



Wednesday, January 14, 2009

9:15 Arrival

- Students put belongings in cubbie.
- Students put daily folder in bin outside classroom door.
- Students put snack in labeled bin beside classroom door. Make sure child's name is on the baggie/container.
- Students USE the restroom and wash hands.
- Students give goodbye hugs/kisses.
- Students come into classroom.
- Students sign in-NOT HERE to HERE
- Students go to tables.

Table Tasks:

- sorting buttons
- Book bins/Daily News Journal
 - Each student is given a handful of buttons. He/she will sort in different ways: color, shape, number of holes, texture, etc. Student will sort the buttons one way, show teacher, then sort in another way.

Class meeting:

- carpet chatter
- students share one thing in one sentence/Daily News Journal
- Review the class promises
- Schedule
- Give students daily jobs.
- The Lord's Prayer (with sign language)
- The Pledge of Allegiance(flag helper)
- Calendar activities
 - We will sing the "Days of the Week" song.
 - Students will find the day's date. (teacher's helper)
 - Students will count the number of days we have been in school.
- Students will help write the morning message. Write on sentence strips.

Dear Bears,
God will help you when you are afraid.
Love,
Ms. Alana

 - Count the number of letters and words.
 - Ask children what they notice.

HWT (Handwriting Without Tears)

- Review Q page 30. Students trace/write Q second row. Color quilt.
- Use WET-DRY-TRY method to make capital G. Each slate chalkboard is premarked with G. Students watch teacher demonstrate making capital G.
- WET-They will wet little sponge cube. Squeeze it out. Trace the letter with the sponge. Wet finger and trace again.
- DRY-They will crumble a little paper towel. Dry the letter a few times. Gently blow for final drying.
- TRY-take a little chalk bit. Use it to write the letter.
- Students will finger trace the capital G on page 31 first. They will trace/write capital G first row only. Color gumballs and glove. Add baseball to glove.
- Transition song: Get Set for School CD-play "Peanut Butter and Jelly"
- **10:00 Literacy Stations "The Bear Cave"**
- **Read aloud "The Bear" action poem**
- **Letter Sort-** They will sort the letters used with the CAPITAL LETTERS and lower-case letter boards. They will determine how to sort the letters. Give help if needed (Example-sort by tall letters or sort by letters with circles). Once letters are sorted, ask them to explain their rationale to give insight into how they are thinking about letters. (see **Letter Sorts** page)

Clap My Name

- Students are given a set of name cards and four separate "beat" cards-one reads 1, another reads 2, another reads 3, and last one reads 4.
- Students place the "beat" cards on the table.
- Pick up one name card, clap beats and places it under one of the "beat" cards. (For example, Luke is placed under "beat" card labeled 1, Ella is placed under "beat" card labeled 2)

Color Bears

- Color words have been printed on bear shapes.
- Students match a corresponding colored honey pot to the correct color word.

IN MY NAME/IN MY FRIEND'S NAME

- Students are given a sorting board and variety of upper/lowercase letters.
- They choose two names and sort the letters into the correct columns.

Name Lists

- Students use class list to write friends' names with rainbow crayons, glitter crayons, or alphabet stickers.
- Some students choose to write the names, others choose to write one name, draw a picture and give it to that friend.

Miss Bindergarten Goes to Kindergarten activity.

- Cards and pictures are separated A-G, H-M, N-S, T-Z.
- Students spread the letter cards from one bag onto the table.
- Match animal word card to letter card. Raise hand for teacher check.
- Put away cards in that bag and get another bag, following same directions from above.

Sound-O

Students are given a file that has the alphabet chart printed on it. They match pictures according to the beginning sound to the alphabet chart. Students can check their work by turning over the picture and matching the underlined letter to the letter on the alphabet chart.

Small group reading instruction with teacher

Use hand sanitizer eat snack/read from book baskets

- Read aloud (choose book from book bin)
- Centers
- Put name clothespin in hat for drawing out.
- Center time will be divided in half. Students have the choice of free time or “Bear Time” centers first. At the half, cleanup then students will do either free time or “Bear Time” centers.
- Once “Bear Time” centers are completed, students may choose from any available center.
- Free choice centers:
 - Trains
 - Games and puzzles
 - Legos
 - Whiteboard center
 - Playdough center
 - Blocks-marble works
 - Homeliving
- Sand/water-playing in “snow”(dehydrated mashed potatoes) Use cups, spoons, funnels and bowls.

Janice’s focus (art and easel)

Art-wagon wheel pasta snowflakes

Supplies: wax paper, glue, glitter, wagonwheel pasta

Read aloud the section on snowflakes from *A Drop of Water*. Put a puddle of glue onto the center of each child’s wax paper. This represents the “cloud” that forms first. Have children add the center of the snowflake first. From the center, students need to add six points. Once snowflake is completed, sprinkle with glitter. Allow to dry. The wax paper will be cut away and the snowflake will be displayed from the ceiling.

Easel-use blue construction paper with white tempera paint

Daily “Bear Time” Centers

- Pocketchart-5 Little Snowmen
- Magnet Letters-write January words, have teacher check before cleaning up.
- Reading-5 books
- Listening-
 - Do one center above each day in any order.
- Writing-write letters to friends, use alphabet stamps, magna doodles
- Write the Room-3 clipboards with paper-copy words/letters around the room that you know.
- Math-students designed a snowman on Tuesday after reading The Biggest Best Snowman. Each student will measure (using non-standard unit or to the nearest inch) his/her own snowman and record answers on paper.

Weekly “Bear Time” Centers

- Science-make a tin foil boat
 - Supplies: tub of water, tin foil, metal spoon
 - Make a shape from tin foil that you think will float, keeping water out.
 - Draw your design in the science journal.
 - Try to sink it: How many spoonfuls of water will it take?
- Computer

Music/Movement

- Winter Fingerplay

Shared Reading

- Students will read and illustrate “I’m a Little Snowflake” poem.

Writer’s Workshop

- Students will continue to work on Christmas adventure stories or discuss new writing topics. Choose one topic and begin drawing picture.

11:30 Music

12:20 Lunch

- Line up in ABC order, getting ready for the hall song.
- Use restrooms-line up outside the restroom, two boys and two girls at a time.
- Flush, one squirt, lather, rinse, two towels to dry. Line up in designated spot.
- Walk in line in hallway, get lunch boxes, sit at tables, say prayer then eat.
- Play music. Put everything out of the lunch box, putting lunch box under the chair.
- Focus on using good manners, not talking with mouth full of food, please, thank you, asking for help.
- Clean up when you are completely finished eating.
- Put lunch box and green folder into backpack. Zip it up. Wipe mats.
- Read on carpet from book baskets.

Recess- Line up in ABC order, getting ready for the hall song.

- Play outside, coming inside at 1:05 to review the day.

Share Bag

- Say closing prayer. Give goodbye hug, handshake or high five.
- Give treats if all marbles are on the smiley face side.