**Weekly Lesson Plans**

**Teacher:Earle/Hamid**

**Week of: 2/9/15**

**Subject: math**

**CCSS/GLCE:\_2.NBT.6 Number and operations in base ten add up to four two-digit numbers using strategies based on place value and properties of operations. 2.MD.5 measurement and data use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, eg., by using drawings (such as drawing of rulers) and equations with a symbol for the unknown number to represent the problem. 2.OA.4 Operations and algebraic thinking use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns: write an equation to express the total as a sum of equal addends. 2.MD.10 measurement and data draw a picture graph and a bar graph (with single unit scale) to represent a data set with up to four categories. Solve simple put-together, take apart, and compare problems using information presented in bar graph**

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|  | M | T | W | TH | F |
| **Content**  **Objective:** |  | I can demonstrate knowledge of adding 3 two-digit numbers by recording 5 sets of 3 digit numbers and adding them. | I can demonstrate knowledge of adding 4 two-digit numbers by recording 5 sets of 4 digit numbers and adding them. | I can demonstrate comprehension of using addition within 100 to solve word problems by identifying the important numbers. | Valentines day! |
| **Language**  **Objectives:** |  | I can write to explain place value position of 3 two-digit numbers using the sentence stem: These three numbers are in the ones column \_\_\_\_ and these three numbers are in the tens column. | I can write to explain place value position of 4 two-digit numbers using the sentence stem: These three numbers are in the ones column \_\_\_\_ and these three numbers are in the tens column. | I can write on my white board to present an addition problem within 100 to solve using the words: addition, strategies, solution. |  |
| **Dolch Words**/**Content Vocabulary:** |  | Place value, addition, subtraction, sum, solution | Place value, addition, subtraction, sum, solution | Place value, addition, subtraction, sum, solution |  |
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**Teacher:Earle/Hamid**

**Week of: 2/9/15**

**Subject: writing**

**CCSS/GLCE: write informative/explanatory text in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.\_**

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| **Content**  **Objective:** | 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. | I can demonstrate application of informational writing by developing and writing an informational piece on a topic of my choice. |
| **Language**  **Objectives:** | I will write my topic using the stem: I chose \_\_\_as my topic because\_\_\_\_\_. | I will draw a picture of my topic and write a description that uses the stem: My informational writing is about\_\_\_\_\_. | I will 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\_\_\_\_\_. | I will present my writing to a partner or class. |
| **Dolch Words**/**Content Vocabulary:** | Topic, informational, facts | Topic, informational, facts | Topic, informational, facts | Topic, informational, facts | Topic, informational, facts |
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**Teacher:Earle/Hamid**

**Week of: 2/9/15**

**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:** | I can demonstrate comprehension of the main purpose of a text by identifying the main purpose of 3 paragraphs read to me. | I can demonstrate comprehension of the main purpose of a text by identifying the main purpose of 3 paragraphs read to me. | I can demonstrate comprehension 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 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, comprehension, text, images | Main purpose, comprehension, text, images | Main purpose, comprehension, text, images | Main purpose, comprehension, text, images | Main purpose, comprehension, text, images |

**Teacher:Earle/Hamid**

**Week of: 2/9/15**

**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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| **Content**  **Objective:** |  |  | I can demonstrate application of the major bodies of water on Earth by creating a model and description of lakes, ponds, oceans, rivers, and streams. |  | Valentine’s Party |
| **Language**  **Objectives:** |  |  | I can orally describe the major bodies of water on Earth to my pair share buddy using the stem: A lake is\_\_\_\_, an ocean is \_\_\_\_\_, a pond is \_\_\_\_\_, a river is\_\_\_\_, and a stream is\_\_\_\_\_. |  |  |
| **Dolch Words**/**Content Vocabulary:** |  |  | Major, Water, River, Ocean, Stream, Pond, Lake |  |  |
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**Teacher:Earle/Hamid**

**Week of: 2/9/15**

**Subject: social studies**

**CCSS/GLCE** 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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| **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 |  |