**Westdale Heights Academic Magnet**

**2018-2019**

**K-2 Lesson Plan Template**

**Teacher: Mary Hotard Taylor Foss Bonnie Wilder**  **Subject/ Grade:** **\_\_\_\_\_\_\_First\_\_\_\_\_\_\_\_\_** **Date:** **March 18-22, 2019**

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| **Reading** | **Language/Spelling/Writing** | **Math** | **Science/Social Studies** |
| **Objectives/Priority Standards:**  I can retell stories and demonstrate an understanding of the central message or lesson.  I can identify words/phrases that suggest feelings or appeal to the senses.  RL1.2  RL 1.4 | **Objectives/Priority Standards:**  I can use conjunctions correctly in sentences.  I can read and write poetry at 1st grade level.  W1.2,1.5  L.1.1g | **Objectives/Priority Standards:**  I can tell and write time on hours and half hours using analog and digital clocks.  1.M.3 | **Objectives/Priority Standards:**  I can describe the features of some animals that benefit them in their environment. |
| **Unit/Lesson Vocabulary:**  **fiction Close Reads: Rainbow Fish**  glide, shimmer, shocked, admire, wise | **Unit/Lesson Vocabulary:**  Conjunctions  Poetry/Report Writing  conjunction, because, and, or but, so, poem, report | **Unit/Lesson Vocabulary:**  Module 5 Time  **half, halves, quarters, fourth, fraction, time, analog, digital** | **Unit/Lesson Vocabulary:**  Adaptations and Offspring of Ocean Animals  adaptation,bioluminescence,  habitat,ocean zone, predator, prey, offspring, blowhole,fin.fluke,cartilage,teeth, gills,lungs |
| **Monday**  **Lesson Procedures:**  Reading Groups/Daily 5 stations  Intro share theme and book Rainbow Fish and essential question: WHat lesson does the author want to teach us/characters? SW use context clues to define vocabulary and add to chart  **Materials/ Resources:**  book, voc. chart  **Assessment/Evaluation:**  Teacher observation | **Lesson Procedures:**  TW review conjunctions use in sentences that are not compound by using sent. cards to complete with conj. SW work with a partner to complete sentences. SW complete sentences and illustrate to practice using conjunctions.  **Materials/ Resources:**  sentence cards, sent. fill-ins  **Assessment/Evaluation:**  Check sentences, peer eval | **Lesson Procedures:**  Lesson 10 Module 5  Fluency Practice-compare subt.  Concept Development pages 4-6  SW make a model clock  Sw complete problem sets on pages  8-9  **Materials/ Resources:**  problem sets,model clocks  **Assessment/Evaluation:**  Check problem sets | **SCIENCE LAB** |
| **Tuesday**  **Lesson Procedures:**  Reading Groups/Daily 5 stations  TW review vocabulary chart and reread Rainbow Fish.TW review vocabulary with matching game. SW match definitions and draw pics for vocabulary.  **Materials/ Resources:**  vocabulary response sheet, book  **Assessment/Evaluation:**  Check definitions | **Lesson Procedures:**  TW review conjunctions use in sent. TW model how to use conj. in sent. SW write sentence with conjunction for class train.  **Materials/ Resources:**  train paper  **Assessment/Evaluation:**  Check completed work | **Lesson Procedures:**  Lesson 11 Module 5  Fluency Practice-compare subt.  Concept Development pages 17-18  Sw complete problem sets.  **Materials/ Resources:**  problem sets,model clocks  **Assessment/Evaluation:**  Check problem sets | **Lesson Procedures:**  TW review adaptation definition.  SW read about whales. SW work with a partner to find adaptations of whales. SW label whale pic and write about adaptations.  **Materials/ Resources:**  recording sheets  **Assessment/Evaluation:**  completed work |
| **Wednesday**  **Lesson Procedures:**  Reading Groups/Daily 5 stations  SW turn and talk about answers to questions.SW write answer to text dependent question.  **Materials/ Resources:**  book, response paper  **Assessment/Evaluation:**  Check evidence used to answer question | **Lesson Procedures:**  TW review conjunctions and compound sentences. Sw take assessment on skill. TW show examples of sensory poems. SW find sense words in poems with partner. SW begin writing sense poem.  **Materials/ Resources:**  common assessment  **Assessment/Evaluation:**  Grade quiz and peer eval | **Lesson Procedures:**  Lesson 12 Module 5  Fluency Practice-addition  Concept Development from Lesson 12. SW complete problem sets from lesson for practice.  **Materials/ Resources:**  problem sets,model clocks  **Assessment/Evaluation:**  Check problem sets | **Lesson Procedures:**  SW review sharks and whales. TW introduce Octopus and read book. SW help identify adaptations to write down together and on paper. SW watch video of octopus.  **Materials/ Resources:**  computer, octopus adaptation paper  **Assessment/Evaluation:**  check Completed work |
| **Thursday**  Field Trip |  |  |  |
| **Friday**  **Lesson Procedures:**  Reading Groups/Daily 5 stations  SW work with group to explain the how rainbow fish changed from beginning to end of story.  **Materials/ Resources:**  Response sheet, voc. chart  **Assessment/Evaluation:**  Check work | **Lesson Procedures:**  TW review sensory poems. SW work on sensory poems and illustrate.  **Materials/ Resources:**  poem examples, paper  **Assessment/Evaluation:**  SHare poems | **Lesson Procedures:**  Lesson 13 Module 5  Fluency Practice-subtraction  Concept Development from Lesson 13. SW complete problem sets from lesson for practice.  **Materials/ Resources:**  problem sets,model clocks  **Assessment/Evaluation:**  Exit ticket | **Lesson Procedures:**  SW discuss aquarium and animals seen. SW review octopus and record adaptations on paper. SW draw octopus using video. SW watch video of octopus escaping a jar.  **Materials/ Resources:**  computer, graphic organizer for octopus  **Assessment/Evaluation:**  check Completed work |