**Westdale Heights Academic Magnet**

**2018-2019**

**K-2 Lesson Plan Template**

**Teacher: Mary Hotard Taylor Foss Bonnie Wilder**  **Subject/ Grade:** **\_\_\_\_\_\_\_First\_\_\_\_\_\_\_\_\_** **Date:** **Nov.5-9, 2017**

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| **Reading** | **Language/Spelling/Writing** | **Math** | **Science/Social Studies** |
| **Objectives/Priority Standards:**  I can identify and retell the main idea and key details in a fiction story.  **RL1.1, 1.2** | **Objectives/Priority Standards:**  I can write words with digraphs.  I can produce complete statement,exclamation, question and command sentences.  I can write informative text with group.  **L.1.1j, L.1.2b, W.1.2, W.1.7** | **Objectives/Priority Standards:**  I can use add & subt to solve problems to 20.  I can understand subt. as part unknown problem.  **1.OA.1 1.OA.4** | **Objectives/Priority Standards:**  I can explain light energy and how it travels.  I can identify what materials light travels best through. |
| **Unit/Lesson Vocabulary:**  Key Ideas and Details  **fiction, character, key detail, main idea** | **Unit/Lesson Vocabulary:**  Letter sounds, sentences  **question, command, exclamation, statement** | **Unit/Lesson Vocabulary:**  Module 2-Place value and subtraction to 20  **tens, ones, addends,decompose** | **Unit/Lesson Vocabulary:**  light ,energy,illumination, opaque, transparent, translucent,reflection, shadow |
| **Monday**  **Lesson Procedures:**  Reading Groups/Daily 5 stations  TW define main idea for anchor chart. TW read a fiction book. TW model how to think/write about the main idea of book. SW turn and talk about the key details to support idea.  **Materials/ Resources:**  Daily 5 material, book  **Assessment/Evaluation:**  Participation of telling details | **Lesson Procedures:**  SW take pretest on words with digraphs. TW intro questions and question words. SW make question mark to show questions. SW practice reading questions. SW color question words.  .  **Materials/ Resources:**  pretest papers, chart, worksheet  **Assessment/Evaluation:**  Grade pretest ,check completed work | **Lesson Procedures:**  Lesson 5 Module 2  Fluency Practice- Add partners to 10  Application Problem- Making 10  Concept Development -Make 10 strategy  SW complete problem sets from lesson for practice.  **Materials/ Resources: linking cubes, ten frame, whiteboards**    **Assessment/Evaluation:**  Check completed work | **WHAM Habitudes - Gratitude**  **SCIENCE LAB 9:30** |
| **Tuesday**  ELECTION DAY |  |  |  |
| **Wednesday**  **Lesson Procedures:**  Reading Groups/Daily 5 stations  TW review main idea def. TW read another fiction book. SW turn and talk about the main idea. SW write details that support idea.  **Materials/ Resources:**  Daily 5 materials, recording sheets  **Assessment/Evaluation:**  check sentences | **Lesson Procedures:**  TW review chart. TW model how to write question. SW turn and tell their partner a question with question words. SW write their own question about pic.  **Materials/ Resources:**  writing binder,pic worksheet, question word cards  **Assessment/Evaluation:**  Peer check of question, share questions | **Lesson Procedures:**  Lesson 6 Module 2  Fluency Practice- counting by twos  Application Problem- Take 2 out  Concept Development - strategies to make ten  SW complete problem sets from lesson for practice.  **Materials/ Resources:**  **personal white board**  **Assessment/Evaluation:**  check completed work | **Lesson Procedures:**  TW define vocabulary words and identify different light sources. SW complete Shadow activity and explore with shadow puppets.  **Materials/ Resources:**  light sources, puppets, popsicle sticks  **Assessment/Evaluation:**  complete shadow activity |
| **Thursday**  **Lesson Procedures:**  Reading Groups/Daily 5 stations  TW review main idea chart. SW work in groups to read fiction book and tell main idea and details.  **Materials/ Resources:**  Daily 5 materials, response sheet  **Assessment/Evaluation:**  SHare group work for peer assessment | **Lesson Procedures:**  TW talk about “bossy sentences.” SW sort commands and other sentences. SW turn and tell a command they would tell a dog. SW write their own command sentence for a pet. SW work on table of contents for family book.  **Materials/ Resources:**  Worksheet, table of contents form  **Assessment/Evaluation:**  Check completed work with peer, share | **Lesson Procedures:**  Lesson 7 Module 2  Fluency Practice-add to 9  Application Problem- add three numbers  Concept Development - Making 10 with 8  SW complete problem sets from lesson for practice.  **Materials/ Resources:**  **Assessment/Evaluation:**  Check completed work | **Lesson Procedures:**  TW discuss opaque, transparent, and translucent. SW complete activity identifying different materials (foil, tissue paper, etc). SW make recordings.  **Materials/ Resources:**  light source, materials, recording sheet  **Assessment/Evaluation:**  check recordings in notebook |
| **Friday**  **Lesson Procedures:**  Reading Groups/Daily 5 stations  SW continue to work on main idea presentations.  **Materials/ Resources:**  Daily 5 material,response paper  **Assessment/Evaluation:**  SHare group work for peer assessment | **Lesson Procedures:**  TW review all sentences with sort. SW take assessment on sentence types.  SW begin writing chapters for family book.  **Materials/ Resources:**  writing binders, paper, assessment  **Assessment/Evaluation:**  Graded assessment | **Lesson Procedures:**  **Materials/ Resources:**  **Assessment/Evaluation:** | **Lesson Procedures:**  SW discuss reflecting and refracting. SW complete activity using mirrors.  **Materials/ Resources:**  light source, objects, mirror  **Assessment/Evaluation:**  Check recordings |