

**St. Louis Public Schools Standards-Based**

**Blended Learning Lesson Planner**

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| **Name** | Ms. E | **Grade** | 2 | **Subject** | ELA |
| **Weeks of** | 10/11/21 | **Topic** | Reading, Writing | **Link to Tracker** | (Link tracker here) |

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| **Planning and Preparation** | | |
| **Cultural Context Differentiation:** 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 to ensure that every learner is able to access the grade level curriculum and resources. While lesson planning, please consider and apply following the **Universal Design to Learning** **(UDL)** principals listed below to ensure the use of a variety of strategies and resources to help meet diverse learning needs, improve accessibility to learning opportunities, and increase student success. You can visit the National Center on Universal Design for Learning website at <https://www.cast.org/impact/universal-design-for-learning-udl> to find more information resources and examples.  **PRINCIPLE I. PROVIDE MULTIPLE MEANS OF REPRESENTATION -** Present information and content in different ways  **PRINCIPLE II. PROVIDE MULTIPLE MEANS OF ACTION AND EXPRESSION -** Differentiate the ways that students can express what they know  **PRINCIPLE III. PROVIDE MULTIPLE MEANS OF ENGAGEMENT** - Stimulate interest and motivation for learning | | |
| **Missouri**  **Learning Standards**  **Know & Do**  **Identify the standards you will teach during this lesson, then identify what students should know and be able to do after engaging in this lesson.**  (Information for this section can be accessed in the Unpacked / Unwrapped Standards Tool.) | **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).* | |
| 2.R.3.C.c\*\*\*  2.W.1.B.d\*\*\*:  2.W.2.A.b\*\*\*:  2.W.3.A.a\*:  2.W.3.A.b\*:  2.W.3.A.c\*\*:  2.W.3.A.d\*\*\*:  2.W.3.A.e\*\*\*:  **Mini-lessonss**   Compare Across Texts: “You are Here”   Inquire: The Best Place  **Genre Study**   Persuasive Writing  **Central Text**   *Leveled Research Articles* | |
| **Know**  **(*What do students need to know?)*** | **Do**  **(*What should students be able to do?)*** |
| (2.R.3.C.c):   * identify story elements. * ask and answer questions about the text.   (2.W.1.B.d):   * write in response to a prompt * use proper conventions of grammar * be familiar with the different stages of the writing process: planning, drafting, sharing, revising, and editing.   (2.W.2.A.b):   * generate ideas about a topic. * form an opinion about a topic. * follow the writing process | (2.R.3.C.c):   * identify the problem and solution in a text. * explain the connection between the problem and solution in a text.   (2.W.1.B.d):   * Develop a draft from prewriting, addressing an audience appropriate to the genre.   (2.W.2.A.b):   * form an opinion about the topic * provide reasons for their opinion about the topic. |
| **Essential Question(s)**  (Can be accessed in the Curriculum Plan.) | How do different places affect us? (myView Unit 1 Essential Question) | |
| **Academic Vocabulary** (Information for this section can be accessed in the Unpacked / Unwrapped Standards Tool.) | High-frequency words:   * small * large * also   Develop vocabulary  Spelling  Unit academic vocabulary (for word wall):   * affect * compare * different * location * region | |
| **Summative Assessment Performance Tasks** | **Design or identify a standards-based summative performance task or assessment that will demonstrate progress towards standards-based proficiency.** | |
| Daily formative assessments in student interactives | |

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| **Blended Learning Instructional Framework: Whole Group Instructional Plan** | | | | | |
| **Lesson/Topic** | **Learning Target**  ***Learning target -”****I-Can” statements can be accessed in the Unpacked/Unwrapped Standards Tool.* | **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 is 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/page numbers where applicable.* | **Due Date** |
| **Synchronous Learning** | **Asynchronous Learning** |
| **Lesson 1**  **10/11** | I can (2.R.3.C.c):   * identify the problem within a text. * identify the solution within a text. * analyze text to determine the connection between the problem and solution.   I can (2.W.1.B.d):   * develop a draft from prewriting, addressing an audience appropriate to the genre. | Morning Work/Do Now:   * Heading (first name, last name, Froebel, date, Grade 2) * Reading Bridge * Writing Bridge   Guided Reading   * Stars IW: My Favorite Place picture sheet + Checklist * Planets IW: On-Level Graphic Organizer + CHECKLIST * Group A * Group B   First ELA Block:   * Use graphic organizers to make a plan for writing * Write topic sentence + 1 reason   Second ELA Block:  FOUNDATIONAL SKILLS   * Word Work   \*no Writing Workshop\* | Independent Work: more practice with reading and writing bridge from Morning Work/Do Now  Today’s extra worksheets from Resource Download Center | Student Interactive Workbook |  |
| **Lesson 2**  **10/12** | I can (2.R.3.C.c):   * identify the problem within a text. * identify the solution within a text. * analyze text to determine the connection between the problem and solution.   I can (2.W.1.B.d):   * develop a draft from prewriting, addressing an audience appropriate to the genre.   I can (2.W.2.A.b):   * The student can state an opinion about a topic. * The student can provide reasons for their opinion. * The student can write their opinion in the form of a sentence. | Morning Work/Do Now:   * Heading (first name, last name, Froebel, date, Grade 2) * Reading Bridge * Writing Bridge   Guided Reading   * Stars IW: Handwriting Practice + Checklist * Planets IW: Language and Conventions + CHECKLIST * Group B * Group C   First ELA Block:   * Review topic sentence + 1 reason * Write 2 more reasons   Second ELA Block:  FOUNDATIONAL SKILLS   * Word Work   Writing Workshop  MINILESSON |  | myView Quick Check  Student Interactive Workbook |  |
| **Lesson 3**  **10/13** | I can (2.R.3.C.c):   * identify the problem within a text. * identify the solution within a text. * analyze text to determine the connection between the problem and solution.   I can (2.W.1.B.d):   * develop a draft from prewriting, addressing an audience appropriate to the genre.   I can (2.W.2.A.b):   * The student can state an opinion about a topic. * The student can provide reasons for their opinion. * The student can write their opinion in the form of a sentence. | Morning Work/Do Now:   * Heading (first name, last name, Froebel, date, Grade 2) * Reading Bridge * Writing Bridge   Guided Reading   * Stars IW: Punctuation Practice + Checklist * Planets IW: Spelling + CHECKLIST * Group A * Group C   First ELA Block:   * Review topic sentence + 3 reasons * Write conclusion * Go through Project checklist to mark where edits are needed   Second ELA Block:  FOUNDATIONAL SKILLS   * Word Work   Writing Workshop  MINILESSON |  | myView Quick Check  Student Interactive Workbook |  |
| **Lesson 4**  **10/14** | I can (2.R.3.C.c):   * identify the problem within a text. * identify the solution within a text. * analyze text to determine the connection between the problem and solution.   I can (2.W.1.B.d):   * develop a draft from prewriting, addressing an audience appropriate to the genre.   I can (2.W.2.A.b):   * The student can state an opinion about a topic. * The student can provide reasons for their opinion. * The student can write their opinion in the form of a sentence. | Morning Work/Do Now:   * Heading (first name, last name, Froebel, date, Grade 2) * Reading Bridge * Writing Bridge   Guided Reading   * Stars IW: SplashLearn + Checklist * Planets IW: Khan Academy + CHECKLIST * Group D * Makeups   First ELA Block:   * Revise own and peer papers * Conferencing   Second ELA Block:  FOUNDATIONAL SKILLS   * Word Work   Writing Workshop  MINILESSON |  | myView Quick Check  Student Interactive Workbook |  |
| **Lesson 5**  **10/15** | I can (2.R.3.C.c):   * identify the problem within a text. * identify the solution within a text. * analyze text to determine the connection between the problem and solution.   I can (2.W.1.B.d):   * develop a draft from prewriting, addressing an audience appropriate to the genre.   I can (2.W.2.A.b):   * The student can state an opinion about a topic. * The student can provide reasons for their opinion. * The student can write their opinion in the form of a sentence. | Morning Work/Do Now:   * Heading (first name, last name, Froebel, date, Grade 2) * Reading Bridge * Writing Bridge   Guided Reading   * Stars IW: Word Work craft + Checklist * Planets IW: Spelling craft + CHECKLIST * Group E * Makeups   First ELA Block:   * Share papers   Second ELA Block:  FOUNDATIONAL SKILLS   * Word Work   \*no Writing Workshop\* |  | myView Quick Check  Student Interactive Workbook |  |

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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 A | SIPPS L1 | Independent Writing/work | SIPPS L2 | Independent Writing/work | On-level cold read assessment |
| Group B | SIPPS L2 | SIPPS L3 | Independent Writing/work | Independent Writing/work | On-level cold read assessment |
| Group C | Independent Writing/work | Group C: SIPPS L21 | Group C: SIPPS L22 | Independent Writing/work | On-level cold read assessment |
| Group D | Independent Writing/work | Independent Writing/work | Independent Writing/work | Group D: SIPPS L36 | On-level cold read assessment |
| Group E | Independent Writing/work | Independent Writing/work | Independent Writing/work | Independent Writing/work | Group E: Level H Reader |

\*Common formative assessments are completed at the beginning of each quarter and common summative assessments are completed at the end of each quarter.