

**Garfield Public Schools**

**Remote Learning**

**Lesson Plans**

***Grade K - ELA***

**DAY # 31 Tuesday, May 5**

**OBJECTIVE:** SWBAT read and write cvc words. SWBAT read words by sight. SWBAT use sound power to help them read. SWBAT write to persuade by giving a reason.

**STANDARD(S):** RF.K.2, RF.K.3, W.K.1, L.K.2

**TIME FRAME:** 25 minutes Phonics/Word Study, 75 minutes Reading and Writing

**Activity Directions:**

**Fundations (Phonics)**

Letter/sound warmup

Read words: hig, lon, pem

Make words: bud, dish, shut

**Sight words:** New words for the week: of, put.

Listen to the of song by Jan Richardson and Jack Hartmann. Make of using play dough, pipe cleaners or whatever objects you can find around your house.

<https://www.youtube.com/watch?v=VJqw6ZT0IHc>

**Reading:** You can use sound power to help you read words. Sound power now has three different parts! (Look, Blend, Look) Watch as we try to read some words using all parts of the sound power now.

Read a book on RazKids at your level using all parts of the sound power to help you.

Complete 10 minutes of reading on iReady.

**Writing:** Continue the persuasive writing on what type of dessert you would like. Write reason #1 on why you would like this dessert. (Please allow your child to write the sentence by themselves. Do not spell the words for them.)

**\*Mr. Catania's Wilson Students:** Please refer to the following link for **Wilson**. Even if you are not a Wilson student, this resource will still help assist struggling readers: <https://www.wilsonlanguage.com/pages/fun-resources/>. Go through the warmup drill like we do in class, starting with letter sounds (do all vowels and pick 5 consonants to practice). Example: a, apple, /a/; b, bat, /b/; c, cat, /c/ and so on. Practice all digraphs and welded (glued) sounds the same way. Read the paragraph

provided in the resources and focus on reading with a steady pace, making sure that you are breaking apart multi-syllabic words as you read. Have a parent/older sibling dictate sentences to you and write them down in a notebook, paying close attention to correct capitalization, punctuation, and spelling. Proofread sentences and have a parent/older sibling look over it with you, correcting any errors.

**WINN Groups:** I recently posted a video on YouTube that goes over the drill I implement with my students before each class. Please click on the link to view the video: <https://youtu.be/hbmeT-hjff4>

**Easy CBM:** Please use this resource to assess your child's knowledge:

[https://d2g65zqcc7y9zn.cloudfront.net/pdfs/cbms/lr/Letter\\_Names\\_Grade\\_K\\_Form\\_1\\_1.pdf](https://d2g65zqcc7y9zn.cloudfront.net/pdfs/cbms/lr/Letter_Names_Grade_K_Form_1_1.pdf)

[https://d2g65zqcc7y9zn.cloudfront.net/pdfs/cbms/lr/Letter\\_Sounds\\_Grade\\_K\\_Form\\_1\\_1.pdf](https://d2g65zqcc7y9zn.cloudfront.net/pdfs/cbms/lr/Letter_Sounds_Grade_K_Form_1_1.pdf)

[https://d2g65zqcc7y9zn.cloudfront.net/pdfs/cbms/wrf/Word\\_Reading\\_Fluency\\_Grade\\_K\\_Form\\_11.pdf](https://d2g65zqcc7y9zn.cloudfront.net/pdfs/cbms/wrf/Word_Reading_Fluency_Grade_K_Form_11.pdf)

Please use [readinga-z.com](http://readinga-z.com) to practice reading fluency and comprehension. I have updated my account so that you may log in under my username for your convenience. You will have full access to the site:

**User: ccatania3**

**PW: garfield**

Once you find your child's grade level (They should know this) go to the "Resources" tab and select "Leveled Texts" --> "All Leveled Books". Choose the correct reading level. From there, you will have many texts on your child's reading level to choose from. Once you have selected a book, there is an option to launch the book. It will say "Projectable". There are also activities, such as comprehension questions, that you can use for assessment.

***Grade K - Math***

**DAY # 31 Tuesday, May 5**

**OBJECTIVE: OBJECTIVE: Students will be able to compose and decompose numbers from 11-19 into tens and ones**

**STANDARD(S): K.NBT.A.1**

**TIME FRAME: 15 minutes Introduction of Concept and New Vocabulary, & Hands-On Activity, 60 minutes Independent Practice**

**Activity Directions:**

**Introduction of New Concept/Vocabulary:** Students will practice composing and decomposing numbers 11-19 into tens and ones.

**Hands on Activity/Independent Practice:** Students will review the definition of place value. Today, students will pick a number between 11-19. Students will continue to use their work mat and straws, Legos, or paper tens and ones to practice building their numbers. Students will practice counting tens and ones and color the correct number represented.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Day 31



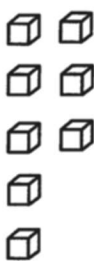
Count how many, then color the correct answer.



15

4

13



8

18

10



5

14

16



9

11

16



19

18

17



2

11

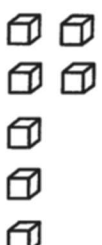
10



12

3

19



15

8

17



5

15

13

***"Grade K - Science"***

| <b>DAY # 31 Tuesday, May 5</b>   |
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| <b>OBJECTIVE:</b> SWBAT identify what spring trees look like   |
| <b>STANDARD(S):</b> K-LS-1-1, K-ESS-2-1  |
| <b>TIME FRAME: 15 minutes</b>  |
| <b>Activity Directions:</b> Go back outside by the spring trees you found yesterday. Collect some twigs and buds to bring back home. Refer to the Day 31 Science Twigs Buds Photos PDF for examples of this process. Try to determine what trees your twigs are from and what will happen to the buds. |

***Grade K – Social Studies***

| <b>DAY # 31 Tuesday, May 5</b>   |
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| <b>OBJECTIVE:</b> SWBAT identify and recognize the four cardinal directions in the environment   |
| <b>STANDARD(S):</b> 6.1.4.B.1  |
| <b>TIME FRAME: 15 minutes</b>  |
| <b>Activity Directions:</b> Listen to the cardinal directions song on YouTube <a href="https://www.youtube.com/watch?v=f2I81_BFb-s">https://www.youtube.com/watch?v=f2I81_BFb-s</a> . Recall your walk from yesterday or the simplest path your family takes when you go for a walk together. Identify east (where the sun rises) and west (where the sun sets) and discuss your walking path with your child using the 4 cardinal directions. |

**Differentiation Strategies for Remote Learning**

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| <b>English Language Learners-</b> Bilingual translation, Graphic organizers, Audio books, Working with adult.<br><b>Special Education-</b> Graphic organizers, Leveled reader/Activity, Extended time, Highlighter, Partner reading with adult<br><b>At Risk-</b> Anchor charts / graphic organizer, Extended time, Parent communication, Modified assignments, Leveled readers/Activity<br><b>Gifted &amp; Talented-</b> Tiered activities, Independent research / inquiry, Self-directed activities, Leveled readers |
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