

K.LVS.1.1 Students can **follow** simple two-step oral directions.

Blooms Level: Knowledge

Learning targets to meet this standard:

- Follow one-step directions

Verbs Defined:

Key Terms Defined:

Teacher Speak:

The student can follow a simple two-step oral direction.

Student Speak:

I can follow a simple two-step oral direction.

Possible resources/references:

WORKING DOCUMENT

K.LVS.1.2 Students can **follow** rules of conversation in group situations.

Blooms Level: Application

Learning targets to meet this standard:

- Share through public speaking activities
- Face the speaker
- Listen carefully and quietly
- Raise your hand
- One person talks at a time
- Keep a still body with hands to self

Verbs Defined:

Key Terms Defined:

- Rules of conversation – rules of talking and listening

Teacher Speak:

The student can follow rules of conversation (rules of talking and listening) in group situations.

Student Speak:

I can follow rules of talking and listening (rules of conversation) in group situations.

Possible resources/references:

Show and Tell, calendar, class meeting board, weather chart, “Give Me Five”

K.LVS.1.3 Students can **identify** different facial expressions, body language, and signals.

Blooms Level: Application

Learning targets to meet this standard:

- Identify basic feelings of happiness, sadness, anger, and fright
- Listen to and identify signals used in the school environment

Verbs Defined:

- Identify – show what I know by pointing, writing, speaking, or drawing

Key Terms Defined:

- Signals – fire alarms, tornado drills, whistles, flashing lights, sign language signals, emergency alarms

Teacher Speak:

The students can identify (show what I know by pointing, writing, speaking, or drawing) different facial expressions, body language, and signals.

Student Speak:

I can show what I know by pointing, writing, speaking, or drawing (identify) facial expressions, body language, and signals.

Possible resources/references:

K.LVS.1.4 Students can **use** patterns and picture organizers to remember everyday information.

Blooms Level: Application

Learning targets to meet this standard:

- Recite songs and poetry for patterning
- Use picture organizers to follow classroom routines

Verbs Defined:

Key Terms Defined:

Patterns – repeated words or ideas

Picture organizers – job boards, centers, calendars, schedules in the classroom

Teacher Speak:

Students can use patterns and picture organizers to remember everyday information.

Student Speak:

I can use patterns and picture organizers to remember everyday information.

Possible resources/references:

K.LVS.1.5 Students can **speak** in complete sentences to tell about people, places, or things.

Blooms Level: Comprehension

Learning targets to meet this standard:

- Use words and phrases
- Use complete sentences when prompted
- Use complete sentences independently

Verbs Defined:

Key Terms Defined:

- Complete sentences – a group of words that are in order and make sense

Teacher Speak:

Students can speak in complete sentences to tell about people, places or things.

Student Speak:

I can speak in complete sentences to tell about people, places, or things.

Possible resources/references:

K.LVS.1.6 Students can **contribute** to group discussions on a topic.

Blooms Level: Application

Learning targets to meet this standard:

- Answer who, what, and where questions
- Volunteer information
- Make predictions and connections
- Use rules of conversation

Verbs Defined:

- Contribute – add

Key Terms Defined:

Teacher Speak:

Students can contribute (add) to group discussions on a topic.

Student Speak:

I can add (contribute) to group discussions on a topic.

Possible resources/references:

WORKING DOCUMENT

K.LVS.1.7 Students can **tell** about an experience or story in sequence with or without visual aids.

Blooms Level: Application

Learning targets to meet this standard:

- Use appropriate tone and volume
- Speak to an audience – Show and Tell
- Select appropriate visual aids

Verbs Defined:

Key Terms Defined:

- Experience – something that happened
- Sequence – order
- Visual aids – things that help me tell my story

Teacher Speak:

Students can tell about an experience (something that happened) or story in sequence (order) with or without visual aids.

Student Speak:

I can tell about something that happened (an experience) or story in order (sequence) with or without visual aids.

Possible resources/references:

K.LVS.1.8 Students can **recite** short poems, rhymes, songs, and stories with repeated patterns.

Blooms Level: Knowledge

Learning targets to meet this standard:

- Listen and repeat phrases
- Memorize short poems, rhymes, and songs
- Respond chorally
- Identify the repeated patterns in a story

Verbs Defined:

- Recite – say from memory

Key Terms Defined:

Teacher Speak:

Students can recite (say from memory) short poems, rhymes, songs, and stories with repeated patterns.

Student Speak:

I can say from memory (recite) short poems, rhymes, songs, and stories with repeated patterns.

Possible resources/references:

K.LVS.1.9 Students can **identify** personal and emergency information.

Blooms Level: Knowledge

Learning targets to meet this standard:

- Memorize first and last name
- Memorize phone numbers
- Memorize emergency contact name
- Memorize 911 or 0 for Operator

Verbs Defined:

- Identify – show what I know by pointing, writing, speaking, or drawing

Key Terms Defined:

- Personal and emergency information - information that I need to know

Teacher Speak:

Students can identify (show what I know by pointing, telling and writing) personal and emergency information (information that I need to know).

Student Speak:

I can show what I know by pointing, telling and writing (identify) information I need to know (personal and emergency information).

Possible resources/references: