| Organizing Concept: | I can observe, discuss, and record the changes happening around me.  
|                    | I can wonder about why these changes are happening.  
| Winter             | I can document the changes in various ways.  
| Objective 1        |  
| Math              | I can tell a number story when given a number bond (ex. 3,3,6).  
| Counting, Cardinality, & Operations | I can build a number in various ways (ex. 6=5+1, 6=2+2+2, 6=7-1).  
| Objective 2        | I can demonstrate accurate 1:1 correspondence to 20.  
|                    | I can count to 100 by rote.  
| Social Studies     | I can recognize items that were used in the past.  
| Now & Then         | I can create a list of items that are used now and things that were used in the past.  
| Objective 3        | I can list things that have changed over time (i.e. transportation).  
| Social-Emotional:  | I can identify and demonstrate the Problem-Solving Steps.  
| Second Step        | I can use the Problem Solving Steps.  
| Objective 4        | I can use the Calm-Down Steps to regain control of my body and emotions.  
| Reading, speaking, listening | I can read and listen for understanding.  
| Objective 5        | I can discuss what I read or heard.  
|                    | I can use phonics to decode words.  
| Science            | I can list ways to keep my teeth healthy.  
| Healthy Teeth      | I can demonstrate proper tooth brushing.  
| Objective 6        | I can list foods that support oral health.  
| Writing            | I can create an illustration, and then write/dictate about my illustration.  
| Objective 7        | 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 label items or create complete sentences.  
|                    | I can create a complete illustration that supports the text of my journal entry.  
| Physical           | I can hold and move pencils, scissors, crayons, and markers in a way that helps me best control them.  
| Objective 8        | 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>| WSU Charter Kindergarten Lesson Plan (February 7-11, 2022) |</p>
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
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<tbody>
<tr>
<td><strong>Small Groups</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>100th Day of School!!</strong></td>
</tr>
<tr>
<td>Math Talk</td>
<td>Journals</td>
<td>Let’s Find Out “Young George Washington”</td>
<td>Journals</td>
<td>Bead Necklace</td>
</tr>
<tr>
<td>Imagine Language &amp; Literacy</td>
<td>Imagine Math</td>
<td>Children will compare Washington’s childhood with their own.</td>
<td>Imagine Math</td>
<td>Stamp It to 100!</td>
</tr>
<tr>
<td>Content &amp; Skills Activities</td>
<td>Content &amp; Skills Activities</td>
<td>Differentiated Reading Instruction</td>
<td>Content &amp; Skills Activities</td>
<td>100’s Collections</td>
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<td>Differentiated Reading Instruction</td>
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<td>Differentiated Reading Instruction</td>
<td>How Many Rolls to 100?</td>
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<td>Build 100 LEGOS</td>
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<td>100 Gumballs</td>
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<td>Stack 100 Cups</td>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Large Group</strong></td>
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<td><strong>Calendar</strong></td>
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<td><strong>Read Aloud</strong></td>
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<td>Read Aloud</td>
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<td>Read Aloud</td>
<td>Second Step Solving Problems</td>
<td><strong>Emily’s First 100 Days of School</strong></td>
</tr>
<tr>
<td>Music/Movement</td>
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<td>Objectives:</td>
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<tr>
<td></td>
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<td></td>
<td>• Identify a problem in response to a scenario</td>
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<td></td>
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<td></td>
<td>• Generate solutions in response to a scenario</td>
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<td></td>
<td>• Name sharing, trading, and taking turns as fair solutions when two students want to play with the same thing</td>
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<td><strong>Concepts:</strong></td>
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<td>• Sharing, trading, and taking turns are fair and fun ways to play.</td>
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<td></td>
<td></td>
<td></td>
<td>• Sharing means playing together with a toy.</td>
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</table>
### Interest Centers (February 7-11, 2022)

<table>
<thead>
<tr>
<th>Blocks</th>
<th>Dramatic Play</th>
<th>Skills Tie-In</th>
<th>Library</th>
<th>Writing Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Shelf blocks</td>
<td>• Hollow Blocks</td>
<td>• Making 10</td>
<td>• Books change according to the season, organizing concept, and the</td>
<td>• Stamps: letter, number, shape</td>
</tr>
<tr>
<td>• Vehicles</td>
<td>• Dishes</td>
<td>• Sight Words</td>
<td>interests of the children</td>
<td>• Blank books</td>
</tr>
<tr>
<td>• People</td>
<td>• Food</td>
<td>• Decoding (Reading)</td>
<td></td>
<td>• Pencils</td>
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<tr>
<td></td>
<td>• Babies</td>
<td>• 1:1 correspondence</td>
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<td>• Crayons</td>
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<td>• Less/More</td>
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<tr>
<td></td>
<td></td>
<td>• Encoding (Writing)</td>
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</tbody>
</table>

| Art Table: blank cards, paper punches, colored construction paper, stamps, scissors |
| Science Table: Shells & Rocks, Natural Items, Magnets, Orchid, Magnifying glasses, Flashlight |
| Rotations: iPads, Journals, Math, Let’s Find Out, Reading Instruction, Content & Skill Support Activities |
| Tables: M-Th: rotating, hands-on materials related to content and skills |
| Outdoor Classroom: Sand tools, Observing the natural world, Imaginative play, Games with Rules: Flag tag, Inside/Outside, Zookeeper/Sneaky Monkey |

### Enrichment Experiences (Field Trips, Walks, Visitors)

- F: 100th Day Celebration

### Emergent Changes

**Display Items**
- Let’s Find Out:
  - Dental Health
  - Black History
  - Groundhogs
  - Friendship
  - George Washington & Abraham Lincoln
- Second Step:
  - Rules for Listening
  - Skills for Learning
  - Empathy
  - Calm Down Steps
  - Problem Solving
## Daily Routines/Activities

### Arrival Routine
- **M-F (AM):**
  - Temperature check
  - Hang up belongings
  - Put Take-Home Library in the box
  - Change to slippers
  - Books or puzzles
- **M-Th (PM):**
  - Outside classroom
  - Temperature check
  - Hang up belongings
  - Put Take-Home Library in the box
  - Change to slippers
  - Books or puzzles
- **F (AM & PM):**
  - Hang up belongings
  - Put Take-Home Library in the box
  - Change to slippers
  - Choose from: puzzles, book from library, listening center

### Dismissal Routine
- **M-Th:**
  - Change to shoes
  - Check mailbox (remove all items)
  - Get coat, backpack, etc.
  - Pack backpack at table
  - Go Outside (AM only)
- **F (AM)(PM):**
  - Change to shoes
  - Check mailbox (remove all items)
  - Get coat, backpack, etc.
  - Pack backpack at table

### Calendar
- 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
- 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.

## Making Connections w/ Families
- 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.