

WSU Charter Kindergarten Lesson Plan (January 11-14, 2022)

<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 demonstrate accurate 1:1 correspondence to 20.</p>
<p>Social Studies We Are A Family Objective 3</p>	<p>I can talk positively about the traditions of others. I can list some traditions and celebrations that are different than what my family does. I can talk to peers in respectful ways. I can compare and contrast different traditions and celebrations in positive ways.</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"> • Birthday Book (PM) Dalilah • Let's Find Out (AM) Children will identify goals they can set for the new year. • Imagine Math Tangrams Numbers Letters • Content & Skills Activities • Acadience MOY Assessments 	<ul style="list-style-type: none"> • Journal (AM) • Let's Find Out (PM) Children will identify goals they can set for the new year. • Imagine Math Tangrams Numbers Letters • Content & Skills Activities • Acadience MOY Assessments 	<ul style="list-style-type: none"> • Journal (AM) • Imagine Math Tangrams Numbers Letters • Content & Skills Activities • Acadience MOY Assessments 	<ul style="list-style-type: none"> • iPads Osmo Starfall • Legos • Art Center • Library • Science Center • Table Manipulatives • Acadience MOY Assessments
Large Group		<p>Calendar</p> <p>Read Aloud</p> <p>Music/Movement</p>	<p>Calendar</p> <p>Read Aloud</p> <p>Music/Movement</p>	<p>Calendar</p> <p>Music/Movement</p> <p>Second Step Managing Anger</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Identify the feeling of disappointment • Demonstrate calming-down skills when they feel disappointed <p>Concepts:</p> <ul style="list-style-type: none"> • When you don't get what you want, you can feel disappointed. • Strong disappointment can lead to feeling sad or angry. 	<p>Art Lesson: 2D & 3D Shapes</p> <p>Children will draw 2D & 3D shapes as fish. The will use oil pastels and then watercolors to complete the piece as a crayon resist.</p>

Interest Centers (January 11-14, 2022)

<p style="text-align: center;">Blocks</p> <ul style="list-style-type: none"> • 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, & content Blank books Pencils Crayons</p>
<p style="text-align: center;">Open Art</p> <p>Easels: Long paper, markers, paint sticks Table: paper, markers, crayons, scissors, glue sticks, washi tape, snowflake paper punch</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: Dalilah's Birthday W: Vision Screening (9:00 & 1:30)</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>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>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>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>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>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
<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>