

Lesson Plan for Grade level: KINDERGARTEN

Week of: April 14, 2020

Dear Parents: Please use the 'lesson plan' below in addition to the guidance and support I provide to support your child in their continued learning from home. Remember the entire time frame for learning at the **Kindergarten** level is **90 minutes** and this may and probably should be broken up throughout the day taking time for breaks, play, and physical exercise. Know we are here to support you in this journey!

READING, WRITING, WORD WORK

	Monday	Tuesday	Wednesday	Thursday	Friday
Subject: READING, WRITING, WORD WORK					
What is the GOAL of today?		Retelling 'Three Little Pigs' story	Retells through pictures, writing, or verbally telling the events of their day	Generating CVC words (Consonant, vowel, consonant)	Your child will practice their sight words.
MATERIALS What does my child need to do this lesson?		Video link for the Three Little Pigs (below)	Paper, writing tools	CVC Worksheet , writing tool	Sidewalk chalk Paper/writing tools Shaving cream Playdough Salt/sugar
VIDEO LESSON or LESSON LINK IF APPLICABLE		Three Little Pigs Story	How to Retell a Story	CVC Word Song	Sight Words and Suggestions
ASSIGNMENT What does your child need to do?		Have your child retell the story to you in sequential order using words: beginning, middle, end.	Have your child tell you the events of their day or an activity they did in order. Challenge your child to then draw pictures of the events and/or include writing.	Have your child complete the worksheet. If you are unable to print the worksheet, just complete with scrap paper and a pencil.	Have your child use chalk, paper, shaving cream, crayons playdough etc... to practice writing/making and reading their sight words from the pink and red word lists. When you're done send a picture of

					their work to the teacher.
TIME FRAME How long should this take or should my child work on this?		20-30 minutes	20-30 minutes	20-30 minutes	20-30 minutes

If your child is struggling with the material presented in this week's learning plan, please consider using any of the suggested supports, accommodations, modifications and alternate options.

SUPPORT What if this is too hard or too easy for my child?		<p>If too easy: Ask your child who the main characters are, what the problem is, and the solution.</p> <p>If too hard: Have your child act out the story.</p>	<p>If too easy: Ask your child to retell their day using first, next, and last in sequential order.</p> <p>If too hard: Have your child draw a picture of their day.</p>	<p>If too easy: Have your child create a sentence using one of the words from the worksheet. Make sure the sentence has an uppercase letter at the beginning of the sentence, space between the words, and punctuation at the end of the sentence.</p> <p>If too hard: Have your child fill in the beginning or end sound in the worksheet.</p>	<p>If too easy: Ask your child to write the words to the next sight word list (orange and forward).</p> <p>If too hard: Have your child find the sight words in a book.</p>
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Remember: One of the most important things you can do with your child everyday is to read or have them read to you for 20 minutes!

Read and reread books and magazines you might have at home or visit <https://www.storylineonline.net> for free online books.



MATH

	Monday	Tuesday	Wednesday	Thursday	Friday
Subject: MATH					
What is the GOAL of today?		Your child will quickly identify and write numbers 11-20.	Have your child represent teen numbers.	Your child will represent teen numbers by understanding 10 + more.	Your child will be able to represent teen numbers.
MATERIALS What does my child need to do this lesson?		Paper Pencil	Counters (cheerios, goldfish, etc.) Double 10 Frame Worksheet Double Ten Frames Worksheet	Double 10 Frame Worksheet 10 Frames (Up to 20)	Legos, blocks, or other toys.
VIDEO LESSON or LESSON LINK IF APPLICABLE		Number Identification 11-20 Video	Double 10 Frames Worksheet Video Lesson	Composing and Decomposing Teen Numbers Video	Time to have a little fun: Jack Hartman-Number Bonds Song 10 Frame Online Game
ASSIGNMENT What does your child need to do?		Have your child watch the YouTube video and then write teen numbers to make their own flash cards. Practice identifying teen numbers using the flashcards you just made.	Have your child watch YouTube instructional video and use the printables of ten frames and number cards to follow video directions. If you don't have the printables, make your own tens frame	Have your child watch YouTube instructional videos and complete the worksheet to check for understanding.	Have your child watch YouTube movement video and then build some number representations. Can your child build 17 blocks, 20 blocks, etc.?

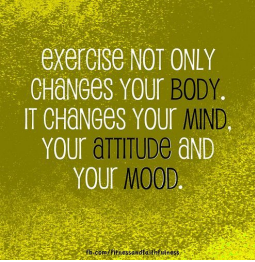

			and number cards to complete the activity.		
			When you're done send a picture of the homelink to your teacher.		
TIME FRAME How long should this take or should my child work on this?		20-30 minutes	20-30 minutes	20-30 minutes	20-25 minutes
<i>If your child is struggling with the material presented in this week's learning plan, please consider using any of the suggested supports, accommodations, modifications and alternate options.</i>					
SUPPORT What if this is too hard or too easy for my child?		Too Hard: Have an adult highlight writing pathways for the numbers and have your child trace over. Too Easy: Continue practice teen number ID and move on to all numbers 0-100.	Too Hard: Represent numbers 0-10 on a ten frame and read teen numbers. Too Easy: Write a number sentence to match the ten frames.	Too Hard: Represent numbers 0-10 on a ten frame and read teen numbers. Too Easy: Write a number sentence to match the ten frames.	Too Hard: Represent numbers 0-10. Too Easy: Write a number sentence to match the ten frames.



**To the extent practicable, Davison Community Schools will, in good faith, provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans. Case managers and/or teachers of record will work with the student and their parents on providing any additional support that may be necessary to assist the student in meeting their IEP/504 plan goals.*

SPECIALS-Physical Education (PE), MUSIC, STEM (Science, Technology, Engineering & Math)

Choose 1 lesson per day from the choices below. Estimated time for each lesson should be around 20 minutes.

Day of Week	Lesson 1	Lesson2
<p>PHYSICAL EDUCATION (PE)</p> <p>Central Mr. Rutkowski rrutkowski@davisonschools.org</p> <p>Gates Mrs. Edmonds mredmonds@davisonschools.org</p> <p>Hill Mr. Whitman hwhitman@davisonschools.org</p> <p>Siple Mr. Siple siple@davisonschools.org</p> <p>Thomson Mr. Hall mhall@davisonschools.org</p>	<p>Weekly Quote</p>  <p>5 DAILY GOALS:</p> <ol style="list-style-type: none"> 1. Take a 5 or 10 minute walk every day. Be sure to take an adult with you! <ol style="list-style-type: none"> a. Try running for 30 seconds at a time for added variety. 2. Spend 60 minutes outside every day playing and moving. 3. Drink 6-8 glasses of water every day. 4. Eat your fruits and vegetables. 5. Limit non educational screen time (tablets, tv, video games, phone) to less than 90 minutes per day. <p>Objective: To move and get some exercise! <i>Your child will be successful with this activity if they can elevate their heart rate and stay active for at least 10 minutes.</i></p> <p>WARMUP: Trolls Warmups Dance</p> <p>INDOOR WORKOUT #1: 10 MINUTES 10 Minute Workout</p>	<p>INDOOR WORKOUT #2: Supplies needed: 1 dice for rolling. If you cannot find any dice, there are "random number" or "dice" apps that you can find online or on your smartphone.</p> <p>First to 5 points wins (or set a timer).</p>  <div data-bbox="1283 708 1822 1016" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">FITNESS THE BOARD GAME</p> <p><i>Directions:</i></p> <ul style="list-style-type: none"> - Each person should pick something in the house as their game piece such as a coin, paper clip, button, etc. - Roll a die and move your game piece to that square and perform the assigned task. - Each time you pass "START," you get 1 point. Person with the most points, wins! </div>
<p>MUSIC</p> <p>Central Mrs. Bolton lbolton@davisonschools.org</p>	<p>Rainy Day Our elementary music teachers have been working together to bring you a fun activity for this week. This week will feature Mr. Romanik, who is the music teacher at Thomson.</p>	<p>Sweet Beats We hope you had fun jumping in your puddles with the first music lesson this week! Today's lesson continues the concept of moving to the beat and takes us a couple steps further.</p>

<p>Hill Mrs. DuPrey ldupre@davisonschools.org</p> <p>Gates Mrs. Hundt hhundt@davisonschools.org</p> <p>Siple Mrs. Odglen rodglen@davisonschools.org</p> <p>Thomson Mr. Romanik mromanik@davisonschools.org</p>	<p>Today's Goal: Chant and move to the beat.</p> <p><i>Your child is successful with this activity if they can move to the beat and land on the word "splash."</i></p> <p>If your child is having a great time with this activity, please email a video or a picture to your child's music teacher (see emails to the left), we would love to see you!</p> <p>Directions: To learn how to play this game click this link to watch our video!</p> <p><u>The words to the chant are:</u> <i>Taking a walk on a rainy day, here is a puddle: splash!</i> <i>Taking a walk on a rainy day, here is a puddle: splash!</i> <i>Oh, how the mama says "Don't do that!"</i> <i>"But mama it is so fun!"</i> <i>Oh, how the papa says, "Don't do that!"</i> <i>"But papa it is so fun!"</i> <i>Taking a walk on a rainy day, here is a puddle: splash!</i></p> <p style="text-align: center;">Happy Chanting!</p>	<p>Today's Goal: Tap to the steady beat. Sing to the song "Sweet Beats." Echo the rhythm patterns you hear in the song by clapping or taping on your body or a home-made instrument.</p> <p><i>Your child is successful with this activity if they can tap or clap along steadily to the beat of this song and echo the rhythms correctly.</i></p> <p>Directions: To participate in this activity click this link to watch this video!</p> <p>If your child is having a great time with this activity, please email a video or a picture to your child's music teacher (see emails to the left), we would love to see you!</p> <p style="text-align: center;">Have fun echoing these Sweet Rhythms!</p>
<p>STEM (Science, Technology, Engineering, & Math)</p> <p>Ms. Lockrey wlockrey@davisonschools.org - Central & Thomson</p> <p>Mrs. DuPrey ldupre@davisonschools.org - Hill Mrs. Carr ecarr@davison</p>	<p style="text-align: center;"><u>Sink or Float</u></p> <p>Lesson 1: Our elementary STEM teachers have been working together to bring you a fun activity for this week. This week's STEM project is Sink or Float.</p> <p>Objective: To test different objects around your house to see if they sink or float. .</p> <p><i>Your child is successful with this activity if they can make predictions before testing the objects, and check their predictions when they are finished.</i></p> <p>If your child does this activity we would love to see, please email a video or a picture to your child's STEM teacher (see emails down below), we would love to see you!</p> <p>Materials: Something sort of container (or bath tub) that you can fill with water Paper and pencil Multiple objects that you have found around your house that you want to test. <i>Examples: rock, pencil, toy, cotton ball, sponge, paper clip</i></p> <p>Directions: To learn how to do this project click on this link</p> <p>Procedure:</p>	

- 1) Fill up your container with water
- 2) On your paper draw a vertical line in the middle of the paper
- 3) On one side of your paper at the top write predictions and on the other side write results
- 4) Make a prediction for each object if you think it will sink or float and write it down
- 5) Place each object in the water and record what happens
- 6) Check back to your prediction, were you correct?

Happy Testing!