**Westdale Heights Academic Magnet**

**2018-2019**

**K-2 Lesson Plan Template**

**Teacher: Mary Hotard Taylor Foss Bonnie Wilder**  **Subject/ Grade:** **\_\_\_\_\_\_\_First\_\_\_\_\_\_\_\_\_** **Date:** **Jan.21-25, 2019**

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| --- | --- | --- | --- |
| **Reading** | **Language/Spelling/Writing** | **Math** | **Science/Social Studies** |
| **Objectives/Priority Standards:**  I can retell stories using key details and tell the central message of a story.  I can describe characters and events in a story.  RL.1 -3 | **Objectives/Priority Standards:**  I can write a how to with steps.  W1.2,W1.7 | **Objectives/Priority Standards:**  I can take away from 10 to solve subtraction problems when one addend is 7,8 or 9.  1.OA.3, 1.OA.6, 1. NBT.2 | **Objectives/Priority Standards:**  I can tell about the moon’s behavior in the sky.  I can tell about the sun, moon and earth’s relationship.  LE.ESS1A.a  I can compare lifestyles from the past to today’s lifestyles.  1.1.1-3, 1.1.2.1-2 |
| **Unit/Lesson Vocabulary:**  R. Great Story: Eeyore’s Birthday  gloomy, proper | **Unit/Lesson Vocabulary:**  How to writing  Transition words | **Unit/Lesson Vocabulary:**  Module 2  **tens, ones,decompose, subtraction** | **Unit/Lesson Vocabulary:**  **Earth Moon rotation revolve stars sunrise sunset**  **past present future timeline transportation community** |
| **Monday**  **Holiday** |  |  |  |
| **Tuesday**  **Lesson Procedures:**  Reading Groups/Daily 5 stations  TW read story & clear up any vocabulary for students  SW turn and talk about what they would get Eeyore after describing character.  **Materials/ Resources:**  Jr. Great books & response papers  **Assessment/Evaluation:**  Checklist for response, share responses | **Lesson Procedures:**  TW read examples of beginnings and endings for how to’s. TW work with students to write a good ending and beginning for a how to.  **Materials/ Resources:**  writing binders, mentor text  **Assessment/Evaluation:**  SHare written endings/beginnings | **Lesson Procedures:**  Lesson 22 Module 2  Fluency Practice-Sprint  Concept Development -SW complete problem sets  **Materials/ Resources:**  problem sets, white boards, cubes  **Assessment/Evaluation:**  Check problem sets | **Lesson Procedures:**  TW review stars. SW create their own constellation with partner and write a story about its origin.  **Materials/ Resources:**  constellation paper, toothpicks, marshmallows  **Assessment/Evaluation:**  completion, share picture and writing |
| **Wednesday**  **Lesson Procedures:**  Reading Groups/Daily 5 stations  TW retell story with student’s help. SW turn and talk about Piglet and Pooh characters. Sw write/draw about Piglet character.  **Materials/ Resources:**  Jr. Great books & response papers  **Assessment/Evaluation:**  Checklist for response | **Lesson Procedures:**  TW model how to use transition words for how to writing. SW work on writing.  **Materials/ Resources:**  writing binders, transition word list  **Assessment/Evaluation:**  Share transition words used | **Lesson Procedures:**  Lesson 23 Module 2  Fluency Practice-Say ten counting  Application Problem-add with 9  Concept Development-  **Materials/ Resources:**  problem sets,white boards  **Assessment/Evaluation:**  Check problem sets | **Lesson Procedures:**  SW review and take test.  **Materials/ Resources:**  tests, study guide,  **Assessment/Evaluation:**  grade test |
| **Thursday**  **Lesson Procedures:**  Reading Groups/Daily 5 stations  TW retell story stopping to have students discuss G.B.’s questions that they answered for homework.  **Materials/ Resources:**  Jr. Great books & response papers  **Assessment/Evaluation:**  Share responses , Check homework | **Lesson Procedures:**  TW work with students to make checklist for how to. SW work on writing or checking how to’s  **Materials/ Resources:**  checklist, writing binders  **Assessment/Evaluation:**  Peer check, checklist | **Lesson Procedures:**  Lesson 24 Module 2  Fluency Practice-Say ten counting  Application Problem-add with 9  Concept Development-  **Materials/ Resources:**  problem sets,white boards  **Assessment/Evaluation:**  Check problem sets | **Lesson Procedures:**  TW introduce history with week 9 Social Studies Weekly. TW introduce vocabulary of past, present and future. TW show pics of items from each. SW sort pics into time periods. SW draw an item for each in notebook.  **Materials/ Resources:**  **Assessment/Evaluation:** |
| **Friday**  **Lesson Procedures:**  Reading Groups/Daily 5 stations  TW pose questions about story and have groups discuss. SW write what advice they would give to Eeyore.  **Materials/ Resources:**  Jr. Great books & response papers  **Assessment/Evaluation:**  Checklist for responses | **Lesson Procedures:**  SW share how to’s  **Materials/ Resources:**  Checklists, binders  **Assessment/Evaluation:**  Check and Share writing | **Lesson Procedures:**  100 Day activities rotation  **Materials/ Resources:**  100’s chart, puzzles, breakout materials, trail mix, art  **Assessment/Evaluation:**  Teacher observation and Share activity experiences | **Lesson Procedures:**  100 Days Activities rotation  **Materials/ Resources:**  **Assessment/Evaluation:** |