

Garrett Elementary Instructional Plan-Week 1 March 16-20

Reading	Math	Science	Notes
<ul style="list-style-type: none"> ● Imagine Literacy 20 min ● Reading A-Z ● Daily Seesaw Activity ● Sight Word Practice Bingo ● Read 20 minutes ● Daily Kindergarten Practice (writing letters, missing letter sounds) 	<ul style="list-style-type: none"> ● Read 1 passage in the packet each day and answer questions. ● Passages with questions ● Reading A-Z ● Read and Write Sight Words ● Epic ● Writing Prompts ● Imagine Reading 	<ul style="list-style-type: none"> ● Daily Kindergarten Practice (observing daily weather conditions) ● Scholastic at home link for Kindergarten 	<p>Epic invites sent as well access</p> <p>Note sent home for parents to “Scholastic Learn at Home”</p>
<ul style="list-style-type: none"> ● Read 1 passage in the packet each day and answer questions. ● Passages with questions ● Reading A-Z ● Read and Write Sight Words ● Epic ● Writing Prompts ● Imagine Reading 	<ul style="list-style-type: none"> ● Complete 2 pages in math packet. ● Imagine Math ● Inside/Outside Circle 	<p>--If internet access: Scholastic News</p> <p>-If no internet access: Read books on push and pull on Epic and complete SeeSaw activity.</p>	<p>Epic invites were sent to parents</p>
<p>-If internet access: Epic, Reading A-Z, Imagine Language and Literacy, eSpark</p> <p>-If no internet access: Packet was sent home 3/13/20</p>	<p>-If internet access: Imagine Math, Imagine Math Facts, eSpark,</p> <p>-If no internet access: Packet was sent home 3/13/20</p>	<p>--If internet access:</p> <p>-If no internet access:</p>	
<p>-If internet access: ONLINE Choice Board https://docs.google.com/document/d/1T9thTwxo-</p>	<p>-If internet access: M-Fractions on a Number Line (Google Classroom); Imagine Math/Math Facts;</p>	<p>--If internet access: Assigned Achieve 3000 articles</p>	

<p>tWxuO49TFwCgWMQ75JXW MNZDPm2yHz-awo/edit</p> <p>*Read 20 minutes/day *Achieve 3000 *Imagine Learning Language and Literacy 20 min.</p> <p>-If no internet access: Choice Board Packet) https://docs.google.com/document/d/1VoIM0ecHdxVHGi0DI4bFOkld3ilbgvHhSYD72jT3Y-A/edit *Read 20 min/day</p>	<p>Mon homework (Week 20) T-Quizziz Review (Link on Google Classroom); Freckle → Fractions; Tues homework (Week 20) W-Fractions on a Number Line; Imagine Math/Imagine Math Facts; Wed homework (Week 20) R-Self-Check/Lesson 14 (iReady printed materials); Freckle → Fractions; Thurs homework (Week 20) F-Lesson 15 (iReady printed materials); Imagine Math/Imagine Math Facts</p> <p>-If no internet access: Printed materials of digital assignments</p>	<p>-If no internet access: Printed Achieve 3000 articles</p>	
<p>-If internet access: 30 minutes per day for 2 days Into the Sea * Read Into the Sea. See link on <i>Google Classroom</i> * Answer the questions in the shared doc on <i>Google Classroom</i> * Take Quizizz (shared on Google Classroom) when finished</p> <p>30 minutes per day for 3 days Fingers, Forks, and Chopsticks * Read Fingers, Forks, and Chopstick. See link on <i>Google Classroom</i></p>	<p>-If internet access: With the exception of Imagine and Friday's assignment to go on google classroom to complete the 4.NF.4 questions, all things are pencil paper</p> <p>-If no internet access: * Complete multiply by a one-digit number and multiply two-digit numbers by two-digit numbers sections of printed packet. * Complete Multiply whole numbers sections of the printed packet. * Complete the show</p>	<p>--If internet access: Watch rocks and minerals video. Rocks and Minerals Youtube video video about rocks and minerals. Rocks and Minerals webquest on Google Classroom Webquest- webquest to identify rocks and minerals Sign into Clever Go to Discovery Ed Assignment is called "Rocks" Work through the</p>	

<p>* Create a timeline for eating utensils. You can draw it on any paper.</p> <p>* Write a summary statement of each time period</p> <p>* Draw a picture of each utensil of the time period</p> <p>30 minutes per day everyday Achieve 3000</p> <p>* 5 step articles assigned daily in Reading</p> <p>-If no internet access: Same as above, but books were sent home with the story, paper pencil question sheets were sent home.</p> <p>* station work all paper pencil for all students</p> <p>* Quizizz was printed and sent home</p> <p>* Achieve 3000 articles printed and sent home</p> <p>* To replace the other text (Fingers, Forks, and Chopsticks alternative passages were sent home on the same standard RI 4.3)</p>	<p>multiplying fractions and the model fraction multiplication section of the printed packet.</p> <p>* Complete the solve problems with fraction multiplication and the multiply fractions section of the packet.</p> <p>* Complete the multiplying fractions word problems.</p>	<p>assignment (3 days)</p> <p>-If no internet access: Reading passage on rocks and minerals and rock cycle</p>	
<p>-If internet access: Google classroom to finish last week's assignments, Epic, Achieve 3000,</p> <p>-If no internet access: https://docs.google.com/presentation/d/1ESEAIPRfW44O4W3g9eob3h-2zQL-</p>	<p>-If internet access: -Imagine Math -go to Khan Academy and complete any standards that you have scored less than a 3. -do Greg Tang's math challenge</p> <p>-If no internet access:</p>	<p>--If internet access: M-T Complete Reading and fill in the blank notes W Complete Exploration Th Complete activities and extra readings F Assessment</p>	

<p>y lecMp3NerCBgA/edit?usp=sharing</p> <ol style="list-style-type: none"> Daily morning work printed for each morning: https://drive.google.com/file/d/1QG_n9AYx1NuzprA1EdPf5iQXXEgEXB_8/view?usp=sharing Daily Reading comprehension printed for multi - standard practice. March writing prompt - complete one each day. Each child took home a novel and have to read for 20 mins and complete 3 reading log questions. https://drive.google.com/file/d/1QG_n9AYx1NuzprA1EdPf5iQXXEgEXB_8/view?usp=sharing Storyworks Magazine Work: Each child took home a storyworks magazine and have accompanying worksheets/ magazine choice board. 	<p>M- Read, cut out, and glue Adding Mixed numbers with Unlike Denominator Notes</p> <p>Worksheet: Complete Problems A-H in your journal</p> <p>T-Read, cut out, and glue Subtracting Mixed numbers with Unlike Denominator Notes</p> <p>Worksheet: Complete problems 1-8 in your journal</p> <p>W- Worksheet: Complete Adding and Subtracting Mixed Numbers with Unlike Denominators problems 1-10 in your journal</p> <p>Th- Complete practice test for 5.NF.1 on paper copy</p> <p>F-Fraction review problems for Check-in #2 Problems 14, 15, 17, 19, and 21- on Google Classroom</p>	<p>Early Finisher: Quizlet</p> <p>-If no internet access: M-T Complete Reading and fill in the blank notes W-Th Complete activities and extra readings F Assessment Early Finisher: Create Flashcards from our vocab sheet</p>	
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K, 1 and 2 (MR1 Understand the interacting elements to respond to music and music performances.)
We will be doing a unit on “found” instruments. We can make music with traditional instruments but we can also mak

using everyday objects. We call those “found” instruments because we can find them anywhere.

- Watch this video <https://www.youtube.com/watch?v=FU99yiXXCA8>
- Write one or two sentences describing the instrument that you liked the best.
- What instrument family would this be in? Percussion. Wind or String?
- Message me via DOJO or email your response to me at katie_hayes@abss.k12.nc.us by Friday 3/20

3, 4 and 5 (CR 1 Understand global, interdisciplinary and 21st century connections with music.)

You will be creating a soundtrack of your life.

- Brainstorm a list of the most important moments in your life thus far.
- What events have shaped who you are, what you believe and how you view the world?
- Select 5 of the most important moments and make a timeline, putting these events in chronological order.
- Send your timeline to me via DOJO or email at katie_hayes@abss.k12.nc.us by Friday 3/20

A **still life** is an artwork of objects that do not move on their own. Artists may draw a vase with flowers or a bowl of fruit out [Still Life with Basket of Fruit](#) . Choose some objects at home (shoes, toys, coffee cup, etc.) to set up and draw (a paper will do). Add color (crayon, markers, pens, paints) and remember to draw the table, wall, or surroundings to fill paper. Send a photo to Mrs. Dufort on Dojo if possible!

Reflection:

K-2 What shapes do you see as you draw the objects? What object is in front, middle, back? Did you draw any shape overlapping? Share your responses with your family, or write them down on the back of the drawing. (V.1 Use the language of visual arts to communicate effectively. V.3 Create art using a variety of media and processes.)

3-5 Where do you see different values (lights and darks) in your still life? Is any object casting a shadow? What object to be the emphasis (main focus) of your drawing, and why? Is it the biggest, in the center, or brightest color? Share your responses with your family and write them down on the back of the drawing. (V.1 Use the language of visual arts to communicate effectively. V.3 Create art using a variety of media and processes.)

Want to draw more this week? Check out [Art for Kids Hub](#) for step by step drawing videos.

To access individual links within the documents, right click on the link, then click on “open hyperlink”.

Week 1:

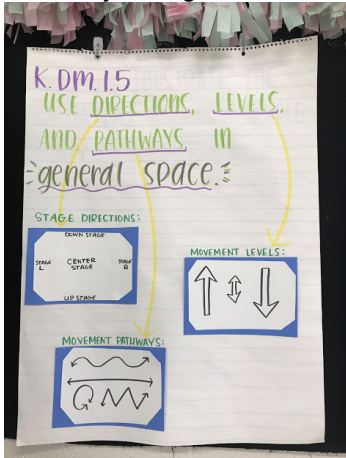
K -2: <https://docs.google.com/document/d/1BZsZz-A-wJxjZsRR7M8hyOg9HWUEQSaQ/edit#heading=h.gjdgxs>

3-5: https://docs.google.com/document/d/1JRhs_Uv9jnFlobw1GjcBVNlscOdR_1NI/edit

K- K, DM.1.5

Students will create a movement phrase of 4 movements that include 2 pathways and 2 level changes.

Once they have their movement phrase, they will show their dance to a family member. They can share the phrase with Ms.Gant ClassDojo using a video, or by drawing the pathways and levels used to show what they chose.

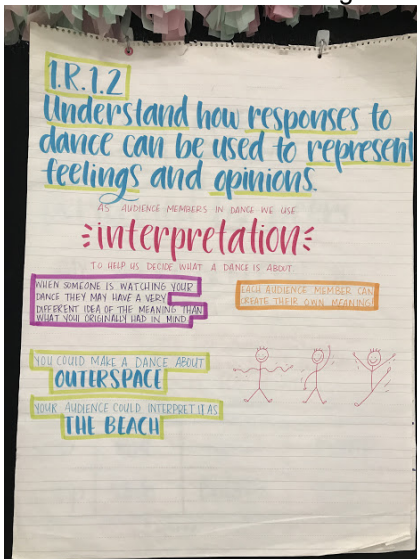


1- 1.R.1.1

Students will watch the video provided in this url <https://www.youtube.com/watch?v=-I-SE6Q9Le0&list=WL&index=2&t=0s>

After watching the video, write 1-2 sentences that share what their INTERPRETATION is of the dance. This is creating their own for the movement piece.

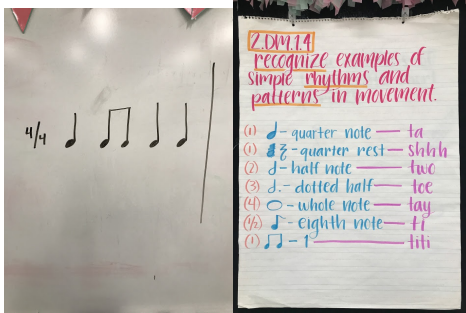
Send in their sentences using Class Dojo.



2- 2.DM.1.4

Students are provided with one "measure of 4" that Ms. Gantos created.

Students will copy the rhythm and write what sounds would each note make, then write what the appropriate "counts" would be in movement. Share a photo of your paper on Class Dojo.



3 & 4

"Chance Score"

Students will use the alphabet sheet provided to create a movement phrase using their name.

Example:

G-skip

A-crawl

N-low level

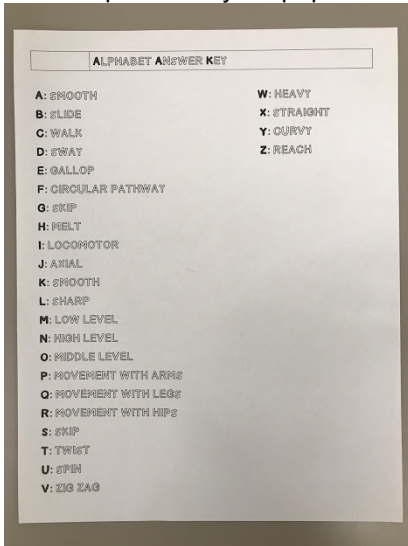
T-gallop

O-walk

S-slide

Then they will write the movement that corresponds with each letter on the document provided.

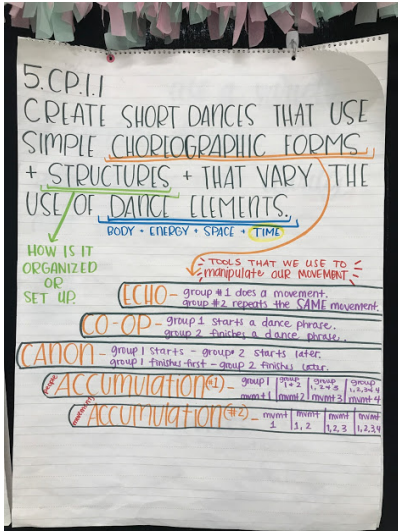
Share a picture of your paper on Class Dojo



5-

Create a movement SEQUENCE that contains 6-8 movements.

Divide a paper into 4 sections, one for each element of dance. *body, energy, space, time*
 Use all 4 elements of dance in your movement sequence.
 Fill in each box, telling Ms. Gantos how each element is being used.
 Share a picture of your paper on Class Dojo.



AGE Action w/ Jackson (Daily Challenges on DOJO)
 Link to images in Google Drive

Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10

Social-Emotional Distance Learning Bingo. Choose 1 activity each day. [Bingo Board](#)