**Weekly Lesson Plans**

**Teacher:Earle/Hamid**

**Week of: 9/22/14**

**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.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | M | T | W | TH | F |
| **Content****Objective:** | I can demonstrate knowledge of number sequence by identifying missing numerals on a number line. | I can demonstrate knowledge of skip counting by using base ten blocks.  | I can demonstrate knowledge of reading and writing numbers up to 1000 by recording ten number combinations and sums. | I can demonstrate knowledge of skip counting using 10, and 100 by identifying 5 combinations given by the teacher. | I can demonstrate knowledge of skip counting using 1, 5, 10, and 100 by identifying 5 combinations given by the teacher. |
| **Language** **Objectives:** | I can state to my pair share the numbers missing on a number line using a sentence stem: The missing numbers on the number line are \_\_\_\_, \_\_\_\_, and \_\_\_. | I can orally share with my pair share buddy the totals of five different base ten block combinations using the sentence stem: One of my combinations was\_\_\_\_\_.  | I can explain my sums in sequence from greatest to least using the sentence stem: The order of my sums are \_\_\_, \_\_\_, \_\_\_, \_\_\_, \_\_\_, \_\_\_, \_\_\_, \_\_\_, \_\_\_, \_\_\_.  | I can orally share with my pair share buddy the totals of five different number combinations using the stem: One of my number combinations was \_\_\_\_\_\_, another combination I used was\_\_\_\_\_\_\_\_. | I can orally share with my pair share buddy the totals of five different combinations using the sentence stem: One of my combinations was \_\_\_\_\_, another combination I used was\_\_\_\_.  |
| **Dolch Words**/**Content Vocabulary:** | Sequence, number line, skip counting, number grid(1.1distribute math bags) | Sequence, number line, skip counting, number grid (1.2 /tool bag) | Sequence, number line, skip counting, number grid (1.4 practice math flash cards with a buddy, & addition top it ) | Sequence, number line, skip counting, number grid | Sequence, number line, skip counting, number grid |

**Weekly Lesson Plans**

**Teacher:Earle/Hamid**

**Week of: 9/22/14**

**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.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | M | T | W | TH | F |
| **Content****Objective:** | I can demonstrate application of reading fluency by applying my knowledge of letter sounds and chunks in my good fit book.  | I can demonstrate knowledge of pre-primer dolch words by highlighting the words in a story.  | I can demonstrate knowledge of reading strategies by recognizing if the pictures and words match in my good fit book.  | I can demonstrate application of reading fluency by ordering the events of my story in my work on writing notebook.  | I can practice how to choose books that are a good fit for my reading ability by choosing appropriate books in my book box. |
| **Language** **Objectives:** |  | I can read dolch words using my pre-primer list with my pair share buddy. | I can explain how my pictures and words match to my pair share buddy by using the stem: This picture matches the words in the book because\_\_\_\_\_\_\_ | I can orally state the events of my story using my entry in my wow notebook to my partner using the stem: The events of my story are\_\_\_\_\_\_\_. | 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 \_\_\_\_\_\_\_. |
| **Dolch Words**/**Content Vocabulary:** | Letters words fluency | DOLCH sight words  | Charts, graphs, maps, match | Re read, text, accurately, expression | Good fit ability |

**Weekly Lesson Plans**

**Teacher:Earle/Hamid**

**Week of: 9/22/14**

**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.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | M | T | W | TH | F |
| **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. 2.nbt.4 | 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.  | I can demonstrate application of publishing by developing a published piece. |
| **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.  | I can write a paragraph by using my structured draft writing.  |
| **Dolch Words**/**Content Vocabulary:** |  |  |  |  |  |

**Weekly Lesson Plans**

**Teacher:Earle/Hamid**

**Week of: 9/22/14**

**Subject: Science**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | M | T | W | TH | F |
| **Content****Objective:** |  | I can demonstrate knowledge of properties by completing a brainstorm of how to identify properties using your 5 senses on a graphic organizer  |  | I can demonstrate observational skills by taking notes of an outside observation and sharing them with my table group. |  |
| **Language** **Objectives:** |  | I can orally describe how to use my 5 senses to identify properties to my pair share buddy by using the stem: One way to identify property is\_\_\_\_\_ another way is\_\_\_\_\_\_\_\_ |  | I can orally explain 3 observations I collected to my pair share buddy using the stem: I observed \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_ while I was outside.  |  |
| **Dolch Words**/**Content Vocabulary:** |  | Senses, properties, observation |  | Observation |  |

**Weekly Lesson Plans**

**Teacher:Earle/Hamid**

**Week of: 9/22/14**

**Subject: Social Studies**

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

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

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | M | T | W | TH | F |
| **Content****Objective:** |  |  | I can demonstrate comprehension of communities by explaining what a community is to my partner. |  | I can demonstrate comprehension of different kind’s communities by listing the differences on a tree map.  |
| **Language** **Objectives:** |  |  | I can write a letter to my partner telling them about my community using the stem: In my community you will find\_\_\_\_\_\_\_\_\_. |  | I can orally explain how communities are different to 3 classmates by using the stem: One way communities are different is\_\_\_\_\_ another way communities are different is\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Dolch Words**/**Content Vocabulary:** |  |  | Community,  |  | Community, differences, urban, rural, suburb, local |

**Weekly Lesson Plans**