Daily ELA Practice Plans

March 23-27, 2020

**Using the link, sing the good morning song** <https://www.youtube.com/watch?v=bcCAZOO9OBk>

Use devices or verbal language to work on saying good morning. Ask and answer together “how are you today”?

**Review the months of the year with the months of the year song** <https://www.youtube.com/watch?v=5enDRrWyXaw>

Have students identify the month using their devices (under the time icon) or with verbal language.

**Review the days of the week with the days of the week song** <https://www.youtube.com/watch?v=3tx0rvuXIRg>

Have students identify the day of the week. What was yesterday? What will tomorrow be? Use devices (under the time icon) or verbal language

**What is the weather like today? Use this song to review weather** <https://www.youtube.com/watch?v=rD6FRDd9Hew>

Talk about the weather outside. Use devices (under the need icon with an umbrella on it) or verbal language to identify the weather. What should we wear today?

Our words for the month are action words. Let’s get up and move! Play the song move your legs. Encourage kids to get up and dance!

<https://www.youtube.com/watch?v=CNMyh5OyfGE&list=PLpQy2XxGQ02iVMeDqsFTCgPYfrE1B1tUs&index=5>

**Daily Language Practice: On the class dojo page, follow along with the video of me reviewing the Core Words for the month with the GIF’s.**

**ELA Activities:**

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| Monday | Learning Targets: I can listen to and engage with a story.I can identify who the story was about.Read or listen to the story: The Pout Pout Fish<https://www.youtube.com/watch?v=gynYtBmYlnk>Who is the story about? After listening to the story, identify the main character. Activities: The pout pout fish makes a pout pout face. Using a mirror with your child, make different faces and identify the feeling that goes with each face. If using a device, find the different feeling words in the device under the icon “feel” with the masks on it or verbally say each feeling word for the face you make. |
| Tuesday | Learning Targets: I can listen to and engage with a story.I can identify who the story was about.Read or listen to the story: The Pout Pout Fish Goes to School<https://www.youtube.com/watch?v=oEftH2H58TE>Who is the story about? After listening to the story, identify the main character.Activity: The pout pout fish goes to school. School is in our community. What other places can we go in our community? Discuss with your child the different places we have in our community. If using a device, find different places in the community. Look under the go icon with the frog on it. |
| Wednesday | Learning Targets: I can listen to and engage with a story.I can identify who the story was about.Read or listen to the story: The Pout Pout Fish In the Big Big Dark<https://www.youtube.com/watch?v=aPqOchObAog&t=9s>Who is the story about? After listening to the story, identify the main character.Activity: The pout pout fish is scared of the dark. It is dark in the ocean. Using a flash light, dim the lights and practice turning it on and off. Find the words on and off in devices or verbally say on and off then using the flashlight. |
| Thursday | Learning Targets: I can listen to and engage with a story.I can identify who the story was about.Read or listen to the story: The Pout Pout Fish and the Bully Shark<https://www.youtube.com/watch?v=Dq-lR8XgCc0&t=2s>Who is the story about? After listening to the story, identify the main character. Then identify the secondary character who is the bully.Activity: The Pout Pout fish and the bully shark become friends. You have friends too. Using the class dojo wall, find pictures of your friends and identify them by name. Some devices have the student’s names under the “mine” icon in the top left corner. |
| Friday | Learning Targets: I can listen to and engage with a story.I can identify who the story was about.Read or listen to the story: The Rainbow Fish<https://www.youtube.com/watch?v=r9mryuEKkKc>Who is the story about? After listening to the story, identify the main character.Activity: The rainbow fish learned how to share with his friends. You can share at home. With a grown up, make two pictures of a fish. Then share the crayons that you need to color the fish. Use lots of colors like in the rainbow fish. Ask for the crayons you need. Make a complete sentence “I need \_\_\_\_\_” or “Can I have\_\_\_\_\_\_\_” . Use your devices to make the sentences or verbal language. There is an icon for the colors located on the devices with a rainbow on it. |

**End work time with a song!! Here are some choices of class favorites!**

**The Goldfish song:** <https://www.youtube.com/watch?v=Cg-wnQKRHTs>

**Ten Little Fishies**: <https://www.youtube.com/watch?v=dg0cQtVisLw>

**Old McDonald had a Farm:** <https://www.youtube.com/watch?v=5oYKonYBujg>

**I Have a Pet:** <https://www.youtube.com/watch?v=pWepfJ-8XU0>

**Yes I Can Song:** <https://www.youtube.com/watch?v=_Ir0Mc6Qilo>

**The Great Big Ocean:** <https://www.youtube.com/watch?v=DKTh4A1UA7k>