

THEME: DINOSAURS

WEEK 26

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Ongoing Standards: **15.3-15.4** Approaches to Learning, **25.1-25.4** Social/emotional, **1.6** Speaking and Listening

	MON. 3/3/14	TUES. 3/4/14	WED. 3/5/14	THURS. 3/6/14	FRI. 3/7/14
SPECIAL NOTES	Trip to Prof. Marcus Key's Lab	Sibling Pictures	Kindergarten Pictures	Miss Katie out TRIP TO CARLISLE THEATRE	Miss Katie out
MORNING MEETING 9:00-9:10	Greeting Song: "Together at School" or "Hello Everybody" 25.1.1 Number of the Day 2.1.1, 2.1.2, 2.1.4, 10.4 Attendance Report 2.1, 2.6.1, 2.3.2, 2.6.1, 3.3a.5			Weather Report 3.3a.5 Calendar 2.3.1, 10.4 Pledge of Allegiance 5.1.5	
GROUP ACTIVITY or LESSON 9:10-9:20	-Benji's Journal 20.1.2 -Sharing personal experiences or stories 1.6.2, 1.6.3, 1.6.4,15.4.3	Story: <u>How I Became a Pirate</u> Discuss our upcoming trip to the Carlisle Theatre.	Sharing personal experiences or stories 1.6.2, 1.6.3, 1.6.4,15.4.3	Snack at 9AM	-Benji's Journal 20.1.2 -Sharing personal experiences or stories 1.6.2, 1.6.3, 1.6.4,15.4.3
MUSIC + MOVEMENT 9:20-9:30 9.1a, 1.1, 10.4	"When You Come to a Word You Don't Know" "Tyrannosaurus Rex" "I'm a Triceratops" "Ankylosaurus" Movement Activity Action Patterns (EM p. 163) 2.8.3, 10.4	"Compound Word Boogie" (<i>Dr. J's Are You Happy? CD</i>) "Tyrannosaurus Rex" "Brachiosaurus" "I'm a Pteronodon" Movement Activity Interrupted Skip Counts (EM p. 174) ... Do exercises as we count by 5's + 10s beginning at different numbers. 2.1.1, 10.4	"I am a Stegosaurus" "I'm a Triceratops" "Ankylosaurus" "Pacheocephalosaurus" Movement Activity Move like different dinosaurs.	Walking trip to Carlisle Theatre to see "How I Became a Pirate" Leaving DCCC at 9:20. Returning at about 11:30.	"Little Compsognathus" "Tyrannosaurus Rex" "I'm a Triceratops" Movement Activity: "Macarena Math" (<i>Dr. J's Totally Math CD</i>) 2.1.1, 10.4 "Letter Aerobics" (<i>Dr. J Kiss Your Brain CD</i>) 1.1.2, 10.4
SNACK 9:30-9:55	Health and Nutrition 10.1-3.1, 10.3.4				
LITERACY 9:55-10:15	Story: <u>Whatever Happened to the Dinosaurs?</u> Create a chart: What do we know about dinosaurs? What do we want to learn? 4.7, 1.1.3 Dino= terrible Saur= lizard	Big Book: <u>Dinosaur Roar</u> Cover the words in the story and encourage children to list descriptive words to describe each dinosaur. 1.1.3, 1.1.4	Big Book: <u>Dinosaur Roar</u> Read the story text. Note the opposites and rhyming words. Compare and contrast our list of descriptive words generated yesterday and those in the story. 1.3.4, 1.1.3	TRIP TO CARLISLE THEATRE	Story: <u>Tyrannosaurus Was a Beast</u> (Poetry) -Listen and recall some "fancy" words we heard. Discover that we can determine the meaning of unknown words by listening to the context.
MATH LESSON 10:15-10:25	EM 6-7 Introduction of the Dime -Examine dimes with magnifying glasses. Identify size, shape, color, markings, coin name, and coin value. -Review cent symbol...Count up all dimes we have and write total value on board. -Trade/exchange dimes for 10 pennies. -What can we buy with 10 cents?	EM 6-4 Counts to Measure Time (Beating Out Time activity) Make prediction about ways to cross the room faster (walk or tiptoe...) Count in a steady beat as ch. cross the room in various ways. Record results. Experiment w/ RATE of counting. Is counting the most accurate way to measure time?	EM 6-5 Surveys and Graphs Ch. will create own graphs for a survey question. -Brainstorm question -Conduct survey, documenting information -Create graph w/ correct # columns / Label columns -Glue precut squares into each column -Add a title to graph -Share w/ classmates		Measure: How many children's shoes will it take to completely fill in the size of one T-Rex footprint (3 1/2 feet long)? 2.3.1 Create a bar graph depicting our favorite dinosaurs. (EM p. 184) 2.6

MATH CENTERS 10:25-10:50	<ul style="list-style-type: none">-EM 6-7 Coins in the Feely Box -- Identify by touch alone!-Attribute Spinner Game 2.4.2, 2.9.1-Dinosaur Spots: Using double-sided counters and dinosaur cut outs, arrange "spots" in various color combinations that equal 10.-Compare the weight of dinosaur eggs (plastic eggs with various items (weights) inside.				
WRITING LESSON 10:50-11:00	<ul style="list-style-type: none">-Song/ Action: (HWT CD)"You Always Start Your Letters at the Top"-Work on letter formation for lower case letters that are tall. (b, d, f, h, k, l, t) 1.5.6	Work on letter formation for lower case letters that are short. (a, c, e, i, m, n, o) 1.5.6	Work on letter formation for lower case letters that are short (r, s, u, v, w, x, z) 1.5.6	TRIP TO CARLISLE THEATRE	Review Writing Reminders from chart on wall above Word Wall.
WRITING WORKSHOP 11:00-11:30 1.5.1 - 1.5.6	Journal Writing 1.5.1-6	Journal Writing 1.5.1-6	Journal Writing 1.5.1-6		Journal Writing 1.5.1-6
LUNCH 11:30-12:00	Health and nutrition 10.1-3.1, 10.3.4				
RECESS 12:00-1:00	Physical activity to promote fitness and motor skills 10.4				
WORK STATIONS 1:00-1:55	MONDAY: Trip to Professor Key's Lab				
	<ul style="list-style-type: none">-Guided Reading/ Guided Literacy: Work independently or with small groups on more individualized skills-Reading: Independent or Buddy reading. enter books read into our Reading Logs.-Word Work/ Decoding: Dinosaur Detectives - Find and write little words hidden inside bigger dinosaur words that are written on dinosaur shapes.-Create a Shaposaurus dinosaur using various shapes. Write a story about it.		<ul style="list-style-type: none">-Word Work: Dinosaur Word Families (Reach in a bucket and pull out clothespins with word family words on them. Match to dinosaurs with word families printed on them.-Science: Using a variety of items (sand, soil, stones... create a 3-D land for our toy dinosaurs in our water table.-Sentence Building: Dig up word cards of the same color. Arrange them to discover the secret sentence.		
SCIENCE/ SOCIAL STUDIES 1:55-2:15	Trip to Professor Key's Lab	Story: <u>Oh, Say Can You Say Di-no-saur?</u> Sort dinosaurs according to the number of feet they had... learn the names "biped and quadruped". 4.7, 1.1.3	Story: <u>The Trouble With Tyrannosaurus</u> What did the dinosaurs eat? Discuss the diet of different dinosaurs + learn the words: carnivore, herbivore, and omnivore. Sort dino cards according to diet. 4.7, 1.1.3	Story: <u>Dinosaur More!</u> Examine pictures of dinosaurs or dinosaur toys. What were some features that helped each survive? (teeth, claws, spikes, size, armor, horns, club, ability to fly , swim, or run fast...) Label. 4.7	Story: <u>Dinosaur for a Day</u> Learn about dinosaur babies. 4.7, 3.1b.2
FREE CHOICE CENTER TIME 2:15-2:45	Art and Writing: Create pictures with dinosaur stencils and stampers Dramatic Play: Create a Dinosaur Museum... Create dinosaurs w. misc. materials, make signs and write information cards for exhibits, make tickets... Science/ Discovery: Variety of materials in the water table to create a dinosaur land (sand, stones, branches, soil...), dinosaur cards to sort		Math/ Blocks/ Manipulatives: Dinosaur toys ABC / Word: reading games Computer: choice Reading: Books about dinosaurs		
NEWS/AFTERNOON WRAP-UP 2:45-3:00	<ul style="list-style-type: none">-Children dictate, teacher writes news about our kindergarten day. 1.1.1, 1.1.2-Sing: "It Was a Good Day"				
SNACK 3:00-3:15	Health and Nutrition 10.1-3.1, 10.3.4				