Sub Plans: Day 1

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|  | * Morning Message:   Dear KL,  Today is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It is \_\_\_\_\_\_\_\_ \_\_\_\_\_, 202\_. Outside it is \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_. Today I feel \_\_\_\_\_\_\_\_\_\_\_\_.   * Greeting: Have students give you a high five. * Rules: Review rules.  1. Be prepared and ready to learn. 2. Raise your hand to speak. 3. Be respectful and responsible. 4. Minimize distractions. 5. Be an active listener.  * Sharing: Please share some things about yourself. Ask students to share what he or she did over the weekend. What did they like best? Least? Next weekend I hope to…. * Read aloud: Choose any book from Bookflix. Listen to the story. Complete the activities after listening to the narrative and expository story.   Social Emotional:   * Sometimes a friend or family member might be feeling a certain way out of the ordinary. Even though they might not say it out loud, we can read some special clues on their body that will help us know how they might be feeling. * Let’s pretend that we just got ready to go the pool. We put on our bathing suits and had our towel in our hands. All of the sudden we heard rain and thunder, and saw lightning flashing outside! We might be feeling a certain way about that right? * Ask students- Can you show us, without talking, how you might respond if that happened to you? What do you see happening? (head down, lip out, eyes and nose scrunched up, etc.) * Do you know what that emotion might be called? (sad, disappointed, upset, frustrated, etc). * Pretend your dad just walked into your bedroom with a brand, new tiny puppy. Show your family how you would react. * What do you see happening? (eyes wide, mouth open, etc). Do you know what that emotion might be called (surprised, excited). * When you see someone’s body change, they are showing a certain emotion through their body language, and we can read their clues! * If time permits, what are some other emotions we can act out? (scared, sad, silly) Write down your responses in your JOURNAL and illustrate your feelings. |
| **Break** | 1. Remind students to use the bathroom, get a sip of water etc. 2. Make sure they have a movement break.  * [Purple](https://www.youtube.com/watch?v=XXH0EAKzPcM) Stew (Go Noodle) (EdPuzzle) * [Baby](https://www.youtube.com/watch?v=BQ9q4U2P3ig) Shark Wash Your Hands (EdPuzzle) |
| **Phonics** | Write this poem in the student’s journal.  **Letter L by Edward Lear**  L was once a little lark.  Larky!  Marky!  Harky!  Larky!  In the Parky,  Little Lark!  Ask students…   * What words do you see that rhyme? Underline them in your notebook. * What sound does y make in this poem? (e like honey) * Do you know what a lark is? (a type of bird) * What two letters say /ar/ in this poem? * Pick any letter out of the alphabet. Students will have one minute to go on a scavenger hunt around the classroom to find something that begins with that letter. * [One Minute Timer](https://www.youtube.com/watch?v=CH50zuS8DD0) * Once students return have them share what they found that begins with the chosen letter. EXAMPLE: Bb- I found a banana, bandana, book, Barbie, bread, etc….   Alphabet/sound drill (pick one): You could also hold up sound cards where your child calls out the letter, pictures, and sound. Review all letter names and sounds. Use flash cards.   * [Alphabet](https://www.youtube.com/watch?v=pXTzc8_NWCc) * [Letter Teams](https://www.youtube.com/watch?v=uj0PaVlGQ14&t=296s) |
| **Reading** | * Read Aloud: Chrysanthemum (If you don’t have book use this [YouTube version](https://www.youtube.com/watch?v=7fkR7X4SevE) and turn closed caption on if possible) The Video/Read-Aloud is posted on EdPuzzle. * Give students 10 minutes ([ten minute timer](https://www.youtube.com/watch?v=4ASKMcdCc3g&t=93s)) to work and build their own special name in some way (they could use noodles, paper clips, some type of object) * Independent Reading Time: Children can read books from the classroom or perhaps use an app they are familiar with BrainPop, Jr., Bookflix, ABC MOUSE, Scholastic News, etc… * Remind them of expectations: sit in one spot, get started right away, read the whole time, respect property, use a whisper voice, etc. * Remind them that they are working to build their stamina- doing something for a long time without getting tired or giving up. * [15 minute timer](https://www.youtube.com/watch?v=u_BcMXgws6Y&t=16s) * Sharing: Have students share what they read during read to self time. Have them share the title, and what their favorite part was. They can write in their journal. * Sight Word Practice: Review words: (I, like, the, and, me, see, you) Write the words five times each in your journal. * Children will act these words out in fun ways and they say each letter. Today, have students stand and try: (Toe Touches- one letter for each toe touch, Frisbee- throw each letter out Frisbee style, Throw the stars – throw one hand at a time up towards the ceiling for each letter) |
|  | Break Time:   * [Can't Stop the Feeling](https://www.youtube.com/watch?v=KhfkYzUwYFk) DANCE |
| **Writing** | * Today we will work on a personal narrative. * Let’s watch a video that will help us brainstorm. [Personal Narrative Video](https://www.youtube.com/watch?v=AxInWagSaA0) * Create a list with the students of things they could write about. * Have children start working on independent writing. Before they write, remind them to: take their time, use their word wall, try their best to sound out words, think about words they already know how to spell, label their work, use speech bubbles, add details, take up the whole space with their illustrations (If they are 5 years old they should be using 5 colors). * [15 minute timer](https://www.youtube.com/watch?v=u_BcMXgws6Y&t=16s) |
|  | Lunch/FREE PLAY |
| **Math** | * Math Read Aloud: [Ten Black Dots by Donald Crews](https://www.youtube.com/watch?v=qer5Mufmytk) At end addition of a dot, have students represent the numbers on their fingers. Video assigned on EdPuzzle. * Play calendar song [Months of the Year](https://www.youtube.com/watch?v=omkuE6Wa5kQ) (EdPuzzle) * Math Quick Writes: Have children take out their dry erase boards. If they do not have one, they can just write on paper. Call out a few questions. Write the number of eyes you have. Write the number of brothers you have. Write the number that comes after 8. Write the number that comes before 17. Show them 9 fingers on your hands. * Math Scavenger Hunt: Students will have one minute to go on a scavenger hunt around their classroom to find something that is shaped like a square. * [One Minute Timer](https://www.youtube.com/watch?v=CH50zuS8DD0) * Once children return have them share what they found through oral and written expression. * Math song: [Counting by 10s to 100](https://www.youtube.com/watch?v=yQSdKlNvrmw&list=PL44CqAmrijAuOTs_DLxErnxf-ujqF81pi&index=2&t=0s)   [CLICK HERE FOR VIRTUAL MATH MANIPULATIVES](https://docs.google.com/presentation/d/1jadIg9nk64U9gWtj4QEbd-AEzVtCXQeH-y44LPXlF3M/present?slide=id.g27b693dca5_0_261)   * Play a few rounds of “I’m thinking of a number.” Put a number in your head from 1-120 and have childfren ask you questions. Perhaps the children may ask, “Is the number larger or smaller than 53?” Answer the questions they ask until they’ve been able to guess your number. (You could also manipulate the virtual number line or virtual hundreds chart.) * Math workout: [Workout to 100](https://www.youtube.com/watch?v=i4AWGE8aUSk&feature=emb_logo) * Have students gather some type of counters from their house- this might be blocks, beans, cereal, cotton balls, Legos, beads, etc. They will use these to help them work through a few addition/subtraction word problems. You can use the white board to help draw a picture. They can use manipulatives, and also write out the equations.  1. Sam was walking through the garden and picked up 7 flowers for his mom (have students pull out 7 counters). Later in the afternoon he picked 4 for his dad (have them add 4 more to their pile). How many did he have all together? – 11 in all 2. There are 10 kids on the bus (pull out 10 counters). 4 kids got off (pull 4 away). How many kids are still on the bus? –6 left 3. Maria baked 15 cookies. After she ate 7, how many does she have left?- 8 |
|  | Special: (MUSIC, SUB 1, SUB 1, ART and Phys Ed) |
| **Social Studies** | * Today we are going to talk about community helpers. Let’s review some important people in our communities who help us. * Watch [community helper video](https://www.youtube.com/watch?v=jt2q1cHsH6E) * Children will write in their journal about their favorite community helper. Before they write, remind them to: take their time, use their word wall, try their best to sound out words, think about words they already know how to spell, label their work, use speech bubbles, add details, take up the whole space with their illustrations (If they are 5 years old they should be using 5 colors). |
| **Closing Circle** | Let’s Reflect: What did you enjoy about special area today?  Activity: Hangman Review the rules, and choose a simple word or phrase like “Kindergarten Rocks”  Sharing: If you could be any animal, what would you be? |

Sub Plans: Day 2

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| **Morning Meeting** | * Morning Message: JOURNAL WRITING   Dear KL,  Today is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Outside it is \_\_\_\_\_\_ and \_\_\_\_\_\_\_. I like to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I like to eat \_\_\_\_\_\_\_\_\_\_\_\_\_.   * Sharing: What is your favorite movie? * Read aloud: Choose any book from our classroom libraries,   Social Emotional:  We already know lots of rules. Ask, “What rules do you follow at home?”  -- No running inside. Bedtime is at 7:00 p.m. No snacks before dinner.  At school?  --Listen to the teacher. Be nice. Treat books gently.  When playing outside?  --Take turns. Share toys. Play safely.  Rules can be different depending on where you are. For example, “At recess we can run, but inside, we have to walk.” In our classroom, we have rules that help us stay safe so we can learn and have fun together.  1. First, I’m going to read each rule. Then you’ll repeat the rule. Read each rule and have your child repeat them.  2. Read the rules again. This time, after each rule, ask the following questions: What does that look like? What does it sound like? Have your child give examples. |
| **Break** | * Remind children to use the bathroom, get a sip of water etc.   [Tooty Ta](https://www.youtube.com/watch?v=MwoTsWlz60I&list=PL44CqAmrijAvHv0eeKcHzKlFH2Apb4WLR&index=14&t=0s)  [Ghostbusters](https://www.youtube.com/watch?v=izMJDiHQBH0&list=PL44CqAmrijAvHv0eeKcHzKlFH2Apb4WLR&index=45&t=0s) |
| **Phonics** | Write this song in your notebook with the children and then point to the words and sing it.  Row row row your boat  Gently down the stream  Merrily, merrily, merrily  Life is but a dream  Ask children….   * What words do you see that rhyme? Underline them. * What word do you see that repeats? Row, Merrily- circle them * What two letters say /ow/ in this poem? * Pick any letter out of the alphabet. Children will have one minute to go on a scavenger hunt around the room to find something that begins with that letter. * [One Minute Timer](https://www.youtube.com/watch?v=CH50zuS8DD0) * Once your child returns have them share their findings.   I found …  Tt- table, Tootsie Roll, toothpaste, tea, etc…  Alphabet/sound drill (pick one): You could also hold up sound cards where children call out the letter, pictures, and sound.   * [Alphabet](https://www.youtube.com/watch?v=pXTzc8_NWCc) REVIEW LETTER NAMES AND SOUNDS |
| **Reading** | * Read Aloud: [How Full is Your Bucket](https://www.youtube.com/watch?v=mWe6Z3zFwoA) (turn closed caption on) ASSIGNED ON EDPUZZLE * After reading, have children decide with thumbs or thumbs down if the following are examples of kids being bucket fillers or dippers.   \*Sarah pushed Cannon on the playground. \*Knox told Darla she was a fast runner. \*Hayden gave his mom a hug. \*Ezekial jumped in front of everyone in line. \*Jamal did not tell the truth. \*Isabella made a card for her sick uncle. \*Felecia put her books away neatly for the next person to use. \* Ben laughed when Jasmine dropped her lunch.   * Independent Reading Time: Children will read books or perhaps use an app they are familiar with, HAPPY NUMBERS, SUMDOG, ABC MOUSE * Remind them of expectations: sit in one spot, get started right away, read the whole time, respect property, use a whisper voice, etc. * Remind them that they are working to build their stamina- doing something for a long time without getting tired or giving up. * [15 minute timer](https://www.youtube.com/watch?v=u_BcMXgws6Y&t=16s) * Sight Word Practice: - REVIEW WORDS: (I, LIKE, THE, AND, YOU, SEE, ME, TO) Today, have students stand and try: (*Chicken*- keep arms folded to make wings and head moving forward and back with each letter, *Marshmallow Clap*-almost like a clap, but stop just before your hands hit, *Apple picking*- pretend to pick an apple form the tree and put in it the basket. Pick up the basket when you say the word at the end.) |
|  | Brain Break   * [Dinosaur Stomp](https://www.youtube.com/watch?v=Imhi98dHa5w&list=PL44CqAmrijAvHv0eeKcHzKlFH2Apb4WLR&index=49) |
| **Writing** | * Today we will continue to work on our personal narratives. * Let’s watch a video that will help us plan out what we are going to write. [Preplanning Video](https://www.youtube.com/watch?v=nBQ8dU0KPtg) * Ask children to share what they are planning to write about. Use them as an example to share their planning using transition words- first, then, next, finally. * Have students start independent writing. Before they write, remind them to: take their time, use their word wall, try their best to sound out words, think about words they already know how to spell, label their work, use speech bubbles, add details, take up the whole space with their illustrations (If they are 6 years old they should be using 6 colors). * [15 minute timer](https://www.youtube.com/watch?v=u_BcMXgws6Y&t=16s) * Have children share their writing with family members. |
|  | Lunch/ RECESS |
| **Math** | * Math Read Aloud [Counting Crocodiles](https://www.youtube.com/watch?v=lHGGJXQmwTo) * Calendar/ Number of the Day- look at the calendar in the room, follow the routines for the day- add a tally mark, add a number to the number line, write out the number word, etc. * Play calendar song [Days of the week](https://www.youtube.com/watch?v=LIQsyHoLudQ) * Math Quick Writes: Have children take out their dry erase boards. If they do not have one, they can just write on paper. Call out a few questions. Write the number that comes after 21. Write the number that has one group of ten and 8 more. Write the number that comes next- 5,10, \_\_\_\_. Write the number of pets you have. Write the number that has one group of ten and 4 more. Write the number that comes next: 2, 4, 6, \_\_\_ * Math Scavenger Hunt: Children will have one minute to go on a scavenger hunt around the room to find any coin. * [One Minute Timer](https://www.youtube.com/watch?v=CH50zuS8DD0) * Once your child return have them share their findings. * Math song: [Exercise and count by five](https://www.youtube.com/watch?v=amxVL9KUmq8)   [CLICK HERE FOR VIRTUAL MATH MANIPULATIVES](https://docs.google.com/presentation/d/1jadIg9nk64U9gWtj4QEbd-AEzVtCXQeH-y44LPXlF3M/present?slide=id.g27b693dca5_0_261)   * Play a few rounds of “I’m thinking of a number.” Put a number in your head from 1-120 and have the students ask you questions. Perhaps your child may ask, “Is the number larger or smaller than 53?” Answer the questions they ask until they’ve been able to guess your number. (You could also manipulate the virtual number line or virtual hundreds chart.) * Math workout: [Count to 20 and workout](https://www.youtube.com/watch?v=_MVzXKfr6e8) * Have children gather some type of counters from their house- this might be blocks, beans, cereal, cotton balls, Legos, beads, etc. They will use these to help them work through a few addition/subtraction word problems. You can use the whiteboard to help draw a picture. They can use manipulatives, and also write out the equations.  1. Shakoor sees 5 bugs. Aiden sees 8 bugs. How many bugs do they see in all? (13) 2. Dad sees 7 cars. Mom sees 7 cars. How many cars do they see in all? 3. I had 11 toy trains, and let Lucy borrow 6 of them. How many do I have left? |
|  | Special |
| **Social Studies** | * Tell children…You are an important part of our home and school community! You are special and unique, and you are helpful in many different ways. * Today we are going to do a fun activity so we can better appreciate people’s similarities and differences! * Watch [Sesame Street Video](https://www.youtube.com/watch?v=LrPm7BasRBo) “What makes you special?” * Give children a chance to share what makes them special * Let children work to draw a self portrait. [Here are some examples.](https://www.google.com/search?q=first+grade+self+portraits&tbm=isch&source=iu&ictx=1&fir=Ct8mRF06hNP0cM%252C_ShvI82POcRnQM%252C_&vet=1&usg=AI4_-kR_SiDVMsjQvu5beG7Pt0WzxcJqrw&sa=X&ved=2ahUKEwjShOarnOTrAhUEna0KHRyGC0sQ9QF6BAgJEEc&biw=1309&bih=717&sa) * Have them draw the outline with pencil first on a white piece of paper if they have one. Use the whole space, and create a background as well. * Allow children to share about the choices they made on their portrait. * If time permits have them write “I am special because\_\_\_\_” on their picture. |
| **Closing Circle** | Let’s Reflect: What was something that was very tricky for you today, but you did not give up?  Activity: Magic Mirror: Whatever you do, your child has to copy- touching nose, twirling, winking, etc without talking.  Sharing: What is your favorite book? |

Sub Plans: Day 3

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| **Morning Meeting** | * Morning Message: JOURNAL WRITING   Dear KL,  Today is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.. Yesterday was \_\_\_\_\_\_\_\_\_\_\_. Tomorrow will be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Outside it is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I am feeling \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   * Rules: Review rules:  1. Be prepared and ready to learn. 2. Raise your hand to speak. 3. Be respectful and responsible. 4. Minimize distractions. 5. Be an active listener.  * Sharing: Would you rather live in the mountains or at the beach? * Read aloud: Choose any book from Bookflix and listen to the PAIR, narrative and expository. Complete the activities.   Social Emotional:   * Today we are going to use our imaginations. Pretend you have a special toy, and hold it in your hands. (Model how to use a toy to act out and pretend.) * In our jumpy jumpy land, our toys be-bop all over the place. (Bounce your toy up and down) but when toys get too excited, they stop and take a break. (Have children make their toys stop and take a deep breath). * In the big, big place, toys feel small and new. (Have children pretend that their toys are scared.) When toys feel scared and lonely, it helps to talk with you. Have children say something to their scared toy. “It’s okay to feel a little scared.” * What kinds of things did we just do to help the toys with their strong feelings? (Take a break and breathe. Talk to a friend.) * Just like your toy, everybody feels big feeling sometimes. We might feel extra silly and can’t focus, or we might feel upset. Its important to talk to a grown up about your feelings, and also to go to take a break spot in your house. Think of a spot in your house that you can go to to reset yourself. |
| **Break** | * Remind children to use the bathroom, get a sip of water etc.   [Freeze Dance](https://www.youtube.com/watch?v=A1vdKfXlB_g)  [Bye Bye Bye](https://www.youtube.com/watch?v=58B4TVE-dT8) |
| **Phonics** | Write this poem in your notebook…..  S is for soup.  S is for cake.  S is for silly.  S is for snake!  Ask children….   * What words do you see that rhyme? Underline them. * What words begin with S? Circle them * How do we know the a in snake is long a? (the sneaky e at the end makes the a say its name. Also, if it were short a, snack wouldn’t rhyme in the poem). * Pick any letter out of the alphabet. Children will have one minute to go on a scavenger hunt around their house to find something that begins with that letter. * [One Minute Timer](https://www.youtube.com/watch?v=CH50zuS8DD0) * Once children return have them share what they found. * Play this [Rhyming Song](https://www.youtube.com/watch?v=RVophT8naUM) * Have children put their thumbs up if the following words rhyme.   Cat/rat love/dove sit/sat cow/cup when/then rag/tag bit/bite up/or |
| **Reading** | * Read Aloud: [Enemy Pie](https://www.youtube.com/watch?v=FTM8Cccl1xs) (turn closed caption on). EDPUZZLE * Comprehension questions: Who were the characters? What was the setting? What was the problem? What was the solution? * Independent Reading Time: Children will read books from their house or perhaps use an app they are familiar with- Bookflix, Happy Numbers, EdPuzzle, ABC Mouse, Starfall, SumDog * Remind them of expectations: sit in one spot, get started right away, read the whole time, respect property, use a whisper voice, etc. * Remind them that they are working to build their stamina- doing something for a long time without getting tired or giving up. * [15 minute timer](https://www.youtube.com/watch?v=u_BcMXgws6Y&t=16s) * Sharing: Have children share what they read during read to self time. Have them share the title, and the setting. * Sight Word Practice: they, that, his, want, four, where, was, like, one, of * Children will act these words out in fun ways as they say each letter. Today, have students stand and try: (*Mouse talk*- use a squeaky voice with hands curled up by face for each letter, *Beat It*- beat out each letter on the desk/floor, *Snap and Clap*- snap the vowels, clap the consonants, and *Movie star kisses*- put hands to mouth, throw each letter a kiss, like a Marilyn Monroe at the Oscars) |
|  | Brain Break   * [Silly Pirate Song](https://www.youtube.com/watch?v=cBcrVzY4hDE) STARFALL |
| **Writing** | * Today we will continue to work on our personal narratives. * Let’s watch a video that will help us start our writing in an interesting way!   [Writing An Introduction](https://www.youtube.com/watch?v=M2H29fRVqf8)   * Have children start independent writing. Before they write, remind them to: take their time, use their word wall, try their best to sound out words, think about words they already know how to spell, label their work, use speech bubbles, add details, take up the whole space with their illustrations (If they are 5 years old they should be using 5 colors). * [15 minute timer](https://www.youtube.com/watch?v=u_BcMXgws6Y&t=16s) |
|  | Lunch/Recess |
| **Math** | * Math Read Aloud [The Crayon Counting Book](https://www.youtube.com/watch?v=ZBDCnUV9QZA) EdPuzzle After reading, have children take out their crayons and count them up. Have them report back how many crayons they have. * Calendar/ Number of the Day- use the calendar, follow the routines for the day- add a tally mark, add a number to the number line, write out the number word, etc. * Play calendar song [August Song](https://www.youtube.com/watch?v=qgFOymjjtpI) * Math Quick Writes: Today is all about tally marks! You can write some tally marks, and they can write the numeral, or you write the numeral (1-20), and they can write the tally marks. Have them circle each group of 5. * Math Scavenger Hunt: Children will have one minute to go on a scavenger hunt around their classroom to find something with a pattern on it. * [One Minute Timer](https://www.youtube.com/watch?v=CH50zuS8DD0) * Once children return have them share their findings. * Math workout: [Workout to 100- Counting by 1s](https://www.youtube.com/watch?v=MA9BhxGwGMs)   [CLICK HERE FOR VIRTUAL MATH MANIPULATIVES](https://docs.google.com/presentation/d/1jadIg9nk64U9gWtj4QEbd-AEzVtCXQeH-y44LPXlF3M/present?slide=id.g27b693dca5_0_261)   * Play a few rounds of “I’m thinking of a number.” Put a number in your head from 1-120 and have the students ask you questions. Perhaps your child may ask, “Is the number larger or smaller than 53?” Answer the questions they ask until they’ve been able to guess your number. (You could also manipulate the virtual number line or virtual hundreds chart.) * Math shapes: [Shape Song](https://www.youtube.com/watch?v=AnoNb2OMQ6s) * Have children gather some type of counters from their house- this might be blocks, beans, cereal, cotton balls, Legos, beads, etc. They will use these to help them work through a few addition/subtraction word problems. You can use the whiteboard to help draw a picture. They can use manipulatives, and also write out the equations.   1.There were 15 shells sitting on the beach. I picked up 5 of them. How many are left?  2. It was sunny for 7 days this week and 5 days last week. How many days was it sunny in all?  3. Martin had 10 cards. He gave away some, and now he only has 2. How many did he give away? |
|  | Special |
| **Social Studies** | * Today we are going to look at different types of communities: rural, suburban, and urban. * Let’s watch this video comparing all three [Types of Communities](https://www.youtube.com/watch?v=NR7z9FbUf5k) * Work with your child to write notes. They will write each type of community, and then draw a sketch to describe the type. They can divide a piece of white paper into three sections, or write on three pages of their journal. |
| **Closing Circle** | Let’s Reflect: How were you a good listener today?  Activity: Play charades. You will act out a simple action- hitting a ball, writing, swimming, eating, and the kids will take turns guessing what you are doing. Call on your child to act out simple actions.  Sharing: Would you rather eat ice cream everyday or pizza everyday? |