### **Kindergarten Lesson Plans**

**2/3-2/7**

|  |  |  |
| --- | --- | --- |
| 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 11**  **Safe and Sound** | 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 1  Tuesday- Day -2  Wednesday- Day -3  Thursday- Day -4  Friday- Day 5 |
| 8:35 – 8:45  **SFA: Unit 11** 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 1  Tuesday- Day 2  Wednesday- Day 3  Thursday- Day 4  Friday- Day 5 |
| 8:45 – 9:05  **SFA: Unit 11**  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 1  Tuesday- Day 2  Wednesday- Day 3  Thursday- Day 4  Friday- Day 5 |
| 9:05 – 9:35  **SFA: Unit 11**  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 1  Tuesday- Day 2  Wednesday- Day 3  Thursday- Day 4  Friday- Day 5 |
| 9:35 – 10:05  **SFA: Unit 11**  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 paint or draw pictures of their homes.**  **BLOCKS-Students will use blocks to build a neighborhood like their own.**  **CASITA- Students will pretend to be a postal worker**  **and deliver mail created by students.**  **LIBRARY- Students will read theme-related books and old favorites.**  **media about**  **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 write a letter to a friend or to self.**  **(If an 8th lab is needed it can be small group for**  **Reading Groups or Stepping Stones.)** |
| 10:05 – 10:40  **Grammar**  **REACH**  **Unit 7**  **On The Job** | 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:**  **Banker, nurse, cashier, teacher, doctor, waiter, bank, hospital, office building, restaurant, school, shopping center**  **High frequency words for the week**:  Goes, to  **High frequency word books:**  My teacher goes here  They go to work | Teacher will follow script in  REACH Program: Unit 7  Monday- Day 1  Tuesday- Day 2  Wednesday- Day 3  Thursday- Day 4  Friday- Day 5 |
| 10:40 – 11:20 **LUNCH** Wednesday  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 3 Unit 3.1 (Statue of Liberty)  **Monday**: Create an anchor chart for  vocabulary on Statue of Liberty  **Tuesday**: Review the vocab on the anchor  Chart and ask students to choose a word and illustrate it and encourage labels.  **Wednesday:** **Early release- Parent-teacher conferences**  **Thursday: Early release- Parent-teacher conferences**  **Friday: Early release- Parent-teacher conferences** |
| 12:20 – 1:20  **Math**  **Investigations**  **Unit 5** | I: 1 HI-5 following multiple step directions.  **K.G.4 Analyze 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, same, different, side, matching**  **WED. Quiz for Gradebook: Students will draw (compose) 2D shapes.** | **Monday:** Explore Geo blocks and their attributes. After exploring with shapes students will use the math vocabulary word to describe and compare 2-D and 3-Dshapes.  **Tuesday:** Matching a 3-D block to a 2-D outline of one of the block faces, students will play Geoblock Match-up  **Wednesday: Early release- Parent-teacher conferences**    **Thursday**: **Early release- Parent-teacher conferences**  **Friday: Early release- Parent-teacher conferences**  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: Library  Tuesday: P.E.  Wednesday: No Specials  Thursday: Art  Friday: Music |
| 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 stay for bus duty in front of bus \_\_\_\_\_. |