

Kindergarten Learning Targets & Success Criteria

For the Week of September 14, 2020

“All About Me” Unit

Daily Looped Learning Targets & Success Criteria:			
Calendar: Learning Targets: Students will practice Sequencing, Number Recognition, Counting, Patterns, Graphing, Place Value, Addition, and Sound Recognition Success Criteria: Students will demonstrate knowledge through daily repetition of skills	Daily Writing Learning Targets: Students will practice a variety of writing skills, including writing letters, sound spelling, writing CVC words and word families, and sentences. Success Criteria: Students will demonstrate knowledge through daily repetition of skills, beginning with letters and sounds, and progressing to words, and finally sentences	Literacy Word Work Activity Learning Targets: Students will practice a variety of phonemic awareness activities, including beginning sounds, ending sounds, rhyming, segmentation, letter isolation, as well as print concepts and beginning reading skills. Success Criteria: Students will demonstrate knowledge through daily repetition of skills	Focus Wall Learning Targets: Students will practice Letter Recognition and Sounds, Number Identification, Subitizing, Place Value, Sight Word identification, Shape recognition and attributes, & Character Education Success Criteria: Students will demonstrate knowledge through daily repetition of skills
	ELA	Math	Science/Social Studies
Monday Desk Work: Learning Targets: Students will practice writing their name using Handwriting Without Tears letter formation. Success Criteria: Students will complete individual name sheet using correct letter formation.	Learning Target: Students will review Zoo-Phonics characters and letter/sound associations. Students will practice basic posture and grip for good writing and letter formation. Success Criteria: Students will sing the fast version of “Meet Me at the Zoo” with character movements. Students will learn the song, “Where Do You Start Your Letters” from the Handwriting Without Tears curriculum, and complete the HWT “Pencil Pick-Ups” activity to demonstrate proper writing posture, pencil grip, and fine motor control in making a variety of lines and curves.	Learning Target: Students will review colors in the classroom and world around them. Success Criteria: Students will draw and color a dog by following a series of directions in the given poem, “The Strangest Dog.”	Learning Target: Students will review and discuss the terms “alike” and “different” as related to themselves and others through the introduction of our “Me” unit, and compare and contrast characteristics about themselves and others in class. Success Criteria: Students will work together as a class to create two graphs, 1) Eye Color 2) Boy or Girl and then read the information presented on the graph to compare their characteristics to others, using the terms “alike” and “different.”
Tuesday Desk Work: Learning Targets: Students will practice sorting using math manipulatives. Success Criteria: Students will demonstrate knowledge of sorting rules by sorting objects by	Learning Target: Students will review Zoo-Phonics characters and letter/sound associations. Students will review basic letter formation lines and curves as taught through the Handwriting Without Tears curriculum.	Learning Target: Students will discuss the terms “big” and “small” and compare relative size of people and objects.	Learning Target: Given the book, “We Share Everything” by Robert Munsch, students will learn about the concept of sharing as it relates to the classroom.

color, shape, and/or size.	<p>Success Criteria: Students will sing the fast version of “Meet Me at the Zoo” with character movements.</p> <p>Students will use individual sets of wood pieces (big lines, little lines, big curves, little curves) to create capital letters, as taught by the HWT curriculum.</p>	<p>Success Criteria: Students will discuss and assign other terms for the words “big” and “small” to objects in the world around them, in order to compare and contrast size. Students will then draw and label “big” and “small” objects to demonstrate knowledge of terminology.</p>	<p>Success Criteria: Students will demonstrate knowledge of the concept of sharing by creating a list of things that are OK and NOT OK to share in the classroom, and then drawing and labeling items. Students will compare the terms “sharing” and “taking turns” as it relates to current COVID-19 concerns.</p>
<p>Wednesday</p> <p>Desk Work:</p> <p>Learning Targets: Students will review the terms “big” and “small” by comparing the sizes of objects.</p> <p>Success Criteria: Students will demonstrate knowledge of comparing sizes by completing the “Big Apple/Little Apple” worksheet by cutting and glueing apples into the appropriately sized basket.</p>	<p>Learning Target: Students will learn the HWT “Frog Jump” letters (F, E, D, P, B, R, N, M).</p>	<p>Learning Target: Given the book “Chrysanthemum,” students will count and compare the letters in their names using the terms “more,” “less,” “most,” “least,” and “equal.”</p>	<p>Learning Target: Students will learn about their 5 senses.</p>
	<p>Success Criteria: Students will demonstrate knowledge of the formation of the Frog Jump letters by learning and following a set of instructions to trace/write the presented letters.</p>	<p>Success Criteria: Students will create a unifix cube tower coinciding with the number of letters in their name. Students will count and compare the lengths of their name with others in class, and then work as a class to create a graph that will help them further compare their names by identifying someone who’s name has more and less letters, as well as an equal number of letters.</p>	<p>Success Criteria: Students will demonstrate knowledge of each of the 5 senses by completing a packet of worksheets that requires them to use each of their senses.</p>
<p>Thursday</p> <p>Desk Work:</p> <p>Learning Targets: Students will write the “Frog Jump” letters.</p> <p>Success Criteria: Students will demonstrate knowledge of the Frog Jump letters by writing each letter with the correct formation.</p>	<p>Learning Target: Students will learn the HWT “Corner Starter” letters (H, K, L, U, V, W, X, Y, Z).</p>	<p>Learning Target: Given the book, “Mat Man Shapes,” students will identify and compare shape attributes.</p>	<p>Learning Target: Students will learn about the USA, American symbols, and the US Constitution as it relates to freedoms, rights, and laws.</p>
	<p>Success Criteria: Students will demonstrate knowledge of the formation of the Corner Starter letters by learning and following a set of instructions to trace/write the presented letters.</p>	<p>Success Criteria: Students will identify and sort shapes based on their attributes (number of sides and vertices) and correctly identify shapes names based on attributes.</p>	<p>Success Criteria: Students will demonstrate knowledge of American symbols through the completion of the “Our Country” worksheet. Students will name freedoms, rights, and laws of our country as it relates to our school rules.</p>
<p>Friday</p> <p>Desk Work:</p> <p>Learning Targets: Students will write the “Corner Starter” letters.</p> <p>Success Criteria: Students will demonstrate knowledge of the Corner Starter letters by writing each letter with the correct formation.</p>	<p>Learning Target: Students will learn the HWT “Center Starter” letters (C, O, Q, G, S, A, I, T, J).</p>	<p>Learning Target: Students will compare shape attributes (number of sides and vertices) and identify shapes names.</p>	<p>Learning Target: Students will practice all HWT capital letter types (Frog Jump, Corner Starters, and Center Starters) by tracing/writing each letter.</p>
	<p>Success Criteria: Students will demonstrate knowledge of the formation of the Center Starter letters by learning and following a set of instructions to trace/write the presented letters.</p>	<p>Success Criteria: Students will demonstrate knowledge of shape attributes through the completion of the book “My Book Of Shapes.” by tracing, drawing, and labeling rectangles, squares, circles, triangles, and hexagons.</p>	<p>Success Criteria: Students will demonstrate knowledge of the formation of each type of letter by tracing/writing the letters using a highlighter.</p>