

<b>Lesson Plans are Subject to Change</b> <b>Teacher Name:</b> Kindergarten <b>Date (week of):</b> October 12-16, 2020 <b>Subject:</b> Reading <b>Standards:</b> <b>Content Vocabulary:</b>				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>Learning Target</b>	<b>Learning Target</b>	<b>Learning Target</b> I can sequence a story.	<b>Learning Target</b> I can sequence a story.	<b>Learning Target</b> I can sequence a story.
No School	No School			Students complete the sequencing sheet for a Grade – Three Little Pigs Sequence

<b>Lesson Plans are Subject to Change</b> <b>Teacher Name:</b> Kindergarten <b>Date (week of):</b> October 12-16, 2020 <b>Subject:</b> Writing <b>Standards:</b> <b>ELAGSEKW3:</b> 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. <b>ELAGSEKL1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>a.</b> Print many upper- and lowercase letters. <b>ELAGSEKL2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>c.</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes). <b>d.</b> Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <b>Content Vocabulary:</b> narrative details picture drawing sound label				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>Learning Target</b>	<b>Learning Target</b>	<b>Learning Target</b> I can tell a story across pages.	<b>Learning Target</b> I can add details to my story.	<b>Learning Target</b> I can add words to my story.
No School	No School			

<b>Lesson Plans are Subject to Change</b> <b>Teacher Name:</b> Kindergarten <b>Date (week of):</b> October 12-16, 2020 <b>Subject:</b> Science <b>Standards:</b> <b>SKE1.</b> Obtain, evaluate, and communicate observations about time patterns (day to night and night to day) and objects (sun, moon, stars) in the day and night sky. <b>a.</b> Ask questions to classify objects according to those seen in the day sky, the night sky, and both. <b>b.</b> Develop a model to communicate the changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day using pictures and words. (Clarification statement: Students are not expected to understand tilt of the Earth, rotation, or revolution.) <b>Content Vocabulary:</b> Day, night, sun, moon stars, constellations				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>Learning Target</b>	<b>Learning Target</b>	<b>Learning Target</b> I can explain what it looks like outside during the day and name daytime activities.	<b>Learning Target</b> I can explain what it looks like outside during the night and name nighttime activities.	<b>Learning Target</b> I can identify whether something is a daytime or nighttime activity.
No school	No school			

<b>Lesson Plans are Subject to Change</b> <b>Teacher Name:</b> Kindergarten <b>Date (week of):</b> October 12-16, 2020 <b>Subject:</b> Phonics <b>Standards:</b> <b>Content Vocabulary:</b>				
Monday	Tuesday	Wednesday	Thursday	Friday

Learning Target	Learning Target	Learning Target I can make words in the -ap - word family.	Learning Target I can make words in the -ap - word family.	Learning Target I can make words in the -ap - word family.

**Lesson Plans are Subject to Change**

Teacher Name: Kindergarten Date (week of): October 12-16, 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	Learning Target	Learning Target I can use a strategy to count accurately.	Learning Target I can use a strategy to count accurately.	Learning Target I can add one more to a group.