

Lesson Plan for Grade level:

Week of: April 27 - May 1, 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?	I can talk about a non-fiction book.	I can build word families.	I can write a sentence about my day.	I can use sight words to read and construct sentences.	I can draw, talk about, and label important parts of a plant.
MATERIALS What does my child need to do this lesson?	Link in box below	Link in box below, paper, writing utensil	Writing Paper, Writing Utensil <i>If you are unable to print writing paper, just use a blank sheet of paper.</i>	Link to sight word worksheet below <i>If you are unable to print, please complete orally, or write on a blank sheet of paper.</i>	Link in box below, paper, pencil, crayons
VIDEO LESSON or LESSON LINK IF APPLICABLE	"It Could Still Be A Flower" book Click and scroll down to Day 2	Workout with the Word Families	Inventive Spelling Letter Blank Writing Paper	Sight Word Sentence Builder	Let's Draw Parts of a Plant
ASSIGNMENT What does your child need to do?	Read to your child or have your child listen to the non-fiction book "It Could Still Be A Flower." When finished, ask your	Watch how to build word families Use magnetic letters, a white board and markers, or paper and pencil	For parents: please read inventive spelling letters prior to beginning assignment. Have your child	Have your child practice reading their sight words and complete the sentences with the picture that makes sense for each one.	Have your child watch the video on 'Let's Draw Parts of a Plant.' Your child will follow the directions for the dictated drawing

	<p>child to tell you what the book was about and three facts he/she learned.</p>	<p>to build as many words as you can with the word families... -am, -ed, -it, and -ot.</p> <p>Please take a photo and send it to your child's teacher.</p>	<p>write a sentence about something they did today. Remember to begin with a capital letter, use finger spaces between words, and end with punctuation. Have your child stretch out unknown words writing the sounds they hear.</p> <p>Please take a photo and send it to your child's teacher.</p>	<p>If you don't have access to a printer, you can copy on a piece of paper or have your child complete orally.</p>	<p>and label the parts of the plant.</p>
<p>TIME FRAME How long should this take or should my child work on this?</p>	20-30 minutes	20-30 minutes	20-30 minutes	20-30 minutes	20-30 minutes
<p><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></p>					
<p>SUPPORT What if this is too hard or too easy for my child?</p>	<p>Too Hard: Look at pictures in the book with your child and guide them in figuring out what that page was about.</p> <p>Too Easy: Have your child write a fact that they learned from the book.</p>	<p>Too Hard: Have your child complete the Word Family Tracer and discuss the word family.</p> <p>Too Easy: Have your child practice different word families not mentioned in the worksheet.</p>	<p>Too Hard: Have your child draw a picture and label it.</p> <p>Too Easy: Have your child write 2 sentences.</p>	<p>Too Hard: Have your child practice from the pink and red sight word lists. (Sight Word Lists) Your child should read them "in a snap", not have to sound them out.</p> <p>Too Easy: Have your child work on the next sight word list. (Sight Word Lists) Your child should</p>	<p>Too Hard: Have your child draw a picture and label it.</p> <p>Too Easy: Have your child write a sentence or two describing their drawing. Details could include colors and smells.</p>

				read them "in a snap", not have to sound them out.	
--	--	--	--	--	--

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 from books and magazines you might have at home or visit storylineonline.net for free online books.



MATH

	Monday	Tuesday	Wednesday	Thursday	Friday
Subject: MATH					
What is the GOAL of today?	Identify 2D shapes	Combine 2D Shapes	Identify 3D Shapes	Sort 2D and 3D shapes	Practice 2D and 3D shapes
MATERIALS What does my child need to do this lesson?	Tablet/computer	Tablet/computer	3D Shape Bingo printables, Tablet/computer	2D and 3D Sorting printables, crayons or markers, Tablet/computer	2D and 3D Shape hunt printables, pencil, Tablet/computer
VIDEO LESSON or LESSON LINK IF APPLICABLE	Please have your child watch and sing along with 2D Shapes Everywhere and then watch Shape Learning Video	Please have your child play this online game. Shape construction game	Please have your child watch this video. 3D Shapes Introduction video	Please have your child watch this video. Compare 2D and 3D shapes video	Please have your child watch this video. 3D Shape Book to explore shapes in real world

<p>ASSIGNMENT What does your child need to do?</p>	<p>Please have your child work on the Shape ID Game to name and identify 2D shapes (To install ABCmouse Please use the school access code: SCHOOL4638) and/or play shapes in Shapes in Space by clicking on the rocket ship in Elmo's room.</p>	<p>Please have your child play the game and work on combining shapes to make something new.</p>	<p>Please have your child print and play 3D Bingo and/or Magical Shape Hunt</p>	<p>Please have your child complete 2d 3d sorting. Please take a photo and send it to your child's teacher.</p>	<p>Have your child watch the video above. Then have your child complete the 2D and 3D Shape Hunt Please take a photo and send it to your child's teacher.</p>
<p>TIME FRAME How long should this take or should my child work on this?</p>	<p>20-30 minutes</p>	<p>20-30 minutes</p>	<p>20-30 minutes</p>	<p>20-30 minutes</p>	<p>20-30 minutes</p>
<p><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></p>					
<p>SUPPORT What if this is too hard or too easy for my child?</p>	<p>Too Hard: Please review 2D (flat) shapes; circle, square, triangle. Too Easy: Combine 2D Shapes Game (To install ABCmouse Please use the school access code: SCHOOL4638)</p>	<p>Too Hard: Please review 2D (flat) shapes; circle, square, triangle. Too Easy: Combine 2D Shapes Game (To install ABCmouse Please use the school access code: SCHOOL4638)</p>	<p>Too Hard: Please review 2D (flat) shapes; circle, square, triangle. Too Easy: Crack the Code Game (To install ABCmouse Please use the school access code: SCHOOL4638)</p>	<p>Too Hard: Please review 2D (flat) shapes; circle, square, triangle. Too Easy: Crack the Code Game (To install ABCmouse Please use the school access code: SCHOOL4638)</p>	<p>Too Hard: Please review 2D (flat) shapes; circle, square, triangle. Too Easy: Build 3 D shapes with toothpicks and marshmallows</p>



**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
PHYSICAL EDUCATION (PE)	<p>As the weather gets nicer, make sure you're spending time outside moving and playing every day! Below are some PE activities you can try during week 3.</p> <p>WEEKLY OBJECTIVE: To move and dance!</p> <p>WEEKLY ACTIVITY: Cardio Drumming</p> <p>Directions:</p> <ol style="list-style-type: none">1. Build your own Drum Set for Cardio Drumming. Use anything you can find around the house.2. Examples of drums include laundry baskets (flipped over), 5 gallon pails, yoga balls, or cardboard boxes.3. Examples of sticks include drum sticks, empty paper towel cardboard tubes, pool noodles, or wooden kitchen spoons.	<p>Warm Up:</p> <p>Day 2. The Fortnite Dance Warm Up (For families that are OK with Fortnite!)</p> <p>https://www.youtube.com/watch?v=MnpxQr3KXNw</p> <p>Day 2 Activity:</p> <p>Shake It Off- https://www.youtube.com/watch?v=aZA_YLJBCVg</p> <p>Did you make your own kit? Be sure to email a pic to your PE teacher. They'd love to hear from you!</p> <p>Central- Mr. Rutkowski- trutkowski@davisonschools.org Gates- Mrs. Edmonds- aedmonds@davisonschools.org Hill- Mr. Whitman- jdwhitman@davisonschools.org Thompson- Mr. Hall- rhall@davisonschools.org Siple- Mr. Siple- esiple@davisonschools.org</p>

4. Examples of finished kits:



A note about Cardio Drumming. Learning these routines can be time consuming. A lot of our moves come in 8 or 16 step sequences. Feel free to slow down or restart the videos periodically to help learn all of the moves. The “stick switch” party way through the videos are for people that only have 1 set of sticks but multiple people drumming at the same time. Students are successful if they can complete these activities with good effort and get their heart rate up. Special shoutout to Mrs. DuPrey at Hill Elementary for helping make these videos. Enjoy!!

Warm Up:

Day 1. The Roller Coaster warm up: Jumping Jacks/Squats - 3 sets

<https://www.darebee.com/pdf/workouts/roller-coaster-workout.pdf>

Day 1 Activity:

Better When I'm Dancing - <https://youtu.be/FyD6xwguHEo>

<p>MUSIC</p>	<p style="text-align: center;">Brass Family</p> <p><u>Lesson 1:</u> Brass Family Word Search, Coloring Activity, and Videos</p> <p>Objective: Listen to the example of the brass family and think what it is you like about the sound of each instrument. Find the names of the instruments in the word search, color the instrument pages, or do both.</p> <p>Directions: Watch this video link of the brass ensemble. If you have a printer, you can complete this word search to find the different instruments in the brass family, and/or print out this coloring page to create a beautiful work of art.</p> <p><i>You will know your child is successful if they can name four instruments from the brass family. Can your student identify the trumpet, trombone, french horn, and the tuba? Does your student know which instrument in the video is not from the brass family?</i></p> <p>Movement activity: Click on this link!</p> <p><i>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 down below) We would love to see you!</i></p>	<p style="text-align: center;">Sing and Create</p> <p><u>Lesson 2:</u> Over in the Meadow</p> <p>Objective: Sing with your head voice (your higher voice). Create new lyrics to the song "Over in the Meadow."</p> <p><i>You will know your child is successful if they can sing along with the story using their head voice and create their own verse to the song.</i></p> <p>Directions: Watch this video link of the music teacher at Siple, Mrs. Odglen. Sing along to the song. At the end of the activity, create your own lyrics and perform your verse for someone you know!</p> <p><i>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 down below) We would love to see you!</i></p> <p style="text-align: center;"> Mrs. Bolton lbolton@davisonschools.org - Central Mrs. DuPrey lduprey@davisonschools.org - Hill Mrs. Hundt hhundt@davisonschools.org - Gates Mrs. Odglen rodglen@davisonschools.org - Siple Mr. Romanik mromanik@davisonschools.org - Thomson </p>
<p>STEM (Science, Technology, Engineering, & Math)</p>	<p style="text-align: center;"><u>Paper Roll Challenge</u></p> <p><u>Lesson:</u> Our elementary STEM teachers have been working together to bring you a fun activity for this week. This week's STEM project is: Paper roll challenge.</p> <p>Objective: To build and design a track or other structure using paper rolls and other items.</p> <p><i>Your child is successful with this activity if they can use paper rolls to design and create something, make predictions about how it will work, and make adjustments to it as needed.</i></p> <p><i>If your child does this activity we would love to see their project. Please email a picture or video to your child's STEM teacher (see emails down below), we would love to see you!</i></p> <p>Possible Materials: Paper rolls, tape, marbles (or something that rolls you could even use a hot wheel car or a ball of aluminum foil), construction paper, pencils, string, cardboard, box board, paper plates, pipe cleaners, glue, scissors, blocks, Legos, etc.</p> <p>Directions: For game board ideas and suggestions click here or make up your own ideas</p>	

For a video tutorial [click here](#)

Procedure:

- 1) Gather some paper rolls and other items from around your house to use for building supplies
- 2) Sketch a possible design for your track or structure.
- 3) Predict how your track or structure will work and what it will do.
- 4) Starting building your track or structure with the supplies.
- 5) Make adjustments to it as needed if necessary.
- 6) Test it out!
- 7) When you are satisfied with it, share it with your STEM teacher

Happy Building!

Ms. Lockrey wlockrey@davisonschools.org - Central & Thomson

Mrs. DuPrey lduprey@davisonschools.org - Hill

Mrs. Carr ecarr@davisonschools.org - Gates & Siple