**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.

**St. Louis Public Schools – Blended Learning Weekly/Bi-Weekly Planner**

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| **Name** | | Bertha Martinez-Chavez | | **Grade** | 9, 10 | | **Subject** | | ESOL Read & Write (P. 5) | | |
| **Week of** | | August 31- Sept. 4th, 2020  Sept. 7- Sept. 11, 2020 | | **Topic** | Literacy through close readings and instructional activities, paragraph writing, vocabulary learning, discussions, and opinion polls in Achieve3000 | | **Link to Tracker** | | Coming Soon! | | |
| **Blended Learning Instructional Framework: Whole Group Instructional Plan** | | | | | | | | | | |
| **Lesson/Topic** | **Learning Target**  ***Learning targets****are short term, student-friendly statements that clearly define what students should know and be able to do at the end of the lesson.* | | **Activities, Instruction & Modeling**  *What do you need to explain, present, facilitate, or model? What instructional strategies will you use? What will students do to understand concepts or practice skills (practice, discussion, reflection, creation)?* ***Synchronous learning*** *refers to a learning event in which a group of students are engaging in learning at the same time.* ***Asynchronous learning*** *is instruction and learning that does not occur in the same place or at the same time – usually independent.* | | | | | **Formative Assessment /Exit Slip**  *How will students demonstrate their* ***daily*** *learning? How will you know if they understand concepts or can apply skills? Please provide links.* | | **Due Date** |
| **Synchronous/Live Instruction** | | | **Asynchronous Playlist** | |
| **Lesson 1 (Sept. 1)** | -I will listen to and write virtual rules and expectations for online learning using my notebook  - I will explore different features in Microsoft Teams  -I can introduce myself to students in class taking turns  base on Wheel Decide. | | * Explain rules and expectations for class behavior in virtual learning spaces * Model introductions using prompts in Wheel Decide * Introduce students to features of TEAMS (chat, post, files, Classroom Notebook, assignments, grades, etc.) * Model how to open an assignment in TEAMS and how to access Achieve3000 online. * Model how to create a post in M. Teams | | | * Introduce themselves taking turns based on Wheel Decide * Practice creating a post and accessing a file in TEAMS * Access an assignment in TEAMS * Produce sentences or short phrases to introduce themselves and create a POST in TEAMS * Answer questions | | Exit Slip- Create a POST with response using prompt in  assignments | | September 1st, 2020 |
| **Lesson 2**  **(September 3)** | - review the 5 steps of the literacy model from Achieve3000 | | 1. Model doing a close reading: Stretch Article (varies by the week) 2. Model paragraph writing 3. Model each step of the literacy routine 4. Before Reading Poll (including a written response to support their opinion) 5. Article—Read and complete: At least \_\_\_\_\_\_\_(#) 6. Reading Connections Use graphic organizer to support comprehension and evidence-based writing 7. Activity Questions (focus to get 75% or above on first-try score) 8. After Reading Poll Thought Question | | | Students will complete: (Achieve3000)   * Before Reading Poll (including a written response to support their opinion) * Article—Read and complete: At least \_\_\_\_\_\_\_ (#) * Reading Connections Use graphic organizer to support comprehension and evidence-based writing * Activity Questions (focus to get 75% or above on first-try score) * After Reading Poll Thought Question | | -Write response to Thought Question in paragraph form in Assignments (FORMS in TEAMS. (10 points) | | September 3, 2020 |
| **Lesson 3 (September 4th)** | Complete Do Now- Make a list of things that make me happy.  I can do journal writing   * Journal Question: Share your personal story about when you began to learn English? What was your experience like? | | 1. Model and explain how to respond to the Do Now as a POST format 2. Show how to write a journal entry in FORMS by sharing my personal story. | | | * Complete Do Now: Make a list of things that make me happy * Write a Journal Entry: Share your personal story about when you began to learn English? What was your experience like? | | * Do Now (5pts) * Journal entry (10 pts) | | Sept. 4/2020 |
| **Lesson 4**  **(September 8 & 9)** | 1. Identify parts of the ACCESS Test 2. Discuss questions about ACCESS testing experience. 3. Answer questions about ACCESS testing experience. | | 1. Discuss the following questions about ACCESS students testing experience through Think/ ~~Pair~~ Share: 2. Question 1: What was your ACCESS testing experience like? What parts of the test did you find to be challenging or easy?   Question 2: How was your experience similar or different from your partner? Would you do anything differently next time? If so, what?   1. Share access scores with students independently 2. Discuss relationship between having a high reading skill set and career success. | | | Explain answer to the following questions:  Question 1: What was your ACCESS testing experience like? What parts of the test did you find to be challenging or easy?  Question 2: How was your experience similar or different from your partner? Would you do anything differently next time? If so, what? | | Exit Slip:  Question 3: Why do you and your partner think that students have to take this test? What is its purpose?  (10 pts) in FORMS | | Sept. 9/2020 |