**Westdale Heights Academic Magnet**

**2018-2019**

**K-2 Lesson Plan Template**

 **Teacher: Mary Hotard Taylor Foss Bonnie Wilder**  **Subject/ Grade:** **\_\_\_\_\_\_\_First\_\_\_\_\_\_\_\_\_** **Date:** **Nov.26-30, 2018**

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| **Reading** | **Language/Spelling/Writing** | **Math** | **Science/Social Studies** |
| **Objectives/Priority Standards:**I can describe characters using key details.**RL1.3** | **Objectives/Priority Standards:** I can read and write words with long vowel a patterns.I can use the verbs is/are and was/were correctly.I can learn to write informatively.**RF1.3,L.1.1b, W.1.2** | **Objectives/Priority Standards:** I can compare the length of objects.**1.MD.1**  | **Objectives/Priority Standards:**I can describe different sources of sound.I understand that vibrations make sound.  |
| **Unit/Lesson Vocabulary:**Story Analysis**character, detail, describe, trait,analyze,compare, contrast, connection** | **Unit/Lesson Vocabulary:**Long vowels, Parts of speech,Sentences**verb, inform,how to, present, past** | **Unit/Lesson Vocabulary:**Module 3**shorter, longer, length** | **Unit/Lesson Vocabulary:****sound, vibrations, transmit** |
| **Monday****Lesson Procedures:** Reading Groups/Daily 5 stations(Lesson 6) TW model how to identify character traits using a known character.SW help T fill out character chart**Materials/ Resources:** Lesson 6 in Comp. curr., chart**Assessment/Evaluation:**Teacher observation | **Lesson Procedures:** SW take pretest for Spelling.TW intro long a pattern. TW demo how to use is/are correctly. SW give thumbs up/down for sentences. SW complete sentences with correct verb.**Materials/ Resources:** Interactive notebook activity, pretest papers**Assessment/Evaluation:**Check pretest, check sentences | **Lesson Procedures:** Lesson 1Fluency: Counting by 5‘sApplication Problem: skip count by 5Concept Development: Compare objects in room with pencilsSW complete problem setsRead Aloud on EPIC: If the Shoe Fits **Materials/ Resources:**  objects, problem sets**Assessment/Evaluation:** Check completed work | **WHAM Habitudes - Gratitude****SCIENCE LAB 9:30** |
| **Tuesday****Lesson Procedures:** Reading Groups/Daily 5 stationsTW review character chart and intro trait list. SW turn and talk about a known character for each part of chart. TW model how to write about a character using trait and story evidence.**Materials/ Resources:** Lesson 7 Comp. curr.,Book, charts**Assessment/Evaluation:**Teacher observation and peer check | **Lesson Procedures:** SW practice long a pattern on starfall.TW review is/are then intro was/were. SW give thumbs up/down for sentences. SW complete sentences with correct verb.TW model how to do a diagram for family book after showing examples. SW work on diagrams for book.**Materials/ Resources:** writing paper, was/were activity**Assessment/Evaluation:**Check sentences and share diagrams | **Lesson Procedures:** Lesson 2Fluency: Counting by 10‘sApplication Problem: skip count by 10Concept Development: Compare objects in room with stringSW complete problem sets **Materials/ Resources:** objects, problem sets **Assessment/Evaluation:** Check completed work  | **Lesson Procedures:** TW review with students light energy and introduce sound energy. SW record definitions on notebook insert. TW lead students through “Engage” on Discovery’s ScienceTechbook for sound. **Materials/ Resources:** computer, smartboard, interactive notebook insert**Assessment/Evaluation:**Completed work |
| **Wednesday****Lesson Procedures:** Reading Groups/Daily 5 stationsTW review charts. SW turn and talk about known character. SW begin journal entry about character traits.**Materials/ Resources:** Lesson 8 comp curr.,book, charts, journals**Assessment/Evaluation:**Check completed facts | **Lesson Procedures:** TW review long a with online game. TW review is/are/was/were and discuss using am with I. SW sort past/present sentences with buddy. (Lesson 3 in GRammar) TW read how to mentor text. Tw model how to write how to for family book.**Materials/ Resources:** mentor text, Grammar curr. , family books**Assessment/Evaluation:**Check sorting |  **Lesson Procedures:** Lesson 3Fluency: Counting by 2‘sApplication Problem: skip count by 2Concept Development: ordering objects by sizeSW complete problem sets**Materials/ Resources:** objects, problem sets**Assessment/Evaluation:**check completed work  | **Lesson Procedures:** SW complete some of “Explore” on Discovery’s ScienceTechbook. SW brainstorm different sources of sound. SW complete chart with a picture and label for four different sources of sound. **Materials/ Resources:** pyramid folds,computer**Assessment/Evaluation:**Completed work |
| **Thursday****Lesson Procedures:** Reading Groups/Daily 5 stationsTW reread /retell character’s story. TW ask S to help make a checklist for journal entry.SW continue to write journal entry about character’s traits. SW share and check peer’s entry.**Materials/ Resources:** charts, book, journals**Assessment/Evaluation:**checklist for completed work | **Lesson Procedures:** SW take spelling test on long a. SW play Scoot to practice is/are/was/were. TW read a how to and have S help write a how to. SW begin working on how to for family book.**Materials/ Resources:** mentor text.Writing binders, spelling paper**Assessment/Evaluation:** Grade spelling, Self check of Scoot | **Lesson Procedures:** Lesson 1-3 ReviewFluency: Counting by 3‘sApplication Problem: skip count by 3Concept Development: review with game about comparing length online**Materials/ Resources:** computer**Assessment/Evaluation:**observation | **Lesson Procedures:** TW read some of “Sound” off Epic!. SW complete a sort on different sound sources. **Materials/ Resources:** computer**Assessment/Evaluation:**completed work |
| **Friday****Lesson Procedures:** Reading Groups/Daily 5 stationsTW review character traits. SW share their homework project. **Materials/ Resources:** Charts, homework**Assessment/Evaluation:**Share/check completed homework | **Lesson Procedures:** Tw review verbs. SW take quiz on is/are/was/were.TW read a how to. TW model how to check steps in how to.SW continue writing how to for family book. **Materials/ Resources:** writing binders, paper**Assessment/Evaluation:**Grade quiz,Share/check how to with buddy | **Lesson Procedures:** TW review comparing lengths. SW make poster to show order of objects by shortest to longest or longest to shortest.**Materials/ Resources:** pictures of objects**Assessment/Evaluation:**Check posters for order | **Lesson Procedures:** SW finish “Explain” and “Elaborate with STEM” on Discovery. **Materials/ Resources:** smartboard, **Assessment/Evaluation:**completed work |