**Weekly Lesson Plans**

**Teacher:Earle/Hamid**

**Week of: 1/26/15**

**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 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.  | NWEA | I can demonstrate comprehension of fluently adding and subtracting within 20 by creating a picture of my sum/difference in my math journal. |
| **Language** **Objectives:** |  | I can orally state the name of each geometric shape 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 using the stem: We put these shapes together because\_\_\_\_\_\_\_\_\_. |  |  I can orally describe my picture of my sum/difference to my pair share buddy using the stem: I solved this problem by\_\_\_, my picture shows this because\_\_\_\_\_\_\_\_. |
| **Dolch Words**/**Content Vocabulary:** |  | Faces, Vertices, Cube, Cylinder, Sphere, Prism | triangles, quadrilaterals, pentagons, hexagons |  | Sum, difference, answer |
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**Teacher:Earle/Hamid**

**Week of: 1/26/15**

**Subject: writing**

**CCSS/GLCE:\_**

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| **Content****Objective:** | District Opinion WritingPrompt (Day 1) | District Opinion WritingPrompt (Day 2) | 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. |
| **Language** **Objectives:** |  |  | I can write my topic using the stem: I chose \_\_\_as my topic because\_\_\_\_\_.  | I can draw a picture of my topic and write a description that uses the stem: My informational writing is about\_\_\_\_\_.  | I can write 3 facts about my topic by using the stem: One fact about \_\_is \_\_\_. Another fact about \_\_\_is \_\_\_. A third fact about\_\_ is \_\_.  |
| **Dolch Words**/**Content Vocabulary:** |  |  | Topic, informational, facts, Brainstorming | Topic, Describe, Informational | Facts, topic, Draft |
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**Teacher:Earle/Hamid**

**Week of: 1/26/15**

**Subject: reading**

**CCSs RI 2.1 Ask and answer such questions as who what, where, when, why and how to demonstrate understanding of key details in a text. RI 2.2 Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text. RI 2.5 Know and use various text features (eg. Captions, bold print, subheadings, glossaries, indexes, electronic menus, icons.)**

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|  | M | T | W | TH | F |
| **Content****Objective:** | I can demonstrate knowledge of understanding key details in a text by naming who, what, where, when why, and how of an informational text read to me. | I can demonstrate comprehension of understanding key details in a text by naming who (topic), what, where, when, why, and how of an informational text read to me.  | I can demonstrate comprehension of giving an example of text features by showing my pair share buddy 2 examples in a reading group book. | I can demonstrate knowledge of identifying the main topic in a paragraph by naming the main topic. | I can demonstrate comprehension of identifying the main topic in a paragraph by naming the main topics in two different paragraphs. |
| **Language** **Objectives:** | I can orally answer questions of who, what, where, when, why and how of an informational paragraph read to me by completing the sentence stem: The who of these paragraph is \_\_\_\_, what is \_\_\_\_\_, where is \_\_\_\_\_, when is \_\_\_\_\_\_, why is \_\_\_\_\_, and how is \_\_\_\_\_\_. | I can orally explain the what, where, and why of a paragraph read to me by my pair share using the sentence stem: The topic of this paragraph is \_\_\_\_\_, where this takes place is \_\_\_\_\_, and why the author wrote this is because \_\_\_\_\_. | I can write on my white board to give examples of a text feature using the sentence stem: My first example shows a \_\_\_\_\_\_\_\_, my second example shows a \_\_\_\_\_\_. | I can listen and answer questions about main topic by completing the sentence stem: The first paragraph’s main topic is about \_\_\_\_\_, the second paragraph main topic is about, the last paragraph is about \_\_\_\_\_\_\_. | I can read a reading group book to report on two topics using the sentence stem: This paragraphs main topic is \_\_\_\_\_\_, the second main topic is about \_\_\_\_\_. |
| **Dolch Words**/**Content Vocabulary:** | Informational, who, what, where, when, why, how, details, focus, captions, bold print, subheadings, glossaries, indexes | Informational, who, what, where, when, why, how, details, focus, captions, bold print, subheadings, glossaries, indexes | Informational, who, what, where, when, why, how, details, focus, captions, bold print, subheadings, glossaries, indexes | Informational, who, what, where, when, why, how, details, focus, captions, bold print, subheadings, glossaries, indexes | Informational, who, what, where, when, why, how, details, focus, captions, bold print, subheadings, glossaries, indexes |

**Teacher:Earle/Hamid**

**Week of: 1/26/15**

**Subject: science**

**CCSS/GLCE: E.SE.02.21 Describe the major landforms of the surface of the Earth (mountains, plains, plateaus, valleys, and hills). Describe how rain collects on the surface of the Earth and flows downhill into bodies of water or into the ground, describe the major bodies of water on the Earth’s surface (lakes, ponds, oceans, rivers, and streams)**

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|  | M | T | W | TH | F |
| **Content****Objective:** |  | I can demonstrate knowledge of major bodies of Earth’s water by labeling oceans and large lakes on a world map.  |  | NWEA | I can demonstate knowledge of water types on earth by recognizing two different water types.  |
| **Language** **Objectives:** |  | I can orally discuss differences of lakes and oceans on my map by using the sentence stem: I notices that oceans are \_\_\_\_, and lakes are \_\_\_\_\_ and \_\_\_\_\_\_. |  |  | I can write to explain different types of water (fresh and salt) by using the sentence stem: Salt water is found in \_\_\_\_\_, and fresh water is found in \_\_\_\_\_\_. |
| **Dolch Words**/**Content Vocabulary:** |  | Oceans, lakes, rivers, streams, salt, fresh, habitat |  |  | Oceans, lakes, rivers, streams, salt, fresh, habitat |
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**Teacher:Earle/Hamid**

**Week of: 1/26/15**

**Subject: social studies**

**CCSS/GLCE**

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| H2 Living and Working Together Use historical thinking to understand the past. |
| 2 – H2.0.1 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events. |
| 2 – H2.0.2 Explain why descriptions of the same event in the local community can be different. |
| 2 – H2.0.3 Use an example to describe the role of the individual in creating history. |
| 2 – H2.0.4 Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population). |
| 2 – H2.0.5 Identify a problem in a community’s past and describe how it was resolved. |
| 2 – H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs). |

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|  | M | T | W | TH | F |
| **Content****Objective:** |  |  | I can demonstrate comprehension of what history is by completing a diagram comparing the past and present.  | NWEA??? Time permitting I can demonstrate comprehension of ways we learn about the past by completing a brainstorm of the ways we learn about the past on a bubble map. |  |
| **Language** **Objectives:** |  |  | I can orally state 3 differences between the past and present using the stem: One difference between the past and present is\_\_\_ another difference is\_\_\_\_ another difference is\_\_\_\_. | I can orally state 3 ways we learn about the past to my group using the stem: One way we can learn about the past is\_\_\_, another way is\_\_\_\_, we can also use\_\_\_\_\_. |  |
| **Dolch Words**/**Content Vocabulary:** |  |  | History, Historian, Past, PresentWord Cards/ T chart | History, Past, ArtifactsDisplay Photo from Atlas Rubicon-discuss |  |