

# A DAY IN THE LIFE KINDERGARTEN



The below is only an example of a typical day during digital learning.  
The times and courses will vary by school.

Malachi is attending school for the first time and he is in Mr. Smith's Kindergarten class. He is excited to log on, meet his teacher, and make new friends.

- 8:30 AM | **Community Meeting** - A **Healing Together** initiative, this is scheduled social/emotional interaction with the teacher and peers that promotes relationships and sets the tone for the day. [Click for more detail.](#)
- 8:50 AM | **Routines and Procedures** - Teacher models the digital classroom norms like muting/unmuting, hand-raising, and turning on the camera.
- 8:55 AM | **Language Arts** - Half scheduled reading and phonics, half self-guided application. [Click for more detail.](#)
- 10:25 AM | **Brain Break** - Entire class takes a break and performs a movement activity.
- 10:35 AM | **Mathematics** - Half scheduled direct instruction, half self-guided reinforcement using objects at home. [Click for more detail.](#)
- 12:05 PM | **Lunch** - Self-guided.
- 12:45 PM | **Read Aloud** - Entire class listens to the teacher read aloud and participates in call and response.
- 1:15 PM | **Special** - Scheduled direct instruction from a Specials teacher (music, art, P.E., digital literacy, etc.) [Click for more detail.](#)
- 1:45 PM | **Bathroom Break**
- 1:55 PM | **Social Studies** - Half scheduled direct instruction, half self-guided activity. [Click for more detail.](#)
- 2:25 PM | **Intervention/Enrichment** - Half an hour of additional scheduled support for all students.
- 3:09 PM | **Dismissal** - Teacher will remind families how to access assignments that are due for the next day, and communicate any schedule adjustments.

# A DAY IN THE LIFE 5TH GRADE



The below is only an example of a typical day during digital learning.  
The times and courses will vary by school.

Mirielle is a fifth grader, who has returned to the same school. She is an English Learner and receives English as a Second Language instruction and support.

8:30 AM

**Community Meeting** - A **Healing Together** initiative, this is scheduled social/emotional interaction with the teacher and peers that promotes relationships and sets the tone for the day. [Click for more detail.](#)

9:00 AM

**Language Arts** - Combination of face-to-face whole group and small group instruction, as well as self-guided time. Mirielle would receive face-to-face support from her ESL teacher. [Click for more detail.](#)

11:00 AM

**Special** - Scheduled direct instruction from a Specials teacher (music, art, P.E., digital literacy, etc.) [Click for more detail.](#)

11:45 AM

**Lunch/Recess** - Some days, a teacher or counselor may organize an optional, interactive activity. Otherwise, this is self-guided time.

12:30 PM

**Mathematics** - Combination of face-to-face whole group and small group instruction, as well as self-guided assignments. Teacher would provide face-to-face support for struggling students. [Click for more detail.](#)

2:00 PM

**Social Studies** - Half face-to-face direct instruction, half self-guided Google Classroom activity. [Click for more detail.](#)

2:45 PM

**Intervention/Enrichment** - Half an hour of additional scheduled support. Mirielle would meet with her ESL teacher again.

3:09 PM

**Dismissal** - Teacher will remind families how to access assignments that are due for the next day, and communicate any schedule adjustments.

# A DAY IN THE LIFE 8TH GRADE



The below is only an example of a typical day during digital learning.  
The times and courses will vary by school

George is new to his Middle School. He has an IEP and receives special education services for mathematics.

**8:00 AM** | **Community Meeting** - A **Healing Together** initiative, this is scheduled social/emotional interaction with the teacher and peers that promotes relationships and sets the tone for the day. [Click for more detail.](#)

**8:50 AM** | **Mathematics** - Combination of face-to-face whole group and small group instruction, as well as self-guided assignments. [Click for more detail.](#)

**10:20 AM** | **Language Arts** - Combination of face-to-face whole group and small group instruction, as well as self-guided assignments. [Click for more detail.](#)

**11:50 AM** | **Lunch** - Self-guided.

**12:20 PM** | **Science** - Combination of face-to-face whole group and small group instruction, as well as self-guided assignments. [Click for more detail.](#)

**1:05 PM** | **Special** - Scheduled direct instruction from a Specials teacher (music, art, P.E., digital literacy, etc.) [Click for more detail.](#)

**1:50 PM** | **Social Studies** - Combination of face-to-face whole group and small group instruction, as well as self-guided assignments. [Click for more detail.](#)

**2:35 PM** | **Intervention/Enrichment** - Half an hour of additional scheduled support. George would meet with his math intervention teacher during this time.

**3:04 PM** | **Dismissal** - Students should review and complete assignments from all classes before starting the next day.

# A DAY IN THE LIFE

# 10TH GRADE



The below is only an example of a typical day during digital learning. The times and courses will vary by school and individual course selections for high-schoolers.

Josiah is a tenth grader, who is in his first year taking Career and Technical Education courses.

7:30 AM	<b>Mathematics</b> - Combination of scheduled whole group and small group instruction, as well as self-guided assignments. <a href="#">Click for more detail.</a>
8:15 AM	<b>Elective</b> - Scheduled direct instruction from an Elective teacher. (music, visual art, P.E., etc.)
9:00 AM	<b>World Language</b> - Combination of scheduled whole group and small group instruction, as well as self-guided assignments. <a href="#">Click for more detail.</a>
9:45 AM	<b>Social Studies</b> - Combination of face-to-face whole group and small group instruction, as well as self-guided assignments. <a href="#">Click for more detail.</a>
10:30 AM	<b>Advisory/Community Meeting</b> - A <a href="#">Healing Together</a> initiative, this is scheduled social/emotional interaction with the teacher and peers that promotes relationships and sets the tone for the day. <a href="#">Click for more detail.</a>
11:00 AM	<b>Lunch</b> - Self-guided.
11:30 AM	<b>Career &amp; Technical Education</b> - Face-to-face direct instruction and demonstration. Students participate in simulations and concept application.
12:15 PM	<b>Science</b> - Combination of scheduled whole group and small group instruction, as well as self-guided assignments. <a href="#">Click for more detail.</a>
1:00 PM	<b>Language Arts</b> - Combination of face-to-face whole group and small group instruction, as well as self-guided assignments. <a href="#">Click for more detail.</a>
2:34 PM	<b>Dismissal</b> - Students should review and complete assignments from all classes before starting the next day.

# A Day in the Life...

What school days will look like in the digital setting.

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The 2020-2021 school year will be a school year unlike any other. Though school will be 100% digital through the first marking period, students are expected to participate in a full day of learning five days a week. This document provides parents and families insight into what the digital school day might look like for their students, so that they might be better equipped to adequately plan for the fall.

The examples for the four students below are samples of a day in the digital setting. All grade levels will participate in Community Meetings that will focus on social-emotional learning and building a sense of community among students and teachers. General education blocks will provide a combination of synchronous and asynchronous learning wherever possible. Note that the times and courses will vary by school depending on building schedules and course selections for high school students.

Click your student's grade level to jump ahead:

[Kindergarten](#) | [Elementary School](#) | [Middle School](#) | [High School](#)

[Glossary of Terms](#)

## Glossary of Terms

- **Accountable Talk Stems:** Discussion prompts at the beginnings of sentences that are given to students to complete when they are talking about their learning. These help students keep their conversation on the topic. *Ex. The first step I took to solve the problem was \_\_\_\_\_.*
- **Annotate:** To add notes (in the margins or above the words) to a text that give the reader's reactions, or identify important ideas and other information like key vocabulary.
- **Asynchronous Learning:** Activities or lessons that have been recorded so that a student can go online and engage in self-guided learning at any time.
- **Break-out Group:** When a group of students is broken into smaller groups that meet separately online to work together for a short time. They usually return to the larger group after a set amount of time to report on what they have done.
- **Community Meeting:** A daily meeting between all students in all grade levels and their teachers. Community Meeting includes a greeting, sharing in response to a prompt, and a group activity. It concludes with a message for the day from the teacher. Community Meeting is an opportunity to build relationships within the class, to practice social-emotional skills, and to discuss issues that matter to students. All schools are adopting Community Meetings as part of [\*Healing Together\*](#).
- **English as a Second Language (ESL):** The term used when English is being learned by a student who is more fluent in another language. Their first language, the one that is usually spoken at home, is not English.
- **Enrichment:** Learning activities that ask the student to learn at a deeper or more challenging level than what is generally expected from that grade-level.
- **Graphic Organizer:** A tool used to help organize information visually. There are many different kinds of graphic organizers that may be used. A common example is a T-chart which is used by students to list information about one topic or idea on one side of the T and information about another on the other side of the T. Once the information is organized in a graphic organizer (like a T-chart), it can be saved and referred back to, and used to create a more organized piece of writing on the topic.
- **Individualized Education Plan (IEP):** A plan for how the school will meet the needs of a student with a disability.
- **Intervention:** A program or set of lessons that are designed to help a student who has a specific learning need that is causing them to struggle with learning a skill.
- **Opening Routine:** This routine begins each lesson and provides students with an opportunity to develop number sense, talk about their learning, and remember what they have learned in the past in order to be ready for the day's lesson.

- **Objective Summary:** A short written review that describes the main ideas and information of something (text, video, etc.) that does not include any judgement or opinion.
- **Orientation:** A meeting in which the principal and other school staff describe to the student and family the expectations and opportunities for the new school year
- **Social-Emotional Learning:** Social-emotional learning is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. As part of *Healing Together*, social-emotional learning will be emphasized throughout the school day at all grade levels.
- **Special/Complex Needs:** Students with special needs are those who require special ways of teaching in order to learn the same content and at the same speed as students without special needs. Students with complex needs have needs that are more complex because they involve more than one disability and/or the disability is significant enough to require highly-specialized and intensive educational programs.
- **Synchronous Learning:** When an online lesson happens live. The students and teacher are all on the computer at the same time and there is an exchange of information, thoughts and ideas.
- **Whole Group:** When the whole class is taught at the same time instead of broken into smaller groups that may be working on different activities.

## A Day in the Life - Kindergarten

Malachi is attending school for the first time and he is in Mr. Smith's Kindergarten class. He is excited to log on, meet his teacher, and make new friends.

**\*Note for families:** In the first five to seven days of the new school year, all Kindergarten families, including Malachi's, will meet virtually with the teacher for kindergarten interviews. The below describes a *Day in the Life* of Kindergartners after these interviews are complete.

### **8:30am - Community Meeting**

Malachi, with the help of a parent, logs in at the link that was provided by the teacher for his class' Community Meeting. Mr. Smith, the teacher, will greet Malachi and his classmates with a greeting that has become familiar, the children will then share their thoughts and feelings in response to a prompt, they will engage in a group activity, and together construct a message about the day's plans or lessons. On the first days of school, parents may be invited to participate in Community Meetings along with the class.

### **8:50am - Routines and Procedures**

- Synchronous learning experience where Mr. Smith models for the class and then has them practice: muting and unmuting; turning on the camera, hand-raising, building and reviewing norms, preparing materials needed for the day, etc.

### **8:55am - English Language Arts**

- Whole group synchronous learning experience with a shared reading and phonics awareness lessons using activities and songs.
- Asynchronous learning experience with an interactive, pre-recorded phonics lesson.
- Synchronous learning experience where small groups will meet with Mr. Smith.

### **10:25am - Brain Break**

- Synchronous experience where the entire class will have the opportunity to engage in a movement activity.

### **10:35am - Mathematics**

- Whole group synchronous learning experience with Mr. Smith modeling and guiding students as they create groups of 1, 2, and 3 objects using objects.
- Asynchronous learning experience designed to reinforce counting skills where students use objects from home to practice the activity they did with the teacher. They then draw their groups of objects on a white board or on paper.

### **12:05pm - Lunch Time**



**12:45pm - Read Aloud**

- Whole group synchronous learning experience where children will listen to Mr. Smith read a story aloud to them and then engage with the text by answering questions or echoing repeated lines.

**1:15pm - Special\*: Music**

- Synchronous learning experience involving music and movement focused on tapping with the beat of the music and matching the teacher's pitch while singing a song.

**1:45pm - Bathroom Break****1:55pm - Social Studies**

- Whole group synchronous learning experience where children will engage in learning around the topic "All About Me". We will learn who is a part of our school family. Mr. Smith will share photos of the staff at the school.
- Asynchronous learning experience with students drawing and labeling a picture of them with their own family.

**2:25pm - Intervention/Enrichment\*\***

- Synchronous learning experience where Mr. Smith will meet with small groups of students to support their learning in various content areas as needed.

**3:09pm - Dismissal**

Mr. Smith dismisses the class after reminding families how to access the assignments that students should complete prior to the next day.

\*Special may not always be music. It may also be Physical Education, Art, Digital Literacy, etc., depending on the school's daily schedule.

\*\*Students not participating in small group enrichment or intervention can participate in self-guided activities like virtual literacy or math games, or listening to a pre-recorded read aloud.

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## A Day in the Life - Fifth Grade

Mirielle is a fifth grader who has returned to the same school this year. She is an English Learner and receives instruction and support from an English as a Second Language teacher.

### **8:30am - Community Meeting**

Mirielle, her classmates, and their teacher meet for community-building activities and practice with social-emotional skills. They will participate in a greeting, a discussion in response to a prompt, a group activity, and the teacher will close with a message about the day's plans. This is a time for students to get to know each other and their teacher better, and discuss issues that matter to students. Today, the class will discuss how they can use the virtual classroom in a way that supports everyone's learning.

### **9:00am - English Language Arts**

- Whole group synchronous learning experience where students identify the stakeholders in the connected texts on the Harlem Renaissance.
- Break-out group synchronous learning experience where students examine the perspectives of the stakeholders in a specific part of the text. The teacher integrates social-emotional learning by discussing how different stakeholders likely felt and how they expressed those feelings.
- Whole group synchronous learning experience to further annotate the text and discuss the perspectives of the stakeholders as a class using accountable talk. Students focus on key words and phrases to support their group responses.
- Asynchronous learning assignment where students write in response to the text while the teacher works with small groups. The writing prompt focuses on how the Harlem Renaissance was a response to oppressive social norms and structures.
  - At this time, Mirielle works with her English as a Second Language teacher to support her learning.

### **11:00am - Special: Health/Physical Education Class**

Mirielle participates in her virtual physical education class. During this time, her teacher leads the class in a yoga activity, while discussing the importance of mindfulness and mental health and safety.

### **11:45am - Lunch/Recess**

Today, Mirielle's school counselor has organized a virtual community-building activity for fifth-grade students during lunch. This activity is optional and ungraded, but provides social-emotional learning opportunities and helps students build relationships with their classmates. The counselor concludes with a 5-minute mindfulness activity to help students learn new ways to manage stress and emotions.

### **12:30pm - Mathematics**

- Today Mirielle is working on place value and understanding tenths.
- Synchronous learning - Teacher begins with an opening routine asking students to complete a quick activity that connects the work they did in the prior lesson to today's lesson. Next, they are sent into break-out groups and reminded to use their accountable talk stems as they discuss the activity.
- Whole group synchronous learning - Students return to the whole group for teacher led instruction that includes multiple break-out sessions to review each other's work. Before dismissing the students for the asynchronous portion of the lesson, the teacher asks students to review their prior work and to identify the patterns they noticed in their math work today. Students are provided with another opportunity to discuss the zeros in these patterns.
- 1:10 - Asynchronous math work while the teacher meets with some students, who were having difficulty during the lesson today.
- 1:30 - Synchronous small group instruction to assist struggling students.

### **2:00pm - Social Studies**

- Whole group synchronous learning - Students are learning about geography and the early Native Americans. The teacher integrates social-emotional learning by engaging students in discussion about the idea that the land we occupy now once belonged to Native Americans.
- Asynchronous learning - the teacher provides the students access to an activity in the Google Classroom that they should complete prior to logging back in at 2:25. The assignment allows students to review and organize their information prior to the class discussion on cause and effect, specifically how the arrival of Europeans affected the lives of Native Americans.
- 2:25 - Synchronous whole group discussion.

### **2:45pm - Intervention/Enrichment\***

- Synchronous learning - Students participate in 20 minutes of intervention/enrichment activities as assigned during this block of time. Mirielle meets with her English as a Second Language teacher again during this time for additional math support.

### **3:09pm - Dismissal**

The teacher will remind families how to access assignments that are due for the next day, and communicate any schedule adjustments.

\*Intervention/Enrichment may be taught by a reading specialist, special education teacher, English as a Second Language teacher, etc., depending on the student's needs.

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## A Day in the Life - Eighth Grade

George is a new student at his middle school. He has an IEP and receives special education services for a learning disability in mathematics.

### **8:00am - Community Meeting**

George, his classmates, and their teacher meet for community-building activities and practice with social-emotional skills. They will participate in a greeting, a discussion in response to a prompt, a group activity, and the teacher will close with a message about the day's plans. This is a time for students to get to know each other and their teacher better, and discuss issues that matter to students. Today, the class will discuss how stress can affect people differently, and ways to support a friend who is experiencing stress.

### **8:50am - Mathematics**

- Synchronous learning - Students use their assignment from yesterday for the work they will be doing today using geometry software. They work with the teacher to develop the concept using examples from the prior day's asynchronous assignment.
- 9:25 - Asynchronous learning - Most students complete math problems independently while the teacher meets with a small group of students that demonstrated difficulty during the lesson.
  - During this time, George meets with his special education teacher and students from his math class as well as another math class. He has a separate link for this meeting.
- 9:45 - Synchronous learning - The teacher reconvenes the entire group. George remains with his special education teacher's group as the teacher provides lesson closure and assigns the asynchronous learning to be completed prior to tomorrow's class. Their work will be part of completing a small section of the larger project-based learning task that will be due after two weeks of instruction.

### **10:20am - English Language Arts**

- Synchronous learning - Students log into their Google Classroom and begin the opening routine activity that involves a writing response to the prior day's reading. The class is reading *The Monkey's Paw*, which is set in part in Colonial India. Students completed a graphic organizer to record key events while reading.
- 10:35 - Synchronous learning - Students volunteer to share their response with the whole class. They are provided a prompt by the teacher and assigned a section of the story for the break-out activity. In the break-out sessions, students are to focus on their section and consider how the central ideas/themes are shaped by the characters and the plot in their section of the story. The teacher emphasizes social-emotional learning by asking students to consider how characters' emotions, and their responses to those emotions, are important to the story.

- 10:55 - Synchronous learning - As a group, the class begins to outline an objective summary of the text. The teacher then sends the students back into the break-out rooms with key phrases from the text that they are to analyze for consistency with the central ideas/themes that have been discussed.
- 11:10 - Asynchronous learning - To further develop the students' thinking around the central ideas/themes, the teacher provides students with an informational text on Colonial India, which is part of the setting for the current reading. In addition to reading and annotating the Colonial India text, students are expected to view a short video at a link that was provided in the English Language Arts Google Classroom. To integrate social-emotional learning, students are asked to prepare to discuss the assumptions that the Europeans made about people from Colonial India.

### **11:50am - Lunch**

### **12:20pm - Science**

- Synchronous learning in break-out groups - Today students are completing part of the project that they will finish during a two week period of study in Life Science. The project is to conduct an investigation to provide evidence that living things are made of cells. Yesterday, students completed an assignment and reviewed a video that prepared them for this discussion.
- 12:35 - Whole group synchronous learning - The teacher shares a video that demonstrates the parts of the cell and the roles each part plays, stopping at key intervals for class discussion using previously planned questions and prompts that highlight important information.
- 12:50 - Asynchronous assignment - In response to a student's questions about the coronavirus, students are given an article to read on how viruses interact with host cells. The students are assigned three essential questions to answer from the article in preparation for the discussion the next day.

### **1:05pm - Special: Physical Education**

- Synchronous learning - Students spend 40 minutes with the teacher discussing injury prevention and aerobic exercises. Students should participate in physical activity for a significant portion of the time.

### **1:50pm - Social Studies**

- Synchronous learning - Students begin the lesson by sharing their response in writing to the question posed the prior day discussing early Native American civilizations and the roles of the citizens. They are given ten minutes to discuss their responses with a small group in a break-out session.
- 2:00 - Synchronous learning - The teacher reconvenes the whole group and assigns small group work. Students are given a framework document, based on previously asked questions, and are released into their break-out session to complete the activity that is focused on gender roles in Native American communities prior to the Europeans entering the continent. The teacher monitors the small groups.

- 2:20 - Lesson closure - Students are provided an opportunity to reflect on their group's discussion before being released for the next class. Tomorrow the students will work in mixed groups to deepen their work on the document - based questions from today.

**2:35pm - 30 Minutes of Math Intervention\***

- Synchronous learning - George is assigned to math intervention at the end of the day to receive additional assistance with his math instruction.

**3:04pm - Dismissal**

Students should review and complete assignments from all classes before starting the next day.

\*Intervention/Enrichment may be taught by a reading specialist, special education teacher, English as a Second Language teacher, etc., depending on the student's needs.

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## A Day in the Life - Tenth Grade

Josiah is a tenth grader, who is in his first year taking Career and Technical Education.

### **7:30am - Mathematics (Algebra II)**

- Whole group synchronous learning experience starting with the teacher providing a prompt (Suppose P and Q give the sizes of two different animal populations, where  $Q > P$ ) to use during the worked examples with the teacher prior to sending students to the break-out groups.
- Synchronous small group break-out learning experience - The teacher provides each break-out group with an expression that they will discuss based on the original prompt. The learning goal is that students see structure in the expressions.
- 7:55 - Asynchronous learning assignment - Students are provided with a profit examination scenario to apply the learning for today during asynchronous learning. Tomorrow, students will begin in break-out groups to review their responses.

### **8:15am - Elective: Visual Art**

- Synchronous learning - Students spend 45 minutes with the teacher learning graphic design techniques on the computer.

### **9:00am - World Language**

- Synchronous learning in small groups - Students are released into break-out groups to describe something about themselves using both English and the target language as necessary. This is part of the group getting to know one another but also encourages opportunities to speak in the target language and build confidence.
- 9:10 - Synchronous learning experience - The teacher reconvenes the whole group for new learning. Today's lesson expands on prior learning beginning with a short text in the target language that demonstrates the new verb structure. Following that lesson, the teacher provides direct instruction on the verb structure to teach rules to forming structure and the possible exemptions. Students apply the new structure in written exercises.
- 9:30 - Synchronous learning experience in break-out groups. Students have an opportunity to practice the new structure verbally in their small break-out group reading their responses to one another and completing additional prompts before returning to the whole group.
- 9:40 - Asynchronous assignment - Students practice the rule directly and continue to apply the new learning by making sentences and conjugating the verb to demonstrate the new structure. As part of the asynchronous learning, Josiah and his classmates have recorded themselves practicing the previous sentence structure and new vocabulary.

### **9:45am - Social Studies**

- Synchronous learning in small groups - Today in World History, Josiah and his classmates are analyzing the connection between early civilizations and the environment

in which they live. The class begins with a discussion that involves the asynchronous assignment from yesterday. The students work in small groups on an assigned section of the text. The teacher integrates social-emotional learning by asking students to identify the goals that drove particular civilizations' relationships with their environments and how those reflected societal values.

- 9:55 - Synchronous learning - The teacher reconvenes the whole group and provides additional information while students revise or reinforce their responses to what their group recorded. Prior to being assigned a related task to engage students in further evaluation of early civilizations' relationships to the environment as reflections of their values, students return to their break-out groups for a short discussion on how they revised their prior thinking.
- 10:15 - Asynchronous learning assignment - Students are dismissed from the scheduled learning to complete a portion of their project during the asynchronous portion of the class period.

### **10:30am - Advisory/Community Meeting**

Josiah, his classmates, and their advisory teacher meet for community-building activities and practice with social-emotional skills. They will participate in a greeting, a discussion in response to a prompt, and a brief group activity. This is a time for students to get to know each other and their teacher better, and discuss issues that matter to students. Today, the class will discuss how stress can affect people differently, and ways to support a friend who is experiencing stress.

### **11:00am - Lunch**

### **11:30am - Career and Technical Education**

During his 120 minute block Josiah's teacher provides demonstrations and basic information regarding his area of study. Josiah participates in simulations and has the opportunity to apply concepts in an effort to demonstrate the appropriate CTE competencies. In addition, the teacher emphasizes social-emotional skill development by engaging students in a discussion about how they can effectively communicate about their CTE competencies with prospective employers.

### **12:15pm - Science (Biology)**

- Whole group synchronous learning - Students are completing an experiment that has taught them about how photosynthesis helps plants grow. Through the investigation, they have learned how plants create their own sugars that turn into molecules that build the cell structure. The teacher shares a video that demonstrates the parts of the cell and the roles each part plays, stopping at key intervals for class discussion using previously planned questions and prompts that highlight important information.
- 12:50 - Asynchronous assignment - Students are given an article to read on how plants also grow using cell division. The students are assigned three essential questions to answer from the article in preparation for the discussion the next day.

### **1:00am - English Language Arts**



- The synchronous learning today will guide students in a close reading of *Shooting an Elephant* by George Orwell, in order to analyze the central ideas and themes in terms of a particular point of view, set in a cultural experience. Students will consider the author's craft of using an inner monologue to demonstrate internal conflict and its impact on the events of the text. The first activity is a quick response in writing to a prompt identifying the theme and providing evidence from the text to support that theme using key phrases and vocabulary selected by the author to provide a cumulative impact on the tone. Students should use multiple examples of figurative and connotative language.
- 1:50 - Synchronous learning in break-out groups - Students discuss the examples of the inner conflict of the narrator and how these feelings are exposed in his actions in the story. The teacher emphasizes social-emotional learning by asking students to consider how their own actions reveal their emotions.
- 2:05 - Synchronous learning - Students are assigned to different break-out group to extend their thinking this time focusing on analyzing how the author's choices related to the structure of the text, and how the events shared create and express tension while also examining the perspective of the Bermese people in relationship to their response to the shooting of the sacred elephant. Students memorialize in writing using interactive note-taking for the group.
- 2:20 - Synchronous learning with the whole group - The teacher leads students in sharing their group discussions.
- 2:40 - Asynchronous assignment - Students receive direction to read an informational text on the burning of African-American-owned businesses in Oklahoma during the same time period of the 1920s. The teacher assigns a response to reading prompt to help students in their preparation for the learning to connect the content from the two texts on similar topics.

### **2:34pm - Dismissal**

Students should review and complete assignments from all classes before starting the next day.

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