| Organizing Concept:  | I can observe, and discuss, the changes happening around me.  
| Autumn  
Objective 1 | I can wonder about why these changes are happening.  
I can document these changes in various ways.  
| Math  
Math Talk  
Objective 2 | 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 write the numbers 11-19 when dictated.  
I can say the number before and after a given number.  
| Social Studies  
Native Peoples  
Objective 3 | I can explain what it means to be a native, indigenous, first world person.  
I can list some of the contributions of native peoples to modern culture.  
I can talk about native peoples, and their contributions, in positive ways.  
| Social-Emotional:  
Second Step  
Objective 4 | I can identify and demonstrate the Calming-Down Steps.  
I can demonstrate belly breathing.  
I can explain how belly breathing can help me.  
| Reading, speaking, listening  
Opera  
Objective 5 | 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.  
| Science  
How Plants & Animals Prepare for Winter  
Objective 6 | I can list ways that slime is used in nature.  
I can make a hypothesis as to how slime will feel and how it will behave.  
I can explore the properties of slime by holding it, stretching it, and putting it on a variety of objects.  
I can record my observations.  
| Writing  
Objective 7 | I can create an illustration, and then dictate its meaning for recording in my journal.  
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 journal entry using a prompt or my imagination.  
| 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.  
I can regulate my body movements to ensure the comfort and safety of myself and those around me.  
Continued on the back
<table>
<thead>
<tr>
<th>Day</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td></td>
<td>• Journals</td>
<td>• Imagine Language and Literacy</td>
<td>• Journals</td>
<td>• Journals</td>
<td>Calendar</td>
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<td>• Imagine Language and Literacy</td>
<td>• ELA: Begin opera writing process (plot, characters, setting)</td>
<td>• Imagine Language and Literacy</td>
<td>• Imagine Math</td>
<td>Environmental Education Lesson:</td>
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<tr>
<td></td>
<td>• Math Talk #6</td>
<td>• Content &amp; Skills Activities</td>
<td>• ELA: <em>Let’s Find Out Go to Bed, Sleepyhead!</em> Children will identify</td>
<td>• ELA: Begin opera writing process (plot, characters, setting)</td>
<td>Nicole: Trees &amp; Hiking</td>
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<tr>
<td></td>
<td>• Content &amp; Skills Activities</td>
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<td>animals that hibernate in winter.</td>
<td>• Content &amp; Skills Activities</td>
<td>Aaron: Camping</td>
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<td><strong>Teacher-Directed Small Groups</strong></td>
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<td>Calendar</td>
<td>Calendar</td>
<td>Calendar</td>
<td>Calendar</td>
<td>Second Step Calming Down Strong Feelings</td>
</tr>
<tr>
<td></td>
<td>Read Aloud</td>
<td>Read Aloud: P.E. Lesson</td>
<td>Read Aloud</td>
<td>Read Aloud</td>
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<td></td>
<td>Music/Movement</td>
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</table>

**Teacher-Directed Large Group**

- **Calendar**
- **Read Aloud**
- **Music/Movement**

- **Second Step Calming Down Strong Feelings**

**Objectives:**
- Demonstrate belly breathing
- Identify and demonstrate the Calming-Down Steps

**Concepts:**
- Belly breathing calms down strong feelings.
- Belly breathing pushes the belly out when you breathe in.
## Interest Centers (11/15 - 11/19, 2021)

<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></td>
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<td></td>
<td>Books change according to the season, organizing concept, and the interests of the children</td>
<td>Letter, number, &amp; shape stamps</td>
</tr>
<tr>
<td>Open Art</td>
<td>Science Table</td>
<td>Rotations</td>
<td>Tables</td>
<td>Letter books</td>
</tr>
<tr>
<td>Easels: Mr. Sketch markers, long paper</td>
<td>Shells &amp; Rocks</td>
<td>iPads</td>
<td>M - Th: rotating hands-on materials related to content and skills</td>
<td>Blank books</td>
</tr>
<tr>
<td>Table: paper, markers, scissors, glue sticks, washi tape</td>
<td>Pine cones, dried pumpkin, dried sunflower</td>
<td>Journals</td>
<td>F: free choice</td>
<td>Letter stencils</td>
</tr>
<tr>
<td></td>
<td>Magnets</td>
<td>Content via Math &amp; Reading Instruction</td>
<td></td>
<td>Pencils</td>
</tr>
<tr>
<td></td>
<td>Orchid</td>
<td>Content &amp; Skill Activity</td>
<td></td>
<td>Crayons</td>
</tr>
</tbody>
</table>

### Rotations
- iPads
- Journals
- Content via Math & Reading Instruction
- Content & Skill Activity

### Tables
- M - Th: rotating hands-on materials related to content and skills
- F: free choice

### Outdoor Classroom
- Sand tools
- Observing the natural world
- Imaginative play
- Games with Rules: Flag tag
- Inside/Outside
- Zookeeper/Sneaky Monkey

### Enrichment Experiences
- (Field Trips, Walks, Visitors)
- T & Th: Students from the Physical Education Methods class will be coming from (9-9:30) to teach a P.E. lesson. WSUCA staff will teach the lesson to the afternoon session.
- F: Environmental Education Lesson (8:30-9:10 & 12:30-1:10)

### Emergent Changes

### Display Items
- Let’s Find Out:
  - Indigenous Peoples
  - Autumn
  - Pilgrims
  - Parades
  - Veterans as Helpers
- Second Step:
  - Rules for Listening
  - Skills for Learning
  - Empathy
  - Calm Down Steps

Continued on the back
## 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

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### 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.