Crossroads Elementary School

Lesson Plans for week of March 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 7, lesson 3, 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 3, 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 4, 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 4, 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 5, 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 20.\*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). Introduce subtraction with regrouping using models and manipulatives. For kindergarten and 1st grade, practice subtraction within 10-20. For second grade, practice subtraction within 100.Collect data on IEP goals. | Tuesday\*I can solve subtraction problems to 20.\*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). Review subtraction with regrouping using models and manipulatives.For kindergarten and 1st grade, practice subtraction within 10-20. For second grade, practice subtraction within 100.Collect data on IEP goals. | Wednesday\*I can solve subtraction problems to 20.\*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. Review subtraction with regrouping using models and manipulatives.For kindergarten and 1st grade, practice subtraction within 10-20. For second grade, practice subtraction within 100.Collect data on IEP goals. | Thursday\*I can solve subtraction problems to 20.\*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. Review subtraction with regrouping using models and manipulatives.For kindergarten and 1st grade, practice subtraction within 10-20. For second grade, practice subtraction within 100.Collect data on IEP goals. | Friday\*I can solve subtraction problems to 20.\*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. Review subtraction with regrouping using models and manipulatives.For kindergarten and 1st grade, practice subtraction within 10-20. For second grade, practice subtraction within 100.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-4.5 Identify points, lines, perpendicular lines, parallel lines and right, acute and obtuse angles in two dimensional figures.
* 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.
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**Vocabulary:*** Points, lines, rays, perpendicular lines, parallel lines, right angle, acute angle, obtuse angle
* Problem, solution, want, need

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| Instructional MethodIndividualSmall GroupHands OnProjectLarge GroupPartner | Monday\*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. Review 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 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. | Tuesday\*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. Review 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 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. | Wednesday\*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. Review key vocabulary – points, lines, and rays (review using pictures, models, and hand motions). Picture match game.Begin points, lines, and rays worksheetCollect 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. | 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. Review key vocabulary – points, lines, and rays (review using pictures, models, and hand motions). Picture match game.Continue points, lines, and rays worksheetCollect 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.  | 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. Review key vocabulary – points, lines, and rays (review using pictures, models, and hand motions). Picture match game.Complete points, lines, and rays worksheetCollect 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. | Assessment MethodChoiceOpen ResponseOn DemandAnecdotalOral  Assess.ObservationWork Samples Exit Slips |

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| **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:**

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| **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.
* **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 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. | Tuesday\*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. | Wednesday\*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.Begin volume of rectangular prisms worksheetCollect 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. Review key vocabulary. Listen to volume song. Review calculating volume using manipulatives and using volume formula.Continue volume of rectangular prisms worksheetCollect 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.Complete volume of rectangular prisms worksheetCollect 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