### **Kindergarten Lesson Plans**

**1/20-1/24**

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| Time | Performance Indicator | Lesson |
| 8:00 |  | Pick students up on playground |
| 8:05 – 8:10  **Morning Announcements** |  | Students will sign in. |
| 8:10 – 8:25  **Calendar** | * I can participate in group discussion. | Students will sit on rug and review,  days of the week, months of the year,  counting to 100 by ones and tens, yesterday was…,today is…,tomorrow will be.. |
| 8:25 – 8:35  **SFA: Unit 10**  **Words and Roads**  **Take Us Places** | I.R.3: HI-3 Using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text.  K.RL1 With prompting and support, ask and answer questions about key details in a text.   * I can answer questions about a text. | (Follow Script “Spotlight On”)Daily Message: Follow the script Monday- No school MLK day  Tuesday- Day -1  Wednesday- Day -2  Thursday- Day -3  Friday- Day 4 |
| 8:35 – 8:45  **SFA: Unit 10** Rhyme Time | I.LS: HI-10 Producing rhyming words and short, simple, rhyming phrases and songs using accurate pronunciation as well as expressive phrasing and intonation.  K.RF.2 Demonstrate understanding with spoken words, syllables, sound and “phonemes”.   * I can hear initial sounds in words and use accurate articulation. | Follow Script Monday- No school MLK day  Tuesday- Day 1  Wednesday- Day 2  Thursday- Day 3  Friday- Day 4 |
| 8:45 – 9:05  **SFA: Unit 10**  Story Tree | I.R.3: HI-3 Using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text.  K.RL.1 With prompting and support, ask and answer questions about key details in a text.   * I can answer questions about a story. | Follow Script Monday- No school MLK day  Tuesday- Day 1  Wednesday- Day 2  Thursday- Day 3  Friday- Day 4 |
| 9:05 – 9:35  **SFA: Unit 10**  Stepping Stones | I.R.1:HI-1 demonstrating the command of left to right, top to bottom directionality and return sweep when reading.  I.R.1:HI-2 demonstrating one to one correlation between spoken word and printed.  I.R.2:HI-3 blending syllables to produce words  I.R.2:HI-6 Producing letter sounds represented by the single lettered consonants and vowels.  K.RF.3 Demonstrate basic knowledge of one-to one correspondence by producing the primary or many of the most frequent sound for each consonant and vowels.   * I can begin to recognize letter sounds. | Follow Script Monday- No school MLK day  Tuesday- Day 1  Wednesday- Day 2  Thursday- Day 3  Friday- Day 4 |
| 9:35 – 10:05  **SFA: Unit 10**  Learning Labs/Grammar | I.L.1:HI-1 (PH/CL) Using a noun phrase to complete a sentence.  L.K.1F-Produce and expand complete sentences in shared language activities.   * I can speak in a complete sentence | **ART- Students will make stationary and use stamps**  **and stickers to decorate letters to a friend.**  **BLOCKS-Students will use blocks to create Roads**  **And bridges for transportation.**  **CASITA- Students will pretend to be a postal worker**  **and deliver mail created by students.**  **LIBRARY- Students will read books and listen to**  **media about communityhelpers .**  **LITERACY LAB- Students will use magnetic letters to build and blend GREEN words.**  **MATH LAB- Students will use grid paper to write numbers up to 100 by looking at a chart for support.**  **Differentiate LOW 1-25 MIDDLE 1-50**  **WRITING LAB- Students will use stationary they decorated to write a note to a friend using a template.**  **(If an 8th lab is needed it can be small group for**  **Reading Groups or Stepping Stones.)** |
| 10:05 – 10:40  **Grammar**  **REACH**  **Unit 6**  **Our Town** | I.L.1: HI-2: Students will explain differences between common and proper nouns in context. (singular/plural common nouns)  K.L.1F.Students will produce and expand complete sentences in shared language activities.   * I can speak in complete sentences.   **Vocabulary and concept words for the week:**  **Above, behind, below, cross walk, down, in, in front of, look, on, over, stop sign, traffic light, under, up, and walk.**  **High frequency words for the week**:  no, where, her, get  **High frequency word books:**  Where is my dog?  Is Sam home? No.  This is her day  I get food | Teacher will follow script in  REACH Program: Unit  Monday- NO SCHOOL MLK day  Tuesday- Day 6  Wednesday- Day 7  Thursday- Day 8  Friday- Day 9 |
| 10:40 – 11:20  **LUNCH**  Wednesday  Lunch  10:45 – 11:10 |  | Teacher will walk students to the cafeteria.  The teacher will pick students up at the North east playground. |
| 11:20 – 12:20  **Writing**  -------------------------  Wednesday  11:10 – 12:30  12:40  Dismissal  ---------------------------- | IL2: HI-3 I can use resources throughout the classroom to spell words.  IL2: HI-6 Determine word meaning within context.    K.W.2 Use a combination of drawing, dictating, and writing to compose expository pieces in which they name what they are writing about and supply some information about the topic.  K.R1.1 With prompting and support, ask and answer questions about key details in a text.     * I can draw a picture to tell a story. * I can share thoughts and ideas orally with prompting. * I can participate in a conversation with a partner and group to make connections to text. | (30min)Writing Journals  Students will practice writing their name,  Letter formation and simple words with guidance and support from the teacher.  Teacher will use vocabulary and concepts  words from our grammar list (see above). Students will write simple sentences.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (30 min)  **Monday: NO SCHOOL MLK day**  **Tuesday**: Students will add vocabulary  using the anchor chart for the following US  symbols: Bald Eagle, Statue of Liberty, American Flag. Students will illustrate the symbol of their choice using details. Day 1 of Duck for President. Vocabulary and How does Duck Feel?  **Wednesday**: Create the Concept chart titled ELECTIONS and Write about what it would  be like if you were president.  **Thursday:** Students Think/Pair/Share retelling the story and writing on the last packet page.  **Friday: Students will copy the sentence stem**  **“If I were the President I would…” and use inventive spelling to sound out words in their complete sentence.** |
| 12:20 – 1:20  **Math**  **Investigations**  **Unit 6 Addition, Subtraction and**  **the Number System** | I: 1 HI-5 following multiple step directions.  **KOA.1 Represent addition and subtraction with objects (dice, cards etc) and show a representation. (written numeral or equation to differentiate instruction.)**  **K.MP.4 Model whole group with mathematics.**  **K.OA.2 Solve addition problems up to 12.**   * **I can add on to make a greater number.** * **I can take away to make a lesser number.**   **Vocab: put together, combine, add, equal, add on, count, numeral, take away, subtract.** | **Monday:** NO SCHOOL MLK day  **Tuesday:** Build & Remove- students will  work on solving subtraction problems with  their math buddy.  **Wednesday: Early release**  **Thursday**: Build word problems so  Students can show their representation  Or write an equation. Differentiate by  using number rhymes to practice writing numerals with low group.  **Friday:** Work on Word problems whole  Group and use bead boards for adding  And subtracting. Differentiate for students who need extra support.  As students finish they may play Roll and Record or practice number writing using  slates and the number line.  Students who need intervention are:  Differentiate: These students may use balances  To measure greater, less than and equal as well as add and subtract. |
| 1:20 – 1:55  **Specials** |  | Teacher will walk students to Specials…  Monday: NO SCHOOL MLK day  Tuesday:  Wednesday: No Specials  Thursday:  Friday: |
| 1:55 – 2:10  **Gross Motor** |  | Teacher will walk out with students to kindergarten playground. Students will  have free choice play using their gross  motor skills. |
| 2:10 – 2:40  **Math (cont.)** | I: 1 HI-5 following multiple step directions. | Students may work on writing numerals  using strategies like number lines, calendar  or from support around the room either on  paper or wipe boards. |
| 2:30 – 2:40  **Clean up**  **Dismissal** |  | Teacher will walk students to the bus bay,  and have bus duty in front of bus \_\_\_\_\_. |