

# **DIGITAL SCHOOLS**

Lesson Plans and Student Work Samples

# Library-Padlet

5 MEDIA/2 FIFTH GRADE  
HOUR OF CODE WEEK  
Unit: Hour of Code  
Scheduled to be taught: 12/8/20

## Objective

Students will participate in the international hour of code. They will learn the basics of computer programming using Blockly and inputting a series of commands. (slides <https://docs.google.com/presentation/d/1oMQXH7mKIZ8L736LtPXwfHb9K4MNie0Mnnw5sEr4I5I/edit?usp=sharing>)

## Essential Questions

Why do we need to learn computer science?

## Anticipatory Set/Direct Instruction

Class Discussion: How do you think that all of the games and apps that we play on our tablets, phones, and computers work?

Key Vocabulary:

- code - (v) to write code, or to write instructions for a computer.
- program - a series of instructions that has been coded into something that can be run by a machine.

## Learning Activities

Students will be introduced to the concepts (commands, repetition, loops, etc.) using a game simulation using Blockly.  
Video: <https://studio.code.org/s/mc/stage/1/puzzle/1>

## Closure

Students will post feedback of their experience with coding using Padlet. <https://padlet.com/kwachter1/n0jv9woixlf70756>

## Standards

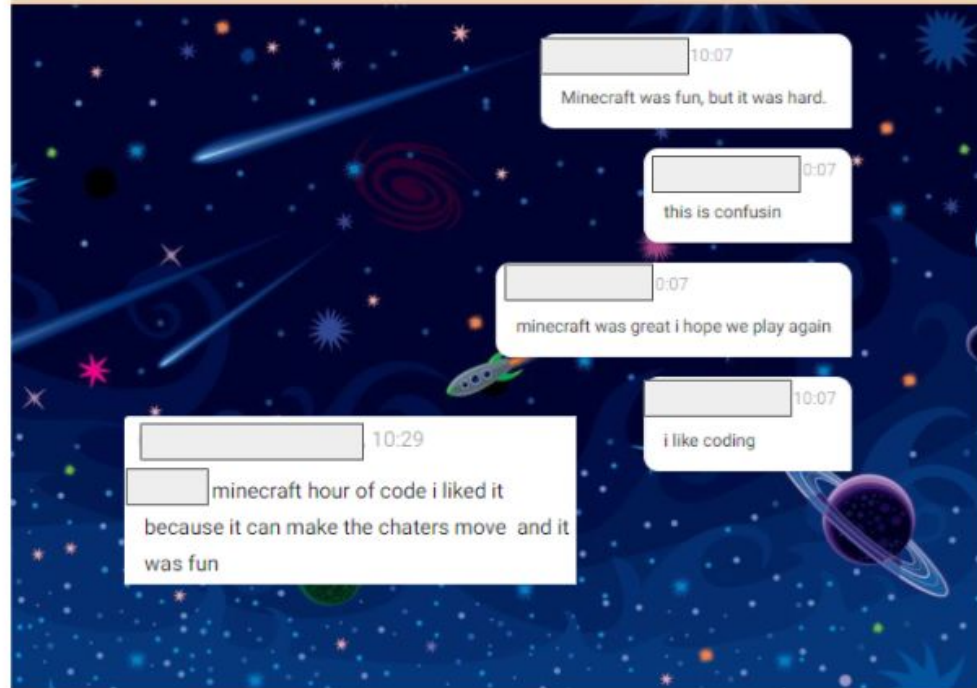
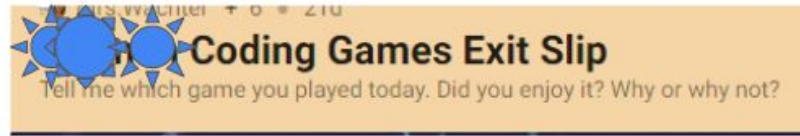
8.2E Grade 5 CPI 3

-Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output.

8.2E Grade 5 CPI 4

-Use appropriate terms in conversation (e.g. algorithm, program, debug, loop, events, procedures, memory, storage, processing. Software, coding, procedure and data).

# Student Work



# Kindergarten-SeeSaw

Kindergarten Lesson How seeds grow.

SWBAT identify and sequence a seed from start to plant

Activities: Read Pumpkin, Pumpkin by

Hand out cards showing pictures and words seed sprout plant flower pumpkin

Students will take turns retelling the story and standing in a line with the correct sequence.

Closure SeeSaw Activity From Seed to Flower

See attached work samples

# Student Work

This screenshot shows a digital journal interface for a student named Antonio Daga. The journal is titled "Journal" and is part of a "2020s" series. The student's entry is titled "In response to: From Seed to Flower" and features a 2x3 grid of six numbered illustrations (1-6) showing the stages of a seed growing into a flower. The illustrations are: 1. A seed, 2. A seedling with two leaves, 3. A seedling with two leaves and a stem, 4. A seedling with two leaves and a stem, 5. A seedling with two leaves and a stem, 6. A seedling with two leaves and a stem. The interface includes a sidebar with a "Class Journal" section and a "Students" list. The bottom of the screen shows a red "Reserve" button and a "6 unanswered posts" notification.

This screenshot shows a digital journal interface for a student named Corey Baker. The journal is titled "Journal" and is part of a "2020s" series. The student's entry is titled "In response to: From Seed to Flower" and features a 2x3 grid of six numbered illustrations (1-6) showing the stages of a seed growing into a flower. The illustrations are: 1. A seed, 2. A seedling with two leaves, 3. A seedling with two leaves and a stem, 4. A seedling with two leaves and a stem, 5. A seedling with two leaves and a stem, 6. A seedling with two leaves and a stem. The interface includes a sidebar with a "Class Journal" section and a "Students" list. The bottom of the screen shows a red "Reserve" button and a "6 unanswered posts" notification.

# Grade K&5-Kahoot

Browse Books
Left Books
Unit Plans
Lesson Plans
Link Books
Trash Can
Copy Lesson
Standards Coverage

Save Lesson

Schedule to be Taught: 2/16

Lesson Book: Writing DeLantis
Unit Plan: Activities
View Unit Paths

Lesson Title: 100th Day of School Activities
Lesson Template: Default Lesson Plan
Days: 1
Time:
Sharable: Public
Library:
Standards: View and Remove Standards (30 Attached) Search for Standards

Objective:
(Curium 1)

SWBAT connect with Kindergarten students in this Montgomery's class virtually to complete a 100th Day of School activity.  
SWBAT complete a "Would You Rather" Kahoot featuring 100 (i.e. Would you rather read 100 books OR write 100 books?) to celebrate the 100th Day of School.  
SWBAT use a new digital platform (Kahoot) in a virtual setting.

Essential Questions:
(Curium 2)

How do you play a Kahoot?  
Would you rather...?  
How do the 5th grade students respond compared to the Kindergarten students at OLC?  
How do you compare to other students in your class?

Anticipatory Set/Direct Instruction:
(Curium 3)

The teacher will lead a discussion on how to complete a Kahoot to both 5th graders and Kindergarteners.  
Students will sign in using the Kahoot code.  
Students will then have 30 seconds to respond to various 100 Would You Rather questions.

Become the ultimate Kahoot!er with Premium+ Upgrade before June 30 - 4 months are on us! [Upgrade now](#)

Kahoot! Home Discover Library Reports Groups

# 100 DAYS OF SCHOOL!

100th Day  
0 favorites 4 plays 21 players

[Play](#) [Edit](#)

A public kahoot  
DesantiG.C  
Created 4 months ago

Questions (10)

- 1 - Quiz  
Would you rather eat 100 Watermelons or eat 100 Bananas?
- 2 - Quiz  
Would you rather Swing 100 times or Slide 100 times?
- 3 - Quiz  
Would you rather have 100 Cats or have 100 Dogs?
- 4 - Quiz  
Would you rather have 100 weeks of Summer or have 100 weeks of Winter?
- 5 - Quiz  
Would you rather Read 100 books or Write 100 books?
- 6 - Quiz  
Would you rather watch 100 Movies or play 100 Board Games?

Show answers

WUWU TUM I ahoy

WUWU TUM I ahoy

WUWU TUM I ahoy

WUWU TUM I ahoy

WUWU TUM I ahoy

WUWU TUM I ahoy

Subject: Kahoot  
Date: 2/11/2021 7:43:00 PM  
Priority: Normal  
From: "Brittany DeSantis" <bdesantis@longbranch.k12.nj.us>  
To: "santmontgomery@longbranch.k12.nj.us"  
CC:  
[Show Header](#) [Show Raw Message](#)

Hi Sade!

Here's the link to the Kahoot in case you want to preview it =>

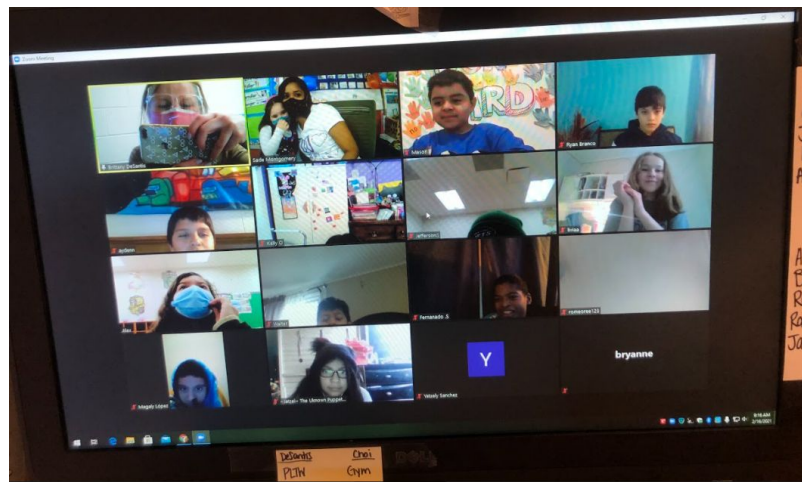
<https://create.kahoot.it/share/100th-day/10579348-4266-4366-a8f8-8ef85774d7>

See you Tuesday at 9:00!

Have an awesome long weekend!



Brittany DeSantis  
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George L. Cotten School  
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Long Branch, NJ 07740  
732-201-4993  
bdesantis@longbranch.k12.nj.us



Become the ultimate Kahoot!er with Premium+ Upgrade before June 30 - 4 months are on us! [Upgrade now](#)

Kahoot! Home Discover Library Reports Groups

# 100 DAYS OF SCHOOL!

21 players

Questions (10)

- 1 - Quiz  
Would you rather eat 100 Watermelons or eat 100 Bananas?
- 2 - Quiz  
Would you rather Swing 100 times or Slide 100 times?
- 3 - Quiz  
Would you rather have 100 Cats or have 100 Dogs?
- 4 - Quiz  
Would you rather have 100 weeks of Summer or have 100 weeks of Winter?
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Would you rather Read 100 books or Write 100 books?
- 6 - Quiz  
Would you rather watch 100 Movies or play 100 Board Games?

Show answers

WUWU TUM I ahoy

WUWU TUM I ahoy

WUWU TUM I ahoy

WUWU TUM I ahoy

WUWU TUM I ahoy

WUWU TUM I ahoy



# Grade 1-Google Classroom, SeeSaw, Jamboard

The Genesis software interface displays a sidebar on the left with a menu including Student Data, Attendance, Gradebook, Email, Lesson Plans, Calendar, Setup, and Reports. The main content area features two yellow boxes:

- English/ELA 10:25-10:55**  
Unit 5  
unit 4 week 2, day 2  
Buttons: Edit, Delete
- ELA Small Group 10:55-11:45**  
Unit 4  
Epic and ELA small groups (5 days)  
Buttons: Edit, Delete

The Lesson Book interface displays the following information:

- Lesson Book:** Math 8:10-8:30 & 9:05-9:35
- Unit Plan:** Vol. 2
- Lesson Title:** Lesson 7-7
- Lesson Template:** Default Lesson Plan
- Standards:** View and Remove Standards (5 Attached)
- Objective:** (Custom 1)
  - Sw define attributes of shapes
  - SW practice addition , subtraction
  - SW draw shapes with different attributes
- Essential Questions:** (Custom 2)
  - Lesson 7-7 Defining and Non-defining attributes
  - See Daily lesson google slides, material from connect Ed
- Direct Instruction:** (Custom 3)
  - p. 631 readiness
  - p. 6032 Warm up , math message

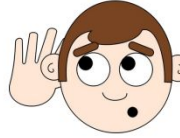
The software interface displays the following sections:

- Learning Activities:** (Custom 4)
  - p. 632 identifying defining and non defining attributes of shapes
  - p. 634 defining a rectangle
- Closure:** (Custom 5)
  - p. 605 Practice, math boxes (seesaw)
- Homework:** (Custom 6)
  - Home link 7-2, seesaw



# Student Work

## Jamboards



- Listen to directions, write what the teacher tells you
- Only draw on your sticky note
- No silly business! I will help you make a jamboard you can work with after school.



## Write about it

### Writing Connection



#### Write About It

Have children complete this sentence about what they like to do with their families: *As a family we \_\_\_\_\_ together.* Children may wish to add this piece to their Writing Portfolio.

As a family we \_\_\_\_\_ together.



Monday, March 15,  
2021



[zoom rules](#), [video](#), [zoom](#)

[Good morning Song](#), [pledge](#)

Lunes, 15 de marzo, 2021  
segunda-feira, 15 de marco de  
2021



## Math Lesson 7-7

Warm up-fact families (white boards)

$$\begin{array}{cccc} & 2,6,8 & & \\ 2+6=8 & 6+2=8 & 8-2=6 & 8-6=2 \\ & 2,4,6 & & \\ 2+4=6 & 4+2=6 & 6-2=4 & 6-4=2 \end{array}$$

Word problem challenges !! p. 632

$$10 - 2 = 8$$

# Grade 3

Genesis Year: 2020-21 Long Branch Public Schools George L. Caltrambone School

Student Data Attendance Gradebook Elem. Grading Web Desk Lesson Planner Lesson Books Calendar Setup Reports

Lesson Planner Calendar

<< Back to Calendar

Unit 4  
**U4,W5,D2 Out of this World**  
Scheduled to be taught on 04/27

**Standards**

- 03.RI.01, Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 03.RI.02, Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 03.RI.03, Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- 03.RI.04, Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- 03.RI.05, Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- 03.RI.06, Distinguish their own point of view from that of the author of a text.
- 03.RI.07, Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- 03.RI.08, Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- 03.RI.09, Compare and contrast the most important points and key details presented in two texts on the same topic.
- 03.RI.10, By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
- 03.RL.01, Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 03.RL.02, Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- 03.RL.03, Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- 03.RL.04, Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- 03.RL.05, Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- 03.RL.06, Distinguish their own point of view from that of the narrator or those of the characters.
- 03.RL.07, Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- 03.RL.09, Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

**Objective**

Out of this World

SWBAT identify problems and solutions while reading text.

**Essential Questions**

How can family problems be solved? Explain.

**Anticipatory Set/Direct Instruction**

Treasures video clip

**Learning Activities**

Students will engage in whole group instruction to focus on spelling words, decoder vocabulary words, and read for meaning, specifically identifying problems and solutions while reading nonfiction text. Students will engage in Daily Five centers, ClassLink apps, and online learning activities while teacher engages in targeted small group instruction.

**Closure**

video clip: YouTube

**Homework**

Skill practice Read for 20 min. & Respond

9:41 AM 6/4/2021

# Student Work



1 / 3

## A Space Adventure!

One day, Jacob and Oscar had a wonderful space adventure! They climbed into their rocket and shot off up into space. Jacob wanted to see aliens and monsters. Oscar wanted to discover a new planet.

After a bumpy journey, they landed on a rocky, purple planet and they climbed out to start to explore. Suddenly, Oscar saw some funny-looking footprints. Being very brave, the boys decided to follow them. They walked and waited until they noticed something green and furry behind a huge space rock. What could it be?

Slowly, they walked up to take a peek...

## English - Reading...

A Space Adventure

Can you read the text and answer the comprehension questions?

Top tips:

- \*Read the text twice so you have a good understanding of it
- \* Use the **T** tool to write your answers
- \*If you need more space to answer your questions, use the blank page at the end

Altice LTE 9:56 AM

AA app.seesaw.me

Aylah Gonzalez's Post

In response to: English - Reading Comprehension...

Quick Questions 2 / 3

1. What did Jacob hope to see in space?  
**aliens and monsters.**

2. Which adjective has the author used to show that the boys didn't have an easy trip into space?  
**rocket, space rock.**

Why were the boys 'being very brave'?

**the boys were very brave because they wanted to discover something new.**

3. What do you think happened next?  
**the boys saw an alien behind the rock and discovered something new.**

Journal Activities Inbox Progress

## Cause & Effect

Match the cause to the effect.

It was very hot outside.	Lydia skipped breakfast.	The students did their work.
Ben stayed up late.	The horses were thirsty.	Another car hit it.
The car ran a red light.	The teacher was very proud.	He was sleepy the next day.
The puppy chased its tail.	She was hungry at lunch.	Everyone laughed.

# Grade 4-Padlet

[Lesson Books](#) [Calendar](#) [Setup](#) [Reports](#)

[Lesson Planner Lesson Plan](#) [Browse Books](#) [List Books](#) [Unit Plans](#) [Lesson Plans](#) [Link Books](#) [Trash Can](#) [Copy Lessons](#) [Standards Coverage](#)

<< 06/01, Nonfiction Text 06/01, Sentence Structure and Parts ... Nonfiction Text, 06/02 >>

Save Lesson Create New Lesson

Scheduled to be Taught: 6/01 6/02 6/03 6/04

Lesson Book: Writing Group A Unit Plan: Grammar/Writing View Unit Fields

Lesson Title: Sentence Structure and Parts of Speech

Lesson Template: Default Lesson Plan

Days: 4 Time: Sharable: ☒ Public Library: ☐

Standards: No standards have been assigned to this lesson Search for Standards

**Objective:**  
(Custom 1)

Each day we will do a 2-minute edit. This will be a mini lesson used to review any skills we have already learned. I will also do a grammar lesson on parts of speech. This week we are focusing on nouns, proper and common nouns. I will review sentence structure and how the students should combine smaller sentence using a conjunction. We are now working on singular and proper nouns and will next work on commas. We have also begun working on possessive nouns as well as verbs. We are also focusing on synonyms and antonyms. We are now working on homophones and contractions. We will continue to review the previous skills as well.

Students will post on Padlet to practice their grammar and sentence structure skills.

body p

**How can we make our writing the best possible?**

# Student Work

padlet

SIGN UP LOGIN SHARE ? ...

Laurie DeMuro + 37 • 1m

## Favorite Friday


What is your favorite thing to do on a rainy day?

Write your name.  
Then tell me your  
favorite thing to do  
on a rainy day!!

♥ 3

Michael Bautista


What i do rainy days is  
play video game like  
ritz the rat on  
newgrounds.com my  
favorite app and my  
favorite game!



♥ 6

Ms. DeMuro


On a rainy day I love  
having coffee and  
snuggling under the  
blankets with my dogs!!



♥ 6

Gaby


On a rainy day i will  
bake with my mom and  
sister and when we are  
cooking i will get  
hungry easily so i  
would make myself some  
coffee! And  
i would just sit on my  
couch and watch tv.



♥ 4

Yasmin


What I like to do on a  
rainy day is nothing  
just lay down with my  
dog with a soft blanket  
so its not cold I also  
tell my mom to make  
coffee. Play some game  
on my phone sometimes.



♥ 5

Litzi


On a rainy day I stay  
in my bed watching my  
tablet watching a movie  
or playing some games  
or just hear music :)



♥ 5


justin

what i do on a rainy  
day is have classes  
stay with my dad prank  
my brother and my dad  
and play video games  
but not all day.




Julia

what I like to do is  
clean my room and after  
that I like to sleep in  
my bed and hear the  
rain hitting the floor



Lisa <3

What i love to do on a  
rainy day is watch TV,  
And A Blanket over me,  
And Drink hot chocolate  
And play with my  
hamster.



sheyla

When it rainy i like to  
open my curtain and  
watch my phone or t.v  
and watch a movie and  
some times i like to  
look out of the window  
to hear the rain and  
when there is thunder  
and rain too.

Gustavo

I like to play Video  
games and storm 3  
unlimted full burst.1

+

# Grade 4-Google Jamboard

Books List Books Unit Plans Lesson Plans Link Books Trash Can Copy Lessons Standards Coverage

<< , Week 1 Day 4 , Week 2 Day 1 Week 2 Day 5 , >>

Save Lesson Create New Lesson

Lesson Book: Writing Group A Unit Plan: Unit 2 View Unit Fields

Lesson Title: Week 2 Day 1

Lesson Template: Default Lesson Plan\*

Days: 1 Time: Sharable: ☒ Public Library: ☐

Standards: View and Remove Standards (8 Attached) Search for Standards

Students will practice singular and plural nouns for grammar practice. Students will also practice utilizing commas correctly in a series. Students will practice "showing actions" in writing rather than telling about them. This will help readers picture the actions in their minds. Students will use descriptive words and phrases to write strong paragraphs to show how something is done. Students will review cause and effect using google Jamboard

Objective:  
(Custom 1)

body p



# Student Work

The screenshot shows a Google Jamboard interface. At the top, there's a browser tab bar with several tabs open, including 'My Drive - Google Drive', 'Picture of the Day Sample Slides', and 'Attendance Post Attendance'. Below the tabs, the Jamboard title 'Picture of the Day Sample Slides' is visible. The main area contains a central image of Martin Luther King Jr. waving to a large crowd. Surrounding this central image are numerous sticky notes with prompts and student responses. The prompts are organized into three columns: 'I notice...', 'I wonder...', and 'This makes me think...'. The sticky notes are color-coded (green, blue, pink, yellow) and some contain student names. For example, under 'I notice...', a student named Emma wrote 'I notice that there is a lot of people looking at him'. Under 'I wonder...', a student named Sergio wrote 'I wonder what Martin Luther King is going to talk to the people about?'. Under 'This makes me think...', a student named Isabella wrote 'I notice that Martin Luther King is going to talk to the people about?'. The Jamboard also features a sidebar on the left with navigation icons and a top bar with a share button and a link to 'Open on a Jamboard'.

**Cause and Effect**

**What is it?**

When you read, think about what happens and try to connect the events together. When you are doing this, you are thinking about the cause and effect. A **cause** is why an event happens. The **effect** is what happens because of the cause.

Read the sentences below. Highlight the cause in blue and highlight the effect in yellow.

**CAUSE** – Why something happened  
**EFFECT** – What happened

1. I woke up late, so I missed the bus to school.
2. Fred had to mop the floor because he spilled his juice.
3. When I walked in the rain, I got wet.

# Grade 5- PearDeck

Unit 7

**7.11** 

[Scheduled to be taught on 05/26](#)

## Standards

05.G.01, Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

05.G.02, Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

05.MD.01, Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

05.OA.03, Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

## Objective

Students analyze patterns and rules in tables of values, create graphs to represent the data, and answer questions using rules, tables, and graphs.

## Essential Questions

Why is it helpful to display data on a graph?

Can we use a grid to plot ordered pairs?

How can drawing a line help us answer questions about our data?

## Anticipatory Set/Direct Instruction

An airplane traveled 480 miles in 1 hour. If it traveled the same speed for the entire hour, how many miles did it travel in 1 minute? - How can we solve this problem?

T.Ed. p.728-733

## Learning Activities

*Math Journal 2:* pp. 264–268

*Math Masters:* pp. 282–285

Activities can be completed on Pear Deck or Connect Ed.

## Closure

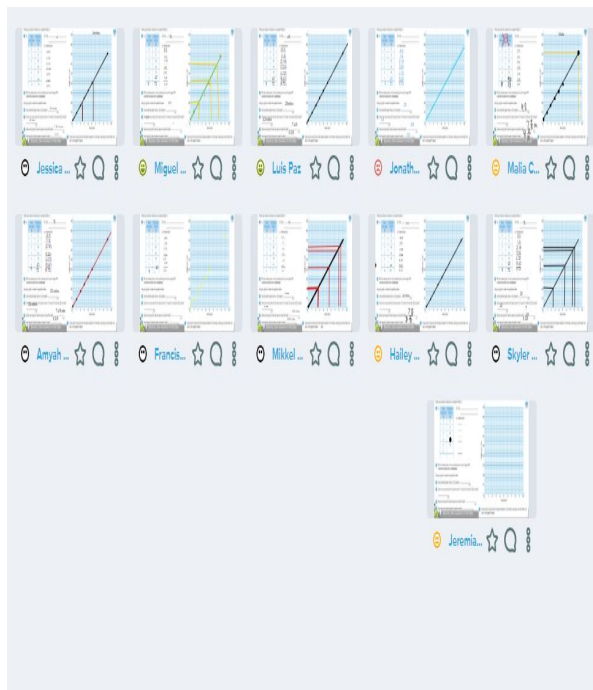
Exit Slip on Pear Deck

## Homework

7.11



# Student Work



Follow your teacher's directions to complete Problem 1.

1 a.

Time (minutes) (x)	Distance (miles) (y)
0	0
1	8
2	16
3	24
4	32
5	40
9	72

b. Rule:  $\text{Distance} = \text{Time} \times 8$

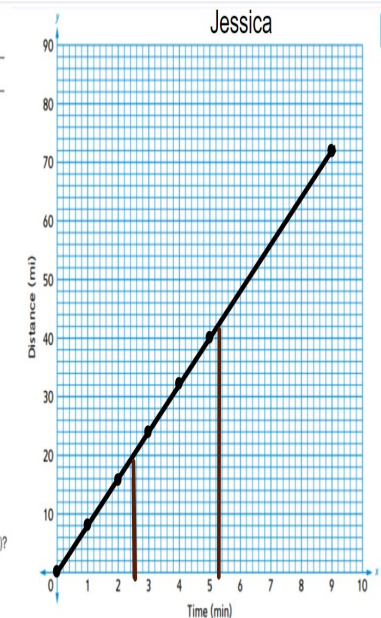
c. Ordered pairs:

- (0, 0)
- (1, 8)
- (2, 16)
- (3, 24)
- (4, 32)
- (5, 40)
- (9, 72)

- 2 Plot the ordered pairs on the coordinate grid on journal page 265. Connect the points with a straightedge.

Use your graph to answer the questions below.

- 3 How far did the plane travel in  $2\frac{1}{2}$  minutes? 20 miles
- 4 About how many miles did the plane travel in 5 minutes 24 seconds ( $5\frac{2}{5}$  minutes)?  
42 miles
- 5 About how long did it take the plane to travel 60 miles? 7  $\frac{4}{5}$  minutes
- 6 How long did it take the plane to travel 64 miles? 8  $\frac{2}{5}$  minutes



- 7 If you want to know how far the plane traveled in 15 minutes, would you use the table, the rule, or the graph? Explain.

Students, draw anywhere on this slide!