**Carney Lesson Plan**

**August 17-21, 2015**

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| **Campus /Teacher:** | Sierra/Carney | **Course / Grade:** | ELA2nd and 3rd  | **Date:** | MondayAugust 17 |
|  | **Standard** |
| **Strand/Concept:** | 02/03.L.1. – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| **Performance Objective:** | Students will be able to identify nouns and review verbs from last week in the 8 parts of speech. |
| **Language Objective** | Students will review verbs from last week and then we will identify and define nouns. Students will write a list of nouns and write complete sentences using these nouns into their Parts of Speech booklet. |
| **WICOR Strategies** | Students will write lists of nouns, sentences, and definitions in their booklets. |
|  |  | **Instructional Delivery for Rigor and Relevance** |
| **I Do** | **Anticipatory Set** | Students will play the Nouns around Town game. Teacher and students define a noun – a person, place, or thing. Then one at a time students take a card from the pile and place it in the Person, Place, or Thing category house. Students fill out a recording sheet that they will later glue into their Parts of Speech booklet. |
| **We Do** | **Performance Task, Direct Instruction, Modeling, Lesson Sequence, Technology, Routines** | Teacher will model how to play the game and monitor student progress. |
| **You Do** | **Guided Practice/****Independent Practice** | After completing the recording sheet from the game, students will write a sentence in their booklets using one of the nouns from the recording sheet. Students will underline verbs and circle nouns in sentences. |
|  | **Closure/****Check for Understanding** | Students will read a sentence out loud and identify the noun and verb. |
|  | **Assessment ( Formative / Summative)** | Ongoing informal assessment. A written quiz will be given once the booklet is complete. |
| DifferentiationHomework | 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:** | ELA2nd and 3rd  | **Date:** | TuesdayAugust 18 |
|  | **Standard** |
| **Strand/Concept:** | 02/03.L.1. – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| **Performance Objective:** | Students will be able to identify and define adjectives. |
| **Language Objective** | Students will identify and define adjectives. Students will write a list of adjectives and write complete sentences using these adjectives into their Parts of Speech booklet. |
| **WICOR Strategies** | Students will write lists of adjectives, sentences, and definitions in their booklets. |
|  |  | **Instructional Delivery for Rigor and Relevance** |
| **I Do** | **Anticipatory Set** | Students will play the Guess What? adjective game. Teacher and students define an adjective – an adjective describes a noun. Then students take a card from the pile and fill out the Guess What worksheet. Students take turns guessing each other’s item. Students will take the list of adjectives from the worksheet and glue it into their Parts of Speech booklet. |
| **We Do** | **Performance Task, Direct Instruction, Modeling, Lesson Sequence, Technology, Routines** | Teacher will model how to play the game and monitor student progress. |
| **You Do** | **Guided Practice/****Independent Practice** | After completing the worksheet from the game, students will write a sentence in their booklets using one of the adjectives from the worksheet. Students will underline the adjectives in their sentences. |
|  | **Closure/****Check for Understanding** | Students will read each of their sentences and tell which word is an adjective. |
|  | **Assessment ( Formative / Summative)** | Ongoing informal assessment in class. A written quiz will be given once the booklet is complete. |

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| DifferentiationHomework | 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:** | WednesdayAugust 19 |
|  | **Standard** |
| **Strand/Concept:** | W.4 -Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |
| **Performance Objective:** | Students will write legibly. |
| **Language Objective** | Students will practice handwriting according to Spalding. |
| **WICOR Strategies** | Students will listen to phonograms and then write each one. |
|  |  | **Instructional Delivery for Rigor and Relevance** |
| **I Do** | **Anticipatory Set** | Teacher will explain the procedure at the beginning of class. Students will listen and watch. |
| **We Do** | **Performance Task, Direct Instruction, Modeling, Lesson Sequence, Technology, Routines** | Teacher will model and explain. |
| **You Do** | **Guided Practice/****Independent Practice** | Students will watch the screen and copy the teacher when asked to. Students will practice. |
|  | **Closure/****Check for Understanding** | Students will have written each phonogram correctly. |
|  | **Assessment ( Formative / Summative)** | Ongoing assessment |

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| **Campus /Teacher:** | Sierra/Carney | **Course / Grade:** | ELA 2nd & 3rd  | **Date:** | ThursdayAugust 20 |
|  | **Standard** |
| **Strand/Concept:** | 02/03.L.1. – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| **Performance Objective:** | Students will be able to identify and define adjectives. |
| **Language Objective** | Students will identify and define adjectives. Students will write a list of adjectives and write complete sentences using these adjectives into their Parts of Speech booklet. |
| **WICOR Strategies** | Students will write lists of adjectives, sentences, and definitions in their booklets. |
|  |  | **Instructional Delivery for Rigor and Relevance** |
| **I Do** | **Anticipatory Set** | Students will play the Guess What? adjective game. Teacher and students define an adjective – an adjective describes a noun. Then students take a card from the pile and fill out the Guess What worksheet. Students take turns guessing each other’s item. Students will take the list of adjectives from the worksheet and glue it into their Parts of Speech booklet. |
| **We Do** | **Performance Task, Direct Instruction, Modeling, Lesson Sequence, Technology, Routines** | Teacher will model how to play the game and monitor student progress. |
| **You Do** | **Guided Practice/****Independent Practice** | After completing the worksheet from the game, students will write a sentence in their booklets using one of the adjectives from the worksheet. Students will underline the adjectives in their sentences. |
|  | **Closure/****Check for Understanding** | Students will read each of their sentences and tell which word is an adjective. |
|  | **Assessment ( Formative / Summative)** | Ongoing informal assessment in class. A written quiz will be given once the booklet is complete. |
| DifferentiationHomework | Third grade students who finish early will go onto www.typingclub.comSecond 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:** | Math2nd & 3rd | **Date:** | FridayAugust 21 |
|  | **Standard** |
| **Strand/Concept:** | 02.OA.2 - Use addition and subtraction within 20 using mental strategies.03.NBT.2 – Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. |
| **Performance Objective:** | Students will be able to add and subtract. |
| **Language Objective** | Students will use a variety of methods to solve addition and subtraction problems such as number lines, base ten blocks, and place value. |
| **WICOR Strategies** | Solve math problems as a class. |
|  |  | **Instructional Delivery for Rigor and Relevance** |
| **I Do** | **Anticipatory Set** | Teacher will have addition and subtraction problems on the board. |
| **We Do** | **Performance Task, Direct Instruction, Modeling, Lesson Sequence, Technology, Routines** | Teacher will show and model the steps to solve the math problems on the board. |
| **You Do** | **Guided Practice/****Independent Practice** | Students will complete addition and subtraction problems using a variety of methods i.e. number line, base ten blocks, and place value. |
|  | **Closure/****Check for Understanding** | Students will come to the board one at a time and solve an addition or subtraction problem. |
|  | **Assessment ( Formative / Summative)** | Ongoing informal assessment. |
| DifferentiationHomework | Students who need extra help on addition will focus on addition problems. Students who can add but not subtract will work on subtraction. |