**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 stationsTW 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 10Application Problem-3 addendsConcept Development-Use white boards to see how to make numb. bonds to solveSW 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 stationsTw 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 10Application Problem-add w/9Concept Development- Show how to make 10 from 8SW 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 stationsSW 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 9Fluency Practice-SprintConcept Development -practice making ten with 7SW 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 stationsSW 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 2/3Application Problem-add with 8Concept Development- Compare strategiesSW 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 stationsTW 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 |