Crossroads Elementary School

Lesson Plans for week of August 27 – 31, 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 3, objectives 1-10Collect 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 3, objectives 1-10Collect 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 4, objectives 1-14Collect 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 4, objectives 1-14Collect 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 Lesson 4, objectives 1-14Collect 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.Math automaticity: timed math facts. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement regarding multiplying whole numbers (3rd grade standard). Discuss what “I can” statement means. Review vocabulary (product). Use manipulatives and calculator to practice simple multiplication problems.*3rd grade leaves for specials at 11:15, transition to 2nd grade standard.*Transition to “I can” statement regarding place value. Use manipulatives for students to work hands on with understanding hundreds, tens, and ones.  | Tuesday\*I can count by ones, tens, and hundreds. \*I can determine place value.\*I can multiply whole numbers.Collect data on IEP goals. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement regarding multiplying whole numbers. Discuss what “I can” statement means. Review vocabulary (product). Use manipulatives and calculator to practice simple multiplication problems.*3rd grade leaves for specials at 11:15, transition to 2nd grade standard.*Transition to “I can” statement regarding place value. Use manipulatives for students to work hands on with understanding hundreds, tens, and ones.  | Wednesday\*I can count by ones, tens, and hundreds. \*I can determine place value. \*I can multiply whole numbers.Math automaticity: timed math facts. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement regarding multiplying whole numbers. Discuss what “I can” statement means. Review vocabulary (product). Begin multiplication worksheet with 3rd grade while 2nd grade works on independent activities.*3rd grade leaves for specials at 11:15, transition to 2nd grade standard.*Transition to “I can” statement regarding place value. Use manipulatives for students to work hands on with understanding hundreds, tens, and ones.  | Thursday\*I can count by ones, tens, and hundreds. \*I can determine place value. \*I can multiply whole numbers.Collect data on IEP goals. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement regarding multiplying whole numbers. Discuss what “I can” statement means. Review vocabulary (product). Continue multiplication worksheet with 3rd grade while 2nd grade works on independent activities.*3rd grade leaves for specials at 11:15, transition to 2nd grade standard.*Transition to “I can” statement regarding place value. Have students get white boards and practice students identifying place value when given a number.  | Friday\*I can count by ones, tens, and hundreds.\*I can determine place value. \*I can multiply whole numbers.Math automaticity: timed math facts. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement regarding multiplying whole numbers. Discuss what “I can” statement means. Review vocabulary (product). Complete multiplication worksheet with 3rd grade while 2nd grade works on independent activities.*3rd grade leaves for specials at 11:15, transition to 2nd grade standard.*Transition to “I can” statement regarding place value. Have students get white boards and practice students identifying place value when given a number. | 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.Math automaticity – timed math facts. 10-15 minutes. 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.Collect data on IEP goals. 10-15 minutes.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.Math automaticity – timed math facts. 10-15 minutes. 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.Collect data on IEP goals. 10-15 minutes.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. Review key vocabulary (weathering, erosion). Discuss how water can change and alter landforms. Review pictures of landforms and how they have been altered by water. | Friday\*I can multiply and divide to solve problems.Math automaticity – timed math facts. 10-15 minutes. 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. Review key vocabulary (weathering, erosion). Discuss how water can change and alter landforms. Review pictures of landforms and how they have been altered by water.  | 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. Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Discuss “I can” statement regarding place value. Listen to place value song. Review ones, tens, and hundreds place. Introduce tenths, hundredths, and thousandths place. Have students get white boards. Give students a number, and have them write down a number given place value. | Tuesday\*I can count by ones, tens, and hundreds.\*I can determine place value. Collect data on IEP goals. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement regarding place value. Listen to place value song. Review ones, tens, and hundreds place. Review tenths, hundredths, and thousandths place. Have students get white boards. Give students a number, and have them write down a number given place value. | Wednesday\*I can count by ones, tens, and hundreds.\*I can determine place value. Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Discuss “I can” statement regarding place value. Listen to place value song. Review ones, tens, and hundreds place. Review tenths, hundredths, and thousandths place. Have students get white boards. Give students a number, and have them write down a number given place value. | Thursday\*I can count by ones, tens, and hundreds.\*I can determine place value. Collect data on IEP goals. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement regarding place value. Listen to place value song. Play place value hockey on Active Board (ABCYa). Introduce rounding numbers using manipulatives and Active Board. Have students work on place value worksheet. | Friday\*I can multiply and divide to solve problems.Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Discuss “I can” statement regarding place value. Listen to place value song. Play place value hockey on Active Board (ABCYa). Review rounding numbers using manipulatives and Active Board. Have students work on place value worksheet. | 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. Practice tracing and copying words.Write letter of the week: Cc | 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. Practice tracing and copying words.Write letter of the week: Cc | 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. Practice tracing and copying words.Write letter of the week: Cc | 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. Practice tracing and copying words.Write letter of the week: Cc | 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. Practice tracing and copying words.Write letter of the week: Cc | 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:

Thursday:

Friday: Learning Plans Posted