**Weekly Lesson Plans**

**Teacher:Earle/Hamid**

**Week of: 11/17/14**

**Subject: math**

**CCSS/GLCE:\_\_\_MD.2.8 solve word problems involving dollar bills, quarters, dimes, nickels and pennies, using $ and cent symbols appropriately.**

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| **Content**  **Objective:** | I can demonstrate knowledge of coins and bills by identifying names and value of each coin/bill. | I can demonstrate knowledge of money symbols by identifying the cent and dollar bills with my pair share buddy. | I can demonstrate knowledge solving money story problems by recognizing the important numbers and steps involved (+ or - ). | I can demonstrate knowledge solving money story problems by recognizing the important numbers and steps involved (+ or -). | I can demonstrate knowledge solving money story problems by recognizing the important numbers and steps involved (+ or -). |
| **Language**  **Objectives:** | I can orally share with my pair share buddy the name and value of the coins in my math tool kit bag. | I can describe knowledge of money symbols by using the sentence stem: This \_\_\_\_\_ symbol represents \_\_\_\_ and this symbol \_\_\_\_ represents \_\_\_\_\_\_\_. | I can answer questions about word problems using the sentence stem: The important numbers are \_\_ and \_\_\_, I will \_\_\_ (+ or -) this problem. | I can orally retell my pair share how to solve a story problem using the sentence stem: To solve a story problem you need to find the \_\_\_\_\_ \_\_\_\_\_\_’s\_ and decided if you are going to \_\_\_\_ or \_\_\_\_\_\_\_\_. | I can answer questions about a word problem using the sentence stem: the important numbers are \_\_\_\_ and \_\_\_\_\_, I am going to \_\_\_\_\_ (+ or -) this problem because of the word(s) \_\_\_\_\_\_\_\_\_. |
| **Dolch Words**/**Content Vocabulary:** |  |  |  |  |  |

**Teacher:Earle/Hamid**

**Week of: 11/17/14**

**Subject: writing**

**CCSS/GLCE:\_W.2.2 Write informative/explanatory text in which they introduce a topic use facts, and definitions to develop points.\_**

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| **Content**  **Objective:** | I can demonstrate knowledge of writing informational text by choosing one topic that I know about and can relate to. | I can demonstrate comprehension of informational writing by describing what a topic is. | I can demonstrate knowledge of writing informational text by orally listing 3 facts about my topic. | I can demonstrate comprehension of writing informational text by orally paraphrasing my writing in a closing statement. | I can demonstrate application of informational writing by developing and writing an informational piece on a topic of my choice. |
| **Language**  **Objectives:** | I will write my topic using the stem: I chose \_\_\_as my topic because\_\_\_\_\_. | I will draw a picture of my topic and write a description that uses the stem: My informational writing is about\_\_\_\_\_. | I will write 3 facts about my topic by using the stem: One fact about \_\_is \_\_\_. Another fact about \_\_\_is \_\_\_. A third fact about\_\_ is \_\_. | I will write my closing statement by using the stem: My closing statement will be\_\_\_\_\_. | I will present my writing to a partner or class. |
| **Dolch Words**/**Content Vocabulary:** | Topic, informational, facts |  |  |  |  |

**Teacher:Earle/Hamid**

**Week of: 11/17/14**

**Subject: reading**

**CCSS/GLCE:\_\_RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures. 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 comprehension of the “ee” vowel pair by sharing examples with my pair share buddy. | I can demonstrate knowledge of identifying the main topic of a text by identifying the topic of a paragraph read aloud. | I can demonstrate knowledge of the connection between ideas by recognizing the ideas read to me. | I can demonstrate knowledge of word meaning in a text by defining the meaning of the word. | I can demonstrate comprehension of word meaning in a text by explaining the meaning of a word. |
| **Language**  **Objectives:** | I can orally state 2 “ee” vowel pair words by using the stem: Two words with the ee chunk are \_\_\_\_ and \_\_\_\_\_. | I can write to give examples of a topic in 2 paragraphs by completing the sentence stem: the topic of this paragraph is about \_\_\_\_\_\_\_. | I can discuss with my pair share the list of ideas in in a text read to me by completing the sentence stem: The first idea was \_\_\_\_\_, the second idea was \_\_\_\_ and the last idea was \_\_\_\_\_. | I can write in my WOW book to describe the meaning of 3 word using the sentence stem: The meaning of the word \_\_\_\_\_\_ is \_\_\_\_\_\_. | I can listen and give examples of word meaning using the sentence stem: The meaning of the word \_\_\_\_ is \_\_\_\_\_\_\_. |
| **Dolch Words**/**Content Vocabulary:** | Pairs, chunk | Topic, paragraph, identify | Idea, identify | Meaning |  |

**Teacher:Earle/Hamid**

**Week of: 11/17/14**

**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 application of earth surface features by creating a landform sort with my group and completing a sort created by my classmates. |  | I can demonstrate synthesis of earth surface feature by creating models of landforms with modeling clay. |
| **Language**  **Objectives:** |  |  | I can orally describe earth surface features to my pair share buddy using the stem: One surface feature is \_\_\_\_\_\_\_\_\_\_ and its properties are\_\_\_\_\_, another surface feature is \_\_\_\_\_\_\_\_\_ its properties are \_\_\_\_\_\_\_\_\_\_\_\_. |  | I can orally explain each landform I create to my partner using the stem: This landform is a\_\_\_\_\_because\_\_\_\_\_\_. |
| **Dolch Words**/**Content Vocabulary:** |  |  | <http://app.discoveryeducation.com>  /player/view/assetGuid/94AACA27-9A40-4A62-9F67-FCE3897BD76E |  |  |

**Teacher:Earle/Hamid**

**Week of: 11/17/14**

**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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| **Content**  **Objective:** |  | I can demonstrate comprehension of a map and key by identifying various locations and listing them on my chart. 2 |  | I can demonstrate comprehension of directional words by creating a list of directions to locate my community. |  |
| **Language**  **Objectives:** |  | I can orally discuss 3 things I notice on my map with my pair share buddy by using the stem: One thing I notice is\_\_\_\_\_\_\_, the next thing I notice is, Lastly I notice \_\_\_\_\_\_\_\_\_\_. 1 |  | I can orally state the directional words I listed to locate my community using the stem: To get to my community you first must go\_\_\_\_\_, then\_\_\_\_\_\_, last\_\_\_\_\_. |  |
| **Dolch Words**/**Content Vocabulary:** |  | Unit Supplemental materials-Atlas Rubicon 4 maps from DEC. |  | Atlas Rubicon map of Michigan- find various city in relation to your own city using directional words-Partners. |  |