### **Kindergarten Lesson Plans**

**2/10-2/14**

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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, count 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 scriptMonday- AZELLA testing practiceTuesday- AZELLA testing practice Wednesday- AZELLA testing practiceThursday- AZELLA TESTFriday- Day 6 |
| 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 ScriptMonday- AZELLA testing practice Tuesday- AZELLA testing practiceWednesday- AZELLA testing practiceThursday- AZELLA TESTFriday- Day 6 |
| 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 ScriptMonday- AZELLA testing practice Tuesday- AZELLA testing practice Wednesday- AZELLA testing practiceThursday- AZELLA TEST Friday- Day 6 |
| 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 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- AZELLA testing practice Tuesday- AZELLA testing practice Wednesday- AZELLA testing practice Thursday- AZELLA TESTFriday- Day 6 |
| 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
 | Labs for Friday, day 6**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**: to**High frequency word books:**They go to work | Teacher will follow script in REACH Program: Unit 7Monday- Day 6Tuesday- Day 7Wednesday- Day 8Thursday- Day 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 3 Unit 3.1 (Statue of Liberty) **Monday**: Statue of Liberty experiment**Tuesday**: Discuss results of Statue of Liberty experiment and write about their findings.**Wednesday:** Continue discussion of Statue of Liberty experiment results and writing.**Thursday: Venn Diagram on Statue of Liberty.****Friday: Culmination activity on American Symbols.** |
| 12:20 – 1:20**Math****Investigations****Unit 5** | **K.CC.7.** Compare two numbers between 1 and 10 presented as written numerals.**K.OA.3.** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2+3 and 5 = 4+1).**K.OA.4.** For any number from 1to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.**K.MP.4.** Model whole group with mathematics.**Vocabulary:** number pair, compare, decompose, less than, equal to, plus, add, more, total, combination, combining, toss, chips | **Monday:** Introduction of Combinations of 10, **2 color counters – Toss the Chips****Tuesday:** Combination of 10 using Towers**Wednesday: Combination of 10 using the Cup game****Thursday**: **Combinations of 10 –** Rainbow activity**Friday: Racing Bears**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 stay for bus duty in front of bus \_\_\_\_\_. |