

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

**Blended Learning Lesson Planner**

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| **Name** | Ms. E | **Grade** | 2 | **Subject** | Math |
| **Weeks of** | 10/11/21 | **Topic** |  | **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.RA.B.3**](https://stlps-my.sharepoint.com/%3Aw%3A/g/personal/znoorula6374_slps_org/Eayqu10oWZhFiwCpaxUmiHQBU_9TTZnLM8nXLBQ0zjGmLA?e=4vrYtk) **(2.OA.C.4) \*\*\***Find the total number of objects arranged in a rectangular array with up to 5 rows and 5 columns, and write an equation to represent the total as a sum of equal addends.Savvas Topic 2 Lessons 2-5[**2.NBT.B.6**](https://stlps-my.sharepoint.com/%3Aw%3A/g/personal/znoorula6374_slps_org/ETd7sDQPk1FEhTG-O4VAH-kBElNY2cwY-1aYf5K390rEzg?e=bPXbds) **(2.NBT.B.5,9) \*\***Demonstrate fluency with addition and subtraction within 100.Savvas Topic 3 Lessons 1-10 |
| **Know****(*What do students need to know?)*** | **Do****(*What should students be able to do?)*** |
| * I know how to write an addition equation.
* I know how to use strategies for adding and subtracting.
* I know how to explain the value of each digit in a three-digit number.
* I know how to add and subtract within 100, including a 2-digit number take away a 1-digit number.
 | * SFMP1: Make sense of problems and persevere in solving them.
* SFMP4: Model with mathematics.
* SFMP5: Use appropriate tools strategically.
* SFMP6: Attend to precision.
* SFMP7: Look for and make use of structure.
* SFMP8: Look for and express regularity in repeated reasoning.
 |
| **Essential Question(s)**(Can be accessed in the Curriculum Plan.) | How do arrays relate to repeated addition? |
| **Academic Vocabulary** (Information for this section can be accessed in the Unpacked / Unwrapped Standards Tool.) | Add, Sum, Subtract, Difference, Addend, Minuend, Number Relationships, Equal Part, and ExpandedNotation |
| **Summative Assessment Performance Tasks** | **Design or identify a standards-based summative performance task or assessment that will demonstrate progress towards standards-based proficiency.** |
| Math CFASTAR Math  |

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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 find the total number of objects arranged in a rectangular array with up to five rows and five columns.
 | Do Now (3-5 minutes)**Envision 2-4** – full group (15 minutes)MATH MONDAY – ARTS ENHANCED/INTEGRATEDMake your own array Roblox City | Independent Practice in envision |  |  |
| **Lesson 2****10/12** | * I can find the total number of objects arranged in a rectangular array with up to five rows and five columns.
 | Do Now (3-5 minutes)**Envision 2-5** – full group (15 minutes)Stations (15 minutes each)1. Station 1: Meet with Ms. E (6 of Stars start here)
2. Station 2: XtraMath, daily math review worksheet, manipulatives for students w/o iPads (rest of Stars start here)
3. Station 3: Savvas Independent Practice in workbook (Planets start here)
* Stars: do not meet expectations
* Planets: approaches expectations/meet expectations

\*Station 1 moves to Station 3, Station 2 moves to Station 1, Station 3 moves to Station 2\* | Independent Practice in envision |  |  |
| **Lesson 3** **10/13** | * I can find the total number of objects arranged in a rectangular array with up to five rows and five columns.
 | Do Now (3-5 minutes)**Envision Review Topic 2/Assess Topic 2**– full group (15 minutes)Stations (15 minutes each)1. Station 1: Meet with Ms. E (6 of Stars start here)
2. Station 2: XtraMath, daily math review worksheet, manipulatives for students w/o iPads (rest of Stars start here)
3. Station 3: Topic 2 Assessment in workbook (Planets start here)
* Stars: do not meet expectations
* Planets: approaches expectations/meet expectations

\*Station 1 moves to Station 3, Station 2 moves to Station 1, Station 3 moves to Station 2\* | Independent Practice in envision |  |  |
| **Lesson 4****10/14** | * I can use multiple representations to model real-world and mathematic problems involving addition and subtraction within one hundred.
* I can critique the reasoning of others, identifying errors and alternate approaches to solving problems involving addition and subtraction within one hundred.
 | Do Now (3-5 minutes)**Envision 3-1**– full group (15 minutes)Stations (15 minutes each)1. Station 1: Meet with Ms. E (6 of Stars start here)
2. Station 2: XtraMath, daily math review worksheet, manipulatives for students w/o iPads (rest of Stars start here)
3. Station 3: Independent Practice in workbook (Planets start here)
* Stars: do not meet expectations
* Planets: approaches expectations/meet expectations

\*Station 1 moves to Station 3, Station 2 moves to Station 1, Station 3 moves to Station 2\* | Independent Practice in envision |  |  |
| **Lesson 5** **10/15** | * I can use multiple representations to model real-world and mathematic problems involving addition and subtraction within one hundred.
* I can critique the reasoning of others, identifying errors and alternate approaches to solving problems involving addition and subtraction within one hundred.
 | Do Now (3-5 minutes)**Envision 3-2**– full group (15 minutes)Stations (15 minutes each)1. Station 1: Meet with Ms. E (6 of Stars start here)
2. Station 2: XtraMath, daily math review worksheet, manipulatives for students w/o iPads (rest of Stars start here)
3. Station 3: Independent Practice in workbook (Planets start here)
* Stars: do not meet expectations
* Planets: approaches expectations/meet expectations

\*Station 1 moves to Station 3, Station 2 moves to Station 1, Station 3 moves to Station 2\* | Independent Practice in envision |  |  |

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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/Time |  |  |  |  |  |
| Group/Time |  |  |  |  |  |
| Group/Time |  |  |  |  |  |
| Group/Time |  |  |  |  |  |

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