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Ms. Wood’s Pre-K Lesson Plans

**Theme: Frogs & Plants & Butterflies Life Cycles**

Time Mon. Tues. Wed. Thurs. Fri.

Daily Grade My Duty Early Level Day Out Mtg.

 @ Nap

8:40-9:35     Free Play in Developmental Centers Potty as needed (HSPD 3.3) … incorporating in Journals (C3 LA 2.3, 2.5, 4.1, 4.2, 5.1, 6.2)

Sensory Bin – closed

Home & Living / Dramatic Play – household items and baby dolls and stuffed animals for pets

Blocks – red cardboard blocks + houses, people, and cars.

Writing Center – scrap / recycled paper, crayons, word banks and flip books, and alphabet chart

Art / Fine Motor Skills: Free drawing on scrap / recycled papers, and coloring sheets + sometimes playdoh + sometimes water color paints at easle

Math / Fine Motor Skills: Manipulatives out for free play and exploration.

Teacher Table – open for help on writing names, catching up on student reading, and assessments. Literacy / Fine Motor Skills: Name Tracing, Letter Practice / Tracing, manipulative letters with pegs plus building their name bags practice.

“BIG” Computer (Hatch – provided by Head Start): early education learning games on Starfall

i-pads – using very familiar technology to most of the students where they can play on PBS Kids, Starfall, tracing letter apps, sign language app, and a math / shape / patterning app, and a Disney Jr., etc.

Library: thematic unit books

Science / Social Studies: closed

 Listening: closed

Magnetic Station: open

Poem / Pocket Chart Station: open with thematic unit manipulative pocket charts

 RWSR

***Morning Work***

**Art Options:**

* **Make a cup cake liner flower**

**Add to Free Play:**

* **Sorting Flower Parts (if possible)**
* **Examining Flowers & Science Experiment with food coloring**

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.

9:35-9:40     Clean Up

9:40-10:00    Community Carpet Time

 Music & Movement -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Calendar

*Mini Math Lesson – (within calendar time & songs & using cubes)*

Weather

Flag Salutes & Patriotic Songs & Moment of Silence

*Mini Literacy-Themed Lesson / Activity (Name of the Day) below*

Mon.

Tue.

Wed.

Thurs.

Fri.

* 5 Green and Speckled Frogs Sitting on a Hollow Log
* Frog Song Life Cycle ABC kids
* Sing a Song of Flowers by the Kiboomers
* Parts of a Flower by Dr. Jean
* The Parts of a Plant by Harry Kindergarten
* The Needs of a Plant by Harry Kindergarten

Calendar:

Environmental Word Wall: *Mon / Wed / Fri*

Flag Salutes with Patriotic Songs (Oklahoma & You’re A Grand Old Flag or This Land Is Your Land)

Name of the Day – (*everyday but Wed)* -- Draw someone’s popsickle stick out of the name cup.

1. Have them tell you what their name is and count their number of letters altogether.
2. Write down the number of letters in their name in number form, word form, tally marks, and ten frame.
3. Tape their name letters up together to form a word / their name.
4. Write their name and talk about how names begin with a capital letter.
5. Use the chant: Hickory Dickory, Bumble Bee – Can You Say the (name, letter, sight word, number, etc.) with me? (say it in a normal voice, cheer it, whisper it, etc.)
6. Say the child’s name and ask the class to listen for the number of syllables or parts they hear. Say it again and clap it out. Say it a third time and use your fingers and show them how you count the parts or syllables. Have them do it with you.
7. Q#1 -- Ask the student how old they are – Then help them put their age into a sentence form and write it on your tablet on the easel. State that sentences begin with a capital letter and end with a punctuation mark / period. Show and tell them that you make spaghetti size spaces between the letters in a word and you use meatball spaces in between the words of a sentence.
8. Q#2 -- Ask the student the last question, what is their favorite \_\_\_\_\_\_. Help them put their favorite \_\_\_\_ into a sentence form and write it on your tablet on the easel.
9. Count the number of words in the sentence and look for any letters we are learning or sight words and circle or highlight them.

Other Activities:  Boy & Girl Line Leaders of the Day flip to the next name in the pink and blue cards up by the calendar.

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.

Add in Singing Oklahoma song and You’re a Grand Old Flag this week

to patriotic part of carpet time.

10:00-10:05 Bathroom Break (HSPD 3.3)

10:05-10:40 Morning Recess (\*if inclement weather: just played longer or more large group work.)

\*\*\* TUESDAY’s PE Special from 10:30-11 also MY DUTY DAY \*\*\*

Morning Recess

C3 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, 3.4

Objective: Demonstrate increasing abilities to use the slide and swings. Lesson: Participate in free play outdoors.

10:40-10:45 Bathroom Break (HSPD 3.3)

10:45-10:55 Read Aloud / Class Discussion

C3 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

**Monday – Friday** Read Aloud and Class Discussion + Anchor Chart when needed

Objective: Listening to stories and showing understanding. Linking prior knowledge to a text.

Objective: Linking prior knowledge to a text. Listening to rhymes and showing understanding. Recognizing that print and pictures convey information. Tracking print from left to right and from top to bottom

10:55-11:00 Walk to Lunch

11:00-11:30    Lunch

11:30-noon    Recess

C3 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, 3.4

Objective: Demonstrate increasing abilities to use the slide and swings. Lesson: Participate in free play outdoors.

12:00-12:15    Bathroom Break / Calm Down & Cool Down on the Carpet  (HSPD 3.3) / Smart Board Learning Songs (Social Skills, Manners, incorporate ………………..Mini Math/Literacy Lessons)

Mon. Tue. Wed. Thurs. Fri.

12:15 – 1:15     Work Stations / Math & Literacy Learning Centers

Literacy Centers C3 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, 2.1 Math Centers C3 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, 2.2

**Explanation of Work Stations** *(modeling & detailed instructions)*

 (Potty as needed (HSPD 3.3)

1:15-1:20 Clean Up

1:20-1:30    Name of the Day or Weekly Reader / Set up for Snack

Monday Write on / Wipe off boards

Tuesday Journals

Wednesday nothing

Thursday Write on / Wipe off Boards

Friday Journals OR Cosmic Yoga

1:30-1:40   Snack Time

1:40-2:40   Rest Time / Teacher’s Planning Time

2:40-2:45    Bathroom Break (HSPD 3.3) / Pack Up & Get Ready for Dismissal

3:00        Dismissal:  Car Riders, Day Care Vans, Bus Riders

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**Time Mon. Tues. Wed. Thurs. Fri.**

**Work (Learning) Stations / Center Rotations**

**Shannon’s**

**Table**

Monday 4 – Show and talk about Life Cycle of a Butterfly and cut and paste then color the life cycle of a butterfly – talk about Tiger our Butterfly we had in the fall – see if they remember our pet butterfly

Tuesday 4 – Color by Number Butterfly picture – following directions + strengthening their fine motor skills and patience

Thursday 4 – Create coffee filter butterflies

Friday 4 – Make hungry caterpillar art

**Math**

**Square Table**

Mon / Tues 2 – Trace #’s 1-10 on rainy day page; for fast finishers sort and count bug manipulatives; then write numbers 1-10 on the back of paper on their own.

Thur / Fri 2 – Trace #’s 1-10 page; for fast finishers play the ladybug number game.

**Teacher Table**

Mon 4 – Emergent Readers: Places We Go + chalk board or white board work

Tues 4 – Read Weekly Reader – A Frog Grows Up and discuss

Thur 4 – Talk about Frog Life Cycle then cut and paste frog life cycles

Fri 4 – Roll the jumbo dice, identify / count the number on the dice, find the number on your sun paper and dob it correctly. Put on drying rack when done.

**ABC (Literacy)**

**Circle Table**

Mon / Tues 2 – Trace, Write and paste then color the parts of a flower

Thur / Fri 2 – Frogs & Frog Life Cycle Write the Room (also adds some science in)

**BIG Computer** 2 – playing on starfall on HS Hatch Computer – great learning program

**I-pads** 2 – using apps to work on letters, letter sounds, writing letters, rhyming words, and much, much more!

**BIG Carpet 2 – Puzzles on the Big Carpet**

**Or Library**  2 – enjoying thematic unit books

Blocks 2 – Play, create, build, imagine and learn at blocks station

**1:15 – 1:20 Pack Binders**

**1:20 – 1:35 JOURNALING / WHITE BOARDS / WEEKLY READERS TIME**

**Flower and Food Coloring Experiment**

**Monday – I Spy a Butterfly Weekly Reader**

**Tuesday – Journaling Learn how to draw a butterfly**

**Wednesday – go straight up to nap because it’s early out day again**

 **Or cosmic yoga since it’s my duty day**

**Thursday -- Journaling – Learn how to draw a frog**

**Friday -- Journaling – Learn how to draw a flower**

**1:35 – 1:40 Get a Drink, Potty & Wash**

**1:40 – 2:55 Rest / Naptime**

**2:50 – 2:55 if needed: Potty / Wash / Get a Drink**

**2:55 – 3:00** Read Aloud a Book, Sing Some Songs, or Play an Interactive Learning Game with Students

**3:00 Bus Rider Dismissal**

**3:05 Daycare / Aftercare Dismissal**

**3:10 Walk up Students to Parent Pick Up & Dismissal**

**3:30 All Students should be picked up**

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