**Shenandoah Elementary School – Blended Learning Planner: PK**

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| **Name** | T. Watson | **Grade** | PKG | **Subject** | ELA, science/social studies, and Math |
| **Week of** | 1-11-21 | **Topic** | Letter Rr, number 10, Story elements | **Link to Tracker** | Coming Soon! |
| **Planning & Preparation** |
| **Cultural Context:** Overarching lesson design based on student’s individual needs and learning styles. The teacher should consider and honor the unique cultural differences of the student population when selecting content, process, products, the learning environment. The use of ongoing assessment and flexible grouping is an effort to establish a safe and supportive learning environment. It is critically important to ensure every learner is able to access grade level curriculum and resources. |
| **Standards Based Objective(s)**Long term goal about what students will know and be able to do at the end of a unit. (*Information for this section can be copied from the Curriculum Plan or Proficiency Scale.)* | **Missouri Learning Standards***List your standard(s) for the week here. You should include the Missouri Learning Standard code(s), link the appropriate proficiency scale(s), and include the full text of the standard(s).* |
| Uses Fine motor Skills with Purpose and ControlUses language to communicateApplies early reading skillsAttends to sounds in language (phonological awareness)Uses writing as a means of expression/communication Explores shapes in the environment |
| **Learning Target(s)*****Learning targets****are short term, student-friendly statements that clearly define what students should know and be able to do at the end of the lesson.*(Information for this section of the plan can be copied from the Curriculum Plan or Proficiency Scale.) | **Know** *(What are the learning targets?) Learning targets are short term, student-friendly statements that clearly define what students should know and be able to do at the end of the lesson(s). This comes directly from the unwrapped content standard in the Content Area Proficiency Scales and should be written as “I can…” or “The student can…” statements.* | **Do** *(Define how students will demonstrate that they have met the learning target. This section is grade level and content specific. Please reference the exemplar from your Content Area Curriculum Specialist.)* |
| Students will* Recognize letter R
* Recite the sound of R
* Name words that start with R
* Write R
* Recognize names
* Write names
* Recognize story elements
* Count to 50
* Write numbers 1-10
* Recognize numbers 1-10
* Heggerty Phonemic Awareness
 | Starfall.comPractice letter R on dry erase boards or paperLetter R Assignments found on teams and work packet (due on Friday)Practice name on handwriting paperThe mitten craftPractice counting to 50Use snap cubes to create AB patternsNumber 10 activities found in packetHeggerty Phonemic Awareness Week 1 |
| **Essential Question(s)**(Can be copied/pasted from Curriculum Plan.) | How can we help each ? |
| **Academic Vocabulary**(Can be copied/pasted from Content AreaProficiency Scales) |  |
| **Summative Assessment Performance Tasks /**  | **Design or identify a standards-based summative performance task or assessment that will demonstrate progress towards proficiency on the standard / objectives.** |
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| **Teacher**  | Watson, Tracy | **Grade** | PKG | **Subject** | Language arts and Math |
| **Week of** |  | **Topic/Title** |  |
| **Lesson/Topic** | **Lesson Target/Objective**  | **Synchronous/Live Instruction**  | **Asynchronous Playlist**  | **Assessment/Performance Task**  | **Due Date** |
| **Lesson 1**  | Student will listen to a story and journal about the book. | Listen to reading of book. Class discussion on book. Teacher  | Journal writing based on book read in class | Draw a picture and dictate sentence to adult. | daily |
| **Lesson 2**  | Recognize sound for R  | Practice saying sound and naming words that start with R | Letter R work packet | Letter R work packet. | 1/14 |
| **Lesson 3**  | Recognize and write letter R | Review sound and letter formation ABC/123 curve back curve forward. | Complete worksheets found in TEAMS assignments | worksheets | 1/14 |
| **Lesson 4**  | Recognize and write first and last names | Spell and find syllables in name. | Write names on dry erase boards, paper, chalk | Write names on handwriting paper | Daily |
| **Lesson 5**  | Name month and day of the week | Sing days of the week song, spell October, count syllables  | Sing days of the week song, spell October, count syllables | Name month and day of the week | Daily |
| **Lesson 6** | Recognize number 10 | Recognize number 10 | Complete worksheets found on Teams assignments hole punch number 10 | Complete worksheets found on Teams assignments | 1/14 |
| **Lesson 7** | Recognize and 1:1 numbers 1,2,3,4,5, 6, 7, 8, 9, 10 | Use flashcards to name numbers. Clap how many, draw representations of that number on dry erase boards. | Complete numbers worksheets found in TEAMS assignments | Complete numbers worksheets found in TEAMS assignments | 1/14 |
| **Lesson 8** | Introduce patterns | Use snap cubes to create AB patterns | Create patterns using objects found in the house | Take picture of snap cube pattern | 1/14 |
| **Lesson 9** | Heggerty Phonemic Awareness | Week 1 | none | participation | daily |