



DEMS Virtual Learning Plan

Kindergarten 1

20-21, Trimester 1, September 13

	<u>Sunday</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>
Literacy Learning Targets	<p>Reading: Recognize and name some upper /lowercase letters of the alphabet, especially those in their own name. CLL.1 With prompting and support ask and answer detail(s) about a text. CLL.4 Exhibit curiosity and interest in learning new vocabulary. CLL.5 Students interact with a variety of common types of texts. CLL.6 With prompting and support, can describe the role of an author and illustrator. CLL.7 With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story. CLL.11 With prompting and support, make connections between self, text, and the world around them (text, media, social interaction) Writing: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. For example- Print some upper- and lower-case letters. (e.g., letters in their name). CLL.1 With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like.. because..). CLL.5 With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed. CLL.8 With guidance and support, recall information from experiences or gather information from provided sources to answer a question. Listening & Speaking: CLL.2 With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. CLL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>				Scorpion Day
Daily Reading	<p>Activities: Letter c Introduce the letter of the week's shape, signal, sound, formation, and name (when ready)</p>	<p>Activities: Cat drawing & facts</p>	<p>Activities: Letter detectives</p>	<p>Activities: Beginning sounds</p>	
Writing	<p>Activities: Name Pre-writing skills</p>	<p>Activities: Letter c formation.</p>	<p>Activities: Letter c dot-to-dot</p>	<p>Activities: Name Mazes</p>	
Speaking and Listening	<p>Activities: Read Alouds</p>	<p>Activities: Read Alouds</p>	<p>Activities: Read Alouds</p>	<p>Activities: Read Alouds</p>	

Mathematics Learning Targets	Matching 1 Numeral with up to 3 Objects How Many Questions with 4 or 5 Objects PK.CC.2 Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects). PK.CC.3ab Understand the relationship between numbers and quantities to 10; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name says the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. PK.CC.4 Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects. PK.CC.1 Rote count to 20			
Daily math lesson	Activities: -Make a group of up to 3 objects and match the numeral -Look at a numeral and count out a group of objects to match (abstract to concrete).	Activities: MODULE 1/Mid Module revision and assessment to instill learning and/or bridge gaps.	Activities: Arrange and count up to 5 objects in scattered and linear	Activities: -Count fingers on the left hand from 1 to 5. -Arrange and count 4 objects in an array configuration.
Science	Targets : Clouds/ Awareness of nature around us Activities :			
Social Studies	Targets : Choices Regulating our feelings and emotions Respect/ How to be respectful Activities :			
Google Meet	Whole Class Meet <u>GOAL</u> MORNING MEETING <u>Time:</u> 9:15-9:40 Small Group Meets <u>GOAL</u> INSTRUCTION/ LITERACY	Whole Class Meet <u>GOAL</u> MORNING MEETING <u>Time:</u> 9:15-9:40 Small Group Meets <u>GOAL</u> INSTRUCTION/ MATH	Whole Class Meet <u>GOAL</u> MORNING MEETING <u>Time:</u> 9:15-9:40 Small Group Meets <u>GOAL</u> INSTRUCTION/ LITERACY	Whole Class Meet <u>GOAL</u> MORNING MEETING <u>Time:</u> 9:15-9:40 Small Group Meets <u>GOAL</u> INSTRUCTION/ MATH

	<u>TEAM #1</u> <u>Time:</u> 8:45-9:00 <u>TEAM #2</u> <u>Time:</u> 9:50-10:05 <u>TEAM #3</u> <u>Time:</u> 10:10-10:25 <u>TEAM #4</u> <u>Time:</u> 1:00-11:15 <u>TEAM #5</u> <u>Time :</u> 11:20-11:35 <u>TEAM #6</u> <u>Time :</u> 12:30-12:45 CLOSING CIRCLE <u>Time :</u> 1:00-1:15 OFFICE HOURS/ by appointment <u>Time :</u> 2:30-3:30	<u>TEAM #1</u> <u>Time:</u> 8:45-9:00 <u>TEAM #2</u> <u>Time:</u> 9:50-10:05 <u>TEAM #3</u> <u>Time:</u> 10:10-10:25 <u>TEAM #4</u> <u>Time:</u> 1:00-11:15 <u>TEAM #5</u> <u>Time :</u> 11:20-11:35 <u>TEAM #6</u> <u>Time :</u> 12:30-12:45 CLOSING CIRCLE <u>Time :</u> 1:00-1:15 OFFICE HOURS/ by appointment <u>Time :</u> 2:30-3:30	<u>TEAM #1</u> <u>Time:</u> 8:45-9:00 <u>TEAM #2</u> <u>Time:</u> 9:50-10:05 <u>TEAM #3</u> <u>Time:</u> 10:10-10:25 <u>TEAM #4</u> <u>Time:</u> 1:00-11:15 <u>TEAM #5</u> <u>Time :</u> 11:20-11:35 <u>TEAM #6</u> <u>Time :</u> 12:30-12:45 CLOSING CIRCLE <u>Time :</u> 1:00-1:15 OFFICE HOURS/ by appointment <u>Time :</u> 2:30-3:30	<u>TEAM #1</u> <u>Time:</u> 8:45-9:00 <u>TEAM #2</u> <u>Time:</u> 9:50-10:05 <u>TEAM #3</u> <u>Time:</u> 10:10-10:25 <u>TEAM #4</u> <u>Time:</u> 1:00-11:15 <u>TEAM #5</u> <u>Time :</u> 11:20-11:35 <u>TEAM #6</u> <u>Time :</u> 12:30-12:45 CLOSING CIRCLE <u>Time :</u> 1:00-1:15 OFFICE HOURS/ by appointment <u>Time :</u> 2:30-3:30	
Optional Extension Activities and Resources					