**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 25, 2021 – January 29, 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 phonics and blending to decode words.I can hear, discuss, and analyze a story.I can identify verbs in a sentence.I can identify | Do Now: Fix it SentenceModel the oo sound for students and give examplesThe students will identify verbs within sentencesThe students will listen and analyz the story Mouse views  | Khan Academy-VerbsDigraph Phonics /oo/ assignment<https://share.nearpod.com/0NGbzoSjNab> | Exit Ticket | 1/25/2021 |
| **GrowLesson 2** | I can use knowledge of phonics and blending to decode words.I can brainstorm ideas about things that I notice.I can identify verbs in a sentence.I can identify  | Do Now: Fix-it SentenceModel the oo sound for students and give examplesThe students will identify verbs within sentencesReview Read Aloud- Mouse ViewsBrain Storm ideas about things we notice at home and inside of the classroom. | Khan Academy-VerbsPhonics /oo/ assignment<https://share.nearpod.com/0NGbzoSjNab> |  **Exit Ticket:** | 1/26/2021 |
| **Lesson 3**  | I can use knowledge of phonics and blending to decode words.I can write about things that I observe in the classroom or my homeI can identify verbs within a sentence. | Do Now: Fix it Sentence Model the /oo/sound for students and give examples[Chain words using /oo/-students will create words](https://youtu.be/CWLaH6XE7UQ) Read Aloud- Mouse Views The students will identify verbs in sentences.Model Writing about what I observe within the classroom.The students will write about what they observe. |  Digraph /oo/ assignment<https://share.nearpod.com/0NGbzoSjNab>Khan Academy -verbs | Exit Ticket. | 1/27/2021 |
| **Lesson 4** | I can use knowledge of phonics and blending to decode words.I can write about things that I observe within the classroom.I can create sentences and identify verbs within the sentence. | Do Now: Fix it Sentencecan he se the dog[Chain words using /oo/-students will create words](https://youtu.be/CWLaH6XE7UQ)  Review Read Aloud Mouse Views The students will continue writing about what they observe | IXL-verbs/oo/assignment nearpod<https://share.nearpod.com/0NGbzoSjNab> | Exit Ticket | 1/28/2021 |
| **Lesson 5**  | I can use knowledge of phonics and blending to decode words.I can write about things that I observe. I can share my writing with others. | Do Now: Fix it Sentence[Chain words using -/oo/](https://youtu.be/CWLaH6XE7UQ) Review Read Aloud Mouse ViewsThe students will continue writing about things that they observe.Students will share their writing with class. | IXL- Verbs/oo/ assignment nearpod <https://share.nearpod.com/0NGbzoSjNab> | Exit Ticket | 1/29/2021 |
| **Lesson/Topic** | **Lesson Target/Objective**  | **Synchronous/Live Instruction**  | **Asynchronous Playlist**  | **Assessment/Performance Task**  | **Due Date** |
| **Lesson 1 (1/25/2021)** | Students count by 10s to 120. They use ten-frames and patterns to count groups of 10. They write the number and number word for how many in all. They understand that the decade numbers start with the number of 10s and then have a 0 after that number. They recognize that sometimes the number words have the number of 10s in them (e.g., 60 or 6 tens is sixty). | EnVisionmath 2.0 7-1 Count by 10s to 120 | Savvas Online Resources  Solve and Share  Visual Learning  Quick Check  Another Look https://www.khanacademy.org/math/earlymath/cc-early-math-counting-topic/ccearly-math-numbers-120/e/numbers-to120  | District Option (CFA) Exit Ticket  Summative Tasks District Option (CSA) STAR Benchmark STAR Progress Monitoring | 1/26/2021 |
| **Lesson 4****(1/26/2021** | Students count by 1s to 120. They learn how to count forward from numbers other than 1. They understand that count forward means to keep counting by 1s. They understand that when they count forward with three-digit numbers to 120, they say the words one hundred first. | EnVisionmath 2.0 7-2 Count by 1s to 120 Pages 401-406 | Savvas Online Resources  Solve and Share  Visual Learning  Quick Check  Another Look https://www.khanacademy.org/math/earlymath/cc-early-math-counting-topic/ccearly-math-numbers-120/e/numbers-to120  | District Option (CFA) Exit Ticket  Summative Tasks District Option (CSA) STAR Benchmark STAR Progress Monitoring | 01/27/2021 |
| **Lesson 3 (1/27/2021)** | Students count on a number chart to 120. They use place-value patterns on a number chart to help them count within 120. They learn that the numbers in a number chart increase by 1 from left to right in each row, and increase by 10 going down each column. They understand that the tens digit is the same for each number in a given row, except for the last column. | EnVisionmath 2.07-3 Count on a number chart to 120 Pages 407-412 | Savvas Online Resources  Solve and Share  Visual Learning  Quick Check  Another Look https://www.khanacademy.org/math/earlymath/cc-early-math-counting-topic/ccearly-math-numbers-120/e/numbers-to120  | District Option (CFA) Exit Ticket  Summative Tasks District Option (CSA) STAR Benchmark STAR Progress Monitoring | 1/28/2021 |
| **Lesson 4****(1/28/2021** | Students find number patterns on a number chart. They use number charts to help them continue number patterns formed by counting by 1s or counting by 10s. They understand that when counting by 10s, the number in the tens digit goes up by one, but the number in the ones digit stays the same. Also, they recognize that when counting by 1s, the number in the ones digit increases by 1 until you reach 9; and then the tens digit increases by 1 and the ones digit is 0. | EnVisionmath 2.07-4 Count by 1s or 10s to 120 Pages 413-418 | Savvas Online Resources  Solve and Share  Visual Learning  Quick Check  Another Look https://www.khanacademy.org/math/earlymath/cc-early-math-counting-topic/ccearly-math-numbers-120/e/numbers-to120  | District Option (CFA) Exit Ticket  Summative Tasks District Option (CSA) STAR Benchmark STAR Progress Monitoring | 01/29/2021 |
| **Lesson 5 (1/29/2021)** | Students count to 120 using an open number line. They learn to count by 1s and 10s using an open number line. They show their counting by drawing jumps on a number line for each increase of 1 or 10 from the starting number to the ending number. | EnVisionmath 2.07-5 Count on an open number line Pages 419-424 | Savvas Online Resources  Solve and Share  Visual Learning  Quick Check  Another Look https://www.khanacademy.org/math/earlymath/cc-early-math-counting-topic/ccearly-math-numbers-120/e/numbers-to120  | District Option (CFA) Exit Ticket  Summative Tasks District Option (CSA) STAR Benchmark STAR Progress Monitoring | (01/30/2021) |

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| **Lesson 1 (1/25/21)** | I can identify a need and a want. | Read a book about needs/wants, such as What do I need? What do I want? By Rachel Egan on EPIC! Make a T chart of students needs vs. wants . | Read Need it or Want it? By Colleen Hord on EPIC! Give students newspapers/magazines and cut out and glue down needs and wants. | Have students read Needs and Wants. Ask students to create a list of their needs and wants.  | 1/26/2021 |
|  **Lesson 2 (1/126)** | I can identify a need and a want. | Read a book about needs/wants, such as What do I need? What do I want? By Rachel Egan on EPIC! Make a T chart of students needs vs. wants . | Read Need it or Want it? By Colleen Hord on EPIC! Give students newspapers/magazines and cut out and glue down needs and wants. | Have students read Needs and Wants. Ask students to create a list of their needs and wants.  | 1/27/2021 |
| **Lesson 3 (1/27)** | I can identify a need and a want. | Read: Goods or Services by Ellen Mitten on EPIC! books | Read Arthur’s Pet Business.Discuss the different goods and services Arthur used in his business. | Read:All Kinds of Factories, All Kinds of Farms, Caretakers, | 1/28/2021 |
|  **Lesson 4 (1/28)** | I can describe consumers and producers. | Read: Consumers and Producers by Ellen Mitten on EPIC! Books | Have students draw a picture about how their product from their business goes from producer to consumer. | Reference the business they created earlier in the unit. In their group, discuss the good and services that consumers will get from the business.  | 1/29/2021 |
| **Lesson 5 (1/29)** | I can describe consumers and producers. | Continued  | Continued | Continued | 1/30/2021 |

Science

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| **Lesson/Topic** | **Lesson Target/Objective**  | **Synchronous/Live Instruction**  | **Asynchronous Playlist**  | **Assessment/Performance Task**  | **Due Date** |
| **Lesson 1 (1/25/2021)** |  Defining and Delimiting Engineering ProblemsAsk Questions and Define ProblemsCause and Effect | Mystery Science Plant and Animal Superpower Mystery 5  | • Exploring Science E-Reader (students can read or have science book read to them) • Mystery Science: activities can be done at home • Videos can be played at home  | Assessment, answer key Mystery science assessment | 1/26/2021 |
| **Lesson 2****(1/26/2021)** | Defining and Delimiting Engineering ProblemsAsk Questions and Define ProblemsCause and Effect | Mystery Science Plant and Animal Superpower Mystery 5  | • Exploring Science E-Reader (students can read or have science book read to them) • Mystery Science: activities can be done at home • Videos can be played at home   | Assessment, answer key Mystery science assessment | \1/27/2021 |
| **Lesson 3****(1/27/2021)** | Defining and Delimiting Engineering ProblemsAsk Questions and Define ProblemsCause and Effect | Mystery Science Plant and Animal Superpower Mystery 5  | • Exploring Science E-Reader (students can read or have science book read to them) • Mystery Science: activities can be done at home • Videos can be played at home  | Assessment, answer key Mystery science assessment | 1/28/2021 |
| **Lesson 4****(1/28//2021)** | Defining and Delimiting Engineering ProblemsAsk Questions and Define ProblemsCause and Effect | Mystery Science Plant and Animal Superpower Mystery 5  |  • Exploring Science E-Reader (students can read or have science book read to them) • Mystery Science: activities can be done at home • Videos can be played at home  | Assessment, answer key Mystery science assessment | 1/29/2021 |
| **Lesson 5** **(1/29/2020)** | Defining and Delimiting Engineering ProblemsAsk Questions and Define ProblemsCause and Effect | Mystery Science Plant and Animal Superpower Mystery 5  |  • Exploring Science E-Reader (students can read or have science book read to them) • Mystery Science: activities can be done at home • Videos can be played at home  | Assessment, answer key Mystery science assessment | 1/30/2021 |