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**St. Louis Public Schools Standards-Based**

**Blended Learning Lesson Planner**

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| **Name** | Mr. Kenneth Moore | **Grade** | 4th | **Subject** | ELA |
| **Weeks of** | January 10-14,2022 | **Topic** | Unit 3: Diversity Week 2 | **Link to Tracker** | (Link tracker here) |

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| **Planning and Preparation** | | |
| **Cultural Context Differitiation:** Overarching lesson design based on student’s individual needs and learning styles. The teacher should consider and honor the unique cultural differences of the student population when selecting content, pro-sure every learner is able to access grade level curriculum and resources. | | |
| **Missouri**  **Learning Standards**  **Know & Do**  **Identify the standards you will teach during this lesson, then identify what students should know and be able to do after engaging in this lesson.**  (Information for this section can be accessed in the Unpacked / Unwrapped Standards Tool.) | **Missouri Learning Standards**  *List your standard(s) for the week here. You should include the Missouri Learning Standard code(s), link the appropriate proficiency scale(s), and include the full text of the standard(s).* | |
| 4.R.1.B.b\*\*  Develop an understanding of vocabulary by using the context of the sentence to determine the meaning of unfamiliar words or multiple meaning words  4.R.2.A.c  Read, infer, analyze, and draw conclusions to describe the interaction of characters including their relationships and how they change.  4.W.1.B.c  Follow a writing process to plan a first draft by categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs. | |
| **Know**  **(*What do students need to know?)*** | **Do**  **(*What should students be able to do?)*** |
| Students need to know how to:  · determine when two words have the same, similar, or different meanings or whether meanings of a single word are  the same or different.  · describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to  the sequence of events.  · produce writing in which the development and organization are appropriate to task and purpose, with assistance.  · follow the writing process. | Students will be able to:  · use sentence-level context clues to determine the meaning of a word or phrase.  · determine the meaning of new words created by adding a known prefix to a common word.  · identify a known root word as a clue to determine the meaning of a new word with the same root.  · use prior knowledge or words to predict the meaning of compound words.  · must use glossaries and beginning dictionaries to clarify the meaning of words  · describe the interaction of characters by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama  from a variety of cultures and times.  · describe the interaction of characters’ relationships by inferring, analyzing, and drawing conclusions in fiction, poetry,  and drama from a variety of cultures and times.  · describe how the relationships of characters’ change by inferring, analyzing, and drawing conclusions in fiction,  poetry, and drama from a variety of cultures and times.  · categorize facts, details, and/or events into a text that is appropriate for audience and purpose.  · develop a clear introductory paragraph by categorizing, organizing, and sequencing facts, details, and/or events in a text  appropriate for audience and purpose.  · develop a clear supporting paragraph(s) by categorizing, organizing, and sequencing facts, details, and/or events in a text  appropriate for audience and purpose.  · develop a clear concluding paragraph by categorizing, organizing, and sequencing facts, details, and/or events in a text  appropriate for audience and purpose. |
| **Essential Question(s)**  (Can be accessed in the Curriculum Plan.) | How can we reach new understandings through exploring diversity? In this unit, scholars address these questions by reading different types of fiction to better  Understand the idea of diversity.  How can we reach new understandings through exploring diversity?   Why do people communicate in diverse ways?   How do our experiences help us see the world differently?   How does music bring people together?   How do new places influence us?   How do people with interests different from ours help us grow? | |
| **Academic Vocabulary** (Information for this section can be accessed in the Unpacked / Unwrapped Standards Tool.) | Develop Vocab   subsided   dedication   impulsively   trance   grudge  Academic Vocab   conflict   accomplish   expand   challenge   participate | |
| **Summative Assessment Performance Tasks** | **Design or identify a standards-based summative performance task or assessment that will demonstrate progress towards standards-based proficiency.** | |
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| **Blended Learning Instructional Framework: Whole Group Instructional Plan** | | | | | |
| **Lesson/Topic** | **Learning Target**  ***Learning target -*** *”I-Can” statements can be accessed in the Unpacked/Unwrapped Standards Tool.* | **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/page numbers where applicable .* | **Due Date** |
| **Synchronous Learning** | **Asynchronous Learning** |
| **Lesson 1**  **(1-10-22)** | I can learn more about fiction and read a text that helps me analyze plot and setting.  I can make connections to personal experiences, ideas in other texts, and society. | Explore the Weekly Essential Questions: **How can we reach new understandings through exploring diversity?**  ***Week 2*: How do our experiences help us see the world differently?**  Guide and support students as they explore and explore the text and photograph on pages 44-45.  Introduce Central Text  ** From Mama’s**  **Window**  Close Reading Skills   Analyze Plot and Setting   Confirm and Correct Predictions  Compare Texts   Reflect and Share  Read Like a Writer   Analyze Adages and Proverbs | Writing Mini-lessons   Compose a Character  Description: External   Compose a Character  Description: Internal   Compose information  About the Setting   Compose a Plot:  Develop a Problem   Compose a Plot:  Develop a Resolution |  District (CFA)   Exit Tickets   Unit Assessments   STAR Progress  Monitoring   Unit Assessment   STAR Progress  Monitoring   Progress Check-Ups   Cold Reads   Weekly Standards  Practice for Language  and Conventions   Weekly Standards  Practice for Word  Study   Weekly Standards  Practice for Academic  Vocabulary   Savvas Practice Tests   Savvas Assessment  Bank Items   Savvas Daily Formative  Assessment Options | 1-10-22 |
| **Lesson 2**  **(1-11-22)** | I can develop knowledge about language to make connections between reading fiction and writing.  I can interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. | Close Reading Skills   Analyze Plot and Setting   Confirm and Correct Predictions  Compare Texts   Reflect and Share  Read Like a Writer   Analyze Adages and Proverb | Genre Study   Realistic Fiction  Central Text   From Mama’s  Window  Mini-lesson Bank   Poem: Meals   Realistic Fiction   Words that Focus on  Plot   Analyze Plot and  Setting   Confirm and Correct  Predictions |  District (CFA)   Exit Tickets   Unit Assessments   STAR Progress  Monitoring   Unit Assessment   STAR Progress  Monitoring   Progress Check-Ups   Cold Reads   Weekly Standards  Practice for Language  and Conventions   Weekly Standards  Practice for Word  Study   Weekly Standards  Practice for Academic  Vocabulary   Savvas Practice Tests   Savvas Assessment  Bank Items   Savvas Daily Formative  Assessment Options | 1-11-22 |
| **Lesson 3**  **(1-12-22)** | I can use elements of narrative writing to write a realistic fiction story. | Close Reading Skills   Analyze Plot and Setting   Confirm and Correct Predictions  Compare Texts   Reflect and Share  Read Like a Writer   Analyze Adages and Proverbs | Word Study   r-Controlled Vowels  Language & Conventions   Subject-Verb Agreement  Write for a Reader   Use Adages and Proverbs |  District (CFA)   Exit Tickets   Unit Assessments   STAR Progress  Monitoring   Unit Assessment   STAR Progress  Monitoring   Progress Check-Ups   Cold Reads   Weekly Standards  Practice for Language  and Conventions   Weekly Standards  Practice for Word  Study   Weekly Standards  Practice for Academic  Vocabulary   Savvas Practice Tests   Savvas Assessment  Bank Items   Savvas Daily Formative  Assessment Options | 1-12-22 |
| **Lesson 4**  **(1-13-22)** | I can analyze plot elements, including the rising action, climax, falling action, and resolution | Close Reading Skills  • Analyze Plot and Setting  • Confirm and Correct Predictions  Compare Texts  • Reflect and Share  Read Like a Writer  • Analyze Adages and Proverbs | Genre Study  • Realistic Fiction  Central Text  • From Mama’s  Window  Mini-lesson Bank  • Poem: Meals  • Realistic Fiction  • Words that Focus on  Plot  • Analyze Plot and  Setting  • Confirm and Correct  Predictions |  District (CFA)   Exit Tickets   Unit Assessments   STAR Progress  Monitoring   Unit Assessment   STAR Progress  Monitoring   Progress Check-Ups   Cold Reads   Weekly Standards  Practice for Language  and Conventions   Weekly Standards  Practice for Word  Study   Weekly Standards  Practice for Academic  Vocabulary   Savvas Practice Tests   Savvas Assessment  Bank Items   Savvas Daily Formative  Assessment Options | 1-13-22 |
| **Lesson 5**  **(1-14-22)** | I can analyze plot elements, including the rising action, climax, falling action, and resolution. | Close Reading Skills  • Analyze Plot and Setting  • Confirm and Correct Predictions  Compare Texts  • Reflect and Share  Read Like a Writer  • Analyze Adages and Proverbs | Genre Study  • Realistic Fiction  Central Text  • From Mama’s  Window  Mini-lesson Bank  • Poem: Meals  • Realistic Fiction  • Words that Focus on  Plot  • Analyze Plot and  Setting  • Confirm and Correct  Predictions |  District (CFA)   Exit Tickets   Unit Assessments   STAR Progress  Monitoring   Unit Assessment   STAR Progress  Monitoring   Progress Check-Ups   Cold Reads   Weekly Standards  Practice for Language  and Conventions   Weekly Standards  Practice for Word  Study   Weekly Standards  Practice for Academic  Vocabulary   Savvas Practice Tests   Savvas Assessment  Bank Items   Savvas Daily Formative  Assessment Options | 1-14-22 |

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| **Supporting Student Learning Pathways**  *Please note specific Learning Targets of focus and what resources are being used or provided to support students at each level.* | | |
| **Intensive Scaffolding**  *Students demonstrating performance at level NE or 1 on the Content Area Proficiency Scale.* | **Moderate Scaffolding**  *Students demonstrating performance at level 2 on the Content Area Proficiency Scale.* | **Enrichment/Independent**  *Students demonstrating performance at level 3 or 4 on the Content Area Proficiency Scale.* |
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| **Weekly Intervention Schedule & Differentiated Learning Planner**  *When applicable, teachers should utilize data from tracker to plan who receives intervention, when the intervention is delivered, how it is delivered, and what content will be covered. Please note if the planned intervention is for the purpose of remediation or enrichment.* | | | | | |
| **Day/Date** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Group/Time |  |  |  |  |  |
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