**Westdale Heights Academic Magnet**

**2018-2019**

**K-2 Lesson Plan Template**

**Teacher: Mary Hotard Taylor Foss Bonnie Wilder**  **Subject/ Grade:** **\_\_\_\_\_\_\_First\_\_\_\_\_\_\_\_\_** **Date:** **Oct. 15-19, 2017**

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| **Reading** | **Language/Spelling/Writing** | **Math** | **Science/Social Studies** |
| **Objectives/Priority Standards:**  I can ask and answer questions about key details in a text.  **RF.1.1, RL1.1, RI.1.1, RI.1.5,RI.1.6**  **SL.1.1a,b, SL1.4** | **Objectives/Priority Standards:**  I can write words with r blends.  I can use capitals and periods correctly.  I can use adjectives correctly.  I can write narratives with details, sequenced events, and a closing.  **L.1.1f, L.1.2a,b, W.1.3** | **Objectives/Priority Standards:**  I can use add & subt to solve problems to 20.  I can understand subt. as part unknown problem.  **1.OA.1 1.OA.4** | **Objectives/Priority Standards:**  I can use the parts of a map.  I can create a map of a place.  1.3.1, 1.3.2, 1.3.3 |
| **Unit/Lesson Vocabulary:**  **prediction, guess** | **Unit/Lesson Vocabulary:**  Blends/digraphs, Narratives  **periods, sentences, narratives, transition words,nouns, verbs, adjectives, describe** | **Unit/Lesson Vocabulary:**  Module 1: Subtraction to 10  **part, whole, number bond, take apart, subtract** | **Unit/Lesson Vocabulary:**  Maps Help Us  **map, map key, globe, compass rose, cardinal directions** |
| **Monday**  **Lesson Procedures:**  Reading Groups/Daily 5 stations  TW model how to make pre-reading predictions before reading using cover info. SW turn and talk about pre-reading predictions. TW record some predictions. Tw read text. Revisit predictions and discuss correctness.(lesson 1-2)  **Materials/ Resources:**  Daily 5 material, book  **Assessment/Evaluation:**  Teacher observation | **Lesson Procedures:**  SW take pretest on words with r blends.  TW help S sort words with r blends.  TW review adj. SW watch Wide OPen World video on Epic. SW continue activity to choose noun, verb, adj. cards to make a silly sentence and illustrate.  **Materials/ Resources:**  pretest papers, computer  **Assessment/Evaluation:**  Grade pretest , peer check of silly sentences | **Lesson Procedures:**  Lesson 28  Fluency Practice-1 less  Application problem- subt.  Concept Development - SW learn how to cross out. SW complete problem sets.  **Materials/ Resources:**  boards, problem sets  **Assessment/Evaluation:**  Check completed work | **WHAM Habitudes - The Big Show**  **SCIENCE LAB 9:30** |
| **Tuesday**  **Lesson Procedures:**  Reading Groups/Daily 5 stations  TW model how to support pre-reading predictions with evidence. (lesson4) TW read book and then check predictions.  **Materials/ Resources:**  Daily 5 material, book, Tchart  **Assessment/Evaluation:**  Teacher observation | **Lesson Procedures:** .  TW review emotion words and model how to add feeling words to writing. SW work on narratives. TW will work with S to sort adjectives, nouns, and verbs. SW will sort words independently.  **Materials/ Resources:**  writing binder, word sort  **Assessment/Evaluation:**  Check sorts, share writing | **Lesson Procedures:**  Lesson 29/30  Fluency Practice-Sprint  Application problem- add & subt.  Concept Development - TW model how to label parts and draw a picture number bond. SW complete problem sets.  **Materials/ Resources:**  boards, problem sets  **Assessment/Evaluation:**  Check completed work | **Lesson Procedures:**  Postponed from last week.SW complete landform booklet. TW review vocabulary. TW show globe and map and define each. SW compare two. SW show on venn diagram.  **Materials/ Resources:**  globe, map, compare chart, landform booklet  **Assessment/Evaluation:**  completed work |
| **Wednesday**  **Lesson Procedures:**  Reading Groups/Daily 5 stations  TW review supporting predictions with evidence. SW do inside/outside circles to share predictions. SW write about predictions and evidence. Tw read book and SW check predictions. (lessons 5-6)  **Materials/ Resources:**  Daily 5 materials, book  **Assessment/Evaluation:**  completed work | **Lesson Procedures:**  TW ask S to find adjectives in page from text. SW go on adjective hunt with partner with a book. SW share adjectives found. TW model how to edit and revise a story. SW work on narratives.  **Materials/ Resources:**  text & book examples,writing binder, sample revisions  **Assessment/Evaluation:**  share writing and adjectives | **Lesson Procedures:**  Lesson 31  Fluency Practice - Sprint  Application problem- numb. path  Concept Development -SW solve problems using drawing, labeling and crossing out strategy.  **Materials/ Resources:**  boards  **Assessment/Evaluation:**  check completed work | **Lesson Procedures:**  TW review vocabulary. SW watch video about parts of a map. SW draw symbols for a map key and use a map key to find things on a map.  **Materials/ Resources:**  computer, maps  **Assessment/Evaluation:**  Check map keys and maps |
| **Thursday**  **Lesson Procedures:**  Reading Groups/Daily 5 stations  (Lesson11/12) TW model how to fill out prediction/evidence chart while reading story. Evaluate predictions with partners.  **Materials/ Resources:**  Daily 5 materials, **Assessment/Evaluation:**  Teacher observation | **Lesson Procedures:**  SW take Spelling test. TW model another edit and revision of a narrative. SW review checklist for a narrative. SW work on narratives.  **Materials/ Resources:**  writing binders, test papers  **Assessment/Evaluation:**  Grade assessments, use checklist to peer check writing | **Lesson Procedures:**  Lesson 32  Fluency Practice - parts of 8  Application problem - numb. path  Concept Development - Review link b/w add. and subt on boards. SW complete problem sets for practice.  **Materials/ Resources:**  boards, problem sets  **Assessment/Evaluation:**  Check completed work | **Lesson Procedures:**  Review vocabulary. SW make a compass rose and learn acronym saying to help them remember directions.  SW play direction game in room.  **Materials/ Resources:**  compass rose papers  **Assessment/Evaluation:**  Check completed work, observation |
| **Friday**  **Lesson Procedures:**  Reading Groups/Daily 5 stations  SW complete prediction/evidence chart as T reads book. SW evaluate predictions with partner.  **Materials/ Resources:**  Daily 5 material , book , chart  **Assessment/Evaluation:**  Check completed chart | **Lesson Procedures:**  **T**W review adjectives with students. SW take quiz on using adjectives. SW share narratives with groups. SW use checklist to check their writing.  **Materials/ Resources:**  writing binders, common assessment, checklist  **Assessment/Evaluation:**  Grade quiz,SHare writing, use checklist | **Lesson Procedures:**  Lesson 28-32  Review SW take quiz after review of strategies to draw and solve subt. problems.  **Materials/ Resources:**  **quiz, boards**  **Assessment/Evaluation:**  **Grade assessment** | **Lesson Procedures:**  TW lead class on tour of small playground. TW model how to make symbols for playground. SW make map in groups. SW read Social Studies Weekly.  **Materials/ Resources:**  map parts, poster, social studies weekly  **Assessment/Evaluation:**  Completed maps & map keys |