Crossroads Elementary School

Lesson Plans for week of November 12 - 16, 2018

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.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.  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 4, lesson 5, part 1  Have kindergarten work on independent work  Collect data on IEP goals  Review pre-primer Dolch sight words | Tuesday  \*I can identify sight words.  \*I can answer Wh- questions.  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 4, lesson 5, part 2  Have kindergarten work on independent work  Collect data on IEP goals  Review pre-primer Dolch sight words | Wednesday  \*I can identify sight words.  \*I can answer Wh- questions.  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 5, lesson 1, part 1  Have kindergarten work on independent work  Collect data on IEP goals  Review pre-primer Dolch sight words | Thursday  \*I can identify sight words.  \*I can answer Wh- questions.  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 5, lesson 2, part 1  Have kindergarten work on independent work  Collect data on IEP goals  Review pre-primer Dolch sight words | Friday  Sub plans | 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:**   * 2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen * 2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.   **Vocabulary:**   * Standard units of measurement, nonstandard units of measurement  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Instructional Method  Individual  Small Group  Hands On  Project  Large Group  Partner | Monday  \*I can measure objects using a ruler.  \*I can measure objects using nonstandard measurement.  Math automaticity: timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Discuss “I can” statement about measuring with a ruler, and nonstandard measurement. Introduce nonstandard units of measurement. Find objects in the room to measure.  Collect data on IEP goals. | Tuesday  \*I can measure objects using a ruler.  \*I can measure objects using nonstandard measurement.  Math automaticity: timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Discuss “I can” statement about measuring with a ruler, and nonstandard measurement. Review nonstandard units of measurement. Find objects in the room to measure.  Collect data on IEP goals. | Wednesday  \*I can measure objects using a ruler.  \*I can measure objects using nonstandard measurement.  Math automaticity: timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Discuss “I can” statement about measuring with a ruler, and nonstandard measurement. Review nonstandard units of measurement. Find objects in the room to measure.  Collect data on IEP goals. | Thursday  \*I can measure objects using a ruler.  \*I can measure objects using nonstandard measurement.  Math automaticity: timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Discuss “I can” statement about measuring with a ruler, and nonstandard measurement. Review nonstandard units of measurement. Find objects in the room to measure.  Collect data on IEP goals. | Friday  Sub plans | 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-4.3 Within the following systems of measurement, express measurement of time and length as larger and smaller units and record measurement equivalents in a two-column table.   + 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), ... * Science:   + Sci. 4.2 Use models to identify patterns of change and describe how organisms (plants and animals) have different life cycles but all have in common: birth, growth, reproduction (needed for continued existence of every kind of organism) and death.   **Vocabulary:**   * Life cycle  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Instructional Method  Individual  Small Group  Hands On  Project  Large Group  Partner | Monday  \*I can explain the relationship between yards, feet, and inches.  \*I can describe the life cycle for plants and animals.  Math automaticity – timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Review “I can” statement regarding units of measurement. Work sample for measurement.  Collect data on IEP goals  **Transition to science:** Review “I can” statement. Brainstorm examples of plants and animals and different stages of life for each. Introduce concept of life cycle.  Work sample for life cycles. | Tuesday  \*I can explain the relationship between yards, feet, and inches.  \*I can describe the life cycle for plants and animals.  Math automaticity – timed math facts. 10-15 minutes.  Mini Lesson:  Review behavior expectations. Review “I can” statement regarding units of measurement. Work sample for measurement.  Collect data on IEP goals  **Transition to science:** Review “I can” statement. Brainstorm examples of plants and animals and different stages of life for each. Introduce concept of life cycle.  Work sample for life cycles. | Wednesday  \*I can explain the relationship between yards, feet, and inches.  \*I can describe the life cycle for plants and animals.  Math automaticity – timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Review “I can” statement regarding units of measurement. Work sample for measurement.  Collect data on IEP goals  **Transition to science:** Review “I can” statement. Brainstorm examples of plants and animals and different stages of life for each. Introduce concept of life cycle.  Work sample for life cycles. | Thursday  \*I can explain the relationship between yards, feet, and inches.  \*I can describe the life cycle for plants and animals.  Math automaticity – timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Review “I can” statement regarding units of measurement. Work sample for measurement.  Use chart paper to trace/measure  **Transition to science:** Review “I can” statement. Brainstorm examples of plants and animals and different stages of life for each. Introduce concept of life cycle.  Work sample for life cycles. | Friday  Sub plans | Assessment Method  Choice  Open Response  On Demand  Anecdotal  Oral  Assess.  Observation  Work Samples   Exit Slips | |
| **1:30 – 2:15 Kindergarten 1st grade reading** (with Mrs. Cindy)  **Standards:**   * R.L.1.1 Ask and answer questions about key details in a text. * 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.  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  1st grade reading: Mini Lesson: ELSB Level 4, lesson 2, part 2  Kindergarten reading: Mini Lesson: ELSB Level 1, lesson 1, part, 1  Collect data on IEP goals  Review pre-primer Dolch sight words | Tuesday  \*I can identify sight words.  \*I can answer Wh- questions.  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  1st grade reading: Mini Lesson: ELSB Level 4, lesson 3, part 1  Kindergarten reading: Mini Lesson: ELSB Level 1, lesson 1, part 2  Collect data on IEP goals  Review pre-primer Dolch sight words | Wednesday  \*I can identify sight words.  \*I can answer Wh- questions.  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  1st grade reading: Mini Lesson: ELSB Level 4, lesson 3, part 2  Kindergarten reading: Mini Lesson: ELSB Level 1, lesson 2, part 1  Collect data on IEP goals  Review pre-primer Dolch sight words | Thursday  \*I can identify sight words.  \*I can answer Wh- questions.  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  1st grade reading: Mini Lesson: ELSB Level 4, lesson 3, parts 1 & 2  Kindergarten reading: Mini Lesson: ELSB Level 1, lesson 2, part 2  Collect data on IEP goals  Review pre-primer Dolch sight words | Friday  Sub plans | 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-5.3 Generate two real world numerical patterns using two given rules. Form ordered pairs and graph the pairs on a coordinate plane.     - 5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so. * **Social studies:**   + SS-04-2.1.1 Identify and compare cultures of diverse groups and explain why people settled in Kentucky.   **Vocabulary:**   * X-axis, Y-axis, ordered pairs, quadrants, coordinate plane  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Instructional Strategy  Individual  Small Group  Hands On  Project  Large Group  Partner | Monday  \*I can graph ordered pairs on a coordinate plane.  Math automaticity – timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Discuss “I can” statement. Review coordinate plane and quadrants. Review X and Y axes. Introduce graphing ordered pairs.  Work sample for graphing.  Collect data on IEP goals. | Tuesday  \*I can graph ordered pairs on a coordinate plane.  Math automaticity – timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Discuss “I can” statement. Review coordinate plane and quadrants. Review X and Y axes. Review graphing ordered pairs.  Work sample for graphing.  Collect data on IEP goals. | Wednesday  \*I can graph ordered pairs on a coordinate plane.  Math automaticity – timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Discuss “I can” statement. Review coordinate plane and quadrants. Review X and Y axes. Review graphing ordered pairs.  Work sample for graphing.  Collect data on IEP goals. | Thursday  \*I can graph ordered pairs on a coordinate plane.  Math automaticity – timed math facts. 10-15 minutes.  Mini Lesson: Review behavior expectations. Discuss “I can” statement. Review coordinate plane and quadrants. Review X and Y axes. Review graphing ordered pairs.  Work sample for graphing.  Collect data on IEP goals. | Friday  Sub plans | Assessment Method  Choice  Open Response  On Demand  Anecdotal  Oral  Assess.  Observation  Work Samples   Exit Slips | |
| **2:30 – 2:45 Kate no kids – Write take-home notes** |
| **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: Kate personal day, Learning Plans Posted