Crossroads Elementary School

Lesson Plans for week of August 13 – August 17, 2018

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 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.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 | Monday\*I can identify sight 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: ELSB Objective 1, lessons 1-5Collect baseline data on IEP goalsReview pre-primer Dolch sight words | Tuesday\*I can identify sight 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: ELSB Objective 1, lessons 1-5Collect baseline data on IEP goalsReview pre-primer Dolch sight words | Wednesday\*I can identify sight 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: ELSB Objective 1, lessons 1-5Collect baseline data on IEP goalsReview pre-primer Dolch sight words | Thursday\*I can identify sight 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: ELSB Objective 1, lessons 1-5Collect baseline data on IEP goalsReview pre-primer Dolch sight words | Friday\*I can identify sight 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: ELSB Objective 1, lessons 1-5Collect baseline 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 and 3rd grade math** (3rd grade leaves at 11:15)**Standards:*** 2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
* 3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.
* M-3.1 Interpret products of whole numbers.
	+ 3.OA.1 Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.

**Vocabulary:*** Place value, ones, tens, hundreds, rounding
* Product

Listen to place value song: <https://www.youtube.com/watch?v=a4FXl4zb3E4>

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| Instructional MethodIndividualSmall GroupHands OnProjectLarge GroupPartner | Monday\*I can count by ones, tens, and hundreds.\*I can determine place value. \*I can multiply whole numbers.Mini Lesson: Review behavior expectations. Discuss “I can” statement regarding counting. Listen to place value song. Using manipulatives and Active Board, practice counting by ones, tens, and hundreds to get students thinking about place value. Transition to “I can” statement regarding multiplying whole numbers. Play game on Active Board where students will have to use calculators to determine the product of a given problem. | Tuesday\*I can count by ones, tens, and hundreds. \*I can determine place value.\*I can multiply whole numbers.Mini Lesson: Review behavior expectations. Discuss “I can” statement regarding counting. Listen to place value song. Using manipulatives and Active Board, practice counting by ones, tens, and hundreds to get students thinking about place value. Transition to “I can” statement regarding multiplying whole numbers. Play game on Active Board where students will have to use calculators to determine the product of a given problem. | Wednesday\*I can count by ones, tens, and hundreds. \*I can determine place value. \*I can multiply whole numbers.Mini Lesson: Review behavior expectations. Discuss “I can” statement regarding counting. Listen to place value song. Using manipulatives and Active Board, practice counting by ones, tens, and hundreds to get students thinking about place value. Transition to “I can” statement regarding multiplying whole numbers. Play game on Active Board where students will have to use calculators to determine the product of a given problem. | Thursday\*I can count by ones, tens, and hundreds. \*I can determine place value. \*I can multiply whole numbers.Mini Lesson: Review behavior expectations. Discuss “I can” statement regarding counting and place value. Listen to place value song. Play place value hockey on Active Board (ABCYa). Have students work on place value worksheet using manipulatives to supplement worksheet.  | Friday\*I can count by ones, tens, and hundreds.\*I can determine place value. \*I can multiply whole numbers.Mini Lesson: Review behavior expectations. Discuss “I can” statement regarding counting and place value. Listen to place value song. Play place value hockey on Active Board (ABCYa). Have students continue to work on place value worksheet using manipulatives to supplement worksheet.  | 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****Standard:*** 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.
* M-4.1 Multiply and divide to solve word problems.
	+ 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.1

**Vocabulary:*** Place value, rounding, ones, tens, hundreds
* Multiplication, division

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| Instructional MethodIndividualSmall GroupHands OnProjectLarge GroupPartner | Monday\*I can multiply and divide to solve problems.Mini Lesson: Review behavior expectations. Review “I can” statement and what it means. Play game on Active Board to review multiplication and division using a calculator and manipulatives.   | Tuesday\*I can multiply and divide to solve problems.Mini Lesson: Review behavior expectations. Review “I can” statement and what it means. Play game on Active Board to review multiplication and division using a calculator and manipulatives.  | Wednesday\*I can multiply and divide to solve problems.Mini Lesson: Review behavior expectations. Review “I can” statement and what it means. Play game on Active Board to review multiplication and division using a calculator and manipulatives. Begin introducing word problems and scenarios using Active Board.  | Thursday\*I can multiply and divide to solve problems.Mini Lesson: Review behavior expectations. Review “I can” statement and what it means. Play game on Active Board to review multiplication and division using a calculator and manipulatives. Continue introducing word problems and scenarios using Active Board.  | Friday\*I can multiply and divide to solve problems.Mini Lesson: Review behavior expectations. Review “I can” statement and what it means. Play multiplication bingo. Have students use calculators to solve problems and find answers on bingo boards.  | Assessment MethodChoiceOpen ResponseOn DemandAnecdotalOral  Assess.ObservationWork Samples Exit Slips |

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| **1:30 – 2:15 1st grade reading** (with Mrs. Cindy)**Standards:*** R.L.1.1 Ask and answer questions about key details in a text.
* 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****Standards:*** M-5.1 Use place value understanding to round decimals to any place.
	+ 5.NBT.4 Use place value understanding to round decimals to any place.

 **Vocabulary:*** Place value, rounding, ones, tens, hundreds, tenths, hundredths

Listen to place value song: <https://www.youtube.com/watch?v=a4FXl4zb3E4>

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| **2:30 – 2:45 Kate no kids** |
| **2:45 – 3:15 2nd grade writing****Standards:**W.K.2. Use a combination of drawing, dictating, and writing to compose informative. explanatory texts in which they name what they are writing about and supply some information about the topic.W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about that topic, and provide some sense of closureW.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a d concluding statement or section.

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| Instructional StrategyIndividualSmall GroupHands OnProjectLarge GroupPartner | Monday\*I can write my name legibly.\*I can write letters legibly.Work one-on- with students to collect data on writing goals, and work on legibly writing or tracing name.Use dry-erase markers and Handwriting without Tears.If there is time, work on tracing uppercase and lowercase letters.Write letter of the week: Aa | Tuesday\*I can write my name legibly.\*I can write letters legibly.Work one-on- with students to collect data on writing goals, and work on legibly writing or tracing name.Use dry-erase markers and Handwriting without Tears.If there is time, work on tracing uppercase and lowercase letters.Write letter of the week: Aa | Wednesday\*I can write my name legibly.\*I can write letters legibly.Work one-on- with students to collect data on writing goals, and work on legibly writing or tracing name.Use dry-erase markers and Handwriting without Tears.If there is time, work on tracing uppercase and lowercase letters.Write letter of the week: Aa | Thursday\*I can write my name legibly.\*I can write letters legibly.Work one-on- with students to collect data on writing goals, and work on legibly writing or tracing name.Use dry-erase markers and Handwriting without Tears.If there is time, work on tracing uppercase and lowercase letters.Write letter of the week: Aa | Friday\*I can write my name legibly.\*I can write letters legibly.Work one-on- with students to collect data on writing goals, and work on legibly writing or tracing name.Use dry-erase markers and Handwriting without Tears.If there is time, work on tracing uppercase and lowercase letters.Have students work on independent writing tasks, task boxes, file folder games, etc.  | Assessment MethodChoiceOpen ResponseOn DemandAnecdotalOral  Assess.ObservationWork Samples Exit Slips |

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| **3:00 – 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: SCM training from 4-7

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Wednesday:

Thursday:

Friday: Learning Plans Posted