

THEME: Friendship/ Living Things/ Exploring Through our Senses

WEEK 3

p. 7

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

	MON. 9/8/14	TUES. 9/9/14	WED. 9/10/14	THURS. 9/11/14	FRI. 9/12/14
SPECIAL NOTES	Bring 2 small items: something living + something non-living that we can keep at school for the week. (Nothing poisonous!!!)	Send a garden invertebrate (slug, worm, insect, spider...) any day this month.		You may begin sending crickets for a cricket habitat in our classroom.	
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	- "Child of the Day" compliments 25.4.2 - Read Benji's Journal 20.1.2 - Sharing personal experiences or stories 1.6.2, 1.6.3, 1.6.4, 15.4.3	- "Child of the Day" compliments 25.4.2 - Bucket Filling Buddies (Each child gets a name card of another child... They should try to do something to fill that child's bucket sometime today. 25.4.1, 25.4.2	- "Child of the Day" compliments 25.4.2 - PATHS Lesson--- Feelings... Using laminated paper facial features, determine which features are associated with different emotions. (labeling emotions) 25.1.1, 25.1.2	- "Child of the Day" compliments 25.4.2 - Reading Body Language: Play Partner Feelings Charades. Children pick a card with a feeling picture and word... Without words, demonstrate the feeling using body language. Partner determines the feeling. 25.1.2	- "Child of the Day" compliments 25.4.2 - Benji's Journal 20.1.2 Choose someone the take Benji home for the weekend.
MUSIC + MOVEMENT 9:20-9:30 9.1a, 1.1, 10.4	"Name of the Day" cheer 1.1.2 "Name BINGO" "ABCDE Kindergarten is the Place for Me" - Recite Letter Sound Associations 1.1.2 Movement Activity: Feature # of Day: 1 Play "Mother May I?" and allow children to move one ____ at a time.	"Name of the Day" cheer 1.1.2 "Name BINGO" "The More We Get Together" "Bucketfilling Nation" "The Living Song" Shape Poem (Introduce sight words: I, am, a) Movement Activity: Sound and Motion Patterns EM 1-9	"Name of the Day" cheer 1.1.2 "Name BINGO" "Don't Say Ain't" Shape Poem "The Living Song" "Bucketfilling Nation" "Aphids on Roses" Movement Activity: Silent "Follow the Leader's Actions" Game	"Name of the Day" cheer 1.1.2 "Name BINGO" - Recite Letter Sound Assoc. w/ letter connection. "Bucketfilling Nation" "The Living Song" Movement Activity: "Simon Says" (Give directions w/ numbers for counting.) EM 1-3 2.1.1	"Name of the Day" cheer 1.1.2 "Name BINGO" Recite Letter Sound Assoc. w/ letter connection. "Make New Friends" "The Living Song" "Aphids on Roses" Movement Activity: Act out "5 Little Monkeys"... give # cards to one child.. EM 1-3
SNACK 9:30-9:55	Health and Nutrition 10.1-3.1, 10.3.4				
LITERACY 9:55-10:15	Story: <u>Is It Alive?</u> Children share the living and non-living items they brought from home. How can we tell if something is living or non-living? What do living things have in common? (Create a list.)	- Introduce Letter Sound Assoc. for /x/ /y//z/ 1.1.2 - Big Book: <u>Eight Friends</u> - Read story, review concepts of print (title, author, left to right, top to bottom. 1.2.1, 1.2.2 - Note difference between "word" and "letter", note spaces between words. 1.1.3, 1.5.6 Find the rhyming words in the story. 1.3.4	- What can we do with our hands? - Big Book: <u>Hands, Hands, Hands</u> - Considering the title, which sense do we predict that this story will focus on? 1.2.5 - During our picture walk, determine what hands are doing on each page. - Read the story fluently.	Big Book: <u>Hands, Hands, Hands</u> - Before reading, what things do we remember that the children did with their hands? - Find the words "a" and "can"... Teach sight word action song for the word "can". 1.1.2 - Read the story together.	- Big Book: <u>Hands, Hands, Hands</u> - Find rhyming words in the story. 1.3.4 - Read/ sing the story to a familiar tune + encourage children to sing along. 1.1.5, 9.1a.1 - List kind/helpful things we can do with our hands?
MATH LESSON 10:15-10:25	- EM 1-2: Give ea. ch. a handful of pattern blocks. Review the 6 shapes: triangle, square, rhombus, trapezoid, hexagon. Have ch. find matching blocks + follow	- Introduce Survey Routine (once a week) and how to record responses and evaluate results	- Sound + Motion Patterns EM 1-9 - Patterns with Color EM 1-10 Create a repeating pattern... Ch. identify. Then pairs of children make patterns for their partners to identify + continue.	- Age Change Graph (EM 1-8): Children will place name-photo card on a "How Old Are You?" graph. 2.6	- Story: <u>It's Hard to Be Five!</u>

MATH LESSON 10:15-10:25	directions as teacher names the shape + holds it up. (Ex: "Hold your triangle on your head + hop on one foot.") -Getting to Know #s EM 1-5 Feature # of the Day: 1 Create a # poster for 1	-Getting to Know Numbers EM 1-5 Feature # of the Day: 2 -Create a # poster for 2 -Story: <u>One, Two, One Pair</u>	Getting to Know Numbers EM 1-5 Feature # of the Day: 3 -Create a # poster for 3 -Recite nursery Rhymes of things that come in threes.	Getting to Know Numbers EM 1-5 Feature # of the Day: 4 -Create a # poster for 4 -Brainstorm things that come in fours.	Getting to Know Numbers EM 1-5 Feature # of the Day: 5 -Create a # poster for 5
MATH CENTERS 10:25-10:50	-Sorting toys into trays 15.1 - 15.3 -Create a mural of 4 legged animals. EM 1-5 -Feely Box: Partners take turns putting counters in the Feely Box for partner to feel and count w/out looking. EM 1-3 2.1.2 -Feature Number Center: *Make feature # of the day using craft sticks, snap blocks, links, or beads *Put the featured # of objects into a labeled baggie *Take apart a stack of snap blocks with the featured # of blocks. Record the combinations you make. EM 1-5 2.1.2				
WRITING LESSON 10:50-11:00	"Handwriting Without Tears" Introduce Frog Jump Capital Letters F 1.5.6, 10.5.3	Introduce Rainbow Journals... (Color coded levels) Find front and back of Journal. 1.2.2	-Story: <u>"Ish"</u> (Learn that we don't have to draw or write perfectly...just ISH, as the story emphasizes) 15.2 -Demonstrate writing / illustrating in Journals.... Pictures on top, words on bottom. 1.2.2, 1.1.2	Demonstrate labeling pictures in journals. "Handwriting Without Tears" p. 10, Letter E 1.5.6	"Handwriting Without Tears" P. 11, Letter D 1.5.6
WRITING WORKSHOP 11:00-11:30 1.5.1 - 1.5.6	"Handwriting W/out Tears" Workbooks, p. 9 ...Practice printing F 1.5.6	Journals: Write JOURNALS on cover and illustrate the cover. 1.5.1-3, 10.5.3	Write in Journals 1.5.1 - 1.5.6, 10.5.3	- "HWT" Workbooks... Practice printing E 1.5.6, 10.5.3 -Journals 1.5.1 - 1.5.6	- "HWT" wkbooks... Practice printing D 1.5.6, 10.5.3 - Journals 1.5.1-3
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				
SCIENCE/ SOCIAL STUDIES 1:05-1:25	Big Screen: Is it Alive? Look at the list we created earlier today. Considering some things we KNOW are living, check or cross off things on our list until we end up with a true list of qualities of living things. (They grow, move, and need air, food, + water to survive.) 3.1a.1	What is an invertebrate? Feel own backbones. 10.1-3.2 Examine invertebrates brought from home with the video microscope. 3.4a.3 If time, sort on an invertebrate path according to # of legs, wings, antennae... 3.1a.1	-Story: <u>From Caterpillar to Butterfly</u> -Learn about the life cycle of a caterpillar/ butterfly 3.1a.3	-Story: <u>The Very Quiet Cricket</u> -Discuss: What would make a good cricket habitat? -Add crickets to our cricket habitat. Watch how they move, eat, make sounds. Discover the functions of the crickets' body parts. 3.1a.5, 3.1a.8, 3.1a.9	-Garden exploration: Look for invertebrates in our garden. Are they camouflaged? 3.1c.2 -Pick vegetables in the garden. Where do the vegetables grow? Learn about the parts of plants. "Parts of Plants" What do plants need to survive? "Green Plants Need" 3.1a.5, 3.1a.1, 3.1a.8
WORK STATIONS 1:25-2:15	-Literacy: Sort rhyming toys 1.3.4 -Reading: Name - Photo Concentration (reading and recognizing names of children in our class) 1.1.2, 1.1.3 -Language: Dictate 3 clues about yourself for a class "Guess Who?" book 25.1.1 -Art/ Writing/ Math: Create a shape book. 2.9.1, 9.1c -Art: Cooperatively work on a "Bucket Filler" sign for classroom.. Each child decorates one letter. We'll put them all together on Friday to spell "We are Bucket Fillers!". 9.1c -Sort names to picture cards 1.1.2			-Writing/ Fine Motor: Practice printing our names. (In paint, dry erase board, wikki sticks, paper...) 9.1c.2, 1.5.6 -Science: Cut picture cards/Sort living and non-living things 3.1a.1 -Science: Observe the invertebrates we brought from home this week. 3.1a.9 -Letter Dancing: Play music. When it stops, ch. land on letter mat and either name the letter, the sound, or something that begins with that letter. 1.1.2, 10.4.1 -Art: Create your own NON-LIVING pet! Dictate or write about it. 9.1c	
FREE CHOICE CENTER TIME 2:15-2:45	Art and Writing: crayons, paint, scissors, glue, 3-D recycled materials... Dramatic Play: Home center set up with dress up clothes/ baby dolls 9.1b.1 Science Discovery: Various invertebrates /magnifying glasses 3.1a			ABC / Word: Letter and Name games Computer: starfall.com abcy.com Reading: Books about friendship, invertebrates, plants Math/ Blocks/ Manipulatives: Shape and number activities	
NEWS/AFTERNOON WRAP-UP 2:45-3:00	-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				

