**Westdale Heights Academic Magnet**

**2018-2019**

**K-2 Lesson Plan Template**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **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 team  W1.2,1.5  L.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 Animals  adaptation,bioluminescence,habitat,ocean, predator, prey, offspring |
| **Monday**  **Lesson Procedures:**  Reading Groups/Daily 5 stations  Intro 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 review  Concept 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 stations  TW 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 5  Fluency 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 stations  SW 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 review  Application problem - comparing subt.  Concept Development -pages 127-128  Sw complete problem sets on pages  33-34 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 stations  SW 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 Review  Fluency Practice - solid review  Application problem - add.  Concept Development - review of fractions and equal parts  Read 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 stations  SW 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 |  |