

WSU Charter Kindergarten Lesson Plan (11/8 - 11/12, 2021)

<p>Organizing Concept: Autumn 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 Math Talk Objective 2</p>	<p>I can talk about my environment in terms of math concepts. I can use math words when talking about the world around me. I can write the numbers 11-19. I can say the number after (ex. I say 13, you say 14).</p>
<p>Social Studies American Holidays, Patriotism Objective 3</p>	<p>I can talk why we celebrate Veterans Day. I can explain who is a veteran. I can talk about what it means to be a good citizen.</p>
<p>Social-Emotional: Second Step Objective 4</p>	<p>I can list physical changes that happen when I am feeling worried. I can show identify adults in my life who can help me. I can use physical clues to help me identify my feelings.</p>
<p>Reading, speaking, listening Objective 5</p>	<p>I can provide the most common sounds for the 26 letters of the alphabet. I can tap-map-graph the sounds in words. I can be a reading detective and look for spelling patterns to help me read all, or part, of a word.</p>
<p>Science Properties of Slime Objective 6</p>	<p>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.</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>

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	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher-Directed Small Groups	<ul style="list-style-type: none"> Journals Imagine Language and Literacy Math Talk #5 	<ul style="list-style-type: none"> Science <i>Slime!</i> <p>Children will identify ways that animals use slime to help them survive, and they will describe some physical properties of slime.</p> <ul style="list-style-type: none"> Imagine Language and Literacy ELA: Sound segmentation, sound substitution, word mapping, high frequency words 	<ul style="list-style-type: none"> Journals Imagine Language and Literacy ELA - Let's Find Out <i>Sky-High Veterans</i> <p>Children will describe how the Coast Guard uses helicopters to rescue people.</p>	<ul style="list-style-type: none"> Journals Imagine Math ELA: Sound segmentation, sound substitution, word mapping, high frequency words 	<p>Calendar</p> <p>Environmental Education Lesson: Nicole: <i>Trees & Hiking</i> Riley: <i>Wildlife</i></p>
Teacher-Directed Large Group	<p>Calendar</p> <p>Letter: Ww /w/ Spelling Pattern: long e</p> <p>Read Aloud <u>Bat Loves the Night</u> by Nicola Davies</p> <p>Music/Movement</p>	<p>Calendar</p> <p>Letter: Vv /v/ Spelling Pattern: long i</p> <p>Read Aloud: <u>Día de Los Muertos</u> by Roseanne Greenfield Thong</p> <p>P.E. Lesson</p>	<p>Calendar</p> <p>Letter: Uu /u/ Spelling Pattern: long o</p> <p>Read Aloud <u>Room on the Broom</u> by Julia Donaldson</p> <p>Music/Movement</p>	<p>Calendar</p> <p>Letter: Ss /s/ Spelling Pattern: long u</p> <p>Read Aloud <u>Room on the Broom</u> by Julia Donaldson</p> <p>P.E. Lesson</p>	<p>Second Step <i>We Feel Feelings in Our Bodies</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> Identify physical clues for feeling worried Identify a grown-up to talk to when they feel worried <p>Concepts:</p> <ul style="list-style-type: none"> You can use physical clues in your body to identify your feelings. All your feelings are natural. It is important to talk to a grown-up when you feel worried.

Interest Centers (11/8 - 11/12, 2021)

<p>Blocks</p> <p>F: Hollow Blocks</p>	<p>Dramatic Play</p> <p>F: Restaurant</p>	<p>Skills Tie-In</p> <p>Cash Register Pads/Pencils Menus</p>	<p>Library</p> <p>Books change according to the season, organizing concept, and the interests of the children</p>	<p>Writing Center</p> <p>Letter, number, & shape stamps Blank books Letter stencils Pencils Crayons</p>
<p>Open Art</p> <p>Easels: Mr. Sketch markers, long paper Table: paper, markers, scissors, glue sticks, washi tape</p>	<p>Science Table</p> <ul style="list-style-type: none"> • Shells & Rocks • Pine cones, dried pumpkin, dried sunflower • Magnets • Orchid 	<p>Rotations</p> <ul style="list-style-type: none"> • iPads • Journals • Content via Math & Reading Instruction • Content & Skill Activity 	<p>Tables</p> <p>M - Th: rotating hands- on materials related to content and skills F: free choice</p>	<p>Outdoor Classroom</p> <ul style="list-style-type: none"> • Sand tools • Observing the natural world • Imaginative play • Flag tag • Inside/Outside • Zookeeper/Sneaky Monkey

<p>Enrichment Experiences (Field Trips, Walks, Visitors)</p> <p>T & Th: Students from the <i>Physical Education Methods</i> class will be coming from (9-9:30) to teach a P.E. lesson. WSUCA staff will teach the lesson to the afternoon session.</p> <p>F: Environmental Education Lesson (8:30-9:10 & 12:30-1:10)</p>	<p>Emergent Changes</p>	<p>Display Items</p> <ul style="list-style-type: none"> • Let's Find Out: <ul style="list-style-type: none"> • Indigenous Peoples • Autumn • Pilgrims • Parades • Veterans as Helpers • Second Step: <ul style="list-style-type: none"> • Rules for Listening • Skills for Learning • Empathy • Calm Down Steps
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Daily Routines/Activities

Arrival Routine	Dismissal Routine	Calendar
<p>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>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>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>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>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.