

WSU Charter Kindergarten Lesson Plan (11/29 - 12/3, 2021)

<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 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 0-20 when dictated. I can say the number before and after a given number.</p>
<p>Social Studies Winter Traditions & Celebrations Objective 3</p>	<p>I can talk about my family's traditions and celebrations. I can list some traditions and celebrations that are different than what my family does. I can talk about all traditions and celebrations in positive and respectful ways. I can compare and contrast different traditions and celebrations.</p>
<p>Social-Emotional: Second Step Objective 4</p>	<p>I can identify and demonstrate the Calming-Down Steps. I can demonstrate belly breathing. I can explain how belly breathing can help me.</p>
<p>Reading, speaking, listening Opera by Children Objective 5</p>	<p>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.</p>
<p>Science Cooking Objective 6</p>	<p>I can answer the question "what is a recipe". I can talk about what happened to the ingredients when they were all mixed together. I can talk about what happened to the ingredients as they were cooking. I will taste what I cooked.</p>
<p>Writing Objective 7</p>	<p>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.</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>

Continued on the back 

	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher-Directed Small Groups	<ul style="list-style-type: none"> Journals Imagine Language and Literacy <i>Let's Find Out Happy Holidays!</i> Children will identify different family holiday traditions. Content & Skills Activities 	<ul style="list-style-type: none"> Card Making Imagine Language and Literacy Math Talk #7 Content & Skills Activities 	<ul style="list-style-type: none"> Journals Imagine Language and Literacy Science: Cooking Cook & eat latkes with optional applesauce and sour cream Content & Skills Activities 	<ul style="list-style-type: none"> Journals Imagine Math Opera by Children: Begin writing opera dialogue; choose characters Content & Skills Activities 	<p>Calendar</p> <p>Environmental Education Lesson: Riley: Wildlife Aaron: Astronomy</p>
Teacher-Directed Large Group	<p>Calendar</p> <p>Read Aloud <u><i>Toby Belfer Never Had a Christmas Tree</i></u></p> <p>Music/Movement "Oh, Hanukkah"</p>	<p>Calendar</p> <p>Read Aloud: <u><i>The Legend of the Pointsettia</i></u></p> <p>Music/Movement "Feliz Navidad"</p>	<p>Calendar</p> <p>Read Aloud <u><i>What is Kwanzaa?</i></u></p> <p>Music/Movement <u><i>"Kwanzaa Celebration Song"</i></u></p>	<p>Calendar</p> <p>Read Aloud <u><i>The Baker's Dozen</i></u></p> <p>Music/Movement "Oh, Hanukkah" "Feliz Navidad" <u><i>"Kwanzaa Celebration Song"</i></u></p>	<p>Second Step Handling Waiting</p> <p>Objectives:</p> <ul style="list-style-type: none"> Identify the Calming-Down Steps Apply the Calming-Down Steps while waiting in a game situation <p>Concepts:</p> <ul style="list-style-type: none"> 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)

<h3>Blocks</h3>	<h3>Dramatic Play</h3>	<h3>Skills Tie-In</h3> <p>Rote counting Letter & Number Recognition Sight words 1:1 Correspondence Fine Motor Skills Writing & Drawing</p>	<h3>Library</h3> <p>Books change according to the season, organizing concept, and the interests of the children</p>	<h3>Writing Center</h3> <p>Letter, number, & shape stamps Blank books Letter stencils Pencils Crayons</p>
<h3>Open Art</h3> <p>Easels: Mr. Sketch markers, long paper Table: paper, markers, crayons, scissors, glue sticks, washi tape, paper punches</p>	<h3>Science Table</h3> <ul style="list-style-type: none"> • Shells & Rocks • Natural Items • Magnets • Orchid • Magnifying glasses • Flashlight 	<h3>Rotations</h3> <ul style="list-style-type: none"> • iPads • Journals • Content via Math & Reading Instruction • Content & Skill Activity 	<h3>Tables</h3> <p>M - Th: rotating hands-on materials related to content and skills F: free choice</p>	<h3>Outdoor Classroom</h3> <ul style="list-style-type: none"> • Sand tools • Observing the natural world • Imaginative play • Games with Rules: Flag tag Inside/Outside Zookeeper/Sneaky Monkey

<h3>Enrichment Experiences (Field Trips, Walks, Visitors)</h3> <p>W: Cooking (Latkes)</p> <p>F: Environmental Education Lesson (8:30-9:10 & 12:30-1:10)</p>	<h3>Emergent Changes</h3>	<h3>Display Items</h3> <ul style="list-style-type: none"> • Let's Find Out: <ul style="list-style-type: none"> • Winter • Wants vs. Needs • Getting Ready for Winter • Second Step: <ul style="list-style-type: none"> • Rules for Listening • Skills for Learning • Empathy • Calm Down Steps
---	---------------------------	---

Continued on the back

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.