**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 1  Fluency: Counting by 5‘s  Application Problem: skip count by 5  Concept Development: Compare objects in room with pencils  SW complete problem sets  Read 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 stations  TW 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 2  Fluency: Counting by 10‘s  Application Problem: skip count by 10  Concept Development: Compare objects in room with string  SW 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 stations  TW 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 3  Fluency: Counting by 2‘s  Application Problem: skip count by 2  Concept Development: ordering objects by size  SW 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 stations  TW 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 Review  Fluency: Counting by 3‘s  Application Problem: skip count by 3  Concept 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 stations  TW 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 |