**Weekly Lesson Plans**

**Teacher:Earle/Hamid**

**Week of: 12/1/14**

**Subject: math**

**CCSS/GLCE:\_2.nbt.5 – fluently add and subtract within 100 using strategies based on place value, properties of operations, and or the relationship between addition and subtraction, 2.md.8 – solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and cent symbols appropriately., 2.oa.1 Use addition and subtraction within 100 to solve one and two step word problems involving situations of adding to, taking from , putting together, taking apart, and comparing, with unknowns in all positions. 2.md.6 – represent whole numbers as lengths from 0 on a number line diagram with equal spaced points corresponding to the numbers0,1,3…, and represent whole number sums and differences within 100 on a number line diagram.**

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|  | M | T | W | TH | F |
| **Content****Objective:** |  | Math review | Math unit 3 test | I can demonstrate knowledge of place value up to 100 by identifying the ones, tens and hundreds place of 4 three digit numbers. | I can demonstrate comprehension of adding numbers up to one hundred by explaining how I’ve added two digits numbers up to 100 to my pair share buddy. |
| **Language** **Objectives:** |  |  |  | I can orally explain how I know the ones, tens, and hundreds place to my pair share buddy. | I can write to solve questions to 3 addition problems by using the sentence stem: 27 + 42 = \_\_\_\_\_, 39 + 24 = \_\_\_\_\_\_, and 84 + 14 = \_\_\_\_\_.  |
| **Dolch Words**/**Content Vocabulary:** |  |  |  | Unit 4 (three weeks) One hundred chart, counting up, place value (ones, tens, hundreds) | One hundred chart, counting up, place value (ones, tens, hundreds) |

**Teacher:Earle/Hamid**

**Week of: 12/1/14**

**Subject: writing**

**CCSS/GLCE:\_Narrative 2.w.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W8 Recall information from experiences or gather information from provided sources to answer a question.**

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|  | M | T | W | TH | F |
| **Content****Objective:** | I can demonstrate application of a narrative by constructing a plan for my events of my narrative including a beginning, middle, and end. | I can demonstrate application of writing my narrative by completing my draft that includes a beginning, middle, and end. | I can demonstrate comprehension of details in my writing by adding 3 additional details to my writing | I can demonstrate comprehension of revising by listening to my pair shares read their story and ask 3 questions to help them revise their writing | I can demonstrate comprehension of editing by looking at my pair shares writing and making 3 suggestions for editing their writing. |
| **Language** **Objectives:** | I can orally describe a short sequence of events to my pair share buddy by completing the sentence stem: The first thing that happened was\_\_\_\_\_, the next thing that happened was \_\_\_\_\_\_, another thing that happened was \_\_\_\_\_, and finally \_\_\_\_\_\_. | I can write the beginning and middle of my narrative by completing the sentence stem: the opening sentence will be \_\_\_\_\_\_\_, the middle will include these three details \_\_\_\_\_\_, \_\_\_\_\_\_\_, and \_\_\_\_\_\_\_.  | I can orally explain to my pair share details I am adding to my writing by using the sentence stems. “Can you tell me more about \_\_\_\_\_?” (Who, where what why how) | I can write to elaborate on my writing by completing the sentence stem: Three details I will add are \_\_\_\_\_, \_\_\_\_\_\_\_, and \_\_\_\_.  | I can write to edit my writing by competing the sentence stem: Three items I will edit will be \_\_\_\_\_, \_\_\_\_, and \_\_\_\_\_.  |
| **Dolch Words**/**Content Vocabulary:** | narrative, sequence, events, details, revise, edit | narrative, sequence, events, details, revise, edit | narrative, sequence, events, details, revise, edit | narrative, sequence, events, details, revise, edit | narrative, sequence, events, details, revise, edit |
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**Teacher:Earle/Hamid**

**Week of: 12/1/14**

**Subject: reading**

**CCSS/GLCE RL5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action. RL 6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character.**

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|  | M | T | W | TH | F |
| **Content****Objective:** | I can demonstrate comprehension of how the beginning of a story introduces the story by listening to a story and explaining the beginning to my share pair buddy. | I can demonstrate comprehension of how a story ending concludes the action of a story by predicting what the ending will be in a story.  | I can demonstrate knowledge of point of view of a character by matching characters with a characters point of view. (Junie B. Jones, Mom, Dad, Ollie, etc.) | I can demonstrate comprehension of different voices of characters by giving an example from my reading group books. | I can demonstrate knowledge of the overall structure of a story by identifying the structure of a story with my pair share buddy (beginning, middle, characters, ending) |
| **Language** **Objectives:** | I can orally describe the beginning of 3 different stories completing the sentence stem: I know the beginning of the story is \_\_\_\_. | I can write to retell the ending of a story by completing the sentence stem: The ending of the story is \_\_\_\_\_\_\_\_ I know this because \_\_\_\_\_\_\_\_. | I can listen to my pair share buddy read a passage in a text to give feedback on the characters point of view by completing the sentence stem: I think the character \_\_\_\_ has the point of view of \_\_\_\_\_\_\_. | I can orally present to my pair share buddy different voices characters can use by completing the sentence stem: I think the character of \_\_\_\_\_\_ would sound like \_\_\_\_\_\_\_, and the character of \_\_\_\_\_\_ would sound like \_\_\_\_\_\_\_. | I can write to retell the overall structure of a story by completeing the sentence stem: Story structure includes \_\_\_\_\_\_\_\_, \_\_\_\_\_\_, \_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_. |
| **Dolch Words**/**Content Vocabulary:** | (Enjoying whole books!) structure, beginning, introduction, ending, concluding, points of view, voices | (Enjoying whole books!) structure, beginning, introduction, ending, concluding, points of view, voices | (Enjoying whole books!) structure, beginning, introduction, ending, concluding, points of view, voices | (Enjoying whole books!) structure, beginning, introduction, ending, concluding, points of view, voices | (Enjoying whole books!) structure, beginning, introduction, ending, concluding, points of view, voices |

**Teacher:Earle/Hamid**

**Week of: 12/1/14**

**Subject: science**

**CCSS/GLCE:** Earth Surface Features and WaterE.**SE.E.2 Surface Changes-** The surface of Earth changes.

Some changes are due to slow processes, such as erosion and weathering, and some changes are due to rapid

processes, such as landslides, volcanic eruptions, and earthquakes. E.SE.02.21 Describe the major landforms of the surface of the Earth (mountains, plains, plateaus, valleys, hills). . E.FE.E.1 **Water-** Water is a natural resource and is found under the ground, on the surface of the Earth, and in the sky. It exists in three states (liquid, solid, gas) and can go back and forth from one form to another.FE.02.11 Identify water sources (wells, springs, lakes, rivers, oceans). E.FE.02.12 Identify household uses of water (drinking, cleaning, food preparation).E.FE.02.13 Describe the properties of water as a liquid (visible, flowing, shape of container and recognize rain, dew, and fog as water in its liquid state. E.FE.02.14. Describe the properties of water as a solid (hard, visible, frozen, cold) and recognize ice, snow, and hail as water in its solid state. E.FE.02.21 Describe how rain collects on the surface of the Earth and flows downhill into bodies of water (streams, rivers, lakes, oceans) or into the ground. E.FE.02.22 Describe the major bodies of water on the Earth’s surface (lakes, ponds, oceans, rivers, streams).

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| **Content****Objective:** |  |  |  | I can demonstrate knowledge of landforms by identifying 5 landforms on a landform model. | I can demonstrate knowledge of landforms by identifying 5 water landforms on a water landform model. |
| **Language** **Objectives:** |  |  |  | I can write to explain land forms using the sentence stem: five landforms I saw were \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_\_. | I can write to explain water landforms using the sentence stem: five water landforms I saw were \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_\_. |
| **Dolch Words**/**Content Vocabulary:** |  |  |  | Earth, landforms, features, plains, valleys, mountains, hills, rivers, lakes, oceans, streams, (Experiment with shower curtain and buckets.) | Earth, landforms, features, plains, valleys, mountains, hills, rivers, lakes, oceans, streams (Experiment in the hall with shower curtain, buckets, and “rain”) |

**Teacher:Earle/Hamid**

**Week of: 12/1/14**

**Subject: social studies**

**CCSS/GLCE:\_** The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.2 – G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place. 2 – G1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.

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|  | M | T | W | TH | F |
| **Content****Objective:** | . | Social studies test I can demonstrate knowledge of maps and their symbols by defining what a map is in my social studies notebook review | Social studies testI can demonstrate comprehension of maps by constructing a map of my classroom.  |  |  |
| **Language** **Objectives:** |  | I can orally discuss 3 things I notice on a map with my pair share buddy by using the stem: One thing I notice is\_\_\_\_\_\_\_, the next thing I notice is, Lastly I notice \_\_\_\_\_\_\_\_\_\_. | I can orally describe 3 things on my map to my pair share buddy using the stem: One thing I included was\_\_\_\_\_\_\_\_\_, the second thing I included was\_\_\_\_\_\_\_\_\_\_\_, the third thing I included was \_\_\_\_\_\_\_\_\_\_. |  |  |
| **Dolch Words**/**Content Vocabulary:** |  | Unit Supplemental materials-Atlas Rubicon 4 maps from DEC.MAPsymbols | http://teacher.scholastic.com/tools/class\_setup/\ |  | Last day for social studies testing window |