### **Kindergarten Lesson Plans**

**1/27-1/31**

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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- Day 5  Tuesday- Day -6  Wednesday- Day -7  Thursday- Day -8  Friday- Day 9 and 10 |
| 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- Day 5  Tuesday- Day 6  Wednesday- Day 7  Thursday- Day 8  Friday- Day 9 and 10 |
| 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- Day 5  Tuesday- Day 6  Wednesday- Day 7  Thursday- Day 8  Friday- Day 9 & 10 |
| 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- Day 5  Tuesday- Day 6  Wednesday- Day 7  Thursday- Day 8  Friday- Day9 & 10 |
| 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 6  Monday- Day 5  Tuesday- Day 6  Wednesday- Day 7  Thursday- Day 8 &9  Friday- Day 10 |
| 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.   * I can use resources besides a book to gather information   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) TASK 2 Unit 3.1 (Flag)  **Monday**: Create an anchor chart for  vocabulary on AMERICAN SYMBOLS  watch Brainpop Jr. titled US Symbols.  **Tuesday**: Review the vocab on the anchor  Chart and ask students to choose a word and illustrate it and encourage labels.  **Wednesday:** whole group shared writing activity about the American Flag see  exampleOf American flag tree map.  **Thursday:** Day 1 in packet Color and  Label the American Flagcreate a KWL  chart and students can TPS on what they learned.  **Friday:** What does the American Flag  Represent? Review the KQLI chart and  Read any book you have about the flag or  Discovery Ed on Learn. Students can write  About what the flag represents. |
| 12:20 – 1:20  **Math**  **Investigations**  **Unit** | I: 1 HI-5 following multiple step directions.  **K.G.4 Anaylyze and compare two-three dimensional shapes in different sizes and orientations, using informal language to describe similarities, differences, parts (e.g., number of sides and vertices /corners) and having other attributes (e.g., having sides of equal length.)**  **K.G.5 Model shapes in the world by building shapes from components (e.g. sticks and clay balls) and drawing shapes.**  **K.G.6 Compose simple shapes to form larger shapes. (example, “3 triangles can make a trapezoid.”**  **K.MP.4 Model whole group with mathematics.**  **Vocabulary: 2D flat 3 D solid , faces, vertices, edges, cube, sphere, triangular prism, cylinder and cone, base and pyramid**  **WED. Quiz for Gradebook: Students will draw (compose) 2D shapes.** | **Monday:** Create an anchor chart of 2D attributes and 3 D attributes give students an opportunity to play with 3 D shapes and build vocabulary.  **Tuesday:** Play guess my rule laying out  Several 3D and 2 D shapes. Think of a shape  And students must ask a question using  Attributes & vocab. To guess which shape.  Students can Sort 2D & 3D at their tables.  **Wednesday: Early release Read a book**  **About shapes and hand out a paper asking**  **Students to draw specific 2D shapes.**  **Thursday**: Play 2d/ 3d sort and have tables  Work as teams. Students report on how and  Why they sorted a shape. Example: “This is  A 2 d triangle. It is flat. It has 3 sides.”  **Friday: Using toothpicks, clay balls or**  **Marshmallows students will follow 3 step**  **Directions as the teacher models how to**  **Create a 3 D shape. (Cube and**  **Pyramid) Then students will**  **Have opportunities to create their own**  **3 D shapes and talk about its attributes.**  **“My shape has a base and 4 sides and**  **A point at the top.”**  Differentiate: .For students who struggle with  This activity you can take out the pattern  Blocks and ask them to fill in a shape.  Example: hexagons with triangles or trapezoid |
| 1:20 – 1:55  **Specials** |  | Teacher will walk students to Specials…  Monday:  Tuesday:  Wednesday:  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. Reinforce math  vocabulary practiced that day on the  anchor chart. |
| 2:30 – 2:40  **Clean up**  **Dismissal** |  | Teacher will walk students to the bus bay,  and have bus duty in front of bus \_\_\_\_\_. |