Crossroads Elementary School

Lesson Plans for week of April 8 - 12, 2019

See accommodations/IEP sheet

These lesson plans reflect academics being taught in room G4

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| **8:30 - 9:15**      **Check-In Students -** Check agenda for homework and parent initials. Discuss goals for the day.  Breakfast and morning announcements.                                        |
| **9:15-10:00     Calendar –** numbers, sequencing, patterns, time, days, months, seasons, money                Name sheets/handwriting, social skillsKate’s planning |
| **10:00-10:45 Kindergarten & 2nd grade reading****Standards:*** R.L.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
* R.L.2.3 Describe how characters in a story respond to major events and challenges.
* R.I.2.1 Ask and answer such questions as who, what, when, where, why, and how to demonstrate understanding of key details in a text.
* R.FS.2.3 Know and apply grade level phonics and word analysis skills in decoding words.

**Vocabulary:**

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| Instructional MethodsIndividualSmall GroupHands OnProjectLarge GroupPartner | MondayNo School - TWD | Tuesday\*I can identify letter sounds.\*I can identify sight words.\*I can answer Wh- questions.\*I can sound out VC and CVC words.Group sharing: Discuss story in relation to “I can” statement. Identify sight words in context of today’s story.Small group:Review classroom expectation.  -Good listening skills-Give me five-morning expectations-transitionsMini Lesson: ERSB Level 1Kindergarten and 1st grade work on monitoring tasksCollect data on IEP goalsReview pre-primer Dolch sight words | Wednesday\*I can identify letter sounds.\*I can identify sight words.\*I can answer Wh- questions.\*I can sound out VC and CVC words.Group sharing: Discuss story in relation to “I can” statement. Identify sight words in context of today’s story.Small group:Review classroom expectation.  -Good listening skills-Give me five-morning expectations-transitionsMini Lesson: ERSB Level 1 continuedRead about penguins to prepare for Leadership DayKindergarten and 1st grade work on monitoring tasksCollect data on IEP goalsReview pre-primer Dolch sight words | Thursday\*I can identify letter sounds.\*I can identify sight words.\*I can answer Wh- questions.\*I can sound out VC and CVC words.Group sharing: Discuss story in relation to “I can” statement. Identify sight words in context of ELSB story.Small group:Review classroom expectation.  -Good listening skills-Give me five-morning expectations-transitionsMini Lesson: ERSB Level 2Kindergarten and 1st grade work on monitoring tasksCollect data on IEP goalsReview pre-primer Dolch sight words  | Friday\*I can identify letter sounds.\*I can identify sight words.\*I can answer Wh- questions.\*I can sound out VC and CVC words.Group sharing: Discuss story in relation to “I can” statement. Identify sight words in context of today’s story.group:Review classroom expectation.  -Good listening skills-Give me five-morning expectations-transitionsMini Lesson: ERSB Level 2 continuedKindergarten and 1st grade work on monitoring tasksCollect data on IEP goalsReview pre-primer Dolch sight words | Assessment MethodOn DemandAnecdotalOral  Assess.ObservationWork Samples Exit Slips |

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| **10:45-11:30    2nd grade math** (Kindergarten leaves at 11:15)**Standards:** * 2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
* 2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape

**Vocabulary:**Ones, tens, hundreds, regrouping, subtraction, differenceAttributes, faces, sides, triangles, quadrilaterals, pentagons, hexagons, equal parts, partition

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| Instructional MethodIndividualSmall GroupHands OnProjectLarge GroupPartner | MondayNo School - TWD | Tuesday\*I can identify shapes and their attributes.\*I can partition shapes into equal parts. Math automaticity: timed math facts. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement identifying shapes. Review key vocabulary. Have flashcards of shapes and have students match/identify shapes. Begin talking about their attributes (“What makes this shape a \_\_\_? How is it different than a \_\_\_?”)Use popsicle sticks to construct shapesContinue working on shape bookCollect data on IEP goals. | Wednesday\*I can identify shapes and their attributes.\*I can partition shapes into equal parts. Math automaticity: timed math facts. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement identifying shapes. Review key vocabulary. Have flashcards of shapes and have students match/identify shapes. Begin talking about their attributes (“What makes this shape a \_\_\_? How is it different than a \_\_\_?”)Use popsicle sticks to construct shapesContinue working on shape bookCollect data on IEP goals. | Thursday\*I can identify shapes and their attributes.\*I can partition shapes into equal parts. Math automaticity: timed math facts. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement identifying shapes. Review key vocabulary. Have flashcards of shapes and have students match/identify shapes. Begin talking about their attributes (“What makes this shape a \_\_\_? How is it different than a \_\_\_?”)Shape bingoContinue working on shape bookCollect data on IEP goals. | Friday\*I can identify shapes and their attributes.\*I can partition shapes into equal parts. Math automaticity: timed math facts. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement identifying shapes. Review key vocabulary. Have flashcards of shapes and have students match/identify shapes. Begin talking about their attributes (“What makes this shape a \_\_\_? How is it different than a \_\_\_?”)Shape bingoContinue working on shape bookCollect data on IEP goals. | ChoiceOpen ResponseOn DemandAnecdotalOral  Assess.ObservationWork Samples Exit Slips |

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| **11:30 – 12:00 Kate on lunch** |
| **12:00 – 12:45 Wellness for 1st, 2nd, 4th, and 5th grades** |
| **12:45 – 1:30 4th grade math and science****Standard:*** M-4.6 Classify two-dimensional figures based on perpendicular lines, parallel lines and angle measure.
* Science:
	+ Sci. 4.6 Make observations (could include looking for patterns) to describe and classify different kinds of materials by their observable properties.

**Vocabulary:*** Perpendicular lines, parallel lines, acute angle, right angle, obtuse angle
* Properties of materials

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| **1:30 – 2:15 Kindergarten 1st grade reading** **Standards:*** R.L.K.1 With prompting and support, ask and answer questions about key details in a text.
* R.I.K.2 With prompting and support, identify the main topic and retell key details of a text.
* R.FS.K.1 Demonstrate understanding of the organization of basic features of print.
* R.L.1.1 Ask and answer questions about key details in a text.
* R.I.1.2 Identify the main topic and retell key details of a text.
* R.FS.1.1Demonstrate understanding of the organization of basic features of print.
* R.FS.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**Vocabulary:**

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| **1:45 – 2:30 5th grade math and social studies****Standards:*** **Math:**
	+ M-5.6 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
* **Social studies:**
	+ SS-05-4.1.1 Use geographic tools to identify and describe natural resources/physical characteristics in regions of KY and USA.

**Vocabulary:*** Review shapes, quadrilaterals, attributes, sides, angles (right, acute, obtuse), lines (perpendicular, parallel)

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| Instructional StrategyIndividualSmall GroupHands OnProjectLarge GroupPartner | MondayNo School - TWD | Tuesday\*I can identify attributes of shapes.\*I can categorize shapes based on their attributes.Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Discuss “I can” statements. Introduce key vocabulary. Review shapes and begin identifying their attributes. Review types of lines and angles. Collect data on IEP goals. | Wednesday\*I can identify attributes of shapes.\*I can categorize shapes based on their attributes.Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Discuss “I can” statements. Review key vocabulary. Review shapes and begin identifying their attributes. Review types of lines and angles. Collect data on IEP goals. | Thursday\*I can identify attributes of shapes.\*I can categorize shapes based on their attributes.Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Discuss “I can” statements. Review key vocabulary. Review shapes and begin identifying their attributes. Focus on quadrilaterals. Review types of lines and angles.Begin work sample Collect data on IEP goals. | Friday\*I can identify attributes of shapes.\*I can categorize shapes based on their attributes.Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Discuss “I can” statements. Review key vocabulary. Review shapes and begin identifying their attributes. Focus on quadrilaterals. Review types of lines and angles. Continue work sampleCollect data on IEP goals. | Assessment MethodChoiceOpen ResponseOn DemandAnecdotalOral  Assess.ObservationWork Samples Exit Slips |

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| **2:30 – 2:45 Kindergarten monitoring** |
| **2:45 – 3:25 IEP monitoring with 1st, 2nd, and 3rd grades with Mrs. Cindy (and Ms. Melissa until 3:15)**  |
| **3:25 – 3:35 Check out students, hand out end-of-day sheets, take students to bus and car rider line.** |

**Notes/Meetings:**

Monday: No School - TWD

Tuesday:

Wednesday:

Thursday: 1st and 2nd grade to Stage One

Friday: Learning Plans Posted, Rally at 2:30