Crossroads Elementary School

Lesson Plans for week of May 20 - 24, 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 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  -transitions  Mini Lesson: ERSB Level 3 complete  Kindergarten and 1st grade work on monitoring tasks  Collect data on IEP goals  Review pre-primer Dolch sight words | Tuesday  No school | 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  -transitions  Mini Lesson: ERSB Level 4  Kindergarten and 1st grade work on monitoring tasks  Collect data on IEP goals  Review 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  -transitions  Mini Lesson: ERSB Level 4 continue  Kindergarten and 1st grade work on monitoring tasks  Collect data on IEP goals  Review 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  -transitions  Mini Lesson: ERSB Level 4 complete  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    K-2nd grade math**  **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   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Instructional Method  Individual  Small Group  Hands On  Project  Large Group  Partner | 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. Review key vocabulary. Give students analog clocks and practice telling time to nearest hour. Also practice telling time nearest hour on a digital clock. Introduce telling time to nearest half hour. Model on analog clock and have students copy.  Collect data on IEP goals. | Tuesday  No school | 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. Give students analog clocks and practice telling time to nearest hour. Also practice telling time nearest hour on a digital clock. Review telling time to nearest half hour. Have students use clocks to show a given time to nearest half hour.  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. Give students analog clocks and practice telling time to nearest half hour. Also practice telling time nearest half hour on a digital clock. Introduce telling time to nearest quarter hour. Model on analog clock and have students copy.  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. Give students analog clocks and practice telling time to nearest half hour. Also practice telling time nearest half hour on a digital clock. Review telling time to nearest quarter hour. Have students use clocks to show a given time to nearest quarter hour.  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:**   * Math   + 4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36)   + 4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. * 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.   **Vocabulary:**   * Feet, inches, centimeters ruler * Money, dollar bills, quarters, dimes, nickels, pennies  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Instructional Method  Individual  Small Group  Hands On  Project  Large Group  Partner | Monday  Sub plans | Tuesday  No school | Wednesday  \*I can record equivalent measurements.  \*I can solve word problems involving measurements.  Math automaticity – timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Review “I can” statements. Review key vocabulary regarding measurement. Practice measuring classroom objects with a ruler. Convert measurements to units of equal value (12in = 1ft) and record in a two-column table.  Collect data on IEP goals  **Transition to science:**  \*I can identify different habitats.  \*I can explain why some animals can survive in a certain habitat.  Review “I can” statement. Review key vocabulary. Watch habitat video and review different types of habitats. Prompt students to think about certain animals and if and how they could survive in a given habitat.  Continue working on graphic organizer | Thursday  \*I can record equivalent measurements.  \*I can solve word problems involving measurements.  Math automaticity – timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Review “I can” statements. Review key vocabulary regarding measurement. Practice measuring classroom objects with a ruler. Convert measurements to units of equal value (12in = 1ft) and record in a two-column table. Practice solving word problems involving units of measurement.  Collect data on IEP goals  **Transition to science:**  \*I can identify different habitats.  \*I can explain why some animals can survive in a certain habitat.  Review “I can” statement. Review key vocabulary. Watch habitat video and review different types of habitats. Prompt students to think about certain animals and if and how they could survive in a given habitat.  Continue working on graphic organizer | Friday  \*I can record equivalent measurements.  \*I can solve word problems involving measurements.  Math automaticity – timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Review “I can” statements. Review key vocabulary regarding measurement. Practice measuring classroom objects with a ruler. Convert measurements to units of equal value (12in = 1ft) and record in a two-column table. Practice solving word problems involving units of measurement.  Collect data on IEP goals  **Transition to science:**  \*I can identify different habitats.  \*I can explain why some animals can survive in a certain habitat.  Review “I can” statement. Review key vocabulary. Watch habitat video and review different types of habitats. Prompt students to think about certain animals and if and how they could survive in a given habitat.  Complete graphic organizer | 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  Sub plans | Tuesday  No school | 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 4 assessment  1st grade reading: Mini Lesson: ELSB Level 6 assessment and reteaching  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 4 assessment and reteaching  1st grade reading: Mini Lesson: ELSB Level 7, lesson 1, part 1  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 4 assessment and reteaching  1st grade reading: Mini Lesson: ELSB Level 7, lesson 2, part 2  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:**   + 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  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Instructional Strategy  Individual  Small Group  Hands On  Project  Large Group  Partner | Monday  Sub plans | Tuesday  No school | 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 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: Mrs. Kate half day PM

Tuesday: No school

Wednesday: Rally @ 2pm

Thursday:

Friday: Learning Plans Posted, 1st grade to Mt. Washington Library