

Kindergarten Learning Targets & Success Criteria

For the Week of April 26, 2021

“Animal Habitats” 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 Target: Students will identify words that contain the TH sound. Success Criteria: Given a list of TH words, students will complete a worksheet identifying and reading words that have the TH digraph.	Learning Target: Students will identify digraphs in words. Students will write a complete sentence using conventions.	Learning Target: Students will name the pairs that add together to make 10.	Learning Target: Students will identify the purpose of camouflage in the animal world.
	Success Criteria: Given words containing digraphs, students will read the digraphs and then write a complete sentence using the digraph.	Success Criteria: Given a set of 10 cards with sitting and jumping frogs, students will arrange them to show different ways to make 10 and record their equations on a worksheet.	Success Criteria: Given a bear and frog picture, students will color each and find places in which their bears and frogs can camouflage.
Tuesday Desk Work: Learning Targets: Students will identify digraphs and their sounds. Success Criteria: Students will demonstrate knowledge of digraphs and sounds through the completion of a worksheet.	Learning Target: Students will identify digraphs in words. Students will write a complete sentence using conventions.	Learning Target: Students will name the pairs that add together to make 10.	Learning Target: Students will describe animal adaptations.
	Success Criteria: Given words containing digraphs, students will read the digraphs and then write a complete sentence using the digraph.	Success Criteria: Given a set of turtle number cards, students will create a pond habitat and place the turtles together whose sum is equal to 10.	Success Criteria: Given an experiment highlighting the purpose of a turtles shell, students will determine how animal adaptations help animals to survive in their habitat.
Wednesday	Learning Target: Students will identify digraphs in words. Students will write a complete sentence using	Learning Target: Students will name the pairs that add together to make 10.	Learning Target: Students will explore and describe animal adaptations as related to habitat.

<p>Desk Work:</p> <p>Learning Targets: Students will identify digraphs and their sounds.</p> <p>Success Criteria: Students will demonstrate knowledge of digraphs and sounds through the completion of a worksheet.</p>	conventions.		
	<p>Success Criteria: Given words containing digraphs, students will read the digraphs and then write a complete sentence using the digraph.</p>	<p>Success Criteria: Given the story “Where the Wild Things Are,” students will play the Wild Things Base 10 game to compose and decompose numbers into 10’s and 1’s.</p>	<p>Success Criteria: Given the book “Woodland Animals,” students will list local woodland animals and describe the adaptations that allow those animals to live and survive in the habitat.</p>
<p>Thursday</p> <p>Desk Work:</p> <p>Learning Targets: Students will identify digraphs and their sounds.</p> <p>Success Criteria: Students will demonstrate knowledge of digraphs and sounds through the completion of a worksheet.</p>	<p>Learning Target: Students will identify digraphs in words.</p> <p>Students will write a complete sentence using conventions.</p>	<p>Learning Target: Students will name the pairs that add together to make 10.</p>	<p>Learning Target: Students will explore and describe animal adaptations as related to habitat.</p>
	<p>Success Criteria: Given words containing digraphs, students will read the digraphs and then write a complete sentence using the digraph.</p>	<p>Success Criteria: Given an example and instructions, students will create a “Food Friend of 10” project, and find their food/number partner, in which the sum equals ten.</p>	<p>Success Criteria: Given a series of habitat booklets, students will explore the animal adaptations required to live and survive in a variety of habitats.</p>
<p>Friday</p> <p>Desk Work:</p> <p>Learning Targets: Students will identify animal habitats.</p> <p>Success Criteria: Given sets of animals, students will name and draw the correct habitat for the animal set, including things that the animals need to survive.</p>	<p>Learning Target: Students will name and describe animal habitats.</p>	<p>Learning Target: Students will name the pairs that add together to make 10.</p>	<p>Learning Target: Students will name and describe animal habitats.</p>
	<p>Success Criteria: Given their choice of animal, students will describe the animal’s habitat by stating what the animal would see, hear, smell, feel, and taste and compare their animal’s habitat to that of a friend’s.</p>	<p>Success Criteria: Given a set of 10 cubes, students will play the Cube Game in which they put an amount of cubes behind their back and show a quantity to a partner, who then will state how many are still hidden.</p>	<p>Success Criteria: Given a discussion of different habitats around the world, students will choose a habitat to draw and describe, being sure to name plants, animals, and other objects that the habitat would contain and how those things help the living things to survive.</p>