

WSU Charter Kindergarten Lesson Plan (10/4 - 10/8, 2021)

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| <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 math around me.</p> |
| <p>Social Studies Building Friendships Objective 3</p> | <p>I can list the behaviors that help promote a safe and friendly learning environment. I can talk about my peers in positive ways. I can recognize that people learn skills and information on different timelines.</p> |
| <p>Social-Emotional: Second Step Objective 4</p> | <p>I can recognize that people can feel differently about the same thing. I can use empathy, body language, and the situation to determine how someone else is feeling.</p> |
| <p>Reading, speaking, listening Objective 5</p> | <p>I can discriminate between upper and lower case letters. I can identify the beginning and end of a sentence. I can be a reading detective and use text clues to determine a beginning sound or word.</p> |
| <p>Science Cooking Objective 6</p> | <p>I can hypothesize about the changes that might happen to food when cooked. I can observe changes that happen to food when cooked. I can discuss the changes that happen to food when cooked.</p> |
| <p>Writing Objective 7</p> | <p>I can create an illustration, and then write about it using letters, labels, or sentences. I can create a journal entry using a prompt.</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 |
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| Teacher-Directed Groups | <p>Journals Dot Letter (Pp) Imagine Language and Literacy Math Talk</p> | <p>Journals Dot Letter (Qq) Imagine Language and Literacy</p> | <p>Journals Dot Letter (Rr) Imagine Language and Literacy</p> <p>Science: Food Experience</p> <ul style="list-style-type: none"> • Peel and chop apples • Mix with spices and sugar for mini apple pies • Cut dough circles • Assemble pies | <p>Journals Dot Letter (Ss) Imagine Math</p> <p>Science: Food Experience</p> <ul style="list-style-type: none"> • Taste pies | <p>Art Lesson: Painted Paper Flowers</p> <ul style="list-style-type: none"> • Use painted paper to create a flower. • Glue onto the painted background paper from an earlier lesson. |
| Large Group | <p>Calendar</p> <p>Letter: Pp /p/</p> <p>Read Aloud <i>Possum's Harvest Moon</i> by Anne Hunter</p> <p>Music/Movement <i>Witches Brew</i></p> | <p>Calendar</p> <p>Letter: Qq /q/</p> <p>Read Aloud <i>We're Going on a Leaf Hunt</i> by Steve Metzger</p> <p>Music/Movement</p> | <p>Calendar</p> <p>Letter: Rr /r/</p> <p>Read Aloud <i>Goodbye Summer, Hello Fall</i> by Irma Singer</p> <p>Music/Movement</p> | <p>Calendar</p> <p>Letter: Ss /s/</p> <p>Read Aloud <i>Celebrating Halloween</i> by National Geographic Kids</p> <p>Music/Movement <i>Monster Shuffle</i></p> | <p>Calendar</p> <p>Second Step Lesson: "Identifying Anger"</p> <ul style="list-style-type: none"> • Compare physical and emotional similarities and differences between two students depicted in a story • Identify same and different feelings in response to scenarios • People can have different feelings about the same situation. • It is okay for people to have different feelings about the same thing. |

Interest Centers (10/4 - 10/8, 2021)

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| <p style="text-align: center;">Blocks</p> <p>M: Unit Blocks, people, vehicles T: Ball Maze W: Hollow Blocks Th: Unit blocks, wooden farm set F: Magformers</p> | <p style="text-align: center;">Dramatic Play</p> <p>W: office props</p> | <p style="text-align: center;">Fine Motor Work</p> <ul style="list-style-type: none"> • Lacing Cards • Leaf rubbings • Montessori Practical Life Materials • Dot Letters | <p style="text-align: center;">Library</p> <p>Books change according to the season, organizing concept, and the interests of the children</p> | <p style="text-align: center;">Writing Center</p> <p>Letter, number, & shape stamps Blank books Letter stencils Pencils Crayons</p> |
| <p style="text-align: center;">Open Art</p> <p>Easels: Mr. Sketch markers, long paper Table: paper, markers, scissors, glue sticks</p> | <p style="text-align: center;">Science Table</p> <ul style="list-style-type: none"> • Shells & Rocks • Pine cones, dried pumpkin, dried sunflower • Magnets • Orchid | <p style="text-align: center;">Rotations</p> <ul style="list-style-type: none"> • iPads • Journals • Dot Letters | <p style="text-align: center;">Tables</p> <ul style="list-style-type: none"> • Journals • iPads – Imagine Learning • Dot Letters | <p style="text-align: center;">Outdoor Classroom</p> <ul style="list-style-type: none"> • Sidewalk Chalk • Sand tools • Observing the natural world • Imaginative play • Flag tag • Clearing the garden |

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| <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 books: <ul style="list-style-type: none"> • Pumpkins • Fire Safety • Autumn • Second Step: <ul style="list-style-type: none"> • Rules for Listening • Skills for Learning • Empathy |
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Daily Routines/Activities

| Arrival Routine | Dismissal Routine | Calendar |
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| <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 |
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| <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. |