



Remote Learning Model for Grade Three

Based on accessibility, students and families can choose the most appropriate remote learning plan platform. The platforms consist of learning through either the virtual model, paper-based model, or both.

Definition of Learning Models

- Virtual: a learning experience that is enhanced through the consistent use of computers, internet, and other online experiences.
- Paper-Based: a learning experience that is enhanced through the consistent use of paper-based tasks and projects that require little or no technological use.

Description of Expectations and Use of Materials and Resources

	Expectations	Materials and Resources
Virtual Model	<ul style="list-style-type: none">● Provide weekly focused lessons and activities● Facilitate daily class meetings● Hold virtual/conference call office hours for parent and student questions● Provide opportunity for students to interact around topics, skills, and activities● Offer feedback to student work, questions, and completed activities	<ul style="list-style-type: none">● Pacing Calendars● Description of Lessons and Tasks● Clever● Google Classrooms● BB Collaborate● i-Ready● Reading A-Z● Login information and materials
Paper-Based Model	<ul style="list-style-type: none">● Provide daily focused tasks and activities● Provide individualized learning projects● Hold virtual/conference call office hours for parent and student questions	<ul style="list-style-type: none">● Pacing Calendar● Daily Activities Calendar● Individualized Learning Project● Description of Lessons and Tasks



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- Offer feedback to student work, questions, and completed activities

- Conference Call directions and materials



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Focus Skills and Standards for Virtual and Paper-Based Model

	Reading	Writing	Math	Social Science	Resource (Art and P.E.)
Week One	<p>Reading Strategy: Summarizing Skill: point of view Phonics: compound words and root words Resource: Wonders Unit 5 Week 1</p>	<p>CCSS.ELA-LITERACY.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>CCSS.ELA-LITERACY.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>	<p>Numbers and Operations – Fractions 3.NF.A.1 3.NF.A.2 3.NF.A.3</p>	project-based learning	project-based learning
Week Two	<p>Reading Strategy: Summarizing Skill: point of view Phonics: inflectional endings (-ed, -ing, -s) and homographs Resource: Wonders Unit 5 Week 2</p>	<p>CCSS.ELA-LITERACY.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day</p>	<p>Measurement 3.MD.B.3 3.MD.C.5 3.MD.C.7</p>	project-based learning	project-based learning



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		<p>or two) for a range of tasks, purposes, and audiences.</p> <p>CCSS.ELA-LITERACY.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>			
Week Three	<p>Reading Strategy: ask and answer questions Skill: author's point of view Phonics: vowel consonant/ consonant vowel and context clues Resource: Wonders Unit 5 Week 3</p>	<p>CCSS.ELA-LITERACY.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Geometry 3.G.A.1 3.G.A.2</p>	project-based learning	project-based learning
Week Four	<p>Reading Strategy: ask and answer questions Skill: author's point of view Phonics: inflectional endings y to l and prefixes and suffixes Resource: Wonders Unit 5 Week 4</p>	<p>CCSS.ELA-LITERACY.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision)</p>	<p>Operations and Algebraic Thinking 3.OA.D.3 3.OA.D.5 3.OA.D.7 3.OA.D.8</p>	project-based learning	project-based learning



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		and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. CCSS.ELA-LITERACY.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.			
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Reading Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

Writing Anchor Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Learning Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Subject Focus	Reading/Writing	Math	Social Science Project	Art	PE
Class Meeting	10:20-11:05 am	10:20-11:05 am	10:20-11:05 am	10:20-11:05 am	10:20-11:05 am
Virtual Office Hours	9:00-10:00 am	9:00-10:00 am	9:00-10:00 am	9:00-10:00 am	9:00-10:00 am



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Collaboration Opportunity (Grades 2-5 only)	Student respond on discussion board	Student respond on discussion board	Student respond on discussion board	Student respond on discussion board	Student respond on discussion board
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Daily Task Calendar for Virtual Model

9:00 – 2:30 daily	Reading	Writing	Math	Project	Art	PE
Monday	Watch Instructional Videos <ul style="list-style-type: none"> Phonics Comprehension Writing about reading i-Ready Practice for 15 minutes Read assigned or self-selected text as long as the genre matches) and journal response	Watch Instructional Video <ul style="list-style-type: none"> Writing Process Brainstorm ideas in order to respond to the prompt	Complete assigned i-Ready tasks	Week of 4/6 – 4/10: Nothing Week of 4/13-4/17: Continue working on topic selection and project proposal Week of 4/20 – 4/24: Continue working on research Week of 4/27 – 5/1: Continue working on creating draft of final project and final project.	Week of 4/6 – 4/10: Nothing Week of 4/13-4/17: Continue working on project shared on 4/9 Week of 4/20 – 4/24: Continue working on project shared on 4/16 Week of 4/27 – 5/1: Continue working on project shared on 4/23	Daily physical activity Health activities



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9:00 – 2:30 daily	Reading	Writing	Math	Project	Art	PE
Tuesday	i-Ready Practice for 15 minutes Read assigned or self-selected text as long as the genre matches) and journal response	Draft writing response	Watch Instructional Video i-Ready Practice for 15 minutes	Week of 4/6 – 4/10: Nothing Week of 4/13-4/17: Continue working on topic selection and project proposal from Week of 4/20 – 4/24: Continue working on research Week of 4/27 – 5/1: Continue working on creating draft of final project and final project.	Week of 4/6 – 4/10: Nothing Week of 4/13-4/17: Continue working on project shared on 4/9 Week of 4/20 – 4/24: Continue working on project shared on 4/16 Week of 4/27 – 5/1: Continue working on project shared on 4/23	Daily physical activity
Wednesday	i-Ready Practice for 15 minutes Read assigned or self-selected text as long as the genre matches) and journal response	Revise Draft	i-Ready Practice for 15 minutes Extra Practice: Zearn.com Sumdog.com	Week of 4/6 – 4/10: Watch the new video and begin working on topic selection and project proposal Week of 4/13-4/17:	Week of 4/6 – 4/10: Nothing Week of 4/13-4/17: Continue working on project shared on 4/9	Daily physical activity



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9:00 – 2:30 daily	Reading	Writing	Math	Project	Art	PE
				<p>Watch the new video and begin working on research</p> <p>Week of 4/20 – 4/24:</p> <p>Watch the new video and begin working on final project draft and final project</p> <p>Week of 4/27 – 5/1:</p> <p>Continue working on creating draft of final project and final project.</p>	<p>Week of 4/20 – 4/24:</p> <p>Continue working on project shared on 4/16</p> <p>Week of 4/27 – 5/1:</p> <p>Continue working on project shared on 4/23</p>	
Thursday	Read assigned or self-selected text as long as the genre matches) and journal response	Edit Draft	Teacher-Assigned Task and Discussion Board Response (word problems)	<p>Week of 4/6 – 4/10:</p> <p>Continue working on topic selection and project proposal from</p> <p>Week of 4/13-4/17:</p> <p>Continue working on research</p> <p>Week of 4/20 – 4/24:</p>	<p>Week of 4/6 – 4/10:</p> <p>Watch the new video and begin working on the new project.</p> <p>Week of 4/13-4/17:</p> <p>Watch the new video and begin working on the new project.</p>	Daily physical activity



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9:00 – 2:30 daily	Reading	Writing	Math	Project	Art	PE
				<p>Continue working on creating draft of final project and final project.</p> <p>Week of 4/27 – 5/1: Continue working on creating draft of final project and final project.</p>	<p>Week of 4/20 – 4/24: Watch the new video and begin working on the new project.</p> <p>Week of 4/27 – 5/1: Watch the new video and begin working on the new project.</p>	
Friday	<p>Upload comprehension written responses</p> <p>Complete Edulastic Task</p>	Final Draft and Publishing (upload to google doc.)	<p>Teacher-Assigned Task and Discussion Board Response (word problems)</p> <p>Complete Edulastic Task (grades 3-5)</p>	<p>Week of 4/6 – 4/10: Continue working on topic selection and project proposal from</p> <p>Week of 4/13-4/17: Continue working on research</p> <p>Week of 4/20 – 4/24: Continue working on creating draft of</p>	<p>Week of 4/6 – 4/10: Continue working on project shared on 4/9</p> <p>Week of 4/13-4/17: Continue working on project shared on 4/16</p> <p>Week of 4/20 – 4/24: Continue working on project shared on 4/23</p>	Watch Instructional Video



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9:00 – 2:30 daily	Reading	Writing	Math	Project	Art	PE
				final project and final project. Week of 4/27 – 5/1: Continue working on creating draft of final project and final project.	Week of 4/27 – 5/1: Continue working on project shared on 4/30	



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Daily Task Calendar for Paper-Based Model

	Reading	Writing	Math	Project	Art	PE
Monday	<p>Review Anchor Chart</p> <ul style="list-style-type: none">• Comprehension• Writing about reading (reading menu) <p>Paper-Based Practice</p> <p>Read assigned or self-selected text as long as the genre matches) and journal response</p>	<p>Review Anchor Chart</p> <ul style="list-style-type: none">• Writing Process <p>Brainstorm ideas in order to respond to the prompt</p>	<p>Complete paper-based practice.</p>	<p>Read project guidelines and begin independent project process</p>	<p>Art project packet work</p>	<p>Daily physical activity</p>
Tuesday	<p>Paper Based Practice</p> <p>Read assigned or self-selected text as long as the genre matches) and complete journal response</p>	<p>Draft writing response</p>	<p>Review Anchor Chart</p> <p>Complete paper-based practice.</p>	<p>Complete project tasks</p>	<p>Complete project tasks</p>	<p>Daily physical activity</p>



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	Reading	Writing	Math	Project	Art	PE
Wednesday	Read assigned or self-selected text as long as the genre matches) and complete journal response	Revise Draft	Complete paper-based practice.	Complete project tasks	Complete project tasks	Daily physical activity
Thursday	Read assigned or self-selected text as long as the genre matches) and journal response	Edit Draft	Complete paper-based practice.	Complete project tasks	Complete project tasks	Daily physical activity
Friday	Complete paper-based practice.	Publish Final Draft	Complete paper-based practice.	Complete project tasks	Complete project tasks	Daily physical activity