



## Evoline C. West Elementary REMOTE Learning Lesson Plans

### Tasks to be turned in this week: August 24-28

Subjects	Standard(s)	Assignment	Location of Assignment
Reading	RF3 RL2.2 W.8 L2.2 a	2RF3: Word Sort RL.2- Recount stories W.8- answer questions (RL.2.1) L2.2 a- capital letters	PACKET
Language Arts/Writing			
Math	NBT.1; NBT.2; NBT.3	NBT.1- Understand Tens NBT.2- Skip counting, counting to 1,000 NBT.3-Read and write numbers to 1,000	PACKET My Math
Science			
Social Studies	SS2G1-	Georgia rivers- Savannah, Flint, Chattahoochee	
Health	SSS- lesson		

### Important to Note:

- All LIVE Lessons will be held in TEAMS.
- All LIVE lessons will be recorded and available asynchronously.
- TWO weeks' worth of lesson plans should be submitted every other Wednesday.
- Teachers have the option of teaching small group and/or whole group each day.

## Monday

<b>Math</b>	<b>Whole Group LIVE Math Lesson</b> <i>(PreK-1<sup>st</sup> is 30 minutes) and (2<sup>nd</sup> – 5<sup>th</sup> is 45 minutes)</i>
On Level Prioritized Standard: <b>NBT.1 &amp; 3</b>	<p><b>Teaching Point (Skill):</b> Three-digit Numbers</p> <p><b>Connect:</b> Previously we've demonstrated how 10 ones are equivalent to 1 ten, and 10 tens are equivalent to 100. "Today we will use counting strategies to understand three-digit numbers using models then organizing them in varies ways."</p> <p><b>Teach:</b> Students will observe varies models and count the groups of 100's, 10's, and ones."</p> <p><b>Active/Guided Engagement:</b> Students will demonstrate the number 300 with base-ten blocks, 340, 358.</p> <p><b>Link:</b> "Today we used simple models to help us understand placeholders of a three-digit number."</p>
	<b>Small Group/Guided Math LIVE Lessons</b> <i>(PreK-K can do two 15 minute rotation: general ed teacher can do two groups and para can do two groups) and (1<sup>st</sup> grade can break your class into two groups for two 15 minute rotations)and (2<sup>nd</sup> – 5<sup>th</sup> can do three 15 minute rotations) IRR teachers will utilize SDI and IEP Data Collection</i>

<p><i>Group Name 1</i></p>	<p><b>Standard: NBT.1</b></p> <p><b>Setting Purpose:</b> Understand that the base-ten system is made up of groups of tens and ones.</p> <p><b>Teaching Point:</b> Explore the concept of 10 as ones by counting (Number Chart)</p> <p><b>Activity/Task:</b> Students will count, record and compare multiple groups of ten.</p> <p><b>Closing/Assessment:</b> Today you learned that two-digit numbers represent a number of tens.</p>
<p><i>Group Name 2</i></p>	<p><b>Standard: NBT.1</b></p> <p><b>Setting Purpose:</b> Understand that three digits of a three-digit number represent amounts of hundreds, tens, and ones. E.G. 706 equals 7 hundreds, 0 tens, and 6 ones.</p> <p><b>Teaching Point:</b> three-digit numbers represent amounts of hundreds, tens, and ones</p> <p><b>Activity/Task:</b> Write the hundreds from 100-900 (TTA “What do these numbers have in common?”), write 471 on the place-value chart (TTA: “How many hundreds are in this number?”)</p> <p><b>Closing/Assessment:</b> ‘Today you learned how to relate hundreds, tens, and ones.</p>
<p><i>Independent Students</i></p>	<p><b>Activity/Task:</b> PP.114- Students will draw, reason and explain tens.</p>
<p><b>Science or Social Studies</b>  <i>Highlight which subject for the day.</i>  <b>SCIENCE</b>          Prioritized Standard:  <b>SS2G1</b>          (NOTE: PreK-1<sup>st</sup> is 15 minutes) and          (2<sup>nd</sup> – 5<sup>th</sup> is 30 minutes)</p>	<p><b>Engage/Explore (Review=2-3 minutes):</b> Virtual Field Trip: The Regions of Georgia  <b>Explain:</b> Located the geographic regions of Georgia on a map  <b>Explore/Explain (Guided Exploration=10-15 minutes):</b> Labeling the regions on a Georgia Map  <b>Elaborate/Evaluate:</b> Review the 5 regions of Georgia</p>
<p><b>Reading</b></p>	<p><i>Whole Group LIVE Reading Lesson</i>          (PreK-1<sup>st</sup> is 30 minutes) and (2<sup>nd</sup> – 5<sup>th</sup> is 45 minutes)</p>
<p><i>On Level</i>          Prioritized Standard:  <b>R.L.2 Read and retell key details</b>  <b>RF.2 b, c, d</b></p>	<p><b>Teaching Point (Skill):</b> <i>2RL.2- Recount stories/Central Message or lesson in a story.</i>  <b>Connect</b> “Yesterday we demonstrated how to recount stories using the five steps, today we discover the central message or lesson in a story.”  <b>Teach:</b> Review anchor chart to identify what central message/moral means. Read a story cards aloud, then identify the moral or lesson.  <b>Active/Guided Engagement:</b> Students will match the pictures from the story to the moral and lesson.</p>

	Link (Check for understanding): Ask and answer such questions as <i>who, what, where, why, and how</i> , to demonstrate understanding of key details.
	<b>Small Group/Guided Reading LIVE Lessons</b> (PreK-K can do two 15 minute rotation: general ed teacher can do two groups and para can do two groups) and (1 <sup>st</sup> grade can break your class into two groups for two 15 minute rotations)and (2 <sup>nd</sup> – 5 <sup>th</sup> can do three 15 minute rotations) IRR teachers will utilize SDI and IEP Data Collection
	<b>WILL BEGIN IN WEEK 3</b>
Group Name _____	<b>WILL BEGIN IN WEEK 3</b>
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<i>Independent Students</i>	<b>Activity/Task: Retell a Folk Tale using graphic organizer</b>
<b>Language Arts or Writing</b> <i>Highlight which subject for the day.</i> Prioritized Standard: <b>W3</b> <b>L2.2 a</b> (NOTE: PreK-1 <sup>st</sup> is 20 minutes) and (2 <sup>nd</sup> – 5 <sup>th</sup> is 30 minutes)	Teaching Point (Skill): Capital letters Connect: Review anchor chart on what should be capitalized Teach: “Today we will point out that capital letters are used at the beginning of a sentence and for peoples’ names and names of holidays, product names, and places.” Active/Guided Engagement: Students will complete a sentence frame with places and holidays. Link: Students will tell an event about “First Day Jitters” and include details to describe how characters think, feel, and act.
<b>LIVE Student Success Skills</b> (NOTE: PreK-5 <sup>th</sup> is 20 minutes on Monday, Wednesday and Thursday)	<b>SSS:</b> <b>Category:</b>
<b>Tuesday</b>	
<b>Math</b>	<b>Whole Group LIVE Math Lesson</b> (PreK-1 <sup>st</sup> is 30 minutes) and (2 <sup>nd</sup> – 5 <sup>th</sup> is 45 minutes)
On Level Prioritized Standard: NBT1 and 3	Teaching Point (Skill): NBT.2- Expressing three-digit numbers in terms of hundreds, tens, and ones. Connect: “Today, we will build numbers involving hundreds, tens, and ones and express the value of each using base-ten blocks and place-value mat.” Teach: Hold up a hundred block and ask: What does this show? Display tens block, ask: What does this show? Repeat with other numbers. Active/Guided Engagement: Students will put the numbers together and ask: What number is used to show 3 hundreds? Repeat with other numbers. Link: “Today you demonstrated how to express numbers with hundreds, tens, and ones.”

	<p align="center"><b>Small Group/Guided Math LIVE Lessons</b></p> <p align="center"><i>(PreK-K can do two 15 minute rotation: general ed teacher can do two groups and para can do two groups) and (1<sup>st</sup> grade can break your class into two groups for two 15 minute rotations)and (2<sup>nd</sup> – 5<sup>th</sup> can do three 15 minute rotations) IRR teachers will utilize SDI and IEP Data Collection</i></p>
Group Name 1	<p><b>Standard: NBT.1</b></p> <p><b>Setting Purpose: Counting by tens to 100.</b></p> <p><b>Teaching Point: Students will count their items by making different numbers of tens; discuss the many ways they may count the items (by ones, twos, fives, tens).</b></p> <p><b>Activity/Task: Counting items in bag and share the different numbers of tens and ones they counted.</b></p> <p><b>Closing/Assessment: Today you learned how to model a two-digit number in multiple ways.</b></p>
Group Name 2	<p><b>Standard: NBT.1</b></p> <p><b>Setting Purpose: Use objects to show different ways to represent 100.</b></p> <p><b>Teaching Point: Using a ten-frame and one thin marker, review that 100 is a group of 10 tens.</b></p> <p><b>Activity/Task: Have students fill each section of the ten-frame with 10.</b></p> <p><b>Closing/Assessment:</b></p>
Independent Students	<p><b>Activity/Task: PP.96</b></p>
<p><b>Science or Social Studies</b>  <i>Highlight which subject for the day.</i>          Prioritized Standard:  <b>S2P1</b></p> <p><i>(NOTE: PreK-1<sup>st</sup> is 15 minutes) and (2<sup>nd</sup> – 5<sup>th</sup> is 30 minutes)</i></p>	<p><b>Engage/Explore: Compare the five regions</b>  <b>Explain: View Power point on Locating My Georgia Regions and discuss</b>  <b>Explore/Explain: Students complete graphic organizer of each region identifying the plants, animals and landforms.</b>  <b>Elaborate/Evaluate: Observe information of each region.</b></p>
<b>Reading</b>	<p align="center"><b>Whole Group LIVE Reading Lesson</b></p> <p align="center"><i>(PreK-1<sup>st</sup> is 30 minutes) and (2<sup>nd</sup> – 5<sup>th</sup> is 45 minutes)</i></p>
<p><i>On Level</i>          Prioritized Standard:</p>	<p><b>Teaching Point (Skill): Recount stories and identify the message or lesson.</b>  <b>Connect: “Yesterday, we learned how to identify the lesson in a story, Today, we will find the details in the text.” (Pointing out the 5 steps to recount the lesson in the story)</b>  <b>Teach: Use task cards to demonstrate how to locate key details in a story with color codes.</b>  <b>Active/Guided Engagement: Students will use task cards and color code the key details in the story.</b></p>

	Link: "Today you demonstrated how to locate details with color codes."
	<b>Small Group/Guided Reading LIVE Lessons</b> <i>(PreK-K can do two 15 minute rotation: general ed teacher can do two groups and para can do two groups) and (1<sup>st</sup> grade can break your class into two groups for two 15 minute rotations)and (2<sup>nd</sup> – 5<sup>th</sup> can do three 15 minute rotations)</i> IRR teachers will utilize SDI and IEP Data Collection <b>WILL BEGIN WEEK 3</b>
Group Name _____	<b>BEFORE READING:</b> <b>Selected Text:</b>  <b>Word Work/Vocabulary:</b>  <b>Book Introduction:</b>  <b>Teaching Point:</b>  <b>DURING READING:</b> Behaviors to Notice, Teach and Support:  <b>AFTER READING:</b> Discussion:
<i>Independent Students</i>	<b>Activity/Task: Describe the character, setting, problem and solution</b>
<b>Language Arts or Writing</b> <i>Highlight which subject for the day.</i> Prioritized Standard: <b>L2.2 a</b>  (NOTE: PreK-1 <sup>st</sup> is 20 minutes) and (2 <sup>nd</sup> – 5 <sup>th</sup> is 30 minutes)	<b>Teaching Point (Skill): Capital Letters</b> <b>Connect:</b> "Yesterday we learned what gets a capital letter, today we will use capital letters in months and holidays." <b>Teach:</b> Discuss common nouns and proper nouns, demonstrate how these nouns will get a capital letter. <b>Active/Guided Engagement:</b> Students will write each proper noun correctly. <b>Link:</b> "Today we distinguished a proper noun from a common noun and determined that proper nouns need a capital letter."
<b>Wednesday</b>	
<b>Math</b>	<b>Whole Group LIVE Math Lesson</b> <i>(PreK-1<sup>st</sup> is 30 minutes) and (2<sup>nd</sup> – 5<sup>th</sup> is 45 minutes)</i>
On Level Prioritized Standard: <b>NBT.1</b>	<b>Teaching Point:</b> Finding the value of Three-digit Numbers <b>Connect:</b> "Today we demonstrate how to think about and write a three-digit number. <b>Teach:</b> Display a problem and ask students to compare the amounts. Show hundreds blocks, tens blocks, and ones blocks to represent the objects in the problem. <b>Active/Guided Engagement:</b> Students complete problem D in lesson 11.

	<p>Link: "Today we were able to see three-digit numbers in a variety of contexts and make sense of the values represented by digit placement."</p>
	<p align="center"><b>Small Group/Guided Math LIVE Lessons</b>  <i>(PreK-K can do two 15 minute rotation: general ed teacher can do two groups and para can do two groups) and (1<sup>st</sup> grade can break your class into two groups for two 15 minute rotations)and (2<sup>nd</sup> – 5<sup>th</sup> can do three 15 minute rotations)</i> IRR teachers will utilize SDI and IEP Data Collection</p>
Group Name 1	<p><b>Standard: NBT. 1</b></p> <p><b>Setting Purpose: Using base-ten blocks to understand one hundred</b></p> <p><b>Teaching Point: Use base-ten blocks to show 3 groups of 10, then demonstrate how many ones are in the group 10.</b></p> <p><b>Activity/Task: Show 6 groups of 10, how many ones do you think there are in 6 groups?</b></p> <p><b>Closing/Assessment: "Today you discovered how many ones it takes to make 10."</b></p>
Group Name 2	<p><b>Standard: NBT.1</b></p> <p><b>Setting Purpose: Use counting strategies to understand three-digit numbers.</b></p> <p><b>Teaching Point: Showing how to count hundreds, tens, and ones with base-ten blocks, by adding the hundreds, tens and ones that are there.</b></p> <p><b>Activity/Task: Model how to show 340 by using a strategy.</b></p> <p><b>Closing/Assessment: "Today you demonstrated how may hundreds, tens and ones it takes to make a three-digit number."</b></p>
Independent Students	<p><b>Activity/Task: PP- Lesson 10 Quiz</b></p>
<b>Reading</b>	<p align="center"><b>Whole Group LIVE Reading Lesson</b>  <i>(PreK-1<sup>st</sup> is 30 minutes) and (2<sup>nd</sup> – 5<sup>th</sup> is 45 minutes)</i></p>
On Level Prioritized Standard: RL.1	<p><b>Teaching Point (Skill): Identify the central message or lesson in a story.</b></p> <p><b>Connect: "Yesterday will discovered how to locate the answer in the text with color codes, today we will practice how to interpret the message in a story."</b></p> <p><b>Teach: Display the story "Jealous Birds" locate the 5 steps (character, setting, problem and solution) using color codes.</b></p> <p><b>Active/Guided Engagement: Students will identify the lesson in the story and express what the character learned about herself.</b></p>
	<p align="center"><b>Small Group/Guided Reading LIVE Lessons</b>  <i>(PreK-K can do two 15 minute rotation: general ed teacher can do two groups and para can do two groups) and (1<sup>st</sup> grade can break your class into two groups for two 15 minute rotations)and (2<sup>nd</sup> – 5<sup>th</sup> can do three 15 minute rotations)</i> IRR teachers will utilize SDI and IEP Data Collection</p> <p align="center"><b>Week 3</b></p>

<p>Group Name _____</p>	<p><b>BEFORE READING:</b>  <b>Selected Text:</b></p> <p><b>Word Work/Vocabulary:</b></p> <p><b>Book Introduction:</b></p> <p><b>Teaching Point:</b></p> <p><b>DURING READING:</b>  Behaviors to Notice, Teach and Support:</p> <p><b>AFTER READING:</b>  Discussion:</p>
<p><i>Independent Students</i></p>	<p><b>Activity/Task: Describe the moral/lesson in a story.</b></p>
<p><b>Language Arts or Writing</b>  <i>Highlight which subject for the day.</i>  Prioritized Standard:  <b>L2.2 a</b>  (NOTE: PreK-1<sup>st</sup> is 20 minutes) and  (2<sup>nd</sup> – 5<sup>th</sup> is 30 minutes)</p>	<p><b>Teaching Point (Skill): Capital Letters in places, months, and holidays</b>  <b>Connect: “Today we will review proper nouns, and why they need capital letters.”</b>  <b>Teach: Review anchor chart when to use capital letters</b>  <b>Active/Guided Engagement: Students read the sentences and determine which words need capital letters and rewrite the sentences correctly</b>  <b>Link: “Today we learned to always use a capital letter in the beginning of a sentence and for the word “I”.”</b></p>
<p><b>LIVE Student Success Skills</b>  (NOTE: PreK-5<sup>th</sup> is 20 minutes on Monday, Wednesday and Thursday)</p>	<p><b>SSS:</b>  <b>Category:</b></p>
<h2 style="background-color: #00aaff; color: white; padding: 5px;">Thursday</h2>	
<p><b>Math</b></p>	<p style="text-align: center;"><b>Whole Group LIVE Math Lesson</b>  <i>(PreK-1<sup>st</sup> is 30 minutes) and (2<sup>nd</sup> – 5<sup>th</sup> is 45 minutes)</i></p>
<p>On Level  Prioritized Standard:  <b>NBT.1</b></p>	<p><b>Teaching Point: Examine a three-digit number represented in pictures and in a chart.</b>  <b>Connect: “Today we will revisit problems by connecting the digits to the values they represent.</b>  <b>Teach: Display a problem, remind students that 1 ten-dollar bill is equal to 10 one-dollar bills, so its value is ten dollars.</b>  <b>Active/Guided Engagement: Students will write the number as hundreds, tens, and ones. PP. 98-99</b>  <b>Link: “Today we were able to describe the structure that is in our place-value system</b></p>

	<p align="center"><b>Small Group/Guided Math LIVE Lessons</b></p> <p align="center"><i>(PreK-K can do two 15 minute rotation: general ed teacher can do two groups and para can do two groups) and (1<sup>st</sup> grade can break your class into two groups for two 15 minute rotations)and (2<sup>nd</sup> – 5<sup>th</sup> can do three 15 minute rotations) IRR teachers will utilize SDI and IEP Data Collection</i></p>
Group Name 1	<p><b>Standard: NBT.1</b></p> <p><b>Setting Purpose: Use visual models to show importance of placeholders</b></p> <p><b>Teaching Point: Will draw some simple models to help understand placeholders.</b></p> <p><b>Activity/Task: Students will write a number with model, compare the models to show that they are not equal.</b></p> <p><b>Closing/Assessment: How do the models help us think about the number?</b></p>
Group Name 2	<p><b>Standard: NBT.1</b></p> <p><b>Setting Purpose: Using three-digit numbers</b></p> <p><b>Teaching Point: Show many strategies to represent three-digit numbers.</b></p> <p><b>Activity/Task: Students will use a place-value mat and base-ten blocks to represent numbers in different ways, using cards. Each student will have to display the number in a different way.</b></p> <p><b>Closing/Assessment: “Today we used accurate representations to show a three-digit numbers in many ways.</b></p>
Independent Students	<p><b>Activity/Task: My Math Page 296-298</b></p>
<p><b>Science or Social Studies</b></p> <p><i>Highlight which subject for the day.</i></p> <p>Prioritized Standard: <b>SS2G1</b></p> <p>(NOTE: PreK-1<sup>st</sup> is 15 minutes) and (2<sup>nd</sup> – 5<sup>th</sup> is 30 minutes)</p>	<p><b>Engage/Explore: Georgia’s Rivers</b></p> <p><b>Explain: Preview the 5 Regions of Georgia and Rivers.</b></p> <p><b>Explore/Explain: Show students the Georgia regions and rivers map, students will locate the Chattahoochee river, Flint and Savannah River.</b></p> <p><b>Elaborate/Evaluate: Using a blank map, students will fill in the names of the missing rivers on the map and color it.</b></p>
<b>READING</b>	<p align="center"><b>Whole Group LIVE Math Lesson</b></p> <p align="center"><i>(PreK-1<sup>st</sup> is 30 minutes) and (2<sup>nd</sup> – 5<sup>th</sup> is 45 minutes)</i></p>
<p>On Level</p> <p>Prioritized Standard: <b>RL.2</b></p>	<p><b>Teaching Point (Skill): RL.3- Character Response</b></p> <p><b>Connect: “Today we will describe how characters respond to major events”</b></p> <p><b>Teach: Review anchor chart for events and discuss what happens in the B/M/E, and the problem and solution. TTW read “The Snowstorm” and have students answer questions that will help review events happening throughout the story.</b></p> <p><b>Active/Guided Engagement: Student will work to retell the story then illustrate the B/M/E.</b></p> <p><b>Link: “Today we learned to review events with the B/M/E.</b></p>



**Small Group/Guided Reading LIVE Lessons**

*(PreK-K can do two 15 minute rotation: general ed teacher can do two groups and para can do two groups) and (1<sup>st</sup> grade can break your class into two groups for two 15 minute rotations)and (2<sup>nd</sup> – 5<sup>th</sup> can do three 15 minute rotations) IRR teachers will utilize SDI and IEP Data Collection*

**Week 3**

Group Name \_\_\_\_\_

**BEFORE READING:**

**Selected Text:**

**Word Work/Vocabulary:**

**Book Introduction:**

**Teaching Point:**

**DURING READING:**

**Behaviors to Notice, Teach and Support:**

**AFTER READING:**

**Discussion:**

Group Name \_\_\_\_\_

**BEFORE READING:**

**Selected Text:**

**Word Work/Vocabulary:**

**Book Introduction:**

**Teaching Point:**

**DURING READING:**

**Behaviors to Notice, Teach and Support:**

**AFTER READING:**

**Discussion:**

Group Name \_\_\_\_\_

**BEFORE READING:**

**Selected Text:**

**Word Work/Vocabulary:**

	<p><b>Book Introduction:</b></p> <p><b>Teaching Point:</b></p> <p><b><u>DURING READING:</u></b> Behaviors to Notice, Teach and Support:</p> <p><b><u>AFTER READING:</u></b> Discussion:</p>
Group Name _____	<p><b>Standard:</b></p> <p><b>Setting Purpose:</b></p> <p><b>Teaching Point:</b></p> <p><b>Activity/Task:</b></p> <p><b>Closing/Assessment:</b></p>
<p><b>Language Arts or Writing</b> <i>Highlight which subject for the day.</i> Prioritized Standard: <b>L2.2 a</b></p> <p>(NOTE: PreK-1<sup>st</sup> is 20 minutes) and (2<sup>nd</sup> – 5<sup>th</sup> is 30 minutes)</p>	<p><b>Teaching Point (Skill):</b> Review capital letters  <b>Connect:</b> “We have distinguished common nouns from proper nouns, and what gets a capital letter.  <b>Teach:</b> Review anchor chart  <b>Active/Guided Engagement:</b> Students will take a quick check on capital letters.</p>
<p><b>LIVE Student Success Skills</b> (NOTE: PreK-5<sup>th</sup> is 20 minutes on Monday, Wednesday and Thursday)</p>	<p><b>SSS:</b> <b>Category:</b></p>
<b>Friday</b>	
<b>Math</b>	<p><b>Whole Group LIVE Math Lesson</b> (PreK-1<sup>st</sup> is 30 minutes) and (2<sup>nd</sup> – 5<sup>th</sup> is 45 minutes)</p>
<p>On Level Prioritized Standard: <b>NBT.3</b></p>	<p><b>Teaching Point (Skill):</b> Reading and Writing Three-digit numbers  <b>Connect:</b> “Today we will connect various representations to three-digit numbers.”  <b>Teach:</b> Study the model of writing a number and show it in place-value mat.  <b>Active/Guided Engagement:</b> Students will write the amount in two different ways.</p>

	Link: "Today we learned to write numbers with symbols and words."
	<b>Small Group/Guided Math LIVE Lessons</b> (PreK-K can do two 15 minute rotation: general ed teacher can do two groups and para can do two groups) and (1 <sup>st</sup> grade can break your class into two groups for two 15 minute rotations)and (2 <sup>nd</sup> – 5 <sup>th</sup> can do three 15 minute rotations) IRR teachers will utilize SDI and IEP Data Collection
Group Name 1	<p><b>Standard: NBT.1</b></p> <p><b>Setting Purpose: Place value</b></p> <p><b>Teaching Point: Use base-ten blocks to understand that one hundred can be seen as 100 ones or 10 groups of ten.</b></p> <p><b>Activity/Task: Count groups of blocks, record the number in a chart to aid in connecting the concept that a digit is used to indicate the number of groups of objects within a number.</b></p> <p><b>Closing/Assessment: Today you learned the concept that digits are used to indicate the number of groups of objects within a number.</b></p>
Group Name 2	<p><b>Standard: NBT.3</b></p> <p><b>Setting Purpose: Reading and writing numbers</b></p> <p><b>Teaching Point: Build numbers involving hundreds, tens, and ones and express the value of each</b></p> <p><b>Activity/Task: Build a number with base-ten blocks and place value mat.</b></p> <p><b>Closing/Assessment: Today we learned how to put numbers together using hundreds, tens, and ones and expressing their values.</b></p>
Independent Students	<b>Activity/Task: My Math (workbook) Pg. 322-324</b>
<b>Science or Social Studies</b> <i>Highlight which subject for the day.</i> Prioritized Standard:  (NOTE: PreK-1 <sup>st</sup> is 15 minutes) and (2 <sup>nd</sup> – 5 <sup>th</sup> is 30 minutes)	<p><b>Engage/Explore (Review=2-3 minutes): Georgia's Region</b></p> <p><b>Explain (Teaching New Concept/Reteach/Mini Lesson =3-5 minutes): Explore map of Georgia, discussing the regions and rivers.</b></p> <p><b>Explore/Explain (Guided Exploration=10-15 minutes): Students will locate a place on Georgia's map to settle, explain where they would live and why.</b></p> <p style="text-align: center;"><b>Elaborate/Evaluate (Quick Check /Share/Summarize= 3-4 minutes):</b></p>
<b>Reading</b>	<b>Whole Group LIVE Reading Lesson</b> (PreK-1 <sup>st</sup> is 30 minutes) and (2 <sup>nd</sup> – 5 <sup>th</sup> is 45 minutes)
On Level Prioritized Standard:	<p><b>Teaching Point (Skill): Characters Respond</b></p> <p><b>Connect: "Today we will discover the problems and challenges in a story."</b></p>

RL.2	<p><b>Teach:</b> Lead a discussion on problems or challenges, create a list of possible problems with task cards</p> <p><b>Active/Guided Engagement:</b> Students will turn and talk about possible solutions.</p> <p><b>Link:</b> "Today we discussed problems and created our own solution scenario."</p>
	<p style="text-align: center;"><b>Small Group/Guided Reading LIVE Lessons</b></p> <p style="text-align: center;"><i>(PreK-K can do two 15 minute rotation: general ed teacher can do two groups and para can do two groups) and (1<sup>st</sup> grade can break your class into two groups for two 15 minute rotations)and (2<sup>nd</sup> – 5<sup>th</sup> can do three 15 minute rotations) IRR teachers will utilize SDI and IEP Data Collection</i></p> <p style="text-align: center;"><b>WEEK 3</b></p>
	<p><b><u>BEFORE READING:</u></b>  <b>Selected Text:</b></p> <p><b>Word Work/Vocabulary:</b></p> <p><b>Book Introduction:</b></p> <p><b>Teaching Point:</b></p> <p><b><u>DURING READING:</u></b>  <b>Behaviors to Notice, Teach and Support:</b></p> <p><b><u>AFTER READING:</u></b>  <b>Discussion:</b></p>
Group Name _____	<p><b><u>BEFORE READING:</u></b>  <b>Selected Text:</b></p> <p><b>Word Work/Vocabulary:</b></p> <p><b>Book Introduction:</b></p> <p><b>Teaching Point:</b></p> <p><b><u>DURING READING:</u></b>  <b>Behaviors to Notice, Teach and Support:</b></p> <p><b><u>AFTER READING:</u></b>  <b>Discussion:</b></p>
Group Name _____	<p><b><u>BEFORE READING:</u></b>  <b>Selected Text:</b></p>

	<p><b>Word Work/Vocabulary:</b></p> <p><b>Book Introduction:</b></p> <p><b>Teaching Point:</b></p> <p><b><u>DURING READING:</u></b> Behaviors to Notice, Teach and Support:</p> <p><b><u>AFTER READING:</u></b> Discussion:</p>
<p>Group Name _____</p>	<p><b><u>BEFORE READING:</u></b> Selected Text:</p> <p><b>Word Work/Vocabulary:</b></p> <p><b>Book Introduction:</b></p> <p><b>Teaching Point:</b></p> <p><b><u>DURING READING:</u></b> Behaviors to Notice, Teach and Support:</p> <p><b><u>AFTER READING:</u></b> Discussion:</p>
<p><i>Independent Students</i></p>	<p><b>Activity/Task:</b> Students will underline 2 sentences that expressed the problem Greta and her mom face after they find Lizzie.</p>
<p><b>Language Arts or Writing</b>  <i>Highlight which subject for the day.</i>          Prioritized Standard:  <b>W3</b>            (NOTE: PreK-1<sup>st</sup> is 20 minutes) and          (2<sup>nd</sup> – 5<sup>th</sup> is 30 minutes)</p>	<p><b>Teaching Point (Skill):</b> Narrative Writing  <b>Connect:</b> “We’ve discussed the parts of narrative writing, let’s review brainstorming and pre-planning.”  <b>Teach:</b> Brainstorm details about some problems or challenges.  <b>Active/Guided Engagement:</b> Students will select a problem or challenge they had and brainstorm idea about their problem.  <b>Link:</b> “Today we reviewed brainstorm and begin our process of our narrative story.”</p>

## **Summative Task:**

Please complete the chart below to identify your *bi-weekly* **common** grade level tasks below.

Subject	Standard(s)	Task
Reading		
Language Arts/Writing	L2.2 a- capital letters	Capital letters used in sentences
Math		
Science		
Social Studies		
Health		

Please attach a copy of your grade levels common tasks if you ARE NOT using Illuminate OR iReady.