Crossroads Elementary School

Lesson Plans for week of February 18 - 22, 2019

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-transitionsMini Lesson: ELSB Level 7, lesson 1, part 1Kindergarten and 1st grade work on monitoring tasksCollect 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-transitionsMini Lesson: ELSB Level 7, lesson 1, part 2Kindergarten and 1st grade work on monitoring tasksCollect 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-transitionsMini Lesson: ELSB Level 7, lesson 2, part 1Kindergarten and 1st grade work on monitoring tasksCollect 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-transitionsMini Lesson: ELSB Level 7, lesson 2, part 2Kindergarten and 1st grade work on monitoring tasksCollect data on IEP goalsReview 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-transitionsMini Lesson: ELSB Level 7, lesson 3, part 1Kindergarten and 1st grade work on monitoring tasksCollect 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 grade math** (Kindergarten leaves at 11:15)**Standards:** K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. * K.OA.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
* 1.OA.1 Sent and solve problems involving addition and subtraction. 1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
* 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1
* 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

**Vocabulary:**Ones, tens, hundreds, regrouping, subtraction, difference

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| Instructional MethodIndividualSmall GroupHands OnProjectLarge GroupPartner | Monday\*I can solve subtraction problems to 100.Math automaticity: timed math facts. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement about subtracting within 100. Review key vocabulary and concept of “take away.” Practice subtraction problems using manipulatives (base ten blocks).For kindergarten and 1st grade, practice subtraction within 10-20. For second grade, practice subtraction within 100.Begin subtraction worksheet (no regrouping)Collect data on IEP goals. | Tuesday\*I can solve subtraction problems to 100.Math automaticity: timed math facts. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement about subtracting within 100. Review key vocabulary and concept of “take away.” Practice subtraction problems using manipulatives (base ten blocks).For kindergarten and 1st grade, practice subtraction within 10-20. For second grade, practice subtraction within 100.Continue subtraction worksheet (no regrouping)Collect data on IEP goals. | Wednesday\*I can solve subtraction problems to 100.Math automaticity: timed math facts. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement about subtracting within 100. Review key vocabulary and concept of “take away.” Practice subtraction problems using manipulatives (base ten blocks). Have students practice using manipulatives at table or desk.For kindergarten and 1st grade, practice subtraction within 10-20. For second grade, practice subtraction within 100.Continue subtraction worksheet (no regrouping)Collect data on IEP goals. | Thursday\*I can solve subtraction problems to 100.Math automaticity: timed math facts. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement about subtracting within 100. Review key vocabulary and concept of “take away.” Practice subtraction problems using manipulatives (base ten blocks). Have students practice using manipulatives at table or desk.For kindergarten and 1st grade, practice subtraction within 10-20. For second grade, practice subtraction within 100.Continue subtraction worksheet (no regrouping)Collect data on IEP goals. | Friday\*I can solve subtraction problems to 100.Math automaticity: timed math facts. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement about subtracting within 100. Review key vocabulary and concept of “take away.” Practice subtraction problems using manipulatives (base ten blocks). Have students practice using manipulatives at table or desk.For kindergarten and 1st grade, practice subtraction within 10-20. For second grade, practice subtraction within 100.Complete subtraction worksheet (no regrouping)Collect data on IEP goals. | 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:*** M-4.4 Apply the area and perimeter formulas for rectangles in real world and mathematical problems.
* M-4.5 Identify points, lines, perpendicular lines, parallel lines and right, acute and obtuse angles in two dimensional figures.
* Science:
	+ Sci. 4.4 Support an argument with evidence that in a particular habitat, some organisms can survive well, while other organisms struggle, or may even die.
	+ Habitat video: <https://www.youtube.com/watch?v=CxrlEajA398>

**Vocabulary:*** Area, perimeter, rectangle
* Points, lines, rays, perpendicular lines, parallel lines, right angle, acute angle, obtuse angle
* Organism, habitat

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| Instructional MethodIndividualSmall GroupHands OnProjectLarge GroupPartner | Monday\*I can calculate the area of a rectangle.\*I can calculate the perimeter of a rectangle.Sub plans  | Tuesday\*I can calculate the area of a rectangle.\*I can calculate the perimeter of a rectangle.Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Review “I can” statements. Review key vocabulary – area and perimeter. Discuss difference. Practice calculating area and perimeter.Continue work sample for calculating area and perimeterCollect data on IEP goals**Transition to science:** \*I can make observations about different habitats.\*I can explain why an animal will survive or die in a given habitat.Review “I can” statement. Review key vocabulary (organism, habitat). Discuss certain types of habitats and the animals that can survive there. Discuss why other animals may not survive there.Begin habitat work sample. | Wednesday\*I can calculate the area of a rectangle.\*I can calculate the perimeter of a rectangle.Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Review “I can” statements. Review key vocabulary – area and perimeter. Discuss difference. Practice calculating area and perimeter.Complete work sample for calculating area and perimeterCollect data on IEP goals**Transition to science:** \*I can make observations about different habitats.\*I can explain why an animal will survive or die in a given habitat.Review “I can” statement. Review key vocabulary (organism, habitat). Discuss certain types of habitats and the animals that can survive there. Discuss why other animals may not survive there.Continue habitat work sample. | Thursday\*I can identify points, lines, and rays.\*I can identify right, acute, and obtuse angles. Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Review “I can” statements. Introduce key vocabulary – points, lines, and rays (review using pictures, models, and hand motions). Picture match game.Collect data on IEP goals**Transition to science:** \*I can make observations about different habitats.\*I can explain why an animal will survive or die in a given habitat.Review “I can” statement. Review key vocabulary (organism, habitat). Discuss certain types of habitats and the animals that can survive there. Also brainstorm why other animals may not survive there.Continue habitat work sample. | Friday\*I can identify points, lines, and rays.\*I can identify right, acute, and obtuse angles. Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Review “I can” statements. Introduce key vocabulary – points, lines, and rays (review using pictures, models, and hand motions). Picture match game.Collect data on IEP goals**Transition to science:** \*I can make observations about different habitats.\*I can explain why an animal will survive or die in a given habitat.Review “I can” statement. Review key vocabulary (organism, habitat). Discuss certain types of habitats and the animals that can survive there. Also brainstorm why other animals may not survive there.Complete habitat work sample.  | 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:**
	+ M-5.4 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane.
	+ M-5.5 Measure volume by counting unit cubes, using cubic in., cubic ft., and improvised units.
* **Social studies:**
	+ SS-05-1.2.1 Identify 3 branches of government, explain basic duties of each and identify important offices/leaders at each branch.

**Vocabulary:*** X-axis, Y-axis, ordered pairs, quadrants, coordinate plane
* Volume, length, width, height

Volume song: <https://www.youtube.com/watch?v=JijhDDJvExo>

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| Instructional StrategyIndividualSmall GroupHands OnProjectLarge GroupPartner | Monday\*I can graph points in the first quadrant of the coordinate plane.Math automaticity – timed math facts. 10-15 minutes. Sub plans | Tuesday\*I can graph points in the first quadrant of the coordinate plane.Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Discuss “I can” statement. Review key vocabulary (use hand motions to help remember). Review ordered pairs, as well as X- and Y- axes. Review graph and first quadrant on coordinate plan.Continue graphing work sampleCollect data on IEP goals. | Wednesday\*I can graph points in the first quadrant of the coordinate plane.Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Discuss “I can” statement. Review key vocabulary (use hand motions to help remember). Review ordered pairs, as well as X- and Y- axes. Review graph and first quadrant on coordinate plan.Complete graphing work sampleCollect data on IEP goals. | Thursday\*I can calculate volume by counting unit cubes.\*I can calculate volume using the volume formula.Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Discuss “I can” statements. Introduce key vocabulary. Listen to volume song. Introduce calculating volume using manipulatives and using volume formula.Collect data on IEP goals. | Friday\*I can calculate volume by counting unit cubes.\*I can calculate volume using the volume formula.Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Discuss “I can” statements. Review key vocabulary. Listen to volume song. Review calculating volume using manipulatives and using volume formula.Collect data on IEP goals. | 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: Mrs. Kate half day PM

Tuesday:

Wednesday:

Thursday:

Friday: Learning Plans Posted, Sharpen the Saw