**Carney Lesson Plan**

**August 10-14, 2015**

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| **Campus /Teacher:** | | Sierra/Carney | | | | **Course / Grade:** | ELA/math  2/3 | **Date:** | Monday  August 10 | |
|  | | | **Standard** | | | | | | |
| **Strand/Concept:** | | | M02-S1C2 -Understand and apply numerical operations and their relationship to one another.  M03-S1C2 -Understand and apply numerical operations and their relationship to one another.  02.RF.4 – Read with sufficient accuracy and fluency to support comprehension.  03.RF.4 – Read with sufficient accuracy and fluency to support comprehension. | | | | | | |
| **Performance Objective:** | | | Students will finish taking math and reading assessments. | | | | | | |
| **Language Objective** | | | Students will demonstrate math skills on a written assessment. Students will read from a fluency assessment so that their skill level can be determined and then they will answer two comprehension questions. | | | | | | |
| **WICOR Strategies** | | | Students will read aloud and respond on paper. | | | | | | |
|  |  | | | | **Instructional Delivery for Rigor and Relevance** | | | | | |
| **I Do** | **Anticipatory Set** | | | | Students will complete math and reading assessments. | | | | | |
| **We Do** | **Performance Task, Direct Instruction, Modeling, Lesson Sequence, Technology, Routines** | | | | Students will work on math assessment quietly. Teacher will pull one student at a time that need to complete reading assessment. Students who have completed all of the assessments will work on finishing the All About Me assignment or go to [www.typingclub.com](http://www.typingclub.com) and [www.starfall.com](http://www.starfall.com). | | | | | |
| **You Do** | **Guided Practice/**  **Independent Practice** | | | | Those who complete all assessments and tasks will get onto starfall.com and typingclub.com | | | | | |
|  | **Closure/**  **Check for Understanding** | | | | Students will make sure that they have completed the math, writing, phonics, reading fluency and comprehension | | | | | |
|  | **Assessment ( Formative / Summative)** | | | | Assessments will be done quarterly | | | | | |
| Differentiation  Homework | | | | Second grade students who finish early will go onto [www.starfall.com](http://www.starfall.com)  Third grade students who finish early will go onto [www.typingclub.com](http://www.typingclub.com) | | | | | | |

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| **Campus /Teacher:** | | Sierra/Carney | | | **Course / Grade:** | Reading  2/3 | **Date:** | Tuesday  August 11 | |
|  | | | **Standard** | | | | | |
| **Strand/Concept:** | | | 02.L.1. – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  03.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | | | |
| **Performance Objective:** | | | Students will be able to use the correct form of the verb “to be” and pair it with the subject of the sentence. | | | | | |
| **Language Objective** | | | Students will make a flipbook. In the flipbook students will write a definition of a verb and write complete sentences using the present tense of the verb to be. They will make complete sentences using am, is, or are to connect the subject to the adjectives in the declarative and the negative forms. | | | | | |
| **WICOR Strategies** | | | Students will write definitions and sentences in a flipbook. | | | | | |
|  |  | | | **Instructional Delivery for Rigor and Relevance** | | | | | |
| **I Do** | **Anticipatory Set** | | | Students will review and identify the parts of speech. | | | | | |
| **We Do** | **Performance Task, Direct Instruction, Modeling, Lesson Sequence, Technology, Routines** | | | Teacher will review the present form of the verb “to be”. How it is used with I = am; singular subject = is; and plural subject=are  Teacher will explain and model a declarative and negative sentence using the present form of the verb “to be”.  Teacher will explain and model the flipbook assignment to students. | | | | | |
| **You Do** | **Guided Practice/**  **Independent Practice** | | | Students will write the definition of a verb in the flipbook. They will write sentences using am, is, and are to connect the subject to adjective in both the declarative and negative forms. | | | | | |
|  | **Closure/**  **Check for Understanding** | | | Students will read each of their sentences and tell which word is a verb. | | | | | |
|  | **Assessment ( Formative / Summative)** | | | Ongoing assessment in class. | | | | | |

**Lesson Plan**

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| Differentiation  Homework | Third grade students who finish early will go onto [www.typingclub.com](http://www.typingclub.com)  Second grade students who finish early will go onto [www.starfall.com](http://www.starfall.com) |

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| **Campus /Teacher:** | | Sierra/Carney | | | **Course / Grade:** | ELA/2nd & 3rd | **Date:** | Thursday  August 13 | |
|  | | | **Standard** | | | | | |
| **Strand/Concept:** | | | 02.L.1. – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  03.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | | | |
| **Performance Objective:** | | | Students will be able to use the correct form of the verb “to be” and pair it with the subject of the sentence. | | | | | |
| **Language Objective** | | | Students will add to their flipbooks. They will make complete sentences using am, is, or are to  connect the subject to the adjectives in the interrogative form. | | | | | |
| **WICOR Strategies** | | | Students will write sentences in a flipbook. | | | | | |
|  |  | | | **Instructional Delivery for Rigor and Relevance** | | | | | |
| **I Do** | **Anticipatory Set** | | | Students will review and identify the parts of speech. | | | | | |
| **We Do** | **Performance Task, Direct Instruction, Modeling, Lesson Sequence, Technology, Routines** | | | Teacher will review the present form of the verb “to be”. How it is used with I = am; singular subject = is; and plural subject=are  Teacher will explain and model an interrogative sentence using the present form of the word “to be”. | | | | | |
| **You Do** | **Guided Practice/**  **Independent Practice** | | | Students will write sentences using am, is, and are to connect the subject to adjective in the interrogative form. | | | | | |
|  | **Closure/**  **Check for Understanding** | | | Students will share their sentences and tell which word in the sentence is a verb. | | | | | |
|  | **Assessment ( Formative / Summative)** | | | Ongoing assessment in class | | | | | |

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| Differentiation  Homework | Third grade students who finish early will go onto [www.typingclub.com](http://www.typingclub.com)  Second grade students who finish early will go onto [www.starfall.com](http://www.starfall.com) |

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| **Campus /Teacher:** | | Sierra/Carney | | | | **Course / Grade:** | Math 2nd & 3rd | **Date:** | Friday  August 14 | |
|  | | | **Standard** | | | | | | |
| **Strand/Concept:** | | | **Teacher in-service** | | | | | | |
| **Performance Objective:** | | |  | | | | | | |
| **Language Objective** | | |  | | | | | | |
| **WICOR Strategies** | | |  | | | | | | |
|  |  | | | | **Instructional Delivery for Rigor and Relevance** | | | | | |
| **I Do** | **Anticipatory Set** | | | |  | | | | | |
| **We Do** | **Performance Task, Direct Instruction, Modeling, Lesson Sequence, Technology, Routines** | | | |  | | | | | |
| **You Do** | **Guided Practice/**  **Independent Practice** | | | |  | | | | | |
|  | **Closure/**  **Check for Understanding** | | | |  | | | | | |
|  | **Assessment ( Formative / Summative)** | | | |  | | | | | |
| Differentiation  Homework | | | |  | | | | | | |