**Weekly Lesson Plans**

**Teacher:Earle/Hamid**

**Week of: 1/5/15**

**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 with 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\_12.1.1.1 2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Ability to sort shapes by common attributes/Knowledge that plane figures are named by the number of sides.**

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| **Content**  **Objective:** |  | Math review | Math review | Math test | I can demonstrate knowledge of recognizing shapes by drawing shapes and listing their attributes. |
| **Language**  **Objectives:** |  |  |  |  | I can orally state the attributes of a shape to my pair share buddy by using the stem: This shape is a\_\_\_\_\_\_, I know this because\_\_\_\_\_\_\_\_. |
| **Dolch Words**/**Content Vocabulary:** |  |  |  |  |  |
|  |  |  |  |  | Geometric shapes |

**Teacher:Earle/Hamid**

**Week of: 1/5/15**

**Subject: writing**

**CCSS/GLCE:\_**Opinion 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 (eg., 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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|  | M | T | W | TH | F |
| **Content**  **Objective:** | I can demonstrate knowledge of an opinion piece by stating what an opinion is and stating my opinion about The Time for Kids Article, Should Everyone Get a Prize?” | I can demonstrate comprehension of writing an opinion piece by stating at least two reasons to explain my opinion. | I can demonstrate application of providing a concluding sentence by using words from my opening sentence to develop my concluding sentence. | I can demonstrate application of revising by applying 2 suggestions of others’ to revise my writing. | I can demonstrate application of editing by modifying my writing to improve capitalizations, punctuation and spelling. |
| **Language**  **Objectives:** | I can orally state my opinion using the sentence stem: My opinion is that children should/not get prizes for planning in a sport. | I can write 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 report my concluding sentence to my pair share buddy using the sentence stem: My concluding sentence is and has these words from my opening sentence. | I can orally suggest 2 revisions to my partners draft using the stem: One revision is \_\_\_\_\_\_\_\_\_\_\_, another revision is \_\_\_\_\_\_\_\_\_\_\_\_. | I can orally suggest 2 editing steps to my partners draft using the stem: One editing suggestions is \_\_\_\_\_\_\_\_\_\_\_, another editing suggestion 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 |
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**Teacher:Earle/Hamid**

**Week of: 1/5/15**

**Subject: reading**

**CCSS/GLCE 2.RL.4 Describe how words and phrases (eg., regular beats, alliteration, rhymes, repeated lines) supply rhyme and meaning in a story, poems and songs Rl.3 Describe how characters in a story respond to major events and challenges. RL2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character.**

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| **Content**  **Objective:** | I can demonstrate knowledge of alliteration by identifying the words that start the same in a poem. | I can demonstrate comprehension of alliteration by illustrating a poem I have written. | I can demonstrate comprehension of rhyme by giving examples of rhyme in my poetry book. | I can demonstrate application of rhyme by completing 5 rhymes sets. | I can demonstrate comprehension of repeated lines by identifying 2 poems in my poetry books with repeated lines. |
| **Language**  **Objectives:** | I can orally restate to my pair share buddy alliteration using the sentence stem: The alliterations in the Clever Kid poems are …. | I can write to reflect my knowledge of alliteration by completing the poems “Me”. | I can write to retell rhyming words using the sentence stem: One word that rhymes with ball is \_\_\_\_, one word that rhymes with hill is \_\_\_\_, and one word that rhymes with hat is \_\_\_\_\_. | I can write to give example of rhyming words using the sentence stem: I have highlighted 5 sets of rhyming words in my poetry book and they are \_\_\_ and \_\_\_,\_\_ and \_\_\_\_,\_\_\_ and \_\_\_,\_\_\_ and \_\_\_,\_\_\_ and \_\_\_” | I can listen to a poem to answer questions about repeated lines using the sentence stem: the repeated line I hear is \_\_\_\_\_\_\_\_\_. |
| **Dolch Words**/**Content Vocabulary:** | (poems) |  |  |  |  |

**Teacher:Earle/Hamid**

**Week of: 1/5/15**

**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 three states of water by describing the properties of each on my graphic organizer. |  | I can demonstrate comprehension of how rain collects on the surface of the Earth by describing where water flows on a water table to my partner. |  |
| **Language**  **Objectives:** |  | I can orally state the properties of the three state of water to my pair share buddy using the stem: The properties of liquid water are\_\_\_\_, the properties of solid water are\_\_\_\_\_, and the properties of the gas state of water are\_\_\_\_. |  | I can write to explain how rain collects on the surface of the Earth using the stem: Rain collects on the surface of the Earth by\_\_\_\_\_\_. |  |
| **Dolch Words**/**Content Vocabulary:** |  |  |  |  |  |
|  |  | Videostreaming |  | Water Table |  |

**Teacher:Earle/Hamid**

**Week of: 1/5/15**

**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. ComprehensionR.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.**\_**

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| **Content**  **Objective:** |  |  | I can demonstrate comprehension of why communities’ need laws by illustrating what my community looks like with laws and without laws. |  | I can demonstrate comprehension of how the local government is organized into branches by completing a sort on a diagram. |
| **Language**  **Objectives:** |  |  | I can orally explain why communities need laws to my pair share buddy using the stem: Communities need laws because\_\_\_\_\_\_\_\_\_\_. |  | I can orally explain the branches and roles of the local government using the stem: The three branches of the local government are\_\_\_\_\_, their job is to\_\_\_\_\_\_\_\_\_\_. |
| **Dolch Words**/**Content Vocabulary:** |  |  | Computer paper and coloring utensils/ Atlas Rubicon word cards |  | Atlas Rubicon Tree and Cards |