|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **BIBLE** | **Lesson Objective** | **Activities** | **Links** | **Resources** |
| **Thur. June 18** | Review | Students will do page 133 in Bible workbook. Answers to this page will be posted in MT on Friday June 19.  Students do not need to post on seesaw. |  | Access to internet  Screen  Bible |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MATH** | **Lesson Objective** | **Activities** | **Links** | **Resources** |
| **Thur. June 18**  **10:30am-10:50am** | Group Blue:  Review | Students will work on questions related to elapsed time and equivalent time intervals in preparation for a test on Friday June 19. | Seesaw  <https://web.seesaw.me/> | Access to internet  Computer or iPad. |
| **Thur. June 18**  **10:55am-11:15am** | Group Green:  To identify equivalent periods in time and use it to solve practical problems. | Students will use a calendar to identify how many days make a week, how many days make a year and the number of months in a year. They will solve simple problems related to these facts. The T will model how to identify and solve practical problems related to time intervals using a power point. |  | Access to internet  Computer or iPad. |
| **Thur. June 18**  **11:20am-10:40am** | Group purple:  To identify equivalent periods in time and use it to solve practical problems. | Students will use a calendar to identify how many days make a week, how many days make a year and the number of months in a year. They will solve simple problems related to these facts. The T will model how to identify and solve practical problems related to time intervals using a power point. | Seesaw  <https://web.seesaw.me/> | Access to internet  Computer or iPad. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCIENCE** | **Lesson Objective** | **Activities** | **Links** | **Resources** |
| **Thur. June 18**  **2:15pm** | To discuss how conservation efforts help reduce the negative impact of human activity on ecosystems | This is a continuation of a previous lesson and the Teacher will recap work done before and then students will work in groups of two in MT live files to write down how conservation efforts help reduce the negative impact of human activity. |  | Access to internet  Screen  paper  Pencil |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LITERACY** | **Lesson Objective** | **Activities** | **Links** | **Resources** |
| **Thur. June 18**  **12:30pm** | Student will learn how to compare and contrast stories.  Student will listen the story The Boxcar Children. | The student will listen to the teacher as she reads the book, the Boxcar Children.  Students will answer questions pose by the teacher about the book.  Grammar:  The students will join the teacher for a live video discussion on using to, two, and to in a sentence. The students will be given an opportunity to try out the concepts taught, using the whiteboard function on Microsoft Teams. The students will then be dismissed to Seesaw, to complete worksheet page 77. | Seesaw  <https://web.seesaw.me/> | Access to internet  Screen  paper  Pencil |