### **Kindergarten Lesson Plans**

**2/24-2/28**

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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 12****Buggy About Spring** | 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 1Tuesday- Day 2Wednesday- Day 3Thursday- Day 4Friday- Day 5 |
| 8:35 – 8:45**SFA: Unit 12**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 1 Tuesday- Day 2Wednesday- Day 3Thursday- Day 4Friday- Day 5 |
| 8:45 – 9:05**SFA: Unit 12**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 1Tuesday- Day 2 Wednesday- Day 3Thursday- Day 4Friday- Day 5 |
| 9:05 – 9:35**SFA: Unit 12**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 1Tuesday- Day 2Wednesday- Day 3 Thursday- Day 4Friday- Day 5 |
| 9:35 – 10:05**SFA: Unit 12**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 create a bug “Ben Bug”.****BLOCKS-Students will create an “Ant path”.****CASITA- Students will pretend to be an insect.****LIBRARY- Students will read theme-related** **books and old favorites.** **media about** **LITERACY LAB- I can use sounds to build words.****MATH LAB- I can build a butterfly using pattern** **Blocks.****WRITING LAB- I can write sentences using the** **names of different insects.****My illustrations match my writing****Science Lab- I can sequence the life cycle of an** **insect.** |
| 10:05 – 10:40**Grammar****REACH****Unit 7****Part 2****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:** **Dime, dollar, help, learn, listen, money, nickel, penny, quarter, teach, work** **High Frequency Words;****Goes, to, want, be****High frequency word books:**What Will We Be?I Want To Be That! | Teacher will follow script in REACH Program: Unit 7Monday- Day 4Tuesday- Day 5Wednesday- Day 6Thursday- Day 7Friday- Day 8-9-10 (Review of Unit) |
| 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 6 Unit 3.1 (Presidents)**Monday**: You-Tube My Teacher for President. Create a T-chart , fill in the chart with students, compare the job of a president to the job of a teacher. Students will write one thing that is the same for a teacher and a president.**Tuesday**: Re- introduce the book Duck for President. Generate a list of character traits for Duck. Create a T-chart on one side write “ We think Duck is…” and on the other side write “Because…” Students will then write and draw to show a character trait of Duck using key details.**Wednesday:** Introduce the book “Grace for President” . Create a T-chart with students. On one side write “ We think Grace is …” on the other side write “Because” then have students write and draw to show a character trait of Duck using key details.**Thursday:** Have a group discussion andCompare the two stories “ Duck for President” and Grace for President” Review Vocabulary, compare similarities and differences between both stories. Students will use the graphic organizer to write one thing that was similar between Grace and Duck.**Friday**: Students will write one thing they liked about Duck and one thing they liked about Grace. |
| 12:20 – 1:20**Math****Investigations****Unit 5** | I: 1 HI-5 following multiple step directions.**K.MP.4 Model whole group with mathematics.****Vocabulary:** **Add, plus, count, equals, equation, total** | **Monday:** “Counting Bees”roll a die color that amount of bees using a crayon, write the first number. Roll the die color that amount of bees using a different color and write the number and find the total.**Tuesday:** Counting Jar: fold a paper in four, show the number on one square, show the number name, show the quantity, show and equation.**Wednesday:** Early Dismissal**Thursday**: Teddy Bear Picnic:Students work in pairs: Players take turnsA player turns over the top card, solves the problem and moves that many spaces on the game board. The goal is to get to the teddy bear picnic.**Friday:** How Many to 10?Students each need a deck of Ten-Frame Cards. One player turns over the top cardCounts the dots and records that amount on their recording sheet. Then players figure out how many dots are needed to get to 10.Differentiate: Help students who are strugglingTo accurately solve problems by having them directly model the problems using cubes. |
| 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 \_\_\_\_\_. |