

THEME: ON THE LOOSE WITH DR. SEUSS AND MOTHER GOOSE

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

	MON. 2/23/15	TUES. 2/24/15	WED. 2/25/15	THURS. 2/26/15	FRI. 2/27/15
SPECIAL NOTES		Miss Katie out today	*WACKY WEDNESDAY (Come dressed as wacky as you DARE!)		
MORNING MEETING 9:00-9:10	Greeting Song: "Together at School", "Hello Everybody", or sign language 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 or Star Spangled Banner 5.1.5		
GROUP ACTIVITY or LESSON 9:10-9:20	Sharing personal experiences or stories 1.6.2, 1.6.3, 1.6.4, 15.4.3	"Mystery Word": Lakeshore Sight Word Activity 1.1.2	Sharing personal experiences or stories 1.6.2, 1.6.3, 1.6.4, 15.4.3	"Mystery Word": Lakeshore Sight Word Activity 1.1.2	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	<u>My First Nursery Rhymes</u> Cooperatively recite nursery rhymes we know. JH's Shake, Rattle, Read CD: "Down By the Bay" "Tongue Twisters" -Movement Activity: "I'm a Little Teapot" (JH's Rhymin' to the Beat CD) 10.4	-Story: <u>Mary Had a Little Jam</u> (and other silly nursery rhymes) -Nursery Rhymes -Dr. Jean's Happy CD: "Nursery Rhyme Medley" "Itsy Bitsy Spider" JH's Shake, Rattle, Read CD: "Down By the Bay" "ABC Disco" -Movement Activity: Jack Hartman's Rhymin' to the Beat CD	"Hand Dance" (Dr. J's Happy CD) Recite: "Hickory Dickory Dock" "Hickory, Dickory, Dock" (JH's Rhymin' to the Beat CD) 1.3.4, 10.4 -Movement Activity: Jack Hartman's Rhymin' to the Beat CD	Nursery rhymes (Sing /recite the nursery rhymes that have sets of threes...can the children determine what they all have in common?) Rub a Dub Dub, Three Little Kittens, Three Blind Mice, Baa Baa Black Sheep ... -Movement Activity Jack Hartman's Rhymin' to the Beat CD	Dr. J's Sing to Learn CD: "Rime Time" "Hickory Bickory Bock" JH's Hip Hop CD: "Hip Hop Humpty" "Popcorn Words" -Movement Activity: "Stomp, Stomp, Clap" (Phys. Ed CD)
SNACK 9:30-9:55	Health and Nutrition 10.1-3.1, 10.3.4				
LITERACY 9:55-10:15	-Tell about Dr. Seuss. (Real name: Theodore Seuss Geisel) Story: <u>One Fish, Two, Fish, Red Fish, Blue Fish</u>	Stories: <u>The Foot Book</u> (Pass out enough books for kids to share and read along.)	Story: <u>Wacky Wednesday</u> Try to find all the wacky things in the story!	Story: <u>Hop on Pop</u> , -Encourage children to join in reading the big bold words (rhymes) on each page. 1.1.4 -Look at the big words at the end of the book (Constantinople, Timbuktu) Look for familiar little words + rimes within the big words and use them to help us decode the big words. 1.1.2, 1.1.5	Stories: <u>Frog and Toad are Friends</u> Discuss our upcoming trip to the Carlisle Theatre. And Our class-created rhyming book
MATH LESSON 10:15-10:25	EM 5-6 Measurement w/ Children's Feet -How can we measure something with only 2 cut-out feet? (Demonstrate marking lengths) How might we measure a vertical length? (Demonstrate marking lengths) 2.3.2	How many feet are in our classroom? Count pairs by 2s. EM 6-10 Counting by 2s	Tally the number of wacky things we see in the classroom today.	EM 5-7 <u>How Big is a Foot?</u> -Read/ discuss why the bed in the story didn't turn out to be the right size. -Introduce 12 inch ruler as standard unit of measure in USA. - Compare children's cut-out feet to King's 12 inch foot.	Review story <u>How Big is a Foot?</u> read yesterday -Act out story, measuring 2 beds: one w/ standard "king's" foot, and one w/ child-sized foot.

WRITING LESSON 10:25-10:30	HWT Workbook p. 77, review Proper printing formation for Punctuation marks. 1.5.6	HWT Workbook p. 78, Review proper printing formation for magic c letters. 1.5.6	HWT, p. 81... Practice copying a poem	Demonstrate creating an alliterative sentence using the first letter in Benji's name.	-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
WRITING WORKSHOP 10:30-11:10 1.5.1 - 1.5.6	HWT Workbook p. 77, Punctuation 1.5.6 Journal Writing 1.5.1-3	HWT Workbook p. 78, Print magic "c" letters as dictated by the teacher. 1.5.6 Journal Writing 1.5.1-3	Journal Writing 1.5.1-3	Create and illustrate an alliterative sentence using the first letter of your own name.	Journal Writing 1.5.1-3
MATH CENTERS 11:10-11:25	-Dress the Cat in the Hat in different hat and tie combinations. How many different combinations can you think of? 2.4.2 -Count items related to nursery rhymes (the King's money, Mary Quite Contrary's flowers, the Queen's tarts...) Graph quantities. 2.1.1, 2.1.2 -Build #s w/ tens and ones.. Pick 2 cards, arrange to make it w/ bundles of 10 straws and some ones. 2.1.4 -Count handfuls of pennies and write cent amount EM 6-1				
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	Story: <u>And to Think That I Saw That On Mulberry Street</u> (Discuss being honest and stretching the truth sometimes.)	Story: <u>The Sneeches</u> -List things we have in common / differences 25.1.1, 25.4.2	Story: <u>Fox in Socks</u> Try some tongue twisters! 1.3.4	Story: <u>The Butter Battle Book</u> 1.2.1, 1.3.3, 1.3.4 -How does this story make you feel? Discuss big issues vs. little issues. How could the Butter Battle have been prevented? 1.1.4	<u>Horton the Elephant Hatches an Egg</u> 1.3.4, 1.3.1
WORK STATIONS 1:25-2:15	MONDAY, TUESDAY, THURSDAY: -Guided Reading/ Guided Literacy: Work independently or with small groups on more individualized skills -Reading: Complete Nursery Rhymes on pocket chart/ Change some words to make up new funny rhymes! -Writing: Create your own rhyme or rhyming sentence. 1.3.4			-Writing/ Phonics: Roll the letter dice...Write an alliterative sentence using that letter. (Like <u>Dr. Seuss's ABC's</u>) 1.1.2 -Dramatic Play: Work as a group to practice acting out the alliterative sentence (above) which groups will present to the rest of the class on Friday. 9.1b.2 -Reading: Read a book. -Phonics: Riming Wheel activities	
	WEDNESDAY: Wacky centers! Foot painting, coloring with toes...				
	FRIDAY: Groups will present our alliterative sentences to the rest of the class. 9.1b.2				
FREE CHOICE CENTER TIME 2:15-2:45	-Art and Writing: choice -Dramatic Play: Provide props for nursery rhymes... or Florist Shop -Math/ Blocks/ Manipulatives: choice			-ABC / Word: reading games - Reading: Nursery Rhyme books, Dr. Seuss Books -Computer: choice	
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				