

Grade: Kindergarten
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. Option 1 is usually the preferred method by the teacher. However, option 2 is either the same with the option being paper or electronic or with some changes but still addressing the same goals. Not all grades and subjects have two options. Feel free to decide which option your child will do. 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: <u>Daye Citrone</u> Room: <u>23</u> Grade: <u>K</u>	Teacher: <u>Greg Tripp</u> Room: <u>12</u> Grade: <u>K</u>	Teacher: _____ Room: ____ Grade: ____
Available from: 9-12 Email: citronedaye@coventryschools.net	Available from: 9-12 Email: trippgregory@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</p>	<p>Objective: RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p>Assignment: Read the story: <u>My Flower Garden</u></p> <p>Special directions: <i>All reading and math can be accessed through think central</i></p> <p><i>Click on the title of the book and the link will come up.</i></p> <p><i>Make sure you log your child into Think Central before you can access the links.</i></p>	<p>Read paper copy of the story: <u>My Flower Garden</u></p> <p>Highlight words (see & my)</p>
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<p>Phonics/sight words/grammar ency</p>	<p>Objective: RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</p> <p>Assignment:</p> <p>Starfall.com (C-A-T word machines or any phonics activity)</p> <p>https://www.starfall.com/h/word-machines/</p> <p>*Practice sight words on the back of their green take home folder.</p> <p>Special directions:</p>	<p>*Clapping Syllables Have children hear and say syllables in the following words from the book: flowers, blue, see, yellow, my, garden. Have them clap on each syllable: flow-ers; blue; see; yel-low; my; gar-den.</p> <p>* Parent says a word and the child taps out the word and writes them down.</p> <p>Words: lip, hug, map, top, vet</p> <p>*Practice sight words on the back of green take home folder.</p>
<p>Writing</p>	<p>Objective: W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>Assignment: Draw a picture of a plant or animal that is a beautiful color. Tell a sentence about your picture.</p> <p>Or</p> <p>https://www.nationalgeographic.com/photography/proof/2017/09/colorful-animal-photos-yourshot/</p> <p>Pick one of the colorful animals and write 2 sentences about it.</p> <p>Special directions:</p>	<p>Draw a picture of a plant or animal that is a beautiful color. Tell a sentence about your picture in your journal.</p>

	<p>If you are doing option 1/ online learning, you can take a picture of your writing and email it to me at my school email.</p>	
<p>Math</p>	<p>Objective: K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>Assignment: Lesson 6.1 Subtraction: Take From</p> <p>ISE Student View: Lesson 6.1 Subtraction: Take From</p> <p>PMT: Lesson 6.1 (Homework)</p> <p>You can watch subtraction videos</p> <p>https://youtu.be/Rnw5ixvU074</p> <p>Special directions: Make sure you log your child into Think Central before you can access the links.</p>	<p>Lesson 6.1 Subtraction: Take Apart</p> <p>Math Book Lesson 6.1-pages 311-314 Subtraction. Please look at the bottom of page. Directions Read this to your child first to complete pages 311-314.</p>
<p>Science</p>	<p>Objective: 4a. Observing and recording seasonal and weather changes throughout the school year. 8a. Identifying the five senses and using senses to identify objects in the environment.</p> <p>Assignment: Explore nature outside and record signs of spring that you see.</p> <p>or</p>	<p>Assignment: Explore nature outside and record signs of spring that you see.</p>

	<p>If you can't get outside you can watch a spring video</p> <p>https://youtu.be/qaZ2CICGuL8</p> <p>Special directions:</p>	
<p>Itinerant: Physical Ed.</p> <p>Alicia DelSanto</p> <p>delsantoalicia@coventryschools.net</p> <p>Ryan Silva</p> <p>silvaryan@coventryschools.net</p>	<p>Objective: Students will be able to perform an activity and recognize the value of physical activity.</p> <p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Assignment: Fill in the log week by week with the physical activity performed.</p> <p>Special directions:</p> <p>Be creative! The exercises provided are just examples! Any movement you do add it to the log!!!</p>	<p>https://docs.google.com/document/d/18ZCU1xuC81DKUt132W73zaqbWeaYY26SCRwCGv7iuhA/edit?usp=sharing</p> <p>Hard copy also available if needed.</p>
<p>Other:Math with Mrs. Vandervelde</p>	<p>Objective:</p> <p>Assignment:<u>Play match or memory with number cards 0-20.</u></p> <p>Special directions:<u>Make 2 sets of number cards 0-20. Mix them up and turn them down and play memory by turning them over to make a match.</u></p>	

<p>Reading: Mrs. Toohey Kaye tooheykayesusan@coventryschools.net</p> <p>Mrs. Lisa Lukowicz lukowiczlisa@coventryschools.net</p>	<p>Objective:</p> <p>Assignment:</p>	
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Date: Tuesday, March 24, 2020

	Option 1	Option 2
<p>ELA/SS</p> <p>Reading</p>	<p>Objective: RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p>Assignment: Read the story: Splash!</p> <p>Special directions: Click on the title of the book and the link will come up. Make sure you log your child into Think Central before you can access the links.</p>	<p>Read the paper copy of the story: Splash!</p> <p>Highlight words (I & see)</p>
<p>Phonics/sight words/grammar /fluency</p>	<p>Objective: RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC)</p> <p>RF.K.3.C Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>Assignment: Starfall.com https://www.starfall.com/h/word-machines/</p> <p>Fun Syllable practice https://youtu.be/TvcgVRULaWw</p>	<p>* Parent says a word and the child taps out the word and writes them down.</p> <p>Words: pin, nut, tap, cop, men</p> <p>*Practice sight words on the back of green take home folder.</p>

	<p>*Practice sight words on the back of green take home folder.</p>	
<p>Writing</p>	<p>Objective: W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>Assignment: Think about an animal that likes to swim in a pond or river. Draw a picture and write a sentence about the animal.</p> <p>Special directions: If you are doing option 1/ online learning, you can take a picture of your writing and email it to me at my school email.</p>	<p>Assignment: Think about an animal that likes to swim in a pond or river. Draw a picture and write a sentence about the animal.</p>
<p>Math</p>	<p>Objective: K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>Assignment: ISE Student View: Lesson 6.2 Subtraction: Take Apart</p> <p>Lesson 6.2 Subtraction: Take Apart</p> <p>PMT: Lesson 6.2 (Homework)</p> <p>You can watch subtraction</p>	<p>Lesson 6.2 Subtraction: Take Apart</p> <p><u>Math Book</u> Lesson 6.2-pages 317-320 Subtraction. Please look at the bottom of page. Directions Read this to your child first to complete pages 317-320.</p>

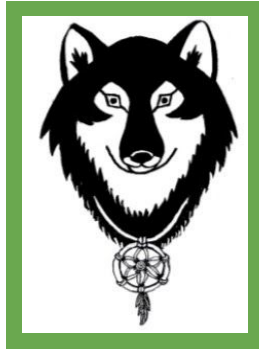
	<p>videos</p> <p>https://youtu.be/qM7B2nwpV1M</p> <p>Special directions: Make sure you log your child into Think Central before you can access the links.</p>	
<p>Science</p>	<p>Objective: 3b. Sequencing the life cycle of a plant or animal when given a set of pictures.</p> <p>Assignment: Watch the video about frogs. Discuss the life cycle with someone and tell them something new you learned.</p> <p>https://youtu.be/3pOsKcs78C4</p>	
<p>Itinerant: Art</p>	<p>Objective: Grade K VA:Cr2.1.K Through experimentation, build skills in various media and approaches to art-making.</p> <p>Assignment:</p> <ul style="list-style-type: none"> ● Create a flag that represents your School! ● Remember to include the school mascot. ● 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>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 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



More ART Lessons:

https://docs.google.com/presentation/d/11JSRFweKb190i0entJmgps9DjlBveKeaJh0hO5Xn_hY/edit?usp=sharing

Other: Math with Mrs. Vandervelde

Reading:

Mrs. Toohy Kaye
toohykayesusan@coventryschools.net

Mrs. Lisa Lukowicz
lukowiczlisa@coventryschools.net

Objective:

Assignment: Put your number cards 0-20 in order. Read them aloud to a parent. Parents point to individual numbers and ask your child what the number is. Mix them up and ask child to tell you the number that is shown to him/her.

Objective:

Assignment:

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Date: **Wednesday, March 25, 2020**

	Option 1	Option 2
<p>ELA/SS</p> <p style="text-align: right;">Reading</p>	<p>Objective: RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p>Assignment:</p> <p>Read the story: <u>Rainy Day</u></p> <p><i>Click on the title of the book and the link will come up.</i></p> <p><i>Make sure you log your child into Think Central before you can access the links.</i></p>	<p>Read paper copy of the story: <u>Rainy Day</u></p> <p>Highlight words (Here & is)</p>
<p style="text-align: center;">Phonics/sight words/grammar /fluency</p>	<p>Objective: K.2.A Recognize and produce rhyming words.</p> <p>RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC)</p> <p>Assignment: Making Rhymes -Say two rhyming words, and have your</p>	<p>Assignment: Making Rhymes -Say two rhyming words, and have your child name other words that rhyme with them. Words to use: sun, done; rain, lane; sky, why.</p> <p>* Parent says a word and the child taps out the word and writes them down.</p>

	<p>child name other words that rhyme with them. Words to use: sun, done; rain, lane; sky, why.</p> <p>Fun rhyming words song.</p> <p>https://youtu.be/EuAjgo6NSVM</p> <p>* Parent says a word and the child taps out the word and writes them down.</p> <p>Words: tip, bun, cat, mop, wet</p>	<p>Words: tip, bun, cat, mop, wet</p>
<p>Writing</p>	<p>Objective: W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>Assignment: Draw a picture that shows something you did on a rainy day. Write a sentence about it.</p> <p>Special directions: If you are doing option 1/ online learning, you can take a picture of your writing and email it to me at my school email.</p>	<p>Assignment: Draw a picture that shows something you did on a rainy day. Write a sentence about it.</p>

<p>Math</p>	<p>Objective: K.CC.A.1 Count to 100 by ones and by tens.</p> <p>K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>Assignment: Counting to 100 song</p> <p>https://youtu.be/0TgLf3PMOc</p> <p>Lesson 6.2 Review Subtraction: Take Apart <u>Math Book</u> Lesson 6.2-pages 321-322 Subtraction. Discuss answers with an adult.</p> <p>Please look at the bottom of page. Directions Read this to your child first to complete pages 321-322.</p> <p>Special directions:</p> <p>Students can discuss answers with an adult.</p>	<p>*Count to 100</p> <p>Lesson 6.2 Review Subtraction: Take Apart <u>Math Book</u> Lesson 6.2-pages 321-322 Subtraction. Please look at the bottom of page. Directions Read this to your child first to complete pages 321-322.</p> <p>Special directions: Complete written pages.</p>
<p>Science</p>	<p>Objective: 4a. Observing and recording seasonal and weather changes throughout the school year.</p> <p>8a. Identifying the five senses and using senses to identify objects in the environment.</p> <p>Assignment:</p>	<p>Assignment: Explore nature outside and record signs of spring that you hear.</p>

	<p>Explore nature outside and record signs of spring that you hear.</p> <p>If you can't get outside you can watch a spring video</p> <p>https://youtu.be/ZEb1GsqxhZc</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.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><u>Assignment:</u> 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><u>Special directions:</u> Drop off your finished work at school with the rest of your assignments.</p> <p>Keep reading!</p>	
<p>Other:Math</p>	<p><u>Objective:</u></p>	

**with Mrs.
Vandervelde**

Assignment: Practice writing numbers 0-20. Parents look at your child's pencil grip, and number formation when doing this. Have your child write numbers in order. Then give your child a number to write between 0-20.

Special directions: Keep record of numbers your child has difficulty writing and which ones your child has difficulty recalling to write. The ones he or she has difficulty with are the ones that you can give additional practice.

Reading:

Mrs. Toohey Kaye
[tooheykayesusan@coventringschools.net](mailto:tooheykayesusan@coventrventringschools.net)

Mrs. Lisa Lukowicz
lukowiczlisa@coventringschools.net

Objective:

Assignment:

Date: Thursday, March 26, 2020

Option 1

Option 2

<p>ELA/SS</p> <p>Reading</p>	<p>Objective: RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p>Assignment: Read the story: <u>My Yard</u></p> <p>Special directions:</p>	<p>Read paper copy of the story: <u>My Yard</u></p> <p>Highlight words (look & at)</p>
<p>Phonics/sight words/grammar /fluency</p>	<p>Objective: K.2.A Recognize and produce rhyming words.</p> <p>Assignment: Making Rhymes -Say two rhyming words, and have your child name other words that rhyme with them. Words to use: note, coat; cat, hat; school, tool.</p> <p>* Parent says a word and the child taps out the word and writes them down.</p> <p>Words: bin, hut, map, top, den</p>	<p>Assignment: Making Rhymes -Say two rhyming words, and have your child name other words that rhyme with them. Words to use: note, coat; cat, hat; school, tool.</p> <p>* Parent says a word and the child taps out the word and writes them down.</p> <p>Words: bin, hut, map, top, den</p>
<p>Writing</p>	<p>Objective: W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>Assignment: Draw a picture of a yard you have seen. Write a sentence about it. Tell what is in the yard.</p> <p>Special directions: Special directions: If you are doing option 1/ online learning, you can take a picture of</p>	<p>Assignment: Draw a picture of a yard you have seen. Write a sentence about it. Tell what is in the yard.</p>

	<p>your writing and email it to me at my school email.</p>	
<p>Math</p>	<p>Objective: K.CC.A.1 Count to 100 by ones and by tens.</p> <p>K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>Assignment: *Count to 100</p> <p><u>ISE Student View: Lesson 6.3 Act Out Subtraction Problems</u></p> <p>*Lesson 6.3 Subtraction: Problem Solving • Act Out Subtraction Problems</p> <p><u>PMT: Lesson 6.3 (Homework)</u></p>	<p>*Lesson 6.3 Subtraction: Problem Solving • Act Out Subtraction Problems</p> <p><u>Math Book</u> Lesson 6.3-pages 323-326 Subtraction. Please look at the bottom of the page. Directions Read this to your child first to complete pages 323-326.</p>
<p>Itinerant: Health Mrs. Del Santo</p>	<p>Objective: Students will be able to identify the importance of drinking water and the negative effects of salt on the body.</p>	<p>https://www2.heart.org/khc-assets/g1-aha-thirsty.pdf</p> <p>https://www2.heart.org/khc-assets/g1-aha-too-much-salt.pdf</p>

<p>delsantoalicia@coventrtryschools.net</p> <p>Mr. Silva</p> <p>silvaryan@coventrtryschools.net</p> <p>Available for emails Mon-Fri 9am-3pm</p>	<p>S1.2.1 Identify that healthy behaviors impact personal health.</p> <p>Assignment: Read about the importance of drinking water and answer the questions. Read and learn all about salt! Answer the questions in the space provided.</p> <p>Special directions:</p> <p>Do your best to complete the questions by using the short article provided! If you have any questions email Mr. Silva or Mrs. DeISanto</p>	<p>Hard copies provided as well</p>
<p>Other:Math with Mrs. Vandervelde</p> <p>Reading: Mrs. Toohey Kaye tooheykayesusan@coventrtryschools.net</p> <p>Mrs. Lisa Lukowicz lukowiczlisa@coventrtryschools.net</p>	<p>Objective:</p> <p>Assignment: Students can go onto www.abcya.com and click on kindergarten grade level. Go onto Numbers and click on the Connect the Dots. Should do number upto 20 for now. Look for your child getting stars for success approval. Or your child can do dot to dot coloring books or put dots on a paper and number them 1-20. Make a crazy design and color.</p> <p>Objective:</p> <p>Assignment:</p>	

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Date: Friday, March 27, 2020

	Option 1	Option 2
ELA/SS Reading	<p>Objective: RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p>Assignment: Read the story: Find the Bug</p> <p>Special directions:</p>	<p>Read paper copy of the story: Find the Bug</p> <p>Highlight words (this & on)</p>
Phonics/sight words/grammar /fluency	<p>Objective: RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC)</p> <p>Assignment:</p> <p>* Parent says a word and the child taps out the word and writes them down.</p> <p>Words: fin, mut, nap, hop, bed</p> <p>*Practice sight words on the back of green take home folder.</p>	<p>Assignment:</p> <p>* Parent says a word and the child taps out the word and writes them down.</p> <p>Words: fin, mut, nap, hop, bed</p> <p>*Practice sight words on the back of green take home folder.</p>

	<p>Fun song for segmenting and blending words.</p> <p>https://youtu.be/j2hazzQ5bSs</p>	
<p>Writing</p>	<p>Objective: W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>Assignment:</p> <p>Draw a picture of a bug you have seen. Write a sentence about it. Tell where you found the bug.</p> <p>Special directions:</p>	<p>Assignment:</p> <p>Draw a picture of a bug you have seen. Write a sentence about it. Tell where you found the bug.</p>
<p>Math</p>	<p>Objective: K.CC.A.1 Count to 100 by ones and by tens.</p> <p>K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>Assignment: *Count to 100</p> <p>*Lesson 6.3 REVIEW Subtraction: Problem Solving • Act Out Subtraction Problems</p>	<p>Assignment: *Count to 100</p> <p>*Lesson 6.3 REVIEW Subtraction: Problem Solving • Act Out Subtraction Problems</p> <p><u>Math Book</u> Lesson 6.3-pages 327-328 Subtraction. Please look at the bottom of the page. Directions Read this to your child first to complete pages.</p>

	<p><u>Math Book</u> Lesson 6.3-pages 327-328 Subtraction. Please look at the bottom of the page. Directions Read this to your child first to complete pages.</p> <p><u>Special directions:</u></p> <p>Students can discuss answers with an adult.</p>	<p><u>Special directions:</u></p> <p>Complete written pages.</p>
<p>Science</p>	<p><u>Objective:</u></p> <p><u>Assignment:</u> Play outside and run around to get your heart rate going.</p> <p><u>Special directions:</u></p>	
<p>Itinerant: Music Mrs. Di Nitto dinittomaria@c oventryschools. net</p>	<p><u>Objective: MU:PR4.2.1a</u> 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><u>Assignment:</u> Complete the percussion section of the instrument book by reading and coloring in the instruments.</p> <p><u>Special directions:</u> 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:Math with Mrs. Vandervelde</p> <p>Reading: Mrs. Toohey Kaye tooheykayesusan@coventrventrystschools.net</p> <p>Mrs. Lisa Lukowicz lukowiczlisa@coventrventrystschools.net</p>	<p><u>Objective:</u></p> <p><u>Assignment:Use playing cards and play War with number cards only.</u></p> <p><u>Objective:</u></p> <p><u>Assignment:</u></p>	

Daily Lesson Plans from your teacher(s):

Date: **Monday, March 30, 2020**

Option 1

Option 2

<p>ELA/SS Reading</p>	<p><u>Objective:</u> RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p><u>Assignment:</u> Read the story: <u>Let's Swim</u></p> <p><u>Special directions:</u></p>	<p>Read paper copy of the story: <u>Let's Swim</u></p> <p>Highlight word (can)</p>
<p>Phonics/sight words/grammar /fluency</p>	<p><u>Objective:</u> RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p><u>Assignment:</u> Listening Game: Have your child listen for words that begin with the same sound. They should put their thumb up if the words begin with the same sound and keep their hands in their laps if the beginning letter is different. Say pairs of words: two, ten; frog, frame; frog, rug; four, fun; four, sour; splash, split; splash, dash.</p>	<p>Same as option 1</p>
<p>Writing</p>	<p><u>Objective:</u> W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><u>Assignment:</u> Draw a picture of things swimming in the sea. Label the things in your picture. Tell about your picture.</p> <p><u>Special directions:</u></p>	<p>Same as option 1. Record response in journal.</p>

<p>Math</p>	<p>Objective: K.CC.A.1 Count to 100 by ones and by tens.</p> <p>K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>Assignment: *Count to 100</p> <p><u>ISE Student View: Lesson 6.4 Model and Draw Subtraction Problems</u></p> <p>*Lesson 6.4 Subtraction: subtraction problems</p> <p><u>PMT: Lesson 6.4 (Homework)</u></p>	<p><u>Math Book</u> Lesson 6.4-pages 329-332 Subtraction. Please look at the bottom of the page. Directions Read this to your child first to complete pages.</p>
<p>Science</p>	<p>Assignment: Go explore outside and find some leaves. Save the leaves for an activity tomorrow.</p>	
<p>Itinerant: Physical Ed.</p> <p>Alicia DelSanto</p> <p>delsantoalicia@coventryschool.s.net</p>	<p>Objective: Students will be able to perform an activity and recognize the value of physical activity.</p> <p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing</p>	<p>https://docs.google.com/document/d/18ZCU1xuC81DKUt132W73zaqbWeaYY26SCRwCGv7iuhA/edit?usp=sharing</p> <p>Hard copy also available if needed.</p>

<p>Ryan Silva</p> <p>silvaryan@coventrtryschools.net</p>	<p>level of physical activity and fitness.</p> <p><u>Assignment:</u> Fill in the log week by week with the physical activity performed.</p> <p><u>Special directions:</u></p> <p>Be creative! The exercises provided are just examples! Any movement you do add it to the log!!!</p>	
<p>Other:</p> <p>Reading:</p> <p>Mrs. Toohey Kaye tooheykayesusan@coventrtryschools.net</p> <p>Mrs. Lisa Lukowicz lukowiczlisa@coventrtryschools.net</p>	<p><u>Objective:</u></p> <p><u>Assignment:</u></p> <p><u>Special directions:</u></p>	

Date: Tuesday, March 31, 2020


Option 1

Option 2

<p>ELA/SS</p> <p>Reading</p>	<p>Objective: RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p>Assignment:</p> <p>Read the story: <u>Summer Camp</u></p> <p>Special directions:</p>	<p>Read paper copy of the story: <u>Summer Camp</u></p> <p>Highlight words (come & with)</p>
<p>Phonics/sight words/grammar /fluency</p>	<p>Objective: RF.K.2.A Recognize and produce rhyming words.</p> <p>RF.K.3.C Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>Assignment:</p> <p><u>Listening Game</u> -Have your child listen for words that rhyme. Have them put up their thumb if the words rhyme, and keep their hands in their laps if the words do not rhyme. Say pairs of words, for example, fish and dish, fish and cat, dig and pig, dig and hole, hike and bike, hike and swim.</p> <p><u>Writing Words</u>- Have your child choose a sight word from the back of their folder, read it, and write the word. Write it on paper, in shaving cream, make with playdoh, etc...</p>	<p>Same as option 1</p>

<p>Writing</p>	<p><u>Objective:</u> W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><u>Assignment:</u></p> <p>Think about something people like to do outside for fun. Write a sentence about it.</p> <p><u>Special directions:</u></p>	<p>Same as option 1</p>
<p>Math</p>	<p><u>Objective:</u> K.CC.A.1 Count to 100 by ones and by tens.</p> <p>K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p><u>Assignment:</u> *Count to 100</p> <p>*Lesson 6.4 REVIEW Subtraction: subtraction problems</p> <p><u>Math Book</u> Lesson 6.4-pages 333-334. Subtraction. Please look at the bottom of the page. Directions Read this to your child first to complete pages.</p> <p><u>Special directions:</u> Discuss answers with an adult.</p>	<p><u>Math Book</u> Lesson 6.4-pages 333-334. Subtraction. Please look at the bottom of the page. Directions Read this to your child first to complete pages.</p> <p><u>Special directions:</u> Complete written pages</p>

Science	<p><u>Objective:</u></p> <p><u>Assignment:</u> Use your found leaves and do a leaf rubbing.</p> <p><u>Special directions:</u></p>	Same as option 1
Itinerant: Art	<p><u>Objective:</u> Grade K VA:Cr2.1.K Through experimentation, build skills in various media and approaches to art-making.</p> <p><u>Assignment:</u> Pretend your family has won the lottery, and you get to design your new house!</p> <ul style="list-style-type: none"> ● 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! <p>Below are some ideas to inspire you!</p>	<p><u>Directions:</u>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 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!

<p>Other: Mrs. Hemendinger hemendingersarah@coventryschools.net Available for email M-F 9am-3pm</p> <p>Mrs. McKay mckayalexandria@coventryschools.net</p> <p>Reading: Mrs. Toohy Kaye toohykayesusan@coventryschools.net</p> <p>Mrs. Lisa Lukowicz lukowiczlisa@coventryschools.net</p>	 <p>Objective:</p> <p>Assignment:</p>	<p>More ART Lessons:</p> <p>https://docs.google.com/presentation/d/1JSRFweKb190i0entJmgps9DjlBveKeaJh0hO5Xn_hY/edit?usp=sharing</p>
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Date: **Wednesday, April 1, 2020**

Option 1

Option 2

<p>ELA/SS</p> <p>Reading</p>	<p>Objective: RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p>Assignment: Read the story: <u>Curious George and the Hungry Animals</u></p> <p>Special directions:</p>	<p>Read paper copy of the story: <u>Curious George and the Hungry Animals</u></p> <p>Highlight word (he)</p>
<p>Phonics/sight words/grammar /fluency</p>	<p>Objective: RF.K.2.A Recognize and produce rhyming words.</p> <p>RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.</p> <p>Assignment:</p> <ul style="list-style-type: none"> • <u>Making Rhymes-</u> Say two rhyming words, and have your child name other words that rhyme with them. Words to use: he, free; can, an; feed, read. • <u>Clapping Syllables-</u> Say an animal word from the book, repeat it syllable by syllable, and have your child say and clap the syllables. Words to use: kan-ga-roos, gi-raffes, al-li-ga-tor, el-e-phant. Have your child name other animals, and help them to hear and clap the syllables in each name. <p>Special directions:</p>	<p>Same as option 1</p>

<p>Writing</p>	<p>Objective: W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>Assignment:</p> <p>Write 2 sentences about an animal you have read about. Read your sentences aloud.</p> <p>Special directions:</p>	<p>Same as option 1</p>
<p>Math</p>	<p>Objective: K.CC.A.1 Count to 100 by ones and by tens.</p> <p>K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>Assignment: *Count to 100</p> <p><u>ISE Student View: Lesson 6.5 Write Subtraction Sentences</u></p> <p>*Lesson 6.5 Subtraction: Subtraction Sentences</p> <p><u>PMT: Lesson 6.5 (Homework)</u></p>	<p>*Lesson 6.5 Subtraction: Subtraction Sentences</p> <p><u>Math Book</u> Lesson 6.5-pages 335-338 Subtraction. Please look at the bottom of the page. Directions Read this to your child first to complete pages.</p>

Itinerant: Library	<u>Objective:</u> <u>Assignment:</u> <u>Special directions:</u>	
Other: Reading: Mrs. Toohey Kaye tooheykayesusan@coventryschools.net Mrs. Lisa Lukowicz lukowiczlisa@coventryschools.net	<u>Objective:</u> <u>Assignment:</u> <u>Special directions:</u>	

Date: Thursday, April 2, 2020

Option 1

Option 2

<p>ELA/SS</p> <p>Reading</p>	<p>Objective: RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p>Assignment: Read the story: <u>Mouse and Bear</u></p> <p>Special directions:</p>	<p>Read paper copy of the story: <u>Mouse and Bear</u></p> <p>Highlight words (can & and)</p>
<p>Phonics/sight words/grammar /fluency</p>	<p>Objective: Recognize letter-sound relationships.</p> <p>Assignment:</p> <p>Special directions:</p>	
<p>Writing</p>	<p>Objective: W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>Assignment:</p> <p>Special directions:</p>	
<p>Math</p>	<p>Objective: K.CC.A.1 Count to 100 by ones and by tens.</p> <p>K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>	<p>*Lesson 6.5 REVIEW Subtraction: Subtraction Sentences</p> <p><u>Math Book</u> Lesson 6.5-pages 339-340 Subtraction. Please look at the bottom of the page. Directions Read this to your child first to complete pages.</p>

	<p>K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p><u>Assignment:</u> *Lesson 6.5 REVIEW Subtraction: Subtraction Sentences</p> <p><u>Math Book</u> Lesson 6.5-pages 339-340 Subtraction. Please look at the bottom of the page. Directions Read this to your child first to complete pages.</p> <p><u>Special directions:</u> Discuss answers</p>	
<p>Itinerant: Health</p> <p>Mrs. Del Santo delsantoalicia@coventringschools.net</p> <p>Mr. Silva silvaryan@coventringschools.net</p> <p>Available for emails Mon-Fri 9am-3pm</p>	<p><u>Objective:</u> Students will be able to identify various foods by cutting and pasting in the correct food group.</p> <p><u>Assignment:</u> 1. Use the article provided on the food groups. Read the passages to better understand the food groups.</p>	<p>https://drive.google.com/file/d/15hBN9Zxmof5NIUmSAVq52wd16iRlpCsZ/view?usp=sharing</p> <p>Hard copy also available</p>

	<p>2. On the back, write the names of the food group by copying the words from the breakfast example, onto Lunch and dinner.</p> <p>3. Copy and paste the foods from the bottom of the page and place them into the correct food group.</p> <p><u>Special directions:</u></p> <p>Be creative! If you do not have glue or tape, feel free to draw the different foods for each food group!</p>	
<p>Other: Reading: Mrs. Toohey Kaye tooheykayesusan@coventringschools.net</p> <p>Mrs. Lisa Lukowicz lukowiczlisa@coventringschools.net</p>	<p><u>Objective:</u></p> <p><u>Assignment:</u></p> <p><u>Special directions:</u></p>	

Date: Friday, April 3, 2020

	Option 1	Option 2
ELA/SS Reading	Objective: RF.K.4 Read emergent-reader texts with purpose and understanding. Assignment: Reread all of your books from this week.	
Phonics/sight words/grammar /fluency	Objective: Recognize letter-sound relationships. Assignment: Special directions:	
Writing	Objective: W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>) Assignment: Pick your favorite book you read	Same as option 1

	<p>this week and write 2 sentences telling why it was your favorite.</p> <p>Special directions:</p>	
<p>Math</p>	<p>Objective:</p> <p>Assignment: Subtraction games https://www.education.com/games/kindergarten/subtraction/</p> <p>Special directions:</p>	<p>Write 1 subtraction fact on each index cards. Examples: 5-1= 3-1= 2-0= 4-2= 5-2= 4-3=</p> <p>Write 1 subtraction fact answer on each index card. 4 2 2 2 3 1</p> <p>Turn cards face down and flip 2 cards over and try to match subtraction fact to its answer.</p>
<p>Itinerant: Music Mrs. DiNitto dinittomaria@cov entriyschools.net</p>	<p>Objective: MU:Cr1.1.Ka With guidance, explore and experience music concepts such as beat.</p> <p>Essential Question: How do musicians generate creative ideas?</p> <p>Assignment: Listen and watch video starting at 6 minutes and end the lesson at 10:10. Then students can complete the</p>	<p>https://www.makingmusicfun.net/pdf/worksheets/color-that-note-treble-clef-g-position.pdf</p> <p>https://www.youtube.com/watch?v=z9WAvSPjHmY</p>
<p>Other: Reading: Mrs. Toohey Kaye tooheykayesusan@coventriyschools.net</p>	<p>Objective:</p> <p>Assignment:</p>	

Mrs. Lisa Lukowicz
lukowiczlisa@coventryschools.net

Special directions: