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

**Stix – Weekly Virtual Learning Planner**

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| **Teacher**  | Elene Sullivan | **Grade** | K | **Subject** | ELA |
| **Week of** | 9/21/2020 | **Topic/Title** |  MM-The Reading CommunityBAW-The Writing Community |

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| **Lesson/Topic** | **Lesson Target/Objective**  | **Synchronous/Live Instruction**  | **Asynchronous Playlist**  | **Assessment/Performance Task**  | **Due Date** |
| **Lesson 1 (9/21/2020)** | I can listen to stories and make connections between the story and my real life.  | Read Aloud-*Cat's Colors*Discuss and model activity | Draw something that the color orange reminds you of. | Draw something that the color orange reminds you of. | 9/27/2020 |
| **Lesson 2 (9/22/2020)** | I can listen to stories and make connections between the story and my real life. | Review the book *Cat’s Colors*Discuss book and model activity | Think of your favorite color and draw a picture of what it reminds you of. | Think of your favorite color and draw a picture of what it reminds you of. | 9/27/2020 |
| **Lesson 3 (9/23/2020)** | I can generate ideas about fun things I can do with my family | Read Aloud- *Titch*Discuss book and model activity | Students will draw and write about things they like to do with family | Students will draw and write about things they like to do with family | 9/27/2020 |
| **Lesson 4 (9/24/2020)** | I can draw and write about fun things I can do with my family | Review the book *Titch*Discuss book and model activity | Students will draw and write more about things they like to do with family | Students will draw and write more about things they like to do with family | 9/27/2020 |
| **Lesson 5 (9/25/2020)** | I can take turns talking and listening.I can draw and write freely | Discuss selecting and sharing a story and model activity | Students will draw and write freely | Students will draw and write freely | 9/27/2020 |

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| **Teacher**  | Elene Sullivan | **Grade** | K | **Subject** | ELA |
| **Week of** | 9/28/2020 | **Topic/Title** | MM-The Reading CommunityBAW-The Writing Community |

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| **Lesson/Topic** | **Lesson Target/Objective**  | **Synchronous/Live Instruction**  | **Asynchronous Playlist**  | **Assessment/Performance Task**  | **Due Date** |
| **Lesson 1 (9/28/2020)** | I can learn to gather and discuss topics responsibly. | Read Aloud-*Flower Garden*Discuss book and model activity | Students will draw a picture of their favorite part of the book. | Students will draw a picture of their favorite part of the book. | 10/4/2020 |
| **Lesson 2 (9/29/2020)** | I can learn to gather and discuss topics responsibly. | Review the book *Flower Garden*Discuss book and model activity | Students will draw a picture of a special gift that they gave to someone and write who was that person. | Students will draw a picture of a special gift that they gave to someone and write who was that person. | 10/4/2020 |
| **Lesson 3 (9/30/2020)** | I can generate ideas about what I will do when I get bigger | Read Aloud- *When I Get Bigger*Discuss book and model activity | Students will draw and write about what they will be when they get bigger | Students will draw and write about what they will be when they get bigger | 10/4/2020 |
| **Lesson 4 (10/1/2020)** | I can draw and write about what I will do when I get bigger | Review the book *When I Get Bigger*Discuss book and model activity | Students will draw and write more about what they will be when they get bigger | Students will draw and write more about what they will be when they get bigger | 10/4/2020 |
| **Lesson 5 (10/2/2020)** | I can take turns talking and listening.I can draw and write freely | Discuss selecting and sharing a story and model activity | Students will draw and write freely | Students will draw and write freely | 10/4/2020 |

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| **Teacher**  | Elene Sullivan | **Grade** | K | **Subject** | Math |
| **Week of** | 9/21/2020 | **Topic/Title** | Topic 1 Numbers 0-5 & Topic 2 Compare Numbers 0-5 |

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| **Lesson/Topic** | **Lesson Target/Objective**  | **Synchronous/Live Instruction**  | **Asynchronous Playlist**  | **Assessment/Performance Task**  | **Due Date** |
| **Lesson 1 (9/21/2020)** | I can count numbers to 5. | Topic 1-10Visual LearnerAnother LookSolve and ShareInteractive Student Edition | Homework & Practice pg. 65-66 | Independent Practice pg. 64 | 9/27/2020 |
| **Lesson 2 (9/22/2020)** | I can use math explain what I know about counting. | Topic 1-11Visual LearnerAnother LookSolve and ShareInteractive Student Edition | Homework & Practice pg.71 | Independent Practice pg. 69 | 9/27/2020 |
| **Lesson 3 (9/23/2020)** | I can count numbers 0-5. | Topic 1 end TopicVocabulary ReviewReteaching | Topic 1 Assessment 79-82 | Topic 1 Assessment 79-82 | 9/27/2020 |
| **Lesson 4 (9/24/2020)** | I can compare groups to see whether they are equal by matching. | Topic 2-1Animated Math Story: I am AnnaVisual LearnerAnother LookSolve and ShareInteractive Student Edition | Homework & Practice pg. 95-96 | Independent Practice pg.94 | 9/27/2020 |
| **Lesson 5 (9/25/2020)** | I can tell whether one group is greater in number than another group. | Topic 2-2 Visual LearnerAnother LookSolve and ShareInteractive Student Edition | Homework & Practice pg. 101-102 | Independent Practice pg.100 | 9/27/2020 |

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| **Teacher**  | Elene Sullivan | **Grade** | K | **Subject** | Math |
| **Week of** | 9/28/2020 | **Topic/Title** | Topic 2 Compare Numbers 0-5 |

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| **Lesson/Topic** | **Lesson Target/Objective**  | **Synchronous/Live Instruction**  | **Asynchronous Playlist**  | **Assessment/Performance Task**  | **Due Date** |
| **Lesson 1 (9/28/2020)** | I can tell whether one group is less in number than another group. | Topic 2-3Visual LearnerAnother LookSolve and ShareInteractive Student Edition | Homework & Practice pg. 107-108 | Independent Practice pg. 106 | 10/4/2020 |
| **Lesson 2 (9/29/2020)** | I can compare groups by counting | Topic 2-4Visual LearnerAnother LookSolve and ShareInteractive Student Edition | Homework & Practice pg. 113-114 | Independent Practice pg. 112 | 10/4/2020 |
| **Lesson 3 (9/30/2020)** | I can compare numbers. | Topic 2-5Visual LearnerAnother LookSolve and ShareInteractive Student Edition | Homework & Practice pg. 119-120 | Independent Practice pg. 118 | 10/4/2020 |
| **Lesson 4 (10/1/2020)** | I can use objects, drawings, and numbers to compare numbers. | Topic 2-6Visual LearnerAnother LookSolve and ShareInteractive Student Edition | Homework & Practice pg. 125 | Independent Practice pg. 123 | 10/4/2020 |
| **Lesson 5 (10/2/2020)** | I can compare numbers 0-5. | Topic 2 End TopicVocabulary ReviewReteaching | Topic 2 Assessment 131-132 | Topic 2 Assessment 131-132 | 10/4/2020 |

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| **Teacher**  | Elene Sullivan | **Grade** | K | **Subject** | Science/Social Studies |
| **Week of** | 9/21/20 | **Topic/Title** | **Physical Science: Force and Motion (Push and Pull)** |

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1 (09/21/20)** | I can observe the motion of an object | Students will watch the following [video](https://mysteryscience.com/pushes/mystery-3/motion-speed-strength/104?r=116061885) to learn about motionStudents will roll up a ball of paper and try to knock over empty bottles or small cups | Students will complete the following wonder [PDF](https://mysteryscience.com/docs/483)and draw a picture of an object in motion. | Exit slip-copy of work | 9/27 |
| **Lesson 2****(09/22/20)** | I can identify and compare an object being either pushed or pulled | Students will watch the following [video](https://mysteryscience.com/pushes/mystery-1/pushes-pulls/103?r=116061885) to learn about machines and how they push or pull objects. Students will demonstrate how a shovel and excavator work | Students will practice writing the words push and pull on a separate sheet of paper and draw a picture of them doing both | Exit slip-copy of work | 9/27 |
| **Lesson 3 (09/23/20)** | I can compare different strengths of pushes and pulls on different objects  | Students will engage in the following [video](https://mysteryscience.com/pushes/mystery-2/pushes-pulls-work-words/136?r=116061885) and answer the prompts given during the short story | Students will draw a picture of their favorite big machine | Exit slip-copy of work | 9/27 |
| **Lesson 4****(09/24/20)** | I can plan an investigation that compares different strengths of pushes and pulls | Review the scientific process with your students and engage in the following hands-on activity portion from this [video](https://mysteryscience.com/pushes/mystery-2/pushes-pulls-work-words/136?r=116061885#slide-id-0). Ask the students how they might conduct an activity that demonstrates different strengths of pushes and pulls. | Students will find random items of different shapes and sizes at home and practice pushing and pulling them on different surfaces | Exit slip-copy of work | 9/27 |
| **Lesson 5 (09/2/520)** | I can conduct an investigation that compares different strengths of pushes and pulls | Have students demonstrate the push and pull of an object they found around the house. Ask them which motion was easier and note it. Reinforce push/pull with the following [video](https://mysteryscience.com/pushes/mystery-2/pushes-pulls-work-words/136?r=116061885#slide-id-0). | Students will complete the wonder [PDF](https://mysteryscience.com/docs/483) about big machines | Exit slip-copy of work | 9/27 |

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| **Teacher**  | Elene Sullivan | **Grade** | K | **Subject** | Science/Social Studies |
| **Week of** | 9/28/20 | **Topic/Title** | **Rules, roles, and individual rights**  |

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance** | **Due Date** |
| **Lesson 1 (09/28/20)** | I can talk about characteristics that make up me | Students draw a picture of themselves in the center and everything they like around it. Teacher models this activity to describe what a characteristic is. | Student complete their “Me Maps” and upload them. It must include 5 characteristics. | Exit slip-copy of work | 10/04 |
| **Lesson 2****(09/30/20)** | I can identify different roles that make up a society | Watch the following [video](https://www.youtube.com/watch?v=soKRa6D90WQ&t=37s) and discuss what roles/careers people have in society | Draw a picture of what role/career you would like when you become and adult | Exit slip-copy of work | 10/04 |
| **Lesson 3 (10/01/20)** | I can understand my role as a student and identify my responsibilities  | Teacher will model how to draw his/her role at school. Students will discuss and teacher will develop an anchor chart of their role at school | Draw and label a picture of your role at school. Picture must include 3 roles | Exit slip-copy of work | 10/04 |
| **Lesson 4****(10/02/20)** | I can identify an individual right | Students will watch the following [video](https://www.youtube.com/watch?v=RnVmIrAiQB8), and discuss what an individual right is | Students will create a “Kids Bill of Rights”. Picture must include at least 2 individual rights | Exit slip-copy of work | 10/04 |
| **Lesson 5 (10/02/20)** | I can listen and understand how to solve disagreements | Students will watch the following [video](https://www.youtube.com/watch?v=x-Bpoj5fZr0) and discuss times they might have had a disagreement. Teacher will create a spoke wheel chart to discuss ways to solve disagreements | Students draw a picture of themselves working with their family | Exit slip-copy of work | 10/04 |