| Organizing Concept: Winter | 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. |
| Math  
Counting, Cardinality, & Operations  
Objective 2 | 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.  
| | I can count to 100 by rote. |
| Social Studies  
Focus on Friendship  
Objective 3 | I can list behaviors that are friendly.  
| | I can demonstrate that I understand another person’s point of view.  
| | I can speak respectfully to peers and adults even if I don’t agree with them.  
| | I can show I care with my words and actions. |
| Social-Emotional: Second Step  
Objective 4 | I can identify and demonstrate the Problem-Solving Steps.  
| | I can use the Problem Solving Steps.  
| | I can identify and demonstrate the Calm-Down Steps.  
| | I can use the Calm-Down Steps. |
| Reading, speaking, listening  
Objective 5 | I can read for meaning.  
| | I can talk about what I read.  
| | I can use phonics to decode words. |
| Science  
Light, Shadows, & Legends  
Objective 6 | I can explore how different angles of light create differences in a shadow.  
| | I can talk about the science that the legend of the groundhog as weather forecaster came to be.  
| | I can list different types of materials (translucent, transparent, opaque) and how they affect light. |
| Writing  
Objective 7 | 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) spelling or conventional spelling. I can label or create complete sentences.  
| | I can create a complete illustration that supports the text of my journal entry. |
| Physical  
Objective 8 | 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.  
<p>| | I can regulate my body movements to ensure the comfort and safety of myself and those around me. |</p>
<table>
<thead>
<tr>
<th><strong>Small Groups</strong></th>
<th><strong>Monday</strong></th>
<th><strong>Tuesday</strong></th>
<th><strong>Wednesday</strong></th>
<th><strong>Thursday</strong></th>
<th><strong>Friday</strong></th>
</tr>
</thead>
</table>
|                   | • Imagine Language & Literacy  
• Journals  
• Content & Skills Activities  
• Reading  
• Acadience MOY & Words Their Way Assessments | • Math Talk  
• Imagine Math  
• Content & Skills Activities  
• Reading  
• Acadience MOY & Words Their Way Assessments  
• Food Experience: Potstickers | • Let’s Find Out  
Children will identify ways to help their friends.  
• Imagine Language & Literacy  
• Reading  
• Content & Skills Activities  
• Acadience MOY & Words Their Way Assessments | • Math Assessment  
• Imagine Math  
• Content & Skills Activities  
• Reading  
• Acadience MOY & Words Their Way Assessments | • iPads  
Osmo  
Letters  
Tangrams  
Numbers  
Starfall |
| **Calendar** | **Read Aloud**  
_The Seven Chinese Sisters_ | **Read Aloud**  
_Lunar New Year_ | **Read Aloud**  
_Groundhog’s Day_ | **Second Step**  
Solving Problems | **Second Step**  
• Skills Practice |
| **Large Group** | **Music/Movement** | **Music/Movement** | **Music/Movement** | **Music/Movement** | **Read Aloud**  
_Cleversticks_ | **Music/Movement** |

**Objectives:**  
Students will be able to demonstrate inviting someone to play in response to scenarios.

**Concepts:**  
- When you see other kids being left out of play, it is important to notice and have empathy for them.
- Inviting others to play is a caring thing to do.
- Playing with others is a way to get to know them.
<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</td>
<td>• Stamps: letter, number, shape, &amp; content</td>
</tr>
<tr>
<td>• Vehicles</td>
<td>• Dishes</td>
<td>• Sight Words</td>
<td>season, organizing concept, and the</td>
<td>• Blank books</td>
</tr>
<tr>
<td>• People</td>
<td>• Food</td>
<td>• Decoding (Reading)</td>
<td>interests of the children</td>
<td>• Pencils</td>
</tr>
<tr>
<td></td>
<td>• Babies</td>
<td>• 1:1 correspondence</td>
<td></td>
<td>• Crayons</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Less/More</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Encoding (Writing)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Art</th>
<th>Science Table</th>
<th>Rotations</th>
<th>Tables</th>
<th>Outdoor Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table: white paper bags,</td>
<td>• Shells &amp; Rocks</td>
<td>• iPads</td>
<td>M-Th: rotating, hands-on</td>
<td>• Sand tools</td>
</tr>
<tr>
<td>paint, glue, paper punches,</td>
<td>• Natural Items</td>
<td>• Journals, Math, Let’s</td>
<td>materials related to content and</td>
<td>• Observing the natural</td>
</tr>
<tr>
<td>colored construction paper,</td>
<td>• Magnets</td>
<td>• Find Out</td>
<td>skills</td>
<td>world</td>
</tr>
<tr>
<td>stamps, scissors, tissue</td>
<td>• Orchid</td>
<td>• Reading Instruction</td>
<td></td>
<td>• Imaginative play</td>
</tr>
<tr>
<td>paper</td>
<td>• Magnifying glasses</td>
<td>• Content &amp; Skill</td>
<td></td>
<td>• Games with Rules:</td>
</tr>
<tr>
<td></td>
<td>• Flashlight</td>
<td>Support Activities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Enrichment Experiences       | Emergent Changes        | Display Items            |
| (Field Trips, Walks, Visitors)|                         |                          |

Enrichment Experiences       
(Field Trips, Walks, Visitors)

Th: Math Assessment (9:00 & 12:35) 
Th: Afternoon Session will go outside from 1:05-1:35

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
  - Journal Entry
  - Books or puzzles

- **M-Th (PM):**
  - Outside classroom
  - Temperature check
  - Hang up belongings
  - Put Take-Home Library in the box
  - Change to slippers
  - Journal Entry
  - Books or puzzles

- **F (AM & PM):**
  - Hang up belongings
  - Put Take-Home Library in the box
  - Change to slippers
  - Journal Entry
  - 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.