**Weekly Lesson Plans**

**Teacher:Earle/Hamid**

**Week of: 12/8/14**

**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 C 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 equally spaced points corresponding to the number 0,1,2…., and represent whole number sums and differences within 100 on a number line diagram\_**

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| **Content**  **Objective:** |  | I can demonstrate comprehension of solving one step word problems within 100 by solving and creating 2 step story problems with my group. | 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. | I can demonstrate comprehension of adding numbers up to one hundred by representing sums on a number line. |
| **Language**  **Objectives:** |  | I can orally describe the answer to my one step word problem to my pair share buddy using the stem: To solve this word problem first \_\_\_\_\_, second\_\_\_\_, last\_\_\_\_\_. | 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: 37 + 32 = \_\_\_\_\_, 29 + 44 = \_\_\_\_\_\_, and 64 + 17 = \_\_\_\_\_. | I can orally state the sum of two addends by using the stem: The sum of \_\_\_ and \_\_\_ is \_\_\_\_. I know this because….. |
| **Dolch Words**/**Content Vocabulary:** |  | 1-students create word problems  2- share with class | Unit 4 (three weeks) One hundred chart, counting up, place value (ones, tens, hundreds) | One hundred chart, counting up, place value (ones, tens, hundreds) | Addends, Number line, sum |
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**Teacher:Earle/Hamid**

**Week of: 12/8/14**

**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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| **Content**  **Objective:** | I can demonstrate application of a narrative by listening to a story and stating the beginning, middle, and end to my pair share buddy. | I can demonstrate application of writing my narrative by stating the beginning, middle, and end to my pair share buddy. | 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 write to describe a short sequence of events to my pair share buddy using 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 using 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: 12/8/14**

**Subject: reading**

**CCSS/GLCE 2.RL.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. (5)** CCSS - GLCE: 32.4.1.1 2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

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| identify real-life connections between words and their use |  |
| use sentence-level context as a clue to the meaning of a word or phrase |  |

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| use text and illustrations to identify words or phrases that create a feeling or connect with the senses |

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| **Content**  **Objective:** | I can demonstrate knowledge of context by confirming unknown words using illustrations and other words in the sentence. | I can demonstrate knowledge of context by confirming unknown words using illustrations and other words in the sentence. | I can demonstrate comprehension of context by confirming words using illustrations and words in my reading group book. | I can demonstrate knowledge of point of view of a character by matching characters with a characters point of view. | I can demonstrate comprehension of different voices of characters by giving an example from my reading group books. |
| **Language**  **Objectives:** | I can explain what the unknown word is in a passage based on context clues using the sentence stem….  I think the word\_\_\_\_\_\_\_\_ means \_\_\_\_\_\_\_\_\_ the words/picture helped me because | I can explain what the unknown word is in a passage based on context clues using the sentence stem….  I think the word\_\_\_\_\_\_\_\_ means \_\_\_\_\_\_\_\_\_ the words/picture helped me because | I can explain what the unknown word is in my reading group book using the sentence stem: I think the word\_\_\_\_\_means\_\_\_\_. 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 \_\_\_\_\_\_\_. |
| **Dolch Words**/**Content Vocabulary:** |  |  |  |  |  |

**Teacher:Earle/Hamid**

**Week of: 12/8/14**

**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 comprehension of the water cycle by creating a diagram. |  | I can demonstrate application of the 3 states of water by changing the state of an ice cube from a solid to liquid and recording my findings. |  |
| **Language**  **Objectives:** |  | I can orally state the parts of the water cycle to my pair share buddy using the stem: The parts of the water cycle are \_\_\_\_,\_\_\_\_,\_\_\_\_,\_\_\_\_\_. |  | I can orally state the 3 states of water to my pair share buddy using the stem the states of water are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_. |  |
| **Dolch Words**/**Content Vocabulary:** |  | Water cycle, evaporation, condensation, precipitation, accumulation. |  | Solid Liquid Gas |  |
|  |  | Diorama, construction paper, cotton balls, | Freeze water | Ice cube experiment |  |

**Teacher:Earle/Hamid**

**Week of: 12/8/14**

**Subject: social studies**

**CCSS/GLCE:\_** C1 Purposes of Government  
Explain why people create governments. 2 – C1.0.1 Explain why people form governments. 2 – C1.0.2 Distinguish between government action and private action. C2 Values and Principles of American Democracy Understand values and principles of American constitutional democracy.  
2 – C2.0.1 Explain how local governments balance individual rights with the common good to solve local community problems. 2 – C2.0.2 Describe how the Pledge of Allegiance reflects the core democratic value of patriotism. C3 Structure and Functions of Government Describe the structure of government in the United States and how it functions to serve citizens. 2 – C3.0.1 Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community. 2 – C3.0.2 Use examples to describe how local government affects the lives of its citizens.  
2 – C3.0.3 Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).  
C5 Role of the Citizen in American Democracy Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government. 2 – C5.0.1 Identify ways citizens participate in community decisions. 2 – C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life. MI: GLCE: English Language Arts OBSOLETE, MI: 2nd Grade , Reading  
Narrative Text R.NT.02.03 identify and describe characters’ actions and motivations, setting (time and place), problem/solution, and sequence of events. R.NT.02.05 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding. Comprehension R.CM.02.01 make text-to-self and text-to-text connections and comparisons by activating prior knowledge, connecting personal knowledge, experience, and understanding of others to ideas in text through oral and written responses. *2 - G4.0.3:*Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community*.*

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| **Content**  **Objective:** | . |  | I can demonstrate knowledge of the culture of a community by listing the components of a community on a tree map. |  | I can demonstrate knowledge of the culture of a community by listing the components of a community on a tree map. |
| **Language**  **Objectives:** |  |  | I can orally state 2 examples of the culture of a community using the stem: One component of a community is \_\_\_\_ an example from my community is\_\_\_\_\_. Another component of a community is \_\_\_\_ an example from my community is\_\_\_\_\_. |  | I can orally state 2 examples of the culture of a community using the stem: One component of a community is \_\_\_\_ an example from my community is\_\_\_\_\_. Another component of a community is \_\_\_\_ an example from my community is\_\_\_\_\_. |
| **Dolch Words**/**Content Vocabulary:** |  |  | 2 day project- Characteristics of a community- Natural, building, business, transportation, places to have fun, government, diversity. |  | 2 day project- Characteristics of a community- Natural, building, business, transportation, places to have fun, government, diversity. |