**Lesson Plan for Remote Or Hybrid Teaching (1st - 5th)**

(Suggestion: 15-20 min. for synchronous learning.

Assign IP. Then, hold small groups for 10 more minutes at the end of the lesson for differentiation.

On day 2, ask for advanced learners to get on a bit earlier to have a small group before the lesson.)

**Chapter \_\_\_\_\_ Lesson\_\_\_\_\_\_ Day\_\_\_\_\_**

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| **Number Sense - Warm Up:** (**Synchronous** with manipulatives and whiteboards)  How will I make sure it is an exploration?  Where does it fall in the CPA?  How will I facilitate the concrete? Pictorial? |

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| **Learn:** (**Synchronous**, Anchor Tasks with manipulatives and whiteboards)  How will I make sure it is engaging? Exploration?  Where does it fall in the CPA?  How will I facilitate the Concrete? Pictorial? |

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| **Guided Practice: (Synchronous, with whiteboards/breakout rooms or Asynchronous with technology tools)**  How will I make sure it is engaging? Exploration?  Where does it fall in the CPA?  How will I facilitate the Concrete? Pictorial? |

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| **Independent Practice: (Asynchronous, Assignable On-line, Games, Virtual Manipulatives, PDF assignments, Seesaw, Problems from Let’s Practice or Workbook)**  How will students practice?  How will I facilitate/give feedback? |

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| **Differentiation: (Synchronous Small groups, PDF assignments, Manipulatives, Create Assignments)**  How will I group students?  What content/materials will I use? |

**KINDER**

**Lesson Plan for Remote Or Hybrid Teaching**

(Suggestion: 15-20 min. for synchronous learning.

Assign IP. Then, hold small groups for 10 more minutes at the end of the lesson for differentiation.

On day 2, ask for advanced learners to get on a bit earlier to have a small group before the lesson.)

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| **Number Sense - Warm-Up:** (**Synchronous** with manipulatives and whiteboards)  How will I make sure it is an exploration?  Where does it fall in the CPA?  How will I facilitate the concrete? Pictorial? |

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| **Investigate:** (**Synchronous**, with manipulatives and whiteboards)  How will I make sure it is engaging? Exploration?  Where does it fall in the CPA?  How will I facilitate the Concrete? Pictorial? |

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| **Discover: (Synchronous, with whiteboards/breakout rooms or Asynchronous with technology tools)**  How will I make sure it is engaging? Exploration?  Where does it fall in the CPA?  How will I facilitate the Concrete? Pictorial? |

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| **Explore: (Synchronous, with whiteboards/breakout rooms or Asynchronous with technology tools)**  How will I make sure it is engaging? Exploration?  Where does it fall in the CPA?  How will I facilitate the Concrete? Pictorial? |

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| **Apply: (Asynchronous with Learn Video, Assignable On-line, Games, Virtual Manipulatives, PDF assignments, Seesaw, Problems from Extra Practice)**  How will students practice?  How will I facilitate/give feedback? |

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| **Differentiation: (Synchronous Small groups, PDF assignments, Manipulatives, Create Assignments)**  How will I group students?  What content/materials will I use? |