

TW- Teacher Will

TTW - The Teacher Will

SW - Student will

<p>Reading</p> <p>RL4</p> <ul style="list-style-type: none"> ● I can identify words and phrases in stories or poems that suggest feelings. ● I can identify words or phrases in stories or poems that appeal to the senses. <p>RL5</p> <ul style="list-style-type: none"> ● I can identify a text that tells a story. ● I can identify a text that gives information. <p>RL6</p> <ul style="list-style-type: none"> ● I can identify who is telling the story at various points in a text. 	<p>Monday: Mini-lesson-Teacher will introduce the Signs of Spring poem. (Mini-lesson) Class will review stanza #1 & 2 together. Teacher will model how to find words that suggest feelings. (Independent Work- Students will view stanza 3 & 4 and find words that suggest feelings or appeal to senses. On Google Classroom</p> <p>Tuesday: Mini- Lesson-Class will revisit books from the previous week (Owen, Chrysanthemum, Fancy Nancy & Splat the Cat) . Independent Work-Students will complete a list of sensory words and put it in Google Classroom</p> <p>Wednesday: Mini- Lesson-Class will revisit books from the previous week (Owen, Chrysanthemum, Fancy Nancy & Splat the Cat) . Independent Work-Students will complete a list of sensory words and put it in Google Classroom</p> <p>Thursday: Mini- Lesson-Class will revisit books from the previous week (Owen, Chrysanthemum, Fancy Nancy & Splat the Cat) . Independent Work-Students will complete a list of sensory words and put it in Google Classroom</p> <p>Friday: Mini- Lesson-Class will revisit books from the previous week (Owen, Chrysanthemum, Fancy Nancy & Splat the Cat) . Students will share their Spring Poem from Google Classroom.</p> <p>Independent Work-Students will complete a list of sensory words and put it in Google Classroom</p>
<p>Writing</p> <p>W3</p> <p><i>I can write narratives in which I recount two or more appropriately</i></p>	<p>Narrative Writing</p> <p>Monday: TW share Anchor Chart -How can you bring your characters to life? The teacher will give examples of different characters and what makes them special. Independent Work-</p>

<p><i>sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</i></p>	<p>Student will describe the character they have created to someone at home.</p> <p>Tuesday: Mini Lesson- The teacher will show preposition video and make anchor Chart with students.</p> <p>https://www.youtube.com/watch?v=IKdMJYptNRl</p> <p>Independent Work-Prepositions- Flocabulary</p> <p>Wednesday: Mini -LessonTTW teach children that writers Learn to Get Their Characters Out of Trouble. Independent Work- Students will add to the story they are writing by developing a solution to the character's problem.</p> <p>Thursday: Mini -Lesson-The teacher will use several prepositions and have students make sentences using 5 Prepositions.</p> <p>Independent Work- Students will Find the prepositions in each sentence and fill in the chart with the words. Assignment is on Google Classroom</p> <p>Friday: Mini -LessonTTW teach children that writers try More than One Ending and Use a Partner to Get Feedback Independent Work-SW write an ending to their story and have another person read it and suggest a different ending, Students will share their stories on Friday with everyone.</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 3 Day 1 (Noel) Independent Work- Make a list of Short o words In their journal</p> <p>Tuesday: Unit 10 Lesson 3 Day 2 (Harris) Independent Work- Make a list of long O words. in their journal</p> <p>Wednesday: Unit 10 Lesson 3 Day 3 (Thomas) Independent Work- Students will complete Skills practice pages in McGraw Hill</p> <p>Thursday: Unit 10 Lesson 3 Day 4 (Dixon) Independent Work- Students will read decodable and play game and complete practice activities. In McGraw Hill</p>

	<p>Friday: Student choice - Work on Moby Max Phonics lessons or Daily Independent Work: Daily Language Arts page</p>
<p>Math- MGSE1.MD4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p><i>Learning Targets:</i> <i>P1: I can use up to 3 pieces of information/data to create a chart and/or graph.</i></p>	<p>Monday: (Class Lesson) the teacher will introduce the Value of Name Activity - Chrysanthemum's name and walk students through reading the chart to find the value of Chrysanthemum's name. (Independent Work) Students will complete the "Value of Name Activity - Chrysanthemum's name" as homework/ practice work.</p> <p>Tuesday: (Class Lesson) the teacher will review the "Value of Name" Activity from yesterday and explain to students that instead of finding the value of Chrysanthemum's name they will find the value of their own name. (Independent work) students will complete the Value of Name Activity - Student's name.</p> <p>Wednesday: (Class Lesson) the teacher will share a graph with students. Class will work together to answer questions about graphs. (Independent Work) students will independently answer questions on the Fruit Graph activity.</p> <p>Thursday: (Class Work) the teacher will share a graph with students. Class will work together to answer questions about graphs. (Independent Work) students will independently answer questions on the Growing Garden Graph activity.</p> <p>Friday: Choose a Math program - Moby Max Skill Checker, Prodigy/IXL/Moby Max</p>
Social Studies	<p>Monday: Mini-lesson- Teacher will review Cardinal Directions with a song: Cardinal</p>

<p>MGS1 Use a compass rose to identify cardinal directions. MGS2 Use intermediate directions. MGS7 Use a map to explain impact of geography on historical and current events.</p> <p><i>I can define cardinal directions. (Knowledge)</i> <i>I can use a compass rose to identify cardinal directions. (Knowledge)</i> <i>I can define intermediate directions. (Knowledge)</i> <i>I can use intermediate directions. (Knowledge)</i> <i>I can use a map to explain the impact of geography on historical events. (Knowledge)</i> <i>I can use a map to explain the impact of geography on current events. (Knowledge)</i></p>	<p>Directions SongThe teacher will begin a class discussion on why it is important to know cardinal directions. The teacher will then introduce the compass rose with a BrainPop video: BrainPop Compass Rose (Independent Work- Students will watch a video explaining how to draw a compass rose. How to Draw a Compass Rose Students will then draw their own compass rose.</p> <p>Tuesday: Mini- Lesson-The teacher will read How to Read a Map. The teacher will then lead a discussion about the book. Independent Work-Students will answer the four questions from How to Read a Map located in the Google Classroom.</p> <p>Wednesday: Mini- Lesson- The class will listen to the Cardinal Directions Song. The class will then work on the North, South, East, and West activity together. Students will then answer question that is located in the Google Classroom.</p> <p>Independent Work-Students will draw a map of the inside of their homes labeling what direction the rooms are located.</p> <p>Thursday: Mini- Lesson- The class will read Compasses and Cardinal Directions in Epic. Independent Work-Students will answer the questions for Compasses and Cardinal Directions located in the Google Classroom.</p> <p>Friday: Mini- Lesson- The teacher will review Cardinal Directions and the Compass Rose. Students will then present their completed activities for the week.</p> <p>Independent Work-Students will complete the Label the Compass Rose assignment located in the Google Classroom.</p>
<p>Science</p>	<p>Monday: Mini-lesson: TW review standards from last week (plant parts) and introduce standards</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. I can identify the needs of a plant. I can identify which parts of the plant are edible and nonedible.</p>	<p>for this week. TW ask students, what do plants need to stay alive? Show Brain Pop Jr. video, Parts of a Plant and ask students to look for plant needs.</p> <p>Independent work: No student work for today.</p> <p>Tuesday: Mini-Lesson TW review work previous day. Pose question, what kind of environment does a plant need to grow? Show and discuss Biome in a Baggie, video.</p> <p>Independent Work- Google Classroom assignment of identifying the basic needs of a plant (air, water, light, and nutrients)</p> <p>Wednesday: Mini-Lesson TW review standard. TW ask students, which vegetables are their favorite and what part of the vegetable do you eat? Read and discuss Tops and Bottoms.</p> <p>Independent work Students will complete, What do Plants Needs?, MobyMax Lesson.</p> <p>Thursday: Mini-Lesson TW review standard. Teacher and students will discuss which part of vegetables are edible and nonedible by reviewing, Tops and Bottoms. Introduce and explain, vegetable person assignment.</p> <p>Independent work: Students will use vegetables and glue them on a blank sheet of paper in the shape of a person. Make sure to create the feet from a root and the head from an edible top. Students should name and label their vegetable person. Take a picture and send to your teacher in Class Dojo. See example below.</p> <p>Friday: Mini-Lesson TW review standard and assignment from the week. Students will share their vegetable person creations.</p> <p>Independent Work- Students will complete, What do Plants Need?, Test in MobyMax and their vegetable person, if not finished.</p>
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March 30- April 3, 2020

Remote Learning Lesson Plan

