**Castillo Family Plan Week 9/28-10/2**

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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**  9/28/20 | **Tuesday**  9/29/20 | | **Wednesday**  9/30/20 | **Thursday**  10/1/20  **SUB FOR CASTILLO** | **Friday**  10/2/20  **SUB FOR CASTILLO** |
| ***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  Me bags: Students are to fill a big with 3-4 things that describe them to share with the class  4-5 students will share per day  **Calm Classroom**: Listening to Sound and Silence (teacher led) | | **Morning Meeting/SEL**  -Morning check in  *How are you feeling today?*  -Community building  Me bags: Students are to fill a big with 3-4 things that describe them to share with the class  4-5 students will share per day  **Calm Classroom**:  Listening to Sound and Silence (teacher led) | **Morning Meeting/SEL**  -Morning check in  *How are you feeling today?*  -Community building  Me bags: Students are to fill a big with 3-4 things that describe them to share with the class  4-5 students will share per day  **Calm Classroom**:  Listening to Sound and Silence (teacher led) | **Morning Meeting/SEL**  -Morning check in  *How are you feeling today?*  -Community building  Two classroom building activities: switcharoo, scavenger hunt  **Calm Classroom**: Listening to Sound and Silence (teacher led) | **Morning Meeting/SEL**  -Morning check in  *How are you feeling today?*  -Community building  Two classroom building activities: switcharoo, scavenger hunt  **Calm Classroom**:  Listening to Sound and Silence (teacher led) |
| ***9:00-10:00*** | **Math**  Addition and Subtraction Within 1,000(Google Meet)  **Introduce math vocabulary**: associative property, commutative property, compatible numbers, difference, estimate, identity property of addition, pattern, round  Commutative property practice (lesson 1.1) on Google Classroom  Number patters practice worksheet  **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 commutative property  Round to the nearest ten or hundred (lesson 1.2)  Round to the nearest ten or hundred worksheet  **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  Estimate sums (lesson 1.3)  Estimate sums worksheet  **Independent Work**: Finish worksheet, IXL 15 minutes  **Materials**: notebook, pencils | **Math**  Commutative Property Addition Practice  **Link**: <https://www.youtube.com/watch?v=FtjkzSnZ4G4>  Whole group practice on Google Classroom  Worksheet on Google Classroom  **Independent Practice**: Finish place value, IXL 15 minutes  **Materials**: notebook, pencils | **Math**  Commutative Property Addition and Rounding Practice  **Links**:  Commutative Property: <https://www.youtube.com/watch?v=FtjkzSnZ4G4>  Rounding to Nearest Hundred:  <https://www.youtube.com/watch?v=CVXVsueBs5c>  Whole group practice on Google Classroom  Worksheet on Google Classroom  **Independent Practice**: Finish place value, IXL 15 minutes  Materials: notebook, pencils |
| ***10:00-10:30*** | **Literacy**  **This week’s vocabulary words:** cylinder, examine, fatal, feature, grasp, jet, marine, scar, tentacle, vessel   * Introduce vocabulary words and go over meaning   **Writing:**   * **Subject and Predicate Writing**   Students will write 3-4 sentences about picture shown. They will begin with a capital letter and end with punctuation. They will state the subject (noun) and what the subject does (verb).  Ex: Emily and Ian went skating at the skate park.  (Google Classroom slides shown by teacher) | | **Literacy**  **This week’s vocabulary words:** cylinder, examine, fatal, feature, grasp, jet, marine, scar, tentacle, vessel   * Words and their meaning (1A) in Google Classroom   **Writing:**   * **Subject and Predicate Writing**   Students will write 3-4 sentences about picture shown. They will begin with a capital letter and end with punctuation. They will state the subject (noun) and what the subject does (verb).  Ex: Emily and Ian went skating at the skate park.  (Google Classroom slides shown by teacher) | **Literacy**  **This week’s vocabulary words:** cylinder, examine, fatal, feature, grasp, jet, marine, scar, tentacle, vessel   * Just the Right Word and Applying Meanings (IB & IC) in Google Classroom   **Writing:**   * **Subject and Predicate Writing**   Students will write 3-4 sentences about picture shown. They will begin with a capital letter and end with punctuation. They will state the subject (noun) and what the subject does (verb).  Ex: Emily and Ian went skating at the skate park.  (Google Classroom slides shown by teacher) | **Literacy**  **This week’s vocabulary words:** cylinder, examine, fatal, feature, grasp, jet, marine, scar, tentacle, vessel   * Write 3 sentences. Use one vocabulary word in each. Words to use today: jet, scar, grasp   **Writing:**   * **Subject and Predicate Writing**   Students will write 3-4 sentences about picture shown. They will begin with a capital letter and end with punctuation. They will state the subject (noun) and what the subject does (verb).  Ex: Emily and Ian went skating at the skate park.  (Google Classroom slides shown by teacher) | **Literacy**  **This week’s vocabulary words:** cylinder, examine, fatal, feature, grasp, jet, marine, scar, tentacle, vessel   * Write 3 sentences. Use one vocabulary word in each. Words to use today: tentacle, vessel, fatal   **Writing:**   * **Subject and Predicate Writing**   Students will write 3-4 sentences about picture shown. They will begin with a capital letter and end with punctuation. They will state the subject (noun) and what the subject does (verb).  Ex: Emily and Ian went skating at the skate park.  (Google Classroom slides shown by teacher) |
| ***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 17-18**   **Chapter 17-18 Link:** <https://www.youtube.com/watch?v=_cIe0PmHbW0&t=11s>   * **Read chapter 18-21**   **Chapter 18-20 Link:** <https://www.youtube.com/watch?v=UK7wg77J13c&t=2s>   * **Chapter 17-20 worksheet on Google classroom**   **Independent work:** comprehension and vocabulary worksheet (on Google Classroom), reading independently on Raz Kids for 15 minutes  **Materials**: notebook, pencil, crayons | | **Literacy (Continued)**  **Reading:**   * **Review chapters 18-21**   **Chapter 18-20 Link:** <https://www.youtube.com/watch?v=UK7wg77J13c&t=2s>   * **Read chapters 21-23**   **Chapters 21-23 Link:** [**https://www.youtube.com/watch?v=G84P3\_NgBv8&t=2s**](https://www.youtube.com/watch?v=G84P3_NgBv8&t=2s)  **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 21-23**   **Chapters 21-23 Link:** [**https://www.youtube.com/watch?v=G84P3\_NgBv8&t=2s**](https://www.youtube.com/watch?v=G84P3_NgBv8&t=2s)   * **Read chapters 24-25**   **Chapters 24-25 Link:** [**https://www.youtube.com/watch?v=9ei47gbxZ5c**](https://www.youtube.com/watch?v=9ei47gbxZ5c)   * **Chapter 21-24 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:**  **The Case of the Missing Carrot Cake**  **Link to Reading:** [**https://www.youtube.com/watch?v=-UO-fLPG1kg**](https://www.youtube.com/watch?v=-UO-fLPG1kg)   * **Worksheet on reading on Google Classroom**   **Independent work:** comprehension and vocabulary worksheet (on google classroom)  **Materials**: notebook, pencil, crayons | **Literacy (Continued)**  **Reading:**  **The TRUE Story of the Three Little Pigs**  **Link to Reading:** [**https://www.youtube.com/watch?v=vB07RfntTvw**](https://www.youtube.com/watch?v=vB07RfntTvw)   * **Worksheet on reading on Google Classroom**   **Independent work:** comprehension and vocabulary worksheet (on google classroom)  **Materials**: notebook, pencil, 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**  Feeling the breath (teacher led) | | **Calm Classroom**  Feeling the breath (teacher led) | **Calm Classroom**  Feeling the breath (teacher led) | **Calm Classroom**  Feeling the breath (teacher led) | **Calm Classroom**  Feeling the breath (teacher led) |
| ***1:30-2:10*** | **Social Studies**  **Native Americans**   * “Who Are Native Americans?” reading * Ask Questions worksheet on Google Classroom | | **Social Studies**  **Native Americans**   * Reread “Who Are Native Americans?” * Citing the evidence worksheet | **Social Studies**  **Native Americans**   * Cherokee reading * State the Facts worksheet on Google Classroom | **Social Studies**  Native Americans   * Reread Cherokeereading * Main ideas worksheet on Google Classroom | **Social Studies**  Native Americans   * Cherokee citing the evidence worksheet on Google Classroom |
| ***2:10-2:20*** | **Snack Break** | | | | | |
| ***2:20-3:00*** | **Science**   * **Water Cycle Continued**   Condensation reading and questions (on Google Classroom) | | **Science**   * **Water Cycle Continued**   The water cycles steps fill in the blank writing and vocabulary (on Google Classroom) | **Science**  **Fun Friday Science:**  *Activity moved to this day since I will be absent on Thursday and Friday*   * **Tornado in a bottle**   **Materials:** two plastic bottles, duct tape, water  **Optional materials**: glitter, food coloring | **Science**  **Review water cycle**  Why are tornadoes so hard to predict?  **Mystery Doug Link:**  **https://mysterydoug.com/mysteries/predict-tornadoes** | **Science**  What’s worse? A hurricane or a tornado?  **Mystery Doug Link: https://mysterydoug.com/mysteries/hurricane-or-tornado**  Compare and contrast venn diagram |
| ***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 |