Crossroads Elementary School

Lesson Plans for week of September 17 - 21, 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 two, lesson 5 (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 two, lesson 5 (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 two, lesson 6 (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 two, lesson 6 (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 two, lesson 7 (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 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. Begin by practicing counting 1-38, and clap above our heads whenever we get to a ten. Ask students why we are clapping to get them thinking about 10s place. When counting, stop at 38 and ask students if it is closer to 30 or 40. Look at a number line. *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 4. Explain if the number can be broken into groups of 2, then it is even.Collect data on IEP goals. | Tuesday\*I can identify place value for ones, tens, and hundreds. \*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. Begin by practicing counting 1-48, and clap above our heads whenever we get to a ten. Ask students why we are clapping to get them thinking about 10s place. When counting, stop at 48 and ask students if it is closer to 40 or 50. Look at a number line. *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 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. Practice counting and clapping when we get to 10s. Use place value manipulatives to build numbers and count by ones and tens. Find numbers on number line.*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 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. Practice counting and clapping when we get to 10s. Use place value manipulatives to build numbers and count by ones and tens. Find numbers on number line.*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 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. Review counting and clap when we get to 10s. Play place value hockey on ABCYa. *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 4.1 Make observations and/or use measurements to provide evidence of the effects of weathering and the rate of erosion by water, ice, wind, or vegetation.
	+ Layers of earth video: <https://www.youtube.com/watch?v=eXiVGEEPQ6c>
	+ Weathering and erosion video: <https://www.youtube.com/watch?v=R-Iak3Wvh9c>
	+ Erosion video: <https://www.youtube.com/watch?v=G5Rp9MJJGCU>
	+ Description of science experiment: [https://betterlesson.com/lesson/633873/part-1-how-does-physical-weathering-impact-the-earth-s-surface#](https://betterlesson.com/lesson/633873/part-1-how-does-physical-weathering-impact-the-earth-s-surface)

**Vocabulary:*** Erosion, weathering

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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.Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Review “I can” statement regarding identifying number patterns. Have students get calculators. Write number patterns on the Active Board and work with students to find the number pattern. Use manipulatives to review concept of patterns.**Transition to science:** Review “I can” statement and what it means. Introduce key vocabulary (weathering, erosion). | Tuesday\*I can identify number patterns. \*I can generate a number pattern that follows a given rule.Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Review “I can” statement regarding identifying number patterns. Have students get calculators. Write number patterns on the Active Board and work with students to find the number pattern. Use manipulatives to review concept of patterns.**Transition to science:** Review “I can” statement and what it means. Review key vocabulary (weathering, erosion). | Wednesday\*I can identify number patterns. \*I can generate a number pattern that follows a given rule.Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Review “I can” statement regarding identifying number patterns. Have students get calculators. Write number patterns on the Active Board and work with students to find the number pattern. Use manipulatives to review concept of patterns.**Transition to science:** Review “I can” statement and what it means. Review key vocabulary (weathering, erosion). Watch weathering and erosion video.  | Thursday\*I can identify number patterns. \*I can generate a number pattern that follows a given rule.Math automaticity – timed math facts. 10-15 minutes. Sub plans – review behavior expectations. Review “I can” statement. Have students get pencil and calculator and work on number patterns worksheet.  | Friday\*I can identify number patterns. \*I can generate a number pattern that follows a given rule.Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Review “I can” statement and what it means. Review key concepts and math facts to understand number patterns. Complete number pattern worksheet. **Transition to science:** Review “I can” statement and what it means. Review key vocabulary (weathering, erosion). Discuss how water can change and alter landforms. Review pictures of landforms and how they have been altered by water.  | 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. Use manipulatives to review concept of fractions. | 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. Use manipulatives to review concept of fractions. | 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. Use manipulatives to review concept of fractions. Introduce multiplying fractions. | Thursday\*I can multiply fractions to solve word problems.Math automaticity – timed math facts. 10-15 minutes. Sub plans – review behavior expectations and “I can” statement. Work on fraction shapes worksheet.  | 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. Listen to fraction song. Use manipulatives to review concept of fractions. Continue to introduce multiplying fractions. | 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: Ms. Kate half day

Friday: Learning Plans Posted