

Ms. Long’s Kindergarten



February 26 – March 2, 2018



\*\* Plans are subject to change based on difficulty and schedule changes throughout the week. \*\*



(Cycle 6)

Dr. Seuss Is On The Loose

In this cycle, students will continue implementing strategic reading strategies taught in previous cycles and will actively be engaged in the reading/writing process. Students will explore the reciprocal process of reading and writing as writers’ workshop continues to develop. A variety of winter themes will be introduced in this cycle to motivate students to explore the season of winter including hibernation, snowflakes and arctic animals. Students will continue focusing on beginning sounds, ending sounds and syllables. Medial sounds will be the main focus during this cycle. Reader’s and writer’s workshop will continue throughout this cycle to help students build stamina and become independent thinkers who are actively engaged in the learning process.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 8:40 – 9:00  Greet students, students put belongings in there cubbies. Students will meet at the carpet for morning opening and attendance.  9:00  Moment Of Silence/American & Oklahoma Flag Salute  OBJECTIVE: students will learn traditions and patriotic symbols  **Find Oklahoma on the USA map**  **OBJECTIVE: students will learn where their state is located S.S.** | | | | |
| 9:00-10:20  Guided Reading/Centers  (see below details)  **OBJECTIVE: students will become more independent and practice social skills when in their literacy centers with their partner. Students will learn to read with various activities and books with smaller teacher groups.** | | | | |
| 10:20 Writer’s Workshop/Journal writing  The writing focus: Students will compose a piece of narrative writing using complete sentences with punctuation. | | | | |
| 10:30 Snack/brain break Wednesdays is our extra PE | | | | |
| 10:40 Shared Reading/Shared Poetry  Objectives: students will develop phonics awareness and phonological awareness by various activities within these big books, non fiction, fiction books and poems. Students will also develop an understanding of comprehension. | | | | |
| 10:50 Calender  Months of the year, days of the week, place value, tally marks, weather graph, counting to 100  OBJECTIVE: Students will learn months of the year, days of the week, be exposed to place value, learn how to count with tally marks, learn to count to 100, learn types of weather, how to fill out a graph, meaning of more than/less than | | | | |
| 11:30 Phonics/Phonemic Awareness/Word Work  Objective: students will recognize and read sight words to become a better reader.  Students will continue to recognize beginning and ending sounds, but main focus will be the medial sound. Long and short vowels. Students will also be learning to write their last name. | | | | |
|  | | | | |
| 12:15 Get Ready for Lunch/wash hands/bathroom/story | | | | |
| 12:30 Lunch | | | | |
| 1:00 Recess | | | | |
| 1:20 Math UNIT 4: Students will use appropriate vocabulary to compare objects and numbers one through ten. Students will begin to develop a deeper understanding of number relationships.  Lesson and then break into math centers (see below)   |  | | --- | | OBJECTIVE: students will become aware of math patterns through hands on work and solve math problems independently and in small groups. | | | | | |
| 2:15 SPECIALS MON: PE TUES: STEAM WED:Indian Culture THURS: COMPUTERS. FRI: MUSIC | | | | |
| 3:15  Get ready to go home/pack our bags/reading folders  2:15 on Wednesday | | | | |
| 3:20  Announcements and early bus  2:20 on Wednesday | | | | |
| 3:25  Bus and daycare  2:25 on Wednesday | | | | |
| 3:30  Car Dismissal  2:30 on Wednesday | | | | |

Literacy Centers

9:00-10:00

5 centers a day for 12 minutes each

Monday/Tuesday

1. Ipads
2. Writing Center: Things I know about teeth
3. Art/Science: playdoh sight words
4. ABC Center: ending sound puzzle
5. Teacher Table
6. Teacher Table
7. Dramatic Play:
8. Reading Center: Familiar rereads/ and response paper
9. Word Work: making cvc words
10. Laptops/starfall.com
11. Magnetic Center: medial sounds
12. Word wall: write the room

Thursday/Friday

1. Ipads
2. Writing Center: My favorite Dr. Seuss book.
3. Art/Science: playdoh sight words.
4. ABC center: ending sound puzzle
5. Teacher Table
6. Teacher Table
7. Dramatic Play:
8. Reading Center: familiar rereads then draw/write about your favorite part.
9. Word Work: making cvc words
10. Laptops (starfall.com/pbskids.org)
11. Magnetic Center: matching medial sounds
12. Word Wall: write the room Dr. Seuss books

Math Tables (Manipulatives, students will be creative with what is given to them)

Students rotate one table a day… Center is for 20 minutes.

Table 1: addition

Table 2: Hands On Manipulatives

Table 3: laptops/ipads

Table 4: Dump it

Table 5: write to 20

SOCIAL STUDIES/SCIENCE We will learn and discuss Dr. Seuss.

.

TECHNOLOGY:

We use IPADs in our literature centers and at math tables

We use laptops during our literature time.