** Evoline C. West Elementary REMOTE Learning Lesson Plans**

**Tasks to be turned in this week: Aug 17-21**

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| Subjects  | Standard(s)  | Assignment   | Location of Assignment  |
| Reading   | RL2 - Recount Stores/Fables/Folktales  | Golden Fish   |  Teams Assignment |
| Language Arts/Writing  | W3.1 - Narrative  | Narrative Writing Cold Write  |  Teams Assignment |
| Math  | NBT2 - Add/Sub   |   |  Teams Assignment |
| Science  | SEL1 - Habitats  |   |  Teams Assignment |
| Social Studies   | n/a  |   |   |
| Health   | HE.3.1- Disease Prevention  | BrainPop COVID-19 PSA  | BrainPop- Classlink  |

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| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| **8:00 – 8:45****Math**Prioritized Standard: NBT2 | **Teaching Point:** Intro to Teams and Assignments **Teach:**TW review the First Day Jitters **Engagement:**SW complete an assignment live to practice. **Link:** | **Teaching Point:** Organization **Teach:**TW set up Math journal with first anchor chart for word problems**Active/Guided Engagement:**SW set up and respond in their journals.**Link:** | **Teaching Point:** Organization/process**Teach:**TW write and answer a word problem using the guide from yesterday. **Active/Guided Engagement:**TSW practice solving first problem together using**Link:** | **Teaching Point:** Unit 1 Pre-test**Teach:**TW help with Illuminate **Active/Guided Engagement:**Administer Math Unit 1 Pretest on Illuminate**Link:** | **Teaching Point:** Unit 1 Pre-test**Teach:** **Active/Guided Engagement:**Finish pre-test or repeat Wednesday’s lesson with a new word problem.**Link:** |
| **8:55 – 9:40****Reading**Prioritized Standard: RL2.1  | **Teaching Point:** Intro to Teams Navigation and Nettiquite, online rules **Teach:**TW review the proper ettiqute during Live lessons, how to chat, **Active/Guided Engagement:**SW navigate Teams and respond in the chat box or on mic. **Link:****Read Aloud:** “First Day Jitters”  | **Teaching Point:** Organization **Teach:**TW set up reading journal with first anchor chart on Summarizing and give an example using First day jitters (from yesterday)**Active/Guided Engagement:**SW set up and respond in their journals.**Link:** | **Teaching Point:**Retelling stories **Teach:**Teacher will conduct a read aloud with students and practice retelling the story using anchor chart. **Active/Guided Engagement:**Students will read EQ and work in their journal and review the process of recounting and summarizing a text. **Link:**Students will read their recounted stories aloud | **Teaching Point:**Retelling stories **Teach:**Teacher will conduct a read aloud with students and practice retelling the story using anchor chart. **Active/Guided Engagement:**Students will read EQ and work in their journal and review the process of recounting and summarizing a text. **Link:**Students will read their recounted stories aloud | **Teaching Point:**Retelling stories**/**Flipgrid **Teach:**Teacher will conduct a read aloud with students and practice retelling the story using anchor chart. TW review flipgrid**Active/Guided Engagement:**Students will read EQ and work in their journal and review the process of recounting and summarizing a text. **Link:**Students will read their recounted stories on Flipgrid |
| **9:45 – 10:15****Specials** | **Art - Ms. Hansen** | **P.E. - Coach Pritchard/Cafe** | **P.E. - Coach Tookes/Gym** | **IT - Ms. Thomas** | **Music - Ms. Sims** |
| **10:25 – 10:55****Writing/ Language Arts**Standard: W3 and L1a | I am Me PoemSw write their name Acrostic name and traits for each student. Sw show on camera and read aloud | **Teaching Point:** Nouns**Teach:**TW review nouns**Active/Guided Engagement:**SW create an anchor chart sorting nouns | SW write a narrative (cold write) of the next events from a story read aloud. | **Teaching Point:** Nouns**Teach:**TW review nouns**Active/Guided Engagement:**SW find nouns in their home **scavenger hunt**\* | **Teaching Point:** Nouns**Teach:**Nouns**Active/Guided Engagement:**Brainpop video and quiz |
| **10:55 – 11:40** | **Independent Work Time/ Small Groups** |
| **LUNCH - 11:40 – 12:20** |
| **12:20 – 12:50****Science/Social Studies**Standard: **Habitats** | Review Teams navigation and components | Review Teams navigation and components | Review Teams navigation and components | Review Teams navigation and components | Review Teams navigation and components |
| **12:50 – 1:35****Student Success Skills Mon./Wed./ & Thurs.**  | **Team Building Getting-To-Know-You activity. SW raise hands when they match the categories on the page.** | Class “Getting to know you Activity”Buddy Bingo | Read aloud a book ‘”Do Unto Otters” Discuss how to show respect, in person and online.SW respond in chat and on mic. | Read aloud a book ‘The Berenstain Bears Forget Their Manners’ -<https://www.youtube.com/watch?v=5Fm8HHoVvto>)TW explain that manners are ways of behaving that make it easier to get along with others. TW ask students to write and share what they think are some ways of showing good manners. | SSS: Brain Pop Covid19 PSA and quizCategory: Health |
| **Independent Work Time/ Small Groups** | Student Success Skills - Mon. Wed. and Thursday | Independent work time /Teacher Office Hours/ Intervention Small Groups and Individual Student conferences\* | Student Success Skills - Mon. Wed. and Thursday | Student Success Skills - Mon. Wed. and Thursday | Social / Emotional Lesson with the Counselor |
| **1:35 – 2:20** | Intervention Groups and ESOL | Intervention Groups and ESOL | STEM | Intervention Groups and ESOL | Intervention Groups and ESOL |
| **2:20-3:30 pm** | Teacher Office Hours |

**Summative Task: No tasks this week**

Please complete the chart below to identify your *bi-weekly* **common** grade level tasks below.

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| Subject  | Standard(s)  | Task  |
| Reading   |   |   |
| Language Arts/Writing  |   |   |
| Math  |  |  |
| Science  |   |   |
| Social Studies   |   |   |
| Health   |   |   |