Crossroads Elementary School

Lesson Plans for week of August 20 – 24, 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 Lesson 2, objectives 1-8Collect 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 Lesson 2, objectives 1-8Collect 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 Lesson 2, objectives 1-8Collect 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 Lesson 2, objectives 1-8Collect baseline data on IEP goalsReview pre-primer Dolch sight words | Friday\*I can identify sight words.Sub plans – Review “I can” statement and behavior expectations. Read story, “The Day the Crayons Quit” and review comprehension questions. If time, play letter recognition game on ABCYa.  | 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 multiplying whole numbers. Discuss what “I can” statement means. Review vocabulary (product). Use manipulatives to practice simple multiplication problems.*3rd grade leaves for specials at 11:15, transition to 2nd grade standard.*Transition to “I can” statement regarding counting. Use manipulatives to practice counting by ones, tens, and hundreds.  | 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 multiplying whole numbers. Discuss what “I can” statement means. Review vocabulary (product). Use manipulatives to practice simple multiplication problems.*3rd grade leaves for specials at 11:15, transition to 2nd grade standard.*Transition to “I can” statement regarding counting. Use manipulatives to practice counting by ones, tens, and hundreds.  | 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 multiplying whole numbers. Discuss what “I can” statement means. Review vocabulary (product). Use manipulatives to practice simple multiplication problems. Play game on ABCYa where students will have to find the product of a given problem.*3rd grade leaves for specials at 11:15, transition to 2nd grade standard.*Transition to “I can” statement regarding counting. Use manipulatives to practice counting by ones, tens, and hundreds. Use white boards and number flash cards to understand place value.  | 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 multiplying whole numbers. Review key vocabulary. Play multiplication bingo. Have students use calculators to solve problems and find answers on bingo boards.*3rd grade leaves for specials at 11:15, transition to 2nd grade standard.*Transition to “I can” statement regarding counting. Use manipulatives to practice counting by ones, tens, and hundreds. Use white boards and number flash cards to understand place value. | Friday\*I can count by ones, tens, and hundreds.\*I can determine place value. \*I can multiply whole numbers.Sub plans - Review “I can” statement and behavior expectations. Have students get calculators and play Basketball math facts on ABCYa. Have students determine the product of a given multiplication problem.  | 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:*** 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
* Science:
	+ Sci 4.1 Make observations and/or use measurements to provide evidence of the effects of weathering and the rate of erosion by water, ice, wind, or vegetation.
	+ Layers of earth video: <https://www.youtube.com/watch?v=eXiVGEEPQ6c>
	+ Weathering and erosion video: <https://www.youtube.com/watch?v=R-Iak3Wvh9c>
	+ Erosion video: <https://www.youtube.com/watch?v=G5Rp9MJJGCU>
	+ Description of science experiment: [https://betterlesson.com/lesson/633873/part-1-how-does-physical-weathering-impact-the-earth-s-surface#](https://betterlesson.com/lesson/633873/part-1-how-does-physical-weathering-impact-the-earth-s-surface)

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

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| Instructional MethodIndividualSmall GroupHands OnProjectLarge GroupPartner | Monday\*I can multiply and divide to solve problems.\*I can make observations about how weathering changes the Earth’s surface.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. Play game on ABCYa where students are given a problem and have to find the product. **Transition to science:** Review “I can” statement and ask students what they think it means. Begin this unit by watching video about Earth’s layers. Explain that layers are constantly changing.  | 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. Begin introducing scenarios/word problems to find the product. **Transition to science:** Review “I can” statement and ask students what they think it means. Review video about Earth’s layers. See if students can name the layers of the Earth and describe their characteristics. Explain that layers are constantly changing. | 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. Continue introducing word problems and scenarios using Active Board. Begin to work on word problem worksheet. **Transition to science:** Review “I can” statement and what it means. Introduce key vocabulary (weathering, erosion). Watch weathering and erosion video.  | 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 to work on word problem worksheet. **Transition to science:** Review “I can” statement and what it means. Introduce key vocabulary (weathering, erosion). Watch erosion video focusing on the effects water has on landforms.  | Friday\*I can multiply and divide to solve problems.Sub plans - Review “I can” statement and behavior expectations. Play multiplication bingo. Write problems on board and give students bingo cards and chips. Students solve problem and find answers on bingo board.  | 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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| Instructional StrategyIndividualSmall GroupHands OnProjectLarge GroupPartner | Monday\*I can count by ones, tens, and hundreds.\*I can determine place value. 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.  | Tuesday\*I can count by ones, tens, and hundreds.\*I can determine place value. 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.  | Wednesday\*I can count by ones, tens, and hundreds.\*I can determine place value. 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.  | Thursday\*I can count by ones, tens, and hundreds.\*I can determine place value. 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. | Friday\*I can multiply and divide to solve problems.Sub plans - Review “I can” statement and behavior expectations. Play multiplication bingo. Write problems on board and give students bingo cards and chips. Students solve problem and find answers on bingo board. | Assessment MethodChoiceOpen ResponseOn DemandAnecdotalOral  Assess.ObservationWork Samples Exit Slips |

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| **2:30 – 2:45 Kate no kids – Write take-home notes** |
| **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: Bb | 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: Bb | 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: Bb | 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: Bb | Friday\*I can write my name legibly.\*I can write letters legibly.Sub plans – Review “I can” statement and behavior expectations. Have students get white boards and markers. Have students practice writing their name and letters. Write words on white board for students to copy (CVC -at words or other common sight words).  | 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:

Tuesday:

Wednesday: Dr. Courtade visit at 10am

Thursday:

Friday: Learning Plans Posted, Kate out