**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 stations  TW 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 way  Application 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 stations  TW 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 less  Application 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 stations  TW 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 5  Application 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 stations  SW 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 2  Application problem - numb. path  Concept 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 stations  SW 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 |