

Date: Monday, April 29

Classroom Management Plan

- In the Sub folder there is a table with a class list. This is for warnings. Please mark which students are giving you trouble and give them warnings for misbehavior (breaking rules).
 - Rules
 - Following directions – Not listening
 - Keeping body and or objects to themselves – Touching anyone aggressively
 - Treat others the way you want to be treated – Not being respectful
 - Warning System
 - 1= Redirection – reminder to keep the rules
 - 2= Seat away – asked to sit away from the group
 - 3= Class away – asked to sit with Ms. Crawford (the other kindergarten teacher) Classroom rm. 2
 - 4= Office – send to the office (escorted by another student)

Attention Getters

- “Give me five.” – Mouth shut, eyes on teacher, arms still, legs still, listening
- Three claps – Students echo then “give five”

Students

- Students that will need extra help and reminders from you
 - AM Class
 - Angel, Ayden, Henri, Logan, Nicholas A, Noah, Oakley
 - PM Class
 - Alfredo, Brighton, Kaylinn, Kohner, Russ, Omar
- Students who like to chat
 - AM Class
 - Kailey, Noah, Oakley, Shaelyn
 - PM Class
 - Anthony, Brighton, Caitlyn, Kaylinn, Omar, Rhett, Russ
- Students who will help you
 - AM Class
 - Brooks, Carol, Mariel, Olivia, Sara
 - PM Class
 - Adison, Aiyana, Jared, Lais, Lillian, Tai

Where to find what

- The sub folder will include:
 - instruction sheet, lesson plans, parent volunteers, rug chart, class list, warnings chart
- All materials for the day should be out and easily accessible. The students should know where most of these things are so they will let you know.
- If you can't find something look on my desk, next to the computer, on the shelves under the cupboards.
- All books/papers/sheet for lessons should be next to the computer

Support

- There are parent volunteers who come in and will help out during the Welcome Routine and Centers
- I have a TA (Sorina) and SPED teachers (AM Class-Claudia and Jana, PM Class-Val), who will come in and help take groups during Centers
- The other kindergarten teacher is more than willing to help as needed –Rm 2
- On the wall next to the door is a pager button for the office. The black button will call the secretaries and then you can speak on the intercom to them.
- The principal is more than willing to come in if needed. Just page the office and let them know.

Please leave me a note letting me know how they did and what you got done. Thanks for coming to my room!

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AM Class

Times AM Class	Routines and Procedures
Classroom Opens 8:45-9:00	<ol style="list-style-type: none">1. Welcome Routine-Greeting/Wash hands /Question of the day/ Singing<ul style="list-style-type: none">• As the students come in they will need to put their reading bag in the red bin by the door and their Ken Garff reading folder in the yellow bin by the door.• Stand by the door and greet the students. Remind them to wash their hands, pull down chairs, find their name tag and sign their name on the "Question of the Day" board. (Question should just be a simple yes or no answer. Ex: Do you like the cold weather? Do squares have 4 sides? Do you read last night?)• After the students have done those things they will go to the rug and look at a book from the shelf or a previously assigned parent volunteer will come in and read a book with them.
Community Meeting 9:00-9:20	<ul style="list-style-type: none">• When the bell rings take attendance, fill out the slip and have a student take it to the office. (Class list for attendance is in the sub. folder) <ol style="list-style-type: none">1. Daily Message<ul style="list-style-type: none">• Read over daily message on the easel with the students echoing after.Example: Dear Class, 4-29-13 Today our sight word will be /for/ and the letter of the day is /Yy/. Love, Ms. Moffat• Go to the chair in front of the rug and sing a 2-3 familiar songs ("twinkle, twinkle" "ABC" "5 little monkeys jumping on the bed" etc.) <ol style="list-style-type: none">2. Jobs<ul style="list-style-type: none">• Pick students names out of plastic baggies (on the shelf under the job chart) and ask that student which job they would like to do that day. Then place their colored name tag (AM Class-Blue, PM Class-Green) from the black poster board under the chart on that job.3. Calendar<ul style="list-style-type: none">• There is a calendar helper job so look at the "meertasks" job chart on the wall and call on that student to help with calendar.• Sing (to the tune of Addams Family) "Days of the Week"• Fill in the new day on the calendar and have the students repeat "Today is (<u>day of the week</u>), (<u>month</u>), (<u>date</u>).". (EX: "Today is Monday, April 29th.")4. Counts<ul style="list-style-type: none">• Add a straw to the pocket chart on the wall for one more day in school and change the number above the pocket.• Practice writing the number on the easel with the students writing in the air with their "magic fingers".(Materials needed are in the can next to the easel.)<ul style="list-style-type: none">• Fill in the graph chart on the wall with the number.• Add a link to the chain that follows the pattern (The link papers are in a brown envelop on the easel).• Subtract one stick from the red ten's and one's counter cups under the easel white board for one day less in the term.5. Weather<ul style="list-style-type: none">• Send the weather helper to go see what the weather looks like at the recess door.

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	<ul style="list-style-type: none">• Sing “What Will the Weather be Today”• Fill in the weather chart under the daily schedule with what the student reports the weather is like and place the correct picture from the back of the chart on the current day.• Have student read chorally what you wrote. <p>6. Pledge & Stretch</p> <ul style="list-style-type: none">• The student who selects “Pledge” helper will conduct this and pick the stretch for the day.• Have the students stand and say the pledge all together.• Do the stretch all together
<p>Sight Words 9:20-9:30</p>	<p style="text-align: center;"><u>Sight Word Routine</u> Word: <u>for</u></p> <p>Teach/Model: Introduce new sight words: (From daily message) <u>for</u> Guided Practice: Word chant: “Say, say, say, spell, say” Ind. Practice: Practice writing in notebooks word of the day and other sight words for 3 minutes.</p> <p>Materials: Notebooks, tool boxes</p> <ul style="list-style-type: none">• Send the notebook helper and the assistant (student jobs) to put out notebooks and tool boxes.• Pick the sight word from the daily message that isn’t on our word wall yet (word wall is on the cupboards). (You could have the students pick their favorite word in the message) <p>(Materials needed are in the can next to the easel.)</p> <ul style="list-style-type: none">• Write the word on an index card.• Have the students repeat the chant (Ex: “for-for-for-F-O-R-for”)• Send the students to the tables to find their notebooks.• Tape the new sight word on the word wall• Have the students write the new sight word as many times as they can in three minutes.
<p>Literacy 9:30-9:45</p>	<ul style="list-style-type: none">• Return the students to the rug and proceed with lesson• The students know where the materials are for this activity <p>Letter & Sound /Yy/ Objective: Connect letters and sounds</p> <ol style="list-style-type: none">1. Hook/APK: “Head, shoulder...” with beginning sound /Yy/. Today we are going to write /Yy/ on the white boards.2. Teach/Model: Model using white boards to write /Yy /3. Guided Practice: Have a student show what it looks like to get started writing their /Yy/ on the white boards.4. Practice: At the tables the students will write /Yy/’s for 3 minutes5. Close/Assess: Observe table work. Ask guiding questions. Answer student questions. <p>Materials: White boards and dry erase markers and erasers</p>
<p>Writing 9:45-10:00</p>	<ul style="list-style-type: none">• Return the students to the rug and proceed with lesson• The materials needed will be on the shelf next to the red hexagon table. Students know where to get the things they will need (paper from blue basket, writing utensils). <p>Notes to Friends Writing Objective: Students will use a combination of drawing, dictating, and writing to compose an</p>

opinion, narrative, or explanatory piece.

1. Hook/APK: At our “Notes to Friends” table, what are some things we need to remember to always write in our notes?
2. Teach/Model: Discuss the things we need to always put in our notes. On the outside put “To” and “From”. On the inside we need to write a letter. Model writing a letter (like our daily message) and discuss that you can draw pictures as an extra.
3. Guided Practice: Go over the modeled note all together. Have a student model what it would look like to get started writing their note.
4. Independent Practice: Students will go to the tables and write a note to a friend in the class.
5. Close/Assess: Review that we need to be writing in our notes. Ask and answer question.

Materials: Board and markers, paper, writing utensils

Recess
10:00-10:15

(Both you and the other kindergarten teacher will monitor the students outside for 15 minutes)

- Line the students up and send them out quietly.
- Walk all around the playground to insure that the students are being watched (including grassy area)
- When the time is up start a count down from 10 allowing students enough time to gather all toys and get lined up on the wall (there is a timer on my door to help you keep track).
- There is a line leader helper and a door holder helper that will assist the class getting in and out of the room in an orderly fashion

Recess Rules

- Snow, ice, wood chips, grass, leaves, etc. are to remain on the ground
- Students must wear all warm clothes that they were sent to school with (i.e. gloves, hats, boots, coats, jackets, etc.)
- Students stay off the fences and gate
- Students keep bodies to themselves
- Students go down the slides one at a time
- Students start at the black steps to go on the monkey bars
- Students do not walk under the monkey bars or fireman pole
- Students must clean up all toys before they go inside

Math
10:15-10:30

- Return the students to the rug and proceed with lesson
- The materials needed will be on the table next to the computer.

Shapes

Objective: Matching and saying the names of the plane shapes

1. Hook/APK: “I spy something that is a (shape)” Students guess until they have guessed the correct shape. Today we are going to play a matching game.
2. Teach/Model: Explain that we are playing a matching game finding shapes. The students need to name the shapes as they flip them over and they need to take turns. Divide up students, give them a deck of cards and send them to their tables.

	<u>AM Class Teams</u>
Black table:	Angel, Ayden & Braelynn
Yellow table:	Brooks, Cameron, & Carol
Green table:	Henri, Ian, & Isabelle
Blue table:	Kailey, Kamara & Mariel
Red table:	Logan, Marcus & Megan
White table:	Nick A, Nicholas J & Noah

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	<table border="1"> <tr> <td>Rug:</td> <td>Oakley & Olivia</td> </tr> <tr> <td>Rug:</td> <td>Paige, Refugio & Sara</td> </tr> <tr> <td>Rug:</td> <td>Shaelyn, Tyler & Vallerie</td> </tr> </table>	Rug:	Oakley & Olivia	Rug:	Paige, Refugio & Sara	Rug:	Shaelyn, Tyler & Vallerie	<p>3. Guided Practice: Have a team of students show what it looks like to get started playing their game</p> <p>4. Practice: At the tables the students will play their matching game for at least one round.</p> <p>5. Close/Assess: Observe table work. Ask guiding questions. Answer student questions.</p> <p>Materials: Shape matching cards</p> <p>*Please do not use the GO MATH books. Students do have math books and may try to get you to let them use them. Tell them they need to wait for me to do those math lessons.</p>
Rug:	Oakley & Olivia							
Rug:	Paige, Refugio & Sara							
Rug:	Shaelyn, Tyler & Vallerie							
<p>Centers 10:30-11:30</p>	<ul style="list-style-type: none"> • Gather students on rug • The center choices today will be: <ul style="list-style-type: none"> ○ Reading-15 minutes of reading and looking at their book on the rug. You can read aloud to them as a group or with individual students.) ○ Writing-20 minutes of writing the letter of the day /Yy/ sheet. The “meertask” Checker will help pass out papers from the white basket on the shelf next to Dramatic Play center. Explain the paper and help students complete the work as needed. ○ Math-20 minutes of math practice sorting bears (these on the shelf by the recess door. The students will know where they are.) The Checker will help distribute these to the tables. Sorting mats will be on the kidney table by my desk. There are enough for 1 per table. Students will sort and count together at the tables. • Dismiss students to go to each center all together. Sorina (My TA) and Claudia (the SPED teacher) will be pulling groups over to work with them as needed.) • Monitor and wander the room helping students and redirecting where needed. Sorina and a parent will be there to help. 							
<p>Read Aloud 11:30-11:40</p>	<p>***(We are reading Night of the Ninjas. Please <u>don't</u> read this. I need to be present for this book. Tell them I said not until I come back)</p> <ul style="list-style-type: none"> • Pick any picture book from the book shelves to read to the students. • After the story send the students to get their stuff from the cubbies and bring it back to the rug. 							
<p>Community Circle 11:40-11:45</p>	<ul style="list-style-type: none"> • Sit in a circle around the rug. • Pick a student to share their favorite part of the day and then go around the circle letting everyone share. 							
<p>Dismissal 11:45</p>	<ul style="list-style-type: none"> • Line up students to go home. Walk the students out the exit outside by Rm. 1 (our room). • Stay with students outside until they are all picked up. Students who aren't picked up in a timely manner take to the office. (The other kindergarten will be there also.) 							

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PM Class

Times PM Class	Routines and Procedures
Classroom Opens 12:30-12:45	<ol style="list-style-type: none">1. Welcome Routine-Greeting/Wash hands /Question of the day/ Singing<ul style="list-style-type: none">• As the students come in they will need to put their reading bag in the red bin by the door and their Ken Garff reading folder in the yellow bin by the door.• Stand by the door and greet the students. Remind them to wash their hands, pull down chairs, find their name tag and sign their name on the "Question of the Day" board. (Question should just be a simple yes or no answer. Ex: Do you like the cold weather? Do squares have 4 sides? Do you read last night?)• After the students have done those things they will go to the rug and look at a book from the shelf or a previously assigned parent volunteer will come in and read a book with them.
Community Meeting 12:45-1:05	<ul style="list-style-type: none">• When the bell rings take attendance, fill out the slip and have a student take it to the office. (Class list for attendance is in the sub. folder) <ol style="list-style-type: none">1. Daily Message<ul style="list-style-type: none">• Read over daily message on the easel with the students echoing after.Example: Dear Class, 4-29-13 Today our sight word will be /for/ and the letter of the day is /Yy/. Love, Ms. Moffat<ul style="list-style-type: none">• Go to the chair in front of the rug and sing a 2-3 familiar songs ("twinkle, twinkle" "ABC" "5 little monkeys jumping on the bed" etc.)2. Jobs<ul style="list-style-type: none">• Pick students names out of plastic baggies (on the shelf under the job chart) and ask that student which job they would like to do that day. Then place their colored name tag (AM Class-Blue, PM Class-Green) from the black poster board under the chart on that job.3. Calendar<ul style="list-style-type: none">• There is a calendar helper job so look at the "meertasks" job chart on the wall and call on that student to help with calendar.• Sing (to the tune of Addams Family) "Days of the Week"• Fill in the new day on the calendar and have the students repeat "Today is (<u>day of the week</u>), (<u>month</u>), (<u>date</u>).". (EX: "Today is Monday, April 29th.")4. Counts<ul style="list-style-type: none">• Add a straw to the pocket chart on the wall for one more day in school and change the number above the pocket.• Practice writing the number on the easel with the students writing in the air with their "magic fingers".(Materials needed are in the can next to the easel.)<ul style="list-style-type: none">• Fill in the graph chart on the wall with the number.• Add a link to the chain that follows the pattern (The link papers are in a brown envelop on the easel).• Subtract one stick from the red ten's and one's counter cups under the easel white board for one day less in the term.5. Weather<ul style="list-style-type: none">• Send the weather helper to go see what the weather looks like at the recess door.

- Sing “What Will the Weather be Today”
 - Fill in the weather chart under the daily schedule with what the student reports the weather is like and place the correct picture from the back of the chart on the current day.
 - Have student read chorally what you wrote.
6. Pledge & Stretch
- The student who selects “Pledge” helper will conduct this and pick the stretch for the day.
 - Have the students stand and say the pledge all together.
 - Do the stretch all together

Sight Words
1:05-1:15

Sight Word Routine
Word: for

Teach/Model: Introduce new sight words: (From daily message) for
Guided Practice: Word chant: “Say, say, say, spell, say”
Ind. Practice: Practice writing in notebooks word of the day and other sight words for 3 minutes.

Materials: Notebooks, tool boxes

- Send the notebook helper and the assistant (student jobs) to put out notebooks and tool boxes.
- Pick the sight word from the daily message that isn’t on our word wall yet (word wall is on the cupboards). (You could have the students pick their favorite word in the message)

(Materials needed are in the can next to the easel.)

- Write the word on an index card.
- Have the students repeat the chant (Ex: “for-for-for-F-O-R-for”)
- Send the students to the tables to find their notebooks.
- Tape the new sight word on the word wall
- Have the students write the new sight word as many times as they can in three minutes.

Math
1:15-1:30

- Return the students to the rug and proceed with lesson
- The materials needed will be on the table next to the computer.

Shapes
Objective: Matching and saying the names of the plane shapes

1. Hook/APK: “I spy something that is a (shape)” Students guess until they have guessed the correct shape. Today we are going to play a matching game.
2. Teach/Model: Explain that we are playing a matching game finding shapes. The students need to name the shapes as they flip them over and they need to take turns. Divide up students, give them a deck of cards and send them to their tables.

	<u>PM Class Teams</u>
Black table:	Adison, Aiyana & Alfredo
Yellow table:	Anthony, Brighton & Caitlyn
Green table:	Caleb, Carlos & Eli
Blue table:	Emma, Jared, & Jasmine
Red table:	Javan, Kaden & Kaylinn
White table:	Kohner, Kyler & Lais
Rug:	Lillian, Omar & Randon
Rug:	Rhett & Russ
Rug:	Ryan & Tai

3. Guided Practice: Have a team of students show what it looks like to get started playing their game

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	<p>4. Practice: At the tables the students will play their matching game for at least one round. 5. Close/Assess: Observe table work. Ask guiding questions. Answer student questions.</p> <p>Materials: Shape matching cards</p>
<p>Centers 1:30-2:30</p>	<ul style="list-style-type: none">• Gather students on rug• The center choices today will be:<ul style="list-style-type: none">○ Reading-15 minutes of reading and looking at their book on the rug. You can read aloud to them as a group or with individual students.)○ Writing-20 minutes of writing the letter of the day /Yy/ sheet. The “meertask” Checker will help pass out papers from the white basket on the shelf next to Dramatic Play center. Explain the paper and help students complete the work as needed.○ Math-20 minutes of math practice sorting bears (these on the shelf by the recess door. The students will know where they are.) The Checker will help distribute these to the tables. Sorting mats will be on the kidney table by my desk. There are enough for 1 per table. Students will sort and count together at the tables.• Dismiss students to go to each center all together. Sorina (My TA) and Claudia (the SPED teacher) will be pulling groups over to work with them as needed.)• Monitor and wander the room helping students and redirecting where needed. Sorina and a parent will be there to help.
<p>Recess 2:30-2:45</p>	<p>(You will monitor the students outside for 15 minutes)</p> <ul style="list-style-type: none">• Line the students up and send them out quietly.• Walk <u>all</u> around the playground to insure that the students are being watched (including grassy area)• When the time is up start a count down from 10 allowing students enough time to gather all toys and get lined up on the wall (there is a timer on my door to help you keep track).• There is a line leader helper and a door holder helper that will assist the class getting in and out of the room in an orderly fashion <p>Recess Rules</p> <ul style="list-style-type: none">• Snow, ice, wood chips, grass, leaves, etc. are to remain on the ground• Students must wear all warm clothes that they were sent to school with (i.e. gloves, hats, boots, coats, jackets, etc.)• Students stay off the fences and gate• Students keep bodies to themselves• Students go down the slides one at a time• Students start at the black steps to go on the monkey bars• Students do not walk under the monkey bars or fireman pole• Students must clean up all toys before they go inside
<p>Literacy 2:45-3:00</p>	<ul style="list-style-type: none">• Return the students to the rug and proceed with lesson• The students know where the materials are for this activity <p>Letter & Sound /Yy/ Objective: Connect letters and sounds 1. Hook/APK: “Head, shoulder...” with beginning sound /Yy/. Today we are going to write /Yy/ on the white boards.</p>

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	<p>2. Teach/Model: Model using white boards to write /Yy /</p> <p>3. Guided Practice: Have a student show what it looks like to get started writing their /Yy/ on the white boards.</p> <p>4. Practice: At the tables the students will write /Yy/'s for 3 minutes</p> <p>5. Close/Assess: Observe table work. Ask guiding questions. Answer student questions.</p> <p>Materials: White boards and dry erase markers and erasers</p>
<p>Writing 3:00-3:15</p>	<ul style="list-style-type: none">• Return the students to the rug and proceed with lesson• The materials needed will be on the shelf next to the red hexagon table. Students know where to get the things they will need (paper from blue basket, writing utensils). <p>Notes to Friends Writing</p> <p>Objective: Students will use a combination of drawing, dictating, and writing to compose an opinion, narrative, or explanatory piece.</p> <p>1. Hook/APK: At our "Notes to Friends" table, what are some things we need to remember to always write in our notes?</p> <p>2. Teach/Model: Discuss the things we need to always put in our notes. On the outside put "To" and "From". On the inside we need to write a letter. Model writing a letter (like our daily message) and discuss that you can draw pictures as an extra.</p> <p>3. Guided Practice: Go over the modeled note all together. Have a student model what it would look like to get started writing their note.</p> <p>4. Independent Practice: Students will go to the tables and write a note to a friend in the class.</p> <p>5. Close/Assess: Review that we need to be writing in our notes. Ask and answer question.</p> <p>Materials: Board and markers, paper, writing utensils</p>
<p>Read Aloud 3:15-3:25</p>	<p>***(We are reading Pirates Past Noon. Please <u>don't</u> read this. I need to be present for this book. Tell them I said not until I come back)</p> <ul style="list-style-type: none">• Pick any picture book from the book shelves to read to the students.• After the story send the students to get their stuff from the cubbies and bring it back to the rug.
<p>Community Circle 3:25-3:30</p>	<ul style="list-style-type: none">• Sit in a circle around the rug.• Pick a student to share their favorite part of the day and then go around the circle letting everyone share.
<p>Dismissal 3:30</p>	<ul style="list-style-type: none">• Line up students to go home. Walk the students out the exit outside by Rm. 1 (our room).• Stay with students outside until they are all picked up. Students who aren't picked up in a timely manner take to the office.