Crossroads Elementary School

Lesson Plans for week of October 15-19, 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 | 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 ELSB story.Small group:Review classroom expectation.  -Good listening skills-Give me five-morning expectations-transitionsMini Lesson: ELSB Level four, lesson 1 (part 1)Collect data on IEP goalsReview 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 ELSB story.Small group:Review classroom expectation.  -Good listening skills-Give me five-morning expectations-transitionsMini Lesson: ELSB Level four, lesson 1 (part 2)Collect data on IEP goalsReview 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 ELSB story.Small group:Review classroom expectation.  -Good listening skills-Give me five-morning expectations-transitionsMini Lesson: ELSB Level four, lesson 2 (part 1)Collect 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 four, lesson 2 (part 2)Collect 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 four, lesson 3 (part 1)Collect 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.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
* 2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends
* 3.OA.1Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.
* M-3.2 Use place value understanding to round whole numbers to the nearest 10 or 100.
	+ 3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.

**Vocabulary:*** Place value, ones, tens, hundreds

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| Instructional MethodIndividualSmall GroupHands OnProjectLarge GroupPartner | Monday\*I can identify place value for ones, tens, and hundreds. \*I can round numbers to the nearest tens.\*I can identify odd and even numbers.Math automaticity: timed math facts. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement about place value and review concept of rounding. Begin by reviewing place value for ones and tens on Active Board and review counting by 10s. Review rule for rounding to nearest 10 (5 & up, round up, 4 & below, round down).Work sample for alternate assessment | Tuesday\*I can identify place value for ones, tens, and hundreds. \*I can round numbers to the nearest tens.\*I can identify odd and even numbers.Math automaticity: timed math facts. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement about place value and review concept of rounding. Begin by reviewing place value for ones and tens on Active Board and review counting by 10s. Review rule for rounding to nearest 10 (5 & up, round up, 4 & below, round down).Work sample for alternate assessment*3rd grade leaves for specials at 11:15, transition to 2nd grade standard.*Transition to “I can” statement regarding odd and even numbers. Begin by asking students what they know about odd and even numbers. Give students manipulatives and ask them build the number 6. Explain if the number can be broken into groups of 2, then it is even.Collect data on IEP goals.  | Wednesday\*I can identify place value for ones, tens, and hundreds. \*I can round numbers to the nearest tens.\*I can identify odd and even numbers.Math automaticity: timed math facts. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement about place value and review concept of rounding. Begin by reviewing place value for ones and tens on Active Board and review counting by 10s. Review rule for rounding to nearest 10 (5 & up, round up, 4 & below, round down).Work sample for alternate assessment*3rd grade leaves for specials at 11:15, transition to 2nd grade standard.*Transition to “I can” statement regarding odd and even numbers. Begin by asking students what they know about odd and even numbers. Give students manipulatives and ask them build the number 8. Explain if the number can be broken into groups of 2, then it is even.Collect data on IEP goals. | Thursday\*I can identify place value for ones, tens, and hundreds. \*I can round numbers to the nearest tens.\*I can identify odd and even numbers.Math automaticity: timed math facts. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement about place value and review concept of rounding. Begin by reviewing place value for ones and tens on Active Board and review counting by 10s. Review rule for rounding to nearest 10 (5 & up, round up, 4 & below, round down).Work sample for alternate assessment*3rd grade leaves for specials at 11:15, transition to 2nd grade standard.*Transition to “I can” statement regarding odd and even numbers. Begin by asking students what they know about odd and even numbers. Give students manipulatives and ask them build the number 10. Explain if the number can be broken into groups of 2, then it is even.Collect data on IEP goals. | Friday\*I can identify place value for ones, tens, and hundreds. \*I can round numbers to the nearest tens.\*I can identify odd and even numbers.Math automaticity: timed math facts. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement about place value and review concept of rounding. Play game on ABCYa for rounding and place value. Complete work sample if needed. Complete Rounding Rockets Worksheet*3rd grade leaves for specials at 11:15, transition to 2nd grade standard.*Transition to “I can” statement regarding odd and even numbers. Begin by asking students what they know about odd and even numbers. Give students manipulatives and ask them build the number 12. Explain if the number can be broken into groups of 2, then it is even.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-4.2 Generate a number pattern that follows a given rule. Identify apparent features of the pattern.
	+ 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.
* 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:*** Pattern, rule
* Life cycle

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| Instructional MethodIndividualSmall GroupHands OnProjectLarge GroupPartner | Monday\*I can identify number patterns. \*I can generate a number pattern that follows a given rule.\*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 identifying number patterns. Review key vocabulary and concepts.Work sample for alternate assessment**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. | Tuesday\*I can identify number patterns. \*I can generate a number pattern that follows a given rule.\*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 identifying number patterns. Review key vocabulary and concepts.Work sample for alternate assessment**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.Begin life cycle worksheet. | Wednesday\*I can identify number patterns. \*I can generate a number pattern that follows a given rule.\*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 identifying number patterns. Review key vocabulary and concepts.Work sample for alternate assessment**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 identify number patterns. \*I can generate a number pattern that follows a given rule.\*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 identifying number patterns. Review key vocabulary and concepts.Work sample for alternate assessment**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 identify number patterns. \*I can generate a number pattern that follows a given rule.\*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 identifying number patterns. Review key vocabulary and concepts. Complete work sample if needed. **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-5.2 Solve real world problems involving multiplication of fractions.
		- 5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
* **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 | Monday\*I can multiply fractions to solve word problems.Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Discuss “I can” statement. Listen to fraction song. Review multiplying fractions. Use white boards to solve problems.Work sample for alternate assessment | Tuesday\*I can multiply fractions to solve word problems.Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Discuss “I can” statement. Listen to fraction song. Review multiplying fractions. Use white boards to solve problems.Work sample for alternate assessment | Wednesday\*I can multiply fractions to solve word problems.Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Discuss “I can” statement. Listen to fraction song. Review multiplying fractions. Use white boards to solve problems.Work sample for alternate assessment | Thursday\*I can multiply fractions to solve word problems.Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Discuss “I can” statement. Listen to fraction song. Use manipulatives to review concept of fractions and practice multiplying fractions.Work sample for alternate assessment | Friday\*I can multiply fractions to solve word problems.Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Discuss “I can” statement. Play multiplication game on ABCYa. Complete work sample if needed.  | 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:

Tuesday:

Wednesday:

Thursday:

Friday: Learning Plans Posted