



DEMS Virtual Learning Plan

Kindergarten 1

20-21, Trimester 2, January 24					
	Sunday	Monday	Tuesday	Wednesday	Thursday
Literacy Learning Targets	<p>Reading: CLL.2 With prompting and support, retell familiar stories. CLL.3 With prompting and support, ask and answer questions about characters and major events in a story. CLL.4 Exhibit curiosity and interest in learning new vocabulary. CLL.5 Students interact with a variety of common types of texts. CLL.10 Actively engage in group reading activities with purpose and understanding. CLL.11 With prompting and support, make connections between self, text, and the world around them (text, media, social interaction) Writing: CLL.3 With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened. CLL.5 With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed. CLL.7 With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). CLL.8 With guidance and support, recall information from experiences or gather information from provided sources to answer a question. CLL.11 Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed. Listening & Speaking: CLL.1 With guidance and support, participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and large groups. CLL.3 With guidance and support, ask and answer questions in order to seek help, get information or clarify something that is not understood. CLL.4: Describe familiar people, places, things and events, and with prompting and support, provide additional detail. CLL.6 Demonstrate an emergent ability to express thoughts, feelings and ideas.</p>				Scorpion Day
Daily Reading	Activities: Letter of the week q	Activities: Queenie quail drawing & facts	Activities: Letter detectives	Activities: Beginning sounds Syllables & rhyming words	
Writing	Activities: Name /Mazes	Activities: Letter formation.	Activities: Letter dot-to-dot	Activities: Name /pre-writing	
Speaking and Listening	Activities: Read Alouds	Activities: Read Alouds	Activities: Author study	Activities: Read Alouds	

Mathematics Learning Targets	<p>How Many Questions with 0 up to 9 Objects.</p> <p>PK.CC.1 Count to tell the number of objects.</p> <p>PK.CC.3 Understand the relationship between numbers and quantities to 10; connect counting to cardinality.</p> <p>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.</p> <p>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.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p> <p>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.</p>			
Daily math lesson	Activities: MID-MODULE ASSESSMENT	Activities: Introduce zero.	Activities: Introduce 9, and relate 9 to 8 and 1 more.	Activities: Use linear configurations to count 9 in relation to 5.
Science	<p>Targets :</p> <p>P-ESS2-1. Ask questions, make observations, and collect and record data using simple instruments to recognize patterns about how local weather conditions change daily and seasonally and how they affect Animal behavior.</p> <p>P-ESS1-1. Observe and describe the apparent motions of the Sun, moon, and stars to recognize predictable patterns.</p> <p>Activities : ADAPTATION/ DAY & NIGHT/ SNOWFLAKES</p>			
Social Studies	<p>Targets :</p> <p>PK.SEL.3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers, and other familiar adults)</p> <p>PK.SEL.3. Indicators:</p> <ul style="list-style-type: none"> a. Interacts with significant adults b. Seeks guidance from primary caregivers, teachers and other familiar adults c. Transitions into unfamiliar setting with the assistance of familiar adults <p>PK.SEL.4. Develops positive relationships with their peers</p> <p>PK.SEL.4. Indicators:</p> <ul style="list-style-type: none"> a. Approaches children already engaged in play b. Interacts with other children (e.g., in play, conversation, etc.) c. Shares materials and toys with other children d. Sustains interactions by cooperating, helping, and suggesting new ideas for play e. Develops friendship with one or more peers f. Offers support to another child or shows concern when a peer appears distressed <p>PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions</p> <p>PK.SEL.5. Indicators:</p> <ul style="list-style-type: none"> a. Seeks input from others about a problem b. Uses multiple prosocial strategies to resolve conflicts (e.g., trade, take turns, problem solves) c. Uses and accepts compromise; with assistance <p>Activities : TRUSTWORTHINESS</p>			

Google Meet	Whole Class Meet <u>GOAL</u> MORNING MEETING <u>Time:</u> 9:15-9:40	Whole Class Meet <u>GOAL</u> MORNING MEETING <u>Time:</u> 9:15-9:40	Whole Class Meet <u>GOAL</u> MORNING MEETING <u>Time:</u> 9:15-9:40	Whole Class Meet <u>GOAL</u> MORNING MEETING <u>Time:</u> 9:15-9:40	
	Small Group Meets <u>GOAL</u> INSTRUCTION/ LITERACY	Small Group Meets <u>GOAL</u> INSTRUCTION/ LITERACY	Small Group Meets <u>GOAL</u> INSTRUCTION/ LITERACY	Small Group Meets <u>GOAL</u> INSTRUCTION/ LITERACY	
	<u>CARS--TEAM #1</u> <u>Time:</u> 8:45-9:00	<u>CARS--TEAM #1</u> <u>Time:</u> 8:45-9:00	<u>CARS--TEAM #1</u> <u>Time:</u> 8:45-9:00	<u>CARS--TEAM #1</u> <u>Time:</u> 8:45-9:00	
	<u>MONKEYS--TEAM #2</u> <u>Time:</u> 9:50-10:05	<u>MONKEYS--TEAM #2</u> <u>Time:</u> 9:50-10:05	<u>MONKEYS--TEAM #2</u> <u>Time:</u> 9:50-10:05	<u>MONKEYS--TEAM #2</u> <u>Time:</u> 9:50-10:05	
	<u>PANDAS--TEAM #3</u> <u>Time:</u> 10:10-10:25	<u>PANDAS--TEAM #3</u> <u>Time:</u> 10:10-10:25	<u>PANDAS--TEAM #3</u> <u>Time:</u> 10:10-10:25	<u>PANDAS--TEAM #3</u> <u>Time:</u> 10:10-10:25	
	<u>BUTTERFLIES--TEAM #4</u> <u>Time:</u> 1:00-11:15	<u>BUTTERFLIES--TEAM #4</u> <u>Time:</u> 1:00-11:15	<u>BUTTERFLIES--TEAM #4</u> <u>Time:</u> 1:00-11:15	<u>BUTTERFLIES--TEAM #4</u> <u>Time:</u> 1:00-11:15	
	<u>DOLPHINS--TEAM #5</u> <u>Time:</u> 11:20-11:35	<u>DOLPHINS--TEAM #5</u> <u>Time:</u> 11:20-11:35	<u>DOLPHINS--TEAM #5</u> <u>Time:</u> 11:20-11:35	<u>DOLPHINS--TEAM #5</u> <u>Time:</u> 11:20-11:35	
	<u>TEAM #6</u> <u>Time:</u> 12:30-12:45	<u>TEAM #6</u> <u>Time:</u> 12:30-12:45	<u>TEAM #6</u> <u>Time:</u> 12:30-12:45	<u>TEAM #6</u> <u>Time:</u> 12:30-12:45	
	CLOSING CIRCLE <u>Time:</u> 1:00-1:15	CLOSING CIRCLE <u>Time:</u> 1:00-1:15	CLOSING CIRCLE <u>Time:</u> 1:00-1:15	CLOSING CIRCLE <u>Time:</u> 1:00-1:15	
	OFFICE HOURS/ by appointment <u>Time:</u> 2:30-3:30	OFFICE HOURS/ by appointment <u>Time:</u> 2:30-3:30	OFFICE HOURS/ by appointment <u>Time:</u> 2:30-3:30	OFFICE HOURS/ by appointment <u>Time:</u> 2:30-3:30	
Optional Extension Activities and Resources					