**Westdale Heights Academic Magnet**

**2018-2019**

**K-2 Lesson Plan Template**

 **Teacher: Mary Hotard Bonnie Wilder**  **Subject/ Grade:** **\_\_\_\_\_\_\_First\_\_\_\_\_\_\_\_\_** **Date:** **March 11-15, 2019**

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| **Reading** | **Language/Spelling/Writing** | **Math** | **Science/Social Studies** |
| **Objectives/Priority Standards:**I can ask and answer questions to help determine/clarify the meaning of words and phrases in a text.RI.1.4 | **Objectives/Priority Standards:** I can use conjunctions in compound sentences.I can read and write words with aw vowel teamW1.2,1.5L.1.1g | **Objectives/Priority Standards:**  I can name and count shapes as parts of a whole, recognizing relative sizes of the parts.1.G.3 | **Objectives/Priority Standards:**I can describe the features of some animals that benefit them in their environment. |
| **Unit/Lesson Vocabulary:****Nonfiction Close Reads: SHarks**cartilage, extinct, predator, prey, prehistoric,jagged | **Unit/Lesson Vocabulary:**Parts of Speech: conjunctions**conjunction, compound sentence** | **Unit/Lesson Vocabulary:**Module 5 fraction, half, halves, quarters, fourths, whole | **Unit/Lesson Vocabulary:**Adaptations and Offspring of Ocean Animalsadaptation,bioluminescence,habitat,ocean, predator, prey, offspring |
| **Monday****Lesson Procedures:**Reading Groups/Daily 5 stationsIntro theme of sharks and essential question: How are fish different than mammals? SW use context clues to define unknown vocabulary and add to chart**Materials/ Resources:** **shark book, chart****Assessment/Evaluation:**Teacher observation | **Lesson Procedures:** SW take pretest for Spelling. TW intro compound sentences and show video about conjunctions. SW glue definition and conjunction chart in notebooks. **Materials/ Resources:** computer, copies of chart & def.**Assessment/Evaluation:**Teacher observation | **Lesson Procedures:** Lesson 7 Module 5 Fluency Practice-Add reviewConcept Development pages 102-104 Sw complete problem sets on pages 106-107 and rotation of tubs**Materials/ Resources:** problem sets,shapes, tub materials**Assessment/Evaluation:**Check problem sets | **SCIENCE LAB 9:30** |
| **Tuesday****Lesson Procedures:** Reading Groups/Daily 5 stationsTW review vocabulary chart and reread SHarks. SW turn and talk about answers to text dependent questions SW write/draw definitions for vocabulary**Materials/ Resources:** vocabulary response sheet, SHark book**Assessment/Evaluation:**Check definitions | **Lesson Procedures:** TW review chart & def. TW model how to put sentences together. SW match sentences that can be combined.TW review a list poem. SW watch a video of a list poem and turn and talk about what they noticed about this poem.**Materials/ Resources:** computer, list poem examples,booklet**Assessment/Evaluation:**Check matches | **Lesson Procedures:**  Lesson 8 Module 5Fluency Practice- Sprint Concept Development pages 110 Sw complete problem sets on pages 21-22 and rotation of tubs **Materials/ Resources:** problems sets, shapes, tub materials**Assessment/Evaluation:**Student debrief of problem sets  | **Lesson Procedures:** SW review adaptations. SW choose a habitat and animal and write about adaptations. **Materials/ Resources:** ocean diagram, model materials**Assessment/Evaluation:**Completed work |
| **Wednesday****Lesson Procedures:** Reading Groups/Daily 5 stationsSW turn and talk about answers to questions. SW write about something new they learned.**Materials/ Resources:** Shark book, response ]paper**Assessment/Evaluation:**Check writing of fact | **Lesson Procedures:** TW model how to write a compound sentence. SW write a compound sentence. TW review adjectives and show example of a descriptive poem. SW choose a topic to start writing a descriptive poem. **Materials/ Resources:** booklet, poem examples, adj. cards**Assessment/Evaluation:**Check sentences | **Lesson Procedures:**  Lesson 9 Fluency Practice - subt reviewApplication problem - comparing subt. Concept Development -pages 127-128Sw complete problem sets on pages33-34 and rotation of tubs**Materials/ Resources:** Lesson problems sets, shapes, tub materials**Assessment/Evaluation:** | **Lesson Procedures:** SW comple adaptations paper. Review what they have lived about sharks. TW read another book on EPIC! or Fly Guy: Sharks!. SW discuss shark adaptations and write 3 down. **Materials/ Resources:** model materials,**Assessment/Evaluation:**completed work |
| **Thursday****Lesson Procedures:** Reading Groups/Daily 5 stationsSW tell rug buddy about text features found and how it helps us understand text. SW review mammal characteristics with Epic or GoPebble. SW complete can/have/are sheet about sharks and mammals.**Materials/ Resources:** Response sheet, voc. chart**Assessment/Evaluation:**Check work | **Lesson Procedures:** SW take Spelling test. SW show signals for simple/compound sentences. SW write examples of compound sentences. SW work on descriptive poems.**Materials/ Resources:** writing binders, booklet, test paper**Assessment/Evaluation:**Grade spelling and check sentences | **Lesson Procedures:** Lesson 7-9 ReviewFluency Practice - solid reviewApplication problem - add.Concept Development - review of fractions and equal partsRead Aloud Book- <https://www.youtube.com/watch?v=hVaxiJB6Fls> **Materials/ Resources:** worksheet, tub materials**Assessment/Evaluation:**Exit ticket Lesson 9  | **Lesson Procedures:** SW watch video about sharks. SW complete shark adaptation paper and draw a picture using video. SW feel sandpaper to see what a shark feels like. **Materials/ Resources:** book, shark cutouts, recording sheet**Assessment/Evaluation:**Check completed work |
| **Friday****Lesson Procedures:** Reading Groups/Daily 5 stationsSW write to explain the difference between a mammal and a fish.**Materials/ Resources:** Response sheet, voc. chart**Assessment/Evaluation:**Check work as exit ticket | **Lesson Procedures:** SW work on descriptive poem and illustrations. SW work on writing compound sentences with conjunctions.**Materials/ Resources:** booklet, writing binders, adj. cards**Assessment/Evaluation:**Check sentences and share writing  | **Lesson Procedures:**  TW review fractions and equivalent parts. SW take a quiz on skill.**Materials/ Resources:** Common assessment, **Assessment/Evaluation:**Grade quiz |  |