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

**Tasks to be turned in this week: Sept 7-Sept 11**

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| Subjects  | Standard(s)  | Assignment   | Location of Assignment  |
| Reading   | RL3.3 - Characters | Cleopatra Finds Her Voice |  Teams Assignment |
| Language Arts/Writing  | W3.1 - Narrative  | Personal Narrative Writing Activity |  Teams Assignment |
| Math  | NBT2 - Add/Sub   |  Daily Practice Assignment |  Teams Assignment |
| Science  | SEL1 – American Indian  |   |  Teams Assignment |
| Social Studies   | n/a  |   |   |
| Health   | HE.3.1-  | BrainPop COVID-19 PSA  | BrainPop- Classlink  |

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| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| **8:00 – 8:45****Math**Prioritized Standard: NBT1 |   | **Teaching Point:** Identify the tens in a 2-digit whole number falls between.**Connect:** Introduce new vocabulary for the unit**.****Teach:** Introduce vocabulary cards. Match with definition. Using the number 47 model determining which tens the number falls between. Use number line template to create a number line between 40 and 50. Label all lines and put a star at the 47 line.**Active Engagement:** Students will practice naming the tens a number falls between. Students will practice labeling numbers on a number line between the tens.(Ex. Numbers: 34,78,55,92,12, &6)**Link:** Restate teaching point. Day 1 Rounding Practice. | **Teaching Point:** Round 2-digit number to the nearest ten.**Connect:** Remind students that 2-digit numbers fall between 2 tens.**Teach:** Review vocabulary. Using the number 26(review and model) determining which tens the number falls between 20 and 30. Mark the halfway nuber 25. Mark 26 at the correct line. Show how it is closer to 30 than 20 and will need to round up. Example to students that any number under the halfway number would round down and the halfway number 25 would round up to the next ten. **Active Engagement:** practice labeling numbers on a number line between the two tens.(Ex. Numbers: 54,87,65,93,11, & 8)**Link:** Restate teaching point. Day 2 Rounding Practice. | **Teaching Point:** name the hundreds a 3-digit number falls between.**Connect:** Remind students of the skills used in yesterday’s rounding lesson.**Teach**: Review Vocabulary Match with definition. Practice counting by hundreds starting with any 3-digit number(225,325,425,525,625..ect)(Use numbers 447, 118, 209, 355, 699..etc.) Model identifying the hundred that comes before 258 and after (200,300). **Active Engagement**: Students will practice naming the hundreds a number falls between. (Ex. Numbers 349,708,255,192,512,and 631)**Link:** Restate teaching point. Day 3 Rounding Practice. | **Teaching Point:** to round a 3-digit number to the nearest hundred.**Connect:** Remind students that 3-digit numbers fall between two hundreds.**Teach:** Review vocabulary. Review identifying the hundreds a 3-digit number falls between. Introduce hundred charts for rounding.Discuss how the 3-digit number that ends in 50 is always the halfway number. (I.e 450,150,850) explain that all numbers less that the halfway number round down and the number larger than the halfway number round up. Give numerous examples. Show Student these numbers on a hundreds chart. Model rounding 2-digit numbers up to the nearest hundreds using a hundred chart (These numbers will round down to 0 or up to 100). Show how the tens and one's places are given but the hundreds place is blank. Use the number 256 to show how to round. Write the number 256 in the appropriate box, then fill in the hundreds. (200 and 300). Ask, is 256 greater than or less than the halfway number? (Greater) So, do we round up to 300 or down to 200? (300). **Active Engagement:** Students will practice this skill using a blank hundreds chart.**Link:** Restate teaching point. Day 4 Rounding Practice |
| **8:55 – 9:40****Reading**Prioritized Standard: RL3.3 |  | **Read Aloud:**Character motivations-In addition to thinking about what characters think, say, and do, think about his or her motivation (why does he or she think, say, or do something). This will give you a deeper understanding of the character.*Text: The Stranded Whale***Teaching Point:** Understanding what characters are like and why they act the way they do; can help you see how the drive what happens in the story.**Connect:** We have been working on describing character traits, actions, feeling and motivations.**Teach:** Today you will read a myth. Remember a myth is an old story that is told to explain how something came to be. First you will read to understand what the myth is about. Then you will reread to think about what the characters are like. As a class you will review the words to know and remind students that readers look inside and around the words in a text to determine its meaning. Read aloud the text with students. Check for understanding.* Who was Cleopatra?
* Why couldn’t 11-year-old Cleopatra or her father understand what the Egyptians said.

**Active Engagement:** While previewing the text students will determine the text features and use the text features and title to make a prediction about the text.**Link:** Restate the teaching point. Direct students to the activity. | **Read Aloud:**Character motivations-In addition to thinking about what characters think, say, and do, think about his or her motivation (why does he or she think, say, or do something). This will give you a deeper understanding of the character.*Text: The Stranded Whale***Teaching Point:** Understanding what characters are like and why they act the way they do; can help you see how the drive what happens in the story.**Connect:** We have been working on describing character traits, actions, feeling and motivations.**Teach:** Today you will read a myth. Remember a myth is an old story that is told to explain how something came to be. First you will read to understand what the myth is about. Then you will reread to think about what the characters are like. As a class you will review the words to know and remind students that readers look inside and around the words in a text to determine its meaning. Read aloud the text with students. Check for understanding.* Who was Cleopatra?
* Why couldn’t 11-year-old Cleopatra or her father understand what the Egyptians said.

**Active Engagement:** While previewing the text students will determine the text features and use the text features and title to make a prediction about the text.**Link:** Restate the teaching point. Direct students to the activity. Review activity with students. | **Read Aloud:**Inferring character traits-you can infer character traits, which are parts of the personality that are consistent over time*Text: Olivia***Teaching Point:** Understanding what characters are like and why they act the way they do; can help you see how the drive what happens in the story.**Connect:** We have been working on describing character traits, actions, feeling and motivations.**Teach:** Today you will read a myth. Remember a myth is an old story that is told to explain how something came to be. First you will read to understand what the myth is about. Then you will reread to think about what the characters are like. As a class you will review the words to know and remind students that readers look inside and around the words in a text to determine its meaning. Read aloud the text with students. Check for understanding.* Who was Cleopatra?
* Why couldn’t 11-year-old Cleopatra or her father understand what the Egyptians said.

**Active Engagement:** While previewing the text students will determine the text features and use the text features and title to make a prediction about the text.**Link:** Restate the teaching point. Direct students to the activity. Review activity with students. | Review characters traits with students. Assess for understanding. |
| **9:45 – 10:15****Specials** | **P.E. - Coach Pritchard** | **IT - Ms. Thomas** | **Music - Ms. Sims** | **Art - Ms. King** | **P.E. - Coach Pritchard** |
| **10:25 – 10:55****Writing/ Language Arts**Standard: W3 and L1a |  | **Teaching Point:** Writing a Personal Narrative- Writing with a strong lead.**Connect:** Begin the class by reviewing how to begin a narrative with a feeling or emotion. **Teach:** direct students to look at the Ways to Begin a Story recording sheet,and share that authors can also begin a story with action.The author of Shortcut had my attention in the first page, because he started with action. After reading the first couple of sentences, I had several questions, and I knew I had to finish the book. Let’s read it together so you can see how engaging a lead that begins with action is.After completing the book, have students write a new beginning on the recording sheet. It may be helpful to have students write a new lead for the same topic they wrote about during the previous lesson. Independent Writing: **Active Engagement:** Encourage students to revisit some of their previous pieces of writing to see if those narratives begin with a strong lead. If they don’t, have students try to rewrite the beginning of the narrative.**Sharing:** Select one or two students who began their writing with action to share their writing. You may also have some students share their writing from the recording sheet. | Plural Nouns-Irregular and Regular Nouns activity | **Teaching Point:** Writing a Personal Narrative- Writing with a strong lead.Connect: Begin the lesson by reviewing the two ways students have learned to begin a story. **Teach:** Allow students to give a couple of brief examples of both types of leads. Then introduce dialogue as another way to begin a narrative. If this is your students’ first experience with dialogue, you’ll need to spend a few additional minutes explaining what dialogue is and how to place dialogue inside quotation marks.Another great way to begin your narrative is through dialogue. You can hear an example of this in Patricia Polacco’s Bee Tree . Dialogue helps to immediately hook you into the story, so that the reader will want to know what happens next.After reading the book, have students add their own beginning to the third row of the Ways to Begin a Narrative recording sheet. Continue to encourage students to write a new lead for the same topic. This will help them to see how different leads can be used. Independent Writing. **Active Engagement:**Encourage students to revisit some of their previous pieces of writing to see if those narratives begin with a strong lead. If they don’t, have students try to rewrite the beginning of the narrative.**Sharing:** Select one or two students who began their writing with dialogue to share their writing. You may also have some students share their writing from the recording sheet. | Abstract Nouns Activity |
| **10:55 – 11:40** | **iReady Diagnostic Testing** |
| **LUNCH - 11:40 – 12:20** |
| **12:20 – 12:50****Science/Social Studies**Standard: **Habitats** |  | American Indians interactive activity- Inuit Culture | American Indians interactive activity-Inuit Culture | American Indians interactive activity- pawnee Culture | American Indians interactive activity- Pawnee Culture |
| **12:50- 1:35****Independent Work Time/ Small Groups** | Student Success Skills -Sense of belonging/ Support systems Mon. Wed. and Thursday | Independent work time /Teacher Office Hours/ Intervention Small Groups and Individual Student conferences\* | Student Success Skills –Sense of belonging/ Support systemsMon. Wed. and Thursday | Student Success Skills – Sense of belonging/ Support systems 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   |   |   |