Crossroads Elementary School

Lesson Plans for week of November 5 - 9, 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 skillsKate’s planning |
| **10:00-10:45 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:**

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| Instructional MethodsIndividualSmall GroupHands OnProjectLarge GroupPartner | MondayNo school - TWD | TuesdayNo school | 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-transitionsMini Lesson: ELSB Level 4, lesson 4, part 1Collect data on IEP goalsReview 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-transitionsMini Lesson: ELSB Level 4, lesson 4, part 2Collect data on IEP goalsReview pre-primer Dolch sight words | Friday\*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-transitionsMini Lesson: ELSB Level 4, lesson 5, part 1Collect 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 and 3rd grade math** (3rd grade 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.
* M-3.3 Tell time to the nearest minute and measure time intervals by solving word problems.
	+ 3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

Telling time video: <https://www.youtube.com/watch?v=KGQn48ppJ_Q> **Vocabulary:*** Clock, minute, hour
* Standard units of measurement, nonstandard units of measurement

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| Instructional MethodIndividualSmall GroupHands OnProjectLarge GroupPartner | MondayNo school - TWD | TuesdayNo school | Wednesday\*I can tell time to the nearest hour.\*I can tell time to the nearest half-hour. \*I can measure objects.Math automaticity: timed math facts. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement about telling time to the nearest half-hour. Look at a clock and identify parts of a clock (hour hand, minute hand, etc). Practice telling time to nearest half hour using adapted clock.Begin time worksheet for nearest half hour.*3rd grade leaves for specials at 11:15, transition to 2nd grade standard.*Transition to “I can” statement regarding measuring objects. Review nonstandard units of measurement. 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 measure objects.Math automaticity: timed math facts. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement about telling time to the nearest half-hour. Look at a clock and identify parts of a clock (hour hand, minute hand, etc). Practice telling time to nearest half hour using adapted clock.Continue time worksheet for nearest half hour.*3rd grade leaves for specials at 11:15, transition to 2nd grade standard.*Transition to “I can” statement regarding measuring objects. Introduce nonstandard units of measurement. Have students find object in the room to measure using nonstandard measurement. 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 measure objects.Math automaticity: timed math facts. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement about telling time to the nearest half-hour. Look at a clock and identify parts of a clock (hour hand, minute hand, etc). Practice telling time to nearest half hour using adapted clock.Complete time worksheet for nearest half hour.ABCYa telling time game. *3rd grade leaves for specials at 11:15, transition to 2nd grade standard.*Transition to “I can” statement regarding measuring objects. Introduce nonstandard units of measurement. Have students find object in the room to measure using nonstandard measurement. 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-4.3 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

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| Instructional MethodIndividualSmall GroupHands OnProjectLarge GroupPartner | MondayNo school - TWD | TuesdayNo school | 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. Have students get a ruler. Identify the differences between inches and feet. Find objects in the room to estimate/practice measuring.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.Continue life cycle worksheet. | 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. Have students get a ruler. Identify the differences between inches and feet. Find objects in the room to estimate/practice measuring. 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.Continue life cycle worksheet. | Friday\*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. Have students get a ruler. Identify the differences between inches and feet. Introduce yards. Find objects in the room to estimate/practice measuring. 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.Complete life cycle worksheet.  | Assessment MethodChoiceOpen ResponseOn DemandAnecdotalOral  Assess.ObservationWork Samples Exit Slips |

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| **1:30 – 2:15 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:**

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| **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:***

Fraction song: <https://www.youtube.com/watch?v=DnFrOetuUKg>

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| Instructional StrategyIndividualSmall GroupHands OnProjectLarge GroupPartner | MondayNo school - TWD  | TuesdayNo school | 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. Introduce graphing ordered pairs.Begin graphing worksheet.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.Continue graphing worksheetCollect data on IEP goals. | Friday\*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.Complete graphing worksheetCollect data on IEP goals. | Assessment MethodChoiceOpen ResponseOn DemandAnecdotalOral  Assess.ObservationWork Samples Exit Slips |

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| **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: No school - TWD

Tuesday: No school – professional development day

Wednesday:

Thursday:

Friday: Veteran’s Day Assembly, Learning Plans Posted