

## PHASE 2: BEGINNING APRIL 16<sup>TH</sup> ELEMENTARY STUDENTS

### Students in Canvas & i-Ready

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<input type="checkbox"/> Participate in Teacher-Led Group Instruction in Teams: <b>Science</b>  <input type="checkbox"/> i-Ready <b>Reading</b> (15 min.)  <input type="checkbox"/> i-Ready <b>Math</b> (15 min.)  <input type="checkbox"/> Complete <b>Special Area</b> (Art, Music, & P.E combined time 24 min.)	<input type="checkbox"/> Participate in Teacher-Led Group Instruction in Teams: <b>ELA</b>  <input type="checkbox"/> Complete <b>ELA</b> lesson in Canvas <ul style="list-style-type: none"> <li>○ K-1 Phonics</li> <li>○ K-2 Voc.</li> <li>○ K-5 Text Reading</li> </ul> <input type="checkbox"/> Complete <b>Math</b> lesson #1 in Canvas: <ul style="list-style-type: none"> <li>○ Visual Learning</li> <li>○ Practice Buddy</li> </ul> <input type="checkbox"/> Complete <b>Special Area</b> (Art, Music, & P.E combined time 24 min.)	<input type="checkbox"/> Participate in Teacher-Led Group Instruction in Teams: <b>Social Studies</b>  <input type="checkbox"/> Complete <b>ELA</b> assignment in Canvas  <input type="checkbox"/> i-Ready <b>Math</b> (15 min.)  <input type="checkbox"/> Complete <b>Special Area</b> (Art, Music, & P.E combined time 24 min.)	<input type="checkbox"/> Participate in Teacher-Led Group Instruction in Teams: <b>Math</b>  <input type="checkbox"/> i-Ready <b>Reading</b> (15 min.)  <input type="checkbox"/> Complete <b>Math</b> lesson #2 in Canvas: <ul style="list-style-type: none"> <li>○ Visual Learning</li> <li>○ Practice Buddy</li> </ul> <input type="checkbox"/> Complete <b>Math</b> assignment (Quick Check) in Canvas  <input type="checkbox"/> Complete <b>Special Area</b> (Art, Music, & P.E combined time 24 min.)	<input type="checkbox"/> Participate in Teacher-Led Group Instruction in Teams: <b>SEL/Social Skills</b> (VE and SC-E/BD separate class <b>only</b> )  <input type="checkbox"/> i-Ready <b>Math</b> (15 min.)  <input type="checkbox"/> i-Ready <b>Reading</b> (15 min.)  <input type="checkbox"/> Complete <b>Special Area</b> (Art, Music, & P.E combined time 24 min.)

Students may pace the Science & Social Studies lesson assignments throughout the week.

For Support Facilitation, VE, and SC-E/BD, additional IEP services will be provided to students eligible, based on a schedule communicated with the family.


\*Note – time on task may be flexible to meet the needs of the learner. It is recommended that time in front of a computer be limited to 15-20 minute sessions. Students may use those break times to complete Special Area minutes. All Instructional minutes may be broken into multiple sessions, and do not need to be consecutive.

### Students with Printed Packets

A daily calendar is attached to the front of each ELA/Social Studies and Math packet. Below is a sample of the calendars. Students may pace the Science and Social Studies lesson assignments throughout the week.

#### 3<sup>rd</sup> Grade Math Lesson Calendar (Print Version)

April 27 <sup>th</sup>	April 28 <sup>th</sup>	April 29 <sup>th</sup>	April 30 <sup>th</sup>	May 1 <sup>st</sup>
<input type="checkbox"/> iReady At-Home Activity Packet (pg. 17)	Lesson 14-2: Units of Time: Measure Elapsed Time  <input type="checkbox"/> <b>BouncePass</b> video available in <b>enVision</b> Textbook (Pg. 538) <input type="checkbox"/> Reteach Activity Packet: Lesson 14-2	<input type="checkbox"/> Review Math Game	Lesson 14-4: Estimate Liquid Volume  <input type="checkbox"/> <b>BouncePass</b> video available in <b>enVision</b> Textbook (Pg. 546) <input type="checkbox"/> Reteach Activity Packet: Lesson 14-4	<input type="checkbox"/> iReady At-Home Activity Packet (pg. 18)
My student has worked in the curriculum each day. _____ Parent Signature _____ Date _____				
May 4 <sup>th</sup>	May 5 <sup>th</sup>	May 6 <sup>th</sup>	May 7 <sup>th</sup>	May 8 <sup>th</sup>
<input type="checkbox"/> iReady At-Home Activity Packet (pg. 19)	Lesson 14-6: Estimate Mass  <input type="checkbox"/> <b>BouncePass</b> video available in <b>enVision</b> Textbook (Pg. 554) <input type="checkbox"/> Reteach Activity Packet: Lesson 14-6	<input type="checkbox"/> Review Math Game	Lesson 15-3: Analyze and Compare Quadrilaterals  <input type="checkbox"/> <b>BouncePass</b> video available in <b>enVision</b> Textbook (pg. 594) <input type="checkbox"/> Reteach Activity Packet: Lesson 15-3	<input type="checkbox"/> iReady At-Home Activity Packet (pg. 20)
My student has worked in the curriculum each day. _____ Parent Signature _____ Date _____				

ELA April 20 <sup>th</sup> -April 24 <sup>th</sup>				
Monday, April 20 <sup>th</sup>	Tuesday, April 21 <sup>st</sup>	Wednesday, April 22 <sup>nd</sup>	Thursday, April 23 <sup>rd</sup>	Friday, April 24 <sup>th</sup>
<input type="checkbox"/> Read for at least 15 minutes (book of your choice)	Students will determine a theme of a story from details in the text, including how characters in a story <b>respond to challenges</b> . <ul style="list-style-type: none"> <li><input type="checkbox"/> Read vocabulary words and definitions</li> <li><input type="checkbox"/> Read the text "Enemy or Ally?"</li> </ul>	Students will determine a theme of a story from details in the text, including how characters in a story <b>respond to challenges</b> . <ul style="list-style-type: none"> <li><input type="checkbox"/> Answer the questions for "Enemy or Ally?"</li> <li><input type="checkbox"/> Complete written response.</li> </ul>	<input type="checkbox"/> Read for at least 15 minutes (book of your choice)	<input type="checkbox"/> Read for at least 15 minutes (book of your choice)
<b>Social Studies April 20<sup>th</sup>-April 24<sup>th</sup></b>				
Students will give examples of powers granted to the federal government and those reserved for the states. <ul style="list-style-type: none"> <li><input type="checkbox"/> Read <i>Core Knowledge</i>-"Chapter 10: Our Constitution Today." pgs. 78-85.</li> <li><input type="checkbox"/> Complete "Chapter 10: Our Constitution Today" handout.</li> <li><input type="checkbox"/> <b>Optional:</b> Watch video if technology is available. "What is Federalism?" <a href="https://bit.ly/3bTwplc">https://bit.ly/3bTwplc</a></li> </ul>				
				

**Multi VE**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<input type="checkbox"/> Participate in Teacher-Led Instruction in Teams: <b>Science</b> <input type="checkbox"/> Complete <b>ELA</b> assignment* <input type="checkbox"/> Complete <b>Math</b> assignment* <input type="checkbox"/> Complete <b>Special Area</b> assignment (Art, Music, & P.E.)	<input type="checkbox"/> Participate in Teacher-Led Instruction in Teams: <b>English Language Arts</b> <input type="checkbox"/> Complete <b>Science</b> assignment* <input type="checkbox"/> Complete <b>Math</b> assignment* <input type="checkbox"/> Complete <b>Special Area</b> assignment (Art, Music, & P.E.)	<input type="checkbox"/> Participate in Teacher-Led Instruction in Teams: <b>Social Studies</b> <input type="checkbox"/> Complete <b>Math</b> assignment* <input type="checkbox"/> Complete <b>ELA</b> assignment* <input type="checkbox"/> Complete <b>Special Area</b> assignment (Art, Music, & P.E.)	<input type="checkbox"/> Participate in Teacher-Led Instruction in Teams: <b>Math</b> <input type="checkbox"/> Complete <b>ELA</b> assignment* <input type="checkbox"/> Complete <b>Social Studies</b> assignment* <input type="checkbox"/> Complete <b>Special Area</b> assignment (Art, Music, & P.E.)	<input type="checkbox"/> Participate in Teacher-Led Instruction in Teams: <b>Unique Skills</b> (social/emotional, independent functioning, communication) <input type="checkbox"/> Complete <b>ELA</b> assignment* <input type="checkbox"/> Complete <b>Math</b> assignment* <input type="checkbox"/> Complete <b>Special Area</b> assignment (Art, Music, & P.E.)

\*Assignments in digital platforms (ULS, Learning A-Z, and SuccessMaker) and paper packets will be guided and paced by the teacher, with instructional support as needed from teacher or paraprofessional. Students working only in a paper packet will be guided through assignments in the paper packet through phone/e-mail contact with teacher and/or paraprofessional.

Additional IEP services will be provided to eligible students based on schedule communicated with families.

Students will work on IEP goals and objectives embedded in activities throughout the week, as guided by the teacher.

Time on Task: approximately 120 minutes per day for all the above, broken down into time periods appropriate for individual student engagement level.

## VPK and Pre-K ESE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<input type="checkbox"/> Participate in Teacher Directed Instruction.	<input type="checkbox"/> Participate in Teacher Directed Instruction.	<input type="checkbox"/> Participate in Teacher Directed Instruction.	<input type="checkbox"/> Participate in Teacher Directed Instruction.	<input type="checkbox"/> Participate in Teacher Directed Instruction.
<input type="checkbox"/> <b>Complete activities in Printed Packet, with instructional support as needed*</b>	<input type="checkbox"/> <b>Complete activities in Printed Packet, with instructional support as needed*</b>	<input type="checkbox"/> <b>Complete activities in Printed Packet, with instructional support as needed*</b>	<input type="checkbox"/> <b>Complete activities in Printed Packet, with instructional support as needed*</b>	<input type="checkbox"/> <b>Complete activities in Printed Packet, with instructional support as needed*</b>

\*Instructional support may be from teacher or paraprofessional.

Additional IEP services will be provided to eligible students based on schedule communicated with families.

Students in Pre-K ESE programs will work on IEP goals and objectives embedded in activities throughout the week, as guided by the teacher.

Time on task should be flexible to meet the needs of the learner. It is recommended that time in front of a computer be limited to 15-20 minute sessions. All instructional activities may be broken into multiple sessions, and do not need to be consecutive.

### Students with Printed Packets Only

Teachers will monitor and direct pacing of student activities in the printed packet, including support to family in completing tasks in the natural home environment.