Crossroads Elementary School

Lesson Plans for week of December 17 -21, 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 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 | 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-transitionsRead “Pete the Cat’s 12 Groovy Days of Christmas” and craftCollect data on IEP goalsReview 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-transitionsRead, “Mooseltoe” and ornament craftCollect data on IEP goalsReview 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-transitionsRead, “How the Grinch Stole Christmas” and writing activityCollect data on IEP goalsReview 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-transitionsRead, “The Polar Express”Collect data on IEP goalsReview pre-primer Dolch sight words  | FridayNo School | 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:*** 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

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| Instructional MethodIndividualSmall GroupHands OnProjectLarge GroupPartner | 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 half-hour. Review clock and parts of a clock (hour hand, minute hand). Review time intervals. Practice telling and writing time to nearest half-hour using white boards.Begin telling time to nearest hour worksheet.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 quarter-hour. Review clock and parts of a clock (hour hand, minute hand). Review time intervals. Practice telling and writing time to nearest quarter-hour using white boards.Continue/complete telling time to nearest hour worksheet.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 quarter-hour. Review clock and parts of a clock (hour hand, minute hand). Review time intervals. Practice telling and writing time to nearest quarter-hour using white boards.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 quarter-hour. Review clock and parts of a clock (hour hand, minute hand). Review time intervals. Practice telling and writing time to nearest quarter-hour using white boards.Christmas math worksheetsCollect data on IEP goals. | FridayNo School | 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.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

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| Instructional MethodIndividualSmall GroupHands OnProjectLarge GroupPartner | 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.Christmas math worksheetsCollect 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/complete cut and paste worksheet | FridayNo School | Assessment MethodChoiceOpen ResponseOn DemandAnecdotalOral  Assess.ObservationWork Samples Exit Slips |

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| **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:**

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| **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

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| Instructional StrategyIndividualSmall GroupHands OnProjectLarge GroupPartner | 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.Begin Rounding Decimal WorksheetCollect 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.Continue Rounding Decimal WorksheetCollect 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.Complete Rounding Decimal WorksheetCollect 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. Christmas math worksheetsCollect data on IEP goals. | FridayNo School  | 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:

Tuesday:

Wednesday:

Thursday:

Friday: No School, Learning Plans Posted