**Carney Lesson Plan**

**August 24-28, 2015**

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| **Campus /Teacher:** | Sierra/Carney | **Course / Grade:** | ELA2nd and 3rd  | **Date:** | MondayAugust 24 |
|  | **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 review adjectives from last week in the 8 parts of speech. |
| **Language Objective** | Students will review adjectives from last week and together as a class we will create a grammar wall with categories of adjectives. Students will write complete sentences using these adjectives into their Parts of Speech booklet. |
| **WICOR Strategies** | Students will write lists, sentences and definitions in a booklet. |
|  |  | **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 recording sheet from the game, students will write a sentence in their booklets using one of the adjectives from the recording sheet. Students will circle adjectives in their sentences and draw a picture of the sentence. |
|  | **Closure/****Check for Understanding** | Students will read a sentence out loud and identify the adjective. |
|  | **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 25 |
|  | **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 pronouns. |
| **Language Objective** | Students will identify and define pronouns. Students will write a list of pronouns and write complete sentences using these pronouns into their Parts of Speech booklet. |
| **WICOR Strategies** | Students will write lists of pronouns, sentences, and definitions in their booklets. Students will share sentences and pronouns with classmates and tell what noun the pronoun is replacing. |
|  |  | **Instructional Delivery for Rigor and Relevance** |
| **I Do** | **Anticipatory Set** | Students will watch a short video on pronouns. |
| **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 worksheets, students will write a sentence in their booklets using one of the pronouns from the worksheet. Students will underline the pronouns in their sentences. |
|  | **Closure/****Check for Understanding** | Students will read each of their sentences and tell which word is a pronoun. |
|  | **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.2.SL.2-Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| **Performance Objective:** | Students will write legibly. Teacher will read from “Text Lesson in Primary Reading”, students will listen and answer simple Yes/No comprehension questions about the story. |
| **Language Objective** | Students will practice handwriting according to Spalding. Students will listen to a passage for comprehension. |
| **WICOR Strategies** | Students will listen to phonograms and then write each one. Students will listen and use text processing strategies to comprehend a passage. |
|  |  | **Instructional Delivery for Rigor and Relevance** |
| **I Do** | **Anticipatory Set** | For the phonics and writing portion of the lesson, the teacher will explain the procedure at the beginning of class. Students will listen and watch. For the reading portion the lesson, the teacher will read a short passage and the students will answer comprehension questions. |
| **We Do** | **Performance Task, Direct Instruction, Modeling, Lesson Sequence, Technology, Routines** | Teacher will model and explain. Teacher will read and students will listen to a short story. |
| **You Do** | **Guided Practice/****Independent Practice** | Students will watch the screen and copy the teacher when asked to. Students will practice. Students will listen and answer comprehension questions. |
|  | **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 27 |
|  | **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 pronouns. |
| **Language Objective** | Students will finish with and review the pronouns in the 8 parts of speech with a definition, a list of examples, a sentence of one of the examples in the list and a drawing of the sentence and demonstrate their knowledge on a pronoun worksheet. |
| **WICOR Strategies** | Students will write lists, sentences and definitions in a booklet and complete worksheet. Students will share sentences and pronouns with classmates and tell what noun the pronoun is replacing. |
|  |  | **Instructional Delivery for Rigor and Relevance** |
| **I Do** | **Anticipatory Set** | Students will review pronouns. |
| **We Do** | **Performance Task, Direct Instruction, Modeling, Lesson Sequence, Technology, Routines** | Teacher will have students complete pronouns in booklet and make sure they understand directions for completing the worksheet and give example. |
| **You Do** | **Guided Practice/****Independent Practice** | After completing the worksheet, students will write a sentence in their booklets using one of the pronouns from the worksheet and then draw that sentence. Students will underline the pronouns in their sentences. |
|  | **Closure/****Check for Understanding** | Students will read each of their sentences and tell which word is a pronoun. |
|  | **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:** |  | **Date:** | FridayAugust 28 |
|  | **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)** |  |
| DifferentiationHomework |  |