

<p>Reading RL1, RL2, RL3</p> <p><i>I can ask questions about key details in a text.</i> <i>I can answer questions about key details in a text.</i> <i>I can retell a story, including key details.</i> <i>I can demonstrate understanding of the central message, lesson, or moral of a text.</i> <i>I can describe characters in a story, using key details.</i> <i>I can describe settings in a story, using key details.</i> <i>I can describe major events in a story, using key details.</i></p> <p><i>Graphic organizers will be in your google classroom</i></p>	<p>Retell stories, identify the central message, describe the characters, setting, and major events.</p> <p>Monday: Read aloud <u>Diary of a Spider</u>https://www.youtube.com/watch?v=et9oHM62UF4. Discuss characters, setting, and major events. Students will be encouraged to “retell” at home with parents/family member.</p> <p>Tuesday: Read aloud Fancy Nancy. Discuss characters, set ting, and major events. Students will complete “Retelling Graphic Organizer” on Fancy Nancy if they were able to watch online, if not students can read any book and complete retelling graphic organizer. Completed graphic organizers should be sent or returned to google classroom</p> <p>Wednesday: Read aloud <u>Splat the Cat</u>. Discuss characters, set ting, and major events. Students will complete “Retelling Graphic Organizer” on Splat the cat</p> <p>Thursday: Read aloud <u>Owen</u>. Discuss Central Message. Complete Central Theme Graphic Organizer.</p> <p>Friday: Read aloud Chrysanthemum . Students will complete “Central Message Graphic Organizer”. If students could not get online, they can complete graphic organizer using any book. Completed graphic organizers should be sent to Google Classroom</p>
<p>Writing W3</p> <p><i>I can write narratives in which I recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</i></p>	<p>Narrative Writing</p> <p>Monday: TW share anchor chart and walk students through how to “plan” to write a realistic fiction book. SW use their pretending skills and create two fictional characters. TWW draw an example and describe it via Google Meet.</p> <p>Tuesday: Conjunctions- Flocabulary</p> <p>Wednesday: TTW teach children that writers develop a “can-do” attitude about starting, working on, and finishing their stories.</p> <p>Thursday: Conjunction assignment on Moby Max</p> <p>Friday: TTW teach children that writers make endings that satisfy their reader; they make</p>

	<p>something happen through action, dialogue, or feeling to get their characters out of trouble. SW generates ideas about actions & adversities that their characters could experience.</p>
<p>Phonics RF1, RF2, RF3 <i>I can demonstrate understanding of the organization and basic features of print</i> <i>I can demonstrate understanding of spoken words, syllables, and sounds.</i> <i>I can know and apply grade-level phonics and word analysis skills in decoding words.</i></p> <p><i>Practice pages and books will be in Google Classroom</i></p>	<p>Monday: Unit 10 Lesson 1 Day 1 (Noel) Tuesday: Unit 10 Lesson 1 Day 2 (Harris) Wednesday: Unit 10 Lesson 1 Day 3 (Thomas) Thursday: Unit 10 Lesson 1 Day 4 (Dixon) Friday: Work on Moby Max Phonics lessons</p> <p>Daily Independent Work: Daily Language Arts page</p>
<p>Math MGSE1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range of 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (e.g., $70 - 30$, $30 - 10$, $60 - 60$)</p> <p><i>I can add within 100 using place value strategies.</i> <i>I can subtract multiples of 10 within 10-90.</i></p>	<p>Monday: Module 12 lesson 2,-teacher will teach Spark your learning and Build to Understand. SW complete p. 133 & 134 in their Practice & Homework Journal. Tuesday: Module 12 lesson 3 -teacher will teach Spark your learning and Build to Understand. SW complete p. 135 & 136. Wednesday: Module 13 lesson 3 teacher will teach Spark your learning and Build to Understand. SW complete p. 151 & 152 Thursday: Module 13 lesson 4-teacher will teach Spark your learning and Build to Understand. SW complete p. 153 & 154. Friday: Choose a Math program - Moby Max Skill Checker Prodigy/IXL/Moby Max</p>
<p>Social Studies</p> <p>SS1E3. Describe how people are both producers and consumers. (Knowledge)</p> <p>I can define producers and can describe how people are producers. (Knowledge)</p>	<p>Producers and Consumers Spending and Saving</p> <p>(***Students may need to have books included below read to them.) Brainpop Videos Videos-https://jr.brainpop.com/socialstudies/economics/goodsandservices/</p>

<p>I can define consumers and can describe how people are consumers. (Knowledge)</p> <p>SS1E4 <i>Explain that people earn income by working and that they must make choices about how much to save and spend. (Knowledge)</i></p> <p><i>I can explain that people earn income by working. (Knowledge)</i></p> <p><i>I can explain that people must make choices about how much to save. (Knowledge)</i></p> <p><i>I can explain that people must make choices about how much to spend. (Knowledge)</i></p>	<p>(Producers and Consumers at 2:00 in the video)</p> <p>https://jr.brainpop.com/socialstudies/economics/savingandspending/</p> <p>Monday: Read “Producers and Consumers” on Epic! Review and discuss. Producers/Consumers by drawing a picture of a consumer and a producer and write a sentence to go with each picture explaining what the person is doing. Take a picture and send to your teacher via Class dojo</p> <p>Tuesday: Read “Who’s Buying? Who’s Selling?” on Epic! Create a t-chart with two or more things on each side show what you would buy and sell as a consumer and a producer.</p> <p>Wednesday: Read “Spending and Saving” on Epic! Discuss ideas on spending and saving. Create a short narrative telling what you want to spend and save your money on the most and explain why.</p> <p>Thursday: Read “Budgeting, Spending, and Saving” on Epic! Spending and Saving Money Free Draw. Take a picture and send to your teacher via Class dojo</p> <p>Friday: Students will do Moby Max Needs and Wants lesson and test</p>
<p>Science</p> <p>S1L1. Obtain, evaluate, and communicate information about the basic needs of plants and animals.</p> <p>a. Develop models to identify the parts of a plant—root, stem, leaf, and flower. (Product)</p> <p>I can identify the parts of a plant. (Knowledge)</p> <p>I can identify types of models used to represent the parts of a plant. (Knowledge)</p> <p>I can compare models and determine the best type of model to represent the parts of a plant. (Reasoning)</p> <p>I can develop a model that can be used to identify the parts of a plant. (Product)</p>	<p>Monday: Make anchor chart of parts of a plant (roots, stem, leaf and flower) Parts of plants video - https://youtu.be/p3St51F4kE8</p> <p>Tuesday: Review anchor chart. Moby Max- roots and leaves assignment</p> <p>Wednesday: Brain Pop Jr., Parts of a Plant. Roots and Leaves discussion. Moby Max -Parts of Plant Assignment</p> <p>Thursday: Review anchor chart: using items around the house or outside- make and label the parts of a plant. Take a picture and send to your teacher via Class dojo</p> <p>Friday: Review parts of a plant. Moby Max - Parts of Plant - Lesson Quiz</p>

March 23-27, 2020
Remote Learning Lesson Plan

