Elementary Renaissance
Ms. Nycz-K-5 Renaissance Remote Learning Plans

Critical Resources:
- Digital: Song links K- 2 https://youtu.be/3lU6X13icQ0
  https://youtu.be/vsunW4LkraY
  https://youtu.be/YN5vsSitLK0
  https://youtu.be/uADZqN-lbCI
- Digital: Song links 3 – 5 https://youtu.be/3aRHpgyXem4
  https://youtu.be/4r9LA608tTw
  https://youtu.be/kKn5GbCjeF
  https://youtu.be/zhohSH99xKE

- Interactive websites. Musical Games/Creating songs for all groups K-5
  http://www.creatingmusic.com/BlockGames/3x3/
  https://musiclab.chromeexperiments.com/Song-Maker/
  http://www.sfskids.org/compose/
  https://pt-skids.org/peg/games/music-maker

Day 1-7
- K-5 Reading Musical Notes and Scale
- K-2 Name of the Notes. Natural Scale
- 3-5 Letter notes. Natural Scale Low and High.
  Accidental Notes. Pensatonic Scale. Chromatic Scale.
Ms. Brodie K-5

Renaissance Remote Learning Plans

Day 1-7

All students will work on the Mystery Science Packet via Edmodo. Team leads have uploaded the packets along with their work assignments. Please use until March 30th to complete.

Thank you!

Ms. Brodie
Ms. Godio - Spanish K-4

Renaissance Remote Learning Plans

Critical Resources to be used for lesson completion:
- Print: My Name is Celia/Me Llamo Celia by Monica Brown
  Celia Cruz, The Queen of Salsa by Veronica Chambers
- Digital: https://www.youtube.com/watch?v=ef8P93gJbnQ
  https://www.youtube.com/watch?v=E280mCrKTJ8
  https://www.youtube.com/watch?v=libNqwndtCF

Week 1
Day 1: (K-2) (3-4)
Celia Cruz: Reading Aloud. What Have You learned About Celia Cruz? Answer Questions.
Pullout: Reading Plus and Learning Log

Day 2: (K-2) (3-4)
(K-2) (3-4)
Celia Cruz: Reading Aloud. What Have You learned About Celia Cruz? Answer Questions.
Pullout: Reading Plus and Learning Log

Day 3: (K-2) (3-4)
(K-2) (3-4)
Celia Cruz: Reading Aloud. What Have You learned About Celia Cruz? Answer Questions.
Pullout: Reading Plus and Learning Log
Ms. Hall-Bowden

Dance Remote Learning Plans K-5

Week 1 Mini Lesson/Opening: Locomotor are those that incorporate traveling from one point to another. Non-locomotor movements are body movements without travel, such as bending, swaying, or wiggling. Manipulative movements involves both the body and objects.

EQ: What are the different Locomotor/Non-Locomotor movements
Identifying the locomotor movements


Activity #2: Watch videos of Locomotor/Non-Locomotor/ Axial Movements https://youtu.be/pvVq8Dkd8k4
https://youtu.be/pVvQ8Dkd8k4

Activity #3: Write down Examples of Locomotor/Non-Locomotor/Axial movements

Activity 4: Leader in Me

Week 2 Objective: Students will be able to learn a variety of basic Latin dance steps. Students will be able to play maracas in style of salsa music. Students will be able to identify the rhythm to practice Basic salsa steps.

EQ: What are different styles of Latin dancing?

Standards: DA.K.H.1.1, DA: Re.7.1.1, DA: Re.7.1.2
Dance to music from a with range of cultures.


Activity 2: Try a number of different salsa dance steps (salsa basic, side, backrock and travel). Listen to some salsa music that features the guiro. Have children practice on their arms. Let a few children try playing the guiro in the salsa style (or a simplified version thereof). • Practice patting a salsa maracas rhythm. Transfer to instruments. •
Activity 3: Make your own maracas. Use any plastic cup. Decorate your cup any way you like. Put some rocks in the cup half full. Wrap cup top of cup with paper, or plastic to avoid rocks coming out. Shake your home-made maracas with latin music by https://youtu.be/0nBFWzpWXuM and dance freely from the basic latin movements you have already learned.
Grading Plan:
K-4; 5th

Week 1 March 17;18;19;20;30.
EQ: How do musicians make creative work?
Objectives: Treble Clef Notation.
Learn the lyrics for songs
. Learn Treble clef notation. Watch videos and sing songs.
https://youtu.be/J1v74oWfK8s,
https://youtu.be/2IXF-AcYbv0
https://youtu.be/J1v74oWfK8s
https://youtu.be/4r9LA60BtTw

Sing the song https://youtu.be/3gRHgpyRem4
Review note names on the lines and in spaces.

5th gr. Written assignment: March 17-20.
Due day March 30th.
Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
Week 2 March 31; April 1;2;3;4.
Bass Clef notation

Watch short video about Bass Clefs Notations.
https://youtu.be/3gRHgpyRem4
https://youtu.be/UtDghjKWhVo
https://youtu.be/oEZEpzpc8b4

sing the song "All About That Bass" https://youtu.be/EY-hJ9WZ6lk

5th Gr.
Write the definition for each word. Then write 5 paragraphs story using all this words.
OVERTURE
DIRECTOR
DANCING
CHOREOGRAPHER
LIGHTING
REHEARSAL
APPLAUSE
STAGE MANAGER
INTERMISSION
SETS
PRODUCER
COSTUMES
DUE DAY APR. 2nd.

Leader in Me
Watch the video https://youtu.be/VaDytO4-HEk Most Dangerous Ways To School | COLOMBIA

Write 5 sentences feedback on this movie.
Kindergarten Art Lesson
The Art Element Line, Day 1

Objective: The students will be introduced to the art element line and use a type of line called contour lines to create a self-portrait. Children may benefit from having a mirror to look at while they work. Begin by choosing a Crayon or pencil to use on 8.5" x 11" paper. Place your crayon at one point and push it around the paper to create a drawing of yourself.

Materials:
One 12 x 18 white paper, crayons and markers

Artwork and Examples used in this lesson:

![Self-Portrait by Paul Klee](image1)
![Self-Portrait Student Example](image2)
![Line Ex. with Colored Lines](image3)

**LINE TYPES**

There are many ways we can create lines. How many can you use to create your own self-portrait?
In the box below describe or explain the use of colors and lines you used to create your self-portrait.
Kindergarten Art Lesson
The Art Element Line, Day 2

Objective:
The student will understand how different materials create different line qualities. The student will listen to and follow several verbal instructions which guide them in creating different line qualities.

Materials:
Crayons, markers, pencils and ink pens (linear drawing tools) One sheet of white paper 8 x 11

Procedure:
Review Paul Klee and what a contour line and self-portrait are. Mention that Paul Klee said that "...a line is a dot going for a walk". Read the story of Harold and the Purple Crayon by Crockett Johnson. Harold had a wonderful imaginative stroll with his purple crayon as he drew his adventures. Today we will take dots for walks to create a variety of lines and line qualities. While we won't be drawing off any grand adventures, we will learn to see how different materials affect the quality of the lines we draw. Students will draw three descriptive lines horizontally across the 8 x 11 paper, using a different drawing material each time. For example, they might draw a zigzag line with a crayon, a wavy line with a marker, and a dotted line or a straight line with a pencil. Using different materials such as markers, crayons and pencils point out how the quality of the line changes with each drawing material. Trace around each of the lines, top and bottom, using a variety of linear materials to fill the page with colorful lines. Encourage them to change the shape and width of each line. Many of the children will want to call their work finished before the entire page is filled. Encourage them to keep on until the entire page is filled with a variety of lines.

Conclusion:
Review the definition of a line, a dot going for a walk. Encourage the children to notice how the lines are different from one another. Especially the lines that are the same shape but that are drawn with different materials. Display their work for everyone to enjoy.

Artwork and Examples used in this lesson
In the box below describe or explain the use of colors and lines you used to create your art.
Kindergarten Art Lesson Day 3
Introduction to the Art Element Shape, Part 1 Making Shapes with Lines

Objective:
The student will practice cutting skills by using scissors to cut lines which they will use to weave together to create “shapes”.

Materials:
scissors, glue sticks, a black fine tip marker (or Sharpie) 2, 8.5 x 11” construction paper, one red and one blue, one 8.5”x 11” yellow construction paper with strips cut for weaving

Procedure:
Begin by reminding the students of the previous lessons that introduce the art element line. Explain that we will learn about another art element, shape, by using lines. A shape is an area enclosed by a line. Have the students name some shapes they are familiar with (triangle, square, circle and rectangle). Next, introduce weaving by explaining that the fabric of our clothing is woven as are many other things we use daily. Have the children take the red and blue papers and cut lines from them. Do not encourage them to draw the lines off, simply have them cut from the bottom to the top. Each child will need a total of five to seven lines (depending on how wide they cut them). Next have student make a fist with their right hand and hold their left hand out in front of them. Tell them to put their right fist over their left hand. Then have them put their right fist under their left hand. Repeat this several times to help them understand over and under. Explain that we will use the lines we cut to go over and under the precut lines on the yellow paper. Demonstrate the weaving process. (Point out how the lines change appearance to shapes!) Have them use their glue sticks to tack down the beginning and end of each line before the go on to weave the next line. Many of the children will have a hard time alternating their weaving rows and will end up having all lines going over and under the same yellow strips. Do not discourage them, simply show them how to alternate each line. Some will do it and others will not be able to. Once they have all their lines woven have them put it down and look to see if they see any shapes. They should all begin to recognize the red and blue squares and rectangles that were formed by weaving. If they were successful in alternating rows, they will also see the yellow shapes. Have them focus on the shapes by using the black fine tip marker to draw shapes onto each of the different shapes in their weaving.

Conclusion:
Review the difference between line and shape. Discuss the words “shape” and “weaving”. Allow the children to enjoy looking and sharing their artwork. Mount the weavings on a piece of black construction paper and hang them for everyone to enjoy.
Artwork and Examples used in this lesson

Cut pattern for paper

Assembled weave example

Student artwork

Student artwork
In the box below describe or explain the use of colors, shapes and lines you used to create your art.
Kindergarten Art Day 4
The Art Element Shape, Part 2 Using Shapes to Spark Imagination

Objective:
The students will continue their study of shape by cutting two circles and using them to create a drawing from their imagination.

Materials:
one 8.5" x 11" piece of construction paper (any color), glue stick, 8.5" x 11" white paper, crayons and markers

Procedure:
Review the lesson on shapes and have the student name familiar shapes again. Explain that we are going to use some shapes to help us use our imaginations to draw a picture. Take the 8.5" x 11" construction paper, ask the student what kind of shape it is (rectangle). Next Tell them we will take the rectangle to make a square and then we will make two circles. Ask if student knows how to turn a square into two circles. Show them how to cut a circle from the square by turning their paper around and around. Do not encourage them to draw it off first. Instead let them work with the paper as a shape alone. When the circle is cut, show them how since they were cutting two pieces of paper at the same time, they now have two circles. This activity is fun and magical for young children. Next, distribute the white paper and show how placing the circles in

Conclusion:
Remind the student that a shape is an area enclosed by a line. Suggest that the student use shapes other than circles to create other drawings using their imaginations. Display their work for everyone to enjoy.

Artwork and Examples used in this lesson
In the box below describe or explain the use of colors, shapes and lines you used to create your art.
Kindergarten Art Day 5
The Art Element Shape, Part 3 Using Shapes and Lines to Create Non-objective Art

Objective:
The student will cut shapes from paper and discover how tracing lines around the shape creates new shapes. The student will also learn about using a color scheme and pattern.

Materials:
Assorted colors of construction paper, glue stick, one 8.5” x 11” white paper and markers.

Procedure:
Begin this lesson by reviewing what a shape is (an area enclosed by a line). Explain that we are going to create a “non-objective” work of art. This means that the work does not have a recognizable subject matter such as a house or tree or person, but rather the artwork will be made just by using the art elements color, shapes and lines. Require that each student selects three colors of construction paper and the same three colors of markers. Cut out four of the same shape from one color, four of another shape from the second color and three of the same shape from the last color. For example, the student may have four red squares, four orange circles and three yellow triangles. Encourage student to cut their shapes large (2 inches or bigger). Once they have all eleven shapes cut out, remind them how we moved our circle shapes around on the white paper in the last lesson to find a good placement for them. Likewise, they should spend a couple of minutes “playing” around with the placement of their shapes. Each shape should be separated from the others (no overlapping shapes). Once they decide where they want their shapes to be, have them glue each shape in place. Next, have them begin tracing around the shapes using markers that are the same color as the paper. For example, if the colors are red, orange and yellow, they might begin outlining each shape with a red marker first with one outline. Next they might pick the orange marker and trace around each shape with a second outline and then using the yellow marker trace around each shape with a third line. Continue with this pattern until the entire white paper is filled with lines. In order to accomplish this the student will need to be encouraged to do their work carefully and completely. They tend to claim being finished long before the paper is filled. Have them press on until the work is complete. Show enthusiasm as the new shapes emerge as the white space begins to fill up.

Conclusion:
Spend time looking at the works and talk about the different color schemes and patterns the students selected. Have the children point out the new shapes that developed as a result of tracing around the construction paper shapes. Display the work for everyone to enjoy.
Artwork and Examples used in this lesson

In the box below describe or explain the use of colors, shapes and lines you used to create your artwork.
In the box below describe or explain the use of colors, shapes and lines you used to create your art.
Weaving Mats, Part 1 Day 1-7
American Indian Studies
First Grade

Objective:
The student will weave paper to create a mat.

Materials:
Precut 8.5" x 11" inch papers into 1" inch strips, but do not cut all the way through. Leave one inch uncut at the end. Also precut 8.5" x 11" inch papers into one inch strips in a variety of colors and white. Tape

Procedure:
We are going to look at one process the Indians are very famous for. That would be weaving. Does anyone know what weaving is? Many things in your world have been woven. Your clothes for example. The fabric of your clothing was woven before it could be cut and sewed together. Can you think of anything else that was woven? We are going to weave a mat. While most Indians wove with yarns, threads, and even natural materials such as reeds and barks, we are going to weave with paper. Weaving is fairly simple when you understand some basic concepts. First you must go over, then under, over, then under as you weave across. Second each row of weaving must alternate. Let's begin. Select some colors that you would like to weave into your mat. We will call these strips weavers. Beginning with the first strip, weave over, then under, over, then under until you go all the way across your mat. With the next weaver, you will follow the same procedure, only when you went under before, you will go over now, and vice and versa. Continue down a third of the way using colors. For the center area of your mat, use white weavers only. This is where we will paint an Indian symbol in our next lesson. Make sure each weaver is right next to the one before it. Once you have a large central in white, complete your mat with colored weavers. Using clear tape, stretch a piece along each edge to anchor the weavers. This will be the back of your mat.

Conclusion:
Spend time this week looking for things that have been woven. You may look for baskets, rugs, or pocketbooks.
Artwork and Examples used in this lesson

Paper Weaving in Progress

Teachers Weaving Example
Navajo Twill Weaving

Final Answer Box: Put your final answer here. Describe or explain it in one complete sentence. (Do not just write a number.)
Second Grade Art Day 1-7
Pattern People, Part 1

Objective:
The students will exhibit an understanding of pattern by drawing a picture of themselves onto a heavy sheet of paper, cutting it out, and tracing it several times onto a sheet of paper. They will fill in their clothes with patterns as well as the background.

Materials:
Heavy paper such as a file folder or poster board, pencil, scissors, 8.5" x 11" white drawing paper, markers

Procedure:
A self-portrait is a picture an artist draws of him or herself. Today we are going to work on a full-length self-portrait [ourselves from head to toe]. I would like you to draw the portrait so that they are as tall as the paper is. You want to represent your hands as mittens rather than drawing each finger because you will be cutting them out. Once you have drawn the self-portrait. You will be using this as a stencil to trace on the white paper. I have placed several examples below so you can see what my expectations are on this project. Be creative, you might want to do one right-side-up, then the next one up-side-down and so on. Or you can do each of your figures right-side-up, one right next to the other across the paper. They will create a pattern by repeating the same image across the white paper. Once they have traced around themselves, filling up the entire paper, you are to design patterns for clothing and the background. How might you come up with patterns? Look around the room and find patterns on clothing, fabrics, books and other articles that have pattern. Look closely and examine how the patterns are designed. Once you have made your plans, you may complete clothing on the drawing with markers. (Other material could be used such as crayons or color pencils, or markers. I have found that markers yield better results and allow the students to finish a little bit quicker. The problem is when the markers start to run out of ink. Try to begin this project using new packs of markers.)

Conclusion:
The words we have used in our class today such as stencil, self-portrait and pattern. Explain what each word means and give examples whenever possible. Store your work in a safe, flat place so they can be completed next week if you do not get a chance to finish today.

See below Artwork and Examples used in this lesson
Below write about the words we have used in our class today such as stencil, self-portrait and pattern. Explain what each word means and give examples whenever possible.
Third Grade Art Day 1-7
Overlapping Shapes, Working with Texture and Pattern

Objective:
The students will review the art elements shape, space, and texture. The student will create a collage using each of these art elements.

Materials:
Scissors, *heavy paper or tag board to make a template, white drawing paper, markers
*Use 8.5"x 11" copy paper as an alternative

Procedure:
Let's begin by looking at shape. A shape is a two-dimensional area. Shapes are flat, having only height and width. Select one shape and cut it out of the *heavy paper or board. The shape should be approximately 3 x 3 inches. Next let's look at space. One way to create space in a work of art is by overlapping, that is having one shape in front of others. Using your cut-out shape, trace around the edges in the center of your white paper. We will continue tracing this shape, only we want all the other shapes we trace off to look as though they're behind the central shape. To do this, lay your shape somewhere near the central shape. When tracing the second shape, trace along all lines until you come to the outline of the central shape. Continue this process until you've filled the paper with overlapping shapes. Next using your markers, fill each shape with a different texture. Texture is the quality of a surface. Different surface qualities may include furry, rough, smooth, etc. Creating visual texture makes your drawing more interesting. It is not difficult to do but requires patience. To create a texture, simply come up with some mark (an x for example) and repeat it, letting the mark overlap itself until you fill the area. Look around your room to get ideas and examples for different textures. Once each of your shapes has a texture on it, color in your backgrounds solid.

Conclusion:
Before you call your work finished, make sure you have filled your space with your shapes, and have filled each shape with your textures. Mount your work and display for everyone to enjoy.

Artwork and Examples used in this lesson
Use the words we have used in our class today such as **shape**, **space**, and **texture**. Explain what each word means and give examples whenever possible. Store your work in a safe, flat place so they can be completed next week if you do not get a chance to finish today.
Fourth Grade Art Lesson Day 1-7
Looking at Insects, Part 1 Drawing for Study

Objective:
The student will know what a variety of insects look like by doing studies (drawings) of them. The student will select one insect to draw off and color in on a large sheet of white paper.

Materials:
pictures of insects, pencils, white 8.5 X11 drawing paper, crayons

Procedure:
Today we are hopefully going to reinforce some things you have either already studied in fourth grade or something you will soon study in fourth grade and that is insects. Let's begin by looking at insects. Look closely at as many different types of insects as you have available. Look closely to see antennae, legs, feelers, body shapes and pay close attention to lines that distinguish the different parts of the insects. To make sure you really are familiar, I want you to do some scientific drawings. That is, copy the little critters as if you were copying the alphabet. Carefully follow along the designs showing every detail. Do as many of these as you have time for. Next, chose the insect you find most interesting. We will draw the insect super large onto our white paper. To help you get these critters larger than life, put a mark at the top of the paper indicating where the head is leaving room for antennae or feelers, and then put a mark indicating where the bottom of the bug would be. Then fill in between the marks with the details of the bug. Once you have the bug drawn off use your crayons to color it in. You are welcome to use your imagination with color. Do not feel you must be restricted to the actual colors of the insect, especially if it is a brown insect. Be as colorful as you can. Also, you may want to mix colors to get a richer looking finish. Be sure to press down hard and fill you insect solidly with crayon wax.

Conclusion:
Today we have experienced one of the best ways to become familiar with something drawing it. When you draw something, you are forced into looking carefully to the object or you will be unable to represent it accurately. Keep your drawings in a safe place and we will complete them in our next lesson.
Write about any fun facts about your insect below.
Fifth Grade Art Day 1-7
Observation Versus Memory

Objective:
Today you will compare your own work created by memorizing visual information with work created by observing the same information. You will find that looking at the object you want to draw is easier and yields improved results.

Materials:
2 sheets of 8.6" X 11" paper, a pencil and your own shoe.

Procedure:
All great artists used their eyes to look and carefully observe the subject of their work. Typically, they do many drawings of the same subject until they understand the form. Today we are going to experience firsthand the benefits of looking at something to draw over relying on our memory. At the bottom of the first sheet you will write the word observation. At the bottom of the second sheet write the word memory. Their first drawing will be on the memory sheet. Now please remove your left shoe. Spend a couple of minutes observe your shoe from a side view. Look at every little detail and try to stamp it into your memory. Once you feel you know it well, have place your shoe under your chair and draw everything they can remember about it on the sheet of paper that has memory written on it. I'll give you plenty of time to work. Once this first drawing is complete, place your shoe in front of you on the table. Now redraw the shoe on the sheet of paper that says observation. I encourage you to examine each detail carefully as you draw. Again, I will you plenty of time to complete your work. Once both of the drawings are finished, set up your work with the memory drawing on the top and the observation drawing on the bottom so that both drawings can be compared. Look for similarities and differences that can be found in the drawings.

Conclusion:
I encourage you to do this exercise with other things of interest (i.e. your favorite toy, flowers, food etc.)

Student Memory Drawing

Student Observation Drawing
Typically, you will find that the observation drawing is larger, more detailed and drawn more accurately than the memory drawing. What did you observe was similar?
Coach Han-Remote Learning Access

Critical Resources:
- Print: Activity log directions, Activity log
- Digital: Videos (sports, directions for exercises)

Day 1-7: Video will be posted on Edmodo
Please use the activity log and instructions to complete the tasks assigned.

Completion of watching video/reflection and completion of activity log. Activity log is expected to be turned in when students return to school. Reflection questions can be responded to directly on Edmodo for grading purposes.
Heart Healthy Activities

Fill out the form showing that you participated in a heart healthy activity. Remember that you should do something physically active and fun! Write down the activity, the date, and how long you did it for. Make it a goal to do at least 60 minutes of physical activity every day!

Name: __________________________

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Total

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Total
Activity Log Instructions

I was watching a news program and it was describing how children today will live 5 years less (on average) than adults of today. The reason being: Lack of activity. That got me thinking about a way I could help. This is a log your child should fill out. **Please turn it in when we return to school.**

Activities include, but aren’t limited to: jump rope, sports practices, walk in the neighborhood, jogging, treadmill or other sports equipment, Twister, dancing, hula hoop, etc. The only thing not allowed is something in which their body isn’t active (and especially not anything that plugs in!).
Mr. Jones - Technology Remote Learning Plans K-5

Resources:
- SeeSaw - https://app.seesaw.me/
- Digital: Exact Path, Imagine Math, Learning Path, Edmodo, Kodable, Brianpop

Week 1

Students will continue working on assignments reviewing the past lessons and new lesson, for the end of March and the start of April reviewing Internet Safety.

Day 1: Students will complete 2 assignments on internet safety and Digital Citizen that are on SeeSaw website link https://app.seesaw.me/

Day 2: Students will review internet safety video sent via Edmodo and complete 2 assignments on Using the internet SMART Rules.

Day 3: Review of the Cyber 5 using links and work posted on Edmodo.

Day 4: Revisiting Coding using Kodable, Code.org, or Tynker Links.

Day 5: Reflection on all assignments submitted via a quiz on Edmodo.

Week 2

Day 6: Review of Cyberbullying and being a good Digital Citizen while using the internet.

Day 7: Students will submit a reflection work on digital citizenship and explain different ways of being safe online as well as protecting their information.

Day 8: Students will complete a reflection assignment via Edmodo on a creative poster of the Cyber 5 rules.

Day 9: Students will be introduced to their new lesson on the inside of the computer and how it works.
Day 10: Students will have a review with new vocabulary words and a reflection typing prompt to complete.