Crossroads Elementary School

Lesson Plans for week of March 25 - 29, 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 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 7 assessment and reteaching  Kindergarten and 1st grade work on monitoring tasks  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 7 assessment and reteaching  Kindergarten and 1st grade work on monitoring tasks  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 7 assessment and reteaching  Read about penguins to prepare for Leadership Day  Kindergarten and 1st grade work on monitoring tasks  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 7 assessment and reteaching  Read about penguins to prepare for Leadership Day  Kindergarten and 1st grade work on monitoring tasks  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  Mini Lesson: ELSB Level 7 assessment and reteaching  Read about penguins to prepare for Leadership Day  Kindergarten and 1st grade work on monitoring tasks  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.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. * 2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. * 2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape   **Vocabulary:**  Ones, tens, hundreds, regrouping, subtraction, difference  Attributes, faces, sides, triangles, quadrilaterals, pentagons, hexagons, equal parts, partition   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Instructional Method  Individual  Small Group  Hands On  Project  Large Group  Partner | Monday  \*I can identify shapes and their attributes.  \*I can partition shapes into equal parts.  Math automaticity: timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Discuss “I can” statement identifying shapes. Introduce key vocabulary. Have flashcards of shapes and have students match/identify shapes. Begin talking about their attributes (“What makes this shape a \_\_\_? How is it different than a \_\_\_?”)  Collect data on IEP goals. | Tuesday  \*I can identify shapes and their attributes.  \*I can partition shapes into equal parts.  Math automaticity: timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Discuss “I can” statement identifying shapes. Review key vocabulary. Have flashcards of shapes and have students match/identify shapes. Begin talking about their attributes (“What makes this shape a \_\_\_? How is it different than a \_\_\_?”)  Use popsicle sticks to construct shapes  Collect data on IEP goals. | Wednesday  \*I can identify shapes and their attributes.  \*I can partition shapes into equal parts.  Math automaticity: timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Discuss “I can” statement identifying shapes. Review key vocabulary. Have flashcards of shapes and have students match/identify shapes. Begin talking about their attributes (“What makes this shape a \_\_\_? How is it different than a \_\_\_?”)  Use popsicle sticks to construct shapes  Collect data on IEP goals. | Thursday  \*I can identify shapes and their attributes.  \*I can partition shapes into equal parts.  Math automaticity: timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Discuss “I can” statement identifying shapes. Review key vocabulary. Have flashcards of shapes and have students match/identify shapes. Begin talking about their attributes (“What makes this shape a \_\_\_? How is it different than a \_\_\_?”)  Shape bingo  Collect data on IEP goals. | Friday  \*I can identify shapes and their attributes.  \*I can partition shapes into equal parts.  Math automaticity: timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Discuss “I can” statement identifying shapes. Review key vocabulary. Have flashcards of shapes and have students match/identify shapes. Begin talking about their attributes (“What makes this shape a \_\_\_? How is it different than a \_\_\_?”)  Shape bingo  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:**   * M-4.6 Classify two-dimensional figures based on perpendicular lines, parallel lines and angle measure. * Science:   + Sci. 4.5 Define a simple design problem reflecting a need or a want with criteria for success and constraints (limits) on materials, time, or cost.   + Sci. 4.6 Make observations (could include looking for patterns) to describe and classify different kinds of materials by their observable properties.   **Vocabulary:**   * Perpendicular lines, parallel lines, right angle, acute angle, obtuse angle * Problem, solution, want, need  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Instructional Method  Individual  Small Group  Hands On  Project  Large Group  Partner | Monday  \*I can identify perpendicular and parallel lines.  \*I can identify right, acute, and obtuse angles.  \*I can classify shapes based on their lines and angles.  Math automaticity – timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Review “I can” statements. Introduce and review key vocabulary – parallel and perpendicular lines. Review shapes and have students identify types of lines in shapes.  Collect data on IEP goals  **Transition to science:**  \*I can design a solution to a problem to fix a need or a want.  Review “I can” statement. Review key vocabulary (want, need, problem, solution). Have students think of problems they might encounter and how they solve them.  Begin work sample | Tuesday  \*I can identify perpendicular and parallel lines.  \*I can identify right, acute, and obtuse angles.  \*I can classify shapes based on their lines and angles.  Math automaticity – timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Review “I can” statements. Review key vocabulary – parallel and perpendicular lines. Review shapes and have students identify types of lines in shapes.  Collect data on IEP goals  **Transition to science:**  \*I can design a solution to a problem to fix a need or a want.  Review “I can” statement. Review key vocabulary (want, need, problem, solution). Have students think of problems they might encounter and how they solve them.  Continue work sample | Wednesday  \*I can identify perpendicular and parallel lines.  \*I can identify right, acute, and obtuse angles.  \*I can classify shapes based on their lines and angles.  Math automaticity – timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Review “I can” statements. Review key vocabulary – parallel and perpendicular lines. Also review types of angles. Review shapes and have students identify types of angles in shapes.  Collect data on IEP goals  **Transition to science:**  \*I can design a solution to a problem to fix a need or a want.  Review “I can” statement. Review key vocabulary (want, need, problem, solution). Have students think of problems they might encounter and how they solve them.  Continue work sample | Thursday  \*I can identify perpendicular and parallel lines.  \*I can identify right, acute, and obtuse angles.  \*I can classify shapes based on their lines and angles.  Math automaticity – timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Review “I can” statements. Review key vocabulary – parallel and perpendicular lines. Also review types of angles. Review shapes and have students identify types of angles in shapes.  Collect data on IEP goals  **Transition to science:**  \*I can design a solution to a problem to fix a need or a want.  Review “I can” statement. Review key vocabulary (want, need, problem, solution). Brainstorm possible problems other people might encounter and how we can solve them using the resources that are available in the given circumstance.  Continue work sample | Friday  \*I can identify perpendicular and parallel lines.  \*I can identify right, acute, and obtuse angles.  \*I can classify shapes based on their lines and angles.  Math automaticity – timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Review “I can” statements. Review key vocabulary – parallel and perpendicular lines. Also review types of angles. Review shapes and have students identify types of angles in shapes.  Shapes, lines, and angles worksheet/activity  Collect data on IEP goals  **Transition to science:**  \*I can design a solution to a problem to fix a need or a want.  Review “I can” statement. Review key vocabulary (want, need, problem, solution). Brainstorm possible problems other people might encounter and how we can solve them using the resources that are available in the given circumstance.  Complete work sample | Assessment Method  Choice  Open Response  On Demand  Anecdotal  Oral  Assess.  Observation  Work Samples   Exit Slips | |
| **1:30 – 2:15 Kindergarten 1st grade reading**  **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  Kindergarten reading: Mini Lesson: ELSB Level 3 assessment  1st grade reading: Mini Lesson: ELSB Level 5 assessment  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  Kindergarten reading: Mini Lesson: ELSB Level 3 assessment  1st grade reading: Mini Lesson: ELSB Level 5 assessment  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  Kindergarten reading: Mini Lesson: ELSB Level 3 assessment  1st grade reading: Mini Lesson: ELSB Level 5 assessment  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  Kindergarten reading: Mini Lesson: ELSB Level 3 assessment and reteaching  1st grade reading: Mini Lesson: ELSB Level 5 assessment and reteaching  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  Kindergarten reading: Mini Lesson: ELSB Level 3 assessment and reteaching  1st grade reading: Mini Lesson: ELSB Level 5 assessment and reteaching  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:**   + M-5.5 Measure volume by counting unit cubes, using cubic in., cubic ft., and improvised units.   + M-5.6 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. * **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:**   * Volume, length, width, height * Review shapes, attributes, sides, angles (right, acute, obtuse)  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Instructional Strategy  Individual  Small Group  Hands On  Project  Large Group  Partner | Monday  \*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.  Complete work sample  Collect data on IEP goals. | Tuesday  \*I can identify attributes of shapes.  \*I can categorize shapes based on their attributes.  Math automaticity – timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Discuss “I can” statements. Introduce key vocabulary. Review shapes and begin identifying their attributes. Review types of lines and angles.  Collect data on IEP goals. | Wednesday  \*I can identify attributes of shapes.  \*I can categorize shapes based on their attributes.  Math automaticity – timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Discuss “I can” statements. Review key vocabulary. Review shapes and begin identifying their attributes. Review types of lines and angles.  Collect data on IEP goals. | Thursday  \*I can identify attributes of shapes.  \*I can categorize shapes based on their attributes.  Math automaticity – timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Discuss “I can” statements. Review key vocabulary. Review shapes and begin identifying their attributes. Review types of lines and angles.  Begin worksheet  Collect data on IEP goals. | Friday  \*I can identify attributes of shapes.  \*I can categorize shapes based on their attributes.  Math automaticity – timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Discuss “I can” statements. Review key vocabulary. Review shapes and begin identifying their attributes. Review types of lines and angles.  Complete 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, Leadership Day, Sharpen the Saw