

Kindergarten Lesson Plans, Week 7, September 28-October 2

Lesson Plans are Subject to Change

Teacher Name: Kindergarten **Date (week of):** September 28-October 2

Subject: Math

Standards: MCC.K.G.2. Correctly name shapes regardless of their orientations or overall size.

MCC.K.G.3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

MCC.K.G1 Describe objects in the environment using the names of shapes and relative position using terms as: above, below, beside, in front of, behind, next to

MCC.K.G.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g, number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

MCC.K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

Content Vocabulary:

shape 2D flat solid cube cone sphere cylinder compare contrast edge
 3-
 D orientation attribute slide flip roll turn point corners vertices
 above below beside next to in front of behind left right inside outside near far up
 down

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|--|--|--|
| Learning Target I can identify position words and demonstrate them correctly. | Learning Target I can identify solid shapes and their attributes. | Learning Target I can make models of 3D shapes and tell real-life 3D shapes. | Learning Target I can make new shapes from shapes. | Learning Target I can identify 2D and 3D shapes. |
| Review for Test Give student test one-on-one | Review for Test Give student test one-on-one | Review for Test Give student test one-on-one | Review for Test Give student test one-on-one | Review for Test Give student test one-on-one |

Lesson Plans are Subject to Change

Teacher Name: Kindergarten **Date (week of):** September 28-October 2

Subject: Reading

Standards: ELAGSEKSL2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

ELAGSEKRL2: With prompting and support, retell familiar stories, including key details.

ELAGSEKRL3: With prompting and support, identify characters, settings, and major events in a story.

Content Vocabulary: characters, author, illustrator, problem, solution, retell, beginning, middle, end

| Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------------|---|---|---|---|
| Learning Target | Learning Target I can retell a story. | Learning Target I can retell a story. | Learning Target I can retell a story. | Learning Target I can retell a story. |

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|---|--|--|--|--|
| I can name the character, setting, problem, events (BME) and solution in a story. | | | | |
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Lesson Plans are Subject to Change

Teacher Name: Kindergarten **Date (week of):** September 28-October 2

Subject: Phonics

Standards: **ELAGSEKRF3:** Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of most frequent sounds for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

ELAGSEKRF4: Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader texts with purpose and understanding. **ELAGSEKRF2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A. Recognize and produce rhyming words. B. Count, pronounce, blend, and segment syllables in spoken words. C. Blend and segment onsets and rimes of single-syllable spoken words.

Content Vocabulary: blend, word family

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|--|--|
| Learning Target I can practice letter sounds and learn sight words. I can make words in a word family. | Learning Target I can practice letter sounds and learn sight words. I can make words in the –am word family. | Learning Target I can practice letter sounds and learn sight words. I can make words in the –am word family. | Learning Target I can practice letter sounds and learn sight words. I can recognize the medial sounds in words. | Learning Target I can practice letter sounds and learn sight words. I can recognize medial sounds in words. |
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Lesson Plans are Subject to Change

Teacher Name: Kindergarten **Date (week of):** September 28-October 2

Subject: Writing

Standards: **ELAGSEKW3:** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened

ELAGSEKL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters.

ELAGSEKL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships

Content Vocabulary: narrative, details, picture, drawing, label, sound

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|---|---|---|
| Learning Target I can write a narrative. | Learning Target I can add details to my writing. | Learning Target I can add labels to my writing. | Learning Target I can write the letter G. | Learning Target I can write the letter H. |
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Lesson Plans are Subject to Change

Teacher Name: Kindergarten **Date (week of):** September 28-October 2

Subject: Science

Standards: **HEK.1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health. a. Name healthy behaviors. Examples: Identify healthy food choices. Explain why healthy behaviors such as brushing teeth and getting adequate sleep are important. b. Identify that physical health is one dimension of health and wellness. Examples: Identify that a healthy person exercises, eats well, and goes to the doctor. Describe ways to prevent the spread of communicable diseases to promote physical health.

Content Vocabulary: Germ, healthy, cough, sneeze, elbow, tissue, toothbrush, toothpaste, vegetables, fruit, meat, dairy, sweets

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|--|--|--|
| Learning Target I can explain how hand washing keeps me healthy. | Learning Target I can explain how to stop the spread of germs by coughing or sneezing into my arm. | Learning Target I can identify healthy food choices. | Learning Target I can identify healthy food choices. | Learning Target I can explain how brushing my teeth helps keep me healthy. |
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Kindergarten Lesson Plans, Week 8, October 5-9, 2020

Lesson Plans are Subject to Change

Teacher Name: Kindergarten **Date (week of):** October 5-9, 2020

Subject: Math

Standards: MCCK.CC.3 – I can count objects and write the numbers through 20 to tell how many.

MCCK.CC.1 – I can count to 100 by 1’s and 10’s.

MCCK.CC.2 – I can count forward beginning from a given number within the known sequence.

MCCK.CC.4a – I can say the number as I count each object.

MCCK.CC.4b – I understand that the last number said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

MCCK.CC.5 – I can count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; give a number from 1-20, count out that many objects.

Content Vocabulary: Number conservation digit numeral numbers tens
frame sorting groups count number order least fewer greatest more quantity

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---|--|--|--|
| Learning Target I can count to 100 by 1’s. | Learning Target I can count to 100 by 10’s. | Learning Target I can start counting with a number and stop at another number. | Learning Target I can sort objects by color and put them in order by the number in each set. | Learning Target I can sort objects by color and put them in order by the number in each set. |
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Lesson Plans are Subject to Change

Teacher Name: Kindergarten **Date (week of):** October 5-9, 2020

Subject: Reading

Standards: ELAGSEKSL2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

ELAGSEKRL2: With prompting and support, retell familiar stories, including key details.

ELAGSEKRL3: With prompting and support, identify characters, settings, and major events in a story.

Content Vocabulary: characters, author, illustrator, problem, solution, retell, beginning, middle, end

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---|--|---|--|
| Learning Target I can name the character and setting in a story. | Learning Target I can name the problem and solution in a story. | Learning Target I can name the character, setting, problem, and solution to a story. | Learning Target I can tell about the beginning, middle, and end of a story. | Learning Target I can retell the stories I read. |
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Lesson Plans are Subject to Change**Teacher Name:** Kindergarten**Date (week of):** October 5-9, 2020**Subject:** Phonics

Standards: **ELAGSEKRF3:** Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of most frequent sounds for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

ELAGSEKRF4: Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader texts with purpose and understanding. **ELAGSEKRF2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A. Recognize and produce rhyming words. B. Count, pronounce, blend, and segment syllables in spoken words. C. Blend and segment onsets and rimes of single-syllable spoken words.

Content Vocabulary: blend, word family

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| Learning Target I can practice letter sounds and learn sight words. I can make words in a word family. | Learning Target I can practice letter sounds and learn sight words. I can make words in a word family. | Learning Target I can practice letter sounds and learn sight words. I can make words in a word family. | Learning Target I can practice letter sounds and learn sight words. I can make words in a word family. | Learning Target I can practice letter sounds and learn sight words. I can make words in a word family. |
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Lesson Plans are Subject to Change**Teacher Name:** Kindergarten**Date (week of):** October 5-9, 2020**Subject:** Writing

Standards: **ELAGSEKW3:** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened

ELAGSEKL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters.

ELAGSEKL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships

Content Vocabulary: narrative, details, picture, drawing, label, sound

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|---|---|---|
| Learning Target I can write a narrative. | Learning Target I can add details to my writing. | Learning Target I can add labels to my writing. | Learning Target I can write the letter l. | Learning Target I can write the letter J. |
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Lesson Plans are Subject to Change**Teacher Name:** Kindergarten**Date (week of):** October 5-9, 2020**Subject:** Social Studies

Standards: **SSKH1** Identify the national holidays and describe the people and/or events celebrated. b. Columbus Day

Content Vocabulary: Rules, Northwood, Procedures, Routines, Columbus Day

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| Learning Target I can identify rules and procedures that we follow in our | Learning Target I can identify rules and procedures that we follow in our | Learning Target I can identify rules and procedures that we follow in our | Learning Target I can identify rules and procedures that we follow in our | Learning Target I can explain why we celebrate Columbus Day |

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| classroom and at Northwood. | classroom and at Northwood. | classroom and at Northwood. | classroom and at Northwood. | |
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