

Lesson Plan for Grade level: Kindergarten

Week of: May 18 - May 22

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 use reading strategies to help me read unknown words.	I can listen to a story and draw what I like the most about spring.	I can share my opinion by writing a complete sentence and giving a reason why by using the word "because."	I can build and write my sight words.	I can verbally describe what I see, hear, and touch during my listening walk.
MATERIALS What does my child need to do this lesson?	Links in the box below.	Link in the box below.	Tuesday's picture,paper, pencil, crayons.	Paper, pencil, and paper	Link in the box below. Paper, pencil,crayons.
VIDEO LESSON or LESSON LINK IF APPLICABLE	What Would Make Sense - Reading Strategies Video Bella and Rosie Love Spring by Michelle Dufresne	"And Then It's Spring" book Click and scroll down to Day 5	What Is Invented Spelling?	Sight Words in a Snap Sight Word Activity Sheet	The Listening Walk book "How Do You Know It's Spring?" Click and scroll down to Day 5 How to Draw Spring
ASSIGNMENT What does your child need to do?	Watch the reading strategies video, then use the strategies you learned about to	Read/listen to the story "And Then It's Spring" and draw a picture of what your child likes most	Parents please watch the video to understand the purpose of invented spelling. When	Choose 2 activities off the game sheet to complete. Please send a	Listen to the stories "The Listening Walk" and "How Do You Know It's Spring". Then take a walk

	<p>read "Bella and Rosie Love Spring". (Links above)</p>	<p>about spring.</p> <p>The picture will be used for tomorrow's work.</p>	<p>writing, encourage your child to write the sounds they hear when stretching out words.</p> <p>Using Tuesday's picture, have your child write what he or she likes about spring and why, using the word <i>because</i>.</p> <p>Remember to begin your sentence with an uppercase letter, use spaces between your words, and end with punctuation.</p> <p>Parents please send a picture of your child's work to their classroom teacher.</p>	<p>picture of your child's work to their classroom teacher.</p>	<p>outside and listen and look for signs of spring.</p> <p>After the walk draw a picture of what you heard and saw. Use the link "How to Draw Spring" for directed drawings all about spring.</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 Easy: Go into Literacy Footprints and choose a book from level D.</p> <p>Too Hard: Go into</p>	<p>Too Easy: Independently add labels to the picture.</p> <p>Too Hard: How To Draw A Spring Kid</p>	<p>Too Easy: Have your child write independently multiple reasons why they enjoy spring activities. Ex: I</p>	<p>Too Easy: Choose only one activity.</p> <p>Too Hard: Choose three or more activities from the</p>	<p>Too Easy: Create an informational book about all of the things you saw/heard on your listening walk.</p>

	<p>literacy footprints and choose a book from level A or B.</p>		<p>like ____ because _____. Another reason I like _____ is because _____.</p> <p>Too Hard: Have your child write a sentence about something they like to do in the spring independently. Ex: I like picking flowers.</p>	<p>game sheet.</p>	<p>Too Hard: Verbally describe what you saw and heard on your listening walk.</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 your books you might have at home or visit storylineonline.net for access to free books.

Visit [Literacy Footprints](#) or [Epic](#) for free resources with leveled books. However, you need to sign up for an account.

The goal for kindergarten is to be at a DRA Level 4 or C/D by the end of the school year.



MATH

	Monday	Tuesday	Wednesday	Thursday	Friday
Subject: MATH					
What is the GOAL of today?	I can solve addition number stories (word problems).	I can solve addition number stories (word problems) and write the number sentence to match.	I can solve subtraction number stories (word problems) and write the number sentence to match.	I can solve addition and subtraction number stories (word problems).	I can use art to create my own math number stories.
MATERIALS What does my child need to do this	Tablet/Computer, pencil, paper, Number Stories	Tablet/Computer, pencil, paper, Addition Story	Tablet/Computer, pencil, paper, Subtraction Story	Tablet/Computer, pencil, paper, Addition and	pencil, paper, scissors, glue, and markers or crayons,

lesson?	Homelink	Problem	Problem	Subtraction Story Problem	shape cut out.
VIDEO LESSON or LESSON LINK IF APPLICABLE	Please have your child enjoy this introduction to addition number stories Animals on Board Read Aloud	Please have your child watch this video link Introduction to addition number stories.	Please have your child watch this video link Introduction to subtraction number stories.		Let's get creative. Please have your child watch Using shapes to create word problems
ASSIGNMENT What does your child need to do?	Please complete the Number Stories Homelink with your child.	Please have your child complete the Addition Story Problem worksheet. Parents please send a picture of your child's work to their classroom teacher.	Please have your child complete the Subtraction Story Problem worksheet. Parents please send a picture of your child's work to their classroom teacher.	Please have your child complete the Addition and Subtraction Story Problem worksheet. Parents please send a picture of your child's work to their classroom teacher.	Please have your child build their robot either by cutting and gluing or drawing it. Then have them create word problems (Total of circles + total of rectangles= total shapes).
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	20-30 minutes
<i>If your student 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 Easy: Please have your child read and solve using Animal math stories . Too Hard: Please have your child use their fingers, objects, or drawings to solve the problem. Assist them in writing the	Too Easy: Please have your child complete the Solve addition number stories Too Hard: Please have your child use their fingers, objects, or drawings to solve the problem. Assist them in writing the	Too Easy: Please have your child complete the Solving subtraction number stories Too Hard: Please have your child use their fingers, objects, or drawings to solve the problem. Assist them in writing the	Too Easy: Please have your child complete the Story Problems Addition and Subtraction Too Hard: Please have your child play Word Problems - Add & Subtract within 10	Too Easy: Please have your child play CoolMath4Kids in addition. Too Hard: Please help your child complete the robot by tracing shapes, cutting the shapes and gluing them down. Then help


	number sentence by highlighting it.	number sentence by highlighting it.	number sentence by highlighting it.		them count the totals.
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**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 brutkowski@davisonschools.org</p> <p>Gates Mrs. Edmonds gedmonds@davisonschools.org</p> <p>Hill Mr. Whitman jwhitman@davisonschools.org</p> <p>Siple Mr. Siple esiple@davisonschools.org</p> <p>Thomson Mr. Hall mhall@davisonschools.org</p>	<p>WARM WEATHER IS FINALLY HERE!!!!</p>  <p>WEEKLY WARM-UPS: Day 1. Go for a family walk or bike ride. Enjoy the warmer weather. (15 min or more)</p> <p>WEEKLY GOAL AND ACTIVITY: Improve your striking Note- With the weather finally changing, the rest of our weekly plans will mostly involve going outdoors. Plan around any bad weather accordingly.</p> <p>DAY 1- Soccer Croquet (substitute any similar type ball for a soccer ball if needed)</p>	<p>WEEKLY WARM-UPS: Day 2. Play catch outside with a family member. (15 min or more)</p> <p>WEEKLY GOAL AND ACTIVITY: Improve your striking Note- With the weather finally changing, the rest of our weekly plans will mostly involve going outdoors. Plan around any bad weather accordingly.</p> <p>Day 2- Throw-Run Derby or Home-Run Derby If you have a bat and ball available, try option 1. If you don't have a bat and ball available, try option 2. Bonus, try both!</p> <p>Option 1: Home-Run Derby</p> <ol style="list-style-type: none"> 1. Get a bat, ball, and tee if you have them. 2. Put a cone or marker out as your home run fence. 3. If you have room to put the cone at least 50 feet away, try it from there. If not, move closer. <ol style="list-style-type: none"> a. The type of ball you are hitting might help determine your setup as well. 4. Each person gets 10 swings per round / game.

ACTIVITY GOALS

- I will demonstrate ball control and accuracy while working cooperatively with my friends.

TEACHING TIPS

- Soft Touches Keep Control
- Use All of Your Foot
- Head Up on the Dribble

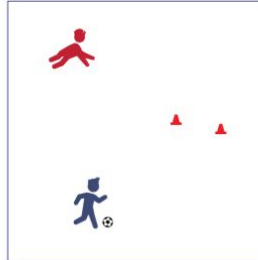
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 soccer ball
- 2 cones or markers

Set-Up:

1. Determine a starting point. Place the soccer ball there.
2. Place 2 cones (spaced 2–3 feet apart) approximately 10–20 paces away from the starting point.
3. 1 player assumes a crab position anywhere in the activity area, but not near the cones.



Activity Procedures:

1. It's time to play Soccer Croquet! The object of the game is to see how many hits it takes you to pass the soccer ball through the wickets.
2. Player 1 will begin at the starting point. Count how many passes it takes you to pass the ball through the 2 cones (the first wicket).
3. Then, keep counting and see how many more passes it takes you to pass the ball under the player making a crab pose (the second wicket).
4. Switch roles (someone else becomes the wicket) and play again. The player with the lowest score wins that round!

[Click to Watch Soccer Croquet Game Video Played by Mr. Rutkowski](#)

5. Most balls past the cone, WINS!

Option 2: Throw-Run Derby

1. This activity only requires a ball instead of a ball and bat. Remember, you can make a ball out of a long sock if you don't have one.
2. Put a cone or marker down approximately 25 feet away from your throwing spot. Adjust the distance as needed.
3. Each person gets 5 throws per round. The ball must travel through the air and past the cone to count.
4. The second player gets to play in the outfield, including past the cone!
5. If the second player catches your ball, it doesn't count as a homerun!
6. Be creative and throw to different areas past the cone to avoid getting your ball caught. Make your partner run a lot!
7. Most homeruns win each round!

Did you Improve your catching skills? Send a video or picture to your PE teacher.. Special Thanks to everyone who has been sending in the photos and videos.

- Central- Mr. Rutkowski- trutkowski@davisonschools.org
- Gates- Mrs. Edmonds- aedmonds@davisonschools.org
- Hill- Mr. Whitman- jdwhitman@davisonschools.org
- Thomson- Mr. Hall- rhall@davisonschools.org
- Siple- Mr. Siple- esiple@davisonschools.org

MUSIC

Instruments of the Orchestra

Sound

Lesson 1: What do different instruments sound like?

Lesson 2: Instruments and voices can make sound to create music.

Central
Mrs. Bolton
lbolton@davisonschools.org

Hill
Mrs. DuPrey
ldupre@davisonschools.org

Gates
Mrs. Hundt
hhundt@davisonschools.org

Siple
Mrs. Odglen
rodglen@davisonschools.org

Thomson
Mr. Romanik
mromanik@davisonschools.org

Objective: Students will hear examples of instrument performances by Davison staff and friends, and will become familiar with the sounds that the individual instruments make.

Directions: What do different instruments sound like? Over the past few weeks, you have been introduced to the four different instrument families. This week we have examples of ALL of the different instruments being played individually especially for Davison students. [Click here](#) to listen to the different examples, and be sure to wait for the big finish at the end when all the instruments play together! Pretend to play along with the instruments as you watch. Can you show how each instrument is played? Do you know what family each instrument belongs to, how it makes a sound, and what it's made out of? If you have a favorite instrument, why not email your music teacher and let him or her know which instrument you would choose to play?

You will know your child is successful if they can name, describe, and pretend to play their favorite instrument.

Movement activity: [Click on this link!](#)

If your child is having a great time with this activity, please email a video or a picture to your child's music teacher. We would love to see you!

Objective: Watch and listen to the examples of how you hear sound, and how sound becomes music instead of being just noise. Make your own instrument using a can and a rubber band so you can see sound vibrating as well as hear it.

Directions: [Watch this video](#) to find out how your ears hear sound, to see how sound becomes music, and learn how to make your own instrument. (all you will need is a tin can or a cylinder like a Pringles container that is open at one end, and a rubber band or even a string) Did you see how the rubber band vibrates when it's plucked? Try it on your instrument. [Watch this video](#) about sound vibrations and sing along. When you play your instrument, can you feel and see it vibrate as you pluck the rubber band? Now, [click this link!](#) Watch and listen to what happens. Notice how the people in the audience do "the wave" at different times because the people way in the back don't hear the sound at the same time as the people in the front nearer the stage. The sound moves, or travels, from front to back. Pretty cool!

You will know your child is successful if they can tell you that music is sound that is organized. If it's not organized, it's just noise. They will also demonstrate and feel the sound vibrations in their own instrument, much like the instruments we've been learning about these past few weeks.

Movement activity: [Click this Move it to the Sounds video](#) to get moving!

If your child is having a great time with this activity, please email a video or a picture to your child's music teacher. We would love to see you!

Mrs. Bolton lbolton@davisonschools.org - Central
Mrs. DuPrey lduprey@davisonschools.org - Hill
Mrs. Hundt hhundt@davisonschools.org - Gates
Mrs. Odglen rodglen@davisonschools.org - Siple

**STEM
(Science,
Technology,
Engineering,
& Math)**

Ms. Lockrey
[wlockrey@davison
schools.org](mailto:wlockrey@davisonschools.org) -
Central & Thomson

Mrs. DuPrey
[ldupre@davisonsch
ools.org](mailto:ldupre@davisonschools.org) - Hill

Mrs. Carr
[ecarr@davisonsch
ools.org](mailto:ecarr@davisonschools.org) - Gates
& Siple

Shrinky Dinks

Lesson 6: Our elementary STEM teachers have been working together to bring you a fun activity for this week. This week's STEM project is to create a shrinky dink.

Objective: To create a design on plastic and shrink it to 1/4 of its original size.

Your child is successful with this activity if they can follow the step by step directions and successfully create a shrinky dink.

If your child does this activity we would love to see! Please email a picture or video to your child's STEM teacher, we would love to see you!

Materials: Plastic (must be a #6) - the school lunch containers work perfectly
Sharpies
Baking sheet and tin foil or wax paper
Oven
Hole punch

Directions: To learn how to do this project [watch this video](#) starring Ella DuPrey from Hill Elementary. Also, you will need an adult to help with the oven.

Procedure:

- 1) Ask an adult to help you preheat the oven to 330 degrees
- 2) Choose your design. You can choose a design from anything you can trace or design something yourself. If you chose a design from your phone or computer, trace it onto a piece of paper first.
- 3) Using your sharpie, trace your design from the paper to the plastic.
- 4) Color your design with your sharpies.
- 5) Cut around your design leaving some blank plastic outside of your design. If you would like to use this on a keychain or necklace, punch a hole into your design with a hole puncher.
- 6) Line your baking sheet with foil or wax paper.
- 7) Once your oven is ready and you are happy with your design, be sure to get an adult to help with this part and bake your shrinky dink for **3 minutes**.
- 8) Once 3 minutes is up you are done. Ask an adult to take the pan out of the oven and admire your finished product!

Happy Shrinking!

Ms. Lockrey wlockrey@davisonschools.org - Central & Thomson
Mrs. DuPrey lduprey@davisonschools.org - Hill
Mrs. Carr ecarr@davisonschools.org - Gates & Siple