

Kindergarten Learning Targets & Success Criteria

For the Week of May 10, 2021

“Farm 1” 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 identify and sort long and short vowel sounds. Success Criteria: Students will demonstrate knowledge of long and short vowels by sorting pictures into the correct column.	Learning Target: Students will identify short and long vowels (i) in words. Success Criteria: Given a list of pictures/words, students will identify whether they hear the long or short vowel sound (i) and color by code.	Learning Target: Students will make and read a graph. Students will add and subtract to solve equations. Success Criteria: Given a series of farm-themed pictures, students will create a graph and use the data to solve addition and subtraction equations.	Learning Target: Students will identify the needs of farm animals. Success Criteria: Students will compare the needs of wild animals to pets to zoo animals to farm animals by completing the “On the Farm” book.
Tuesday Desk Work: Learning Targets: Students will identify the short I sound. Success Criteria: Given the Short I Mini Book, students will identify and read short I words.	Learning Target: Students will identify the long I sound. Success Criteria: Given the Long I Mini Book, students will identify and read long I words.	Learning Target: Students will differentiate between fiction and nonfiction elements in text. Success Criteria: Given the story, “Click, Clack, Moo: Cows That Type,” students will identify the fiction and nonfiction elements in the story to complete a worksheet.	Learning Target: Students will write descriptive sentences. Success Criteria: Given the story “Inside a Barn in the County,” students will compare farm animals and write 3-4 descriptive sentences about a farm animal.
Wednesday	Learning Target: Students will identify short and long vowels (o) in words.	Learning Target: Students will add and subtract to solve equations.	Learning Target: Students will identify the vowels and long/short vowel sounds.

<p>Desk Work:</p> <p>Learning Targets: Students will identify and sort long and short vowel sounds.</p> <p>Success Criteria: Students will demonstrate knowledge of long and short vowels by sorting pictures into the correct column.</p>	<p>Success Criteria: Given a list of pictures/ words, students will identify whether they hear the long or short vowel sound (o) and color by code.</p>	<p>Success Criteria: Given the story, “Mrs. Wishy-Washy,” students will play an addition and subtraction game in which they add and subtract animal crackers to their “tub” playing mat.</p>	<p>Success Criteria: Students will identify the vowel in words and color by code to complete a worksheet.</p> <p>Students will differentiate between long and short vowels in words by coloring by code on a worksheet.</p>
<p>Thursday</p> <p>Desk Work:</p> <p>Learning Targets: Students will identify the short O sound.</p> <p>Success Criteria: Given the Short O Mini Book, students will identify and read short O words.</p>	<p>Learning Target: Students will identify the long O sound.</p>	<p>Learning Target: Students will create a fact family.</p>	<p>Learning Target: Students will differentiate between fiction and nonfiction texts.</p>
	<p>Success Criteria: Given the Long O Mini Book, students will identify and read long O words.</p>	<p>Success Criteria: Given a set of numbers, students will arrange the numbers to determine ways to add and subtract to create a fact family.</p>	<p>Success Criteria: Students will identify the elements of nonfiction text and identify, compare and sort fiction and nonfiction texts.</p>
<p>Friday</p> <p>Desk Work:</p> <p>Learning Targets: Students will identify and sort long and short vowel sounds.</p> <p>Success Criteria: Students will demonstrate knowledge of long and short vowels by sorting pictures into the correct column.</p>	<p>Learning Target: Students will identify short and long vowels (u) in words.</p>	<p>Learning Target: Students will describe pigs on the farm.</p>	<p>Learning Target: Students will describe and write about pigs on the farm.</p>
	<p>Success Criteria: Given a list of pictures/ words, students will identify whether they hear the long or short vowel sound (u) and color by code.</p>	<p>Success Criteria: Given a series of pig books and a discussion of pigs, students will create a pig project.</p>	<p>Success Criteria: Given a review of facts and opinions, students will write a fact and an opinion about pigs on the farm.</p>