**Westdale Heights Academic Magnet**

**2018-2019**

**K-2 Lesson Plan Template**

**Teacher: Mary Hotard Taylor Foss Bonnie Wilder**  **Subject/ Grade:** **\_\_\_\_\_\_\_First\_\_\_\_\_\_\_\_\_** **Date:** **Nov.12-19, 2018**

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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 use plural nouns correctly.  I can write informative text with group.  **L.1.1c, W.1.2, W.1.7** | **Objectives/Priority Standards:**  I can make ten to solve problems when one addend is 7 or 8.  1.OA.3, 1.OA.6, 1. NBT.2 | **Objectives/Priority Standards:**  I can identify sources of light.  I can tell the difference between transparent, translucent, and opaque.  I can explain sound energy and how sounds are made.  1. |
| **Unit/Lesson Vocabulary:**  Key Ideas and Details  **fiction, character, key detail, main idea** | **Unit/Lesson Vocabulary:**  Parts of Speech  **singular, plural, noun** | **Unit/Lesson Vocabulary:**  Module 2  **tens, ones, addends,decompose** | **Unit/Lesson Vocabulary:**  transparent, translucent, opaque, transmit, reflect  **sound ,vibration, pitch, high, low** |
| **Monday**  **Lesson Procedures:**  Reading Groups/Daily 5 stations  TW review main idea pizza. TW read Thanksgiving book. SW turn and talk then write main idea of book.  **Materials/ Resources:**  Daily 5 material, main idea organizer  **Assessment/Evaluation:**  check main idea sentence | **Lesson Procedures:**  TW define singular and plural noun. SW show signal for sing./plural nouns. SW find singular/plural nouns and write new plural words.  **Materials/ Resources:**  chart,worksheet  **Assessment/Evaluation:**  check completed work | **Lesson Procedures:**  Lesson 7 Module 2  Fluency Practice-parts of 10  Application Problem-3 addends  Concept Development-Use white boards to see how to make numb. bonds to solve  SW complete problem sets  **Materials/ Resources:**  problem sets,white boards  **Assessment/Evaluation:**  Check problem sets | **WHAM Habitudes - Gratitude**  **SCIENCE LAB 9:30** |
| **Tuesday**  **Lesson Procedures:**  Reading Groups/Daily 5 stations  Tw review main idea with Brainpop video. TW reread Thanks. book. SW turn and talk about key details for main idea.  SW record key details.  **Materials/ Resources:**  Daily 5 material, main idea organizer  **Assessment/Evaluation:**  check completed work | **Lesson Procedures:**  TW explain rule for use of adding es to make plural nouns. TW use smartboard to show list of words and SW find words to make plural with es. SW practice writing plural words with es.  **Materials/ Resources:**  smartboard, worksheet  **Assessment/Evaluation:**  Check completed work | **Lesson Procedures:**  Lesson 8 Module 2  Fluency Practice-parts of 10  Application Problem-add w/9  Concept Development- Show how to make 10 from 8  SW complete problem sets  **Materials/ Resources:**  problem sets,white boards  **Assessment/Evaluation:**  Check problem sets | **Lesson Procedures:**  SW complete translucent/transparent/opaque activity and definitions. TW read about shadows on EPIC!.SW create shadow puppets and explore.  **Materials/ Resources:**  computer, worksheets, shadow puppet papers and popsicle sticks  **Assessment/Evaluation:**  Check definitions and puppet participation |
| **Wednesday**  **Lesson Procedures:**  Reading Groups/Daily 5 stations  SW work with partner to read a book and complete a main idea/detail report about book.  **Materials/ Resources:**  Daily 5 materials, recording sheet  **Assessment/Evaluation:**  Check on progress of work | **Lesson Procedures:**  TW explain rule for words ending in y. SW work with partner to write new words on boards. SW sort words.SW continue to work on All ABout family books.  **Materials/ Resources:**  writing binders, paper, sort  **Assessment/Evaluation:**  SHare writing progress, check sort | **Lesson Procedures:**  Lesson 9  Fluency Practice-Sprint  Concept Development -practice making ten with 7  SW complete problem sets  **Materials/ Resources:**  problem sets, white boards, cubes  **Assessment/Evaluation:**  Check problem sets | **Lesson Procedures:**  SW complete STEM “Airplane Window” activity on Discovery Education.  **Materials/ Resources:**  computer, materials,  **Assessment/Evaluation:**  participation and completion |
| **Thursday**  **Lesson Procedures:**  Reading Groups/Daily 5 stations  SW continue to work with partner on main idea/detail project.  **Materials/ Resources:**  Daily 5 materials, recording sheet  **Assessment/Evaluation:**  Share and Check completed work | **Lesson Procedures:**  TW give students examples of sentences that need to be fixed. SW write sentences with a plural noun. SW continue to work on All About book.    **Materials/ Resources:**  boards. writing binders  **Assessment/Evaluation:**  Share writing, check sentences | **Lesson Procedures:**  Lesson 10 Module 2  Fluency Practice-Take out 2/3  Application Problem-add with 8  Concept Development- Compare strategies  SW complete problem sets  **Materials/ Resources:**  problem sets,white boards  **Assessment/Evaluation:**  Check problem sets | **Lesson Procedures:**  TW read about pilgrims and native americans. SW write about and make a teepee, Mayflower and canoe.  **Materials/ Resources:**  Thanksgiving craft materials  **Assessment/Evaluation:**  check writing with crafts |
| **Friday**  **Lesson Procedures:**  Reading Groups/Daily 5 stations  TW review main idea/details with short passage. SW take assessment on main idea.  **Materials/ Resources:**  Daily 5 material,common assessment  **Assessment/Evaluation:**  Grade assessment | **Lesson Procedures:**  TW model how to make a diagram for informing book and show examples. SW work on diagram for all about family book.  **Materials/ Resources:**  Writing binders, smartboard  **Assessment/Evaluation:**  share diagrams | **Lesson Procedures:**  **Materials/ Resources:**  **Assessment/Evaluation:** | **Lesson Procedures:**  TW define sound energy.SW watch video about sound energy and turn and talk about what they learned. SW draw things that make sound.  **Materials/ Resources:**  sound web chart  **Assessment/Evaluation:**  Check recordings |