**Weekly Lesson Plans**

**Teacher:Earle/Hamid**

**Week of: 11/10/14**

**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 solving 5 two-step story problems by defining the important numbers in the story problem. | Math unit 2 test review | Math unit 2 test | I can demonstrate knowledge of quarters, dimes, nickels, and pennies by identifying the coin and its worth. | I can demonstrate knowledge of $1, $5, and $10 bills identifying the bill and its worth. |
| **Language**  **Objectives:** | 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 listen to my pair share retell name and worth of quarters, dimes, nickels and pennies using the stem: This is a quarter and it is worth \_\_\_\_. (dime, nickel, penny) | I can listen to my pair share retell name and worth of bills using the stem: This is a one dollar bill and it is worth \_\_\_\_. (five, ten) |
| **Dolch Words**/**Content Vocabulary:** | Represent, solve, story problem, addition, subtraction, place value, hundreds, tens, ones, sum, difference | 3.1 |  | 3.2 money game and sheet | 3.6 |

**Teacher:Earle/Hamid**

**Week of: 11/10/14**

**Subject: writing**

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

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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: 11/10/14**

**Subject: reading**

**CCSS/GLCE:\_\_RL2.1Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details of text. RI 2.5 Know and use various text features to locate key facts or information in a text efficiently. RL 2.2, Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL 2.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors or similes.**

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| **Content**  **Objective:** | I can demonstrate comprehension of the “ow” chunk by sharing examples with my pair share buddy. | I can demonstrate comprehension of asking questions throughout the reading process by giving 2 examples of questions I am thinking before/during the reading of an informational text. | I can demonstrate comprehension of using text features (titles etc.) by giving an example of text features from my reading group books. | I can demonstrate comprehension of using main idea and supporting details by explaining to my pair share buddy what the main idea is and give two details. | I can demonstrate comprehension of using pictures, illustrations and diagrams by giving 2 examples of pictures, illustrations and diagrams from my reading group books to my pair share buddy. |
| **Language**  **Objectives:** | I can orally state 2 “ow chunk words by using the stem: Two words with the Ow chunk are \_\_\_\_ and \_\_\_\_\_. | I can write 3 questions in my WOW book that I am thinking during a read aloud of an informational text. | I can describe text features in a book read aloud by the teacher by completing the sentence stem: The text features I see on this page are \_\_\_\_, \_\_\_\_\_\_, and \_\_\_\_\_. | I can write to describe the the main idea and two supporting details in my Wow book using the sentence stem: the main idea is \_\_\_. One detail is \_\_\_\_\_, the other is \_\_\_\_\_. | I can write to define what pictures, illustrations, and diagrams are using the stem: Pictures are \_\_\_\_, illustrations are \_\_\_\_\_, and diagrams are \_\_\_\_\_\_. |
| **Dolch Words**/**Content Vocabulary:** |  |  | Late start |  |  |

**Teacher:Earle/Hamid**

**Week of: 11/27/14**

**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 earth surface features by listing landforms and drawing a picture of each on my chart. |  | I can demonstrate comprehension of earth surface feature by completing a sort of major surface features. |
| **Language**  **Objectives:** |  |  | I can orally describe 2earth 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 the findings of my sort to my pair share buddy by using the stem: These two go together because\_\_\_\_\_\_\_\_\_\_\_. |
| **Dolch Words**/**Content Vocabulary:** |  |  | Promethean Flipchart- Have students list after each and draw a picture |  |  |

**Teacher:Earle/Hamid**

**Week of: 11/10/14**

**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 knowledge of maps and their symbols by defining what a map is in my social studies notebook. |  | I 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.  MAP  symbols |  | http://teacher.scholastic.com/tools/class\_setup/\ |  |