Digital Schools

Lesson Plans and Student Work Samples

Music-SeeSaw

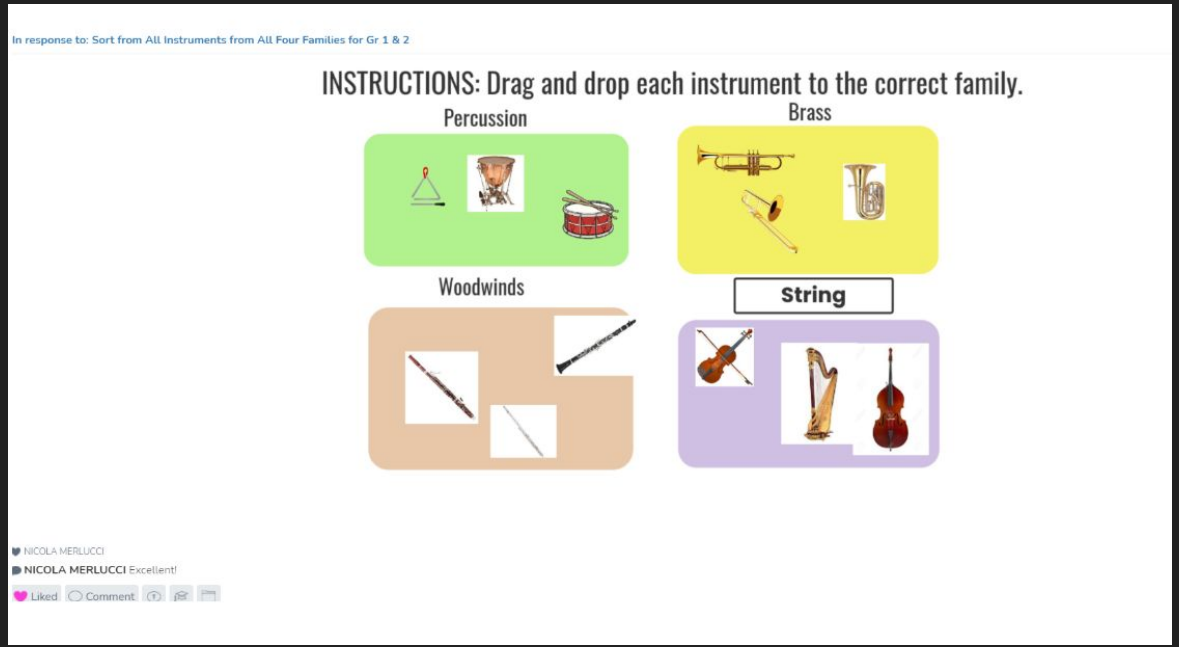
First Grade

Manzo, Seesaw Activity on Sorting Instruments among All Four Families

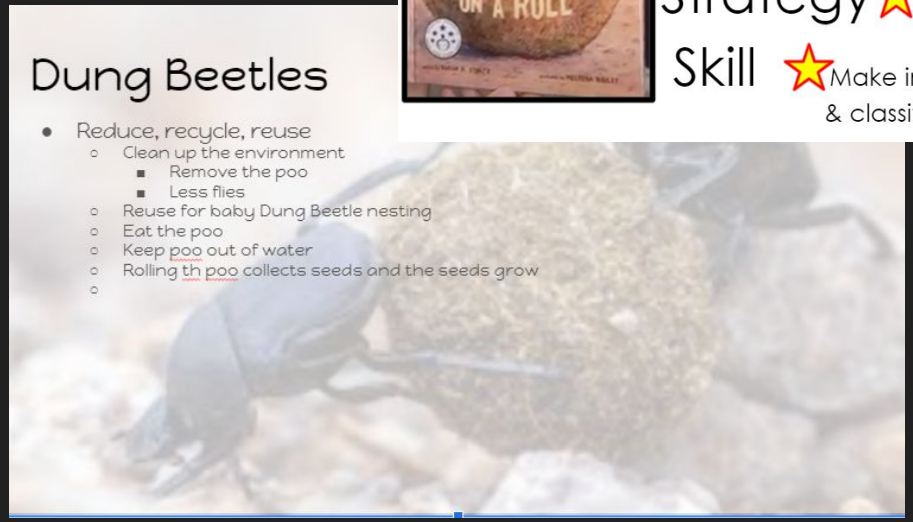
Scheduled to be taught on 05/25
Created by Merlucci, Nicola

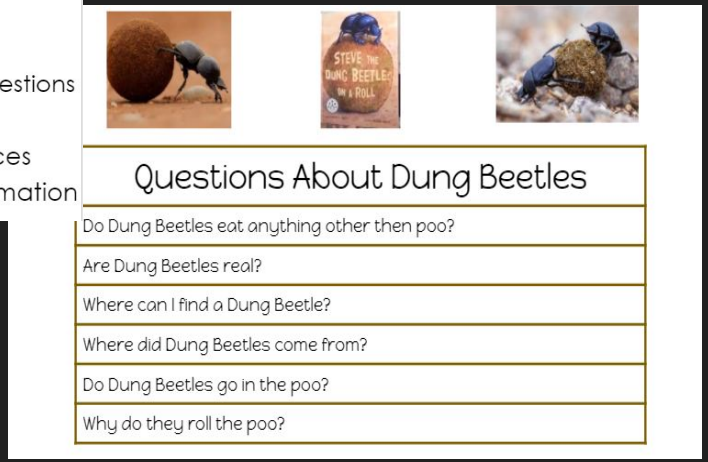
Objective
Students watch the beginning of Young Person's Guide to the Orchestra where each family plays the theme. Students complete "Sorting Instruments into All Four Families" Seesaw activity.
Essential Questions
Who can name 1 Family of the Orchestra?
Anticipatory Set/Direct Instruction
Teacher will instruct the students how to complete the Seesaw activity.
Learning Activities
The class names the different Families of the Orchestra. Students look at the posters of each family and name the instruments. Students listen to the beginning of Young Person's Guide to the Orchestra where each family plays the theme. Students sort the instruments now in all four families in a Seesaw Activity.
Closure
What was your favorite instrument you heard today?
Standards
1. 1.1B Grade 2 CPI 4 Categorize families of instruments and identify their associated musical properties.
Lesson Documents
No documents have been uploaded to this lesson

Student Work

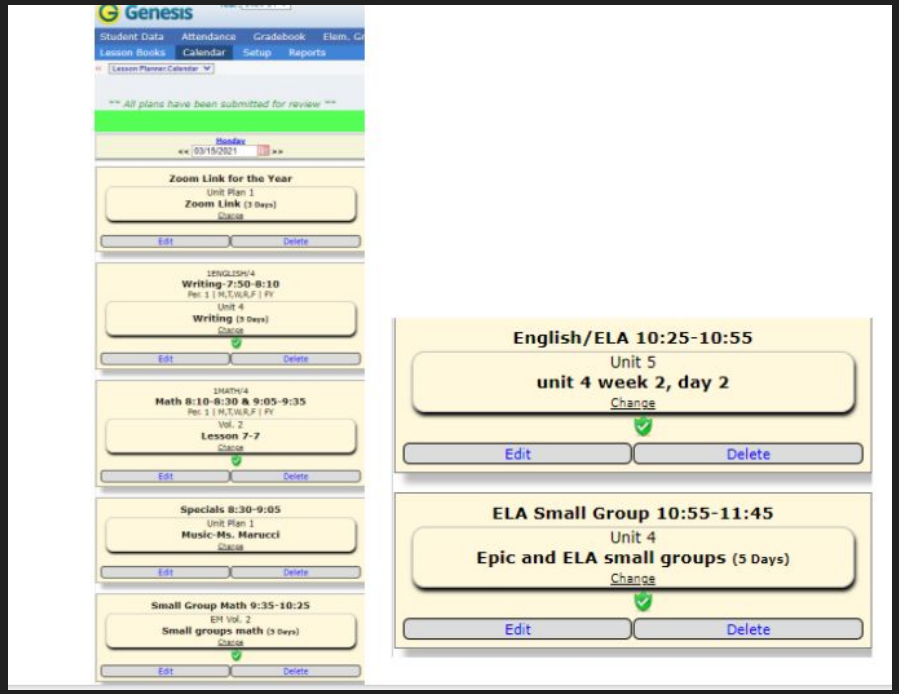


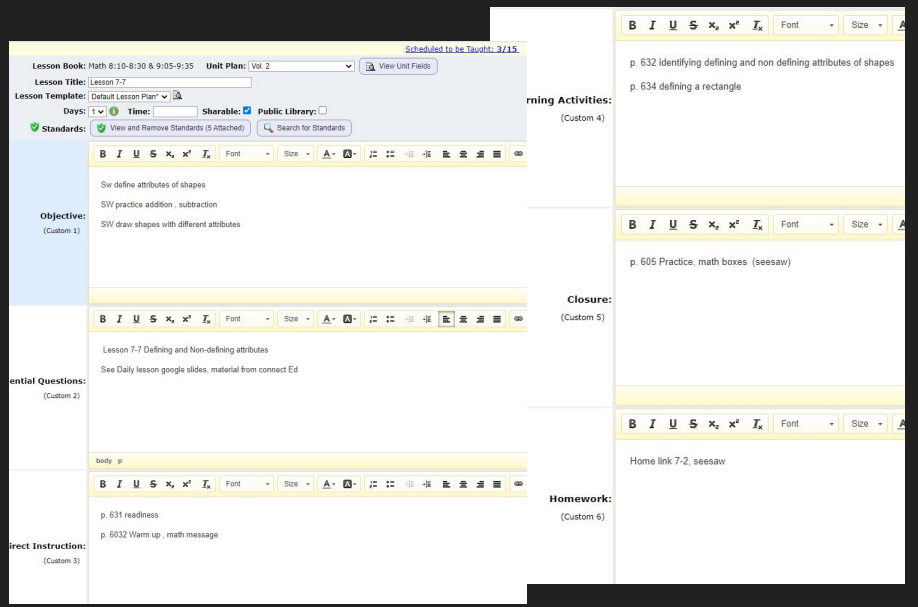
Student Work





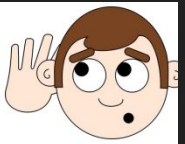
Grade 1-Google Classroom, SeeSaw, Jamboard ELA and Writing





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)

2,6,8

2+6=8 6+2=8 8-2=6 8-6=2

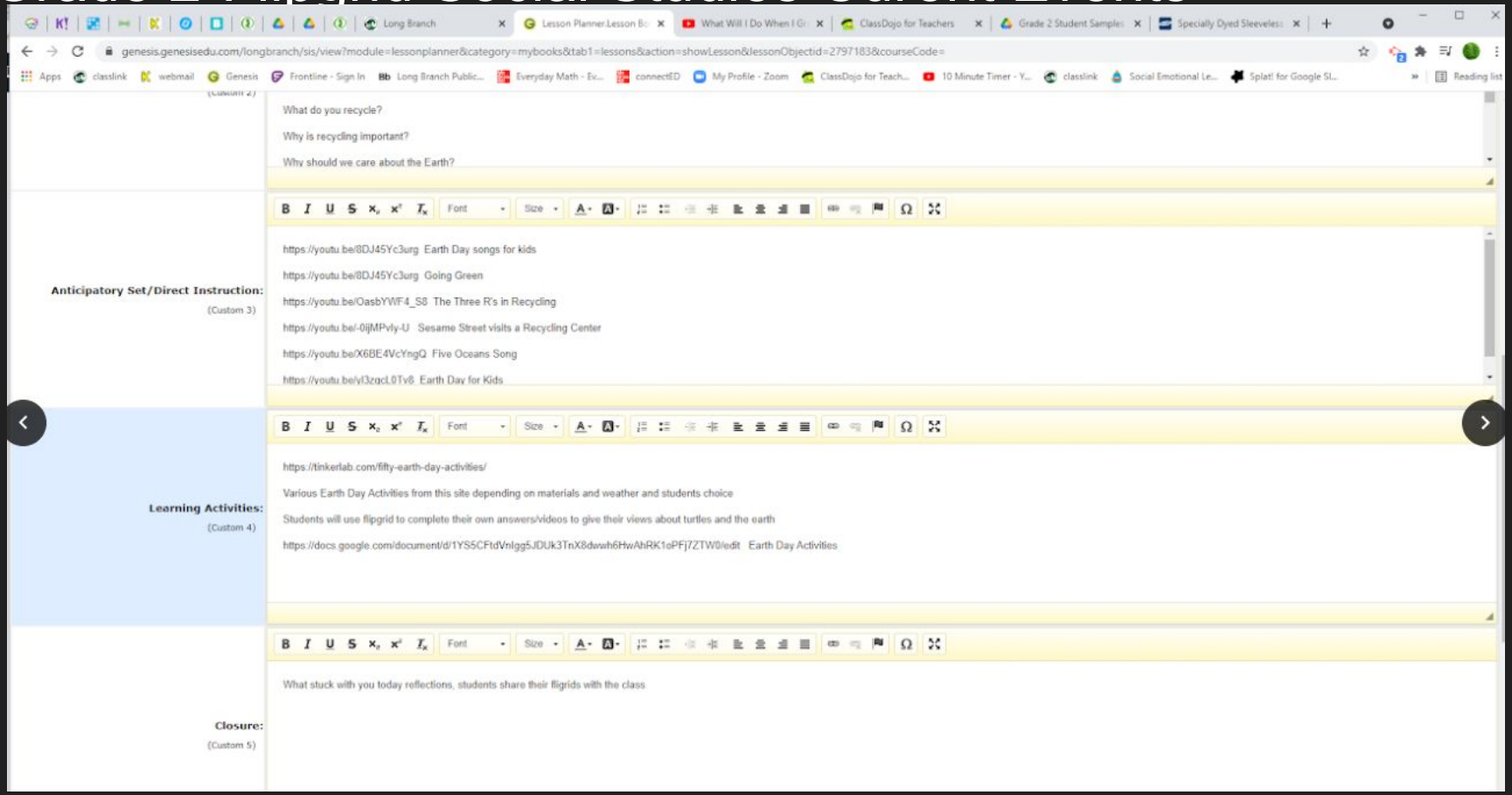
2,4,6

2+4=6 4+2=6 6-2=4 6-4=2

Word problem challenges !! p. 632

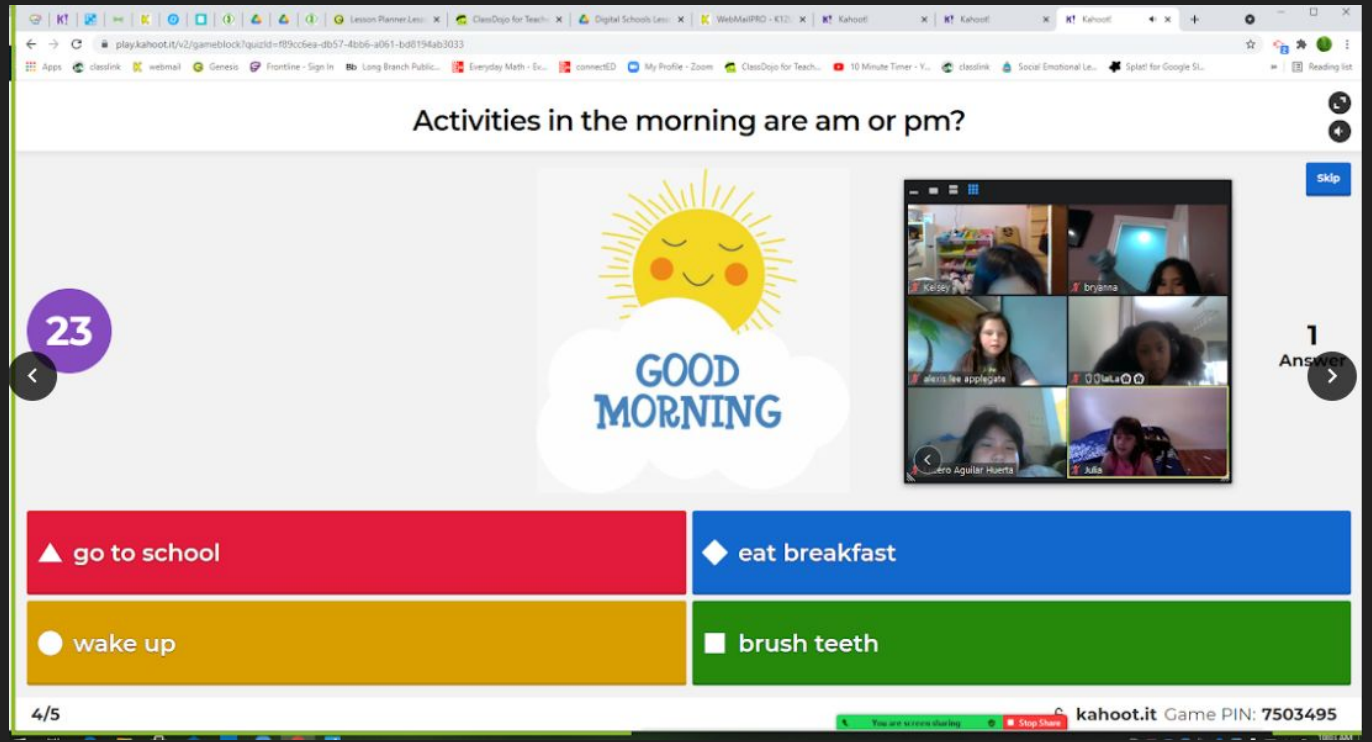
10- 2 =8

Grade 2-Flipgrid Social Studies Curent Events



Student Work

Grade 2-Calendar Math



SeeSaw/Class Dojo Third Grade Science

Trees

NJ Trees Scavenger Hunt

Scheduled to be taught on 06/04

Standards

03.MD.02, Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).6 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

1.21 Grade 3 CPI 3.1, Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

1.21 Grade 3 CPI 3.2, Use evidence to support the explanation that traits can be influenced by the environment.

Objective

SWBAT complete an internet scavenger hunt searching for trees indigenous to New Jersey and complete a recording sheet categorizing the types of trees and their attributes.

Essential Questions

What trees are indigenous to New Jersey (Monmouth County)?

Anticipatory Set/Direct Instruction

-Book read-aloud on Youtube: https://www.youtube.com/watch?v=c5p-fuvUYBM

-Visuals/Vocabulary

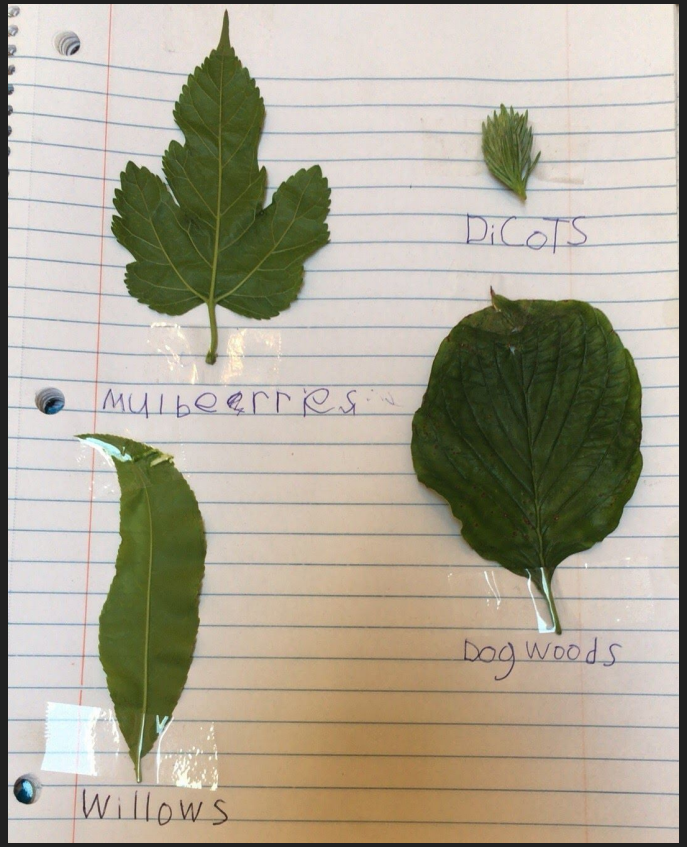
Learning Activities

1. Students will research the Internet for trees indigenous to New Jersey; Monmouth County specifically.
2. Based on the students' findings, they will complete a recording sheet categorizing the types trees and the following information: tree, leaf type, deciduous/coniferous (evergreen), seed.
3. Leaf Sorting/Leaf Rubbing Activity to be completed and uploaded to Seesaw or Class Dojo as a picture.
4. **Extension:** To promote and incorporate cross-curriculum, Math specifically, the students will find the weight of leaf/needle, and/or seed pod (acorn/pine cone)

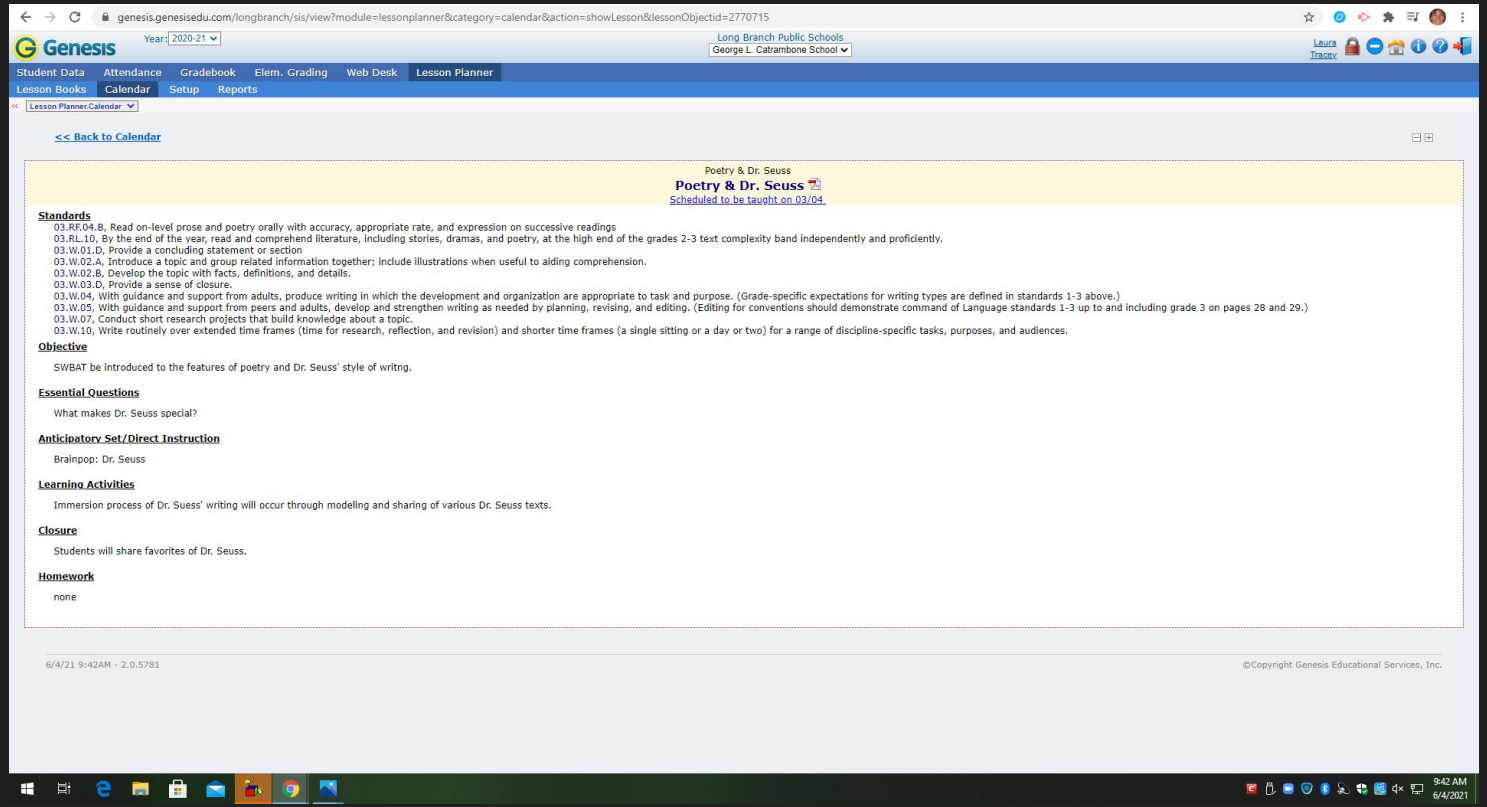
Closure

-Students will turn in (electronically) their findings noted on the recording sheet and leaf sorting/leaf rubbing activity.

Student Work

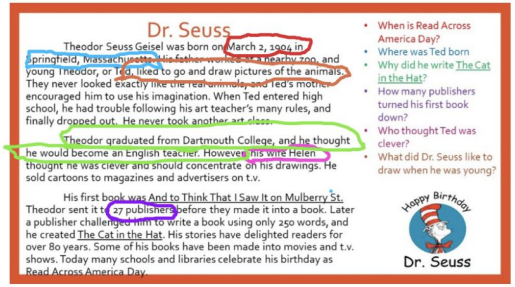


Grade 3-Reading SeeSaw



Student Work

In response to: Dr. Seuss Text Evidence



Dr. Seuss

Theodor Seuss Geisel was born on March 2, 1904 in Springfield, Massachusetts. His father worked at a nearby zoo, and young Theodor, or Ted, liked to go and draw pictures of the animals. They never looked exactly like the real animals, and Ted's mother encouraged him to use his imagination. When Ted entered high school, he had trouble following his art teacher's many rules, and finally dropped out. He never took another art class.

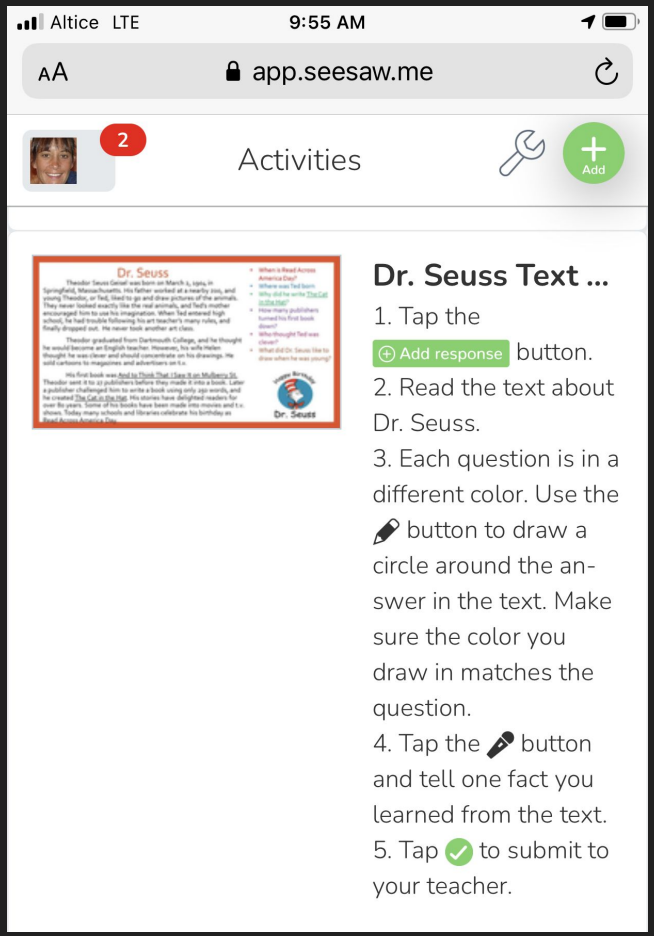
Theodor graduated from Dartmouth College, and he thought he would become an English teacher. However, his wife Helen thought he was clever and should concentrate on his drawings. He sold cartoons to magazines and advertisers on t.v.

His first book was And to Think That I Saw It on Mulberry St. Theodor sent it to 27 publishers before they made it into a book. Later a publisher challenged him to write a book using only 250 words, and he created The Cat in the Hat. His stories have delighted readers for over 80 years. Some of his books have been made into movies and t.v. shows. Today many schools and libraries celebrate his birthday as Read Across America Day.

- When is Read Across America Day?
- Where was Ted born
- Why did he write The Cat in the Hat?
- How many publishers turned his first book down?
- Who thought Ted was clever?
- What did Dr. Seuss like to draw when he was young?

Happy Birthday

Dr. Seuss



Grade 4 Vocabulary

Reading Group A

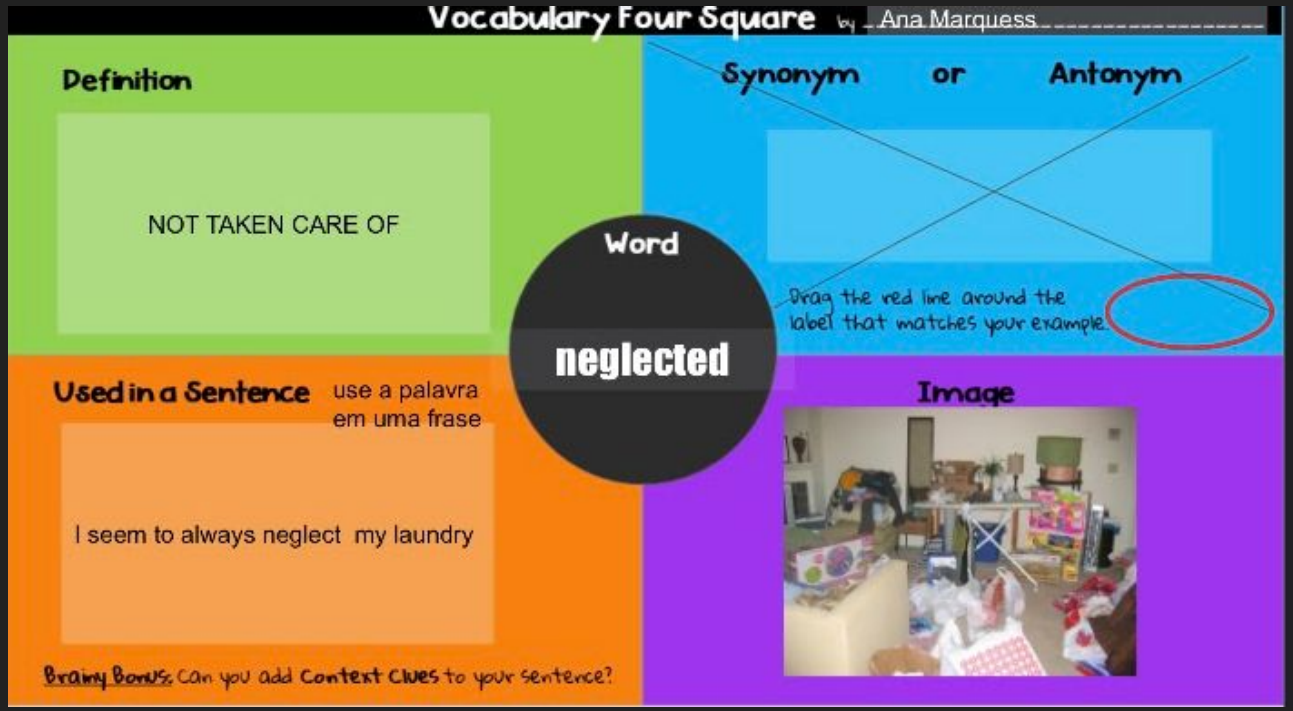
Unit 1, week 2

Scheduled to be taught on 10/05 10/06 10/07 10/08 10/09

Created by Panora, Diana

Objective
SWBAT summarize, identify main ideas and details, build robust vocabulary, and practice spelling words. SWBAT use strategies before, during, and after reading to aid in the construction and enhancement of meaning.
Essential Questions
In what ways do we change as we get older?
Anticipatory Set/Direct Instruction
Introductory theme video from connect ED Whole Group Teaching / Actively Engaging Students (Read Aloud, Think Aloud, Shared Reading, Modeled Reading) Use of Jamboard Small Group Teaching (2 Guided Reading Lessons and…-Strategy Lesson)
Learning Activities
Center 1 – Listen to Reading - www.getepic.com, Center 2 - Work on Writing - Fall writing prompt, Center 3 – Word Work -Vocabulary Words, Center 4 – Ed-Puzzle strategy lesson, Center 5 - Read to Self - Independent Reading
Closure
What stuck with you? (Jamboard exit slip)
Homework
Article of the day
Standards
1. 04.RF.03.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. **2. 04.RF.04.B** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **3. 04.RI.01** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **4. 04.RI.08** Explain how an author uses reasons and evidence to support particular points in a text.
Lesson Documents
No documents have been uploaded to this lesson

Student Work



Grade 4-NearPod Math

Lesson 5-5

Objective

SWBAT add unlike fractions with tenths and hundredths.

Zoom Link: https://us02web.zoom.us/j/4049114393?pwd=R3VzRFhLeFRkUi9XQkJ5dStidWFiZz09

Essential Questions

Why is it important to identify what the whole is before trying to solve the problem?

Anticipatory Set/Direct Instruction

Mental Math Fluency: Students participate in collaborative boards on nearpod to find equivalent fractions and represent fractions as decimals.

Math Message: Students write a number model with an unknown on a draw it board in nearpod.

Learning Activities

Focus: Students discuss different methods for adding tenths and hundredths. Students write equations to solve addition problems with unlike denominators and post their responses on their draw it board in nearpod.

Assessment Check-In: Students complete math journal page 164, problems will be answered on nearpod draw-it boards.

Practice: Students solve multiplication multistep number stories.

Closure

Math Boxes: 5-5 Students practice and maintain skills.

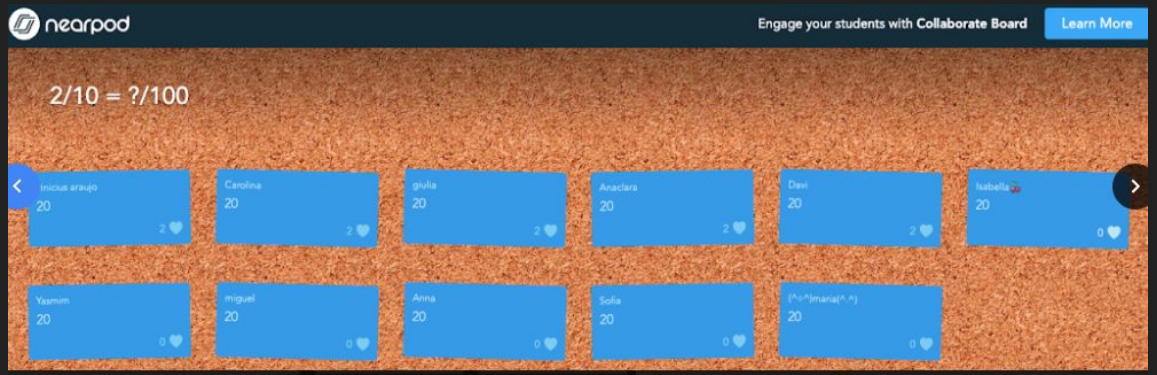
Homework

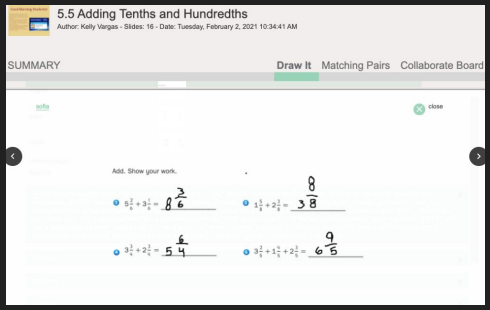
Home Links 5-5 - Students add tenths and hundredths.

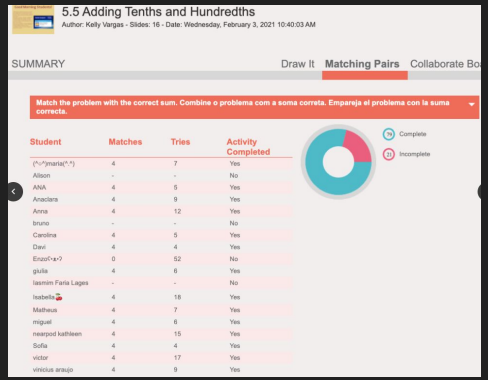
Standards

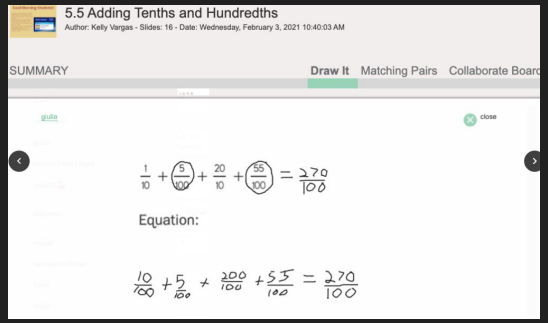
04.NF.01
04.NF.03.A

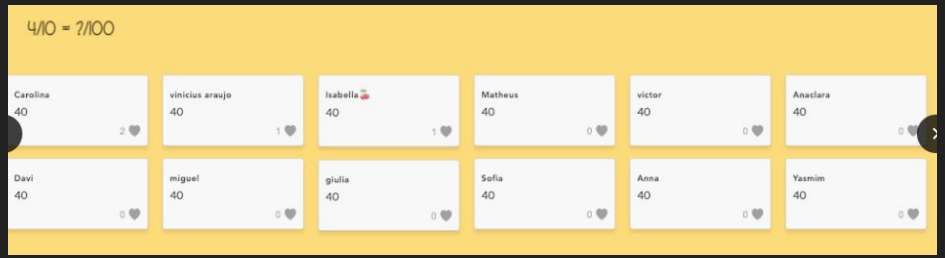
Student Work



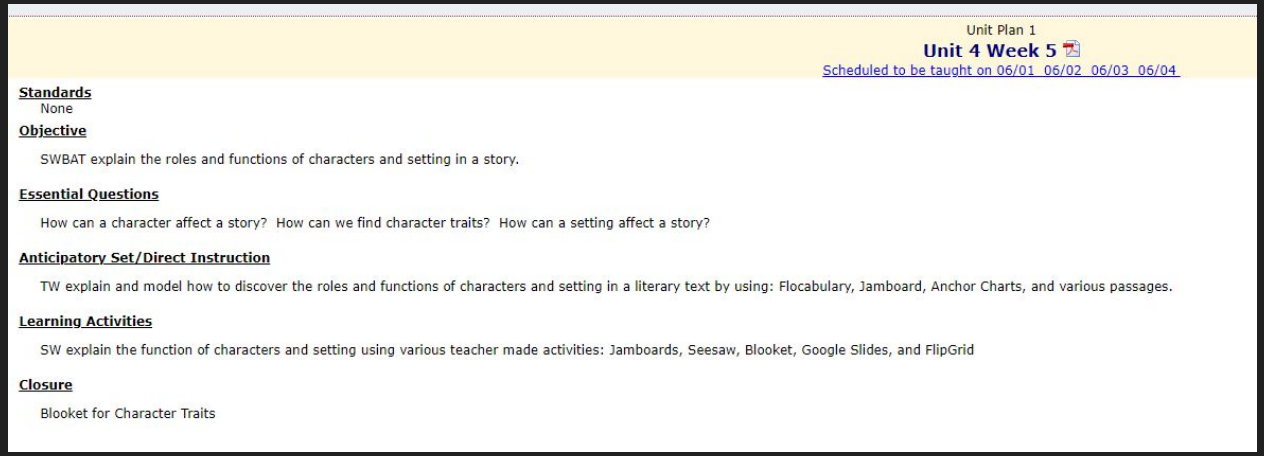








Grade 5-Blooket Small Group Work



Unit Plan 1

Unit 4 Week 5

Scheduled to be taught on 06/01 06/02 06/03 06/04

Standards

None

Objective

SWBAT explain the roles and functions of characters and setting in a story.

Essential Questions

How can a character affect a story? How can we find character traits? How can a setting affect a story?

Anticipatory Set/Direct Instruction

TW explain and model how to discover the roles and functions of characters and setting in a literary text by using: Flocabulary, Jamboard, Anchor Charts, and various passages.

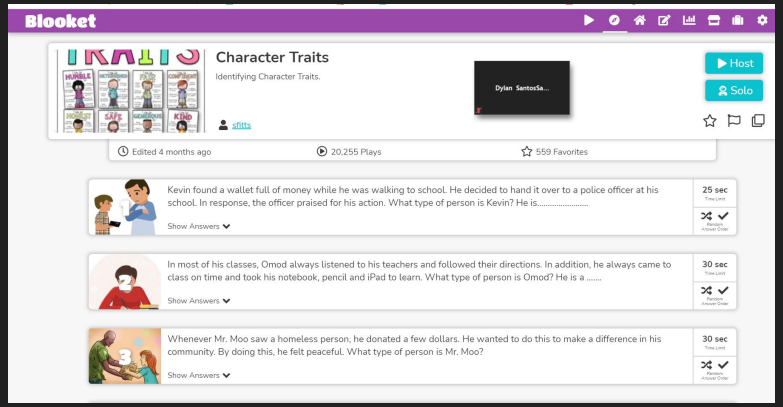
Learning Activities

SW explain the function of characters and setting using various teacher made activities: Jamboards, Seesaw, Blooket, Google Slides, and FlipGrid

Closure

Blooket for Character Traits

Student Work



Grade 5- PearDeck Math

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.

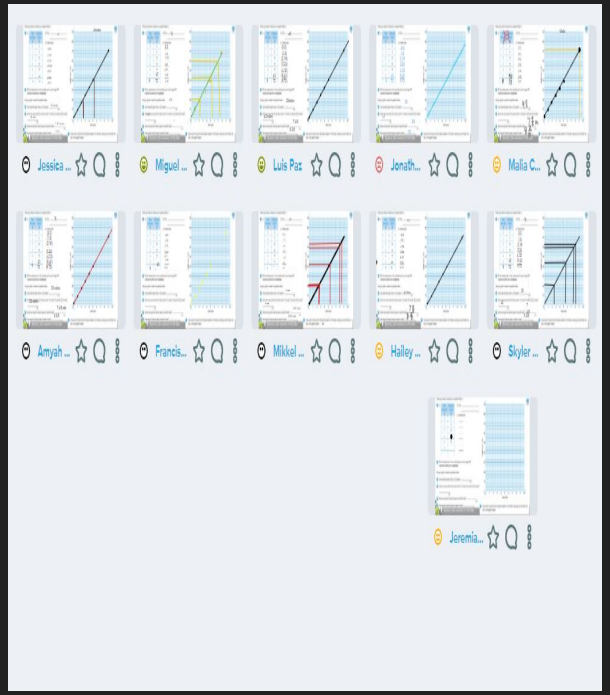
Closure

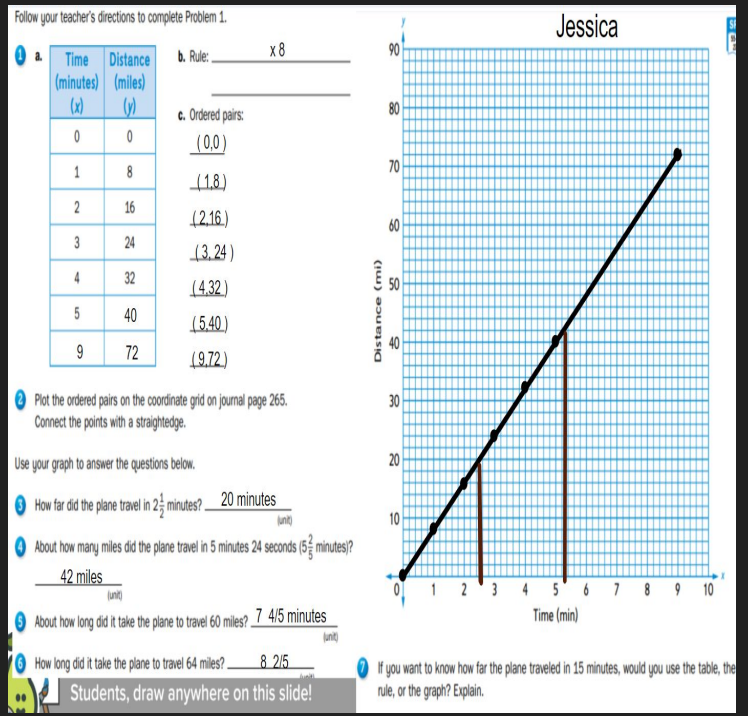
Exit Slip on Pear Deck

Homework

7.11

Student Work





Grade 5-Seesaw

Unit 5

5.4

Scheduled to be taught on 02/17

Standards

05.NF.01, Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)

05.NF.02, Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.

Objective

Students solve problems involving the subtraction of fractions and mixed numbers.

Essential Questions

- **How can we find equivalent fractions?**
- **In what ways can we model equivalent fractions?**
- **How can we find equivalent fractions and simplify fractions?**
- **How can identifying factors and multiples of denominators help to identify equivalent fractions?**
- **How can the denominator tell me if a fraction is in the smallest equivalent fraction?**

Anticipatory Set/Direct Instruction

Four in a Row

T.Ed. p.464-469

Learning Activities

Math Journal 2: pp. 163–166
Math Masters: pp. 176–177
Activity Cards: 60

Activities will be completed on SEESAW

Closure

Exit Slip in Google Forms

Homework

5.4

H Hailey Spinelli

In response to: Lesson 5-4 Subtracting Mixed Numbers

1/6

Math Message

SRB 173, 181-193

1 Estimate: _____

$$\begin{array}{r} 4\frac{4}{5} \\ -\ 1\frac{1}{5} \\ \hline 3\frac{3}{5} \end{array}$$

2 Estimate: _____

$$\begin{array}{r} \cancel{3}\frac{1}{3} \\ -\ 1\frac{2}{3} \\ \hline \end{array}$$

$$\begin{array}{r} 2\frac{4}{3} \\ -\ 1\frac{2}{3} \\ \hline 1\frac{2}{3} \end{array}$$

February 17, 2021, 9:42 AM

Sarah Choi You did awesome! You just subtracted the numerators on the last one. 5/12-8/12 =?

Like Comment