

Kindergarten Learning Targets & Success Criteria

For the Week of March 29, 2021

“Fairy Tales 2” 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 & Literacy Center Activities 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 (Early Release) Desk Work: Learning Targets: Students will identify and read words that begin or end with X. Success Criteria: Students will demonstrate knowledge of the letter X by identifying, circling, and reading X words in “My Xx Book.”	Learning Target: Students will be introduced to the letter Xx.	Learning Target: Students will learn about the 6+1 Traits of Writing	Learning Target:
	Success Criteria: Students will create an “X” project to help identify the letter and sound of Xx, and identify words that begin and end with Xx.	Success Criteria: Given the fairy tale Cinderella, students will complete a worksheet highlighting Cinderella’s “Voice,” describing how she feels and thinks, and what she can do and wants.	Success Criteria:
Tuesday Desk Work: Learning Targets: Students will write capital and lowercase Xx’s. Success Criteria: Students will demonstrate knowledge of capital and lowercase Xx by writing each with the correct HWT formation.	Learning Target: Students will identify words that begin and end with the X sound.	Learning Target: Students will sequence the events of a fairy tale.	Learning Target: Students will explore the relationship between structure and function.
	Success Criteria: Students will draw two-three objects that begin with X and label the pictures using sound spelling, and write a sentence using one of the X words.	Success Criteria: Given the story Goldilocks and the Three Bears, students will sequence events from the story and state which events happened 1st-6th.	Success Criteria: Given a set of materials, students will build houses made of straw, sticks, and bricks that can withstand strong wind to protect their pigs and then test their creations, identifying how the structure affects the function of the house’s ability to protect the pigs, and then evaluate their design tested against the wind generated by a fan.

<p>Wednesday (Early Release)</p> <p>Desk Work:</p> <p>Learning Targets: Students will identify the letter X, capital and lowercase X's, and words that begin with X.</p> <p>Success Criteria: Students will differentiate between capital and lowercase X's by coloring each type they see according to a color code, identify X's in a series of letters featuring many different fonts, and demonstrate knowledge of the letter X by finding and circling the letter X's in a letter poem.</p>	<p>Learning Target: Students will use the 6+1 Writing Traits to create a personal narrative.</p>	<p>Learning Target: Students will compose and decompose numbers to 5.</p>	<p>Learning Target:</p>
	<p>Success Criteria: Given the story Cinderella, students will write a personal narrative to answer the question, "What would I ask my fairy godmother for?" using correct conventions and giving a reason to back up their idea.</p>	<p>Success Criteria: Given a bunny worksheet and a dice, students will roll the dice, and find an equation that adds up to that number and color it on the worksheet.</p>	<p>Success Criteria:</p>
<p>Thursday</p> <p>Desk Work:</p> <p>Learning Targets: Students will identify and read sight words and sound out unfamiliar words.</p> <p>Success Criteria: Students will read emergent text in a book about bugs.</p>	<p>Learning Target: Students will use descriptive words to ask and answer questions.</p>	<p>Learning Target: Students will solve addition and subtraction equations through 5.</p>	<p>Learning Target: Students will wrap up Reading Month.</p>
	<p>Success Criteria: Given bug cards and a game board, students will ask and answer questions using describing words to determine a "mystery" bug.</p>	<p>Success Criteria: Given equations written on Easter eggs, students will solve addition and subtraction equations through 5 with jelly beans.</p>	<p>Success Criteria: Given the movie A Bug's Life, students will wrap up Reading Month by celebrating their hard work to meet their reading goals with a movie reward.</p>
<p>Friday</p> <p>No School</p>	<p>Learning Target:</p>	<p>Learning Target:</p>	<p>Learning Target:</p>
	<p>Success Criteria:</p>	<p>Success Criteria:</p>	<p>Success Criteria:</p>