**Westdale Heights Academic Magnet**

**2018-2019**

**K-2 Lesson Plan Template**

 **Teacher: Mary Hotard Taylor Foss Bonnie Wilder**  **Subject/ Grade:** **\_\_\_\_\_\_\_First\_\_\_\_\_\_\_\_\_** **Date:** **Feb. 4-8, 2019**

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| **Reading** | **Language/Spelling/Writing** | **Math** | **Science/Social Studies** |
| **Objectives/Priority Standards:**I can use text features to help me understand information.RI.1.5 | **Objectives/Priority Standards:** I can use commas correctly.I can read and write words with long vowel a spelled ai.W1.2,3.5 L.2c | **Objectives/Priority Standards:** I can extend the counting sequence.I can understand place value of tens and ones.I can compare numbers using the symbols =,> &<.NO 1.1, 1.2 | **Objectives/Priority Standards:**I can compare lifestyles from the past to today’s lifestyles.1.1.1-3, 1.1.2.1-2 |
| **Unit/Lesson Vocabulary:**Nonfiction text features**table of contents,glossary, heading,index, diagram,photograph, caption,bold words** | **Unit/Lesson Vocabulary:**Parts of Speech: Punctuation/letters**commas, series, letter, greeting, closing, body** | **Unit/Lesson Vocabulary:**Module 4-Place value**tens, hundreds,ones,greater, less**  | **Unit/Lesson Vocabulary:****past present future timeline transportation community** |
| **Monday****Lesson Procedures:** Reading Groups/Daily 5 stations**Lesson Procedures:** TW review features, TW show example of diagrams with mentor textSW draw a diagram of their choice and label at least 3 parts**Materials/ Resources:** Booklet, mentor text**Assessment/Evaluation:**Check page | **Lesson Procedures:** SW take pretest for Spelling. TW model how to write letter to character. SW help teacher write checklist for letter.**Materials/ Resources:** letter paper**Assessment/Evaluation:**Check pretest | **Lesson Procedures:** Lesson 5 Module 4 Fluency Practice-counting by 10Concept Development from Lesson 5. SW complete problem sets from lesson for practice.**Materials/ Resources:** problem sets,objects to add tens**Assessment/Evaluation:** | **WHAM Habitudes -** **SCIENCE LAB**  |
| **Tuesday****Lesson Procedures:** TW review nonfiction text features with poster, TW show examples of photos and captions. SW find a photo and tell how it helps a reader and SW write an example of a caption about a photo**Materials/ Resources:** Booklet, mentor text**Assessment/Evaluation:**Check pages | **Lesson Procedures:** TW review checklist. SW help teacher write/edit/revise letter. SW begin writing letter to character.**Materials/ Resources:** letter paper, checklist**Assessment/Evaluation:**Checklist and Share with peers to check letter | **Lesson Procedures:** Lesson 7 Module 4 Fluency Practice-sprintConcept Development from Lesson 7 making model of numbers greater/less SW complete problem sets from lesson for practice.**Materials/ Resources:** problem sets, place value blocks**Assessment/Evaluation:**Check problem sets | **Lesson Procedures:** TW review vocabulary of past, present and future. SW finish drawing and writing about schools from the past. SW sort transportation pics from earliest to latest. TW begin reading Travel: Then and Now from Epic!**Materials/ Resources:** pics, , book**Assessment/Evaluation:**check Completed work |
| **Wednesday****Lesson Procedures:** Reading Groups/Daily 5 stationsTW review nonfiction text features with poster, SW review features with Scoot game**Materials/ Resources:** anchor chart, scoot cards**Assessment/Evaluation:** Check Scoot answers | **Lesson Procedures:** TW review checklist. SW work on letters to characters.**Materials/ Resources:** letter paper, checklist**Assessment/Evaluation:**Checklist for writing, Peer evaluation | **Lesson Procedures:** Lesson 9/10 Module 4 Fluency Practice- add/subtract 20Concept Development from Lesson 9. SW complete problem set for practice.**Materials/ Resources:** problem sets, place value blocks**Assessment/Evaluation:**Check problem sets | **Lesson Procedures:** SW look at book on EPIC! SW complete transportation venn diagram sort. **Materials/ Resources:** venn diagram sort, EPIC!**Assessment/Evaluation:**Check Completed work |
| **Thursday****Field Trip** | **Lesson Procedures:** SW take Spelling test.**Materials/ Resources:** test paper**Assessment/Evaluation:**Grade spelling test | **Field Trip** | **Lesson Procedures:** FIELD TRIP**Materials/ Resources:** **Assessment/Evaluation:** |
| **Friday****Lesson Procedures:** TW review nonfiction text featuresSW take test on nonfiction text features**Materials/ Resources:** common assessment, poster**Assessment/Evaluation:**Grade test | **Lesson Procedures:** TW review uses of commas. SW take test on use of commas.SW write independently to complete assignments or choose narratives, how-to, letters, or reports to write.**Materials/ Resources:** book, chart**Assessment/Evaluation:**Grade commas test and Share writing  | **Lesson Procedures:** TW review place value homework and content from week. SW do exit ticket for both skills**Materials/ Resources:** common assessment**Assessment/Evaluation:**exit ticket  | **Lesson Procedures:** SW complete writing and drawing about transportation. Sw watch video about future transp. If time allows, TW read If I Built a Car. SW draw and write about transp. of future.**Materials/ Resources:** recording form, video**Assessment/Evaluation:**Completed work |