Crossroads Elementary School

Lesson Plans for week of December 10 -14, 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 skills  Kate’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:**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Instructional Methods  Individual  Small Group  Hands On  Project  Large Group  Partner | Monday  \*I can identify sight words.  \*I can answer Wh- questions.  \*I can sound out CVC words.  \*I can tap out sounds in 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  -transitions  Mini Lesson: ELSB Level 5, lesson 4, part 1  Have kindergarten work on independent work  Collect data on IEP goals  Review pre-primer Dolch sight words | Tuesday  \*I can identify sight words.  \*I can answer Wh- questions.  \*I can sound out CVC words.  \*I can tap out sounds in 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  -transitions  Mini Lesson: ELSB Level 5, lesson 4, part 2  Have kindergarten work on independent work  Collect data on IEP goals  Review pre-primer Dolch sight words | Wednesday  \*I can identify sight words.  \*I can answer Wh- questions.  \*I can sound out CVC words.  \*I can tap out sounds in 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  -transitions  Mini Lesson: ELSB Level 5, lesson 5, part 1  Have kindergarten work on independent work  Collect data on IEP goals  Review pre-primer Dolch sight words | Thursday  \*I can identify sight words.  \*I can answer Wh- questions.  \*I can sound out CVC words.  \*I can tap out sounds in 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  -transitions  Mini Lesson: ELSB Level 5, lesson 5, part 2  Have kindergarten work on independent work  Collect data on IEP goals  Review pre-primer Dolch sight words | Friday  \*I can identify sight words.  \*I can answer Wh- questions.  \*I can sound out CVC words.  \*I can tap out sounds in 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  -transitions  Read “There Was an Old Lady who Swallowed a Bell,” sequencing activity, word tracing/coloring pages  Collect data on IEP goals  Review pre-primer Dolch sight words | Assessment Method  On Demand  Anecdotal  Oral  Assess.  Observation  Work Samples   Exit Slips | |
| **10:45-11:30    2nd grade math** (Kindergarten leaves at 11:15)  **Standards:**   * K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. * 2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.   **Vocabulary:**   * Clock, hour, minute  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Instructional Method  Individual  Small Group  Hands On  Project  Large Group  Partner | Monday  \*I can tell time to the nearest hour.  \*I can tell time to the nearest half hour.  \*I can tell time to the nearest quarter hour.  Math automaticity: timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Discuss “I can” statement about telling time to the nearest hour. Review clock and parts of a clock (hour hand, minute hand). Review time intervals. Practice telling and writing time to nearest hour using white boards.  Collect data on IEP goals. | Tuesday  \*I can tell time to the nearest hour.  \*I can tell time to the nearest half hour.  \*I can tell time to the nearest quarter hour.  Math automaticity: timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Discuss “I can” statement about telling time to the nearest hour. Review clock and parts of a clock (hour hand, minute hand). Review time intervals. Practice telling and writing time to nearest hour using white boards.  Collect data on IEP goals. | Wednesday  \*I can tell time to the nearest hour.  \*I can tell time to the nearest half hour.  \*I can tell time to the nearest quarter hour.  Math automaticity: timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Discuss “I can” statement about telling time to the nearest hour. Review clock and parts of a clock (hour hand, minute hand). Review time intervals. Practice telling and writing time to nearest hour using white boards.  Begin telling time to nearest hour worksheet.  Collect data on IEP goals. | Thursday  \*I can tell time to the nearest hour.  \*I can tell time to the nearest half hour.  \*I can tell time to the nearest quarter hour.  Math automaticity: timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Discuss “I can” statement about telling time to the nearest hour. Review clock and parts of a clock (hour hand, minute hand). Review time intervals. Practice telling and writing time to nearest hour using white boards.  Continue telling time to nearest hour worksheet.  Collect data on IEP goals. | Friday  \*I can tell time to the nearest hour.  \*I can tell time to the nearest half hour.  \*I can tell time to the nearest quarter hour.  Math automaticity: timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Discuss “I can” statement about telling time to the nearest hour. Review clock and parts of a clock (hour hand, minute hand). Review time intervals. Practice telling and writing time to nearest hour using white boards.  Complete telling time to nearest hour worksheet.  Collect data on IEP goals. | Choice  Open Response  On Demand  Anecdotal  Oral  Assess.  Observation  Work Samples   Exit Slips | |
| **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.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. * Science:   + Sci. 4.2 Use models to identify patterns of change and describe how organisms (plants and animals) have different life cycles but all have in common: birth, growth, reproduction (needed for continued existence of every kind of organism) and death.   **Vocabulary:**   * Motion, Newton’s Law of Inertia, force, push, pull  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Instructional Method  Individual  Small Group  Hands On  Project  Large Group  Partner | Monday  \*I can multiply fractions by a whole number.  Math automaticity – timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Review “I can” statement. Review fractions using fraction strips, listen to fraction song. Review whole numbers and compare to fractions.  Collect data on IEP goals  **Transition to science:**  \*I can make observations about an object’s motion.  \*I can predict patterns of an object’s motion.  Review “I can” statement. Review key vocabulary (motion, Newton’s Law of Inertia, push, pull, force). Use manipulatives to review key vocabulary and concepts. | Tuesday  \*I can multiply fractions by a whole number.  Math automaticity – timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Review “I can” statement. Review fractions using fraction strips, listen to fraction song. Review whole numbers and compare to fractions.  Collect data on IEP goals  **Transition to science:** \*I can make observations about an object’s motion.  \*I can predict patterns of an object’s motion.  Review “I can” statement. Review key vocabulary (motion, Newton’s Law of Inertia, push, pull, force). Use manipulatives to review key vocabulary and concepts. | Wednesday  \*I can multiply fractions by a whole number.  Math automaticity – timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Review “I can” statement. Review fractions using fraction strips, listen to fraction song. Introduce concept of multiplying fractions by whole numbers. Practice on dry erase boards.  Collect data on IEP goals  **Transition to science:** \*I can make observations about an object’s motion.  \*I can predict patterns of an object’s motion.  Review “I can” statement. Review key vocabulary (motion, Newton’s Law of Inertia, push, pull, force). Use manipulatives to review key vocabulary and concepts.  Begin cut and paste worksheet | Thursday  \*I can multiply fractions by a whole number.  Math automaticity – timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Review “I can” statement. Review fractions using fraction strips, listen to fraction song. Introduce concept of multiplying fractions by whole numbers. Practice on dry erase boards.  Collect data on IEP goals  **Transition to science:** \*I can make observations about an object’s motion.  \*I can predict patterns of an object’s motion.  Review “I can” statement. Review key vocabulary (motion, Newton’s Law of Inertia, push, pull, force). Use manipulatives to review key vocabulary and concepts.  Continue cut and paste worksheet | Friday  \*I can multiply fractions by a whole number.  Math automaticity – timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Review “I can” statement. Review fractions using fraction strips, listen to fraction song. Introduce concept of multiplying fractions by whole numbers. Practice on dry erase boards. Play ABCYa game on Active Board.  Collect data on IEP goals  **Transition to science:** \*I can make observations about an object’s motion.  \*I can predict patterns of an object’s motion.  Review “I can” statement. Review key vocabulary (motion, Newton’s Law of Inertia, push, pull, force). Use manipulatives to review key vocabulary and concepts.  Complete cut and paste worksheet | Assessment Method  Choice  Open Response  On Demand  Anecdotal  Oral  Assess.  Observation  Work Samples   Exit Slips | |
| **1:30 – 2:15 Kindergarten 1st grade reading** (with Mrs. Cindy)  **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:**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Instructional Method  Individual  Small Group  Hands On  Project  Large Group  Partner | Monday  \*I can identify sight words.  \*I can answer Wh- questions.  \*I can sound out CVC words.  \*I can tap out sounds in 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  -transitions  1st grade reading: Mini Lesson: ELSB Level 4, lesson 2, part 2  Kindergarten reading: Mini Lesson: ELSB Level 1, lesson 3, part 1  Collect data on IEP goals  Review pre-primer Dolch sight words | Tuesday  \*I can identify sight words.  \*I can answer Wh- questions.  \*I can sound out CVC words.  \*I can tap out sounds in 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  -transitions  1st grade reading: Mini Lesson: ELSB Level 4, lesson 3, part 1  Kindergarten reading: Mini Lesson: ELSB Level 1, lesson 3, part 2  Collect data on IEP goals  Review pre-primer Dolch sight words | Wednesday  \*I can identify sight words.  \*I can answer Wh- questions.  \*I can sound out CVC words.  \*I can tap out sounds in 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  -transitions  1st grade reading: Mini Lesson: ELSB Level 4, lesson 3, part 2  Kindergarten reading: Mini Lesson: ELSB Level 1, lesson 4, part 1  Collect data on IEP goals  Review pre-primer Dolch sight words | Thursday  \*I can identify sight words.  \*I can answer Wh- questions.  \*I can sound out CVC words.  \*I can tap out sounds in 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  -transitions  1st grade reading: Mini Lesson: ELSB Level 4, lesson 4, part 1  Kindergarten reading: Mini Lesson: ELSB Level 1, lesson 4, part 2  Collect data on IEP goals  Review pre-primer Dolch sight words | Friday  \*I can identify sight words.  \*I can answer Wh- questions.  \*I can sound out CVC words.  \*I can tap out sounds in 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  -transitions  1st grade reading: Mini Lesson: ELSB Level 4, lesson 4, part 2  Kindergarten reading: Mini Lesson: ELSB Level 1, lesson 5, part 1  Read “There Was an Old Lady who Swallowed a Bell,” sequencing activity, word tracing/coloring pages  Collect data on IEP goals  Review pre-primer Dolch sight words | Assessment Method  Choice  Open Response  On Demand  Anecdotal  Oral Assess.  Observation  Work Samples   Exit Slips | |
| **1:45 – 2:30 5th grade math and social studies**  **Standards:**   * **Math:**   + 5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. * **Social studies:**   + SS-04-2.1.1 Identify and compare cultures of diverse groups and explain why people settled in Kentucky.   **Vocabulary:**   * X-axis, Y-axis, ordered pairs, quadrants, coordinate plane  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Instructional Strategy  Individual  Small Group  Hands On  Project  Large Group  Partner | Monday  \*I can determine place value to the nearest hundredth.  \*I can add and subtract decimals using base ten models and number lines.  Math automaticity – timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Discuss “I can” statement. Review place value to nearest hundredths and rounding rule for whole numbers and decimals. Practice rounding on dry erase boards.  Collect data on IEP goals. | Tuesday  \*I can determine place value to the nearest hundredth.  \*I can add and subtract decimals using base ten models and number lines.  Math automaticity – timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Discuss “I can” statement. Review place value to nearest hundredths and rounding rule for whole numbers and decimals. Practice rounding on dry erase boards.  Collect data on IEP goals. | Wednesday  \*I can determine place value to the nearest hundredth.  \*I can add and subtract decimals using base ten models and number lines.  Math automaticity – timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Discuss “I can” statement. Review place value to nearest hundredths and rounding rule for whole numbers and decimals. Practice rounding on dry erase boards.  Begin Rounding Decimal Worksheet  Collect data on IEP goals. | Thursday  \*I can determine place value to the nearest hundredth.  \*I can add and subtract decimals using base ten models and number lines.  Math automaticity – timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Discuss “I can” statement. Review place value to nearest hundredths and rounding rule for whole numbers and decimals.  Continue Rounding Decimal Worksheet  Collect data on IEP goals. | Friday  \*I can determine place value to the nearest hundredth.  \*I can add and subtract decimals using base ten models and number lines.  Math automaticity – timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Discuss “I can” statement. Review place value to nearest hundredths and rounding rule for whole numbers and decimals.  Complete Rounding Decimal Worksheet  Collect data on IEP goals. | Assessment Method  Choice  Open Response  On Demand  Anecdotal  Oral  Assess.  Observation  Work Samples   Exit Slips | |
| **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:

Tuesday:

Wednesday:

Thursday:

Friday: Learning Plans Posted