**ENHANCED DISTANCE LEARNING Lesson Plans 9/8-9/11**

Wintonbury Early Childhood Magnet School

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| **Week of September 8 (Plans for 9/10 and 9/11)** | | | | | |
| **Focus: Learning how to Zoom and post an activity on Seesaw** | | | | | |
| **Priority Objectives from Teaching Strategies GOLD:**   * **8a: Comprehends language** * **11a. Attends and engages** | | | | | |
| **Assessments:**   * **Observations** | | | | | |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Morning Meeting** | No School | Meet and Greet | Meet and Greet |  |  |
| Greeting |  |  |  | Hello, hello, hello and how are you? I’m fine, I’m fine, I hope that you are too.  Look who came to school today, look who came to school today, Lisa, Lisa, let’s all shout hooray!  Start to teach ZOOM listening/talking behaviors. | Hello, hello, hello and how are you? I’m fine, I’m fine, I hope that you are too.  Look who came to school today, look who came to school today, Lisa, Lisa, let’s all shout hooray!  Start to teach ZOOM listening/talking behaviors. |
| Song/Rhyme |  |  |  | The more we get together, together, together…. | The more we get together, together, together…. |
| **Activity 1: Seesaw** |  |  |  |  |  |
| Students log onto Seesaw and complete their first daily activity. |  |  |  | Go onto Seesaw, and post a picture of yourself. Record your voice. Say “my name is \_\_\_\_\_\_\_” | Listen to a story on Seesaw. Tell about your favorite animal. |
| **Small Group** (Zoom live/daily 5-20 minutes) |  |  |  |  |  |
| Focused skill instruction |  |  |  |  |  |
| **Activity 2: Seesaw** |  |  |  |  |  |
| Students log into Seesaw and complete their second daily activity. |  |  |  |  |  |
| **Read Aloud: Seesaw** |  |  |  |  |  |
| Listen to prerecorded Read Aloud |  |  |  |  |  |
| Complete reading response |  |  |  |  |  |
| **Afternoon Meeting:** (Zoom live/daily 5-20 minutes) |  |  |  |  |  |
| Read aloud, short lesson or family check in |  |  |  |  |  |
| Play Time |  |  |  |  |  |
|  |  |  |  |  |  |
| Outdoor Time |  |  |  |  |  |
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