**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.

**Lexington Elementary– Weekly Virtual Learning Planner**

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| **Teacher** | King & Wright | **Grade** | First | **Subject** |  |
| **Week of** | January 4, 2021 – January 8, 2021 | **Topic/Title** |  | | |

ELA

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1** | **I can use knowledge of phonics and blending to decode words.**  **I can answer questions about key details in a text.**    **I can identify proper and common nouns.** | **Do Now: Fix-it Sentence**  **tha boy loves pizza**    **review split digraph o\_e**    **Model the u-e sound for students and give examples**    [**u-e video**](https://youtu.be/1eUCTlarDxI)    **In class Activity creating u-e words**    [**Dune Buggy**](https://www.starfall.com/h/ltr-lv-i/maw-i-e/?sn=ltr-classic%22%EF%BF%BDHYPERLINK%20%22https://www.starfall.com/h/ltr-lv-u/dune-buggy/?sn=ltr-classic)  **￼**  **Review this week sight word with students**  [**Very**](https://youtu.be/FRiu7Is4mRk)  [**many**](https://youtu.be/OtCywIoZWvw)  [**when**](https://youtu.be/jtvzauEA-4k)      **Discuss proper nouns and common nouns and give examples**      **Read Aloud-  Daddy Calls Me Man** | **Khan Academy Kids Assignments**    **IXL**    **Split digraph u\_e assignment** | **Exit Ticket:**  **Draw a picture of a word that has the u-e sound** | **1/08/2021** |
| **Lesson 2** | **I can use knowledge of phonics and blending to decode words.**    **I can brainstorm ideas about a family member .** | **Do Now: Fix-it Sentence**  **that is a big toy**    **review spit digraph o-e**    **Model the u-e sound for students and give examples**    [**Chain words using the digraph u-e**](https://youtu.be/CWLaH6XE7UQ)    **Read u-e book**  [**Dune Buggy**](https://www.starfall.com/h/ltr-lv-u/dune-buggy/?sn=ltr-classic)    **Review this week sight word with students**  [**Very**](https://youtu.be/FRiu7Is4mRk)  [**many**](https://youtu.be/OtCywIoZWvw)  [**when**](https://youtu.be/jtvzauEA-4k)    **Review Read Aloud- Daddy Call Me Man**    **Brainstorm ideas about family members** | **Khan Academy Kids Assignments**    **IXL**    **Split Digraph u\_e assignment** | **Exit Ticket:**    **Write a word that has the u-e digraph example: cube** | **1/11/2021** |
| **Lesson 3** | **I can use knowledge of phonics and blending to decode words.**    **I can write about a family member..**    **I can identify nouns and  proper nouns.** | **Do Now: Fix it Sentence**  **I lik tu play ball**    **review spit digraph o-e**    **Model the i-e sound for students and give examples**    [**Chain words using the digraph u-e**](https://youtu.be/CWLaH6XE7UQ)    **Read book**  [**Dune Buggy**](https://www.starfall.com/h/ltr-lv-u/dune-buggy/?sn=ltr-classic)        **Review common nouns and proper nouns**    **Review this week sight word with students**  [**Very**](https://youtu.be/FRiu7Is4mRk)  [**many**](https://youtu.be/OtCywIoZWvw)  [**when**](https://youtu.be/jtvzauEA-4k)    **Read Aloud-**  **Model Writing for the story Daddy Calls Me Man. We will write about a family member.**    **The students will write about a person in their family.** | **Khan Academy Kids Assignments**    **Split Digraph u-e assignment**    **IXL**      **Proper Nouns Interactive worksheet**  [**https://www.liveworksheets.com/zh157009mx**](https://www.liveworksheets.com/zh157009mx) | **Exit Ticket-**  **Use 1 sight word in a sentence.** | **1/11/2021** |
| **Lesson 4** | **I can use knowledge of phonics and blending to decode words.**  **I can write about a family member..** | **Do Now: Fix it Sentence**  **my brother iz fun**    **review split digraph 0-e**    **Model the u-e sound for students and give examples**  **Read book**  [**Dune Buggy**](https://www.starfall.com/h/ltr-lv-u/dune-buggy/?sn=ltr-classic)        [**Chain words using the digraph u-e**](https://youtu.be/CWLaH6XE7UQ)    **Review this week sight word with students**  [**Very**](https://youtu.be/FRiu7Is4mRk)  [**many**](https://youtu.be/OtCywIoZWvw)  [**when**](https://youtu.be/jtvzauEA-4k)    **Review Read Aloud Daddy Calls Me Man**    **The students will continue writing about a person in their family.** | **Khan Academy Kids Assignments**    **IXL**    **Split Digraph u-e assignment** | **Exit Ticket: Use 1 sight word in a sentence** | **1/11/2021** |
| **Lesson 5** | **I can use knowledge of phonics and blending to decode words.**  **I can write about a family member and share my writing...** | [**Chain words using the digraph u-e**](https://youtu.be/CWLaH6XE7UQ)    **Review this week sight word with students**  [**Very**](https://youtu.be/FRiu7Is4mRk)  [**many**](https://youtu.be/OtCywIoZWvw)  [**when**](https://youtu.be/jtvzauEA-4k)    **students will share writing** | **Khan Academy Kids Assignments**    **IXL**    **Split Digraph u-e assignment** | **none** | **12/11/2020** |
| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1 (1/04/2021)** | This lesson focuses on students organizing data into three categories by making a tally chart. Students also interpret data in tally charts as they answer questions about data and make comparisons with data. This experience links back to lessons in Topic 5 of Kindergarten where students classified objects into categories, counted the number of objects in each category, and sorted categories by counting (K.MD.B.3). | EnVisionmath 2.0  6-1 Organize data into three categories  Pages 353-358 | Savvas Online Resources  Solve and Share  Visual Learning  Quick Check  Another Look https://www.khanacademy.org/math/earlymath/cc-early-math-measure-datatopic/cc-early-math-bar-graphs/e/solvingproblems-with-bar-graphs-1 | District Option (CFA) Exit Ticket    Summative Tasks  District Option (CSA) STAR Benchmark STAR Progress Monitoring | 1/05/2021 |
| **Lesson 2**  **(1/05/2021)** | This lesson focuses on students using survey data presented in a tally chart to make a picture graph. This links back to students’ experiences in Lesson 6-1 in which they learned how to represent and interpret data in tally charts. Students also interpret data in picture graphs as they answer questions about data and make comparisons with data. | EnVisionmath 2.0  6-2 Collect and represent data  Pages 359-364 | Savvas Online Resources  Solve and Share  Visual Learning  Quick Check  Another Look https://www.khanacademy.org/math/earlymath/cc-early-math-measure-datatopic/cc-early-math-bar-graphs/e/solvingproblems-with-bar-graphs-1- | District Option (CFA) Exit Ticket    Summative Tasks  District Option (CSA) STAR Benchmark STAR Progress Monitoring | 1/06/2021 |
| **Lesson 3 (1/06/2021)** | This lesson focuses on students solving  problems by analyzing data presented in a tally chart or picture graph. This links to the previous lessons in this topic where students interpreted data presented in these two formats. This lesson also emphasizes using picture graphs in order to solve comparison problems in which the difference is unknown. This links to all of the previous topics of this grade level where students solved different types of comparison problems (1.OA.A.1). | EnVisionmath 2.0  6-3 Interpret data  Pages 365-370 | Savvas Online Resources  Solve and Share  Visual Learning  Quick Check  Another Look https://www.khanacademy.org/math/earlymath/cc-early-math-measure-datatopic/cc-early-math-bar-graphs/e/solvingproblems-with-bar-graphs-1 | District Option (CFA) Exit Ticket    Summative Tasks  District Option (CSA) STAR Benchmark STAR Progress Monitoring | 1/07/2021 |
| **Lesson 4**  **(1/07/2021** | This lesson continues students’ experiences with solving problems by completing and analyzing data presented in a tally chart or picture graph. This links back to students’ work  in the previous lesson where they also solved problems by interpreting data given in these two formats. This lesson emphasizes using tally charts and picture graphs in order to solve problems in which one part is unknown  or the whole is unknown. This links back to all of the previous topics in this grade levelwhere students solved these types of problems  (1.OA.A.1). | EnVisionmath 2.0  6-4 Continue to interpret data  Pages 371-376 | Savvas Online Resources  Solve and Share  Visual Learning  Quick Check  Another Look https://www.khanacademy.org/math/earlymath/cc-early-math-measure-datatopic/cc-early-math-bar-graphs/e/solvingproblems-with-bar-graphs-1- | District Option (CFA) Exit Ticket    Summative Tasks  District Option (CSA) STAR Benchmark STAR Progress Monitoring | 01/08/2021 |
| **Lesson 5 (1/08/2021)** | Students have used MP.1 throughout the program prior to this lesson. Use this lesson to stop and focus on the thinking habits good problem solvers use when they make sense of problems involving sets of data. Students have  not previously solved the types of problems presented in this lesson. They must make sense of these problems and persevere in solving them by using data presented in tally charts and picture graphs. | EnVisionmath 2.0  6-5 Make sense and persevere  Pages 377-382 | Savvas Online Resources  Solve and Share  Visual Learning  Quick Check  Another Look https://www.khanacademy.org/math/earlymath/cc-early-math-measure-datatopic/cc-early-math-bar-graphs/e/solvingproblems-with-bar-graphs-1- | District Option (CFA) Exit Ticket    Summative Tasks  District Option (CSA) STAR Benchmark STAR Progress Monitoring | (01/09/2021) |

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| **Lesson 1 (01/04)** | Describe how your community commemorates its cultural heritage. | Research history of your school. | Gather photographs of different clothing, homes, celebrations | Have students write about what they would tell people about their culture. | 1/05/2021 |
| **Lesson 2 (01/05)** | Describe how your community commemorates its cultural heritage. | Research history of your school. | Gather photographs of different clothing, homes, celebrations | Have students write about what they would tell people about their culture. | 1/06/2021 |
| **Lesson 3 (01/06)** | Recount stories about locations, people and events in your community | Gather information about your students culture. | Find examples:Chinese New Year, 4th of July, Hanukkah, St. Patrick’s Day Parade Celebrations | Have students write about what they would tell people about their culture. | 1/07/2021 |
| **Lesson 4 (01/07)** | Recount stories about locations, people and events in your community | Gather information about your students culture. | Find examples:Chinese New Year, 4th of July, Hanukkah, St. Patrick’s Day Parade Celebrations | Have students write about what they would tell people about their culture. | 1/08/2021 |
| **Lesson 5 (01/08)** | Recount stories about locations, people and events in your community | Gather information about your students culture. | Find examples:Chinese New Year, 4th of July, Hanukkah, St. Patrick’s Day Parade Celebrations | Have students write about what they would tell people about their culture. | 1/09/2021 |

Science

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| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1 (1/04/2021) -** | The weather is always changing around us! | For example, sometimes we need a coat, or an umbrella, and other days we don’t. Weather isn’t just one thing, there are different factors that affect the weather. When you are a weather watcher, you observe the weather around you. | Students obtain information through observations of the weather. They communicate the information by acting as a weather watcher and creating drawings of the weather conditions. | Students observe weather patterns. They understand weather as a pattern in the natural world. | 1/05/2021 |
| **Lesson 2**  **(1/05/2021)** | The weather is always changing around us | Continued | Students obtain information through observations of the weather. They communicate the information by acting as a weather watcher and creating drawings of the weather conditions. | Students observe weather patterns. They understand weather as a pattern in the natural world. | 1/06/2021 |
| **Lesson 3**  **(1/06/2021)** | Weather is usually mild but it can quickly become severe. | Weather tracking helps us know when to prepare for weather hazards. When the weather becomes severe you may see the sky get darker, the temperature drop, the wind increase, and even precipitation fall. Knowing how to prepare for weather hazards keeps people safe. | In Epic: Weather by Rebecca Felix  <https://www.getepic.com/app/read/70902>  YouTube  What Is Weather? For Kids - Weather Explained - Science For Kids - Things To Know About Weather  <https://youtu.be/1ZyT_Aiey1U> | Students observe weather patterns. They understand weather as a pattern in the natural world. | 1/07/2021 |
| **Lesson 4**  **(1/07//2021)** | Weather is usually mild but it can quickly become severe. | Continued | In Epic: Weather by Rebecca Felix  <https://www.getepic.com/app/read/70902>  YouTube  What Is Weather? For Kids - Weather Explained - Science For Kids - Things To Know About Weather  <https://youtu.be/1ZyT_Aiey1U> | Students observe weather patterns. They understand weather as a pattern in the natural world. | 1/08/2021 |
| **Lesson 5**  **(1/08/2021)** | Continued | Continued |  |  |  |