**Westdale Heights Academic Magnet**

**2018-2019**

**K-2 Lesson Plan Template**

**Teacher: Mary Hotard Taylor Foss Bonnie Wilder**  **Subject/ Grade:** **\_\_\_\_\_\_\_First\_\_\_\_\_\_\_\_\_** **Date:** **Oct.29-Nov.2, 2017**

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| **Reading** | **Language/Spelling/Writing** | **Math** | **Science/Social Studies** |
| **Objectives/Priority Standards:**  I can analyze and describe characters and key details.  **RF.1.1, RL1.1, RL1.9** | **Objectives/Priority Standards:**  I can write words with s blends.  I can produce complete statement,exclamation, question and command sentences.  I can write informative text with group.  **L.1.1j, L.1.2b, W.1.2, W.1.7** | **Objectives/Priority Standards:**  I can make ten to solve problems with three addends.  I can make ten to solve problems when one addend is 9.  **1.OA.1, 1.OA.6, 1. NBT.2** | **Objectives/Priority Standards:**  I can identify different light sources.  I am able to identify items that are able to to reflect light.  **1.3.1, 1.3.2, 1.3.3, 1.3.4** |
| **Unit/Lesson Vocabulary:**  Story Analysis  **fiction, nonfiction, character, detail, describe, analyze, prudent,timid, a-gleaning, doom, trepidation, rupee** | **Unit/Lesson Vocabulary:**  Letter sounds, sentences  **statement, exclamation,question, command** | **Unit/Lesson Vocabulary:**  Module 2  **tens, ones, addends,decompose** | **Unit/Lesson Vocabulary:**  light ,energy,illumination, opaque, transparent, translucent,reflection, shadow |
| **Monday**  **Lesson Procedures:**  Reading Groups/Daily 5 stations  TW read Mouse and the Wizard. SW turn and talk about the mouse character. SW draw/write about mouse.  **Materials/ Resources:**  Daily 5 material, Jr great book & response paper  **Assessment/Evaluation:**  checklist for response paper | **Lesson Procedures:**  SW take pretest on words with s blends. TW define statements and add to chart. SW punch out periods for statements. SW sort statements/non-statements.  **Materials/ Resources:**  pretest papers, sort  **Assessment/Evaluation:**  Grade pretest , check work | **Lesson Procedures:**  Lesson 1 Module 2  Fluency Practice-Take out 1  Application Problem-Subt. from 10  Concept Development - Use blocks to show adding 3 numbers  SW complete problem sets from lesson for practice.  **Materials/ Resources:**  problem sets, blocks, whiteboards  **Assessment/Evaluation:**  Check problem sets | **WHAM Habitudes - Perseverance #4**  **SCIENCE LAB 9:30/ 1:15/ 2:10** |
| **Tuesday**  **Lesson Procedures:**  Reading Groups/Daily 5 stations  TW retell story with student help. SW discuss wizard character and choose adjectives to describe him. SW write evidence and draw about wizard.  **Materials/ Resources:**  Daily 5 material, response sheet  **Assessment/Evaluation:**  checklist for response paper | **Lesson Procedures:**  TW review chart. SW listen and motion for statements. SW work with partner to make a statement about a pic. SW write their own statements about a picture.  **Materials/ Resources:**  chart, pics, response paper  **Assessment/Evaluation:**  Check completed sentences | **Lesson Procedures:**  Lesson 2 Module 2  Fluency Practice-Take out 1(# bonds)  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 | **Lesson Procedures:**  TW review maps, globes, and landforms. SW complete quiz. SW work on “me on the map” activity.  TW briefly introduce light energy using the “Engage” Light Science Techbook on Discovery Ed.  **Materials/ Resources:**  computer, notebook, test papers  **Assessment/Evaluation:**  Grade tests |
| **Wednesday**  **Lesson Procedures:**  Reading Groups/Daily 5 stations  TW reread story pausing to allow students to share responses to GB’s questions. SW act out giving advice to mouse. SW write advice to mouse.  **Materials/ Resources:**  Daily 5 materials, response paper, homework  **Assessment/Evaluation:**  checklist for response paper | **Lesson Procedures:**  TW intro exclamations and add to chart. SW listen for exclaiming sent. SW find exclaiming sentences. TW model how to make sentences sound like nonfiction. SW work with partner to sort fiction/nonfiction sentences. SW begin to write sentences for class report.  **Materials/ Resources:**  writing binder, copy of sentences,chart  **Assessment/Evaluation:**  Teacher observation,Check partner sorts | **Lesson Procedures:**  Lesson 3 Module 2  Fluency Practice-Say ten conversion  Application Problem-3 addends  Concept Development- Show how to make 10 from 9  SW complete problem sets  **Materials/ Resources:**  problem sets,white boards  **Assessment/Evaluation:**  Check problem sets | **Lesson Procedures:**  TW review light energy and read part of a light story on EPIC. SW discuss different light sources and if they are man-made or natural. SW draw three light sources.  **Materials/ Resources:**  light sources, light source paper  **Assessment/Evaluation:**  Check recordings in notebook |
| **Thursday**  **Lesson Procedures:**  Reading Groups/Daily 5 stations  TW review rules for discussion.TW pose 2 interpretive questions for student to discuss.  SW complete any work not finished.  **Materials/ Resources:**  Daily 5 materials, response paper  **Assessment/Evaluation:**  Checklist for completed responses | **Lesson Procedures:**  TW review chart. SW turn and tell partner an end to an exclaiming sent. SW write an exclaiming sentence.  TW model how to add adjectives to expand sentences for class book. SW practice with partner and then add adjectives to expand their own sentences.  **Materials/ Resources:**  writing binders, copy of sentences  **Assessment/Evaluation:**  check sentences, share writing | **Lesson Procedures:**  Lesson 4  Fluency Practice-Sparkle  Concept Development -practice making ten with 9  SW complete problem sets  **Materials/ Resources:**  problem sets, white boards, cubes  **Assessment/Evaluation:**  Check problem sets | **Lesson Procedures:**  SW go explore the word reflection using Explore on Discovery Science Techbook and completing reflection activity.  **Materials/ Resources:**  light sort, computer, materials, mirrors,  **Assessment/Evaluation:**  participation and complettion of activity page |
| **Friday**  **Lesson Procedures:**  Reading Groups/Daily 5 stations  TW guide students in writing a transformation charm. SW work in groups to write transformation charms for the wizard.  **Materials/ Resources:**  Daily 5 material,response paper  **Assessment/Evaluation:**  SHare writing and drawings | **Lesson Procedures:**  TW review chart. SW give motion with punctuation for sentences.SW check homework sort. TW discuss organizing facts for nonfiction class report.  **Materials/ Resources:**  writing binders, paper  **Assessment/Evaluation:**  check homework | **Lesson Procedures:**  Lesson 5 Module 2  Fluency Practice-Take out 2  Application Problem-add with 9  Concept Development- Compare strategies  SW complete problem sets  **Materials/ Resources:**  problem sets,white boards  **Assessment/Evaluation:**  Check problem sets | **Lesson Procedures:**  TW review light energy vocabulary. TW explain shadow experiment activity. SW create shadow puppets.  **Materials/ Resources:**  popsicle sticks, shadow puppet shapes, light sources  **Assessment/Evaluation:**  participation and completion |