

WSU Charter Kindergarten Lesson Plan (March 21-25, 2022)

<p>Organizing Concept: Spring Objective 1</p>	<p>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.</p>
<p>Math Counting, Cardinality, & Operations Objective 2</p>	<p>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.</p>
<p>Social Studies Climate and People Objective 3</p>	<p>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.</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 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).</p>
<p>Reading, speaking, listening Objective 5</p>	<p>I can read and listen for understanding. I can discuss what I read or heard. I can use phonics to decode words.</p>
<p>Science Insects Objective 6</p>	<p>I can name an insect. I can list the parts of an insect. I can describe the life cycle of an insect.</p>
<p>Writing Objective 7</p>	<p>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.</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"> • Math Talk & Math Games • Imagine Language & Literacy • Content & Skills Activities • Differentiated Reading Instruction 	<ul style="list-style-type: none"> • Journals • Imagine Math • Content & Skills Activities • Differentiated Reading Instruction 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Journals: • Imagine Math • Content & Skills Activities • Differentiated Reading Instruction 	<ul style="list-style-type: none"> • Osmos • Board Games • Art table/Easels • Dramatic Play
Large Group	<p>Calendar</p> <p>Read Aloud <u>This is What Happens in the Spring</u></p> <p>Music/Movement Go Noodle Cosmic Kids The Laurie Berkner Band</p>	<p>Calendar</p> <p>Read Aloud <u>What is an Insect?</u></p> <p>Music/Movement Go Noodle Cosmic Kids The Laurie Berkner Band</p>	<p>Calendar</p> <p>Rainbow Experiment</p> <p>Music/Movement Go Noodle Cosmic Kids The Laurie Berkner Band</p>	<p>Calendar</p> <p>Second Step <u>Handling Name Calling</u> Objectives:</p> <ul style="list-style-type: none"> • 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 <p>Concepts:</p> <ul style="list-style-type: none"> • 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. 	<p>Calendar</p> <p>Read Aloud</p> <p>Art Lesson: <u>Color Mixing</u></p> <p>Music/Movement <u>Classical</u></p>

Interest Centers (March 21-25, 2022)

<p style="text-align: center;">Blocks</p> <ul style="list-style-type: none"> • Shelf Blocks • Vehicles • Peoples • Materials for making labels 	<p style="text-align: center;">Dramatic Play</p>	<p style="text-align: center;">Skills Tie-In</p> <ul style="list-style-type: none"> • Counting On • Composing 10's & 1's • Reading CVC, CVCe, CCVC Words • Skip Counting by 5's & 10's 	<p style="text-align: center;">Library</p> <ul style="list-style-type: none"> • Books change according to the season, organizing concept, and the interests of the children 	<p style="text-align: center;">Writing Center</p> <ul style="list-style-type: none"> • Stamps: letter, number, shape • Blank books • Pencils • Crayons
<p style="text-align: center;">Art</p> <p>Table: How to Draw Insects, plain paper, painted paper, stamps, scissors, glue sticks, crayons, markers</p> <p>Easels: easel paper, paint sticks, markers</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, Math, Let's Find Out • Reading Instruction • Content & Skill Support Activities 	<p style="text-align: center;">Tables</p> <p>M-Th:</p> <ul style="list-style-type: none"> • rotating, hands-on materials related to content and skills • iPads (Imagine Learning) • Writing Instruction • Reading Instruction 	<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 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"> • Insects • Weather • Rainbows • Second Step: <ul style="list-style-type: none"> • Rules for Listening • Skills for Learning • Empathy • Calm Down Steps • Problem Solving • Fair Ways to Play • Posters: <ul style="list-style-type: none"> • Clouds • Rainbows
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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 Books, puzzles, art <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 Books, puzzles, art <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 Choose from: Books, puzzles, art 	<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.