St. Louis Public Schools – Blended Learning Weekly/Bi-Weekly Planner

Name	Bertha Martinez-Chavez	Grade	9, 10	Subject	ESOL Newcomer (P. 1)
Week of	August 31- Sept. 4th, 2020 Sept. 7- Sept. 11, 2020	Topic	What does it mean to be an American? Traits and beliefs that define the United States; diversity in the US and individual choice ; common aspects that unite people in the US	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 (August 31)	-I will listen to and write virtual rules and expectations using my notebook.
	- I will be introduced to Microsoft Teams
	-I can introduce myself to students in class taking turns base on Wheel Decide.
		• Introduce "classroom" rules and expectations
		• Have students introduce themselves using Wheel Decide.com
		• Introduce features of Microsoft Teams (chat, post, files, Classroom Notebook, assignments, grades, etc)
		• Model how to open an assignment and how to access a link to a video in M. Teams.
		• Show students how to access Forms/Quiz in M. Teams to answer Exit Slip Questions.
		• Model how to create a post in M. Teams
			• Do online research on the following topics about American culture and lifestyles.
			  1. Cultural preferences (Music, food, brands, hobbies, etc.)
			  2. Languages spoken in the US
			  3. Education (level of ed. Most people have
			  4. Religions practiced in the US
			  5. Ethics and values (What do Americans believe or value the most?)
			• Reconvene & discuss as a whole class in M. Teams
			• Watch video on American culture
			https://www.youtube.com/watch?v=tLTCXNqjiE8
			• Answer comprehension questions in Forms in M. Teams
				Exit Slip- Create a post with response.
				Write one thing you now understand well about the American culture.
				
				Write one thing that is different in your culture from the American culture.
				
				Write one thing that is similar in your culture from the American culture.
					August 31/2020

Lesson 2 (September 2nd)	- I can build background about the U. S. by completing a T-Chart and viewing PowerPoint over American Culture. -I can build background about American culture by completing a T-Chart and viewing PowerPoint over American Culture. (Access T-chart in Files)	1. Activate prior knowledge on cultural factors that influence the American lifestyles in the United States. 2. Compare and contrast culture of the U.S. and student's home cultures. (Music, food, clothing, housing, laws, etc.) Use T-Chart 3. Introduce key vocabulary through Quizlet.com	1. View and study key vocabulary on Quizlet.com 2. Play word game on Quizlet.com to interact with terms and definitions independently. 3. Practice quiz on Forms in M. Teams.	-Use T-Chart to write 2 similarities and two differences between their culture and the American culture. Use sentence frames. Example: In the US people _____, but in my country we _____.	Sept.2/2020
Lesson 3 (September 4th)	1. I can define vocabulary from reader *American Culture* after completing vocabulary worksheet and studying Vocabulary Cards. 2. Determine what 3 things stood out to you about the American culture. 3. I can define vocabulary from reader *American Culture* after completing vocabulary worksheet and studying Vocabulary Cards. 4. I can summarize text using sentence starters.	1. Model and explain how to respond to the Do Now in Forms. 2. Read and define each new key vocabulary word using syllabication. 3. Break each word into parts and identify word parts 4. Have students review key words in Quizlet. Com 5. Read chapter 1 in American culture reader. 6. Model how to summarize chapter 1	1. Do Now: What are three aspects of the American culture that stood out to you? Respond on Form in M. Teams 2. Review key vocabulary in Quizlet.com 3. Make flashcards of vocabulary in Quizlet.com 4. Summarize chapter 1 using sentence starters: 1. This is about… 2. First ____. Next, ____Then, ___ Last, ___/At the end,____. 3. The author writes about _____ (and_____). This supports the main idea.	-Take a practice vocabulary quiz over key words in Quizlet.com -Share summary of chapter 1 as a post in M. Teams.	Sept. 4/2020
Lesson 4 (September 9th)	1. I can brainstorm a list of America's most famous brands, such as Apple, Levi's, McDonald's and Nike. 2. I can discuss how different music genres and brands influence the American culture 3. I can explain what the American dream is.	1. Have students research a music or famous person. 2. Show students how to use Flip Grid to explain about the music genre/song OR the famous person and how they show or represent the American culture. 3. Read Chapter 2 and 3 in American Culture readers	1. Choose a music genre and make a short summary of why that music is a good example of the American culture. OR 2. Choose a famous person and explain using Flip Grid of why you think this person is a good example of the American dream	Flip Grid presentations on either the famous person or the music genre.	Sept. 9/2020

| Lesson 5 (September 11th) | 1. I can rainstorm ideas of what you know about American culture using a **web**. (music, food, TV & Movies, sports, and clothing.
2. I can summarize text using sentence starters. | 1. Do a read aloud of chapter 4
2. Do read, think and share with whole group p. _____.
3. Have students summarize chapter 4 using sentence starters. | 1. Listen to and read chapter 4.
2. Summarize chapter 4 using sentence starters:
1. This is about…
2. First _____. Next, _____Then, ___ Last, ___/At the end,_____.
3. 3. The author writes about _____ (and_____). This supports the main idea.
4. Answer comprehension questions in Forms | 1. Post of charter 4 summary.
2. I can pass a quiz over the reader *American Culture* with an 85% or better in M. Teams. | Sept. 11/2020 |