

WSU Charter Kindergarten Lesson Plan (12/13-17, 2021)

<p>Organizing Concept: Winter Objective 1</p>	<p>I can observe, and discuss, the changes happening around me. I can wonder about why these changes are happening. I can document these changes in various ways.</p>
<p>Math Counting & Cardinality Operations Objective 2</p>	<p>I can talk about my environment in terms of math concepts. I can tell a number story when given a number bond (ex. 3,3,6). I can build a number in various ways (ex. $6=5+1$, $6=2+2+2$, $6=7-1$). I can say the number before and after a given number.</p>
<p>Social Studies Winter Traditions & Celebrations Objective 3</p>	<p>I can talk about my family's traditions and celebrations. I can list some traditions and celebrations that are different than what my family does. I can talk about all traditions and celebrations in positive and respectful ways. I can compare and contrast different traditions and celebrations.</p>
<p>Social-Emotional: Second Step Objective 4</p>	<p>I can identify and demonstrate the Calming-Down Steps. I can identify when I am having a strong feeling. I can manage strong feelings by using the Calming-Down Steps..</p>
<p>Reading, speaking, listening Opera by Children Objective 5</p>	<p>I can contribute to the opera writing process. I can name the elements of a story (characters, setting, plot). I can identify the similarities and differences between a play, musical, and opera.</p>
<p>Science Plants & Animals in Winter Winter Solstice Objective 6</p>	<p>I can define: migrate, hibernate, propagate, generate, congregate, insulate, adapt. I can talk how gardens are "put to bed" and how plants might keep growing throughout winter. I can name some animals who migrate, hibernate, or adapt during winter. I can talk about what happens during the winter solstice.</p>
<p>Writing Objective 7</p>	<p>I can create an illustration, and then write/dictate about my illustration. I can use what I know about letter names and sounds to write in my journal using phonetic (kindergarten) and conventional spelling. I can create a complete illustration that supports the text of my journal entry.</p>
<p>Physical Objective 8</p>	<p>I can hold and move pencils, scissors, crayons, and markers in a way that helps me best control them. I can regulate the level of my voice to match the space I am in. I can regulate my body movements to ensure the comfort and safety of myself and those around me.</p>

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	Monday	Tuesday	Wednesday	Thursday	Friday
Small Groups	<ul style="list-style-type: none"> Journals Osmo Tangrams Numbers Letters Math Talk #9 Content & Skills Activities 	<ul style="list-style-type: none"> Journals Osmo Tangrams Numbers Letters Mystery Science: <i>Where do insects go in winter?</i> Content & Skills Activities 	<ul style="list-style-type: none"> Journals (PM) Birthday Book (AM) Osmo Tangrams Numbers Letters Content & Skills Activities 	<ul style="list-style-type: none"> Journals (AM) Birthday Book (PM) Osmo Tangrams Numbers Letters Content & Skills Activities <p>*****</p> <p>Calendar</p> <p>Read Aloud <u>How Do We Know It's Winter?</u></p> <p>Music/Movement <i>The Nutcracker</i></p> <p>Second Step <i>Managing Anger</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> Name physical signs of anger Apply the Calming-Down Steps in a game situation <p>Concepts:</p> <ul style="list-style-type: none"> Feeling angry is natural. Hurtful, mean behaviors are not okay. Your body lets you know when you are angry. Learning to relax calms you down. 	<p>Festival of Light</p> <p>Movie: <i>A Very Monkey Christmas</i></p> <p>Singing: <i>Songs from Hanukkah, Kwanzaa, & Christmas</i></p> <p>Treats: Popcorn, mandarin oranges, hot cider, cold juice</p> <p>Dress: Pajamas</p> <p>Comfort: Blanket, pillow, stuffed animal</p>
Large Group	<p>Calendar</p> <p>Read Aloud <u>The Shortest Day</u></p> <p>Music/Movement <i>The Nutcracker</i></p>	<p>Calendar</p> <p>Presentation: <i>Potential Energy</i></p> <p>Music/Movement <i>The Nutcracker</i></p>	<p>Calendar</p> <p>Read Aloud (AM): <u>The Night Before Christmas</u></p> <p><u>Parent Visitor (PM)</u></p> <p>Music/Movement <i>The Nutcracker</i></p>		

Interest Centers (12/13-17, 2021)

<p style="text-align: center;">Blocks</p> <ul style="list-style-type: none"> • Shelf Blocks, Vehicles, People • Farm • Ball Track 	<p style="text-align: center;">Dramatic Play</p> <ul style="list-style-type: none"> • Hollow Blocks • Dishes • Food • Babies 	<p style="text-align: center;">Skills Tie-In</p> <p>Rote counting Letter & Number Recognition Sight words 1:1 Correspondence Fine Motor Skills Writing & Drawing</p>	<p style="text-align: center;">Library</p> <p>Books change according to the season, organizing concept, and the interests of the children</p>	<p style="text-align: center;">Writing Center</p> <p>Stamps: letter, number, shape, & holiday Blank books Pencils Crayons</p>
<p style="text-align: center;">Open Art</p> <p>Easels: Paint Sticks, long paper Table: paper, markers, crayons, scissors, glue sticks, washi tape</p>	<p style="text-align: center;">Science Table</p> <ul style="list-style-type: none"> • Shells & Rocks • Natural Items • Magnets • Orchid • Magnifying glasses • Flashlight 	<p style="text-align: center;">Rotations</p> <ul style="list-style-type: none"> • iPads • Journals • Content via Math & Reading Instruction • Content & Skill Activity 	<p style="text-align: center;">Tables</p> <p>M - Th: rotating hands-on materials related to content and skills</p>	<p style="text-align: center;">Outdoor Classroom</p> <ul style="list-style-type: none"> • Sand tools • Observing the natural world • Imaginative play • Games with Rules: Flag tag Inside/Outside Zookeeper/Sneaky Monkey

<p style="text-align: center;">Enrichment Experiences (Field Trips, Walks, Visitors)</p> <p>T: Potential Energy Presentation (Physics) (10:40 & 12:40)</p> <p>W: Parent Visitor (PM) (2:30)</p>	<p style="text-align: center;">Emergent Changes</p>	<p style="text-align: center;">Display Items</p> <ul style="list-style-type: none"> • Let's Find Out: <ul style="list-style-type: none"> • Winter • Wants vs. Needs • Getting Ready for Winter • Second Step: <ul style="list-style-type: none"> • Rules for Listening • Skills for Learning • Empathy • Calm Down Steps
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Daily Routines/Activities

Arrival Routine	Dismissal Routine	Calendar
<p style="color: purple;">M-F (AM):</p> <ul style="list-style-type: none"> Temperature check Hang up belongings Put Take-Home Library in the box Change to slippers Journal Entry Books or puzzles <p style="color: purple;">M-Th (PM)</p> <ul style="list-style-type: none"> Outside classroom Temperature check Hang up belongings Put Take-Home Library in the box Change to slippers Journal Entry Books or puzzles <p style="color: purple;">F (AM & PM)</p> <ul style="list-style-type: none"> Hang up belongings Put Take-Home Library in the box Change to slippers Journal Entry Choose from: puzzles, book from library, listening center 	<p style="color: purple;">M-Th:</p> <ul style="list-style-type: none"> Change to shoes Check mailbox (remove all items) Get coat, backpack, etc. Pack backpack at table Go Outside (AM only) <p style="color: purple;">F (AM)(PM):</p> <ul style="list-style-type: none"> Change to shoes Check mailbox (remove all items) Get coat, backpack, etc. Pack backpack at table 	<ul style="list-style-type: none"> Days of the week Months of the year What comes before? After? Pattern Place Value (1's, 10's, and 100's) Weather Air quality

Building A Caring Community	Making Connections w/ Families
<ul style="list-style-type: none"> Teachers model being a caring friend, using manners, and being inclusive. Teachers assist children to use Second Step strategies when experiencing strong feelings. Teachers assist children to use the Problem-Solving Steps when faced with a problem. 	<ul style="list-style-type: none"> Regular posts on Bloomz about daily and future classroom happenings. Parent board in hall with current community information. Weekly face-to-face, email, or phone communication.