**Weekly Lesson Plans**

**Teacher:Earle/Hamid**

**Week of: 2/2/15**

**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:** | Snow Day | I can demonstrate comprehension of fluently adding and subtracting within 20 by creating a picture of my sum/difference in my math journal. | Math Review | Math Review | Math Test |
| **Language**  **Objectives:** |  | 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:** |  | Sum, difference, answer |  |  |  |
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**Teacher:Earle/Hamid**

**Week of: 2/2/15**

**Subject: writing**

**CCSS/GLCE:\_**

**W.2.2 Write informative/explanatory text in which they introduce a topic use facts, and definitions to develop points.\_**

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|  | M | T | W | TH | F |
| **Content**  **Objective:** | Snow Day | 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. |
| **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 \_\_. | I will write my closing statement by using the stem: My closing statement will be\_\_\_\_\_. |
| **Dolch Words**/**Content Vocabulary:** |  | Topic, informational, facts, Brainstorming | Topic, Describe, Informational | Facts, topic, Draft | Closing Sentence, Informational, paraphrasing |
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**Teacher:Earle/Hamid**

**Week of: 2/2/15**

**Subject: reading**

**CCSS/GLCE RI 2.6 identify the main purpose of a text, including what the author wants to answer, explain, or describe. RI2.7 explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. RI 2.8 Describe how reasons support specific points the author makes in a text.**

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|  | M | T | W | TH | F |
| **Content**  **Objective:** | Snow Day | I can demonstrate knowledge of the main purpose of a text by identifying the main purpose of 3 paragraphs read to me. | I can demonstrate knowledge of how specific images contribute to clarify a text by stating how an image helps the text in two different examples | I can demonstrate comprehension of how reasons support specific points the author makes in a text by listing two reasons that support a specific point. | I can demonstrate comprehension of how reasons support specific points the author makes in a text by listing two reasons that support a specific point. |
| **Language**  **Objectives:** |  | I can write on my white board to respond to 2 paragraphs read to me by my pair share buddy (from their reading group books) to determine the main purpose of a text using the sentence stem: the first paragraph is about\_\_\_\_\_, the second paragraph is about \_\_\_\_\_\_. | I can orally give examples to my pair share buddy of how specific images support a text by completing the sentence stem: The first image supports to the text because \_\_\_\_\_, the second image supports the text by \_\_\_\_\_\_\_. | I can write (highlight) to give examples of reasons that support specific points an author makes by using the sentence stem: The first sentence I highlighted supports \_\_\_, the second sentence I highlighted supports \_\_\_\_\_\_ also. | I can write (highlight) to give examples of reasons that support specific points an author makes by using the sentence stem: The first sentence I highlighted supports \_\_\_, the second sentence I highlighted supports \_\_\_\_\_\_ also |
| **Dolch Words**/**Content Vocabulary:** |  | Main Purpose, Paragraph | Image, Clarify, Example | Reason, Support, Specific | Reason, Support, Specific |

**Teacher:Earle/Hamid**

**Week of: 2/2/15**

**Subject: science**

**CCSS/GLCE: 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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| **Content**  **Objective:** |  |  | I can demonstrate comprehension of major bodies of Earth’s water by locating the 4 oceans and great lakes on a map. |  | I can demonstrate 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 \_\_\_\_\_\_. **(PRE)** |  | 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: 2/2/15**

**Subject: social studies**

**CCSS/GLCE** 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 changes in the local community over time by completing a brainstorm of the ways our local community has changed from the past to the present. |  | I can demonstrate comprehension of chronological thinking by creating a class timeline of events that represent the school year. |  |
| **Language**  **Objectives:** |  | 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\_\_\_\_\_. **(PRE)** |  | I can orally state one chronological thought of a class event to add to the timeline to my pair share buddy using the stem: One event that happened in the school year is\_\_\_\_\_\_. |  |
| **Dolch Words**/**Content Vocabulary:** |  | History, Past, Artifacts, Present  Display Photo from Atlas Rubicon-discuss |  | Chronological, timeline, past, present, future |  |