

# Kindergarten Learning Targets & Success Criteria

## For the Week of September 7, 2020

### “Welcome to School” Unit

Daily Looped Learning Targets & Success Criteria:			
<b>Calendar:</b> <b>Learning Targets:</b> Students will practice Sequencing, Number Recognition, Counting, Patterns, Graphing, Place Value, Addition, and Sound Recognition <b>Success Criteria:</b> Students will demonstrate knowledge through daily repetition of skills.	<b>Daily Writing</b> <b>Learning Targets:</b> Students will practice a variety of writing skills, including writing letters, letter/sound association with sound spelling, blending & segmenting, writing CVC words and word families, and sentences. <b>Success Criteria:</b> Students will demonstrate knowledge through daily repetition of writing and dictation skills, beginning with letters and sounds, and progressing to words, and finally sentences.	<b>Literacy Word Work Activity</b> <b>Learning Targets:</b> Students will practice a variety of phonemic awareness activities, including beginning sounds, ending sounds, rhyming, blending & segmentation, letter isolation, as well as print concepts and beginning reading skills. <b>Success Criteria:</b> Students will demonstrate knowledge through daily repetition of skills.	<b>Focus Wall</b> <b>Learning Targets:</b> Students will practice Letter Recognition and Sounds, Number Identification, Subitizing, Place Value, Sight Word identification, Shape recognition and attributes, & Character Education <b>Success Criteria:</b> Students will demonstrate knowledge through daily repetition of skills
	ELA	Math	Science/Social Studies
Monday (No School)	Learning Target:	Learning Target:	Learning Target:
	Success Criteria:	Success Criteria:	Success Criteria:
<b>Tuesday</b>  <b>Desk Work:</b> <b>Learning Targets:</b> Students will practice writing their name using Handwriting Without Tears letter formation. <b>Success Criteria:</b> Students will complete individual name sheet using correct letter formation.	<b>Learning Target:</b> Students will be introduced to Zoo-Phonics characters, including letter and sound associations with each.	<b>Learning Target:</b> Students will learn and compare positional words “up, down, over, under, above, and below.”	<b>Learning Target:</b> Students will learn about doing their best work and learn the expectations of “quality work” in the classroom.
	<b>Success Criteria:</b> Students will sing the slow version of “Meet Me at the Zoo” with character movements after introduction lesson.	<b>Success Criteria:</b> Using bean bags and other objects, students will demonstrate knowledge of positional words given verbal directions.	<b>Success Criteria:</b> Students will color a picture of a tiger using all “quality work” criteria to demonstrate their ability to complete assignments to the best of their ability.
<b>Wednesday</b>  <b>Desk Work:</b> <b>Learning Targets:</b> Students will practice doing “quality work.” <b>Success Criteria:</b> Students will complete “quality work” worksheet in which they use the correct colors to demonstrate understanding of quality work.	<b>Learning Target:</b> Students will review Zoo-Phonics characters and letter/sound associations.	<b>Learning Target:</b> Students will learn and compare positional words “top and bottom.”  Students will work as a class to create a graph titled “How do we get home?”	<b>Learning Target:</b> Students will discuss school topics, school workers, school areas, and school tools.
	<b>Success Criteria:</b> Students will sing the slow version of “Meet Me at the Zoo” with character movements.	<b>Success Criteria:</b> Using unifix cubes, students will demonstrate knowledge of “top and bottom” by creating towers following teacher directions and then answer questions pertaining to position of colors.	<b>Success Criteria:</b> Students will demonstrate their knowledge of school topics through participation in class discussion. Students will complete a “School Tools” worksheet to identify tools to help them learn.

		Students will answer questions about our class graph, including identification of “most, least, and equal,” as well as compare numbers and data.	
<p style="text-align: center;"><b>Thursday</b></p> <p style="text-align: center;"><b>Desk Work:</b></p> <p><b>Learning Targets:</b> Students will complete the “Time for School” book.</p> <p><b>Success Criteria:</b> Students will read the “Time for School” book together, using their reading finger to identify one-to-one correspondence with words.</p>	<p><b>Learning Target:</b> Students will review Zoo-Phonics characters and letter/sound associations.</p> <p>Students will learn basic letter formation lines and curves as taught through the Handwriting Without Tears curriculum.</p>	<p><b>Learning Target:</b> Students will learn and compare positional words “left and right.”</p>	<p><b>Learning Target:</b> Students will learn about school workers, focusing primarily on the classroom teacher and her job.</p>
	<p><b>Success Criteria:</b> Students will sing the fast version of “Meet Me at the Zoo” with character movements.</p> <p>Students will identify which lines and/or curves are needed to form capital letters.</p>	<p><b>Success Criteria:</b> Students will demonstrate their knowledge of the positional words “left and right” by playing the game Simon Says.</p>	<p><b>Success Criteria:</b> Students will draw a picture of their teacher and dictate a sentence describing what they teacher does to help them in the classroom.</p>
<p style="text-align: center;"><b>Friday</b></p> <p style="text-align: center;"><b>Desk Work:</b></p> <p><b>Learning Targets:</b> Students will practice sorting using math manipulatives.</p> <p><b>Success Criteria:</b> Students will demonstrate knowledge of sorting rules by sorting objects by color, shape, and/or size.</p>	<p><b>Learning Target:</b> Students will learn about combining lines and curves, necessary for letter formation, to create “Mat Man” as taught through the Handwriting Without Tears curriculum.</p>	<p><b>Learning Target:</b> Students will review all positional words learned this week.</p>	<p><b>Learning Target:</b> Students will review school topics, including our learning schedule, specials classes, teachers, and other areas of the school.</p>
	<p><b>Success Criteria:</b> Students will draw a picture of “Mat Man” or “Mat Girl” using the correct lines and curves, and include all necessary parts.</p>	<p><b>Success Criteria:</b> Using Pete the Cat, students will demonstrate their knowledge of positional words by placing Pete in the correct position in relation to a school bus.</p>	<p><b>Success Criteria:</b> Students will draw a picture of their favorite part of school and dictate a complete sentence to describe it.</p>