<table>
<thead>
<tr>
<th>Organizing Concept:</th>
<th>Spring</th>
</tr>
</thead>
</table>
| Objective 1       | 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. |

<table>
<thead>
<tr>
<th>Math</th>
<th>Counting, Cardinality, &amp; Operations</th>
</tr>
</thead>
</table>
| Objective 2       | I can compose 10's and 1's.  
I can represent numbers in many different ways (numeral, word, set).  
I can count on, and write the numbers, two places for the numbers 0-10  
I can state what is one more for any given number. |

<table>
<thead>
<tr>
<th>Social Studies</th>
<th>Climate and People</th>
</tr>
</thead>
</table>
| Objective 3       | I can name different climates.  
I can list ways that climates affect the housing, clothing, and activities of people.  
I can talk about Utah’s climate. |

<table>
<thead>
<tr>
<th>Social-Emotional:</th>
<th>Second Step</th>
</tr>
</thead>
</table>
| Objective 4       | 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). |

<table>
<thead>
<tr>
<th>Reading, speaking, listening</th>
<th>Objective 5</th>
</tr>
</thead>
</table>
| I can read and listen for understanding.  
I can discuss what I read or heard.  
I can use phonics to decode words. |

<table>
<thead>
<tr>
<th>Science</th>
<th>Insects</th>
</tr>
</thead>
</table>
| Objective 6          | I can name an insect.  
I can list the parts of an insect.  
I can describe the life cycle of an insect. |

<table>
<thead>
<tr>
<th>Writing</th>
<th>Objective 7</th>
</tr>
</thead>
</table>
| 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. |

<table>
<thead>
<tr>
<th>Physical</th>
<th>Objective 8</th>
</tr>
</thead>
</table>
| 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. |
<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>
|                  | • Math Talk & Math Games  
|                  | • Imagine Language & Literacy  
|                  | • Content & Skills Activities  
|                  | • Differentiated Reading Instruction  | • Journals  
|                  | • Imagine Math  
|                  | • Content & Skills Activities  
|                  | • Differentiated Reading Instruction  | • Let’s Find Out “Explore Your Neighborhood”  
|                  |                | Children will use their five senses to explore and describe different types of communities. Imagine L & L  
|                  |                | • Differentiated Reading Instruction  
|                  |                | • Content & Skills Activities  
|                  |                | • Journals:  
|                  |                | • Imagine Math  
|                  |                | • Content & Skills Activities  
|                  |                | • Differentiated Reading Instruction  |
| **Large Group** | **Calendar** | **Read Aloud**  
|                  | *This is What Happens in the Spring*  | **Go Noodle**  
|                  | **Cosmic Kids**  
|                  | **The Laurie Berkner Band**  | **Calendar**  
|                  | **Read Aloud**  
|                  | *What is an Insect?*  
|                  | **Music/Movement**  
|                  | **Go Noodle**  
|                  | **Cosmic Kids**  
|                  | **The Laurie Berkner Band**  | **Calendar**  
|                  | **Second Step Handling Name Calling**  
|                  | **Objectives:**  
|                  | • Demonstrate assertiveness and ignoring as effective strategies for handling name-calling that hurts feelings  
|                  | • Identify an adult to tell if they cannot stop the name-calling  
|                  | **Concepts:**  
|                  | • It is not okay to call people names that hurt their feelings.  
|                  | • If someone calls you a name, you can ignore the person or respond assertively.  
|                  | • If the person doesn’t stop calling you names, you should tell a grown-up.  | **Calendar**  
|                  | **Read Aloud**  | **Art Lesson:**  
|                  |                | *Color Mixing*  
|                  |                | **Music/Movement**  
|                  |                | **Classical** |
## Interest Centers (March 21-25, 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>
</table>
| • Shelf Blocks  
• Vehicles  
• Peoples  
• Materials for making labels | • Counting On  
• Composing 10’s & 1’s  
• Reading CVC, CVCe, CCVC Words  
• Skip Counting by 5’s & 10’s | • Books change according to the season, organizing concept, and the interests of the children | | • Stamps: letter, number, shape  
• Blank books  
• Pencils  
• Crayons |

<table>
<thead>
<tr>
<th>Art</th>
<th>Science Table</th>
<th>Rotations</th>
<th>Tables</th>
<th>Outdoor Classroom</th>
</tr>
</thead>
</table>
| Table: How to Draw Insects, plain paper, painted paper, stamps, scissors, glue sticks, crayons, markers  
Easels: easel paper, paint sticks, markers | • Shells & Rocks  
• Natural Items  
• Magnets  
• Orchid  
• Magnifying glasses  
• Flashlight | • iPads  
• Journals, Math, Let’s Find Out  
• Reading Instruction  
• Content & Skill Support Activities | M-Th:  
• rotating, hands-on materials related to content and skills  
• iPads (Imagine Learning)  
• Writing Instruction  
• Reading Instruction | • Sand tools  
• Observing the natural world  
• Imaginative play  
• Games with Rules: Flag tag Inside/Outside  
Zookeeper/Sneaky Monkey |

| Enrichment Experiences  
(Field Trips, Walks, Visitors) | Emergent Changes | Display Items |
|------------------------------|-----------------|---------------|
| | • Let’s Find Out:  
• Insects  
• Weather  
• Rainbows | | • Second Step:  
• Rules for Listening  
• Skills for Learning  
• Empathy  
• Calm Down Steps  
• Problem Solving  
• Fair Ways to Play | | • Posters:  
• Clouds  
• Rainbows |
### Daily Routines/Activities

<table>
<thead>
<tr>
<th>Arrival Routine</th>
<th>Dismissal Routine</th>
<th>Calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M-F (AM):</strong></td>
<td><strong>M-Th:</strong></td>
<td>Days of the week</td>
</tr>
<tr>
<td>Temperature check</td>
<td>Change to shoes</td>
<td>Months of the year</td>
</tr>
<tr>
<td>Hang up belongings</td>
<td>Check mailbox (remove all items)</td>
<td>What comes before? After?</td>
</tr>
<tr>
<td>Put Take-Home Library in the box</td>
<td>Get coat, backpack, etc.</td>
<td>Pattern</td>
</tr>
<tr>
<td>Change to slippers</td>
<td>Pack backpack at table</td>
<td>Place Value (1’s, 10’s, and 100’s)</td>
</tr>
<tr>
<td>Books, puzzles, art</td>
<td>Go Outside (AM only)</td>
<td>Weather</td>
</tr>
<tr>
<td><strong>M-Th (PM):</strong></td>
<td><strong>F (AM)(PM):</strong></td>
<td>Air quality</td>
</tr>
<tr>
<td>Outside classroom</td>
<td>Change to shoes</td>
<td></td>
</tr>
<tr>
<td>Temperature check</td>
<td>Check mailbox (remove all items)</td>
<td></td>
</tr>
<tr>
<td>Hang up belongings</td>
<td>Get coat, backpack, etc.</td>
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</tr>
<tr>
<td>Put Take-Home Library in the box</td>
<td>Pack backpack at table</td>
<td></td>
</tr>
<tr>
<td>Change to slippers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books, puzzles, art</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>F (AM &amp; PM):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hang up belongings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put Take-Home Library in the box</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change to slippers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose from: Books, puzzles, art</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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.