**DLEACS 15 Day School Closure Instructional Plan March – June 2020**

**Objective:**

**15 day – School Closure Instructional Plan. Guidelines require the following:**

1. Equitable Access for All
2. Special Education - 10 hours per/week
3. Breakfast/Lunch Provisions
4. School Campus Sanitation Plan

**FYI:**

* 15 Days of School Closure
* Teachers will use Adobe Connect for Presentation platform [https://meet39658867.adobeconnect.com/r0krjh07wydw/](https://mail.drlenaedwardscharterschool.org/owa/redir.aspx?C=tSrla3Mlpsou2rYjaQSUI2ESAvq-5ek-AsS5OBP2_ZAruX6Yf8fXCA..&URL=https%3a%2f%2fmeet39658867.adobeconnect.com%2fr0krjh07wydw%2f" \t "_blank)
* DLEACS will provide cleaning of all classrooms via DLEACS custodial and “Professional Cleaning” where warranted
* Teachers to provide approximately 1.5 – 2.0 hours of daily instruction (7.5/10 hours general instructioin/10 hours special needs instruction per week)
* Classess start online at 10AM
* E – attendance will be taken from 9:45 – 10AM
* DO Now – 10 minutes/Mini Lesson 15 minutes/Modeling 10 minutes/Activity 10 – 15 minutes/Wrap up & instructions for heomework – same format for Math & ELA/L
* Homework given daily/Homework submitted through GOOGLE Classroom and/or IREADY/LINKIT/Think Central
* DLEACS will use a 2 – part virtual classroom system
  + Presentation – Direct online teacher facilitated instruction
  + Submission – All activites, homework, quizzess/tests submitted through school
  + E – Platforms
* JCBOE will provide DLEACS students with grab – and – go meals at various satellite locations throughout Jersey City
* Nurse/Administration/Administrative Assistants/Social Workers/Guidance Counselor/Custodians on site between 8AM – 11AM
* NO students permitted to stay in any school building
* All families surveyed to ascertain technolgy & internet connectivity
* School to identify & supply families (in – need) with internet provider & Chrome Books
* Teachers to email lesson plans to administrative assistant & administration
* Administration to dispense “instruction accountability tracker sheet” to monitor core instruction
* Itenirates (Speech Therapy/Occupational Therapy – through contractual agreement with INVO) to provide services via school prescribed E – platform (Canvas, Blackboard, GOOGLE Classroom) per IEP requirements
* All school closure updates will be rendered by Classroom DOJO and/or Blackboard Connect “All Call” system
* ALL parents are responsible for providing the school with current phone contact infromation for the Blackboard Connect All Call & Classroom DOJO systems
* All content areas covered will be graded
* All students are required to attend the virtual classroom sessions
* Online Attendance COUNTS

**Breakfast/Lunch**

* All DLEACS students can obtain meals at JCBOE satellite locations throughout Jersey City

**Curriculum**

* + Grade Level – K – 2
  + Content Area – Math & ELA/L
  + Technology Requirement – IPADS, Chromebooks, IMACS
  + Parent Directions – will receive directions via Classroom DOJO and/or Blackboard Connect & hard copy via “backpack mail”
  + Teacher Delivery – direct instruction via the internet
  + Teacher Planning – will plan for school closure during cluster meetings
  + Grading/Report Card – 3rd quarter report card day will continue as planed (4/7/2020) unless school is closed on orders of the Department of Health and/or the local City/County Department of Education

**Overview Math Curriculum Framework**

Units within the curricular framework for mathematics are designed to be taught in the order in which they are presented in kindergarten through grade eight including Algebra I.  There is a logical and developmentally appropriate progression of standards, with strong consideration given to Major, Supporting, and Additional content standards presented because most concepts build upon each other. Major, Supporting and Additional Content standards are color coded for the districts to understand where to prioritize.  The intent of the standards is to integrate the Major, Supporting and Additional standards.

Major, Supporting and Additional clusters of mathematics content standards are based on the New Jersey Student Learning Standards. Not all of the content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of the ideas, time needed to master or model, and/or their importance to future grade levels. The standards in the framework are color coded as Major (green), Supporting (blue) and Additional (yellow). Suggested Mathematical Practice Standards are listed in each unit to be imbedded regularly in daily math instruction.  Major content areas are the instructional focus of each unit.

The beginning units in kindergarten through grade two are designed with more time spent on foundational mathematical concepts needed for future units to build towards fluency in mathematics. Units in grades three through five follow the a logical progression of standards ensuring enough time for formal instruction with the Major Standards while still embedding Supporting and Additional Content Standards as well as Mathematical Practice Standards.  It is also important to note that the fluency requirement for kindergarten through grade five is critical for students to master.

References: <https://www.nj.gov/education/cccs/frameworks/math/>

**Overview ELA/L Curriculum Framework**

DLEACS aligns the ELA/L curriculum framework with the NJDOE. ELA/L units are intended and are designed to be presented in the order as they appear within the framework for kindergarten through grade five. This is due to the building of foundational skills throughout the year. For English language arts grades six through eighth in the case of DLEACS, curriculum standards spiral and repeat in a deeper manner grade-by-grade. That should reflects the transition from application to mastery of skills as assessed on summative tests. As suggested by the NJDOE, DLEACS cluster standards into four units incorporating speaking and listening and language standards.

<https://www.nj.gov/education/cccs/frameworks/ela/>

To this end DLEACS uses the following materials to guide students through the teaching and learning process combined with using a co-teaching platform utilizing teacher assistants and in class support teachers whenever possible as a means to differentiate the educational experiences that have distinguished DLEACS from community schools resulting in students being accepted into every top-tier ranking schools in Hudson County:

**K – 2**

* Our K-2 Cluster utilizes the Journey's Curriculum for Language Arts.
* Readworks articles are used as a sub curriculum to align with topics associated with Journeys.
* We glean Informational text articles from Readworks as part of the curricula material.
* Go Math, a Houghton Mifflin Harcourt product, is the Math text Curricula material.
* We use the online HMH tool – ThinkCentral.Com
* Teachers are required to assign differentiated assessments for both Language Arts and Math through the Think Central portal.
* K – 2 incorporates the I-Ready, adaptive online system for Math and ELA/L to build student content/skill levels.
* Standards are aligned to the curriculum.
* For the first time in the school’s history teachers have been taught to create Interim Assessments aligned with the NJSLS using LINKIT
* K – 2 & the “floating TA” assigned to classrooms assist the teacher with guided practice for students in small groups as well as identified targeted students.
* TA's also assist with keeping the students on task while the classroom teacher is launching the lesson for the entire class or differentiating instruction for identified small groups of students.
* The “Floating TA” is a result of reassessing the use of TAs to support instruction and operations for the current school year

**Grades 3 – 5**

**Curricular Materials Used:**

Teachers from Grades 3-5 use the following curricular materials, both `book and online resources, in their respective classrooms:

1. Journeys Text book and Skills Book
2. Go Math Textbooks
3. Science Fusion
4. Think Central ELA and Math
5. IREADY Reading and Math
6. Leveled Reading Books (ELA)

**The following are online platforms that are used for skills enrichment and assessment:**

1. Readworks
2. LINKIT for Skills Lessons and Assessment
3. IREADY

**Supplementary resources are also used in the classroom to enhance mastery of skills both in Reading and Math.**

1. Super Teacher Worksheets
2. Common Core Worksheets

**Grades 6 – 8 Alignment to Standards (teaching of major/minor standards)**

Every teacher is required to adhere to the New Jersey Learning Standards (NJSLS) for both ELA and Math. These standards had been organized in a framework for a given number of weeks and to be assessed periodically. These standards are categorized as major, supporting, and additional. Critical standards are prioritized and are given in depth mastery and rigor as much as possible. Furthermore, these standards are reflected in every teacher’s weekly lesson plan, differentiated activities, and ongoing and periodic assessments (both formal and informal).

**Math Program**

A combination of HMH Go Math and MyHRW designed to help students use what they learned in 5th grade (operations/numbers base 10) start to learn/apply statistics, ratios & proportionality and Geometry in preparation for 7th grade.  
7th grade students continue to become more fluent in solving problems, dealing with equations & working on ratios & proportionality.   
8th grade students continue to work on ratios & proportionality, equations and learn about functions to prepare students for HS math. 

**To this end we use:**  
1. 6th grade - HMH Go Math/IREADY-Adaptive program and LINKIT.   
  
2. 7th grade - MyHRW This platform reinforces and readies students for pre-algebra and basic geometry concepts.  
  
3. Grade 8 - Also use My HRW and IREADY to introduce functions, slope and graphing linear equations. It also gets students ready to take algebra In high school.

**ELA/L**

Middle school ELA/L works on Reading Literature, Writing, Language, and Speaking and Listening throughout the 4 units in grades 6 – 8. Middle school identifies appropriate texts for each grade level. In addition to grade appropriate texts supplemental reading, and writing resources are used to synthesize and/or connect reading and writing to the to the standards covered throughout the 4 units in order to help students deepen their capacity regarding reading and writing skills. DLEACS uses the uncommon school assessment approach to assess their understanding and/or demonstration of learning particular skills based on the unit standards that students were taught within the 4 – 6 week period typically during October, December, February and April.

* By the end of the year in 6th grade students are expected to grasp/understand reading literature stories, poems, and dramas.
* By the end of the year in 6th grade students are expected to grasp/understand reading informational texts and comprehend literary nonfiction text.
* By the end of the year in 6th grade students are expected to grasp/understand how to write research for specific topics and purposes
* By the end of the 6th grade students are expected to able to utilize speaking/listening techniques to synthesize their reading and writing skills to sequence ideas and facts using details to make presentations
* By the end of the year in 6th grade students are expected to begin the process of writing and narrating History Science and technical events, scientific procedures/experiments/processes in an organized manner.

All of the above prepares students for the Literary Analysis and Research Simulated Tasks as assessed on the NJSLS. Grade 7 & 8 take a deeper dive into the same standards. To this end, Middle school ELA/L utilizes the following text and/or written curricula supplemental materials:

* Prentice Hall
* Achieve the Cord
* Readworks
* Flow Vocabulary
* Audible Internet Resources – such as “The Boy in the Stripped Pajamas, The Skin I’m In
* We use IREADY as a bridge resource for Journeys that is also used in the 6th grade as part of the 5th grade to 6th grade continuum.

**Resources:**

* Go Math
* Journeys
* Think Central
* Class DOJO
* Science Fusion
* Links to NJDOE – ELA & Math/Algebra Standards & Curriculum Frameworks
* Khan Academy - teacher provided resource
* IREADY
* Pearson Support

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| **Dr. Lena Edwards Academic Charter School**  **DLEACS 15 Day Coronavirus School Closure Instructional Plan March – June 2020**  **March June 2020** | | | | |
| **Day/Time (Mon – Fri)** | **Instruction** | | | **Custodial Cleaning** |
| **9:15AM – 9AM** | **Breakfast/Lunch Distribution – Satellite Locations (JCBOE)** | | | |
| **8AM – 11AM** | **Nurse on Duty & Essential employees on duty** | | |  |
| **9:45AM – 10:00AM**  **10:00AM – 10:45AM** | K – 2 Attendance | 3 – 5 Attendance 6 – 8 Attendance | | |
| K -2 – Online Instruction  ELA/SPED | 3 – 5 - Online Instruction 6 – 8 - Online Instruction  ELA/SPED ELA/SPED | | |
| **11:00AM-12:00PM** | K -2 – Online Instruction  MATH/SPED | 3 – 5 – Online Instruction  Math/SPED | 6 – 8 – Online Instruction  Math/SPED | Custodians cleaning |
| **12:30PM-1:30PM** | **Planning – K-2/3-5/6-8/SPED – Once per week Day TBD** | | | Custodians cleaning |
| **1:30PM-2:15PM** | Science  Grades 5 & 8 | Computers  k-2 – IREADY  3-8 – GOOGLE Classroom Assignments | Social Studies Grades  4 – 8 | Custodians Cleaning |
| **2:30PM-3:00PM** | Online Administrative Meetings | All teachers – grading & posting daily lessons | Medical updates from DOE/DOH |
| **3:00PM-3:45PM** | Weekly ALL Staff meeting Online | All teachers – grading & posting daily lessons | Update CEO/Board |

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| **Program** | **Grade** | **Content** | **Guidelines K – 2** | **Notes/Expectations for Students** |
| K – 2 ELA/L, Math & Science | K  1st  2nd | **Kindergarten ELA**   * rhyming pairs * CVC words * High-frequency words * Reading passages and comprehension questions (main idea, key details) * Write the beginning, middle, end of a story   (RL.K.1, RL.K.2, RL.K.4, RL.K.7, RL.K.9, RL.K.10, RI.K.1, RI.K.2, RI.K.7, RF.K.3C, RF.K.4A,B, L.K.1.A, L.K.2A,  W.K.3) | All teachers review 3 units of content with students online  All teachers required to provide 3 week schedules for “presentation & submission” teaching & learning platform  Activity/content packets disseminated to students prior to Coronavirus – related school closure  All lesson plans submitted weekly  Science – based projects for K – 2  All IREADY Clever Badges to be sent home  IREADY lessons TBA | K- ELA  Students will be able to:   * recognize and name a rhyming pair * isolate letter sounds and blend cvc words * listen to or read a short story and answer comprehension questions (character, setting, main idea, key details)   write and draw about the beginning, middle, and end of a story |
|  |  | **Kindergarten Math**   * 3D Shapes * Count and Write to 100   Addition and Subtraction |  | **Kindergarten Math**   * 1. Analyze and compare three-dimensional shapes by attributes.   2. Identify, name, and describe three-dimensional shapes including spheres.   3. Identify, name, and describe three-dimensional shapes including cubes.   4. Identify, name, and describe 3D shapes including cylinders.   5. Identify, name, and describe 3D shapes including cones.   6. Solve problems by using the strategy use logical reasoning.   7. Model two-and 3D shapes by building and drawing.   8. Classify and count objects by color.   9. Classify and count objects by shape.   10. Classify and count objects by size.   11. Make a graph to count objects that have been classified into categories.   12. Read a graph to count objects that have been classified into categories.   13. Count forward   14. a given number.   15. Model and count 20 with objects.   16. Represent up to 20 objects with a number name and a written numeral.   17. Solve problems by using the strategy make a model.  1. Know the count sequence when counting to 50 by ones. 2. Know the count sequence when counting to 100 by ones. 3. Know the count sequence when counting to 100 by tens. 4. Use sets of tens to count 100. 5. Use drawings to solve addition and subtraction problems. 6. Solve word problems using addition and subtraction strategy.   Complete IReady assignments and Assessments. |
|  |  | **1st Grade**  Reading & Phonics:  Week 1  1. Sequencing  2. ar says R spelling pattern  3. Weekly sight words  Week 2  1. Main idea and details  2. er, ir and ur spelling pattern  3. Weekly sight words  Week 3  1. Central message  2.compound words  3. Weekly sight words  Math:  Week 1  1. Greater than/Less than  Week 2  1.Count & model 120  Week 3  1. addition & subtraction relationships  Science:  Week 1-3  1. Caring for the Earth  2. Recycling  3. Plant growth |  | **In class support students** received packets based on their needs. Assignments, projects and tests were designed based on their grade level. The packets that were distributed involved math, reading, and a science project. They are expected to complete each test based on the day it is due. I-ready/Clever lessons were given based on their level. |
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\*\*\* ALL teachers required to provide Unit Review Assessment at the conclusion of each one of the 3 weeks (Week 1 – Friday Unit 1 Online Assessment; Week 2 – Friday Unit 2 Online Assessment; The same for Week 3/Unit 3 review & testing

\*\*\* ALL teachers will review 1 unit per week

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| **Program** | **Grade** | **Content** | **Notes/Expectations for Students** |
| **Week 1 and 2**  **ELA**  1.Phonics- Homophones  2. Reading – **Gloria who Might Be My Best Friend**  Read the story online at [www.thinkcentral.com](http://www.thinkcentral.com)  3. Grammar –Adjectives  4. Science- Plants and Animals  -Each Readworks article is to be used for 2 days.  -Read Readworks article and answer comprehension questions. --On day 2 complete the attached graphic organizer.  \*Students will use worksheets, iReady, Readworks, Think Central for practice, homework and assessment.  **Math - Data**  Lesson 1 Collect Data  Lesson 2 Read Picture Graphs  Lesson 3 Make Picture Graphs  Mid chapter Checkpoint  Lesson 4 Read Bar Graphs  Lesson 5 Make Bar Graphs  Lesson 6. Problem Solving\* Display Data  Mid chapter 10 Review/Test  Chapter 10 Test Online | 2nd Grade- Mrs. Salazar/Ms. Futrell | **Phonics** Some English words that sound the same have different meaning and spellings.  **Homophones** are words that sound alike but are spelled differently. They are different words.  **Reading**  **Understanding Characters**  Students can use what a character thinks, does, and say to figure out the character’s traits and feelings. They can look for clues in the words and pictures to help them understand more about the character.  They can also understand characters by focusing on how the characters act and how they respond to events and challenges that take place in the story.  **Grammar**  Adjective is the word that describe.  Students can use adjectives that compare to make their writing more interesting.  Add –er to adjectives to compare two people, animals, places, or things.  Add- est to compare more than two people, animals, or things.  **Math**  Data is information that is often organized into charts and graphs.  -Taking a survey is a way of collecting a data.  -They can read and interpret data in a picture graph.  -Discuss with children how bar graphs and picture graphs compare. Point out that both have a title and categories; are built from left to right (for horizontal graphs); and show data. Also point out differences: a picture graph has pictures or symbols and a bar graph has bars; and a picture graph has a key and a bar graph has a scale. | 1.A picture of each assignment completed must be sent to daily via Class DOJO.  2.Complete assigned activity online will be given in Readworks, Think Central (ELA and Math) and iReady daily.  **Math**  Do Now  Complete Show and Share for each lesson daily  Assignment  Complete on Your Own Task Daily  Homework  Complete Homework Activity  Complete Assigned Lessons on ThinkCentral.com |
| **Week 2 and 3**  **ELA**  1.Phonics- Suffix –y, --ly, -ful  2. Reading – **The Goat in a Rug**  Read the story online at [www.thinkcentral.com](http://www.thinkcentral.com)  3. Grammar –Irregular Verb  4. Social Studies - 7 Continents and Oceans  -Each Readworks article is to be used for 2 days.  -Read Readworks article and answer comprehension questions. --On day 2 complete the attached graphic organizer.  \*Students will use worksheets, iReady, Readworks, Think Central for practice, homework and assessment.  **Math- Geometry**  Lesson 1 Three Dimensional Shape  Lesson 2 Attributes of Three  Dimensional Shapes  Lesson 3. Build Three Dimensional  Shapes  Lesson 4 Angles in Two  Dimensional Shapes  [www.thinkcentral.com](http://www.thinkcentral.com) | 2nd Grade- Mrs. Salazar | **Phonics** Suffixes -y,-ly,-ful can be added to the end of a base word to create a new word with a new meaning.  **Reading- The Goat in The Rug**  Summarize  Students can use both illustrations and text to summarize or tell the important events of a story.  They can use their inference maps to help them summarize the story. When children summarize at the end of the story, they can include in their summaries any conclusions they make about a selection.  **Grammar-** Irregular Verbs  -Have, Has, and Had are irregular verbs.  -Use have and Has to tell about present time.  -Use had to tell something that happened in the past.  **Math- Geometry**  The attributes **of a three**-**dimensional** figure are faces, edges and vertices. The **three dimensions** compose the edges of a 3D geometric **shape**. A cube, rectangular prism, sphere, cone and cylinder are the basic **3**-**dimensional shapes** we see around us. |  |

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| **Program** |  | **Content** | **Guidelines 3 – 5** | **Notes/Expectations for Students** |
| 3 – 5 ELA/L, Math & Science |  | |  |  | | --- | --- | | Subject | Student Activities | | ELA | 1. IReady Packet, pp. 10-13 (Determining the Central Message – The Girl and the Apples) 2. Quick Write-Google Classroom   (What is another lesson the girl might learn from what happened?) | | Math | 1. Do Now- Google Classroom (To be posted daily by the teacher)   - John bought two boxes of books at a yard sale. If each box had five books how many books did he buy?  - Sam bought nine boxes of candy with each box having six pieces inside of it. How many pieces of candy did he have total?   1. Lesson 5.2 – Find Unknown Numbers (ThinkCentral Library-Student Interactive Lesson)   3. ThinkCentral Quiz / IReady Packet | | Science | Topic: Lesson 1 - What are ecosystems?, pp. 151-155.  Read the text and answer the given questions in the text book.  Google Classroom (Science Journal)  How is the ocean ecosystem different from the tide pool ecosystem? |   **Day 1 – 3rd Grade**  ‘  Day 2   |  |  | | --- | --- | | Subject | Student Activities | | ELA | 1. IReady Packet, pp. 17-18 (Sharing the Crops) 2. Quick Write- Google Classroom   (Explain which character in “Sharing the Crops” learns a lesson. Use one detail from the folktale to support your response.) | | Math | 1. Do Now- Google Classroom (To be posted daily by the teacher)   - The roller coaster at the state fair costs seven tickets per ride. If six friends were going to ride the roller coaster, how many tickets would they need?  - Each table in a breakroom can seat eight people. If the breakroom has seven tables how many people can sit in there?   1. Lesson 5.4 – Multiplication Strategy with Multiples of 10 (ThinkCentral Library-Student Interactive Lesson) 2. ThinkCentral Quiz / IReady Packet | | Science | Topic: Lesson 1- What are ecosystems? pp. 156-162.  Read the text and answer the given questions in the text book.  Google Classroom (Science Journal)  Why don’t fish live on sand in a desert?  Why do you think animals choose to live in the environments they live in?  What do you think the bison who live on grasslands eat?  Do plants that live in the rain forest prefer a dry climate or a wet climate?  Why do you think the elf owl eats insects that live in cactuses?  How does living in a cactus help the elf owl to survive? |   Day 3   |  |  | | --- | --- | | Subject | Student Activities | | ELA | 1. IReady Packet, pp. 22-26 (Zel, the Gentle Donkey) 2. Quick Write – Google Classroom   (Review the central message of “Zel, the Gentle Donkey.” Explain how the characters in the story help deliver this message. Use details from the story to support your answer.) | | Math | 1. Do Now- Google Classroom (To be posted daily by the teacher)   - A teacher had seven students in her classes. If each student completed four problems how many problems would she have to grade?  -Cody was packing up his old toys. He managed to squeeze five toys into a box. If Cody filled up six boxes, how many toys did he pack total?   1. Lesson 5.5 - Multiply 1-Digit Numbers by Multiples of 10 (ThinkCentral Library-Student Interactive Lesson)   3. ThinkCentral Quiz / IReady Packet | | Science | Topic: Lesson 1- What are ecosystems?, pp. 165-166.  Read the text and answer the given questions in the text book. |   Day 4   |  |  | | --- | --- | | Subject | Student Activities | | ELA | 1. IReady Packet, pp. 31-36 (Words for Time and Space; Recounting Stories)   2. Quick Write (Which details from the chart do you think are most important? List them and tell why you chose them. | | Math | 1. Do Now- Google Classroom (To be posted daily by the teacher)  - Paige was drawing on scrap paper. She could fit five drawings on each page. If she has eight pieces of paper, how many drawings can she make?  - There were nine people in line waiting for movie tickets. If each of the tickets costs eight dollars, how much money would be spent?   1. Lesson 11.7 Problem Solving – Areas of Rectangles (ThinkCentral Library-Student Interactive Lesson) 2. ThinkCentral Quiz / IReady Packet | | Science | Topic: Lesson 1- What are Ecosystems?  Directions: Choose one ecosystem ( Rainforest, mountain, desert, ocean, river ecosystem) and research on the kind of habitat and life that exists on it. Draw it on a printing paper. Write a title and label your illustrations. (Day 1) |   Day 5   |  |  | | --- | --- | | Subject | Student Activities | | ELA | 1. Reading Packet Test Prep (Literary Analysis- from “Little Polar Bear and the Husky Pup”) 2. Quick Write – Narrative Writing   (from “Little Polar Bear and the Husky Pup”; Write an essay to explain how the pictures and words in the story provide details about the setting. Be sure to use evidence from both Part I and Part II in your essay. ) | | Math | Math Practice Test (Big Math Packet, pp. 4-20) | | Science | Topic: Lesson 1- What are Ecosystems?  Directions: Choose one ecosystem ( Rainforest, mountain, desert, ocean, river ecosystem) and research on the kind of habitat and life that exists on it. Draw it on a printing paper. Write a title and label your illustrations. (Day 2) |   Day 6   |  |  | | --- | --- | | Subject | Student Activities | | ELA | 1. IReady Packet, pp. 38-39 ( How The Bat Got Wings)   2. Quick Write (In your own words, recount what happens when the bat plays the game with the birds. Be sure to include the most important details from the story. ) | | Math | 1. Do Now- Google Classroom (To be posted daily by the teacher)   - Bianca had to complete ten homework problems. If each page has two problems on it, how many pages does she have to complete?  -There are sixty-three students in a class. If the teacher put them into groups with nine students in each group, how many groups would she have?  2 . Lesson 6.1 – Problem Solving – Model Division (ThinkCentral Library-Student Interactive Lesson)  3. ThinkCentral Quiz / IReady Packet | | Science | Topic: Lesson 3 – What is a Food Chain?, pp. 167-169  Read the text and answer the given questions in the text book.  Google Classroom (Science Journal)  Why are all animals consumers?  What is the difference between a herbivore and a carnivore?  How is an earthworm different from a herbivore, carnivore, or omnivore? |   Day 7   |  |  | | --- | --- | | Subject | Student Activities | | ELA | 1. IReady Packet, pp. 41-45 (“True or False”)   2.Quick Write (Use your own words to recount the folktale. Be sure to write about the events in the sequence that they happen in the story. ) | | Math | 1. Do Now- Google Classroom (To be posted daily by the teacher)  * Tom had twelve bottles of water. If he drank three each day how many days would they last him?   - Jerry has to sell eighty-one chocolate bars to get a prize. If each box contains nine chocolate bars, how many boxes does he need to sell?   1. Lesson 6.2 – Size of Equal Groups (ThinkCentral Library-Student Interactive Lesson) 2. ThinkCentral Quiz / IReady Packet | | Science | Topic: Nature’s Dinnertime? Pp. 170-171  Read the text and answer the given questions in the text book. |   Day 8   |  |  | | --- | --- | | Subject | Student Activities | | ELA | 1. IReady Packet, pp. 47-51 (“Following the Stars”) 2. IReady Online Practice 3. Quick Write – Narrative Writing   Prompt: Have you ever been lost? Write about your experience when you were lost. Describe the events, the place, and the reason why you got lost. How did you find your way? (You can create your own story.) | | Math | 1. Do Now- Google Classroom (To be posted daily by the teacher)   - Katie is making bead necklaces for her friends. She has twenty-five beads and each necklace takes five beads. How many necklaces can Katie make?  While playing basketball Team A scored sixteen points. If each person scored four points, how many people were playing?   1. Lesson 6.3 – Number of Equal Groups (ThinkCentral Library-Student Interactive Lesson) 2. ThinkCentral Quiz / IReady Packet | | Science | Topic: Food Chains, pp. 173-174  Read the text and answer the given questions in the text book.  Google Classroom (Science Journal)  How is a food chain like a real chain?  Which animals in the food chain eat another animal?  Which animals in the food chain get eaten by another animal? |   Day 9   |  |  | | --- | --- | | Subject | Student Activities | | ELA | 1. Readworks.org – Paired Texts   Topic: History of Familiar Objects   * Bread Baking Now and Then * A Bit about Buttons  1. Quick Write – Expository Writing   Prompt: Describe the kind(s) of food you can cook — or food you enjoy cooking with your parents. Describe the way it is prepared and if your family members enjoy it. | | Math | 1. Do Now- Google Classroom (To be posted daily by the teacher)   - Faye needs to buy forty-five apples for apple bobbing. If each bag contains five apples, how 7. many bags will she need?  - For the new school year Bianca’s mom bought twenty-seven glue sticks. If each class needs nine glue sticks, how many classes does Bianca have?   1. Lesson 6.7 – Relate Multiplication and Division   Lesson 6.8 – Write Related Facts (ThinkCentral Library-Student Interactive Lesson)  3. ThinkCentral Quiz / IReady Packet | | Science | Topic: What’s for Dinner?, pp. 174-175  Read the text and answer the given questions in the Google Classroom, Science Journal.  Google Classroom (Science Journal)  What are crops?  Why are they so important?  Where are crops found in food chains? How do you know? |   Day 10   |  |  | | --- | --- | | Subject | Student Activities | | ELA | 1. Reading Packet Test Prep (Literary/Narrative Analysis)   <https://www.schooltube.com/media/Cosmo+The+Boat+Cat+-+Childrens+Book+Read+Along/1_o6ikm2cr>   1. Quick Write – Narrative Writing   (At the end of the video, Thelonious the turtle tells Cosmo they can go on an adventure. Think about the things Cosmo and Thelonious could do while they are swimming through the sea.  Write a story about a **new** adventure that Cosmo and Thelonious will have together. Use what you have learned about the characters and setting of the video to write your story. Your story does not have to rhyme. | | Math | Math Practice Test (Big Math Packet, pp. 22-32) | | Science | Topic: Lesson 3- What is a Food Chain.  Answer pages 176-178. |   Day 11   |  |  | | --- | --- | | Subject | Student Activities | | ELA | 1. Readworks.org – Paired Texts   Topic: Asian Paintings of Nature  -Reeds and Geese  -Bamboo Under Spring Rain   1. Quick Write – Expository Writing 2. Prompt: Now, think of a particular art project you would like to create or draw and describe how you would use your favorite materials to create it.  What would your art look like and why are you creating it? | | Math | 1. Do Now- Google Classroom (To be posted daily by the teacher)   - Of the 10 books on fairy tales, Gilly borrowed 3. What fraction of the books on fairy tales did she borrow?  - Gillyfound15booksonunderwaterlifeandbrought7ofthesetothetable.What fraction of the books on underwater life did she bring to the table?   1. Lesson 8.1 – Equal Parts of a Whole   Lesson 8.2 – Equal Shares (ThinkCentral Library-Student Interactive Lesson)  3. Refer to Fraction Packet – Lesson 13 | | Science | Topic: Lesson 5- How do Environmental Changes Affect Living Things, pp. 181-183  Read the text and answer the given questions in the text book.  Google Classroom (Science Journal)  Solve a Problem A forest of 200 trees catches on fire. The fire destroys 87 of the trees. At the same time, the heat of the fire causes pitcher pinecones to open ​up in the forest, which results in 38 new trees. How many trees are in the forest after the fire? |   Day 12   |  |  | | --- | --- | | Subject | Student Activities | | ELA | 1. Readworks.org-Paired Texts   Topic: How Animals Behave in Groups   * Atka and the Wolves of South Salem * A School Trip to the Aquarium  1. Quick Write- Expository Writing   Prompt: You’re going on vacation and must leave your pet with a friend. Make a list of things your friend needs to do to take care of your pet. | | Math | 1. Do Now- Google Classroom   - Laurice is fond of fruits so he went to the fruit section and saw that there was one crate with 24 red juicy apples. She asked her mom to buy 5 of these. What fraction of the apples did they buy?  - Of the 4 lbs of carrots that her mother bought, 1 lb will be used for minestrone and 2 lbs to feed their rabbits. What fraction of the carrots will be used for minestrone?   1. Lesson 8.5 – Fractions on a Number Line (ThinkCentral Library-Student Interactive Lesson) 2. Refer to Fraction Packet – Lesson 14 | | Science | Topic: The Right Amount of Water, pp. 184-185  Read the text and answer the given questions in the text book. |   Day 13   |  |  | | --- | --- | | Subject | Student Activities | | ELA | 1. Readworks.org – Paired Texts   Topic: Threatened Environments   * Coral Reef Goes Digital * Trouble in the Amazon  1. Quick Write – Expository Writing   Prompt:  Describe a bird, an insect, or animal that you have strong feelings about. Choose one that scares, amuses, or puzzles you. Be sure you know enough about the animal to describe it fully. Use sensory details that will make your classmates feel the same. | | Math | 1. Do Now- Google Classroom (To be posted daily by the teacher)  * Ada and Betty went to a book store to buy their favor books. Ada bought 6/8 of her favor books. Betty bought 7/12 of her favor books. Who bought the greater fraction of the favor books ? * Rose and Mary bought the same amount of apples from the market. Rose ate up 5/12  of the apples he bought, while Mary ate up 1/3 of the apples she bought. Who ate the smaller fraction of the apples?  1. Lesson 9.2 – Compare Fractions with the Same Denominator   Lesson 9.3 – Compare Fractions with the Same Numerator  Lesson 9.4 – Compare Fractions  3. Refer to Fraction Packet – Lesson 16 | | Science | Topic: Natural Changes, pp. 186-187  Read the text and answer the given questions in the text book.  Google Classroom (Science Journal)  Why is soil important for plants?  How might an environmental change affect a specific food chain? |   Day 14   |  |  | | --- | --- | | Subject | Student Activities | | ELA | 1. Reading Packet Test Prep (Research Simulation- “Sleep and the Brain” and “Feed Your Brain”) 2. Quick Write -Expository Writing   You read the articles “Sleep and the Brain” and “Feed Your Brains. Think about the key details in each article tat show how people can take care of their brains.  Write an essay explaining how to take care of your brain and why doing so is important. Use specific details and samples from both articles to support your ideas. | | Math | 1. Do Now- Google Classroom (To be posted daily by the teacher)   - Recently, Washington Cinema sold out 4/5  of all movie tickets for a new movie.  Putnam Theater sold out 5/7  of the tickets.  Which movie theater sold out on a greater fraction of tickets?  - The children in a kindergarten went to the zoo. 7/18 of the children went to see tigers and 8/21 of the children went to see monkeys. Which is the greater fraction?   1. Lesson 9.6 Model Equivalent Fractions   Lesson 9.7 Equivalent Fractions  3. Refer to Fraction Packet – Lesson 15 | | Science | Topic: People and the Environment, pp. 188-189  Read the text and answer the given questions in the text book. |   Day 15   |  |  | | --- | --- | | Subject | Student Activities | | ELA | 1. Reading Packet Test Prep (Research Simulation – “Life in a Deep Freeze” and from “Inuit) 2. Quick Write   Write a letter to your friend explaining it is possible to live in the Arctic. Include information about how people and animals are able to survive in the cold. Use ideas and facts from **both** articles in your letter. | | Math | Math Practice Test (Big Math Packet, pp. 34-46) | | Science | Topic: Lesson 5 - Lesson 5- How do Environmental Changes Affect Living Things  Read the text and answer the given questions in the text book. |   **4th Grade Math and Science**  **Ms. Erdman**  **MATH:** Students will work on reinforcing skills and major cluster standards previously taught year to date. Students will work on the ***Think Central*** portal completing the *Interactive Student Edition* as online instruction of *Go Math*, viewing *Math on the Spot – Tutorials* and then completing assignments via Think Central, assigned based on the standard taught. Students are also provided with rigorous paper work aligned to the standard each day, as well as NJSLA test like questions.  **SCIENCE:** Students will work on the ***Think Central*** portal completing the *Digital lessons – ScienceFusion Student Access* as online instruction, reading the online student edition, and then completing assignments via Think Central assigned based on the standard taught. Students are also provided with rigorous paper work aligned to the standard each day, as well as NJSLA test like questions.  **iReady:** Students will be assigned online lessons based on the standards covered each day in the following home instruction plans. Students will be required to complete 30 minutes each day of iReady.  Work has been provided in packets, separated by week. Ms. Erdman will assign tasks and assignments **daily** on *Google Classroom* and *ClassDojo.*   |  | | --- | | **WEEK 1 – DAY 1** | | **MATH:**  *Standards: 4.NBT.A.3* Use place value understanding to round multi-digit whole numbers to any place.  *Think Central:* Interactive Student Edition – Chapter 1 lesson 4. Assignments: **4.nbt.a.3 (date).**  *Paper:* Reteach and enrich worksheets provided, iReady printable lesson, and NJSLA sample questions  **SCIENCE:**  *Think Central:* Students will read Unit 9 Lesson 1 digital lesson. Assignments: **unit 9 lesson 1 science part 1 (date).**  *Paper:* copies from book, pgs. 440-442  **iREADY:** lessons on rounding 4.NBT.A.3 | | **WEEK 1 – DAY 2** | | **MATH:**  *Standards: 4.NBT.B.5* Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.  *Think Central:* Interactive Student Edition – Chapter 3 lesson 7. Assignments: **4.nbt.b.5 (date).**  *Paper:* Reteach and enrich worksheets provided, iReady printable lesson, and NJSLA sample questions  **SCIENCE:**  *Think Central:* Students will read Unit 9 Lesson 1 digital lesson. Assignments: **unit 9 lesson 1 science part 2(date).**  *Paper:* copies from book, pgs. 443-444 (writing assignment)  **iREADY:** lessons on multiplying 4.NBT.B.5 | | **WEEK 1 – DAY 3** | | **MATH:**  *Standards: 4.NBT.B.6* Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.  *Think Central:* Interactive Student Edition – Chapter 4 lesson 3. Assignments: **4.nbt.b.6 (date).**  *Paper:* Reteach and enrich worksheets provided, iReady printable lesson, and NJSLA sample questions  **SCIENCE:**  *Think Central:* Students will read Unit 9 Lesson 3 digital lesson. Assignments: **unit 9 lesson 3 science (date).**  *Paper:* copies from book, pgs. 454-458  **iREADY:** lessons on division 4.NBT.B.6 | | **WEEK 1 – DAY 4** | | **MATH:**  *Standards: 4.NBT.B.6* Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.  *Think Central:* Interactive Student Edition – Chapter 4 lesson 10. Assignments: **4.nbt.b.6 (date).**  *Paper:* Reteach and enrich worksheets provided, iReady printable lesson, and NJSLA sample questions  **SCIENCE:**  *Think Central:* Students will read Unit 9 Lesson 5 digital lesson. Assignments: **unit 9 lesson 5 science (date).**  *Paper:* copies from book, pgs. 469-472  **iREADY:** lessons on division 4.NBT.B.6 | | **WEEK 1 – DAY 5** | | **MATH:**  *Standards: 4.OA.A.3* Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.  *Think Central:* Interactive Student Edition – Chapter 4 lesson 12. Assignments: **4.OA.A.3 (date).**  *Paper:* Reteach and enrich worksheets provided, iReady printable lesson, and NJSLA sample questions  PARCC released item test prep packet  **SCIENCE:**  *Think Central:* Students will read Unit 9 STEM digital lesson. Assignments: **unit 9 lesson STEM science (date).**  *Paper:* copies from book, pgs. 475-476  **iREADY:** lessons on multi-step word problems 4.OA.A.3 | | **WEEK 2 – DAY 6** | | **MATH:**  *Standards: 4.OA.C.5* Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way*.  *Think Central:* Interactive Student Edition – Chapter 5 lesson 6. Assignments: **4.OA.C.5 (date).**  *Paper:* Reteach and enrich worksheets provided, iReady printable lesson, and NJSLA sample questions  **SCIENCE:**  *Think Central:* Students will re- read Unit 9 digital lessons. Assignments: **unit 9 review science (date).**  *Paper:* copies from book, pgs. 477-479  **iREADY:** lessons on generating patterns 4.OA.C.5 | | **WEEK 2 – DAY 7** | | **MATH:**  *Standards: 4.NF.A.2* Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as ½. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.  *Think Central:* Interactive Student Edition – Chapter 6 lesson 4. Assignments: **4.NF.A.2 (date).**  *Paper:* Reteach and enrich worksheets provided, iReady printable lesson, and NJSLA sample questions  **SCIENCE:**  *Think Central:* Students will read Unit 10 lesson 1 digital lesson. Assignments: **unit 10 lesson 1 science (date).**  *Paper:* copies from book, pgs. 492-493  **iREADY:** lessons on common denominators 4.NF.A.2 | | **WEEK 2 – DAY 8** | | **MATH:**  *Standards: 4.NF.B.3a* Understand addition and subtraction of fractions as joining and separating parts referring to the same whole  *Think Central:* Interactive Student Edition – Chapter 7 lesson 5. Assignments: **4.NF.A.B.3a (date).**  *Paper:* Reteach and enrich worksheets provided, iReady printable lesson, and NJSLA sample questions  **SCIENCE:**  *Think Central:* Students will re-read Unit 10 lesson 1 digital lesson. Assignments: **unit 10 lesson 1 science – apply concepts (date).**  *Paper:* copies from book, pgs. 494-496  **iREADY:** lessons on adding and subtracting fractions 4.NF.B.3a | | **WEEK 2 – DAY 9** | | **MATH:**  *Standards: 4.NF.B.3c* Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.  *Think Central:* Interactive Student Edition – Chapter 7 lesson 9. Assignments: **4.NF.A.B.3c (date).**  *Paper:* Reteach and enrich worksheets provided, iReady printable lesson, and NJSLA sample questions  **SCIENCE:**  *Think Central:* Students will re-read Unit 10 lesson 4 digital lesson. Assignments: **unit 10 lesson 4 science (date).**  *Paper:* copies from book, pgs. 510-512  **iREADY:** lessons on adding and subtracting mixed numbers 4.NF.B.3c | | **WEEK 2 – DAY 10** | | **MATH:**  *Standards: 4.NF.B.4b* Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)*  *Think Central:* Interactive Student Edition – Chapter 8 lesson 4. Assignments: **4.NF.A.B.4b (date).**  *Paper:* Reteach and enrich worksheets provided, iReady printable lesson, and NJSLA sample questions  PARCC released item test prep packet  **SCIENCE:**  *Think Central:* Students will re-read Unit 10 lesson 4 digital lesson. Assignments: **unit 10 lesson 4 science – apply concepts(date).**  *Paper:* copies from book, pgs. 513-514  **iREADY:** lessons on multiplying whole numbers and fractions 4.NF.B.4b | | **WEEK 3 – DAY 11** | | **MATH:**  *Standards: 4.NF.B.4c* Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*  *Think Central:* Interactive Student Edition – Chapter 8 lesson 5. Assignments: **4.NF.A.B.4c (date).**  *Paper:* Reteach and enrich worksheets provided, iReady printable lesson, and NJSLA sample questions  **SCIENCE:**  *Think Central:* Students will read Unit 10 *Ask an electrician* digital lesson. Assignments: **unit 10 electrician - science (date).**  *Paper:* copies from book, pgs. 515-516  **iREADY:** lessons on multiplying whole numbers and fractions word problems 4.NF.B.4c | | **WEEK 3 – DAY 12** | | **MATH:**  *Standards: 4.NF.C.5* Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.2 *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100*.  *Think Central:* Interactive Student Edition – Chapter 9 lesson 2. Assignments: **4.NF.C.5 (date).**  *Paper:* Reteach and enrich worksheets provided, iReady printable lesson, and NJSLA sample questions  **SCIENCE:**  *Think Central:* Students will read Unit 10 lesson 5 digital lesson. Assignments: **unit 10 lesson 5 - science (date).**  *Paper:* copies from book, pgs. 526-528  **iREADY:** lessons on equivalent decimals and fractions 4.NF.C.5 | | **WEEK 3 – DAY 13** | | **MATH:**  *Standards: 4.NF.C.6* Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram*.  *Think Central:* Interactive Student Edition – Chapter 9 lesson 3. Assignments: **4.NF.C.6 (date).**  *Paper:* Reteach and enrich worksheets provided, iReady printable lesson, and NJSLA sample questions  **SCIENCE:**  *Think Central:* Students will read Unit 10 STEM digital lesson. Assignments: **unit 10 STEM - science (date).**  *Paper:* copies from book, pgs. 529-530  **iREADY:** lessons on decimal notation for fractions 4.NF.C.6 | | **WEEK 3 – DAY 14** | | **MATH:**  *Standards: 4.MD.A.3* Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor*.  *Think Central:* Interactive Student Edition – Chapter 13 lesson 4. Assignments: **4.MD.A.3 (date).**  *Paper:* Reteach and enrich worksheets provided, iReady printable lesson, and NJSLA sample questions  **SCIENCE:**  *Think Central:* Students will re- read Unit 10 digital lessons. Assignments: **unit 10 – review part 1 science (date).**  *Paper:* copies from book, pgs. 531-532  **iREADY:** lessons on finding unknown measures 4.MD.A.3 | | **WEEK 3 – DAY 15** | | **MATH:**  *Standards: 4.MD.A.3* Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor*.  *Think Central:* Interactive Student Edition – Chapter 13 lesson 5. Assignments: **4.MD.A.3 (date).**  *Paper:* Reteach and enrich worksheets provided, iReady printable lesson, and NJSLA sample questions  PARCC released items test prep packet  **SCIENCE:**  *Think Central:* Students will re- read Unit 10 digital lessons. Assignments: **unit 10 – review part 2 science (date).**  *Paper:* copies from book, pgs. 533-534  **iREADY:** lessons on finding area and perimeter 4.MD.A.3 |   4th Grade Reading ELA/L  Day 1  1. 30 minutes I Ready Daily  2. Readworks  3. Independent Reading Packet  4. Writing Assignments labeled by Day  Should be written either in your reading  Notebook and/ or Google Classroom.  Day 2    1. 30 minutes I Ready Daily  2. Readworks  3. Independent Reading Packet  4. Writing Assignments labeled by Day  Should be written either in your reading  Notebook and/ or Google Classroom.  Day 3  1. 30 minutes I Ready Daily  2. Readworks  3. Independent Reading Packet  4. Writing Assignments labeled by Day  Should be written either in your reading  Notebook and/ or Google Classroom.  Day 4  1. 30 minutes I Ready Daily  2. Readworks  3. Independent Reading Packet  4. Writing Assignments labeled by Day  Should be written either in your reading  Notebook and/ or Google Classroom.  Day 5    1. 30 minutes I Ready Daily  2. Readworks  3. Independent Reading Packet  4. Writing Assignments labeled by Day  Should be written either in your reading  Notebook and/ or Google Classroom.  Day 6  1. 30 minutes I Ready Daily  2. Readworks  3. Independent Reading Packet  4. Writing Assignments labeled by Day  Should be written either in your reading  Notebook and/ or Google Classroom.  Day 7  1. 30 minutes I Ready Daily  2. Readworks  3. Independent Reading Packet  4. Writing Assignments labeled by Day  Should be written either in your reading  Notebook and/ or Google Classroom.  Day 8  1. 30 minutes I Ready Daily  2. Readworks  3. Independent Reading Packet  4. Writing Assignments labeled by Day  Should be written either in your reading  Notebook and/ or Google Classroom.  Day 9  1. 30 minutes I Ready Daily  2. Readworks  3. Independent Reading Packet  4. Writing Assignments labeled by Day  Should be written either in your reading  Notebook and/ or Google Classroom.  Day 10  1. 30 minutes I Ready Daily  2. Readworks  3. Independent Reading Packet  4. Writing Assignments labeled by Day  Should be written either in your reading  Notebook and/ or Google Classroom.  Day 11  1. 30 minutes I Ready Daily  2. Readworks  3. Independent Reading Packet  4. Writing Assignments labeled by Day  Should be written either in your reading  Notebook and/ or Google Classroom.  Day 12  1. 30 minutes I Ready Daily  2. Readworks  3. Independent Reading Packet  4. Writing Assignments labeled by Day  Should be written either in your reading  Notebook and/ or Google Classroom.  Day 13  1. 30 minutes I Ready Daily  2. Readworks  3. Independent Reading Packet  4. Writing Assignments labeled by Day  Should be written either in your reading  Notebook and/ or Google Classroom.  Day 14 Day 15  1. 30 minutes I Ready Daily 1. 30 minutes I Ready Daily  2. Readworks 2. Readworks  3. Independent Reading Packet 3. Independent Reading Packet  4. Writing Assignments labeled by Day 4. Writing Assignments labeled  Should be written either in your reading by Day Should be written either  Notebook and/or Google Classroom. In your reading Notebook and/or Google Classroom. And / or Google Classroom.  **Google Classroom – Grade 5 ELA/L**  Readworks.org  NJSLA Prep:   * Narrative Task * Literary Analysis Task * Research Simulation Task   Adobe Connect Virtual Classroom Link  <https://meet20095597.adobeconnect.com/rar4fkablt54/>  **Grade 5 WEEK 1**  Day 1: \_\_\_\_\_\_\_\_\_\_\_   * I-Ready Packet, pp. 13-20 (Finding the Theme of a Poem – “Darkness in the Desert”; “Night Walk”)   Day 2: \_\_\_\_\_\_\_\_\_\_\_   * I-Ready Packet, pp. 23-28 (Finding the Theme of a Poem – Anna’s Monsters; “Summer Night”)   Day 3: \_\_\_\_\_\_\_\_\_\_\_   * Readworks packet/Online assignment: “Me and My Habits” (fiction) * Google Classroom –Writing Extension/Reaction   Day 4: \_\_\_\_\_\_\_\_\_\_\_   * NJSLA Prep – Narrative Task – “Angelo” Story and Comprehension Questions (Google Classroom)   Day 5: \_\_\_\_\_\_\_\_\_\_\_   * NJSLA Prep – Narrative Task – “Angelo” Narrative Essay (Google Classroom)   **Grades 5 ELA WEEK 2**  Day 6: \_\_\_\_\_\_\_\_\_\_\_   * I-Ready Packet, pp. 32-38 (Using Context Clues; Unfamiliar Words)   Day 7: \_\_\_\_\_\_\_\_\_\_\_   * I-Ready Packet, pp. 39-41 (“From Furs to Five-Dollar Bills”) * Context Clues Worksheet   Day 8: \_\_\_\_\_\_\_\_\_\_\_   * Readworks packet/Online assignment: “The Constitution Tells the States Who Has the Right to Vote” (non-fiction) * Google Classroom –Writing Extension/Reaction   Day 9: \_\_\_\_\_\_\_\_\_\_\_   * NJSLA Prep – Literary Analysis Task – “Freddy in Peril Part 1” and “Freddy in Peril Part 2” Story and Comprehension Questions (Google Classroom)   Day 10: \_\_\_\_\_\_\_\_\_\_\_   * NJSLA Prep – Literary Analysis Task – “Freddy in Peril Part 1” and “Freddy in Peril Part 2” Essay (Google Classroom) * Graphic Organizer   **Grade 5 ELA WEEK 3**  Day 11: \_\_\_\_\_\_\_\_\_\_\_   * I-Ready Packet, pp. 42-47 (“What Was the Great Depression?”)   Day 12: \_\_\_\_\_\_\_\_\_\_\_   * Readworks packet/Online assignment: “The Fight for Women’s Suffrage” (non-fiction) * Google Classroom –Writing Extension/Reaction   Day 13: \_\_\_\_\_\_\_\_\_\_\_   * NJSLA Prep – Research Simulation Task – “Giant Pandas,” “Helping Giant Pandas,” from “Giant Panda Cubs Give Hope to an Endangered Species” Articles and Comprehension Questions (Google Classroom)   Day 14: \_\_\_\_\_\_\_\_\_\_\_   * NJSLA Prep – Research Simulation Task – “Giant Pandas,” “Helping Giant Pandas,” from “Giant Panda Cubs Give Hope to an Endangered Species” Articles and Comprehension Questions (Google Classroom) * Graphic Organizer   Day 15: \_\_\_\_\_\_\_\_\_\_\_   * NJSLA Prep – Research Simulation Task – “Pandas” Research Simulation Essay (Google Classroom) * Graphic Organizer   **Day 1 – Math/Science 5th Grade**  Subject  Student Activities  **Math**  Do Now- Google Classroom (To be posted daily by the teacher)  A Siberian tiger was observed sleeping 1,287 minutes during the course of one day. If he slept for that long every day, how many minutes would he sleep in one year? Assume there are 365 days in one year.  Lesson 1.7 (Think Central Library-Student Interactive Lesson)  3. Think Central Quiz / IReady Packet  **Science**  Topic: Lesson 1 - What are ecosystems?, pp. 151-155.  Read the text and answer the given questions in the text book.  Google Classroom (Science Journal)  How is the ocean ecosystem different from the tide pool ecosystem?  ‘  **Day 2**  Subject  Student Activities  Math  Do Now- Google Classroom (To be posted daily by the teacher)  Mrs. Appleton buys a bag of 186 individually wrapped gumballs to pass out to the students in her class. If she gives away exactly 8 gumballs each day, how many gumballs will she have left over?  Lesson 2.6 – Divide by 2-digit Divisors (Think Central Library-Student Interactive Lesson)  Think Central Quiz / IReady Packet  **Science**  Topic: Lesson 1- What are ecosystems? pp. 156-162.  Read the text and answer the given questions in the text book.  Google Classroom (Science Journal)  Why don’t fish live on sand in a desert?  Why do you think animals choose to live in the environments they live in?  What do you think the bison who live on grasslands eat?  Do plants that live in the rain forest prefer a dry climate or a wet climate?  Why do you think the elf owl eats insects that live in cactuses?  How does living in a cactus help the elf owl to survive?  **Day 3**  Subject  Student Activities  Math  Do Now- Google Classroom (To be posted daily by the teacher)  Mrs. Appleton buys a bag of 186 individually wrapped gumballs to pass out to the students in her class. If she gives away exactly 8 gumballs each day, how many gumballs will she have left over?  Lesson 2.7 - Interpret the Remainder (Think Central Library-Student Interactive Lesson)  3. Think Central Quiz / IReady Packet  **Science**  Topic: Lesson 1- What are ecosystems?, pp. 165-166.  Read the text and answer the given questions in the text book.  **Day 4**  Subject  Student Activities  Math  Do Now- Google Classroom (To be posted daily by the teacher)  Aliya is planning a party for 127 people. If each table can seat 8 people, what is the least number of tables Aliya will need?  Lesson 2.9 Problem Solving Division (Think Central Library-Student Interactive Lesson)  Think Central Quiz / IReady Packet  **Science**  Topic: Lesson 1- What are Ecosystems?  Directions: Choose one ecosystem ( Rainforest, mountain, desert, ocean, river ecosystem) and research on the kind of habitat and life that exists on it. Draw it on a printing paper. Write a title and label your illustrations. (Day 1)  **Day 5**  Subject  Student Activities  Math  Chapter 2 Review Test  **Science**  Topic: Lesson 1- What are Ecosystems?  Directions: Choose one ecosystem ( Rainforest, mountain, desert, ocean, river ecosystem) and research on the kind of habitat and life that exists on it. Draw it on a printing paper. Write a title and label your illustrations. (Day 2)  **Day 6**  Subject  Student Activities  Math  Do Now- Google Classroom (To be posted daily by the teacher)  Tania measured the growth of her plant each week. The first week, the plant’s height measured 2.65 decimeters. During the second week, Tania’s plant grew 0.7 decimeter. How tall was Tania’s plant at the end of the second week? Describe the steps you took to solve the problem.  2 . Lesson 3.8 Add Decimals (Think Central Library-Student Interactive Lesson)  3. Think Central Quiz / IReady Packet  **Science**  Topic: Lesson 3 – What is a Food Chain?, pp. 167-169  Read the text and answer the given questions in the text book.  Google Classroom (Science Journal)  Why are all animals consumers?  What is the difference between a herbivore and a carnivore?  How is an earthworm different from a herbivore, carnivore, or omnivore?  **Day 7**  Subject  Student Activities  Math  Do Now- Google Classroom (To be posted daily by the teacher)  Charisse has two pieces of rope. One measures 1.15 feet and the other measures 0.8 foot. About how much total length of rope does Charisse have?  Lesson 3.9 Subtract Decimals (Think Central Library-Student Interactive Lesson)  Think Central Quiz / IReady Packet  **Science**  Topic: Nature’s Dinnertime? Pp. 170-171  Read the text and answer the given questions in the text book.  **Day 8**  Subject  Student Activities  Math  Do Now- Google Classroom (To be posted daily by the teacher)  Charlie has an adult Netherlands dwarf rabbit that weighs 1.2 kilograms. Cliff’s adult Angora rabbit weighs 2.9 times as much as Charlie’s rabbit. How much does Cliff’s rabbit weigh?  Lesson 4.7 Multiply Decimals (Think Central Library-Student Interactive Lesson)  Think Central Quiz / IReady Packet  **Science**  Topic: Food Chains, pp. 173-174  Read the text and answer the given questions in the text book.  Google Classroom (Science Journal)  How is a food chain like a real chain?  Which animals in the food chain eat another animal?  Which animals in the food chain get eaten by another animal?  **Day 9**  Subject  Student Activities  Math  Do Now- Google Classroom (To be posted daily by the teacher)  Mrs. Alvarez has a piece of ribbon that is 2.65 feet long. She cuts the ribbon into 5 equal pieces. What is a good estimate of the length of each piece of ribbon?  Lesson 5.4 division of decimals by whole numbers (Think Central Library-Student Interactive Lesson)  Think Central Quiz /IReady Packet  **Science**  Topic: What’s for Dinner?, pp. 174-175  Read the text and answer the given questions in the Google Classroom, Science Journal.  Google Classroom (Science Journal)  What are crops?  Why are they so important?  Where are crops found in food chains? How do you know?  **Day 10**  Subject  Student Activities  Math  Do Now- Google Classroom (To be posted daily by the teacher)  Mrs. Alvarez has a piece of ribbon that is 2.65 feet long. She cuts the ribbon into 5 equal pieces. What is a good estimate of the length of each piece of ribbon?  Lesson 5.6 Dividing Decimals (Think Central Library-Student Interactive Lesson)  Think Central Quiz / IReady Packet  **Science**  Topic: Lesson 3- What is a Food Chain.  Answer pages 176-178.  **Day 11**  Subject  Student Activities  Math  Do Now- Google Classroom (To be posted daily by the teacher)  Sara is making a key chain using the bead design shown. What fraction of the beads in her design are either blue or red?  Lesson 6.5 Add and Subtract Fractions with unlike Denominators (Think Central Library-Student Interactive Lesson)  Think Central Quiz / IReady Packet  Use anchor charts on Google Classroom for assistance.  **Science**  Topic: Lesson 5- How do Environmental Changes Affect Living Things, pp. 181-183  Read the text and answer the given questions in the text book.  Google Classroom (Science Journal)  Solve a Problem A forest of 200 trees catches on fire. The fire destroys 87 of the trees. At the same time, the heat of the fire causes pitcher pinecones to open ​up in the forest, which results in 38 new trees. How many trees are in the forest after the fire?  **Day 12**  Subject  Student Activities  Math  5.NBT NJSLA Practice Problems Posted on Google Classroom    **Science**  Topic: The Right Amount of Water, pp. 184-185  Read the text and answer the given questions in the text book.  **Day 13**  Subject  Student Activities  Math  5.OA NJSLA Practice Problems posted on Google Classroom  **Science**  Topic: Natural Changes, pp. 186-187  Read the text and answer the given questions in the text book.  Google Classroom (Science Journal)  Why is soil important for plants?  How might an environmental change affect a specific food chain?  **Day 14**  Subject  Student Activities  Math  Lessons 6.1-6.5 Mid-Chapter Checkpoint  **Science**  Topic: People and the Environment, pp. 188-189  Read the text and answer the given questions in the textbook.  **Day 15**  Subject  Student Activities  Math  Complete 2 I-Ready Lessons  **Science**  Topic: Lesson 5 - Lesson 5- How do Environmental Changes Affect Living Things  Read the text and answer the given questions in the textbook. | All teachers review 3 units of content with students online  All teachers required to provide 3 week schedules for “presentation & submission” teaching & learning platform  Activity/content packets disseminated to students prior to Coronavirus – related school closure  All lesson plans submitted weekly  Science – based projects for 3 – 5  All IREADY user & password to be sent home  IREADY lessons TBA  All students will be required to use the “IREADY Personal Math Trainer”  All students required to use Khan Academy  All teachers required to provide “Released NJSLA Items” as supplemental work | Assignments, projects & quizzes assigned through Think Central & … |

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| **Program** | **Grade** | **Content** | **Guidelines 6 – 8** | **Notes/Student Expectations & Resources** |
| 6 – 8 ELA/L, Math & Science | 6 t h Math 6B: students will be doing one page of iready home instruction each day on top of one njsla released question per day. when online instruction is taking place students will use the My.Hrw.com platform to complete assignments 7 t h Math 7B: students will be doing one page of iready home instruction each day on top of one njsla released question per day. when online instruction is taking place students will use the My.Hrw.com platform to complete assignments  8 t h Math 8A: students will be doing one page of iready home instruction each day on top of one njsla released question per day. when online instruction is taking place students will use the My.Hrw.com platform to complete assignments | 6th grade SWBAT calculate area of Quadrilaterals and triangles and other polygons  6th grade SWBAT calculate area algebraically 6th grade SWBAT solve problems by plotting points and using absolute value 6th grade SWBAT calculate surface area and volume of 3D shaped  7th Grade SWBAT understand probability as a chance of something happening with 0 representing a 0 percent chance, and 1 representing a 100% chance 7th Grade SWBAT Calculate probability by collecting data 7th grade SWBAT find compound probability using tables graphs and lists  8th grade SWBAT use the pythagorean theorem to calculate the missing sides of right triangles  8th grade SWBAT calculate distance between points using the pythagorean theorem 8th grade SWBAT calculate the volume of round 3D shapes (Coned Spheres and Cylinders) | All teachers review 3 units of content with students online  All teachers required to provide 3 week schedules for “presentation & submission” teaching & learning platform  Activity/content packets disseminated to students prior to Coronavirus – related school closure  All lesson plans submitted weekly  Science – based projects for 6 – 8  All IREADY user & password to be sent home  IREADY lessons TBA  All students will be required to use the “IREADY Personal Math Trainer”  All students required to use Khan Academy  All teachers required to provide “Released NJSLA Items” as supplemental work | Assignments, projects & quizzes assigned through Think Central & … |
|  | Middle School Math Continued – NJSLA Levels 3 – 5  Math (6)   * Understanding ratios * Understanding rates * Understanding percents * Division with Fractions * Integers * Expressions and exponents * Equations and inequalities   Math (7)   * Operations with integers * Operations with rational numbers * Ratios and proportional relationships * Percents and proportional relationships * Expressions, equations, and inequalities   **Algebra**   * Quantitative Reasoning * Algebraic Models * Functions and Models * Patterns and Sequences * Linear Functions * Forms of Linear Equations * Linear Equations and Inequalities * Solving Systems of linear Equations * Modeling with Linear Systems * Piecewise-Defined Functions * Rational Exponents and Radicals   Geometric Sequences and Exponential Functions |  |  | Assignments, projects & quizzes assigned through Think Central &  My.hrw.com  Google classroom |

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| **Program** | **Grade** | **Content** | **Guidelines** | **Notes/Student Expectations & Resources** |
| Spanish/World Language | K – 8 | Ms. Anton’s Spanish assignment for school week closing.  For grades 3 & 4 Students will research a wild animal and write 5 sentences about that animal. Students will answer the following questions about their animal and attach a picture of the animal. Please submit on GOOGLE classroom.   * Where does the animal live? * What does the animal eat? * How do we care for the animal? * Is it an endangered animal? * Describe 3 character traits about the animal. * How does it move?   Grade 5 Students will research a wild animal and write 2 paragraphs about the animal. Students will answer the following questions about their animal and attach a picture of the animal. Please submit on GOOFLE classroom.  - Where does the animal live?   * What does the animal eat? * How do we care for the animal? * Is it an endangered animal? * Describe 3 character traits about the animal. * How does it move?   Grades 6-8 Students will write a one page essay about an Afro-Latino actor, singer, writer who made a contribution to US history. Answer the following questions in your essay attach a picture as well. Please submit on google classroom.    -Where was he/she born?  -What accomplishments did he/she make?  - A famous quote and what does it mean?  -What hardships did he/she encountered?  - How was their early childhood?  - How was their professional career?  - What did they do to help the community?  - Why is he/she important. | All teachers review 3 units of content with students online  All teachers required to provide 3 week schedules for “presentation & submission” teaching & learning platform  Activity/content packets disseminated to students prior to Coronavirus – related school closure  All lesson plans submitted weekly | Assignments, projects & quizzes assigned submitted through GOOGLE Classroom |

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| **Program** | **Grade** | **Content** | **Guidelines** | **Notes/Student Expectations & Resources** |
| Middle School  Social Studies | 6 – 8 |  | All teachers review 3 units of content with students online  All teachers required to provide 3 week schedules for “presentation & submission” teaching & learning platform  Activity/content packets disseminated to students prior to Coronavirus – related school closure  All lesson plans submitted weekly | Assignments, projects & quizzes assigned… |

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| **Program** | **Grade** | **Content** | **Guidelines** | **Notes/Student Expectations & Resources** |
| Art | K - 8 | Students will create three portraits (drawing of a face).  One will be a self-portrait. (any drawing of their own face and head) and two portraits of two family members, it can be parents, grandparents, sister/brother, aunt/uncle or anyone close.  They can use preferably a mirror or a photograph of themself to do the self-portrait. They can ask the family member to pose for them to do their portrait or use a picture.  There should be THREE separate portraits. It can be done on any kind of paper 9X12 or bigger.  The paper has to be done portrait (vertical) NOT landscape (horizontal). The longest side of the paper should be up and down NOT left to right.  Heads and faces ONLY, not the body.  It can be done with pencil or a pen and then traced over with a black marker if desired, it can be colored with crayons, color pencils, markers. The student can use computer software such as Adobe Illustrator or other drawing programs or apps (must be printed out) or painted if available. Different medium (art supplies) can be used for each portrait or the same can be used.  For older students 4th to 8th grade, I posted some diagrams, and proportions for tips and help with your portraits, for 3rd grade and under parents can review the packet and help, if they chose but I just encourage the younger grades to do their best and neatest work.  The students can also use Youtube, Pinterest or any online portrait tutorials for help as well. | All teachers review 3 units of content with students online  All teachers required to provide 3 week schedules for “presentation & submission” teaching & learning platform  Activity/content packets disseminated to students prior to Coronavirus – related school closure  All lesson plans submitted weekly | Students are welcome to use the handouts with the facial diagrams and proportions. They are also welcome to use face drawing tutorials from Pinterest or Youtube or any face drawing tutorial sources. |

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| **Program** | **Grade** | **Content** | **Guidelines** | **Notes/Student Expectations & Resources** |
| Physical Education & Health/Hygiene | K – 8 |  | Provide online and/or hardcopy for “daily hygiene information & routines”  Provide all appropriate hygiene & health related information  Provide students with list of the school characteristics  Provide students with Coronavirus FAQ | Assignments, projects & quizzes assigned through Classroom DOJO |

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| **Program** | **Grade** | **Content** | **Guidelines** | **Notes/Expectations for Students** |
| Science Enrichment |  | **DLEACS 15 Day School Closure Instructional Plan – Mr. Lee**   * **Math 8** * **Daily Schedule**  1. Attendance with Do-Now using Google classroom – post the Do-Now on Google Classroom and students submit 2. GoMath Instruction – post the link for each topic on Google Classroom 3. Students practice – provided worksheet 4. Exit Ticket – post on Google Classroom  * **Students can take LinkIt quiz anytime from first day of new concept to the last day of each concept** * **The screen shot of PARCC Test result must be submitted to Google Classroom by end of virtual lessons** * **Students questions will be answered by conference application or posting on Google Classroom**  |  |  |  | | --- | --- | --- | | **Day** | **Concept/Standard** | **Fluency and Skill Practice** | | 1 | Understanding Integer Exponents  8.EE.1 | GoMath Instruction – Lesson 2.1  <https://my.hrw.com/content/hmof/math/gomath/na/gr8/online_interactive_teacher_book_9780544518995_/G8_U1_M2_L1/launch.html?edition=student>  Applying Properties for Powers with the Same Base (page 3) | | 2 | GoMath Instruction – Lesson 2.1  <https://my.hrw.com/content/hmof/math/gomath/na/gr8/online_interactive_teacher_book_9780544518995_/G8_U1_M2_L1/launch.html?edition=student>  Applying Properties for Powers with the Same Exponent (page 4) | | 3 | GoMath Instruction – Lesson 2.1  <https://my.hrw.com/content/hmof/math/gomath/na/gr8/online_interactive_teacher_book_9780544518995_/G8_U1_M2_L1/launch.html?edition=student>  Applying Properties of Negative Exponents (page 5) | | 4 | GoMath Instruction – Lesson 2.1  <https://my.hrw.com/content/hmof/math/gomath/na/gr8/online_interactive_teacher_book_9780544518995_/G8_U1_M2_L1/launch.html?edition=student>  Applying Properties of Integer Exponents (page 6) | | Quiz –LinkIt 8.EE.1 Standard Quiz | | 5 | Understanding Scientific Notation  8.EE.3  8.EE.4 | GoMath Instruction – Lesson 2.2/Lesson 2.3  <https://my.hrw.com/content/hmof/math/gomath/na/gr8/online_interactive_teacher_book_9780544518995_/G8_U1_M2_L2/launch.html?edition=student>  <https://my.hrw.com/content/hmof/math/gomath/na/gr8/online_interactive_teacher_book_9780544518995_/G8_U1_M2_L3/launch.html?edition=student>  Understanding Scientific Notation (page 7) | | 6 | GoMath Instruction – Lesson 2.4  <https://my.hrw.com/content/hmof/math/gomath/na/gr8/online_interactive_teacher_book_9780544518995_/G8_U1_M2_L4/launch.html?edition=student>  Adding and Subtracting with Scientific Notation (page 8) | | 7 | GoMath Instruction – Lesson 2.4  <https://my.hrw.com/content/hmof/math/gomath/na/gr8/online_interactive_teacher_book_9780544518995_/G8_U1_M2_L4/launch.html?edition=student>  Multiplying and Dividing with Scientific Notation (page 10) | | Quiz –LinkIt 8.EE.3 Standard Quiz  Quiz –LinkIt 8.EE.4 Standard Quiz | | 8 | Understanding Functions  8.F.1  8.F.2  8.F.3  8.F.5 | GoMath Instruction – Lesson 4.4  <https://my.hrw.com/content/hmof/math/gomath/na/gr8/online_interactive_teacher_book_9780544518995_/G8_U2_M4_L4/launch.html?edition=student>  Interpreting a Linear Function (page 12) | | 9 | GoMath Instruction – Lesson 5.1  <https://my.hrw.com/content/hmof/math/gomath/na/gr8/online_interactive_teacher_book_9780544518995_/G8_U2_M5_L1/launch.html?edition=student>  Writing an Equation for a Linear Function from a Verbal Description (page 14) | | 10 | GoMath Instruction – Lesson 6.4  <https://my.hrw.com/content/hmof/math/gomath/na/gr8/online_interactive_teacher_book_9780544518995_/G8_U2_M6_L4/launch.html?edition=student>  Using Graphs to Describe Functions Qualitatively (page 16) | | Quiz –LinkIt 8.F.1 Standard Quiz  Quiz –LinkIt 8.F.2 Standard Quiz  Quiz –LinkIt 8.F.3 Standard Quiz  Quiz –LinkIt 8.F.5 Standard Quiz | | 11 | Understanding Linear Equations  8.F.4  8.EE.6  8.EE.7 | GoMath Instruction – Lesson 4.2  <https://my.hrw.com/content/hmof/math/gomath/na/gr8/online_interactive_teacher_book_9780544518995_/G8_U2_M4_L2/launch.html?edition=student>  Finding the Slope of a Line (page 18) | | 12 | GoMath Instruction – Lesson 4.3  <https://my.hrw.com/content/hmof/math/gomath/na/gr8/online_interactive_teacher_book_9780544518995_/G8_U2_M4_L3/launch.html?edition=student>  Graphing a Linear Equation Given in Any Form (page 20) | | 13 | GoMath Instruction – Lesson 7.1  <https://my.hrw.com/content/hmof/math/gomath/na/gr8/online_interactive_teacher_book_9780544518995_/G8_U3_M7_L1/launch.html?edition=student>  Representing and Solving Problems with One-Variable Equations (page 22) | | Quiz –LinkIt 8.F.4 Standard Quiz  Quiz –LinkIt 8.EE.6 Standard Quiz  Quiz –LinkIt 8.EE.7 Standard Quiz | | 14 | Understanding Transformation,  Congruence, and Similarity  8.G.1  8.G.2  8.G.3  8.G.4 | GoMath Instruction – Lesson 9.3/Lesson 9.5  <https://my.hrw.com/content/hmof/math/gomath/na/gr8/online_interactive_teacher_book_9780544518995_/G8_U4_M9_L3/launch.html?edition=student>  <https://my.hrw.com/content/hmof/math/gomath/na/gr8/online_interactive_teacher_book_9780544518995_/G8_U4_M9_L5/launch.html?edition=student>  Performing Sequences of Rigid Transformations (page 28) | | 15 | GoMath Instruction – Lesson 10.3  <https://my.hrw.com/content/hmof/math/gomath/na/gr8/online_interactive_teacher_book_9780544518995_/G8_U4_M10_L3/launch.html?edition=student>  Describing Sequences of Transformations Involving Dilations (page 30) | | Quiz –LinkIt 8.G.1 Standard Quiz  Quiz –LinkIt 8.G.2 Standard Quiz  Quiz –LinkIt 8.G.3 Standard Quiz  Quiz –LinkIt 8.G4 Standard Quiz | | 16 | Understanding Systems of Linear Equations  8.EE.8a  8.EE.8b | GoMath Instruction – Lesson 8.2  <https://my.hrw.com/content/hmof/math/gomath/na/gr8/online_interactive_teacher_book_9780544518995_/G8_U3_M8_L2/launch.html?edition=student>  Solving Systems of Linear Equations by Substitution (page 24) | | 17 | GoMath Instruction – Lesson 8.3  <https://my.hrw.com/content/hmof/math/gomath/na/gr8/online_interactive_teacher_book_9780544518995_/G8_U3_M8_L3/launch.html?edition=student>  Solving Systems of Linear Equations by Elimination (page 25) | | 18 | GoMath Instruction – Lesson 8.4  <https://my.hrw.com/content/hmof/math/gomath/na/gr8/online_interactive_teacher_book_9780544518995_/G8_U3_M8_L4/launch.html?edition=student>  Solving Real-World Problems with Systems of Linear Equations (page 26) | | Quiz –LinkIt 8.EE.8 Standard Quiz |  * **STEM -** Khan Academy Project <https://www.khanacademy.org/computing/computer-programming/programming> * **Daily Schedule**  1. Attendance – submit with student’s name on the Khan Academy once a week 2. Students practice – provided worksheet 3. Students must complete the project to get full credit  |  |  |  | | --- | --- | --- | | **Week** | **Concept** | **Fluency and Skill Practice** | | **1** | Drawing Basics | ellipse, rect, triangle, line | | **2** | Coloring/Variables | fill, var x, x=x+1, | | **3** | Animation Basics | draw=function(), | | **Final Project** | | **Animation for windmill**  Macintosh HD:private:var:folders:c2:qr1x5dys3r17hq3zcyvszkx9h_z07m:T:TemporaryItems:Screen Shot 2020-03-13 at 9.50.41 AM.png | | All teachers review 3 units of content with students online  All teachers required to provide 3 week schedules for “presentation & submission” teaching & learning platform  Activity/content packets disseminated to students prior to Coronavirus – related school closure  All lesson plans submitted weekly  Science – based projects | Assignments, projects & quizzes assigned through Think Central & … |

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| **Program** | **Grade** | **Content** | **Guidelines** | **Notes/Student Expectations & Resources** |
| Computers | K – 8 | All assignments posted in GOOGLE Classroom | All teachers review 3 units of content with students online  All teachers required to provide 3 week schedules for “presentation & submission” teaching & learning platform  Activity/content packets disseminated to students prior to Coronavirus – related school closure  All lesson plans submitted weekly | Assignments, projects & quizzes assigned through GOOGLE Classroom |

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| **Program** | **Grade** | **Content** | **Guidelines** | **Notes/Student Expectations & Resources** |
| Music |  | All assignments posted in GOOLE Classroom | All teachers review 3 units of content with students online  All teachers required to provide 3 week schedules for “presentation & submission” teaching & learning platform  Activity/content packets disseminated to students prior to Coronavirus – related school closure  All lesson plans submitted weekly | Assignments, projects & quizzes assigned through GOOGLE Classroom |

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| **Program** | **Grade** | **Content** | **Guidelines** | **Notes/Student Expectations & Resources** |
| Special Needs | K – 8 | Adobe Connect K-8 This online classroom capability has been put in place for the  general ed. and students with disabilities population including but not limited to; learning disabilities, dyslexia, expressive language disorder, reading processing disability and attention deficit disorder.  Lessons have been modified for the special education population. Lessons have been divided into two or three days for completion. Assessments have less questions as well as less answer choices. Due dates will be extended.  Color graphics and animation will be utilized for stimulation.  Audio read along assignments will be posted. Special education students will be contacted by phone or email for follow up discussions and Q&A. | All teachers review 3 units of content with students online  All teachers required to provide 3 week schedules for “presentation & submission” teaching & learning platform  Activity/content packets disseminated to students prior to Coronavirus – related school closure  All lesson plans submitted weekly | Assignments, projects & quizzes assigned through GOOGLE Classroom |

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| **Program** | **Grade** | **Content** | **Guidelines** | **Notes/Student Expectations & Resources** |
| Guidance Counselor & Social Worker Services  Essential personnel – Onsite  Additional Emergency Contact Information  \* All information sent to school community through Classroom DOJO about Counseling services, onsite personnel and emergency contact information | K – 8 | RE: DLEACS Counselor and Social Worker Services & Other Information  Ms. Bullock can be contacted at 201 – 433 – 5300 X148  Mr. Childs can be contacted at 201 – 433 – 5300 X115  Ms. Bullock – [dbullock@drlenaedwardscharterschool.org](mailto:dbullock@drlenaedwardscharterschool.org)  Mr. Childs – [kchilds@drlenaedwardscharterschool.org](mailto:kchilds@drlenaedwardscharterschool.org)  Additional onsite personnel – Monday through Friday, 8AM – 11AM:  Nurse Garcia – 201 – 433 5300 X107  Ms. Evans, Administrative Assistant – 201 – 433 – 5300 X104  Ms. Slack, Administrative Assistant – 201 – 433 – 5300 X142  Mr. Mohr, Assistant Principal – 201 – 433 – 5300 X152  Mr. Brewer, Principal – 201 – 433 – 5300 X151 – Please note Principal Brewer will also be in the community in order to monitor/assist with “grab/Go” meals in conjunction with JCBOE at various satellite locations across the city  Custodians and a cleaning company will be onsite in order to clean and disinfect our campus  The front lobby of the main building will be assessable for school packets between 8AM and 11AM. Parents are required to call ahead to notify Ms. Evans if you need to pick up a packet for your scholar | Guidance Counselor & Social Worker on site for E – conference, phone and/or email Monday through Friday from 8AM until 11AM  Note: Custodians will access all offices for “deep cleaning & disinfectant services” Monday through Friday, 3/16 – 3/20  All other times , 12PM – 3:30PM via email | Students & families can access through GOOGLE Classroom and/or Adobe Connect |

**Call the following numbers in case of the following emergencies:**

* 911 – medical/police emergencies
* 211 – Community, Human Services and Emergency Management / Security Assistance
* 511 – Traffic and transportation information
* (877) 294- HELP (4357) - Mental Health Association Toll Free Help Line New Jersey
* NIXLE.com – text your zip code to 888777 to opt in for information regarding – weather alerts, criminal activity, severe traffic, missing persons & local events - this information is provided as a link from <https://www.nj.gov/humanservices/dmhas/information/>
* 800 – 273 – 8255 – Suicide Prevention Lifeline
* 855 – 654 – 6735 – NJ Hope Line Peer Support & Suicide Prevention Hotline

### 800-222-1222 or 800-962-1253 if using out-of-state phone line – NJ Coronavirus & Poison Center Hotline – Trained professionals are standing by to answer your call 24/7 OR visit [nj.gov/health](https://www.nj.gov/health/cd/topics/ncov.shtml" \t "_blank)