**Weekly Lesson Plans**

**Teacher:Earle/Hamid**

**Week of: 9/15/14**

**Subject: Math**

**CCSS/GLCE:\_\_NBT2**  **Count within 1000; skip-count by 5s, 10s, and 100s.**

**\_\_\_\_\_NBT 3\_Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.**

**NBT 4\_Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols.**

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| **Content**  **Objective:** | I can demonstrate knowledge of patterns by completing a 100 chart. | I can apply knowledge of addition by converting 2 numbers into an addition problem and determine the sum. | I can demonstrate knowledge of the variety of ways a number can be written by identifying the various forms on my whiteboard. | I can demonstrate analysis of two three digit numbers based on meanings of hundreds, tens, and ones by comparing the numbers using >, <, = on a whiteboard. | I can demonstrate analysis of two three digit numbers based on meanings of hundreds, tens, and ones by comparing the numbers using >, <, = in my math notebook |
| **Language**  **Objectives:** | I can describe patterns in a 100 chart to my partner using the stem: One pattern I noticed is\_\_\_\_\_\_ another pattern I noticed is\_\_\_\_\_\_\_\_\_. | I can orally explain the sum of 2 numbers to my pair share buddy by using the stem:  The two numbers in my addition problem were\_\_\_\_ the sum of the two numbers is\_\_\_\_\_. | I can explain why different numbers can be shown in a variety of ways to my partner by using the stem: The number \_\_\_ can be shown by\_\_\_\_\_\_ and \_\_\_\_\_\_\_. | I can define greater than, less than, and equal two symbols to my pair share buddy. | I can give examples of three digit numbers that are < > = by using the stem: This number is \_\_\_ than this number because \_\_\_\_\_\_\_\_\_ |
| **Dolch Words**/**Content Vocabulary:** | Addition, compare,  Note: 100-200 chart  Number grid promethean | Number grid, compare  Note: Dice- whiteboards roll and compile | Equivalent names,  Note: Dice, roll, form, show | Greater than, less than, equal to  Note: LO PRE CO | Greater than, less than, equal to |

**Weekly Lesson Plans**

**Teacher:Earle/Hamid**

**Week of:**

**Subject: Reading**

**CCSS/GLCE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_RF 2.4 a\_** **Read on-level text with purpose and understanding.**

**\_Rf 2.4 b\_Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.**

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**\_RI\_2.4\_Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.**

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| **Content**  **Objective:** | I can demonstrate voracious reading by increasing my time reading during daily 5. | I can demonstrate how to retell a story by recalling and restating the story | I can demonstrate a connection between my prior knowledge and the text | I can practice how to choose books that are a a good fit for my reading ability | I can demonstrate my predictions by summarizing the meaning of a story |
| **Language**  **Objectives:** | I can describe the meaning of voracious reading to my partner by using the stem:  Voracious reading is\_\_\_\_\_ | I can retell a story in order with my elbow buddy | I can orally describe the connection between my prior knowledge and text using the stem: The One connection I made between my prior knowledge and the text is\_\_\_\_\_\_\_\_ | I can explain the steps to choosing a good fit book to my pair share buddy by using the stem:  You choose a good fit book by \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_. | I can discuss the meaning of a story through my predictions in my writing journal. |
| **Dolch Words**/**Content Vocabulary:** | Voracious reading, vocabulary, | Read to Someone- | Prior, knowledge, connection |  | Predict, confirm, meaning |

**Weekly Lesson Plans**

**Teacher:Earle/Hamid**

**Week of:**

**Subject: Writing**

**CCSS/GLCE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_W2.3\_\_** **Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions**

**\_\_W2.5\_With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**

**\_W2.8\_Recall information from experiences or gather information from provided sources to answer a question.**

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| **Content**  **Objective:** | I can write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | I can write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | I can with guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | I can with guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | I can with guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| **Language**  **Objectives:** | I can begin to plan and write a personal narrative, focusing on a good beginning to my story. | I can continue to write my narrative and focus on a good middle to my story. | I can continue to write my narrative, focusing on voice, and beginning to create a good ending. | I can edit, revise and publish my narrative | I can continue to edit, revise and publish my narrative. |
| **Dolch Words**/**Content Vocabulary:** | Narritive, sequence, temporal words | Personal Narritive | Topic, revise, edit | Topic, Revise, edit, publish | Topic, Revise, edit, publish |

**Weekly Lesson Plans**

**Teacher:Earle/Hamid**

**Week of:**

**Subject: Science**

**CCSS/GLCE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Content**  **Objective:** |  | I can demonstrate knowledge of what a scientist is by describing what a scientist does. |  | I can demonstrate knowledge of the scientific method by listing the steps on my white board. |  |
| **Language**  **Objectives:** |  | I can describe the role of a scientist using the sentence stem: I think the role of a scientist is \_\_\_\_\_\_ and \_\_\_\_\_. |  | I can discuss the scientific method with my team using the scientific sort organizer. |  |
| **Dolch Words**/**Content Vocabulary:** |  |  |  | Scientific process  Note; sort to cut out |  |
|  |  | You tube video, science book |  | Journal, scientific process |  |

**Weekly Lesson Plans**

**Teacher:Earle/Hamid**

**Week of:**

**Subject: Social Studies**

**CCSS/GLCE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| 2-G2.0.1-0.2 | Compare the physical and human characteristics of the local community with other communities |

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| **Content**  **Objective:** |  |  | I can demonstrate knowledge of families by labeling a +drawing of my family. |  | I can demonstrate knowledge of community by labeling a drawing of my community. |
| **Language**  **Objectives:** |  |  | I can orally list the members of my family to my pair share buddy by using the sentence stem: “The members of my family are\_\_\_\_\_\_\_” |  | I can orally list the special places of my community to my pair share buddy by using the sentence stem: “The special places of my family are\_\_\_\_\_\_\_” |
| **Dolch Words**/**Content Vocabulary:** |  |  | Family, demonstrate, basic needs,  Note: frame |  | Community, government, characteristics (human, physical)  Note: bubble map |

**Weekly Lesson Plans**