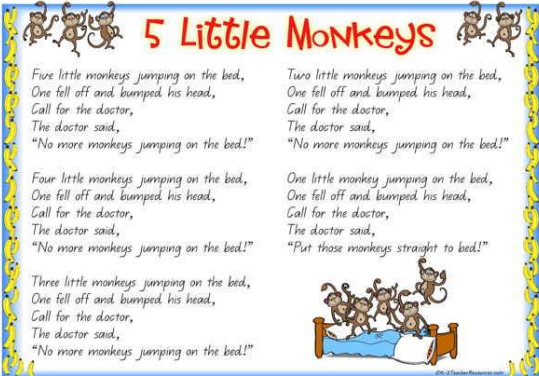


### Easton Half Day Virtual Lesson Plan

<b>WEEKS OF</b>	May 4, May 11	
<b>BOOK</b>	Dear Zoo, by Rod Campbell	<a href="https://www.youtube.com/watch?v=KsHXDPxozTk&amp;t=10s">https://www.youtube.com/watch?v=KsHXDPxozTk&amp;t=10s</a>  <a href="https://www.youtube.com/watch?v=mxBEj10aK9k">https://www.youtube.com/watch?v=mxBEj10aK9k</a>
<b>RHYME</b>	<p>5 Little Monkeys</p> 	<a href="https://www.youtube.com/watch?v=ZhO DBFQ2-bQ">https://www.youtube.com/watch?v=ZhO DBFQ2-bQ</a>
<b>COLOR</b>	Review	<a href="https://www.youtube.com/watch?v=RPAZHV NVJp0">https://www.youtube.com/watch?v=RPAZHV NVJp0</a>
<b>SHAPE</b>	Rectangle	<a href="https://www.youtube.com/watch?v=9JP-ZhwrxzI">https://www.youtube.com/watch?v=9JP-ZhwrxzI</a>
<b>LETTERS</b>	Review letters	<a href="https://www.youtube.com/watch?v=RJPNEH5kNH8&amp;list=PLTnyZBPiTh_13T3-qDD7Ld60MMDwcRc7G">https://www.youtube.com/watch?v=RJPNEH5kNH8&amp;list=PLTnyZBPiTh_13T3-qDD7Ld60MMDwcRc7G</a>  <a href="https://www.youtube.com/watch?v=iocGfl1j xJs">https://www.youtube.com/watch?v=iocGfl1j xJs</a>
<b>RESOURCES/SONGS</b>	Walking in the Jungle	<a href="https://www.youtube.com/watch?v=GoSq-yZcJ-4&amp;disable_polymer=true">https://www.youtube.com/watch?v=GoSq-yZcJ-4&amp;disable_polymer=true</a>

	Virtual Zoo	<a href="https://virginiazoo.org/virtualvoyage/">https://virginiazoo.org/virtualvoyage/</a> <a href="https://animals.sandiegozoo.org/live-cams">https://animals.sandiegozoo.org/live-cams</a>
	Age Groups: 3 - Grade 9 Day-by-day projects to keep kids thinking, learning and growing. Resources for Teachers and Parents	<a href="https://classroommagazines.scholastic.com/support/learnathome.html">https://classroommagazines.scholastic.com/support/learnathome.html</a>

**\*\*\*If you would like further clarification or how to further modify any activity please reach out to your child's classroom teacher via Remind or email\*\*\***

Week of May 4	MATH MONDAY	TINKER TUESDAY	USE YOUR WORDS WEDNESDAY	THOUGHTFUL THURSDAY	FIND IT FRIDAY
	<p>Have your child walk around the house and find 5 things that are shaped like a rectangle. (Doors, remote, phone, etc.) You can even take this outside! Talk about how many sides a rectangle has. Count them!</p> <p>---</p> <p><i>If your child is verbal:</i> -count aloud and label items found that are shaped like a rectangle -have them count aloud the number of rectangles found</p>	<p>Mix ½ cup of salt, ½ cup of water, 1 cup of flour (will probably need a bit more), and food coloring (optional) to make play dough. Knead until the mix is pliable but not sticky. After mixing and kneading the ingredients together, your child can make animals from the story (snake, frog, dog, monkey, lion, etc.).</p> <p>---</p> <p><i>If your child is verbal:</i> -Have them to name some of the animals and then...</p>	<p>Please watch this reading of <i>Dear Zoo</i>, by our very own Ms. Alicia! <a href="https://www.youtube.com/watch?v=mxBEj10ak9k">https://www.youtube.com/watch?v=mxBEj10ak9k</a></p> <p>(If you have the book, even better!)</p> <p>Once you have listened to the story, go back through the video and identify animal sounds that</p>	<p>Pick out your clothes for the day. Can you dress yourself? If you need some help, use your words to ask ----</p> <p><i>If your child is verbal:</i> -have child identify colors, type of clothes</p> <p><i>If your child is pre-verbal/ pointing:</i> -identify clothing item in a field of two, by pointing. (You say to your child, "Show me XXXX.)</p>	<p>Use your homemade a Pair of Binoculars using paper towel rolls, your hands, or use "special sunglasses" for this activity weekly</p> <p><b>Focus on the "core word" LOOK</b> "LOOK" for highly preferred and familiar items/people Ex: Favorite stuffed animals Favorite animals in videos/books Familiar pets (in person/pictures)</p> <p>----</p> <p><i>If your child is verbal:</i></p>

	<p><i>If your child is pre-verbal/ pointing:</i>          -ask them to point to a rectangle shape          -clap or stomp the number of rectangles found          -have them point to each side of a rectangle as you count</p> <p><i>If your child is exploring and needs additional support:</i>          -use hand over hand support to help your child touch a rectangle shape and count the sides for them          -explore items and label for your child</p>	<p>-use some of the descriptive words used in the story to describe the animal (parent model provided)          -name the animals and their sounds</p> <p><i>If your child is pre-verbal/ pointing:</i>          Have child to point to the animal and imitate labeling the animal</p> <p><i>If your child is exploring and needs additional support:</i>          Alternatively, let child explore and manipulate freely. Then, provide hand-over-hand assistance to help child create an animal.</p> <p><u>Additional:</u> If you have toy animals, allow your child to place the animal in dough to make prints.</p> <p>-If you have or can get Animal Crackers, allow your child to make an animal parade (line up,</p>	<p>go with the zoo animals.</p> <p>---</p> <p><i>If your child is verbal:</i>          Ask different wh- questions about the animals within the book (“where is the dog?” “where is the snake?”, “who has a long neck?”, “who is naughty?”, “who is heavy?” and have your child answer by stating the animal or positional phrase (in the __, behind the __)</p> <p><i>If your child is pre-verbal/ pointing:</i>          Ask your child to the animals on the screen/book. (“touch the monkey”, “touch the elephant”.)</p> <p><i>If your child is exploring and needs additional support:</i>          Hold your child in your lap, and hand-over-hand assist your child in</p>	<p><i>If your child is exploring and needs additional support:</i></p> <p>While putting your child's clothes on, verbally engage with him/her by talking about what you are doing. For ex: “Let’s put your XXX on. Do you like it? What color is it? XXXX. “</p>	<p>-label items and animals</p> <p><i>If your child is pre-verbal/ pointing:</i>          -ask them to point to particular items/animals</p> <p><i>If your child is exploring and needs additional support:</i>          -use hand over hand support to help your child touch named items          -incorporate textures          -use names of items to continue to support a language model</p>
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		stack, sort, etc.) and eat afterwards.	looking at the book/watching video.		
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Week of May 11	MATH MONDAY	TINKER TUESDAY	USE YOUR WORDS WEDNESDAY	THOUGHTFUL THURSDAY	FIND IT FRIDAY
	<p>Have your child build a tower! It can be from blocks, boxes, books... Count how many items were used to build the tower. Grab a stuffed animal or puppet made from clothes and put it next to the tower. Ask which item is shorter? Which is taller? Which item is bigger, smaller?</p> <p>---</p> <p><i>If your child is verbal:</i> -label items -count aloud -answer questions</p> <p><i>If your child is pre-verbal/ pointing:</i> -ask them to point as you count -ask them to point to the "big" or "short" item</p>	<p>Create a lion using a paper plate or large circle. Add either yellow, orange or brown yarn or small strips of paper, dried pasta pieces or crayon marks around the edge of the plate. Add eyes, triangular shaped nose, mouth and whiskers (drawn with crayons or appropriate materials).</p> <p>---</p> <p><i>If your child is verbal:</i> -label animal "lion" -answer questions -name facial parts of animal</p> <p><i>If your child is pre-verbal/ pointing:</i> Ask them to point to the eyes, nose, mouth, etc. and imitate naming parts</p>	<p>Build a blanket fort, get your favorite toys, and then read a book to your child inside the fort! Preferred: bring in zoo animals with "Dear Zoo" book/video. Any books or toys will do!</p> <p>---</p> <p><i>If your child is verbal:</i> Have your child use phrases/sentences to request which books/toys to bring into the fort. Practice any repetitive phrases throughout your book of choice!</p> <p><i>If your child is pre-verbal/ pointing:</i> Have your child point to the toys they would like to take into the fort. Have your child request</p>	<p>Have your child put a long sock on their arm to make an elephant. Then have your child clean-up/pick up items around the house using their elephant trunks.</p> <p>---</p> <p><i>If your child is verbal:</i> Have your child identify the object they are putting away, what color is it, or is it big/little. Ask them "wh" questions, "what is this" "what color is it" "where does it go"</p> <p><i>If your child is pre-verbal/ pointing:</i> -have them point to where the item goes</p>	<p>Use your homemade a Pair of Binoculars using paper towel rolls, your hands, or use "special sunglasses" for this activity weekly. Use household items such as boxes, blankets, pillows, baskets, etc. to make a "zoo" for stuffed animals or animal toys.</p> <p><b>Focus on the "core word" LOOK</b> "LOOK" for animals in your homemade zoo.</p> <p>---</p> <p><i>If your child is verbal:</i> -label animals -describe where the animals are by location (on, in, out, over, under)</p>

	<p><i>If your child is exploring and needs additional support:</i></p> <ul style="list-style-type: none"> <li>-use hand over hand support to help your child touch each item</li> <li>-say the names of items as they explore and describe them</li> <li>-allow them to explore the items</li> </ul>	<p><i>If your child is exploring and needs additional support:</i></p> <p>Provide hand over hand assistance to create a lion's face or just allow your child to place pieces of yarn, dried pasta, etc. around the edge or on top of a paper plate or circle</p>	<p><i>by pointing to a book they would like to read in the fort. While reading, they can point to the pictures to identify items (animals).</i></p> <p><i>If your child is exploring and needs additional support:</i></p> <p>The parent will choose a variety of books and toys to bring into the fort. The parent will read books to the toys and child, allowing exploration of all textures and the new experience of fort play. Hand-over-hand guidance is encouraged!</p>	<p><i>-have them point out the color ex. "point to orange"</i></p> <p><i>If your child is exploring and needs additional support:</i></p> <ul style="list-style-type: none"> <li>-use hand over hand support</li> <li>-tell child "pick up shirt/item"</li> <li>-assist the child with exploring the item.</li> <li>-tell child "put in basket" and provide hand over hand support</li> </ul>	<p><i>If your child is pre-verbal/ pointing:</i></p> <ul style="list-style-type: none"> <li>-ask them to touch a named animal</li> <li>-play with taking the animal "in" and "out" to focus on meaning of location words</li> </ul> <p><i>If your child is exploring and needs additional support:</i></p> <ul style="list-style-type: none"> <li>-use hand over hand support to help your child touch named animals</li> <li>-use a blanket or dish towel to cover animal and ask your child to find it (to work on object permanence)</li> </ul>
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