**Weekly Lesson Plans**

**Teacher:Earle/Hamid**

**Week of: 1/12/15**

**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.OA.2, fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.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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|  | M | T | W | TH | F |
| **Content****Objective:** |  | I can demonstrate knowledge of recognizing shapes by drawing shapes and listing their attributes. | I can demonstrate knowledge of recognizing shapes by drawing shapes and listing their attributes. | I can demonstrate comprehension of geometric shapes by identifying the number of faces and vertices in my math journal. | I can demonstrate comprehension of shapes by sorting shapes by common attributes with my partner.  |
| **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\_\_\_\_\_\_\_\_. | 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\_\_\_\_\_\_\_\_. | I can orally state the name of each geometric shape by using the stem: This shape is a \_\_\_\_\_\_, I know this because. (PRE- CONTENT) |  I can orally explain how my partner and I sorted our shapes by using the stem: We put these shapes together because\_\_\_\_\_\_\_\_\_. |
| **Dolch Words**/**Content Vocabulary:** |  | **triangles, quadrilaterals, pentagons, hexagons, cubes, sides, angles** | **triangles, quadrilaterals, pentagons, hexagons, cubes, sides, angles**  | Faces, Vertices | triangles, quadrilaterals, pentagons, hexagons |
|  |  | Geometric shapes | Geometric shapes |  |  |

**Teacher:Earle/Hamid**

**Week of: 1/12/15**

**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 FactReasonsClosing sentenceParagraph | Opinion FactReasonsClosing sentenceParagraph | Opinion FactReasonsClosing sentenceParagraph | Opinion FactReasonsClosing sentenceParagraph | Opinion FactReasonsClosing sentenceParagraph |
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**Teacher:Earle/Hamid**

**Week of: 1/12/15**

**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. 2.rl.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 2.rl.3 Describe how characters in a story respond to major events and challenges. 2.rl.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action 2.rl.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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|  | M | T | W | TH | F |
| **Content****Objective:** | I can demonstrate comprehension of who, what, where, why, and how to explain understanding of text. | I can demonstrate application of recounting of a folktale to determine the central message by solving the question: “The central message of the story is \_\_\_\_\_” | I can demonstrate comprehension of how characters respond to a major event in the story by predicting how a character will respond to an event. | I can demonstrate application of the overall structure of a story by providing the beginning and ending of a story read aloud to me. | I can demonstrate application of different characters by modeling how to speak in a different voice for each character. |
| **Language** **Objectives:** | I can orally give examples of who, what, where, why, and how to my pair share buddy by using the sentence stem: The who of this story is \_\_\_\_\_\_, the what is \_\_\_\_, the where is \_\_\_\_\_, the why is \_\_\_\_\_, the how is \_\_\_\_\_\_. | I can write to interpret the central theme of the story by completing the sentence stem; The central theme of the story is \_\_\_\_\_\_\_\_\_\_. | I can orally share how a character will respond to an event with my pair share buddy by completing the sentence stem: I think the character \_\_\_ will respond by \_\_\_\_\_\_. | I can listen to give examples of the beginning and ending of a story read to me by my pair share by completing the sentence stem: The beginning of the story starts with \_\_\_\_\_\_, the ending of the story ends with \_\_\_\_\_\_\_. | I can read to reflect different character voices to my pair share by using the sentence stem: the character of \_\_\_\_ will sound like this\_\_\_\_, the character o \_\_\_ will sound like \_\_\_\_\_\_. |
| **Dolch Words**/**Content Vocabulary:** | Who, what, where, when, why, and how | Central theme, central message | Characters, respond, reaction, major event, | Beginning, ending,  | Voice, characters |

**Teacher:Earle/Hamid**

**Week of: 1/12/15**

**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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|  | M | T | W | TH | F |
| **Content****Objective:** |  |  | 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.  |  | Review for Science assessment * Landforms
* Bodies of water
* Household uses
* Properties
* Water Cycle
* Erosion/Weathering
* 3 States
 |
| **Language** **Objectives:** |  |  | 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:** |  |  | Downhill, Water cycle, precipitation  |  |  |
|  |  |  | Water Table  |  |  |

**Teacher:Earle/Hamid**

**Week of: 1/12/15**

**Subject: social studies**

**CCSS/GLCE:** C1 Purposes of Government **test by 1/23/15**
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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|  | M | T | W | TH | F |
| **Content****Objective:** |  | I can demonstrate comprehension of how the local government is organized into branches by completing a sort on a diagram.  |  | Review for social studies test next Tuesday 1/20 |  |
| **Language** **Objectives:** |  | 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:** |  | Atlas Rubicon Tree and Cards |  |  |  |