**Westdale Heights Academic Magnet**

**2018-2019**

**K-2 Lesson Plan Template**

 **Teacher: Mary Hotard Taylor Foss**  **Subject/ Grade:** **\_\_\_\_\_\_\_First\_\_\_\_\_\_\_\_\_** **Date:** **Jan.28-Feb. 1, 2019**

|  |  |  |  |
| --- | --- | --- | --- |
| **Reading** | **Language/Spelling/Writing** | **Math** | **Science/Social Studies** |
| **Objectives/Priority Standards:**I can use text features to help me understand information.RI.1.5 | **Objectives/Priority Standards:** I can use commas correctly.I can read and write words with long vowel a spelled ayW1.2,3.5 L.2c | **Objectives/Priority Standards:** I can extend the counting sequence.I can understand place value of tens and ones.I can compare numbers using the symbols =,> &<.NO 1.1, 1.2 | **Objectives/Priority Standards:**I can compare lifestyles from the past to today’s lifestyles.1.1.1-3, 1.1.2.1-2 |
| **Unit/Lesson Vocabulary:**Nonfiction text features**table of contents,glossary, heading,index, diagram,photograph, caption,bold words** | **Unit/Lesson Vocabulary:**Parts of Speech: Punctuation/letters**commas, series, letter, greeting, closing, body** | **Unit/Lesson Vocabulary:**Module 4-Place value**tens, hundreds,ones** | **Unit/Lesson Vocabulary:****past present future timeline transportation community** |
| **Monday****Lesson Procedures:** Reading Groups/Daily 5 stationsTW introduce nonfiction text features with posters and video (Bespectacled Librarian, Text feature intro for K or Navigators)TW show example of table of contents with mentor textSW use contents to answer questions and complete example page about contents**Materials/ Resources:** Booklet, mentor text, posters from Primary Pond**Assessment/Evaluation:**Check page | **Lesson Procedures:** SW take pretest for SpellingTW intro commas and when we use them in writing with short video (Commas in a series by Lollypond).TW read Click Clack Moo and SW talk about letters in story.**Materials/ Resources:** computer,letter**Assessment/Evaluation:**Check pretest | **Lesson Procedures:** Lesson 1 Module 4 Fluency Practice-Happy countingConcept Development from Lesson 1. SW complete problem sets from lesson for practice.**Materials/ Resources:** problem sets,objects to make tens**Assessment/Evaluation:**Check problem sets | **WHAM Habitudes -** **SCIENCE LAB**  |
| **Tuesday****Lesson Procedures:** Reading Groups/Daily 5 stationsTW review nonfiction text features with poster, TW show example of headings with mentor textSW use headings to answer questions and complete example page about headings**Materials/ Resources:** Booklet, mentor text**Assessment/Evaluation:**Check page | **Lesson Procedures:** TW read Dear Mr. Blueberry and talk about letters.TW review uses of commas with chart. SW write sentence to show rug buddy using a series of 3 things. Peers will check sent. SW write sentences with and for notebook activity.**Materials/ Resources:** dry erase boards, markers, interactive notebook activity, chart**Assessment/Evaluation:**Check sentences, Peer evaluation | **Lesson Procedures:** Lesson 2 Module 4 Fluency Practice-sprintConcept Development from Lesson 2 SW complete problem sets from lesson for practice.**Materials/ Resources:** problem sets, place value blocks**Assessment/Evaluation:**Check problem sets | **Lesson Procedures:** TW introduce vocabulary: history, past, present, future. SW write down definitions in notebook. SW complete then and now sort. **Materials/ Resources:** then and now sort, computer,**Assessment/Evaluation:**completed work, |
| **Wednesday****Lesson Procedures:** Reading Groups/Daily 5 stationsTW review nonfiction text features with poster, TW show example of glossary with mentor textSW use glossary to answer questions and complete example page about glossary**Materials/ Resources:** Booklet, mentor text**Assessment/Evaluation:** Check page | **Lesson Procedures:** TW review letters and commas. TW model how to use the word or in a list. SW write sentences with a list using or to complete notebook activity. **Materials/ Resources:** notebook activity materials, charts**Assessment/Evaluation:**Check sentences, share writing | **Lesson Procedures:** Lesson 3 Module 4 Fluency Practice- add/subtract 20Concept Development from Lesson 3. SW complete problem set for practice.**Materials/ Resources:** problem sets, place value blocks**Assessment/Evaluation:**Check problem sets | **Lesson Procedures:** TW read about school of the past. (**EPIC!** School: Then and Now, School: 100 years ago!) SW work with a partner to put pics of desks in order from earliest to latest. SW begin working on drawing and writing about schools from each time period.**Materials/ Resources:** school pics, school recording form**Assessment/Evaluation:**Completed work |
| **Thursday****Lesson Procedures:** Reading Groups/Daily 5 stationsTW review nonfiction text features with poster, TW show example of index with mentor textSW use index to answer questions and complete example page about the index**Materials/ Resources:** Booklet, mentor text**Assessment/Evaluation:**Check page | **Lesson Procedures:** SW take Spelling test. TW read Nice Try Tooth Fairy and talk about letters. TW model how to write a letter. SW turn and talk about where the commas should go. TW ask for student input on checklist for letter.**Materials/ Resources:** letter paper,book,chart, checklist**Assessment/Evaluation:** Grade spelling test,Observation, thumbs up for comma usage | **Lesson Procedures:** Lesson 4 Module 4 Fluency Practice-sprint on adding with 9Application Problem- subt.to 20Concept Development- SW write number sent. for model numbers**Materials/ Resources:** problem sets, dry erase**Assessment/Evaluation:**Check problem sets | **Lesson Procedures:** .TW review rules of scoot game. SW scoot to guess what items are from schools in the past. SW turn and talk to compare items from now. SW continue to work on writing and drawing to compare**Materials/ Resources:** school recording form, school item pics**Assessment/Evaluation:**Completed work |
| **Friday****Lesson Procedures:** Reading Groups/Daily 5 stationsTW review nonfiction text features with posters, TW show example of bold words with mentor textSW answer questions and complete example page about bold words**Materials/ Resources:** Booklet, mentor text**Assessment/Evaluation:**Check page | **Lesson Procedures:**  TW reread some letters from books. TW review checklist for letter. TW model how to write another letter with student input. Sw write independently.**Materials/ Resources:** checklist, books, chart**Assessment/Evaluation:**Teacher observation | **Lesson Procedures:** TW review place value homework and content from week. SW take quiz on place value.**Materials/ Resources:** common assessment**Assessment/Evaluation:**Grade quiz and review quiz | **Lesson Procedures:** TW read about a school of the past using SS big book. SW continue to draw and write to compare schools. SW turn and talk about future schools and draw/write about one item in their notebook. **Materials/ Resources:** school recording form**Assessment/Evaluation:**Completed work |