**Westdale Heights Academic Magnet**

**2018-2019**

**K-2 Lesson Plan Template**

**Teacher: Mary Hotard**  **Subject/ Grade:** **\_\_\_\_\_\_\_First\_\_\_\_\_\_\_\_\_** **Date:** **Sept. 17-21, 2018**

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| **Reading** | **Language/Spelling/Writing** | **Math** | **Science/Social Studies** |
| **Objectives/Priority Standards:**  **RF.1.1,RL1.1, RL1.3** | **Objectives/Priority Standards:**  **L.1.1b, L.1.1e,L.1.2b,d,e W.1.3** | **Objectives/Priority Standards:**  I can understand the meaning of the equal sign by pairing equal expressions.  I can relate counting to addition.  **1.OA.3 1.OA.5 1.OA.7 1.OA.8** | **Objectives/Priority Standards:**  I can sort and classify objects by their state of matter.  I can describe properties of solids, liquids, and gases.  P-SE-A4 |
| **Unit/Lesson Vocabulary:**  Fiction Story Elements  **character, setting,problem, solution, beginning, middle, end, analyze, spinning wheel, huntsman** | **Unit/Lesson Vocabulary:**  Short vowels, Parts of Speech in Sentences  **periods, sentences, vowel, consonant, narratives, topic list, nouns, verbs** | **Unit/Lesson Vocabulary:**  Module 1: Sums to 10  **part, whole, number bond, put together, counting on, true number sentences, equal** | **Unit/Lesson Vocabulary:**  Matter  **solid, liquid, gas, properties, sort, classify** |
| **Monday**  **Lesson Procedures:**  Daily 5 practice  TW read Rumpelstiltskin. SW discuss girl character and what was best/worst thing to happen to her. SW draw and write a response to this prompt.  **Materials/ Resources:**  Daily 5 material, response paper  **Assessment/Evaluation:**  Checklist for completed responses | **Lesson Procedures:**  SW take pretest on short vowel e words.  TW intro vowel sound. SW watch segment of verb video on brainpop jr. SW list some verbs and come up with definition for anchor chart. SW illustrate/label their favorite verb.  **Materials/ Resources:**  pretest papers, notebook  **Assessment/Evaluation:**  Grade pretest and check illustration | **Lesson Procedures:**  Lesson 17  Fluency Practice-make 10  Application problem- add story  Concept Development TW model how to count on with counters and fingers to solve problems. SW complete problem set.  **Materials/ Resources:**  problem sets, counters  **Assessment/Evaluation:**  Check problem sets | **WHAM Habitudes - Watch Everybody Makes Mistakes**  Science Lab |
| **Tuesday**  **Lesson Procedures:**  Daily 5 continued  TW have students help to retell story. SW turn and talk about Rumpelstiltskin character. SW draw and write a response about character.  **Materials/ Resources:**  Daily 5 material,response paper  **Assessment/Evaluation:**  Checklist for completed responses | **Lesson Procedures:**  TW review verb anchor chart. SW listen to verb song by Jack Hartmann. SW identify verbs with thumbs up.SW sort nouns/verbs. TW review spelling strategies for writing.SW write independently.  **Materials/ Resources:**  writing binders,computer  **Assessment/Evaluation:**  thumbs up,sort | **Lesson Procedures:**  Lesson 17 review  Fluency Practice-Say ten counting Application problem- add compare  Concept Development TW review counting on and intro counting on game. SW play count on game with partner. SW complete problem sets.  **Materials/ Resources:**  cards, problem sets  **Assessment/Evaluation:**  Check problem sets | **Lesson Procedures:**  TW read story about matter. SW watch Brainpop Jr video on matter. SW classify items as solid, liquid or gas and explain reasons.  **Materials/ Resources:**  story, computer, sort  **Assessment/Evaluation:**  completed work |
| **Wednesday**  **Lesson Procedures:**  DRA continued, Daily 5 continued  TW model how to hold discussions with group. TW retell story and stop to allow students to discuss answers to questions in groups.  **Materials/ Resources:**  Daily 5 materials, homework paper  **Assessment/Evaluation:**  completed homework, teacher notes | **Lesson Procedures:**  TW read To Root To Toot book of verbs on Epic. TW model using verb in sentence. SW write 3 verbs and illustrate.TW reread narrative mentor text. TW model how to plan story with B-M-E. SW turn and talk about their plan. SW write independently.  **Materials/ Resources:**  writing binder, verb paper,computer  **Assessment/Evaluation:**  check verbs, share writing | **Lesson Procedures:**  Lesson 18  Fluency Practice - penny drop  Application problem- mystery numb.  Concept Development TW model Make it Equal activity. SW play with partner. Sw complete problem sets.  **Materials/ Resources:**  dry erase boards, problem sets, cubes, expression cards  **Assessment/Evaluation:**  Check problem sets | **Early Dismissal** |
| **Thursday**  **Lesson Procedures:**  Daily 5 continued  TW model how to pretend to be huntsman discovering hut. Sw turn and talk about what they might see at hut. SW draw and write about setting of hut.  **Materials/ Resources:**  Daily 5 materials, response paper  **Assessment/Evaluation:**  Checklist for completed responses | **Lesson Procedures:**  Sw take spelling test on short e. SW listen to verb rap song.TW list 7 verbs chosen by students and place in story. TW read silly story and discuss how importance verbs are in sentences. SW practice writing verbs in sentences.  **Materials/ Resources:**  spelling test paper,sentence paper  **Assessment/Evaluation:**  Grade test, check sentences | **Lesson Procedures:**  Lesson 19  Fluency Practice - target game  Application problem - add to story  Concept Development TW review equal expressions with boards and cubes. SW play Make it Equal game.  SW construct a true number sentence and illustrate.  **Materials/ Resources:**  **boards, cubes, expression cards,paper**  **Assessment/Evaluation:**  **check completed work** | **Lesson Procedures:**  TW review vocabulary. SW watch video on states of matter. TW show Discovery model of molecules. SW make models of molecules for each state of matter.  **Materials/ Resources:**  computer, cheerios, model paper  **Assessment/Evaluation:**  Completed work |
| **Friday**  **Lesson Procedures:**  Daily 5 continued  TW model how to use I agree/disagree because.. statements. TW pose a few questions for discussion. SW discuss answers.  **Materials/ Resources:**  Daily 5 materials,  **Assessment/Evaluation:**  Teacher notes and observation | **Lesson Procedures:**  SW go on verb hunt using projected story. SW act out verbs for buddy. SW highlight verbs in sentences and write an independent sentence as exit ticket. SW identify b-m-e of mentor texts.TW model planning b-m-e of personal narratives. Sw write independently.  **Materials/ Resources:**  writing binders, mentor texts. verb exit ticket  **Assessment/Evaluation:**  check exit ticket on verbs,share writing | **Lesson Procedures:**  Review of Lessons 17, 18, 19 SW complete problems for practice on white boards.  SW complete exit ticket for practice.  **Materials/ Resources:**  dry erase boards, exit ticket  **Assessment/Evaluation:**  Check exit tickets | **Lesson Procedures:**  TW review vocabulary. SW observe some solids, liquids and gases. SW write properties observed of each state. TW play riddle game with objects. SW will be given riddle to solve and explain answer.  **Materials/ Resources:**  matter examples, recording sheets  **Assessment/Evaluation:**  Completed answers |