

Daily Schedule

Time	Monday	
8:50 - 9:00	Entry	
	<ul style="list-style-type: none"> Students line up in front of the outer school doors and wait for teacher to lead them into the school Line up outside classroom and teacher briefly goes over the next steps before everyone goes inside Students hang up coats and other belongings in their cubbies, and do a backpack check to see if they have anything to give to the teacher (forms, library books, etc.) Students write their name on one of the blank cards on the front table, and place their cards under the "yes" or "no" columns under the Daily Question 	
9:00 - 9:15	Motivation for Literacy	Silent Reading
	Print Awareness	Objective: Encourage students to develop a motivation for reading and the opportunity to build early reading skills, while the teacher assesses their reading levels
	Oral Language	<ul style="list-style-type: none"> Students find a book in the classroom that they want to read, then find any spot in the classroom to quietly read for 15 min. Books can be selected from the book wall or from individualized book bins
	Assessment	<ul style="list-style-type: none"> Students can use special reading wands (located in a small jar in the classroom) to help them track each word on the page as they read Teacher engages in one-on-one reading with one or two students, completing informal running records for assessment
9:15 - 9:25	Motivation for Literacy	Special Helper/Attendance
	Phonemic Awareness	Objective: Every morning a new Special Helper is identified in the class, giving students turns to collect the attendance and lead line-ups throughout the day

Vocabulary

Concepts of Print
Writing
Conventions

- Teacher takes attendance with students
- Teacher points to the student chart where the Special Helper of the day is selected using a coloured clothespin.
- Students identify the Special Helper of the Day by reading the name beside the clothespin. Teacher can assist with sounding out different sounds in the name.
- Special Helper takes the attendance folder and chooses a buddy to go with him/her to the office

Morning Message

Objective: Give students practice in reading, and becoming familiarized with words and sounds that they see and hear every morning

- Students sit on the carpet, facing the white board easel
- A morning message is written on the easel with missing letters and words
- Missing letters are at the beginning or end of words, to demonstrate that phonemes can be isolated at any part of a word, but not at the middle of a word - vowel insertion is likely too advanced for Stage 0 of literacy
- Teacher reads through morning message with errors and missing words/letters, stopping at each sentence so that students can figure out what is missing
- Students help fill in the morning message with the correct letters and words, either by writing it on the board using a marker, or by sticking a sight word on using a magnet
- Can introduce a new sight word in the morning message and add it to the word wall

**9:25 -
9:35**

Phonemic
Awareness

Letter Sounds and
Phonics

Daily Activity

Objective: To give students a simple task or challenge that they can work on throughout the day during learning centres

Letter of the Week

- Introduce a new letter of the week, "K", and

teach students the sound that letter makes (can use a letter song to introduce this letter and have students sing along)

- Model how to write the letter in uppercase and lowercase, and have students come up and try it
- Take out the Sound Bin with objects that start with K
- Have students come up one at a time and pick an object out of the bin. They can then identify what the name of that object is, and determine whether it starts with a /k/ sound. Students can sing the letter song: "Key! Key! Key starts with /k/!"
- Encourage students to practice writing the letter K at the writing centre, and see what other objects they can find in the sound bin that start with K.

9:35 - 10:15 Learning Centres

Objective: To encourage students to work on different activities in the classroom, both independently and collaboratively, developing academic and social skills

- Following circle time, teacher assigns students to each centre
- Students can play at their assigned centre for a while before rotating to other centres as they choose
- There is a limit to the number of students allowed in each centre at a time; Students must read the number limit sign in front of each centre and determine if there is enough space for them to play there
- Students can alternate to work on their daily activity (Building Letter Wands) during learning centre time. Students who have not completed this activity throughout the day will be called by the teacher to finish it.

10:15 - 10:30 Read-Aloud

Motivation for Literacy

Objective: To model reading strategies, and encourage enthusiasm/motivation for reading.

Print Awareness/Concepts of Print

"A Hungry Caterpillar" - by Eric Carle

Reading Comprehension

- Show students the cover and ask what they think the book will be about
- Read the title and ask what they think the book will be about

Vocabulary

- As you read, have students make predictions about what the hungry
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Knowledge Building

Spelling and Word Study

Writing Conventions

caterpillar will eat next, and how many items he will eat next

- During reading, help students identify patterns in the book - "Is he eating more food or less food as we turn the pages? Can you count how many apples he has eaten on this page? Let's count together!"
- Follow-up Activity: Ask students to draw a picture of their favourite part of the story, and write a description of it below. (This can be done during learning centre time, at the writing centre)
- Model this activity using a template - Show students that they can first draw a picture in the box. Follow by writing a sentence to describe the picture. When modeling writing, sound out each of the sounds in a word, focusing on writing down the corresponding letters instead of focusing on the correct spelling. At this stage, it is more important to teach grapheme-to-phoneme correspondence than focus on spelling.

10:30- Learning Centres

10:45

Objective: To encourage students to work on different activities in the classroom, both independently and collaboratively, developing academic and social skills

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- Students can play at their assigned centre for a while before rotating to other centres as they choose
- There is a limit to the number of students allowed in each centre at a time; Students must read the number limit sign in front of each centre and determine if there is enough space for them to play there

Students can alternate to work on their daily activity (Building Letter Wands, Favourite Part of Book) during learning centre time. Students who have not completed this activity throughout the day will be called by the teacher to finish it.

10:45 - Outdoor Time

11:30

Objective: Have students engage in physical activity outdoors, to relieve pent up energy and play cooperatively with peers.

- Teacher can lead cooperative exercises, such as "Hula Hoop pass"
- Students are asked to form a large circle and hold hands
- The hula hoop starts from where the teacher is, and must be moved around the circle using body movements
- The circle cannot break, but students are encouraged to cheer for their peers and give helpful strategies for moving the hula hoop
- Following an initial exercise, students can engage in free play on the playground

11:30 - Lunch

12:30

12:30 - Math

1:20

Objective: Introduce the concept of sorting by different attributes, such as colour and size

- Have students sit in a wide circle on the carpet
- Place two hula hoops in the middle of the circle
- Place blocks of different colours and sizes in a group, preferably near the teacher so that he/she can facilitate
- Introduce the concept of sorting - "Sometimes we organize things. These can be things in our bedrooms, things in our kitchen, or even things in our classroom. There are many different ways to sort objects into different groups. What are some ways that you sort things?"
- Facilitate discussion with students about things that they can sort
- Demonstrate by placing green coloured blocks in one hoop, and red coloured blocks in the other hoop
- Ask students if they can explain how you sorted these blocks
- Have some students come up and see if they can sort the blocks in different ways
- Discuss how the objects are sorted each time. Are they sorted by colour? By size? By shape?
- Encourage the students to try sorting different things at the math centre during learning centres time
- Spend the remainder of the period with learning centres time, with some students going to the math centre to work on their sorting
- Math centre will already be prepared with assorted buttons, and math templates will be used to assess student work: Math templates will have two circles. Students will be asked to sort buttons into two groups, and then draw these buttons into the circles on the paper. They will then be asked to write the number of buttons in each group, under each circle.

1:20 - Music

2:00

Students will learn concepts in music from the speciality Teacher in the

Music Room.

Teacher Prep:

- Teacher organizes running record and checklist assessments from the day, updating student files
- Prepares materials for math sorting activity at the learning centres: photocopying worksheet templates with two circle outlines, and placing coloured blocks on the table
- Prepares materials for Library/Computer period: Books for Library

2:00 - Learning Centres

2:15

Objective: To encourage students to work on different activities in the classroom, both independently and collaboratively, developing academic and social skills

- Following circle time, teacher assigns students to each centre
- Students can play at their assigned centre for a while before rotating to other centres as they choose
- There is a limit to the number of students allowed in each centre at a time; Students must read the number limit sign in front of each centre and determine if there is enough space for them to play there

Students can alternate to work on their daily activity (Building Letter Wands, Favourite Part of Book) or their Math activity during learning centre time. Students who have not completed these activities throughout the day will be called by the teacher to finish it.

2:15 - Learning Centres

2:55

Objective: To encourage students to work on different activities in the classroom, both independently and collaboratively, developing academic and social skills

- Following circle time, teacher assigns students to each centre
- Students can play at their assigned centre for a while before rotating to other centres as they choose
- There is a limit to the number of students allowed in each centre at a time; Students must read the number limit sign in front of each centre and determine if there is enough space for them to play there

Students can alternate to work on their daily activity (Building Letter Wands, Favourite Part of Book) or Math activity during learning centre time. Students who have not completed this activity throughout the day will be called by the teacher to finish it.

2:55 -

Computers/Library

Motivation for

3:20	Literacy Concepts of Print	Objective: Teach a mini lesson about book covers, and give students the opportunity to identify different authors and illustrators in books
	Knowledge Building	<ul style="list-style-type: none"> • Have students sit on the carpet • Show students the book, "Brown Bear, Brown Bear, What do you see?" • Ask them if they know who wrote the book, and who drew the pictures • Is it the same person? • Explain that the words in a book are usually written by one person, and the pictures in that same book are drawn by another person: it is a two-person job! • "What is the writer of a book called?" - The Author • "What do we call the person who draws the pictures?" - The Illustrator • Ask them if they know where we can find the names of the author and illustrator on the book. Would we look inside the book? At the back of the book? At the front? • Show them the cover of "Brown Bear, Brown Bear, What do you see?" and point to the names of the author and illustrator. The author is Bill Martin Jr. and the illustrator is Eric Carle. • Show students a second book, "Where the Wild Things Are," and have them identify where the author and illustrator's names are located. • Encourage students to look for the author and illustrator when they look for books that they would like to borrow from the library • Spend the remainder of the period letting students browse books and select one or two library books to borrow for the week.

Time	Tuesday
8:50 - 9:00	<p data-bbox="334 1562 415 1593">Entry</p> <ul style="list-style-type: none"> • Students line up in front of the outer school doors and wait for teacher to lead them into the school • Line up outside classroom and teacher briefly goes over the next steps before everyone goes inside • Students hang up coats and other belongings in their cubbies, and do a backpack check to see if they have anything to give to the teacher (forms, library books, etc.)

- Students write their name on one of the blank cards on the front table, and place their cards under the "yes" or "no" columns under the Daily Question

9:00 - 9:15	Motivation for Literacy	Silent Reading
	Print Awareness/Concepts of Print	Objective: Encourage students to develop a motivation for reading and the opportunity to build early reading skills, while the teacher assesses their reading levels
	Oral Language	<ul style="list-style-type: none"> • Students find a book in the classroom that they want to read, then find any spot in the classroom to quietly read for 15 min. • Books can be selected from the book wall or from individualized book bins • Students can use special reading wands (located in a small jar in the classroom) to help them track each word on the page as they read • Teacher engages in one-on-one reading with one or two students, completing informal running records for assessment
	Assessment	

9:15 - 9:25	Motivation for Literacy	Special Helper/Attendance
	Writing Conventions	Objective: Every morning a new Special Helper is identified in the class, giving students turns to collect the attendance and lead line-ups throughout the day
	Phonemic Awareness	<ul style="list-style-type: none"> • Teacher takes attendance with students • Teacher points to the student chart where the Special Helper of the day is selected using a coloured clothespin. • Students identify the Special Helper of the Day by reading the name beside the clothespin. Teacher can assist with sounding out different sounds in the name.
	Letter Sounds and Phonics	
	Spelling and Word Study	Special Helper takes the attendance folder and chooses a buddy to go with him/her to the office
		Morning Message
		Objective: Give students practice in reading, and

becoming familiarized with words and sounds that they see and hear every morning

- Students sit on the carpet, facing the white board easel
- A morning message is written on the easel with missing letters and words
- Missing letters are at the beginning or end of words, to demonstrate that phonemes can be isolated at any part of a word, but not at the middle of a word - vowel insertion is likely too advanced for Stage 0 of literacy
- Teacher reads through morning message with errors and missing words/letters, stopping at each sentence so that students can figure out what is missing
- Students help fill in the morning message with the correct letters and words, either by writing it on the board using a marker, or by sticking a sight word on using a magnet

**9:25 -
9:35**

Daily Activity

Phonemic Awareness

Objective: To give students a simple task or challenge that they can work on throughout the day during learning centres

Letter Sounds and
Phonics

Poem of the Week/Rhyming Word

Spelling and Word
Study

- Show poem on the board, and read through it, emphasizing words at the end of each line that rhyme

"The snow fell gently all the night

It made a blanket soft and white

It covered houses, flowers, and ground

But did not make a single sound"

- "There are words in this poem that sound the same. Can you figure out what they are?"
 - Re-read the first two lines, heavily emphasizing "night" and "white"
 - Ask students if they can find the two words that sound similar
 - Explain that "night" and "white" are rhyming words. Rhyming words are words that sound
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the same, but they might have different sounds or letters at the beginning.

- Write down other rhyming word pairs on the board: Cat - Hat, Frog - Log, Sink - Pink
- Encourage students to have fun making their own rhyming words at the letter centre (materials will already be prepared and placed at the table, with cut-outs of rhyming word pairs. Each pair will match in colour.)

9:35 - Learning Centres
10:15

Objective: To encourage students to work on different activities in the classroom, both independently and collaboratively, developing academic and social skills

- Following circle time, teacher assigns students to each centre
- Students can play at their assigned centre for a while before rotating to other centres as they choose
- There is a limit to the number of students allowed in each centre at a time; Students must read the number limit sign in front of each centre and determine if there is enough space for them to play there
- Students can alternate to work on their daily activity (Rhyming Words) during learning centre time. Students who have not completed this activity throughout the day will be called by the teacher to finish it.

10:15 - Read-Aloud

10:30 Motivation for Literacy

Objective: To model reading strategies, and encourage enthusiasm/motivation for reading.

Knowledge Building

Concepts of Print

"Brown Bear, Brown Bear, What do you See?" - by Bill Martin Jr.

Writing conventions

- Show students the cover and ask what they think the book will be about
- Read the title and ask what they think the book will be about
- As you read, have students make predictions about what animal will be on the next page, and what colour it might be
- During reading, help students identify patterns in the book - Every page has a similar beginning, so we can all read together! "Brown Bear, Brown Bear, What do you see? I see a _____ looking at me."

Phonemic Awareness

- Follow-up Activity: Ask students to draw
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a picture of their favourite animal in the story, and write a description of it below. (This can be done during learning centre time, at the writing centre)

- Model follow-up activity for students on template

10:30- Learning Centres

10:45

Objective: To encourage students to work on different activities in the classroom, both independently and collaboratively, developing academic and social skills

- Following circle time, teacher assigns students to each centre
- Students can play at their assigned centre for a while before rotating to other centres as they choose
- There is a limit to the number of students allowed in each centre at a time; Students must read the number limit sign in front of each centre and determine if there is enough space for them to play there

Students can alternate to work on their daily activity (Rhyming Words, Favourite Part of Book) during learning centre time. Students who have not completed this activity throughout the day will be called by the teacher to finish it.

10:45 - Outdoor Time

11:30

Objective: Have students engage in physical activity outdoors, to relieve pent up energy and play cooperatively with peers.

- Teacher leads cooperative exercise: "Parachute"
- Teacher places parachute on the ground. Students are asked to form a large circle around the parachute
- Select students one at a time to stand in the middle of the parachute, and have everyone else bring the sides of the parachute up and down.
- Bring more and more students into the middle of the parachute: What happens when we bring more people in the middle? Can we still lift the parachute?
- Have students think about and discuss why sometimes, we need rules to play a game. Rules make sure that the game is fun. Not everyone will get a turn, but we are always happy for our friends and cheer them on when they get picked.
- Following an initial exercise, students can engage in free play on the playground

11:30 - Lunch

12:30

12:30 - Math

1:20

Objective: Build on the concept of sorting by different attributes, using new objects

- Have students sit in a wide circle on the carpet
- Place two hula hoops in the middle of the circle
- Ask students if they remember what they did yesterday with the hula hoops (prompting background knowledge through recall)
- Have discussion about what we learned about sorting - what kinds of things can we sort? How can we sort them? By colour? How else can we sort them?
- Ask students to explain how they sorted the buttons during yesterday's math centre workshop
- Place toys on the carpet - these will include cars, people, and animal toys
- Ask students if they can sort these toys, and how they would sort them
- Have some students come up and see if they can sort the toys in different ways
- Discuss how the objects are sorted each time. Are they sorted by colour? By size? By shape? Do we have to sort them by people and animals? What if we want to sort just the cars?
- Encourage the students to try sorting different things at the math centre during learning centres time
- Spend the remainder of the period with learning centres time, with some students going to the math centre to work on their sorting
- Math centre will already be prepared with assorted stickers, and math templates will be used to assess student work: Math templates will have two circles. Students will be asked to sort stickers into two groups, and then stick these stickers inside of the circles on the paper. They will then be asked to count and write down the number of stickers in each circle.

1:20 - Learning Centres

2:00

Objective: To encourage students to work on different activities in the classroom, both independently and collaboratively, developing academic and social skills

- Following circle time, teacher assigns students to each centre
- Students can play at their assigned centre for a while before rotating to other centres as they choose
- There is a limit to the number of students allowed in each centre at a time; Students must read the number limit sign in front of each centre and determine if there is enough space for them to play there
- Students can alternate to work on their daily activity (Favourite Part of Book) or their Math activity during learning centre time. Students who have not completed these activities throughout the day will be called by the teacher to finish it.

2:00 - Science

2:15

Objective: Teaching students to form descriptions, observations, and predictions about natural phenomena

- Show students a plastic box covered with a sheet. Ask them to carefully hold the box (without removing the sheet) and guess what is inside
- Have discussion about making predictions based on what we already know.
- Students can make predictions based on how light/heavy it is, or how it might smell
- Remove the sheet and show students the larvae inside the plastic box. Ask them what they think these are.
- Place box at the science/investigation centre with magnifying glasses, and ask students to go investigate these things during learning centre time.
- Additionally, students can be asked to write down their ideas on a provided template ,where they can draw a picture of what the organism looks like right now, and write a few words describing the picture. They can also draw a picture of what they think the organism will look like tomorrow, and write down their prediction in words below.
- Spend remainder of period in learning centres

2:15 - Health and Physical Education

2:55

Students will learn skills in movement and cooperation from the Health and Phys.Ed Teacher in the Gym.

Teacher Prep:

- Teacher organizes running record and checklist assessments from the day, updating student files
- Prepares materials for math sorting activity at the learning centres: photocopying worksheet templates with two circle outlines, and placing coloured blocks on the table
- Prepares materials for next day (literacy artifacts for drama centre)

2:55 - Learning Centres

3:20

Objective: To encourage students to work on different activities in the classroom, both independently and collaboratively, developing academic and social skills

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-

time; Students must read the number limit sign in front of each centre and determine if there is enough space for them to play there

- Students can alternate to work on their daily activity (Rhyming Words, Favourite Part of Book) or their Math activity during learning centre time. Students who have not completed these activities throughout the day will be called by the teacher to finish it.

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8:50 - 9:00	Entry	<ul style="list-style-type: none"> • Students line up in front of the outer school doors and wait for teacher to lead them into the school • Line up outside classroom and teacher briefly goes over the next steps before everyone goes inside • Students hang up coats and other belongings in their cubbies, and do a backpack check to see if they have anything to give to the teacher (forms, library books, etc.) • Students write their name on one of the blank cards on the front table, and place their cards under the "yes" or "no" columns under the Daily Question
9:00 - 9:15	Motivation for Literacy	Silent Reading
	Print Awareness/Concepts of Print	<p>Objective: Encourage students to develop a motivation for reading and the opportunity to build early reading skills, while the teacher assesses their reading levels</p> <ul style="list-style-type: none"> • Students find a book in the classroom that they want to read, then find any spot in the classroom to quietly read for 15 min. • Books can be selected from the book wall or from individualized book bins • Students can use special reading wands (located in a small jar in the classroom) to help them track each word on the page as they read • Teacher engages in one-on-one reading with
	Oral Language	
	Assessment	

one or two students, completing informal running records for assessment

9:15 -

Special Helper/Attendance

9:25

Motivation for Literacy

Phonemic Awareness

Spelling and Word Study

Objective: Every morning a new Special Helper is identified in the class, giving students turns to collect the attendance and lead line-ups throughout the day

- Teacher takes attendance with students
- Teacher points to the student chart where the Special Helper of the day is selected using a coloured clothespin.
- Students identify the Special Helper of the Day by reading the name beside the clothespin. Teacher can assist with sounding out different sounds in the name.
- Special Helper takes the attendance folder and chooses a buddy to go with him/her to the office

Morning Message

Objective: Give students practice in reading, and becoming familiarized with words and sounds that they see and hear every morning

- Students sit on the carpet, facing the white board easel
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- Students help fill in the morning message with the correct letters and words, either by writing it on the board using a marker, or by sticking a sight word on using a magnet

9:25 -

Daily Activity

9:35

Motivation for Literacy

Concepts of

Objective: To give students a simple task or challenge that they can work on throughout the day during learning centres

Print

Knowledge
Building

Literacy in the Drama Centre

Oral Language

- Hold a discussion about what kinds of things we can do in the drama centre, which is currently a restaurant. Ask students for their ideas: We can write menus, we can give bills, we give customers their food on plates, we need utensils
- Do we need prices for our food? Could we make a sign to show our customers what our prices are?
- How will our customers know how much they have to pay after a meal? Can we write them a bill?
- Encourage students to have work on writing their own signs, menus, and bills at the drama centre (materials will already be prepared and placed at the table)

**9:35 -
10:15**

Learning Centres

Objective: To encourage students to work on different activities in the classroom, both independently and collaboratively, developing academic and social skills

- Following circle time, teacher assigns students to each centre
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- Students can alternate to work on their daily activity (Menus) during learning centre time.

**10:15 -
10:30**

Motivation for
Literacy

Read-Aloud

Objective: To model reading strategies, and encourage enthusiasm/motivation for reading.

Concepts of Print

Knowledge
Building

"Grumpy Bird" - Jeremy Tankard

Phonemic
awareness

- Show students the cover and ask what they think the book will be about
- Read the title and ask what they think the book will be about
- As you read, have students make predictions about what animal will be on the next page, and what colour it might be

Writing

Conventions

- During reading, help students identify patterns in the book
- Follow-up Activity: Ask students to draw a picture of something that makes them grumpy, and write a description of it below. (This can be done during learning centre time, at the writing centre)

10:30- Learning Centres

10:45

Objective: To encourage students to work on different activities in the classroom, both independently and collaboratively, developing academic and social skills

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Students can alternate to work on their daily activity (Rhyming Words, Favourite Part of Book) during learning centre time. Students who have not completed this activity throughout the day will be called by the teacher to finish it.

10:45 - Outdoor Time

11:30

Objective: Have students engage in physical activity outdoors, to relieve pent up energy and play cooperatively with peers.

- Teacher leads cooperative exercise: "Parachute"
- Teacher places parachute on the ground. Students are asked to form a large circle around the parachute
- Select students one at a time to stand in the middle of the parachute, and have everyone else bring the sides of the parachute up and down.
- Bring more and more students into the middle of the parachute: What happens when we bring more people in the middle? Can we still lift the parachute?
- Have students think about and discuss why sometimes, we need rules to play a game. Rules make sure that the game is fun. Not everyone will get a turn, but we are always happy for our friends and cheer them on when they get picked.
- Following an initial exercise, students can engage in free play on the playground

11:30 - Lunch

12:30

12:30 - Math

1:20

Objective: Teaching students to measure using different units of measurement

- Have students sit in a circle on the carpet
- lay down an object in the middle: a whale toy
- Ask students how long the whale is? How can we tell how long it is? Can we just use our hands and say it is this long? Would other people be able to understand exactly how long the whale is?
- Explain that we use units to measure the size of different objects
- Place blocks on the floor, and toothpicks
- Demonstrate how to measure the size of the whale using blocks as the unit and promote discussion along the way - Can we leave spaces between the blocks or do they have to be side-by-side? Can we use blocks and toothpicks together? Let's count the number of units we have.
- Bring another toy and ask one or two students to demonstrate how to measure this toy using either blocks or toothpicks. Count the number of units each time. Are they the same number when we use both units?
- Have students work on measuring their shoe using blocks at the math centre during learning centre time (A template will be provided for students to write down how many block units their shoe was in length. This can be used for assessment purposes by the teacher.)

1:20 - Music

2:00

Students will learn concepts in music from the speciality Teacher in the Music Room.

Teacher Prep:

- Teacher organizes running record and checklist assessments from the day, updating student files
- Prepares materials for upcoming Art period

2:00 - Learning Centres

2:15

Objective: To encourage students to work on different activities in the classroom, both independently and collaboratively, developing academic and social skills

- Following circle time, teacher assigns students to each centre
 - Students can play at their assigned centre for a while before rotating to other centres as they choose
 - There is a limit to the number of students allowed in each centre at a
-

time; Students must read the number limit sign in front of each centre and determine if there is enough space for them to play there

- Students can alternate to work on their daily activity (Favourite Part of Book) or their Math activity during learning centre time. Students who have not completed these activities throughout the day will be called by the teacher to finish it.

2:15 - Art
2:55

Objective: Teaching students to use different materials to create artwork

- Talk about the Winter season - What are some of the things that we see outside in the winter? Prompt for a response that includes snow.
- What is snow made of? When water droplets freeze, they turn into little snowflakes, and these snowflakes group together to create all the layers of snow that we see outside
- Did you know that all snowflakes are different? Just like each and every one of us is unique, each snowflake has a unique shape.
- Today, we are going to make our own unique snowflakes!
- Show students the different materials that will be available for their snowflake art - construction paper, cotton, glitter glue, paint, pipe cleaners, confetti
- Model one way to make a snowflake on top of black construction paper --> glue cotton in a circle in the middle, and add pipe cleaners on the edges.
- Explain to students that they do not have to use all of the materials, but using more than one material will make their artwork look more creative and unique
- Students will take turns working on their snowflake art during learning centre time

2:55 - Learning Centres
3:20

Objective: To encourage students to work on different activities in the classroom, both independently and collaboratively, developing academic and social skills

- Following circle time, teacher assigns students to each centre
 - Students can play at their assigned centre for a while before rotating to other centres as they choose
 - There is a limit to the number of students allowed in each centre at a time; Students must read the number limit sign in front of each centre and determine if there is enough space for them to play there
 - Students can alternate to work on their daily activity or their Math activity during learning centre time. Students who have not completed these activities throughout the day will be called by the teacher to finish it.
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Time	Thursday
8:50-9:00	<p>Entry</p> <ul style="list-style-type: none"> • Students line up in front of the outer school doors and wait for teacher to lead them into the school • Line up outside classroom and teacher briefly goes over the next steps before everyone goes inside • Students hang up coats and other belongings in their cubbies, and do a backpack check to see if they have anything to give to the teacher (forms, library books, etc.) • Students write their name on one of the blank cards on the front table, and place their cards under the "yes" or "no" columns under the Daily Question
9:00 - 9:15	<p>Silent Reading</p> <p>Motivation for Literacy</p> <p>Concepts of Print</p> <p>Oral Language</p> <p>Assessment</p> <p>Objective: Encourage students to develop a motivation for reading and the opportunity to build early reading skills, while the teacher assesses their reading levels</p> <ul style="list-style-type: none"> • Students find a book in the classroom that they want to read, then find any spot in the classroom to quietly read for 15 min. Books can be selected from the book wall or from individualized book bins • Students can use special reading wands (located in a small jar in the classroom) to help them track each word on the page as they read <p>Teacher engages in one-on-one reading with one or two students, completing informal running records for assessment</p>
9:15 - 9:25	<p>Special Helper/Attendance</p> <p>Motivation for Literacy</p> <p>Phonemic Awareness</p> <p>Spelling and Word Study</p> <p>Writing Conventions</p> <p>Objective: Every morning a new Special Helper is identified in the class, giving students turns to collect the attendance and lead line-ups throughout the day</p> <ul style="list-style-type: none"> • Teacher takes attendance with students • Teacher points to the student chart where the Special Helper of the day is selected using a coloured clothespin. • Students identify the Special Helper of the Day by reading the name beside the clothespin. Teacher can assist with sounding out different sounds in the name. <p>Special Helper takes the attendance folder and</p>

chooses a buddy to go with to the office.

Morning Message

Objective: Give students practice in reading, and becoming familiarized with words and sounds that they see and hear every morning

- Students sit on the carpet, facing the white board easel
- A morning message is written on the easel with missing letters and words
- Missing letters are at the beginning or end of words, to demonstrate that phonemes can be isolated at any part of a word, but not at the middle of a word - vowel insertion is likely too advanced for Stage 0 of literacy
- Teacher reads through morning message with errors and missing words/letters, stopping at each sentence so that students can figure out what is missing

Students help fill in the morning message with the correct letters and words, either by writing it on the board using a marker, or by sticking a sight word on using a magnet

**9:25 -
9:35**

Knowledge Building
Motivation for Literacy
Writing Conventions
Phonemic Awareness

Daily Activity:

- Hold a brief discussion about the larvae that we explored two days ago. What does it look like now?
 - Ask students to use words to describe what it looks like, and how it changed from when they first saw it.
 - What do they think is happening to it? What do they predict will happen over the next few days? Will it continue to change?
 - Ask students to explore these questions at the investigation centre, and use the templates provided to draw a picture of what they see or predict, and some words to describe it.
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- Model how to write on a template, sounding out letters as you write (Focus more on writing down the letters that match with the sounds, rather than worrying about the correct spelling of a word when modeling.)

9:35 - 10:15 Learning Centres

Objective: To encourage students to work on different activities in the classroom, both independently and collaboratively, developing academic and social skills

- Following circle time, teacher assigns students to each centre
 - Students can play at their assigned centre for a while before rotating to other centres as they choose
 - There is a limit to the number of students allowed in each centre at a time; Students must read the number limit sign in front of each centre and determine if there is enough space for them to play there
- Students can alternate to work on their daily activity (Science Investigation) or their Math activity during learning centre time. Students who have not completed these activities throughout the day will be called by the teacher to finish it.

10:15 - 10:30

Read-Aloud

Motivation for Literacy

Objective: To model reading strategies, and encourage enthusiasm/motivation for reading.

Conventions of Print

Knowledge Building

Vocabulary

"Mattland" - Hazel Hutchins, Dusan Petricic, Gail Herbert

- Show students the cover and ask what they think the book will be about
- Read the title and ask what they think the book will be about
- As you read, have students make predictions about what Matt will do next
- During reading, help students identify the strategies that Matt uses to make his Mattland - he uses sticks to create lines, and uses rocks to create mountains
- Follow-up Activity: Students can create

their own Mattlands outside during
Outdoor Time

10:30 - Outdoor Time

10:45

- Lead students outside, and have everyone stand in a circle to listen to instructions
- Students will work in groups of 3 to create their own Mattlands on the ground
- Each group will get a hula hoop placed on the ground, within which they can create their Mattlands. Their Mattlands cannot go outside of the hula hoop.
- Encourage students to use the techniques that Matt used in the book, and try to create different things in their land. Will you include trees? A forest? What will you use to make your forest? Will you create a city? Will there be a river?
- Ask students to only use objects that they find on the ground - We cannot pull branches or leaves from a tree because we do not want to hurt trees or plants.
- Give students 15 minutes to create their Mattlands (this time will go into the regularly scheduled Learning Centres time.)
- Following the 15 minutes, go around and visit each of the Mattlands and have students explain what is in their Mattlands. Take pictures on the iPad.. These pictures can be glued into their journals afterward, and students can write about their Mattlands.

10:45- Learning Centres

11:30

Objective: To encourage students to work on different activities in the classroom, both independently and collaboratively, developing academic and social skills

- Following circle time, teacher assigns students to each centre
 - Students can play at their assigned centre for a while before rotating to other centres as they choose
 - There is a limit to the number of students allowed in each centre at a time; Students must read the number limit sign in front of each centre and determine if there is enough space for them to play there
- Students can alternate to work on their daily activity (Favourite Part of Book) or their Math activity during learning centre time. Students who have not completed these activities throughout the day will be called by the teacher to finish it.

11:30 - Lunch

12:30

12:30 - Math

1:20

Objective: To have students practice measurement with different objects

- Extension to yesterday's measurement activity
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- Hold a group discussion on the carpet to activate prior knowledge about measuring objects using different units
 - Ask students how they measured their shoes at the math centre, and if they had any problems
 - Are there any specific strategies that we should use?
 - Ask students if we can measure objects of all different sizes. Can we measure very large objects? What else can we measure? Can we measure people? How would we measure the size of a person?
 - Explain that for today's math activity, we will be measuring the length of each of our bodies. Have one student lie down in the middle of the carpet, and use large building blocks placed side by side to measure the length of that student from head to toe
 - Have another student lie down and this time, another student can do the measuring
 - Encourage students to practice their measurement skills on the carpet during learning centre time (max. of 4 people at a time). One person can lie down while the other person uses blocks to measure him/her, and vice versa. Who is longer in length? (Teacher can assess using observational notes determining whether students can measure correctly, count the number of blocks, and be able to make comparisons between different lengths.)

1:20 -
2:00 Learning Centres

Objective: To encourage students to work on different activities in the classroom, both independently and collaboratively, developing academic and social skills

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- There is a limit to the number of students allowed in each centre at a time; Students must read the number limit sign in front of each centre and determine if there is enough space for them to play there

Students can alternate to work on their daily activity (Favourite Part of Book) or their Math activity during learning centre time. Students who have not completed these activities throughout the day will be called by the teacher to finish it.

2:00 -
2:15 Learning Centres

Objective: To encourage students to work on different activities in the classroom, both independently and collaboratively, developing academic and social skills

- Following circle time, teacher assigns students to each centre
 - Students can play at their assigned centre for a while before rotating to other centres as they choose
 - There is a limit to the number of students allowed in each centre at a
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time; Students must read the number limit sign in front of each centre and determine if there is enough space for them to play there. Students can alternate to work on their daily activity (Favourite Part of Book) or their Math activity during learning centre time. Students who have not completed these activities throughout the day will be called by the teacher to finish it.

**2:15 -
2:55**

Reading Buddies

Motivation for Literacy

Objective: Creating motivation for reading, allowing students to participate in shared or guided reading with older students, and practicing reading comprehension strategies

Oral Language

Concepts of Print

Knowledge Building

Phonemic Awareness

Vocabulary

- Half of the kindergarten students will move up to the Grade 4 classroom to read with their reading buddies, and half of the Grade 4 students will come down to the kindergarten classroom
- Have all reading buddy pairs in the classroom sit on the carpet. Discuss some strategies that can be used when reading. What can you do if you don't know a word? You can read the rest of the sentence and try to figure out what it could mean (using context to comprehend the text.) You can ask your reading buddy if they know the meaning of the word.
- While you are reading the book, you can talk to your reading buddy about something similar that happened to you, or talk about something that you know that relates to what is happening in the book. Is the book about a dog that likes to play? Do you have a dog at home? How does your dog like to play? You can also use the clues in the book to make predictions about what will happen next.
- Have buddy pairs find a quiet spot in the classroom to read together for the remainder of the period.

**2:55 -
3:20**

Dance

Students will learn concepts in dance from the speciality Teacher in the Dance Room.

Teacher Prep:

- Teacher organizes running record and checklist assessments from
-

the day, updating student files

- Prepare materials for the next day
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Time	Friday	
8:50-9:00	Entry	<ul style="list-style-type: none">• Students line up in front of the outer school doors and wait for teacher to lead them into the school• Line up outside classroom and teacher briefly goes over the next steps before everyone goes inside• Students hang up coats and other belongings in their cubbies, and do a backpack check to see if they have anything to give to the teacher (forms, library books, etc.)• Students write their name on one of the blank cards on the front table, and place their cards under the "yes" or "no" columns under the Daily Question
9:00 - 9:15	Motivation for Literacy Oral Language Concepts of Print Assessment	Silent Reading Objective: Encourage students to develop a motivation for reading and the opportunity to build early reading skills, while the teacher assesses their reading levels <ul style="list-style-type: none">• Students find a book in the classroom that they want to read, then find any spot in the classroom to quietly read for 15 min. Books can be selected from the book wall or from individualized book bins• Students can use special reading wands (located in a small jar in the classroom) to help them track each word on the page as they read Teacher engages in one-on-one reading with one or two students, completing informal running records for assessment
9:15 - 9:25	Motivation for Literacy Phonemic Awareness	Special Helper/Attendance Objective: Every morning a new Special Helper is identified in the class, giving students turns to collect the attendance and lead line-ups throughout the day <ul style="list-style-type: none">• Teacher takes attendance with students• Teacher points to the student chart where the Special Helper of the day is selected using a coloured clothespin.• Students identify the Special Helper of the Day

Spelling and Word Study

by reading the name beside the clothespin. Teacher can assist with sounding out different sounds in the name.

Special Helper takes the attendance folder and chooses a buddy to go with to the office.

Oral Language

Morning Message

Objective: Give students practice in reading, and becoming familiarized with words and sounds that they see and hear every morning

- Students sit on the carpet, facing the white board easel
- A morning message is written on the easel with missing letters and words
- Missing letters are at the beginning or end of words, to demonstrate that phonemes can be isolated at any part of a word, but not at the middle of a word - vowel insertion is likely too advanced for Stage 0 of literacy
- Teacher reads through morning message with errors and missing words/letters, stopping at each sentence so that students can figure out what is missing

Students help fill in the morning message with the correct letters and words, either by writing it on the board using a marker, or by sticking a sight word on using a magnet

9:25 -

Daily Activity: Show and Tell

9:35

Oral Language

Knowledge Building

Motivation for Literacy

- On Fridays, one student gets a chance to bring in something to share with the class for Show-and-Tell This activity helps students build oral presentation skills, and allows students to teach other students about objects that they are experts on
- Other students can ask questions about the object - Where did you get it from? What do you do with it? Is it heavy?
- As a follow-up, the teacher can ask students to write about this object in the writing centre. They can draw a picture of the object, and write down one thing that they liked about it

9:35 -
10:15 Learning Centres

Objective: To encourage students to work on different activities in the classroom, both independently and collaboratively, developing academic and social skills

- Following circle time, teacher assigns students to each centre
- Students can play at their assigned centre for a while before rotating to other centres as they choose
- There is a limit to the number of students allowed in each centre at a time; Students must read the number limit sign in front of each centre and determine if there is enough space for them to play there

Students can alternate to work on their daily activity (Favourite Part of Show and Tell) or their Math activity during learning centre time. Students who have not completed these activities throughout the day will be called by the teacher to finish it.

10:15 -
10:30 Read Aloud

Motivation for Literacy

Objective: To model reading strategies, and encourage enthusiasm/motivation for reading.

Concepts of Print

Kindergarten Rocks!" - Katie Davis

Knowledge Building

- Show students the cover and ask what they think the book will be about
- Read the title and ask what they think the book will be about
- As you read, have students make predictions about what will happen next

Phonemic Awareness

Follow-up Activity: Ask students to draw a picture of their favourite part about kindergarten, and write a description of it below. (This can be done during learning centre time, at the writing centre)

10:30 -
10:45 Learning Centres

Objective: To encourage students to work on different activities in the classroom, both independently and collaboratively, developing academic and social skills

- Following circle time, teacher assigns students to each centre
- Students can play at their assigned centre for a while before rotating to other centres as they choose
- There is a limit to the number of students allowed in each centre at a time; Students must read the number limit sign in front of each centre and determine if there is enough space for them to play there

Students can alternate to work on their daily activity, Favourite part of

kindergarten, or their Math activity during learning centre time. Students who have not completed these activities throughout the day will be called by the teacher to finish it.

**10:45-
11:30** Outdoor Time

Objective: Have students engage in physical activity outdoors, to relieve pent up energy and play cooperatively with peers.

- Start off by doing some stretches - Teacher can model out different ways to stretch arms, legs, and bodies
- Do fun warm-up exercises with students - e.g. Do 10 hops on the spot, like a frog! Take 5 big elephant steps. Wiggle around like a baby monkey.
- Allow students to engage in free play in the playground for the remainder of the period.

**11:30 -
12:30** Lunch

**12:30 -
1:20** Math

Objective: To teach students to identify and differentiate between different 2D shapes, and think about the attributes of each shape

- Have students sit on the carpet
- Lay out blocks of different shapes
- Pick up the square and ask them what shape it is: How do we know it is a square and not a triangle? Facilitate discussion to have students critically think about the specific attributes of each shape. Can shapes have squiggly lines? Do all lines have to connect? Does the number of the sides matter?
- Draw a square on the whiteboard: What shape is this? Is this still a square? What makes it a square?
- Have students go through the different shapes and think about the attributes
- Encourage students to see if they can identify different shapes at the math centre (prepared with shapes already) during learning centre time.

**1:20 -
2:00** Learning Centres

Objective: To encourage students to work on different activities in the classroom, both independently and collaboratively, developing academic and social skills

- Following circle time, teacher assigns students to each centre
- Students can play at their assigned centre for a while before rotating to other centres as they choose
- There is a limit to the number of students allowed in each centre at a

time; Students must read the number limit sign in front of each centre and determine if there is enough space for them to play there. Students can alternate to work on their daily activity, Favourite part of kindergarten, or their Math activity during learning centre time. Students who have not completed these activities throughout the day will be called by the teacher to finish it.

2:00 - Learning Centres
2:15

Objective: To encourage students to work on different activities in the classroom, both independently and collaboratively, developing academic and social skills

- Following circle time, teacher assigns students to each centre
- Students can play at their assigned centre for a while before rotating to other centres as they choose
- There is a limit to the number of students allowed in each centre at a time; Students must read the number limit sign in front of each centre and determine if there is enough space for them to play there. Students can alternate to work on their daily activity (Favourite Part of Book) or their Math activity during learning centre time. Students who have not completed these activities throughout the day will be called by the teacher to finish it.

2:15 - Health and Physical Education
2:55

Students will learn skills in movement and cooperation from the Health and Phys.Ed Teacher in the Gym.

Teacher Prep:

- Teacher organizes running record and checklist assessments from the day, updating student files
- Prepares materials for Art period - cut outs of circles, squares, rectangles and triangles

2:55 - Art
3:20

Objective: Teach students to create art using different shapes; integration of math and art

- Have students sit on the carpet
 - Start the lesson by asking students about what we see outside in the winter (similar to last Art class's discussion. The purpose is to activate prior knowledge.)
 - Facilitate discussion further by asking about what kinds of shapes we see outside in the winter
-

-
- Talk about snowmen: Have you ever made a snowman before? How do you make a snowman? Can anyone explain?
 - Show students a picture of a snowman and ask them if they can identify the shapes in it
 - Tell students that they create their own snowmen in the classroom by using different shapes
 - Model this by gluing three white circles onto black construction paper, one triangle for the nose, a rectangle for the mouth, and rectangles for the arms
 - Let students know that their snowman does not have to look like yours: Maybe they want to use two circles instead of three, if they want to make a baby snowman. Maybe they want to add a hat on top. Encourage them to think about the different shapes that they can use to make their own unique snowman.
 - Have students work on their snowman art for the rest of the period. Students who have not finished can continue working on their art on Monday during learning centre time.
-