Crossroads Elementary School

Lesson Plans for week of September 3 - 7, 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 | 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 ELSB story.Small group:Review classroom expectation.  -Good listening skills-Give me five-morning expectations-transitionsMini Lesson: ELSB Level two, lesson 1Collect baseline 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 2Collect baseline 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 3Collect baseline 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.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
* 3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.
* M-3.1 Interpret products of whole numbers.
	+ 3.OA.1 Interpret 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.

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

Listen to place value song: <https://www.youtube.com/watch?v=a4FXl4zb3E4>

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| Instructional MethodIndividualSmall GroupHands OnProjectLarge GroupPartner | Monday No School  | TuesdayNo School | Wednesday\*I can count by ones, tens, and hundreds. \*I can determine place value. \*I can multiply whole numbers.Math automaticity: timed math facts. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement regarding multiplying whole numbers. Discuss what “I can” statement means. Review vocabulary (product). Begin multiplication work sample with 3rd grade. 2nd grade works on independent work.*3rd grade leaves for specials at 11:15, transition to 2nd grade standard.*Transition to “I can” statement regarding place value. Listen ti place value song. Use manipulatives for students to work hands on with understanding hundreds, tens, and ones.  | Thursday\*I can count by ones, tens, and hundreds. \*I can determine place value. \*I can multiply whole numbers.Collect data on IEP goals. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement regarding multiplying whole numbers. Discuss what “I can” statement means. Review vocabulary (product). Continue multiplication work sample with 3rd grade. 2nd grade works on independent work.*3rd grade leaves for specials at 11:15, transition to 2nd grade standard.*Transition to “I can” statement regarding place value. Listen ti place value song. Use manipulatives for students to work hands on with understanding hundreds, tens, and ones. Collect data on IEP goals.  | Friday\*I can count by ones, tens, and hundreds.\*I can determine place value. \*I can multiply whole numbers.Math automaticity: timed math facts. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement regarding multiplying whole numbers. Discuss what “I can” statement means. Review vocabulary (product). Complete multiplication work sample with 3rd grade. 2nd grade works on independent work.*3rd grade leaves for specials at 11:15, transition to 2nd grade standard.*Transition to “I can” statement regarding place value. Listen ti place value song. Use manipulatives for students to work hands on with understanding hundreds, tens, and ones. 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:*** 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.
* M-4.1 Multiply and divide to solve word problems.
	+ 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.1
* 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:*** Place value, rounding, ones, tens, hundreds
* Multiplication, division
* Erosion, weathering

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| Instructional MethodIndividualSmall GroupHands OnProjectLarge GroupPartner | Monday No School | TuesdayNo School | Wednesday\*I can multiply and divide to solve word problems.Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Review “I can” statement and what it means. Review key vocabulary (multiplication, division). Begin work sample worksheet. **Transition to science:** Review “I can” statement and what it means. Introduce key vocabulary (weathering, erosion). Watch weathering and erosion video.  | Thursday\*I can multiply and divide to solve word problems.Collect data on IEP goals. 10-15 minutes.Mini Lesson: Review behavior expectations. Review “I can” statement and what it means. Review key vocabulary (multiplication, division). Continue work sample 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. | Friday\*I can multiply and divide to solve word problems.Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Review “I can” statement and what it means. Review key vocabulary (multiplication, division). Complete work sample 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****Standards:*** M-5.1 Use place value understanding to round decimals to any place.
	+ 5.NBT.4 Use place value understanding to round decimals to any place.

 **Vocabulary:*** Place value, rounding, ones, tens, hundreds, tenths, hundredths

Listen to place value song: <https://www.youtube.com/watch?v=a4FXl4zb3E4>

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| Instructional StrategyIndividualSmall GroupHands OnProjectLarge GroupPartner | MondayNo School | TuesdayNo School | Wednesday\*I can determine place value. \*I can round to the nearest tenths and hundredths place. Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Discuss “I can” statement regarding place value and rounding. Listen to rounding go noodle song. Review ones, tens, and hundreds place. Review tenths, hundredths, and thousandths place. Have students get white boards. Give students a number, and have them write down a number given place value. Begin rounding work sample. | Thursday\*I can determine place value. \*I can round to the nearest tenths and hundredths. Collect data on IEP goals. 10-15 minutes.Mini Lesson: Review behavior expectations. Discuss “I can” statement regarding place value and rounding. Listen to rounding go noodle song. Review ones, tens, and hundreds place. Review tenths, hundredths, and thousandths place. Have students get white boards. Give students a number, and have them write down a number given place value. Continue rounding work sample. | Friday\*I can determine place value. \*I can round to the nearest tenths and hundredths. Math automaticity – timed math facts. 10-15 minutes. Mini Lesson: Review behavior expectations. Discuss “I can” statement regarding place value and rounding. Listen to rounding go noodle song. Review ones, tens, and hundreds place. Review tenths, hundredths, and thousandths place. Have students get white boards. Give students a number, and have them write down a number given place value. Complete rounding work sample. | 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 – Labor Day

Tuesday: No School – Teacher Planning Day

Wednesday:

Thursday:

Friday: Learning Plans Posted