

Nance Lesson Plan for Week: 10-12-2020



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	Activities, Instruction & Modeling		Formative Assessment /Exit Slip	Due Date
ELA	<p><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></p>	<p><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> 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.</p>		<p>How will students demonstrate their daily learning? How will you know if they understand concepts or can apply skills? Please provide links.</p>	
		Synchronous/Live Instruction	Asynchronous Playlist		
Lesson 1 Monday	<p>Students will:</p> <ul style="list-style-type: none"> *Listen to and demonstrate familiarity *Describe the character *Retell the events of the NR *Identify dialogue in the NR *Explain that fables teach a lesson that is stated as the moral of the story *Identify *Identify rhyming words in the NR 	<p>Teacher will:</p> <ul style="list-style-type: none"> *Go over back ground information and terms *will ask students to describe what a lot a NR have in common *Explain that todays story is different and that todays story is a Fable (explain what a fable is) *explain that in fables not always but often the characters are animals *Explain that in fables there is always a lesson to be learned and that is called a MORAL *Read the Lion and mouse asking questions through out *Ask comprehension questions 	<p>Students will:</p> <ul style="list-style-type: none"> *Explain a time where something disturbed them and then draw a picture on one note showing what they spoke to earlier 	<p>One note</p> <p>Explain a time where something disturbed them and then draw a picture on one note showing what they spoke to earlier</p>	10-18-2020

		*Word work Disturbed			
Lesson 2 Tuesday	Students will: *Listen to and demonstrate familiarity *Retell the events in fable *Identify the dog as main character *Explain fables teach a lesson that is stated as the moral of the story *Identify the moral of the fable *Explain that fables often have animal characters that act like people	Teacher will: *Go over core vocabulary *Go over background information or terms *Explain that a fable is a short story with a lesson *Will read The Dog and his reflection *Ask comprehension questions *Word work: Feast	Students will: Draw a picture of what they would like at their own feast if they had a feast (looking for multiple items to show large meal) on one note	Once Note Draw a picture of what they would like at their own feast if they had a feast (looking for multiple items to show large meal) on one note	10-18-2020
Lesson 3 Wednesday	Students will: *Listen to and demonstrate familiarity *Retell the events in fable *Identify the hare and tortoise as main characters *Explain fables teach a lesson that is stated as the moral of the story *Identify the moral of the fable *Explain that fables often have animal characters that act like people	Teacher will: *will go over core vocabulary *Ask them to make predictions of who will win *Read The Hare and Tortoise *Ask comprehension questions *Word work Boasting	Students will: *Work on the word boasting and tell us something they want to boast about (brag) and draw what they shared on one note	One note *Work on the word boasting and tell us something they want to boast about (brag) and draw what they shared on one note	10-18-2020
Lesson 4 Thursday	Students will: * *Listen to and demonstrate familiarity *Retell the events in fable *Identify the hare and tortoise as main characters	Teacher will: *Explain we are going to review the Fable The Hare and the Tortoise *Multiple meaning word activity *Syntactic awareness activity *Vocabulary Instructional Activity	Students will: *Will draw anything that can be considered a race in one note	One note * Will draw anything that can be considered a race in one note	10-18-2020

	*Explain fables teach a lesson that is stated as the moral of the story *Identify the moral of the fable *Explain that fables often have animal characters that act like people				
Lesson 5 Friday	NO SCHOOL	NO SCHOOL	NO SCHOOL	NO SCHOOL	

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 <i>Students demonstrating performance at level NE or 1 on the Content Area Proficiency Scale.</i>	Moderate Scaffolding <i>Students demonstrating performance at level 2 on the Content Area Proficiency Scale.</i>	Enrichment/Independent <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 vocabulary 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

Blended Learning Instructional Framework: Whole Group Instructional Plan

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Math	<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)? 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.</i>		<i>How will students demonstrate their daily learning? How will you know if they understand concepts or can apply skills? Please provide links.</i>	
	Synchronous/Live Instruction	Asynchronous Playlist			

<p>10/12</p> <p>Lesson 3-3</p> <p>Count 8 and 9</p> <p>Monday</p>	<p>I can count the numbers 8 and 9</p> <p>I can also model with math.</p>	<p>Math Lesson 3-3 Solve and Share and Guided Practice</p> <p><i>Model Solve and Share</i> <i>What do I know? What do I need to find out? Circle numbers. Underline question.</i></p> <p><i>Compare situations P. 151-153</i></p>	<p>Students will Solve:</p> <p>Independent Practice and Homework 3-3.pdf</p> <p>Students will work Independently page 154 problems 7-10</p> <p>Homework page 155-156</p>	<p>Exit Ticket:</p> <p>Students will solve problems 5 and 6 on Page 156</p>	<p>10/13</p>
<p>10/13</p> <p>Lesson 3-4</p> <p>Read and Write 8 and 9</p> <p>Tuesday</p>	<p>I can read and write the numbers 8 and 9</p> <p>I can also make math arguments.</p>	<p>3-4 Solve and Share and GP.pdf Pages 157-159</p> <p><i>Model Solve and Share</i> <i>What do I know? What do I need to find out? Circle numbers. Underline question.</i></p>	<p>Students will solve:</p> <p>Independent Practice and homework 3-4.pdf Pages 160-162</p> <p>Students will work Independently page 166 problems 5-8</p>	<p>Exit Ticket:</p> <p>Page 166 Problem #8</p>	<p>10/14</p>
<p>10/14</p> <p>Lesson 3-5</p> <p>Count 10</p> <p>Wednesday</p>	<p>I can count to the number 10</p> <p>I can also reason about mat5</p>	<p>3-5 Solve and Share and GP.pdf Pages 157-159</p> <p><i>Model Solve and Share</i> <i>What do I know? What do I need to find out? Circle numbers. Underline question.</i></p>	<p>Students will solve:</p> <p>Independent Practice and homework 3-5.pdf</p> <p>Students will work Independently page 166 problems 5-8</p> <p>Homework pages 167-168</p>	<p>Exit ticket:</p> <p>Page 168 Problem #5</p>	<p>10/15</p>
<p>10/15</p> <p>Lesson 3-6</p> <p>Read and Write 10</p> <p>Thursday</p>	<p>I can read and write the number 10.</p> <p>I can also model with math.</p>	<p>Solve & Share and Guided Practice 3-6.pdf Pages 169-171</p> <p><i>Model Solve and Share</i> <i>What do I know? What do I need to find out? Circle numbers. Underline question.</i></p>	<p>Students will solve:</p> <p>Independent Practice and homework 3-6.pdf</p> <p>Students will work Independently page 172 problems 7-9</p>	<p>Exit ticket:</p> <p>Page 172 Problem #7</p>	<p>10/16</p>

<p>10/16</p> <p>Lesson 3-7</p> <p>Read and Write 8 and 9 Friday</p>	<p>I can show how to make a group of 10</p> <p>I can also reason about math.</p>	<p>Solve & Share and Guided Practice 3-7.pdf Pages 175-177</p> <p><i>Model Solve and Share</i> <i>What do I know? What do I need to find out? Circle numbers. Underline question.</i></p>	<p>Students will solve:</p> <p>Independent Practice and homework 3-7.pdf Pgs 179-180</p> <p>Students will work Independently page 178 problems 5-7</p>	<p>Exit ticket:</p> <p>Page 180 Problems 3 and 4</p>	<p>10/17</p>
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<p align="center">Supporting Student Learning Pathways</p> <p align="center"><i>Please note specific Learning Targets of focus and what resources are being used or provided to support students at each level.</i></p>		
<p align="center">Intensive Scaffolding</p> <p align="center"><i>Students demonstrating performance at level NE or 1 on the Content Area Proficiency Scale.</i></p>	<p align="center">Moderate Scaffolding</p> <p align="center"><i>Students demonstrating performance at level 2 on the Content Area Proficiency Scale.</i></p>	<p align="center">Enrichment/Independent</p> <p align="center"><i>Students demonstrating performance at level 3 or 4 on the Content Area Proficiency Scale.</i></p>
<p>Students are able to complete 50% of independent practice and 1 and 2 on HW on their own</p>	<p>Student is able to work through 80% of independent practice on their own</p>	<p>Students are able to complete solve and share AND all independent work on their own</p>

<p align="center">Blended Learning Instructional Framework: Whole Group Instructional Plan</p>					
<p>Lesson/Topic</p>	<p>Learning Target</p> <p><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></p>	<p>Activities, Instruction & Modeling</p> <p><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)? 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.</i></p>		<p>Formative Assessment /Exit Slip</p> <p><i>How will students demonstrate their daily learning? How will you know if they understand concepts or can apply skills? Please provide links.</i></p>	<p>Due Date</p>
		<p>Synchronous/Live Instruction</p>	<p>Asynchronous Playlist</p>		
<p>Lesson 1 (10/12/20) Monday</p>	<p>Motion and Stability: Forces and Motion</p> <p>How can one predict an object's continued motion, change in motion, or stability.</p>	<p>Watch video on Push and Pull</p> <p>Push and Pull</p>	<p>Have students give examples of push and pull from the video.</p>	<p>Exit Ticket:</p> <p>Q/A</p> <p>1. Shooting a basket and kicking a football are examples of _____.</p> <p>a. a push</p> <p>b. a pull</p> <p>c. gravity</p> <p>d. friction</p>	<p>10-13-2020</p>

Lesson 2 (10/13/20) Tuesday	Motion and Stability: Forces and Motion How can one predict an object's continued motion, change in motion, or stability.	Read a Loud: Move It	Have students draw a picture of something they remember from video	Exit Ticket: Q/A Describe at least two ways of motion. Examples: Walking, Running, Jumping, Skating, Swimming, etc.	10-14-2020
Lesson 3 (10/14/20) Wednesday	Motion and Stability: Forces and Motion How can one predict an object's continued motion, change in motion, or stability.	Watch Video: Push and Pull for Kids Pushes and Pulls with Dr. Jeff	Have students draw a picture of a toy that they have at home that they have to push or pull.	Exit Ticket: Q/A What is the difference between a push and a pull? What is pull?	10-15-2020
Lesson 4 (10/15/20) Thursday	Motion and Stability: Forces and Motion How can one predict an object's continued motion, change in motion, or stability.	Read-a-Loud Force Makes Things Move	Draw a picture of something that you remember from the read-a-loud	Exit Ticket: Q/A How is wind considered a force?	10-16-2020
Lesson 5 (10/16/20) Friday	Motion and Stability: Forces and Motion How can one predict an object's continued motion, change in motion, or stability.	Watch Video Force and Motion in Gideon's World	Have students draw a picture of something that they remember from the video.	Exit Ticket: Q/A What kind of force do you use to lift a box? e. push f. pull	10-17-2020

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Social Studies	<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)? 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.</i>		<i>How will students demonstrate their daily learning? How will you know if they understand concepts or can apply skills? Please provide links.</i>	
		Synchronous/Live Instruction	Asynchronous Playlist		
Lesson 1 Monday	Students will: *Identify the flag as a symbol of our Nation *Recite the Pledge of Allegiance	TEACHER WILL BE OUT FOR MATH LPIPS DURING THIS TIME		Practicing the Pledge of the Allegiance at home with someone **Teacher will be out for Math LPIPS**	10-11-2020
Lesson 2 Tuesday	**WRITING ASSESSMENT ACTIVITY**	**WRITING ASSESSMENT ACTIVITY**		**WRITING ASSESSMENT ACTIVITY**	
Lesson 3 Wednesday	**WRITING ASSESSMENT ACTIVITY**	**WRITING ASSESSMENT ACTIVITY**		**WRITING ASSESSMENT ACTIVITY**	
Lesson 4 Thursday	Students will: *Identify the flag as a symbol of our Nation	Teacher will: *Show what our flag looks like *Recite the Pledge of Allegiance		Practicing the Pledge of the Allegiance at home with someone	10-18-2020

	*Recite the Pledge of Allegiance	*Students will echo read and say the Pledge of Allegiance https://youtu.be/8lE9uiJuMes Watch the and sing along			
Lesson 5 Friday	NO SCHOOL	NO SCHOOL	NO SCHOOL	NO SCHOOL	

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More time spent on reviewing the words, watching the video	Have them echo read the pledge	Have students recite and lead the pledge

Blended Learning Instructional Framework: Whole Group Instructional Plan

Lesson/Topic ELA SKILLS	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)? 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.</i>		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
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Lesson 1 Monday	Unit 2 lesson 5 *Blend sounds to form words using larger gestures and/or visual supports *Recognize and	Teacher Will: *Sound blending *Listening for beginning sounds (Names) *Drawing spirals on a vertical surface *Spiral Practice	Students will *work on worksheet 5.1 spiral tracing on class notebook in one note	One note *work on worksheet 5.1 spiral tracing on class notebook in one note	10-18-2020

	<p>isolate the initial sounds in classmates' names</p> <p>*Hold a writing utensil with a tripod grip and draw spirals</p> <p>*recognize and trace own name</p> <p>*use spatial words such as top, bottom, left, and write while practicing handwriting</p>	<p>*Show students names on cards for name recognition</p>			
<p>Lesson 2 Tuesday</p>	<p>Unit 2 lesson 6</p> <p>*Blend sounds to form words using larger gestures and/or visual supports</p> <p>*Recognize and isolate the initial sounds in classmates' names</p> <p>*Hold a writing utensil with a tripod grip and draw spirals</p> <p>*recognize and trace own name</p> <p>*use spatial words such as top, bottom, left, and write while practicing handwriting</p>	<p>Teacher will:</p> <p>*sound blending</p> <p>*Listen to beginning sounds for names playing guess who</p> <p>*drawing time drawing + and x's on a vertical surface</p> <p>*Name tracing/writing</p>	<p>Students will:</p> <p>Work on worksheet 6.1 tracing + and x's on class note book in one note</p>	<p>One note</p> <p>Work on worksheet 6.1 tracing + and x's on class note book in one note</p>	<p>10-18-2020</p>
<p>Lesson 3 Wednesday</p>	<p>Unit 2 lesson 7</p>	<p>Teacher will:</p>	<p>Students will:</p>	<p>One note</p>	<p>10-18-2020</p>

	<ul style="list-style-type: none"> * , Blend sounds to form words using larger gestures and/or visual supports *Isolate the initial sounds of common objects y identifying pictures *Hold a writing utensil with a tripod grip and draw spirals *recognize and trace own name *use spatial words such as top, bottom, left, and write while practicing handwriting 	<ul style="list-style-type: none"> *Sound blending *Listening to beginning sounds (Finding things by beginning sounds) *Drawing loops on a vertical surface *Writing/tracing name 	<ul style="list-style-type: none"> *work on worksheet 7.1 tracing loops on class notebook in one note 	<ul style="list-style-type: none"> work on worksheet 7.1 tracing loops on class notebook in one note 	
Lesson 4 Thursday	<p>Unit 2 lesson 8</p> <ul style="list-style-type: none"> * , Blend sounds to form words using larger gestures and/or visual supports *Isolate the initial sounds of common objects y identifying pictures *Hold a writing utensil with a tripod grip and draw spirals *recognize and trace own name 	<p>Teacher will:</p> <ul style="list-style-type: none"> *Sound blending *Practice blending *Listening to beginning sounds (finding things by beginning sounds) *Drawing canes on a vertical surface *name tracing/writing 	<p>Students will:</p> <ul style="list-style-type: none"> *will trace cane worksheet 8.1 on class notebook in one note 	<p>One note</p> <ul style="list-style-type: none"> *will trace cane worksheet 8.1 on class notebook in one note 	10-18-2020

	*use spatial words such as top, bottom, left, and write while practicing handwriting				
Lesson 5 Friday	NO SCHOOL	NO SCHOOL	NO SCHOOL	NO SCHOOL	

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Keep review and revisiting blending and reviewing one syllable words, go over spatial words	Focus on blending words more practice with many words	Add more sounds, words, harder words for syllable breakdowns

ELA-Writing and Language

Monday- Letter O upper case writing, sounds and words

Tuesday- Letter o lower case writing, sounds and words

Wednesday- Letter Q upper case writing, sounds and words

Thursday- Letter q lower case writing, sounds and words

Friday- Recall and review of Oo and Qq words that begin and sounds and practice writing