**M O N D A Y**

**Date:03/08/21**

**8:35 Staggered Entry / Entry Procedures / Soft Start**

\*\*\* Refer to yellow paper: **General Description of Classroom Routines** \*\*\*

**Today’s morning job**: Number matching

**Today’s V.I.P.**

**9:00 Calendar**

\*\*\* Refer to yellow paper: **General Description of Classroom Routines** \*\*\*

**9:15 Literacy**

**Learning Intention**: I can make the sound of the letter U. I can think of words that start with the letter U.

**General Description**: Teacher will introduce the letter U by teaching the jolly phonics song and actions. We will sing it 4 times through. 1st time: teacher sings 1 line, and the students copy that line. 2nd time: teacher sings a few lines, and the students copy. 3rd time: teacher and students sing the full song together. 4th time: students sing with the CD. Teacher will then show the U page in the big book. Students will find things that start with the letter U, point out the character, setting and action. While doing this, teacher will add these words to the U chart. Teacher will ask students if there are any other words that they can think of that start with the letter U and then add them to the U chart.

**Resources Needed:** Jolly Phonics, Big Letter Book, Chart Paper and marker, CD player and

CD, song lyrics.

**Curricular Connection**: Playing with language helps us discover how language works (**Big**

**Idea**). Use sources of information and prior knowledge to make meaning (**Curricular**

**Competencies**). Phonemic and phonological awareness (**Content**).

**FPPL**: Learning involves patience and time

**Assessment**: Class discussion/student participation. (Formative)

**9:30 Music (PREP)**

**10:00 SNACK**

\*\*\* Refer to yellow paper: **General Description of Classroom Routines** \*\*\*

**10:15:** \*\*\* **Finish number book for home reading – print the name of the number on each page and add the corresponding number of stickers and tally mars (6-10)** \*\*\*

**Integrated Studies: Science**

**Learning Intention**: I can make observation

**General Description**: Teacher will have students gathered around a table. Ones in the front are kneeling on the ground so that the ones in the back can see. Teacher will fill a jar up with water. Teacher will then spray the shaving cream onto the surface of the water line a “cloud”. Teacher will then drop the food colouring on the top of the shaving cream. Students will watch the experiment (rain cloud in a jar). Teacher will then have the students draw their observations on the worksheet.

**Resources Needed**: Jar, Water, Shaving Cream, Blue Food Colouring and the Worksheet.

**Curricular Connection**: Daily and seasonal changes affect all living things (**Big Ideas**). Demonstrate curiosity and a sense of wonder about the world

Make exploratory observations using their senses (**Curricular Content**). Weather changes. Seasonal changes (**Content**).

**FPPL**: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

**Assessment**: Observation’s worksheet

**10:45 Recess with Div. 2**

\*\*\* Refer to yellow paper: **General Description of Classroom Routines** \*\*\*

**11:00 Math**

\*\*\* Refer to formal lesson plan (Observed lesson)

**11:30 Gym**

**Learning Intention**: I can play safely, fairly and follow the rules. I can participate in physical exercise.

**General Description**: Teacher will take students to the gym (sanitize and line up – V.I.P in front, no talking in the hall. \*teacher will sing hallway song\*). Once in the gym, students will run laps as warm-up, then teacher will call them to the centre and students will follow V.I.P. who will give stretches. Teacher will grab the scoops and balls and allow free play. Teacher will then blow the whistle and get students to pair up with a partner (teacher makes the partners) and they will pass back and forth (teacher will demonstrate this with the V.I.P.).

**Resources Needed:** Scoops and balls

**Curricular Connection**: Daily physical activity helps us develop movement skills and physical literacy and is an important part of healthy living (**Big Idea**). Participate daily in physical activity at moderate to vigorous intensity levels. Develop and demonstrate safety, fair play, and leadership in physical activities (**Curricular Competencies**). How to participate in different types of physical activities (**Content**).

**FPPL**: Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.

**Assessment:** Teacher will be making sure students are participating and playing safely. (Formative)

**12:00 Lunch**

\*\*\* Refer to yellow paper: **General Description of Classroom Routines** \*\*\*

**12:18 Lunch Recess**

\*\*\* Refer to yellow paper: **General Description of Classroom Routines** \*\*\*

**12:48 Rest & Read / Show & Tell**

\*\*\* Refer to yellow paper: **General Description of Classroom Routines** \*\*\*

**1:25 Centres**

\*\*\* Refer to yellow paper: **General Description of Classroom Routines** \*\*\*

**2:00 Storytime (if time) / End of Day Routine**

\*\*\* Refer to yellow paper: **General Description of Classroom Routines** \*\*\*

**2:15 – 2:25 Staggered Dismissal**

\*\*\* Refer to yellow paper: **General Description of Classroom Routines** \*\*\*