**Weekly Lesson Plans**

**Teacher:Earle/Hamid**

**Week of: 10/20/14**

**Subject: Math**

**CCSS**

**2.OA.1 Represent and solve problems involving addition and subtraction**

**2.OA.2 Add and subtract within 20**

**2.OA.3 work with equal groups of objects to gain foundations for multiplication – Determine whether a group of objects (up to 20) has and odd or even number of members**

**2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.**

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| **Content**  **Objective:** | I can demonstrate comprehension of place value by explaining to my pair share the place value of 5 different three digit numbers. (470, 291, 789, 123, 402) | I can demonstrate knowledge of solving 5 one step story problems by defining the important numbers in the story problem. | I can demonstrate comprehension of one step story problems by giving 3 examples of a one-step story problem to my pair share buddy on my white board. | I can demonstrate knowledge of solving 5 two-step story problems by defining the important numbers in the story problem. | I can demonstrate comprehension of two step story problems by giving 3 examples of a two-step story problem to my pair share buddy. |
| **Language**  **Objectives:** | I can write in my math journal to describe the place values of a number by using the sentence stem: The place value of the number 8 in the number 481 is \_\_\_\_. I know this because \_\_\_\_\_\_. | I can write in my math journal to report the important numbers in a one-step story problem using the sentence stem: The important numbers in the story problem are \_\_\_ and \_\_\_, the answer is\_\_\_\_. | I can orally ask questions of my pair share about the one step story problem presented using the sentence stem: How would you solve the story problem listed? | I can write in my math journal to report the important numbers in a two-step story problem using the sentence stem: The important numbers in the story problem are \_\_\_ and \_\_\_ and \_\_\_\_. | I can orally ask questions of my pair share about the two step story problem presented using the sentence stem: How would you solve the story problem listed? |
| **Dolch Words**/**Content Vocabulary:** | Represent, solve, story problem, addition, subtraction, place value, hundreds, tens, ones, sum, difference | Represent, solve, story problem, addition, subtraction, place value, hundreds, tens, ones, sum, difference | Represent, solve, story problem, addition, subtraction, place value, hundreds, tens, ones, sum, difference | Represent, solve, story problem, addition, subtraction, place value, hundreds, tens, ones, sum, difference | Represent, solve, story problem, addition, subtraction, place value, hundreds, tens, ones, sum, difference |

**Weekly Lesson Plans**

**Teacher: Earle/Hamid**

**Week of: 10/20/14**

**Subject: Reading**

**CCSS/GLCE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SL1.1 participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small groups.**

**SL2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or though other media.**

**SL2.6 produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification**

**SL2.7\_use information gained from the illustration and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**

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| **Content**  **Objective:** | I can demonstrate application of following discussion rules by demonstrating two ways to participate in a group discussion. | 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 will listen and demonstrate understanding of participating in a group discussion by orally stating the rules to a partner. | 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: 10/20/14**

**Subject: Writing**

**CCSS/GLCE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_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 9eg., 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.**

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| **Content**  **Objective:** | I can demonstrate knowledge of writing an opinion piece by stating what an opinion is and stating my opinion about The “Time For Kids” Article, Should kids under age 14 play contact sports? ” | I can demonstrate comprehension of writing an opinion piece by stating at least two reasons to explain my opinion. | I can demonstrate application of drafting by orally continuing and elaborating on my writing giving two reasons for my opinion. | I can demonstrate application of revising by applying 2 suggestions of others’ to revise my writing. | I can demonstrate application of revising by applying 2 suggestions of others’ to revise my writing. |
| **Language**  **Objectives:** | I can orally define what an opinion is to my pair share buddy using the stem: An opinion means \_\_\_\_\_\_\_\_\_\_\_\_\_ | I can orally state two reasons to support my opinion piece to my pair share buddy using the stem: One reason for my opinion is \_\_\_\_\_\_\_ another reason is\_\_\_\_\_\_\_\_\_\_. | I can orally explain the drafting process to my pair share buddy using the stem: When drafting first\_\_\_\_\_\_\_\_\_, then\_\_\_\_\_\_\_\_\_\_\_\_, next\_\_\_\_\_\_\_\_\_\_\_. | I can orally suggest 2 revisions to my partners draft using the stem: One revision is \_\_\_\_\_\_\_\_\_\_\_, another revision is \_\_\_\_\_\_\_\_\_\_\_\_. | I can orally suggest 2 revisions to my partners draft using the stem: One revision is \_\_\_\_\_\_\_\_\_\_\_, another revision is \_\_\_\_\_\_\_\_\_\_\_\_. |
| **Dolch Words**/**Content Vocabulary:** | Opinion  Fact  Reasons  Closing sentence  Paragraph | Opinion  Fact  Reasons  Closing sentence  Paragraph | Opinion  Fact  Reasons  Closing sentence  Paragraph | Opinion  Fact  Reasons  Closing sentence  Paragraph | Opinion  Fact  Reasons  Closing sentence  Paragraph |

**Weekly Lesson Plans**

**Teacher:Earle/Hamid**

**Week of: 10/20/14**

**Subject: Science**

**CCSS/GLCE:\_S.IP.02.13- Manipulate simple tools to determine the volume of liquids (measuring cups and measuring spoons.\_\_\_ S.IP.02.12 Generate questions based on observations of objects according to their properties and of single substances and mixtures.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Content**  **Objective:** |  | I can demonstrate application of simple charts and graphs by constructing a chart using my measurement data. |  | I can demonstrate knowledge of the volume of liquids by using measuring cups and spoons to determine 3 volumes in my science notebook. |  |
| **Language**  **Objectives:** |  | I can orally ask and answer questions about my simple graph using the stem: My two shortest items were\_\_\_\_\_\_\_\_ I know this because\_\_\_\_\_\_\_. My two longest items were\_\_\_\_\_ I know this because\_\_\_\_\_\_\_\_. |  | I can orally state 3 volumes of liquids from my science notebook to my pair share buddy using the stem: One measurement from my data was\_\_\_\_\_\_, another measurement from my data was \_\_\_\_\_\_, another measurement from my data was\_\_\_\_\_\_\_\_\_\_\_\_. |  |
| **Dolch Words**/**Content Vocabulary:** |  |  |  |  |  |

**Weekly Lesson Plans**

**Teacher:Earle/Hamid**

**Week of: 10/20/14**

**Subject: Social Studies**

**CCSS/GLCE:\_\_\_** **2-C1.0.1 Explain why people form governments \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Content**  **Objective:** |  |  | I can demonstrate knowledge of how our community government keeps people safe by listing examples in my social studies notebook. |  | I can demonstrate comprehension of why people form governments in my community by explaining the parts of my local government on my graphic organizer. |
| **Language**  **Objectives:** |  |  | I can orally give examples of three ways our community government keeps us safe to my pair share buddy by using the stem: One way the community government keeps us safe is\_\_\_\_\_\_, another way is\_\_\_\_\_\_\_, finally \_\_\_\_\_\_\_. |  | I can orally restate why people form governments after listening to my partners explanation from their graphic organizer using the stem: I just heard you say that the parts of my local community government are\_\_\_\_\_ |
| **Dolch Words**/**Content Vocabulary:** |  |  | Use Atlas Rubicon resources Unit 1- Lesson 3-Post A Walk in Michelle’s Community on overhead. Discuss examples of safety |  | Visit City of Dearborn site- show mayor, fire, police |