

WSU Charter Kindergarten Lesson Plan (January 31-February 4, 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 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.</p>
<p>Social Studies Focus on Friendship Objective 3</p>	<p>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.</p>
<p>Social-Emotional: Second Step Objective 4</p>	<p>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.</p>
<p>Reading, speaking, listening Objective 5</p>	<p>I can read for meaning. I can talk about what I read. I can use phonics to decode words.</p>
<p>Science Light, Shadows, & Legends Objective 6</p>	<p>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.</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) 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.</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>

	Monday	Tuesday	Wednesday	Thursday	Friday
Small Groups	<ul style="list-style-type: none"> Imagine Language & Literacy Journals Content & Skills Activities Reading Acadience MOY & Words Their Way Assessments 	<ul style="list-style-type: none"> Math Talk Imagine Math Content & Skills Activities Reading Acadience MOY & Words Their Way Assessments Food Experience: Potstickers 	<ul style="list-style-type: none"> Let's Find Out <i>Children will identify ways to help their friends.</i> Imagine Language & Literacy Reading Content & Skills Activities Acadience MOY & Words Their Way Assessments 	<ul style="list-style-type: none"> Math Assessment Imagine Math Content & Skills Activities Reading Acadience MOY & Words Their Way Assessments 	<ul style="list-style-type: none"> iPads Osmo Letters Tangrams Numbers Starfall Unit blocks, people, vehicles Art Center Free Art Library Science Center Table Manipulatives
Large Group	<p>Calendar</p> <p>Read Aloud <u>The Seven Chinese Sisters</u></p> <p>Music/Movement</p>	<p>Calendar</p> <p>Read Aloud <u>Lunar New Year</u></p> <p>Music/Movement</p>	<p>Calendar</p> <p>Read Aloud <u>Groundhog's Day</u></p> <p>Music/Movement</p>	<p>Calendar</p> <p>Music/Movement</p> <p>Second Step Solving Problems</p> <p>Objectives:</p> <ul style="list-style-type: none"> Students will be able to demonstrate inviting someone to play in response to scenarios. <p>Concepts:</p> <ul style="list-style-type: none"> 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. 	<p>Calendar</p> <p>Second Step</p> <ul style="list-style-type: none"> Skills Practice <p>Read Aloud <u>Cleversticks</u></p> <p>Music/Movement</p>

Interest Centers (January 31-February 4, 2022)

<h3 style="color: purple;">Blocks</h3> <ul style="list-style-type: none"> • Shelf blocks • Vehicles • People 	<h3 style="color: purple;">Dramatic Play</h3> <ul style="list-style-type: none"> • Hollow Blocks • Dishes • Food • Babies 	<h3 style="color: purple;">Skills Tie-In</h3> <ul style="list-style-type: none"> • Making 10 • Sight Words • Decoding (Reading) • 1:1 correspondence • Less/More • Encoding (Writing) 	<h3 style="color: purple;">Library</h3> <ul style="list-style-type: none"> • Books change according to the season, organizing concept, and the interests of the children 	<h3 style="color: purple;">Writing Center</h3> <ul style="list-style-type: none"> • Stamps: letter, number, shape, & content • Blank books • Pencils • Crayons
<h3 style="color: purple;">Art</h3> <p>Table: white paper bags, paint, glue, paper punches, colored construction paper, stamps, scissors, tissue paper</p>	<h3 style="color: purple;">Science Table</h3> <ul style="list-style-type: none"> • Shells & Rocks • Natural Items • Magnets • Orchid • Magnifying glasses • Flashlight 	<h3 style="color: purple;">Rotations</h3> <ul style="list-style-type: none"> • iPads • Journals, Math, Let's Find Out • Reading Instruction • Content & Skill Support Activities 	<h3 style="color: purple;">Tables</h3> <p>M-Th: rotating, hands-on materials related to content and skills</p>	<h3 style="color: purple;">Outdoor Classroom</h3> <ul style="list-style-type: none"> • Sand tools • Observing the natural world • Imaginative play • Games with Rules: <ul style="list-style-type: none"> Flag tag Inside/Outside Zookeeper/Sneaky Monkey

<h3 style="color: purple;">Enrichment Experiences (Field Trips, Walks, Visitors)</h3> <p>Th: Math Assessment (9:00 & 12:35) Th: Afternoon Session will go outside from 1:05-1:35</p>	<h3 style="color: purple;">Emergent Changes</h3>	<h3 style="color: purple;">Display Items</h3> <ul style="list-style-type: none"> • Let's Find Out: <ul style="list-style-type: none"> • Dental Health • Black History • Groundhogs • Friendship • George Washington & Abraham Lincoln • Second Step: <ul style="list-style-type: none"> • Rules for Listening • Skills for Learning • Empathy • Calm Down Steps • Problem Solving
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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.