’s the Matter?” Give it out today and it will be due on Wednesday. (2 days to complete for a minor assessment.)
3. Distribute the study Guide for the matter unit. Remind students that if it is signed, then 3 point will be added to their unit test grade.
4. Refer to the last page of these plans for “essentials” which will be tested.

Assessment: Circulate and check that students are completing #1 above correctly.

Tuesday: Review the vocabulary picture cards.

1. Review for unit test. (Refer to the essentials on last page of plans.)
2. Use SMARTBoard review lesson on the three states of matter.
3. Students will complete the cut and paste activity on the 3 states of matter for a minor assessment class work grade.
4. Remind students that their homework is due tomorrow.

Assessment: Observe student responses for accuracy and grade the cut/paste matching activity.
**Wednesday:** Review the vocabulary picture cards.

1. Review how solids may change to liquids.
2. Review how liquids may change to solids and to gases.
3. Students will observe liquids changing to solids today by completing the AIMS “Making ice cream” activity. Discuss results and relate to changing the states of matter.
4. If time, watch Brainpop on states of matter.

**Materials:** gallon zip lock bags, pint zip lock bags, vanilla, rock salt, sugar, whole milk, ice, and plastic spoons.

**Assessment:** Students will write about the experiment and the states of matter observed and the changes observed. The writing will be on an ice cream shaped paper.

**Thursday:**
1. Review for unit test by choosing from the following:
   a. Going over Wednesday’s homework
   b. Using the SMARTboard matter review
   c. Looking over the study guide
   d. Playing a review game such as SMARTboard football, tic tac toe, or shoot the hoop review.
2. Give the unit test on “Matter.”

**Friday:**
1. Use Stations 2, 4, and 5 cards from AIMS “Separation Stations” (Only make one per class.)
2. Follow the directions on each of the cards to make the mixtures and answer the question cards on separating the mixtures.
3. Discuss the results.

**Materials:** AIMS cards 2,4,5, powdered sugar, powdered milk, creamy peanut butter, corn syrup, zip lock bag, measuring cups and spoons, magnet, iron-fortified cereal, water, oil, jar with lid, vinegar, plastic tub.
Listed below are the “essentials” from the South Carolina standards that should be reviewed before the unit test.

2.4.1 - It is essential for students to know the properties of solids and liquids.  
**Liquid**  
- A liquid is a form of matter that does not have its own shape.  
- A liquid takes the shape of the container it is in.  
- A liquid can flow, be poured, or spilled.  
- A liquid can change to a solid by freezing, for example, water to ice cubes.  
**Solids**  
- A solid is the only form of matter that has its own shape.  
- Some examples of solids are a chair, a rock, or a table.  
- Some properties of solids are color, shape, size, weight, texture, sinks, floats, hardness, and magnetism.

2.4.2 - It is essential for students to know that matter can change from a solid to a liquid and a liquid to a solid.  
**Solid to a liquid**  
- By heating—for example solid butter, chocolate, popsicles, or ice cream will melt into a liquid when heat is added.  
**Liquid to a solid**  
- By cooling—for example melted wax will harden into the shape of its container when heat is removed.

2.4.3 - It is essential for students to know that matter can be changed in many different ways.  
**Heating** For example, when you heat butter, it melts  
**Cooling** For example, when you cool water, it freezes to ice  
**Cutting** For example, when you cut meat, it changes from one piece to many pieces  
**Tearing** For example, when you tear paper, it changes from one piece to many pieces  
**Bending** For example, when you bend metal, it changes shape like bending a paperclip could make it straight instead of curvy  
**Stretching** For example, when you stretch modeling clay, it becomes thin

2.4.4 - It is essential for students to know that materials can be mixed together and then separated again.  
- For example, a salad may contain lettuce, tomatoes, and cucumbers. The ingredients can be mixed all together and then separated out again.  
- Another example may be taking a handful of different coins or buttons and separating them out into the individual types of coins or buttons.
Reading Mini-Lesson Plans  
Week: December 10-14

Standards:
- **L.2.4a** Use sentence-level context as a clue to the meaning of a word or phrase.
- **SL.2.3** Ask and answer questions about what a speaker says, in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **RL.2.10** By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RF.2.3a** Recognize and read grade-appropriate irregularly spelled words.
- **RF.2.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- **RF.2.4b** Read grade-level text orally with accuracy, appropriate rate, and expression

**We will be reviewing and preparing for Unit 2 Benchmark this week.**

**Monday:**
1. Review text and graphic features
2. Review plural nouns
3. Common final blends nd, ng, nk, nt, ft, xt, mp
4. Introduce spelling words: *ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, hundred, thousand, million*

**Tuesday:**
1. Review drawing conclusions
2. Review proper nouns
3. Review double consonants and ck endings
4. Review the weekly spelling words using word sort activity.

**Wednesday:**
1. Review main idea and details
2. Review verbs
3. Review consonant diagraphs (th, sh, wh, ch, tch, ph) and base words and endings (-s, -ed, -ing)
4. Review the weekly spelling words using word sort activity.

**Thursday:**
1. Review character and fact and opinion
2. Review verbs in the present, past, and future
3. Review base words and endings –ed, -ing and contractions
4. Take part one of the Benchmark test
5. Give the weekly spelling test.

**Friday:**
1. Teacher will administer the second section of the Unit 2 Benchmark test.
2. Complete the writing benchmark.

**Writing Plans**
Charlesworth, Cochran, Lambright, Wimmer

**Standards:**

**W.2.1** – Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

**W.2.5** – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

3. **L.1.2** – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Use end punctuation for sentences.

**REVIEWING** Conventions learned from Traits Writing
We will focus all week on Prewriting, Drafting, Revising and Editing

**Monday** –
*We will do a review of Prewriting and start with Christmas Reindeer Writing.
*The students will review punctuation marks, capitalizing sentences and sentence structure.
*The students can use the Editor’s Checklist to correct their work.
*Use worksheets to practice reviewing these skills. (see attached)

**Tuesday** –
*We will work on Drafting their Christmas reindeer writing.
*The students will continue to work on their writing piece, making revisions as needed.
*The students will also review subjects and predicates, nouns and verbs.
*Use worksheets to practice these skills. (see attached)

**Wednesday** -
*The students will Revise and Edit their work as needed.
*The students will continue to work on their Christmas reindeer Writings.

**Thursday** -
*The students will take the Writing Benchmark today.

**Friday** –
The students will Publish their Christmas Reindeer Writing they have been working on this week.

**Math Lesson Plans**
Charlesworth, Cochran, Lambright, Wimmer
December 10th – 14th

Common Core Standards:

2. MD. 1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2. MD.2 Measure the length of an object twice, using length unit of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
2. MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.
2. MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of standards length unit.
2. MD.5 Use addition and subtraction within 100 to solve words problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with symbols for the unknown number to represent the problem.
2. MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole number units.

**Monday:** Using Centimeters
1) Watch BrainPop Video-
http://www.brainpopjr.com/math/measurement/centimetersmeterskilometers/
2) Model measuring Lengths in Centimeters.
   a. Note that U.S., Burma, Libya are the only countries in the words that don't fully use the metric measurement system
3) Distribute the Cotton Ball toss activity sheet to all students.
4) The students will complete the activity sheet with guidance from the teacher.
5) Whole group discussion- What do you notice about inches and centimeters

***Prepare meter length strings for Tuesday's lesson.

**Tuesday:** Gummy Worm Stretch
1) Complete the Gummy Worm Stretch Activity
2) Distribute Meter strings and meter string homework paper
3) Read *Jim and the Beanstalk.*
4) Divide students into small groups. Give each group a large sheet of colored butcher and assign them a “Part” of the giant to create. (groups' assignments: head, torso/shirt, legs/pants, hands, shoes)
5) Attach all the parts to create a “Giant.” Measure each section and record results in cm and in. (yards and meters may be used also.)
6) Display in the hall.

**Wednesday:**
1) Explore the Meter Stick
   a. This can be done in small groups or in a whole group discussion
   b. Students need to notice that there are 100 centimeters in a meter
2) Students (partners or small groups) will measure the length of the classroom. Each group will record their data in meters and centimeters on separate post it notices and place it on the class number plots. Use the dual page display on SMARTBoard to show both number plots at one time.
3) 

**Thursday:** Centimeters and Meter Word Problems
1) The teacher will model how to solve word problems with meters and centimeters
2) The students will practice solving centimeter and meter word problems

Students will finish unfinished classwork for homework

**Friday:** Adding and Subtracting Measurements
1) Complete SMARTBoard Lesson on when it is important to add and subtract measurements.
   a. Introduce perimeter of objects
2) Use Math expressions pages from chapter 2 that cover perimeter.
3) Students will complete practice page may be used for daily grade.

Send home Measurement Journal Template as study guide for test.