**Vision** - St. Louis Public Schools is the district of choice for families in the St. Louis region that provides a world-class education and is nationally recognized as a leader in student achievement and teacher quality.

**Mission** - We will provide a quality education for all students and enable them to realize their full intellectual potential.

 **Lexington Elementary– Weekly Virtual Learning Planner**

|  |  |  |  |  |  |
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| **Teacher**  | Harris | **Grade** | 4th | **Subject** | ELA |
| **Week of** | 12/7-12/11 | **Topic/Title** |  |

ELA

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| --- | --- | --- | --- | --- | --- |
| **Lesson/Topic** | **Lesson Target/Objective**  | **Synchronous/Live Instruction**  | **Asynchronous Playlist**  | **Assessment/Performance Task**  | **Due Date** |
| **Lesson 1 Dec 7** | I can explain about reading using first and second-hand perspective. I write paragraphs using precise vocabulary to compare events in nonfiction text.  | **Read nonfiction text then model how to write one or more informational/explanatory paragraphs demonstrating ability to organize ideas by comparing first and second-hand information from text.** | [Spellingcity.com](http://www.spellingcity.com)[Raz-Kids](http://www.Raz-Kids.com)Read assigned books [Readworks](http://www.Readworks.org)Articles of the WeekHarriet Tubman Essay | Essay WritingQuiz Book Of Knowledge |  Dec 10End of DayEnd of Day |
| **Lesson 2 Dec 8** | Explain what a text says using specific details of who, what, when, why, or how.  | Model using specific details from PrimarySources and text to provide details that answer Who? What? When? Why? Where? Or How? | [Spellingcity.com](http://www.spellingcity.com)[Raz-Kids](http://www.Raz-Kids.com)Read assigned books [Readworks](http://www.Readworks.org): Articles of the WeekHarriet Tubman Essay | Essay WritingQuiz Book Of Knowledge |  Dec 10End of DayEnd of Day |
| **Lesson 3 Dec 9** | ell or explain about what is read using first and second-hand perspective. Write paragraphs using precise vocabulary to compare events in nonfiction text | **Read nonfiction text then model how to write one or more informational/explanatory paragraphs demonstrating ability to organize ideas by comparing first and second-hand information from text. Model including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented** | [Spellingcity.com](http://www.spellingcity.com)[Raz-Kids](http://www.Raz-Kids.com)Read assigned books [Readworks](http://www.Readworks.org): Articles of the WeekHarriet Tubman Essay | Essay WritingQuiz Book Of Knowledge |  Dec 10End of DayEnd of Day |
| **Lesson 4 Dec 10** | Students must distinguish the difference between explicit and implicit (inference) information in a text. |  Model editing and reviewing information in essays based on text and primary sources.  | [Spellingcity.com](http://www.spellingcity.com)[Raz-Kids](http://www.Raz-Kids.com)Read assigned books [Readworks](http://www.Readworks.org): Articles of the WeekHarriet Tubman Essay | Essay WritingQuiz Book Of Knowledge |  Dec 10End of DayEnd of Day |
| **Lesson 5 Dec 11** | Students must choose that textual evidence that provides the best proof of what they are ascertaining from the text.  |  Explore students work to convey ideas and information clearly | [Spellingcity.com](http://www.spellingcity.com)[Raz-Kids](http://www.Raz-Kids.com)Read assigned books [Readworks](http://www.Readworks.org): Articles of the WeekHarriet Tubman Essay | Essay WritingQuiz Book Of Knowledge |  Dec 10End of DayEnd of Day |

Math

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| **Lesson/Topic** | **Lesson Target/Objective**  | **Synchronous/Live Instruction**  | **Asynchronous Playlist**  | **Assessment/Performance Task**  | **Due Date** |
| **Lesson 1 (Date)** | I can apply what I know about dividing items into equal groups to solve problems.  | Model how to interpret reminders and how to model math to solve division problems. | [Savvas Realize](http://www.savvasrealize.com)Lesson 5-4[IXL](http://www.ixl.com/sign/stlouisps)  | Exit Ticket: 49÷5= 87÷7 | End of Day |
| **Lesson 2 (Date)** | I can sort objects into equal-sized groups to divide. |  Model sorting groups to solve division probelms  | [Savvas Realize](http://www.savvasrealize.com)Lesson 5-5[IXL](http://www.ixl.com/sign/stlouisps) |  |  |
| **Lesson 3 (Date)** |  |  | [Savvas Realize](http://www.savvasrealize.com)Lesson 5-6[IXL](http://www.ixl.com/sign/stlouisps) |  |  |
| **Lesson 4 (Date)** |  |  | [Savvas Realize](http://www.savvasrealize.com)Lesson 5-7[IXL](http://www.ixl.com/sign/stlouisps) |  |  |
| **Lesson 5 (Date)** |  |  | [Savvas Realize](http://www.savvasrealize.com)Lesson 5-8[IXL](http://www.ixl.com/sign/stlouisps) |  |  |

Science

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| **Lesson/Topic** | **Lesson Target/Objective**  | **Synchronous/Live Instruction**  | **Asynchronous Playlist**  | **Assessment/Performance Task**  | **Due Date** |
| **Lesson 1 (Date)** |  |  |  |  |  |
| **Lesson 2 (Date)** |  |  |  |  |  |
| **Lesson 3 (Date)** |  |  |  |  |  |
| **Lesson 4 (Date)** |  |  |  |  |  |
| **Lesson 5 (Date)** |  |  |  |  |  |

Social Studies

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| **Lesson/Topic** | **Lesson Target/Objective**  | **Synchronous/Live Instruction**  | **Asynchronous Playlist**  | **Assessment/Performance Task**  | **Due Date** |
| **Lesson 1 (Date)** |  |  |  |  |  |
| **Lesson 2 (Date)** |  |  |  |  |  |
| **Lesson 3 (Date)** |  |  |  |  |  |
| **Lesson 4 (Date)** |  |  |  |  |  |
| **Lesson 5 (Date)** |  |  |  |  |  |