Crossroads Elementary School

Lesson Plans for week of May 13 - 17, 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 letter sounds.\*I can identify sight words.\*I can answer Wh- questions.\*I can sound out VC and CVC 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: ERSB Level 3 completeKindergarten and 1st grade work on monitoring tasksCollect data on IEP goalsReview pre-primer Dolch sight words | Tuesday\*I can identify letter sounds.\*I can identify sight words.\*I can answer Wh- questions.\*I can sound out VC and CVC 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: ERSB Level 4Kindergarten and 1st grade work on monitoring tasksCollect data on IEP goalsReview pre-primer Dolch sight words | Wednesday\*I can identify letter sounds.\*I can identify sight words.\*I can answer Wh- questions.\*I can sound out VC and CVC 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: ERSB Level 4 continue Kindergarten and 1st grade work on monitoring tasksCollect data on IEP goalsReview pre-primer Dolch sight words | Thursday\*I can identify letter sounds.\*I can identify sight words.\*I can answer Wh- questions.\*I can sound out VC and CVC 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: ERSB Level 4 complete Kindergarten and 1st grade work on monitoring tasksCollect data on IEP goalsReview pre-primer Dolch sight words  | Friday\*I can identify letter sounds.\*I can identify sight words.\*I can answer Wh- questions.\*I can sound out VC and CVC 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: ERSB Level 5Kindergarten 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    K-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.
* K.MD.2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
* 1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.
* 2.MD7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
* 2.MD.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

**Vocabulary:**Analog clock, digital clock, hour, minute, half-hour, quarter-hour

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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.\*I can identify the value of coins and dollars.Math automaticity: timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Discuss “I can” statements about telling time. Introduce key vocabulary. Begin by showing students a digital clock and analog clock. Have students identify similarities and differences, but explain that they both tell time. Have students identify hour and minute hand on analog clock. 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.\*I can identify the value of coins and dollars. Math automaticity: timed math facts. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statements about telling time. Review key vocabulary. Begin by showing students a digital clock and analog clock. Have students identify similarities and differences, but explain that they both tell time. Have students identify hour and minute hand on analog clock. Model telling time to the nearest hour, have students practice identifying.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.\*I can identify the value of coins and dollars. Math automaticity: timed math facts. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statements about telling time. Review key vocabulary. Begin by showing students a digital clock and analog clock. Have students identify similarities and differences, but explain that they both tell time. Have students identify hour and minute hand on analog clock. Model telling time to the nearest hour, have students practice identifying and showing correct time on analog clock.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.\*I can identify the value of coins and dollars. Math automaticity: timed math facts. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statements about telling time. Review key vocabulary. Begin by showing students a digital clock and analog clock. Have students identify similarities and differences, but explain that they both tell time. Have students identify hour and minute hand on analog clock. Model telling time to the nearest half-hour, have students practice identifying time on analog clock. Collect data on IEP goals. | Friday\*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.\*I can identify the value of coins and dollars. Math automaticity: timed math facts. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statements about telling time. Review key vocabulary. Begin by showing students a digital clock and analog clock. Have students identify similarities and differences, but explain that they both tell time. Have students identify hour and minute hand on analog clock. Model telling time to the nearest half-hour, have students practice identifying and showing time on analog clock. 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:*** Math
	+ 4.NF.5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.2 For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.
	+ 4.NF.6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.
* 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.
	+ 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:*** Fraction, numerator, denominator, decimal, tenths, hundredths

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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:**
	+ 5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
* **Social studies:**
	+ SS-05-4.1.1 Use geographic tools to identify and describe natural resources/physical characteristics in regions of KY and USA.

**Vocabulary:*** PEMDAS

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| Instructional StrategyIndividualSmall GroupHands OnProjectLarge GroupPartner | Monday\*I can use the order of operations to solve problems.Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Discuss “I can” statements. Introduce key vocabulary. Begin by reviewing a simple equation and have students solve. Compare answers. Introduce parenthesis and brackets. Also review addition, subtraction, multiplication, and division.Collect data on IEP goals. | Tuesday\*I can use the order of operations to solve problems.Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Discuss “I can” statements. Introduce key vocabulary. Begin by reviewing a simple equation and have students solve. Compare answers. Introduce parenthesis and brackets. Also review addition, subtraction, multiplication, and division.Collect data on IEP goals. | Wednesday\*I can use the order of operations to solve problems.Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Discuss “I can” statements. Review key vocabulary and operations. Introduce PEMDAS and review what each component is/means. Use visuals. Collect data on IEP goals. | Thursday\*I can use the order of operations to solve problems.Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Discuss “I can” statements. Review key vocabulary and operations. Introduce PEMDAS and review what each component is/means. Use visuals. Work with students on solving practice problems.Collect data on IEP goals. | Friday\*I can use the order of operations to solve problems.Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Discuss “I can” statements. Review key vocabulary and operations. Introduce PEMDAS and review what each component is/means. Use visuals. Work with students on solving practice problems.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: KPREP testing

Tuesday: KPREP testing

Wednesday: KPREP testing

Thursday:

Friday: Learning Plans Posted