

# Nance Lesson Plan for Week: 9-21-2020



**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.

Blended Learning Instructional Framework: Whole Group Instructional Plan					
Lesson/Topic	Learning Target <i>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.</i>	Activities, Instruction & Modeling <i>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)?</i> <b>Synchronous learning</b> refers to a learning event in which a group of students are engaging in learning at the same time. <b>Asynchronous learning</b> is instruction and learning that does not occur in the same place or at the same time – usually independent.		Formative Assessment /Exit Slip <i>How will students demonstrate their daily learning? How will you know if they understand concepts or can apply skills? Please provide links.</i>	Due Date
		Synchronous/Live Instruction	Asynchronous Playlist		
<b>Lesson 1 (Date)</b>	Pausing Point: *Demonstrate familiarity with particular NR *Identify the characters and describe events in NR *Recite some NR Identify rhyming words	Teacher will: *Assess ability to recite NR *Key Vocabulary Brainstorming *Riddles for Core Content	*Students will draw their favorite NR in teams	*one note/drawing	9-27-2020
<b>Lesson 2 (Date)</b>	Students will: *Listen to and demonstrate familiarity *Identify the mouse as a character in the NR *Retell the events in NR *Identify the line that repeats in the NR	Teacher will: • Read Hickory, Dickory, Dock While showing the PP slide. •Students will echo read •Introduce new vocabulary (struck) •Will ask comprehension questions •Repetition in NR *Talk about sounds that frighten you	*Create a mouse that can go up a clock	*One note/drawing	9-27-2020
<b>Lesson 3 (Date)</b>	Students will: *Listen to and demonstrate familiarity *Demonstrate familiarity with Hickory Dickory Dock *Identify John as a character *Retell the events in NR	Teacher will: *Read Diddle, Diddle Dumpling While showing the PP slide. •Students will echo read •Introduce new vocabulary (stockings) •Will ask comprehension questions •Repetition in NR	*Decorate your stockings	*one note/drawing	9-27-2020

	*Identify the line that repeats in the NR				
<b>Lesson 4 (Date)</b>	Students will: *listen to and demonstrate familiarity *Identify Bo Peep as the character in the NR *Retell the events of the NR *Identify rhyming words in the NR	Teacher will: *Read Little Bo Peep while showing the PP slides *Students will echo read *Introduce new vocabulary (Sheep, wagging) *Will ask for comprehension questions *Go over Rhyming words	*Draw what little Bo Peep lost	*one note/drawing	9-27-2020
<b>Lesson 5 (Date)</b>	Students will: *Listen to and demonstrate familiarity *Identify rhyming words in NR *Identify Little Boy Blue as the character *Demonstrate familiarity with "Little Bo Peep" *Recite "Little Bo Peep"	Teacher will: *Read Little Boy Blue while showing the PP slides *Students will echo read *Introduce new vocabulary (haystack, meadow, under) *Will ask for comprehension questions *Go over Rhyming words	*Little Boy Blue worksheet	*one note	9-27-2020

### 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.

<b>Intensive Scaffolding</b> <i>Students demonstrating performance at level NE or 1 on the Content Area Proficiency Scale.</i>	<b>Moderate Scaffolding</b> <i>Students demonstrating performance at level 2 on the Content Area Proficiency Scale.</i>	<b>Enrichment/Independent</b> <i>Students demonstrating performance at level 3 or 4 on the Content Area Proficiency Scale.</i>
Students are able to restate vocab word AFTER teacher says it. Teacher will give the words	Student is able to restate parts of the fable by their selves. Teacher will show the picture and student will be able to share what it is	Student can share other fables they know and make a connection of text to self. Teacher will allow them to just speak without guide

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<b>Math</b>	<i>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.</i>	<i>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)? <b>Synchronous learning</b> refers to a learning event in which a group of students are engaging in learning at the same time. <b>Asynchronous learning</b> is instruction and learning that does not occur in the same place or at the same time – usually independent.</i>	<i>How will students demonstrate their <b>daily</b> learning? How will you know if they understand concepts or can apply skills? Please provide links.</i>		
		<b>Synchronous/Live Instruction</b>	<b>Asynchronous Playlist</b>		
<b>Lesson 1 (Date)</b>	<b>Lesson 1.9- I can make 5</b>	<ul style="list-style-type: none"> <li>Solve &amp; Share (55)</li> <li>Visual Animation Guided Practice</li> </ul>	<ul style="list-style-type: none"> <li>Independent Practice 1.9 Page 57-58 #2-5</li> </ul>	<ul style="list-style-type: none"> <li>Quick Check ONLINE ASSESMENT</li> </ul>	9-27-20

<b>Lesson 2 (Date)</b>	<b>Lesson 1-10: I can count numbers to 5</b>	<ul style="list-style-type: none"> <li>• Introduction of new lesson animated story (61)</li> <li>• Solve &amp; Share</li> <li>• Visual Animation</li> <li>• Guided Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Independent Practice 1.10 page 63-64 #2-5</li> </ul> HW PAGE # 1	<ul style="list-style-type: none"> <li>• Quick Check ONLINE</li> </ul>	9-27-2020
<b>Lesson 3 (Date)</b>	<b>Lesson 1-11- I can Construct Arguments</b>	<ul style="list-style-type: none"> <li>• Solve &amp; Share (67)</li> <li>• Visual Animation</li> <li>• Guided Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Independent Practice</li> <li>• 1.11 page 69-70 #3-6 and 7-8</li> </ul>	<ul style="list-style-type: none"> <li>• Quick Check ONLINE</li> </ul>	9-27-2020
<b>Lesson 4 (Date)</b>	<b>Lesson 1 – I can review and master 0-5</b>	<ul style="list-style-type: none"> <li>• Vocab review (73-74)</li> <li>• Visual Animation</li> <li>• Reteach A-C</li> <li>• Reteach D-F</li> </ul>	<ul style="list-style-type: none"> <li>• Independent Practice 75-76</li> <li>• 1-4 and 5-10</li> </ul>	<ul style="list-style-type: none"> <li>• Quick Check ONLINE</li> </ul>	9-27-2020
<b>Lesson 5 (Date)</b>	<b>No SCHOOL</b>				

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Students are able to complete 50% of independent practice and 1 and 2 on HW on their own	Student is able to work through 80% of independent practice on their own	Students are able to complete solve and share AND all independent work on their own

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<b>Science</b>	<i>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.</i>	<i>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)?</i> <b>Synchronous learning</b> refers to a learning event in which a group of students are engaging in learning at the same time. <b>Asynchronous learning</b> is instruction and learning that does not occur in the same place or at the same time – usually independent.	<i>How will students demonstrate their daily learning? How will you know if they understand concepts or can apply skills? Please provide links.</i>	
		<b>Synchronous/Live Instruction</b>	<b>Asynchronous Playlist</b>	
<b>Lesson 1 (Date)</b>	I can identify the seasons of the year.	Fall and Autumn Weather outside What season are we in  Shout out the seasons <a href="https://www.youtube.com/watch?v=BkkzF9z4-g">https://www.youtube.com/watch?v=BkkzF9z4-g</a>	Class Notebook Journal (draw a weekend weather)	9/2 8/2 020

<b>Lesson 2 (Date)</b>	<ul style="list-style-type: none"> <li>I can describe how much daylight in a day by the season.</li> <li>I can compare how much daylight is in a day across two season.</li> <li>I can read a graph determine how much light will be in day based on the season.</li> </ul>	<p>Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>Daylight</li> <li>Predict</li> <li>Season</li> </ul> <p><a href="https://www.youtube.com/watch?v=O8PbLwOtZJA">https://www.youtube.com/watch?v=O8PbLwOtZJA</a></p>	<p>Create a daylight (what you see) Create a night time (what you see) *The sky/light</p>	<p>Daylight sheet</p>	<p>9-27-20</p>
<b>Lesson 3 (Date)</b>	<ul style="list-style-type: none"> <li>I can predict how much daylight will be in a day based on the season.</li> </ul>	<p><a href="https://www.youtube.com/watch?v=Uo8IbeVVb4M">https://www.youtube.com/watch?v=Uo8IbeVVb4M</a></p> <p>What is the weather outside.</p> <p>How does daylight work How does night time work</p> <p>Weather can change and how can we see that throughout the day, what about throughout the night?</p>	<p>What weather is journal EXAMPLE- Students make in their writing notebook with the pic and word DAY 1 NIGHT 1</p>		
<b>Lesson 4 (Date)</b>	<p>I can identify the weather</p>	<p>Weather outside What season are we in</p> <p>How do we know it is Summer? How do we know when fall comes? How do we know Winter is here?</p> <p>Shout out the seasons <a href="https://www.youtube.com/watch?v=BkkzF9z4-g">https://www.youtube.com/watch?v=BkkzF9z4-g</a></p>	<p>What weather is over the weekend --Journal for 4 days (see yesterdays)</p>	<p>Exit slip page-TEAMS page</p>	<p>9/27/2020</p>
<b>Lesson 5 (Date)</b>	<p>No SCHOOL</p>				

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Lesson/Topic	Learning Target	Activities, Instruction & Modeling		Formative Assessment /Exit Slip	Due Date
Social Studies	<i>Learning targets</i> are short term, student-friendly statements that clearly define what students should know and be able to do at the end of the lesson.	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)? <b>Synchronous learning</b> refers to a learning event in which a group of students are engaging in learning at the same time. <b>Asynchronous learning</b> is instruction and learning that does not occur in the same place or at the same time – usually independent.		How will students demonstrate their <b>daily</b> learning? How will you know if they understand concepts or can apply skills? Please provide links.	
		Synchronous/Live Instruction	Asynchronous Playlist		
<b>Lesson 1 (Date)</b>	Identify the different types of emotions and feelings we may experience and how we can navigate these feelings	<a href="https://youtu.be/-J7HcVLsCrY">https://youtu.be/-J7HcVLsCrY</a> Watch feelings video and talk about all the different feelings we may feel. We will focus mad/angry feelings. What are some things that make us feel mad/angry?		One note/drawing	9-27-2020
<b>Lesson 2 (Date)</b>	Identify the different types of emotions and feelings we may experience and how we can navigate these feelings	<a href="https://youtu.be/-J7HcVLsCrY">https://youtu.be/-J7HcVLsCrY</a> Watch feelings video and talk about all the different feelings we may feel. We will focus mad/angry feelings. What is something we could do if we are mad or angry to feel better?		One note/drawing	9-27-2020
<b>Lesson 3 (Date)</b>	Identify the different types of emotions and feelings we may experience and how we can navigate these feelings	<a href="https://youtu.be/-J7HcVLsCrY">https://youtu.be/-J7HcVLsCrY</a> Watch feelings video and talk about all the different feelings we may feel. We will focus scared? What are somethings that can make you feel scared? What can you do to help you when you are scared?		One note/drawing	9-27-2020
<b>Lesson 4 (Date)</b>	Identify the different types of emotions and feelings we may experience and how we can navigate these feelings	<a href="https://youtu.be/-J7HcVLsCrY">https://youtu.be/-J7HcVLsCrY</a> Watch feelings video and talk about all the different feelings we may feel. We will focus scared. <a href="https://youtu.be/2jaEAVxI5Rk">https://youtu.be/2jaEAVxI5Rk</a> watch the Little Old Lady Who Was Afraid of Nothing.		One note/drawing	9-27-2020

<b>Lesson 5 (Date)</b>	HALF DAY PD	HALF DAY PD	HALF DAY PD	HALF DAY PD	

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### Skills Lesson Overview: K/Unit 1/Lesson 7 (9-21-2020)

At a Glance	Exercise	Materials	Minutes	Delivery Method	Notes
<b>Warm-Up</b>	Counting with Fingers	--	2 min.	synchronous	<p>Cameras on and ask students to have the following items ready and nearby for learning: counters/cubes and mat, crayons, blank paper, workbooks</p> <p>Always make sure that you act as the students' "mirror" in counting with your fingers or know if your students iPads cameras are flipped</p>
<b>Listening to Environmental Noises</b>	<p>Stepping Forward for Noises            (Replace with How Many Noises? As in Lesson 6)</p> <p>Teacher-Student Echo</p>	Instruments or objects that make distinct noises	<p>5</p> <p>10</p>	synchronous	<p>Students will need the laminated mat with the green star on the left and red dot on the right and <b>4</b> counters/cubes for both activities in this section.</p> <ul style="list-style-type: none"> <li>You may need to use anchor chart paper and sticky notes to represent your mat and cubes. Students should be able to see you move the objects onto the "mat" as you hear the sounds/words.</li> <li>Always make sure that the student view reflects you moving from Left to Right.</li> </ul> <p>Allow for internet lag time for students by slowing the pace and having clear pauses between words.</p>

<b>Listening to Words</b>					
<b>Drawing Time</b>	Drawing Diagonal Lines on a Vertical Surface	Anchor chart paper and marker for teacher; document camera or screen share of document 7.1	5	Synchronous (teacher models and brief student practice)	(Model with anchor chart, document camera or screen sharing) <ul style="list-style-type: none"> <li>You may still be administering the Blending Pre-Test (from Lesson 4) to individual students while the class works asynchronously</li> </ul>
	Diagonal Line Practice	Worksheet 7.1; crayons for students	10	Teacher intro then Asynchronous work	
<b>Tracking from Left to Right and Top to Bottom</b>	Tracking Practice	Worksheet 7.2; crayons for students	10	Synchronous	Follow teacher's guide but consider how students will respond or show you their tracking (Will you cold call? Only unmute a handful of students at a time?)
<b>Take-Home Material</b>	Diagonal Line Practice	Worksheet 7.3	*	Asynchronous	As always, this is included in the student workbook, but may also be sent to parents

Skills lesson 8 (9-22-2020)

Skills lesson 9 (9-23-2020)

9-24-2020 flex day