**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** | Bertha Martinez-Chavez | **Grade** | 9, 10 | **Subject** | ESOL 2 , periods 2, 6, 8 |
| **Week of** | August 31- Sept. 4th, 2020Sept. 7- Sept. 11, 2020 | **Topic** | Introductions, Expectations, ALL ABOUT ME- Edge Unit 1, Cluster 1 (Nat. Geography) | **Link to Tracker** | Coming Soon! |
| **Blended Learning Instructional Framework: Whole Group Instructional Plan** |
| **Lesson/Topic** | **Learning Target*****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.* | **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 are 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.* | **Due Date** |
| **Synchronous/Live Instruction**  | **Asynchronous Playlist**  |
| **Lesson 1 (Sept. 1)** | -I will listen to and write virtual rules and expectations for online learning using my notebook - I will explore different features in Microsoft Teams-I can introduce myself to students in class taking turns base on Wheel Decide.  | * Explain rules and expectations for class behavior in virtual learning spaces
* Model introductions using prompts in Wheel Decide
* Introduce students to features of TEAMS (chat, post, files, Classroom Notebook, assignments, grades, etc.)
* Model how to open an assignment in TEAMS and how to access Achieve3000 online.
* Model how to create a post in M. Teams
 | * Introduce themselves taking turns based on Wheel Decide
* Practice creating a post and accessing a file in TEAMS
* Access an assignment in TEAMS
* Produce sentences or short phrases to introduce themselves and create a POST in TEAMS
* Answer questions
 | Exit Slip- Create a POST with response using prompt inassignments | September 1st, 2020 |
| **Lesson 2****(September 3)** | - log in to MyNGconnect through provided link and username and password Practice accessing information on the wesite * Give information
* Relate words into categories
* Use verbs *be, do, have* in complete sentences to give information and to ask questions
* Use correct pronoun for subject
* Use visualization as a reading strategy
* Write a poem following the writing process
 | 1. Model how to access materials from MyNGconnect for unit Unit 1, Cluster 1 All About Me
2. Provide practice accessing instructional worksheets and graphic organizers in MyNGconnect
3. Guide students as they access the link and interpret images (p. 3)
 | 1. Write a response to give information about themselves as an assignment in TEAMS
2. Show understanding of how to access information and materials in National Geography website
3. Orally express thoughts about what images represent. (p. 3)
 | -Write response to question Who Am I in paragraph form in Assignments (FORMS in TEAMS. (10 points) | September 3, 2020 |
| **Lesson 3 (September 4th)** | Complete Do Now- Who Are You? I can do journal writing * Journal Question: Share your personal story about who you are.
 | 1. Model and explain how to respond to the Do Now as a POST format
2. Show how to write a journal entry in FORMS by answering the question Who Am I?
 | * Complete Do Now: Make a list of things that make me happy
* Write a Journal Entry: Share your personal story about when you began to learn English? What was your experience like?
 | * Do Now (5pts)
* Journal entry (10 pts)
 | Sept. 4/2020 |
| **Lesson 4****(September 8 & 9)** | 1. Identify parts of the ACCESS Test
2. Discuss questions about ACCESS testing experience and its purpose.
3. Answer questions about ACCESS testing experience.
 | 1. Discuss the following questions about ACCESS students testing experience through Think/ ~~Pair~~ Share:
2. Question 1: What was your ACCESS testing experience like? What parts of the test did you find to be challenging or easy?

Question 2: How was your experience similar or different from your partner? Would you do anything differently next time? If so, what?1. Share access scores with students independently
2. Discuss relationship between having a high reading skill set and career success.
3.
 | Explain answer to the following questions: Question 1: What was your ACCESS testing experience like? What parts of the test did you find to be challenging or easy? Question 2: How was your experience similar or different from your partner? Would you do anything differently next time? If so, what? | Exit Slip: Question 3: Why do you and your partner think that students have to take this test? What is its purpose? (10 pts) in FORMS | Sept. 9/2020 |
| **Lesson 5 (September 11)** | 1. Determine goal setting for Quarter 1-What language goal do you have for this year?
2. Answer questions about goal setting for quarter 1 in FORMS
 | 1. Model and provide language for goal setting.

This school year I will work on my \_\_\_\_\_\_\_ skills during the first quarter. By the end of the first quarter, I will \_\_\_\_\_\_\_\_\_\_\_\_ my \_\_\_\_\_\_ skills by\_\_\_\_\_\_\_\_.  | 1. Set a goal for Quarter 1 from Language Domains using sentence frames
 | Write goals in FORMS by responding to two questions.  | Sept. 11/2020 |