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

Name	Bertha Martinez-Chavez	Grade	9, 10	Subject	ESOL Newcomer (Period 3)
Week of	August 31- September 11, 2020	Topic	Phonics through decodable readers-*Blaze*	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 (August 31)	-I can listen to and write virtual rules and procedures using my notebook. - I will be introduced to Microsoft Teams -I can introduce myself to students in class taking turns base on Wheel Decide.	• Introduce "classroom" rules and expectations • Have students introduce themselves using Wheel Decide.com • Introduce features of Microsoft Teams (chat, post, files, Classroom Notebook, assignments, grades, etc.) • Model how to open an assignment and how to access a link to a video in M. Teams. • Show students how to access Forms/Quiz in M. Teams to answer Exit Slip Questions. • Model how to create a post in M. Teams	• Watch a video of people introducing each other. https://eslvideo.com/quiz.php?id=36632 • Answer comprehension questions on Forms in M. Teams about the video • Write a list of words that you think of when you hear the word *Fire*. Post in Teams.	Exit Slip- Create a post with response. Write sentences about you using these sentence starters: Hi, My name is _____. I am from _____. I speak _____ (and _____).	August 31/2020
Lesson 2 (Sept. 2)	- I can answer essential questions and discuss with whole group -I can build background	1. Activate prior knowledge on fires to be able to understand decodable readers Blaze.	1. View and study key vocabulary on Quizlet.com https://quizlet.com/520994466/newcomer-esol-p-3-blaze-	-Use a T-Chart to write a list of words you know with blends: one column with *bl* words and one with *fl* words.	Sept.2/2020

	by brainstorming ideas about fires. -I can list-read and discuss non-fiction text-*Blaze* -I can recognize and manipulate sounds in words that I hear and say	2. Introduce key vocabulary through Quizlet.com: fire, blaze, metal, truck, water, windy, 3. Do read aloud to model intonation 4. Do syllabication with key words 5. Teach initial consonant blends (bl, fl)	vocabulary-flash-cards/ 2. Play word game on Quizlet.com to interact with terms and definitions independently. 3. Take practice quiz on Forms in M. Teams.		
Lesson 3 (Sept. 4)	1. I can define vocabulary from reader Blaze after completing vocabulary worksheet and studying Vocabulary Cards. 2. I can determine what 3 things stood out to about fires in Blaze. 3. I can define vocabulary from reader *Blaze* after completing vocabulary worksheet and studying Vocabulary Cards. 4. I can summarize text using sentence starters.	1. Model and explain how to respond to the Do Now in Forms. 2. Read and define each new key vocabulary word using syllabication. 3. Break each word into parts to focus on initial consonant blends 4. Have students review key words in Quizlet. Com 5. Do a read-think-discuss activity in Blaze reader. 6. Model how to summarize the text using sentence starters.	1. Do Now: What are two aspects of the characters that stood out to you? Write a Post in Teams with response 2. Review key vocabulary in Quizlet.com 3. Make flashcards of vocabulary in Quizlet.com 4. Summarize chapter 1 using sentence starters: 1. This is about… 2. First ____. Next, ____Then, ___ Last, ___/At the end, ____. 3. The author writes about _____ (and_____).	-Take a vocabulary quiz over key words in Quizlet.com -Share summary of chapter 1 as a post in M. Teams. This book is about...	Sept. 4/2020
Lesson 4 (Sept 9)	1. I can reread text Blaze with teacher support for intonation 2. I can brainstorm a list of words with short vowels 3. I can identify, read, and write words with short vowels in the decodable reader Blaze	1. Introduce and teacheach short vowels through video: https://www.youtube.com/watch?v=eExqpZ98lUc 2. Have students extract short vowel words from the decodable text Blaze and make a list in their notebooks. 3. Have students reread book to practice short vowel sounds	1. Watch short vowel video on YouTube. 2. Reread decodable reader Blaze 3. Make a list of words with short vowel letters found in the text 4. Reread text to practice short vowel sounds.	Make a list of short vowel words extracted from the decodable reader Blaze.	Sept. 9/2020
Lesson 5 (Sept 11)	1. I can retell the story in Blaze using sentence frames 2. I can write a summary decodable reader Blaze in Microsoft Forms using sentence starters.	1. Do a read aloud of decodable reader Blaze 2. Do read, think and share with whole group p. _____. 3. Have write a summary of Blaze	1. Listen to read aloud focusing on intonation. 2. Summarize decodable reader Blaze using sentence starters in Forms: 1. This is about… 2. First ____. Next, ____Then, ___ Last, ___/At the end,____. 3. 3. The author writes about	1. Write summary of decodable reader Blaze in Forms 2. I can pass a quiz over the reader *Blaze* with an 85% or better in M. Teams.	Sept. 11/2020

			_____ (and_____). This supports the main idea.		