Crossroads Elementary School

Lesson Plans for week of February 4 - 8, 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 6, lesson 4, part 2Have kindergarten work on independent workCollect 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 6, lesson 5, part 1Have kindergarten work on independent workCollect 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 6, lesson 5, part 2Have kindergarten work on independent workCollect 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 6 assessmentHave kindergarten work on independent workCollect 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 6 assessmentHave kindergarten work on independent workCollect 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, drawings2, 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.
* 1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
* 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, adding

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| Instructional MethodIndividualSmall GroupHands OnProjectLarge GroupPartner | Monday\*I can fluently add within 100 with regrouping.Math automaticity: timed math facts. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement about adding within 100. Review how we have been adding with regrouping using manipulatives. Introduce new method of adding with regrouping – post-it note method. Practice using post-it note method, have students use white boards.Collect data on IEP goals. | Tuesday\*I can fluently add within 100 with regrouping.Math automaticity: timed math facts. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement about adding within 100. Review how we have been adding with regrouping using manipulatives. Review new method of adding with regrouping – post-it note method. Practice using post-it note method, have students use white boards.Begin addition with regrouping worksheet using different methods.Collect data on IEP goals. | Wednesday\*I can fluently add within 100 with regrouping.Math automaticity: timed math facts. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement about adding within 100. Review how we have been adding with regrouping using manipulatives. Review new concept of adding with regrouping – post-it note method. Practice using post-it note method, have students use white boards.Continue addition with regrouping worksheet using different methods.Collect data on IEP goals. | Thursday\*I can fluently add within 100 with regrouping.Math automaticity: timed math facts. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement about adding within 100. Review how we have been adding with regrouping using manipulatives. Review new concept of adding with regrouping – post-it note method. Practice using post-it note method, have students use white boards.Continue addition with regrouping worksheet using different methods.Collect data on IEP goals. | Friday\*I can fluently add within 100 with regrouping.Math automaticity: timed math facts. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement about adding within 100. Review how we have been adding with regrouping using manipulatives. Review new concept of adding with regrouping – post-it note method. Practice using post-it note method, have students use white boards.Complete addition with regrouping worksheet using different methods.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.
* 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
* 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.Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Review “I can” statements. Review key vocabulary – area and perimeter. Practice calculating perimeter on objects throughout the classroom. Use rulers to measure objects and calculate area and perimeter.**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). Have students describe their habitat and how they survive. Watch habitat video. | 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. Practice calculating perimeter on objects throughout the classroom. Use rulers to measure objects and calculate area and perimeter.Begin 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). Have students describe their habitat and how they survive.  | 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. Practice calculating perimeter on objects throughout the classroom.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. Also brainstorm why other animals may not survive there.Begin habitat work sample. | Thursday\*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. Practice calculating are and perimeter on objects throughout the classroom. Discuss the difference between 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. Also brainstorm why other animals may not survive there.Continue habitat work sample. | Friday\*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. Practice calculating area and perimeter on objects throughout the classroom. Discuss the difference between 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. Also brainstorm why other animals may not survive there.Continue/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.
* **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

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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. 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.Begin mystery graph worksheetCollect data on IEP goals.  | 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 mystery graph worksheet Collect 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.Continue/complete mystery graph worksheet Collect data on IEP goals. | Thursday\*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. Begin graphing work sampleCollect data on IEP goals. | Friday\*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. | 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: Learning Plans Posted