

# Kindergarten Lesson Plans

Monday

|                                      | Lesson/Concepts   | Standards   | SLE's   |
|--------------------------------------|---|---|---|
| <p>Morning Meeting<br/>8:20-8:55</p> | <p>The students will participate in:</p> <ul style="list-style-type: none"> <li>• Morning Prayer (posted in classroom)</li> <li>• Calendar (day of the week, numbers, month, “How many days have we been in school?”)</li> <li>• Weather (season, “Today, the weather is...”)</li> <li>• Chit Chat Morning Message</li> </ul> | <p>K.CC.1 Count to 100 by ones and tens.<br/>K.CC.2 Count forward beginning from a given number within the known sequence.<br/>K.RF.1d Recognize and name all upper- and lowercase letters of the alphabet<br/>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)<br/>K.RF.3 Know and apply grade level phonics and word analysis in decoding words.<br/>K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.<br/>S.S. K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.<br/>E.S. 3c Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.</p> | <p>SLE's of the week:<br/>Faith-<br/>*Makes decisions based on gospel values that include accepting responsibility and consequences for behavior.<br/>Lifelong Learner-<br/>*Works cooperatively with others, is self-motivated, and shows an enthusiasm for learning.<br/>Responsible Citizen-<br/>*Exemplifies “Living Our Faith” through attitude, behavior and choices.</p> |
| <p>Language Arts<br/>8:55-9:30</p>   | <p>Word Family -at</p> <p>Students will demonstrate their ability to recognize words that belong to the “-at” word family. After working</p>  | <p>K.SL.1a Follow agreed upon rules for discussions<br/>K.L.1a Print many upper- and lowercase letters.<br/>K.L.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes)<br/>K.RF.1d Recognize and</p>   |   |

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|                            | <p>together to come up with a list of “-at” words in a whole-group setting, students will work independently and in small groups to write 4 of the brainstormed words. They will also create an illustration to match each written word.</p> | <p>name all upper- and lowercase letters of the alphabet<br/> K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)<br/> K.RF.3 Know and apply grade level phonics and word analysis in decoding words.<br/> K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.<br/> K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.<br/> K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> |  |
| <p>Math<br/>9:30-10:15</p> | <p>Chapter 8 Lesson 6<br/>Vertical Subtraction</p> <p>Students will demonstrate their ability to read and subtract numbers in vertical form.</p>   | <p>K.CC.2 Count forward beginning from a given number within the known sequence.<br/> K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral.<br/> K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.<br/> K.CC.4b Understand that the last number name said tells the number of objects counted.<br/> K.CC.4c Understand that each successive number name refers to a quantity that is one larger.<br/> K.OA.1 Represent addition</p>   |  |

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|                                    |  | <p>and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions or equations.</p> <p>K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10.</p> <p>K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way and record each decomposition by a drawing or equation.</p> <p>K.OA.4 For any numbers from 1 to 9, find the number that makes 10 when added to the given number.</p> <p>K.OA.5 Fluently add and subtract within 5.</p> |  |
| <p>Recess<br/>10:20-10:45</p>      | -  | -  |  |
| <p>Handwriting<br/>10:45-11:15</p> | <p>Handwriting<br/>“-at” Sight Words</p>   | <p>K.L.1a Print many upper- and lowercase letters</p>  |  |
| <p>P.E.<br/>11:15-11:45</p>        | -  | -  |  |
| <p>Lunch<br/>11:45-12:30</p>       | -  | -  |  |
| <p>Rest Time<br/>12:30-1:00</p>    |  |  |  |
| <p>Religion<br/>1:00-1:45</p>      | <p>Gift for Our Friends</p> <p>In order to show appreciation to our friends, students will create a special piece of artwork to give to a classmate.</p> | <p>I. God is a loving Creator.</p> <p>II. Instructional Focus:</p> <p>A. To establish that God is the Creator of all things.</p> <p>B. To begin to</p>   |  |

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|                                     |   | <p>identify and enjoy God's creation.</p> <p>III. Student Performance Outcomes</p> <p>A. Church/Doctrine</p> <ol style="list-style-type: none"> <li>1. Identify that God is a loving creator</li> <li>2. Recognize that prayer is talking with God</li> <li>3. Identify that we are Catholic</li> </ol> <p>B. Scripture</p> <ol style="list-style-type: none"> <li>1. Listen to and retell stories of the Old Testament</li> </ol> |  |
| 3 <sup>rd</sup> Recess<br>1:45-2:00 | -   | -  |  |
| Social Studies<br>2:00-2:45         | <p>California Symbols</p> <p>Students will demonstrate their ability to recognize a map of the United States, understand that the United States is made up of many different states (including California), and identify state symbols: the poppy, the quail, and the state flag.</p> | <p>K.2 Students recognize national and state symbols and icons.</p> <p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p>K.RF.3 Know and apply grade level phonics and word analysis in decoding words.</p> <p>K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p>          |  |

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|                                      |   | <p>K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> |  |
| <p>Closing Meeting<br/>2:45-3:00</p> | <p>Students will pack up, receive Behavior News, and close with our Kindergarten Motto.</p> | <p>Motto:<br/> You are kind.<br/> <i>I am kind.</i><br/> You are smart.<br/> <i>I am smart.</i><br/> You are important.<br/> <i>I am important.</i></p>                                     |  |

Tuesday

|   | Lesson/Concepts   | Standards   | SLE's   |
|---|---|---|---|
| <p>Morning Meeting<br/>8:20-8:55</p>  | <p>The students will participate in:</p> <ul style="list-style-type: none"> <li>• Morning Prayer (posted in classroom)</li> <li>• Calendar (day of the week, numbers, month, "How many days have we been in school?")</li> <li>• Weather (season, "Today, the weather is...")</li> <li>• Chit Chat Morning Message</li> </ul> | <p>K.CC.1 Count to 100 by ones and tens.<br/>K.CC.2 Count forward beginning from a given number within the known sequence.<br/>K.RF.1d Recognize and name all upper- and lowercase letters of the alphabet<br/>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)<br/>K.RF.3 Know and apply grade level phonics and word analysis in decoding words.<br/>K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.<br/>S.S. K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.<br/>E.S. 3c Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.</p> | <p>SLE's of the week:<br/>Faith-<br/>*Makes decisions based on gospel values that include accepting responsibility and consequences for behavior.<br/>Lifelong Learner-<br/>*Works cooperatively with others, is self-motivated, and shows an enthusiasm for learning.<br/>Responsible Citizen-<br/>*Exemplifies "Living Our Faith" through attitude, behavior and choices.</p> |
| <p>Language Arts<br/>8:55-10:00</p> <p>Computers<br/>9:00-9:30 ½ class<br/>9:30-10:00 ½ class</p> | <p>Bunny Day</p> <p>Students will demonstrate their ability to listen to a story in a whole-group setting, and respond to various prompts that required phonics and comprehension skills.</p>   | <p>K.SL.1a Follow agreed upon rules for discussions<br/>K.L.1a Print many upper- and lowercase letters.<br/>K.L.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes)<br/>K.RF.1d Recognize and name all upper- and lowercase letters of the alphabet</p>   |   |

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|                             | <p>*Workbook</p> <p>*Computers<br/>Computers 9:00-9:30<br/>½ class<br/>9:30-10:00 ½ class</p> <p><u>Guided Reading Groups</u><br/>9:00-10:00am</p> <p>9:00-9:30<br/>Groups A, C, E, and G</p> <p>9:30-10:00<br/>Groups B, D, F, H</p> <p>3 groups will participate in a Guided Reading Group Activity, while 1 group practices their reading and literacy skills on the iPad.</p> | <p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p>K.RF.3 Know and apply grade level phonics and word analysis in decoding words.<br/>K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> |  |
| <p>Math<br/>10:00-10:25</p> | <p>Chapter 8 Lesson 7<br/>Addition and Subtraction Patterns</p> <p>Students will demonstrate their ability to identify addition and subtraction patterns. They will also be able to add or subtract to show number patterns.</p>  | <p>K.CC.2 Count forward beginning from a given number within the known sequence.</p> <p>K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral.</p> <p>K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>K.CC.4b Understand that the last number name said tells the number of objects counted.</p> <p>K.CC.4c Understand that</p>   |  |



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|  |  | <p>each successive number name refers to a quantity that is one larger.</p> <p>K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions or equations.</p> <p>K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10.</p> <p>K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way and record each decomposition by a drawing or equation.</p> <p>K.OA.4 For any numbers from 1 to 9, find the number that makes 10 when added to the given number.</p> <p>K.OA.5 Fluently add and subtract within 5.</p> |  |
| <p>Recess<br/>10:20-10:45</p>  | -  | -  |  |
| <p>Literacy<br/>Centers/<br/>Handwriting<br/>10:55-11:40</p> <p>Science Pull<br/>Out<br/>½ class<br/>10:50-11:20<br/>and ½ class<br/>11:20-11:50</p> | <p>Students will demonstrate their ability to rotate through various centers in order to practice their phonics and literacy skills.</p> | <p>K.SL.1a Follow agreed upon rules for discussions</p> <p>K.L.1a Print many upper- and lowercase letters.</p> <p>K.L.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes)</p> <p>K.RF.1d Recognize and name all upper- and lowercase letters of the alphabet</p> <p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p>K.RF.3 Know and apply</p>  |  |

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|                                     |  | <p>grade level phonics and word analysis in decoding words.</p> <p>K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> |  |
| Lunch<br>11:45-12:30                | -  | -   |  |
| Free Work<br>12:30-1:45             | <p>Free Work</p> <p>♥ Objective:<br/>The students will demonstrate their ability to make good choices and work together with their peers in a “free work” setting.</p> | <p>K.1 Students understand that being a good citizen involves acting in certain ways.</p> <p>1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.</p>   |  |
| 3 <sup>rd</sup> Recess<br>1:45-2:00 | -  | -   |  |
| Music<br>2:00-2:30                  | --   | --  |  |
| Closing Meeting<br>2:55-3:00        | <p>Students will pack up, receive Behavior News, and close with our Kindergarten Motto.</p>  | <p>Motto:<br/>You are kind.<br/><i>I am kind.</i><br/>You are smart.<br/><i>I am smart.</i><br/>You are important.<br/><i>I am important</i></p>  |  |

Wednesday

|                              | Lesson/Concepts  | Standards  | SLE's  |
|------------------------------|--|--|--|
| Morning Meeting<br>8:20-8:55 | <p>The students will participate in:</p> <ul style="list-style-type: none"> <li>• Morning Prayer (posted in classroom)</li> <li>• Calendar (day of the week, numbers, month, “How many days have we been in school?”)</li> <li>• Weather (season, “Today, the weather is...”)</li> <li>• Morning Work</li> </ul> | <p>K.CC.1 Count to 100 by ones and tens.</p> <p>K.CC.2 Count forward beginning from a given number within the known sequence.</p> <p>K.RF.1d Recognize and name all upper- and lowercase letters of the alphabet</p> <p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p>K.RF.3 Know and apply grade level phonics and word analysis in decoding words.</p> <p>K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>S.S. K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.</p> <p>E.S. 3c Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.</p> | <p>SLE's of the week:</p> <p>Faith-</p> <ul style="list-style-type: none"> <li>*Makes decisions based on gospel values that include accepting responsibility and consequences for behavior.</li> </ul> <p>Lifelong Learner-</p> <ul style="list-style-type: none"> <li>*Works cooperatively with others, is self-motivated, and shows an enthusiasm for learning.</li> </ul> <p>Responsible Citizen-</p> <ul style="list-style-type: none"> <li>*Exemplifies “Living Our Faith” through attitude, behavior and choices.</li> </ul> |
| Language Arts<br>8:55-9:30   | <p>Bunny Day</p> <p>Students will demonstrate their ability to listen to a story in a whole-group setting, and respond to various prompts that required phonics and comprehension skills.</p>  | <p>K.SL.1a Follow agreed upon rules for discussions</p> <p>K.L.1a Print many upper- and lowercase letters.</p> <p>K.L.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes)</p> <p>K.RF.1d Recognize and name all upper- and lowercase letters of the alphabet</p>   |  |

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|                            | <p>*Workbook</p> <p><b>Project Cornerstone</b><br/>With 8<sup>th</sup> grade buddies</p>  | <p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p>K.RF.3 Know and apply grade level phonics and word analysis in decoding words.</p> <p>K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>   |  |
| <p>Math<br/>9:30-10:15</p> | <p>Chapter 8:Lesson 8<br/>Use Ten-Frames to Subtract</p> <p>Students will demonstrate their ability to use ten-frames to subtract from 10. They will also be able to complete subtraction in vertical form.</p> | <p>K.CC.2 Count forward beginning from a given number within the known sequence.</p> <p>K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral.</p> <p>K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>K.CC.4b Understand that the last number name said tells the number of objects counted.</p> <p>K.CC.4c Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out</p> |  |

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|   |  | <p>situations, verbal explanations, expressions or equations.</p> <p>K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10.</p> <p>K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way and record each decomposition by a drawing or equation.</p> <p>K.OA.4 For any numbers from 1 to 9, find the number that makes 10 when added to the given number.</p> <p>K.OA.5 Fluently add and subtract within 5.</p>  |  |
| <p>Recess<br/>10:20-10:45</p>               | --   | -  |  |
| <p>Literacy<br/>Centers<br/>10:45-11:45</p> | <p>Students will demonstrate their ability to rotate through various centers in order to practice their phonics and literacy skills.</p> | <p>K.SL.1a Follow agreed upon rules for discussions</p> <p>K.L.1a Print many upper- and lowercase letters.</p> <p>K.L.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes)</p> <p>K.RF.1d Recognize and name all upper- and lowercase letters of the alphabet</p> <p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p>K.RF.3 Know and apply grade level phonics and word analysis in decoding words.</p> <p>K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or</p> |  |

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|   |  | many of the most frequent sound for each consonant.<br>K.SL.5 Add drawings or other visual displays to descriptions   |  |
|   | Lesson/Concepts  | Standards desired to  | SLE's  |
| Morning Meeting<br>8:20-8:55                | The students will participate in: <ul style="list-style-type: none"> <li>Morning Prayer (posted in classroom)</li> </ul> | K.CC.1 Count to 10 by ones.<br>K.SL.6 Speak clearly and loudly enough to begin a conversation within the known sequence.<br>K.CS.2 Count, for a given number within the known sequence. | SLE's of the week:<br>Faith-<br>*Makes decisions based on gospel values that include   |
| Lunch<br>11:45-12:30                        | <ul style="list-style-type: none"> <li>Calendar (day of the week,</li> </ul>   | K.RF.1d Recognize and name all upper- and lowercase letters of the alphabet<br>K.RF.2 Demonstrate   | accepting responsibility and consequences for behavior.<br>Lifelong Learner-<br>*Works |
| 8 <sup>th</sup> Grade Buddies<br>12:30-1:45 | Students will have the opportunity to learn about any experiments with rockets with their 8 <sup>th</sup> Grade Buddies. |   |  |
| 3 <sup>rd</sup> Recess<br>1:45-2:00         |  |   |  |
| Social Studies<br>2:00-2:45                 | Easter Artwork<br>Easter Bunny<br>Students will participate in an Easter art project.                                    | --  |  |
| Closing Meeting<br>2:45-3:00                | Students will pack up, receive Behavior News, and close with our Kindergarten motto                                      | Motto:<br>You are kind.<br><i>I am kind.</i><br>You are smart.<br><i>I am smart.</i><br>You are important.<br><i>I am important</i>   |  |

Thursday

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|   | <p>in school?")</p> <ul style="list-style-type: none"> <li>• Weather (season, "Today, the weather is...")</li> <li>• Morning Work</li> </ul>   | <p>understanding of spoken words, syllables, and sounds (phonemes)</p> <p>K.RF.3 Know and apply grade level phonics and word analysis in decoding words.</p> <p>K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>S.S. K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.</p> <p>E.S. 3c Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.</p>                                 | <p>cooperatively with others, is self-motivated, and shows an enthusiasm for learning.</p> <p>Responsible Citizen-<br/>*Exemplifies "Living Our Faith" through attitude, behavior and choices.</p> |
| <p>Language Arts/<br/>Handwriting<br/>8:55-9:30</p> | <p>Bunny Day</p> <p>Students will demonstrate their ability to listen to a story in a whole-group setting, and respond to various prompts that required phonics and comprehension skills.</p> <p>*Workbook</p> <p>*Computers<br/>Computers 9:00-9:30<br/>½ class<br/>9:30-10:00 ½ class</p> <p><u>Guided Reading Groups</u><br/>9:00-10:00am</p> | <p>K.SL.1a Follow agreed upon rules for discussions</p> <p>K.L.1a Print many upper- and lowercase letters.</p> <p>K.L.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes)</p> <p>K.RF.1d Recognize and name all upper- and lowercase letters of the alphabet</p> <p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p>K.RF.3 Know and apply grade level phonics and word analysis in decoding words.</p> <p>K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent</p> |  |



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|                            | <p>9:00-9:30<br/>Groups A, C, E, and G</p> <p>9:30-10:00<br/>Groups B, D, F, H</p> <p>3 groups will participate in a Guided Reading Group Activity, while 1 group practices their reading and literacy skills on the iPad.</p> | <p>sound for each consonant.</p> <p>K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>   |  |
| <p>Math<br/>9:30-10:20</p> | <p>Chapter 8: Lesson 9<br/>Problem-Solving</p> <p>Students will demonstrate their ability to solve problems by using the Choose the Operation Strategy.</p>  | <p>K.CC.2 Count forward beginning from a given number within the known sequence.</p> <p>K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral.</p> <p>K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>K.CC.4b Understand that the last number name said tells the number of objects counted.</p> <p>K.CC.4c Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions or equations.</p> <p>K.OA.2 Solve addition and subtraction word problems, and add and subtract within</p> |  |

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|  |  | <p>10.</p> <p>K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way and record each decomposition by a drawing or equation.</p> <p>K.OA.4 For any numbers from 1 to 9, find the number that makes 10 when added to the given number.</p> <p>K.OA.5 Fluently add and subtract within 5</p>  |  |
| <p>Recess/<br/>Snack<br/>10:20-10:45</p> | --   |  |  |
| <p>Story time<br/>10:45-11:15</p>        | <p>Students will listen to a story, and practice comprehension skills. They will vote on the story—thumbs up, down, or so-so, and explain their reasoning.</p> | <p>K.RL.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>K.RL.2 With prompting and support, retell familiar stories, including key details.</p> <p>K.RL.3 With prompting and support, identify characters, setting and major events in a story.</p> <p>K.RI.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>K.RI.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>K.RI.10 Actively engage in group reading activities with purpose and understanding.</p> |  |
| <p>P.E.<br/>11:15-11:45</p>              | --   |  |  |
| <p>Lunch<br/>11:45-12:30</p>             |  |  |  |
| <p>Free Work<br/>12:30-1:45</p>          | <p>Free Work</p> <p>♥ Objective:<br/>The students will</p>   | <p>K.1 Students understand that being a good citizen involves acting in certain ways.</p>  |  |

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|  | <p>demonstrate their ability to make good choices and work together with their peers in a “free work” setting.</p> <p>Choices: Puzzles, Building Blocks, Kitchen, Coloring, iPads</p> | <p>1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.</p>  |  |
| <p>3<sup>rd</sup> Recess<br/>1:45-2:00</p> | -   | -  |  |
| <p>Science<br/>2:00-2:45</p>               | <p>Spring!<br/>Compare Seasons</p> <p>Students will demonstrate their ability to compare the various seasons (What is different? What is similar?)</p>                                | <p>K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.<br/>K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.<br/>E.S. 3c Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.</p> |  |
| <p>Closing Meeting<br/>2:45-3:00</p>       | <p>Students will pack up, receive Behavior News, and close with our Kindergarten Motto</p>  | <p>Motto:<br/>You are kind.<br/><i>I am kind.</i><br/>You are smart.<br/><i>I am smart.</i><br/>You are important.<br/><i>I am important.</i></p>  |  |

Friday

|   | Lesson/Concepts  | Standards  | SLE's   |
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| <p>All School Mass<br/>8:15-9:15</p> <p>Morning Meeting<br/>9:15-9:25</p> | <p>The students will participate in:</p> <ul style="list-style-type: none"> <li>• Morning Prayer (posted in classroom)</li> <li>• Calendar (day of the week, numbers, month, “How many days have we been in school?”)</li> <li>• Weather (season, “Today, the weather is...”)</li> <li>• Morning Work</li> </ul> | <p>K.CC.1 Count to 100 by ones and tens.</p> <p>K.CC.2 Count forward beginning from a given number within the known sequence.</p> <p>K.RF.1d Recognize and name all upper- and lowercase letters of the alphabet</p> <p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p>K.RF.3 Know and apply grade level phonics and word analysis in decoding words.</p> <p>K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>S.S. K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.</p> <p>E.S. 3c Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.</p> | <p>SLE's of the week:</p> <p>Faith-</p> <p>*Makes decisions based on gospel values that include accepting responsibility and consequences for behavior.</p> <p>Lifelong Learner-</p> <p>*Works cooperatively with others, is self-motivated, and shows an enthusiasm for learning.</p> <p>Responsible Citizen-</p> <p>*Exemplifies “Living Our Faith” through attitude, behavior and choices.</p> |

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| <p>Language<br/>Arts/<br/>Handwriting<br/>9:25-10:20</p> | <p>Bunny Day</p> <p>Students will demonstrate their ability to listen to a story in a whole-group setting, and respond to various prompts that required phonics and comprehension skills.</p> <p>*Workbook</p> | <p>K.SL.1a Follow agreed upon rules for discussions</p> <p>K.L.1a Print many upper- and lowercase letters.</p> <p>K.L.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes)</p> <p>K.RF.1d Recognize and name all upper- and lowercase letters of the alphabet</p> <p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p>K.RF.3 Know and apply grade level phonics and word analysis in decoding words.</p> <p>K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> |  |
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| <p>Math<br/>9:30-10:15</p>    | <p>Chapter 8:<br/>Check Your Progress</p> <p>Students will demonstrate their knowledge of the concepts and skills that have been learned in Lessons 6-9.</p> <p>Chapter 8<br/>Assessment</p> <p>Students will demonstrate their knowledge of the concepts and skills that have been learned in Lessons 1-9.</p> | <p>K.CC.2 Count forward beginning from a given number within the known sequence.</p> <p>K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral.</p> <p>K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>K.CC.4b Understand that the last number name said tells the number of objects counted.</p> <p>K.CC.4c Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions or equations.</p> <p>K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10.</p> <p>K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way and record each decomposition by a drawing or equation.</p> <p>K.OA.4 For any numbers from 1 to 9, find the number that makes 10 when added to the given number.</p> <p>K.OA.5 Fluently add and subtract within 5</p> |  |
| <p>Recess<br/>10:20-10:45</p> | <p>--</p>   | <p>-</p>  |  |

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| <p>Handwriting/<br/>Literacy<br/>Centers<br/>10:45-11:45</p> | <p>Students will demonstrate their ability to rotate through various centers in order to practice their phonics and literacy skills</p>          | <p>K.SL.1a Follow agreed upon rules for discussions<br/>K.L.1a Print many upper- and lowercase letters.<br/>K.L.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes)<br/>K.RF.1d Recognize and name all upper- and lowercase letters of the alphabet<br/>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)<br/>K.RF.3 Know and apply grade level phonics and word analysis in decoding words.<br/>K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.<br/>K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.<br/>K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> |  |
| <p>Lunch<br/>11:45-12:30</p>                                 | <p>--</p>  | <p>--</p>  |  |
| <p>Rest Time<br/>12:30-1:00</p>                              |  |  |  |
| <p>Religion<br/>1:00-1:45</p>                                | <p>My Lenten Journey<br/>“How have you been acting more like Jesus during your Lenten Journey?”<br/><br/>Students will reflect back upon the</p> | <p>IV. God is a loving Creator.<br/><br/>V. Instructional Focus:<br/><br/>C. To establish that God is the Creator of</p>   |  |

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|  | <p>choices that they have been making during Lent, and explain how they have been following in Jesus' footsteps.</p>   | <p>all things.<br/>D. To begin to identify and enjoy God's creation.</p> <p>VI. Student Performance Outcomes</p> <p>C. Church/Doctrine</p> <p>4. Identify that God is a loving creator</p> <p>5. Recognize that prayer is talking with God</p> <p>6. Identify that we are Catholic</p> <p>D. Scripture</p> <p>1. Listen to and retell stories of the Old Testament</p>   |  |
| <p>3<sup>rd</sup> Recess<br/>1:45-2:00</p>                                     |  |  |  |
| <p>Social Studies<br/>2:00-2:45</p> <p>Cooking<br/>2:00-2:20<br/>2:20-2:40</p> | <p>Unit 4 Assessment<br/>Our Country</p> <p>Students will create symbols that represents themselves. They will combine all of their symbols together on one poster for our Kindergarten classroom.</p> | <p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p>K.RF.3 Know and apply grade level phonics and word analysis in decoding words.</p> <p>K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> |  |



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|                              |   | K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.  |  |
| Closing Meeting<br>2:45-3:00 | Students will pack up, receive Behavior News, and close with our Kindergarten motto | Motto:<br>You are kind.<br><i>I am kind.</i><br>You are smart.<br><i>I am smart.</i><br>You are important.<br><i>I am important.</i> |  |