**Westdale Heights Academic Magnet**

**2018-2019**

**K-2 Lesson Plan Template**

 **Teacher: Mary Hotard Taylor Foss Bonnie Wilder**  **Subject/ Grade:** **\_\_\_\_\_\_\_First\_\_\_\_\_\_\_\_\_** **Date:** **Sept. 24-28, 2018**

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| **Reading** | **Language/Spelling/Writing** | **Math** | **Science/Social Studies** |
| **Objectives/Priority Standards:** **RF.1.1,RL1.2a & b, RL1.3** | **Objectives/Priority Standards:** **RF1.2b,L.1.1j, L.1.2a,b, W.1.3** | **Objectives/Priority Standards:** I can visualize and solve doubles and doubles+1 facts.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:****RF.1.1, RL1.5, RI.1.2****fiction, nonfiction, main topic, facts, information** | **Unit/Lesson Vocabulary:**Short vowels, Parts of Speech in Sentences**capital, uppercase, lowercase, periods, sentences, vowel, consonant, narratives, topic list, nouns, verbs, complete, incomplete** | **Unit/Lesson Vocabulary:**Module 1: Sums to 10**part, whole, number bond, put together, counting on, doubles, doubles +1** | **Unit/Lesson Vocabulary:**Matter**solid, liquid, gas, properties, sort, classify** |
| **Monday****Lesson Procedures:** Daily 5/group rotationTW review fiction part of anchor chart. TW read nonfiction fall themed book. SW turn and talk about characteristics. TW add to chart under nonfiction. SW work with group to find a fiction & nonfiction book and put title on Tchart.**Materials/ Resources:**  Daily 5 material, books, chart**Assessment/Evaluation:**Check tchart choices | **Lesson Procedures:** SW take pretest on words with short vowel u sound. TW intro short vowel u.TW define complete sentence for chart. SW give thumbs up for complete sentences. SW highlight complete sentences. **Materials/ Resources:** pretest papers, sentence paper**Assessment/Evaluation:**Grade pretest ,check highlighted sent. | **Lesson Procedures:** Lesson 21 Fluency Practice-stand on even numbers and Target practice Application problem-.commutative propertyConcept Development- SW work with a partner and practice making doubles number sentences with their fingers  **Materials/ Resources:**  problem sets,personal white board**Assessment/Evaluation:** Check problem sets | **WHAM Habitudes - Reflection triangles**SCIENCE LAB - 9:30 |
| **Tuesday****Lesson Procedures:** Daily 5/group rotationTW review anchor chart. TW read nonfiction fall themed book and ask questions about chart to rug buddies. SW work with partner to write things that fiction/nonfiction books can have.**Materials/ Resources:** Daily 5 material,response paper, book**Assessment/Evaluation:**Check list | **Lesson Procedures:** TW review sent. chart and add to it. SW help T to complete incomplete sentences. SW finish a thought to complete a sentence then illustrate. TW reread part of Chair for My Mother. TW talk about zooming in on topic.**Materials/ Resources:** chart, sentence paper**Assessment/Evaluation:**Check complete sentences | **Lesson Procedures:** Lesson 22 Fluency Practice-Sparkle, number bond dash, penny dropApplication problem- doubles practiceConcept Development- SW use unifix cubes to show doubles and doubles plus one facts. Complete my doubles facts mini book. **Materials/ Resources:**  boards, problem sets, pennies, doubles mini book**Assessment/Evaluation:** Check mini book  | **Lesson Procedures:** SW complete a representation of particles in a solid, liquid, and gas using cheerios. SW describe the particles in each state. SW begin completing booklet about Matter.**Materials/ Resources:**  booklet, cheerios, glue, recording sheet**Assessment/Evaluation:**Completion of cheerio activity, participation |
| **Wednesday****Lesson Procedures:** Daily 5/group rotationTW review chart. TW read fall themed book. TW model how to write why book is nonfiction. SW mix-pair-share for 2 rounds to tell characteristics of fiction/nonfiction texts. **Materials/ Resources:** Daily 5 materials, chart,book**Assessment/Evaluation:**Peer assessment of characteristics | **Lesson Procedures:** TW review sent. chart and add to it. SW practice putting capital letters/end marks on sentences. TW model how to zoom in on one topic. SW write independently.**Materials/ Resources:** writing binder, sentence paper, writing binders**Assessment/Evaluation:**share writing, check sentences using checklist |  **Lesson Procedures:**  Lesson 23 Fluency Practice - Number bond dash, happy counting by twosApplication problem- counting onConcept Development- SW work with a partner to complete the doubles +1 flip chart**Materials/ Resources:** doubles +1 flip chart**Assessment/Evaluation:**Check flip chart  | **Lesson Procedures:** SW complete booklet and list examples of each state of matter. TW pass around three balloons: water, air, ice. SW describe what they feel. TW introduce the word properties and show an anchor chart. SW help describe different matter by their properties.**Materials/ Resources:** booklet, balloons, anchor chart**Assessment/Evaluation:**completed work, participation |
| **Thursday****Lesson Procedures:** Daily 5/group rotationTW review how to write sentence to explain type of text. SW work in groups to sort titles as fiction/nonfiction. SW pick 1 title to tell how they know it is fiction/nonfiction.**Materials/ Resources:** Daily 5 materials, response paper, book titles**Assessment/Evaluation:**Group responses | **Lesson Procedures:**  SW take test on spelling words. TW review sentence chart. SW check sentences using checklist. TW model how to use transition words to show order in narratives. SW write independently.**Materials/ Resources:** spelling test paper, sentence booklet, writing binders**Assessment/Evaluation:**Grade assessments  | **Lesson Procedures:** Skills review for addition fluencyLesson 24Fluency Practice - Cold Call, Friendly fact go aroundApplication problem - additionConcept Development- TW show students related facts ladder. SW complete the Problem Set.Extra- TW explain the rules to the Angry doubles game and give each student counters and one dice**Materials/ Resources:** **angry birds game board, counters, dice****Assessment/Evaluation:** **Completion of the game** | **Lesson Procedures:** TW review vocabulary. SW complete a scavenger hunt around the room with properties of matter. SW discuss their findings.**Materials/ Resources:** recording sheet**Assessment/Evaluation:**Completed work, teacher observation |
| **Friday****Lesson Procedures:** Daily 5/group rotationTW read nonfiction fall themed book. TW model how to use schema to think about a nonfiction text.(3 questions from Primary Pond Lesson 5)SW turn and talk about when T used schema.**Materials/ Resources:** Daily 5 materials, book**Assessment/Evaluation:**Teacher observation | **Lesson Procedures:** TW review charts about verbs and complete sentences. SW take assessment on verbs and complete sentences. TW review zooming in and using transition words. SW write independently**Materials/ Resources:** Lang. assessment,writing binders, **Assessment/Evaluation:**GRade assessment,share zoomed in writing/transition words used | **Lesson Procedures:** Skills review for addition fluencyTW review skills from lessons on board.SW complete a math exit ticket on doubles and doubles +1**Materials/ Resources:** board, exit ticket**Assessment/Evaluation:**exit ticket | **Lesson Procedures:** SW complete S.S. weekly. TW complete sink or float with class.**Materials/ Resources:** float materials, recording sheet, S.S. Weekly**Assessment/Evaluation:**Completed work |