

Lesson Plan for Grade level: Kindergarten

Week of: May 25 - May 29

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?	Memorial Day No School	I can make personal connections to text.	I can read and act out a story.	I can draw a picture and write a complete sentence that teaches my reader how I help at home.	I can listen to a story, then follow directions to draw a chicken.
MATERIALS What does my child need to do this lesson?		Video links below, paper, pencil, scissors	Paper, pencil	Paper, pencil, crayons, markers, colored pencils	Pencil, paper, crayons, video links below
VIDEO LESSON or LESSON LINK IF APPLICABLE		Making Connections Video "The Red Hen" Click and scroll down to Day 14 Helpful Hands	Little Red Hen Reader's Theatre Little Red Hen Headbands	"This is the Way We Help at Home" Click and scroll down to Day 14	How To Draw A Chicken The Little Red Hen Makes a Pizza - Children's Books Read Aloud
ASSIGNMENT What does your child need to do?		Have your child watch the video above to learn about making connections.	Have your child make character headbands with the link, or create their own puppets to retell the story.	Have your child listen to the story with the link above, then draw a picture of a way they help at home.	Have your child watch "The Little Red Hen Makes a Pizza" video above. Then click on the link "How To Draw a

		<p>Watch “The Little Red Hen”</p> <p>Have your child trace several copies of their hand and cut them out. Then have them write on each hand one way that they help at home. They can also add stems to their flowers if they want to make a helpful hand bouquet.</p>	<p>Try using the Reader's Theatre script found in the link above.</p> <p>Please send a photo or video of your child acting out the story to your child's teacher.</p>	<p>Next, have your child write to tell about their picture. Remember to begin your sentence with an uppercase letter, use spaces between words, and end with punctuation.</p> <p>Please send a photo to your child's teacher.</p>	<p>Chicken” to complete a How-to drawing.</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
<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: Try this retelling game online - Little Red Hen Retelling Game</p> <p>Too Hard: Retell the story events in order together.</p>	<p>Too Easy: Write or draw another version of “The Little Red Hen”.</p> <p>Too Hard: Provide parental support with headbands or puppets and retelling.</p>	<p>Too Easy: Teach your reader how you help at home by writing multiple sentences across several pages (book).</p> <p>Too Hard: Add labels to the picture you drew by writing all the sounds you hear when saying a word slowly.</p>	<p>Too Easy: Label the parts of the chicken drawing or write a sentence to go along with the illustration.</p> <p>Too Hard: Provide parental support with the directed drawing.</p>

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?	Memorial Day No School	I can use two numbers to make 10.	I can use two numbers to make 10.	I can write addition sentences that make 10.	I can decompose 10.
MATERIALS What does my child need to do this lesson?		Tablet/Computer, pencil, paper	Tablet/Computer, pencil, paper	Tablet/Computer, pencil, paper	Tablet/Computer, pencil, paper
VIDEO LESSON or LESSON LINK IF APPLICABLE		Please have your child watch this video link Intro to making 10 part 1 .	Please have your child watch this video link Intro to making 10 part 2 .	Please have your child watch this video link Friends of 10 Rainbow .	Please have your child move and sing along with Sing and Say Number Pairs of 10 .
ASSIGNMENT What does your child need to do?		Please have your child play How many more make 10 .	Please have your child compete Finding the Number that Makes 10 . Please send a photo of work to your child's teacher.	Please have your child use your choice of supplies to make a friend of 10 rainbow. Please send a photo of work to your child's teacher.	Please have your child play Dino decomposing 10 .

<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
<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: Please have your child play Bowling Game Making 10 To install click here: ABCmouse Please use the school access code: SCHOOL4638 Too Hard: Please have your child play Ten bears of a bus, using the Ten frame recording sheet and the number cards 0-7 and the number cards 8-9.</p>	<p>Too Easy: Please have your child play Number bonds of 10. Too Hard: Please have your child play Penny plate.</p>	<p>Too Easy: Please have your child play in addition to the rainbow activity. Too Hard: Please highlight the number combinations to assist your child's learning.</p>	<p>Too Easy: Watch this video for deeper understanding. More than 10 Too Hard: Please have your child play Ten bears of a bus, using the Ten frame recording sheet and the number cards 0-7 and the number cards 8-9.</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
<p>PHYSICAL EDUCATION (PE)</p> <p>Central Mr. Rutkowski trutkowski@davisonschools.org</p> <p>Gates Mrs. Edmonds aedmonds@davisonschools.org</p> <p>Hill Mr. Whitman jdwhitman@davisonschools.org</p> <p>Siple Mr. Siple esiple@davisonschools.org</p> <p>Thomson Mr. Hall rhall@davisonschools.org</p>	<p>Get outside and stay active!!!</p> <p><u>Weekly Activity- Fitness Testing!</u> This week your PE teachers challenge you to check your fitness level! This is the time of year we would be doing physical fitness tests. See how you measure up! Can you beat your parents at these tests? Here's a list of several events to try at home. A sample scorecard that we use at school can be found by clicking HERE. Your child is successful at this activity if they try the fitness tests below and can complete them with good effort. Make it fun and good luck!</p> <p>Day 1 Warmup: Trouble Fitness Board Game</p> <p>Day 1 Activity- Endurance run and curl-ups</p> <p>Endurance Run:</p> <ol style="list-style-type: none"> 1. This is a run/walk/jog that is timed in minutes and seconds. 2. Students try to get their lowest time in minutes and seconds. 3. Pick a course that is safe and has parent supervision. There are many great apps on your phone to help record distance ran. The middle school track is also open and available for use. Enter by the small gate by the northwest corner. 4. Kindergarten to 2nd graders run ¼ of a mile and 3rd and 4th graders run ½ mile. If using the track, 1 lap is ¼ mile and 2 laps is ½ mile. <p>Curl-Ups (bent knee sit-ups):</p> <ol style="list-style-type: none"> 1. Students perform as many sit-ups as they can in 1 minute. 2. Hands are kept across their chest and touching the 	<p>Warmup: Fitness Chutes and Ladders</p> <p>Day 2 Activity- Sit and Reach, Standing Long Jump, and Shuttle Run</p> <p>Sit and Reach (V-sit)</p> <ol style="list-style-type: none"> 1. To complete the sit and reach test, you will need to make a homemade sit and reach board. 2. The simplest way to do this would be with a cardboard box that is approximately 8-12" tall and a tape measure. 3. Put your feet at the edge of the box. 4. Keeping their legs straight, reach as far as you can reach towards or past their toes. This measures their flexibility. 5. Measure the # of inches they get past their feet and use that as your score. Students need to hold their fingers for 2 seconds at the mark in order for the score to count. 6. To help ensure a good result, warmup your muscles first by running or playing. <p>Standing Long Jump:</p> <ol style="list-style-type: none"> 1. Students stand behind a line and jump to the furthest possible point. Stand without putting your toes past the line. 2. Measure from the line to the back of the shoe that is closest to where they jumped from. 3. Try 3x and use your best jump! <p>Shuttle Run:</p> <ol style="list-style-type: none"> 1. Mark two parallel lines 30 feet apart and place two blocks of wood or similar objects behind one of the lines. 2. Students start behind the opposite line of the blocks. On the signal, "Ready? Go!" the student runs to the blocks, picks one up, runs back to the starting line, places the block behind the line, runs back and picks up the second block, and runs back across the starting line. 3. Stop the watch as the student crosses the line. 4. If you mess up, or want to try to get faster- TRY AGAIN

- opposite shoulder..
3. Somebody counts and holds their feet.
 4. If their arms come off their shoulder or they don't go all the way up, that sit-up doesn't count.

How did you do? Email your PE teacher your results.

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



ABA Composition



ABA Composition Continued

Lesson 2: Variation of ABA composition

Objective: To continue working on the ABA composition from lesson one. To layer different rhythmic ostinatos (repeated patterns of words) during the A section.

Video Link: [Watch this video](#) of Mrs. DuPrey (from Hill Elementary) and her special guest, to learn how to extend this activity.

Materials: Paper, pencil, and your family members.

Directions:

- You will be using the same form as the first lesson. We are using ABA form with a coda (special ending). The B section will be the "muffin chant" that you learned in the first video.
- For the A section you will need multiple people to participate.
- Give each person that is participating their own unique ingredient to chant. Be sure to demonstrate for them how they should chant this word to the steady beat.
- Tell everyone how many times they should say their ingredient.
- Start with one person saying their ingredient, and add in one more person at a time, until all members of your composition are chanting their ingredients at the same time.
- Be sure to help guide the members of your composition (you can be the conductor!) and tell them when to begin chanting their part, and when to move on to the B section.

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Lesson 1: Creativity in ABA form.

Objective: After watching the video, create your own ABA composition using the "muffin chant" for the B section. Also create a special ending, called a coda, to your chant.

Materials: Paper and pencil.

[Click here](#) to watch the video. Mrs. DuPrey, from Hill Elementary, will guide you through this project. She will show you exactly how to follow the directions below.

Directions:

- Divide your paper into four sections: A, B, A, Coda.
- In the B section, draw a muffin that will represent the muffin chant.
- For the A section you will come up with ingredients that can be chanted to a steady beat.
- Finish the chant with the special ending called the coda .
- Now, perform your original chant for someone and teach your family your creation!
- Save your ABA composition to help with this week's lesson #2.

[Click here](#) for a picture example of student work.

You will know your child is successful with this project if they can perform their ABA composition while using a steady beat.

Movement activity: [Watch this Video](#). Use these body percussion ideas to create your own cool patterns with your family.

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!

You will know your child is successful if they can teach the members of your family a rhythmic chant to say during the A section. Your child will also be successful if they can be the conductor of the piece and guide each person on when to say their part.

Listening Activity: Sometimes, the best way to express what we are feeling can only be done through music. We wanted to [share this song](#) with you. Whether you sing-a-long, move in a creative way, or just enjoy the song, we thought it perfectly expressed how we are feeling during this time. We miss you; and we want you to know that we are still here with you.

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
Mr. Romanik mromanik@davisonschools.org - Thomson

STEM
(Science,
Technology,
Engineering, &
Math)

Ms. Lockrey
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- Central &
Thomson

Mrs. DuPrey
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Hill
|
Mrs. Carr
ecarr@davison

Marble Run

Hello wonder STEM students!! We sure do miss seeing all of you and we hope you have been enjoying the hands-on lessons the past few weeks. The challenge for this week is to build a marble run.

Objective: To build a marble run using Play Dough.

Your child is successful with this activity if they can build a marble run using Play Dough on a cookie sheet and have the marble travel through the maze from top to bottom.

If your child does this activity we would love to see them working on the lesson. If it's a nice day, have them do their building outside in the fresh air. Please email a picture or a video of the completed maze to your child's STEM teacher.

Materials: Play Dough
Cookie Sheet or shoe box top
Marbles
Possible additional items: Dixie cups, scissors, craft sticks or other supportive items and tape

Directions: To learn some details about this lesson [Click on this link](#)

Procedure:

- 1) Sketch a possible marble run design or track
- 2) Place Play Dough on various areas of the cookie sheet.
- 3) Test to see if the marble can travel through the track or down the track
- 4) Redesign the Play Dough to make the track perform better if necessary or support the Play Dough with the craft sticks to make ramps more sturdy
- 5) Add more items to the track to make it more detailed if you want more of a challenge

Happy Designing!

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