

# WSU Charter Kindergarten Lesson Plan (February 28 - March 4, 2022)

<p>Organizing Concept:  <span style="color: purple;">Winter</span>  <span style="color: green;">Objective 1</span></p>	<p>I can observe, discuss, and record the changes happening around me.  I can use what I know to explain the changes.  I can document the changes in various ways.</p>
<p>Math  <span style="color: purple;">Counting, Cardinality, &amp; Operations</span>  <span style="color: green;">Objective 2</span></p>	<p>I can separate a number into two sets.  I can recognize different representations of a number (numeral, word, set).  I can count to 100 by rote.  When given a number, I can say what is one less than that number.</p>
<p>Social Studies  <span style="color: purple;">Transportation</span>  <span style="color: green;">Objective 3</span></p>	<p>I can name different ways to get from one place to another.  I can list types of mass transit and discuss why they might be better for the environment and communities.  I can talk about how air quality and transportation are connected.</p>
<p>Social-Emotional:  <span style="color: purple;">Second Step</span>  <span style="color: green;">Objective 4</span></p>	<p>I can identify and demonstrate the Problem-Solving Steps.  I can use the Problem Solving Steps.  I can use the Calm-Down Steps to regain control of my body and emotions.  I can identify and use the Fair Ways to Play (sharing, trading, taking turns).</p>
<p>Reading, speaking, listening  <span style="color: green;">Objective 5</span></p>	<p>I can read and listen for understanding.  I can discuss what I read or heard.  I can use phonics to decode words.</p>
<p>Science  <span style="color: purple;">Weather</span>  <span style="color: green;">Objective 6</span></p>	<p>I can list different types of weather.  I can list different types of clouds and the weather they bring.  I can describe how weather is created.</p>
<p>Writing  <span style="color: green;">Objective 7</span></p>	<p>I can create an illustration, and then write/dictate about my illustration so that the text and illustration support each other.  I can use what I know about letter names and sounds to write in my journal using phonetic (kindergarten) spelling or conventional spelling.  I can create sentences with appropriate use of uppercase letters, spaces, and punctuation.</p>
<p>Physical  <span style="color: green;">Objective 8</span></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>

	Monday	Tuesday	Wednesday	Thursday	Friday
Small Groups	<ul style="list-style-type: none"> <li>Math Talk &amp; Math Games</li> <li>Imagine Math</li> <li>Content &amp; Skills Activities</li> <li>Differentiated Reading Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Journals: Opinion "I liked/didn't like the book because ..."</li> <li>Imagine Math</li> <li>Content &amp; Skills Activities</li> <li>Differentiated Reading Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Let's Find Out "Who's in That Book?" Children will identify characters in books and describe their traits.</li> <li>Imagine Language &amp; Literacy</li> <li>Differentiated Reading Instruction</li> <li>Content &amp; Skills Activities</li> </ul>	<ul style="list-style-type: none"> <li>Journals:</li> <li>Imagine Math</li> <li>Content &amp; Skills Activities</li> <li>Differentiated Reading Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Osmos</li> <li>Board Game</li> <li>Art table/Easels</li> <li>Blocks</li> <li>Story Structure: "The problem in the story was ..."</li> </ul>
Large Group	<p>Calendar</p> <p>Read Aloud <i>"In Like a Lion, Out Like a Lamb"</i></p> <p>Music/Movement</p>	<p>Calendar</p> <p>Read Aloud <u>On This Day in March</u></p> <p>Music/Movement</p>	<p>Calendar</p> <p>Read Aloud <u>What Makes the Weather</u></p> <p>Music/Movement</p>	<p>Calendar</p> <p>Second Step <u>Handling Having Things Taken Away</u></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Identify a problem in response to scenarios</li> <li>Generate solutions in response to scenarios</li> <li>Demonstrate assertive communication in response to scenarios.</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>It is important to calm down first before solving problems.</li> <li>If someone is mean to you on purpose, using words and being assertive are good ways to deal with it.</li> <li>It is not okay to grab things from others.</li> </ul>	<p>Calendar</p> <p>Read Aloud <u>I Am The Wind</u></p> <p>Music/Movement</p>

## Interest Centers (February 28 - March 4, 2022)

<p style="text-align: center;"><b>Blocks</b></p> <ul style="list-style-type: none"> <li>Shelf Blocks</li> </ul>	<p style="text-align: center;"><b>Dramatic Play</b></p>	<p style="text-align: center;"><b>Skills Tie-In</b></p> <ul style="list-style-type: none"> <li>Number Bonds</li> <li>One Less</li> <li>Decoding (Reading)</li> <li>Graphing</li> <li>Encoding (Writing)</li> <li>Making 10</li> <li>High Frequency Words</li> </ul>	<p style="text-align: center;"><b>Library</b></p> <ul style="list-style-type: none"> <li>Books change according to the season, organizing concept, and the interests of the children</li> </ul>	<p style="text-align: center;"><b>Writing Center</b></p> <ul style="list-style-type: none"> <li>Stamps: letter, number, shape</li> <li>Blank books</li> <li>Pencils</li> <li>Crayons</li> </ul>
<p style="text-align: center;"><b>Art</b></p> <p><b>Table:</b> blank cards, paper punches, plain paper, painted paper, stamps, scissors, glue sticks, crayons, markers</p> <p><b>Easels:</b> easel paper, paint sticks, markers</p>	<p style="text-align: center;"><b>Science Table</b></p> <ul style="list-style-type: none"> <li>Shells &amp; Rocks</li> <li>Natural Items</li> <li>Magnets</li> <li>Orchid</li> <li>Magnifying glasses</li> <li>Flashlight</li> </ul>	<p style="text-align: center;"><b>Rotations</b></p> <ul style="list-style-type: none"> <li>iPads</li> <li>Journals, Math, Let's Find Out</li> <li>Reading Instruction</li> <li>Content &amp; Skill Support Activities</li> </ul>	<p style="text-align: center;"><b>Tables</b></p> <p><b>M-Th:</b></p> <ul style="list-style-type: none"> <li>rotating, hands-on materials related to content and skills</li> <li>iPads (Imagine Learning)</li> <li>Writing Instruction</li> <li>Reading Instruction</li> </ul>	<p style="text-align: center;"><b>Outdoor Classroom</b></p> <ul style="list-style-type: none"> <li>Sand tools</li> <li>Observing the natural world</li> <li>Imaginative play</li> <li>Games with Rules: Flag tag Inside/Outside Zookeeper/Sneaky Monkey</li> </ul>

<p style="text-align: center;"><b>Enrichment Experiences (Field Trips, Walks, Visitors)</b></p>	<p style="text-align: center;"><b>Emergent Changes</b></p>	<p style="text-align: center;"><b>Display Items</b></p> <ul style="list-style-type: none"> <li><b>Let's Find Out:</b> <ul style="list-style-type: none"> <li>Authors</li> <li>Weather</li> <li>Rainbows</li> </ul> </li> <li><b>Second Step:</b> <ul style="list-style-type: none"> <li>Rules for Listening</li> <li>Skills for Learning</li> <li>Empathy</li> <li>Calm Down Steps</li> <li>Problem Solving</li> <li>Fair Ways to Play</li> </ul> </li> <li><b>Posters:</b> <ul style="list-style-type: none"> <li>Clouds</li> <li>Rainbows</li> </ul> </li> </ul>
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## Daily Routines/Activities

Arrival Routine	Dismissal Routine	Calendar
<p><b>M-F (AM):</b>                      Temperature check                      Hang up belongings                      Put Take-Home Library in the box                      Change to slippers                      Books or puzzles</p> <p><b>M-Th (PM)</b>                      Outside classroom                      Temperature check                      Hang up belongings                      Put Take-Home Library in the box                      Change to slippers                      Books or puzzles</p> <p><b>F (AM &amp; PM)</b>                      Hang up belongings                      Put Take-Home Library in the box                      Change to slippers                      Choose from: puzzles, book from library, listening center</p>	<p><b>M-Th:</b>                      Change to shoes                      Check mailbox (remove all items)                      Get coat, backpack, etc.                      Pack backpack at table                      Go Outside (AM only)</p> <p><b>F (AM)(PM):</b>                      Change to shoes                      Check mailbox (remove all items)                      Get coat, backpack, etc.                      Pack backpack at table</p>	<p>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</p>

Building A Caring Community	Making Connections w/ Families
<p>Teachers model being a caring friend, using manners, and being inclusive.</p> <p>Teachers assist children to use Second Step strategies when experiencing strong feelings.</p> <p>Teachers assist children to use the Problem-Solving Steps when faced with a problem.</p>	<p>Regular posts on Bloomz about daily and future classroom happenings.</p> <p>Parent board in hall with current community information.</p> <p>Weekly face-to-face, email, or phone communication.</p>