**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** | Mrs. McCowan | **Grade** | Pre-K | **Subject** | ELA |
| **Week of** | October 26, 2020 | **Topic** | Letter Recognition/ sounds (beginning & medial for vowels): **Kk, Oo,**  Weekly Words: **are, that, my, go, for, we, up, it, in**  Word Families: **an family**  Reading Skills: BME-beginning, middle, end, holding the book & turning the pages correctly, tracking print (left to right, top to bottom), illustrations help us read | **Link to Tracker** | Coming Soon! Per the district. |

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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).* | |
| [K.R.1.A.b\*\*\*:](https://stlps-my.sharepoint.com/:w:/g/personal/epalsenb3868_slps_org/EXHKd56lJPNGtagGSsRUbekB7NK1eyNENr-raeBa3ayTuA?e=pxJSsM) With assistance, develop and demonstrate reading skills in response to read-alouds by asking and responding to questions about texts read aloud.  [K.RF.2.A.a\*\*](https://stlps-my.sharepoint.com/:w:/g/personal/epalsenb3868_slps_org/EVy30ubreQFAvqcYrDEvPS4BwRB-11BgMlkeY16oMm-ySw?e=lONe2g): Develop phonemic awareness in the reading process by identifying sounds in spoken words.  [K.RF.1.A.a\*\*\*](https://stlps-my.sharepoint.com/:w:/g/personal/epalsenb3868_slps_org/ESuQH2Vr-ghMrZAaUeyuYXYB671mnObxJyPodq6QJU2tbA?e=rUP4bi) Develop print awareness in the reading process by identifying all upper- and lower- case letters.  [K.RF.2.A.g\*\*](https://stlps-my.sharepoint.com/:w:/g/personal/epalsenb3868_slps_org/Ee4lQCRZosdPm0nlUUVK_hoBn8RrOQWK0lFGyRupsdD6hg?e=xnnFmP): Develop phonemic awareness in the reading process by isolating the initial, medial, and final sounds in spoken words.  [K.RF.1.A.d.\*\*\*](https://stlps-my.sharepoint.com/:w:/g/personal/epalsenb3868_slps_org/ESwexr0qD-JJp0xguyTg-QkBIt0uF8ixFfOf1-kalJPBTA?e=6fAldp) Develop print awareness in the reading process by demonstrating that words are made up of different letters.  [K.RF.2.A.d\*\*](https://stlps-my.sharepoint.com/:w:/g/personal/epalsenb3868_slps_org/EfHwFV1gmh9Ltkwu5zhZkToB518FS7RuqUajKlF505O-Kw?e=bLdlzf): Develop phonemic awareness in the reading process by recognizing spoken alliteration or groups of words that begin with the same onset or initial sound.  [K.W.1.A.a\*\*\*](https://stlps-my.sharepoint.com/:w:/g/personal/epalsenb3868_slps_org/EZhduyX2UvVEmbC4KXQtSjUBDJDT75BsSkuO_hM-N3TdYw?e=pRbyTQ) Follow a writing process, with assistance, to generate a writing plan through using pictures, oral language or written letters, and/or words. [K.SL.1.A.a\*\*\*](https://stlps-my.sharepoint.com/:w:/g/personal/epalsenb3868_slps_org/ESZibSAIit9FmfxAUOpE9RMBQLWLeGfW2xhhJfv0oDTjsA?e=N4RbHw) Develop and apply listening skills and strategies in formal and informal settings by following classroom listening rules. [K.SL.1.A.b\*\*\*](https://stlps-my.sharepoint.com/:w:/g/personal/epalsenb3868_slps_org/EeXxxHFJGdNLji6MGv1muDgB12jZ-hPINg5_gzK7gcalYA?e=3DUVfK) Develop and apply effective listening skills and strategies in formal and informal settings by continuing a conversation through multiple exchanges.  [K.RF.1.A.b\*\*](https://stlps-my.sharepoint.com/:w:/g/personal/epalsenb3868_slps_org/EdOMGozlWIxNjrcXGs-D0jkBFOrgtgUxKhG_Ig4Tn1Mk4g?e=EvlmqJ): Develop print awareness in the reading process by sequencing the letters of the alphabet.  [K.RF.1.A.c\*\*\*](https://stlps-my.sharepoint.com/:w:/g/personal/epalsenb3868_slps_org/EVFJ194pYPJKrt12YOLFresBItf_EOP6lmmFZGqF0sE3sg?e=bhHvPI): Develop print awareness in the reading process by demonstrating that books are read left to right, top to bottom.  [K.RF.1.A.d\*\*\*](https://stlps-my.sharepoint.com/:w:/g/personal/epalsenb3868_slps_org/EVFJ194pYPJKrt12YOLFresBItf_EOP6lmmFZGqF0sE3sg?e=bhHvPI): Develop print awareness in the reading process by demonstrating that words are made up of different letters.  [K.R.1.A.e\*\*\*](https://stlps-my.sharepoint.com/:w:/g/personal/epalsenb3868_slps_org/EVK7nSYuOHVFhPLNe6VB3fkB3MCWk5gBcveIQTlRdcz6WQ?e=KHTUdg): With assistance, develop and demonstrate reading skills in response to read-alouds by recognizing beginning, middle, and end. | |
| **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.)* |
| *With prompting and support:*  Students can identify and describe the BME of a story.  Students can use words to tell about stories.  Students can identify (isolate) and apply the letter sounds, /k/, /o/.  Students can identify the illustration that describes a specific event.  Students can explain how pictures (illustrations) help them understand a story.  Students can illustrate sentences.  Student can correctly hold a book.  Students can correctly track from left to right and top to bottom when reading.  Students can apply and read the an word family. | Students will identify a story element from the B, M, E.  Students will actively listen and participate in the reading process.  Students will use a combination of words, writing, and pictures to confirm understanding.  Students will use a combination of words, writing, and drawing/pictures to tell about a story.  Students will identify words beginning with the following letter sounds: /k/, /o/.  Students will use details from the illustration to support a fact from the story. Students will use words from the text and illustration to support the main idea.  Students will create an illustration to reflect a given sentence.  Student will hold the book correctly.  Student will demonstrate correctly tracking when reading.  Students will apply and read the an word family. |
| **Essential Question(s)**  (Can be copied/pasted from Curriculum Plan.) | What makes me a reader?  What do readers do?  What does a reader look like?  Why do I need to know my letter sounds?  Why do I need to identify the BME of a story?  How do illustrations help us read? | |
| **Academic Vocabulary**  (Can be copied/pasted from Content Area  Proficiency Scales) | to, like, a, I, am, the, read, reading, reader, hot, love, see, he, look, me, you, is, at, here, my, that, are, go, for, we, up, it, in | |
| **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.** | |
| **Summative Tasks**   * Teacher Made | |

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**CJA Elementary Pre-K ELA – Weekly Virtual Learning Planner**

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| **Teacher** | Mrs. McCowan | **Grade** | Pre-K | **Subject** | ELA |
| **Week of** | 10/26/20 | **Topic/Title** | Letter Recognition/ sounds (beginning & medial for vowels): **Kk, Oo,**  Weekly Words: **are, that, my,go, for, we, up, it, in**  Word Families: **an family** Reading Skills: **BME**-beginning, middle, end, holding the book & turning the pages correctly, **tracking** print (left to right, top to bottom), **illustrations** help us read | | |

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1**  **10-26-20** | I can participate in live meetings.  I can talk about a story.  I can identify and describe the main idea.  I can identify and describe the main character.  I can use words and pictures to tell about stories.  I can identify (isolate) and apply the letter Kk and /k/ sound.  I can identify the illustration that describes a specific event.  I can create an illustration to match a story or sentence.  I can identify the BME of the story.  I can hold a book correctly.  I can track text in print from left to right and top to bottom.  I can read my weekly words. | * Morning & ELA Meeting * Read Aloud: K is for Kissing a Cool Kangaroo * Read Aloud Discussion **BME** * Direct instruction and guided instruction: Create letter Kk /k/ anchor charts. Weekly Words-are, my, that, go, for, we, up, it, in. BME, illustrations, Model: book holding, r to l tracking, and reading finger   K is for Kissing a Cool Kangaroo Read Aloud  <https://www.youtube.com/watch?v=A6F-lm7fQTY>  -an Word Family  <https://www.youtube.com/watch?v=lZsomLsjng4> | K is for Kissing a Cool Kangaroo Read Aloud  <https://www.youtube.com/watch?v=A6F-lm7fQTY>  Letter k Song  <https://www.youtube.com/watch?v=j_LNrXd7Jx8>  The Letter Kk Learn to Write  <https://www.youtube.com/watch?v=55eLSzJHQlA>  Jack Hartmann Learn About the Letter k  <https://www.youtube.com/watch?v=5aCzKU1-fLI>  The Letter k Song by ABCmouse  <https://www.youtube.com/watch?v=FgzKC1yDGFo>  -an family Journal entry  AN Word Family List | MyTeachingStation.com  Lalilo  <https://app.lalilo.com/#/portal> | K is for Kissing a Cool Kangaroo -- Draw (& label) a picture of what happened at the **beginning (B,M,E)** our story. Take a photo of your picture using your iPad. Upload the photo to assignments in Microsoft Teams.  **Write and draw an illustration** for the sentence below: My brown dog is at the park. Post your picture to Teams.  **Copy** your –an family journal entry.  **Rainbow Write:** an, ban, can 3 times each. Post your picture to Teams.  **Review word flash cards:** are, that, my, go, for, we, up, it, in | Complete and turn in/upload all assignments by 1:00 pm. |
| **Lesson 2**  **10-27-20** | I can participate in live meetings.  I can talk about a story.  I can identify and describe the main idea.  I can identify and describe the main character.  I can use words and pictures to tell about stories.  I can identify (isolate) and apply the letter Kk and /k/ sound.  I can identify the illustration that describes a specific event.  I can create an illustration to match a story or sentence.  I can identify the BME of the story.  I can hold a book correctly.  I can track text in print from left to right and top to bottom.  I can read my weekly words. | * Morning & ELA Meeting * Read Aloud:K is for Kissing a Cool Kangaroo * Read Aloud Discussion **BME** * Direct instruction and guided instruction: letter Kk /k/ , Weekly Words-are, my, that, BME, illustrations, Model: book holding, r to l tracking, and reading finger   K is for Kissing a Cool Kangaroo Read Aloud  <https://www.youtube.com/watch?v=A6F-lm7fQTY> | K is for Kissing a Cool Kangaroo Read Aloud  <https://www.youtube.com/watch?v=A6F-lm7fQTY>    The Letter “K” by Storybots  <https://www.youtube.com/watch?v=tyFJHdBDVfk>  Write the Letter Kk Singing Walrus  <https://www.youtube.com/watch?v=6gJc0xT-0MM>  The Letter K Sesame Street  <https://www.youtube.com/watch?v=ZoUO3icG11E>    Lalilo  <https://app.lalilo.com/#/portal> | K is for Kissing a Cool Kangaroo -- Draw (& label) a picture of what happened at the **end (B,M,E)** our story. Take a photo of your picture using your iPad. Upload the photo to assignments in Microsoft Teams.  **Write and draw an illustration** for the sentence below: That man is big. Post your picture to Teams  **Rainbow Write:** fan, man, pan 3 times each. Post your picture to Teams.  **Review word flash cards:** are, that, my, go, for, we, up, it, in | Complete and upload all assignments by 1:00 pm. |
| **Lesson 3**  **10-28-20** | I can participate in live meetings.  I can talk about a story.  I can identify and describe the main idea.  I can identify and describe the main character.  I can use words and pictures to tell about stories.  I can identify (isolate) and apply the letters Mm, Ss, Tt, Rr, Aa, Pp, Cc, Ii, Bb, Nn, Dd, Kk and their sounds.  I can identify the illustration that describes a specific event.  I can create an illustration to match a story or sentence.  I can identify the BME of the story.  I can hold a book correctly.  I can track text in print from left to right and top to bottom.  I can read my weekly words. | * Morning & ELA Review Meeting * Read Aloud: **Fun read of your own choice** * Read Aloud Discussion * Direct instruction and guided instruction: Review: all letters covered 1st quarter and letter Kk, all quarter 1 Weekly Words and our 3 new words, main character, main idea, BME, illustrations, model: book holding, r to l tracking, and reading finger | Find the Letter K Singing Walrus  <https://www.youtube.com/watch?v=U_CofBkDZjI>  Find the Letter O Singing Walrus  <https://www.youtube.com/watch?v=M0j2k_uuLv0>  Word Family –an Jack Hartmann  <https://www.youtube.com/watch?v=ei3dsyr8A20>  Word Family –an Dan Ran  <https://www.youtube.com/watch?v=6aH1k7Gle58>  Lalilo  <https://app.lalilo.com/#/portal> | **Complete: Letter Kk Nearpod**  **Complete: -an Family Nearpod**  **Rainbow Write** your first name 5 times. Post your picture to Teams  **Review word flash cards:** are, that, my, go, for, we, up, it, in | Complete and upload all assignments by 1:00 pm |
| **Lesson 4**  **10-29-20** | I can participate in live meetings.  I can talk about a story.  I can identify and describe the main idea.  I can identify and describe the main character.  I can use words and pictures to tell about stories.  I can identify (isolate) and apply the letter Oo and /o/ sound.  I can identify the illustration that describes a specific event.  I can create an illustration to match a story or sentence.  I can identify the BME of the story.  I can hold a book correctly.  I can track text in print from left to right and top to bottom.  I can read my weekly words. | * Morning & ELA Meeting * Read Aloud: K is for Kissing a Cool Kangaroo * Read Aloud Discussion **BME** * Direct instruction and guided instruction: Create letter Oo /o/ anchor charts. Weekly Words-are, my, that,go, for, we, up, it, in BME, illustrations, Model: book holding, r to l tracking, and reading finger  Inky the Octopus By Erin Guendelsberger <https://www.youtube.com/watch?v=jQ02gIRnc4E> | Inky the Octopus By Erin Guendelsberger <https://www.youtube.com/watch?v=jQ02gIRnc4E>  Letter o Song  <https://www.youtube.com/watch?v=-EgEt0aru90>  The Letter Oo Learn to Write  <https://www.youtube.com/watch?v=tnJfR1lo4YY>  Jack Hartmann Learn About the Letter O  <https://www.youtube.com/watch?v=RWbvHZBmrqk>  The Letter O Song by ABCmouse  <https://www.youtube.com/watch?v=weQXyimKUPA> | Inky the Octopus -- Draw (& label) a picture of what happened at the **beginning (B,M,E)** our story. Take a photo of your picture using your iPad. Upload the photo to assignments in Microsoft Teams.  **Complete: Letter Oo Nearpod**  **Copy the sentence and draw an illustration** for the sentence below: I am happy. Post your picture to Teams.  **Review word flash cards:** are, that, my, go, for, we, up, it, in | Complete and upload all assignments by 1:00 pm. |
| **Lesson 5**  **10-30-20** | I can participate in live meetings.  I can talk about a story.  I can identify and describe the main idea.  I can identify and describe the main character.  I can use words and pictures to tell about stories.  I can identify (isolate) and apply the letter Oo and /o/ sound.  I can identify the illustration that describes a specific event.  I can create an illustration to match a story or sentence.  I can identify the BME of the story.  I can hold a book correctly.  I can track text in print from left to right and top to bottom.  I can read my weekly words. | * Morning & ELA Meeting * Read Aloud:K is for Kissing a Cool Kangaroo * Read Aloud Discussion **BME** * Direct instruction and guided instruction: letter Oo /o/ , Weekly Words-are, my, that, go, for, we, up, it, in BME, illustrations, Model: book holding, r to l tracking, and reading finger    Inky the Octopus By Erin Guendelsberger <https://www.youtube.com/watch?v=jQ02gIRnc4E> | Inky the Octopus By Erin Guendelsberger <https://www.youtube.com/watch?v=jQ02gIRnc4E>  The Letter “O” by Storybots  <https://www.youtube.com/watch?v=q0LOjbDKvq4>  Write the Letter Oo Singing Walrus  <https://www.youtube.com/watch?v=xtWuCFjDtDE>  The Letter O Sesame Street  <https://www.youtube.com/watch?v=HV20lFtL4i8> | Inky the Octopus **--**Draw (& label) a picture of what happened at the **the middle, and the end (B,M,E)** our story. Take a photo of your picture using your iPad. Upload the photo to assignments in Microsoft Teams.  **Review word flash cards:** are, that, my, go, for, we, up, it, in  **Copy the sentence and draw an illustration** for the sentence below: That is my dog. Post your picture to Teams. | Complete and upload all assignments by 1:00 pm. |

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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.* |
| Letter Recognition/Letter Sounds | Letter Recognition/Letter Sounds/ Word Families | Word Families, Level A book |

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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** |
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