**Westdale Heights Academic Magnet**

**2018-2019**

**K-2 Lesson Plan Template**

**Teacher: Mary Hotard Taylor Foss \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Subject/ Grade:** **\_\_\_\_\_\_\_First\_\_\_\_\_\_\_\_\_** **Date:** **Oct. 1-4, 2018**

|  |  |  |  |
| --- | --- | --- | --- |
| **Reading** | **Language/Spelling/Writing** | **Math** | **Science/Social Studies** |
| **Objectives/Priority Standards:**  **RF.1.1,RL1.2a & b, RL1.3** | **Objectives/Priority Standards:**  **RF1.2b,L.1.1j, L.1.2a,b, W.1.3** | **Objectives/Priority Standards:**  I can use strategies to solve addition problems  I can relate counting to addition.  **1.OA.3 1.OA.5 1.OA.7 1.OA.8** | **Objectives/Priority Standards:**  I can sort and classify objects by their state of matter.  I can describe properties of solids, liquids, and gases.  P-SE-A4 |
| **Unit/Lesson Vocabulary:**  **RF.1.1, RL1.5, RI.1.2**  **fiction, nonfiction, main topic, facts, information, key details** | **Unit/Lesson Vocabulary:**  Short vowels, Parts of Speech in Sentences  **capital, uppercase, lowercase, periods, sentences, vowel, consonant, narratives, topic list, nouns, verbs, complete, incomplete** | **Unit/Lesson Vocabulary:**  Module 1: Sums to 10  **part, whole, number bond, put together, counting on, doubles, doubles +1** | **Unit/Lesson Vocabulary:**  Matter  **solid, liquid, gas, properties, sort, classify** |
| **Monday**  **Lesson Procedures:**  Daily 5/group rotation  TW read nonfiction fall themed book. TW model how to use schema to write about topic and details. (Lessons 5-10, Unit 2)  **Materials/ Resources:**  Daily 5 material, book  **Assessment/Evaluation:**  Teacher observation | **Lesson Procedures:**  SW take pretest on words with short vowel sounds. TW review short vowel sounds. SW sort pictures into vowel sounds.  **Materials/ Resources:**  pretest papers, pictures  **Assessment/Evaluation:**  Grade pretest ,check sort | **Lesson Procedures:**    **Materials/ Resources:**  problem sets,personal white board  **Assessment/Evaluation:**  Check problem sets | **WHAM Habitudes - Reflection triangles**  SCIENCE LAB - 9:30 |
| **Tuesday**  **Lesson Procedures:**  Daily 5/group rotation  TW read another nonfiction book. SW turn and talk about topic & connections to details found in text. SW help T write about topic/details. SW cut and paste details/topic to passage about dogs.  **Materials/ Resources:**  Daily 5 material,passage paper, book  **Assessment/Evaluation:**  Check completed work | **Lesson Procedures:**  TW review short vowel sounds with game on ABCya. SW begin working in word family booklet. TW model how to use transition words to show order in narratives. SW write independently.  **Materials/ Resources:**  computer, writing binders, transition word chart  **Assessment/Evaluation:**  Share writing | **Lesson Procedures:**  **Materials/ Resources:**  boards, problem sets, pennies, doubles mini book  **Assessment/Evaluation:**  Check mini book | **Lesson Procedures:**  TW review study guide with students. SW complete test on Matter.  **Materials/ Resources:**  study guide, test papers  **Assessment/Evaluation:**  Grade test |
| **Wednesday**  **Lesson Procedures:**  Daily 5/group rotation  TW review schema chart. TW read fall themed book. SW turn & talk about topic and connections to details. SW identify topic/details about book.  **Materials/ Resources:**  Daily 5 materials, chart,book, response paper  **Assessment/Evaluation:**  Check completed work | **Lesson Procedures:**  TW review short vowels by having students hold up how many sounds for a word and blending other short vowel words. SW complete short vowel family booklet. TW review transition word chart and read excerpt from mentor text using words. SW turn and talk about what word they will add to writing.  **Materials/ Resources:**  writing binder, word family booklet  **Assessment/Evaluation:**  share writing, check booklet | **Lesson Procedures:**  **Materials/ Resources:**  doubles +1 flip chart  **Assessment/Evaluation:**  Check flip chart | **Lesson Procedures:**  TW introduce the student to landforms using a Discovery Ed intro. and anchor chart. SW watch a BrainpopJR video. SW begin landform booklet.  **Materials/ Resources:**  booklet, anchor chart, computer  **Assessment/Evaluation:**  completed work, participation |
| **Thursday**  **Lesson Procedures:**  Daily 5/group rotation  TW review nonfiction topic/details/comparing. SW take assessment.  **Materials/ Resources:**  Daily 5 materials,common assessment  **Assessment/Evaluation:**  Grade assessment | **Lesson Procedures:**  SW take test on spelling words. TW read examples of good closing and model writing a good closing.  SW work on writing narratives .  **Materials/ Resources:**  spelling test paper, writing binders  **Assessment/Evaluation:**  Grade test,share writing | **Lesson Procedures:**  **Materials/ Resources:**  **angry birds game board, counters, dice**  **Assessment/Evaluation:**  **Completion of the game** | **Lesson Procedures:**  TW review vocabulary. SW explore other landforms through videos and books. SW discuss what landforms they have seen. SW continue to work on booklet.  **Materials/ Resources:**  computer, booklet,  **Assessment/Evaluation:**  Completed work, teacher observation |
| **Friday**  **PD day** |  |  |  |