

# THEME: ENDANGERED ANIMALS / OUR ENVIRONMENT

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

|   | MON. 4/7/14  | TUES. 4/8/14   | WED. 4/9/14   | THURS. 4/10/14  | FRI. 4/11/14   |
|---|--|--|---|---|--|
| SPECIAL NOTES                                     | *Send in a plain white T-shirt and a picture of the endangered animal your child will be doing a report about.   | *Send something for "Show and Tell" that's special to you or has special meaning to you.<br><br><b>*ENDANGERED ANIMAL PROJECTS:</b> Harry, Nora, Sonja   |   | *Memorize a joke or riddle to tell to the class today. (May write down clues to help remember it, if needed)<br><b>*ENDANGERED ANIMAL PROJECTS:</b> Spencer, Lillia, Nathan   | <b>*ENDANGERED ANIMAL PROJECTS:</b> Cameron, Olivia, Fionn   |
| MORNING MEETING 9:00-9:10                         | Greeting Song: "Together at School" or "Hello Everybody" <b>25.1.1</b><br>Number of the Day <b>2.1.1, 2.1.2, 2.1.4, 10.4</b><br>Attendance Report <b>2.1, 2.6.1, 2.3.2, 2.6.1, 3.3a.5</b>  |  | Weather Report <b>3.3a.5</b><br>Calendar <b>2.3.1, 10.4</b><br>Pledge of Allegiance <b>5.1.5</b>  |   |  |
| GROUP ACTIVITY or LESSON 9:10-9:20                | Puzzle of the Day: Play "Monster Squeeze" without the monsters... Just asking yes/ no questions as in "Read My Mind" (EM p. 307)   | -Yoga Greeting<br>-Show and Tell Time: Children will show and tell about something from home that's special to them or has special meaning to them.  | Puzzle of the Day: Riddle --- What am I? (give clues--Pair Share partners discuss and try to solve together)  | Children will take turns telling their jokes/ riddles to the class.   | -Benji's Journal <b>20.1.2</b><br>-Puzzle of the Day: Sudoku<br>Work with Pair Share partners to solve a 16 square Sudoku puzzle.  |
| MUSIC + MOVEMENT 9:20-9:30 <b>9.1a, 1.1, 10.4</b> | "Good Garbage"<br>"Endangered"<br>"Bouncing Back"<br>"In Tropical Lands there are Some Rainforests" (tune: Old McDonald)<br><br><b>Movement Activity:</b><br>Favorite action songs   | "Endangered"<br>"Reduce, Reuse, Recycle"<br>"One, Two, Buckle My Shoe" (# words)<br>"We've Got the Whole World in our Hands"<br><b>Movement Activity:</b><br>"Bouncing Back"<br>"Verbs" (Dr. Jean CD)  | "There are Layers in the Forest, Yes Indeed" (tune "Happy and you Know it")<br>"Reduce, Reuse, Recycle"<br>"Rain Forests" (tune: "Up on the Husetop")<br><b>Movement Activity:</b><br>"Macarena Months" (Dr. J + Friends) <b>2.1.1</b>              | "Down By the Bay"<br>"Don't Say Ain't"<br>"Good Garbage"<br>"Do Your Ears Hang Low?"<br><br><b>Movement Activity:</b><br>"Tutti Ta" (Dr. Jean + Fr. CD)<br>Songs from Learning Station  | "We've Got the Whole World in our Hands"<br>"Reduce, Reuse, Recycle"<br>"Endangered"<br>"Bouncing Back"<br>"Good Garbage"<br><b>Movement Activity:</b><br>Dance to the music from "Frozen" |
| SNACK 9:30-9:55                                   | Health and Nutrition <b>10.1-3.1, 10.3.4</b>   |  |   |   |  |
| LITERACY 9:55-10:15                               | Big Book: <u>Step Inside the Rainforest</u> -Discuss/ list: What do you know about rainforests? / picture walk<br>-Examine the animals that live in the rainforest. Learn about the different layers of a rainforest. <b>4.7</b> | <b>ENDANGERED ANIMAL PROJECTS:</b><br>-Harry<br>-Nora<br>-Sonja  | Big Book: <u>Step Inside the Rainforest</u><br>*Introduce compound words<br>"Compound Word Boogie" (Dr. Jean's Are You Happy? CD)<br>*Try to put some word parts together to form compound words.<br>*Read the book together<br><b>1.1.1, 1.1.5</b> | <b>ENDANGERED ANIMAL PROJECTS:</b><br>-Spencer<br>-Lillia<br>-Nathan  | <b>ENDANGERED ANIMAL PROJECTS:</b><br>-Cameron<br>-Olivia<br>-Fionn  |
| MATH LESSON 10:15-10:25                           | EM 7-10 Introduce Creating Number Scrolls... Introduce writing #s on a continuous roll of paper as high as you can from now until the end of kindergarten. What comes after 100? 200? ...  | EM 7-9 Name Collections with Craft Sticks --Use sticks to represent equiv. names for #s.<br>-Give each child 6 craft sticks. Hold some in R hand + some in L.<br>-Record diff. combinations using # equations ... "Name Collection" for the # 6. | -Action song: (Harry Kinderg/ JH's Movin' 2 Math CD- "Hip Hop Around the Clock" <b>10.4, 2.3.2</b><br><br>-Storytelling about telling time by the hour...   | -Review the parts of a model clock...How many numbers? How many hands? Review that the little hand is the important hand that tell the hour.<br>-Game: "Name that Time!" Set the model clock by the hour and children name the time. <b>2.3.2</b> | -Work on estimating clock time.... (a little before, a little after)<br><br>-Children use mini-clocks to set times dictated by the teacher.<br><b>2.3.2</b>                                |

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| MATH CENTERS<br>10:25-10:50                             | <b>MONDAY:</b> Finish math centers from last week.<br><b>TUESDAY THROUGH FRIDAY:</b><br>-Represent given #s by counting bundles of 10s and 1s with craft sticks. EM 7-8<br>-Start creating Number Scrolls (the continuation of writing numbers...) EM 7-10<br>-Flip coins and record the number of times (using tally marks) they lands on heads and tails. Compare results on Friday.<br>-Use cubes in two colors to show different ways to represent a given total. "Name Collections" (EM 7-9) |  |  |   |  |
| WRITING LESSON<br>10:50-11:00                           | Work on creating a good story/ Introduce the Lakeshore Build a Story set... Choose a character, setting, event, and conclusion and demonstrate how to put them together to make a good story with beginning, middle and end.  |  |  |   |  |
| WRITING WORKSHOP<br>11:00-11:30<br><b>1.5.1 - 1.5.6</b> | Journal / Story Writing / Encourage children to edit sight words that are on the word wall. <b>1.5.1-6</b>  | Write notes / compliments to the children who did their endangered animals reports today. <b>1.5.1-6</b>   | Journal / Story Writing / Encourage children to edit sight words that are on the word wall. <b>1.5.1-6</b>   | Write notes / compliments to the children who did their endangered animals reports today. <b>1.5.1-6</b>  | Write notes / compliments to the children who did their endangered animals reports today. <b>1.5.1-6</b>   |
| LUNCH 11:30-12:00                                       | Health and nutrition <b>10.1-3.1, 10.3.4</b>  |  |  |   |  |
| RECESS 12:00-1:00                                       | Physical activity to promote fitness and motor skills <b>10.4</b>   |  |  |   |  |
| WORK STATIONS<br>1:00-1:55                              | -Guided Reading/ Guided Literacy: Work independently or with small groups on more individualized skills and assessments<br>-Language/ Writing: Build a Story (Lakeshore set)... With your team, choose a character, setting, event, and conclusion and put them all together to create a good story with beginning, middle, and ending. Illustrate and write about the story you cooperatively created.<br>-Phonics: Do a Rime Wheel activity   |  | -Sight Word Work: Do a word unscramble of number words.<br>-Reading: Go on a Word Hunt in the classroom... (find words according to category: 2 letter word, word with short a sound...)-<br>-Phonics: Make words with Reading Rods<br>-Science/ Writing: Prepare and write (scientific method) about a planting experiment with your team.<br>-Work on your illustration for your endangered animal T-shirt/ Start painting when ready. |   |  |
| SCIENCE/ SOCIAL STUDIES<br>1:55-2:15                    | Story: <u>Saving the Rainforest with Cammie and Cooper</u><br>Learn more about the rainforest and what people can do to protect it.<br><b>4.1.7</b><br>-Bring in items that originally came from a rainforest.  | Story: <u>I Heard the Willow Weep</u> (T. Albert)<br>-Encourage children to brainstorm things they can do to help our environment. List children's ideas and add to it throughout the next two weeks as we learn more about our caring for our environment. <b>4.1.3</b> | Go on a walk around the neighborhood to collect litter.  | Children share what they know about reduce, reuse, and recycle. <b>4.1.2</b><br><br>Story: <u>Why Should I Recycle?</u> (What kinds of things can be recycled? Where do recycled materials go and what becomes of them?) <b>4.1.2</b> | Interactive storytelling: Who Polluted the Potomac? Children take turns throwing "pollutants" into the "river" (bin of water) as the story is read. Note the effect pollutants have on our environment. <b>4.1.3</b> |
| FREE CHOICE CENTER TIME<br>2:15-2:45                    | -Art and Writing: Use rubber stampers of animals ... draw their habitat<br>-Dramatic Play: Zoo of Endangered Animals<br>-Math/ Blocks/ Manipulatives: Game-Save the Rainforest<br>-Science/ Discovery: Sand or soil in the Water table with animals   |  | -ABC / Word: reading games and activities<br>- Reading: Books about habitats, endangered and extinct animals<br>-Computer: starfall.com and abcya.com  |   |  |
| NEWS/AFTERNOON WRAP-UP<br>2:45-3:00                     | -Children dictate, teacher writes news about our kindergarten day. <b>1.1.1, 1.1.2</b><br>-Sing: "It Was a Good Day"  |  |  |   |  |
| SNACK 3:00-3:15   | Health and Nutrition <b>10.1-3.1, 10.3.4</b>  |  |  |   |  |