
[howard_cert] [cert_elem] Optional Lesson Plans for April 20-24

From : Instruction <wagner_b@4j.lane.edu>

Fri, Apr 17, 2020 02:47 PM

Sender : howard_cert <howard_cert-bounces@4j.lane.edu> 1 attachment**Subject :** [howard_cert] [cert_elem] Optional Lesson Plans for April 20-24**To :** cert elem <cert_elem@4j.lane.edu>**Reply To :** Instruction <instruction@4j.lane.edu>

Dear Elementary Educators,

As mentioned in the [video](#) this week, lesson plans for April 20-24 designed to match the essential skills have been created. You can find them attached to this email or they can be accessed using the link below. By the end of the day, the grade level specific plans will also be added to the [4J Distance Learning for All](#) website as well.

[April 20-24 Optional Lesson Plans](#)

These are optional lesson plans. It is totally up to you if you choose to utilize them or not. We are well aware that they are coming to you on Friday and many of you have worked hard planning out your upcoming week. There is no need to put those plans to the side. In the future, prepared lesson plans for the essential skills using Universal Design Learning (UDL) principles will be shared **Wednesday morning for all grade levels** for at least the next few weeks. Again, these will continue to be an optional resource you may use or not, but we hope they lighten the load for you as we grapple with distance learning.

The TOSA team, supported by grade level teachers, have and will continue to curate these lessons. Like all of you, they are working to better understand the UDL model and include strategies designed to accommodate all learners. They will reflect on their work and strengthen the resources provided weekly based on your feedback and continued professional development. This week's lesson plan template could easily be tweaked to share with families and the team is working on making student-friendly, visual, lesson plans to share with primary students as well. Feedback is welcome and can be provided through the website [here](#).

Thank you again for your dedication to our students, flexibility, and continued patience as we work to implement ODEs Distance Learning for All.

I am so thankful for each and everyone of you.

Brooke

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 **K-5 Optional Lesson Plans_ April 20-24.pdf**
209 KB

K

Teacher Version

Distance Learning

Week of:
April 20-24

These assignments are intended for roughly 40 minutes per day. Most days, reading should take about 20 minutes and math should take about 20 minutes. On days you choose to have Zoom meetings, you will need to adjust your total teacher-led minutes to not exceed 40 minutes daily.

If you want to use this documents to share with parents, please make a copy and edit this entire text box message.

ELA Essential Skills	Math Essential Skills
Letter Names/Sounds/HFW Asking/answering questions about a book Prints uppercase and lowercase letters Uses a combination of drawing, dictating, and writing to compose texts	Counting sequence up to 50 by ones and tens and compare numbers

MONDAY

READING:

Listen to the weekend song and write about it
[Weekend Write](#)
Practice your sight words [Sight Word: a](#)
Listen and Retell the Story
[Harry the Dirty Dog](#)

MATH: Sing-along [Count to 50](#) & [Introduce Counting Collections](#) to use object to count

TUESDAY

READING:

Watch the video and read the Xx words
[Letter Xx: Letter name, letter sound](#)
Practice your sight words [Sight Word: ask](#)
Listen and Retell the story [Pete the Cat](#)

MATH: Show how you [Count to 50](#) & [Counting your Collection at Home](#)

WEDNESDAY

READING:

Listen and Write about [Earth Day: I Can Save the Earth](#)
Take a photo of [Recycling](#)

MATH: Let's play [Compare](#) and/or [Double Compare](#) to reinforce comparing numbers and quantities

THURSDAY

READING:

Watch the video and read the Jj words
[Letter Jj: Letter name, letter sound](#)
Practice your sight words [Sight Word: at](#)
Make a dance with the letters of your name and record [Dance Your Name](#)

MATH: Find the [Missing Numbers to 50](#) & practice [Comparing Collections](#)

FRIDAY

READING: Zoom meeting and SEL

Discuss the power of yet and not giving up in your community circle [Sesame street power of yet - Sesame Street: Growth Mindset: Don't Give Up](#)

MATH: Share a [Math Check-in](#) to reflect on learning

CONNECTION

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OFFICE HOURS

Post Office Hours (3x a week in 1 hour chunks) with one evening option here

1

Teacher Version

Distance Learning

Week of:
April 20-24

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ELA Essential Skills	Math Essential Skills
-Phonics Skill: Vowel digraph /oo/ (book) -Comp Skill: Cause and Effect -Writing: Respond to reading with one sentence	Place Value: -Counting to 120 -Ones and tens -Greater than/ Less than

MONDAY

READING:

Learning to use Seesaw tools and provide an opportunity for creativity and goal setting.
[Activity](#)

Use as is or edit to make it your own

MATH: Find the [Missing Numbers to 120](#) & [Introduce Counting Collections](#) to use groups of objects to count and compare

TUESDAY

READING:

Weekly phonics skill: Introduce the new sound /oo/ as in book and hood. Short "Brooke the Cook" [video](#) (1:00) and Rainbow [Writing activity](#).

MATH: Watch a video about [Understanding the Value Digits Using Pictures](#) & then complete [Counting your Collection at Home](#)

WEDNESDAY

READING:

Cause and effect [Brainpop Video](#)
Listen to Rainbow Fish and complete cause and effect activity. [Link](#)

MATH: Let's play [Double Compare](#) or [Double Compare Dots](#) & complete the [Show what you know!](#)

THURSDAY

READING:

Drag and drop /oo/ Phonics [Activity](#)
Cause and effect write/draw [Activity](#)

MATH: [Estimate & Count a Collection](#) by making groups of tens and ones then let's play [Greater Than or Less Than?](#)

FRIDAY

READING:

Listen to Anansi and the Moss Covered Rock and respond with a time when you were tricky.
[Link](#)

MATH: Share a [Math Check-in](#) to reflect on learning

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2

Teacher Version

Distance Learning

Week of:
April 20-24

These assignments are intended for roughly 50 minutes per day. Most days, reading should take about 25 minutes and math should take about 25 minutes. On days you choose to have Zoom meetings, you will need to adjust the lessons provided to stay within total teacher-led minutes to not exceed 50 minutes daily including your Zoom call. **When using the linked Seesaw lessons, please consider re-recording your voice for the audio instructions. If you want to use this documents to share with parents, please make a copy and edit this entire text box message.**

ELA Essential Skills	Math Essential Skills
-Non-fiction text: What is a fact? Consider using a theme such as sharks, penguins, plants, dinosaurs	Add and subtract within 100 using models
-Writing Essential Skill: How do I write a complete sentence to answer a question? - Write facts about the topic.	

MONDAY

READING: Watch "Facts and Opinions" on Brain Pop". Share facts you already know about sharks. ([Link to lesson](#))

MATH: Build [Counting Collection at Home](#) to use objects to make groups we can ask adding and subtracting question about & then [explore the Base-10 math app](#)

TUESDAY

READING: Read or listen to pages 1-8 of "Know It Alls! Sharks" on Epic! In Seesaw, share two facts you learned or thought were interesting. ([Link to lesson](#))

MATH: Watch a video about [Subtracting Within 100 Using Base-10 Blocks](#) & then complete this activity about [Subtracting within 100](#)

WEDNESDAY

READING: Read "Tiger Sharks" on Epic. Circle facts and X out sentences that are not facts. ([Link to lesson](#))

MATH: Let's use real-world objects to add and subtract within 100. Watch this video to [Review coin names and values](#) then let's play [Make a Dollar!](#)

THURSDAY

READING: Read "Whale Sharks" on Epic! Or choose another book about whale sharks to read, Share two facts about whale sharks that make them different from other sharks. ([Link to lesson](#))

MATH: Play 20 minute of Dreambox!

Dreambox Assign Focus: 2.NBT.B.8

* Teacher directions to assign focus can be [found here](#).

* Student look for  or 

FRIDAY

READING: Choice day! Read any non-fiction book about sharks (use Epic or your own books) and share your very favorite, most interesting, or grossest fact about that shark. ([Link to lesson](#))

MATH: [Add and subtract with a collection](#) then share a [Math Check-in](#) to reflect on learning

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3

Teacher Version

Distance Learning

Week of:
April 20-24

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ELA Essential Skills	Math Essential Skills
-Reading fiction text with a focus on main ideas and details. -Respond to text based questions using complete sentences.	Developing visual strategies for multiplication and division using "groups of" arrays

MONDAY

READING: Read Goldilocks and the Three Bears. Look at the three summaries. Which one is best? ([Link to lesson](#))

MATH: Consider reviewing [the Learning Pit](#) to collect community language around perseverance & launch a Math Routine: [Which one doesn't belong?](#) to respond to and reinforce students knowledge of multiplication

TUESDAY

READING: Read Clark the Shark and put a summary of the story in the correct order. ([Link to lesson](#))

MATH: Watch a short video on [Understanding the Commutative Property by Naming Arrays](#) the complete this activity [Multiplication Strategies](#)
Options: Consider adding more than one to solve or having students also create their own



WEDNESDAY

READING: Reread Clark the Shark. Use the template to plan your own summary of the story. ([Link to lesson](#))

MATH: Let's play [Missing Factor](#) and/or [Multiplication Compare](#) then complete this activity [Division Strategy of the Day*](#)
*Consider collecting and using student strategies to share thinking as a follow up activity

THURSDAY

READING: Reflect on your summary from yesterday. What did you do well? What was challenging? What other information should you include? ([Link to lesson](#))

MATH: Play 20 minute of Dreambox!
Dreambox Assign Focus: 3.OA.A.2 or 3.OA.A.3
* Teacher directions to assign focus can be [found here](#).
* Student look for  or 

FRIDAY

READING: Choose your own story. Complete the summary template for the story. Remember to include the most important details. ([Link to lesson](#))

MATH: Check in on your fact understanding using [Factor Pairs](#) the complete a [Math Check-in](#) to reflect on learning

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4

Teacher Version

Distance Learning

Week of:
April 20-24

These assignments are intended for roughly 75 minutes per day. Most days, reading should take about 35 minutes and math should take about 40 minutes. On days you choose to have Zoom meetings, you will need to adjust your total teacher-led minutes to not exceed 75 minutes daily. **If you want to use this documents to share with parents, please make a copy and edit this entire text box message.**

ELA Essential Skills	Math Essential Skills
-Read Non-fiction articles and respond citing evidence from the text -Respond to reading with 2-3 pieces of evidence from the text (written or spoken response)	Compare and order fractions using models

MONDAY

ELA: [Space Colonists? Day 1](#)

Read or listen to "Space cadet: Alyssa Carson studies and trains for a mission to Mars"

→ **To do:** Highlight two interesting facts in your reading

MATH: Let's review [the Learning Pit](#) to remember ways we've learned to persevere this year!

Launching the Math Routine: [Which one doesn't belong?](#) to reinforce what we know about fractions.

TUESDAY

ELA: [Space Colonists? Day 2](#)

Select from one of the articles or videos provided in SeeSaw about space exploration

→ **To do:** Write or record two facts you think are important to what you explored

MATH: Watch a short video on [Comparing fractions using the area model](#) OR [Comparing fractions using a numberline](#) then try this activity [Comparing Fractions](#)

WEDNESDAY

ELA: [Space Colonists? Day 3](#)

Read or listen to "Robotic geologist sets out on two-year mission to Mars"

→ **To do:** Highlight two interesting and important facts in your reading

MATH: Let's play [Capture Fraction](#) (students can use the deck of fraction cards to compare or order.)

THURSDAY

ELA: [Space Colonists? Day 4](#)

Select from one of the articles or videos provided in SeeSaw about space exploration

→ **To do:** Write or record two facts you think are important to what you explored

MATH: Watch a short video on [Using a numberline to represent a fraction greater than one](#) then complete this activity [Ordering Fractions](#)

FRIDAY

ELA: [Space Colonists? Day 5](#)

→ **To do:** Write, draw, or record a video with your response to: *How and why are humans pushing the boundaries of space exploration?*

→ **To do:** Check out at least one classmates' post and leave a compliment!

MATH: Share a [Math Check-in](#) to reflect on learning

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5

Teacher Version

Distance Learning

Week of:
April 20-24

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ELA Essential Skills	Math Essential Skills
-Read Non-fiction articles and respond citing evidence from the text -Respond to reading with 2-3 pieces of evidence from the text (written or spoken response)	Operations & Problem Solving (addition, subtraction, multiplication, and division)

MONDAY

ELA: [Space Colonists? Day 1](#)
Read or listen to "Space cadet: Alyssa Carson studies and trains for a mission to Mars"
→ **To do:** Highlight two interesting facts in your reading

MATH: Let's review [the Learning Pit](#) to remember ways we've learned to persevere this year!
Launching the Math Routine: [Problem of the Day](#) to reinforce what we know about using operations.

TUESDAY

ELA: [Space Colonists? Day 2](#)
Select from one of the articles or videos provided in SeeSaw about space exploration
→ **To do:** Write or record two facts you think are important to what you explored

MATH: Watch a short video on [Adding parentheses to make an expression easier to solve](#) then complete this [Multi-Step Problem](#)



WEDNESDAY

ELA: [Space Colonists? Day 3](#)
Read or listen to "Robotic geologist sets out on two-year mission to Mars"
→ **To do:** Highlight two interesting and important facts in your reading

MATH: Let's play [Greg Tang's Math Expresso](#)

THURSDAY

ELA: [Space Colonists? Day 4](#)
Select from one of the articles or videos provided in SeeSaw about space exploration
→ **To do:** Write or record two facts you think are important to what you explored

MATH: **Play 20 minute of Dreambox!**
Dreambox Assign Focus: 5.OA.A.2 (or 4.OA.A.2)
* Teacher directions to assign focus can be [found here](#).
* Student look for  or 

FRIDAY

ELA: [Space Colonists? Day 5](#)
→ **To do:** Write, draw, or record a video with your response to: *How and why are humans pushing the boundaries of space exploration?*
→ **To do:** Check out at least one classmates' post and leave a compliment!

MATH: [Tell a math story!](#) then share a [Math Check-in](#) to reflect on learning

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