

# St. Louis Public Schools Standards-Based Blended Learning Lesson Planner



Name	Mrs. Black	Grade	1	Subject	ELA
Weeks of	February 22 - February 25, 2022	Topic	Biography	Link to Tracker	(Link tracker here)

## Planning and Preparation

**Cultural Context Differentiation:** Overarching lesson design based on student's individual needs and learning styles. The teacher should consider and honor the unique cultural differences of the student population when selecting content to ensure that every learner is able to access the grade level curriculum and resources. While lesson planning, please consider and apply following the **Universal Design to Learning (UDL)** principals listed below to ensure the use of a variety of strategies and resources to help meet diverse learning needs, improve accessibility to learning opportunities, and increase student success. You can visit the National Center on Universal Design for Learning website at <https://www.cast.org/impact/universal-design-for-learning-udl> to find more information resources and examples.

**PRINCIPLE I. PROVIDE MULTIPLE MEANS OF REPRESENTATION** - Present information and content in different ways

**PRINCIPLE II. PROVIDE MULTIPLE MEANS OF ACTION AND EXPRESSION** - Differentiate the ways that students can express what they know

**PRINCIPLE III. PROVIDE MULTIPLE MEANS OF ENGAGEMENT** - Stimulate interest and motivation for learning

## Missouri Learning Standards

*List your standard(s) for the week here. You should include the Missouri Learning Standard code(s), link the appropriate proficiency scale(s), and include the full text of the standard(s).*

**1.R.1.A.b** Develop and demonstrate reading skills in response to reading text and read-aloud by asking and responding to relevant questions.

**1.RF.1.A.a** \*\*Develop print awareness in the reading process by recognizing that sentences are comprised of words separated by spaces.

**Missouri Learning Standards Know & Do**  
Identify the standards you will teach during this lesson, then identify what students should know and be able to do after engaging in this lesson.  
(Information for this section can be accessed in the Unpacked / Unwrapped Standards Tool.)

**Know**  
(What do students need to know?)

**Students need to:**

- ask and answer questions about key details in a text, with prompting.
- tell key details in a text, with prompting.

**Do**  
(What should students be able to do?)

**Students will be able to:**

- answer questions about a literary text.
- recall and use key details to respond to questions about a literary text.
- ask questions about a literary text.
- figure out what information being asked to recall or find in literary text.

		monitor comprehension of a literary text by asking appropriate questions while reading.
<b>Essential Question(s)</b>	(Unit 4) <b>Why is the past important?</b> <b>differently?</b> (Lesson)? <b>How do artist of the world help us see things</b>	
<b>Academic Vocabulary</b> (Information for this section can be accessed in the Unpacked / Unwrapped Standards Tool.)	<ul style="list-style-type: none"> <li>• experience</li> <li>• necessary</li> <li>• Record</li> <li>• supply</li> </ul>	
<b>Summative Assessment Performance Tasks</b>	Design or identify a standards-based summative performance task or assessment that will demonstrate progress towards standards-based proficiency.	
	My View Progress Check Up Week Spelling Quiz	

### Blended Learning Instructional Framework: Whole Group Instructional Plan

Lesson/Topic	Learning Target <i>Learning target -"I-Can" statements can be accessed in the Unpacked/Unwrapped Standards Tool.</i>	Activities, Instruction & Modeling <i>What do you need to explain, present, facilitate, or model? What instructional strategies will you use? What will students do to understand concepts or practice skills (practice, discussion, reflection, creation)? Synchronous learning refers to a learning event in which a group of students is engaging in learning at the same time. Asynchronous learning is instruction and learning that does not occur in the same place or at the same time – usually independent.</i>		Formative Assessment /Exit Slip <i>How will students demonstrate their <b>daily</b> learning? How will you know if they understand concepts or can apply skills? Please provide links/page numbers where applicable.</i>	Due Date
		Synchronous Learning	Asynchronous Learning		
<b>Lesson 1</b> <b>2/22</b>	<ul style="list-style-type: none"> <li>- I can decode words with closed syllables; open syllables: VCe syllables; and r-controlled syllables.</li> <li>-</li> <li>- I can identify and read common high-frequency words.</li> </ul>	<p><b>Week 6, Lesson 1</b></p> <ul style="list-style-type: none"> <li>- Change sounds (SI14 -15)</li> <li>- Intro high frequency words: <b>new, found, thank, please, always.</b></li> <li>- Intro spelling words: <b>car, card, dark, far, hard, jarm sharp, star, always, please..</b> (student handbook) SI-59</li> <li>- Making History... ( SI 6-7)</li> <li>- Listening Comprehension: (SI 226-227)</li> </ul> <p><b>Falcon Success</b></p>	<p><b>Small Groups:</b> What is the main idea of this text? Details?</p> <p>Write your spelling Words three times each..</p>	<p><b>Student Interactive Pages:</b></p> <p>14-15 217 59-213 6-7</p>	<b>2/22</b>

		Writing: I can write a personal narrative.			
Lesson 2 - 2/15	I can decode words with closed syllables; open syllables; VCe syllables; and r-controlled syllables. Including vowel diagraphs and diphthongs.	<p align="center"><b>Week 6, Lesson 2</b></p> <ul style="list-style-type: none"> <li>- R-Controlled Vowel ar (SI 15-16)</li> <li>- Review high frequency words: <b>Story 222-223:</b> High Frequency new, found, thank, please, always.</li> <li>-</li> <li>- Intro text "<b>More than a Tale</b>" and vocabulary: <b>learn think remember concentrate</b> (SI 190)</li> <li>- Read How Vocabulary (SI 200) and Check for Understanding (SI 201)</li> </ul> <p align="center"><b>Falcon Success</b></p> <ul style="list-style-type: none"> <li>- Academic Vocabulary</li> <li>- Writing: Persuasive Text</li> </ul>	<p><b>Small Groups:</b> What is the main idea of this text? Details?  Write your spelling Words one time</p>	<p align="center"><b>Student Interactive Pages:</b></p> <p>218 222-223 230</p>	2/15
Lesson 3 2/16	<ul style="list-style-type: none"> <li>- I can decode compound words.</li> <li>-</li> <li>- I can use illustrations and details in a story to describe characters, setting, or events.</li> </ul>	<p align="center"><b>Week 6, Lesson 3</b></p> <ul style="list-style-type: none"> <li>- Phonics: Decode compound words. (SI)</li> <li>- Review high frequency words now, <b>so, eat, play, their, some.</b></li> <li>- Genre: What Now?</li> </ul> <p align="center"><b>Falcon Success</b></p> <ul style="list-style-type: none"> <li>- Read like a Writer: writing using pronouns I and me ( SI 172)</li> </ul>	<p><b>Small Groups:</b> What is the main idea of this text? Details?  Write your spelling Words one time</p>	<p align="center"><b>Student Interactive Pages:</b></p>	2/16
Lesson 4 2/17	<ul style="list-style-type: none"> <li>- I can decode and write words with Compound Words.</li> <li>- I can use high</li> </ul>	<p align="center"><b>Week 4, Lesson 4</b></p> <ul style="list-style-type: none"> <li>- Decodable Story: Review high-frequency words before reading decodable story "<b>What Now</b>"</li> </ul>	<p><b>Small Groups:</b> What is the main idea of this text? Details?</p>	<p align="center"><b>Student Interactive Page:</b></p> <p>149 146 134</p>	2/17

	frequency words in a sentence.	(SI 149) - My Words to Know. <b>So, eat, play, their, some.</b> (SI 146) - Visualize Details (SI-167) <b>Falcon Success</b> - Read like a Writer: Rhyming words (SI 134)	Write your spelling Words one time.		
<b>Lesson 5</b> <b>2/18</b>	No School	No School	<b>Small Groups:</b> What is the main idea of this text? Details?  Write your spelling Words one time		<b>2/18</b>

Supporting Student Learning Pathways		
<i>Please note specific Learning Targets of focus and what resources are being used or provided to support students at each level.</i>		
Intensive Scaffolding <i>Students demonstrating performance at level NE or 1 on the Content Area Proficiency Scale.</i>	Moderate Scaffolding <i>Students demonstrating performance at level 2 on the Content Area Proficiency Scale.</i>	Enrichment/Independent <i>Students demonstrating performance at level 3 or 4 on the Content Area Proficiency Scale.</i>
Model and give examples for word work, provide in the moment feedback and time for corrections. Let them answer orally or tell you the letters for tell sounds you say.	Model word work, help with sounding out words for their sentences Model work before having them do it independently	Doing the word work alone, writing their own sentences Explaining what to do and then letting them work independently

Weekly Intervention Schedule & Differentiated Learning Planner	
<i>When applicable, teachers should utilize data from tracker to plan who receives intervention, when the intervention is delivered, how it is delivered, and what content will be covered. Please note if the planned intervention is for the purpose of remediation or enrichment.</i>	
Day/Date	
Red A	Letter/sound recognition
Red B,	CVC words

Red C	Decodable Reader Story 7
Yellow	Level A
Blue	Level C
Green	Level E

## St. Louis Public Schools Standards-Based Blended Learning Lesson Planner

<b>Name</b>	Mrs. Black	<b>Grade</b>	1	<b>Subject</b>	Math
<b>Weeks of</b>	February 23,- February 25, 2022	<b>Topic</b>	Understand Place Value	<b>Link to Tracker</b>	(Link tracker here)

### Planning and Preparation

**Cultural Context Differentiation:** Overarching lesson design based on student's individual needs and learning styles. The teacher should consider and honor the unique cultural differences of the student population when selecting content to ensure that every learner is able to access the grade level curriculum and resources. While lesson planning, please consider and apply following the **Universal Design to Learning (UDL)** principals listed below to ensure the use of a variety of strategies and resources to help meet diverse learning needs, improve accessibility to learning opportunities, and increase student success. You can visit the National Center on Universal Design for Learning website at <https://www.cast.org/impact/universal-design-for-learning-udl> to find more information resources and examples.

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**PRINCIPLE III. PROVIDE MULTIPLE MEANS OF ENGAGEMENT** - Stimulate interest and motivation for learning

<b>Missouri Learning Standards</b>	<b>Missouri Learning Standards</b> <i>List your standard(s) for the week here. You should include the Missouri Learning Standard code(s), link the appropriate proficiency scale(s), and include the full text of the standard(s).</i>
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<b>Know &amp; Do</b> Identify the standards you will teach during this lesson, then identify what students should know and be able to do after engaging in this lesson. (Information for this section can be accessed in the Unpacked / Unwrapped Standards Tool.)	1.NBT.A.2 Understand Place Value				
	<b>Know</b> (What do students need to know?)		<b>Do</b> (What should students be able to do?)		
	<b>Student needs to know</b> <ul style="list-style-type: none"><li>Know how to count to 10.</li><li>Know how to write numbers to 10.</li><li>Know how to use ones to make a ten.</li><li>Know how to count to 19.</li><li>Know how to write numbers to 19.</li><li>Know the two digits of a two digit number represent amounts of tens and ones.</li></ul>		<b>Mathematical Practices Standards</b> <ul style="list-style-type: none"><li>Make sense of problems &amp; persevere in solving them</li><li>Reason abstractly &amp; quantitatively</li><li>Construct viable arguments &amp; critique the reasoning of others</li><li>Model with mathematics</li><li>Use appropriate tools strategically</li><li>Attend to precision</li><li>Look for &amp; make use of structure</li><li>Look for &amp; express regularity in repeated reasoning</li></ul>		
<b>Essential Question(s)</b> (Can be accessed in the Curriculum Plan.)	How would you show thirteen as a ten-frame?				
<b>Academic Vocabulary</b> (Information for this section can be accessed in the Unpacked / Unwrapped Standards Tool.)	Ten, One,				
<b>Summative Assessment Performance Tasks</b>	Design or identify a standards-based summative performance task or assessment that will demonstrate progress towards standards-based proficiency.				
	Topic 8				
Blended Learning Instructional Framework: Whole Group Instructional Plan					
<b>Lesson/Topic</b>	<b>Learning Target</b> <i>Learning target -"I-Can" statements can be accessed in the Unpacked/Unwrapped Standards Tool.</i>	<b>Activities, Instruction &amp; Modeling</b> <i>What do you need to explain, present, facilitate, or model? What instructional strategies will you use? What will students do to understand concepts or practice skills (practice, discussion, reflection, creation)? <b>Synchronous learning</b> refers to a learning event in which a group of students is engaging in learning at the same time. <b>Asynchronous learning</b> is instruction and learning that does not occur in the same place or at the same time – usually independent.</i>		<b>Formative Assessment /Exit Slip</b> <i>How will students demonstrate their <b>daily</b> learning? How will you know if they understand concepts or can apply skills? Please provide links/page numbers where applicable.</i>	<b>Due Date</b>
		<b>Synchronous Learning</b>			

<b>Lesson 1</b> 2/22	I can read and write numbers 11-19	Topic 8-1 <ul style="list-style-type: none"> <li>• Daily Review</li> <li>• Objective Statement</li> <li>• Solve and Share</li> <li>• Model with Video and learning Bridge</li> <li>• Guided Practice</li> <li>• Provide students with manipulatives</li> </ul>		Provide material for practice	2/22
<b>Lesson 2</b> 2/23	I can show groups of 10 with connecting cubes.	Topic 8-2 <ul style="list-style-type: none"> <li>• Daily Review</li> <li>• Objective Statement</li> <li>• Solve and Share</li> <li>• Model with Video and learning Bridge</li> <li>• Guided Practice</li> <li>• Provide students with manipulatives</li> <li>•</li> </ul>	Practice on Flash to Pass	Provide material for practice	2/23
<b>Lesson 3</b> 2/24	I can group tens to solve problems.	Topic 8-3 <ul style="list-style-type: none"> <li>• Topic Review Daily Review</li> <li>• Objective Statement</li> <li>• Solve and Share</li> <li>• Model with Video and learning Bridge</li> <li>• Guided Practice</li> <li>• Provide students with manipulatives</li> <li>•</li> </ul>	Practice on Flash to Pass	Provide material for practice	2/24
<b>Lesson 4</b> 2/25	I can count tens and ones to find a two digit number.	<ul style="list-style-type: none"> <li>• Topic Review Daily Review</li> <li>• Objective Statement</li> <li>• Solve and Share</li> <li>• Model with Video and learning Bridge</li> <li>• Guided Practice</li> </ul>	Practice on Flash to Pass	Practice	2/25

		<ul style="list-style-type: none"> <li>• Provide students with manipulatives</li> </ul>			
<b>Lesson</b>	•	<ul style="list-style-type: none"> <li>• Topic Review Daily Review</li> <li>• Objective Statement</li> <li>• Solve and Share</li> <li>• Model with Video and learning Bridge</li> <li>• Guided Practice</li> <li>• Provide students with manipulatives</li> </ul>			

Supporting Student Learning Pathways		
<i>Please note specific Learning Targets of focus and what resources are being used or provided to support students at each level.</i>		
<b>Intensive Scaffolding</b> <i>Students demonstrating performance at level NE or 1 on the Content Area Proficiency Scale.</i>	<b>Moderate Scaffolding</b> <i>Students demonstrating performance at level 2 on the Content Area Proficiency Scale.</i>	<b>Enrichment/Independent</b> <i>Students demonstrating performance at level 3 or 4 on the Content Area Proficiency Scale.</i>
Read aloud word problems and support with writing addition/subtraction equations	Read aloud word problems and underline key words for writing addition/subtraction equations	Read aloud word problems and let students write and solve addition/subtraction equations

## St. Louis Public Schools Standards-Based Blended Learning Lesson Planner

<b>Name</b>	Mrs. Black	<b>Grade</b>	1	<b>Subject</b>	Science
<b>Weeks of</b>	February 22, thru February 25 2022	<b>Topic</b>	Earth's Science	<b>Link to Tracker</b>	(Link tracker here)



## Planning and Preparation

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<b>Missouri Learning Standards Know &amp; Do</b> Identify the standards you will teach during this lesson, then identify what students should know and be able to do after engaging in this lesson. (Information for this section can be accessed in the Unpacked / Unwrapped Standards Tool.)	<b>Missouri Learning Standards</b> <i>List your standard(s) for the week here. You should include the Missouri Learning Standard code(s), link the appropriate proficiency scale(s), and include the full text of the standard(s).</i>	
	<b>1.ESS2.D.1 Weather and Climate</b>	
	<b>Know</b> <i>(What do students need to know?)</i>  <b>Students need to know:</b> <ul style="list-style-type: none"> <li>• Seasons happen in a predictable pattern.</li> <li>• The names of time period of the seasons.</li> <li>• The day sky looks different from the night sky.</li> </ul>	<b>Do</b> <i>(What should students be able to do?)</i>  <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• to understand that weather follows patterns that we can prepare for.</li> <li>• to understand the changes in weather affect us and our environment.</li> <li>• to understand seasons help us predict the weather</li> </ul>
<b>Essential Question(s)</b> (Can be accessed in the Curriculum Plan.)	How can we prepare for different types of weather?	
<b>Academic Vocabulary</b> (Information for this section can be accessed in the Unpacked / Unwrapped Standards Tool.)	hot, cold, clear, cloudy, calm, windy, rainy, icy	
<b>Summative Assessment Performance Tasks</b>	Design or identify a standards-based summative performance task or assessment that will demonstrate progress towards standards-based proficiency.	
	Standards Based Exit Slip	
<b>Blended Learning Instructional Framework: Whole Group Instructional Plan</b>		

Lesson/ Topic	Learning Target <i>Learning target -"I-Can" statements can be accessed in the Unpacked/Unwrapped Standards Tool.</i>	Activities, Instruction & Modeling <i>What do you need to explain, present, facilitate, or model? What instructional strategies will you use? What will students do to understand concepts or practice skills (practice, discussion, reflection, creation)? <b>Synchronous learning</b> refers to a learning event in which a group of students is engaging in learning at the same time. <b>Asynchronous learning</b> is instruction and learning that does not occur in the same place or at the same time – usually independent.</i>	Formative Assessment /Exit Slip <i>How will students demonstrate their <b>daily</b> learning? How will you know if they understand concepts or can apply skills? Please provide links/page numbers where applicable.</i>	Due Date
		Synchronous Learning      Asynchronous Playlist		
Lesson 1 – 2/22	• I can describe the seasons.	•Engage - Tap Prior Knowledge •Explore- Know and Want to Know •Explain - Seasons and the sky	- Fill out graphic organizer graphic organizer answer ques	Draw the design you would like to carve into a pumpkin
Lesson 2 – 2/23	• I can use weather vocabulary.	- Read Aloud: What Will the Weather Be? - Discuss weather vocabulary and write sentence using each word	Wrap it Up Questions	2/23
Lesson 3 – 2/24	I can identify the difference between Hot, cold, clear, cloudy, calm, windy, rainy, icy.	•Flora's Very Windy Day (Read Aloud) Hands On Activity	Wrap it Up Questions	2/24
Lesson 4 – 2/25	•	•		
Lesson 5 –	•	•		

Supporting Student Learning Pathways <i>Please note specific Learning Targets of focus and what resources are being used or provided to support students at each level.</i>		
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Students can draw a picture to answer the wrap-it-up questions	Sentence starter for the wrap it up questions	Students will write their own answers to the wrap-it-up questions

## St. Louis Public Schools Standards-Based Blended Learning Lesson Planner

Name	Mrs. Black	Grade	1	Subject	Social Studies
Weeks of	February 22, thru February 25, 2022	Topic	Community Needs and Wants	Link to Tracker	(Link tracker here)

### Planning and Preparation

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<b>Missouri Learning Standards Know &amp; Do</b> Identify the standards you will teach during this lesson, then identify what students should know and be able to do after engaging in this lesson. (Information for this section can be accessed in the Unpacked / Unwrapped Standards Tool.)	<b>Missouri Learning Standards</b> <i>List your standard(s) for the week here. You should include the Missouri Learning Standard code(s), link the appropriate proficiency scale(s), and include the full text of the standard(s).</i>	
	*** <u>1.EG.5.C.b</u> Describe human characteristics of your community such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.	
	<b>Know</b> <i>(What do students need to know?)</i>	<b>Do</b> <i>(What should students be able to do?)</i>
	Students will need to identify the following characteristics <ul style="list-style-type: none"> <li>Population</li> <li>Architecture (types of buildings)</li> <li>Ethnic make-up of community</li> <li>Communication/language most commonly found</li> <li>Transportation</li> </ul>	Students will be able to <ul style="list-style-type: none"> <li>Describe traditions in their school and community</li> <li>Discuss physical characteristics of their community</li> <li>Relate to the traditions in their community</li> </ul>
<b>Essential Question(s)</b> (Can be accessed in the Curriculum Plan.)	What are some important buildings in your community?	
<b>Academic Vocabulary</b> (Information for this section can be accessed in the Unpacked / Unwrapped Standards Tool.)	Culture, Culture Characteristics, Describe, Population, Transportation	
<b>Summative Assessment Performance Tasks</b>	Design or identify a standards-based summative performance task or assessment that will demonstrate progress towards standards-based proficiency.	
	Collaborative Anchor Chart	

Blended Learning Instructional Framework: Whole Group Instructional Plan				
Lesson/Topic	Learning Target <i>Learning target -"I-Can" statements can be accessed in the Unpacked/Unwrapped Standards Tool.</i>	Activities, Instruction & Modeling <i>What do you need to explain, present, facilitate, or model? What instructional strategies will you use? What will students do to understand concepts or practice skills (practice, discussion, reflection, creation)? <b>Synchronous learning</b> refers to a learning event in which a group of students is engaging in learning at the same time. <b>Asynchronous learning</b> is instruction and learning that does not occur in the same place or at the same time – usually independent.</i>	Formative Assessment /Exit Slip <i>How will students demonstrate their <b>daily</b> learning? How will you know if they understand concepts or can apply skills? Please provide links/page numbers where applicable.</i>	Due Date
		Synchronous Learning		
Lesson 1 -1/31	I can identify architecture (types of buildings)	<ul style="list-style-type: none"> <li>Listen to read aloud "Everyone Has a Home" by Nancy Kelly. <b>Asynchronous</b> What type of buildings are in your community. /<b>Asynchronous Playlist:</b> How can you show safety/self-control</li> </ul>	Anchor chart	2/24
Lesson 2 -	I can identify human characteristics	<ul style="list-style-type: none"> <li>Define human characteristics <b>Asynchronous</b> Identify two human characteristics.</li> </ul>	Anchor chart	2/25

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Intensive Scaffolding <i>Students demonstrating performance at level NE or 1 on the Content Area Proficiency Scale.</i>	Moderate Scaffolding <i>Students demonstrating performance at level 2 on the Content Area Proficiency Scale.</i>	Enrichment/Independent <i>Students demonstrating performance at level 3 or 4 on the Content Area Proficiency Scale.</i>
Giving students specific ideas of what to draw	Giving students a list of ideas of what to draw	Either letting them come up with their own idea of what to draw or having them write a sentence about their picture