

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	<p>Learning Warm-Up <i>Fingerplay Poem</i> -Read the poem</p> <p>Sound cards - Say each letter, the picture on the card, and the sound the letter makes.</p> <p>Sight Words - Practice flashcards at least 3 times.</p> <p>My Feelings Journal</p>	<p>Learning Warm-Up <i>Fingerplay Poem</i> - Complete the <i>Looking at Words</i> section.</p> <p>Sound cards - Say each letter, the picture on the card, and the sound the letter makes.</p> <p>Sight Words - Practice flashcards at least 3 times.</p> <p>My Feelings Journal</p>	<p>Learning Warm-Up <i>Fingerplay Poem</i> -Complete the <i>Playing With Sounds</i> section.</p> <p>Sound cards -Say each letter, the picture on the card, and the sound the letter makes.</p> <p>Sight Words - Practice flashcards at least 3 times.</p> <p>My Feelings Journal</p>	<p>Learning Warm-Up <i>Fingerplay Poem</i> -Complete the <i>Beginning to Read</i> section.</p> <p>Sound cards - Say each letter, the picture on the card, and the sound the letter makes.</p> <p>Sight Words - Practice flashcards at least 3 times.</p> <p>My Feelings Journal</p>	<p>Learning Warm-Up Sound cards - Say each letter, the picture on the card, and the sound the letter makes.</p> <p>Sight Words - Practice flashcards at least 3 times.</p> <p>My Feelings Journal</p>
8:30	<p>Reading Read Listen to someone read you a book. You can listen to books on the website https://lnkd.in/dQXYt7p</p> <p>Username: Learning20 Password: Clifford</p> <p>Retell the story to a friend or family member</p> <p>Comprehension Questions -Use the comprehension choice board to select 1 question to answer. -Cross off that question after you answer it.</p>	<p>Reading Read Listen to someone read you a book. You can listen to books on the website https://lnkd.in/dQXYt7p</p> <p>Username: Learning20 Password: Clifford</p> <p>Retell the story to a friend or family member</p> <p>Comprehension Questions -Use the comprehension choice board to select 1 question to answer. -Cross off that question after you answer it.</p>	<p>Reading Read Listen to someone read you a book. You can listen to books on the website https://lnkd.in/dQXYt7p</p> <p>Username: Learning20 Password: Clifford</p> <p>Retell the story to a friend or family member</p> <p>Comprehension Questions -Use the comprehension choice board to select 1 question to answer. -Cross off that question after you answer it.</p>	<p>Reading Read Listen to someone read you a book. You can listen to books on the website https://lnkd.in/dQXYt7p</p> <p>Username: Learning20 Password: Clifford</p> <p>Retell the story to a friend or family member</p> <p>Comprehension Questions Use the comprehension choice board to select 1 question to answer. -Cross off that question after you answer it.</p>	<p>Reading Read Listen to someone read you a book. You can listen to books on the website https://lnkd.in/dQXYt7p</p> <p>Username: Learning20 Password: Clifford</p> <p>Retell the story to a friend or family member</p> <p>Comprehension Questions -Use the comprehension choice board to select 1 question to answer. -Cross off that question after you answer it.</p>

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:30	<p>Language/ Writing Daily Writing Prompt using the April Calendar in the Draw and Write Journal</p> <p>Daily Language Practice Journal</p> <p>Printing Letters Journal</p>	<p>Language/ Writing Daily Writing Prompt using the April Calendar in the Draw and Write Journal</p> <p>Daily Language Practice Journal</p> <p>Printing Letters Journal</p>	<p>Language/ Writing Daily Writing Prompt using the April Calendar in the Draw and Write Journal</p> <p>Daily Language Practice Journal</p> <p>Printing Letters Journal</p>	<p>Language/ Writing Daily Writing Prompt using the April Calendar in the Draw and Write Journal</p> <p>Daily Language Practice Journal</p> <p>Printing Letters Journal</p>	<p>Language/ Writing Daily Writing Prompt using the April Calendar in the Draw and Write Journal</p> <p>Daily Language Practice Journal</p> <p>Printing Letters Journal</p>
10:00	<p>Brain Break Choose a Movement & Mindfulness Break Option</p>	<p>Brain Break Choose a Movement & Mindfulness Break Option</p>	<p>Brain Break Choose a Movement & Mindfulness Break Option</p>	<p>Brain Break Choose a Movement & Mindfulness Break Option</p>	<p>Brain Break Choose a Movement & Mindfulness Break Option</p>
11:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00	<p>Phonics Interactive Phonics Notebook</p>	<p>Phonics Interactive Phonics Notebook</p>	<p>Phonics Interactive Phonics Notebook</p>	<p>Phonics Interactive Phonics Notebook</p>	<p>Phonics Interactive Phonics Notebook</p>
12:00	<p>Sight Words Read "City Shapes" Sight Word Journal -Add words to your flashcards</p>	<p>Sight Words Read "More Baby Animals" -Underline the names of the baby animals in red. Sight Word Journal -Add words to your flashcards</p>	<p>Sight Words Read "More Baby Animals: DO: blue IS: purple WHICH: green Sight Word Journal -Add words to your flashcards</p>	<p>Sight Words Read both "City Shapes" and "More Baby Animals" to someone else. Sight Word Journal -Add words to your flashcards</p>	<p>Sight Words Pick your favorite 2 books to read to someone. Sight Word Journal -Add words to your flashcards</p>

Time	Monday	Tuesday	Wednesday	Thursday	Friday
12:30	<p>Math</p> <p>Watch the video and count along (1-100): https://www.youtube.com/watch?v=1dkPouLWCyc</p> <ul style="list-style-type: none"> -Count out loud to 100 starting with 13. -Solve the subtraction problems -Printing Numbers Journal 	<p>Math</p> <p>Count out loud to 100. Watch the video and count along (1-100): https://www.youtube.com/watch?v=1dkPouLWCyc</p> <ul style="list-style-type: none"> -Count out loud to 100 starting with 54. -Sort the objects on the paper. -Printing Numbers Journal 	<p>Math</p> <p>Watch the video and count along (number pairs): https://www.youtube.com/watch?v=ch7kzI3n2Zk</p> <ul style="list-style-type: none"> -Count out loud to 100 starting with 32. -Solve the subtraction problems -Printing Numbers Journal 	<p>Math</p> <p>Watch the video and count along (1-100): https://www.youtube.com/watch?v=1dkPouLWCyc</p> <ul style="list-style-type: none"> -Count out loud to 100 starting with 4 -Measurement-Use your ruler to measure the pictures. -Printing Numbers Journal 	<p>Math</p> <p>Watch the video and count along (1-100): https://www.youtube.com/watch?v=1dkPouLWCyc</p> <ul style="list-style-type: none"> -Count out loud to 100 starting with 11. -Complete the patterns. -Printing Numbers Journal
1:00	<p>Social Studies</p> <p>Work on 'Traffic Lights' packet and complete one activity to go with the story.</p>	<p>Social Studies</p> <p>Work on 'Traffic Lights' packet and complete one activity to go with the story.</p>	<p>Social Studies</p> <p>Work on 'Traffic Lights' packet and complete one activity to go with the story.</p>	<p>Social Studies</p> <p>Work on 'Traffic Lights' packet and complete one activity to go with the story.</p>	<p>Social Studies</p> <p>Work on 'Traffic Lights' packet and complete one activity to go with the story.</p>
1:30	<p>Art</p> <p>Learn about Monet online or with bio sheet</p>	<p>Music</p> <p>Play Roll a rhythm & drumming with homemade drum</p>	<p>Art</p> <p>Create your own art in style of Monet</p>	<p>Music</p> <p>Listen & respond to Debussy</p>	<p>Art</p> <p>Continue Photo Journal; theme is Healthy</p>
2:00	<p>Science</p> <p>Science Journal Activity/Page</p>	<p>Science</p> <p>Science Journal Activity/Page</p>	<p>Science</p> <p>Science Journal Activity/Page</p>	<p>Science</p> <p>Science Journal Activity/Page</p>	<p>Science</p> <p>Science Journal Activity/Page</p>
2:30	<p>Daily Wrap Up</p> <p>Discuss the activities from the day. Review what has been learned and created.</p>	<p>Daily Wrap Up</p> <p>Discuss the activities from the day. Review what has been learned and created.</p>	<p>Daily Wrap Up</p> <p>Discuss the activities from the day. Review what has been learned and created.</p>	<p>Daily Wrap Up</p> <p>Discuss the activities from the day. Review what has been learned and created.</p>	<p>Daily Wrap Up</p> <p>Discuss the activities from the day. Review what has been learned and created.</p>



Family and Student Supports:

Please review family letters for these content area assignments:

- Literacy
- Math
- Science
- Social Studies
- Art
- Music

Student Learning Kits (to be distributed during the week of April 14, 2020)

Supplies: ruler, crayons, pencils, glue sticks, scissors, paper, markers, composition book

Math: Math Journal

Literacy: Daily Interactive Reading Comprehension Journal, Writing Prompt Journal, Daily Language Practice Book, Interactive Phonics Journal

Science: Daily Science Activity Journal

Art: watercolor paint, paper

Picture Book



Additional Student Supports:

Individual Supports

Please reference the “Helping Your Child at Home in Reading” and “Helping Your Child at Home in Math” documents shared as well as the *Individual Supports* packet of information for additional access to individual student supports as needed.

English Language Learners

Please reference the *Academic Enrichment Packet for English Language Learners* to access additional student supports as needed.

Enrichment

Please refer to the *Academic Enrichment Packet for Gifted and Talented Students* to access additional student supports as needed.



Please reach out to your child’s school if you have any questions or need assistance with login information.

Online Learning and Additional Resources:

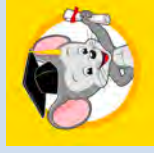
Websites and Applications to Supplement Learning Online for Preschool and Kindergarten

ABC Mouse (all subjects PK and K)

<https://www.abcmouse.com/redeem>

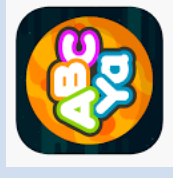
Step One: Click Link 'Redeem Code' and enter code: SCHOOL6225

Step Two: Follow prompts to access ABC Mouse



ABCYA

Fun, interactive learning games and activities for prek and K
<https://www.abcya.com/>



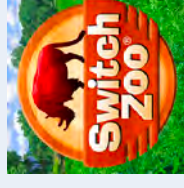
Scholastic Learn at Home

Access to books and read alouds along with literacy lessons to use at home.

<http://www.scholastic.com/learnathome>

Username: Learning20

Password: Clifford



Switchzoo

Interactive animal games for kids
<https://www.switchzoo.com/>

National Geographic Kids

Online, interactive learning resources for kids
<https://kids.nationalgeographic.com/>

Storynory Kids Learning Games

<https://www.storynory.com/>

Epic

Free, read aloud picture books
<https://www.getepic.com/>



Virtual Piano Online

<https://www.onlinepianist.com/virtual-piano>

Play to Learn Preschool/Kindergarten

Fun lessons, songs and activities
<https://www.facebook.com/PlayToLearnPS/>

Funbrain Jr.

Online learning games for prek ans K
<http://www.funbrainjr.com/>

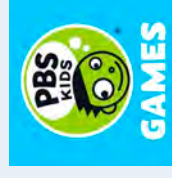


Sesame Street

Interactive Learning Activities
https://www.sesamestreet.org/?gclid=CiwKCAIwsMzzBRACEiwAx4ILGxNX3QRuRQ9TiOc_Dm3ean6DpxODicSKeo2YKQlfnwXNlpggAVV6xoCNFUQAVD_BwE

PBSKids

Online learning resources, activities and games for prek and K
<https://pbskids.org/>



Movement & Mindfulness Break Options:

Outside Play Activities	Playground Visit
Go Noodle https://family.gonoodle.com/	Go for a Run or Walk (with an adult)
The OT Toolbox https://www.thetoolbox.com/best-brain-breaks-videos-on-youtube/	Fluency and Fitness (free for 3 wks) https://fluencyandfitness.com/
Mind Yeti https://www.mindyeti.com	Positive Psychology https://positivepsychology.com/mindfulness-for-children-kids-activities/
Calm (app available also) https://www.calm.com/schools	Teach, Train, Love http://teachtrainlove.com/20-brain-break-clips-fight-the-fidgeting/

Social Emotional Development Resources:

Social and Emotional Foundations for Early Learning:
<http://csefel.vanderbilt.edu/resources/family.html>

A Parent Guide to Supporting Your Child's Social and Emotional Development at Home:
https://static.virtuallabschool.org/atmt/social/FC.Social_3.PreschoolDev_A1.NYCParentGuideSocial.Emotional.pdf



Hello Cleveland Metropolitan School Staff,

As we strive to secure a safe learning environment for our students, we know that learning can happen anywhere, anytime. Through the partnership with **Imagine Learning**, students can log into Imagine Learning programs and continue learning literacy, language and math while outside of the classroom. Here is some information on each program in case they are new to you.

Imagine Language & Literacy

Students who have previously used Imagine Language & Literacy will have access as they always have, if they have devices & wifi at home. New students will be added providing broader access to this program and will need to know the program starts with an embedded placement test (don't help!) that will build a custom pathway just for them. Imagine Language & Literacy is very deliberately scaffolded to teach the five elements of literacy, language and grammar and is built specifically to create a wow factor of engagement for students. It will remediate when necessary and will also advance students past previously learned skills to keep them on the leading edge of their learning. They can login 30 minutes a day through the Clever portal. Always click on the Blue Booster tile upon login- ignore anything referencing Galileo as we do not use it in your school district any longer.



Imagine Math PreK-2

Students being added to Imagine Math PreK-2 will login and it will start with a song, an activity, and then a 25-35 minute placement test (don't help!) that will build a custom pathway just for them. Once they are placed, they are immersed in a world of fun characters who do math using everyday items in the world around them. Students can login for 30 minutes a day as an option for home learning!

Imagine Math 3+ (3rd grade- Geometry)

Students being added to Imagine Math 3+ will login and it will start with a 30 question placement test after which they are assigned a quantile score (for teachers to access.) Then students work on a grade level and district-specific pathway. We recommend



they have scratch paper at all times and that they use it generously. Students are encouraged to use the glossary and the **HELP tabs** to learn multiple strategies when they encounter a challenging problem and to access the **live teacher** who will come on and help them think through the problem. Students can login for 30 minutes or complete one full lesson a day as an option for home learning.

- ✓ [Language Support for ELs in Imagine Math](#)
- ✓ [Meet the Live Teachers at Imagine Math](#)

Our Virtual Support Commitment to You

Teachers can join our online training modules in Imagine University. Next, we have pre-recorded webinars that are accessible immediately. There are also live webinars they can register for. We are also happy to set up time with teachers or schools individually to address your unique questions and needs. Here are links for these resources:

- [Imagine Learning University](#) (teachers will need to create an account)
- [Pre-recorded Webinar- Getting Started with Imagine Language & Literacy](#)
- [Pre-recorded Webinar- Getting Started with Imagine Math \(PreK-2\)](#)
- [Pre-recorded Webinar – Getting Started with Imagine Math \(3+\)](#)
- [Live Webinars](#)
- Local Team Live Virtual Hours for Q&A (TBD).

These two links will be helpful for educators and families, specific to At-Home Learning:

- <https://www.imaginelearning.com/at-home-educator>
- <https://www.imaginelearning.com/at-home>

Let us know if you need anything at all. Stay safe and healthy!

~Kristi Bidinger

Area Partnership Manager | Eastern Ohio

☎ 216.401.3963

✉ Kristen.bidinger@imaginelearning.com



Cleveland Metropolitan School Families,

As we strive to secure a safe learning environment for our students, we know that learning can happen anywhere, anytime. Through our partnership with **Imagine Learning**, students can log into Imagine Learning programs and continue learning literacy, language and math while outside of the classroom. Families, please visit [imaginelearning.com/at-home](https://www.imaginelearning.com/at-home) to learn how our programs work.

If your student has not used Imagine Learning programs before, they will be prompted to take an initial Benchmark test. Please do not help them, as it creates their unique learning pathway. As a guide, students should log approximately 20-30 minutes per program per day.

For Imagine Language & Literacy, students should use Clever logins and then click on this tile:



For Imagine Math, students should use Clever logins and then click on this tile:



**If needed upon first login, use this Site Code: 3904378.*

Clever Login Example:

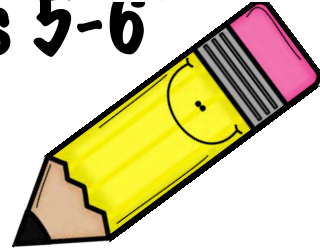
Username: ccbiyu001

Password: ca0646

Best Regards,
Kristi Bidinger
Imagine Learning Area Partnership Manager

Reading Response Choice Board Weeks 5-6

Use your Draw/Write Journal to record your responses.
Cross out your choice so you don't use it again.



<p>Choice 1</p> <p>Make a predication about what could happen next.</p>	<p>Choice 2</p> <p>If you could change one thing about the story what would you change?</p>	<p>Choice 3</p> <p>Draw a picture and tell about who was your favorite character in the story.</p>
<p>Choice 4</p> <p>Draw and tell about what happened in the beginning, middle and end of the story.</p>	<p>Choice 5</p> <p>Compare the character in the story to a character in a different story. How are they alike? How are they different?</p>	<p>Choice 6</p> <p>What was the most important part of the story?</p>
<p>Choice 7</p> <p>How did this story make you feel? When have you felt that way in real life?</p>	<p>Choice 8</p> <p>Is this a real (non-fiction) or made up (fiction) story? How do you know?</p>	<p>Choice 9</p> <p>Draw and write about something you learned.</p>
<p>Choice 10</p> <p>If you were to tell a friend about this story, what would you tell them?</p>	<p>Choice 11</p> <p>Draw and write about your favorite part of the story.</p>	<p>Choice 12</p> <p>Compare this story to the story you read yesterday. How is it the same? How is it different?</p>

Fingerplay

**Ten fingers,
Ten toes,
Two eyes, two ears, two lips,
One nose!**

**Fingers tickle,
Toes can wiggle,
Eyes can twinkle,
Nose can wrinkle.**



**Ten fingers,
Ten toes,
Two eyes, two ears, two lips,
One nose!**

—Helen H. Moore

★ Looking at Words and Letters

- 1. Ask your child to find and circle two lines that are exactly the same, then find and underline two more lines that are exactly the same.
- 2. Ask, *What is the longest line in the poem? How many words does it have?*
- 3. Ask your child to circle all the uppercase *T*'s, then draw boxes around the lowercase *t*'s.

★ Playing With Sounds

- 1. Say, *Let's clap or tap the beats in the poem together. Then ask, How many beats do you hear in ten? in tickle? in fingers? in toes?*
- 2. Say, *I will stretch out some words. You tell me the words:*
 - n...oh...zuh (nose)
 - l...ih...ps (lips)
 - wh...ig...ell (wiggle)

- 3. Say these words in pairs. Ask your child to raise a hand if they start the same:

ten, two can, fan finger, fan wiggle, wrinkle toes, nose

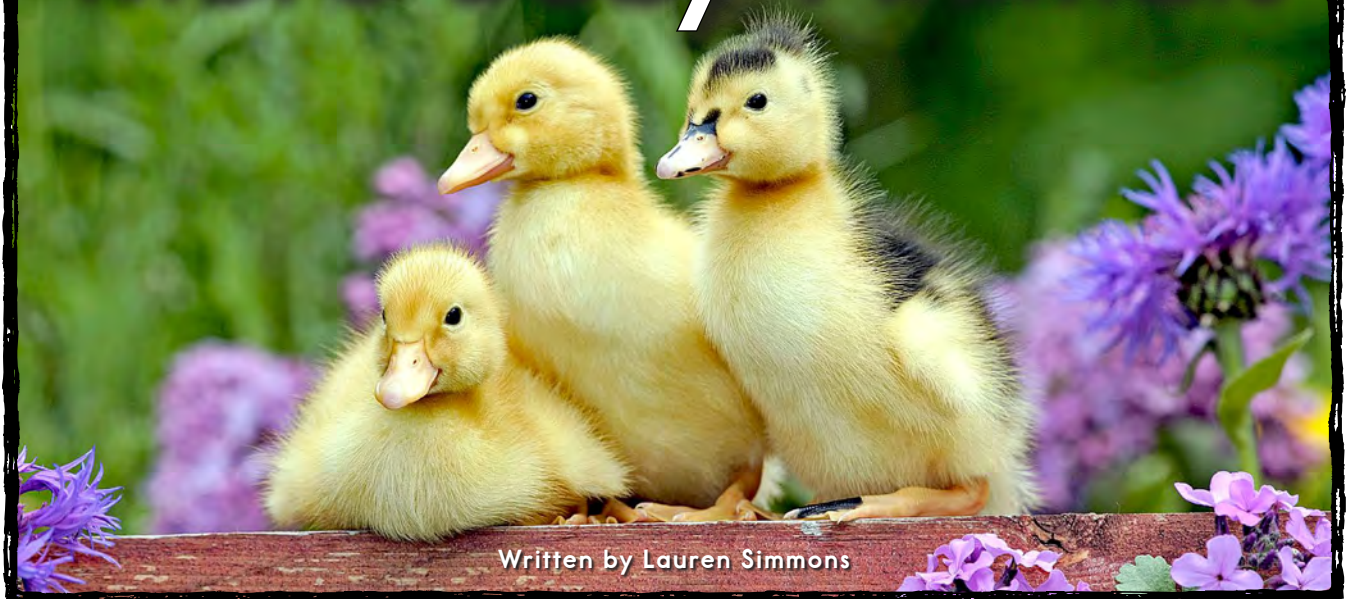
Now repeat the pairs of words. Ask your child to raise a hand if they rhyme.

★ Beginning to Read

- 1. Say, *Find and circle the number words. Write the numerals that the words stand for.*
- 2. Ask your child to find the words that name parts of the body and to draw a square around each one.
- 3. Ask your child which stanza (a group of four lines) has more words—the first one or the second one. Then ask which stanza has more syllables or beats—the first one or the second one.
- 4. Write *lip* on a sheet of paper. Point out the *-ip* word family. Together, brainstorm, write, and read other words that rhyme and belong to the *-ip* word family.
- 5. Together, choose two or three words from the poem. Add them to your word wall and practice these daily. Or add them to your child's word bank (a collection of words on cards, one word per card).

LEVELED BOOK • C

More Baby Animals



Written by Lauren Simmons

www.readinga-z.com

More Baby Animals

A Reading A-Z Level C Leveled Book • Word Count: 57

Connections

Writing and Art

Draw a picture of a baby animal not in this book and write this sentence: *A baby _____ is called a _____.*

Science

Label one side of a piece of paper "Adult Animals" and the other side "Baby Animals." Cut out pictures of animals and paste them to the correct side of your paper.

Reading A-Z

Visit www.readinga-z.com for thousands of books and materials.

More Baby Animals



Written by Lauren Simmons

www.readinga-z.com

Focus Question

How are baby animals different from adult animals?

Correlation	
LEVEL C	Fountas & Pinnell C
3-4	Reading Recovery 3-4
3-4	DRA

More Baby Animals
Level C Leveled Book
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Written by Lauren Simmons
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www.readinga-z.com

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Usher/ardea.com

called
donkey
gorilla
koala
know
owl

Words to Know



Do you know what baby animals are called?

More Baby Animals • Level C

3

A baby deer is called a fawn.

4





A baby donkey is called a foal.

More Baby Animals • Level C

5

A baby gorilla is called an infant.

6





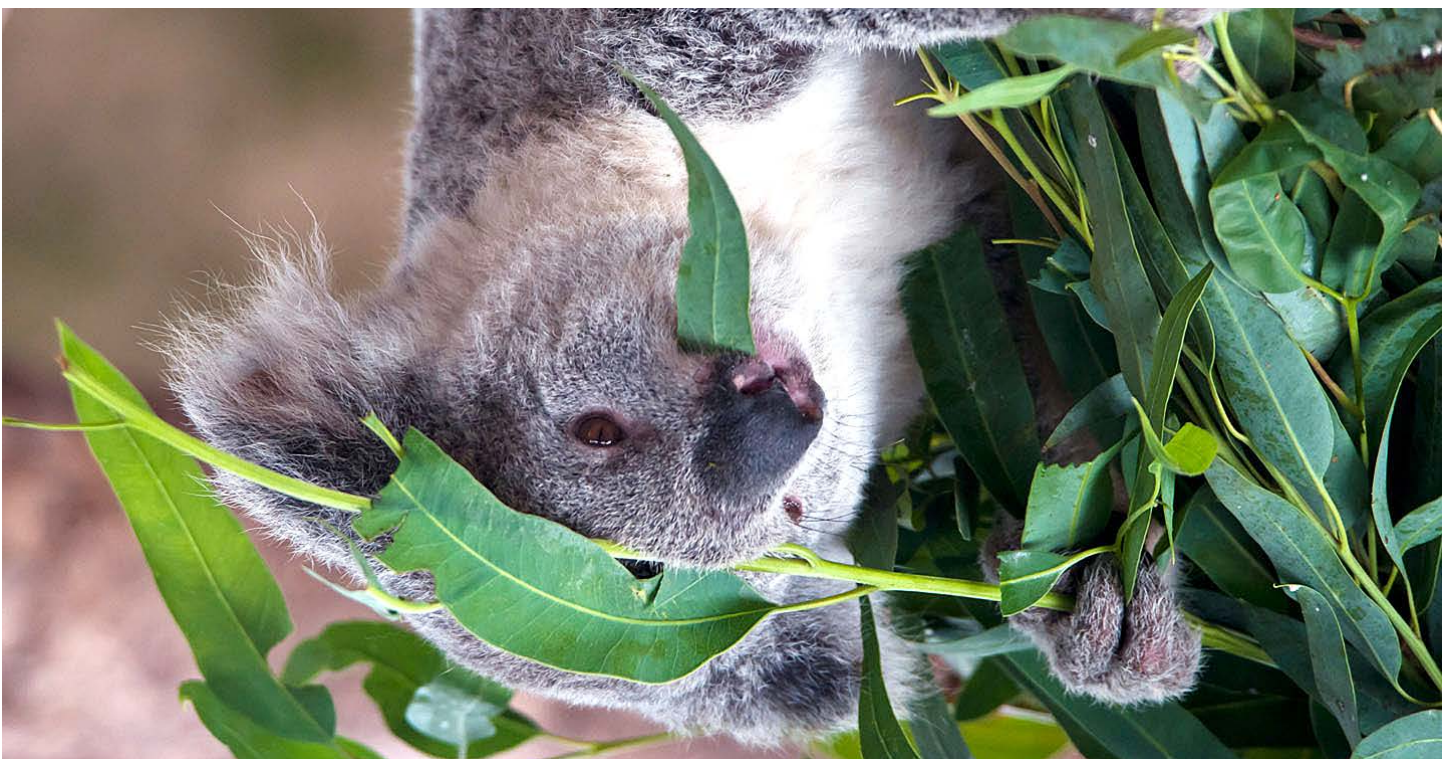
A baby pig is called a piglet.

More Baby Animals • Level C

7

A baby koala is called a joey.

8





A baby owl is called an owlet.

More Baby Animals • Level C

9

10


Which other baby animals do you know?




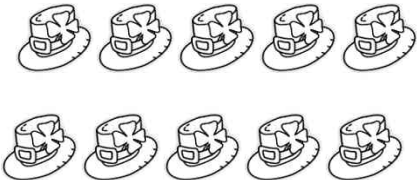
Name: _____

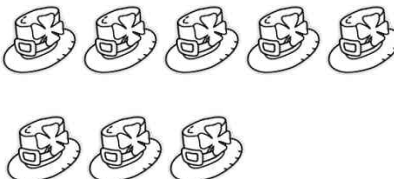
Directions: Count the pictures. Cross some out. Count how many are left.


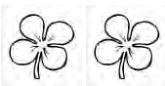
Subtraction Sentences


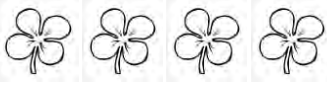
1. 
 $5 - 3 = 2$

4. 
 - =

2. 
 - =

5. 
 - =


3. 

 - =

6. 

 - =

7. Teddy made 5 cakes.

He ate 2 cakes.

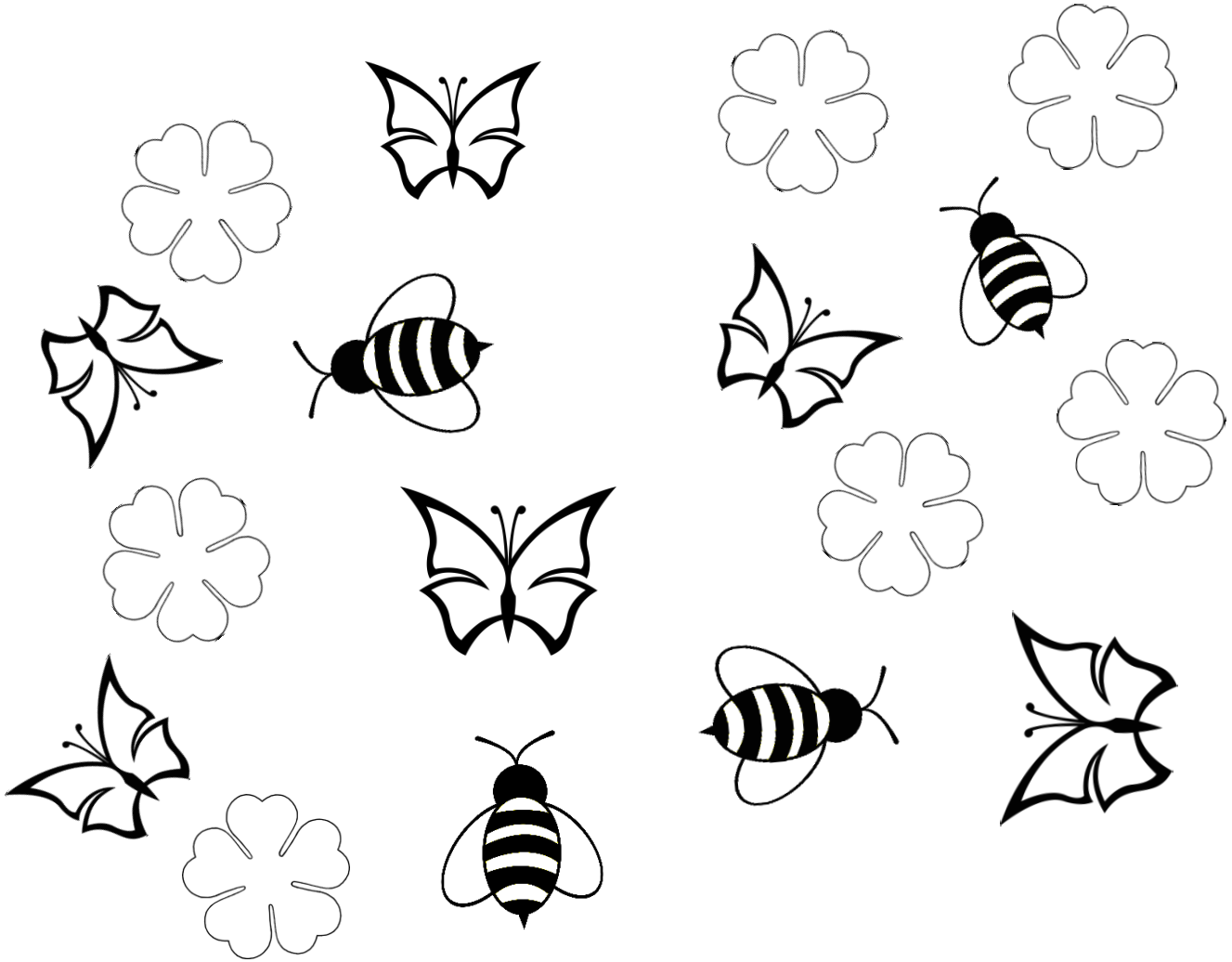
How many cakes does he have left?





 - =

Sort and count

Kindergarten Sorting Worksheet

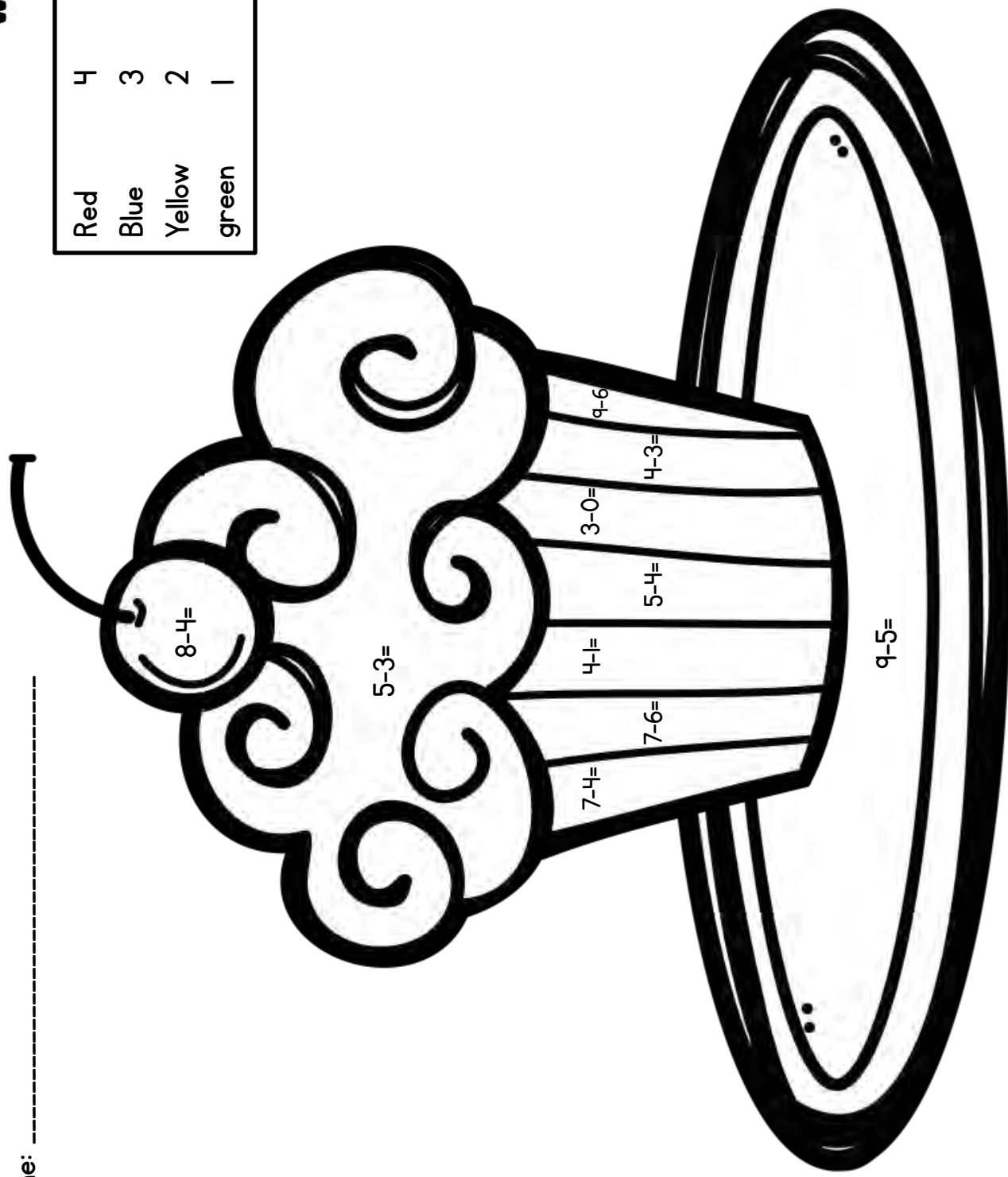
Color each insect or flower a different color and count how many of each there are.



 Butterfly	 Bee	 Flower

Name: _____

Red	4
Blue	3
Yellow	2
green	1



$8-4=$

$5-3=$

$7-4=$

$4-1=$

$3-0=$

$9-6=$

$6-3=$

$5-4=$

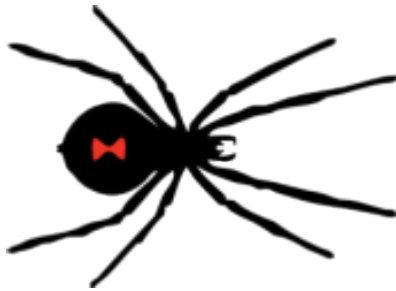
$4-3=$

$9-5=$

Using a real ruler to measure lengths in inches

Kindergarten Measurement Worksheet

Measure the objects shown with a real ruler (or the cutout ruler below) and mark the length in inches.



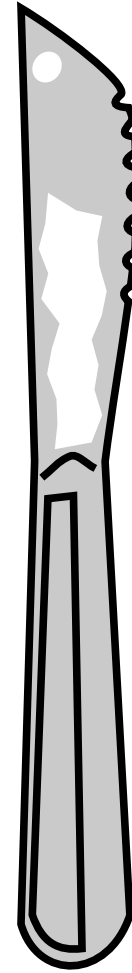
_____ inches



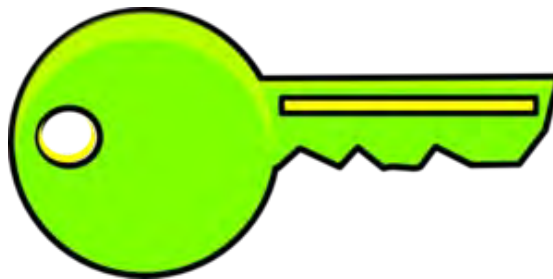
_____ inch



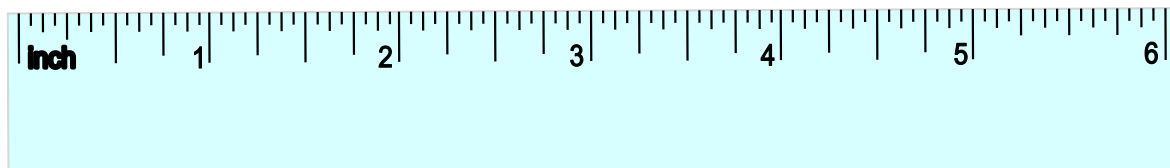
_____ inch



_____ inches



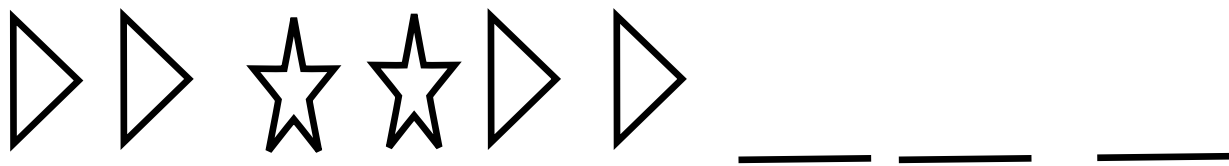
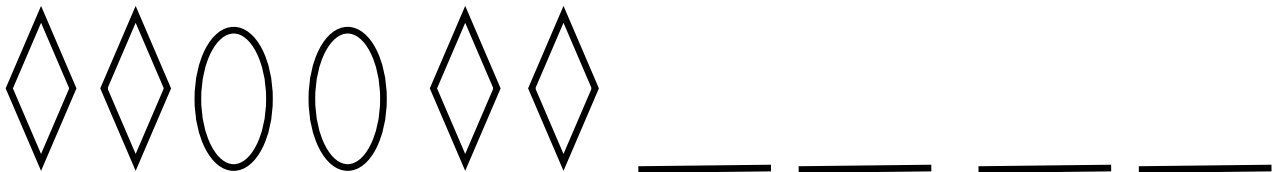
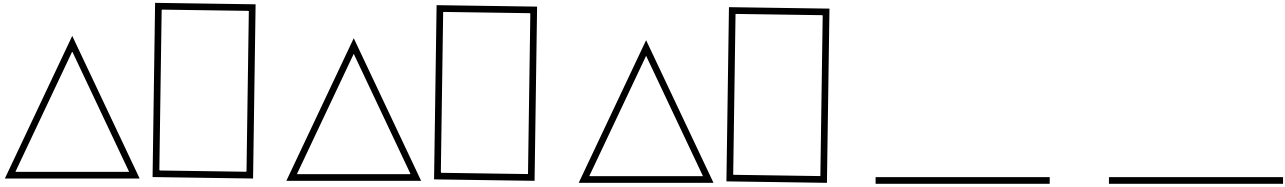
_____ inches



Patterns with geometric shapes

Kindergarten Simple Math Patterns Worksheet

Complete the patterns:

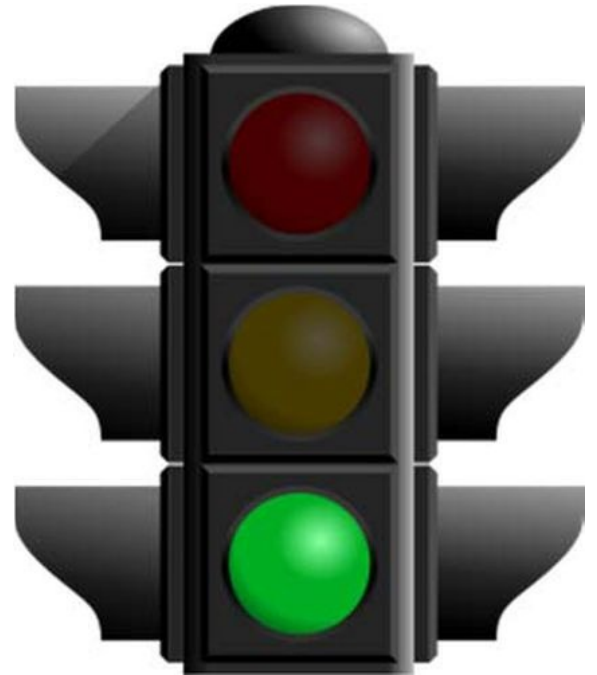


Traffic Lights

by ReadWorks

A traffic light helps people cross the street safely. Here are rules to follow when crossing a street.

Always cross with a grown-up. Wait for the light to turn green. Green means go. Look both ways to make sure cars stop. Walk across the street.



Remember this poem:

Watch a traffic light to know.

Red means stop, and green means go.

When cars stop, the street is clear.

You can cross, and have no fear.

light

light

Definition

noun

1. the form of energy that makes it possible for the eye to see. The sun produces light.

There is less light during the day in winter.

2. something that gives off light.

Turn off the light when you go to bed.

adjective

1. pale in color.

He has very light hair.

verb

1. to cause to catch on fire.

After I light the candles, we can sing "Happy Birthday."

These are some examples of how the word or forms of the word are used:

1. The sun's **light** helps the seed to grow. The seed gets energy from water.
2. The sun and eight planets make up our solar system. The sun gives off heat and **light**.
3. The sun is a star that is close to Earth. It is a ball of fire and gas. It gives Earth heat and **light**.
4. Thomas Edison was a scientist. He was born in 1847. He invented many things. One was a **light** bulb that could stay lit for hours.

Name: _____ Date: _____

1. What do traffic lights help people do?



go fishing



cross the street safely

2. Who should you always cross the street with?



a friend



a grown-up

3. What color on the traffic light means go?



green



red

4. How can you make sure that all cars stop?



step onto the road



*look both ways before
crossing*

5. What should you do if you see a red traffic light?

6. What did you learn from "Traffic Lights"?

7. Draw a picture of yourself crossing the street safely at a traffic light.

Art M-W:

Free Draw-Paint-Build (10 minutes)

Mon: Read the biography sheet for Claude Monet and look at the example of his art on the page, and visit <https://www.claudemonetgallery.org/> for more examples.

Ask yourself:

1. What do I notice?
2. What do I see?
3. How does it make me feel?

Write a reflection of your experience. How did you feel? Did you like what you saw? Why? Why not?

Wed: Use whatever supplies you have to create your own artwork in the style of Monet. **Try doing it 3 times at different times of day, just like Monet!**

Fri: Photo Journal by taking pictures that show what Healthy means to you. Write how staying healthy makes you feel. What do you do to stay healthy, like brush your teeth, drink lots of water, eat fruits and vegetables, etc.?

Music T-Th:

Listen to any song of your choice. Use your hands and feet to find the beat!

Tue: Play "Roll a Rhythm" and clap or count together the rhythm you created! Use your home made drum to play the beat you create.

Thu: Listen to Claude Debussy Music! Like Monet, he was an impressionist too.

https://www.classicsforkids.com/composers/composer_profile.php?id=22

https://www.youtube.com/watch?v=CvFH_6DNRCY Claire de Lune

Practice good audience behavior. After, write or draw how the music made you feel. Does it remind you of other songs?

Daily Schedule week 5

Monday	Tuesday	Wednesday	Thursday	Fri
Art Learn about Monet online or with bio page	Music Play Roll a rhythm & drumming with homemade drum	Art Create your own art in style of Monet	Music Listen & respond to Debussy	Art Continue Photo Journal; theme is Healthy

Claude Monet

Claude Monet Claude Monet was a famous French painter and artist. He was the founder of French impressionist paintings and one of the most famous impressionist artists. One of Monet's most famous paintings is called "Water Lilies". Claude was born in Paris, France on November 14, 1840. As a young boy Claude loved to draw and was able to make some extra money drawing caricatures (pictures of people). When he was eleven, he went to a school for the arts. During this time, Claude met other artists and began to use oil paints to paint the outdoors. When Claude was a little older he was drafted into the French army for two years, but became ill and left the army to study art at a University. Claude married his wife Camille in 1870 and had one son. Claude and his wife moved around England and France. He continued to paint outdoor scenes. The word "impressionists" came from one of Monet's paintings. It was meant to make fun of the artist, but the name stuck. Despite the critics of his work, Claude continued to try to capture the changing effects of color with light in his paintings. Claude would paint series to show the same scenes at different times of the day in different light. His wife Camille passed away in 1879. Claude remarried a woman named Alice and moved to a house in Paris where he planted a large garden. Monet was inspired to paint pictures of his garden, especially the water lilies. Claude Monet died on December 5, 1926. Claude Monet used broad brush strokes to fill up his pictures and painted quickly to try and capture the light. If you look up close at one of his paintings it is hard to see what it shows, but when you move back it is clear.



Claude Debussy

Claude Debussy really had a double first name: Achille-Claude. He was born in a suburb of Paris, and it was his aunt who first noticed how musical he was. She got him started taking piano lessons. When he was only ten, Debussy started studying at the very strict Paris Conservatory.

As a child, Debussy was fascinated by visual art, and as he grew up, he loved the new style called "Impressionism." Instead of painting realistic, lifelike paintings with hard outlines, Impressionists used thousands of dots, or many different shades of color to create the "impression" of what they wanted to depict. Debussy took that idea and applied it to music, creating Impressionism in music.

