

Lesson Plan for Grade level: Kindergarten

Week of: June 1-5

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 identify nonfiction text features.	I can tell the difference between fiction and nonfiction.	I can teach my reader facts about bears.	I can draw and label a map.	I can identify objects using the beginning sound.
MATERIALS What does my child need to do this lesson?	Video links below, sorting game	Links below, sorting activity	Links below, paper, pencil	Links below, paper, pencil	Links below, game sheet or paper, pencil
VIDEO LESSON or LESSON LINK IF APPLICABLE	Non-Fiction Text Features Video Non-Fiction Text Feature Game	Fiction vs. Nonfiction Video Comparing Fiction and Non-Fiction Sort	"A Bear Cub Grows Up" Click and scroll down to Day 2	Bear Hunt Read Aloud Bear Hunt Map Example	Bear Hunt Song ABC Hunt
ASSIGNMENT What does your child need to do?	Please have your child watch the video link above, then complete the board game.	Please have your child watch the video link above and complete the sorting activity. If you are not able to print the sorting activity, you can create it on a piece of paper.	Have your child listen to the book and then make a list, writing facts they learned about bears. Remember to begin your sentences with an uppercase letter, use spaces between words,	Have your child listen to the book "We're Going on a Bear Hunt". Then have them draw a map and label all the places the family visited on their bear hunt. Try and be as creative as you can when	Have your child listen to the "Going on a Bear Hunt" song. Then go on an Alphabet Hunt around your house, having your child color in the beginning letter (on the worksheet) for the items you

			and end with punctuation. *Remember to write all of the sounds you hear when saying a word slowly. Please send a photo of your child's work to your child's teacher.	making your map. Please send a photo of your child's work to your child's teacher.	find. Can you find something for each letter of the alphabet?
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

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?	Too Easy: Go to your at home library and see if your child can find some nonfiction books on their own. Too Hard: Provide parental support during the game.	Too Easy: Have your child sort their books at home into fiction and nonfiction piles. After sorting, have your child describe their reasoning for their sort. Too Hard: Have a discussion about fiction and nonfiction text with your child.	Too Easy: Have your child write several facts they learned about bears across multiple pages (book). Too Hard: Draw and label a picture of a bear.	Too Easy: Have your child label their map using inventive spelling. Too Hard: Have your child use descriptive words to verbally describe the places they visited on their bear hunt.	Too Easy: Alphabet Hunt Too Hard: ABC Scavenger Hunt
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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 identify a group as having more or fewer items.	I can identify a group as having more or fewer items.	I can identify a group as having more or fewer items.	I can compare numbers and identify numbers worth more and less than.	I can identify a group as having more or fewer items.
MATERIALS What does my child need to do this lesson?	Computer or tablet, objects (toys, cereal, rocks, or coins)	Computer or tablet	Pencil, Comparing Sets to Ten (More) , Comparing Sets to 10 (More and Less) .	Computer or tablet number cards 0-7 , numbers cards 8-10 , OR Sorting Activity: Comparing Sets .	Computer or tablet, Principals Compare Numbers
VIDEO LESSON or LESSON LINK IF APPLICABLE	Please have your child watch the video Sesame Street more or less .	Please have your child watch the video Comparing Numbers		Please have your child watch the video More and Fewer Read Aloud	Please have your child watch the video Principals Compare Numbers
ASSIGNMENT What does your child need to do?	Please introduce the words more (having a larger or greater value or size), less (having a smaller or lesser value or size), fewer (a comparison in which one number or set is smaller or has fewer than another). Please have your child compare objects making two	Please have your child play More or Fewer and/or Greater or Less .	Please have your child complete the Comparing Sets to Ten (More) and the Comparing Sets to 10 (More and Less) worksheets. Please send a photo of work to your child's teacher.	Please play Top it 0-10 with your child using number cards 0-7 and numbers cards 8-10 . OR Sorting Activity: Comparing Sets .	Please watch the video and have your child write a sentence answering the question <i>What principal has the most and what principal has the least?</i> Please send a photo of work to your child's teacher.

	piles and compare which pile has more or less (fewer).				
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 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 Easy: Please have your child complete the worksheet Which has more or less. Too Hard: Please have your child read and complete Counting and reading.	Too Easy: Please have your child play Greater and less than with symbols Too Hard: Please have your child play Counting fish.	Too Easy: Please have your child complete the worksheet Large or Small Numbers. Too Hard: Please have your child play Greater or Less , but use the 1-10 number setting.	Too Easy: Please have your child play top it with the additional number cards 11-20. Too Hard: Please have your child complete the dare to compare worksheets.	Too Easy: Please revisit any of the week's activities after doing the daily activity. Too Hard: Please have your child watch videos and discuss with your child.

**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	PE 'Virtual Field Day'...Try to complete one activity each day!	
<p>PHYSICAL EDUCATION (PE)</p> <p>Central Mr. Rutkowski rrutkowski@davisonschools.org</p> <p>Gates Mrs. Edmonds aedmonds@davisonschools.org</p> <p>Hill Mr. Whitman jwhitman@davisonschools.org</p> <p>Siple Mr. Siple esiple@davisonschools.org</p> <p>Thomson Mr. Hall rhall@davisonschools.org</p>	<p>For weeks 8 and 9, your PE teachers have a 12 event field day setup!</p> <p>Be sure to follow the directions for a fun and successful "virtual" field day.</p> <ol style="list-style-type: none"> 1. Click on the following link below. The link will work best when used on a desktop computer, tablet, or laptop. https://docs.google.com/presentation/d/1hDUZwkyaoGdsTZJbqtT85Vvne_4U747d5Fxxzqgyw0/edit?usp=sharing 2. After clicking on the link, click the word "PRESENT" in the upper right hand corner. If you do not do this, the "DIRECTIONS" link in the next step will not work. 3. Click the "DIRECTIONS" part in the middle of the screen. Your goal is to complete 6 events this week and 6 events next week. 4. Enjoy!!! 	
<p>MUSIC</p> <p>Central Mrs. Bolton mbolton@davisonschools.org</p> <p>Hill Mrs. DuPrey ldupre@davisonschools.org</p> <p>Gates Mrs. Hundt hhundt@davisonschools.org</p> <p>Siple</p>	<p style="text-align: center;">Singing</p> <p>Lesson 1: Echo and Call and Response Songs</p> <p>Objective: To demonstrate the difference between singing your part in an echo song and singing your part in a call and response song.</p> <p>Directions: Click on Video #1 for an echo song from the music teacher at Central, Mrs. Bolton. First sing your part (repeat) to the echo song. Then, click on Video #2, a call and response song also from Mrs. Bolton. Your job is to sing your part (answer) in that song. Tell someone in your house how the part you sing is different in each type of song.</p>	<p style="text-align: center;">Virtual Talent Show</p> <p>Lesson 2: Preparation and practice for the talent show</p> <p>Objective: To come up with an idea to participate in the virtual talent show.</p> <p>Directions: Watch this video of the Hill Elementary Student Council for an introduction to the virtual talent show hosted by the Davison Elementary Music Teachers. ***If the video above will not open for you click here</p> <p>Procedure:</p> <ul style="list-style-type: none"> • Think of different ways that you use music in your life. • Think of ways that you could showcase your unique talents while using music. • Start to make a plan!

Mrs. Odglen
rodglen@davisonschools.org
Thomson
Mr. Romanik
mromanik@davisonschools.org

You will know your child is successful if they can sing their part of the echo song (repeat) and also a call and response song (answer) correctly.

Movement activity: Click on [Going on a Lion Hunt!](#) to sing an echo song. Act out the song as you sing along.

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!

- Next week you can share your presentation. Decide how you can share your talent with your music teacher (making a video, taking a picture, emailing a description, etc).
- Tell your family what you've decided to do and then practice, Practice, **Practice!**

You will know your child is successful if they can come up with an idea to share how to use music in their life, start to make a plan, and begin practicing for their presentation.

Movement activity: [Click on this link](#) to move like different animals to music!

STEM
(Science, Technology, Engineering, & Math)

Ms. Lockrey
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- Central & Thomson

Mrs. DuPrey
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Hil
I
Mrs. Carr
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Gates & Siple

Stick Maze

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

Objective: To build a maze outside using sticks. *Your child is successful with this activity if they can draw out a maze on paper and then build it outside using sticks.*

If your child does this activity we would love to see them working on it and of course going through the maze! Please email a picture or a video of the completed maze to your child's STEM teacher.

Materials: Paper and pencil (for the maze planning)
Lots and lots of long sticks and branches- grass clippings and leaves work too

Directions: To learn some details about this lesson [click here](#)

Procedure:

- 1) Have your child draw their maze on paper (Basic is better)
- 2) Collect sticks and branches from around your house.
- 3) Have your child make the maze out of the sticks, using the map they made and the materials they collected.
- 4) Trial and error- if they make the outside of the maze too small, they may have to change their plan. Let them know this is totally ok- builders change their plans all of the time!
- 5) Once it is complete, have fun running through the maze together.
- 6) Extra challenge: Blindfold yourself and have the children navigate you through the maze with their voices and commands- you are not allowed to touch a stick! :)

Some extra activities to do with sticks: <https://childhood101.com/outdoor-activities-20-ways-to-play-with-sticks/>

Happy Designing!