

	Monday	Tuesday	Wednesday	Thursday	Friday
					NO SCHOOL
Morning Meeting *Meetings will be recorded and viewable later.		<b>READ ALOUD with Ms. Menso @ 1:45pm-2pm</b> ***NOT required*** You can join the meeting on Teams to listen. The meeting will also be recorded for those who want to listen later!	NO MORNING MEETING	<b>READ ALOUD with Ms. Menso @ 1:45pm-2pm</b> ***NOT required*** You can join the meeting on Teams to listen. The meeting will also be recorded for those who want to listen later!	
Daily Check-in  5 minutes/day  All check-ins should be 100% independent	<b>Seesaw</b> <b>Share Day!</b>	<b>Seesaw</b> <b>How are you feeling?</b>	<b>Seesaw</b> <b>PE Check-In</b>	<b>Seesaw</b> <b>What is your personal weather today?</b>  Example: I am stormy today because I feel upset. OR I am partly cloudy today because I feel calm and okay.	
Learning Target	<i>I can determine the main idea of the text Be a Friend to Trees. (RI.K.1, RI.K.2, RI.K.4, RI.K.6, RI.K.7)</i>	<i>I can determine the main idea of the text Be a Friend to Trees. (RI.K.1, RI.K.2, RI.K.4, RI.K.6, RI.K.7)</i>	<i>I can determine the main idea of the text Be a Friend to Trees. (RI.K.1, RI.K.2, RI.K.4, RI.K.6, RI.K.7)</i>	<i>I can determine the main idea of the text Be a Friend to Trees. (RI.K.1, RI.K.2, RI.K.4, RI.K.6, RI.K.7)</i>	
Literacy Module  Guiding Question: How do living things depend on trees to meet their needs?	<b>Seesaw</b> <b>Read Aloud: Be a Friend to Trees pg1-17</b> <b>Discuss: What trees provide for living things.</b> <b>Do: Reading response writing</b>	<b>Seesaw</b> <b>Finish the read aloud and activities from Monday.</b>	<b>Seesaw</b> <b>Video Read Aloud: "Be a Friend to Trees" pages 18-32</b> <b>Discuss: What is an adjective?</b>  <b>Do: Describe and draw a picture about one way living things depend on trees.</b>	<b>Seesaw</b> <b>Finish the read aloud and activities from Wednesday.</b>	

15 – 20 minutes/Day					
Literacy Skills  About 20 minutes/day	<p><b>Freckle</b> -ot, -op, and -og word sort</p> <p><b>Freckle</b> Pop the Dog decodable reading</p>	<p><b>Offline</b> Student Choice: Read to self</p> <p>Writing, outside or inside</p> <p>Listen to reading (audiobook of your choice, or read aloud on Teams)</p> <p><b>*Students must do offline skills at least once this week.</b></p>	<p><b>Freckle</b> -ut, -ug, and -un word sort</p> <p><b>Freckle</b> Doug the Pug decodable reading</p>	<p><b>Offline</b> Student Choice: Read to self</p> <p>Writing, outside or inside</p> <p>Listen to reading (audiobook of your choice, or read aloud on Teams)</p> <p><b>*Students must do offline skills at least once this week.</b></p>	
Learning Target	1.G.A.1 – I can distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.	1.G.A.1 – I can distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.	<i>I can practice my math skills by doing math problems, fact practice, or playing math games.</i>	1.G.A.1 – I can distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.	
1 <sup>st</sup> Grade Math  20 minutes/day	<p><b>Seesaw</b> Shapes Activity Pt. 2 80% independent, 20% supported</p>	<p><b>Seesaw</b> Shapes and Poetry 60% independent, 40% supported</p> <p><b>CAN DO: Freckle adaptive practice or Offline math</b></p>	<p><b>Offline OR Freckle</b> Student choice for practice</p> <p>Take home math packet</p> <p>Freckle fact practice</p> <p>Card games: War or Make Ten Go Fish</p> <p>Math games (online or offline)</p> <p><b>Seesaw</b> Math practice check-in (showing what you did</p>	<p><b>Seesaw</b> Shapes Concentration Game 80% independent, 20% supported <i>BUT</i> this game can also be played with another person</p> <p><b>Seesaw</b> Learning Target Progress Check 100% independent</p>	

			during student choice through a picture, video, or recording). 100% independent		
Learning Target	I can represent 10 using the partners of 10	I can count to 100 by ones I can write numbers from 1-20	I understand addition as adding to, and subtraction as taking away from. I can solve addition and subtraction word problems using objects and drawings.	I can practice writing numbers and adding within 5.	
Kindergarten Math	<b>Seesaw</b> Spring Number Representation 90-100% independent <b>Freckle</b> Can-Do – Fact Practice	<b>Seesaw</b> 100s Chart Assessment <b>Assessment:</b> 100% assessment – <u>no help</u> (except maybe with the writing part)	<b>Seesaw</b> Ducks and Toy Cars 50-100% - may need help with the reading <b>Freckle</b> Can-Do – Fact Practice	<b>Offline</b> Pages 8 and 9 in the i-Ready paper packet 50-100% independent <b>Freckle</b> Can-Do – Fact Practice	
Science  20 minutes/day	<b>Seesaw</b> Review of Patterns of the Sun, Moon, and Stars 80% independent, 20% supported.	<b>Seesaw</b> End of Space Unit Assessment Part 1 100% independent	<b>Seesaw</b> End of Space Unit Assessment Part 2 100% independent	<b>Seesaw</b> End of Space Unit Assessment Part 3 100% independent  <b>CAN DO: Seesaw</b> Stars and Constellation Fun! 80% independent, 20% supported.	
PE		<b>Offline</b> Student choice	<b>Seesaw</b> PE Check-in (Counts as Daily Check-In)	<b>Offline</b> Student choice	

## Must Dos Due by End of Friday

### Seesaw

1. Daily check-ins (this is one way to be counted present)
2. Module read aloud and activities (posted Monday/Wednesday)
3. Literacy Skills check-in: showing what you did during choice time
4. 1<sup>st</sup> Grade: Shapes Activity Pt.2
5. 1<sup>st</sup> Grade: Shapes and Poetry
6. 1<sup>st</sup> Grade: Shapes Concentration Game
7. 1<sup>st</sup> Grade: Learning Target progress check
8. 1<sup>st</sup> Grade: Math practice check-in by showing what practice you did with a picture, video, or, recording.
9. K Math: Spring Number Representation
10. K Math: 100s Chart Assessment
11. K Math: Ducks & Toy Cars
12. Review of the patterns of the sun, moon, and stars
13. End of Space unit assessment parts 1-3 (posted Tuesday/Wednesday/Thursday)
14. PE Check-In

### Freckle

1. -ot, -op, and -og word sort
2. Pop the Dog decodable reading
3. -ut, -ug, and -un word sort
4. Doug the Pug decodable reading

### Offline

1. Spend some time outside each day!
2. Get your body moving with PE choices or other physical activities
3. 1<sup>st</sup> Grade: practice math skills with the take-home packet, an offline game, Freckle, or other online games you like
4. K Math: Pages 8 and 9 in the i-Ready paper packet
5. Read and listen to reading (either a recording or a live person).
6. Write