**Weekly Lesson Plans**

**Teacher:Earle/Hamid**

**Week of: 9/29/14**

**Subject: Math**

**CCSS/GLCE:\_\_\_\_ 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 skip counting by highlighting numbers by 2’ on my number grid. | I can demonstrate comprehension of skip counting by predicting what numbers are missing on a number grid. | I can demonstrate knowledge of making three digit numbers using 3 flashcards and ordering the numbers from least to greatest. | I can demonstrate application of number words by converting 10 number words to numbers. | No school |
| **Language**  **Objectives:** | I can orally state to my buddy skip counting by 2’s using the stem: If I start at 20 the next three numbers will be \_\_\_, \_\_\_\_, and \_\_\_\_\_. | I can state the missing number on a number grid by using the stem: The missing numbers are \_\_\_\_, \_\_\_\_, \_\_\_\_\_,\_\_\_\_\_, \_\_\_\_\_. | I can explain how the numbers are in order (place value) from least to greatest in my math journal. | I can read my number cards and justify why the words and numbers are together to my pair share. |  |
| **Dolch Words**/**Content Vocabulary:** | Base ten block, greater than, less than, digits, cube, flat, long. Place value | Base ten block, greater than, less than, digits, cube, flat, long, place value  Notes: Blank grid with sections highlighted. | Base ten block, greater than, less than, digits, cube, flat, long, place value  Note: base ten day, hand out flashcards | Base ten block, greater than, less than, digits, cube, flat, long, place value  Note: cut out and glue into journal/use #’s 100-1000 |  |

**Weekly Lesson Plans**

**Teacher:Earle/Hamid**

**Week of: 9/29/14**

**Subject: Reading**

**CCSS/GLCE:\_ RF 2.4\_ Read with sufficient accuracy and fluency to support comprehension.**

**\_RF 2.4a\_\_Read on-level text with purpose and understanding.**

**RF 2.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Content**  **Objective:** | I can demonstrate application of following discussion rules by demonstrating two ways to participate in a group discussion to my partner. | I can demonstrate application of reading with expression by experimenting with two different books and reading them with a partner. | I can demonstrate application of reading at an appropriate rate by demonstrating how to read sentences containing (. , !) with a partner. | I can demonstrate application of reading with expression by modeling how the author would read the text using two books. | I can demonstrate application of using pictures to help with meaning from the text by demonstrating to a partner two things I notice from the illustration. |
| **Language**  **Objectives:** | I can orally state 2 group discussion rules to my partner using the stem: One way to follow group discussion rules is\_\_\_\_\_ another way is\_\_\_\_\_\_\_. | I can read two different books using good expression and rate. | I can read a sentence, using my finger as an indicator of how my voice changes while reading sentences containing (.,?!) | I can read a text to a friend the way the author would say it. | I can orally explain to my partner how the picture helps me to gain meaning from the text using the picture provided by the teacher. |
| **Dolch Words**/**Content Vocabulary:** | Group discussion, listen, | Read with expression, rate | Rate, | expression | Text, meaning |

**Weekly Lesson Plans**

**Teacher:Earle/Hamid**

**Week of: 9/29/14**

**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 demonstrate application of prewriting by brainstorming with my pair share to generate a list of ideas | I can demonstrate application of drafting by using my brainstorm list to continue my writing. | I can demonstrate application of revising by applying suggestions of others’ to revise my writing. | I can demonstrate application of editing by using the symbols for editing to make changes. | No school |
| **Language**  **Objectives:** | I can begin to prewrite my narrative by completing the following sentence stem: On my brainstorm I included these ideas\_\_\_\_\_\_, \_\_\_\_\_\_, and \_\_\_\_\_\_. | I can write a three sentence paragraph by including details from my brainstorm. | I can orally share my writing with a partner by using the sentence stems. “Can you tell me more about \_\_\_?” “Who, where, what, why, how” | I can read and record changes that should be made to my writing by using editing marks. |  |
| **Dolch Words**/**Content Vocabulary:** | Writing process, brainstorming, prewriting, drafting, editing, revising, publishing | Writing process, brainstorming, prewriting, drafting, editing, revising, publishing | Writing process, brainstorming, prewriting, drafting, editing, revising, publishing | Writing process, brainstorming, prewriting, drafting, editing, revising, publishing |  |

**Weekly Lesson Plans**

**Teacher:Earle/Hamid**

**Week of: 9/29/14**

**Subject: Science**

**CCSS/GLCE:\_\_** **P.PM.02.12\_\_** **Describe objects & substances according to their properties (color, size, shape, texture, hardness, liquid or solid)\_**

**S.IP.02.14**

**Manipulate simple tools (ruler, meter stick, measuring cups, hand lens, thermometer) that aid observation and data collection.**

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| **Content**  **Objective:** |  | I can demonstrate knowledge of science tools by listing what the use is for the tool. |  | I can demonstrate application of measuring items by providing 8 measurements of objects found around the classroom on my science paper. | No school |
| **Language**  **Objectives:** |  | I can orally ask questions to my pair share buddy about science tools and what we will use them for this year by using the stem: This year we will use this science tool to \_\_\_\_\_\_\_\_\_\_. |  | I can give examples to my pair share buddy different ways I measured the same item using the stem: One way I measured my \_\_ was\_\_\_\_, another way I measured my \_\_\_\_\_ was \_\_\_\_\_\_\_. |  |
| **Dolch Words**/**Content Vocabulary:** |  | Note: students explore tools, fold paper into 4 rec., draw item, describe what it would used for… possible KWL at the end |  | Note: student will measure using paper clips, post its, rulers, tape measures, etc. to measure 8 items 9folded paper. |  |

**Weekly Lesson Plans**

**Teacher:Earle/Hamid**

**Week of: 9/29/14**

**Subject: Social Studies**

**CCSS/GLCE:\_\_\_\_2E204**

**Describe how land use, along with human, natural, and capital resources are needed for a good or service in a community**

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| **Content**  **Objective:** |  | I can demonstrate knowledge of human and natural characteristics by identifying 5 characteristics of each. |  | I can demonstrate knowledge of human and natural characteristics by classifying objects into a t-chart. | No school |
| **Language**  **Objectives:** |  | I can explain the difference between human and natural characteristics by using the stem: A natural characteristic is \_\_\_\_\_ \_\_\_ \_\_\_\_\_ and a human characteristic is \_\_\_\_ \_\_\_\_\_. |  | I can give examples of human and natural characteristics using the sentence stem: One example of a human characteristic is \_\_\_\_\_, one example of a natural characteristic is \_\_\_\_\_\_\_\_. |  |
| **Dolch Words**/**Content Vocabulary:** |  | Human and natural characteristics sort/give 5 minutes and see who can come up with the most |  |  |  |

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