### **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 scriptMonday- Day 5Tuesday- Day -6Wednesday- Day -7Thursday- Day -8Friday- 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 ScriptMonday- Day 5Tuesday- Day 6Wednesday- Day 7Thursday- Day 8Friday- 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 ScriptMonday- Day 5Tuesday- Day 6Wednesday- Day 7Thursday- Day 8Friday- 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 wordsI.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 ScriptMonday- Day 5Tuesday- Day 6Wednesday- Day 7Thursday- Day 8Friday- 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 dayI get food | Teacher will follow script in REACH Program: Unit 6Monday- Day 5Tuesday- Day 6Wednesday- Day 7Thursday- Day 8 &9Friday- Day 10 |
| 10:40 – 11:20**LUNCH**WednesdayLunch10:45 – 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 – 12:3012:40Dismissal---------------------------- | 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 JournalsStudents 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 SYMBOLSwatch 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 orDiscovery 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 shapeAnd 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 isA 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 patternBlocks 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 \_\_\_\_\_. |