

Extended School Closure Instructional Plan
Upper Township School District
Kindergarten

In the event of an extended school closure, teachers at the Upper Township Primary School will disseminate assignments to general education and special education students (except for students in a Self-Contained placement) via the SeeSaw app. The instructional plan for each grade level requires students to engage in academic activities for a minimum of four hours per day. At the end of each week, the teachers will monitor student progress via SeeSaw submissions. Students who do not have access to a computer will be provided with one. Students who do not have access to the internet will be given hard copies of all assignments. All assignments are aligned with the New Jersey Student Learning Standards.

Week #1 Assignments should be submitted by Friday, March 20, 2020.

Week #2 Assignments should be submitted by Friday, March 27, 2020.

Upon returning to school, please return the plastic envelope to school. Work does not need to be returned to school, as it should be uploaded to the SeeSaw app.

ELA- 75 minutes per day

Week #1

- Each day, the students should read independently or listen to a story read by an adult for at least 30 minutes. The story should be fiction. Please select a book with a simple plot. Parents/guardians should complete the reading log each day. Parents/guardians should take a picture of the log and upload it to SeeSaw at the end of the week.
- Reading Response: Each day the adult reading with the student should engage the child in a conversation about a book that was read. Create a video on SeeSaw of the student answering each of these questions:
 - Name the characters in the story.
 - Tell where the story takes place.
 - Tell how a character felt in the story. Describe why the character felt that way.
 - Retell what happened in the story using events in the beginning, middle, and end.
- Word Reading: There is a different word list for each day of this week. Place the word list in front of the student. Have the student point to each letter and make the sound of that letter. Then, have the student slide his/her finger under the word, blending the sounds together to read the word. Video directions are available in SeeSaw.

- Word Dictation: Provide the student with blank paper (lined or unlined). Using the list provided, dictate or say the first word aloud. The student should repeat the word. Then, the student should stretch the sounds and write the sounds that they hear. Repeat for each word on the list. Parents/guardians should take a picture of the student's writing and upload it to SeeSaw. Video directions are available in SeeSaw. Allow students to refer to the provided alphabet chart.
- Draw and Write: Each student should draw a picture of something he/she did that day. They should write a sentence explaining the picture at the bottom of or on the back of the page. Students should be encouraged to use sounds that they hear, but accurate spelling is not required. When finished, please take a picture and upload it to SeeSaw.

Week #2

- Each day, the students should read independently or listen to a story read by an adult for at least 30 minutes. The text should be non-fiction. Please select a book with a simple plot. Parents/guardians should complete the reading log each day. Parents/guardians should take a picture of the log and upload it to SeeSaw at the end of the week.
- Reading Response: Each day the adult reading with the student should engage the child in a conversation about a book that was read. Create a video on SeeSaw of the student answering each of these questions:
 - Name the topic.
 - List two details/facts that you learned about the topic.
- Sentence Reading: There is a different sentence list for each day of this week. Place the sentence list in front of the student. Have the student point under each word as they are reading. The students should cut out the pictures and match them to the corresponding sentence to demonstrate comprehension of the sentence. When finished, please take a picture and upload it to SeeSaw.
- Sentence Dictation: Provide the student with blank paper (lined or unlined). Using the sentence provided, dictate or say the sentence aloud. The student should repeat the sentence. Then, the student should write the sentence using the sentence checklist provided. Parents/guardians should take a picture of the student's writing and upload it to SeeSaw. Allow students to refer to the provided alphabet chart.
- Draw and Write: Each student should draw a picture of something he/she did that day. They should write a sentence explaining the picture at the bottom of or on the back of the page. Students should be encouraged to use sounds that they hear, but accurate spelling is not required. When finished, please take a picture and upload it to SeeSaw.

Math- 60 minutes

At the end of each week, parents/guardians should take a video showing completed pages and upload it to SeeSaw.

Week #1

- Math Concept: Measurement
 - Student Workbook pgs. 645 through 678

Week #2

- Math Concept: Addition and Subtraction Review
 - Chapter 5 Review
 - Chapter 6 Review
 - Word Problem Packet

Science- 45 minutes

Week #1

- For 15 minutes each day, the students should use any building material (blocks, legos, etc.) and build something. The students should take a picture of their creations and upload the picture to SeeSaw.
- The student should visit the following webpage to read about lifecycle and complete the life cycle sequencing worksheet.
<https://www.natgeokids.com/za/discover/animals/insects/butterfly-life-cycle/>
- Watch Video of Kindergarten teacher reading Monarch Butterfly by Gail Gibbons and complete the Label the Butterfly Body worksheet.
- Watch these two videos:
 - <https://www.youtube.com/watch?v=hMAS4SdPj-w>
 - <https://www.youtube.com/watch?v=LawHWslqa5s>
- The student should read the Butterfly Emergent Reader and complete the life cycle activity
- Watch this video and complete the inset symmetry worksheet.
<https://www.youtube.com/watch?v=KN0JT3iol7A>

Please take a picture of each worksheet and upload them to SeeSaw.

Week #2

- Natural vs. Man Made
Students should view the video of Natural or Man Made by Kelli Hicks being read aloud.

Parents/Guardians should go for a walk in your neighborhood or yard and have them identify things that are from nature and things that are man-made.

Then, return inside and have them complete the Natural vs. Man Made worksheet. (Draw one thing you saw that was from nature. Then draw one thing you saw that was man made.

- Natural Resources

Students should view the video of All the Water in the World by George Ella Lyon and Katherine Tillotson being read aloud. Draw a picture of one way you use water from nature in your daily life.

- Recycling

Students should view the video of Micheal Recycle by Ellie Bethel being read aloud. Complete the Happy Earth, Sad Earth sorting activity. Take a picture of you sort to upload to SeeSaw.

- Taking Care of Earth

Students should view the video of Heal the Earth by Julian Lennon and Bart Davis being read aloud. Draw a picture of one way you can help take care of the Earth.

- Caring for the environment

Students should view the video of The Lorax being read aloud. Draw a picture of one problem that the Oncler caused in nature.

Please take a picture of all student work (worksheets or drawings and upload them to SeeSaw)

Health/PE- 30 minutes

Students will log 30 minutes per day of any physical activity.

Art - 30 minutes

Suggested Daily Sketches for Art

Use any materials that you have at your home

(pencil, crayons, markers, watercolor paints or any other art materials you have)

1. Draw a self portrait
2. Find 6 different textures to make a crayon rubbing.
3. Draw your favorite toy or stuffed animals.
4. Build a tower with Lego bricks or blocks. Draw the tower.
5. Draw your favorite cartoon character.
6. Draw yourself as a superhero.
7. Draw a colorful bird.
8. Draw your favorite candy or treat.
9. Trace your hand and fill it with lines, designs, and doodles.
10. Draw your home.

Speech- (time determined by individual needs)

Exercises that address the individual needs of the students were sent home. Parents/guardians will log the completion of these exercises.

OT/PT- (time determined by individual needs)

Exercises that address the individual needs of the students were sent home. Parents/guardians will log the completion of these exercises.

