**Vision** - St. Louis Public Schools is the district of choice for families in the St. Louis region that provides a world-class education and is nationally recognized as a leader in student achievement and teacher quality.

**Mission** - We will provide a quality education for all students and enable them to realize their full intellectual potential.

**St. Louis Public Schools – Blended Learning Weekly/Bi-Weekly Planner**

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| **Name** | Ms. Rockett | **Grade** | 3rd | **Subject** | Math |
| **Week of** | January 4- 7 2022 | **Topic** | Topic 8  Strategies and properties to add and subtract | **Link to Tracker** |  |

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| **Planning and Preparation** | | |
| **Cultural Context:** 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, process, products, the learning environment. The use of ongoing assessment and flexible grouping is an effort to establish a safe and supportive learning environment. It is critically important to ensure every learner is able to access grade level curriculum and resources. | | |
| **Standards Based Objective(s)**  Long term goal about what students will know and be able to do at the end of a unit. (*Information for this section can be copied from the Curriculum Plan or Proficiency Scale.)* | **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).* | |
| [3.NBT.A.3](https://stlps-my.sharepoint.com/:w:/g/personal/znoorula6374_slps_org/ETye1cjBqzpAlIzufzTvvUABSWldUaLgPiq8xaoFPyoRvw?e=IDyPub)(3.NBT.A.2)\* Demonstrate fluency with addition and subtraction within 1000.  [3.NBT.A.1](https://stlps-my.sharepoint.com/:w:/g/personal/znoorula6374_slps_org/EbDzjbFKaolAvDl9Ewp6kjoBa4QpujwQ6xC7EML0venIFA?e=ijLPtB)(3.NBT.A.1)\*  Round whole numbers to the nearest 10 or 100. | |
| **Learning Target(s)**  ***Learning targets****are short term, student-friendly statements that clearly define what students should know and be able to do at the end of the lesson.*  (Information for this section of the plan can be copied from the Curriculum Plan or Proficiency Scale.) | **Know** *(What are the learning targets?) Learning targets are short term, student-friendly statements that clearly define what students should know and be able to do at the end of the lesson(s). This comes directly from the unwrapped content standard in the Content Area Proficiency Scales and should be written as “I can…” or “The student can…” statements.* | **Do** *(Define how students will demonstrate that they have met the learning target. This section is grade level and content specific. Please reference the exemplar from your Content Area Curriculum Specialist.)* |
| I can you find addition patterns.  I can round numbers.  I add with mental math.  I subtract with mental math. | Student will complete Exit Tickets Curriculum Plan |
| **Essential Question(s)**  (Can be copied/pasted from Curriculum Plan.) | How can sums and differences be estimated and found mentally? | |
| **Academic Vocabulary**  (Can be copied/pasted from Content Area  Proficiency Scales) | Sum, Difference, Associative Property of Addition, Commutative Property of Addition, Identity (Zero) Property of Addition, Round, Place Value, Estimate, Inverse Operations | |
| **Summative Assessment Performance Tasks /** | **Design or identify a standards-based summative performance task or assessment that will demonstrate progress towards proficiency on the standard / objectives.** | |
| Student will take a performance assessment test. | |

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| **Blended Learning Instructional Framework: Whole Group Instructional Plan** | | | | | |
| **Lesson/Topic** | **Learning Target**  ***Learning targets****are short term, student-friendly statements that clearly define what students should know and be able to do at the end of the lesson.* | **Activities, Instruction & Modeling**  *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 are 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.* | | **Formative Assessment /Exit Slip**  *How will students demonstrate their* ***daily*** *learning? How will you know if they understand concepts or can apply skills? Please provide links.* | **Due Date** |
| **Synchronous/Live Instruction** | **Asynchronous Playlist** |
| **Lesson 1**  **ADDITION**  **PROPERTIES**  **PP. 405-410** | I can solve real world problems using properties of addition | Do Now  Teacher will model and engage students by connecting prior knowledge to new ideas.  Teacher and students will  Solve and Share  Guided Practices  Math practice and Problem Solving | **Savvis Realize**  [**https://www.savvasrealize.com/**](https://www.savvasrealize.com/)  Homework & Practice pg. 409-410  Nearpod  IXL.com-3rd Grade | [Pearson Realize.com](file:///D:\Pearson%20Realize.com)  Quick check |  |
| **Lesson 2**  **ALGEBRA:**  **ADDITION PATTERNS**  **PP411-416** | I can identify patterns in the addition table and explain them using algebraic thinking. | Do Now  Teacher will model and engage students by connecting prior knowledge to new ideas.  Teacher and students will  Solve and Share  Guided Practices  Math practice and Problem Solving | **Savvis Realize**  [**https://www.savvasrealize.com/**](https://www.savvasrealize.com/)  Homework & Practice pg. 415-416  Nearpod  IXL.com-3rd Grade | [Pearson Realize.com](file:///D:\Pearson%20Realize.com)  Quick check |  |
| **Lesson 3**  **ROUND WHOLE NUMBERS**  **PP417-422** | I can use place value and a number line to round numbers | Do Now  Teacher will model and engage students by connecting prior knowledge to new ideas.  Teacher and students will  Solve and Share  Guided Practices  Math practice and Problem Solving | **Savvis Realize**  [**https://www.savvasrealize.com/**](https://www.savvasrealize.com/)  Homework & Practice pg. 421-422  Nearpod  IXL.com-3rd Grade | [Pearson Realize.com](file:///D:\Pearson%20Realize.com)  Quick check |  |
| **Lesson 4**  **MENTAL MATH**  **ADDITION**  **PP423-428** | I can use mental math to add | Do Now  Teacher will model and engage students by connecting prior knowledge to new ideas.  Teacher and students will  Solve and Share  Guided Practices  Math practice and Problem Solving | **Savvis Realize**  [**https://www.savvasrealize.com/**](https://www.savvasrealize.com/)  Homework & Practice pg. 427-428  Nearpod  IXL.com-3rd Grade | [Pearson Realize.com](file:///D:\Pearson%20Realize.com)  Quick check |  |
| **Lesson 5**  **MENTAL MATH**  **SUBTRACTIO**  **PP429-434** | I can use mental math to subtract | Teacher will model and engage students by connecting prior knowledge to new ideas.  Teacher and students will  Solve and Share  Guided Practices  Math practice and Problem Solving | **Savvis Realize**  [**https://www.savvasrealize.com/**](https://www.savvasrealize.com/)  Homework & Practice pg. 433-434  Nearpod  IXL.com-3rd Grade | [Pearson Realize.com](file:///D:\Pearson%20Realize.com)  Quick check |  |

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| **Supporting Student Learning Pathways**  *Please note specific Learning Targets of focus and what resources are being used or provided to support students at each level.* | | |
| **Intensive Scaffolding**  *Students demonstrating performance at level NE or 1 on the Content Area Proficiency Scale.* | **Moderate Scaffolding**  *Students demonstrating performance at level 2 on the Content Area Proficiency Scale.* | **Enrichment/Independent**  *Students demonstrating performance at level 3 or 4 on the Content Area Proficiency Scale.* |
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| **Weekly Intervention Schedule & Differentiated Learning Planner**  *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.* | | | | | |
| **Day/Date** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Group/Time |  |  |  |  |  |
| Group/Time |  |  |  |  |  |
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| Group/Time |  |  |  |  |  |