

Kindergarten Learning Targets & Success Criteria

For the Week of April 19, 2021

“Animal Needs” 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 Desk Work: Learning Targets: Students will practice writing letters and numbers using Handwriting Without Tears letter formation. Success Criteria: Students will complete Letter & Number sheet using correct letter formation.	Learning Target: Students will be introduced to digraphs. Success Criteria: Students will explore letter pairs that work together to make one sound, focusing on CH, SH, and TH and complete a worksheet identifying those letters/sounds in words.	Learning Target: Students will name the pairs that add together to make 10. Success Criteria: Given a set of die-cut hands for manipulation, students will explore and name the pairs that add together to make 10.	Learning Target: Students will identify the difference between “living” and “nonliving.” Success Criteria: Given a discussion of living and nonliving things, students will complete a series of worksheets highlighting the characteristics of living things, and identify both living and nonliving things on a nature walk.
Tuesday Desk Work: Learning Targets: Students will sort words by the given digraph (CH). Success Criteria: Students will demonstrate knowledge of the CH digraph by sorting pictures/words into “ch words” and “not ch words.”.	Learning Target: Students will identify words that contain the CH sound. Success Criteria: Given a list of CH words, students complete a worksheet identifying and reading words that have the CH digraph.	Learning Target: Students will name the pairs that add together to make 10. Success Criteria: Given a set of “Best Friends of Ten” story and cards, students will name and match the pairs that add together to make 10.	Learning Target: Students will compare the needs of living things. Success Criteria: Given the story, “Biggest, Fastest, Strongest,” students will compare animals through a variety of characteristics, and compare the needs of different types of animals and group beanie babies by similar characteristics.
Wednesday (Early Release)	Learning Target: Students will identify words that contain the SH sound.	Learning Target: Early Release (No Math)	Learning Target: Students will describe characteristics of different animals and describe how each help the animals.

<p style="text-align: center;">Desk Work:</p> <p>Learning Targets: Students will identify the CH digraph in pictures and words.</p> <p>Success Criteria: Students will complete the CH Sound and CH Digraph worksheets to identify pictures and words that contain the CH sound.</p>	<p>Success Criteria: Given a list of SH words, students complete a worksheet identifying and reading words that have the SH digraph.</p>	<p>Success Criteria: Early Release (No Math)</p>	<p>Success Criteria: Students will draw a picture of their favorite animal, and write about characteristics that help that animal in the wild.</p>
<p style="text-align: center;">Thursday</p> <p style="text-align: center;">Desk Work:</p> <p>Learning Targets: Students will sort words by the given digraph (SH).</p> <p>Success Criteria: Students will demonstrate knowledge of the SH digraph by sorting pictures/words into sh words” and “not sh words.”.</p>	<p>Learning Targets: Students will identify the SH digraph in pictures and words.</p>	<p>Learning Target: Students will name the pairs that add together to make 10.</p>	<p>Learning Target: Students will describe different ways that animals move.</p>
	<p>Success Criteria: Students will complete the SH Sound and SH Digraph worksheets to identify pictures and words that contain the SH sound.</p>	<p>Success Criteria: Using a rainbow as a visual aid, students will name the pairs that add together to make 10,</p>	<p>Success Criteria: Given a set of animals, students will describe and compare the different ways that the animals move and sort them by similar movements.</p>
<p style="text-align: center;">Friday</p> <p style="text-align: center;">Desk Work:</p> <p>Learning Targets: Students will sort words by the given digraph (TH).</p> <p>Success Criteria: Students will demonstrate knowledge of the TH digraph by sorting pictures/words into th words” and “not th words.”.</p>	<p>Learning Target: Students will identify words that contain the TH sound.</p>	<p>Learning Target: Students will name the pairs that add together to make 10.</p>	<p>Learning Target: Students will describe different animal body coverings.</p>
	<p>Success Criteria: Given a list of TH words, students complete a worksheet identifying and reading words that have the TH digraph.</p>	<p>Success Criteria: Given a cup of 10 two-color counters, students will dump out the counters and sort them by color to practice the pairs that add together to make 10.</p>	<p>Success Criteria: Given a set of animals, students will describe and compare different types of animals coverings (fur, feathers, and scales) and describe how each help the animals.</p>