**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. RL1.2RL 1.4 | **Objectives/Priority Standards:** I can use conjunctions correctly in sentences.I can read and write poetry at 1st grade level.W1.2,1.5L.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:**ConjunctionsPoetry/Report Writingconjunction, 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 Animalsadaptation,bioluminescence,habitat,ocean zone, predator, prey, offspring, blowhole,fin.fluke,cartilage,teeth, gills,lungs |
| **Monday****Lesson Procedures:**Reading Groups/Daily 5 stationsIntro 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 4-6SW make a model clockSw 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 stationsTW 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 17-18Sw 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 stationsSW 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-additionConcept 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 stationsSW 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-subtractionConcept 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 |