**Castillo Family Plan Week 10/5-10/9**

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| **Teachers will...** | **Students will...** | **Parents will...** |
| * Plan weekly assignments. * Suggest daily schedule and time. * Provide digital and paper-based versions of assignments as much as possible. * Check-in with families and students on a daily basis via email and Google Classroom. * Be available during office hours\*:   + Hours: 7:15 am-5:00 pm M-F   + Please email me at any time at: njcastillo1@cps.edu   + Google Meet Code: cjelj7w cjelj7w   cjelj7w | * Engaged in 180 minutes of synchronous (teacher-student interaction) instruction * Engage in 180 minutes of asynchronous (instruction * Complete all weekly assignments. * Reaching out to teachers via email when needing help on ANYTHING. * We can also set up a Google Meet or phone conference through email if needed. | * Ensure students work on academics each day. * Help students communicate with teachers when issues arise. * Ensure students have access to technology -- communicate with school if not. * Ensure students know each day’s work to do. |
| \*Remote online support will be provided via Email, Google Classroom submissions/discussions, Google Meet and phone calls when needed. | | |

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| **Classroom Engagement** | **Supplemental Websites** |
| Google Meet: cjelj7w  Google Classroom (through student CPS email)   * Digital classroom platform * Daily stream of online assignments * Official assignment turn-in location | **Lexia**- <https://www.lexiacore5.com/>  **IXL** - <https://www.ixl.com/>  **Epic**- <https://www.getepic.com/students>  Class Code: rly5439  **Raz Kids**- [www.kidsa\_z.com](http://www.kidsa_z.com)   * Enter teacher username: third 103 * Find child’s name * Enter password: third |

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| ***Time*** | **Monday**  10/5/20 | **Tuesday**  10/6/20 | | **Wednesday**  10/7/20 | **Thursday**  10/8/20 | **Friday**  10/9/20 |
| ***8:15-8:30*** | **Attendance/Breakfast**  **(Google Meet)** | | | | | |
| ***8:30-9:00*** | **Morning Meeting/SEL**  -Morning check in  *How are you feeling today?*  -Community building on Nearpod   * What did you do over the weekend?   **Calm Classroom**:  Bell Focus (teacher led) | | **Morning Meeting/SEL**  -Morning check in  *How are you feeling today?*  -Community building on Nearpod   * What makes you happy?   **Calm Classroom**:  Bell Focus (teacher led) | **Morning Meeting/SEL**  -Morning check in  *How are you feeling today?*  -Community building on Nearpod   * Would you rather be stuck on an island or Antartica?   **Calm Classroom**:  Bell Focus (teacher led) | **Morning Meeting/SEL**  -Morning check in  *How are you feeling today?*  -Community building on Nearpod   * If you were stranded on an island, what three things would you take with you?   **Calm Classroom**:  Bell Focus (teacher led) | **Morning Meeting/SEL**  -Morning check in  *How are you feeling today?*  -Community building on Nearpod   * What is your favorite fall activity?   **Calm Classroom**:  Bell Focus (teacher led) |
| ***9:00-10:00*** | **Math**  Addition and Subtraction Within 1,000(Google Meet)  **Math Vocabulary**: associative property, commutative property, compatible numbers, difference, estimate, identity property of addition, pattern, round  Mental Math Strategies (lesson 1.4) on Google Classroom  Practice worksheet on Google Classroom  **Independent Work**: Finish worksheet, IXL 15 minutes  **Materials**: notebook, pencils | | **Math**  Addition and Subtraction Within 1,000(Google Meet)  **Math Vocabulary**: associative property, commutative property, compatible numbers, difference, estimate, identity property of addition, pattern, round  Review mental math strategies  Use Properties to Add (lesson 1.5) on Google Classroom  Practice worksheet on Google Classroom  **Independent Work**: Finish worksheet, IXL 15 minutes  **Materials**: notebook, pencils | **Math**  Addition and Subtraction Within 1,000(Google Meet)  **Math Vocabulary**: associative property, commutative property, compatible numbers, difference, estimate, identity property of addition, pattern, round  Review properties to add  Use the Break Apart Strategy to Add (lesson 1.6) on Google Classroom  Practice worksheet on Google Classroom  **Independent Work**: Finish worksheet, IXL 15 minutes  **Materials**: notebook, pencils | **Math**  Addition and Subtraction Within 1,000(Google Meet)  **Math Vocabulary**: associative property, commutative property, compatible numbers, difference, estimate, identity property of addition, pattern, round  Review break apart strategy  Use Place Value to Add (lesson 1.7) on Google Classroom  Practice worksheet on Google Classroom  **Independent Work**: Finish worksheet, IXL 15 minutes  **Materials**: notebook, pencils | **Math**  Addition and Subtraction Within 1,000(Google Meet)  **Math Vocabulary**: associative property, commutative property, compatible numbers, difference, estimate, identity property of addition, pattern, round  Review using place value to add  Estimate Differences (lesson 1.8) on Google Classroom  Practice worksheet on Google Classroom  **Independent Work**: Finish worksheet, IXL 15 minutes  **Materials**: notebook, pencils |
| ***10:00-10:30*** | **Literacy**  **Review last week’s words:** cylinder, examine, fatal, feature, grasp, jet, marine, scar, tentacle, vessel   * Vocabulary in Context worksheet (1E) on Google Classroom   **Writing:**   * Writing a story   *What does a story need?*   * Review main idea, characters, setting and plot | | **Literacy**  **This week’s vocabulary words:** attract, crew, dangle, drift, event, launch, opposite, reverse signal   * Introduce new words * Go over slide show of pictures with vocab words   **Writing:**   * Introducing narrative writing * Personal narrative brainstorming: <https://www.youtube.com/watch?v=AxInWagSaA0> * Begin brainstorming | **Literacy**  **This week’s vocabulary words:**  attract, crew, dangle, drift, event, launch, opposite, reverse signal   * Vocab slide show * Using context clues worksheet (2C)   **Writing:**   * Personal narrative brainstorming: <https://www.youtube.com/watch?v=AxInWagSaA0> * Continue brainstorming | **Literacy**  **This week’s vocabulary words: :**  attract, crew, dangle, drift, event, launch, opposite, reverse signal   * Vocab slide show * Completing sentences worksheet (2D)   **Writing:**   * Making a plan: <https://www.youtube.com/watch?v=nBQ8dU0KPtg&t=2s> * Begin planning | **Literacy**  **This week’s vocabulary words:**  attract, crew, dangle, drift, event, launch, opposite, reverse signal   * Vocab slide show * Vocabulary in Context worksheet (2E) on Google Classroom   **Writing:**   * Making a plan: <https://www.youtube.com/watch?v=nBQ8dU0KPtg&t=2s> * Continue planning |
| ***10:30-11:30*** | **Gym with Mr. Alvarado**  -Students are to stay on Google Meet and Mr. Alvarado will join in order to teach the class | | **Gym with Mr. Alvarado**  -Students are to stay on Google Meet and Mr. Alvarado will join in order to teach the class | **Gym with Mr. Alvarado**  -Students are to stay on Google Meet and Mr. Alvarado will join in order to teach the class | **Gym with Mr. Alvarado**  -Students are to stay on Google Meet and Mr. Alvarado will join in order to teach the class | **Gym with Mr. Alvarado**  -Students are to stay on Google Meet and Mr. Alvarado will join in order to teach the class |
| ***11:30-12:30*** | **Literacy (Continued)**  **Reading:**   * **Review chapters 25-25**   **Chapters 24-25 Link:** [**https://www.youtube.com/watch?v=9ei47gbxZ5c**](https://www.youtube.com/watch?v=9ei47gbxZ5c)   * **Read chapters 26-28**   **Chapters 26-28 Link:** [**https://www.youtube.com/watch?v=5iAFdztGM40**](https://www.youtube.com/watch?v=5iAFdztGM40)   * **Chapter 25-28 worksheet on Google Classroom**   **Independent work:** Comprehension and vocabulary worksheet (on Google Classroom), reading independently for 15 minutes on Raz Kids  **Materials**: notebook, pencil, crayons | | **Literacy (Continued)**  **Reading:**   * **Review chapters 26-28**   **Chapters 26-28 Link:** [**https://www.youtube.com/watch?v=5iAFdztGM40**](https://www.youtube.com/watch?v=5iAFdztGM40)   * **Review book vocabulary** * **Students share out any unknown words we have come across**   **Independent work:**  Reading independently for 15 minutes on Raz Kids  **Materials**: notebook, pencils, crayons | **Literacy (Continued)**  **Reading:**   * **Read chapters 29-32 (Ms. Castillo reading from hard copy)** * **Chapter3 29-32 worksheet**   **Independent work:**  Comprehension and vocabulary worksheet (on Google Classroom), reading independently for 15 minutes on Raz Kids  **Materials**: notebook, pencils, crayons | **Literacy (Continued)**  **Reading:**   * **Review chapters 29-32** * **Read chapters 33-36 (Ms. Castillo reading from hard copy)** * **Chapters 33-36 worksheet**   **Independent work:**  Comprehension and vocabulary worksheet (on Google Classroom), reading independently for 15 minutes on Raz Kids  **Materials**: notebook, pencils, crayons | **Literacy (Continued)**  **Reading:**  **Review chapters from this week**  **Answer any questions about story and unknown vocabulary**  **Independent work:**  Reading independently for 15 minutes on Raz Kids  **Materials**: notebook, pencils, crayons |
| ***12:30-1:15*** | **Lunch**  -Students will leave the Google Meet and then re-join after lunch at 1:15 pm  **PLEASE BE SURE STUDENTS ARE RETURNING AFTER LUNCH** | | **Lunch**  -Students will leave the Google Meet and then re-join after lunch at 1:15 pm  **PLEASE BE SURE STUDENTS ARE RETURNING AFTER LUNCH** | **Lunch**  -Students will leave the Google Meet and then re-join after lunch at 1:15 pm  **PLEASE BE SURE STUDENTS ARE RETURNING AFTER LUNCH** | **Lunch**  -Students will leave the Google Meet and then re-join after lunch at 1:15 pm  **PLEASE BE SURE STUDENTS ARE RETURNING AFTER LUNCH** | **Lunch**  -Students will leave the Google Meet and then re-join after lunch at 1:15 pm  **PLEASE BE SURE STUDENTS ARE RETURNING AFTER LUNCH** |
| ***1:15-1:30*** | **Calm Classroom**  Shake and Relax (teacher led) | | **Calm Classroom**  Shake and Relax (teacher led) | **Calm Classroom**  Shake and Relax (teacher led) | **Calm Classroom**  Shake and Relax (teacher led) | **Calm Classroom**  Shake and Relax (teacher led) |
| ***1:30-2:10*** | **Social Studies**  **Native Americans**   * Reread Cherokeereading * Main ideas worksheet on Google Classroom | | **Social Studies**  **Native Americans**   * Cherokee citing the evidence worksheet on Google Classroom | **Social Studies**  **Native Americans**   * **REVIEW DAY** | **Social Studies**  **Native Americans**   * Introduce Iroquois tribe * Iroquois reading on Google Classroom (as a class) | **Social Studies**  Native Americans   * Reread Iroquois reading * Iroquois asking questions worksheet on Google Classroom |
| ***2:10-2:20*** | **Snack Break** | | | | | |
| ***2:20-3:00*** | **Science**  Introduce Balancing Forces  Lesson 1.1 Pre-Unit Assessment on Google Classroom | | **Science**  Lesson 1.2 Making an Object Move on Google Classroom | **Science**  Lesson 1.3 Forces All Around on Google Classroom | **Science**  Lesson 1.4 Explaining Forces and the Train on Google Classroom | **Science**  **Fun Friday Science Activity:**  Ice cream in a bag!  **Ingredients**: 2 tablespoons sugar, 1 cup half and half or light cream, ½ teaspoon vanilla extract, ½ cup salt, ice (about 2-3 cups), 1 gallon size Ziploc bag, 1 pint size Ziploc bag  **Link to recipe**:  <http://www.2littlehooligans.com/2011/06/02/how-to-make-homemade-ice-cream-in/> |
| ***3:00-3:15*** | **Closing Circle**  **Homework**: Finish any assignments from the day and read on Raz Kids for 15 minutes | | **Closing Circle**  **Homework**: Finish any assignments from the day and read on Raz Kids for 15 minutes | **Closing Circle**  **Homework**: Finish any assignments from the day and read on Raz Kids for 15 minutes | **Closing Circle**  **Homework**: Finish any assignments from the day and read on Raz Kids for 15 minutes | **Closing Circle**  **Homework**: Finish any assignments from the day and read on Raz Kids for 15 minutes |