

Grade: 1
 School: Tiogue
 Plan Duration: 10 Days (10 School Day Maximum)

Elementary Distance Learning Plan - Daily Lesson Plans

Dear Coventry Elementary Families,

Distance learning plans are developed to mitigate learning loss for an extended amount of time. The plan you will find below was written by your child’s teachers and reviewed by us. We have presented you with 2 options. Given that we do not know if all of our students have access to the computer, we have created paper based and computer based plans. Not all grades and subjects have two options. You can switch back and forth between the two options. Student work done on the computer will be easier for teachers to see quickly and score. Work that is paper based will need to be put in the drop box at school. The box will be available in front of the school door from Friday (3/27) until further notice. You can place your child’s work back in the envelope it came in and deposit it in the box. Teachers will periodically pick up the work and correct it.

Teachers will have office hours. These hours are detailed below for each teacher. Please send the teacher a phone number he/she can call you at or the questions you have and then a response will follow in the order they receive the requests. These requests could range from explanations, assistance with problems, extra help or clarifications. When a teacher calls you it may show as a “blocked call”. Feel free to reach out to them whenever you need it.

Finally, this is uncharted waters. The teachers worked very hard to provide comprehensive and rigorous lesson plans given the short amount of time. It is our first attempt and we will learn from this process. Please check your emails for more information if we need to extend the distance learning plans. We will be looking for your feedback and preferences. It is imperative that all of our students participate in this work. These days are intended to be “distance learning school days” and the work will count towards proficiency evaluations. Thank you for your patience as we navigate these new situations.

Take care everyone!

Mrs. Anzalone, Mrs. Mandese, Mrs. Bogden, Mr. Giusti, Mrs. Tancrelle, Mrs. Jacquard

Teacher:___Christine Viccione_____ Room: __15_ Grade: __1__	Teacher:_____ Room:___ Grade:_____	Teacher:_____ Room:___ Grade:_____
Available from: 9-3 Email: viccionechristine@coventryschools. net		

Intent: Plan is designed so that students do not fall significantly behind during the period away from school. Activities are interactive and students should complete assignments, but not necessarily in the

presence of an adult. The goal is to ensure academic progress in the core academic areas. The sample home schedule will show you an example of a predictable day (next page).

- **Responsibility of the parent/guardian:** Have a designated school work time in a space that is free of distraction. Have the student ready for instruction at the time designated as academic time and make every effort to complete school assignments. Notify teachers of difficulty and or concerns by email. Make sure you send your phone number. The teacher will respond in the order that they receive the requests.
- **Responsibility of the students:** To do the work provided by their teachers to the best of their ability.
- **Daily Structure:** Many families have asked what the days at home should look like. A predictable day will help students stay on track and feel secure. The plans from teachers are put together using the daily sample set-up shown below to help provide a routine to multiple learning days with family at home. **Of course this schedule is just a suggestion.** We do recommend some type of schedule so students know what their role is during a distant learning day.

Sample Home Schedule

Before 9:00am	Wake up - Eat your breakfast, make your bed, get dressed, put your PJs in the laundry
9:00-9:30	Morning Exercise - Phys. Ed activity, yoga, walk the dog
9:30-11:00	Academic Time - Work on daily lessons
11:00-12:00	Creative Time - Art or music activity, cook or bake, outside play, legos or building activity
12:00-12:30	Lunch
12:30-1:00	Intervention or Chore Time - If your child has reading, math, speech, OT or other related services. This time can be used for time to do the supplemental service provider work or as chores such as; Wiping down tables, door knobs, desk tops, cleaning up bedroom, etc.
1:00-2:00	Quiet Time - Library activity, puzzles, independent reading, nap
2:00-3:30	Academic Time - work on daily lessons
3:30-5:00	Afternoon fresh air - bikes, walk, play outside
5:00-6:00	Dinner
6:00-8:00	Free TV time/electronics (showers)
8:00	Bed (parents need free time too)

Student Name: _____

Daily Lesson Plans from your teacher(s):

Date: **Monday, March 23, 2020**

	Option 1	Option 2
<p>ELA/SS Reading Available online at Think Central</p>	<p>Objective: to identify what changes different seasons cause.</p> <p>Assignment: Review vocabulary Preview Story <u>Seasons</u> Read <u>Seasons</u></p> <p>Special directions:</p>	<ol style="list-style-type: none">1. Introduce vocabulary pgs. 76-772. Glance at pags. 80-99 make predictions: what do you already know about the seasons?3. Read <u>Seasons</u>
<p>Phonics/sight words/grammar /fluency Pals Packets B/K packets Bossy R papers were sent home in the go home folder on Fri.13th</p>	<p>Objective: Reads grade appropriate word with automaticity</p> <p>Assignment:</p> <p>Special directions:</p>	<ol style="list-style-type: none">1. Drill sounds/words/phrases in Pals. (Unit 6 or Unit 7)2. Complete bossy r word work. IR say & blend it,color it,write it, spell it, and complete the sentence at the bottom.
<p>Writing The writing journal is the small blue and white notebook</p>	<p>Objective: Writing for a purpose</p> <p>Assignment:</p> <p>Special directions:</p>	<ol style="list-style-type: none">1. Write a journal entry about what you have been doing. Use details. Double check for caps, spacing and punctuation. Six sentences is the minimum.



<p>Math Visit Think Central click Go Math1. Video on the spot and 2. the star that says interactive They have one video and one game for each lesson</p>	<p><u>Objective:</u> 1. <u>nbt.a.1</u></p> <p><u>Assignment:</u> <u>Same as option 2</u></p> <p><u>Special directions:</u></p>	<p>Lesson 6.10 reading/writing numbers to 120. Pgs. 385, 386, 387 On pg. 385, Ask, How many shells are there? What do you notice about the shells? How are they organized? How many shells in each row?</p>
<p>Science</p>	<p><u>Objective:</u></p> <p><u>Assignment:</u></p> <p><u>Special directions:</u></p>	
<p>Itinerant: Physical Ed.</p>	<p><u>Objective:</u></p> <p><u>Assignment:</u></p> <p><u>Special directions:</u></p>	<p>See separate plan</p>
<p>Other:</p> <p>Reading Intervention: Mrs. Lukowicz Please contact: lukowiczlisa@coventryschools.net</p> <p>Mrs. Toohey Kaye Please contact tooheykayesusan@coventryschools.net</p>	<p>Raz-Kids: follow link https://www.kidsa-z.com/main/Login</p> <p>Complete all assignments for one book. Orally read the book to another person at home. If you need help, remember to click on the word for it to be read to you.</p>	<ul style="list-style-type: none"> • Bossy R - I usually go on youtube- type in controlled r, lots of cute videos come up. I pick one each day to show

	<p>Explain to someone what you read (What was important? What happened at the beginning, middle and end?What did you learn?)</p>	
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Date: Tuesday, March 24, 2020

Option 1		Option 2
<p>ELA/SS Reading Also available online at Think Central</p>	<p><u>Objective:</u> identify the meaning of unfamiliar words Read grade appropriate text with meaningful phrases,expression, and attention to print.</p> <p><u>Assignment:</u></p> <p><u>Special directions:</u></p>	<ol style="list-style-type: none"> 1. Review vocabulary pg. 76-77 2. Reread <u>Seasons</u>
<p>Phonics/sight words/grammar /fluency</p>	<p><u>Objective:</u> Recognize and read words with structured elements. (digraphs/ glued sounds)</p> <p><u>Assignment:</u></p> <p><u>Special directions:</u></p>	<ol style="list-style-type: none"> 1. Drill in Pals packet unit 7 sounds/words/phrases 2. Bossy R word work OR say & blend it, color it, write it, spell it

<p>Writing</p>	<p>Objective: CCSS.ELA-LITERACY.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>Assignment:</p> <p>Special directions:</p>	<p>Go find your favorite toy. Place it in front of you. In your journal tell me about the toy without actually telling me what it is. Use describing words. Explain what you can do with it.</p>
<p>Math Think Central videos</p>	<p>Objective: What # is the same as 30 ones? What # is the same as 10 tens?</p> <p>Assignment:</p> <p>Special directions:</p>	<p>Lesson 6.9 Read #'s to 120 Pgs. 379,380,381</p>
<p>Science</p>	<p>Objective:</p> <p>Assignment:</p> <p>Special directions:</p>	
<p>Itinerant: Art</p>	<p>Objective: Grade 1 VA:Cr2.1.1 Explore uses of materials and tools to create works of art or design.</p> <p>Assignment:</p> <ul style="list-style-type: none"> ● Create a flag that represents your School! ● Remember to include the 	<p>Directions: Use any of the following materials to complete one lesson on your usual art day each week.</p> <p>You can use:</p> <ul style="list-style-type: none"> ● Any Paper: construction paper, computer paper, lined paper or any other

	<p>school mascot.</p> <ul style="list-style-type: none"> Do not forget to include: a background, lots of details, and fill up the page! <p>Below are some ideas to inspire you!</p>	<p>paper large enough to draw on</p> <ul style="list-style-type: none"> Pencil (or pen if a pencil is not available) Crayons Markers or sharpie Colored pencils Any art materials available to you such as recycled objects, magazines, cardboard ,or plastic bottles!
<p>Other: Mrs. Hemendinger hemendingersarah@coventryschools.net Available for email M-F 9am-3pm</p> <p>Mrs. McKay mckayalexandria@coventryschools.net Available for email M-F</p> <p>Reading Intervention: Mrs. Lukowicz Please contact: lukowiczlisa@coventryschools.net</p> <p>Mrs. Toohey Kaye</p>	  <p>Assignment:</p> <p><u>Take Home Book Bag</u></p>	<p>More ART Lessons:</p> <p>https://docs.google.com/presentation/d/11JSRFweKb190i0entJmgps9DjlBveKeaJh0hO5Xn_hY/edit?usp=sharing</p>

<p>Please contact tooheykayesusan@coventryschools.net</p>	<p>Read two stories from your book bag. Practice reading the book to yourself softly first, making sure to read for accuracy. Next, read the book to someone else. Practice reading the story until you are ready to read it with phrasing.</p>	
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Date: Wednesday, March 25, 2020

		Option 1	Option 2
<p>ELA/SS Reading</p>	<p>Objective: CCSS.ELA-LITERACY.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Assignment:</p> <p>Special directions:</p>	<p>Vocabulary in Readers Notebook pg. 181</p> <p>Reread Seasons Complete pg. 187 in Readers Notebook</p>	
<p>Phonics/sight words/grammar /fluency</p>	<p>Objective: Increase fluency</p> <p>Assignment:</p> <p>Read from B/K packet</p> <p>Special directions: Find a page that is “just right” for you</p>	<p>Read from B/k Packet Time yourself reading 3 times.</p>	

<p style="text-align: center;">Writing</p>	<p>Objective: Being aware of syntax in daily writing</p> <p>Assignment:</p> <p>Special directions:</p>	<p>In Readers Notebook complete pg. 160 Titles for People</p>
<p>Math Substitute base 10 blocks with any 2 household items assign one to be the tens and 1 to be the ones</p>	<p>Objective: CCSS.MATH.CONTENT.1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <p>Assignment:</p> <p>Special directions:</p>	<p>6.8 Show #'s in a different way using base 10 blocks Pgs. 373, 374, 375</p>
<p>Science</p>	<p>Objective:</p> <p>Assignment:</p> <p>Special directions:</p>	
<p>Itinerant: Library/Media</p> <p>Ms. Wolk wolkesther@coventryschools.net</p>	<p>Objective: AASL V.A.1. Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.</p> <p>Assignment:</p>	<p>Objective: AASL V.A.1. Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.</p> <p>Assignment:</p>

<p>Available for emails M-F 9am-3pm</p>	<p>If you have a copy of The Cat in the Hat at home read it with someone in your family.</p> <p>In the book, Sally and her brother were stuck inside on a rainy day. They could not think of anything to do. Make a list of things you could do if you were stuck indoors on a rainy day. Draw a picture of your favorite thing to do on a rainy day. You can use a plain piece of paper or the worksheet that should be part of your packet.</p> <p>Special directions: Drop off your finished work at school with the rest of your assignments.</p> <p>Keep reading!</p>	<p>If you have a copy of The Cat in the Hat at home read it with someone in your family.</p> <p>In the book, Sally and her brother were stuck inside on a rainy day. They could not think of anything to do. Make a list of things you could do if you were stuck indoors on a rainy day. Draw a picture of your favorite thing to do on a rainy day.</p> <p>You can print this worksheet or use a plain piece of paper: https://drive.google.com/file/d/1AqNFMf5wrvBOVeOZho5MyyXf8YyBxwF2/view?usp=sharing</p> <p>Try some of the activities on the Dr. Seuss website: https://www.seussville.com/</p>
<p>Other:</p> <p>Reading Intervention: Mrs. Lukowicz Please contact: lukowiczlisa@coventryschools.net</p> <p>Mrs. Toohey Kaye Please contact tooheykayesusan@coventryschools.net</p>	<p>Assignment: Read from your PALS packet Unit 3</p> <p>Use your Foundations Sound poster to check letter sounds.</p> <p>Select a row of real words to read fluently to someone else.</p>	

Date: Thursday, March 26, 2020

	Option 1	Option 2
ELA/SS Reading	<u>Objective:</u> <u>Assignment:</u> <u>Special directions:</u>	<ol style="list-style-type: none">1. Reread Seasons2. Retell the story in order using positional words(First, next, then, last or Finally)3. Complete page 188 in the Readers Notebook4.
Phonics/sight words/grammar /fluency	<u>Objective:</u> <u>Assignment:</u> <u>Special directions:</u>	Bossy “r” ER say & blend it,color it,write it, spell it and complete the sentence.
Writing	<u>Objective:</u> <u>Assignment:</u> <u>Special directions:</u>	Check the sentence you wrote on the Bossy ER paper. Edit for spacing, capitals and punctuation. Rewrite if needed.
Math Start with Think	<u>Objective: Can you show #'s to 100 using tens and ones?</u>	Lesson 6.7 Tens/ones to 100 Pgs. 367,368,369

<p>Central Video</p>	<p><u>1.nbt.b2</u> <u>Assignment</u> <u>Special directions:</u> Pg. 367 Ask Can you draw 25 using tens and ones? Can you draw 50 using tens/ones? Can you draw 52 using tens/ones?</p>	
<p>Science</p>	<p><u>Objective:</u></p> <p><u>Assignment:</u></p> <p><u>Special directions:</u></p>	
<p>Itinerant: Health</p>	<p><u>Objective:</u></p> <p><u>Assignment:</u></p> <p><u>Special directions:</u></p>	
<p>Other:</p> <p>Reading Intervention: Mrs. Lukowicz Please contact: lukowiczlisa@coventryschools.net</p> <p>Mrs. Toohey Kaye Please contact tooheykayesusan@coventryschools.net</p>	<p><u>Assignment:</u></p> <p>Raz-Kids: https://www.kidsa-z.com/main/Login We will be monitoring Raz-Kids daily so if you need help please ask.</p> <p>Complete 1 story: listen, read, and take the quiz. Share an important fact from the story with someone else. Tell why you think it's important to the text.</p>	

Date: Friday, March 27, 2020

Option 1

Option 2

<p>ELA/SS Reading</p>	<p>Objective: CCSS.ELA-LITERACY.RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>Assignment:</p> <p>Special directions:</p>	<p>Read Text 2 Four Seasons For Animals Pg.115 compare text. Choose one activity and complete on the blank paper provided in the packet. Be sure to put your name on it.</p>
<p>Phonics/sight words/grammar /fluency</p>	<p>Objective:</p> <p>Assignment:</p> <p>Special directions:</p>	

<p>Writing</p>	<p>Objective: CCSS.ELA-LITERACY.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Assignment:</p> <p>Special directions:</p>	<p>In your journal, make a list of things you love. Circle 2 of the words. Put each in a complete sentence.</p>
<p>Math Think Central</p>	<p>Objective: How can you show a number using tens and ones (should be a review) <u>1.nbt.2b</u></p> <p>Assignment:</p> <p>Special directions:</p>	<p>Lesson 6.4 Tens/Ones Pgs. 350, 351</p>
<p>Science</p>	<p>Objective:</p> <p>Assignment:</p> <p>Special directions:</p>	
<p>Itinerant: Music Mrs. Di Nitto dinittomaria@c oventryschools.</p>	<p>Objective: MU:PR4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music.</p> <p>Essential Question: How does</p>	<p>http://www.tlsbooks.com/mymusicalinstrumentbookb.pdf</p> <p>https://www.dreamstime.com/color-number-game-kids-coloring-book-worksheet-education-painting-page-numbers-preschool-ima</p>

<p>net</p>	<p>understanding the structure and context of musical works inform performance?</p> <p>Assignment: Complete the percussion section of the instrument book by reading and coloring in the instruments.</p> <p>Special directions: Listen to “Beat of the drum for kids and family.” AND “The Boy With the Drum by David L. Harrison</p>	<p>ge123439434</p> <p>https://www.youtube.com/watch?v=nsQmD9sX2NM</p> <p>https://www.youtube.com/watch?v=j6o-NDQwaCc</p>
<p>Other:</p> <p>Reading Intervention: Mrs. Lukowicz Please contact: lukowiczlisa@coventryschools.net</p> <p>Mrs. Toohey Kaye Please contact tooheykayesusan@coventryschools.net</p>	<p>Assignment: Read two stories from your bookbags</p> <p>Describe what you read to someone else.</p> <ul style="list-style-type: none"> ● What happened at the beginning, middle and end? OR ● What were 3-5 important facts/details you learned? 	<p>Option: Select one part of a story you read. Draw and write about it and share your work with someone else.</p>

Daily Lesson Plans from your teacher(s):

Date: Monday, March 30, 2020

	Option 1	Option 2
ELA/SS Reading	<p><u>Objective:</u> CCSS.ELA-LITERACY.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><u>Assignment:</u></p> <p><u>Special directions:</u></p>	<ol style="list-style-type: none">1. Review Vocabulary- do pg. 6 Words to Know from the packet2. Reread Seasons & Four Seasons For Animals
Phonics/sight words/grammar /fluency	<p><u>Objective:</u></p> <p><u>Assignment:</u></p> <p><u>Special directions:</u></p>	Bossy R Roll and Cover follow directions on sheet

<p>Writing</p>	<p>Objective: <u>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</u></p> <p>Assignment:</p> <p>Special directions:</p>	<p>Complete Who is worth more to you than gold. We had to copy a sentence off the board.</p> <p>_____ is worth more to me than gold. Then write a sentence or 2 explaining why. Cut out and glue pieces on the pot. Glue coins on top.</p>
<p>Math</p>	<p>Objective:</p> <ol style="list-style-type: none"> 1. <u>Nbt.a.1</u> 2. <u>1.nbt.b2a</u> 3. <u>1.nbt.b2c</u> <p>Assignment:</p> <p>Special directions:</p>	<p>Unit 6 Test pgs. 391,392,393,394</p>
<p>Science</p>	<p>Objective:</p> <p>Assignment:</p> <p>Special directions:</p>	
<p>Itinerant: Physical Ed.</p>	<p>Objective:</p> <p>Assignment:</p> <p>Special directions:</p>	

<p>Other:</p> <p>Reading Intervention: Mrs. Lukowicz Please contact: lukowiczlisa@coventryschools.net</p> <p>Mrs. Toohey Kaye Please contact tooheykayesusan@coventryschools.net</p>	<p><u>Assignment:</u></p> <p>Read from Unit 4 PALS folder</p> <p>Be sure to use your Foundations Resource Posters to check your sounds. Tap words if you need to and be sure to reread for fluency.</p>	
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Date: Tuesday, March 31, 2020

	Option 1	Option 2
<p>ELA/SS</p> <p>Reading</p>	<p><u>Objective:</u> organize words by category (ABC order)</p> <p><u>Assignment:</u></p> <p><u>Special directions:</u></p>	<p>Vocabulary- on the back side of Words To Know. Cut out and put in ABC order (Can also number the words in ABC order)</p>

<p>Phonics/sight words/grammar /fluency</p>	<p><u>Objective:</u></p> <p><u>Assignment:</u></p> <p><u>Special directions:</u></p>	
<p>Writing</p>	<p><u>Objective:</u></p> <p><u>Assignment:</u></p> <p><u>Special directions:</u></p>	
<p>Math Think Central</p>	<p><u>Objective: Can you compare and say which number is greater?</u> <u>1.nbt.b3</u></p> <p><u>Assignment:</u></p> <p><u>Special directions:</u></p>	<p>Begin Unit 7 Comparing Numbers using greater than. Less than and equal to Lesson 7.1 Greater than pgs. 400, 401,402 (I usually make an alligator mouth with the kids prior to this lesson using popsicle sticks)</p>
<p>Science</p>	<p><u>Objective:</u></p> <p><u>Assignment:</u></p> <p><u>Special directions:</u></p>	

Itinerant:
Art

Objective: Grade 1 VA:Cr2.1.1
Explore uses of materials and tools to create works of art or design.

Assignment:

Pretend your family has won the lottery, and you get to design your new house!

- What will your house look like?
- How many rooms will there be?
- What will the rooms be used for?
- Draw your new house and include: a background, lots of details, and fill up the page!
- You could even create a collage or 3D model of your new house using recycled objects at home!

Below are some ideas to inspire you!

Directions: Use any of the following materials to complete one lesson on your usual art day each week.

You can use:

- Any Paper: construction paper, computer paper, lined paper or any other paper large enough to draw on
- Pencil (or pen if a pencil is not available)
- Crayons
- Markers or sharpie
- Colored pencils
- Any art materials available to you such as recycled objects, magazines, cardboard ,or plastic bottles!

Other:

Mrs. Hemendinger
hemendingersarah@coventryschools.net

Available for email
M-F
9am-3pm

Mrs. McKay
mckayalexandria@coventryschools.net

Reading Intervention:
Mrs. Lukowicz
Please contact:
lukowiczlisa@coventryschools.net

Mrs. Toohey Kaye
Please contact
tooheykayesusan@coventryschools.net



Assignment:

Raz-Kids:
<https://www.kidsa-z.com/main/Login>

Complete 1 story: listen, read, and take the quiz. Discuss what you read with someone. Have them listen to you read it aloud.

More ART Lessons:

https://docs.google.com/presentation/d/1JSRFweKb190i0entJmgps9DjlBveKeaJh0hO5Xn_hY/edit?usp=sharing

Date: Wednesday, April 1, 2020

	Option 1	Option 2
ELA/SS Reading	<u>Objective:</u> <u>Assignment:</u> <u>Special directions:</u>	Lesson 12 vocabulary and comprehension test. Can take the hard copy from the packet or take online at Think Central. With the exception of reading a word or phrase in the comprehension section, the students should be able to complete the test independently.
Phonics/sight words/grammar /fluency	<u>Objective:</u> <u>Assignment:</u> <u>Special directions:</u>	
Writing	<u>Objective:</u> <u>Assignment:</u> <u>Special directions:</u>	In your journal tell me what you miss about being in school. You can miss more than 1 person or thing. Draw a picture to match.
Math	<u>Objective: 1.nbt.b.3</u> <u>Assignment:</u> <u>Compare to find which number</u>	7.2 Less Than pgs. 406 407

	<p><u>is less</u></p> <p><u>Special directions:</u></p>	
<p>Science</p>	<p><u>Objective:</u></p> <p><u>Assignment:</u></p> <p><u>Special directions:</u></p>	
<p>Itinerant: Library/Media</p> <p>Ms. Wolk wolkesther@coventryschools.net Available for emails M-F 9am-3pm</p>	<p><u>Objective:</u>AASL V.D.3 Learners develop through experience and reflection by recognizing capabilities and skills that can be developed, improved, and expanded.</p> <p><u>Assignment:</u> Help plan dinner. Look through a cookbook and find a recipe to try. Help an adult make the recipe. You can also decorate paper to use as placemats for your family.</p> <p><u>Special directions:</u> Safety first, make sure that an adult is helping with tasks like cutting and using the stove.</p> <p>Keep reading!</p>	<p><u>Objective:</u>AASL V.D.3 Learners develop through experience and reflection by recognizing capabilities and skills that can be developed, improved, and expanded.</p> <p><u>Assignment:</u> Help plan dinner. Use these websites and find a recipe to try:</p> <p>https://tasty.co/article/melissaharison/cooking-with-kids</p> <p>https://www.tasteofhome.com/collection/easy-recipes-for-kids-to-make-by-themselves/</p> <p>https://www.foodnetwork.com/recipes/packages/recipes-for-kids/cooking-with-kids/recipes-kids-can-make</p> <p>Help an adult make the recipe. You can also decorate paper to use as placemats for your family.</p>

		<p><u>Special directions:</u> Safety first, make sure that an adult is helping with tasks like cutting and using the stove.</p> <p>Keep reading!</p>
<p>Other:</p> <p>Reading Intervention: Mrs. Lukowicz Please contact: lukowiczlisa@coventryschools.net</p> <p>Mrs. Toohey Kaye Please contact tooheykayesusan@coventryschools.net</p>	<p><u>Objective:</u></p> <p><u>Assignment:</u> Take Home Book Bag Read two stories from your book bags. Practice reading the book to yourself softly first, making sure to read for accuracy. Next, read the book to someone else. Practice reading the story until you are ready to read it with phrasing.</p>	

Date: Thursday, April 2, 2020

	Option 1	Option 2
<p>ELA/SS</p> <p style="text-align: center;">Reading</p> <p>Pinkerton Behave by Steve Kellogg</p>	<p><u>Objective:</u> practice a comprehension skill</p> <p><u>Assignment:</u></p> <p><u>Special directions:</u> Pinkerton Behave is an excellent book</p>	<p>Cause n Effect</p> <p>Choose 1 cause paper, match up the cause n effect pictures. Color, cut and glue in place.</p> <p>Cause and Effect. A cause and effect relationship is when something happens that makes something else happen. In other words, the cause creates</p>

	that is filled with cause n effects examples. If possible, read this story and find the examples. If not , that's ok	the effect. ... Cause and effect relationships are also found in stories. For example, if Mae is late to school, she might lose recess time.
Phonics/sight words/grammar /fluency	<u>Objective:</u> <u>Assignment:</u> <u>Special directions:</u>	
Writing	<u>Objective:</u> <u>Assignment:</u> <u>Special directions:</u>	
Math From the packet only	<u>Objective:</u> comparing numbers <u>Assignment:</u> <u>Special directions:</u>	1 Greater Than, Less than, equal to worksheet Draw in the correct symbol. 2. Alligator paper complete 1-15
Science	<u>Objective:</u> <u>Assignment:</u>	

	<u>Special directions:</u>	
Itinerant: Health	<u>Objective:</u> <u>Assignment:</u> <u>Special directions:</u>	
Other: Reading Intervention: Mrs. Lukowicz Please contact: lukowiczlisa@coventryschools.net Mrs. Toohey Kaye Please contact tooheykayesusan@coventryschools.net	<u>Objective:</u> <u>Assignment:</u> Pick either Unit 3 or 4 to reread in your PALS folder. Once you've practiced and read accurately, reread to someone else for fluency.	

Date: Friday, April 3, 2020

Option 1

Option 2

<p>ELA/SS Reading</p> <p>Only in packet</p>	<p><u>Objective:</u> Practicing a comprehension skill</p> <p><u>Assignment:</u></p> <p><u>Special directions:</u></p>	<p>Cause n Effect continued Choose another cause worksheet. Match the pictures color, cut and glue in place</p>
<p>Phonics/sight words/grammar /fluency</p>	<p><u>Objective:</u></p> <p><u>Assignment:</u></p> <p><u>Special directions:</u></p>	
<p>Writing</p>	<p><u>Objective:</u></p> <p><u>Assignment:</u></p> <p><u>Special directions:</u></p>	
<p>Math Think Central video</p>	<p><u>Objective:</u> 1.nbt.b,3</p> <p><u>Assignment:</u></p> <p><u>Special directions:</u></p>	<p>7.3 Use symbols to Compare Pg. 411-Ask draw a number less than 36, Draw a number equal to 36, draw a number greater than 36. Do pgs. 411, 412, 413 Complete worksheet with the alligator in the middle. Students add numbers to the boxes to create a true sentence.</p>

<p>Science</p>	<p>Objective:</p> <p>Assignment:</p> <p>Special directions:</p>	
<p>Itinerant: Music Mrs. Di Nitto dinittomaria@c oventryschools. net</p>	<p>Objective: MU:PR4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music.</p> <p>Essential Question: How does understanding the structure and context of musical works inform performance?</p> <p>Assignment: Complete the percussion section of the instrument book by reading and coloring in the instruments.</p> <p>Special directions: Listen to “Beat of the drum for kids and family.” AND “The Boy With the Drum by David L. Harrison</p>	<p>http://www.tlsbooks.com/mymusicalinstrumentbookb.pdf</p> <p>https://www.dreamstime.com/color-number-game-kids-coloring-book-worksheet-education-painting-page-numbers-preschool-image123439434</p> <p>https://www.youtube.com/watch?v=nsQmD9sX2NM</p> <p>https://www.youtube.com/watch?v=j6o-NDQwaCc</p>
<p>Other:</p> <p>Reading Intervention: Mrs. Lukowicz Please contact: lukowiczlisa@coventryschools.net</p>	<p>Assignment: Raz-Kids: https://www.kidsa-z.com/main/Login We will be monitoring Raz-Kids daily so if you need help please ask.</p>	<p>A few extra math sheets and phonics controlled r papers are included. Please do not do them yet.</p>

<p>Mrs. Toohey Kaye Please contact tooheykayesusan@coventryschools.net</p>	<p>Complete all assignments for one book: listen, read, take the quiz. Orally read the book to another person at home for extra practice. If you need help, remember to click on the word for it to be read to you.</p> <p>Explain to someone what you read (What was important? What happened at the beginning, middle and end?What did you learn?)</p>	
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