

Day 11: March 30, 2020

OBJECTIVE: Students will be able to recite and draw the lifecycle of a plant. Students will be able to name the three things plants need to grow.

STANDARD(S):

compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

RL.K.2: With prompting and support, identify the main topic and retell key details of a text.

WIDA: 2 – The Language of Language Arts, 4 – The Language of Science

TIME FRAME: 15 minutes

Activity Directions:

Students will click on the link and read along watch the attached video of a “Parts of a Plant”. Students will then draw a plant in their notebook and label the parts. Discuss with the student what the plant needed to grow. Don’t forget to make the sun and the rain in your illustrations.

Video:

Parts of A Plant | The Dr. Binocs Show | Learn Videos for Kids

<https://www.youtube.com/watch?v=p3St51F4kE8>

Learning Materials: Google translate

Assessment: WIDA Writing Rubric

Day 12: March 31, 2020
OBJECTIVE: Students will be able to ask and answer questions about living and nonliving things to clarify their thinking and classifications.
STANDARD(S): 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. *R.L.K.2: With prompting and support, identify the main topic and details of a text. WIDA 2 – The Language of Language Arts, 4 – The Language of Science
TIME FRAME: 20 Minutes.
Activity Directions: *Students will click on the story link. Listen to and watch the video. What is living and non- living in this story? Write or illustrate 3 things that are living and 3 non-living things. Share your drawings and writing with your family members. Name each item. <u>Videos:</u> Peep and the Big Wide World: Spring Thing https://www.youtube.com/watch?v=Um7X2VCUX70 <u>Learning Materials:</u> Google translate if needed. <u>Assessment:</u> WIDA Writing Rubric

Day 13: April 1, 2020

OBJECTIVE: SWBAT: Identify what living things need to survive. SWBAT: Ask and answer questions about living things.

STANDARD(S):

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.

*R.L.K.2: With prompting and support, identify the main topic and details of a text.

WIDA: 2 – The Language of Language Arts, 4 – The Language of Science

TIME FRAME: 20 minutes

Activity Directions:

*Click on the attached link. Make a list in your notebook what living things need to survive. Draw/illustrate a picture of how these things help living things to grow.

Example: rain. Draw a picture of rain falling on flowers. Rain helps flowers to grow.
Discuss your picture with an adult.

Video:

What a Plant Needs to Stay Alive | Springtime Song | Science Song for Kids | Jack Hartmann
https://www.youtube.com/watch?v=DPL0F2V9_gY

It's Alive! | Biology for Kids
<https://www.youtube.com/watch?v=Gy60BqCnTG4>

Learning Materials: Google translate if needed.

Assessment: WIDA Writing Rubric

Garfield Public Schools

Remote Learning

Lesson Plans

Grade K

Day 14: April 2, 2020

OBJECTIVE:

Students will classify items as living or non living. Students identify what they need to survive.

Students sort words.

STANDARD(S):

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.

WIDA: 2 – The Language of Language Arts, 4 – The Language of Science

TIME FRAME: 15 minutes

Activity Directions:

Students write the following words on a sheet of paper:

Ball, bug, car, bee, box, boy

Students draw a picture next to each word and determine if object is living or non-living.

Videos:

Living Things | Science Song for Kids | Elementary Life Science | Jack Hartmann

<https://www.youtube.com/watch?v=tzN299RpJHA>

Non-Living Things | Science Song for Kids | Elementary Life Science | Jack Hartmann

<https://www.youtube.com/watch?v=gAWcBSZ0klw>

Learning Materials: Google translate if needed.

Assessment: WIDA Writing Rubric

Garfield Public Schools
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Lesson Plans

Grade K

Day 15: April 3, 2020

OBJECTIVE:

Students will identify 4 living things & 4 non living things in their home.

STANDARD(S):

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.

WIDA: 2 – The Language of Language Arts, 4 – The Language of Science

TIME FRAME: 15 minutes

Activity Directions:

**Students write a list of living / non living things found at home.
Students draw a picture of these 8 items.**

Videos:

Living Things | Science Song for Kids | Elementary Life Science | Jack Hartmann

<https://www.youtube.com/watch?v=tzN299RpJHA>

Non-Living Things | Science Song for Kids | Elementary Life Science | Jack Hartmann

<https://www.youtube.com/watch?v=gAWcBSZ0klw>

Learning Materials: Google translate if needed.

Assessment: WIDA Writing Rubric

Day 16: April 6, 2020	
OBJECTIVE: Students will be able to identify different types of helpers throughout the community and illustrate what some of the helpers do.	
STANDARD(S): W.K.2: Uses 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. RL.K.2: With prompting and support, identify the main topic and retell key details of a text. Wida: 2 – The Language of Language Arts	
TIME FRAME: 20 minutes	
Activity Directions: Students will click on the link and read along watch the attached video of a “Community Helpers”. Students will then illustrate/draw a picture of 2 of their favorite community helpers in the story. Discuss with the student why these helpers are so important. Intermediate ESL students can draw/label the equipment that these Community Helpers use. <u>Video:</u> Community Helpers - BrainPOP Jr. https://www.youtube.com/watch?v=I8xbgh76K2g <u>Learning Materials:</u> Google translate <u>Assessment:</u> WIDA Writing Rubric	
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Day 17: April 7, 2020
OBJECTIVE: Students will be able to draw/illustrate/write about the story "Pete the Cat" Firefighter Peter by James Dean.
STANDARD(S): 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. *R.L.K.2: With prompting and support, identify the main topic and details of a text. WIDA: 2 – The Language of Language Arts
TIME FRAME: 20 Minutes.
Activity Directions: *Students will click on the story link and listen and watch the story of Firefighter Pete. Students will then draw a picture of who was in the story, where did the story take place and discuss with an adult how did the story end? Intermediate ESL students can write 2 sentences of their favorite part of the story. Example: I liked the firehouse. It was big. <u>Videos:</u> Pete the Cat: Firefighter Pete https://www.youtube.com/watch?v=AvuHfFq6gl4 <u>Learning Materials:</u> Google translate if needed. <u>Assessment:</u> Writing Rubric

Day 18: April 8, 2020

OBJECTIVE: SWBAT: Describe what Community Helper they would like to be when they grow up. Illustrate/Write about why they would like to be this helper.

STANDARD(S):

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.

***R.L.K.2: With prompting and support, identify the main topic and details of a text.**

WIDA: 2 – The Language of Language Arts

TIME FRAME: 20 minutes

Activity Directions:

*Click on the attached link. Listen to what community helpers do in the community. Pick a community helper that is your favorite and maybe you would like to be when you get older. Use the following sentence prompt to finish the sentence: I would like to be a

_____. I like to _____.

Please do everything in your notebook.

Beginners: draw/illustrate pictures

Intermediate: Complete 2 sentences.

Video: Career Day Read Aloud

<https://www.youtube.com/watch?v=soKR6D90WQ>

Learning Materials: Google translate if needed.

Assessment: WIDA Writing Rubric

Day 19: April 9, 2020

OBJECTIVE:

Students identify community helpers while listening to song & dancing!
Farmer, custodian, teacher, nurse, pizza man, firefighter.

STANDARD(S):

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.

*R.L.K.2: With prompting and support, identify the main topic and details of a text.

WIDA: 2 – The Language of Language Arts

TIME FRAME: 15 minutes

Activity Directions:

Students count from 1-100 while identifying community helpers.

Students watch YouTube video:

Jack Hartman community count to 100.

<https://www.youtube.com/watch?v=-RYenEL4RNo>

Use the following sentence prompt to finish the sentence: _____ work hard.

They _____.

Please do everything in your notebook.

Beginners: draw/illustrate pictures

Intermediate: Complete 2 sentences.

Learning Materials: Google translate if needed.

Assessment: WIDA Writing Rubric

Differentiation Strategies for Remote Learning

English Language Learners- Bilingual translation, Graphic organizers, Audio books, Working with adult.

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