**Westdale Heights Academic Magnet**

**2018-2019**

**K-2 Lesson Plan Template**

 **Teacher: Mary Hotard Taylor Foss Bonnie Wilder**  **Subject/ Grade:** **\_\_\_\_\_\_\_First\_\_\_\_\_\_\_\_\_** **Date:** **Oct. 22-26, 2018**

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| **Reading** | **Language/Spelling/Writing** | **Math** | **Science/Social Studies** |
| **Objectives/Priority Standards:** I can ask and answer questions about key details in a text.**RF.1.1, RL1.1, RI.1.1, RI.1.5,RI.1.6****SL.1.1a,b, SL1.4** | **Objectives/Priority Standards:** I can write words with l blends.I can use adjectives to compare nouns.I can write informative text with group.**L.1.1f, L.1.2a,b, W.1.2, W.1.7** | **Objectives/Priority Standards:** I can use add & subtraction to solve problems to 20.I can understand subt. as part unknown problem.**1.OA.1 1.OA.4**  | **Objectives/Priority Standards:**I can use the parts of a map. I can create a map of a place.1.3.1, 1.3.2, 1.3.3 |
| **Unit/Lesson Vocabulary:**MAking Predictions**predict, fiction, nonfiction, table of contents, evidence** | **Unit/Lesson Vocabulary:**Letter Sounds, parts of speech**comparative, superlative, adjective,noun ,verb, informative, research** | **Unit/Lesson Vocabulary:**Module 1: Subtraction to 10**part, whole, number bond, take apart, subtract, fact family, related** | **Unit/Lesson Vocabulary:**Maps Help Us**map, map key, globe, compass rose, cardinal directions** |
| **Monday****Lesson Procedures:** Reading Groups/Daily 5 stationsTW show discuss similarities/differences in comparing fiction and nonfiction books. TW model how to make and justify predictions for Owl book.**Materials/ Resources:**  Daily 5 material,book**Assessment/Evaluation:**Teacher observation | **Lesson Procedures:** SW take pretest on words with l blends.TW show objects of different sizes and model how to compare 2 and more than 2 objects using adj. with er and est. SW label pictures with correct adjectives.**Materials/ Resources:** pretest papers, adj. booklet**Assessment/Evaluation:**Grade pretest , check labels | **Lesson Procedures:**Lesson 36 (2nd page of Problem Set not the first page and the Exit ticket)Fluency Practice-Say ten wayApplication problem- subt.Concept Development - SW use math drawings and cube trains to make fact families. **Materials/ Resources:**  boards, problem sets**Assessment/Evaluation:** Check Exit ticket | **WHAM Habitudes -** **SCIENCE LAB 9:30** |
| **Tuesday****Lesson Procedures:** Reading Groups/Daily 5 stationsTW guide S in making predictions and evidence for a nonfiction book about spiders. **Materials/ Resources:**  Daily 5 material, book, stickies**Assessment/Evaluation:**Check stickies | **Lesson Procedures:** TW review using adjectives to compare objects. SW sort adjectives under 1, 2 or 3 objects.TW review how to stretch out words and write sounds heard. SW practice some words on dry erase.**Materials/ Resources:** dry erase, objects, booklet**Assessment/Evaluation:**Check sort and boards | **Lesson Procedures:** Lesson 39 (not problem set)Fluency Practice-2 lessApplication problem- comparing subt.Concept Development - SW find number sentences that make a fact family with The fact family cut and paste **Materials/ Resources:**  boards, problem sets**Assessment/Evaluation:** Check completed work  | **Lesson Procedures:** TW review vocabulary. SW watch video about parts of a map. SW explore a compass rose. SW complete activity paper. **Materials/ Resources:** computer, maps, compass rose paper**Assessment/Evaluation:**Check map keys and maps |
| **Wednesday****Lesson Procedures:** Reading Groups/Daily 5 stationsTW model how to use table of contents and photos to predict while reading. SW turn and talk about predictions/evidence as text is read.**Materials/ Resources:** Daily 5 materials, book**Assessment/Evaluation:**Teacher observation | **Lesson Procedures:** TW model how to use adjectives to compare nouns in a sentence. SW work with a buddy to write a sentence. SW circle the correct adj. for sentences. TW read mentor text report. SW do inside/outside to tell what they noticed.**Materials/ Resources:** mentor report, booklet **Assessment/Evaluation:**Check completed work |  **Lesson Procedures:**  Fluency Practice - counting by 5Application problem- comparing subt.Concept Development - SW use dominoes to practice fact families.**Materials/ Resources:** boards**Assessment/Evaluation:**check completed work | **Lesson Procedures:** SW review parts of the map and complete activity of following directions and using map key to find landforms and landmarks. **Materials/ Resources:** map activity paper, videos**Assessment/Evaluation:**Completed maps & map keys |
| **Thursday****Lesson Procedures:** Reading Groups/Daily 5 stationsSW work in groups to write predictions/evidence from table of contents and photos. **Materials/ Resources:** books, recording sheetDaily 5 materials, **Assessment/Evaluation:**check work | **Lesson Procedures:** Tw review adj. SW choose the best adj to compare nouns. TW review list of report features and model how to take notes from text.**Materials/ Resources:** writing binders,booklet**Assessment/Evaluation:**Check adj. chosen | **Lesson Procedures:** Fluency Practice - counting by 2Application problem - numb. pathConcept Development - TW model how to explain thinking with numbers/words/picture when solving problem. SW work with partner to write explanation.**Materials/ Resources:** boards**Assessment/Evaluation:**Check completed work | **Lesson Procedures:** SW review map parts and landforms. SW discuss globes and review questions about globes. SW create a model of a globe/world map on a paper plate.**Materials/ Resources:** paper plates, maps of continents**Assessment/Evaluation:**Completed maps & map keys |
| **Friday****Lesson Procedures:** Reading Groups/Daily 5 stationsSW take assessment on making predictions. **Materials/ Resources:** Daily 5 material , assessment**Assessment/Evaluation:**Grade assessment | **Lesson Procedures:** TW write checklist with S for activity.SW work in groups to act out or illustrate comparing adj. SW write sentences for act or illustrations. **Materials/ Resources:** paper**Assessment/Evaluation:**Checklist for activity/sentences | **Lesson Procedures:** TW model how to write explanation with words, pictures, and drawings. SW practice writing explanation to solve problems posed by teacher.**Materials/ Resources:** problem response paper**Assessment/Evaluation:**Peer check of explanation | **Lesson Procedures:** TW read Me on a Map.SW make step book to show all the places they belong on Earth-continent, country, state, city**Materials/ Resources:** step book pieces**Assessment/Evaluation:**completed work |