

**Grade: One Mrs. Caruso
School: Tiogue School
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: Caruso/Greineder Room:16 Grade: 1	Teacher: _____ Room: __ Grade: _____	Teacher: _____ Room: __ Grade: _____
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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)

Daily Lesson Plans from your teacher(s):

Date: Monday, March 23, 2020

Option 1: Online

Option 2: Paper

	Option 1: Online	Option 2: Paper
ELA/SS/Reading <u>Objective:</u> Identify the main topic and retell key details of a text. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<u>Assignment:</u> Look at vocabulary and listen to Tomas Rivera <u>Special Directions</u> <ul style="list-style-type: none"> • Login to Think Central • "My Library" • Lesson 19 • Begin with Words to Know and then listen to Tomas Rivera 	<u>Assignment:</u> <u>Journeys Reading from Book:</u> Read Vocabulary from pages 124-125 Read Tomas Rivera pages 128-143
Phonics/sight words/grammar /fluency <u>Objective:</u> Learn how to segment and blend sounds up to 5 sounds	See Option 2	<u>Assignment:</u> Blue PALS Folder: Unit 10 Read sounds, review words, and real words
Writing <u>Objective:</u> Sequencing events using time order words (first, then, next, last)	See Option 2	<u>Assignment:</u> Writing Journal: Write about your weekend (3 events)

<p>Math Objective: Build math fluency</p>	<p>Assignment: Login to XtraMath Complete one round of XtraMath</p>	<p>Assignment: “Umbrella Days” worksheet</p>
<p>Science Objective: Identifying similarities in traits between parents and offspring</p>	<p style="text-align: center;">See Option 2</p>	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Read page 49 in the packet “What Do Grown Ups Do?” 2. Complete questions 1 & 2
<p>Itinerant: Physical Ed. Objective: Students will be able to perform an activity and recognize the value of physical activity. Alicia DelSanto delsantoalicia@coventryschools.net Ryan Silva silvaryan@coventryschools.net</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. Assignment: Fill in the log week by week with the physical activity performed. Special directions: 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 Hard copy also available if needed.</p>

Date: Tuesday, March 24, 2020

Option 1

Option 2

<p>ELA/SS/Reading <u>Objective:</u> Identify the main topic and retell key details of a text.</p> <p>Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><u>Assignment:</u></p> <ul style="list-style-type: none">• Login to Think Central• “My Library”• Student Book• Book 4• Lesson 19• Listen to <u>Life Then and Now</u>	<p><u>Assignment:</u></p> <p><u>Journeys Reading from Book:</u></p> <p>1.Read <u>Life Then and Now</u> pages 148- 150</p>
<p>Phonics/sight words/grammar /fluency</p> <p><u>Objective</u> Learn how to read suffixes -s, -ed, and -ing.</p>	<p>See Option 2</p>	<p><u>Assignment:</u></p> <p>1.Blue PALS folder Unit 10 mark up all suffixes on “Real Words Page” front and back.</p>
<p>Writing</p> <p><u>Objective:</u> Writing main events from a story.</p>	<p>See Option 2</p>	<p><u>Assignment:</u></p> <p>Write three facts in your writing journal about how school was Long Ago (think back to the text)</p>

<p>Math</p> <p>Objective: Build Math Fluency and to understand numbers and operations in base ten</p>	<p>Assignment: Login to THINK CENTRAL</p> <ul style="list-style-type: none"> • My Library • Curious George • Skill 29: Learn the Math, Do the Math, Independent Practice, and Quiz 	<p>Assignment: Complete “A DOZEN DROPS” (page 35 in packet)</p>
<p>Science</p> <p>Objective: Identifying traits and similarities between offspring and parents</p>	<p style="text-align: center;">See Option 2</p>	<p>Assignment: Read page 52 on Polar Bears and complete questions Science materials can be found in yellow paper folder or in the front of the green writing journal</p>
<p>Itinerant: Art Mrs. Hemendinger hemendingersarah@coventryschools.net Available for emails M-F 9am-3pm</p>	<p>Use any of the following materials to complete one lesson on your usual art day each week. Be sure to spend 42 minutes on each lesson.</p> <p>You can use:</p> <ol style="list-style-type: none"> 1.Any Paper: construction paper, computer paper, lined paper or any other paper large enough to draw on. 2.Pencil (or pen if a pencil is not available) 3.Crayons 4.Markers or sharpie 5.Colored pencils 6.Any art materials available to you such as recycled objects,magazines,cardboard,or plastic bottles. <p>Objective: VA:Cr2.1.1 Explore uses of</p>	<p>Dear Families, Attached you will find a link to a presentation with 5 lessons that can be completed by grades K-5. All lessons align to the National Core Arts Standards and have been adapted so students’ can complete each lesson from home, using everyday materials that you already have on hand. Please make sure students spend the time they normally would on each lesson, 42 minutes once a week. Also included are some fun and educational art related links for your child and family to enjoy. Thanks for your cooperation and support of your childs’ Art learning!</p> <p>https://docs.google.com/presentation/d/11JSRFweKb190i0entJmgps9DjIBveKeaJh0hO5Xn_hY/edit?usp=sharing</p>

materials and tools to create works of art or design.

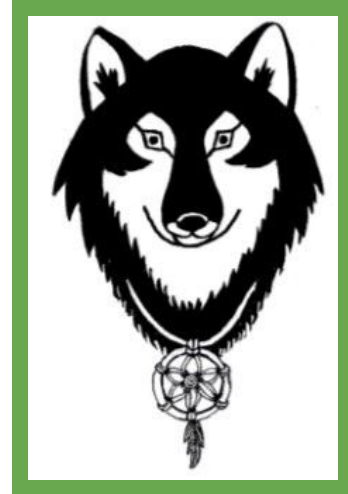
Assignment:

Flag Design

- 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!

Special directions:

Here are some ideas to inspire you!



Date: Wednesday, March 25, 2020

Option 1

Option 2

<p>ELA/SS/Reading</p> <p><u>Objective:</u> Identify the main topic and retell key details of a text.</p> <p>Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><u>Assignment:</u> Thinkcentral read leveled readers(guided reading books.) See Below</p> <p><u>Special directions:</u></p> <ul style="list-style-type: none"> ● Click My library ● Click on Reading Tab ● Journeys Leveled Readers <p>RED GROUP: click circle YELLOW GROUP: Click diamond GREEN GROUP: click triangle BLUE GROUP: click square</p> <ul style="list-style-type: none"> ● Read lesson 19 book 	<p><u>Assignment:</u> Read from Guided Reading book (Leveled Reader)</p>
<p>Phonics/sight words/grammar /fluency</p> <p><u>Objective:</u> Learn how to read suffixes -s, -ed, and -ing.</p>	<p style="text-align: center;">See Option 2</p>	<p><u>Assignment:</u></p> <ol style="list-style-type: none"> 1. Read and mark up the following in Unit 10 “NONSENSE WORDS” <ul style="list-style-type: none"> ● Blends ● Digraphs ● Glued sounds ● suffixes
<p>Writing</p> <p><u>Objective:</u> Sequencing of events using (First, then, next, and last)</p>	<p style="text-align: center;">See Option 2</p>	<p><u>Assignment:</u></p> <p>Retell events from <u>Tomas Rivera</u> by writing in journal using time order words: first, then, next, and last.</p>

Math <u>Objective:</u> Building Math Fluency	<u>Assignment:</u> Login to THINK CENTRAL <ul style="list-style-type: none">● My Library● Curious George● Skill 30: Learn the Math, Do the Math, Independent Practice, and Quiz	<u>Assignment:</u> Complete “RAINY REVIEW” (page 41 in packet)
Science: <u>Objective:</u> Identify similarities in traits between parents and offspring	See Option 2	<u>Assignment:</u> Read page 57 with a baby flamingo picture and answer questions 1 & 2

<p>Itinerant: Library/Media</p> <p>Ms. Wolk wolkesther@coventryschools.net Available for emails M-F 9am-3pm</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: 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>Assignment: 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/1AqNFMf5wrvBOVeOZho5MyXf8YyBxwF2/view?usp=sharing</p> <p>Try some of the activities on the Dr. Seuss website: https://www.seussville.com/</p> <p>Special directions: You can take a picture of your finished work and share it with me via email wolkesther@coventryschools.net</p> <p>Keep reading!</p>
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Date: Thursday, March 26, 2020

Option 1

Option 2

	Option 1	Option 2
<p>ELA/SS</p> <p><u>Objective:</u> Identify the main topic and retell key details of a text.</p> <p>Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><u>Assignment:</u> <u>Thinkcentral</u> <u>My Library</u> <u>Leveled Reader</u></p> <p>1.Reread leveled reader</p> <p>2. Turn to the last page of the book “RESPONDING”</p> <p>3. Look and read “TALK ABOUT IT”</p> <p>4. Write your response in writing journal</p>	<p><u>Assignment:</u></p> <p>1.Reread leveled reader (guided reading book)</p> <p>2. Turn to the last page of the book “RESPONDING”</p> <p>3. Look and read “TALK ABOUT IT”</p> <p>4. Write your response in writing journal</p>
<p>Phonics/sight words/grammar /fluency</p> <p><u>Objective:</u> Learn how to read suffixes -s, -ed, and -ing.</p>	<p>See Option 2</p>	<p><u>Assignment:</u> Unit 10 read “TRICK WORDS” and “PHRASES”.</p>
<p>Writing</p> <p><u>Objective:</u> Responds to question and includes details from text.</p>	<p>Refer to reading plans</p>	<p><u>Assignment:</u> Respond to “TALK ABOUT IT” on the last page of book</p>
<p>Math</p> <p><u>Objective:</u> Developing Math Fluency</p>	<p><u>Assignment:</u> Login to THINK CENTRAL</p> <ul style="list-style-type: none"> ● My Library ● Curious George ● Skill 31: Learn the Math, Do the Math, Independent 	<p><u>Assignment:</u> Complete Math Fluency page 1</p>

	Practice, and Quiz	
<p>Science Objective: Identifying similarities between parent animals and offspring.</p>	See Option 2	<p>Assignment: Read page 58 and match parent to offspring.</p>
<p>Itinerant: Health Mrs. Del Santo delsantoalicia@coventryschools.net</p> <p>Mr. Silva silvaryan@coventryschools.net</p> <p>Available for emails Mon-Fri 9am-3pm</p> <p>S1.2.1 Identify that healthy behaviors impact personal health.</p>	<p>Students will be able to identify the importance of drinking water and the negative effects of salt on the body.</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>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>Hard copies provided as well</p>

Date: Friday, March 27, 2020

Option 1

Option 2

	Option 1	Option 2
<p>ELA/SS/Reading</p> <p>Objective: Identify the main topic and retell key details of a text.</p>	<p>Assignment: Complete Think Central Test for Unit 19.</p>	<p>Assignment: Complete Story test for Vocabulary and Comprehension (paper version)</p>
<p>Phonics/sight words/grammar /fluency</p> <p>Objective: Encoding and Decode words with five sounds identify blends, digraphs, glued sounds, and suffixes.</p>	<p>See Option 2</p>	<p>Read from your bookbags... read any two books. Your choice:)</p>
<p>Writing</p> <p>Objective: Write a personal narrative naming five things that you are excited about doing in the Spring.</p>	<p>See Option 2</p>	<p>Assignment: Spring is in the air. Write five things that you are excited about doing in the Spring.</p> <p>Special Directions:</p> <ul style="list-style-type: none">• Complete writing in your Green Writing Journal
<p>Math</p> <p>Objective: Building Math Fluency</p>	<p>Assignment: Login to XtraMath Complete one round of XtraMath</p>	<p>Assignment: Complete Math Fluency page 2 (addition and subtraction worksheet)</p>

<p>Science</p> <p>Objective: Identifying similarities and differences between parents and offspring.</p>	<p>See Option 2</p>	<p>Assignment: Draw your favorite animal with its parents and a picture of its offspring.</p>
<p>Itinerant: Music Mrs. Di Nitto dinittomaria@cove ntryschools.net 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>

Date: Monday, March 30, 2020

Option 1

Option 2



<p>ELA/SS</p> <p><u>Objective:</u></p> <p>Identify the main topic and retell key details of a text.</p>	<p><u>Assignment:</u> Review vocabulary and listen to Little Rabbit's Tale</p> <p><u>Special directions:</u></p> <ul style="list-style-type: none">• Login to Think Central• "My Library"• Lesson 20• Begin with Words to Know and then listen to Little Rabbit's Tale	<p><u>Assignment:</u> In your Journey's Book Review Vocabulary on page 156 and 157 and read Little Rabbit's Tale (pages 160- 179).</p>
<p>Phonics/sight words/grammar /fluency</p> <p><u>Objective:</u> Strengthen oral reading fluency</p>	<p>See Option 2</p>	<p>IN YOUR BLUE PALS FOLDER</p> <p>Assignment: Read THE SKUNK in Unit 10.</p>
<p>Writing</p> <p><u>Objective:</u> Responding to literature using details from the story.</p>	<p>See Option 2</p>	<p><u>Assignment:</u></p> <p>Write about your favorite part from <u>The Rabbit's Tale</u> and why it was your favorite part</p>

<p>Math Objective: Numbers and Operations in Base Ten; comparing two digit numbers</p>	<p>Assignment: Watch youtube video on comparing and contrasting numbers</p> <p>https://www.youtube.com/watch?v=rLZbniMGAVA</p> <p>Login to THINK CENTRAL</p> <ul style="list-style-type: none"> ● My Library ● Curious George ● Skill 32: Learn the Math, Do the Math, Independent Practice, and Quiz 	<p>Assignment: Compare and Contrast Packet</p>
<p>Science</p> <p>Objective:Recognizing parts of a plant</p>	<p>Assignment: Watch video on parts of a plant.</p> <p>https://www.youtube.com/watch?v=ql6OL7_qFgU</p>	<p>Assignment: Draw and label the parts of a plant (roots, leaf, stem, flower, seed)</p>
<p>Itinerant: Physical Ed.</p> <p>Alicia DelSanto delsantoalicia@coventryschools.net</p> <p>Ryan Silva 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</p>	<p>https://docs.google.com/document/d/18ZCU1xuC81DKUt132W73zaqbWeaYY26SCRwCGv7iuhA/edit?usp=sharing</p> <p>Hard copy also available if needed.</p>

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Date: Tuesday, March 31, 2020

	Option 1	Option 2
<p>ELA/SS/Reading</p> <p>Objective: Identify parts of a fictional story</p>	<p>Assignment: <u>ThinkCentral</u> <u>MyLibrary Lesson 20</u> Listen to Silly Poems</p> <p>Special directions:</p> <ul style="list-style-type: none"> • Login to Think Central • “My Library” • Lesson 20 • Listen to Silly Poems 	<p>Journeys Book: Lesson 20</p> <p>Read Silly Poems Pages 184-186</p>
<p>Phonics/sight words/grammar /fluency</p> <p>Objective: Strengthen oral reading fluency</p>	<p>See Option 2</p>	<p>Assignment: Reread THE SKUNK and mark up blends and suffixes.</p>
<p>Writing</p> <p>Objective: Response to text and understanding characters feelings.</p>	<p>See Option 2</p>	<p>Readers Notebook Pages:</p> <p>Writing: Little Rabbit’s Tale page 70 Respond to the question (3 sentences)</p>
<p>Math</p> <p>Numbers and Operations in Base Ten; comparing two digit numbers</p>	<p>Assignment:</p> <p>Login to THINK CENTRAL</p> <ul style="list-style-type: none"> • My Library • Curious George • Skill 32: Learn the Math, Do the Math, Independent Practice, and Quiz 	<p>Assignment: Compare Number Packet</p>

<p>Science Objective:Recognize and label parts of a plant</p>	<p style="text-align: center;">See Option 2</p>	<p>Assignment: Parts of a Plant Worksheet</p> <ul style="list-style-type: none"> ● Cut and glue parts of plant and glue in appropriate spots
<p>Itinerant: Art Mrs. Hemendinger hemendingersarah@coventryschools.net Available for emails M-F 9am-3pm</p>	<p>Objective: VA:Cr2.1.1 Explore uses of materials and tools to create works of art or design.</p> <p>Assignment: Houses!</p> <ul style="list-style-type: none"> ● 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 <p>Special directions: Some pictures to inspire you!</p>	<p>Link to other art lesson plans: https://docs.google.com/presentation/d/11JSRFweKb190i0entJmgps9DjlBveKeaJh0hO5Xn_hY/edit?usp=sharing</p>  

Date: Wednesday, April 1, 2020

Option 1

Option 2

	Option 1	Option 2
<p>ELA/SS/Reading</p> <p><u>Objective:</u> Identify parts of a fictional story.</p>	<p><u>Assignment:</u> Read lesson 20 guided reading book (leveled reader)</p> <p><u>Special directions:</u></p> <ul style="list-style-type: none"> • Click My library • Click on Reading Tab • Journeys Leveled Readers <p>RED GROUP: click circle YELLOW GROUP: Click diamond GREEN GROUP: click triangle BLUE GROUP: click square</p> <ul style="list-style-type: none"> • Read lesson 20 book 	<p><u>Assignment:</u> Read lesson 20 guided reading book (leveled reader)</p>
<p>Phonics/sight words/grammar /fluency</p> <p><u>Objective:</u> Strengthen oral reading fluency</p>	<p>See Option 2:</p>	<p><u>Assignment:</u> Reread THE SKUNK and mark up digraphs and glued sounds.</p>
<p>Writing</p> <p><u>Objective:</u> Read and write compound words.</p>	<p>See Option 2:</p>	<p>Readers Notebook</p> <p><u>Assignment:</u> Compound words pages 64, 65, and 71</p>
<p>Math</p> <p>Numbers and Operations in Base Ten; comparing two digit numbers</p>	<p>See Option 2</p>	<p><u>Assignment:</u></p> <p>GoMath book</p> <ul style="list-style-type: none"> • Complete pages 400, top of 401, and top of 403
<p>Science</p>		<p><u>Assignment:</u></p>

<p>Objective: Recognizing plant parts.</p>	<p>See Option 2</p>	<p>Plant Parts We Eat booklet. Read and color each plant.</p>
<p>Itinerant: Library/Media</p> <p>Ms. Wolk wolkesther@coventryschools.net Available for emails M-F 9am-3pm</p> <p>Objective:AASL V.D.3 Learners develop through experience and reflection by recognizing capabilities and skills that can be developed, improved, and expanded.</p>	<p>Assignment: 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>Special directions: Safety first, make sure that an adult is helping with tasks like cutting and using the stove.</p> <p>Keep reading!</p>	<p>Assignment: 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>Special directions: Safety first, make sure that an adult is helping with tasks like cutting and using the stove.</p> <p>Keep reading!</p>

Date: Thursday, April 2, 2020

	Option 1	Option 2
<p>ELA/SS/Reading</p> <p>Objective: Identify parts of a fictional story</p>	<p>Assignment: Reread leveled reader and respond to “TEXT TO WORLD”</p> <p>Special directions: 1.Reread leveled reader 2. Turn to the last page of the book “RESPONDING” 3. Look and read “TEXT TO WORLD” 4. Write your response in writing journal</p>	<p>Assignment: Reread leveled reader and respond to “Text to World” section in writing journals</p>
<p>Phonics/sight words/grammar /fluency</p> <p>Objective: Reading and blending words</p>	<p>See Option 2</p>	<p>FRONT OF PALS FOLDER: Stapled packet</p> <p>Assignment: Complete pages 33-40</p>
<p>Writing</p> <p>Objective: Identifying, segmenting, and blending compound Words</p>	<p>See Reading Plans for this Day</p>	<p>See Reading Plans for this Day</p>
<p>Math</p> <p>Objective: Numbers and Operations in Base Ten; comparing two digit numbers</p>	<p>Assignment: Login to THINK CENTRAL</p> <ul style="list-style-type: none"> ● My Library ● Curious George ● Skill 33: Learn the Math, Do the Math, Independent Practice, and Quiz 	<p>Assignment: Complete one page out of compare and contrast numbers packet.</p>

<p>Science</p> <p>Objective: Identifying plant needs.</p>	<p>Assignment: Watch video on Plants and what plants need to grow.</p> <p>https://www.youtube.com/watch?v=qULkjDccCeY</p>	<p>Assignment:</p> <p>What Plants Need cut and paste worksheet activity</p>
<p>Itinerant: Health</p> <p>Ryan Silva silvaryan@coveptryschools.net</p> <p>Objective: Students will be able to identify various foods by cutting and pasting in the correct food group.</p>	<p>Assignment: 1. Use the article provided on the food groups. Read the passages to better understand the food groups.</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>Special directions</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>https://drive.google.com/file/d/15hBN9Zxmof5NIUmSAVq52wd16iRlpCsZ/view?usp=sharing</p> <p>Hard copy also available</p>

Date: Friday, April 3, 2020

Option 1

Option 2

	Option 1	Option 2
<p>Reading</p> <p><u>Objective:</u> Identify the main topic and retell key details of a text.</p>	<p><u>Assignment:</u> Complete Think Central Test for Unit 20.</p>	<p><u>Assignment:</u> Story 20 Test on Rabbit's Tale. Vocabulary and Comprehension Test</p>
<p>Phonics</p> <p><u>Objective:</u> Encode and Decode words with different syllable types</p>	<p>See Option 2</p>	<p>FRONT OF PALS FOLDER: PACKET</p> <p><u>Assignment:</u> Complete pages 41-50.</p>
<p>Writing</p> <p><u>Objective:</u> Writing facts about plant survival</p>	<p>See Option 2</p>	<p>Refer to Science Activity</p>
<p>Math</p> <p><u>Objective:</u> Numbers and Operations in Base Ten; comparing two digit numbers</p>	<p>See Option 2</p>	<p><u>Assignment:</u> GoMath Pages 402, 406, and 406</p>
<p>Science</p> <p><u>Objective:</u> Identifying plant needs.</p>	<p>See Option 2</p>	<p><u>Assignment:</u> Write three things that plants need in order to survive</p>

<p>Itinerant: Music Mrs. Di Nitto dinittomaria@c oventryschools. 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 activity sheet.</p> <p>Special directions: If youtube is not available just complete the worksheet.</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>
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