| Organizing Concept: | I can observe, and discuss, the changes happening around me.  
| Winter | I can wonder about why these changes are happening.  
| Objective 1 | I can document these changes in various ways.  

| Math | I can talk about my environment in terms of math concepts.  
| Counting & Cardinality | I can tell a number story when given a number bond (ex. 3,3,6).  
| Operations | I can write the numbers 0-20 when dictated.  
| Objective 2 | I can say the number before and after a given number.  

| Social Studies | I can talk about my family’s traditions and celebrations.  
| Winter Traditions & Celebrations | I can list some traditions and celebrations that are different than what my family does.  
| Objective 3 | I can talk about all traditions and celebrations in positive and respectful ways.  
| | I can compare and contrast different traditions and celebrations.  

| Social-Emotional: | I can identify and demonstrate the Calming-Down Steps.  
| Second Step | I can demonstrate belly breathing.  
| Objective 4 | I can explain how belly breathing can help me.  

| Reading, speaking, listening | I can contribute to the opera writing process.  
| Opera by Children | I can name the elements of a story (characters, setting, plot).  
| Objective 5 | I can identify the similarities and differences between a play, musical, and opera.  

| Science | I can answer the question “what is a recipe”.  
| Cooking | I can talk about what happened to the ingredients when they were all mixed together.  
| Objective 6 | I can talk about what happened to the ingredients as they were cooking.  
| | I will taste what I cooked.  

| Writing | I can create an illustration, and then dictate its meaning for recording in my journal.  
| Objective 7 | 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 | I can hold and move pencils, scissors, crayons, and markers in a way that helps me best control them.  
| Objective 8 | 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
### Teacher-Directed Small Groups

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Journals</td>
<td>• Card Making</td>
<td>• Journals</td>
<td>• Journals</td>
<td>Calendar</td>
</tr>
<tr>
<td>• Imagine Language and Literacy</td>
<td>• Imagine Language and Literacy</td>
<td>• Imagine Language and Literacy</td>
<td>• Imagine Math</td>
<td>Environmental Education Lesson:</td>
</tr>
<tr>
<td>• Let’s Find Out Happy Holidays!</td>
<td>• Math Talk #7</td>
<td>• Science: Cooking</td>
<td>• Opera by Children:</td>
<td>Riley: Wildlife</td>
</tr>
<tr>
<td>Children will identify different family holiday traditions.</td>
<td></td>
<td>Cook &amp; eat latkes with optional applesauce and sour cream</td>
<td>Begin writing opera dialogues; choose characters</td>
<td>Aaron: Astronomy</td>
</tr>
<tr>
<td>• Content &amp; Skills Activities</td>
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<td>• Content &amp; Skills Activities</td>
<td>• Content &amp; Skills Activities</td>
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</tbody>
</table>

### Calendar

- **Monday:** Read Aloud: *Toby Belfer Never Had a Christmas Tree*
- **Music/Movement:** "Oh, Hanukkah"

- **Tuesday:** Read Aloud: *The Legend of the Pointsettia*
- **Music/Movement:** "Feliz Navidad"

- **Wednesday:** Read Aloud: *What is Kwanzaa?*
- **Music/Movement:** "Kwanzaa Celebration Song"
- **Music/Movement:** "Oh, Hanukkah" "Feliz Navidad" "Kwanzaa Celebration Song"

- **Thursday:** Read Aloud: *The Baker’s Dozen*
- **Music/Movement:** "Kwanzaa Celebration Song"

### Second Step Handling Waiting

**Objectives:**
- Identify the Calming-Down Steps
- Apply the Calming-Down Steps while waiting in a game situation

**Concepts:**
- The Calming-Down Steps can help you manage feeling excited or impatient while waiting.
- Finding quiet things to do that won’t distract others also helps you wait.
### Interest Centers (11/29 - 12/3, 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>
<td></td>
<td>Rote counting</td>
<td>Books change according to the season, organizing concept, and the interests of the children</td>
<td>Letter, number, &amp; shape stamps</td>
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<tr>
<td></td>
<td></td>
<td>Letter &amp; Number Recognition</td>
<td>Blank books</td>
<td>Blank books</td>
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<td></td>
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<td>Sight words</td>
<td>Letter stencils</td>
<td>Letter stencils</td>
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<td></td>
<td>1:1 Correspondence</td>
<td>Pencils</td>
<td>Pencils</td>
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<td></td>
<td>Fine Motor Skills Writing &amp; Drawing</td>
<td>Crayons</td>
<td>Crayons</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Open Art</th>
<th>Science Table</th>
<th>Rotations</th>
<th>Tables</th>
<th>Outdoor Classroom</th>
</tr>
</thead>
<tbody>
<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>Sand tools</td>
</tr>
<tr>
<td>Table: paper, markers, crayons, scissors, glue sticks, washi tape, paper punches</td>
<td>Natural Items</td>
<td>Journals</td>
<td>F: free choice</td>
<td>Observing the natural world</td>
</tr>
<tr>
<td></td>
<td>Magnets</td>
<td>Content via Math &amp; Reading Instruction</td>
<td></td>
<td>Imaginative play</td>
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<td></td>
<td>Orchid</td>
<td>Content &amp; Skill Activity</td>
<td></td>
<td>Games with Rules: Flag tag</td>
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<td></td>
<td>Magnifying glasses</td>
<td></td>
<td></td>
<td>Inside/Outside</td>
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<td></td>
<td>Flashlight</td>
<td></td>
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<td>Zookeeper/Sneaky Monkey</td>
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<thead>
<tr>
<th>Enrichment Experiences (Field Trips, Walks, Visitors)</th>
<th>Emergent Changes</th>
<th>Display Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>W: Cooking (Latkes)</td>
<td></td>
<td>Let’s Find Out:</td>
</tr>
<tr>
<td>F: Environmental Education Lesson (8:30-9:10 &amp; 12:30-1:10)</td>
<td></td>
<td>• Winter</td>
</tr>
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<td></td>
<td></td>
<td>• Wants vs. Needs</td>
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<td></td>
<td></td>
<td>• Getting Ready for Winter</td>
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<td></td>
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<td>Second Step:</td>
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<td>• Rules for Listening</td>
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<td>• Skills for Learning</td>
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<td>• Empathy</td>
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<td>• Calm Down Steps</td>
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</table>
### 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

### Daily Routines/Activities

#### 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.