**Proposed framework for elementary school**: District-wide focus, lessons and activities. (Schools can add more at their respective levels)

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| **9 Weeks of Lessons/Activities:**  **One Lesson/Activity per week in each area** | **Literacy (Reading/Writing)**  Topic(s)  Organized by: K-1, 2-3, 4-5  **Note:** Topics and activities can be the same, reading material changes. | **Math**  Topic(s)  Organized by: K-1, 2-3, 4-5 | **Character, Career and Life Skills**  Topic(s)  All Grades |
| Week #1: 3/30 | Key Ideas and Details  - Fluency with grade level reading  - Identifying the main idea & summarizing what you read. | K-1: Counting and understanding quantities. Counting by 1s, 5s,10s up to 100. (Practice 20 per day) | Understanding the Corona Virus: Prevention Saves Lives- Washing your hands and other preventive measure. |
| Week #2: 4/6 |  |  |  |
| Week #3: 4/13 |  |  |  |
| Week #4: 4/20 |  |  |  |
| Week #5: 4/27 |  |  |  |
| Week #6: 5/4 |  |  |  |
| Week #7: 5/11 |  |  |  |
| Week #8: 5/18 |  |  |  |
| Week #9: 5/25 |  |  |  |

Proposed Lesson Plan for Reading

Grade: 5

School: As Tumbo Elementary School

Teachers: Dr. JLimes, PCruz, FTibudan, JBenavente

**Three-part Lesson/Activities Packet**

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| Part 1: Parent/Student Information and Instructions for lesson | Part 2: Content- explanation of content, reading material, videos, powerpoint slides, handouts. | Part 3: Engaging activities, practice activities, applications and extension activities. Handouts, graphic organizers, worksheets, projects. |
| Subject: Reading  Week #1 March 30 – April 3, 2020  Week # 2 April 6- April 10, 2020 | Academic Vocabulary: Key words and Phrases   1. Cite specific textual evidence: students should be able to quote a specific passage from the text to support all claims, assertions, or arguments about what a text means or says. Evidence comes from within the text itself, not from reader’s opinion or experience. 2. Drawing Inferences: To understand the text by generalizing, deducing, and concluding from reasoning and evidence that is not presented literally or explicitly. These conclusions are based on textual clues. 3. Explicitly: Clearly stated in great precise detail; may pertain to factual information or literal meaning, though this is not necessarily always the case. 4. Key details: Parts of text that support the main idea, and enable the reader to draw conclusions and infer what the text or portion of a text is about. 5. Logical inferences: To infer, readers add what they learned from the text to what they already know about the subject; however, for an inference to be logical, it must be based on evidence from the text. 6. Quote accurately: “Lifting lines” directly from the text or copying specific sections of the text to demonstrate understanding. All claims, assertions, or arguments about what a text means or says require specific examples from the text. 7. Read closely: (also known as close reading): Reading that emphasizes not only surface details but the deeper meanings and larger connotations between words, sentences, and the full text; also demands scrutiny of craft, including arguments and style used by the author. 8. Text: Refers to poems, essays, drama, story, or article in its most modern sense; a text can also be an image, an artwork, speech, or multimedia format such as website, film, or social media message such as a tweet. 9. Textual evidence: Not all evidence is created equal; students need to choose those pieces of evidence (words, phrases, passages, illustrations) that provide the best proof of what they are asserting about the text.   Steps:   1. Watch: <https://www.youtube.com/watch?v=JdaD2FZQFEY> 2. Practice making inferences:   Before completing the worksheets remember to:   1. Read the text: identify the most important points (beginning, middle, and end) of the text. 2. Next to each important point write a quote from the text that supports your claim. 3. Use these points and write a summary of the text. (This is called annotation you do letters a to c for better understanding of the text). | Practice making inferences go to:  <https://www.nytimes.com/column/learning-whats-going-on-in-this-picture>  Write your response on a piece of paper:   1. What’s going on in this picture? March 23, 2020 2. What’s going on in this picture? March 16, 2020 3. What is going on in this picture? March 9, 2020   Making Inferences:  Read the texts and complete the activities:   1. “Poor Henry” 2. Danger 3. Inferences Worksheet 1 4. Inferences Worksheet 2 5. Visit website for games on making inferences <http://www.philtulga.com/Riddles.html> 6. Inferences Worksheet 3   Note: Write your answers in complete sentence and apply the rules of capitalization and punctuation. |
| Introduction to lesson: This standard requires students to explain either verbally or in written form the events of the story or what the poem says using specific, accurate quotes directly from the text. Students must provide quotes from the text to support inferences. |
| Why is this knowledge or skill important for student to learn? There are two significant skills every reader should develop to signify comprehension: 1. Ability to explicitly quote from the text. 2. Able to draw inferences using textual evidence. |
| What activities will I be doing to learn or practice this knowledge or skills? The following activities are necessary to better understand the standard:   1. Read and understand the list of academic vocabulary words for this standard. 2. Watch a short video on how to make inferences. 3. Use pictures without captions to practice making inferences. 4. Read grade level text. 5. Read the text closely to better understand and able to answer questions. 6. Be a detective and identify specific words, sentences, or paragraphs that are essential. 7. Explain how the above contribute to the meaning of the larger text. 8. Utilize text features and structure to gain a deeper understanding of the text. 9. Provide written response to reading assignment. |
| What is included in this lesson packet?   1. See attached passages for this standard. 2. URLs |

Website (Simple, but catchy) : 1st page has Grade Levels, 2nd page the three subject area, 3rd page a folder for each week with lesson packets…