Ms. Wood’s Pre-K Lesson Plans

August 20 – 24, 2018

  

Theme of the Week:

Brown Bear, Brown Bear What Do You See & Elmer the Elephant – Colors

+++ Learning Names & Routines

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|   | **Monday** | **Tuesday** | Wednesday | **Thursday** | **Friday** |
| 8:40–9:40 amDevelopmental Centers | Developmental CentersRWSR* Sensory Bin: Multi Colors - Little People with Numbers on them mixed in with cotton balls
* Dramatic Play: Home & Living in the Kitchen Area with dishes, puzzle / play food, placemats, cookbooks, baby dolls, blanket, and baby bed.
* Art /Fine Motor Skills: Free drawing, coloring, and painting with watercolors throughout the week. Exploring their creativity.
* Literacy / Fine Motor Skills: Coloring (red, blue, purple, orange, yellow, green, pink, brown, and gray.) specific color sheets with crayons and trying to get the students to trace their names.
* Fine Motor Skills: tracing line from letter to tree from Chicka Chicka Boom Boom
* Math / Fine Motor Skills: Manipulatives out for Free Play and exploration
* Puzzle Table: Color Floor Puzzle & Elmer the Elephant Floor Puzzle plus the magnetic color one
* Flannel Board: Retelling Pieces for Elmer the Elephant for retelling the story themselves (later in the week after we’ve read the book first)
* Library: Thematic books
* Blocks: Red & Yellow Cardboard Blocks & a Big Book on Building with Blocks
* Science / Social Studies: Houses and People
* Listening: Closed
* Magnetic Station: turn and learn magnetic gears and wheels for creativity
* Poem / Pocket Chart Station: Open after I introduce Brown Bear Brown Bear comprehension manipulative match the color of the animal with the color word pocket chart.

\*\*Students are also able to freely choose which area they would like to play in at this time. The only limitations are no more than 4 people in a center at a time. If they need help switching to something else so others have a time then we encourage them to try something else for a while and share with their friends.C3 Skills: ATL S1.1, 1.3. 1.5, 1.6, 1.7, 1.8; CS 1.2, 1.3, 1.4, 1.5, 1.6;LA 1.2, 2.1, 2.5, 3.9; HSPD 2.1, 2.2; SPS 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.2 Objective: To participate freely in centers while being creative and learning to play well with others. |
| 9:40 – 9:45 am9:45-10:00 amMorning Group Time | Clean Up & Come to the Carpet Community Carpet Time / Group Learning + Flag SaluteRWSR\*\*Reminder of the rules from last week and discuss and decide on class rules as a group. Discuss proper way to clean up after oneself, lining up, bathroom etiquette, and how we treat others.\*\*(Utilize these songs: Come to Carpet, Criss Cross Applesauce, Rules of the Classroom)* Music & Movement: 1 -- Get some wiggles songs (The Wheels on the Bus, Chicka Chicka Boom, If You’re a Kid Dance Around) so out so students sit and get ready to listen and learn, plus it gives those still finishing cleaning up time to come to the carpet and join us. , 2 – Sing some literacy related songs to help students link prior knowledge to a text and increase their understanding. (Letter Sounds A to Z by Jack Hartman , Do You Know Your Alphabet, Learning My Letters Rap, ABC song.) 3 – Then sing some math related songs to help students link prior knowledge of numbers to a text and increase their understanding: songs like, 5 Little Monkeys Jumping on the Bed, 5 Little Ducks Went Out to Play, 5 Green and Speckled Frogs, and Herman the Worm. Plus tie in color songs this week!!!! Red, Orange, Yellow, Green, Blue, Purple, Pink, and Brown for sure.
* Calendar Activities:  Sing a Days of the week song (Adams Family & Happy Days), talk about the months of the year and say this month is … then practice counting the days of the month to where we are at now. Ask them what day it is today? So, what day was yesterday? What day will tomorrow be? What was the weather when you came to school today? How should you dress for this kind of weather to be prepared?
* Other Activities:  Leaders of the Day (show and remind them that everyone’s name is in the cards and I draw each day so eventually everyone will get a turn. Assure the children it is fair.)

C3 Skills:   ATL S1.1, 1.3. 1.5, 1.6, 1.7, 1.8; CS 1.1, 1.3, 1.5, 1.6, 1.7; LA 1.1, 1.2,2.1, 2.2, 2.3, 2.4, 2.5,3.4, 3.5, 3.6, 3.7, 3.8, 4.2, 5.1, 5.2, 6.1, 6.2, 6.3, 6.4, 7.1, 7.3, 9.1; SPS 1.7, 2.1; SS 1.2, 1.3, 1.5, 1.6, 2.1, 2.2 Objectives: Listen to others while in large and small groups.  Identify the American flag as a national symbol of our country and understand the etiquette of its use.  Identify the Oklahoma flag as a symbol of our state.  Begin to develop an understanding of days of the week. Begin recognizing their own name and names of their peers. Start identifying the calendar as a tool to tell us the date. Eventually, take a bathroom break in the middle of carpet time then do a **mini math lesson** right now incorporate it into songs. Like sorting cubes, patterning cubes, counting cubes, etc.  |
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| 10:00-10:45 | Morning RecessC3 SPS 1.1, 1.2, 1.5, 1.9, HSPD 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3.1, 3.2, 3.4OBJ: Demonstrate increasing abilities to use the slide and swings.Lesson: Participate in free play outdoors.*\*\* If there’s inclement weather then we will play upstairs in the gym.* | Morning RecessC3 SPS 1.1, 1.2, 1.5, 1.9, HSPD 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3.1, 3.2, 3.4OBJ: Demonstrate increasing abilities to use the slide and swings.Lesson: Participate in free play outdoors.*\*\* If there’s inclement weather then we will play upstairs in the gym.****\*PE Special 10:30-11\**** | Morning RecessC3 SPS 1.1, 1.2, 1.5, 1.9, HSPD 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3.1, 3.2, 3.4OBJ: Demonstrate increasing abilities to use the slide and swings.Lesson: Participate in free play outdoors.*\*\* If there’s inclement weather then we will play upstairs in the gym.* | Morning RecessC3 SPS 1.1, 1.2, 1.5, 1.9, HSPD 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3.1, 3.2, 3.4OBJ: Demonstrate increasing abilities to use the slide and swings.Lesson: Participate in free play outdoors.*\*\* If there’s inclement weather then we will play upstairs in the gym.* | Morning RecessC3 SPS 1.1, 1.2, 1.5, 1.9, HSPD 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3.1, 3.2, 3.4OBJ: Demonstrate increasing abilities to use the slide and swings.Lesson: Participate in free play outdoors.*\*\* If there’s inclement weather then we will play upstairs in the gym.* |
| 10:45-10:50 a.m. | Restroom HSPD 3.3 | Restroom HSPD 3.3 | Restroom HSPD 3.3 | Restroom HSPD 3.3 | Restroom HSPD 3.3 |
|  |  |  |  |  |  |
| 10:50-10:5710:57-11:00 am11:00-11:3011:30-noonNoon – 12:1512:15 – 1:15  | Read Aloud Story Time Literacy Mini-LessonC3 Skills: LA 1.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 4.1, 4.2, 5.1, 5.2, 6.4, 7.3, 8.1, 8.2, 8.3, 8.4, 8.6RWSRRead Aloud to go along with theme … BROWN BEAR, BROWN BEAR WHAT DO YOU SEE by Martin and introduce pocket chart to help the students match the color of the animal with the color word.Objective: Listening to stories and showing understanding. Linking prior knowledge to a text.Lesson: Get the students excited about reading by engaging them in a beloved text with colorful pictures! Test their knowledge of colors and matching by introducing and practicing with a pocket chart.Walk to LunchLunchRecessBathroom Break / Story…Eventually Name of the Day / Journals / Science / Extra Play C3 LA 1.1RWSRObjective: Listen with interest to stories read aloud. (This also a great opportunity for everyone to come in, calm and cool down.)Work Stations | Read Aloud Story Time Literacy Mini-LessonC3 Skills: LA 1.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 4.1, 4.2, 5.1, 5.2, 6.4, 7.3, 8.1, 8.2, 8.3, 8.4, 8.6RWSRRead Aloud Literacy Mini-LessonC3 Skills: LA 1.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 4.1, 4.2, 5.1, 5.2, 6.4, 7.3, 8.1, 8.2, 8.3, 8.4, 8.6 RWSRRead Aloud to go along with theme … discussObjective: Listening to stories and showing understanding. Getting meaning from stories and other texts. Retelling a story in own words. Lesson: ELMER THE ELEPHANT by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Why did Elmer want to look like all the other elephants in the herd? Was he really happy when he looked like everyone else? Did his friends miss the “old” colorful Elmer and why? How did you feel about the parade that they have every year in Elmer’s honor? Have you ever been to or been in a parade? Did you enjoy it?Walk to LunchMY Duty Day LunchRecessBathroom Break / StoryEventually Name of the Day / Journals / Science / Extra PlayC3 LA 1.1RWSRObjective: Listen with interest to stories read aloud. (This also a great opportunity for everyone to come in, calm and cool down.)Work Stations  | Read Aloud Story Time Literacy Mini-LessonC3 Skills: LA 1.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 4.1, 4.2, 5.1, 5.2, 6.4, 7.3, 8.1, 8.2, 8.3, 8.4, 8.6 RWSRRead Aloud COLOR CRUNCH and talk about how if we eat colorful foods especially fruits and veggies that are colorful we will have a healthy diet. Ask them and chart some of their favorite fruits and veggies to eat or foods of color.Remind them that one of our cookbooks in the home and living center has the food guide pyramid.Mention too that tomorrow we will journal about our favorite colorful food.Objective: Listening to stories and showing understanding. Linking prior knowledge to a text. Recognizing that print and pictures convey information. Tracking print from left to right and from top to bottom Lesson: Read the book about colorful food and discuss healthy food and introduce the idea of journaling and how we will journal about their favorite food tomorrow. Walk to LunchEarly day … LunchRecessBathroom Break / Story Eventually Name of the Day / Journals / Science / Extra PlayC3 LA 1.1RWSRObjective: Listen with interest to stories read aloud. (This also a great opportunity for everyone to come in, calm and cool down.)Work Stations  | Read Aloud Story Time Literacy Mini-LessonC3 Skills: LA 1.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 4.1, 4.2, 5.1, 5.2, 6.4, 7.3, 8.1, 8.2, 8.3, 8.4, 8.6RWSRListen to Read Aloud Chicka Chicka Boom Boom … discussObjective: Listening to stories, and showing understanding. Linking prior knowledge to a text. Getting meaning from stories and other texts.Lesson: What was this book about? The letters in the alphabet.Ask them to tell differences between numbers, letters, and words. And tell them we will be doing lots activities during work stations that tie into the coconut tree from Chicka Chicka Boom Boom.Walk to LunchLunchRecessBathroom Break / Story Eventually Name of the Day / Journals / Science / Extra PlayC3 LA 1.1RWSRObjective: Listen with interest to stories read aloud. (This also a great opportunity for everyone to come in, calm and cool down.)Work Stations  | Read Aloud Story Time Literacy Mini-LessonC3 Skills: LA 1.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 4.1, 4.2, 5.1, 5.2, 6.4, 7.3, 8.1, 8.2, 8.3, 8.4, 8.6RWSRIf I can find one … Bring a real coconut to class and discuss.Objective: Investigate and discover what an object – a coconut – really looks and feels and smells and maybe tastes like. Lesson: Ask them if they’ve ever seen a real coconut before? Ask them to describe it for you ( white, brown, hairy, hard, round, white “milk” inside that looks like water, etc.) – put it on a brainstorming list on the board. Ask if anyone has ever tasted coconut before? Did they like it yes or no?Otherwise talk to the kids about my Kindness Kangaroos …Literacy Mini-LessonC3 Skills: LA 1.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 4.1, 4.2, 5.1, 5.2, 6.4, 7.3, 8.1, 8.2, 8.3, 8.4, 8.6RWSRIntroduce an anchor chart about my Kindness Kangaroos Story with Stuffed Animals (which introduces our behavior management system.) Objective: Listening to storiesand showing understanding. Linking prior knowledge to a text.Lesson: Tell the story about KINDNESS KANGAROOS and use my stuffed animals and anchor chart.  Discuss with the children what they think are smart and safe choices when we’re in school so everyone can learn … like rules of the classroom song. Walk to Lunch LunchRecessBathroom Break / Story Eventually Name of the Day / Journals / Science / Extra PlayC3 LA 1.1RWSRObjective: Listen with interest to stories read aloud. (This also a great opportunity for everyone to come in, calm and cool down.)Work Stations  |
| 12:15-1:15 | Literacy CentersC3 Skills: LA 1.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 4.1, 4.2, 5.1, 5.2, 6.4, 7.3, 8.1, 8.2, 8.3, 8.4, 8.6 SPS 1.7, 2.1Math CentersC3 Skills: M 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 4.2, 5.2, 5.3; HSPD 2.1, 2.2RWSR

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| * LIBRARY -- Brown Bear, Brown Bear What Do You See?, White Rabbits Color Book, Color Crunch, and Flannel Board Re-Telling Pieces for Elmer the Elephant.
* BLOCKS or PUZZLES
* DRAMATIC PLAY AREA
* PLAY DOUGH
* Numbered play dough mats from Chester the raccoon

Shannon’s Table ART & LITERACY* ART –
* brown bear puppet re-telling sacks
* Chester the raccoon puppets
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 * LITERACY --
* Magnets matching colors on letters and paint buckets
* Pocket charts – manipulative sentence strips and matching pictures
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* .
* .

Larissa’s Table MATH* MATH –
* Manipulatives: sorting tray with colorful pom poms,
* skittles candy color matching to Brown Bear animal page then enjoy eating the skittles!
 | * Brown Bear numerical order / retelling of Brown Bear Story
* clipping correct colors from Brown Bear story and manipulating pocket chart pieces and matching color words to animal color
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| 1:15-1:20 | Clean up & wash up for snack  | Clean up & wash up for snack | Clean up & wash up for snack | Clean up & wash up for snack | Clean up & wash up for snack |
| 1:20-1:35 | Afternoon Snack | Afternoon Snack | Afternoon Snack | Afternoon Snack | Afternoon Snack |
| 1:35-2:35 | Get Ready for nap & Rest | Get Ready for nap & Rest | Get Ready for nap & Rest | Get Ready for nap & Rest | Get Ready for nap & Rest |
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|  | Read-A-Loud: Clark the Shark, Llama Llama Misses Mama, If You’re Angry and You Know It, etc. |
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| 2:45-2:50p.m. | Restroom Break and Pack Bags for Home | Restroom Break and Pack Bags for Home | Restroom Break and Pack Bags for Home  | Restroom Break and Pack Bags for Home | Restroom Break and Pack Bags for Home |
|  |  |  |  |  |  |
|  |  |  | Early Release Day2:15-2:30 |  |  |
| 3:00-3:15 p.m.  | Round-UpGet Ready to go home | Round-UpGet Ready to go home | Round-UpGet Ready to go home | Round-UpGet Ready to go home | Round-UpGet Ready to go home |

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