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OFF TO A GOOD START

a lesson planning handbook for
Georgia's Pre-K teachers

includes current
Georgia Early Learning and Development Standards

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acknowledgements

Off to a Good Start: a lesson planning handbook for Georgia's Pre-K teachers

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Off to a Good Start:

a lesson planning handbook for Georgia's Pre-K teachers

This handbook is designed for teachers new to Georgia's Pre-K; however, it is a resource that all teachers are encouraged to use. Inside are 12 weeks of comprehensive lesson plans, including developmentally appropriate activities and strategies for future planning. Specific sections are provided that give guidance regarding assessment and setting up small groups, as well as ideas for books, songs and transitions.

SUGGESTIONS FOR USE

You may use this handbook in several ways:

- Print the lesson templates and use them exactly as they are written.
- Rearrange the sections so that they meet an existing schedule.
- Cut and paste portions of the lesson plan(s) to use in your classroom.
- Veteran teachers may search the handbook for ideas for lessons, books or CDs to use in their classrooms.

LESSONS

The lessons are designed to introduce children and teachers to the materials and routines used throughout the Pre-K day. In addition, books and activities help to develop topics of study.

Weeks 1-3	<i>My School/My Friends</i>
Weeks 4-6	<i>Shoes</i>
Weeks 7-9	<i>Rhyme Time</i>
Weeks 10-11	<i>Author Study</i>
Week 12	<i>Your choice of topic</i>

EXPANDED LESSON PLANS

Each section begins with the lesson plan template, followed by the small group and assessment templates. After the templates are expanded lesson plans which include a detailed, step-by-step explanation of each of the activities. **It is important that you read the explanations carefully.** Simply browsing the templates will not give you the in-depth information you need. Feel free to substitute books or CDs if the specific titles listed in the handbook are not available. Consider the intent of the lesson and choose an alternate accordingly. **Be sure you are familiar with any allergy concerns before implementing cooking/snack activities,** and substitute ingredients as needed.

BOOK LIST (alphabetical by title)

A Monster Sandwich by Joy Cowley
A Splendid Friend Indeed by Suzanne Bloom
Alligator Shoes by Arthur Dorros
Birdie's Big-Girl Shoes by Sujean Rim
Boomer Goes to School by Constance W. McGeorge
Brown Bear, Brown Bear, What Do You See? by Bill Martin
Caps for Sale by Esphyr Slobodkina
Chicka Chicka Boom Boom by Bill Martin
Chrysanthemum by Kevin Henkes
Cinderella by Marcia Brown
Cookie's Week by Cindy Ward
Cool Dog, School Dog by Deborah Heiligman
Corduroy by Don Freeman
Cows Can't Fly by David Milgrim
Dinosaur Starts School by Pamela Duncan Edwards
Don't Let the Pigeon Drive the Bus! by Mo Willems
Duck in a Truck by Jez Alborough
Egg Drop by Mini Grey
First Day Jitters by Julie Danneburg
Franklin Goes to School by Paulette Bourgeois
Friends by Helme Heine
Frog and Toad Are Friends by Arnold Lobel
Hooway for Wodney Wat by Helen Lester
How to Lose All Your Friends by Nancy Carlson

I Like Me! by Nancy Carlson
I Went Walking by Sue Williams
If You Give a Dog a Donut by Laura Numeroff
If You Give a Mouse a Cookie by Laura Numeroff
If You're Happy and You Know It Jungle Edition by James Warhola
Ira Sleeps Over by Bernard Waber
It's Mine! by Leo Lionni
Jump, Frog, Jump! by Robert Kalan
King Bidgood's in the Bathtub by Audrey Wood
Little Blue and Little Yellow by Leo Lionni
May I Bring A Friend? by Beatrice de Regniers
Mean Soup by Betsy Everitt
Mortimer by Robert Munsch
Mother Goose Tales to Read Together by Mary Ann Hoberman
Mouse's First Day of School by Lauren Thompson
Mrs. Grindy's Shoes by Joy Cowley
My Friends Mis Amigos by Taro Gomi
My Teacher Sleeps in School by Leatie Weiss
New Shoes for Silvia by Johanna Hurwitz
No David! by David Shannon
Off to School Baby Duck by Amy Hest
Pete the Cat I Love My White Shoes by Eric Litwin
Pete the Cat Rocking in My School Shoes by Litwin
Peter's Chair by Ezra Jack Keats
Rex by Ursula Dubosarsky
Sheep in a Jeep by Nancy Shaw
Shoe-la-la by Karen Beaumont
Shoes by Elizabeth Winthrop
Shoes Shoes Shoes by Ann Morris

Silly Sally by Audrey Wood
Splat the Cat by Rob Scotton
Stand Tall Molly Lou Melon by Patty Lovell
The Adventures of Taxi Dog by Debra and Sal Barracca
The Cow Loves Cookies by Karma Wilson
The Elves and the Shoemaker by Jacob Grimm
The Foot Book by Dr. Seuss
The Gingerbread Man by Catherine McCafferty
The Grouchy Ladybug by Eric Carle
The Kissing Hand by Audrey Penn
The Little Engine That Could by Watty Piper
The Napping House by Audrey Wood
The Pigeon Wants a Hotdog by Mo Willems
The Rain Came Down by David Shannon
The Rainbow Fish by Marcus Pfister
The Very Busy Spider by Eric Carle
There Was an Old Lady Who Swallowed a Fly by Simms Taback
To Market, To Market by Anne Miranda
Tucker's Four Carrot School Day by Susan Winget
We Are Best Friends by Alike
When Sophie Gets Angry by Molly Bang
Who Sank the Boat? by Pamela Allen
Who Took My Shoe? by Karen Emigh
Who Wears Shoes? by Judy Nayer
Whose Shoe? by Margaret Miller
Whose Shoes? by Anna Grossnickle Hines
Whose Shoes? by Stephen R. Swimburne
Will I Have a Friend? by Miriam Cohen

Note: Many of these books are on the BFTS list of recommended titles. Others are related directly to the topic(s). Always check the GELDS indicator – this will let you know the intent of the lesson so that you may substitute alternate titles.

SONG LIST

<u>SONG TITLE</u>	<u>ARTIST</u>	<u>ALBUM</u>	<u>SONG TITLE</u>	<u>ARTIST</u>	<u>ALBUM</u>
"All Around the Kitchen"	Parachute Express	Shakin' It	"Body Boogie"	Learning Station	Get Funky
"Merry Go Round"	Parachute Express	Shakin' It	"From Your Seat"	Learning Station	Get Funky
"Peanut Butter"	Parachute Express	Shakin' It	"Get Funky"	Learning Station	Get Funky
"Shakin' It"	Parachute Express	Shakin' It	"Simon Says"	Learning Station	Get Funky
"Tingalayo"	Parachute Express	Shakin' It	"Greetings"	Learning Station	Brain Boogie Boosters
"Animal Action"	Greg and Steve	Kids in Motion	"Itsy Ditsy Spider"	Learning Station	Brain Boogie Boosters
"Beanbag Boogie I"	Greg and Steve	Kids in Motion	"Move and Freeze"	Learning Station	Brain Boogie Boosters
"Beanbag Boogie II"	Greg and Steve	Kids in Motion	"Waddalee Atcha"	Learning Station	Brain Boogie Boosters
"Body Rock"	Greg and Steve	Kids in Motion	"Five Little Monkeys"	Learning Station	Tony Chestnut
"Shadow Dancing"	Greg and Steve	Kids in Motion	"Shiny Clean Dance"	Learning Station	Tony Chestnut
"The Freeze"	Greg and Steve	Kids in Motion	"Tony Chestnut"	Learning Station	Tony Chestnut
"Tummy Tango"	Greg and Steve	Kids in Motion	"Dr Knickerbocker"	The Wiggles	The Best of the Wiggles
"Good Morning"	Greg and Steve	We All Live Together Vol.2	"Get Ready to Wiggle"	The Wiggles	The Best of the Wiggles
"Listen And Move"	Greg and Steve	We All Live Together Vol.2	"Over in the Meadow"	The Wiggles	The Best of the Wiggles
"Popcorn"	Greg and Steve	We All Live Together Vol.2	"Shimmie Shake"	The Wiggles	The Best of the Wiggles
"The World Is a Rainbow"	Greg and Steve	We All Live Together Vol.2	"Wags the Dog"	The Wiggles	The Best of the Wiggles
"Friends"	Greg and Steve	On the Move	"You Make Me Feel Like Dancing"	The Wiggles	The Best of the Wiggles
"On the Move"	Greg and Steve	On the Move	"Shakey Shakey"	The Wiggles	Yummy Yummy
"Scat Like That"	Greg and Steve	On the Move	"Mother Gooney Bird"	Dr. Jean	Dr. Jean and Friends
"Shoo Fly" 1 & 2	Greg and Steve	On the Move	"Nursery Rhyme Rap"	Dr. Jean	Dr. Jean and Friends
"Sports Dance"	Greg and Steve	On the Move	"Tooty Ta"	Dr. Jean	Dr. Jean and Friends
"Hey Diddle Diddle"	Jack Hartman	Rhymin' to the Beat V1	"Can You Millk My Cow?"	Ella Jenkins	Play Your Instruments
"Humpty Dumpty"	Jack Hartman	Rhymin' to the Beat V1	"Follow the Leader"	Ella Jenkins	Play Your Instruments
"Jack and Jill"	Jack Hartman	Rhymin' to the Beat V1	"Play Your Instruments"	Ella Jenkins	Play Your Instruments
"Mary Had a Little Lamb"	Jack Hartman	Rhymin' to the Beat V1	"Stop and Go"	Ella Jenkins	Play Your Instruments
"Little Miss Muffet"	Jack Hartman	Rhymin' to the Beat V2	"Clean Up"	Shawn Brown	Super Fun Transitions
"Little Bo Peep"	Jack Hartman	Rhymin' to the Beat V2	"Sammy"	Hap Palmer	Getting to Know Myself
"Little Boy Blue"	Jack Hartman	Rhymin' to the Beat V2	"Shake Something"	Hap Palmer	Getting to Know Myself
"Mother Goose Party"	Jack Hartman	Rhymin' to the Beat V2	"The Circle"	Hap Palmer	Getting to Know Myself
"Old Mother Hubbard"	Jack Hartman	Rhymin' to the Beat V2	"Touch"	Hap Palmer	Getting to Know Myself
"Down By the Bay"	Raffi	Singable Songs Collection	"Turn Around"	Hap Palmer	Getting to Know Myself
"More We Get Together"	Raffi	Singable Songs Collection			
"Shake Your Sillies Out"	Raffi	Singable Songs Collection			

Off to a Good Start

WEEK ONE

Review the lists below to find the materials and activities you will need to prepare ahead of time. Refer to the lesson plan handbook to see full explanations of each item.

During the first week, take close-up photos (head shots) of all the children to use in a variety of ways. Take shots of classroom activities to use when creating your daily schedule, such as arrival, snack time, center time or clean-up.

MATERIALS

- class schedule with symbols (add photos later)
- message board large enough to display daily message (preferably a dry erase wipe off board, or small chart paper or tablet)
- hand washing rebus chart
- photos for message board (classroom teachers, cubbies)
- job board and symbols for jobs
- story symbols (draw or use clip art) – star and globe

TASKS

- Review the songs and finger plays for the week – make sure you know the tune and the words; jot them on index cards for quick review
- Write letter to parents about first few weeks; request real and found items - bottle caps, empty food containers for dramatic play, shoes (all sizes – for shoe unit weeks 4-6)
- Check book list; gather the books for week one (substitute if needed)
- Make sure you have chart paper
- Check assessment supplies – portfolios, camera, computer, note-taking materials
- Design and print matrices
- Contact school helper for visit
- Create a “safe place” --where children can go when they are feeling angry or stressed: a beanbag chair or a large floor pillow are good places to begin. Add a stuffed animal to cuddle with and post the symbols for calming that you teach during large group. Draw/print symbols for breathing techniques (S.T.A.R. and Drain)
These are available at <http://www.consciousdiscipline.com>
Click on the **Resources** tab, then **Printable Posters**, then **Safe Place Breathing Icons**. Click on the link to print the downloadable pdf.
- Buy graham crackers and vanilla icing
- Gather the following props – toy microphone, 6-8 clean socks, real or pretend potato
- Make playdough (optional)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Large Group/ Opening Activity 8:00-8:30	Activity: Gather – “Come to the Circle” Greeting – Greg & Steve “Good Morning” Intro Daily Schedule/show clip on Circle Time Message - teacher photos S: APL5.4b, CLL8.4d	Activity: Gather/Greet - same song as Monday Message/photo of cubbies S: APL5.4b, CLL8.4d	Activity: Gather/Greet - same song as Monday Message/2-3 job symbols/show job board and assign jobs S: APL5.4b, CLL8.4d, SS2.4a	Activity: Gather/Greet/Jobs Message/marker S: APL5.4b, CLL8.4d, SS2.4a	Activity: Gather/Greet/Jobs Message/cooking symbol S: APL5.4b, CLL8.4d, SS2.4a
	Book #1: <i>Mouse's First Day</i> ID things you might see at school S: SS3.4b	Book #1: <i>No, David</i> Intro topic of class rules S: SS2.4a	Book #1: <i>It's Mine</i> Continue focus on class rules S: SS2.4a	Book #1: <i>Stand Tall Molly Lou Melon/Feelings</i> , being kind to others S: SED5.4d	Book #1: <i>When Sophie Gets Angry</i> / Introduce “safe place” Show STAR and DRAIN breathing techniques S: SED2.4a, SED3.4b
	Music with Movement: Greg & Steve “The Freeze” Follow directions to stop and start S: CLL1.4b, PDM5.4a	Music with Movement: Raffi “Shake Your Sillies Out” shake, clap, jump to directions S: CLL1.4b, PDM5.4a	Music with Movement: “Jump, Jump...STOP!” Follow verbal directions to jump, stomp, etc. S: CLL1.4b, PDM5.4a	Music with Movement: The Wiggles “Shakey Shakey” Shake body parts S: CLL1.4b, PDM5.4a	Music with Movement: Greg & Steve “Listen and Move” Follow music cues – walk, skip, hop S: CLL1.4b, PDM5.4a
8:30 -9:00 Small Group Time (see Small Group Template for detailed plans)					
9:00-9:15	Book #2: <i>First Day Jitters</i> (Why was the teacher nervous? vocabulary - jitters) S: SED5.4d	Book #2: <i>Splat the Cat</i> (How did Splat feel? How do you know?) S: CLL5.4c, SED 2.4d	Book #2: <i>Will I Have a Friend?</i> (Refer to Splat and Sylvester) S: SED5.4d	Book #2: <i>The Napping House</i> S: CLL5.4c	Book #2: <i>Mean Soup</i> (Where in our room can you go if you feel mad?) S: SED2.4a, SED3.4b
Materials and/or activity choices for outdoor play: playground balls, outdoor book bags					
9:45-10:00	Activity: The Wiggles “Get Ready to Wiggle” Transition - “My Feet Are Starting to Wiggle” S: SED3.4d	Activity: Parachute Express “Shakin' It” Transition - “Shake it Up High” S: SED3.4d	Activity: The Wiggles “Get Ready to Wiggle” Transition - “My Feet Are Starting to Wiggle” (child ideas) S: SED1.4b	Activity: Parachute Express “Shakin' It” Transition - “Shake it Up High” S: SED3.4d	Activity: The Wiggles “You Make Me Feel Like Dancing” Transition - play song again - sit down, dance with hands S: SED3.4d, CR1.4a
10:00-10:15	Large Group Literacy: Shared reading/Handwashing chart Discuss other Healthy Habits; “What pictures could we draw?” S: PDM1.4e, CLL8.4d	Large Group Literacy: Shared reading/ <i>No, David</i> S: CLL8.4b, CLL8.4c	Large Group Literacy: Retell <i>Franklin Goes to School</i> w/puppets S: CR4.4a, CLL5.4b	Large Group Literacy: Review stories of Splat, Mouse and Franklin; Intro symbols for main character, setting S: CLL5.4c	Large Group Literacy: Read class rules from chart/teacher points S: CLL8.4b, CLL8.4c

10:15-11:30 Center Time (11:15-11:30 Clean-up)

11:30-11:45	Phonological Awareness: "Hello and How Are You?" call & response S: CLL6.4a	Phonological Awareness: "Scat Like That" echo song S: CLL6.4a	Phonological Awareness: "A Ram Sam Sam" using different voices S: CLL6.4a	Phonological Awareness: "A Ram Sam Sam" - children choose "voices" S: CLL6.4a	Phonological Awareness: "Scat Like That" Greg and Steve echo song S: CLL6.4a
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11:45-12:15 Lunch Time

12:15-12:30	Book #3: <i>Off to School Baby Duck</i> S: SS3.4b	Book #3: <i>Franklin Goes to School</i> S: SS3.4b, CLL5.4d	Book #3: <i>The Kissing Hand</i> S: SED2.4a	Book #3: <i>Dinosaur Starts School</i> S: SS3.4b, CLL5.4d	Book #3: <i>Boomer Goes to School</i> S: SS3.4b, CLL5.4d
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12:30-1:30 Rest time

Planning for Additional Instructional Activities (story times, music/movement, transitions, large group meetings, etc) This space is provided for optional use to document additional instructional activities planned throughout the week.

1:30-2:00	Activity: Legos, paper/crayons, listening center, books Practice folding blankets S: APL1.4b, APL3.4b, PDM1.4e	Activity: Legos, paper/crayons, listening center, books Practice folding blankets S: APL1.4b, APL3.4b, PDM1.4e	Activity: Legos, paper/crayons, listening center, books Cutting practice (dish tubs with variety paper) S: APL1.4b, APL3.4b, PDM6.4c	Activity: Legos, paper/crayons, listening center, books Cutting practice (dish tubs with variety paper) S: APL1.4b, APL3.4b, PDM6.4c	Activity: Legos, paper/crayons, listening center, books Cooking Activity Spread icing on graham crackers S: APL1.4b, PDM2.4a
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2:00-2:10 Snack and Pack

2:10-2:30	Closing Activity: "Meet Ball" Toss ball. Child says "I'm ____" Class responds "Hi, ____" Review – use microphone "What did you do at school today?" (tune Mary...Lamb) S: MA3.4d, SED1.4b	Closing Activity: The Wiggles "You Make Me Feel Like Dancing" Review – use microphone "What did you do at school today?" S: CR1.4a, MA3.4d	Closing Activity: "Alice the Camel" Place items from around room in socks – child feels and then tells what it is and where it belongs in room S: SC1.4a, SS3.4b	Closing Activity: Raffi "The More We Get Together" - use rhythm instruments Look at message board - what was our mystery? What did we learn about markers? S: CR3.4a, CLL2.4b	Closing Activity: Class Rules Hot Potato Pass potato to music – when stops, child tells a class rule "What are you doing this weekend? Turn and tell a friend" (tune Jolly Good Fellow) S: SED3.4a, SS2.4c
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***Small Group Instruction: See small group lesson plan page for the current week.**

***Documentation of plans for collection of assessment will be reflected on lesson plan or optional *Planning for Assessment Template*.**

Small Group Template One

Teacher: **Sample**

Week of: **#1**

Suggested use: at the *beginning of the year* with both adults leading a group activity to acclimate children to the environment and routine; or one teacher directed activity takes place while second teacher monitors others in independent activities (centers) or a large group activity (story time, literacy activity, science experiment, etc.)

**Refer to the FAQ for Planning Instruction and the FAQ for Small Groups for further explanation.

**Documentation of small group reading (book title with brief description of the follow-up activity) is required one time weekly but may be planned more often.

Group	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher directed	<p>Activity: Demonstrate/practice bathroom procedures and routines go over hand washing rebus chart; sing song</p> <p>Students: all boys</p> <p>S: PDM1.4e</p>	<p>Activity: Discuss/develop class rules Dictation – language experience chart</p> <p>Students: names or initials for 1/2 class</p> <p>S: CLL8.4b, SS2.4a</p>	<p>Activity: Discuss/develop class rules Dictation – language experience chart</p> <p>Students: names or initials for 1/2 class</p> <p>S: CLL8.4b, SS2.4a</p>	<p>Activity: Explore writing center materials and storage/clean-up; teach “the Pre-k click” Collect writing samples, dictation</p> <p>Students: names or initials for 1/2 class</p> <p>S: CLL9.4b</p>	<p>Activity: Explore writing center materials and storage/clean-up; teach “the Pre-k click” Collect writing samples, dictation</p> <p>Students: names or initials for 1/2 class</p> <p>S: CLL9.4b</p>
Teacher directed X Independent	<p>Activity: Demonstrate/practice bathroom procedures and routines go over hand washing rebus chart; sing song</p> <p>Students: all girls</p> <p>S: PDM1.4e</p>	<p>Activity: Go over arrival/departure procedures – putting up book bags, what goes in my cubbie, packing up in the afternoon, bus numbers</p> <p>Students: names or initials for 1/2 class</p> <p>S: APL1.4a, SED3.4a</p>	<p>Activity: Go over arrival/departure procedures – putting up book bags, what goes in my cubbie, packing up in the afternoon, bus numbers</p> <p>Students: names or initials for 1/2 class</p> <p>S: APL1.4a, SED3.4a</p>	<p>Activity: Explore playdough Add tools (cookie cutters, scissors) to center show/practice clean-up</p> <p>Students: names or initials for 1/2 class</p> <p>S: CR2.4a</p>	<p>Activity: Explore playdough Add tools (cookie cutters, scissors) to center show/practice clean-up</p> <p>Students: names or initials for 1/2 class</p> <p>S: CR2.4a</p>

Planning for Individualization (use this space as needed)

Planning for individualization may be documented below or on the main page of the Lesson Plan Template

Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:
Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:

Planning for Assessment Template

Teacher: SAMPLE - Week #1

- Required documentation of plans for collecting assessment throughout the instructional day can be noted on the lesson plan template or by using the following format.
- Spontaneous collection of documentation (such as photos, notes and collection of work samples) will occur throughout each day, therefore there will be no evidence of planning for many items collected.

Indicate specific activities below. Not all spaces are expected to be filled in weekly. This is an organizational tool to help with weekly planning and preparation for collecting assessment documentation. See sample online at www.decal.ga.gov.

	MATRIX	PHOTOS with descriptor	OBSERVATIONAL NOTES	WORK SAMPLES
Monday				
Tuesday			responses to class rules discussion - small group	
Wed.			responses to class rules discussion - small group	
Thursday				small group - writing sample
Friday				small group - writing sample
				Notes, comments & reminders
<p>Many teachers find it helpful to document the functional component and the performance indicators on assessment documentation. This information helps to clearly define the area in which the information is most relevant.</p> <p>PS = Personal and Social Development LL = Language and Literacy M = Mathematical Thinking S = Scientific Thinking SS = Social Studies A = The Arts PDH = Physical Development and Health</p>				

WEEK ONE: OPENING ACTIVITY

“Circle Time or Large Group Instruction helps establish a routine for students. However, it should not be so redundant that students lose interest. These activities should vary and progress throughout the year based on student interest and skill level.” -IQ Guide for Planning Instruction

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Large Group/ Opening Activity 8:00-8:30	Activity: Gather – “Come to the Circle” Greeting – Greg & Steve “Good Morning” Intro Daily Schedule/show clip on Circle Time Message - teacher photos S: APL5.4b, CLL8.4d	Activity: Gather/Greet - same song as Monday Message/photo of cubbies S: APL5.4b, CLL8.4d	Activity: Gather/Greet - same song as Monday Message/2-3 job symbols /show job board and assign jobs S: APL5.4b, CLL8.4d, SS2.4a	Activity: Gather/Greet/Jobs Message/marker S: APL5.4b, CLL8.4d, SS2.4a	Activity: Gather/Greet/Jobs Message/cooking symbol S: APL5.4b, CLL8.4d, SS2.4a

The Opening Circle Time/Large Group helps children organize and preview their day. It gives you opportunities to introduce new topics and/or materials and talk about changes made to learning areas. It helps you prepare children for special visitors, experiments, cooking activities or field trips. This is also a time to help children feel a part of the class community. Rituals, special songs or greeting activities, for example, can give a positive start to the day. Any large group at the beginning of the year should be “short and sweet.” Children lose interest easily and you need to keep things moving. The time allotted in the sample lesson plan for opening large group is 30 minutes, but you will not spend the entire time with children seated on the rug. There is time built in for transition to the group and the activity following group. Probably 20 minutes is a good estimate on the actual time children will spend in large group. Establish the order of events during the first days – then add variety and build in additional elements as the weeks progress. For example, you might include ways to involve children in taking attendance or include time for the Pledge or Morning Announcements.

GATHER AND GREET: Decide on special music or another signal to gather children; in the sample lesson plan, we used a song called “Come to the Circle.” We have also added a “greeting song” that will change each week; this week it’s Greg & Steve’s “Good Morning.” Once children have learned several songs, a class job could be to select the greeting song for the day.

MESSAGE BOARD: Another routine part of the opening activity is the daily message board. The board contains a message from the teacher to the children, giving them information about upcoming events, often things they will do in small group or centers. It also helps them begin to look at symbols and print as ways to convey information. Begin by using simple symbols that children can “read.” As the year progresses, you will add print.

Monday: Place a symbol for “happy” on the message board. Ask who might be happy –children, teachers. Why? Children like Pre-K, teachers are happy children are here, children are happy to see friends, for example.

Tuesday: Put a photo of the cubbies on the board. Ask children about what the message might mean. Explain to children that this message means that they will find out something about cubbies today.

Wednesday: Today’s message is a picture of 2-3 job symbols. After reading the message, introduce the job chart and assign 2-3 jobs.

Thursday: Tape a marker to the message board. Ask children, “What do you think this message means?” Help them understand that they will use markers today (in small group you will teach the “Pre-K click”).

Friday: Today’s message is a symbol for cooking. Help children recognize that this means they will do a cooking activity today.

CLASS SCHEDULE: It’s important for children to have a visual reminder of the order of events in their day. Create a simple daily schedule. Start with clip art or other symbols. After a week or two, replace the symbols with actual photos of the children engaged in the activity – arriving in the morning,

eating snack, playing outside and so on. Come up with a system to mark the schedule to show the time of day. Attach Velcro dots to each part and place a star or other symbol on the dot as you move through the day, or clip on a colorful clothespin. It's important that children be able to manipulate the schedule. This helps them acquire basic concepts of time in a very concrete way.

STORY TIME

Large Group/ Opening Activity 8:00-8:30	Book #1: <i>Mouse's First Day</i> ID things you might see at school S: SS3.4b	Book #1: <i>No, David</i> Intro topic of class rules S: SS2.4a	Book #1: <i>It's Mine</i> Continue focus on class rules S: SS2.4a	Book #1: <i>Stand Tall Molly Lou Melon/Feelings</i> , being kind to others S: SED5.4d	Book #1: <i>When Sophie Gets Angry</i> / Introduce "safe place" Show STAR and DRAIN breathing techniques S: SED2.4a, SED3.4b
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Plan at least two opportunities for the children to participate in reading and discussing children's literature each day. Choose books for specific purposes. Include the title of the story and/or pieces of literature, and the GELDS indicator(s). The GELDS indicator should reflect the REASON you are reading the book. Is it to introduce a science topic, to help children talk about sharing, to practice rhyming words or to calm and re-focus children after an activity? **The books chosen for this first week of school are about first day experiences, the need for rules, being kind to friends and the "safe place" in the classroom.**

Always **CONNECT** to something – a child's interests, common experiences, your current topic or past lessons. Say things like, "Remember when the fire fighters came to visit? This book is about a dog that lives in the fire station." OR "Have you ever felt shy? Let's read about Amy and think about why she felt shy." Some teachers jot down specific "hooks" to help them remember this important point.

As you read to children, include **some** of the following activities:

- Introduce the book: read the title, author and illustrator; look at the cover and discuss what the book might be about; suggest things to look and listen for.
- Run your finger or a pointer under the text while reading. This is more appropriate when the children can more easily see the text.
- Answer questions related to the book.
- Explain vocabulary or concepts that might be unfamiliar.
- Use information and reference books to answer children's questions.
- Ask children to look closely at the pictures to help them understand the story and make predictions about what might happen next.
- Pause and wait so children can say the word that ends a repetitive or predictable phrase. This is called the "cloze" technique.
- Follow up on the story. Invite a child to talk, draw, paint or pretend to be one of the characters.
- Stop to ask thinking questions: "What might happen next?" "Where did he go?" "Why did she do that?"

WATCH the New Teacher podcast "Off to a Good Start: Reading Aloud" for more tips and strategies

Monday: *Mouse's First Day* introduces the centers in a typical preschool classroom and some of the materials you might find there. The language is rhythmic and playful - "blinky, cuddly, curly dolls," "squiggle, scribble, dot crayons." Show some of the items from your classroom and assure children they will have time to explore "just like Mouse."

Tuesday: Read *No, David* to introduce the topic of class rules. What's more helpful than saying, "No?" - saying what you CAN do. Let children know they will have an opportunity to make up some class rules together.

Wednesday: *It's Mine* by Leo Lionni is a good book to help children focus on sharing and being fair.

Thursday: *Stand Tall Molly Lou Melon* leads into a good discussion about being kind to others and recognizing a person's own unique abilities.

Friday: In the book *When Sophie Gets Angry*, Sophie finds a special spot to help her calm down. Assure children that being angry is OK.

Introduce the SAFE PLACE in your classroom – a cozy spot where children can go when they feel angry or stressed.

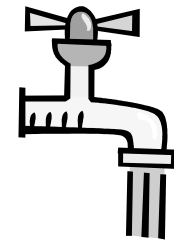
Show them some simple breathing techniques to help them calm down. These are from Becky Bailey's Conscious Discipline®.

Free downloads of graphics are available at http://consciousdiscipline.com/downloads/resources/Safe_Place_Breathing_Icons.pdf

✓ Be a **S.T.A.R.** (Stop, Take a deep breath And Relax) Demonstrate how to breathe in through your nose, hold for a second or two and then blow out forcefully through your mouth. You may want to place a S.T.A.R. symbol in your safe place or cozy spot as a reminder.



✓ Do the **DRAIN.** Demonstrate how to breathe in and raise your arms straight out in front of you with your fists clenched tight. Hold for several seconds, then open your hands and exhale forcefully, making a "whoosshhh" sound, like water coming out of a drain.



MUSIC WITH MOVEMENT

Large Group/ Opening Activity 8:00-8:30	Music with Movement: Greg & Steve "The Freeze" Follow directions to stop and start S: CLL1.4b, PDM5.4a	Music with Movement : Raffi "Shake Your Sillies Out" shake, clap, jump to directions S: CLL1.4b, PDM5.4a	Music with Movement: "Jump, Jump...STOP!" Follow verbal directions to jump, stomp, etc. S: CLL1.4b, PDM5.4a	Music with Movement: The Wiggles "Shakey Shakey" Shake parts of body S: CLL1.4b, PDM5.4a	Music with Movement: Greg & Steve "Listen and Move" Follow music cues – walk, skip, hop S: CLL1.4b, PDM5.4a
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After a short time sitting, Pre-K children are ready for a little music and movement. It's important to space activities using large muscles throughout the day – either in large group times or outside. Music and movement can energize children or help them to calm down. Activity records are good but don't discount old fashioned games like the "Hokey-Pokey" or "Here We Go Zudeo."

There are many reasons why you should be the source of music in the classroom. By singing or chanting without recorded music, you can...

- *Slow down the tempo of the song so children can keep up*
- *Adjust the pitch higher or lower so children can sing comfortably*
- *Change the song based on the ability level of your children; sing just the first verse, for example*
- *Pause at the end of a phrase during an action song so children can do the motions*
- *Modify the song based on the interests and ideas of the children. A recording of "Old McDonald" limits you to just a few animals – why not sing about dinosaurs or robots!*

-Beth Marshall, HighScope

In this sample plan, Music and Movement comes after Story Time; you may decide it works better before Story Time for your classroom. Pay close attention to children's responses and make adjustments accordingly. Notice that the lesson plan lists what children will do ("dance and freeze" or "jump, march, skip") and an appropriate GELDS indicator (PDM) for each activity. In the following notes, we have provided words and directions for songs, chants and rhymes.

Wednesday:

"I'll JUMP and I'll JUMP and I'll JUMP and....STOP"

chant slowly with emphasis on the word JUMP, then pause and say STOP while holding both hands up in front of you; repeat two more times

"I'll JUMP and I'll JUMP and I'll JUMP and....STOP"

"I'll JUMP and I'll JUMP and I'll JUMP and....STOP"

On the last line, say "JUMP" very quickly; children jump fast! Then STOP!

"JUMP, JUMP, JUMP, JUMP, JUMP and STOP!"

REPEAT using different actions – clap, stomp, wiggle hips, etc.

SMALL GROUPS

“Small group instruction provides opportunity to focus attention on individual children and individual needs. It involves no less than two and no more than eight (2-8) children who meet with an adult to experiment with materials and solve problems. Other children may work independently on an assigned task. Small groups should be formed and will change based on the developmental needs and skills of children reflected in your assessment data. The Georgia Early Learning and Development Standards for Pre-K should be used in planning small group instruction and documented in lesson plans. The activities planned for groups of students working independently should also be purposeful, with GELDS indicators documented. Lesson plans will identify by use of names, initials, symbols or number the group assignment of each child participating in small group activities.”

-FAQ for Planning Instruction

In this Handbook, small group activities for the first weeks are based on learning routines and becoming familiar with classroom materials. You need to plan to TEACH children what to do, how to clean up, and so on. Don't expect them to know automatically. **Spending ample time on these activities at the beginning of school can make the entire year run smoother and give you valuable time later on to teach concepts and skills.**

Each activity is coded with a GELDS indicator. When you select indicators, think about the MAIN skill or concept you want to teach. What do you want children to be able to do when they leave your group? Writing more than 1-2 indicators is not helpful and does not focus your instruction.

Keep the time short at the beginning of the year; about 10-15 minutes is a good starting point. Remember to allow extra time for transitioning into small groups. You should also think about what children will do when they finish. Will they read books on the rug? Go to the LEGO table? Write with a clipboard and marker? The choices should be clearly explained and demonstrated so children understand what is expected.

Activities for small group should be hands-on. Pre-K children need to manipulate objects to learn; give them activities that are concrete and active. Lessons should also be open-ended; there should be more than one way to use the materials. For example, if a child cannot count items as you planned, they could sort them or talk about color or shape.

An important planning task is to assign each child to a teacher group or to an independent activity. At the beginning of the year, you will probably assign children randomly to groups. As the weeks progress, you will gradually begin to use other criteria – children's interests, their learning styles or assessment data – to form groups. Your groupings should change frequently but it's NOT necessary to change them every day. This is hard to plan and confusing to children, especially at the beginning of the year. Keeping the same groups for at least a week is fine.

There are several small group templates on the BFTS website for your use. **The one used in Week #1 is template #1.** It is suggested for use at the *beginning of the year* with both adults leading a group activity to acclimate children to the environment and routine. It can also be used for one teacher directed activity and several independent activities that are monitored by the second teacher. OR you may choose to plan for one teacher directed activity and a large group activity (story time, literacy activity or science experiment, for example) led by the second teacher. **As the weeks progress, the small group lesson plan template will change.**

Group	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher directed	<p>Activity: Demonstrate/practice bathroom procedures and routines Go over hand washing rebus chart; sing song</p> <p>Students: all boys</p> <p>S: PDM1.4e</p>	<p>Activity: Discuss/develop class rules Dictation – language experience chart</p> <p>Students: names or initials for 1/2 class</p> <p>S: CLL8.4b, SS2.4a</p>	<p>Activity: Discuss/develop class rules Dictation – language experience chart</p> <p>Students: names or initials for 1/2 class</p> <p>S: CLL8.4b, SS2.4a</p>	<p>Activity: Explore writing center materials and storage/clean-up; teach “the Pre-K click” Collect writing samples, dictation</p> <p>Students: names or initials for 1/2 class</p> <p>S: CLL9.4b</p>	<p>Activity: Explore writing center materials and storage/clean-up; teach “the Pre-K click” Collect writing samples, dictation</p> <p>Students: names or initials for 1/2 class</p> <p>S: CLL9.4b</p>
Teacher directed x Independent	<p>Activity: Demonstrate/practice bathroom procedures and routines Go over hand washing rebus chart; sing song</p> <p>Students: all girls</p> <p>S: PDM1.4e</p>	<p>Activity: Go over arrival/departure procedures – putting up book bags, what goes in my cubbie, packing up in the afternoon, bus numbers</p> <p>Students: names or initials for 1/2 class</p> <p>S: APL1.4a, SED3.4a</p>	<p>Activity: Go over arrival/departure procedures – putting up book bags, what goes in my cubbie, packing up in the afternoon, bus numbers</p> <p>Students: names or initials for 1/2 class</p> <p>S: APL1.4a, SED3.4a</p>	<p>Activity: Explore playdough Add tools (cookie cutters, scissors) to center show/practice clean-up</p> <p>Students: names or initials for 1/2 class</p> <p>S: CR2.4a</p>	<p>Activity: Explore playdough Add tools (cookie cutters, scissors) to center show/practice clean-up</p> <p>Students: names or initials for 1/2 class</p> <p>S: CR2.4a</p>

Before small group begins, show the children the symbol/picture on the daily schedule. Explain that during this time children will meet in smaller groups with a teacher to do activities. Transition children to small group.

Monday: Divide children into two groups (all the boys in one group, for example, and all the girls in the second group). During this group each teacher will demonstrate bathroom procedures and routines. Be sure to include information such as - Where are the bathrooms? When can I go? Do I need a hall pass? Go over hand washing procedure with the rebus chart. Have children practice hand washing. Sing a hand washing song.

(tune – Row, Row, Row Your Boat)

Wash, wash, wash your hands

Play the cleanup game

Scrub and rub, rub and scrub

Germs go down the drain

Tuesday/Wednesday: Divide the children into 2 groups. The lead teacher and assistant teacher will teach the same lesson for two days, swapping the groups on the second day so every child has a turn.

Lead Teacher: Discuss and develop class rules. Write children’s ideas on chart paper. Help them re-formulate their ideas into short, positive statements.

Billy: “I know a rule. You can’t run! Noooo running!! That’s what my brother says. No running at school.”
Teacher: “That’s right Billy. If we run, we could bump into people and get hurt. What should we do instead?”
B. “We should walk.”
T. “Yes – let’s put that as a rule – We walk.”

Strive for no more than 4-5 rules. Make sure they are stated positively; for example, “use gentle hands” instead of “no hitting.” Keep the language simple and add a picture or symbol for each rule. Post them in the large group area and refer to them often. Watch the podcast “Off to a Good Start: Classroom Rules” to learn more.

Assistant Teacher: Demonstrate and practice arrival and departure procedures – hanging up book bags and jackets, packing up in the afternoon or bus call. Children should physically practice these routines - lining up for bus call, for example.

Thursday/Friday

Teacher #1 – explore play dough. Add some tools to the play dough area, such as cookie cutters and old scissors. Show children how to use the tools. Demonstrate and practice clean-up. Small dustpans and whisk brooms are handy for getting small bits of dough off the floor or table.

Teacher #2 – explore the writing center. Show children markers, pencils, crayons. Talk about storage of these materials. Remind them that the message board said that they will learn something about markers. Teach the “Pre-K click” (push down on marker lid until you hear it click).

Sing: “Put the top on the marker. Put the top on the marker. Put the top on the marker, so you can hear it click” (tune: “For He’s a Jolly Good Fellow”)

Give everyone several markers to practice with. Provide paper and encourage children to explore with writing materials. Offer to write down any dictation. At the end of small group time, collect the writing samples.

STORY TIME

This story time follows small group in our sample schedule and serves as a way to gather the children back together before moving to the next part of the day. You might choose to read the same book from the morning group, asking children questions or retelling the story. You might also read another book to further develop your topic or to help children focus on what they learned in small group.

Remember that the GELDS indicator should reflect the **purpose for reading** the story. Notice *First Day Jitters* on Day #1. This book explores a variety of feelings connected to the first day of school and will help children focus on their “first day” feelings. The twist at the end encourages them to think about how others feel as well. The GELDS indicator is SED5.4d: shows empathy and understanding of peers by attempting to comfort and help.

At the end of Story Time, build in a transition to Outside Time. How will children get coats or jackets? Can they go straight out the door to the playground or will they need to line up?

9:00-9:15	Book #2: <i>First Day Jitters</i> (Why was the teacher nervous? vocabulary = jitters) S: SED5.4d	Book #2: <i>Splat the Cat</i> (How did Splat feel? How do you know?) S: CLL5.4c, SED 2.4d	Book #2: <i>Will I Have a Friend?</i> (Refer to Splat and Sylvester) S: SED5.4d	Book #2: <i>The Napping House</i> S: CLL5.4c	Book #2: <i>Mean Soup</i> (Where in our room can you go if you feel mad?) S: SED2.4a, SED3.4b
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OUTDOOR TIME

In this section of the lesson plan, list additional materials and activities that you will provide for outside play. There should be a choice of activities for children to participate in. List mobile equipment (balls, parachute, tricycles) as well as materials for learning activities (books, markers & paper or magnifying glasses). HINT: Place several “gently used” books in plastic zipper bags to make them easy to take to the playground. Add a small blanket or towel for an instant reading picnic.

On Monday, be sure to spend some time discussing playground rules and safety. This can be done in a large group just before going to the playground. It’s also a good idea to gather children on the playground to demonstrate and practice – have everyone take a turn climbing and sliding safely on the slide, for example. Also, demonstrate and practice routines like where they will line up and how you will let them know that playtime is over.

Materials and/or activity choices for outdoor play: playground balls, outdoor book bags

TRANSITION ACTIVITY

9:45-10:00	Activity: The Wiggles “Get Ready to Wiggle” Transition - "My Feet Are Starting to Wiggle" S: SED3.4d	Activity: Parachute Express "Shakin' It" Transition - "Shake it Up High" S: SED3.4d	Activity: The Wiggles “Get Ready to Wiggle” Transition - "My Feet Are Starting to Wiggle" (child ideas) S: SED1.4b	Activity: Parachute Express "Shakin' It" Transition - "Shake it Up High" S: SED3.4d	Activity: The Wiggles "You Make Me Feel Like Dancing" Transition - play song again - sit down, dance with hands S: SED3.4d, CR1.4a
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It’s important to always plan some type of learning activities after outside time. If you simply come in and eat lunch and then rest, you are wasting prime learning time.

When children return from outside, be sure you include time for routines, such as hand washing or getting water. In this [sample schedule](#), Large Group Literacy happens immediately after outside time, so you need to plan an activity that helps children calm down and refocus. Think of this as a “funnel” activity - moving from large motor movements to small motor movements, from whole group involvement to individual participation. Children are excited and somewhat rowdy after playtime but because they have been engaged in vigorous physical activity, their brains are fully oxygenated and ready to learn. We need to channel this energy and focus it for learning.

Monday: Children begin by dancing to “*Get Ready to Wiggle*” by The Wiggles, and then gradually move to a seated finger play. Begin by chanting... (to the tune of “The Bear Went Over the Mountain”)

*My (feet) are starting to wiggle,
My (feet) are starting to wiggle,
My (feet) are starting to wiggle,
Around and around and around.*

Have children sit down and continue with the chant. Change words to “head,” “hands,” “fingers,” gradually slowing movements down and making your voice softer and softer. At the end of the chant, children are seated and quiet, ready for your lesson.

Tuesday: After “*Shakin It*” by the Parachute Express, use this finger play. Children shake both hands according to directions:

*Shake ‘em up high, Shake ‘em down low,
 Shake ‘em on your tummy & shake ‘em on your toe
 Shake ‘em in the front, shake ‘em in the back, shake ‘em all around the railroad track (move hands in a large circle)
 Shake ‘em to the left, shake ‘em to the right, shake ‘em in the middle and out of sight (put hands in lap)*

Friday: After dancing to a music CD (“You Make Me Feel Like Dancing”), have children sit on the carpet and “dance” with their hands and fingers. Demonstrate possible moves then accept ideas from children.

LARGE GROUP LITERACY

Daily large group literacy activities can be the most exciting and interactive literacy learning that takes place in your classroom. Be sure to include a variety of planned activities. Use flannel board stories and puppets. Read and re-read chart stories. Act out a familiar story using props or simple costumes. Shared reading using big books and modeled writing are also appropriate activities. Large group literacy activities should teach specific literacy skills such as concepts about print and vocabulary, as well as encourage creativity and provide opportunities for conversations, questions and predictions.

Shared reading is an interactive reading experience. In shared reading, the teacher leads the class in reading or chanting a text – a book, poem, or message on a chart – that is enlarged for the whole class to see. Shared reading allows students to observe the reading process and to practice reading strategies or concepts in the safety of a group. The same enlarged text is read and reread several times over a few days. Initially, the teacher takes the lead and then gradually pulls back as students become familiar with the text. During each reading, children are encouraged to focus on or discover new concepts of print.



Modeled writing could include making lists on large paper, writing chart stories, graphs or adding words to a word wall. Other examples include use of a morning message board or daily news activities. Be sure to talk about writing to help children make the connection between the spoken and written word. Print clearly and legibly. Demonstrate and describe concepts about print (left to right, top to bottom, space between words, capital letters, examples of sentences, words or letters).

10:00-10:15	Large Group Literacy: shared reading/Handwashing chart Discuss other Healthy Habits; "What pictures could we draw?" S: PDM1.4e, CLL8.4d	Large Group Literacy: shared reading/ <i>No, David</i> S: CLL8.4b, CLL8.4c	Large Group Literacy: Retell <i>Franklin Goes to School</i> w/puppets S: CR4.4a, CLL5.4b	Large Group Literacy: Review stories of Splat, Mouse and Franklin; Intro symbols for main character, setting S: CLL5.4c	Large Group Literacy: Read class rules from chart/teacher points S: CLL8.4b, CLL8.4c
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Monday: Use the rebus chart for hand washing that you introduced in small groups. As you point to each section of the chart, “read” the symbols. “First, turn on the water, then get some soap...” After you read through once, invite children to join you. Be sure to point to each symbol as you read. Next, invite children to act out the steps as you read them together. Ask for children’s input: What other healthy habits do we need to remember? Possible answers might be – “cover up your mouth when you cough” or “use a tissue when you sneeze.” Discuss what symbols we could draw to remind us to do those things. Where should we put them?

Tuesday: Re-read *No David* with the group. Use the pointer and invite children to read the text along with you; point to each word as they read.

Wednesday: Re-tell *Franklin Goes to School* with a puppet. Encourage children to help you “remember” parts of the story.

Thursday: Show books featuring Splat, Mouse and Franklin. Introduce STORY SYMBOLS. These help children focus on the parts of a story, such as main character  (star) and setting  (globe). Show the book and the star symbol and ask “Who was the star of this story? Who was this story about?” After children respond, show the books again along with the globe symbol and ask “Where in the world did this story happen? Where was Mouse (Splat, Franklin) when the story happened?”

Friday: Use the Class Rules you developed in small groups on Tuesday and Wednesday. Be sure you have written the rules in large print and used a symbol to represent each of the rules. Read them with the children, pointing to each word as you read. Point to the symbol and ask children how it helps them remember what the rule says.

CENTER TIME

“Learning centers are one of the most important features of a developmentally appropriate classroom. Carefully developed centers with materials that are rotated to maintain interest provide an opportunity for children to become active and engaged learners.” -FAQ for Instructional Practices

Keep in mind the following Bright from the Start requirements for Center Time: There should be **AT LEAST** one full hour of uninterrupted time for children to play in self-selected learning areas. The 60 minutes cannot be divided into several smaller increments. Children cannot be timed or be required to rotate between centers. Children should not be limited in numbers in centers unless it is for a safety precaution or is a smaller center where materials would be an issue, such as the sensory table, loft, listening center, flannel board or computer. Clean-up should be clearly defined and is in addition to the minimum of one full hour block of time. During Center Time, both teachers should be actively engaged with students, facilitating conversation and providing feedback. Involvement of teachers is critical during the first days of school. Sit and play with children. Demonstrate the use of materials and how to clean up. Talk about safety rules and how to share toys and equipment.

During the first few weeks, you may want to modify Center Time, until children become comfortable with the room and materials. For example, you may shorten the time in centers on your daily schedule or only open a few centers at a time. Some teachers begin by opening only 3-4 centers. Dramatic play and blocks will be most popular; reading or math and art are also good choices. Other teachers choose to open all centers, but limit the materials in each center. For example, art might have easels with tempera paint, one kind of paper, scissors, glue and play dough. The Math/Manipulatives Center might have Legos, 2 -3 puzzles, shape beads for stringing and your collection of bottle caps. Gradually add to the materials over several weeks until you have out all of the required items.

Decide, ahead of time, how you will gradually dismiss children to centers – one row at a time, by pulling their name from a jar, etc. Children should freely choose the center where they want to play; remember, you may not assign children to particular centers. As you introduce new materials, to support a topic or respond to children’s interests, add them to the **CHANGES TO THE ENVIRONMENT FORM**.

PHONOLOGICAL AWARENESS

Phonological awareness is a critical literacy skill, proven by research to directly affect future reading ability. By designating a specific time in your schedule for phonological awareness activities, you ensure that it is not overlooked. However, don't limit phonological awareness activities to large group; they should be planned during small group time as well.

Large group time is appropriate for exposure and for introducing and practicing concepts within the safety and security of the group - reading rhyming stories or playing a listening game, for example. Small group provides more focused instructional time – a time to teach and assess specific skills. The teacher is able to tailor instruction to fit the individual needs of children. Most teachers plan phonological awareness activities in both large and small group times as well as using them frequently during daily transitions.

Lesson plans should document at least one daily phonological awareness activity. These planned activities should correspond to the levels of phonological awareness: (1) Listening (2) Rhyming (3) Alliteration (4) Sentence Segmenting (5) Syllable Blending and Segmenting (6) Onset Rime Blending and Segmenting and (7) Phoneme Blending, Segmenting and Manipulation. *"It should be evident in lesson plans that the planned activities are following a continuum of learning and a progression throughout the year, beginning with listening and rhyming and moving to syllable segmenting and phoneme manipulation later in the year or as children are ready for a particular skill level."* –FAQ for Instructional Practices

11:30-11:45	Phonological Awareness: "Hello and How Are You?" call & response S: CLL6.4a	Phonological Awareness: "Scat Like That" echo song S: CLL6.4a	Phonological Awareness: "A Ram Sam Sam" using different voices S: CLL6.4a	Phonological Awareness: "A Ram Sam Sam" - children choose "voices" S: CLL6.4a	Phonological Awareness: "Scat like That" Greg and Steve echo song S: CLL6.4a
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Monday: Use the following call and response song to develop listening skills.

Call: "Hello, hello, hello and how are you?"

Response: "I'm fine, I'm fine, and I hope that you are too."

After demonstrating a few times with the teacher doing the call and all the children responding, change it up a bit. Have the boys do the call and the girls respond, then switch. Or have the children call and the teachers respond.

Tuesday/Friday: This echo song from Greg and Steve encourages children to listen to nonsense words and syllables and repeat them.

Whoa, whoa.

(Whoa, whoa)

Yeah, yeah.

(Yeah, yeah)

Scooby dooby dooby

(Scooby, dooby, dooby)

Scooby dooby dye

(Scooby, dooby dye)

Wednesday: This fun song with motions uses a repeating chant sung in different “voices” to practice listening and repeating.

<i>A ram sam sam. A ram sam sam</i>	<i>(hit fists together one on top of the other; switch positions with the second line)</i>
<i>Gooli, gooli, gooli, gooli, gooli, ram sam sam</i>	<i>(keep hands in fists, roll over and over each other (gooli) then hit on top of each other – ram sam sam)</i>
<i>A raf-fi, A raf-fi</i>	<i>(place hands together in front of you, move them up and apart in a big arc)</i>
<i>Gooli, gooli, gooli, gooli, gooli, ram sam sam</i>	<i>(make fists, roll over and over each other (gooli) then hit on top of each other – ram sam sam)</i>

Thursday: Repeat “A Ram Sam Sam” but this time let the children choose the voices – baby voice, monster voice, robot voice.

STORY TIME

12:15-12:30	Book #3: <i>Off to School Baby Duck</i> S: SS3.4b	Book #3: <i>Franklin Goes to School</i> S: SS3.4b, CLL5.4d	Book #3: <i>The Kissing Hand</i> S: SED2.4a	Book #3: <i>Dinosaur Starts School</i> S: SS3.4b, CLL5.4d	Book #3: <i>Boomer Goes to School</i> S: SS3.4b, CLL5.4d
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Since our sample schedule features three times throughout the day for reading, you can make this a “Child Choice” time and read a book someone brought from home. ALWAYS read through any book first before you read aloud to children. Remember that the FAQ for Instructional Practice states that teachers are required to plan at least two opportunities for children to read and discuss children’s literature daily. Lesson plans must include the title of the book and the GELDS indicator that reflects the main purpose for the planned story.

It’s not always necessary to read a book. Use posters of nursery rhymes or poems. Read a language experience chart you wrote earlier or enjoy a class book together.

REST TIME

Having a designated rest time is important in the Pre-K classroom. It gives children and teachers time for bodies and minds to rest and recharge. Some children need this time for sleep; others need quiet activities to help them relax and focus. Start this time by setting the stage – close the shades or blinds, turn down the lights and play soft music. Model the behavior you want from children. Talk softly. Try not to move around the classroom. Listen to the music or sit with children and gently rub their backs. This is a good time to read aloud quietly; chapter books like *Charlotte’s Web* or *Winnie the Pooh* are good choices. After everyone has had time to rest and those who need sleep have drifted off, offer non-sleepers a quiet activity. Check out the New Teacher podcast “Off to a Good Start: Rest Time” for lots of good suggestions. Make sure that rest time is not longer than 60 minutes. Teachers can adjust rest time according to students’ needs throughout the school year. Many teachers find that they can shorten rest time as a Kindergarten transition strategy.

It is helpful to plan activities after rest time that allow children to become engaged at their own pace. This helps space out the routine of putting away cots or mats as well as giving children time to wake up comfortably. A few minutes before the end of rest time, allow those children who are already awake to put away cots or mats and begin quiet activities. When rest time is officially over, raise the blinds or play some lively (but not loud!) music as a signal to wake up. Finally, turn on the lights. Encourage children to begin work on activities that are set up and ready for them. This is a great time for art projects or cooking activities!

ADDITIONAL INSTRUCTIONAL ACTIVITIES

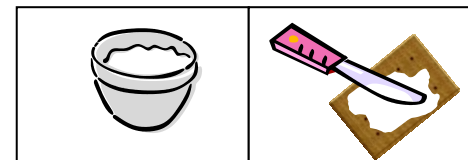
1:30-2:00	Activity: Legos, paper/crayons, listening center, books Practice folding blankets S: APL1.4b, APL3.4b, PDM1.4e	Activity: Legos, paper/crayons, listening center, books Practice folding blankets S: APL1.4b, APL3.4b, PDM1.4e	Activity: Legos, paper/crayons, listening center, books Cutting practice (dish tubs with variety paper) S: APL1.4b, APL3.4b, PDM6.4c	Activity: Legos, paper/crayons, listening center, books Cutting practice (dish tubs with variety paper) S: APL1.4b, APL3.4b, PDM6.4c	Activity: Legos, paper/crayons, listening center, books Cooking Activity Spread icing on graham crackers S: APL1.4b, PDM2.4a
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After rest time in our sample schedule, we have included a block of time for learning activities. These are set out for children to do independently. The daily schedule section labeled “Additional Instructional Activities” is a good place to write these activities. Paper with crayons, LEGOS, the listening center and the book corner are open and materials set out all week. In addition, you may provide the following activities:

Monday/Tuesday: Encourage children to practice folding cot covers or blankets. They can work individually or in teams of two.

Wednesday/Thursday: Provide several small dishpans with a variety of paper (newsprint, cards, construction paper) and scissors for cutting practice.

Friday: Have available graham crackers and icing or softened cream cheese in small containers along with plastic knives. Show children a simple recipe chart with symbols. Teach the phrase/concept that “Sweets are for Treats.” Spread icing on crackers and enjoy.



CLOSING ACTIVITIES

Closing is the last instructional activity of the day. It should be used to remind children of the events of the day and to prepare them for tomorrow. It should focus on building a sense of community as well as helping children transition from school to home.

<p>2:10-2:30</p>	<p>Closing Activity: "Meet Ball" Toss ball. Child says "I'm ____" Class responds "Hi, ____"</p> <p>Review – use microphone "What did you do at school today?" (tune Mary...Lamb)</p> <p>S: MA3.4d, SED1.4b</p>	<p>Closing Activity: The Wiggles "You Make Me Feel Like Dancing"</p> <p>Review – use microphone "What did you do at school today?"</p> <p>S: CR1.4a, MA3.4d</p>	<p>Closing Activity: "Alice the Camel"</p> <p>Place items from around room in socks – child feels and then tells what it is and where it belongs in room</p> <p>S: SC1.4a, SS3.4b</p>	<p>Closing Activity: Raffi "The More We Get Together" - use rhythm instruments</p> <p>Look at message board - what was our mystery? What did we learn about markers?</p> <p>S: CR3.4a, CLL2.4b</p>	<p>Closing Activity: Class Rules Hot Potato Pass potato to music – when stops, child tells a class rule</p> <p>"What are you doing this weekend? Turn and tell a friend" (tune "Jolly Good Fellow")</p> <p>S: SED3.4a, SS2.4c</p>
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Monday: Play "Meet Ball" to help children learn each other's names. One child holds ball and says, "Hi, I'm ____" and everyone responds "Hi, _____." That child then rolls the ball to another child who responds "Hi, I'm ____." Continue until everyone has had a turn.

To review day's activities, one child holds a toy microphone. The group sings

"What did you do at school today? School today? School today? What did you do at school today? Tell us what you did." (tune: Mary Had a Little Lamb) The child responds by telling something he or she did. "I played in blocks" or "We went to the playground."

Tuesday: Children dance and move to "You Make Me Feel Like Dancing." Sing "What Did You Do at School Today?" with microphone. (see Monday)

Wednesday: Play "Alice the Camel" or another group game. Children stand in a circle and chant:

"Alice the camel has... 5 humps. Alice the camel has... 5 humps. Alice the camel has... 5 humps. Go, Alice, go! Bump, bump, bump! (children bump hips together)

Continue with 4 humps, 3 humps, etc. On the last verse (no humps) change last line to *"Cause Alice is a HORSE!"*

To review – place items from various centers in socks (a marker, a block or a spoon, for example).

Child feels in sock and guesses the object, then tells where it goes in the room.

Thursday: Use rhythm instruments to play along with "The More We Get Together." Point out the Message Board from the Morning Group. Ask "Who learned something about markers today?" Have several children demonstrate the "Pre-K click."

Friday: Play Hot Potato with real potato or bean bag. When the music stops, the child holding the potato tells a class rule. Display the poster with the rules. End the group, by singing *"What are you doing this weekend? What are you doing this weekend? What are you doing this weekend? Turn and tell a friend."* (tune: "For He's a Jolly Good Fellow") Each child tells a friend sitting close by something they will do over the weekend.

PLANNING FOR ASSESSMENT

Planning for assessment is an important task. Guidelines state that:

- *Required documentation of plans for collecting assessment throughout the instructional day can be noted on the lesson plan template or by using the Planning for Assessment Template.*
- *Spontaneous collection of documentation (such as photos, notes and collection of work samples) will occur throughout each day, therefore there will be no evidence of planning for many items collected.*
- **Indicate specific activities below.** *Not all spaces are expected to be filled in weekly. This is an organizational tool to help with weekly planning and preparation for collecting assessment documentation.*

	MATRIX	PHOTOS with descriptor	OBSERVATIONAL NOTES	WORK SAMPLES
MON				
TUES			responses to class rules discussion - small group	
WED			responses to class rules discussion - small group	
THURS				small group - writing
FRI				small group - writing

TIPS: Begin with just a few planned assessment tasks. As the weeks progress, you will add more. Divide the observation and collection – assign some tasks to your assistant teacher. It’s helpful to write these assignments on the template. Remember, you are not required to collect documentation for Personal Social and Physical Development and Health, unless a child has an IEP in that area or you are gathering information for a referral.

Notes: As the lead teacher conducts the small group on developing class rules, she can jot down specific comments made by individual children. This can be used to document WSS indicator SS C1, “demonstrates awareness of rules.” For example, Megan - “You don’t talk when the teacher is talking.” or Jonathan - “I think it should say to be nice.”

Work Samples: Collect writing samples and dictation from the small group exploration of the writing center. These can be used to document several WSS indicators under Language and Literacy D (Writing). For example, WSS LL D2 “uses letter-like shapes, symbols and letters to convey meaning.”

Off to a Good Start

WEEK TWO

Review the lists below to find the materials and activities you will need to prepare ahead of time. Refer to the lesson plan handbook to see full explanations of each item.

MATERIALS

- attendance chart
- small group management board
- children's pictures (for attendance chart, small group management board, postcard to parents activity)
- daily schedule with photos from your classroom
- *Friends* class book using photos of children
- new story symbol – the magnifying glass

TASKS

- Check book list; gather the books for week two. (substitute other books if needed)
- Design and print matrices.
- Gather supply of old school catalogs – tear out some pages with preschool items for easier cutting.
- Contact school helper for visit.
- Purchase items to make trail mix.

Georgia's PRIDE

Georgia's PRIDE (Pre-K Resource and Idea Exchange) is a searchable database designed for Pre-K teachers to find developmentally appropriate small group activities and transitions. Teachers can search by a topic of study or content area. This database also includes transitions that teachers can use in their classrooms daily. Take a minute and submit your ideas so the database can keep growing. We will give you credit for your idea!

[Click here to go to the website.](http://webdb.gsu.edu/dmg/prek/Application.html) Or copy and paste this address into your browser - <http://webdb.gsu.edu/dmg/prek/Application.html>

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Large Group/ Opening Activity 8:00-8:30	Activity: Gather – “Come to the Circle” Greeting –Greg & Steve “Friends” / Job chart Message - photo of small group management board S: APL5.4b, CLL8.4d	Activity: Gather/Greet/Jobs Message/photo of boy and girl introduce attendance chart with children's photos S: APL5.4b, CLL8.4d	Activity: Gather/Greet/Jobs Message/symbol for visitor S: APL5.4b, CLL8.4d	Activity: Gather/Greet/Jobs Message/heart (add to attendance chart - intro absent child ritual) S: SED5.4d, CLL8.4d	Activity: Gather/Greet/Jobs Message/cooking symbol S: APL5.4b, CLL8.4d
	Book #1: <i>Mouse's First Day</i> Re-read; relate to experiences last week S: CLL5.4d, MA3.4d	Book #1: <i>I Like Me</i> What do you like about yourself? S: SED1.4b	Book #1: <i>Chicka Chicka Boom Boom</i> S: CLL8.4a	Book #1: <i>Splat the Cat</i> S: CLL1.4a, CLL5.4c	Book #1: <i>A Splendid Friend Indeed</i> (friends like to do different things) S: SS1.4b
	Music with Movement: The Wiggles "Shakey Shakey" S: CR1.4a, PDM5.4a	Music with Movement: Greg & Steve "The World Is a Rainbow" (intro scarves or streamers) S: CR1.4a, PDM5.4a	Music with Movement: "Many Friends" (tune - "Father Abraham") move arms, legs together S: CR1.4a, PDM5.4a	Music with Movement: Greg & Steve "Popcorn" (use sheet or blanket and balled-up paper popcorn) S: SED5.4b, PDM5.4a	Music with Movement: Dr. Jean - "Mother Gooney Bird" coordinate movements of arms, feet, etc. S: CR1.4a, PDM5.4b
8:30 -9:00 Small Group Time (see Small Group Template for detailed plans)					
9:00-9:15	Book #2: <i>Chrysanthemum</i> (names) S: SED1.4b, SED1.4a	Book #2: <i>Rainbow Fish</i> (sharing) S: SED5.4e	Book #2: <i>Amy Is a Friend</i> (class book) learning friend's names S: SED1.4a, CLL8.4d	Book #2: selection from <i>Frog and Toad Are Friends</i> S: SED1.4a	Book #2: <i>The Rain Came Down</i> (feeling mad) S: SED2.4b, SED 2.4d
Materials and/or activity choices for outdoor play: parachute, book bags					
9:45-10:00	Activity: Learning Station "From Your Seat" S: PDM5.4a, CLL1.4b	Activity: Greg & Steve "Listen and Move" "Hands Up, Hands Down" fingerplay S: CLL1.4b	Activity: The Wiggles "Dr. Knickerbocker" "Clap, Clap, Clap, STOP" fingerplay S: CLL1.4b	Activity: Parachute Express "All Around the Kitchen" "Clap, Clap, Clap, STOP" fingerplay S: CLL1.4b	Activity: Learning Station "Get Funky" "Simon Says Touch Your Shoulders" S: CR1.4a, CLL1.4b, SC3.4c
10:00-10:15	Large Group Literacy: Sing "There Was A Kid" tune-BINGO (6 children) S: CLL8.4d	Large Group Literacy: Sing "There Was a Kid" tune-BINGO (6 children) S: CLL8.4d	Large Group Literacy: Review class rules - use chart - child points as class reads S: CLL2.4a, CLL8.4d	Large Group Literacy: <i>The Little Engine That Could</i> - Show title, author, illustrator S: CLL5.4c	Large Group Literacy: <i>Chrysanthemum</i> - Discuss main character, setting using star, world symbols. Introduce problem symbol (mag. glass) S: CLL5.4c, CLL8.4d

10:15-11:30 Center Time (11:15-11:30 Clean-up)

11:30-11:45	Phonological Awareness: "Alligator Pie" (use different voices) S: CLL6.4a	Phonological Awareness: "Alligator Pie" (use different voices) S: CLL6.4a	Phonological Awareness: "A Boom Chicka Boom" (use different voices) S: CLL6.4a	Phonological Awareness: "A Boom Chicka Boom" (use different voices) S: CLL6.4a	Phonological Awareness: "Who Has the Penny?" S: CLL6.4a
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11:45-12:15 Lunch Time

12:15-12:30	Book #3 <i>Peter's Chair</i> S: CLL5.4c	Book #3: <i>Little Blue, Little Yellow</i> S: SED5.4e	Book #3: <i>Tucker's Best School Day</i> S: SS3.4b	Book #3: <i>child choice - child chooses book to read</i> S: CLL5.4c	Book #3: <i>Don't Let the Pigeon Drive the Bus</i> (feelings) S: SED5.4d, CLL8.4a
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12:30-1:30 Rest time

Planning for Additional Instructional Activities (story times, music/movement, transitions, large group meetings and so on) This space is provided for optional use to document additional instructional activities planned throughout the week.

1:30-2:00	Activity: selected centers open postcard to parents - 4x6 photos of children, glue on paper, add child's writing/ dictation to opposite side S: CLL9.4b, CLL9.4c	Activity: selected centers open postcard to parents - 4x6 photos of children, glue on paper, add child's writing/ dictation to opposite side color mixing - blue, yellow paint S: CLL9.4b, CLL9.4c, CR2.4a	Activity: selected centers open invite school worker(s) to visit class and talk with children informally about their jobs (take photo for book) S: SS2.4a	Activity: selected centers open postcard to parents - 4x6 photos of children, glue on paper, add child's writing/ dictation to opposite side color mixing - blue, yellow paint S: CLL9.4b, CLL9.4c, CR2.4a	Activity: selected centers open Cooking - follow recipe to make trail mix (cereal, pretzels, etc.) S: CLL8.4d, PDM2.4a, PDM2.4b
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2:00-2:10 Snack and Pack

2:10-2:30	Closing Activity: Review – use microphone "What did you do at school today?" "How Are You?" "Goodbye Friends" S: MA3.4d, APL5.4b	Closing Activity: "Simon Says" review "Goodbye Friends" S: MA3.4d, APL5.4b	Closing Activity: refer back to message board - "Who did we meet from our school today?" "Goodbye Friends" S: MA3.4d, CLL2.4b	Closing Activity: Bean Bag Toss Review "How Are You?" "Goodbye Friends" S: MA3.4d, APL5.4b	Closing Activity: show classroom items on tray - remove one "What's missing?" "Goodbye Friends" S: SC1.4a, APL5.4b
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***Small Group Instruction: See small group lesson plan page for the current week.**

***Documentation of plans for collection of assessment will be reflected on lesson plan or optional *Planning for Assessment Template*.**

Small Group Template One

Teacher: **Sample**

Week of: **#2**

Suggested use: at the *beginning of the year* with both adults leading a group activity to acclimate children to the environment and routine or one teacher directed activity takes place while second teacher monitors others in independent activities (centers) or a large group activity (story time, literacy activity, science experiment).

**Refer to the FAQ for Planning Instruction and the FAQ for Small Groups for further explanation.

**Documentation of small group reading (book title with brief description of the follow-up activity) is required one time weekly but may be planned more often.

Group	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher directed	<p>Activity: BEFORE SG TIME -explain management board AT SCHOOL collage - school catalogs, photos of children, paper, glue sticks write children's comments Students: names or initials for 1/2 class</p> <p>S: SS3.4a</p>	<p>Activity: BEFORE SG TIME -explain management board AT SCHOOL collage - school catalogs, photos of children, paper, glue sticks write children's comments Students: names or initials for 1/2 class</p> <p>S: SS3.4a</p>	<p>Activity: Read <i>Cookie's Week</i> Discuss main character, setting - use symbols</p> <p>Students: names or initials for 1/2 class</p> <p>S: CLL5.4c, CLL8.4d</p>	<p>Activity: Read <i>Cookie's Week</i> Discuss main character, setting - use symbols</p> <p>Students: names or initials for 1/2 class</p> <p>S: CLL5.4c, CLL8.4d</p>	<p>Activity: Examine pebbles w/magnifying glass / provide containers for sorting</p> <p>Students: names or initials for ~1/3 class</p> <p>S: SC1.4a, SC1.4b, SC2.4b</p>
Teacher directed x	<p>Activity: Tour block center/discuss rules, clean-up</p>	<p>Activity: Tour block center/discuss rules, clean-up</p>	<p>Activity: Tour dramatic play center / discuss rules, clean-up</p>	<p>Activity: Tour dramatic play center / discuss rules, clean-up</p>	<p>Activity: Friend BINGO (informal discussion about being friends)</p>
Independent x	<p>Students: names or initials for 1/2 class</p> <p>S: SED3.4a</p>	<p>Students: names or initials for 1/2 class</p> <p>S: SED3.4a</p>	<p>Students: names or initials for 1/2 class</p> <p>S: SED3.4a</p>	<p>Students: names or initials for 1/2 class</p> <p>S: SED3.4a</p>	<p>Students: names or initials for 1/3 class</p> <p>S: SED5.4a, APL5.4a</p> <hr/> <p>Activity: Explore playdough Students: names or initials for 1/3 class</p> <p>S: CR2.4a, PDM4.4a</p>

Planning for Individualization (use this space as needed)

Planning for individualization may be documented below or on the main page of the Lesson Plan Template

Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:
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Planning for Assessment Template

Teacher: SAMPLE - Week #2

- Required documentation of plans for collecting assessment throughout the instructional day can be noted on the lesson plan template or by using the following format.
- Spontaneous collection of documentation (such as photos, notes and collection of work samples) will occur throughout each day, therefore there will be no evidence of planning for many items collected.

Indicate specific activities below. Not all spaces are expected to be filled in weekly. This is an organizational tool to help with weekly planning and preparation for collecting assessment documentation. See sample online at www.dec.al.ga.gov.

MATRIX		PHOTOS with descriptor	OBSERVATIONAL NOTES	WORK SAMPLES
Monday		during centers - sensory tubs, science materials		At School collage - small group
Tuesday		during centers - sensory tubs, science materials		At School collage - small group color mixing - other instructional activities
Wed.	following directions in a song or chant - large group			
Thursday				color mixing - other instructional activities
Friday	following directions in a song or chant - large group			
				Notes, comments & reminders
<p>Many teachers find it helpful to document the functional component and the performance indicators on assessment documentation. This information helps to clearly define the area in which the information is most relevant.</p> <p>PS = Personal and Social Development LL = Language and Literacy</p> <p>M = Mathematical Thinking S = Scientific Thinking SS = Social Studies</p> <p>A = The Arts PDH = Physical Development and Health</p>				

WEEK TWO: OPENING ACTIVITY

Large Group/ Opening Activity 8:00-8:30	Activity: Gather – “Come to the Circle” Greeting –Greg & Steve “Friends” / Job chart Message - photo of small group management board S: APL5.4b, CLL8.4d	Activity: Gather/Greet/Jobs Message/photo of boy and girl introduce attendance chart with children's photos S: APL5.4b, CLL8.4d	Activity: Gather/Greet/Jobs Message/symbol for visitor S: APL5.4b, CLL8.4d	Activity: Gather/Greet/Jobs Message/heart (add to attendance chart - intro absent child ritual) S: SED5.4d, CLL8.4d	Activity: Gather/Greet/Jobs Message/cooking symbol S: APL5.4b, CLL8.4d
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Monday:

Continue to use the **same gathering music** as the previous week; this gives children a clear signal that Group Time is about to start.

Introduce a new greeting song – Greg and Steve’s “Friends.” You will use this song all week.

Review the job chart – add 1-2 more jobs and assign children to those jobs.

Place a photo of the small group management board on the message board OR place an arrow here pointing to the management board. Ask children “What do you think this might be for?” Explain that this is something new they will learn about when it’s time for small groups.

Tuesday:

Message – class photos (one boy and one girl). Help children figure out that the message means that we will use their pictures today.

Introduce the attendance chart using photos of children in the class. Create a chart with two sides; label one side “home” and the other side “school.”

Include symbols for each word. Begin by showing all the photos on the “home” side of the chart. Show children how to move their photo to the “school” side when they arrive in the morning. Have them practice moving their pictures.

Wednesday:

Point out the attendance chart. Ask, “Is everyone here today?” “Who’s not at school today?” “How do you know?”

Message – visitor symbol. Help children recognize that this means they will meet a visitor today.



Thursday:

Message - heart symbol. Help them “read” message: we will find out something about a heart today.

Show attendance chart with heart added in center. Explain that when someone is absent, we will put their picture in the heart and send them good wishes. If someone is absent, demonstrate by moving that child’s picture to the heart.

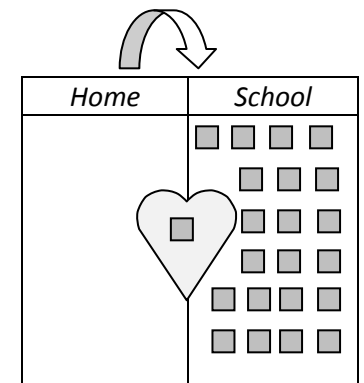
Place both hands over your heart and sing the following song from Becky Bailey’s Conscious Discipline©

“We wish you well. We wish you well.

_____ is not here today. We wish him/her well.” (Tune: Farmer in the Dell)

Friday:

Message – cooking symbol. Help children remember that this is the symbol for a cooking activity.



STORY TIME

Large Group/ Opening Activity	Book #1: <i>Mouse's First Day</i> re-read; relate to experiences last week	Book #1: <i>I Like Me</i> What do you like about yourself?	Book #1: <i>Chicka Chicka Boom Boom</i>	Book #1: <i>Splat the Cat</i>	Book #1: <i>A Splendid Friend Indeed</i> (friends like to do different things)
8:00-8:30	S: CLL5.4d, MA3.4d	S: SED1.4b	S: CLL8.4a	S: CLL1.4a, CLL5.4c	S: SS1.4b

Remember that the books you chose should have a clear purpose. The GELDS INDICATOR reflects that purpose.

Monday: Re-read *Mouse's First Day*. Encourage children to share experiences from their first week. Ask "Who thumped, boomed, bumped on a drum?" or "Where are our viny, climby, twiny plants?" The GELDS indicators here are CLL5.4d "Makes real-world connections between stories and real-life experiences" and MA3.4d "Associates and describes the passage of time with actual events." They reflect a clear purpose for reading the book – that children recall and describe past events and connect them to the story.

Tuesday: After reading this book, ask children to share what they like about themselves. Model by sharing something you like about you. Indicator SED1.4b "Identifies personal characteristics, preferences, thoughts and feelings."

Wednesday: Read this book in a rhythmic, chanting voice. Encourage children to pat their knees as you read. After reading, let children know that they can read the book on their own during center time. If you have this book on tape, add it to the listening center. (CLL8.4a – Demonstrates an interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.)

Thursday: Re-read *Splat the Cat*. About half-way through, pause after Mrs. Wimpydimple announces that it's lunchtime. Ask, "Who remembers what happened next?" Pause again on the next-to-the-last page. Ask, "What happened the next morning when Splat woke up?" (CLL1.4a – Listens and responds on topic to conversations and group discussions for an extended period; CLL5.4c – Discusses books or stories read aloud and can identify characters and setting in a story.)

Friday: After reading this book, talk about friends liking different things. Is there something you like to do, but your friend doesn't? Do a quick "Stand-up" survey: "If you like purple, stand up." "If you like pepperoni, stand up." Help children recognize that "in our class, friends like different things." (SS1.4b Describes similarities and differences between self and others)

MUSIC WITH MOVEMENT

Large Group/ Opening Activity	Music with Movement: The Wiggles "Shakey Shakey"	Music with Movement: Greg & Steve "The World Is a Rainbow" (intro scarves or streamers)	Music with Movement: "Many Friends" (tune - "Father Abraham") move arms, legs together	Music with Movement: Greg & Steve "Popcorn" (use sheet or blanket and balled-up paper popcorn)	Music with Movement: Dr. Jean "Mother Gooney Bird" coordinate movements of arms, feet, etc.
8:00-8:30	S: CR1.4a, PDM5.4a	S: CR1.4a, PDM5.4a	S: CR1.4a, PDM5.4a	S: SED5.4b, PDM5.4a	S: CR1.4a, PDM5.4b

Continue to pay attention to children's signals that they need a "break." Adjust the timing of your music and movement activity to help children "get the wiggles out" and re-focus.

Monday: Children enjoy repeating favorite songs over and over. You could add props here, if you want – homemade shakers are a good choice.

Tuesday: Introduce scarves or streamers. Be sure to state your behavior expectations ahead of time, such as defining the space where children can move or not touching other children with the scarf.

Wednesday: Sing “Many Friends” and do the motions. Remember that you can slow the song down or stop to let children catch up.

(tune – Father Abraham)

In my Pre-K class are many friends

Many friends have come to school today

I am one of them and so are you

So let’s all say hooray! One Arm!

Repeat verse while moving one arm up and down. Last line now becomes “*So let’s all say hooray! One Arm! Two Arms!*”

Repeat verse several times, adding a motion each time – One arm, two arms, one foot, two feet, nod your head, SIT DOWN!

Thursday: Play Greg and Steve’s “Popcorn” – use a sheet or small parachute for the popper and balled-up pieces of paper for the popcorn. Toss in the popcorn and try to keep it popping by moving the sheet up and down. Be careful not to lose any!

Friday: After singing and doing the motions to “Mother Gooney Bird,” ask, “Does this remind you of another song we did this week?” It is very similar to “Many Friends” – same tune, series of actions one building on the other.

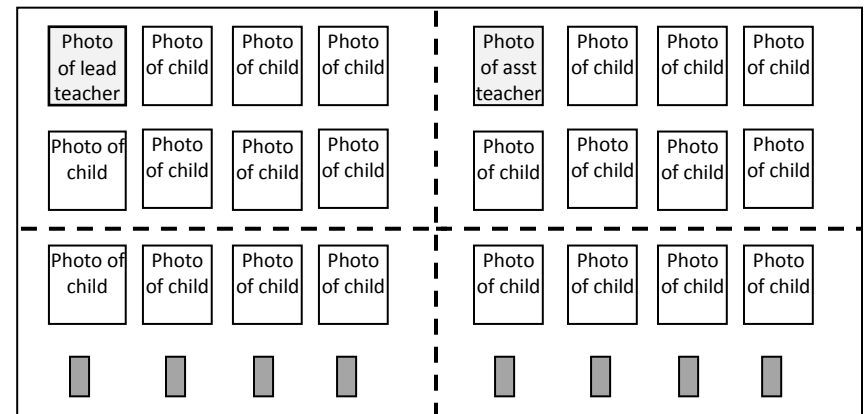
SMALL GROUPS

During Week Two, you will still use Small Group Template #1. There is a slight alteration on Friday to prepare for three groups in the coming week. At the beginning of small group on Monday, demonstrate your management board.

Create a board with several spaces. Four to six spaces is a good starting point; this will enable you to use it for most of the year.

In each space, place a symbol or picture to stand for the specific group. You may want to use Velcro to make these symbols moveable. For this week, you will use pictures of the two teachers in the class as your group symbols. Later on you will add symbols for independent activities as well.

Print small pictures for each of the children in the class; place these on the management board in the appropriate section. For this week, divide the class in half. Place half the group with one teacher and half with the other. Keep the children in each group together for the entire week. Encourage the children to “look at the board so you will know whose group you are going to today.”



Group	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher directed	Activity: BEFORE SG TIME explain management board AT SCHOOL collage - school catalogs, photos of children, paper, glue sticks write children's comments Students: names or initials for 1/2 class S: SS3.4a	Activity: BEFORE SG TIME explain management board AT SCHOOL collage - school catalogs, photos of children, paper, glue sticks write children's comments Students: names or initials for 1/2 class S: SS3.4a	Activity: <i>Read Cookie's Week</i> <i>Discuss main character, setting - use symbols</i> Students: names or initials for 1/2 class S: CLL5.4c, CLL8.4d	Activity: <i>Read Cookie's Week</i> <i>Discuss main character, setting - use symbols</i> Students: names or initials for 1/2 class S: CLL5.4c, CLL8.4d	Activity: Examine pebbles w/magnifying glass / provide containers for sorting Students: names or initials for ~1/3 class S: SC1.4a, SC1.4b, SC2.4b
Teacher directed x Independent x	Activity: Tour block center/discuss rules, clean-up Students: names or initials for 1/2 class S: SED3.4a	Activity: Tour block center/discuss rules, clean-up Students: names or initials for 1/2 class S: SED3.4a	Activity: Tour dramatic play center / discuss rules, clean-up Students: names or initials for 1/2 class S: SED3.4a	Activity: Tour dramatic play center / discuss rules, clean-up Students: names or initials for 1/2 class S: SED3.4a	Activity: Friend BINGO (informal discussion about being friends) Students: names or initials for 1/3 class S: SED5.4a, APL5.4a ----- Activity: Explore playdough Students: names or initials for 1/3 class S: CR2.4a, PDM4.4a
	Be sure to write in specific names or initials for the children in each group				

Monday/Tuesday Group 1:

Provide school catalogs, small photos of children, scissors, paper, glue and crayons. Encourage children to look through the catalogs and find pictures of things “in our room at school.” Cut them out and glue them on the paper. Also encourage them to glue on “pictures of friends at school.” Offer to write children’s comments on their papers. Save for their portfolio.

Monday/Tuesday Group 2:

“Tour” the block center. Give each child a small supply of blocks. Talk about safety rules and clean-up. Practice.

Wednesday/Thursday Group 1:

At least once per week, during small group, you should read a piece of children’s literature (book or poem) and do a follow-up activity. The activity might focus on elements of the story (main character or setting for example) or it might help children practice or reinforce skills based on the story. You could say, “A character is a person or animal in the story. Let’s make a list of all the characters in this story.” Or you might create a rhyming BINGO game with words from the story – duck/truck, sheep/jeep, etc.

Cookie’s Week is the story of an adventurous kitten and the things he does each day. After reading the story, remind children of the story symbols from week 1 – the star (main character) and the world (setting). Discuss these concepts for *Cookie’s Week*.

Wednesday/Thursday Group 2:

“Tour” the dramatic play center. Play with the children. Try on dress-up clothes. Cook and serve a meal. Talk about safety rules and practice clean-up.

Before Friday’s small group time, you will need to add a symbol to your management board – one that will represent the playdough center. Decide which teacher will be responsible for monitoring this third group. Divide children into three roughly equal groups and place their photos on the board. Before you transition to small group, show the board and explain the new symbol. Identify which children go with you, with your assistant and to the playdough center. Explain that there will be materials in the playdough center for them to use.

Friday Group 1:

Provide each child with a small rock or pebble and a magnifying glass. Explain that the magnifying glass helps us to LOOK CLOSELY at things. Encourage them to look at their rock. What do you notice? Compare with a friend. Are they the same color? The same size? Provide additional pebbles for children to examine. Provide small containers such as egg cartons to encourage sorting.

Friday Group 2

Play Friend BINGO. Create BINGO cards with 9-pocket plastic sleeves used by card collectors. Place children’s pictures in the sleeves in random order. Use the name cards from your writing center with each child’s picture and name. Bottle caps make good playing pieces. Show the card and call a child’s name. Children with that child’s picture on their board, place a cap on top. The object of the game is to get a bottle cap on each picture. Play continues until all are done.

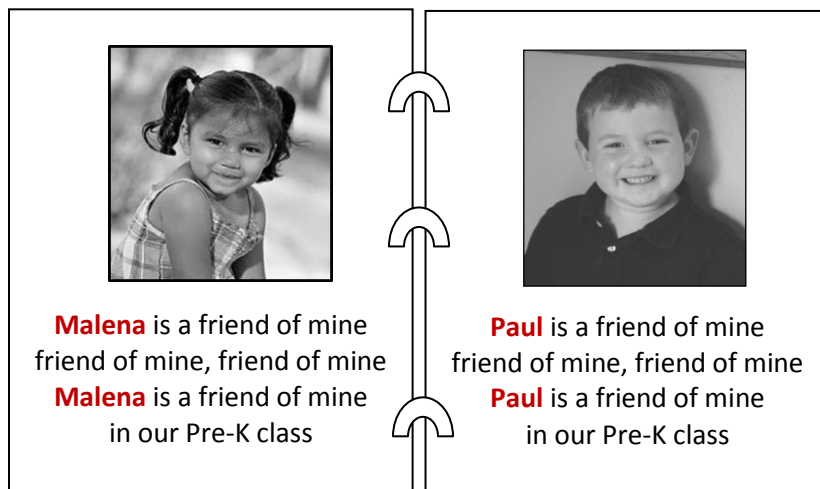
Friday Group 3:

Make sure you have an ample supply of playdough; homemade lasts longer. Create a work space for each child with a small tray, placemat or by using masking tape to divide the table top into sections. Place each child’s playdough in his space along with some tools such as cookie cutters or rolling pins.

STORY TIME

9:00-9:15	Book #2: <i>Chrysanthemum</i> (names) S: SED1.4b, SED1.4a	Book #2: <i>Rainbow Fish</i> (sharing) S: SED5.4e	Book #2: <i>Amy Is a Friend</i> (class book) learning friend's names S: SED1.4a, CLL8.4d	Book #2: selection from <i>Frog and Toad Are Friends</i> S: SED1.4a	Book #2: <i>The Rain Came Down</i> (feeling mad) S: SED2.4b, SED 2.4d
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Create a song book that features photos of all the children in the class along with a repetitive text that encourages emergent reading. On each page, place a photo of a child in the class along with the text as shown. Bind together into a book. Sing to the tune of “Mary Had A Little Lamb.”



OUTDOOR TIME

Materials and/or activity choices for outdoor play: parachute, book bags

Choose some new materials for outside time. Try a parachute to foster cooperative play. Continue to take out book bags to encourage children to read outside.

TRANSITION ACTIVITY

9:45-10:00	Activity: Learning Station "From Your Seat" S: PDM5.4a, CLL1.4b	Activity: Greg & Steve "Listen and Move" "Hands Up, Hands Down" fingerplay S: CLL1.4b	Activity: The Wiggles "Dr. Knickerbocker" "Clap, Clap, Clap, STOP" fingerplay S: CLL1.4b	Activity: Parachute Express "All Around the Kitchen" "Clap, Clap, Clap, STOP" fingerplay S: CLL1.4b	Activity: Learning Station "Get Funky" "Simon Says "Touch Your Shoulders" S: CR1.4a, CLL1.4b, SC3.4c
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Monday: This song by The Learning Station gets children moving in fun ways while seated on the rug.

Tuesday: After Greg & Steve's "Listen and Move," try this simple fingerplay to help children calm and focus:

Hands up, hands down, hands all around.

Elbows up, elbows down, elbows all around.

Continue with different body parts, matching motions to words. Gradually make your voice softer and softer. At the end, do motions only. Encourage children to watch carefully to see what you will do.

Wednesday: Try this fingerplay from last week:

"I'll CLAP and I'll CLAP and I'll CLAP and....STOP"

chant slowly with emphasis on the word CLAP, then pause and say STOP while holding both hands up in front of you; repeat two more times

"I'll CLAP and I'll CLAP and I'll CLAP and....STOP"

I'll CLAP and I'll CLAP and I'll CLAP and....STOP


CLAP, CLAP, CLAP, CLAP, CLAP and STOP!"

On the last line, say "CLAP" very quickly; children clap fast! Then STOP!

REPEAT using different actions – snap fingers, wiggle hips or pat head, for example.

Friday:

$\text{♩} = 140$



Sim-on says, touch your should-ers. Sim-on says, touch your toes. Sim-on says, touch your ank-les. Sim-on says, touch your nose.

Simon Says, touch your shoulders
Simon says, touch your toes
Simon Says, touch your ankles
Simon says, touch your nose

Simon Says, touch your elbows
Simon says, touch your knees
Simon Says, touch your hips
Simon says, touch the trees (stretch up high)

Simon says, touch your eyebrow
Simon says, touch your chin
Simon says, touch your forehead
Simon says, this game will end.

LARGE GROUP LITERACY

10:00-10:15	Large Group Literacy: sing "There Was A Kid" tune-BINGO (6 children) S: CLL8.4d	Large Group Literacy: sing "There Was a Kid" tune-BINGO (6 children) S: CLL8.4d	Large Group Literacy: review class rules - use chart - child points as class reads S: CLL2.4a, CLL8.4d	Large Group Literacy: <i>The Little Engine That Could</i> - show title, author, illustrator S: CLL5.4c	Large Group Literacy: <i>Chrysanthemum</i> - discuss main character, setting using star and world symbols. Introduce problem symbol (mag. glass) S: CLL5.4c, CLL8.4d
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Monday/Tuesday: Sing "There Was a Kid" (tune of BINGO)

Use name cards to "read" names as they are sung.

There was a kid, a Pre-K kid

And (Billy) was his name-o

B-i-l-l-y

B-i-l-l-y [Teacher points to letters as children sing]

B-i-l-l-y

And Billy was his name-o

Wednesday: Shared reading; use the CLASS RULES chart; have a child point as the class reads. Afterwards, invite children to volunteer to come up and use the pointer to "show us something you know." This could be a word, a letter or a symbol.

Thursday: Read *The Little Engine That Could*. Talk about the author and the illustrator.

Friday: Reread/Review *Chrysanthemum*. Introduce a new symbol – the magnifying glass. Explain that this is the symbol for the problem in the story. Say, "Some people used a magnifying glass this morning – what did you do with it? Right, you looked at something close-up. This symbol reminds us to LOOK CLOSELY for the problem." Discuss the problem in *Chrysanthemum*.

CENTER TIME

Continue to interact with children during Center Time. Take this opportunity to model cooperative play and safe use of materials.

Show children how to put things back where they belong. Make note of any additional labeling you need to provide to make this task easier.

Emphasize that everyone helps to clean the room. Use a fun, upbeat song like Shawn Brown's "Clean Up" from the CD titled *Super Fun Transitions*.

Plan to take photos of children using science and/or sensory table materials to use for assessment.

PHONOLOGICAL AWARENESS

11:30-11:45	Phonological Awareness: "Alligator Pie" (use different voices) S: CLL6.4a	Phonological Awareness: "Alligator Pie" (use different voices) S: CLL6.4a	Phonological Awareness: "A Boom Chicka Boom" (use different voices) S: CLL6.4a	Phonological Awareness: "A Boom Chicka Boom" (use different voices) S: CLL6.4a	Phonological Awareness: "Who Has the Penny?" S: CLL6.4a
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Remember that phonological awareness should focus mainly on listening and rhyming these first weeks of school.

Monday/Tuesday:

Alligator pie, alligator pie. If I don't get some I think I'm gonna cry

Give away the green grass, give away the sky

But don't give away my alligator pie!

Repeat several times with different voices – monster voice (deep, loud voice), baby voice (high-pitched), robot voice (choppy, mechanical-sounding), opera voice (singing "opera-style")

Wednesday/Thursday: Continue using different voices with this fun echo chant

I said a-boom chicka-boom (I said a-boom chicka-boom)

I said a-boom chicka-boom (I said a-boom chicka-boom)

I said a-boom chicka-rocka chicka-rocka chicka-boom (I said a-boom chicka-rocka chicka-rocka chicka-boom)

Okay (Okay)

All right (All right)

One more time (One more time)

Repeat several times

Friday: "Who Has the Penny?" is an activity that helps develop listening skills. Have one child come forward and turn with his back to the group. Silently hand a penny to someone in the group. The child with his back to the group, sings "Who has the pen-ny?" (tune is the old childhood taunt – nah, nah, nah, nah, nah) and the child holding the penny answers – "I have the pen-ny." The first child guesses and the play continues with another child coming forward to guess.

STORY TIME

12:15-12:30	Book #3 <i>Peter's Chair</i> S: CLL5.4c	Book #3: <i>Little Blue, Little Yellow</i> S: SED5.4e	Book #3: <i>Tucker's Best School Day</i> S: SS3.4b	Book #3: <i>child choice - child chooses book to read</i> S: CLL5.4c	Book #3: <i>Don't Let the Pigeon Drive the Bus</i> (feelings) S: SED5.4d, CLL8.4a
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Tuesday: Let children know that they will have a chance to mix colors during after-rest time activities.

Thursday: Since the sample schedule includes two other planned story times, it is okay to include a time for children to choose a book for the teacher to read. If you don't already know the book, take a moment to preview it before you read it to the class.

Friday: Ask, "Do you ride on a bus? Who drives your bus? Could a pigeon really drive a bus?"

REST TIME

Observe children during rest time. Decide if you need to rearrange cots or mats. This is also a good time to provide individual instruction for those children who remain awake. Work with one child on sorting or let another child read to you.

ADDITIONAL INSTRUCTIONAL ACTIVITIES

1:30-2:00	<p>Activity: selected centers open</p> <p>postcard to parents - 4x6 photos of children, glue on paper, add child's writing/dictation to opposite side</p> <p>S: CLL9.4b, CLL9.4c</p>	<p>Activity: selected centers open</p> <p>postcard to parents - 4x6 photos of children, glue on paper, add child's writing/dictation to opposite side</p> <p>color mixing - blue, yellow paint</p> <p>S: CLL9.4b, CLL9.4c, CR2.4a</p>	<p>Activity: selected centers open</p> <p>invite school worker(s) to visit class and talk with children informally about their jobs (take photo for book)</p> <p>S: SS2.4a</p>	<p>Activity: selected centers open</p> <p>postcard to parents - 4x6 photos of children, glue on paper, add child's writing/dictation to opposite side</p> <p>color mixing - blue, yellow paint</p> <p>S: CLL9.4b, CLL9.4c CR2.4a</p>	<p>Activity: selected centers open</p> <p>cooking - follow recipe to make trail mix (cereal, pretzels, etc.)</p> <p>S: CLL8.4d, PDM2.4a, PDM2.4b</p>
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Monday/Tuesday/Thursday

Postcard to parents: Print out 4x6 photos of children. Show them how to glue the photo on one side of a stiff piece of paper. On the opposite side, encourage them to draw/write a message to their parents about what they do at school. Offer to take dictation. Provide stamps or stickers. Send postcards home at the end of the week.

Tuesday/Thursday

Place small dots of blue and yellow tempera paint on paper plates. Show children how to mix the colors to get a variety of shades.

Wednesday

Invite a school helper to visit the class and talk informally with the children about their job. Take photos.

Friday

Cooking activity: Follow picture recipe to make trail mix. Use cereal, raisins, etc. Be sure to check for food allergy restrictions as you choose ingredients.

CLOSING ACTIVITIES

2:10-2:30	<p>Closing Activity: Review – use microphone "What did you do at school today?" "How Are You?" "Goodbye Friends"</p> <p>S: MA3.4d, APL5.4b</p>	<p>Closing Activity: "Simon Says" review "Goodbye Friends"</p> <p>S: MA3.4d, APL5.4b</p>	<p>Closing Activity: refer back to message board - "Who did we meet from our school today?" "Goodbye Friends"</p> <p>S: MA3.4d, CLL2.4b</p>	<p>Closing Activity: Bean Bag Toss Review "How Are You?" "Goodbye Friends"</p> <p>S: MA3.4d, APL5.4b</p>	<p>Closing Activity: show classroom items on tray - remove one "What's missing?" "Goodbye Friends"</p> <p>S: SC1.4a, APL5.4b</p>
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Monday: Review with microphone - "What did you do at school today?" tune "Mary Had A Little Lamb"

Focus on names with this easy song (tune: Army cadence song)

Amy, Amy how are you?

Who is sitting next to you? (Amy answers "Jonathan")

Jonathan, Jonathan how are you?

Who is sitting next to you?

Song continues around group until everyone has had a turn.

Sing *Good-bye Friends* (tune of Good Night, Ladies):

Good-bye Friends

Good-bye Friends

Good-bye Friends

It's time to say Good-bye

Tuesday: Help children think about their day with this twist on "Simon Says."

Simon Says, if you played in blocks today, stand up.

Simon Says, if you rode a tricycle today, touch your nose, and so on.

Substitute a variety of actions, such "If you used markers today, wiggle your fingers."

Wednesday: Refer back to message board symbol for school visitor; ask "Who did we meet from our school today? What do they do?"

Thursday: Review by tossing a bean bag and asking the child who catches it to "tell one thing you played with today."

Friday: Help children focus on the school environment with this game. Prepare a tray with 5-6 classroom items (book, toy truck, puzzle piece, telephone and crayon, for example). After showing the items, block view of tray with a piece of folded poster board and remove one item. Show tray again and have children guess which one is missing.

PLANNING FOR ASSESSMENT

MATRIX		PHOTOS with descriptor	OBSERVATIONAL NOTES	WORK SAMPLES
Mon			during centers - sensory tubs, science materials	"at school" collage - small groups
Tues			during centers - sensory tubs, science materials	"at school" collage - small groups color mixing - other instructional activities
Wed.	following directions in a song or chant - large group			
Thurs				color mixing - other instructional activities
Fri	following directions in a song or chant - large group			

It is helpful to note who will be collecting the documentation

MATRIX:

This week create a matrix to help you document children’s ability to follow directions in a song or chant. This information can help you rate WSS LL A1 “gains meaning by listening,” and WSS LL A2 “follows 2 or 3-step directions.” Be sure to include the date in each column or in the body of the matrix. Decide on symbols for ‘observed,’ ‘absent’ or ‘with help.’

NOTES:

Record children’s comments as they explore the sensory tubs during centers. This will help you document WSS ST A2 “uses senses and simple tools to explore solutions to problems.”

SAMPLES: During Small Groups on Monday and Tuesday, collect the “AT SCHOOL” collages. This will help you document WSS SS D2 “shows awareness of the environment.”

On Tuesday and Thursday, collect some color mixing explorations. These work samples will help you rate WSS A A3 “uses a variety of art materials for tactile experience and exploration.” The key word in this indicator is variety. You want to make sure that each child has examples of several different kinds of art media – collage, tempera paints, watercolors, crayons or markers.

LANGUAGE AND LITERACY			
Child’s name	follows directions in a song or chant (date) “Many Friends”	follows directions in a song or chant (date) “Mother Gooney Bird”	ADDITIONAL COMMENTS
Name		✓	
Name	✓	✓	
Name	A		
Name	✓	✓	

Off to a Good Start

WEEK THREE

Below are listed the materials and activities you will need to prepare ahead of time. Refer to the lesson plan handbook to see full explanations of each item.

MATERIALS

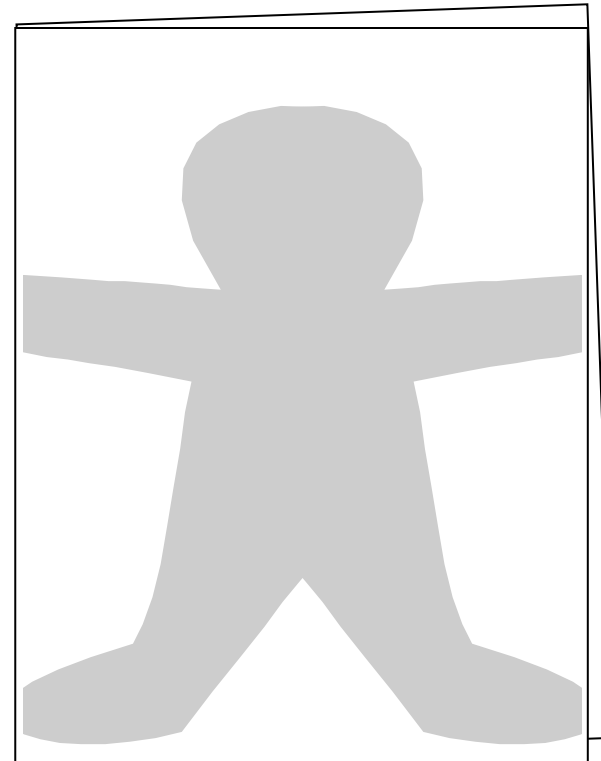
- new job symbols
- headbands for *Brown Bear*
- class book using pictures of children- *Who Do You See?*

TASKS

- Check book list; gather the books for week three. (substitute if needed)
- Design and print matrices.
- Gather small balls, plastic tubes for playground.
- Check rhythm instruments, make additional if needed.
- Practice cutting paper dolls; see template below.
- Invite school helper to visit.
- Purchase powdered drink mix; make sure you have small cups, spoons.
- Write note to parents requesting empty plastic berry baskets. (week five)

DIRECTIONS FOR PAPER-DOLLS

- Cut 8 ½ x 11 paper in half lengthwise
- Accordion fold in fourths.
- Trace a paper-doll figure on one side, making sure the arms and legs touch the edges of the paper.
- Be ready to cut & unfold as you tell a story.



Time	Monday	Tuesday	Wednesday	Thursday	Friday
Large Group/ Opening Activity 8:00-8:30	Activity: Gather/Greet Greg & Steve "The World Is a Rainbow" (all week) Jobs - add 2 more Message - bottle cap S: SS 4.4a, APL5.4b, CLL8.4d	Activity: Gather/Greet/Jobs Message - picture of rhythm instrument S: APL5.4b, CLL8.4d	Activity: Gather/Greet/Jobs Message - paper plate S: APL5.4b, CLL8.4d	Activity: Gather/Greet/Jobs Message - visitor symbol S: APL5.4b, CLL8.4d	Activity: Gather/Greet/Jobs Message - cooking symbol S: APL5.4b, CLL8.4d
	Book #1: <i>Friends</i> (What do friends do together? What do you do with your friend?) S: SED1.4a	Book #1: <i>How to Lose All Your Friends</i> S: SED5.4e	Book #1: <i>Mortimer</i> (emphasize sounds) S: CLL5.4c, CLL6.4a	Book #1: <i>We Are Best Friends</i> S: SED1.4a, SED1.4b	Book #1: <i>Silly Sally</i> S: CLL8.4c, CLL6.4b
	Music with Movement: Greg & Steve "On the Move" (variety of dances) S: PDM5.4a, CR1.4a	Music with Movement: Learning Station "Get Funky" (dance moves following directions) S: PDM5.4a, CR1.4a	Music with Movement: paper plate dance S: PDM5.4b, CR1.4a	Music with Movement: Dr. Jean "Tooty Ta" body movements in sequence S: PDM5.4a, CR1.4a	Music with Movement: "Here We Go Zudeo" (traditional partner song) S: PDM5.4a, APL5.4a
8:30 -9:00	Small Group Time (See small group template for detailed plans)				
9:00-9:15	Book #2: <i>Brown Bear Brown Bear</i> S: CLL8.4b, CLL8.4c	Book #2: <i>If You're Happy and You Know It: Jungle Edition</i> S: CLL8.4b, CLL8.4c	Book #2: <i>May I Bring a Friend?</i> S: SED2.4b, SED5.4d	Book #2: <i>Wodney Wat</i> (being accepted) S: SED5.4e, SED5.4d	Book #2: <i>Don't Let The Pigeon Drive the Bus</i> (feelings) S: SED2.4b, CLL8.4b
Materials and/or activity choices for outdoor play: balls and tubes, clipboards/magnifying glasses					
9:45-10:00	Activity: Learning Station "Body Boogie" (move, stretch parts of body) fingerplay - "Oon Guy, Moon Guy" S: PDM5.4a	Activity: Greg & Steve "Animal Action" (jump, gallop, stretch) song - "If You're Happy..." S: PDM5.4a, CR3.4a	Activity: The Wiggles "Get Ready to Wiggle" fingerplay - "Arms Are Starting to Wiggle" S: CR1.4a, PDM5.4a	Activity: Tooty Ta (no CD) fingerplay - "Hands Up, Down, All Around" S: PDM5.4a, CR1.4a	Activity: Learning Station "From Your Seat" S: CLL1.4b
10:00-10:15	Large Group Literacy: act out <i>Brown Bear</i> w/headbands S: CLL5.4b, CR4.4a	Large Group Literacy: act out <i>Brown Bear</i> w/headbands S: CLL5.4b, CR4.4a	Large Group Literacy: act out <i>Brown Bear</i> w/headbands S: CLL5.4b, CR4.4a	Large Group Literacy: shared reading "Who Do You See?"- class book S: CLL8.4b, CLL8.4c	Large Group Literacy: shared reading - chart "How to Keep a Friend" S: CLL8.4b, CLL8.4c

10:15-11:30 Center Time (11:15-11:30 Clean-up)

11:30-11:45	Phonological Awareness: "Who has the bottle cap?" S: CLL6.4a	Phonological Awareness: Use 3 instruments with different sounds- teacher plays/children join in if they have a match S: CLL6.4a	Phonological Awareness: "Down by the Bay" (show pictures of rhyming pairs) S: CLL6.4b	Phonological Awareness: Re-read <i>Mortimer</i> / stop to let children fill in sounds S: CLL6.4a, CR4.4c	Phonological Awareness: "Down by the Bay" (show pictures of rhyming pairs) S: CLL6.4b
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11:45-12:15 Lunch Time

12:15-12:30	Book #3: <i>Who Sank the Boat?</i> (these friends rode together in a boat - what do you do with your friends?) S: SS1.4b, SED1.4b	Book #3: paper doll storytelling (cut out chain of friends as teacher tells story) S: APL5.4b	Book #3 <i>Duck in a Truck</i> (listen for how Duck's friends helped) S: CLL5.4c, CLL5.4a	Book #3: child choice S: CLL5.4c	Book #3: <i>Jump Frog Jump</i> S: CLL8.4b, CLL8.4c
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12:30-1:30 Rest time

Planning for Additional Instructional Activities (story times, music/movement, transitions, large group meetings, etc) This space is provided for optional use to document additional instructional activities planned throughout the week.

1:30-2:00	Activity: selected centers, table activities writing center - name cards of some animal book characters - Splat and Franklin, for example animal stickers S: CLL9.4b, CLL9.4a,	Activity: selected centers, table activities Friendly Faces - collage Chart - How to Keep a Friend S: CLL9.4a, CR2.4a	Activity: selected centers, table activities Friendly Faces - collage Chart - How to Keep a Friend S: CLL9.4a, CR2.4a	Activity: selected centers, table activities School worker visits - talks informally with individual children about their role at school (take photo) S: SS4.4b, APL1.4b	Activity: selected centers, table activities Cooking - follow recipe chart to make lemonade or Gatorade (vocabulary - "ade" means drink) S: CLL8.4d, MA3.4c, CLL2.4a
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2:00-2:10 Snack and Pack

2:10-2:30	Closing Activity: Row Your Boat (partner activity) Fingerplay - "Five Little Pre-K Friends" "What did you do at school today?" review w/microphone S: MA3.4d, APL5.4a	Closing Activity: "Tingalayo" Parachute Express "1,2,3,4" - (1/2 class) S: CR1.4a, SED1.4c	Closing Activity: Music Circle (use rhythm instruments, variety of instrumental music) Sing "Rules" - read class rules with pointer S: CLL8.4b, CLL8.4c, CR3.4a	Closing Activity: "Jump Jim Joe" (traditional partner song) Fingerplay - "Five Friends" S: PDM6.4c, CR1.4b	Closing Activity: Ella Jenkins "Play Your Instruments" (use rhythm instruments) "1,2,3,4" - 1/2 class S: CR1.4a, SED1.4c
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*Small Group Instruction: See small group lesson plan page for the current week.

*Documentation of plans for collection of assessment will be reflected on lesson plan or optional *Planning for Assessment Template*.

Small Group Template Two

Teacher: **Sample**

Week of: **#3**

Suggested use: one teacher directed activity while second teacher monitors two independent groups; or two teacher directed activities with one independent group. This form may support children as they mature toward independence yet still need teacher guidance and support to remain on task.

**Refer to the FAQ for Planning Instruction and the FAQ for Small Groups for further explanation.

**Documentation of small group reading (book title with brief description of the follow-up activity) is required one time weekly but may be planned more often.

Group	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher directed	<p>Activity: Examine pebbles w/magnifying glass / provide containers for sorting</p> <p>Students: names or initials of specific children(~1/3 class)</p> <p>S: SC1.4a, SC1.4b, SC2.4b</p>	<p>Activity: Examine pebbles w/magnifying glass / provide containers for sorting</p> <p>Students: names or initials of specific children(~1/3 class)</p> <p>S: SC1.4a, SC1.4b, SC2.4b</p>	<p>Activity: Examine bottle cap collection/ discuss attributes / sort & classify</p> <p>Students: names or initials of specific children(~1/3 class)</p> <p>S: MA4.4b</p>	<p>Activity: Examine bottle cap collection/ discuss attributes / sort & classify</p> <p>Students: names or initials of specific children(~1/3 class)</p> <p>S: MA4.4b</p>	<p>Activity: Examine bottle cap collection/ discuss attributes / sort & classify</p> <p>Students: names or initials of specific children(~1/3 class)</p> <p>S: MA4.4b</p>
Teacher directed x Independent	<p>Activity: Friend BINGO (informal discussion about being friends)</p> <p>Students: names or initials of specific children(~1/3 class)</p> <p>S: SED5.4a, APL5.4a</p>	<p>Activity: Friend BINGO (informal discussion about being friends)</p> <p>Students: names or initials of specific children(~1/3 class)</p> <p>S: SED5.4a, APL5.4a</p>	<p>Activity: Re-read <i>Splat the Cat</i>; ask "thinking" questions</p> <p>Students: names or initials of specific children(~1/3 class)</p> <p>S: CLL1.4a, CP1.4b</p>	<p>Activity: Re-read <i>Splat the Cat</i>; ask "thinking" questions</p> <p>Students: names or initials of specific children(~1/3 class)</p> <p>S: CLL1.4a, CP1.4b</p>	<p>Activity: Re-read <i>Splat the Cat</i>; ask "thinking" questions</p> <p>Students: names or initials of specific children(~1/3 class)</p> <p>S: CLL1.4a, CP1.4b</p>
Independent	<p>Activity: Explore playdough</p> <p>Students: names or initials of specific children(~1/3 class)</p> <p>S: CR2.4a</p>	<p>Activity: Explore playdough</p> <p>Students: names or initials of specific children(~1/3 class)</p> <p>S: CR2.4a</p>	<p>Activity: Write letters to friends (name cards, envelopes, stamps)</p> <p>Students: names or initials of specific children(~1/3 class)</p> <p>S: CLL9.4a, CLL9.4b</p>	<p>Activity: Write letters to friends (name cards, envelopes, stamps)</p> <p>Students: names or initials of specific children(~1/3 class)</p> <p>S: CLL9.4a, CLL9.4b</p>	<p>Activity: Write letters to friends (name cards, envelopes, stamps)</p> <p>Students: names or initials of specific children(~1/3 class)</p> <p>S: CLL9.4a, CLL9.4b</p>

Planning for Individualization (use this space as needed)

Planning for individualization may be documented below or on the main page of the Lesson Plan Template

Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:

Planning for Assessment Template

Teacher: SAMPLE - Week #3

- Required documentation of plans for collecting assessment throughout the instructional day can be noted on the lesson plan template or by using the following format.
- Spontaneous collection of documentation (such as photos, notes and collection of work samples) will occur throughout each day, therefore there will be no evidence of planning for many items collected.

Indicate specific activities below. Not all spaces are expected to be filled in weekly. This is an organizational tool to help with weekly planning and preparation for collecting assessment documentation. See sample online at www.decal.ga.gov.

MATRIX		PHOTOS with descriptor	OBSERVATIONAL NOTES	WORK SAMPLES
Mon.			children's exploration of pebbles ST A2, ST D2	
Tues.			children's exploration of pebbles ST A2, ST D2	
Wed.	bottle cap exploration (small group)		small group - <i>Splat the Cat</i> ; ask questions about 1-2 pages LL B3 or LL C4	writing/drawing/painting during centers, afternoon activities
Thurs.	bottle cap exploration (small group)		small group - <i>Splat the Cat</i> ; ask questions about 1-2 pages LL B3 or LL C4	writing/drawing/painting during centers, afternoon activities
Fri.	bottle cap exploration (small group)		small group - <i>Splat the Cat</i> ; ask questions about 1-2 pages LL B3 or LL C4	writing/drawing/painting during centers, afternoon activities
				Notes, comments & reminders
Many teachers find it helpful to document the functional component and the performance indicators on assessment documentation. This information helps to clearly define the area in which the information is most relevant.				

WEEK THREE: OPENING ACTIVITY

Large Group/ Opening Activity	Activity: Gather/Greet Greg & Steve "The World Is a Rainbow" (all week) Jobs - add 2 more Message - bottle cap	Activity: Gather/Greet/Jobs Message - picture of rhythm instrument	Activity: Gather/Greet/Jobs Message - paper plate	Activity: Gather/Greet/Jobs Message - visitor symbol	Activity: Gather/Greet/Jobs Message - cooking symbol
8:00-8:30	S: SS 4.4a, APL5.4b, CLL8.4d	S: APL5.4b, CLL8.4d	S: APL5.4b, CLL8.4d	S: APL5.4b, CLL8.4d	S: APL5.4b, CLL8.4d

Monday:

Continue the same pattern for gather and greet. Use the **same gathering song** as in previous weeks. Introduce a **new greeting song**. Greg & Steve's "The World is a Rainbow" is an easy song for children to pick up. They love the repeating phrase "The world is a rain-bow" and will sing loudly and enthusiastically.

Add 2 more jobs to the job chart and explain them. You probably have 6-7 jobs by now and many teachers stop there. If you switch jobs each day, then no one has to wait too long before having a turn. Other teachers like to have as many jobs as there are children in the class; that way everyone has a job every day. Check out the Conscious Discipline© website for a suggested job list. Come up with a fair system of assigning jobs; one that is "automatic" and doesn't require that you remember from day to day who has had a job. Class jobs should be considered part of the child's role in the classroom community and should not be used as reward or punishment.

By now the children should be accustomed to looking at the message board as they arrive at school. Many will be eager to share their interpretations of the message. "It says we are going to cook today!!"

Monday: Place a bottle cap on the message board. Help children "read" the message - We will do something with bottle caps today.

Tuesday: The message today is a symbol of rhythm instruments. Help children figure out that "today we will play instruments."

Wednesday: Place a paper plate on the message board. After children have decided that they will do something with plates, ask for predictions. What will we do with the plate? When will we do it?

Thursday: Put up the symbol for visitor. Guide children in "decoding" this message – We will have a visitor today.

Friday: Display the cooking symbol and invite children to tell you what it means.

STORY TIME

Large Group/ Opening Activity	Book #1: <i>Friends</i> (what do friends do together? What do you do with your friend?)	Book #1: <i>How to Lose All Your Friends</i>	Book #1: <i>Mortimer</i> (emphasize sounds)	Book #1: <i>We Are Best Friends</i>	Book #1: <i>Silly Sally</i>
8:00-8:30	S: SED1.4a	S: SED5.4e	S: CLL5.4c, CLL6.4a	S: SED1.4a, SED1.4b	S: CLL8.4c, CLL6.4b

Monday: The purpose for reading this book is to help children understand each other as unique individuals. After reading the book, invite children to share what they like to do with their friends.

Tuesday: This humorous book helps children focus on how their behavior impacts others. Children will relate to the straightforward and kid-friendly language.

Wednesday: Read this fun book and emphasize the sound effects. “Father went up the stairs – Whap! Whap! Whap!”

Thursday: This book, by Alike, focuses on how friends communicate. After reading, show the illustrations and ask how they think Alike made such bright colors. Most likely, they will say markers. Let them know that today they will have a chance to use markers to write to a friend.

Friday: Read this classic with rhythm and bounce. Children will want to hear it over and over again!

MUSIC with MOVEMENT

Large Group/ Opening Activity 8:00-8:30	Music with Movement: Greg & Steve "On the Move" (variety of dances) S: PDM5.4a, CR1.4a	Music with Movement: Learning Station "Get Funky" (dance moves following directions) S: PDM5.4a, CR1.4a	Music with Movement: paper plate dance S: PDM5.4b, CR1.4a	Music with Movement: Dr. Jean "Tooty Ta" body movements in sequence S: PDM5.4a, CR1.4a	Music with Movement: "Here We Go Zudeo" (traditional partner song) S: PDM5.4a, APL5.4a
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Monday/Tuesday: These selections focus on dancing to express creativity; use the word “dance” often as you encourage children. “Let’s see your dance moves, Elena!” “That’s cool Abraham – I’m going to do Abraham’s dance.”

Wednesday: Use paper plates for a fun follow-the-leader dance. Play some lively music. The theme from the original Hawaii Five-O works great! Give each child 2 paper plates and tell them to watch and copy what you do. Clap the plates together, slap them on your knees, move them in circles – any move you choose, just keep moving to the beat!

Thursday: Do this dance with Dr. Jean, but pay attention. Later on you will do it without the CD!

Friday: This traditional partner dance involves everyone. Choose one child to be your partner to demonstrate. Face each other and hold hands.

Here we go Zu-de-o, Zu-de-o, Zu-de-o

Here we go Zu-de-o all day long.

Jump back Sally, make a little alley

Jump back Sally, all day long

I looked down the alley and what did I see?

A great big man from Tennessee

I’ll bet you 5 dollars that you can’t do this

To the front, to the back, to the side, side, side

To the front, to the back, to the side, side, side

As you sing these words, swing hands back and forth

Partners let go hands and, still facing each other, jump backwards a short distance

Hold hand above eyes and look left and right

Hold hands far apart

Hold up five fingers

Jump forwards, backwards, then side to side

Now invite everyone to participate. Repeat 3-4 times, changing partners each time.

SMALL GROUPS

This week we are using Small Group Template #2. This template has space for 3 groups. The guidelines for suggested use are *“one teacher directed activity while the second teacher monitors two independent groups or two teacher directed activities with one independent group. This form may support children as they mature toward independence yet still need teacher guidance and support to remain on task.”*

Our example has two teacher-directed activities and one independent activity. Before small group time, show children the management board and remind them that there is a symbol to show that a group of children will work at the playdough table on their own.

Teacher directed	<p>Activity: Examine pebbles w/magnifying glass / provide containers for sorting</p> <p>Students: names or initials of specific children(~1/3 class)</p> <p>S: SC1.4a, SC1.4b, SC2.4b</p>	<p>Activity: Examine pebbles w/magnifying glass / provide containers for sorting</p> <p>Students: names or initials of specific children(~1/3 class)</p> <p>S: SC1.4a, SC1.4b, SC2.4b</p>	<p>Activity: Examine bottle cap collection/ discuss attributes / sort & classify</p> <p>Students: names or initials of specific children(~1/3 class)</p> <p>S: MA4.4b</p>	<p>Activity: Examine bottle cap collection/ discuss attributes / sort & classify</p> <p>Students: names or initials of specific children(~1/3 class)</p> <p>S: MA4.4b</p>	<p>Activity: Examine bottle cap collection/ discuss attributes / sort & classify</p> <p>Students: names or initials of specific children(~1/3 class)</p> <p>S: MA4.4b</p>
Teacher directed x	<p>Activity: Friend BINGO (informal discussion about being friends)</p> <p>Students: names or initials of specific children(~1/3 class)</p> <p>S: SED5.4a, APL5.4a</p>	<p>Activity: Friend BINGO (informal discussion about being friends)</p> <p>Students: names or initials of specific children(~1/3 class)</p> <p>S: SED5.4a, APL5.4a</p>	<p>Activity: Re-read <i>Splat the Cat</i>; ask "thinking" questions</p> <p>Students: names or initials of specific children(~1/3 class)</p> <p>S: CLL1.4a, CP1.4b</p>	<p>Activity: Re-read <i>Splat the Cat</i>; ask "thinking" questions</p> <p>Students: names or initials of specific children(~1/3 class)</p> <p>S: CLL1.4a, CP1.4b</p>	<p>Activity: Re-read <i>Splat the Cat</i>; ask "thinking" questions</p> <p>Students: names or initials of specific children(~1/3 class)</p> <p>S: CLL1.4a, CP1.4b</p>
Independent	<p>Activity: Explore playdough</p> <p>Students: names or initials of specific children(~1/3 class)</p> <p>S: CR2.4a</p>	<p>Activity: Explore playdough</p> <p>Students: names or initials of specific children(~1/3 class)</p> <p>S: CR2.4a</p>	<p>Activity: Write letters to friends (name cards, envelopes, stamps)</p> <p>Students: names or initials of specific children(~1/3 class)</p> <p>S: CLL9.4a, CLL9.4b</p>	<p>Activity: Write letters to friends (name cards, envelopes, stamps)</p> <p>Students: names or initials of specific children(~1/3 class)</p> <p>S: CLL9.4a, CLL9.4b</p>	<p>Activity: Write letters to friends (name cards, envelopes, stamps)</p> <p>Students: names or initials of specific children(~1/3 class)</p> <p>S: CLL9.4a, CLL9.4b</p>

Monday/Tuesday:**Group 1:**

Provide each child with a small rock or pebble and a magnifying glass. Explain that the magnifying glass helps us to LOOK CLOSELY at things. Encourage them to look at their rock. What do you notice? Compare with a friend. Are they the same color? The same size? Provide additional pebbles for children to examine. Provide small containers such as egg cartons to encourage sorting.

Group 2

Play Friend BINGO. Create BINGO cards with 9-pocket plastic sleeves used by card collectors. Place children’s pictures in the sleeves in random order. Use the name cards from your writing center with each child’s picture and name. Bottle caps make good playing pieces. As you call a child’s name, children who have that child’s picture on their board, place a cap on top. The object of the game is to get a bottle cap on each picture. Play continues until all are done.

Group 3:

Make sure you have ample supply of playdough; homemade lasts longer. Create a work space for each child with a small tray, placemat or by using masking tape to divide a table top into sections. Place each child’s playdough in his space along with some tools, such as cookie cutters or rolling pins. Decide who will monitor this group – teacher 1 or teacher 2.

Wednesday/Thursday/Friday

Group 1: Provide a collection of bottle caps to explore. Encourage children to describe the caps - “What do you notice about your caps?”

Provide containers to encourage sorting. Talk about why certain caps go together – “These are all red” or “These all have writing on them.” Take notes or check off behaviors on a matrix. You will use this information later to group children for instruction.

Group 2: Review *Splat the Cat*. Use the rich and detailed illustrations to ask a series of “thinking” questions. Choose one or two pages from the book and have children look at them closely. Ask questions such as, “Why do you think Splat has this kind of wallpaper?” or “What do you think is in his bag?”

Group 3: Provide markers, paper, name cards. Encourage children to write letters to their friends making bold, colorful drawings like Aki.

STORY TIME

9:00-9:15	Book #2: <i>Brown Bear Brown Bear</i> S: CLL8.4b, CLL8.4c	Book #2: <i>If You're Happy and You Know It: Jungle Edition</i> S: CLL8.4b, CLL8.4c	Book #2: <i>May I Bring a Friend?</i> S: SED2.4b, SED5.4d	Book #2: <i>Wodney Wat</i> (being accepted) S: SED5.4e, SED5.4d	Book #2: <i>Don't Let The Pigeon Drive the Bus</i> (feelings) S: SED2.4b, CLL8.4b
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Monday: This children’s classic never grows old. Emphasize the pattern of the words as you read.

Tuesday: This variation on the familiar camp song features jungle animals. Encourage children to sing and read along.

Wednesday: Pause often while reading this book to ask for predictions. “What will happen if the elephant comes, too?”

Thursday: Children will identify with Wodney as he struggles to be accepted and cheer when he vanquishes the class bully.

Friday: Mo Willem’s simple illustrations capture a wide variety of feelings. Children love to imitate Pigeon as he looks frustrated, sad and angry.

OUTDOOR TIME

Materials and/or activity choices for outdoor play: balls and tubes, clipboards/magnifying glasses

Take the magnifying glasses outside to extend learning. Provide clipboards and markers for drawing what you find. A collection of small balls, such as ping pong balls, and some plastic tubing from the home supply store makes a great problem-solving station.

TRANSITION ACTIVITY

9:45-10:00	Activity: Learning Station "Body Boogie" (move, stretch parts of body) fingerplay - "Oon Guy, Moon Guy" S: PDM5.4a	Activity: Greg & Steve "Animal Action" (jump, gallop, stretch) song - "If You're Happy..." S: PDM5.4a, CR3.4a	Activity: The Wiggles "Get Ready to Wiggle" fingerplay - "Arms Are Starting to Wiggle" S: CR1.4a, PDM5.4a	Activity: Tooty Ta (no CD) fingerplay - "Hands Up, Down, All Around" S: PDM5.4a, CR1.4a	Activity: Learning Station "From Your Seat" S: CLL1.4b
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Monday: After listening and following directions with the Learning Station's "Body Boogie," try this fingerplay with nonsense words to help children calm and focus. Children repeat after teacher:

<i>Oon Guy</i>	<i>(Oon Guy)</i>
<i>Moon Guy</i>	<i>(Moon Guy)</i>
<i>Chicka Chicka Choon Guy</i>	<i>(Chicka Chicka Choon Guy)</i>
<i>Alligator, Alligator</i>	<i>(Alligator, Alligator)</i>
<i>Alligator Oon Guy</i>	<i>(Alligator Oon Guy)</i>
<i>Oooooo-ver</i>	<i>(Oooooo-ver) make fists, roll hands around each other</i>

Repeat using different "voices" – high, squeaky "mouse voice" or a deep, loud "monster voice", for example.

Tuesday: After the CD, begin to sing "If You're Happy" with some large motor movements. "If you're happy and you know it, stomp your feet!" or "run in place!" Then have children sit down and use small motor movements "If you're happy and you know it, clap your hands" or "pat your knees." Gradually make your voice softer as you sing several verses. End with "If you're happy and you know it, whisper 'Yay!'"

Wednesday: Children begin by dancing to "Get Ready to Wiggle" by The Wiggles, then gradually move to a seated finger play. Begin by chanting:

*My (feet) are starting to wiggle, My (feet) are starting to wiggle,
My (feet) are starting to wiggle, Around and around and around.*

Have children sit down and continue with the chant. Change words to "head," "hands," "fingers," and so on, gradually slowing movements down and making your voice softer and softer. At the end of the chant, children are seated and quiet, ready for your lesson.

Thursday: After CD, have children sit down and do this fingerplay, matching motions to the words: *Hands up, hands down, hands all around.* Continue with different body parts. Gradually make your voice softer and softer. At the end, do motions only; encourage children to watch carefully to see what you will do.

LARGE GROUP LITERACY

10:00-10:15	Large Group Literacy: act out <i>Brown Bear</i> w/headbands S: CLL5.4b, CR4.4a	Large Group Literacy: act out <i>Brown Bear</i> w/headbands S: CLL5.4b, CR4.4a	Large Group Literacy: act out <i>Brown Bear</i> w/headbands S: CLL5.4b, CR4.4a	Large Group Literacy: shared reading "Who Do You See?"- class book S: CLL8.4b, CLL8.4c	Large Group Literacy: shared reading - chart "How to Keep a Friend" S: CLL8.4b, CLL8.4c
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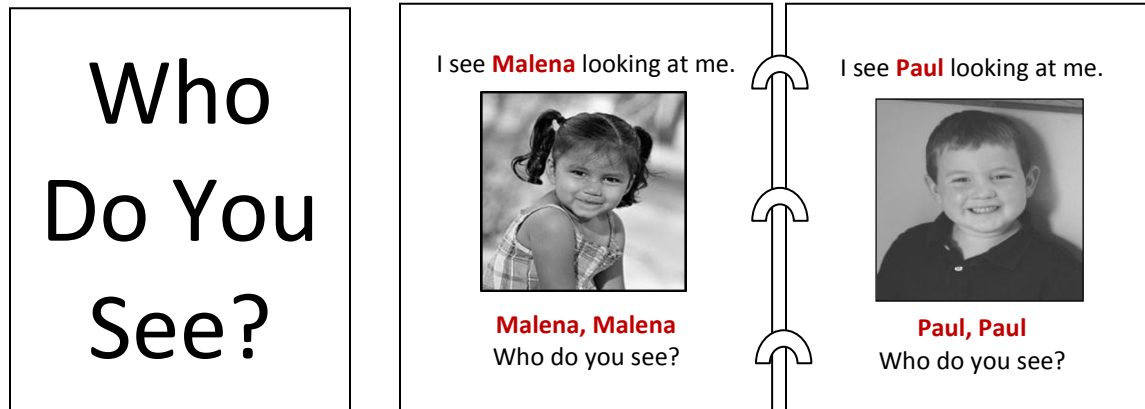
Monday/Tuesday/Wednesday

Children act out *Brown Bear* with simple props. Make a variety of headbands for each of the animals in the story. You can use construction paper for temporary ones, but making them from sturdier materials means you can use them over and over. There are several simple ways to make headbands. Use plastic headbands from the Dollar Store and attach ears made of fun foam; these are worn on top of the head. Use stretchy headbands and attach ears made of felt or fun foam; these can be worn around the head. Varying the shape of the ears can suggest different animals – long, floppy ears for a dog; short, rounded ears for a mouse, pointed ears for a fox or wolf.

Thursday

Create a class book based on *Brown Bear* using children's pictures. Be sure that the pictures reflect exactly what is written on the page so that emergent readers are matching picture cues to the text. Here's how you do it.

Create a cover with the words "Who Do You See?" On the back of the cover, place a child's picture. Write the text, "I see _____ looking at me" at the top and "_____, _____, Who do you see?" at the bottom. On the facing page, place another child's picture and the same text.



Friday: Read the chart you and the children created titled "How to Keep a Friend." Encourage children to come up and point when you get to their line.

PHONOLOGICAL AWARENESS

11:30-11:45	Phonological Awareness: "Who has the bottle cap?" S: CLL6.4a	Phonological Awareness: Use 3 instruments with different sounds- teacher plays/children join in if they have a match S: CLL6.4a	Phonological Awareness: "Down by the Bay" (show pictures of rhyming pairs) S: CLL6.4b	Phonological Awareness: Re-read <i>Mortimer</i> / stop to let children fill in sounds S: CLL6.4a, CR4.4c	Phonological Awareness: "Down by the Bay" (show pictures of rhyming pairs) S: CLL6.4b
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Monday:

Use a bottle cap to play this call and response game; see Week #2 for description of how to play.

Tuesday:

Ahead of time, select three to five types of rhythm instruments. Make sure you have enough for each child to have one, with a set left over. For example, 8 children could have sticks, 3 could have wrist bells, 6 could have shakers, 3 could have tambourines and 2 could have a drum. If you don't have enough instruments, make some. A can with a plastic lid makes a great drum and shakers are easily made by filling empty plastic bottles with rice or beans.

Demonstrate all of the instruments and talk about the sounds they make. Place your set of instruments behind a cardboard screen and tell the children that you will play one instrument. They should listen closely and if they have that instrument, join you in playing. Once they have joined in, move the instrument from behind the screen and play together for a few measures.

Wednesday/Friday

Sing this favorite song by Raffi, that features rhyming words. If possible, show picture cards for each rhyming pair.

Thursday

Re-read *Mortimer*. Encourage the children to make the sounds with you. Really exaggerate them. You can listen to a great recording of Robert Munsch reading *Mortimer* on his website (www.robertmunsch.com).

STORY TIME

12:15-12:30	Book #3: <i>Who Sank the Boat?</i> (these friends rode together in a boat - what do you do with your friends?) S: SS1.4b, SED1.4b	Book #3: paper doll storytelling (cut out chain of friends as teacher tells story) S: APL5.4b	Book #3 <i>Duck in a Truck</i> (listen for how Duck's friends helped) S: CLL5.4c, CLL5.4a	Book #3: child choice S: CLL5.4c	Book #3: <i>Jump Frog Jump</i> S: CLL8.4b, CLL8.4c
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Tuesday: Paper Doll Storytelling

Cut a piece of 8 ½ x11 paper in half lengthwise. Fold into fourths, accordion-style. On one side draw a simple figure of a person. Make sure the arms are touching the edges of the paper on both sides. Sit facing the children and hold the paper where they can't see the drawing. Tell a simple story about a child who went to school and played with friends. He played with _____ in the blocks and _____ on the playground. As you talk, cut along the lines of your drawing. At the end of the story, unfold the chain of paperdolls and say, "Billy made lots and lots of friends at school."

Wednesday: After reading this story, talk about how Duck's friends helped him get unstuck. Ask, "Has a friend ever helped you?"

Friday: Be sure to point to the words "jump, frog, jump" in this repetitive text.

ADDITIONAL INSTRUCTIONAL ACTIVITIES

1:30-2:00	Activity: selected centers, table activities writing center - name cards of some animal book characters - Splat and Franklin, for example animal stickers S: CLL9.4b, CLL9.4a,	Activity: selected centers, table activities Friendly Faces - collage Chart - How to Keep a Friend S: CLL9.4a, CR2.4a	Activity: selected centers, table activities Chart - How to Keep a Friend Friendly Faces - collage S: CLL9.4a, CR2.4a	Activity: selected centers, table activities School worker visits - talks informally with individual children about their role at school (take photo) S: SS4.4b, APL1.4b	Activity: selected centers, table activities Cooking - follow recipe chart to make Lemonade or Gatorade (vocabulary - "ade" means drink S: CLL8.4d, MA3.4c, CLL2.4a
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Monday:

To encourage children to include story characters in their writing, create name cards for them too.

Tuesday: Invite some children to help you make a list of ways to keep a friend.

Refer to the book you read this morning, *How to Lose All Your Friends*.

Tuesday/Wednesday:

Put out large paper or posterboard, glue sticks, scissors and magazines. Encourage children to look for "friendly faces" and glue them on to make a collage. After the collage is complete, add photos of the children in the class.

Thursday

Invite another school helper to visit. Adding props to your centers after the visit is a good way to make connections. Add cafeteria trays and some ice cream scoops to the playdough table or a small whisk broom and dust pan for clean-up of the sensory table.

Friday

Add powdered drink mix to water and stir. Talk about how it looks and tastes beforehand and how it looks and tastes afterwards. Talk about the common word ending "ade" that usually means something to drink – Lemonade, Kool-aid, Gatorade.



CLOSING

2:10-2:30	Closing Activity: Row Your Boat (partner activity) Fingerplay - "Five Little Pre-K Friends" "What did you do at school today?" review w/microphone S: MA3.4d, APL5.4a,	Closing Activity: "Tingalayo" Parachute Express "1,2,3,4" - (1/2 class) S: CR1.4a, SED1.4c	Closing Activity: Music Circle (use rhythm instruments, variety of instrumental music) Sing "Rules" - read class rules with pointer S: CLL8.4b, CLL8.4c, CR3.4a	Closing Activity: "Jump Jim Joe" (traditional partner song) Fingerplay - "Five Friends" S: PDM6.4c, CR1.4b	Closing Activity: Ella Jenkins "Play Your Instruments" (use rhythm instruments) "1,2,3,4" - 1/2 class S: CR1.4a, SED1.4c
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Monday: Show children how to sit facing each other and hold hands. As you sing the song together, children can rock side-to-side or forwards and backwards.

Tuesday: Play the "1,2,3,4" game to let everyone have a chance to show off their moves. Stand in a circle. As the words are chanted, one child comes to the center of the circle.

1-2-3-4

Come on _____ hit the floor

Let us see what you can do

And we will say "Ya-hoo!"

Wednesday:

Music Circle – this activity lets everyone have a chance at playing all the instruments. Set up your large group area with instruments in a circle, either placed on chairs or on the squares around the perimeter of the carpet. Make sure there is a spot for each child. Have everyone stand behind one instrument; assure them they will get to play everything. When the music starts, everyone picks up the instrument in their spot and plays until the music stops. Then they place it back where it was and move one space to the right. You and your assistant will have to help them with this the first few times, but then...they get it! Start the music again and everyone picks up and plays a new instrument. Continue until you are back where you started. Vary, if needed, to keep interest up towards the end. "Play your instrument up high." "See if you can play behind your back."

Sing the song "Rules" to the tune of "Frere Jacques" and then review the class rules; one child points to each rule as class reads. Change the words to the song to match your rules.

Listening ears, inside voices

Walking feet, gentle hands

Look at all our rules

Follow all our rules

In our class, in our class

Thursday

“Jump Jim Joe” is another traditional partner song. Children stand facing each other, holding hands.

Jump, Jump, Jump Jim Joe

Shake your head

Nod your head

Tap your toe

Around and around and around you go

Then you choose another partner and you Jump Jim Joe

Jump 5 times, with the beat of the song

Shake head

Nod head (may have to demonstrate this for some children)

Tap toe

Hold hands and walk around together

Drop hands and find another partner

Wait until everyone has found a new partner and start again. You may want to start out by demonstrating the song with you and one child. Then you each choose another partner. Next round, everyone chooses another partner, and so on. This builds the crowd slowly and can give children who don't often get chosen an opportunity to play.

Friday

Ella Jenkins “Play Your Instruments” – this is a great song for rhythm instruments. Children focus on specific instruments and their sounds.

After the instruments are put away, repeat “1-2-3-4” from Tuesday so that the rest of the class can participate.

PLANNING FOR ASSESSMENT

	MATRIX	PHOTOS with descriptor	OBSERVATIONAL NOTES	WORK SAMPLES
Monday			children's exploration of pebbles ST A2, ST D2	
Tuesday			children's exploration of pebbles ST A2, ST D2	
Wed.	bottle cap exploration (small group)		small group - <i>Splat the Cat</i> ; ask questions about 1-2 pages LL B3 or LL C4	writing/drawing/painting during centers, afternoon activities
Thursday	bottle cap exploration (small group)		small group - <i>Splat the Cat</i> ; ask questions about 1-2 pages LL B3 or LL C4	writing/drawing/painting during centers, afternoon activities
Friday	bottle cap exploration (small group)		small group - <i>Splat the Cat</i> ; ask questions about 1-2 pages LL B3 or LL C4	writing/drawing/painting during centers, afternoon activities

It is helpful to note who will be collecting the documentation

TIP: Many teachers jot down the WSS indicator on the template; this gives your Assistant Teacher information about your goal in collecting documentation.

MATRIX: Create a matrix to use during the bottle cap exploration during small groups on Wednesday, Thursday and Friday. Some observable behaviors might be “sorts caps by color,” “sorts caps by size,” or “sorts caps with own criteria.” If children’s comments are detailed, jot down notes as well.

NOTES: Take notes as children examine pebbles with the magnifying glass. Their comments and conversations will give you information for WSS ST D2 “explores rocks, water, soil and sand” as well as WSS ST A2 “uses senses and simple tools to explore...” During the small group activity with *Splat the Cat*, take notes as children respond to questions. They could be classified under WSS LL B3 “uses expanded vocabulary and language for a variety of purposes” or WSS LL C4 “recounts some key ideas and details from text.”

WORK SAMPLES: Collect some work samples of painting, drawing and writing during center time and afternoon activities.



CHECKLIST: The IQ Guide for WSO states that teachers should make weekly ratings on the Developmental Checklist. However, this does not mean for all 22 children on all of the indicators. Make ratings when you have gathered sufficient documentation. Create checklists and begin making some initial ratings in Personal Social, Language and Literacy, and Math.

Off to a Good Start

WEEK FOUR

Below are listed the materials and activities you will need to prepare ahead of time. Refer to the lesson plan handbook to see full explanations of each item.

MATERIALS

- for message board – photo of shoes, photo or drawing of red shoes, symbol for parade
- shoe cards for writing center (cut pictures from catalogs or magazines; use clip art or photos)
- zip bag books for small group
- rhyming BINGO cards

TASKS

- Check book list; gather the books for week four (substitute if needed). Be sure to check the school Media Center or your local library.
- Design and print matrices.
- Gather magazines, catalogs, advertisements with pictures of shoes.
- Review motions to action songs.
- Create sets of sorting materials for different levels of sorting.
- Invite school helper to visit.
- Purchase crackers, toppings for cooking activity.

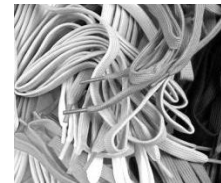
flip flops



sneaker



laces



Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30 Large Group/ Opening Activity	Activity: Gather/Greet - Greg & Steve "Rise & Shine" Jobs/Attendance Message - photo of shoe S: SS4.4a, CLL8.4d	Activity: Gather/Greet/Jobs/Attendance Message - picture of red shoes inside a symbol of a book S: SS4.4a, CLL8.4d	Activity: Gather/Greet/Jobs/Attendance Message - symbol for parade S: SS4.4a, CLL8.4d	Activity: Gather/Greet/Jobs/Attendance Message - visitor S: SS4.4a, CLL8.4d	Activity: Gather/Greet/Jobs/Attendance Message - cooking symbol S: SS4.4a, CLL8.4d
	Book #1: <i>Who Wears Shoes?</i> big book - introduce topic S: SS4.4b	Book #1: <i>New Shoes for Silvia</i> S: SS2.4b	Book #1: <i>Mrs. Grindy's Shoes</i> S: SS2.4b	Book #1: <i>The Gingerbread Man</i> S: CLL8.4b, CLL8.4c	Book #1: <i>Caps for Sale</i> S: CLL8.4b, CLL8.4c
	Music with Movement: "Hokey Pokey" (move, shake body parts) S: CR1.4a, PDM5.4a	Music with Movement :Hap Palmer "This Is a Story About Sammy" (jump, hop, crawl) S: CR1.4a, PDM5.4a	Music with Movement: "Cha Cha Slide" (repetitive dance moves) S: CR1.4a, PDM5.4a	Music with Movement: Learning Station "Tony Chestnut" (point to body parts; increase speed of motions) S: CR3.4a, PDM5.4b	Music with Movement: "Move and Freeze" Learning Station S: CR1.4a, PDM5.4a
8:30 -9:00	Small Group Time (see small group template for detailed plans)				
9:00-9:15	Book #2: <i>Silly Sally</i> (pause to fill in rhymes) S: CLL6.4b	Book #2: <i>Red Shoes</i> (storytelling- relate to <i>Silvia's</i> <i>Shoes</i>) S: CLL5.4c	Book #2: <i>Frog and Toad; The</i> <i>Lost Button</i> (friends, helping) S: SED5.4d	Book #2: <i>Shoe-la-la</i> (what was the problem? how did they fix it?) S: CLL5.4c	Book #2: <i>Whose Shoes?</i> (different jobs) S: SS4.4b
Materials and/or activity choices for outdoor play: Bubbles, scoops & measuring cups					
9:45-10:00	Activity: Great Big Man fingerplay - "Where is Thumbkin?" S: CR3.4a, SC3.4c	Activity: "Uncle Jesse" (use shoe descriptions) S: CR3.4a, CLL1.4b	Activity: "Billy Has His Jumping Shoes" - circle game fingerplay - "Clap, Clap, Clap and STOP" S: APL5.4a, APL5.4b, PDM6.4c	Activity: Wiggles "Get Ready to Wiggle" fingerplay - "My Feet Are Starting to Wiggle" S: CR3.4a, PDM6.4c	Activity: Greg & Steve "Listen and Move" Quiet Feet (Hickory Dickory) S: CLL1.4b, CLL6.4a
10:00-10:15	Large Group Literacy: re-read <i>Who Wears Shoes?</i> - highlight text for children to read S: CLL8.4b, CLL8.4c	Large Group Literacy: <i>Who Do</i> <i>You See?</i> class book shared reading S: CLL8.4b, CLL8.4c	Large Group Literacy: <i>Who</i> <i>Wears Shoes?</i> - show me something you know S: CLL8.4d, CLL7.4a	Large Group Literacy: act out <i>Cinderella</i> S: CLL5.4b, CR4.4a	Large Group Literacy: act out <i>Cinderella</i> S: CLL5.4b, CR4.4a

10:15-11:30 Center Time (11:15-11:30 Clean-up)

11:30-11:45	Phonological Awareness: "Who has the red shoe?" - call and response S: CLL6.4a	Phonological Awareness: "Who has the red shoe?" - call and response S: CLL6.4a	Phonological Awareness: "I Say Cat, You Say Mat" - use pictures S: CLL6.4b	Phonological Awareness: "I Say Cat, You Say Mat" - use pictures S: CLL6.4b	Phonological Awareness: "Find the Sound" S: CLL6.4a
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11:45-12:15 Lunch Time

12:15-12:30	Book #3: <i>The Foot Book</i> S: CLL6.4b	Book #3: <i>Pete the Cat: Rockin' My School Shoes</i> S: SS2.4b	Book #3: <i>Cinderella</i> S: CLL5.4c	Book #3: <i>child's choice</i> S: CLL5.4c	Book #3: <i>I Went Walking</i> S: CLL5.4d
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12:30-1:30 Rest time

Planning for Additional Instructional Activities (story times, music/movement, transitions, large group meetings, etc) This space is provided for optional use to document additional instructional activities planned throughout the week.

1:30-2:00	Activity: table activities, writing center shoe collage - cut and glue shoes from magazines, catalogs/dictation S: CLL9.4b, PDM6.4c	Activity: table activities, writing center shoe collage - cut and glue shoes from magazines, catalogs/dictation S: CLL9.4b, PDM6.4c	Activity: table activities, writing center shoe collage - cut and glue shoes from magazines, catalogs/dictation S: CLL9.4b, PDM6.4c	Activity: table activities, writing center Meet school worker, talk informally (take photos) S: SS4.4b	Activity: table activities, writing center Cooking - cracker stackers S: SC1.4a, PDM2.4a
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2:00-2:10 Snack and Pack

2:10-2:30	Closing Activity: "Row Your Boat" with partners, then with 3 children (problem solving) "Tell Us What You Did Today" (tune - Mary...Lamb)- microphone S: PDM5.4a, CP3.4b, MA3.4d	Closing Activity: scarf dancing Refer back to message board "What did we learn about red shoes? Who had red shoes?" S: CR1.4a, CLL4.4c	Closing Activity: Parade (march music) "Amy, Amy how are you? Who is sitting next to you?" - review names S: PDM5.4a, SED1.4a	Closing Activity: Musical Hoops "Simon Says" review (SS "If you played in blocks today, stand up," etc. S: CP3.4b, PDM5.4a, MA3.4d	Closing Activity: Music Circle (Greg & Steve "Listen and Move" instrumental only) "What Will You do This Weekend...Turn and tell a friend." S: MA3.4d, CLL4.4c
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***Small Group Instruction: See small group lesson plan page for the current week.**

***Documentation of plans for collection of assessment will be reflected on lesson plan or optional *Planning for Assessment Template*.**

Small Group Template Two

Teacher: **Sample**

Week of: **#4**

Suggested use: one teacher directed activity while second teacher monitors two independent groups; or two teacher directed activities with one independent group. This form may support children as they mature toward independence yet still need teacher guidance and support to remain on task.

**Refer to the FAQ for Planning Instruction and the FAQ for Small Groups for further explanation.

**Documentation of small group reading (book title with brief description of the follow-up activity) is required one time weekly but may be planned more often.

Group	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher directed	<p>Activity: Level 1 sorting with attribute buttons</p> <p>Students: Group 1: ~1/3 class - those not sorting or sorting with help (see matrix from last week)</p> <p>S: MA4.4b</p>	<p>Activity: Level 2 sorting with attribute buttons - ask to re-sort</p> <p>Students: Group 2: ~1/3 class - those who can sort by one attribute (matrix)</p> <p>S: MA4.4b</p>	<p>Activity: Level 2 sorting with attribute buttons - ask to re-sort</p> <p>Students: Group 3: ~1/3 class - those who can sort by one attribute (matrix)</p> <p>S: MA4.4b</p>	<p>Activity: Level 1 sorting- model, practice use new materials (cubes, pattern tiles) for transference</p> <p>Students: Group 1: same as Monday</p> <p>S: MA4.4b</p>	<p>Activity: Rhyming BINGO (if teacher-made add in shoe words)</p> <p>Students: New Group 1 - names or initials of ~1/3 class</p> <p>S: CLL6.4b</p>
Teacher directed x Independent	<p>Activity: demo materials for shoe store; discuss use, clean-up</p> <p>Students: Group 2</p> <p>S: SED5.4b, APL5.4a, SS4.4b</p>	<p>Activity: demo materials for shoe store; discuss use, clean-up</p> <p>Students: Group 3</p> <p>S: SED5.4b, APL5.4a, SS4.4b</p>	<p>Activity: demo materials for shoe store; discuss use, clean-up</p> <p>Students: Group 1</p> <p>S: SED5.4b, APL5.4a, SS4.4b</p>	<p>Activity: Read <i>Shoes</i> by Eliz. Winthrop - re-read and pause to fill in rhyming words</p> <p>Students: Groups 2 and 3</p> <p>S: CLL6.4b</p>	<p>Activity: Create/read zip bag books "Can you use some counting words?"</p> <p>Students: New Group 2 - names or initials of ~1/3 class</p> <p>S: MA2.4b, MA1.4c</p>
Independent	<p>Activity: writing center - work on Shoe Book (provide word cards, stencils, shoe-shaped books)</p> <p>Students: Group 3</p> <p>S: CLL9.4a, CLL9.4b, CLL9.4c, CLL9.4d</p>	<p>Activity: writing center - work on Shoe Book (provide word cards, stencils, shoe-shaped books)</p> <p>Students: Group 1</p> <p>S: CLL9.4a, CLL9.4b, CLL9.4c, CLL9.4d</p>	<p>Activity: writing center - work on Shoe Book (provide word cards, stencils, shoe-shaped books)</p> <p>Students: Group 2</p> <p>S: CLL9.4a, CLL9.4b, CLL9.4c, CLL9.4d</p>	<p>Activity: none</p> <p>Students:</p> <p>S:</p>	<p>Activity: use collage materials</p> <p>Students: New Group 3 - names or initials of ~1/3 class</p> <p>S: CR2.4a, PDM6.4a</p>

Planning for Assessment Template

Teacher: SAMPLE - Week #4

- Required documentation of plans for collecting assessment throughout the instructional day can be noted on the lesson plan template or by using the following format.
- Spontaneous collection of documentation (such as photos, notes and collection of work samples) will occur throughout each day, therefore there will be no evidence of planning for many items collected.

Indicate specific activities below. Not all spaces are expected to be filled in weekly. This is an organizational tool to help with weekly planning and preparation for collecting assessment documentation. See sample online at www.decal.ga.gov.

MATRIX		PHOTOS with descriptor	OBSERVATIONAL NOTES	WORK SAMPLES
Mon.	button sorting - small group		Center Time – children interacting in shoe store, role-playing customer and clerk	
Tues.	button sorting - small group		Center Time – children interacting in shoe store, role-playing customer and clerk	
Wed.	button sorting - small group		record children's response to questions Mrs. Grindy's Shoes	
Thurs.		LGL - acting out <i>Cinderella</i>	record children's responses to questions Shoe La La	
Fri.	small group - rhyming BINGO, zip bag books (counting)	LGL - acting out <i>Cinderella</i>	Center Time – children interacting in shoe store, role-playing customer and clerk	
				Notes, comments & reminders
PS = Personal and Social Development LL = Language and Literacy		M = Mathematical Thinking S = Scientific Thinking SS = Social Studies	A = The Arts PDH = Physical Development and Health	

Changes to the Environment Form (Template Two)

Teacher SAMPLE

The rotation of learning center materials helps maintain student interest. Enough changes should be made to clearly reflect the current topic of study. Refer to the *IQ Guide for Environment* for examples and further clarification of appropriate material choices.

Current Topic of Study: SHOES		Beginning Date for Topic of Study: WEEK #4	
Reading Area	Writing Area	Science Area	Math Area
Materials to promote literacy development: shoe laces / alphabet beads Topic related books added to reading area: <i>Who Wears Shoes? New Shoes for Silvia; Alligator Shoes; Whose Shoes? Cinderella; Elves and the Shoemaker; Pete the Cat: Rockin' My School Shoes; Birdie's Big Girl Shoes; Shoes, Shoes, Shoes</i>	word cards - sneaker, boot, flip flop or sandal, for example shoe stencils pre-made books with shoe covers	Materials to promote literacy development: Sensory table material (includes tools to use with sensory material such as scoops, funnels, cups):	Materials to promote literacy development: Real/found: pairs of shoes and socks to sort and match
Art Area	Listening Area	Dramatic Play Area	Block Area
Materials to promote literacy development: magazines, catalogs with shoe pictures for collages; old shoes to paint for printing	Books with corresponding tape/CD:	Materials to promote literacy development: pictures/labels of different types of shoes Dramatic play setting and props: (when setting changes): shoes in boxes, home-made device for measuring shoe size, cash register & play money = Shoe Store (put in place after introducing in small group) Prop box/additional play theme:	Materials to promote literacy development: Real/found:

Changes to the environment based on the interests of students (complete as needed):					
Literacy	Dramatic Play	Math	Science	Block	Art
Changes to the environment based on the developmental needs of students (complete as needed):					
Literacy	Dramatic Play	Math	Science	Block	Art

WEEK FOUR: OPENING ACTIVITY

Topic studies are an important feature of a good Pre-K program. They help organize learning and encourage children to make connections between content areas. They let you incorporate different learning styles and modalities and help build community, as everyone works together to learn.

There are some important things to keep in mind as you choose a topic. Ask yourself the following questions:

- Is the topic something familiar to children? Are there opportunities to connect with their lives?
- Does the topic lend itself to a wide variety of hands-on experiences?
- Are materials for developing the topic easily accessible at low or no cost?
- Are there widely-available books, songs or other resources?
- Are there opportunities for creativity? For problem-solving?

For more information about choosing appropriate topics, watch the webinar titled “Unit Planning” available on the BFTS website.

This week you will introduce a new topic - **SHOES**. Shoes are ordinary, everyday items, familiar to children. Wearing shoes, buying shoes and learning to tie shoes are common events in the lives of children. And there are lots of stories and poems that feature shoes. Have fun!

Large Group/ Opening Activity 8:00-8:30	Activity: Gather/Greet - Greg & Steve "Rise & Shine" Jobs/Attendance Message - photo of shoe S: SS4.4a, CLL8.4d	Activity: Gather/Greet/Jobs/Attendance Message - picture of red shoes inside a symbol of a book S: SS4.4a, CLL8.4d	Activity: Gather/Greet/Jobs/Attendance Message - symbol for parade S: SS4.4a, CLL8.4d	Activity: Gather/Greet/Jobs/Attendance Message - visitor S: SS4.4a, CLL8.4d	Activity: Gather/Greet/Jobs/Attendance Message - cooking symbol S: SS4.4a, CLL8.4d
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Continue to use pictures and symbols for the message board. This will build the knowledge that pictures and symbols carry meaning. This is an important skill for early readers as they begin to use picture cues to help them decode text.

Monday

Message: photo of a shoe. Guide children in interpreting this message to mean that they will learn about (talk about) shoes today.

As a variation, you could show a portion of a shoe and brainstorm what it might be. Then reveal the entire picture.

Tuesday

Message: picture of red shoes inside the symbol of a book. This means we will read a book today about red shoes.



Wednesday

Message: Place a symbol for parade on the message board. After children have given their ideas (we will see a parade, we are going to the circus) explain that those are all things that this symbol might mean, but today it means that THEY will be in a parade.

Thursday/Friday: Message: Children should easily read these symbols to mean that there will be a visitor and that they will cook.

STORY TIME

Large Group/ Opening Activity	Book #1: <i>Who Wears Shoes?</i> big book - introduce topic	Book #1: <i>New Shoes for Silvia</i>	Book #1: <i>Mrs. Grindy's Shoes</i>	Book #1: <i>The Gingerbread Man</i>	Book #1: <i>Caps for Sale</i>
8:00-8:30	S: SS4.4b	S: SS2.4b	S: SS2.4b	S: CLL8.4b, CLL8.4c	S: CLL8.4b, CLL8.4c

Monday: Use this Big Book titled *Who Wears Shoes?* to introduce your topic. It has large, colorful photographs of all sorts of people wearing all sorts of shoes. Let children know that they will be learning about shoes for the next few weeks. Give them a preview of some of the activities.

Tuesday: This is the first of two stories children will hear today involving red shoes. After reading the story, sing this song about new shoes to the tune of "This Old Man."

Here's one foot, here are two
Each is wearing a brand new shoe
Stand up, turn around, dance around the floor
That's what these new shoes are for!

Wednesday:

Mrs. Grindy is looking for new shoes too – with a surprising twist at the end. Before you read, ask children, "Have you ever shopped for shoes? Did you have problems finding ones that were just right? This story is about trying on shoes."

Thursday/Friday

Both of these books (*The Gingerbread Man* and *Caps for Sale*) have sure-fire ways of getting children involved in the story. *The Gingerbread Man* has a repetitive phrase that invites children to chant along - "Run, run you can't catch me!" And *Caps for Sale* involves everyone in the story as they shake their fists at those mischievous monkeys – "You monkeys, you!"

MUSIC WITH MOVEMENT

Large Group/ Opening Activity	Music with Movement: "Hokey Pokey" (move, shake body parts)	Music with Movement: Hap Palmer "This is a Story About Sammy" (jump, hop, crawl)	Music with Movement: "Cha Cha Slide" (repetitive dance moves)	Music with Movement: Learning Station "Tony Chestnut" (point to body parts; increase speed of motions)	Music with Movement: "Move and Freeze" Learning Station
8:00-8:30	S: CR1.4a, PDM5.4a	S: CR1.4a, PDM5.4a	S: CR1.4a, PDM5.4a	S: CR3.4a, PDM5.4b	S: CR1.4a, PDM5.4a

Monday: "Hokey Pokey" – play this traditional game in a slightly different way. Instead of saying, "Put your right foot in," change the words to, "Put a foot in, take a foot out." Many four-year-olds are not yet able to distinguish left from right, and standing in a circle just makes things confusing. Think about it. If I am standing across from you, and I put out my right foot, most 4-yr-olds will copy what they see me doing and put out the matching foot. Only for them it is the left foot. Stick to, "Put one arm in" and then, "Put the other arm in" and it will be a piece of cake!

Tuesday: “This is a Story About Sammy” is a good song to learn and then sing on your own. Children can add their own verses and motions: “If I were a dinosaur I would stomp to the store!” The last verse begins “I’m glad I’m me...” – a good ending to any song.

Wednesday: This club dance is an all-time favorite with Pre-K teachers and children. The simple, easy-to-follow directions get everybody moving.

Thursday: “Tony Chestnut” is another silly classic – fast-paced and funny. It’s a great one for parents and children to do together.

Friday: “Move and Freeze” by the Learning Station is an alternate to the Greg & Steve classic, “The Freeze.” After the song is over, ask children if they remember doing another dance like this one.

SMALL GROUPS

This week we are using small group template #2, with two teacher-directed activities and one independent activity. Decide ahead of time who will monitor the children working independently each day. Choose a symbol for the writing center where the independent group will be working. Children are placed in either Group 1, 2 or 3, based on assessment information gathered the previous week. Look at your matrix or notes from the bottle cap exploration. Choose several children who were either not sorting or needed help; place them in Group 1. Divide the remaining children (who were able to sort by one attribute) into two additional groups – Groups 2 and 3. Depending on the children, you may have two groups who are not sorting. Now that you have the groups divided, based on assessment information, you can plan activities especially for them. They will stay in these same groups for three days, until you have had time to work with each group.

Teacher directed	<p>Activity: Level 1 sorting with attribute buttons</p> <p>Students: Group 1: ~1/3 class - those not sorting or sorting with help (see matrix from last week)</p> <p>S: MA4.4b</p>	<p>Activity: Level 2 sorting with attribute buttons - ask to re-sort</p> <p>Students: Group 2: ~1/3 class - those who can sort by one attribute (matrix)</p> <p>S: MA4.4b</p>	<p>Activity: Level 2 sorting with attribute buttons - ask to re-sort</p> <p>Students: Group 3: ~1/3 class - those who can sort by one attribute (matrix)</p> <p>S: MA4.4b</p>	<p>Activity: Level 1 sorting- model, practice use new materials (cubes, pattern tiles) for transference</p> <p>Students: Group 1: same as Monday</p> <p>S: MA4.4b</p>	<p>Activity: Rhyming BINGO (if teacher-made, add in shoe words)</p> <p>Students: New Group 1 - names or initials of ~1/3 class</p> <p>S: CLL6.4b</p>
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Monday/Tuesday/Wednesday

While bottle caps are a great real/found item to use for exploration, to teach sorting you need materials with more controlled attributes, such as shape tiles or attribute buttons. Don’t just dump the buttons on the table in one big pile. The teacher’s main task is to select the exact materials that a child needs to learn. Place each child’s materials in an individual bag or bowl.

Group 1: This group needs a LEVEL ONE sorting activity. Select buttons that differ by only one attribute. For example – all the same size and shape, but two different colors. Or, all the same color, some large and some small. It’s important to select items that are different by only one attribute. Model how to separate the buttons into two sets. Say, “I’m putting all the red buttons in one pile and the blue buttons in another pile. I am sorting them.”

Encourage children to copy you. “Now you try. Put all your (red) ones together and all your (blue) ones together.” Let the children switch collections and try again.

Groups 2/3: For this group you will work on a LEVEL TWO sorting activity. Select buttons for this group that are different in two attributes. For example, blue buttons and green buttons, some that are circles and some squares. Once children have sorted them into two groups, model **re-sorting**. Say something like, “I put all my blue buttons together and all my green buttons together. That’s one way to sort. Now I’m going to mix them up and try to think of another way to sort. I think I’ll put all round ones in one pile and all the square ones in another pile. I **re-sorted** them. Now, you try with your buttons.”

Make sure that you have both green circles & squares and blue circles & squares. If only the green buttons are circles and all of the blue buttons are squares, then children cannot re-sort.

Thursday

Work with Group 1 again. This time use a different manipulative, such as shape tiles or buttons. Remember to select items for each child that differ by only one attribute.

Friday

Play rhyming BINGO. Children hear a word and then match it to a rhyming picture on their board. mat/cat, dog/frog, snake/cake.

There are rhyming games for purchase on most school supply websites, but it’s easy to create your own. Use the plastic card-collector sleeves and insert pictures from magazines or clipart. Since you are learning about shoes, make some of the words related to your topic – shoe/blue or lace/face. Take notes or create a matrix. You will use this information later to plan.

Teacher directed x	Activity: demo materials for shoe store; discuss use, clean-up	Activity: demo materials for shoe store; discuss use, clean-up	Activity: demo materials for shoe store; discuss use, clean-up	Activity: Read <i>Shoes</i> by Eliz. Winthrop - re-read and pause to fill in rhyming words	Activity: Create/read zip bag books "Can you use some counting words?"
Independent	Students: Group 2	Students: Group 3	Students: Group 1	Students: Groups 2 and 3	Students: New Group 2 - names or initials of ~1/3 class
	S: SED5.4b, APL5.4a, SS4.4b	S: SED5.4b, APL5.4a, SS4.4b	S: SED5.4b, APL5.4a, SS4.4b	S: CLL6.4b,	S: MA2.4b, MA1.4c

Monday/Tuesday/Wednesday

Show children the items you have collected for the Dramatic Play Shoe Store – cash register, size chart, shoes, boxes, chairs to sit in, etc. Talk about roles of customer and salesperson. Demonstrate how to clean-up. Play with them and model appropriate behavior.

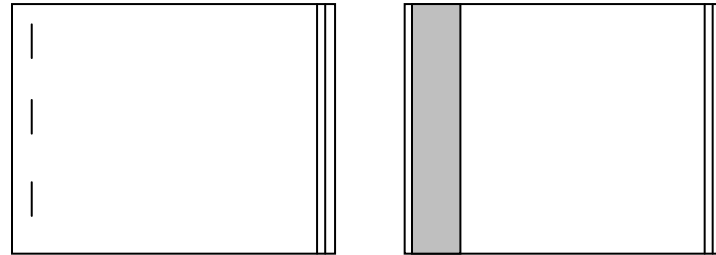
Thursday

While one teacher works with a small group, the other teacher will read to the rest of the children. Read once through and then re-read, pausing to let children fill in rhyming words. This meets the requirement for a small group reading activity.

Friday: Provide zip-bag books for each child and an assortment of small objects – beads, bottle caps, counting bears. Encourage them to put objects inside the pages of the books and “read” them to you. “Here are red tops; these are all bears.” Then ask, “Can you use some counting words?”

Directions for Zip-bag books

Stack together 6-8 plastic zipper bags and staple them together on the closed side.
 Cover the staples with a strip of masking tape, wrapping it around from front to back.
 Now the books are ready for filling.



Independent	<p>Activity: writing center - work on Shoe Book (provide word cards, stencils, shoe-shaped books)</p> <p>Students: Group 3</p> <p>S: CLL9.4a, CLL9.4b, CLL9.4c, CLL9.4d</p>	<p>Activity: writing center - work on Shoe Book (provide word cards, stencils, shoe-shaped books)</p> <p>Students: Group 1</p> <p>S: CLL9.4a, CLL9.4b, CLL9.4c, CLL9.4d</p>	<p>Activity: writing center - work on Shoe Book (provide word cards, stencils, shoe-shaped books)</p> <p>Students: Group 2</p> <p>S: CLL9.4a, CLL9.4b, CLL9.4c, CLL9.4d</p>	<p>Activity: none</p> <p>Students:</p> <p>S:</p>	<p>Activity: use collage materials</p> <p>Students: New Group 3 - names or initials of ~1/3 class</p> <p>S: CR2.4a, PDM6.4a</p>
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Monday/Tuesday/Wednesday

Writing Center: Provide shoe-related word cards, stencils, magazines or ads with pictures of shoes. Create individual books by stapling together several half or quarter-sized sheets of paper. Make the book shoe-shaped or use a notepad from the teacher store with a shoe theme as the cover.

Thursday: There are no independent activities today

Friday: Provide collage materials in the art center. Add some paper cut into shoe shapes along with the book *Shoe-la-la* and encourage children to decorate the shoes.

STORY TIME

9:00-9:15	<p>Book #2: <i>Silly Sally</i> (pause to fill in rhymes)</p> <p>S: CLL6.4b</p>	<p>Book #2: <i>Red Shoes</i> (storytelling- relate to <i>Silvia's Shoes</i>)</p> <p>S: CLL5.4c</p>	<p>Book #2: <i>Frog and Toad; The Lost Button</i> (friends, helping)</p> <p>S: SED5.4d</p>	<p>Book #2: <i>Shoe-la-la</i> (what was the problem? how did they fix it?)</p> <p>S: CLL5.4c</p>	<p>Book #2: <i>Whose Shoes? (different jobs)</i></p> <p>S: SS4.4b, SS4.4c</p>
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Monday – re-read *Silly Sally*, pause for children to fill in rhymes. This is called the **cloze** technique.

Tuesday – tell the traditional story of *Red Shoes*

Once upon a time there was a pair of red shoes who lived in the front window of a shoe store. All day long the shoes watched the people come and go and wished to be out in the wide world.

One day the shopkeeper left the door to the store open, just a crack, and the red shoes jumped down out of the window and raced out the door, never once looking back.

They ran down the road until they were far out of town.

Then they stopped and looked around. They saw a duck coming down the road and called out to him.

“Oh Mr. Duck! Would you like a pair of fine red shoes?”

But the Duck said, “Why, no. My feet are webbed – I can’t wear shoes. But thank you.”

And he went on down the road.

Next the shoes saw a shiny, slithery Snake coming out of the forest.

“Oh Mr. Snake,” they called, would you like a pair of fine, red shoes?”

“SSSSShoes?” said the Snake. “No thank you. I don’t have feet to wear shoes. SSSSSoo long!”

And the Snake slithered away.

Now it was getting quite late but the Red Shoes hadn’t given up.

All at once, a Dog came bounding down the road.

“Wait! Stop!” called the Shoes. “Mr. Dog, would you like a pair of fine red shoes?”

“Hadn’t thought about it,” barked the Dog. “I guess that would be nice. Where are the others?”

“What do you mean?” asked the Red Shoes.

“Why, I have four feet,” said the Dog. “I need four shoes.”

“I guess we wouldn’t do then,” said the Red Shoes, sadly. “There are only two of us. Good-bye.”

Now the Red Shoes were very discouraged and night was coming on, so they went to the side of the road and fell asleep under a tree.

The next morning, they were awakened by a little girl.

“Why look! Here are the most beautiful red shoes! I would love a pair like this!”

The little girl put on the shoes and danced around.

The Red Shoes were very happy to have found someone to love them.

And they went off together to explore the wide world.

Wednesday

Frog and Toad: The Lost Button - great story about friendship and helping each other

Thursday

Shoe-la-la by Karen Beaumont - After reading this book ask, “What was the problem in this story? How did the girls fix the problem?” Let children know they will have a turn to use collage materials later this week

Friday

Whose Shoes? by Stephen Swineburne – this book describes different shoes and the jobs they do

OUTDOOR TIME

Continue to offer different materials for choices outside. Bubbles actually work best on a cloudy or overcast day when the humidity is high. Add scoops and measuring cups to your sandbox for lots of measuring fun.

Materials and/or activity choices for outdoor play: bubbles, scoops & measuring cups

TRANSITION ACTIVITY

9:45-10:00	Activity: Great Big Man fingerplay - "Where is Thumbkin?" S: CR3.4a, SC3.4c	Activity: "Uncle Jesse" (use shoe descriptions) S: CR3.4a, CLL1.4b	Activity: "Billy Has His Jumping Shoes" - circle game fingerplay - "Clap, Clap, Clap and STOP" S: APL5.4a, APL5.4b, PDM6.4c	Activity: Wiggles "Get Ready to Wiggle" fingerplay - "My Feet Are Starting to Wiggle" S: CR3.4a, PDM6.4c	Activity: Greg & Steve "Listen and Move" Quiet Feet (Hickory Dickory) S: CLL1.4b, CLL6.4a
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Monday

"Great Big Man" by Bev Bos is funny and engaging and is easily adapted by the children. It's an echo song, so it improves listening skills and it requires children to put on their thinking caps and think of body parts where they don't belong!

Here's how it goes. Pat knees or clap hands to keep a steady beat.

I was out one night (children echo)

Walking my dog (children echo)

When I saw an old man (children echo)

Sittin' on a log (children echo)

He had an eye right here on the top of his head (children echo)

(All together) He was a GREAT BIG MAN!

Ask a child to help add a verse. "Think of a body part" (toe, arm, nose) "And now think of a place it doesn't belong" (on my ear, behind my knee, on my foot) Then sing the song again, adding the child's contribution

I was out one night (children echo)

Walking my dog (children echo)

When I saw an old man (children echo)

Sittin' on a log (children echo)

He had an eye right here, on the top of his head (children echo)

And a nose right here, on his foot (children echo)

(All together) He was a GREAT BIG MAN!

Tuesday “Uncle Jesse” is another Bev Bos favorite. Find it and “Great Big Man” on her CD “I Have a Box.” Also, be sure to check out P.R.I.D.E. (Pre-K Resource and Idea Exchange) accessible through the BFTS website or the Best Practices website for more ideas.

Wednesday

Sing the following song with different children’s names and actions (tiptoe, jumping, hopping, stomping, tapping, walking, marching)

Tune: “Mary Had a Little Lamb”

Billy has his jumping shoes, jumping shoes, jumping shoes

Billy has his jumping shoes, all day long!

Katy has her tiptoe shoes, tiptoe shoes, tiptoe shoes

Katy has her tiptoe shoes, all day long!

This makes a great transition song, too. Try it for lining up or washing hands. “*Billy has his marching shoes. Line up now.*”

Friday

Quiet Feet by Jean Warren (tune: Hickory, Dickory, Dock)

Say this poem and do the motions. Show children how to balance on one foot to pretend to put on shoes and socks.

<i>Let's put on our socks</i>	<i>Let's put on our shoes</i>
<i>Let's put on our socks</i>	<i>Let's put on our shoes</i>
<i>{Pretend to put on socks}</i>	<i>{Pretend to put on shoes}</i>
<i>We'll walk around</i>	<i>We'll sit right down</i>
<i>Without a sound</i>	<i>Without a sound</i>
<i>{tiptoe}</i>	<i>{sit on floor}</i>
<i>When we put on our socks</i>	<i>When we put on our shoes</i>

LARGE GROUP LITERACY

10:00-10:15	Large Group Literacy: re-read <i>Who Wears Shoes?</i> - highlight text for children to read S: CLL8.4b, CLL8.4c	Large Group Literacy: <i>Who Do You See?</i> class book shared reading S: CLL8.4b, CLL8.4c	Large Group Literacy: <i>Who Wears Shoes?</i> - show me something you know S: CLL8.4d, CLL7.4a	Large Group Literacy: act out <i>Cinderella</i> S: CLL5.4b, CR4.4a	Large Group Literacy: act out <i>Cinderella</i> S: CLL5.4b, CR4.4a
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Monday - re-read *Who Has Shoes?* Choose a repeating word or phrase and highlight the text for children to read with you.

Tuesday – shared reading of class book “*Who Do you See?*”

Wednesday – Use the Big Book again. This time open it to a page and invite children to “Show me something you know.” They can point to a picture and describe it or show you a word or letter they know.

Thursday/Friday – act out *Cinderella* with simple props. Start with “After the ball, the prince went around the Kingdom trying to find the owner of the slipper. Everyone wanted to try on the shoe. First the stepmother tried to put on the shoe, but it wouldn’t fit. Then each of the stepsisters tried. But it wouldn’t fit them either. Finally, Cinderella tried – and it was a perfect fit!”

PHONOLOGICAL AWARENESS

11:30-11:45	Phonological Awareness: "Who has the red shoe?" - call and response S: CLL6.4a	Phonological Awareness: "Who has the red shoe?" - call and response S: CLL6.4a	Phonological Awareness: "I Say Cat, You Say Mat" - use pictures S: CLL6.4b	Phonological Awareness: "I Say Cat, You Say Mat" - use pictures S: CLL6.4b	Phonological Awareness: "Find the Sound" S: CLL6.4a
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Monday/Tuesday

Pass out three different shoes. In this song, the teacher calls and the children holding the shoes answer.

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Teacher: Who has the blue shoe? Child: I have the blue shoe. Teacher: Who has the white? Child: I have the white. Teacher: Who has the black shoe? Child: I have the black shoe. Teacher: Show us now. Child: Show us now.

Wednesday/Thursday

Play this fast-paced game to reinforce rhyming skills. Point to yourself and then the children to indicate whose turn it is to speak.

Teacher: "I say cat and you say mat."

Teacher: "Cat" Children: "Mat"

Teacher: "Cat" Children: "Mat"

Teacher: "I say frog and you say log"

Teacher: "Frog" Children: "Log."

Teacher: "Frog" Children: "Log."

Keep going with more rhymes – mouse/house, pig/jig, nose/toes, blue/shoe, pen/hen, pow/cow, hot/pot, bear/hair, fly/tie...and so on.

Friday

Practice listening skills with this activity. Obtain a small object that makes a noise – a squeaky ball, a jingle bell, a clicker. Have one child come forward and hide his eyes. Give the object to another child in the group. All of the children hold their hands in their laps or behind their backs. The child with the object makes the sound and the first child listens carefully and tries to locate it.

STORY TIME

12:15-12:30	Book #3: <i>The Foot Book</i> S: CLL6.4b	Book #3: <i>Pete the Cat: Rockin' My School Shoes</i> S: SS2.4b	Book #3: <i>Cinderella</i> S: CLL5.4c	Book #3: <i>child's choice</i> S: CLL5.4c	Book #3: <i>I Went Walking</i> S: CLL5.4d
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Remember that the GELDS indicator should reflect the reason you are reading the book. It is the main focus while you are reading and it determines the kinds of questions you ask or the activities you do.

Monday – *The Foot Book*

CLL6.4b (rhyming)

Read in rhythm to emphasize the rhyme.

Tuesday – *Pete the Cat: Rockin' My School Shoes*

SS2.4b (similarities and differences, self & others)

Have you ever bought school shoes?

Wednesday – *Cinderella*

CLL5.4c (discusses books or stories read aloud)

What do you think will happen next?

Friday – *I Went Walking*

CLL5.4d (connects events in stories to real life)

What do you see when you go walking?

ADDITIONAL INSTRUCTIONAL ACTIVITIES

1:30-2:00	Activity: table activities, writing center shoe collage - cut and glue shoes from magazines, catalogs/dictation S: CLL9.4b, PDM6.4c	Activity: table activities, writing center shoe collage - cut and glue shoes from magazines, catalogs/dictation S: CLL9.4b, PDM6.4c	Activity: table activities, writing center shoe collage - cut and glue shoes from magazines, catalogs/dictation S: CLL9.4b, PDM6.4c	Activity: table activities, writing center Meet school worker, talk informally (take photos) S: SS4.4b	Activity: table activities, writing center Cooking - cracker stackers S: SC1.4a, PDM2.4a
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Monday/Tuesday/Wednesday

Provide magazines, catalogs, shoe advertisements, scissors, glue, paper. Children cut and glue pictures as desired. Offer to take dictation about their collages.

Thursday/ Friday

Regular activities – meet a school helper and do a cooking activity

Cooking: "Cracker Stackers" – provide crackers and an assortment of items to stack – slices of cheese, pepperoni or cucumber, for example. Remember that the best cooking activities for children involve recipes they can make on their own and eat right away.

CLOSING

2:10-2:30	<p>Closing Activity: "Row Your Boat" with partners, then with 3 children (problem solving) "Tell Us What You Did Today" (tune - Mary...Lamb)- microphone</p> <p>S: PDM5.4a, CP3.4b, MA3.4d</p>	<p>Closing Activity: scarf dancing Refer back to message board "What did we learn about red shoes? Who had red shoes?"</p> <p>S: CR1.4a, CLL4.4c</p>	<p>Closing Activity: Parade (march music) "Amy, Amy how are you? Who is sitting next to you?" - review names</p> <p>S: PDM5.4a, SED1.4a</p>	<p>Closing Activity: Musical Hoops "Simon Says" review (SS "If you played in blocks today, stand up," etc.</p> <p>S: CP3.4b, PDM5.4a, MA3.4d</p>	<p>Closing Activity: Music Circle (Greg & Steve "Listen and Move" instrumental only) "What Will You do This Weekend...Turn and tell a friend."</p> <p>S: MA3.4d, CLL4.4c</p>
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Remember that closing activities should vary from day to day. Include some activities that help children recall and review their day as well as some that build community.

Monday: Play "Row Your Boat" with partners. Then challenge children to decide how they could do it with three people. Possible solutions include all three children sitting in group holding hands or two children holding hands and one child sitting in the middle "in the boat." Give them time to work this out and accept all solutions. Sing the song with the new groups.

Use microphones and sing "Tell Us What You Did Today" with several children.

Tuesday: Pass out scarves or streamers. Remind children of safe behavior. Dance to the music. Give some directions – "Dance with your scarf up high." "Dance with your scarf in one hand."

Refer to this morning's message board. Ask children, "Who had red shoes?" (Silvia and the little girl)

Wednesday: Talk to children about parades. How do people move? Show children how to march. What does the music sound like? Play march music and march around the classroom, or into the hall, if you are feeling adventurous!

Sing this song to help children remember names:

"Amy, Amy. How are you? Who is sitting next to you?" (tune: Army cadence song)

Thursday: Musical Hoops – this lively game encourages cooperation. Place several large hula hoops on the floor. Children march around to music. When the music stops, everyone must get inside a hoop. Encourage children to help each other find a space. After a few times, begin to remove the hoops. With fewer hoops, children must find new ways to make sure everyone is inside the hoop. Can you get all 22 children in just two hoops?

Friday: Two favorites return – the Music Circle and "What are you doing this weekend?"

PLANNING FOR ASSESSMENT

MATRIX		PHOTOS with descriptor	OBSERVATIONAL NOTES	WORK SAMPLES
Monday	button sorting - small group		Center Time – children interacting in shoe store, role-playing customer and clerk	
Tuesday	button sorting - small group		Center Time – children interacting in shoe store, role-playing customer and clerk	
Wed.	button sorting - small group		record children's response to questions Mrs. Grindy's Shoes	
Thursday		LGL - acting out <i>Cinderella</i>	record children's responses to questions Shoe La La	
Friday	small group - rhyming BINGO, zip bag books (counting)	LGL - acting out <i>Cinderella</i>	Center Time – children interacting in shoe store, role-playing customer and clerk	

It is helpful to note who will be collecting the documentation

MATRIX: During small group on Monday-Wednesday, create a matrix for sorting (by size, by color, by shape, re-sort.) Since sorting is a preliminary skill for patterning, this information will help you assess WSS MT A4 “begins to recognize patterns and make simple generalizations.” During small group time on Friday, use a matrix to gather some preliminary information on rhyming (Rhyming BINGO) and counting skills (zip bag books). This information will link to WSS LL C2 “demonstrates phonological awareness,” WSS MT B1 “counts with understanding” and MT B2 “shows beginning understanding of number and quantity.” You will use this information later as you group children and plan activities. Remember to use observable behaviors.

PHOTOS: On Thursday/Friday, take photos of children acting out Cinderella. Be sure to record the child’s language. This will help you document WSS LL B2 “uses expanded vocabulary and language for a variety of purposes” and WSS A A2 “participates in creative movement, dance and drama.”

NOTES: During Story Times on Wednesday and Thursday, record children’s comments to questions during *Mrs. Grindy’s Shoes* and *Shoe La La*. This information can be used to document WSS LL C3 “shows appreciation and understanding of books and reading” and WSS LL C4 “recounts some key ideas and details from text.”

SAMPLES: There are no planned collections of work samples this week, but continue to collect children’s writing and drawings informally.



CHECKLIST: Continue to make weekly checklist ratings. By now, you should be able to rate many indicators in Physical Development Health & Safety and Personal Social. Remember that, even though you don’t need to gather documentation in these areas, you still must make ratings.

Off to a Good Start

WEEK FIVE

Below are listed the materials and activities you will need to prepare ahead of time. Refer to the lesson plan handbook to see full explanations of each item.

MATERIALS

- picture of class mascot for message board
- old shoelaces for painting activity
- pretend donuts – cut from fun foam or stuff small sock and sew in a circle
- puppet and cards for counting game
- zip bag books (from week 4)
- photos of past visitors

TASKS

- Write letter to parents requesting clean, empty containers or labels from grocery items– cereal boxes, wrappers from bath soap or pet food bags, for example – for Nursery Rhyme Unit. (weeks 7-9)
- Check book list; gather the books for week five. (substitute if needed)
- Design and print matrices.
- Gather berry baskets for math center. (note to parents during week three)
- Make puppets or headbands to act out *Red Shoes*.
- Invite school visitor.
- Purchase items for cooking activity – cups, yogurt and granola.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Large Group/ Opening Activity 8:00-8:30	Activity: Gather/Greeting poem "Friends" by Jill Eggleston /jobs/attendance Message - picture of something from shoe store, one-word label S: CLL8.4d, SED5.4a	Activity: Gather/Greet/ Jobs/Attendance Message - berry basket - label "basket" (What could we use this for?) S: CLL8.4d, APL5.4b, APL5.4c, CP2.4a	Activity: Gather/Greet/ Jobs/Attendance Message -picture of class mascot S: CLL8.4d, APL5.4b	Activity: Gather/Greet/ Jobs/Attendance Message - visitor symbol / label "visitor" S: APL5.4b, CLL8.4d	Activity: Gather/Greet/ Jobs/Attendance first child takes mascot home Message - cooking symbol / label "cook" S: CLL8.4d, APL5.4b
	Book #1: <i>Birdie's Big Girl Shoes</i> (Have you ever seen your baby shoes? What makes shoes "big girl" shoes?) S: CLL1.4a, CLL5.4d	Book #1: <i>Pete the Cat: I Love My White Shoes</i> (what color are your shoes?) S: CLL5.4d, SC4.4c	Book #1: <i>Rex</i> (about taking home class pet) Introduce class mascot - will go home each weekend) S: SS3.4b	Book #1: <i>Whose Shoes?</i> Anna Hines (read to emphasize interesting vocabulary) S: CLL2.4a	Book #1: traditional story - <i>Elves and the Shoemaker</i> S: CLL5.4c
	Music with Movement: "Here's One Foot...Brand New Shoe" (stand, turn, dance) S: CR3.4a, PDM5.4a	Music with Movement: "Billy's Shoes are Red and White." (jump, stomp, dance) S: CR3.4a, PDM5.4a	Music with Movement: The Wiggles " Dr. Knickerbocker" (move various parts of body) S: CR3.4a, PDM5.4a, SC3.4c	Music with Movement: Greg & Steve "Beanbag Boogie" (with beanbags) S: CR3.4a, PDM5.4b	Music with Movement: Jump Jim Joe (partner dance) S: CR3.4a, PDM5.4a
8:30 -9:00 Small Group Time (see small group template for detailed plans)					
9:00-9:15	Book #2: <i>Chicka Chicka Boom Boom</i> (with CD) S: CLL7.4a	Book #2: <i>class book- Amy is a Friend of Mine</i> S: CLL8.4b, CLL8.4c, CLL8.4d	Book #2: <i>Mean Soup</i> S: SED 2.4d,	Book #2: <i>My Friends</i> (Taro Gomi) S: SED5.4a	Book #2: <i>Shoes Shoes Shoes</i> S: SS1.4b, SS4.4b, SS4.4c
Materials and/or activity choices for outdoor play: hula hoops, clipboards and markers					
9:45-10:00	Activity: "Get Funky" Learning Station "Oon Guy Moon Guy" S: PDM5.4a, CLL6.4a	Activity: The Wiggles "You Make Me Feel Like Dancing" fingerplay - "Itsy Bitsy Spider" (ran up spout, danced up spout, etc) S: CR1.4a, PDM6.4c	Activity: Greg & Steve "Body Rock" fingerplay - "Hands Up, Hands down, Hands All Around" S: PDM5.4a, CR1.4a	Activity: Greg & Steve "Animal Action" fingerplay - "Five Little Monkeys" S: PDM5.4a, MA1.4f	Activity: "Tooty -Ta" (last verses in whisper voice; "...tongues out, turn around, sit down" S: PDM5.4a, CR3.4a
10:00-10:15	Large Group Literacy: <i>Mrs. Grindy's Shoes</i> (show me something you know) children point out words, pictures or letters S: CLL8.4d, CLL7.4a	Large Group Literacy: <i>Mrs. Grindy's Shoes</i> - discuss main character, setting, problem S: CLL5.4c	Large Group Literacy: <i>Monster Sandwich</i> - Joy Cowley (note author - same as Mrs. Grindy) S: CLL5.4c	Large Group Literacy: act out <i>Red Shoes</i> S: CLL5.4b, APL5.4b, CR4.4a	Large Group Literacy: act out <i>Red Shoes</i> S: CLL5.4b, APL5.4b, CR4.4a

10:15-11:30 Center Time (11:15-11:30 Clean-up)

11:30-11:45	Phonological Awareness: "Scat Like That" (call and response) S: CLL6.4a	Phonological Awareness: sing "Down on Grandpa's Farm" make animal noises; other things on farm? S: CLL6.4a	Phonological Awareness: retell <i>Mortimer</i> - children make sounds ("whap, whap, whap!") S: CLL6.4a	Phonological Awareness: <i>Silly Sally</i> S: CLL6.4b, CLL6.4c	Phonological Awareness: sing "Down on Grandpa's Farm" make animal noises; other things on farm? S: CLL6.4a
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11:45-12:15 Lunch Time

12:15-12:30	Book #3: <i>If You Give a Mouse a Cookie</i> S: CLL5.4c, CP1.4a	Book #3: <i>child choice</i> S: CLL5.4c	Book #3: <i>Ira Sleeps Over</i> S: SS1.4b	Book #3: <i>The Grouchy Ladybug</i> S: SED2.4b	Book #3: <i>Corduroy</i> S: SED2.4b
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12:30-1:30 Rest time

Planning for **Additional Instructional Activities** (story times, music/movement, transitions, large group meetings, etc) This space is provided for optional use to document additional instructional activities planned throughout the week.

1:30-2:00	Activity: table activities, writing center shoe lace painting S: CR2.4a, APL1.4b	Activity: table activities, writing center shoe lace painting S: CR2.4a, APL1.4b	Activity: table activities, writing center shoe lace painting S: CR2.4a, APL1.4b	Activity: table activities, writing center School worker visits informally - take photos for book S: APL1.4b, SS4.4b	Activity: cooking - yogurt and granola cups S: CLL8.4d
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2:00-2:10 Snack and Pack

2:10-2:30	Closing Activity: "Here's One Foot" "Simon Says" review S: SS2.4b, MA3.4d	Closing Activity: "Shakey Shakey" Parachute Express Show berry basket - Who used this today? What did you make? S: PDM5.4a, MA3.4d	Closing Activity: Here We Go Zudeo - partner dance Bean bag Review S: MA3.4d, PDM5.4a	Closing Activity: Hap Palmer "This Is a Story about Sammy" Who came to visit us today? What do they do? Show photos from previous school visitors S: MA3.4d, SS4.4b	Closing Activity: Greg & Steve "Listen and Move" "What will you do this weekend?" S: MA3.4d, PDM5.4a
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***Small Group Instruction: See small group lesson plan page for the current week.**

***Documentation of plans for collection of assessment will be reflected on lesson plan or optional *Planning for Assessment Template*.**

Small Group Template Two

Teacher: **Sample**

Week of: **#5**

Suggested use: one teacher directed activity while second teacher monitors two independent groups; or two teacher directed activities with one independent group. This form may support children as they mature toward independence yet still need teacher guidance and support to remain on task.

**Refer to the FAQ for Planning Instruction and the FAQ for Small Groups for further explanation.

**Documentation of small group reading (book title with brief description of the follow-up activity) is required one time weekly but may be planned more often.

Group	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher directed	<p>Activity: Rhyming BINGO (if teacher-made, add in shoe words)</p> <p>Students: Group 2 - names or initials of ~1/3 class</p> <p>S: CLL6.4b</p>	<p>Activity: Rhyming BINGO (if teacher-made, add in shoe words)</p> <p>Students: Group 3 - names or initials of ~1/3 of class</p> <p>S: CLL6.4b</p>	<p>Activity: counting 1:1 (8 Little Donuts)</p> <p>Students: Group A: names or initials ~1/3 class - those who need practice with 1:1</p> <p>S: MA2.4a</p>	<p>Activity: counting game w/Sassafras or other puppet</p> <p>Students: Group B: names/initials ~1/3 class - those who can count sets</p> <p>S: MA2.4b</p>	<p>Activity: counting game w/Sassafras or other puppet</p> <p>Students: Group C: names/initials ~1/3 class - those who can count sets</p> <p>S: MA2.4b</p>
Teacher directed x Independent	<p>Activity: Create/read zip bag books "Can you use some counting words?"</p> <p>Students: Group 3 - names or initials of ~1/3 class</p> <p>S: MA1.4c, MA2.4b</p>	<p>Activity: Create/read zip bag books "Can you use some counting words?"</p> <p>Students: Group 1 - names or initials of ~1/3 class</p> <p>S: MA1.4c, MA2.4b</p>	<p>Activity: Group B: Read <i>Rainbow Fish</i> or other appropriate story: introduce water colors - discuss storage in art center</p> <p>Students: ~ 1/3 class</p> <p>S: CR2.4a</p>	<p>Activity: Group C: Read <i>Rainbow Fish</i> or other appropriate story: introduce water colors - discuss storage in art center</p> <p>Students: ~1/3 class</p> <p>S: CR2.4a, SED3.4a</p>	<p>Activity: Group A: Read <i>Rainbow Fish</i> or other appropriate story: introduce water colors - discuss storage in art center</p> <p>Students: ~1/3 class</p> <p>S: CR2.4a, SED3.4a</p>
Independent	<p>Activity: use collage materials</p> <p>Students: Group 1 - names or initials of ~1/3 class</p> <p>S: CR2.4a, PDM6.4a</p>	<p>Activity: use collage materials</p> <p>Students: Group 2 - names or initials of ~1/3 class</p> <p>S: CR2.4a, PDM6.4a</p>	<p>Activity: Group C: explore shoe store materials read shoe books</p> <p>Students: ~ 1/3 class</p> <p>S: CLL8.4a, SS4.4b, SS4.4c</p>	<p>Activity: Group A: explore shoe store materials read shoe books</p> <p>Students: ~ 1/3 class</p> <p>S: CLL8.4a, SS4.4b, SS4.4c</p>	<p>Activity: Group B: explore shoe store materials read shoe books</p> <p>Students: ~ 1/3 class</p> <p>S: CLL8.4a, SS4.4b, SS4.4c</p>

Planning for Individualization (use this space as needed)

Planning for individualization may be documented below or on the main page of the Lesson Plan Template

Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:
Student(s):	Student(s):	Student(s):	Student(s):	Student(s):

Planning for Assessment Template

Teacher: **SAMPLE - Week #5**

- Required documentation of plans for collecting assessment throughout the instructional day can be noted on the lesson plan template or by using the following format.
- Spontaneous collection of documentation (such as photos, notes and collection of work samples) will occur throughout each day, therefore there will be no evidence of planning for many items collected.

Indicate specific activities below. Not all spaces are expected to be filled in weekly. This is an organizational tool to help with weekly planning and preparation for collecting assessment documentation. See sample online at www.decal.ga.gov.

MATRIX		PHOTOS with descriptor	OBSERVATIONAL NOTES	WORK SAMPLES
Monday	PA Time ("Scat Like That") repeats sounds, matches pitch small group - rhyming BINGO, zip bag books (counting)		Story #1 <i>Birdie's Big Girl Shoes</i> - responding to questions	shoe lace paintings
Tuesday	PA Time ("Down on Grandpa's Farm") makes animal noises small group - rhyming BINGO, zip bag books (counting)			shoe lace paintings
Wed.	PA Time (<i>Mortimer</i>) - makes sounds - "whap, whap, whap!" small group: Feed Me game (counting)			shoe lace paintings
Thursday	small group: Feed Me game (counting)	LGL - acts out story <i>Red Shoes</i>		
Friday	small group: Feed Me game (counting)	LGL - acts out story <i>Red Shoes</i>		
				Notes, comments & reminders
<p>Many teachers find it helpful to document the functional component and the performance indicators on assessment documentation. This information helps to clearly define the area in which the information is most relevant.</p> <p>PS = Personal and Social Development LL = Language and Literacy</p> <p>M = Mathematical Thinking S = Scientific Thinking SS = Social Studies</p> <p>A = The Arts PDH = Physical Development and Health</p>				

WEEK FIVE: OPENING ACTIVITY

Large Group/ Opening Activity 8:00-8:30	Activity: Gather/Greeting poem "Friends" by Jill Eggleston /jobs/attendance Message - picture of something from shoe store, one-word label S: CLL8.4d, SED5.4a	Activity: Gather/Greet/ Jobs/Attendance Message - berry basket - label "basket" (What could we use this for?) S: CLL8.4d, APL5.4b, APL5.4c, CP2.4a	Activity: Gather/Greet/ Jobs/Attendance Message -picture of class mascot S: CLL8.4d, APL5.4b	Activity: Gather/Greet/ Jobs/Attendance Message - visitor symbol / label "visitor" S: APL5.4b, CLL8.4d	Activity: Gather/Greet/ Jobs/Attendance first child takes mascot home Message - cooking symbol / label "cook" S: CLL8.4d, APL5.4b
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As you begin Week 5, remember that four-year-olds need routine. Continue to keep the same gathering music and the same pattern to your morning activities. Introduce some novelty with different messages, music and stories. This week you will begin to add print to the morning message. A simple label is a good starting point. Make sure the print is clear and easy-to-read and that it directly corresponds to the picture or object on the message board.

Monday:

The Greeting this week is a poem by Jill Eggleston. Print it out in large letters for everyone to see.

Friends

Friends care

Friends share

We need friends

Everywhere! (or change to "Pre-K friends are everywhere!")

Message: Choose an item from your Dramatic Play shoe store. Label it with a one-word title, such as "shoe" or "box." Help children know that this message means that they will play in the shoe store today.

Tuesday:

Attach a plastic berry basket to the message board. Add a label that says "basket." Ask children how they think they could use the basket. Let them know that they can use them in the math center today.

Wednesday

Place a picture of the class mascot (bear, other stuffed animal) on the board. Help children recognize that this message says that they will learn something about the (bear) today.

Thursday

Add the corresponding label to the symbol for school visitor. After children have "read" the message (a visitor is coming today) point to the word and ask children what they think it says. Let them know that it says "visitor."



Friday

Add a label that says "cook" to the symbol; help children figure out what it says.

STORY TIME

Book #1: <i>Birdie's Big Girl Shoes</i> (Have you ever seen your baby shoes? What makes shoes "big girl" shoes?) S: CLL1.4a, CLL5.4d	Book #1: <i>Pete the Cat: I Love My White Shoes</i> (what color are your shoes?) S: CLL5.4d, SC4.4c	Book #1: <i>Rex</i> (about taking home class pet) Introduce class mascot - will go home each weekend) S: SS3.4b	Book #1: <i>Whose Shoes?</i> Anna Hines (read to emphasize interesting vocabulary) S: CLL2.4a	Book #1: traditional story - <i>Elves and the Shoemaker</i> S: CLL5.4c
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Monday: *Birdie's Big Girl Shoes*

Use shoes that you have gathered for your shoe unit. Show the children baby shoes – ask if they have ever seen their own baby shoes. Show some grown-up shoes – who wears shoes like this? Discuss what makes shoes “big girl” or “big boy” shoes.

Tuesday: *Pete the Cat: I Love My White Shoes*

Discuss children’s shoe color. Who has white shoes? Who has blue?

Wednesday: *Rex*

This book is about taking home the class pet. After reading, remind children of the Morning Message (picture of stuffed animal.) Introduce your class mascot. Let children know that the mascot will go home with a different child each weekend. Explain that they will write in a journal, just like the kids in the story.

Thursday: *Whose Shoes?* by Anna Hines

Read this story to emphasize the interesting vocabulary – “great, big clumpy shoes,” “squeaky sneaker shoes,” “snappy, just-right, not-tight shoes.”

Friday: *The Elves and the Shoemaker*, illus. by Jim La Marche – You can use any version of this classic fairy tale, but check out this new book for its beautiful illustrations.

MUSIC AND MOVEMENT

Music with Movement: "Here's One Foot...Brand New Shoe" (stand, turn, dance) S: CR3.4a, PDM5.4a	Music with Movement: "Billy's Shoes are Red and White." (jump, stomp, dance) S: CR3.4a, PDM5.4a	Music with Movement: The Wiggles " Dr. Knickerbocker" (move various parts of body) S: CR3.4a, PDM5.4a, SC3.4c	Music with Movement: Greg & Steve "Beanbag Boogie" (with beanbags) S: CR3.4a, PDM5.4b	Music with Movement: "Jump Jim Joe" (partner dance) S: CR3.4a, PDM5.4a
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Monday:

(tune: *This Old Man*)

Here's one foot, here are two

Each is wearing a brand new shoe

Stand up, turn around, dance around the floor

That's what these new shoes are for!

For “brand new” substitute other phrases as needed for individual children – “Each is wearing a Velcro shoe.” “Each is wearing a yellow shoe.”

Tuesday

(tune: "Mary Had a Little Lamb")

Billy's shoes are red and white, red and white, red and white

Billy's shoes are red and white

Go, Billy, go!

Have children stand and move as they choose while the class sings

Friday

Revisit "Jump Jim Joe." Children stand facing each other, holding hands.

Jump, Jump, Jump Jim Joe

Jump 5 times, with the beat of the song

Shake your head

Shake head

Nod your head

Nod head (may have to demonstrate this for some children)

Tap your toe

Tap toe

Around and around and around you go

Hold hands and walk around together

Then you choose another partner

and you Jump Jim Joe

Drop hands and find another partner

Wait until everyone has found a new partner and start again.

SMALL GROUPS

Teacher directed	Activity: Rhyming BINGO (if teacher-made add in shoe words) Students: Group 2 - names or initials of ~1/3 class S: CLL6.4b	Activity: Rhyming BINGO (if teacher-made add in shoe words) Students: Group 3 - names or initials of ~1/3 of class S: CLL6.4b	Activity: counting 1:1 (8 Little Donuts) Students: Group A: names or initials ~1/3 class - those who need practice with 1:1 S: MA2.4a	Activity: counting game w/Sassafras or other puppet Students: Group B: names/initials ~1/3 class - those who can count sets S: MA2.4b	Activity: counting game w/Sassafras or other puppet Students: Group C: names/initials ~1/3 class - those who can count sets S: MA2.4b
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Monday/Tuesday

These activities carry over from last week. Play rhyming BINGO. Children hear a word and then match it to a rhyming picture on their board. mat/cat, dog/frog, snake/cake. There are rhyming games for purchase on most school supply websites, but it's easy to create your own. Use the plastic card-collector sleeves and insert pictures from magazines or clipart. Since you are learning about shoes, make some of the words related to your topic – shoe/blue or lace/face. Take notes or create a matrix. You will use this information later to plan.

Wednesday/Thursday/Friday

Continue to offer activities that let you evaluate and teach counting skills. You may have some children who are already able to count out sets of objects; put them in a group together. Others may need practice with one-to-one correspondence, an important precursor to counting. Create new groups based on this knowledge. We have labeled these new groups A, B and C to distinguish them from the previous groups.

Group A:

Play a game designed to strengthen one-to-one correspondence (1:1). Divide the children into two groups. Give each child in the first group a pretend donut. Give each child in the second group a penny. Line up the two groups facing each other.

Recite this rhyme – The number you choose should be the same as the number of pairs of children.

*Four little donuts in a bakery shop
Round and sweet with sugar on the top
Along came Lucas with a penny one day
Bought a donut and took it away.*

Lucas gives his penny to a child with a donut and takes it back to his spot.

Continue until all the donuts have been “bought.” The children who had the donuts now have pennies and vice versa.

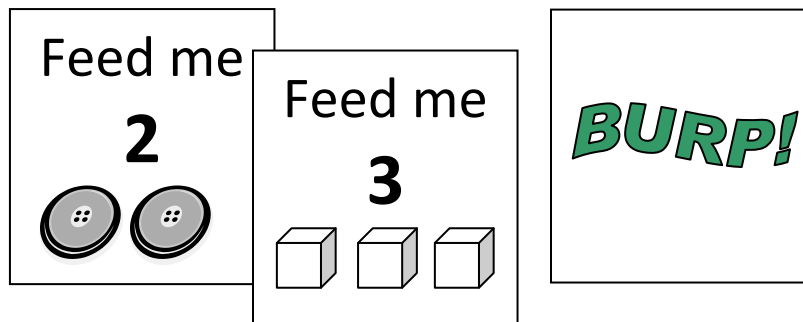
Repeat so other children can buy donuts.

Groups B and C:

For this counting game, use a puppet that has a big mouth. You can make one from an orange juice can or chip can. Cover with felt, colorful paper or a fuzzy sock and add eyes, nose and hair.

Collect several sets of small objects and create cards as shown. Don’t forget the “Burp!” card. Children draw a card and feed the puppet the correct number of items. When the “Burp!” card is drawn, the puppet burps all the items out. Children place them back into the containers and the game continues.

To prepare cards, place an assortment of objects directly on the copy machine and make several copies; cut out and glue on cards along with numerals or use clip art from your computer.



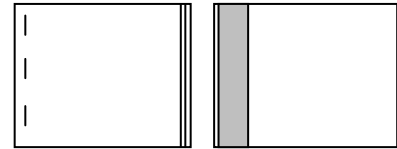
Teacher directed x	Activity: Create/read zip bag books "Can you use some counting words?"	Activity: Create/read zip bag books "Can you use some counting words?"	Activity: Group B: Read <i>Rainbow Fish</i> or other appropriate story: introduce water colors - discuss storage in art center	Activity: Group C: Read <i>Rainbow Fish</i> or other appropriate story: introduce water colors - discuss storage in art center	Activity: Group A: Read <i>Rainbow Fish</i> or other appropriate story: introduce water colors - discuss storage in art center
Independent	Students: Group 3 - names or initials of ~1/3 class	Students: Group 1 - names or initials of ~1/3 class	Students: ~ 1/3 class	Students: ~1/3 class	Students: ~1/3 class
	S: MA1.4c, MA2.4b	S: MA1.4c, MA2.4b	S: CR2.4a	S: CR2.4a, SED3.4a	S: CR2.4a, SED3.4a

Monday/Tuesday

Provide zip-bag books for each child and an assortment of small objects – beads, bottle caps, counting bears. Encourage them to put objects in the books and “read” them to you. “Here are red tops” or “These are all bears.” Then ask “Can you use some counting words?”

Directions for Zip-bag books

Stack together 6-8 plastic zipper bags and staple them together on the closed side. Cover the staples with a strip of masking tape, wrapping it around from front to back. Now the books are ready for filling.



Wednesday/Thursday/Friday

Read a book with watercolor illustrations, such as *Rainbow Fish* or *Frog and Toad Are Friends*. Talk about how the illustrations were created (watercolors). Give each child a tray of watercolors or 2-3 watercolor cakes, along with a small cup of water. Clear cups are a good choice for this activity because children love to see the paint swirl into the water. Demonstrate how to dip the brush in the water and pick up some of the color from the cakes. Remind them to rinse the brush after each new color. Talk about storage and clean-up. Give children time to use the new materials and practice clean-up.

Independent	Activity: use collage materials	Activity: use collage materials	Activity: Group C: explore shoe store materials read shoe books	Activity: Group A: explore shoe store materials read shoe books	Activity: Group B: explore shoe store materials read shoe books
	Students: Group 1 - names or initials of ~1/3 class	Students: Group 2 - names or initials of ~1/3 class	Students: ~ 1/3 class	Students: ~ 1/3 class	Students: ~ 1/3 class
	S: CR2.4a, PDM6.4a	S: CR2.4a, PDM6.4a	S: CLL8.4a, SS4.4b, SS4.4c	S: CLL8.4a, SS4.4b, SS4.4c	S: CLL8.4a, SS4.4b, SS4.4c

Monday/Tuesday

Provide collage materials in the art center. Add some paper cut into shoe shapes along with the book *Shoe-la-la*.

Wednesday/Thursday/Friday

Invite children to explore the shoe store materials. Remind them of safety rules and how to clean-up and store materials. Place shoe books on the rug for exploration.

STORY TIME

9:00-9:15	Book #2: <i>Chicka Chicka Boom Boom</i> (with CD) S: CLL7.4a	Book #2: <i>class book- Amy is a Friend of Mine</i> S: CLL8.4d, CLL8.4b, CLL8.4c	Book #2: <i>Mean Soup</i> S: SED 2.4d,	Book #2: <i>My Friends</i> (Taro Gomi) S: SED5.4a	Book #2: <i>Shoes Shoes Shoes</i> S: SS4.4b, SS4.4c, SS1.4b
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Monday-Wednesday

Re-reading books is a good early-childhood practice. When children are familiar with stories, they begin to anticipate text and to read along with you. They connect familiar characters to their own real-life situations and enjoy sharing about them: “One time I got mad and screamed just like that!”

Thursday

My Friends –In this story, a variety of animals teach a child many things. Talk about what you learn from your family, friends, coaches or teachers.

Friday

Shoe, Shoes, Shoes – realistic photographs show a variety of shoes from around the world. Relate to children’s real-life experiences. Ask, “Do you know someone who wears shoes like this?” or “Where would you be if you had on shoes like this?”

OUTSIDE TIME

Materials and/or activity choices for outdoor play: hula hoops, clipboards and markers

Colorful, plastic hula hoops are a great prop to take outdoors. Besides trying to twirl them around your body, try rolling them on their edges or using them as a target for tossing beanbags or small balls. One child can hold the hoop out to the side while another child tosses. Clipboards and markers make writing portable. Have a box or bag handy so children can give you their drawings for safe-keeping.

TRANSITION ACTIVITY

9:45-10:00	Activity: "Get Funky" Learning Station "Oon Guy Moon Guy" S: PDM5.4a, CLL6.4a	Activity: The Wiggles "You Make Me Feel Like Dancing" fingerplay - "Itsy Bitsy Spider" (ran up spout, danced up spout, etc) S: CR1.4a, PDM6.4c	Activity: Greg & Steve "Body Rock" fingerplay - "Hands Up, Hands down, Hands All Around" S: PDM5.4a, CR1.4a	Activity: Greg & Steve "Animal Action" fingerplay - "Five Little Monkeys" S: PDM5.4a, MA1.4f	Activity: "Tooty -Ta" (last verses in whisper voice; "...tongues out, turn around, sit down") S: PDM5.4a, CR3.4a
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Remember that you need a gradual transition from vigorous outdoor play to focused learning. Don't expect children to come in and immediately sit down, ready to pay attention. Plan these transition activities carefully and you will make the most of this high-energy time.

Tuesday: Do some variations on the classic "Itsy Bitsy Spider." Try making your fingers run up the spout or dance up the spout. Ask for more ideas from the children.

Thursday: Children love to chant this classic with much finger-pointing and head-shaking. "No more monkeys jumping on the bed!"

<i>Five little monkeys jumping on the bed</i>	hold up 5 fingers
<i>One fell off and bumped his head</i>	hold head with both hands
<i>Momma called the Doctor and the Doctor said,</i>	hold pretend telephone to ear
<i>"No more monkeys jumping on the bed!"</i>	point finger and shake vigorously while shaking head

Continue the countdown with "four little monkeys jumping on the bed," then "three little monkeys" and so on.

Friday: Say Good-bye to Dr. Jean and do "Tooty-Ta" all on your own. Children love to be the leader for this game and you can pause as long as you want to wait for the laughter when you get to "bottoms up!"

CENTER TIME

On Tuesday, add the berry baskets to the math/manipulative center. Observe how children use the new material. Comment on what they do. "Mario is using the basket for a cage for his animals." "Belinda, you made a tall tower with the baskets."

LARGE GROUP LITERACY

10:00-10:15	Large Group Literacy: <i>Mrs. Grindy's Shoes</i> (show me something you know) children point out words, pictures or letters S: CLL8.4d, CLL7.4a	Large Group Literacy: <i>Mrs. Grindy's Shoes</i> - discuss main character, setting, problem S: CLL5.4c	Large Group Literacy: <i>Monster Sandwich</i> - Joy Cowley (note author - same as Mrs. Grindy) S: CLL5.4c	Large Group Literacy: act out <i>Red Shoes</i> S: CLL5.4b, APL5.4b, CR4.4a	Large Group Literacy: act out <i>Red Shoes</i> S: CLL5.4b, APL5.4b, CR4.4a
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Monday: Use *Mrs. Grindy's Shoes* by Joy Cowley (or another Big Book) to let children show off their literacy skills. It's much more comfortable for a child to come up and "show me what you know" than it is to be put on the spot by the teacher saying, "Show me the letter B."

Tuesday: Use the same book as Monday, but this time discuss character, setting and plot - use the story symbols - star, world and magnifying glass.

Wednesday: *Monster Sandwich* is another Wright Group book by Joy Cowley. Talk about the author and show children her name on both books.

Thursday/Friday: Use paper plate puppets or animal headbands to help children act out *Red Shoes*. One child holds a pair of red shoes (anything from sparkly "Dorothy" shoes to sneakers). Other children are the animals and a last child is the little girl (or boy) who finally claims the shoes.

The teacher narrates the story, pausing for the actors to fill in their lines. Make the dialogue simple:

"Can I be your shoes?" Dog: "No, I have four feet"
 "Can I be your shoes?" Duck: "No, I have webbed feet"
 "Can I be your shoes?" Snake: "No, I don't have feet."
 "Can I be your shoes?" Child: "Yes! Let's go home!"

PHONOLOGICAL AWARENESS

11:30-11:45	Phonological Awareness: "Scat Like That" (call and response)	Phonological Awareness: sing "Down on Grandpa's Farm" make animal noises; other things on farm?	Phonological Awareness: retell <i>Mortimer</i> - children make sounds ("whap, whap, whap!")	Phonological Awareness: <i>Silly Sally</i> (emphasize rhymes)	Phonological Awareness: sing "Down on Grandpa's Farm" make animal noises; other things on farm?
	S: CLL6.4a	S: CLL6.4a	S: CLL6.4a	S: CLL6.4a	S: CLL6.4b

Monday: repeat "Scat Like That." For other great call and response songs, check out the music of Ella Jenkins.

Tuesday/Friday: Sing "Down on Grandpa's Farm" and enjoying playing with the sounds of animals. Encourage children to copy each other. Add as many animals as you want – there's lots of room on Grandpa's Farm!

Grandpa's Farm

J-190

We're on the way. We're on the way. On the way to Grand pa's farm.

We're on the way. We're on the way. On the way to Grand pa's farm.

Down on Grand pa's farm there is a big brown cow. Down on Grand pa's

farm there is a big brown oow. The oow he makes a sound like this moo

ooo The oow he makes a sound like this moo ooo

We're on the way. We're on the way. On the way to Grand pa's farm.

We're on the way. We're on the way. On the way to Grand pa's farm.

STORY TIME

12:15-12:30	Book #3: <i>If You Give a Mouse a Cookie</i> S: CLL5.4c, CP1.4a	Book #3: <i>child choice</i> S: CLL5.4c	Book #3: <i>Ira Sleeps Over</i> S: SS1.4b	Book #3: <i>The Grouchy Ladybug</i> S: SED2.4b	Book #3: <i>Corduroy</i> S: SED2.4b
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Monday: *If You Give A Mouse a Cookie* – pause often and ask questions- What do you think will happen next? Why did the cookie remind the mouse of milk? This will help develop skills in understanding cause and effect.

Wednesday: *Ira Sleeps Over* – talk about children’s experiences sleeping in a different place. Have you ever slept at a friend’s house? What about at Grandma’s house? Do you have a special toy you like to sleep with at home? Do you take it with you when you sleep over?

Thursday: *The Grouchy Ladybug* – why do you think the ladybug keeps saying, “Do you want to fight?” Have you ever felt grouchy?

Friday: *Corduroy* – this is another classic story that explores feelings. What did Corduroy do when he felt sad? How did he feel when the little girl came back?

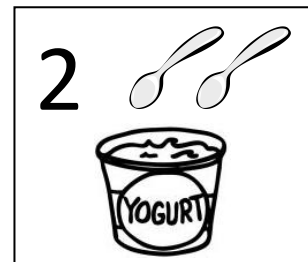
ADDITIONAL INSTRUCTIONAL ACTIVITIES

1:30-2:00	Activity: table activities, writing center shoe lace painting S: CR2.4a, APL1.4b	Activity: table activities, writing center shoe lace painting S: CR2.4a, APL1.4b	Activity: table activities, writing center shoe lace painting S: CR2.4a, APL1.4b	Activity: table activities, writing center School worker visits informally - take photos for book S: APL1.4b, SS4.4b	Activity: cooking - yogurt and granola cups S: CLL8.4d
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Monday-Wednesday: In addition to selected table activities and the writing center, provide materials for an art activity. Prepare paper by folding in half and then opening it again. Children can dip shoelaces in shallow pans with a small amount of tempera paint and place on one side of the paper with the end hanging off the edge. Fold the paper over and hold down with one hand while slowly pulling the shoelace out.

Thursday: Plan another visit by a school helper. Don’t forget to take pictures of individual children talking with the visitor, as well as a “head shot” for your class book.

Friday: Make yogurt and granola cups. Provide low-fat vanilla yogurt and granola along spoons and small cups. Create a recipe chart with pictures. Put two spoonfuls of yogurt in your cup. Add one spoonful of granola. Stir and eat.

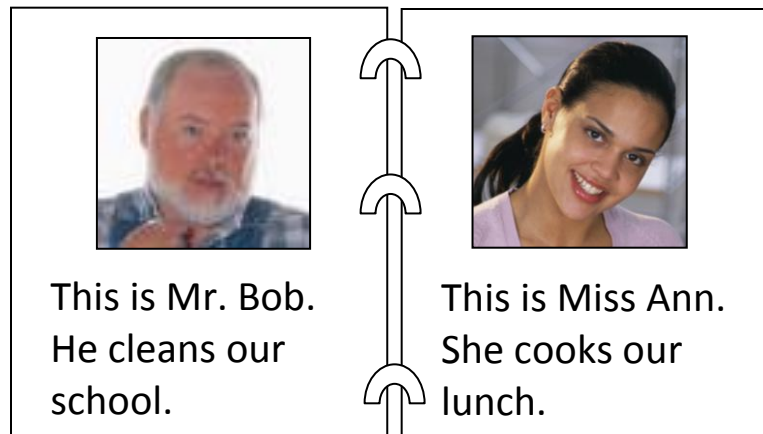


CLOSING

2:10-2:30	Closing Activity: "Here's One Foot" "Simon Says" review S: SS2.4b, MA3.4d	Closing Activity: "Shakey Shakey" Parachute Express Show berry basket - Who used this today? What did you make? S: PDM5.4a, MA3.4d	Closing Activity: Here We Go Zudeo - partner dance Bean bag Review S: MA3.4d, PDM5.4a	Closing Activity: Hap Palmer "This Is a Story About Sammy" Who came to visit us today? What do they do? Show photos from previous school visitors S: MA3.4d, SS4.4b	Closing Activity: Greg & Steve "Listen and Move" "What will you do this weekend?" S: MA3.4d, PDM5.4a
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Tuesday: For Review, show the berry basket. Ask, "Who used this today? Tell us what you did with it." Explain that the baskets had been in the math center, but that they could go in other areas of the classroom. "Who has an idea of how we could use this in art? In dramatic play? In blocks?"

Thursday: Talk about the school visitor and what she does. Show photos of previous visitors and recall what they do at school. Later, bind the photos together to make a book "Our Friends at School." Use a repetitive text such as "This is _____. He cleans our school." or "This is _____. She cooks our lunch." Add pages to your book as other school workers visit.



PLANNING FOR ASSESSMENT

MATRIX		PHOTOS with descriptor	OBSERVATIONAL NOTES	WORK SAMPLES
Monday	PA Time ("Scat Like That") repeats sounds, matches pitch small group - rhyming BINGO, zip bag books (counting)		Story #1 <i>Birdie's Big Girl Shoes</i> responding to questions	shoe lace paintings
Tuesday	PA Time ("Down on Grandpa's Farm") makes animal noises small group - rhyming BINGO, zip bag books (counting)			shoe lace paintings
Wed.	PA Time (<i>Mortimer</i>) - makes sounds - "whap, whap, whap!" small group: Feed Me game (counting)			shoe lace paintings
Thursday	small group: Feed Me game (counting)	LGL - acts out story <i>Red Shoes</i>		
Friday	small group: Feed Me game (counting)	LGL - acts out story <i>Red Shoes</i>		

It is helpful to note who will be collecting the documentation.

MATRIX: This week, focus on Phonological Awareness time. Create a matrix with some observable behaviors such as "repeats sounds, matches pitch, makes animal noises, makes sound effects." As children participate in the activities, mark the matrix accordingly. WSS LL A1

Continue to record observations on the matrices created last week for Rhyming BINGO and the zip-bag book. Create a matrix for Feed Me game with observable behaviors related to counting (recognizes numerals, counts sets 1-5, counts sets 6-10.)

PHOTOS: Take photos of children dramatizing *Red Shoes*. They will be good documentation for several indicators in Language & Literacy and The Arts.

NOTES: While teacher #1 is reading *Birdie's Big Girl Shoes*, teacher #2 can record children's comments and answers to questions.

WORK SAMPLES: During after-rest time activities on Monday-Wednesday, collect some samples of children's shoe lace paintings. This will add to your variety of media in The Arts A3. Asking children about their work allows you to classify it in many other areas as well. Try questions like "How did you make the lines/shapes on this painting?" or "I notice the colors are swirling together. How did you make that happen?"



CHECKLIST: Continue to work with your Assistant Teacher in gathering documentation. Remember to link to multiple indicators when possible. Make new checklist ratings as you are able and update ratings when you have additional information.

Off to a Good Start

WEEK SIX

Below are listed the materials and activities you will need to prepare ahead of time. Refer to the lesson plan handbook to see full explanations of each item.

MATERIALS

- paper plates (2 per child)
- assortment of shoes (5-6 in different colors)
- flashlight
- pattern strips; shoe pictures
- sequence cards for *Cookie's Week* (small group)
- rhyming cube
- teacher-made book (take photos on M-W) *Whose Shoes?*
- series of shoe pictures (positional words)
- sentence strip from *Silly Sally* (cut into words)
- picture of Pigeon inside outline of book
- song chart (greeting songs)
- rhyming objects for "Feed Me" game

TASKS

- Check the book list and gather the books for week six. (substitute if needed)
- Design and print matrices.
- Invite school visitor.
- Purchase items for cooking activity.
- Gather images, make labels for morning message.
- Make teaching materials. (sequence cards, shoe pictures and rhyming cube, for example)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Large Group/ Opening Activity 8:00-8:30	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message: symbol for class mascot/label - child shares weekend experiences S: CLL4.4c, CLL8.4d,	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message: book w/picture of Pigeon/label S: CLL8.4d, SS2.4a	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message: paper plate/label S: CLL8.4d, APL5.4b	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message: visitor/label S: CLL8.4d, APL5.4b	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Pick child to take home mascot Message: cooking symbol/label CLL8.4d, APL5.4b
	Book #1: <i>Who Took My Shoe?</i> S: CLL5.4c, CP2.4d, CP3.4b	Book #1: <i>Silly Sally</i> S: CLL6.4b, CLL6.4c	Book #1: <i>Shoe-la-la</i> S: CLL2.4a	Book #1: <i>Pete the Cat: I Love My White Shoes</i> S: CLL5.4d, SC4.4c	Book #1: <i>Whose Shoes?</i> (class book) S: CLL9.4c, CP3.4b
	Music with Movement: The Wiggles "Dr. Knickerbocker" (move body parts in sequence) S: PDM5.4a, CR3.4a	Music with Movement: Greg and Steve "On the Move" (walk, jump, skate) S: PDM5.4a, CR3.4a	Music with Movement: paper plate dancing/intro plate skate S: PDM5.4a, CR3.4a	Music with Movement: "Billy's Shoes are Red and White" (children choose motions) S: PDM5.4a, CR3.4a	Music with Movement: "Cha Cha Slide" (imagine different shoes - flippers, boots) S: PDM5.4a, CR3.4a
8:30 -9:00	Small Group Time (see small group template for detailed plans)				
9:00-9:15	Book #2: <i>Don't Let the Pigeon Drive the Bus</i> (facial expressions/feelings) S: SED2.4b, CLL5.4c	Book #2: <i>The Pigeon Wants a Hotdog</i> (relate to previous book about Pigeon) S: SED2.4b, CP2.4c, CLL5.4c	Book #2: poem - "Five Pairs of Shoes" S: SC1.4a	Book #2: <i>The Rain Came Down</i> (Did it rain this week? What do you do when it rains?) S: SED 2.4d, SC2.4d	Book #2: <i>Pete the Cat: Rockin' My School Shoes</i> S: CLL8.4a,SS3.4b
Materials and/or activity choices for outdoor play: balls/small laundry basket; binoculars					
9:45-10:00	Activity: "Uncle Jesse" (shoes) S: CR3.4a, CLL1.4b	Activity: "I Have Two Shoes" S: CR3.4a, CLL1.4b	Activity: "Billy Has His Jumping Shoes"; Clap, Clap...STOP S: CR3.4a, CLL1.4b	Activity: "Here We Go Zudeo"; "My Hands are Starting to Wiggle" S: CR3.4a, CLL1.4b	Activity: "Move and Freeze" The Learning Station; "Hands Up, Hands Down" S: PDM5.4a; CR3.4a
10:00-10:15	Large Group Literacy: graph shoes/write summary (modeled writing) S: CLL8.4b, MA2.4d	Large Group Literacy: <i>Silly Sally</i> (show me what you know) S: CLL8.4d, CLL7.4a	Large Group Literacy: <i>Silly Sally</i> (arrange words in sentence in order) S: CLL6.4d, CLL8.4b	Large Group Literacy: compare two Pigeon books - use story symbols (star, world, magnifying glass) S: CLL5.4b, CLL5.4c	Large Group Literacy: act out "Shoe, Shoe Who Do You See" with props S: CLL8.4d

10:15-11:30 Center Time (11:15-11:30 Clean-up)

11:30-11:45	Phonological Awareness: "Higgledy Piggledy Bumble Bee" w/names of 1/2 class S: CLL6.4e	Phonological Awareness: "Higgledy Piggledy Bumble Bee" w/names of 1/2 class S: CLL6.4e	Phonological Awareness: "Five Pairs of Shoes" S: CLL6.4b	Phonological Awareness: Rhyming cube S: CLL6.4b	Phonological Awareness: "Higgledy Piggledy" (with word cards) S: CLL6.4e
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11:45-12:15 Lunch Time

12:15-12:30	Book #3: <i>Chicka Chicka Boom Boom</i> S: CLL6.4b	Book #3: child choice S: CLL5.4c	Book #3: <i>King Bidgood's in the Bathtub</i> S: CLL5.4a, CP3.4b	Book #3: child choice S: CLL5.4c	Book #3: class book "Amy Who Do You See?" S: CLL8.4b, CLL8.4d
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12:30-1:30 Rest time

Planning for **Additional Instructional Activities** (story times, music/movement, transitions, large group meetings, etc) This space is provided for optional use to document additional instructional activities planned throughout the week.

1:30-2:00	Activity: table activities, writing center shoe ad (dictate describing words) take photos of feet for class book S: APL1.4b, CLL9.4b	Activity: table activities, writing center shoe ad (dictate describing words) take photos of feet for class book S: APL1.4b, CLL9.4b	Activity: table activities, writing center shoe ad (dictate describing words) take photos of feet for class book S: APL1.4b, CLL9.4b	Activity: table activities, writing center shoe patterns school visitor S: CLL9.4b, MA4.4c, SS4.4b	Activity: table activities, writing center shoe patterns cooking - mac and cheese S: CLL9.4b MA4.4c
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2:00-2:10Snack and Pack

2:10-2:30	Closing Activity: shoe jumble; Daily News S: MA4.4b; CLL8.4b	Closing Activity: Stamp the pattern Daily News S: MA4.4c, CLL8.4b	Closing Activity: Flashlight spotlight Daily News S: MA3.4d, CLL8.4b	Closing Activity: Bean Bag review Daily News S: MA3.4d, CLL8.4b	Closing Activity: Stamp the pattern Daily News S: MA4.4c, CLL8.4b
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***Small Group Instruction: See small group lesson plan page for the current week.**

***Documentation of plans for collection of assessment will be reflected on lesson plan or optional *Planning for Assessment Template*.**

Small Group Template Two

Teacher: **Sample**

Week of: **#6**

Suggested use: one teacher directed activity while second teacher monitors two independent groups; or two teacher directed activities with one independent group. This form may support children as they mature toward independence yet still need teacher guidance and support to remain on task.

**Refer to the FAQ for Planning Instruction and the FAQ for Small Groups for further explanation.

**Documentation of small group reading (book title with brief description of the follow-up activity) is required one time weekly but may be planned more often.

Group	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher directed	<p>Activity: beginning level rhyming "The snake eats cake."</p> <p>Students: Group 1: children who need beginning level rhyming activity (use info from last week)</p> <p>S: CLL6.4b</p>	<p>Activity: intermediate rhyming - "Feed Me" game</p> <p>Students: Group 2: children who need intermediate level rhyming activity (use info from last week)</p> <p>S: CLL6.4b</p>	<p>Activity: intermediate rhyming - "Feed Me" game</p> <p>Students: Group 3: children who need intermediate level rhyming activity (use info from last week)</p> <p>S: CLL6.4b</p>	<p>Activity: rhyming basket</p> <p>Students: Group 1</p> <p>S: CLL6.4b</p>	<p>Activity: read <i>Alligator Shoes</i>; discuss real and pretend "Do alligators need shoes?"</p> <p>Students: Group 2</p> <p>S: CLL5.4d</p>
Teacher directed	<p>Activity: explore math manipulatives - copy, extend, create patterns</p> <p>Students: Group 2</p> <p>S: MA4.4c</p>	<p>Activity: explore math manipulatives - copy, extend, create patterns</p> <p>Students: Group 3</p> <p>S: MA4.4c</p>	<p>Activity: explore math manipulatives - copy, extend, create patterns</p> <p>Students: Group 1</p> <p>S: MA4.4c</p>	<p>Activity: shoe on a shelf (positional words)</p> <p>Students: Group 2</p> <p>S: MA5.4a</p>	<p>Activity: shoe on a shelf (positional words)</p> <p>Students: Group 3</p> <p>S: MA5.4a</p>
Independent	<p>Activity: write again in shoe books - new word cards</p> <p>Students: Group 3</p> <p>S: CLL9.4a, CLL9.4c, CLL9.4d</p>	<p>Activity: write again in shoe books - new word cards</p> <p>Students: Group 1</p> <p>S: CLL9.4a, CLL9.4c, CLL9.4d</p>	<p>Activity: write again in shoe books - new word cards</p> <p>Students: Group 2</p> <p>S: CLL9.4a, CLL9.4c, CLL9.4d</p>	<p>Activity: string beads (shoe laces); tying practice</p> <p>Students: Group 3</p> <p>S: PDM6.4b, PDM6.4c</p>	<p>Activity: string beads (shoe laces); tying practice</p> <p>Students: Group 1</p> <p>S: PDM6.4b, PDM6.4c</p>

Planning for Individualization (use this space as needed)

Planning for individualization may be documented below or on the main page of the Lesson Plan Template

Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:
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Planning for Assessment Template

Teacher: **SAMPLE - Week #6**

- Required documentation of plans for collecting assessment throughout the instructional day can be noted on the lesson plan template or by using the following format.
- Spontaneous collection of documentation (such as photos, notes and collection of work samples) will occur throughout each day, therefore there will be no evidence of planning for many items collected.

Indicate specific activities below. Not all spaces are expected to be filled in weekly. This is an organizational tool to help with weekly planning and preparation for collecting assessment documentation. See sample online at www.decal.ga.gov.

MATRIX		PHOTOS with descriptor	OBSERVATIONAL NOTES	WORK SAMPLES
Monday	patterns - small group		sharing weekend experience with class mascot	
Tuesday	patterns - small group		<i>Silly Sally</i> - large group literacy	
Wed.	plate skate (morning M&M) patterns - small group			
Thursday			small group - positional words	*pattern strips
Friday			small group - positional words	*pattern strips
				Notes, comments & reminders
<p>Many teachers find it helpful to document the functional component and the performance indicators on assessment documentation. This information helps to clearly define the area in which the information is most relevant.</p> <p>PS = Personal and Social Development LL = Language and Literacy M = Mathematical Thinking S = Scientific Thinking SS = Social Studies A = The Arts PDH = Physical Development and Health</p>				

WEEK SIX: OPENING ACTIVITY

Large Group/ Opening Activity 8:00-8:30	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message: symbol for class mascot/label - child shares weekend experiences S: CLL4.4c, CLL8.4d,	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message: book w/picture of Pigeon/label S: CLL8.4d, SS2.4a	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message: paper plate/label S: CLL8.4d, APL5.4b	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message: visitor/label S: CLL8.4d, APL5.4b	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Pick child to take home mascot Message: cooking symbol/label CLL8.4d, APL5.4b
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As you begin Week Six, keep the same gathering music. This helps children follow the routine. Display a chart with the greeting songs you have learned over the last few weeks; be sure to include a picture along with the title of the song. Have a child choose a greeting song each day. You might want to make this a regular job that you add to your jobs chart. Continue to go over the jobs chart and your attendance chart along with implementing the absent child ritual; place children who are absent in the heart and sing “We Wish You Well.”

Monday Message: Place a picture of the class mascot on the board along with a label showing his name. Guide children in understanding that this message means that the friend who took the mascot home over the weekend will share today.

Tuesday: Place a picture of Pigeon inside an outline of a book. Today we will read about Pigeon.

Wednesday: Today’s message is a paper plate along with a label reading “plate.” Have children predict how they will use the plate today.

Thursday/Friday: Place the symbols and labels for visitor and cooking on the board. Ask children to tell you what they mean. Point to the words and say, “Can you tell me what this word says? How do you know?”



STORY TIME

Large Group/ Opening Activity 8:00-8:30	Book #1: <i>Who Took My Shoe?</i> S: CLL5.4c, CP2.4d, CP3.4b	Book #1: <i>Silly Sally</i> S: CLL6.4b, CLL6.4c	Book #1: <i>Shoe-la-la</i> S: CLL2.4a	Book #1: <i>Pete the Cat: I Love My White Shoes</i> S: CLL5.4d, SC4.4c	Book #1: <i>Whose Shoes?</i> (class book) S: CLL9.4c, CP3.4b
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Monday: This book follows a little boy as he tries to discover the who, what and why of his missing shoes. There are many opportunities for prediction and questions throughout the story. When you ask children to predict, be sure to follow up their predictions with “How do you know?” or “What clue did you use to decide?”

Tuesday: Re-read *Silly Sally*; this one never grows old. Emphasize the rhythm and rhyme and encourage children to read along.

Wednesday: This engaging story is about four friends who search for that perfect shoe. Full of rhyme, it also lends itself to questions about children’s own experiences trying to find that “just right” shoe. There’s also an opportunity to connect to past content with the question, “Who can remember another story we read about buying shoes?”

Thursday: Re-visit this popular character and talk about the colors and other properties of the children’s own shoes. “Who has red shoes? Who has shoes with Velcro?”

Friday: Read this class book and encourage everyone to try and answer the repeating question, *Whose Shoes?* Don’t forget to follow up with “How do you know?” Place the book in the reading corner and it will quickly become a favorite.

MUSIC WITH MOVEMENT

Large Group/ Opening Activity 8:00-8:30	Music with Movement: The Wiggles "Dr. Knickerbocker" (move body parts in sequence) S: PDM5.4a, CR3.4a	Music with Movement: Greg and Steve "On the Move" (walk, jump, skate) S: PDM5.4a, CR3.4a	Music with Movement: paper plate dancing/intro plate skate S: PDM5.4a, CR3.4a	Music with Movement: "Billy's Shoes are Red and White" (children choose motions) S: PDM5.4a, CR3.4a	Music with Movement: "Cha Cha Slide" (imagine different shoes - flippers, boots) S: PDM5.4a, CR3.4a
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Monday/Tuesday: These are activities you have done before, but repeating favorites is a good strategy; children enjoy knowing what comes next. Encourage them to listen closely and anticipate the next moves.

Wednesday: Play some lively music for a short version of paper plate dancing. Then introduce “Plate Skate.” Play some slower “gliding” music. Invite children to take off their shoes, put each foot on a paper plate and skate around the floor! Show them how to slide one foot forward and then the other, as if they were skating.

Thursday: (tune: “Mary Had a Little Lamb”)

Billy’s shoes are red and white, red and white, red and white

Billy’s shoes are red and white

Go, Billy, go!

Have children stand and move as they choose while the class sings the song. Commenting about what each child does gives them new vocabulary to describe their actions. “Billy’s stomping with his shoes.” OR “Billy’s turning in a circle...around and around.”

Friday: Play the favorite “Cha Cha Slide” but stop after two or three cycles. Suggest that the children do the next few repetitions as if they had on giant, heavy boots. Can you “clomp” to the side? Stomp hard when you “criss cross?” Continue to suggest different types of shoes – ballet slippers – “up on your toes” or flippers – “pick your feet up high.”

SMALL GROUPS

Teacher directed	<p>Activity: beginning level rhyming "The snake eats cake."</p> <p>Students: Group 1: children who need beginning level rhyming activity (use info from last week)</p> <p>S: CLL6.4b</p>	<p>Activity: intermediate rhyming - "Feed Me" game</p> <p>Students: Group 2: children who need intermediate level rhyming activity (use info from last week)</p> <p>S: CLL6.4b</p>	<p>Activity: intermediate rhyming - "Feed Me" game</p> <p>Students: Group 3: children who need intermediate level rhyming activity (use info from last week)</p> <p>S: CLL6.4b</p>	<p>Activity: rhyming basket</p> <p>Students: Group 1</p> <p>S: CLL6.4b</p>	<p>Activity: read <i>Alligator Shoes</i>; discuss real and pretend "Do alligators need shoes?"</p> <p>Students: Group 2</p> <p>S: CLL5.4d</p>
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This week small groups are based on the information you gathered while playing Rhyming BINGO during weeks 4 and 5. Divide the children into three groups. **Use these same groups for the entire week.** NOTE: You may need two beginning level groups and one intermediate group; adjust groups based on your class.

Rhyming activities should be offered along a continuum. First, children should hear and say rhymes. Next they should match words or objects that rhyme. Remember that Pre-K children are learning to think abstractly, so provide support as they move from objects to pictures. Last, we want children to be able to generate rhymes. These can be real words or nonsense words.

Monday-Wednesday.

Group 1: Children in this group still don't have a clear understanding of rhyme. They need an activity that will clearly demonstrate this skill for them and allow them to practice. Creating simple pictures to go with each rhyme helps scaffold learning.

Sing this rhyming song (tune "Farmer in the Dell")

The snake is eating cake
 The snake is eating cake
 Hi-ho-the-derry-o
 The snake is eating cake



Now try:

The goat is in the boat
 The girl likes to twirl
 The bear cuts his hair
 The frog likes to jog

OR TRY THIS ONE: Point to yourself and then the children to indicate whose turn it is to speak. Repeat the following chant.

Teacher: "I say cat and you say mat."
 Teacher: "Cat" Children: "Mat"
 Teacher: "Cat" Children: "Mat"

Teacher: "I say frog and you say log"
 Teacher: "Frog" Children: "Log."
 Teacher: "Frog" Children: "Log"

Keep going with more rhymes – mouse/house, pig/jig, nose/toes, blue/shoe, wocket/pocket, pen/hen, how/cow, hot/pot, bear/hair, fly/tie



Groups 2 & 3: Children with a basic understanding of rhyming need practice in hearing lots of different rhymes. Use the puppet you made during week 5; this time have him eat rhyming words. Gather an assortment of small objects that will fit in the puppet’s mouth. Create picture cards of words that rhyme with those objects (bell/shell, top/mop and rock/clock, for example). Don’t forget the BURP card! Children draw a card and say the word aloud. This is an important step; you want the other children to hear the word. Then they find the object that rhymes and feed the puppet.

Thursday:

Continue rhyming with this activity. Gather an assortment of objects from your centers, such as a book, a hat, a block, a plastic bear and a shell. Place them on the table in front of the children. Say a word that rhymes with one of the objects. For example - hook. Children must identify the object that rhymes - book. Once all of the objects have been used, repeat with different rhyming words.

EXAMPLES

- book – hook, cook, look
- hat – cat, mat, sat, rat
- block – lock, sock, clock, knock
- bear – chair, hair, wear, square
- shell – bell, well, fell

Friday: Read *Alligator Shoes*. Discuss real and pretend. Do alligators wear shoes?

Teacher directed	Activity: explore math manipulatives - copy, extend, create patterns Students: Group 2 S: MA4.4c	Activity: explore math manipulatives - copy, extend, create patterns Students: Group 3 S: MA4.4c	Activity: explore math manipulatives - copy, extend, create patterns Students: Group 1 S: MA4.4c	Activity: shoe on a shelf (positional words) Students: Group 2 S: MA5.4a	Activity: shoe on a shelf (positional words) Students: Group 3 S: MA5.4a
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Monday-Wednesday:

Provide children with math manipulatives that can be easily patterned. Place a strip of masking tape on the table in front of each child. Demonstrate a simple ABAB pattern. Begin by doing a LEVEL ONE sort with some of the objects. Then say, “I have a set of blue bears and a set of red bears. Now watch what I’m doing. I’m going to line them up. I’ll put one bear from the blue set and then one from the red set, next a blue one, then a red one...” Model putting the bears in a row on top of your strip of tape, choosing one from one set, then one from the other set. Invite the children to copy your pattern, then, if appropriate, create patterns of their own. You might take notes or fill in a matrix to document this skill.

Thursday-Friday:

Create large picture cards of a shoe in different places around the school or community. You can do this one of two ways. Put an actual shoe under the playground slide, for example, and take a picture. Or gather pictures from your files or from magazines and glue a picture of the shoe in place. Show the cards to the children and ask them to tell you the location of the shoe using positional words. "It's on the art shelf," or "It's in the parking lot." As an extension you could have children place shoes from Dramatic Play or your Shoe Store in different locations around the room and then tell a partner where to find the shoe – "It's under the easel," or "It's behind the teacher's chair."



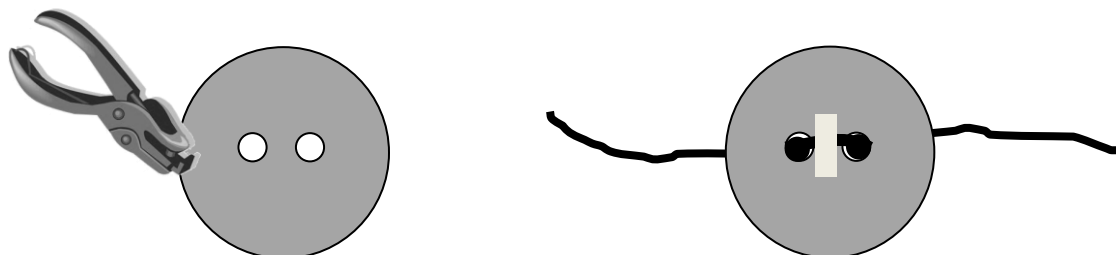
Independent	Activity: write again in shoe books - new word cards, Students: Group 3 S: CLL9.4a, CLL9.4c, CLL9.4d	Activity: write again in shoe books - new word cards, Students: Group 1 S: CLL9.4a, CLL9.4c, CLL9.4d	Activity: write again in shoe books - new word cards, Students: Group 2 S: CLL9.4a, CLL9.4c, CLL9.4d	Activity: string beads (shoe laces); tying practice Students: Group 3 S: PDM6.4b, PDM6.4c	Activity: string beads (shoe laces); tying practice Students: Group 1 S: PDM6.4b, PDM6.4c
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Monday-Wednesday:

Independent groups work in their shoe books again, adding new drawings and writings about shoes. Provide new word cards and/or stencils for any additional words they may have learned.

Thursday/Friday:

Provide a variety of shoe laces for stringing beads or chunky pasta, such as ziti. Children can also practice tying with this homemade prop. Punch two holes about 1" apart in a plastic lid (from a margarine container, for example). Make two knots in the middle of a shoe lace about 1" apart. Thread the ends of the shoe lace thru the holes and securely tape the lace between the knots. Flip it over and children can practice tying knots or bows.



STORY TIME

9:00-9:15	Book #2: <i>Don't Let the Pigeon Drive the Bus</i> (facial expressions/feelings) S: SED2.4a, SED2.4b, SED2.4d	Book #2: <i>The Pigeon Wants a Hotdog</i> (relate to previous book about Pigeon) S: SED2.4b, CP2.4c, CLL5.4c	Book #2: poem - "Five Pairs of Shoes" S: SC1.4a	Book #2: <i>The Rain Came Down</i> (Did it rain this week? What do you do when it rains?) S: SED 2.4d, SC2.4d	Book #2: <i>Pete the Cat: Rockin' My School Shoes</i> S: CLL8.4a,SS3.4b
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Monday: Re-read children’s favorites often; repetition builds connections. Have them pay careful attention to Pigeon’s facial expressions. How do we know he’s happy? Surprised? Angry? How does his mouth look? How about his eyes? Helping children learn to recognize expressions is an important social skill.

Tuesday: Introduce this new Pigeon book by asking for predictions. Who do you think this book is about?

Wednesday: Print this poem on chart paper to use in large group. Read the poem through one time, then add props. Use construction paper shoes or real shoes from your shoe store. You may need to change the words to fit the shoes you have. Introduce the concept of pairs – two shoes = one pair.

*Five pairs of shoes in the shoe store
 Someone bought the red ones and then there were four
 Four pairs of shoes for all to see
 Someone bought the blue ones and then there were three
 Three pairs of shoes shiny and new
 Someone bought the yellow ones and now there are two
 Two pairs of shoes standing in the sun
 Someone bought the green ones. Now there is one.
 One pair of shoes – oh what fun!
 Someone bought the black ones. Now there are none.*

Thursday: Before reading David Shannon’s book ask, “Did it rain this week? How do you feel when it rains?” Afterwards, talk about feelings and facial expressions. Be sure to connect this book to children’s experiences. Ask, “Why do you think the rain might make people feel impatient or angry?”

Friday: If your version of this book comes with a CD, play it for the children as you turn the pages. Hearing a new voice read can capture their attention and “wake up the brain.”

OUTDOOR TIME

Materials and/or activity choices for outdoor play: balls/small laundry basket, binoculars/clipboard with markers

Along with a variety of playground balls, take a small laundry basket to the playground. Encourage children to stand a short distance away and toss balls inside.

Binoculars are great additions to outdoor learning; add clipboards and markers to encourage children to record what they see.

Be sure to update ratings in Physical Development and Health as you observe children outside.

TRANSITION ACTIVITY

9:45-10:00	Activity: "Uncle Jesse" (shoes) S: CR3.4a, CLL1.4b	Activity: "I Have Two Shoes" S: CR3.4a, CLL1.4b	Activity: "Billy Has His Jumping Shoes"; Clap, Clap...STOP S: CR3.4a, CLL1.4b	Activity: "Here We Go Zudeo"; "My Hands are Starting to Wiggle" S: CR3.4a, CLL1.4b	Activity: "Move and Freeze" The Learning Station; "Hands Up, Hands Down" S: PDM5.4a; CR3.4a
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Monday: Sing "Uncle Jesse" using shoe descriptions. "He's hollerin' la-ces!" "Laces, laces, jump up and down." Children are familiar with this song by now, so you can let them have a turn at calling out a description.

Tuesday: Use this lively song to encourage a variety of movements – stomp, march, hop, jump, tiptoe or turn.
(tune "Skip to My Lou")

*I have two shoes, how about you
I have two shoes, how about you
I have two shoes, how about you
Stomp with your shoes like I do*

Wednesday: Sing the following song with different children's names and actions (tiptoe, jumping, hopping, stomping, tapping, walking, marching)
(Tune: "Mary Had a Little Lamb")

*Billy has his jumping shoes, jumping shoes, jumping shoes
Billy has his jumping shoes, all day long! (or "can you copy him?")*

*Katy has her tiptoe shoes, tiptoe shoes, tiptoe shoes
Katy has her tiptoe shoes, all day long!*

LARGE GROUP LITERACY

10:00-10:15	Large Group Literacy: graph shoes/write summary (modeled writing) S: CLL8.4b, MA2.4d	Large Group Literacy: <i>Silly Sally</i> (show me what you know) S: CLL8.4d, CLL7.4a	Large Group Literacy: <i>Silly Sally</i> (arrange words in sentence in order) S: CLL6.4d, CLL8.4b	Large Group Literacy: compare two Pigeon books - use story symbols (star, world, magnifying glass) S: CLL5.4b, CLL5.4c	Large Group Literacy: act out "Shoe, Shoe Who Do You See" with props S: CLL8.4d
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Monday: Use a plastic shower curtain with a grid drawn on with permanent marker. Decide on categories – laces, Velcro and buckles, for example, and write them on a strip of paper placed at the bottom edge of the graph. Talk about the words as you are writing. “Now I’ll write Velcro. That starts with the same letter as **V**ernon.” Spell the word aloud as you write, “V-e-l-c-r-o.” Have children take off one shoe and put it on the graph. Using real objects for graphing is the first step towards more abstract versions. Look at the graph and talk about the categories. Ask, “Are there more Velcro shoes or shoes with laces? How do you know?” OR “Which has more – laces or buckles?” Have children dictate a sentence about the graph in their own words, such as “The most shoes have laces.”

Tuesday: Open *Silly Sally* to a selected page and invite children to “Come up and show us something you know.”

Wednesday: Write a sentence from the book on a sentence strip. Show it to children and read it together; point to each word as you read. Then cut the sentence apart into separate words. Talk about what you are doing. Say something like, “A sentence is made up of words. I’m cutting the sentence up so we can see each word.” Choose a group of children to come up and hold the individual words in order to make the sentence. Mix them up and have the group offer suggestions as you try to put them back in order.

Silly	Sally	went	to	town.
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Thursday: Use the story symbols for main character (star), setting (world) and problem (magnifying glass) to help guide a discussion about *Don’t Let the Pigeon Drive the Bus* and *The Pigeon Wants a Hotdog*. Do they have the same characters? How about the setting or the problem?

Friday: Use the familiar pattern of *Brown Bear Brown Bear* to act out a new story. Give 5 children different shoes and decide on a description – blue shoe, ballet shoe or flip flop, for example. Line the children up in front of the group. Start with the first shoe in the line and ask the question- “Blue shoe, blue shoe who do you see?” That child responds “I see a ballet shoe looking at me.” Everyone says “Ballet shoe, ballet shoe, who do you see?” “I see a flip flop looking at me.”

PHONOLOGICAL AWARENESS

11:30-11:45	Phonological Awareness: "Higgledy Piggledy Bumble Bee" w/names of 1/2 class S: CLL6.4e	Phonological Awareness: "Higgledy Piggledy Bumble Bee" w/names of 1/2 class S: CLL6.4e	Phonological Awareness: "Five Pairs of Shoes" S: CLL6.4b	Phonological Awareness: Rhyming cube S: CLL6.4b	Phonological Awareness: "Higgledy Piggledy" (with word cards) S: CLL6.4e
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Monday/Tuesday

Introduce the concept of syllables with this fun game based on children's names. Do about ½ the class on Monday and the rest on Tuesday. Have one child stand up.

Teacher: *Higgledy Piggledy bumble bee. Will you say your name for me?*

Child: *Samantha*

Teacher: *Sa-man-tha. Get ready to clap it.*

Children and teacher together: *Sa-man-tha* (say the name and clap for each syllable)

Teacher: *Get ready to snap it*

All: *Sa-man-tha* (say the name and snap for each syllable)

Teacher: *Get ready to stomp it*

All: *Sa-man-tha* (say name and stomp for each syllable)

Teacher: *Get ready to count it*

All: *Sa-man-tha* (say name and hold up fingers to count each syllable)

Wednesday

When you read the poem this time, emphasize the rhyming words. After you read the poem through one time, point to the words – store and four. Say, "These words rhyme. They sound the same in the middle and at the end. They both say 'ore' – **store** and **four**. Stretch out the words, emphasizing the rhyme. Say the next pair of words – **see** and **three**, stretching them out to emphasize the rhyme. Ask, "Do these rhyme? Yes – they both have 'ee'." Do this for all pairs of words. Read the poem again, pausing for children to fill in the rhymes.

Five pairs of shoes in the shoe store

Someone bought the red ones and then there were four

Four pairs of shoes for all to see

Someone bought the blue ones and then there were three

Three pairs of shoes shiny and new

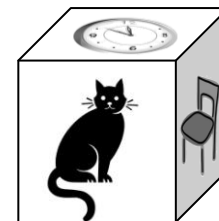
Someone bought the yellow ones and now there are two

Two pairs of shoes standing in the sun

Someone bought the green ones. Now there is one.

One pair of shoes – oh what fun!

Someone bought the black ones. Now there are none.



Thursday

Make a rhyming cube from a boutique-size tissue box. Stuff the box with crumpled paper for strength and cover with construction paper or contact paper. Place a picture on each face of the cube. To play this lively game, a child rolls the cube and says the name of the item. Other children in the group call out words that rhyme. Encourage children to generate as many rhymes as possible, even nonsense rhymes. “cat, bat, hat...jat, yat, dat”

Friday

Repeat “Higgledy Piggledy” but this time use your shoe word cards from the writing center. Have a child draw a card, and respond to the question with the name of the shoe. “Higgledy Piggledy Bumble Bee. Will you say the name for me?” “Flip Flop – get ready to clap it!”

STORY TIME

12:15-12:30	Book #3: <i>Chicka Chicka Boom Boom</i> S: CLL6.4b	Book #3: child choice S: CLL5.4c	Book #3: <i>King Bidgood's in the Bathtub</i> S: CLL5.4a, CP3.4b	Book #3: child choice S: CLL5.4c	Book #3: class book "Amy Who Do You See?" S: CLL8.4b, CLL8.4d
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Wednesday: *King Bidgood's in the Bathtub* by Audrey and Don Wood has wonderful, detailed illustrations and an engaging problem for children to think about as you read.

Friday: As you re-read this class book, point to words (or have children point) as you read. The simple, repetitive pattern makes this easy and helps children with the skill of understanding that words make up sentences.

ADDITIONAL INSTRUCTIONAL ACTIVITIES

1:30-2:00	Activity: table activities, writing center shoe ad (dictate describing words) take photos of feet for class book S: APL1.4b, CLL9.4b	Activity: table activities, writing center shoe ad (dictate describing words) take photos of feet for class book S: APL1.4b, CLL9.4b	Activity: table activities, writing center shoe ad (dictate describing words) take photos of feet for class book S: APL1.4b, CLL9.4b	Activity: table activities, writing center shoe patterns school visitor S: CLL9.4b, MA4.4c, SS4.4b	Activity: table activities, writing center shoe patterns cooking - mac and cheese S: CLL9.4b MA4.4c
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Monday-Wednesday: Remember to plan instructional activities after rest time that give children choices. In addition to selected table activities and the writing center, provide the following:

- Put out construction paper and shoe ads from magazines and the newspaper. Encourage children to cut out a picture of shoes they'd like to buy and then dictate some describing words for their "ad."
- Take full length photos of children for a class book called *Whose Shoes?*

Thursday:

- Invite a school helper to visit and talk informally with children about their job. Take their photo for the class book.
- Provide long strips of paper (cut 9x12 construction paper into 9x2 pieces) and multiple pictures of three or four kinds of shoes. Encourage children to make patterns – sandal, boot, sandal, boot, sandal, boot.



Friday: Plan a cooking activity that children can complete and eat right away. Mac and cheese is a favorite. Cook 1 lb. of elbow macaroni and keep warm in a foil-covered bowl or pan. Children scoop the pasta into individual cups and add a spoonful or two of room-temperature cheese sauce from a jar. Stir and enjoy.

CLOSING

2:10-2:30	Closing Activity: shoe jumble Daily News S: MA4.4b; CLL8.4b	Closing Activity: Stamp the pattern Daily News S: MA4.4c, CLL8.4b	Closing Activity: Flashlight spotlight Daily News S: MA3.4d, CLL8.4b	Closing Activity: Bean Bag review Daily News S: MA3.4d, CLL8.4b	Closing Activity: Stamp the pattern Daily News S: MA4.4c, CLL8.4b
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Monday: Play some lively music. Have each child remove one shoe and place it in a pile in the middle of the floor. Mix up the shoes. Have 4 children at a time come up to retrieve their shoes.

If you are comfortable, add in the DAILY NEWS. Choose a child to dictate one sentence about her day and write it down on chart paper. Read the sentence to the class, pointing to each word as you read. Have the class read it again along with you. Repeat this activity each day this week.

Tuesday/Friday: Stomp, jump and tap patterns with the children. Have them listen to your pattern and join in when they feel ready. Repeat the pattern 8-10 times until everyone is taking part. Saying the words aloud helps scaffold learning. "Stomp, stomp, tap, tap, tap."

Wednesday: Play Flashlight Spotlight. Dim the lights and shine a flashlight on one child. That child tells one thing they did during the day.

Thursday: Bean Bag review. Toss a bean bag to several children in the group. They respond by telling something they did during centers or small group.

PLANNING FOR ASSESSMENT

MATRIX		PHOTOS with descriptor	OBSERVATIONAL NOTES	WORK SAMPLES
M	patterns - small group		sharing weekend experience with class mascot	
T	patterns - small group		<i>Silly Sally</i> - large group literacy	
W	plate skate (morning M&M) patterns - small group			
T			small group - positional words	*pattern strips
F			small group - positional words	*pattern strips

It is helpful to note who will be collecting the documentation

Matrix: As children demonstrate patterning skills, check off observable behaviors on a matrix. WSS MT A4 “begins to recognize patterns and makes simple generalizations.” Record information about children participating in “plate skate” on a matrix as well. This will help you rate WSS A A1 “participates in group music experiences,” and WSS A A2 “participates in creative movement, dance and drama.”

Notes: Create a table or use the General Process notes available with WSO to document children’s comments. For example, as one teacher conducts Large Group Literacy on Tuesday, the second teacher can take notes on children’s responses to “show me what you know.” The notes can be linked to a variety of Language and Literacy indicators, for example, WSS LL C1 “begins to develop knowledge of letters.” Use this method to record children’s comments as they share their weekend experiences with your class mascot or to record what each child dictates for the Daily News. Jot notes during small group about children’s use of positional words to tell where the shoe is located. Use to help rate WSS MT D2 (shows understanding of and uses several positional words.)

<i>Silly Sally</i> “Show me what you know” 9/20/12				
Amy	Carlton	David	Jennifer	Jontavious
	<i>She is upside down. That’s funny</i>		<i>(pointing) That says, “Silly Sally.”</i>	<i>‘town’ and ‘down’ – those rhyme</i>
Kelly	Lawton	Michael	Noelle	Samantha
<i>(pointing) That’s a ‘y.’ I have a ‘y’ too.</i>				<i>That’s an ‘s’ just like my name.</i>

***Work samples:** You may decide to collect a few unique examples of pattern strips (shoes) during after-rest time activities. For example, a child who had difficulty during the first part of the week in small group now shows that he “gets it.” Or another child creates a very complex ABBCB pattern.



Checklist: Be sure to finalize ratings as you make them in WSO; this lets you print group reports that give you important information for planning appropriate instruction.

Off to a Good Start

WEEK SEVEN

NOTE: *Week Seven is organized differently. There are blanks that you will need to fill in based on the interests of the children in your class and on your assessment data. There are suggestions provided in the handbook, but you will need to choose specific activities and fill in the blanks in the template.*

Listed below are the materials and activities you will need to prepare ahead of time. Refer to the lesson plan handbook to see full explanations of each item.

MATERIALS

- nursery rhyme book(s) or poster set
- nursery rhyme puzzles
- sequence cards for nursery rhymes
- stencils, plastic forks, spoons (math patterns)
- scrap blocks of Styrofoam
- props for *Humpty Dumpty* (plastic egg, real egg, cookie sheet)
- *Hey Diddle Diddle* chart with space for children's names
- number grids or egg carton counting game
- poster board fiddle
- plastic egg shakers
- egg shell rhymes
- supplies for cow/moon craft (paper plates, brads, strips of heavy paper)

NOTE: You may need all or some of these materials, depending on the activities you select.

TASKS

- Write morning messages.
- Gather dishes, spoons for outside sand play.
- Create simple prop boxes for rhymes.
- Make materials for lessons. (egg shakers or poster board fiddle, for example)
- Schedule visitor, if desired.
- Purchase food for cooking activity.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Large Group/ Opening Activity 8:00-8:30	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance/Child shares weekend with class mascot Message - cow S: APL5.4b, CLL8.4d, CLL4.4c	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message - bean bag S: APL5.4b, CLL8.4d, CLL8.4b	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message - music instruments S: APL5.4b, CLL8.4d, CLL8.4b	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message - visitor S: APL5.4b, CLL8.4d, CLL8.4b	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance/Choose child to take home mascot Message: cooking S: APL5.4b, CLL8.4d, CLL8.4b
	Book #1: poem - <i>Hey Diddle Diddle</i> - first reading S: CLL5.4a, CLL6.4b, CLL4.4d	Book #1: poem - <i>Hey Diddle Diddle</i> - critical thinking questions S: CLL1.4a	Book #1: poem - <i>Humpty Dumpty</i> - first reading S: CLL5.4a, CLL6.4b, CLL4.4d	Book #1: poem - <i>Humpty Dumpty</i> - critical thinking questions S: CLL1.4a	Book #1: poem - <i>Humpty Dumpty</i> - science activity S: SC1.4a, SC1.4d
	Music with Movement: Wiggles "You Make Me Feel Like Dancing" (move body to the music) S: PDM5.4a, CR3.4a	Music with Movement: Rhymin' to the Beat "Hey Diddle Diddle" (follow directions to jump, clap) S: PDM5.4a, CR3.4a	Music with Movement: Rhymin' to the Beat "Humpty Dumpty" (follow directions to jump, clap) S: PDM5.4a, CR3.4a	Music with Movement: Rhymin' to the Beat "Humpty Dumpty" (follow directions to jump, clap) S: PDM5.4a, CR3.4a	Music with Movement: Rhymin' to the Beat "Hey Diddle Diddle" (follow directions to jump, clap) S: PDM5.4a, CR3.4a

8:30 -9:00 Small Group Time (see small group template for detailed plans)

9:00-9:15	Book #2: <i>Splat the Cat</i> or <i>Pete the Cat</i> relate to cat and fiddle; do cats do these things? S: APL4.4a	Book #2: <i>The Cow Loves Cookies</i> or <i>The Cow Can't Fly</i> relate to cow and moon; do cows do these things? S: APL4.4a	Book #2: <i>Cool Dog, School Dog</i> or <i>Taxi Dog</i> relate to dog/laughing; do dogs do these things? S: APL4.4a	Book #2: <i>Egg Drop</i> "How does this remind you of Humpty Dumpty?" S: CLL1.4a, CP2.4c	Book #2: <i>If You Give a Dog a Donut</i> (pause throughout for predictions) S: CLL5.4a
9:15-9:45	Materials and/or activity choices for outdoor play: jump ropes or homemade PVC pipe hurdles; variety of dishes and spoons for sandbox				
9:45-10:00	Activity: Parachute Express "All Around the Kitchen" "Clap, Clap, Clap...STOP" S: CLL1.4b, PDM5.4a	Activity: Greg & Steve "Animal Action" "Five Little Monkeys" S: CLL1.4b, PDM5.4a, MA1.4f	Activity: Parachute Express "Shakin' It" "Shake It Up High" S: CLL1.4b, PDM5.4a	Activity: Learning Station "Body Boogie" "My Hands are Starting to Wiggle" S: CLL1.4b, PDM5.4a	Activity "Here We Go Zudeo" "SS Touch Your Shoulders" S: CLL1.4b, PDM5.4a
10:00-10:15	Large Group Literacy: sequence rhyme - <i>Hey Diddle Diddle</i> S: CLL5.4b	Large Group Literacy: act out rhyme - <i>Hey Diddle Diddle</i> S: CLL5.4b, CR4.4a	Large Group Literacy: shared reading use children's names in <i>Hey Diddle Diddle</i> S: CLL8.4b, CLL8.4c	Large Group Literacy: story symbols <i>Humpty Dumpty</i> (add heart) S: CLL5.4c	Large Group Literacy: both rhyme posters "Show me what you know." S: CLL8.4d, CLL7.4a

10:15-11:30 Center Time (11:15-11:30 Clean-up)

11:30-11:45	Phonological Awareness: "Who Has the Cow?" S: CLL6.4a	Phonological Awareness: "Can You Feed My Cow?" S: CLL6.4a	Phonological Awareness: "Down by the Bay" (cloze) S: CLL6.4b	Phonological Awareness: Grandpa's Farm S: CLL6.4a	Phonological Awareness: rhyming cube S: CLL6.4b
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11:45-12:15 Lunch Time

12:15-12:30	Book #3: <i>Choose book based on children's interests or another book related to topic</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: child choice <i>Child chooses book; preview before reading</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: <i>Choose book based on children's interests or another book related to topic</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: child choice <i>Child chooses book; preview before reading</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: <i>Choose book based on children's interests or another book related to topic</i> S: <i>Select GELDS indicator based on reason for reading book</i>
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12:30-1:30 Rest time

Planning for Additional Instructional Activities (story times, music/movement, transitions, large group meetings, etc) This space is provided for optional use to document additional instructional activities planned throughout the week.

1:30-2:00	Activity: table activities, writing center, LEGOS also: cow/moon craft S: APL1.4b, CLL5.4b	Activity: table activities, writing center, LEGOS also: cow/moon craft S: APL1.4b, CLL5.4b	Activity: table activities, writing center, LEGOS also: egg shell rhymes S: APL1.4b, CLL6.4b	Activity: table activities, writing center, LEGOS also: egg shell rhymes, class visitor S: APL1.4b, CLL6.4b, SS4.4b	Activity: table activities, writing center, LEGOS also: egg shell rhymes, cooking (egg dippers) S: APL1.4b, CLL6.4b
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2:00-2:10 Snack and Pack

2:10-2:30	Closing Activity: musical hoops "Simon Says" review Daily News Goodbye Song S: APL5.4a, MA3.4d, CLL4.4c	Closing Activity: Bean Bag Boogie bean bag review Daily News Goodbye Song S: APL5.4a, MA3.4d, CLL4.4c	Closing Activity: music circle-fiddle, dish/spoon "What Did You Do At School Today?" Daily News S: APL5.4a, MA3.4d, CLL4.4c	Closing Activity: "Hey Diddle Diddle" Rhymin' to the Beat "Who Am I?" riddles Daily News Goodbye Song S: APL5.4a, CP3.4b, CLL4.4c	Closing Activity: "Jump Jim Joe" Daily News "What Will You Do This Weekend?" Goodbye Song S: APL5.4a, CLL4.4c
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***Small Group Instruction: See small group lesson plan page for the current week.**

***Documentation of plans for collection of assessment will be reflected on lesson plan or optional *Planning for Assessment Template*.**

Small Group Template Three

Teacher: Sample

Week of: #7

Suggested use: two teacher directed activities with two independent activities. As children grow independent they can work alone without consistent teacher support, allowing teachers to plan more needs-based activities with both adults providing guidance.

.**Refer to the FAQ for Planning Instruction and the FAQ for Small Groups for further explanation.

**Documentation of small group reading (book title with brief description of the follow-up activity) is required one time weekly but may be planned more often.

Group	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher directed Teacher #1	Activity: <i>Math activity based on assessment; teacher chooses</i> Students: Group 1 S:	Activity: <i>Math activity based on assessment; teacher chooses</i> Students: Group 2 S:	Activity: <i>Math activity based on assessment; teacher chooses</i> Students: Group 3 S:	Activity: <i>Math activity based on assessment; teacher chooses</i> Students: Group 4 S:	Activity: sequence <i>Humpty Dumpty</i> Students: Groups 1& 2 S: CLL9.4c
Teacher directed Teacher #2	Activity: dictate words & draw picture for new version of <i>Hey Diddle Diddle</i> Students: Group 2 S: CLL5.4b, CLL5.4e, CLL9.4a	Activity: dictate words & draw picture for new version of <i>Hey Diddle Diddle</i> Students: Group 3 S: CLL5.4b, CLL5.4e, CLL9.4a	Activity: dictate words & draw picture for new version of <i>Hey Diddle Diddle</i> Students: Group 4 S: CLL5.4b, CLL5.4e, CLL9.4a	Activity: dictate words & draw picture for new version of <i>Hey Diddle Diddle</i> Students: Group 1 S: CLL5.4b, CLL5.4e, CLL9.4a	Activity: sequence <i>Humpty Dumpty</i> Students: Groups 3&4 S: CLL9.4c
Independent	Activity: <i>Select an activity that meets the needs of your group</i> Students: Group 3 S:	Activity: <i>Select an activity that meets the needs of your group</i> Students: Group 4 S:	Activity: <i>Select an activity that meets the needs of your group</i> Students: Group 1 S:	Activity: <i>Select an activity that meets the needs of your group</i> Students: Group 2 S:	Activity: <i>Select an activity that meets the needs of your group</i> Students: Groups 1&2 S:
Independent	Activity: <i>Select a second activity that meets the needs of your group</i> Students: Group 4 S:	Activity: <i>Select a second activity that meets the needs of your group</i> Students: Group 1 S:	Activity: <i>Select a second activity that meets the needs of your group</i> Students: Group 2 S:	Activity: <i>Select a second activity that meets the needs of your group</i> Students: Group 3 S:	Activity: <i>Select a second activity that meets the needs of your group</i> Students: Groups 3&4 S:

Planning for Individualization (use this space as needed)

Planning for individualization may be documented below or on the main page of the Lesson Plan Template

Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:
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Planning for Assessment Template

Teacher: SAMPLE - Week #7

- Required documentation of plans for collecting assessment throughout the instructional day can be noted on the lesson plan template or by using the following format.
- Spontaneous collection of documentation (such as photos, notes and collection of work samples) will occur throughout each day, therefore there will be no evidence of planning for many items collected.

Indicate specific activities below. Not all spaces are expected to be filled in weekly. This is an organizational tool to help with weekly planning and preparation for collecting assessment documentation. See sample online at www.decal.ga.gov.

MATRIX		PHOTOS with descriptor	OBSERVATIONAL NOTES	WORK SAMPLES
MON	participating in music activities		math activity - small group	new version - <i>Hey Diddle Diddle</i> (small group)
TUES	participating in music activities	large group literacy - acting out <i>Hey Diddle Diddle</i>	math activity - small group	new version - <i>Hey Diddle Diddle</i> (small group)
WED	participating in music activities		math activity - small group	new version - <i>Hey Diddle Diddle</i> (small group)
THURS	participating in music activities		math activity - small group	new version - <i>Hey Diddle Diddle</i> (small group)
FRI	participating in music activities			
				Notes, comments & reminders
<p>Many teachers find it helpful to document the functional component and the performance indicators on assessment documentation. This information helps to clearly define the area in which the information is most relevant.</p> <p>PS = Personal and Social Development LL = Language and Literacy</p> <p>M = Mathematical Thinking S = Scientific Thinking SS = Social Studies</p> <p>A = The Arts PDH = Physical Development and Health</p>				

Changes to the Environment Form (Template Two)

Teacher SAMPLE

The rotation of learning center materials helps maintain student interest. Enough changes should be made to clearly reflect the current topic of study. Refer to the *IQ Guide for Environment* for examples and further clarification of appropriate material choices.

Current Topic of Study: RHYME TIME		Beginning Date for Topic of Study: WEEK #7	
Reading Area	Writing Area	Science Area	Math Area
<p>Materials to promote literacy development: egg shell rhymes; <i>Hey Diddle Diddle</i> with children’s photos; go-together cards</p> <p>Topic related books added to reading area:</p> <p><i>List nursery rhyme books here</i></p>	<p>nursery rhyme posters, stencils, word cards, small blank books</p>	<p>Materials to promote literacy development:</p> <p>Sensory table material (includes tools to use with sensory material such as scoops, funnels, cups) water or oats; variety of dishes, pails and spoons for scooping and filling</p>	<p>Materials to promote literacy development: sequencing cards</p> <p>Real/found:</p> <p>nursery rhyme puzzles <i>add any new math games or materials after you introduce them in small group</i></p>
Art Area	Listening Area	Dramatic Play Area	Block Area
<p>Materials to promote literacy development:</p> <p><i>Add new materials introduced during the unit. Contact paper or puffy paint, for example</i></p>	<p>Books with corresponding tape/CD: <i>List any books on tape you have added</i></p>	<p>Materials to promote literacy development: nursery rhyme posters</p> <p>Dramatic play setting and props: (when setting changes):</p> <p>Prop box/additional play theme: assortment of small prop boxes for acting out rhymes (ex. spoon, bowl and plastic spider for Miss Muffet)</p>	<p>Materials to promote literacy development: nursery rhyme posters</p> <p>Real/found:</p>

Changes to the environment based on the interests of students (complete as needed):					
Literacy	Dramatic Play	Math	Science	Block	Art
Changes to the environment based on the developmental needs of students (complete as needed):					
Literacy	Dramatic Play	Math	Science	Block	Art

WEEK SEVEN: OPENING ACTIVITY

Week 7 begins a three week unit on nursery rhymes called “Rhyme Time.” We will focus on 2-3 nursery rhymes each week, as well as lessons and activities to help you fill in some of the gaps in your assessment documentation. Nursery rhymes are important tools in building children’s literacy skills. They are fun to say and memorize. Even though they are short and simple, they have many elements of more complex stories – main characters, settings, problems and resolutions. They extend and enrich vocabulary, introducing new and unique words like “fetch” and “cupboard.” They have a strong, rhythmic text that provides support for emergent readers. In addition, nursery rhymes introduce children to a cast of characters they will encounter throughout their lives.

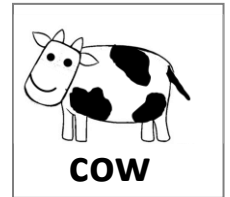
Large Group/ Opening Activity 8:00-8:30	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance/Child shares weekend with class mascot Message - cow S: APL5.4b, CLL8.4d, CLL4.4c	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message - bean bag S: APL5.4b, CLL8.4d, CLL8.4b	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message - musical instruments S: APL5.4b, CLL8.4d, CLL8.4b	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message - visitor S: APL5.4b, CLL8.4d, CLL8.4b	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance/Choose child to take home mascot Message: cooking S: APL5.4b, CLL8.4d, CLL8.4b
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The morning opening still follows the same routine, with familiar elements repeated in a predictable order. This makes children feel comfortable and confident and increases participation. Adding new songs or changing the message from day to day adds the element of surprise, which keeps children engaged.

Monday:

One child briefly shares about his weekend with the class mascot. For some children, you may need to prompt – “Did you take Benjamin Bear in the car? Tell us about where you went.” Refer to the journal – “It says here that Mommy cooked your favorite thing for supper. Can you tell us about that?”

The message today is a picture of a cow along with the word “cow.” Remind children that this means we will do some things with cows today.



Tuesday: Today’s message is a picture of a bean bag and corresponding label. Refer to the message during Closing Activity. “Remember our message this morning (point to message). What did it say?” After children share, then show bean bags. “We’re going to do a dance with the bean bags.”

Wednesday: The message for today is a picture of musical instruments and the word “instruments.” Help children understand that this message means they will play musical instruments today.

Thursday: The message is the symbol for school visitor and the word “visitor.” As you talk with the children about the message, point to the word and ask, “Who can tell me what this word says?”

Friday: Remember to continue to use a fair and impartial system for choosing who takes the class mascot home. This should not be related to behavior. Avoid saying things like, “Daniel Bear will go home with the person who is sitting quietly.” The message for today is the cooking symbol accompanied by the word “cook.”

STORY TIME

Large Group/ Opening Activity 8:00-8:30	Book #1: poem - <i>Hey Diddle Diddle</i> - first reading S: CLL5.4a, CLL6.4b, CLL4.4d	Book #1: poem - <i>Hey Diddle Diddle</i> - critical thinking questions S: CLL1.4a	Book #1: poem - <i>Humpty Dumpty</i> - first reading S: CLL5.4a, CLL6.4b, CLL4.4d	Book #1: poem - <i>Humpty Dumpty</i> - critical thinking questions S: CLL1.4a	Book #1: poem - <i>Humpty Dumpty</i> - science activity S: SC1.4a, SC1.4d
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Choose a nursery rhyme book with large pictures, use a poster or print the words of the rhyme on sentence strips to place in a pocket chart. Be sure that there is picture support for the text. You can purchase nursery rhyme posters at school supply stores or print some from online resources.

Monday: (*Hey Diddle Diddle*) Begin by having everyone look closely at the pictures in the book or poster. Ask, “Does anyone have a guess at what this poem is about?” Introduce new vocabulary – “In this poem a cat is playing a fiddle; a fiddle is another word for violin. You hold it under your chin and play like this. (demonstrate) The little dog laughs to see such sport – that means he laughs to see such fun.” Read the poem slowly and point to the words. Then invite the children to read it again with you. Add motions or sound effects. Let children know that they will be doing lots of activities this week about *Hey Diddle Diddle*.

According to the Mother Goose Pages website, here are some basic guidelines for reading rhymes:

1. If it mentions a body part – touch it, shake it, wiggle it.
2. If there is a picture of the word you are saying, point it out.
3. If there is an action mentioned, mimic it.
4. Sing whenever possible.

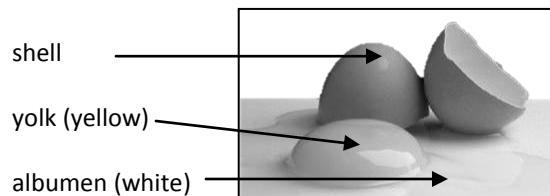
Tuesday: Read *Hey Diddle Diddle* again with the children. Remember to use motions and sound effects. Ask some “thinking” questions. “What kind of music do you think the cat was playing?” or “The dog was laughing at the cow and the cat doing silly things. What silly things make you laugh?”

Wednesday: (*Humpty Dumpty*) Begin by having everyone look closely at the pictures in the book or poster. Ask, “Does anyone have a guess at what this poem is about?” Introduce new vocabulary or concepts – “This poem says that Humpty Dumpty had a great fall – that means he had a big fall.” Read the poem slowly and point to the words. Then invite the children to read it again with you. Add motions or sound effects.

Thursday: Read *Humpty Dumpty* and act out the story with props. Create a wall with some cardboard blocks. Place a cookie sheet on the floor in front of the wall and place a plastic egg on top. As the children say the poem, push the egg off the wall. Ask some “thinking” questions. For example, “The poem says that they couldn’t put Humpty together again. What do you think they could have tried?” or “What do you think they did with all the pieces of Humpty Dumpty?”

Friday: Read *Humpty Dumpty* with the props. Then show the children a real egg. Ask them to predict what will happen if the real egg falls off the wall. Say the poem again, using the real egg. After it cracks open, talk about the parts of the egg. Say, “Do you think a real egg would be hard to put back together? Why?”

Extend this activity by doing the demo again with a hard-boiled egg. When it doesn't break, invite speculation. Crack it and peel off the shell. Cut it open and show the the children the albumen (white) and the yolk (yellow). Say, “When the egg got hot, what happened to the parts?” Let them know they will use boiled eggs in their cooking activity this afternoon.



MUSIC WITH MOVEMENT

Large Group/ Opening Activity 8:00-8:30	Music with Movement: Wiggles "You Make Me Feel Like Dancing" (move body to the music) S: PDM5.4a, CR3.4a	Music with Movement: Rhymin' to the Beat "Hey Diddle Diddle" (follow directions to jump, clap) S: PDM5.4a, CR3.4a	Music with Movement: Rhymin' to the Beat "Humpty Dumpty"(follow directions to jump, clap) S: PDM5.4a, CR3.4a	Music with Movement: Rhymin' to the Beat "Humpty Dumpty" (follow directions to jump, clap) S: PDM5.4a, CR3.4a	Music with Movement: Rhymin' to the Beat "Hey Diddle Diddle" (follow directions to jump, clap) S: PDM5.4a, CR3.4a
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Tuesday-Friday: Use a CD with nursery rhymes, such as Jack Hartman’s “Rhymin’ to the Beat.” The tune should be lively so children can move their bodies. It’s a plus if there are additional verses that extend the story or provide directions for motions. Check school supply stores, online merchants and discount stores for appropriate music.

SMALL GROUPS

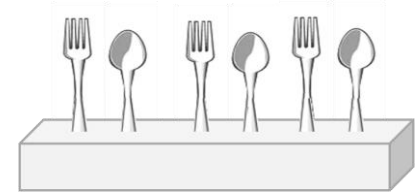
NOTICE CHANGE to Small Group Template #3 – two teacher-directed groups and two independent groups. This week, base your small groups on your assessment information in math. By this time you should have entered documentation and made some ratings. Check your assessment data and decide where there are holes. Create groups based on where you need information. For example, you may have a group of children lacking sufficient documentation on patterning – this could be Group 1. Another group may need information about counting – they could be Group 2. You may have some children who have plenty of documentation in counting and patterns; plan to gather some initial documentation about their knowledge of shapes. Others may still need work in sorting. **Each child should be in only one group, so choose where they best fit.** Once you have determined the groups you need, plan an activity and fill in the template accordingly. Remember, children will stay in these groupings throughout the week.

Teacher directed Teacher #1	Activity: <i>Math activity based on assessment; teacher chooses</i> Students: Group 1 S:	Activity: <i>Math activity based on assessment; teacher chooses</i> Students: Group 2 S:	Activity: <i>Math activity based on assessment; teacher chooses</i> Students: Group 3 S:	Activity: <i>Math activity based on assessment; teacher chooses</i> Students: Group 4 S:	Activity: sequence <i>Humpty Dumpty</i> Students: Groups 1& 2 S: CLL9.4c
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Here are some sample activities:




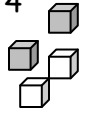
Patterns:

- Provide children with plastic forks and spoons and a paper placemat. They can lay the utensils on the mat in a pattern or stick them in a slot you've cut in a scrap piece of Styrofoam. For ABC patterns, add the plastic knife. *MA4.4c*
- Cut empty egg cartons in half lengthwise to make pattern strips that children can fill with buttons or other small manipulatives. *MA4.4c*
- Put out strips of construction paper and provide small pictures of a cow and moon. Children glue the pictures on the strips in a pattern. TIP: If you find cow stickers, you can use plain yellow circle or dot stickers for the moon. This paper/pencil activity requires a different kind of thinking than the more concrete examples above. *MA4.4c*



Counting:

- Create a grid on 12x18 construction paper or 11x14 poster board. Label each square with a numeral. Provide an assortment of objects – unifix cubes, buttons, small erasers or plastic farm animals. Children count out objects and fill the grid. *MA1.4c, MA2.4b*
- If some children still need work in 1 to 1 correspondence, give them a grid with dots corresponding to the numerals. *MA2.4a*
- Make a similar counting prop with an empty egg carton. Glue numerals in each space (1-12) and use small buttons or beads for counting. For more accomplished counters, use the cartons with 18 spaces. *MA1.4c, MA2.4b*
- Give individual children (or partners) pegs and pegboards along with a number cube. To play, roll the cube and then put that many pegs on the board. Continue rolling until the board is filled. *MA1.4c, MA2.4b*

1 	2 	3 	4 	5
6	7	8	9	10

NOTE: All of these counting activities can be assigned to independent groups in later weeks now that you have demonstrated them in small group.

Sorting:

- LEGOS come in a variety of colors and sizes, which make them a good choice for either Level 1 or Level 2 sorting activities. Choose the appropriate LEGOS for each level. Remember that a Level 2 sort means that children can re-sort by a different attribute. *MA4.4b, MA4.4a*

Shapes:

- Play shape BINGO or put out a variety of paper shapes for collage work. Be sure to record children's comments. *MA6.4a, MA6.4b*

Friday: Today you will work with the children from two groups (about ½ the class) on a sequencing activity; your assistant will do the same. While everyone is working on independent activities, call over 3-4 children at a time to work with you. This is a variation on your normal small group time. This is acceptable, as long as you are working with groups of 2-8 children on an activity. Use flannel board pieces or sequencing cards, available at school supply stores (or make your own). As you recite *Humpty Dumpty* with the children, have them help you place the pictures in order. Let them know that the materials will be available in the reading area for them to use. *CLL5.4b*

<p>Teacher directed Teacher #2</p>	<p>Activity: dictate words & draw picture for new version of <i>Hey Diddle Diddle</i></p> <p>Students: Group 2</p> <p>S: CLL5.4b, CLL5.4e, CLL9.4a</p>	<p>Activity: dictate words & draw picture for new version of <i>Hey Diddle Diddle</i></p> <p>Students: Group 3</p> <p>S: CLL5.4b, CLL5.4e, CLL9.4a</p>	<p>Activity: dictate words & draw picture for new version of <i>Hey Diddle Diddle</i></p> <p>Students: Group 4</p> <p>S: CLL5.4b, CLL5.4e, CLL9.4a</p>	<p>Activity: dictate words & draw picture for new version of <i>Hey Diddle Diddle</i></p> <p>Students: Group 1</p> <p>S: CLL5.4b, CLL5.4e, CLL9.4a</p>	<p>Activity: sequence <i>Humpty Dumpty</i></p> <p>Students: Groups 3&4</p> <p>S: CLL9.4c</p>
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Monday-Thursday:

Read *Hey Diddle Diddle*. Show children a printed version of *Hey Diddle Diddle* with some of the words missing. Recite the rhyme, pausing at the blank space. Ask, “What do you notice here? The space is blank. That means we can think of a new animal for the rhyme.” Ask for ideas – from the group or from individuals. After they dictate the new rhyme, they can draw a picture to illustrate it. Or you may choose to provide a variety of farm and zoo animals and have them act out the new rhyme.

Hey Diddle Diddle

The mouse and the fiddle

The kangaroo jumped over the moon

The little elephant laughed to see such sport

And the dish ran away with the spoon

Friday:

Work with two groups (about ½ the class) on the sequencing activity described above. As children are working on independent activities, call over small groups of 3-4 to work with you.

Independent	Activity: <i>Select an activity that meets the needs of your group</i>	Activity: <i>Select an activity that meets the needs of your group</i>	Activity: <i>Select an activity that meets the needs of your group</i>	Activity: <i>Select an activity that meets the needs of your group</i>	Activity: <i>Select an activity that meets the needs of your group</i>
	Students: Group 3	Students: Group 4	Students: Group 1	Students: Group 2	Students: Groups 1&2
	S:	S:	S:	S:	S:

Independent	Activity: <i>Select a second activity that meets the needs of your group</i>	Activity: <i>Select a second activity that meets the needs of your group</i>	Activity: <i>Select a second activity that meets the needs of your group</i>	Activity: <i>Select a second activity that meets the needs of your group</i>	Activity: <i>Select a second activity that meets the needs of your group</i>
	Students: Group 4	Students: Group 1	Students: Group 2	Students: Group 3	Students: Groups 3&4
	S:	S:	S:	S:	S:

Monday-Thursday

Select two independent activities that meet the needs of the children in your group and fill in the appropriate space on the template. All of the children will complete these activities during the week. Remember that independent activities need to be open-ended and should require minimal supervision by the teacher.

Here are some examples:

- Children write about nursery rhymes. Provide word cards and appropriate stencils (many teachers have an animal collection along with outdoor objects like houses, trees and the sun). Make sure that books and posters illustrating the rhymes are available. You may also want to provide blank, pre-made books. *CLL9.4a, CLL9.4b, CLL9.4c, CLL9.4d*
- Have children work in the math area with manipulatives (or place them on the rug if you are using the math table). Provide nursery rhyme puzzles and LEGOS or table blocks. *PDM6.4b*
- Provide a variety of different colors and weights of paper for cutting practice. Depending on the skills of your children, you may need to cut the paper in ½ inch wide strips; these are easier to cut than whole pieces of paper. Collect the paper bits and scraps; you can use them for a variety of art projects. *PDM6.4c*
- Use markers in a different way. Place the markers in clean paint cups at the easels or tape a piece of butcher paper to the wall and put some markers in a small bin on the floor. Standing and holding a marker is very different from sitting at a table and writing on paper. *CLL9.4a, CLL9.4b, CLL9.4c, CLL9.4d*

Friday: On Friday, children will be able to choose which activity they want to do. Be sure to have several choices available, including some that were not available during the week. For example, put out the *Hey Diddle Diddle* poster with the children's photos (from Large Group Literacy on Wednesday).

STORY TIME

9:00-9:15	Book #2: <i>Splat the Cat</i> or <i>Pete the Cat</i> relate to cat and fiddle; do cats do these things? S: APL4.4a	Book #2: <i>The Cow Loves Cookies</i> or <i>The Cow Can't Fly</i> relate to cow and moon; do cows do these things? S: APL4.4a	Book #2: <i>Cool Dog, School Dog</i> or <i>Taxi Dog</i> relate to dog/laughing; do dogs do these things? S: APL4.4a	Book #2: <i>Egg Drop</i> "How does this remind you of Humpty Dumpty?" S: CLL1.4a, CP2.4c	Book #2: <i>If You Give a Dog a Donut</i> (pause throughout for predictions) S: CLL5.4a
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Monday: Read a book such as *Splat the Cat* or *Pete the Cat: Rockin' My School Shoes*. Afterwards, remind children of the cat in *Hey Diddle Diddle*. Talk about real and pretend. Play a game. Call out "things that cats do" and ask children to stand up if it's real. "Cats play fiddles. Cats wear shoes. Cats purr."

Tuesday: Read *The Cow Loves Cookies*, *The Cow Can't Fly* or *Click, Clack Moo!* Tie to the cow in *Hey Diddle Diddle*. Continue your discussion of real and pretend. Play the stand-up game with cows. "Cows eat cookies. Cows type. Cows eat grass."

Wednesday: Wind up your discussion of real and pretend with a book about dogs and a reference to the dog in *Hey Diddle Diddle*. Talk about the dog laughing. "Do dogs laugh? How do dogs show that they are happy?" In contrast to some of the other books, in *Cool Dog, School Dog*, the dog does many things that are real.

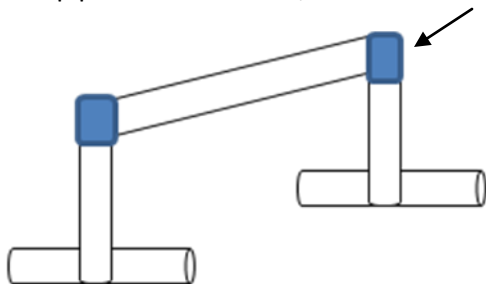
Thursday: Read *Egg Drop* by Mini Grey. "How does this story remind you of *Humpty Dumpty*?"

Friday: *If You Give a Dog a Donut* by Laura Numeroff offers lots of opportunities to pause for predictions.

OUTDOOR TIME

9:15-9:45 Materials and/or activity choices for outdoor play: jump ropes or homemade PVC pipe hurdles; variety of dishes and spoons for sandbox

Encourage jumping with small jump ropes. Show children how to hold the rope and throw it over their head, then step over. Make small hurdles with PVC pipe and connectors, as shown below. Provide a variety of plastic and metal dishes, bowls and spoons for the sandbox or sand table.



TRANSITION ACTIVITY

9:45-10:00	Activity: Parachute Express "All Around the Kitchen" "Clap, Clap, Clap...STOP" S: CLL1.4b, PDM5.4a	Activity: Greg & Steve "Animal Action" "Five Little Monkeys" S: CLL1.4b, PDM5.4a, MA1.4f	Activity: Parachute Express "Shakin' It" "Shake It Up High" S: CLL1.4b, PDM5.4a	Activity: Learning Station "Body Boogie" "My Hands are Starting to Wiggle" S: CLL1.4b, PDM5.4a	Activity "Here We Go Zudeo" "SS Touch Your Shoulders" S: CLL1.4b, PDM5.4a
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Tuesday:

This version of Five Little Monkeys always engages children.

Five little monkeys sitting in a tree (5 fingers held over other arm)

Teasing Mr. Crocodile, "You can't catch me." (teasing voice, shake head back and forth)

Along came Mr. Crocodile, quiet as can be (finger up to mouth)

And snatched that monkey right out of that tree! (Both hands clap together like a crocodile's mouth)

Repeat, counting down one monkey for each verse

Teasing Mr. Crocodile, "You can't catch me."

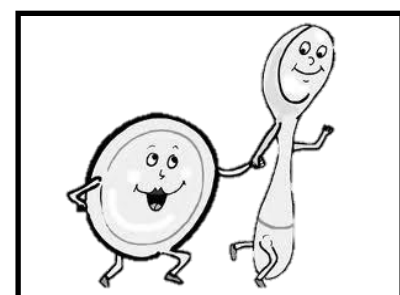
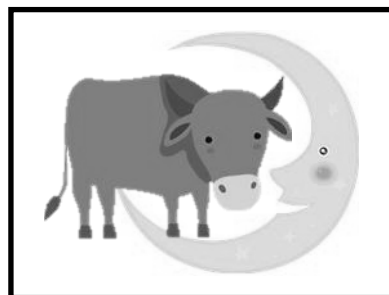
Along came Mr. Crocodile, quiet as can be

No more monkeys sitting in the tree!

LARGE GROUP LITERACY

10:00-10:15	Large Group Literacy: sequence rhyme - <i>Hey Diddle Diddle</i> S: CLL5.4b	Large Group Literacy: act out rhyme - <i>Hey Diddle Diddle</i> S: CLL5.4b, CR4.4a,	Large Group Literacy: shared reading use children's names in <i>Hey Diddle Diddle</i> S: CLL8.4b, CLL8.4c	Large Group Literacy: story symbols <i>Humpty Dumpty</i> (add heart) S: CLL5.4c	Large Group Literacy: both rhyme posters "Show me what you know." S: CLL8.4d, CLL7.4a
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Monday: Use the flannel board or picture cards to sequence *Hey Diddle Diddle*. After doing it with the class as a whole group, call on individual children to "come up and find the next part." Let children know the pieces will be in the reading corner for them to use.



Tuesday: Act out *Hey Diddle Diddle* with simple props or puppets – you can make craft stick puppets from the sequencing cards. For a more engaging performance, gather or make the following props:


- headbands for the cat, cow and dog
- a fiddle cut from poster board and a rhythm stick for the bow
- a moon from yellow paper placed on the floor or a yellow playground ball
- a large plastic dish and spoon from dramatic play or the sensory table


Wednesday: Print out *Hey Diddle Diddle* on poster board or chart paper, leaving blanks as shown. Use pictures of the children and place them in the spaces. Read the new poem together, pointing to the words and pictures.


NOTE: If you laminate the poster board and use Velcro dots to attach the photos, then it can be used independently by the children.


Thursday: Use the story symbols (star, world and magnifying glass) to discuss *Humpty Dumpty*. “Who is the star of this story? Where in the world did it take place?” Add a new symbol – the heart. Explain that this symbol stands for feelings. Use the heart to initiate a discussion of how the character(s) felt. Were they happy, sad, frustrated? How do you know? Attaching words to feelings is an important step in managing those feelings. Helping children know the words to say is critical in their emotional development.

Friday: Place one of the rhyming posters where everyone can see. Invite children to “come up and show me something you know.” The other teacher can record children’s comments.

Hey Diddle Diddle  and the fiddle.

 jumped over the moon.

 laughed to see such sport.

And  ran away with the spoon.

PHONOLOGICAL AWARENESS

11:30-11:45	Phonological Awareness: "Who Has the Cow?" S: CLL6.4a	Phonological Awareness: "Can You Feed My Cow?" S: CLL6.4a	Phonological Awareness: "Down by the Bay" (cloze) S: CLL6.4b	Phonological Awareness: Grandpa's Farm S: CLL6.4a	Phonological Awareness: rhyming cube S: CLL6.4b
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Monday: Play the call and response game "Who has the ___?" using one of the items from *Hey Diddle Diddle* – a small plastic cow, for example. Have one child come forward and turn with his back to the group. Silently hand the object to someone in the group. The child with their back to the group, sings "Who has the _____?" (tune is the old childhood taunt – nah, nah, nah, nah, nah) and the child holding the object answers – "I have the _____." The first child guesses and the play continues with another child coming forward to guess.

Tuesday:

Play this call and response song by Ella Jenkins for some fun listening practice.

Wednesday: Sing this song without the CD, pausing to allow the children to fill in the rhyme. This is called the **cloze** technique and can be used when reading any rhyming text.

Thursday:

*We're on the way, we're on the way, on the way to Grandpa's farm
We're on the way, we're on the way, on the way to Grandpa's farm
Down on Grandpa's farm there is a big, brown cow
Down on Grandpa's farm there is a big, brown cow
The cow, she makes a sound like this – MOOO!
The cow, she makes a sound like this – MOOOOOO!*

Friday:

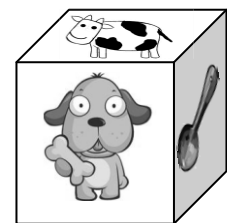
Child rolls the cube and says the name of the item. Other children in the group call out words that rhyme. Encourage children to generate as many rhymes as possible, even nonsense rhymes. "cat, bat, hat...jat, yat, dat."

Use the cube you made last week or make a new one with words from the nursery rhymes – cow, spoon, dog, dish, wall, egg

OR

Recite different versions of *Humpty Dumpty* and stop for children to fill in the rhyming words

*Humpty Dumpty sat on a wall. Humpty Dumpty played with a _____ (ball)
Humpty Dumpty sat on a wall. Humpty Dumpty was very _____ (tall, small)
Humpty Dumpty sat on a wall. Humpty Dumpty made a phone _____ (call)
Humpty Dumpty sat on a wall. Humpty went shopping at the _____ (mall)*



STORY TIME

12:15-12:30	Book #3: <i>Choose book based on children's interests or another book related to topic</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: child choice <i>Child chooses book; preview before reading</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: <i>Choose book based on children's interests or another book related to topic</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: child choice <i>Child chooses book; preview before reading</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: <i>Choose book based on children's interests or another book related to topic</i> S: <i>Select GELDS indicator based on reason for reading book</i>
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Monday/Wednesday/Friday:

Choose books that are based on children's interests or that are class favorites. Or choose a book that is related to the topic – a rhyming book, for example or one about dogs and cats. This might be a good time to read another nursery rhyme that is not part of the unit. *Diddle Diddle Dumpling* is a good one to try. You can connect to the Shoes unit as well as to vocabulary from *Hey Diddle Diddle*.

Diddle Diddle Dumpling

My son John

Went to bed with his stockings on

One shoe off and one shoe on

Diddle Diddle Dumpling

My son John

Remember that the GELDS indicator should reflect the reason you are reading the book or poem. It is the main focus while you are reading and it determines the kinds of questions you ask or the activities you do.

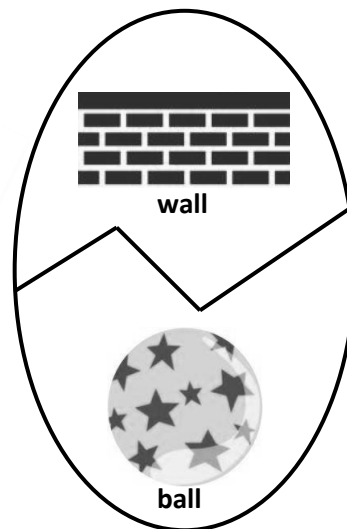
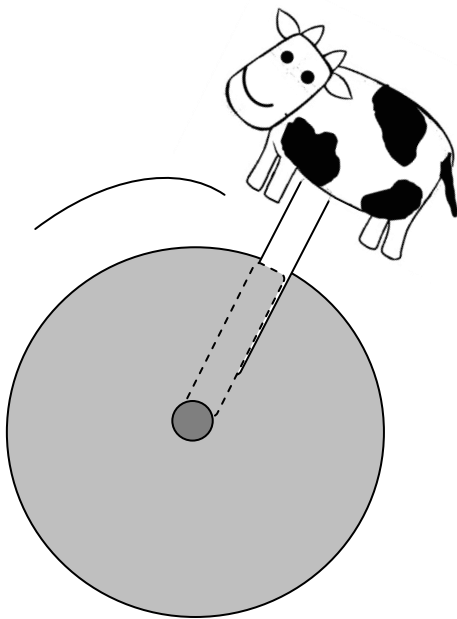
Tuesday/Thursday: Allow a child to select the book. Remember, since this is the third story time during the day, it does not always have to be something the teacher has planned.

ADDITIONAL INSTRUCTIONAL ACTIVITIES

	<p>Activity: table activities, writing center, LEGOS also: cow/moon craft</p> <p>S: APL1.4b, CLL5.4b</p>	<p>Activity: table activities, writing center, LEGOS also: cow/moon craft</p> <p>S: APL1.4b, CLL5.4b</p>	<p>Activity: table activities, writing center, LEGOS also: egg shell rhymes</p> <p>S: APL1.4b, CLL6.4b</p>	<p>Activity: table activities, writing center, LEGOS also: egg shell rhymes, class visitor</p> <p>S: APL1.4b, CLL6.4b, SS4.4b</p>	<p>Activity: table activities, writing center, LEGOS also: egg shell rhymes, cooking (egg dippers)</p> <p>S: APL1.4b, CLL6.4b</p>
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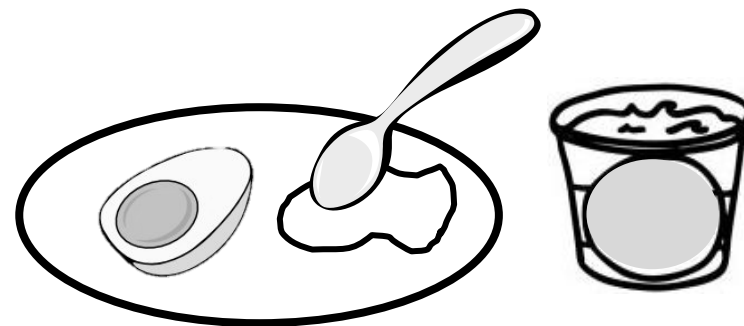
Monday-Tuesday: In addition to the regular table activities and the writing center, offer a topic-related craft. Paint or color a paper plate yellow. Attach a strip of stiff paper with a brad as shown. Print pictures from clip art, use stickers or have child draw a cow. Glue the cow on the strip and “the cow jumps over the moon.”

Wednesday-Thursday: In addition to regular activities, create some egg-shell rhymes. Cut out egg shapes from manila folders and then cut each egg in half as shown. Glue pictures of things that rhyme to each half; add words if desired. Laminate these to make them last longer. Children match the rhymes to “put Humpty back together again.”



Thursday: If desired, have another school visitor come today. Good choices would be the media specialist or a teacher from another classroom. They can read to the children and talk about nursery rhymes.

Friday: Today is cooking day! Make egg dippers. Boil some eggs – enough for each child to have half. Provide a small cup with ranch dressing. Children put one spoon of dressing on their plate and dip the egg in it. Make it more interesting by adding bacon bits or a little bit of finely chopped pickle.



CLOSING

2:10-2:30	Closing Activity: musical hoops "Simon Says" review Daily News Goodbye Song S: APL5.4a, MA3.4d, CLL4.4c	Closing Activity: Bean Bag Boogie bean bag review Daily News Goodbye Song S: APL5.4a, MA3.4d, CLL4.4c	Closing Activity: music circle-fiddle, dish/spoon "What Did You Do At School Today?" Daily News S: APL5.4a, MA3.4d, CLL4.4c	Closing Activity: "Hey Diddle Diddle" Rhymin' to the Beat "Who Am I?" riddles Daily News Goodbye Song S: APL5.4a,CP3.4b, CLL4.4c	Closing Activity: "Jump Jim Joe" Daily News "What Will You Do This Weekend?" Goodbye Song S: APL5.4a, CLL4.4c
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Monday: Play "Simon Says Review." Help children think about their day with examples like this - "Simon Says, if you built with LEGOS, stand up. Simon Says, if you played with dishes and spoons, touch your head." End with this one - "Simon Says, if you heard the rhyme *Hey Diddle Diddle*, give a cheer!"

Tuesday: Remember to "talk out loud" as you write children's dictation for the Daily News.

Wednesday: If possible, choose some lively music featuring fiddles – from bluegrass to Cajun to Celtic, there are lots of choices. Even better, if you know someone who plays, invite them to school! Before you begin, show the children how to play the rhythm sticks like a fiddle; use one stick as the fiddle and the other as the bow. Instead of drums or cymbals, provide some dishes and spoons. Notice the difference in the sounds of plastic and metal. For fun shakers, add rice or beans to plastic eggs and tape them closed.

Thursday: Practice higher order thinking; give the children some nursery rhyme riddles to solve. For example:

*You place me on the table.
 I help you eat ice cream.
 I ran away with the dish.
 Who am I?*

*I am an animal.
 I live on a farm.
 I jumped over the moon.
 Who am I?*

*I am an oval shape.
 I have a shell.
 I fell off a wall.
 Who am I?*

*I am an animal.
 I belong to the King.
 I tried to put Humpty together again.
 Who am I?*

Friday:

Stand facing a partner

Jump, Jump, Jump Jim Joe

Shake your head

Nod your head

Tap your toe

Around and around and around you go

Then you choose another partner

And you Jump Jim Joe

(jump 5 times, with the beat of the song)

(shake head)

(nod head-may have to demonstrate this for some children)

(tap toe)

(hold hands and walk around together)

(drop hands and find another partner)

Wait until everyone has found a new partner and start again.

PLANNING FOR ASSESSMENT

MATRIX		PHOTOS with descriptor	OBSERVATIONAL NOTES	WORK SAMPLES
MON	participating in music activities		math activity - small group	new version - <i>Hey Diddle Diddle</i> (small group)
TUES	participating in music activities	large group literacy - acting out <i>Hey Diddle Diddle</i>	math activity - small group	new version - <i>Hey Diddle Diddle</i> (small group)
WED	participating in music activities		math activity - small group	new version - <i>Hey Diddle Diddle</i> (small group)
THURS	participating in music activities		math activity - small group	new version - <i>Hey Diddle Diddle</i> (small group)
FRI	participating in music activities			

It is helpful to note who will be collecting the documentation

Matrix: Create a matrix to use during your music times this week. Be sure you list observable behaviors. For example, “followed directions to jump and clap to *Humpty Dumpty*” or “played instruments during music circle.”

This will help you document WSS A A1 (participates in group music experiences) and WSS A A2 (participates in creative movement, dance and drama).

Photos: Be ready with the camera on Tuesday during Large Group Literacy. Take photos of some children acting out *Hey Diddle Diddle*. This information can be used to help you rate WSS LL C4 (recounts key ideas and details from text).

Notes: During small groups, take notes about children’s math skills. You may collect work samples if that’s more appropriate.

Work Samples: During small group time, collect children’s drawings and dictation featuring the new version of *Hey Diddle Diddle*. If they acted this out with props, then notes would be a more appropriate choice of documentation.

name	<i>moved body to the beat “You Make Me Feel Like Dancing”</i>	<i>followed directions to jump and clap to “Humpty Dumpty”</i>	<i>played instruments during music circle</i>
Abigail			
Brandon			
Jamal			
Mekhi			
Nolan			
Zachary			



Checklist: Make sure you are entering observations weekly and making/updating ratings in all domains. Check class profiles to note areas where you need documentation.

Off to a Good Start

WEEK EIGHT

NOTE: *Week Eight is organized differently. There are blanks that you will need to fill in based on the interests of the children in your class and on your assessment data. There are suggestions provided in the handbook, but you will need to choose specific activities and fill in the blanks in the template.*

Below are listed the materials and activities you will need to prepare ahead of time. Refer to the lesson plan handbook to see full explanations of each item.

MATERIALS

- nursery rhyme books or posters
- nursery rhyme puzzles
- prop boxes for nursery rhymes
- clipboards, markers
- props for acting out *Jack and Jill*
- Mother Hubbard's cupboard
- cookie sheet prop for *Chicka Chicka Boom Boom*
- clear contact paper, packing tape
- 5-6 musical instruments with different sounds
- cards for go-together game
- cardboard tubes, children's photos

NOTE: you may need all or some of these materials, depending on the activities you select

TASKS

- Make sure you have a pocket chart or flannel board.
- Collect items for outdoor play (hula hoops, buckets, sidewalk chalk, for example).
- Prepare project board for Mother Hubbard's cupboard.
- Make teaching materials or games (word search or crossword puzzle grid, for example).
- Invite a school visitor, if desired.
- Purchase items for cooking activity; also dog bones for math game.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Large Group/ Opening Activity 8:00-8:30	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance/child shares weekend w/mascot Message: water S: APL5.4b, CLL8.4d, CLL4.4c	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message: Jack/ Jill tube puppet S: APL5.4b, CLL8.4d	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message: bone S: APL5.4b, CLL8.4d	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message: "find the sound" object S: APL5.4b, CLL8.4d	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance/Choose child to take home mascot Message: cooking S: APL5.4b, CLL8.4d
	Book #1: <i>Jack and Jill</i> vocabulary - fetch, crown, tumble S: CLL4.4d, CLL6.4b	Book #1: <i>Jack and Jill</i> What made Jack fall down? Jill? S: CLL1.4a	Book #1: <i>Old Mother Hubbard</i> vocabulary - cupboard, bare S: CLL4.4d, CLL6.4b	Book #1: Mary Had a Little Lamb vocabulary - lamb, fleece S: CLL1.4a	Book #1: Mary...Lamb Why was it against the rule to have lamb at school? S: CLL1.4a
	Music with Movement: "Here We Go Zudeo" - partner dance S: PDM5.4a, CR3.4a	Music with Movement: Rhymin' to the Beat V1 "Jack and Jill" S: PDM5.4a, CR3.4a	Music with Movement: Rhymin' to the Beat V2 "Old Mother Hubbard" S: PDM5.4a, CR3.4a	Music with Movement: Greg and Steve "Shadow Dancing" S: PDM5.4a, CR3.4a	Music with Movement: Rhymin' to the Beat V1 "Mary Had a Little Lamb" S: PDM5.4a, CR3.4a

8:30 -9:00 Small Group Time (see small group template for detailed plans)

9:00-9:15	Book #2: <i>Chicka Chicka Boom Boom</i> S: CLL7.4a	Book #2: <i>Tales to Read Together (Jack and Jill)</i> S: CLL5.4c	Book #2: <i>To Market, To Market</i> S: CLL5.4c, PDM2.4b	Book #2: alphabet book S: CLL7.4a	Book #2: Review previous rhymes - <i>Hey Diddle & Humpty Dumpty</i> S: CLL5.4c
9:15-9:45	Materials and/or activity choices for outdoor play: set up small obstacle course for "follow the leader" /buckets, pails, other items for water exploration				
9:45-10:00	Activity: "Mother Gooney Bird" <i>fill in fingerplay</i> S: CLL1.4b, PDM5.4a	Activity: "Sports Dance" <i>fill in fingerplay</i> S: CLL1.4b, PDM5.4a	Activity: Dr Jean "Nursery Rhyme Rap" S: CLL1.4b, PDM5.4a	Activity: Wiggles "Shimmie Shake" fingerplay "Shake 'Em Up High" S: CLL1.4b, PDM5.4a	Activity Dr. Jean "Nursery Rhyme Rap" S: CLL1.4b, PDM5.4a
10:00-10:15	Large Group Literacy: dramatize <i>Jack and Jill</i> with props S: CLL5.4b, CR4.4a	Large Group Literacy: dramatize <i>Jack and Jill</i> with props S: CLL5.4b, CR4.4a	Large Group Literacy: <i>Old Mother Hubbard</i> discuss using story symbols S: CLL5.4c	Large Group Literacy: Go-together cards (all nursery rhymes to date) S: CLL2.4b	Large Group Literacy: Mother Hubbard's cupboard (child/teacher made) "Show me what you know." S: CLL8.4d, CLL7.4a, CLL8.4b

10:15-11:30 Center Time (11:15-11:30 Clean-up)

11:30-11:45	Phonological Awareness: "A Boom Chicka Boom" S: CLL6.4a	Phonological Awareness: "Willaby Wallaby" Jack and Jill variation S: CLL6.4b, CLL6.4f	Phonological Awareness: rhyme food items for Hubbard's cupboard (bees/cheese, silk/milk) S: CLL6.4b	Phonological Awareness: "Find the Sound" S: CLL6.4a	Phonological Awareness: ID instruments by sound S: CLL6.4a
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11:45-12:15 Lunch Time

12:15-12:30	Book #3: <i>Choose book based on children's interests or another book related to topic</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: child choice <i>Child chooses book; preview before reading</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: <i>Choose book based on children's interests or another book related to topic</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: child choice <i>Child chooses book; preview before reading</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: <i>Choose book based on children's interests or another book related to topic</i> S: <i>Select GELDS indicator based on reason for reading book</i>
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12:30-1:30 Rest time

Planning for Additional Instructional Activities (story times, music/movement, transitions, large group meetings, etc) This space is provided for optional use to document additional instructional activities planned throughout the week.

1:30-2:00	Activity: table activities, writing center, LEGOS also: <i>Jack and Jill</i> puppets S: APL1.4b, CR2.4a	Activity: table activities, writing center, LEGOS also: <i>Jack and Jill</i> puppets S: APL1.4b, CR2.4a	Activity: table activities, writing center, LEGOS also: create full cupboard for Mother Hubbard (cut & glue) S: APL1.4b, PDM6.4c	Activity: table activities, writing center, LEGOS also: create full cupboard for Mother Hubbard (cut & glue) S: APL1.4b, PDM6.4c	Activity: table activities, writing center, LEGOS also: create full cupboard for Mother Hubbard (cut & glue) cooking - rainbow bananas S: APL1.4b, PDM6.4c, SC4.4c
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2:00-2:10 Snack and Pack

2:10-2:30	Closing Activity: "Touch" Hap Palmer read LEC from this morning Daily News Goodbye Song S: APL5.4b, CLL8.4b, CLL8.4c	Closing Activity: "Peanut Butter" Parachute Express read LEC Daily News Goodbye Song S: APL5.4b, CLL8.4b, CLL8.4c	Closing Activity: "Doggie Doggie Where's Your Bone?" read LEC Daily News Goodbye Song S: APL5.4b, CLL8.4b, CLL8.4c	Closing Activity: "Follow the Leader" Ella Jenkins read LEC Daily News Goodbye Song S: APL5.4b, CLL8.4b, CLL8.4c	Closing Activity: "The Window" Daily News "What Will You Do This Weekend?" Goodbye Song S: APL5.4b, CLL8.4b, CLL8.4c
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***Small Group Instruction: See small group lesson plan page for the current week.**

Documentation of plans for collection of assessment will be reflected on lesson plan or optional *Planning for Assessment Template

Small Group Template Three

Teacher: Sample

Week of: #8

Suggested use: two teacher directed activities with two independent activities. As children grow independent they can work alone without consistent teacher support, allowing teachers to plan more needs based activities with both adults providing guidance.

.**Refer to the FAQ for Planning Instruction and the FAQ for Small Groups for further explanation.

**Documentation of small group reading (book title with brief description of the follow-up activity) is required one time weekly but may be planned more often.

Group	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher directed	Activity: <i>Language activity based on assessment; teacher chooses</i> Students: Group 1 S: <i>fill in CLL indicator</i>	Activity: <i>Language activity based on assessment; teacher chooses</i> Students: Group 2 S: <i>fill in CLL indicator</i>	Activity: <i>Language activity based on assessment; teacher chooses</i> Students: Group 3 S: <i>fill in CLL indicator</i>	Activity: <i>Language activity based on assessment; teacher chooses</i> Students: Group 4 S: <i>fill in CLL indicator</i>	Activity: <i>Language activity based on assessment; teacher chooses</i> Students: <i>Teacher chooses group 1-4; enrichment or remediation</i> S: <i>fill in CLL indicator</i>
Teacher directed	Activity: Read <i>Jack and Jill</i> ; LEC - "How do you help at home?" Students: Group 2 S: <i>fill in CLL indicator</i>	Activity: Read <i>Jack and Jill</i> ; LEC - "How do you help at home?" Students: Group 3 S: <i>fill in CLL indicator</i>	Activity: Read <i>Jack and Jill</i> ; LEC - "How do you help at home?" Students: Group 4 S: <i>fill in CLL indicator</i>	Activity: Read <i>Jack and Jill</i> ; LEC - "How do you help at home?" Students: Group 1 S: <i>fill in CLL indicator</i>	Activity: monitor independent groups; finish Hubbard's Cupboard <i>Children choose from a selection of independent activities</i> Students: S: <i>fill in indicator</i>
Independent	Activity: <i>Select an activity that meets the needs of your group</i> Students: Group 3 S: <i>fill in indicator</i>	Activity: <i>Select an activity that meets the needs of your group</i> Students: Group 4 S: <i>fill in indicator</i>	Activity: <i>Select an activity that meets the needs of your group</i> Students: Group 1 S: <i>fill in indicator</i>	Activity: <i>Select an activity that meets the needs of your group</i> Students: Group 2 S: <i>fill in indicator</i>	Activity: <i>Children choose from a selection of independent activities</i> Students: S: <i>fill in indicator</i>
Independent	Activity: <i>Select a second activity that meets the needs of your group</i> Students: Group 4 S: <i>fill in indicator</i>	Activity: <i>Select a second activity that meets the needs of your group</i> Students: Group 1 S: <i>fill in indicator</i>	Activity: <i>Select a second activity that meets the needs of your group</i> Students: Group 2 S: <i>fill in indicator</i>	Activity: <i>Select a second activity that meets the needs of your group</i> Students: Group 3 S: <i>fill in indicator</i>	Activity: <i>Children choose from a selection of independent activities</i> Students: S: <i>fill in indicator</i>

Planning for Individualization (use this space as needed)

Planning for individualization may be documented below or on the main page of the Lesson Plan Template

Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:
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Planning for Assessment Template

Teacher: **SAMPLE - Week #8**

- Required documentation of plans for collecting assessment throughout the instructional day can be noted on the lesson plan template or by using the following format.
- Spontaneous collection of documentation (such as photos, notes and collection of work samples) will occur throughout each day, therefore there will be no evidence of planning for many items collected.

Indicate specific activities below. Not all spaces are expected to be filled in weekly. This is an organizational tool to help with weekly planning and preparation for collecting assessment documentation. See sample online at www.decal.ga.gov.

MATRIX		PHOTOS with descriptor	OBSERVATIONAL NOTES	WORK SAMPLES
MON		Language Experience pocket chart - small group	list specific children	small group - selected letter activities
TUES		Language Experience pocket chart - small group	individual children's responses to large group questions	small group - selected letter activities
WED		Language Experience pocket chart - small group	list specific children	small group - selected letter activities
THURS		Language Experience pocket chart - small group	individual children's responses to large group questions	small group - selected letter activities
FRI			LGL - "Show me what you know"	
				Notes, comments & reminders
<p>Many teachers find it helpful to document the functional component and the performance indicators on assessment documentation. This information helps to clearly define the area in which the information is most relevant.</p> <p>PS = Personal and Social Development LL = Language and Literacy</p> <p>M = Mathematical Thinking S = Scientific Thinking SS = Social Studies</p> <p>A = The Arts PDH = Physical Development and Health</p>				

WEEK EIGHT: OPENING ACTIVITY

Large Group/ Opening Activity 8:00-8:30	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance/child shares weekend w/mascot Message: water S: APL5.4b, CLL8.4d, CLL4.4c	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message: Jack/ Jill tube puppet S: APL5.4b, CLL8.4b, CLL8.4d	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message: bone S: APL5.4b, CLL8.4b, CLL8.4d	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message: "find the sound" object S: APL5.4b, CLL8.4b, CLL8.4d	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance/Choose child to take home mascot Message: cooking S: APL5.4b, CLL8.4b, CLL8.4d
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Monday: Continue morning routines and rituals. In addition, on Monday, one child shares about her weekend with the class mascot.

If you feel children are ready, change the one word morning message to a simple sentence. Focus on helping children understand that sentences are made up of individual words by pointing to each word as you read.

Today we will play with water.



Tuesday-Friday: Continue to write out a sentence for Morning Message if desired. Keep the same pattern from day to day and remember to add picture support for emerging readers. Make your message concrete. "Today is Wednesday" refers to an abstract concept and is often not appropriate for Pre-K children, since they can't relate it to something in their environment. It's more appropriate to make the message about a specific item or event in their day.

Today we will find a bone.



Today we will cook.



STORY TIME

Large Group/ Opening Activity 8:00-8:30	Book #1: <i>Jack and Jill</i> vocabulary - fetch, crown, tumble S: CLL4.4d, CLL6.4b	Book #1: <i>Jack and Jill</i> What made Jack fall down? Jill? S: CLL1.4a	Book #1: <i>Old Mother Hubbard</i> vocabulary - cupboard, bare S: CLL4.4d, CLL6.4b	Book #1: Mary Had a Little Lamb vocabulary - lamb, fleece S: CLL1.4a	Book #1: Mary...Lamb Why was it against the rule to have a lamb at school? S: CLL1.4a
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Monday: (*Jack and Jill*) Begin by having everyone look closely at the pictures in the book or poster. Ask, "Does anyone have a guess at what this poem is about?" Introduce new vocabulary – "In this poem Jack and Jill fetch a pail of water; fetch means to go get something and bring it back. Sometimes we say that a dog can fetch a ball." Explain that "in this poem it says that Jack broke his crown. Crown means the top of your head, not a crown like a King wears." Have everyone touch the crown of their head. Ask if anyone has ever heard the word tumble. Explain that it means to fall and roll over. Read the poem slowly and point to the words. Then invite the children to read it again with you. Add motions or sound effects. Let children know that they will be doing lots of activities this week with *Jack and Jill*.

Tuesday: Read *Jack and Jill* again. Ask some thinking questions - “What do you think made Jack fall? Why did Jill “come tumbling after?” What happened to the pail of water? Accept all answers. Allow ample wait time for children to think and discuss.

Wednesday: Introduce *Old Mother Hubbard*. Discuss new vocabulary words – cupboard, bare. Read the poem with the children and point to the words. Remember to add motions and sound effects.

Thursday: Read *Mary Had a Little Lamb*. Introduce new vocabulary – lamb (baby sheep) and fleece (the lamb’s soft, fluffy covering).

Friday: Read *Mary Had a Little Lamb* again. Ask “Why do you think it was against the rule to have a lamb at school? Connect to other stories you may have read about animals at school – *Boomer Goes to School* or *Cool Dog, School Dog*.

MUSIC AND MOVEMENT

Large Group/ Opening Activity 8:00-8:30	Music with Movement: "Here We Go Zudeo" - partner dance S: PDM5.4a, CR3.4a	Music with Movement: Rhymin' to the Beat V1 "Jack and Jill" S: PDM5.4a, CR3.4a	Music with Movement: Rhymin' to the Beat V2 "Old Mother Hubbard" S: PDM5.4a, CR3.4a	Music with Movement: Greg and Steve "Shadow Dancing" S: PDM5.4a, CR3.4a	Music with Movement: Rhymin' to the Beat V1 "Mary Had a Little Lamb" S: PDM5.4a, CR3.4a
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Monday: Revisit “Here We Go Zudeo.” This traditional partner dance reinforces the concept of two people doing something together – like Jack and Jill. Partners face each other and hold both hands.

Here we go Zu-de-o, Zu-de-o, Zu-de-o

Here we go Zu-de-o all day long.

Jump back Sally, make a little alley

Jump back Sally, all day long

I looked down the alley and what did I see?

A great big man from Tennessee

I'll bet you 5 dollars that you can't do this

To the front, to the back, to the side, side, side

To the front, to the back, to the side, side, side

As you sing these words, swing hands back and forth

Partners let go hands and, still facing each other, jump backwards a short distance

Hold hand above eyes and look left and right

Hold hands far apart

Hold up five fingers

Jump forwards, backwards, then side to side

Tuesday/Wednesday/Friday: Play these nursery rhyme tunes from Jack Hartman’s “Rhymin’ to the Beat” albums. The children hear and sing the rhymes as well as following directions and moving to the beat.

Friday: Greg and Steve’s “Shadow Dancing” requires children to follow a leader – just like Mary’s lamb followed her.

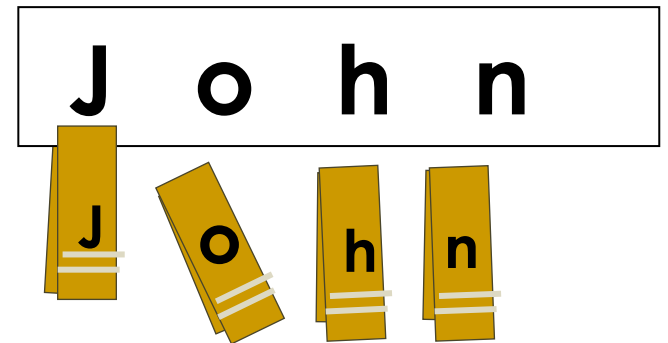
SMALL GROUPS

Teacher directed	Activity: <i>Language activity based on assessment; teacher chooses</i>	Activity: <i>Language activity based on assessment; teacher chooses</i>	Activity: <i>Language activity based on assessment; teacher chooses</i>	Activity: <i>Language activity based on assessment; teacher chooses</i>	Activity: <i>Language activity based on assessment; teacher chooses</i>
	Students: Group 1	Students: Group 2	Students: Group 3	Students: Group 4	Students: <i>Teacher chooses group 1-4; enrichment or remediation</i>
	S: <i>fill in CLL indicator</i>	S: <i>fill in CLL indicator</i>	S: <i>fill in CLL indicator</i>	S: <i>fill in CLL indicator</i>	S: <i>fill in CLL indicator</i>

Monday-Thursday:

By this time you should have ample writing samples to let you make ratings for several WSS indicators related to letter knowledge - LL D2 (*uses letter-like shapes, symbols and letters to convey meaning*) and LL C1 (*begins to develop knowledge of letters*). Use your ratings to group children into 4 groups. These may be either homogeneous or heterogeneous groups. Choose activities based on the needs of the children in the group. Here are some examples:

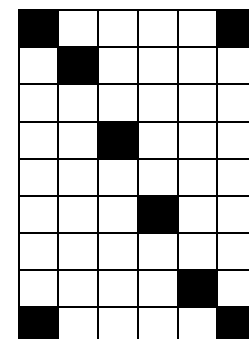
- Matching letters is the first step in letter recognition. Give children cookie sheets and magnet letters along with word cards for their names. Or write letters on clothespins that they attach to the name cards. *CLL7.4a*
- To help children practice letter recognition, play Name BINGO. Give children name cards and small markers - bottle caps or unifix cubes, for example. As you say and show the letter, they cover it on their cards. Encourage comparison and collaboration. "How many people covered up the A?" "Amy, can you help Audrey find her A?" *CLL7.4a*
- Children who are adept at letter recognition can create letter collages by cutting individual letters from magazines or catalogs. This gives them practice in recognizing many different styles and fonts. *CLL7.4a*



A	m	y	b	x	E	m	i	l	y	f	z
r	S	h	a	w	n	a	o	B	i	l	l
q	y	J	o	n	t	a	v	i	o	u	s
M	a	d	i	s	o	n	z	k	l	a	n

- Make a simple word search by writing the names of the children in the class in a table. Write left to right only, not up and down. Make the letters in the names darker or bolded. Children circle their name and the names of their classmates. *CLL7.4a*

- For children who are still having difficulty forming letters, provide some small motor activities – playdough or stringing beads, for example. *PDM6.4a or PDM6.4b*
- Create crossword puzzle grids to use for writing practice. Show children a crossword puzzle in a book or the newspaper. Say, “This is a crossword puzzle. Grown-ups do these for fun. You can do it, too. Just write letters in the squares. You can write your name or other words or whatever you want.” This is a very open-ended activity – children write according to their skill level and anything goes. *CLL9.4a, CLL9.4c, CLL9.4d*
- Encourage children who are writing random letters, but not words, to draw pictures and then label the items in their pictures. Provide word cards. *CLL9.4a, CLL9.4d*
- Story paper (paper that is lined at the bottom with a blank space at the top) can encourage writing about pictures children have drawn. **HOWEVER**, be sure not to emphasize writing letters perfectly on the lines. This type of paper is most helpful in that it gives some definition – here is where I draw, here is where I write. *CLL9.4a, CLL9.4c, CLL9.4d*




Friday: Choose one of the groups to work with again; write the group number on the template. Follow up with more practice or provide some enrichment activities.

Teacher directed	Activity: Read <i>Jack and Jill</i> ; LEC - "How do you help at home?" Students: Group 2 S: <i>fill in CLL indicator</i>	Activity: Read <i>Jack and Jill</i> ; LEC - "How do you help at home?" Students: Group 3 S: <i>fill in CLL indicator</i>	Activity: Read <i>Jack and Jill</i> ; LEC - "How do you help at home?" Students: Group 4 S: <i>fill in CLL indicator</i>	Activity: Read <i>Jack and Jill</i> ; LEC - "How do you help at home?" Students: Group 1 S: <i>fill in CLL indicator</i>	Activity: monitor independent groups; finish Hubbard's Cupboard <i>Children choose from a selection of independent activities</i> Students: S: <i>fill in CLL indicator</i>
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Monday-Thursday:

Create a language experience chart based on *Jack and Jill*. Jack and Jill fetched water to be helpful; talk with children about what kinds of chores they help with at home. Use a pocket chart and word cards to make the process smoother. Since the groups are already formed based on skills in letter recognition and writing, it will be easy to differentiate instruction in this lesson as well. You may plan for some children to dictate words and sentences (*CLL4.4c*), while others will be able to write words and phrases on their own. (*CLL9.4a, CLL9.4c, CLL9.4d*)

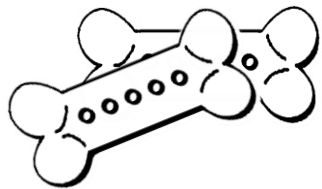
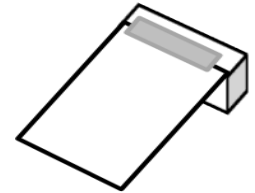
	Amy	helps	wash dishes. 
	Josh	helps	DAD take out trash. 

Friday: While one teacher works with a small group, the second teacher monitors the other children working independently. Take this time to finish work on Mother Hubbard’s cupboard.

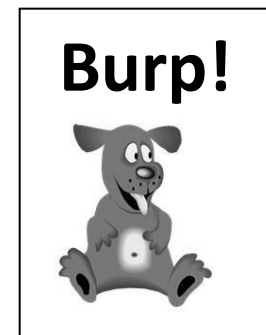
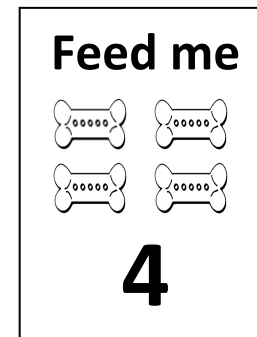
Independent	Activity: <i>Select an activity that meets the needs of your group</i>	Activity: <i>Select an activity that meets the needs of your group</i>	Activity: <i>Select an activity that meets the needs of your group</i>	Activity: <i>Select an activity that meets the needs of your group</i>	Activity: monitor independent groups; finish Hubbard's Cupboard <i>Children choose from a selection of independent activities</i>
	Students: Group 3	Students: Group 4	Students: Group 1	Students: Group 2	
	S: <i>fill in indicator</i>	S: <i>fill in indicator</i>	S: <i>fill in indicator</i>	S: <i>fill in indicator</i>	
Independent	Activity: <i>Select a second activity that meets the needs of your group</i>	Activity: <i>Select a second activity that meets the needs of your group</i>	Activity: <i>Select a second activity that meets the needs of your group</i>	Activity: <i>Select a second activity that meets the needs of your group</i>	Students:
	Students: Group 3	Students: Group 4	Students: Group 1	Students: Group 2	
	S: <i>fill in indicator</i>	S: <i>fill in indicator</i>	S: <i>fill in indicator</i>	S: <i>fill in indicator</i>	S: <i>fill in indicator</i>

Monday-Thursday: Plan two different independent activities for this week. Here are some examples:

- Give children an assortment of small objects – a Unifix cube, a Lego, a person from the Block Center, a crayon, a rock and a small car, for example. Tape a piece of heavy cardboard to a medium-sized unit block as shown to make a ramp and place the ramp on a tray. Children roll the various objects down the ramp and observe what happens. Adding another block increases the slope of the “hill.” What happens now? *SC4.4a, SC4.4b*
- Provide prop boxes or puppets so children can act out nursery rhymes on their own. Include the letter tree (magnet or flannel board) from Monday’s Story Time #2. *CLL5.4b*
- Give children clipboards and markers and invite them to “write the room.” This means they copy any words they find interesting. *CLL9.4a, CLL9.4c, CLL9.4d*
- Create an appealing surface for collage work by placing clear contact paper sticky side up on a table or easel. Tape the edges down with clear packing tape. Children can use the bits and scraps they cut last week to make interesting designs. *CR2.4a*



- Add an assortment of bone-shaped dog biscuits to your math and manipulatives area. Children can count, match, sort or pattern. Coat the bones with white glue thinned slightly with water to prevent cracking or crumbling.
- Create a “Feed Me” game with dogs and bones (see week #5 for directions). *MA2.4b, MA1.4b, MA1.4c*



Friday: While one teacher works with a small group, the second teacher monitors the other children working independently. List the independent activities on the template, along with the groups. Take this time to finish work on Mother Hubbard’s cupboard.

STORY TIME

9:00-9:15	Book #2: <i>Chicka Chicka Boom Boom</i> S: CLL7.4a	Book #2: <i>Tales to Read Together (Jack and Jill)</i> S: CLL5.4c	Book #2: <i>To Market, To Market</i> S: CLL5.4c, PDM2.4b	Book #2: alphabet book S: CLL7.4a	Book #2: Review previous rhymes - <i>Hey Diddle & Humpty Dumpty</i> S: CLL5.4c
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Monday: Reinforce letter identification skills with this classic story. Adding props can enhance your reading and give children a chance to be active participants in the story. Use a magnet board or felt board. Read the story slowly and have children come up and put the various letters on the tree. If you paint or glue a tree on a cookie sheet, you can use small magnetic letters. Add this to your language and literacy center for independent use.

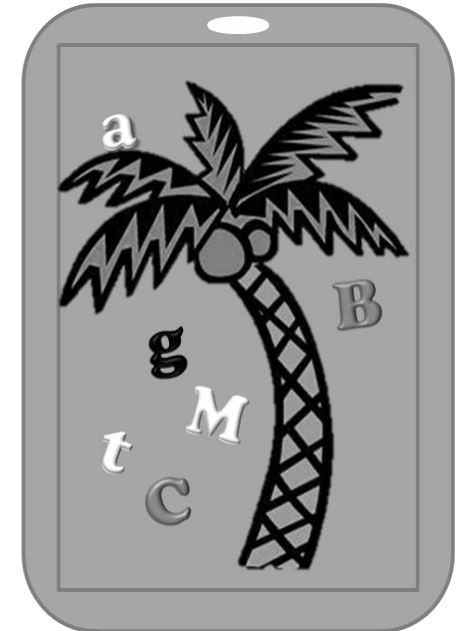
Tuesday:

Mother Goose Tales to Read Together by Mary Ann Hoberman (children’s poet laureate) is designed for partner reading – a great time for the lead and assistant teacher to do a group time together. Print a copy of the text for each teacher. You may also add a few simple props, such as a hat for Jack and a big hair-bow for Jill. Each teacher reads one character’s words; sometimes they both read together. Children will enjoy this new way of reading, as well as the additions and embellishments to the story.

Wednesday: *To Market, To Market* is a good accompaniment to *Old Mother Hubbard*, with a rollicking rhythm and lots of interesting food-related vocabulary words. Use this opportunity to talk about foods children eat at home and new ones they’d like to try.

Thursday: To reinforce the letter concepts you are teaching in small group, read an alphabet book, such as *Eric Carle’s ABC* or *A is for Angry* by Sandra Boynton.

Friday: Review last week’s rhymes. Recite them with children, use motions and sound effects. Stop before the end of a phrase for children to fill in the next word.



OUTSIDE TIME

9:15-9:45	Materials and/or activity choices for outdoor play: set up small obstacle course for "follow the leader" /buckets, pails, other items for water exploration
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Set up a small obstacle course for children to play follow the leader: hula hoops to jump in and over or a path drawn with sidewalk chalk. In another area of the playground, add some tubs of water and a variety of buckets for dipping and pouring. Have an impromptu race with full pails of water. Who can make it back without spilling any water?

TRANSITION ACTIVITY

9:45-10:00	Activity: "Mother Gooney Bird" <i>fill in fingerplay</i> S: CLL1.4b, PDM5.4a	Activity: "Sports Dance" <i>fill in fingerplay</i> S: CLL1.4b, PDM5.4a	Activity: Dr Jean "Nursery Rhyme Rap" S: CLL1.4b, PDM5.4a	Activity: Wiggles "Shimmie Shake" fingerplay "Shake 'Em Up High" S: CLL1.4b, PDM5.4a	Activity Dr. Jean "Nursery Rhyme Rap" S: CLL1.4b, PDM5.4a
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Monday/Tuesday: Remember that you want to follow action songs like these with less-active fingerplays to calm and focus children. Fill in your choice of fingerplay on these two days.

Wednesday/Friday: Dr. Jean's *Nursery Rhyme Rap* is a good choice for a transition activity. The ABC chorus repeats after each verse and lets children join in as they are ready. To add some action to this song, have children stand and march whenever the ABC's are sung.

Thursday: Follow the Wiggles "Shimmie Shake" with the following fingerplay from week 1.

Shake hands vigorously according to the directions.

Shake 'em up high, Shake 'em down low,

Shake 'em on your tummy & shake 'em on your toe

Shake 'em in the front, shake 'em in the back, shake 'em all around the railroad track (move hands in a large circle)

Shake 'em to the left, shake 'em to the right, shake 'em in the middle and out of sight (put hands in lap)

LARGE GROUP LITERACY

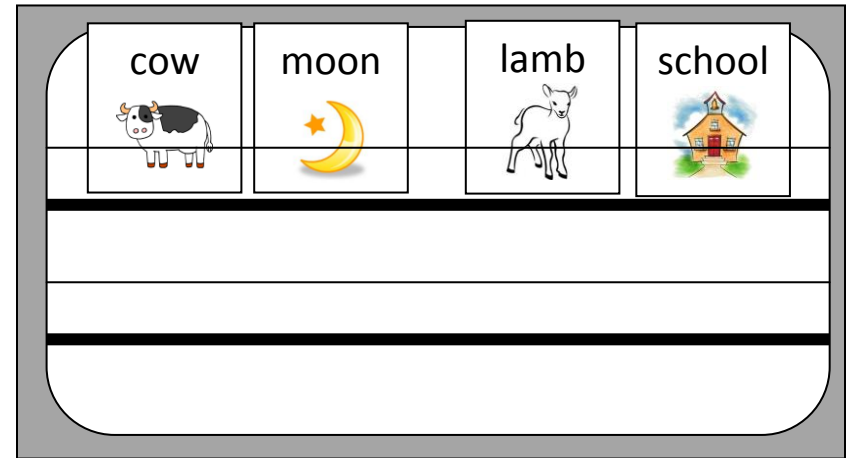
10:00-10:15	Large Group Literacy: dramatize <i>Jack and Jill</i> with props S: CLL5.4b, CR4.4a	Large Group Literacy: dramatize <i>Jack and Jill</i> with props S: CLL5.4b, CR4.4a	Large Group Literacy: <i>Old Mother Hubbard</i> discuss using story symbols S: CLL5.4c	Large Group Literacy: Go-together cards (all nursery rhymes to date) S: CLL2.4b	Large Group Literacy: Mother Hubbard's cupboard (child/teacher made) "Show me what you know." S: CLL8.4d, CLL7.4a, CLL8.4b
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Monday/Tuesday: Dramatize *Jack and Jill* with simple props such as a hat for Jack, a large hair-bow for Jill and a plastic bucket. Place a resting mat on the floor so that the actors can tumble without hurting themselves. Children love this one!

Wednesday: Discuss *Old Mother Hubbard* using story symbols. What was the problem? How did the dog feel?

Thursday: Use your pocket chart or a flannel board for this activity. Create a set of cards with things from nursery rhymes that go together – the cow and the moon, the hill and the pail of water. Pass out the cards and have one child come up, tell what’s on his card and put it in the pocket chart. The child with the card that “goes together,” comes up and puts her card in the chart as well. Talk about how she knew they go together. Recite that part of the rhyme. For a printable set of cards, go to the BFTS website.

Friday: Use the cupboard the children helped create this week. Ask children to “come up and show me what you know.”



PHONOLOGICAL AWARENESS

11:30-11:45	Phonological Awareness: "A Boom Chicka Boom" S: CLL6.4a	Phonological Awareness: "Willaby Wallaby" Jack and Jill variation S: CLL6.4b, CLL6.4f	Phonological Awareness: rhyme food items for Hubbard's cupboard (bees/cheese, silk/milk) S: CLL6.4b	Phonological Awareness: "Find the Sound" S: CLL6.4a	Phonological Awareness: ID instruments by sound S: CLL6.4a
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Monday: Practice listening and creating different sounds with this follow up to *Chicka Chicka Boom Boom*.

Tuesday: Children change the sound of their names with this variation on a class favorite.

Willaby Wallaby Jill
She went up the hill
Willaby Wallaby Wack
So did Jack.
Willaby Wallaby Wherry
Along came Sherry

Wednesday: Gather an assortment of food items from your Dramatic Play kitchen and play this rhyming game.

Old Mother Hubbard
Needs something for her cupboard
That rhymes with bees (cheese) OR horn (corn)

Match the rhymes to whatever food items you have. Remember to use nonsense rhymes such as nutter/butter OR wacon/bacon.

Thursday: Play “Find the Sound” from Week #4. Find a small object that makes a noise – a squeaky ball, a jingle bell, a clicker. Have one child hide his eyes and give the object to another child in the group. All of the children hold their hands in their laps or behind their backs. The child with the object makes the sound and the first child listens carefully and tries to locate it.

Friday: Gather 4-6 instruments with distinctly different sounds – sticks, shaker, drum and tambourine, for example. Show the instruments to the children and demonstrate how each one sounds. Place the instruments behind a screen (a project board works well for this) and select one to play. Children guess the instrument. After you have done this with all the instruments a couple of times, choose children to come up and play while their classmates guess.

STORY TIME

<p>12:15-12:30</p>	<p>Book #3: <i>Choose book based on children’s interests or another book related to topic</i></p> <p>S: <i>Select GELDS indicator based on reason for reading book</i></p>	<p>Book #3: child choice <i>Child chooses book; preview before reading</i></p> <p>S: <i>Select GELDS indicator based on reason for reading book</i></p>	<p>Book #3: <i>Choose book based on children’s interests or another book related to topic</i></p> <p>S: <i>Select GELDS indicator based on reason for reading book</i></p>	<p>Book #3: child choice <i>Child chooses book; preview before reading</i></p> <p>S: <i>Select GELDS indicator based on reason for reading book</i></p>	<p>Book #3: <i>Choose book based on children’s interests or another book related to topic</i></p> <p>S: <i>Select GELDS indicator based on reason for reading book</i></p>
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Monday/Wednesday/Friday:

Choose books that are based on children’s interests or that are class favorites. Or choose a book that is related to the topic. There are many trade books that are variations of nursery rhymes. For example, *Mary Had A Little Lamb* by Iza Trapani.

Remember that the GELDS indicator should reflect the reason you are reading the book or poem. It is the main focus while you are reading and it determines the kinds of questions you ask or the activities you do.

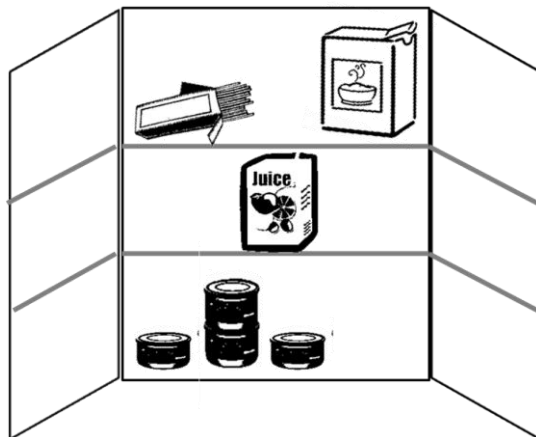
Tuesday/Thursday: Allow a child to select the book. Remember, since this is the third story time during the day on our sample schedule, it does not always have to be something the teacher has planned. Always preview the book before reading.

ADDITIONAL INSTRUCTIONAL ACTIVITIES

Planning for Additional Instructional Activities (story times, music/movement, transitions, large group meetings, etc) This space is provided for optional use to document additional instructional activities planned throughout the week.

1:30-2:00	Activity: table activities, writing center, LEGOS also: <i>Jack and Jill</i> puppets S: APL1.4b, CR2.4a	Activity: table activities, writing center, LEGOS also: <i>Jack and Jill</i> puppets S: APL1.4b, CR2.4a	Activity: table activities, writing center, LEGOS also: create full cupboard for Mother Hubbard (cut & glue) S: APL1.4b, PDM6.4c	Activity: table activities, writing center, LEGOS also: create full cupboard for Mother Hubbard (cut & glue) S: APL1.4b, PDM6.4c	Activity: table activities, writing center, LEGOS also: create full cupboard for Mother Hubbard (cut & glue) cooking - rainbow bananas S: APL1.4b, PDM6.4c, SC4.4c
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Monday/Tuesday: In addition to table activities, LEGOS and the writing center, here's a fun topic-related craft. Provide cardboard tubes about 4" tall, glue and markers, along with a copy of each child's headshot. After gluing the head in place, children can draw on bodies. Now they have their own puppet to roll down a ramp in the block center and act out *Jack and Jill*. "Jonathan fell down and broke his crown and Amayah came tumbling after." This activity could also be offered as a choice during Center Time.



Wednesday/Thursday:

This group activity will give you a tool for literacy instruction that will be useful for weeks to come! Use a trifold board that you see sold for science projects. Draw lines on it to represent shelves in a cupboard. If desired, paint the outside brown or cover with wood-grain contact paper and glue on knobs. Send a letter home to parents 3-4 weeks ahead of time to bring in empty cans or boxes – items you might find in a cupboard. Be sure to include pet food! Remove the labels and cut off the fronts of the boxes. Children glue the items on the shelves to restock Mother Hubbard's cupboard. Tacky glue is a good choice for the heavier box fronts – show children how to spread it evenly over the back of the cardboard with a small, stiff brush.

NOTE: You will use this board in Large Group Literacy on Friday.

Friday: Grab some powdered, flavored gelatin from the cupboard to fix this quick and easy snack that children love. Provide ½ banana for each child and a small paper plate with 2-3 flavors of powdered gelatin – about 1/8 teaspoon each. Dip the end of the banana in the gelatin and eat. Children are fascinated with the color change of the gelatin when it sticks to the moist banana. ENJOY!

CLOSING

2:10-2:30	Closing Activity: "Touch" Hap Palmer read LEC from this morning Daily News Goodbye Song S: APL5.4b, CLL8.4b, CLL8.4c	Closing Activity: "Peanut Butter" Parachute Express read LEC Daily News Goodbye Song S: APL5.4b, CLL8.4b, CLL8.4c	Closing Activity: "Doggie Doggie Where's Your Bone?" read LEC Daily News Goodbye Song S: APL5.4b, CLL8.4b, CLL8.4c	Closing Activity: "Follow the Leader" Ella Jenkins read LEC Daily News Goodbye Song S: APL5.4b, CLL8.4b, CLL8.4c	Closing Activity: "The Window" Daily News "What Will You Do This Weekend?" Goodbye Song S: APL5.4b, CLL8.4b, CLL8.4c
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Monday-Thursday: Read the language experience chart you created this morning in small group. Each child (5-6 children each day) can point to his sentence and read it to the class.

Wednesday: Play this old favorite to tie in with *Old Mother Hubbard*. One child sits in front of the group and the teacher places a dog bone behind him. He closes his eyes and another child creeps quietly forward, takes the bone and returns to her seat. All the children hold their hands behind their backs. The class recites: *Doggie, Doggie, where's your bone?*
Someone took it from your home
Wake up, doggy!

The child opens his eyes, turns around and tries to guess who has the bone. Then that child comes up to be the next doggie.

Friday: "The Window" is a fun song that uses all of the nursery rhymes you have learned so far. It's sung to the tune of "Polly Wolly Doodle." On the third line of each verse you pause and shout "threw it out the window!" The children love this one! NOTE: You may need to explain "second story" window.

Jack and Jill went up the hill to fetch a pail of water
Jack fell down and broke his crown and...
THREW IT OUT THE WINDOW!
The window, the window, the second story window
Jack fell down and broke his crown and threw it out the window!

Humpty Dumpty sat on a wall. Humpty Dumpty had a great fall
All the King's horses and all the King's men...
THREW IT OUT THE WINDOW!
The window, the window, the second story window
All the King's horses and all the King's men threw it out the window!

Old Mother Hubbard went to the cupboard to get her poor dog a bone
When she got there the cupboard was bare, and...
SHE THREW IT OUT THE WINDOW!
The window, the window, the second story window
When she got there the cupboard was bare so she threw it out the window!

PLANNING FOR ASSESSMENT

	MATRIX	PHOTOS with descriptor	OBSERVATIONAL NOTES	WORK SAMPLES
MON		Language Experience pocket chart - small group	list specific children	small group - selected letter activities
TUES		Language Experience pocket chart - small group	individual children's responses to large group questions	small group - selected letter activities
WED		Language Experience pocket chart - small group	list specific children	small group - selected letter activities
THURS		Language Experience pocket chart - small group	individual children's responses to large group questions	small group - selected letter activities
FRI			LGL - "Show me what you know"	

It is helpful to note who will be collecting the documentation

PHOTOS: Since you are using a pocket chart for the language experience chart, the best way to capture each child's sentence is to take a photo of the individual sentence. Link each child's sentence to relevant language and literacy indicators - WSS LL C1 (begins to develop knowledge of letters) and WSS LL D2 (uses letter-like shapes, symbols and letters to convey meaning). You could also use this information to help you rate WSS SS B1 (begins to understand family needs, roles and relationships).

NOTES: Write down children's responses to some of the "thinking questions" asked in large group as well as their response to the large group literacy invitation to "show me what you know" about Mother Hubbard's cupboard. Remember to write exactly what the child says, not what you think he knows.

Another strategy for collecting documentation is to focus on one or two children during Center Time or Outside Time. Check their assessment data and see what areas you should concentrate on. Remember not to resort to on-demand assessment – no flash cards or commands to "sit down there and count some bears."

WORK SAMPLES: Collect work samples of children's writing and drawing during small group letter activities. This will help you as you rate WSS LL C1 "begins to develop knowledge of letters."



CHECKLIST: You will have lots of documentation this week in Language and Literacy so it is a good time to update ratings in WSO.

Off to a Good Start

WEEK NINE

NOTE: Week Nine is organized differently. There are blanks that you will need to fill in based on the interests of the children in your class and on your assessment data. There are suggestions provided in the handbook, but you will need to choose specific activities and fill in the blanks in the template.

Below are listed the materials and activities you will need to prepare ahead of time. Refer to the lesson plan handbook to see full explanations of each item.

MATERIALS

- paper plates
- cotton balls, clothespins
- plastic spiders
- props to act out *Miss Muffet*
- rhyming cards
- on/off game and counters
- count to 100 game
- water bottles, markers
- shaving cream, white glue
- wiggly eyes, chenille stems, fabric squares for playdough table
- beads, chenille stems, Styrofoam blocks or pegboards

NOTE: you may need all or some of these materials, depending on the activities you select

TASKS

- Gather supplies for crafts.
- Gather props for games and stories.
- Make games and activities. (count to 100 board, for example)
- Invite visitor, if desired.
- Purchase food for cooking activity. (cottage cheese, crushed pineapple)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Large Group/ Opening Activity 8:00-8:30	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance/child shares weekend w/mascot Message: spider S: APL5.4b, CLL8.4d, CLL4.4c	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message: spider S: APL5.4b, CLL8.4d	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message: sheep S: APL5.4b, CLL8.4d	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message: visitor S: APL5.4b, CLL8.4d	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance/Choose child to take home mascot Message: cooking S: APL5.4b, CLL8.4d
	Book #1: <i>Little Miss Muffet</i> vocabulary=tuffet, curds & whey S: CLL4.4d, CLL6.4b	Book #1: complete Miss Muffet variation S: CLL1.4a, CLL5.4e	Book #1: <i>Little Bo Peep</i> vocabulary=wags Who else wags tail? What does it mean? S: CLL1.4a	Book #1: <i>Little Boy Blue</i> vocabulary = meadow, haystack S: CLL4.4d, CLL6.4b	Book #1: <i>Tales to Read Together</i> (Bo Peep & Boy Blue) S: CLL5.4c
	Music with Movement: Rhymin' to the Beat V2 "Little Miss Muffet" S: PDM5.4a, CR3.4a	Music with Movement: "Bean Bag Boogie II" Greg and Steve (use props) S: PDM5.4a, CR1.4a	Music with Movement: Rhymin' to the Beat V2 "Little Bo Peep" S: PDM5.4a, CR3.4a	Music with Movement: Rhymin' to the Beat V2 "Little Boy Blue" S: PDM5.4a, CR3.4a	Music with Movement: paper plate dance OR plate skate S: PDM5.4a, CR3.4a

8:30 -9:00 Small Group Time (see small group template for detailed plans)

9:00-9:15	Book #2: <i>Teeny Tiny Spider</i> S: CLL5.4a	Book #2: <i>Tales to Read Together</i> (Miss Muffet) S: CLL5.4c	Book #2: <i>There Was an Old Lady Who Swallowed a Fly or The Very Busy Spider.</i> S: CLL5.4c	Book #2: <i>Little Blue and Little Yellow</i> S: CLL6.4b	Book #2: Rhyme Review S: CLL6.4b
9:15-9:45	Materials and/or activity choices for outdoor play: binoculars or magnifying glasses; jump ropes				
9:45-10:00	Activity: "Tony Chestnut" "There's a Spider on the Floor" S: CLL1.4b, PDM5.4a, SC3.4c	Activity: "Shakey Shakey" The Wiggles; "Shake it Up High" S: CLL1.4b, PDM5.4a	Activity: "Hokey Pokey"; "Spider on the Floor" S: CLL1.4b, PDM5.4a	Activity: "Noble Duke of York" S: CLL1.4b, PDM5.4a	Activity "Tooty Ta" "Itsy Bitsy Spider" S: CLL1.4b, PDM5.4a
10:00-10:15	Large Group Literacy: act out <i>Miss Muffet</i> S: CLL5.4b, CR4.4a	Large Group Literacy: act out <i>Miss Muffet</i> S: CLL5.4b, CR4.4a	Large Group Literacy: <i>Little Bo Peep</i> Have you ever lost something? S: CLL1.4c	Large Group Literacy: compare Bo Peep and Boy Blue S: CLL5.4c	Large Group Literacy: act out nursery rhyme of choice S: CLL5.4b, CR4.4a

10:15-11:30 Center Time (11:15-11:30 Clean-up)

11:30-11:45	Phonological Awareness: "Itsy Bitsy Spider" with different voices S: CLL6.4a	Phonological Awareness: "Alligator Pie" S: CLL6.4a	Phonological Awareness: Rhyme Time Lotto (pocket chart) S: CLL6.4b	Phonological Awareness: <i>Sheep in a Jeep</i> S: CLL6.4b	Phonological Awareness: "Higgledy Piggledy" w/nursery rhyme cards S: CLL6.4e
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11:45-12:15 Lunch Time

12:15-12:30	Book #3: <i>Choose book based on children's interests or another book related to topic</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: child choice <i>Child chooses book; preview before reading</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: <i>Choose book based on children's interests or another book related to topic</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: child choice <i>Child chooses book; preview before reading</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: <i>Choose book based on children's interests or another book related to topic</i> S: <i>Select GELDS indicator based on reason for reading book</i>
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12:30-1:30 Rest time

Planning for Additional Instructional Activities (story times, music/movement, transitions, large group meetings, etc) This space is provided for optional use to document additional instructional activities planned throughout the week.

1:30-2:00	Activity: table activities, writing center, LEGOS also: spider stamping w/tempera paints S: APL1.4b, CR2.4a	Activity: table activities, writing center, LEGOS also: spider stamping w/tempera paints S: APL1.4b, CR2.4a	Activity: table activities, writing center, LEGOS make stand-up sheep S: APL1.4b, PDM6.4c	Activity: table activities, writing center, LEGOS make stand-up sheep S: APL1.4b, PDM6.4c	Activity: table activities, writing center, LEGOS make stand-up sheep Cooking: taste "curds and whey" S: APL1.4b, PDM6.4c, PDM2.4a
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2:00-2:10 Snack and Pack

2:10-2:30	Closing Activity: Learning Station "Itsy Ditsy Spider" Daily News Goodbye Song S: APL5.4b, CLL8.4b, CLL8.4c	Closing Activity: "What did you do today?" (items in pail) Daily News Goodbye Song S: APL5.4b, CLL8.4b, CLL8.4c	Closing Activity: Hide and Seek (sheep) Daily News Goodbye Song S: APL5.4b, MA5.4a, CLL8.4b, CLL8.4c	Closing Activity: Guess the Nursery Rhyme (props in a box) Daily News Goodbye Song S: APL5.4b, CP2.4c, CLL8.4b, CLL8.4c	Closing Activity: "Mother Goose Party" Daily News "Next week we will..." Goodbye Song S: APL5.4b, CLL8.4b, CLL8.4c
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***Small Group Instruction: See small group lesson plan page for the current week.**

Documentation of plans for collection of assessment will be reflected on lesson plan or optional *Planning for Assessment Template

Small Group Template Four

Teacher: Sample

Week of: #9

Suggested use: when children have developed strong independent skills, can follow directions, work well in groups, or if you have additional adults in the classroom (volunteers or inclusion teacher). Also used when participation of all children in a special activity is planned for the week. Always maintain at least one assessment based teacher directed activity daily.

**Refer to the FAQ for Planning Instruction and the FAQ for Small Groups for further explanation.

**Documentation of small group reading (book title with brief description of the follow-up activity) is required one time weekly but may be planned more often.

	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher directed	Activity: <i>Introduce new art material or math game or conduct science exploration</i> Students: S: <i>fill in appropriate indicator</i>	Activity: <i>Introduce new art material or math game or conduct science exploration</i> Students: S: <i>fill in appropriate indicator</i>	Activity: <i>Introduce new art material or math game or conduct science exploration</i> Students: S: <i>fill in appropriate indicator</i>	Activity: <i>Introduce new art material or math game or conduct science exploration</i> Students: S: <i>fill in appropriate indicator</i>	Activity: <i>Introduce new art material or math game or conduct science exploration</i> Students: S: <i>fill in appropriate indicator</i>
Teacher directed	Activity: <i>small group reading</i> Students: S: <i>fill in appropriate indicator</i>	Activity: <i>small group reading</i> Students: S: <i>fill in appropriate indicator</i>	Activity: <i>small group reading</i> Students: S: <i>fill in appropriate indicator</i>	Activity: <i>small group reading</i> Students: S: <i>fill in appropriate indicator</i>	Activity: <i>small group reading</i> Students: S: <i>fill in appropriate indicator</i>
Independent	Activity: <i>assessment-based activity</i> Students: S: <i>fill in appropriate indicator</i>	Activity: <i>assessment-based activity</i> Students: S: <i>fill in appropriate indicator</i>	Activity: <i>assessment-based activity</i> Students: S: <i>fill in appropriate indicator</i>	Activity: <i>assessment-based activity</i> Students: S: <i>fill in appropriate indicator</i>	Activity: <i>assessment-based activity</i> Students: S: <i>fill in appropriate indicator</i>
Independent	Activity: Students: S: <i>fill in appropriate indicator</i>	Activity: Students: S: <i>fill in appropriate indicator</i>	Activity: Students: S: <i>fill in appropriate indicator</i>	Activity: Students: S: <i>fill in appropriate indicator</i>	Activity: Students: S: <i>fill in appropriate indicator</i>
Independent	Activity: Students: S: <i>fill in appropriate indicator</i>	Activity: Students: S: <i>fill in appropriate indicator</i>	Activity: Students: S: <i>fill in appropriate indicator</i>	Activity: Students: S: <i>fill in appropriate indicator</i>	Activity: Students: S: <i>fill in appropriate indicator</i>

Planning for Individualization (use this space as needed)

Planning for individualization may be documented below or on the main page of the Lesson Plan Template

Student(s):	Student(s):	Student(s):	Student(s):	Student(s):
Activity/Skill:	Activity/Skill:	Activity/Skill:	Activity/Skill:	Activity/Skill:

Planning for Assessment Template

Teacher: SAMPLE - Week #9

- Required documentation of plans for collecting assessment throughout the instructional day can be noted on the lesson plan template or by using the following format.
- Spontaneous collection of documentation (such as photos, notes and collection of work samples) will occur throughout each day, therefore there will be no evidence of planning for many items collected.

Indicate specific activities below. Not all spaces are expected to be filled in weekly. This is an organizational tool to help with weekly planning and preparation for collecting assessment documentation. See sample online at www.decal.ga.gov.

MATRIX		PHOTOS with descriptor	OBSERVATIONAL NOTES	WORK SAMPLES
MON	small group - math	acting out nursery rhymes - LGL	sharing weekend with class mascot	small group - art or science
TUES	small group - math	acting out nursery rhymes - LGL	responses to Story Time questions	small group - art or science
WED	small group - math		responses to Story Time questions	small group - art or science
THURS	small group - math			small group - art or science
FRI	small group - math	acting out nursery rhymes - LGL		small group - art or science
				Notes, comments & reminders
<p>Many teachers find it helpful to document the functional component and the performance indicators on assessment documentation. This information helps to clearly define the area in which the information is most relevant.</p> <p>PS = Personal and Social Development LL = Language and Literacy</p> <p>M = Mathematical Thinking S = Scientific Thinking SS = Social Studies</p> <p>A = The Arts PDH = Physical Development and Health</p>				

WEEK NINE: OPENING ACTIVITY

Large Group/ Opening Activity 8:00-8:30	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance/child shares weekend w/mascot Message: spider S: APL5.4b, CLL8.4d, CLL4.4c	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message: spider S: APL5.4b, CLL8.4d	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message: sheep S: APL5.4b, CLL8.4d	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message: visitor S: APL5.4b, CLL8.4d	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance/Choose child to take home mascot Message: cooking S: APL5.4b, CLL8.4d
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Monday-Tuesday:

Continue to write short, simple sentences for morning message, accompanied by a symbol. By this time, the children are accustomed to interpreting the symbols. A picture of a spider means that they will do something with spiders today; the text should support that message. If desired, you can add other symbols. Remember to make the message about real things and events. Repeat the message on Tuesday, since you will sing and act out *Little Miss Muffet* again.

Today we will sing  about spiders. 

Wednesday: Today's message adds another simple word (make), but keeps the same pattern. Repeating the same words "Today we will..." gives emerging readers a consistent pattern to follow.

Today we will make a sheep. 

STORY TIME

Large Group/ Opening Activity 8:00-8:30	Book #1: <i>Little Miss Muffet</i> vocabulary=tuffet, curds & whey S: CLL4.4d, CLL6.4b	Book #1: complete Miss Muffet variation S: CLL1.4a, CLL5.4e	Book #1: <i>Little Bo Peep</i> vocabulary=wags Who else wags tail? What does it mean? S: CLL1.4a	Book #1: <i>Little Boy Blue</i> vocabulary = meadow, haystack S: CLL4.4d, CLL6.4b	Book #1: <i>Tales to Read Together</i> (Bo Peep & Boy Blue) S: CLL5.4c
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Monday: Begin by having everyone look closely at the pictures in the book or poster. Ask, "Does anyone have a guess at what this poem is about?" Introduce new vocabulary – "In this poem the little girl sits on a tuffet. A tuffet is a small stool or a mound of grass. She is eating curds and whey. That means she is eating a soft cheese." Read the poem slowly and point to the words. Then invite the children to read it again with you. Add motions or sound effects. Let children know that they will be doing lots of activities this week with *Little Miss Muffet* and with spiders.

Tuesday: Read this variation of *Little Miss Muffet*.

*Little Miss Muffet sat on a tuffet
Eating her curds and whey
Along came a spider and sat down beside her
And this is what she had to say.....*

Discuss what Miss Muffet might say to the spider. Record some of the suggestions on chart paper. Then change the last line to read “and this is what he had to say” and talk about what the spider might have said.

Wednesday: Begin by having everyone look closely at the pictures in the book or poster. Ask, “Does anyone have a guess at what this poem is about?” Introduce new vocabulary – “In this poem the sheep wag their tails. They move them back and forth very quickly.” Have the children stand and wag their hips back and forth. Ask, “Who else wags their tail? What does it mean?” Read the poem slowly and point to the words. Then invite the children to read it again with you. Add motions or sound effects.

Thursday: Follow the same process to introduce *Little Boy Blue* to the children. Explain vocabulary – horn, meadow and haystack. Read the poem slowly and point to the words. Then invite the children to read it again with you. Add motions or sound effects. Talk about why Little Boy Blue was in trouble – the sheep and the cows got away and went where they weren’t supposed to go.

Friday: Read about Little Bo Peep and Little Boy Blue from *Mother Goose Tales to Read Together*.

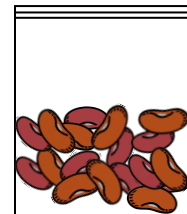
MUSIC AND MOVEMENT

Large Group/ Opening Activity 8:00-8:30	Music with Movement: Rhymin' to the Beat V2 "Little Miss Muffet" S: PDM5.4a, CR3.4a	Music with Movement: "Bean Bag Boogie II" Greg and Steve (use props) S: PDM5.4a, CR1.4a	Music with Movement: Rhymin' to the Beat V2 "Little Bo Peep" S: PDM5.4a, CR3.4a	Music with Movement: Rhymin' to the Beat V2 "Little Boy Blue" S: PDM5.4a, CR3.4a	Music with Movement: paper plate dance OR plate skate S: PDM5.4a, CR3.4a
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Monday/Wednesday/Thursday: Follow directions to dance and act out nursery rhymes.

Tuesday: Use props with a music and movement activity. You can make home-made bean bags with heavy-weight plastic sandwich bags. Fill about ½ full with beans and tape closed with duct tape.

Friday: Bring out the paper plates for dancing or skating.



SMALL GROUPS

Over the last weeks you have seen examples of a variety of different strategies to group children for instruction. Here’s another one to try. Create independent groups based on assessment data and plan for the teacher-directed groups to be activities that everyone will do. You might introduce a new art material, teach a new math game, conduct a science experiment or gather some initial information on indicators you have not observed. Here are some examples:

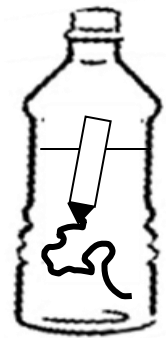
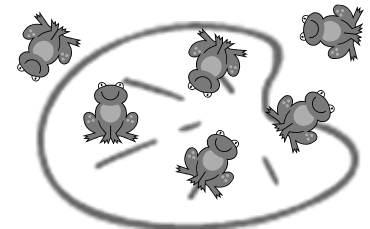
Teacher directed	Activity: <i>Introduce new art material or math game or conduct science exploration</i>	Activity: <i>Introduce new art material or math game or conduct science exploration</i>	Activity: <i>Introduce new art material or math game or conduct science exploration</i>	Activity: <i>Introduce new art material or math game or conduct science exploration</i>	Activity: <i>Introduce new art material or math game or conduct science exploration</i>
	Students: Group 2	Students: Group 3	Students: Group 4	Students: Group 5	Students: Group 1
	S: <i>fill in appropriate indicator</i>	S: <i>fill in appropriate indicator</i>	S: <i>fill in appropriate indicator</i>	S: <i>fill in appropriate indicator</i>	S: <i>fill in appropriate indicator</i>

ART

- Create “puffy paint” by mixing equal parts of shaving cream and white glue. Spread on paper with a wooden craft stick. *CR2.4a*
- Show children how to use crayons and watercolors together. Draw a picture with black crayon, using it to make the outlines only. Then fill in the spaces with watercolors. *CR2.4a*

MATH

- Play the **ON-OFF GAME** to develop counting skills. Provide small mats about the size of coasters. You can use clip art to create them or use the note pads found in teacher supply stores. Use small erasers, buttons or centimeter cubes for counters. Hold the counters in one hand and spill them over the mat. Then count the ones that are ON the mat and the ones that are OFF the mat. Children love to do this over and over. Ask some comparison questions, “Are there more on the mat, more off the mat or are they the same?” Watch the Best Practices podcast “*Math in a Minute: the On Off Game*” for more information. *MA2.4b, MA1.4c, MA1.4d*
- Play **COUNT TO 100**. Draw a 10x10 grid on poster board – this gives you 100 spaces. Provide children with a number cube and small counters (erasers, unifix cubes or plastic spiders, for example). Roll the number cube and place that many counters in the squares. You may place them anywhere on the board. When the board is filled, the game is won. Hooray! *MA2.4b, MA1.4c, MA1.4b*
- Play **SHAPE BINGO** or go on a **SHAPE SEARCH**. Give children a construction paper shape and have them search in the classroom to find an object that matches – for example, a book (rectangle) or the face of a cylinder block (circle). *MA6.4a*

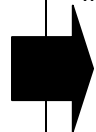


SCIENCE

- Collect clear plastic water bottles and some used, water-based markers for a simple science exploration. Fill the bottle with water about $\frac{3}{4}$ full and place the marker inside, point side down. Watch carefully. Record your observation. Give children a data sheet with the outline of the bottle already drawn and invite them to record what they see happening inside the bottle. *SC1.4a, SC1.4c*

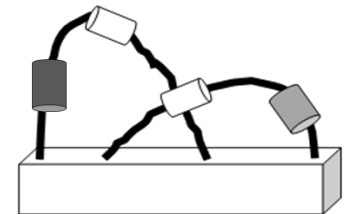
Teacher directed	Activity: <i>small group reading</i>	Activity: <i>small group reading</i>	Activity: <i>small group reading</i>	Activity: <i>small group reading</i>	Activity: <i>small group reading</i>
	Students: Group 4	Students: Group 5	Students: Group 1	Students: Group 2	Students: Group 3
	S: <i>fill in appropriate indicator</i>	S: <i>fill in appropriate indicator</i>	S: <i>fill in appropriate indicator</i>	S: <i>fill in appropriate indicator</i>	S: <i>fill in appropriate indicator</i>

The second teacher-directed group could be a small group reading activity. Choose a book that is related to the topic (a non-fiction book about spiders, for example) or one that lets you discuss story structure using the story symbols. Plan a follow-up activity.

	Independent	Activity: <i>assessment-based activity</i>	Activity: <i>assessment-based activity</i>	Activity: <i>assessment-based activity</i>	Activity: <i>assessment-based activity</i>	Activity: <i>assessment-based activity</i>
		Students: Group 1	Students: Group 2	Students: Group 3	Students: Group 4	Students: Group 5
		S: <i>fill in appropriate indicator</i>	S: <i>fill in appropriate indicator</i>	S: <i>fill in appropriate indicator</i>	S: <i>fill in appropriate indicator</i>	S: <i>fill in appropriate indicator</i>

This is the assessment-based group. Carefully review your assessment data and place children in one of 5 groups based on what skills they need to practice. You might have some children who need to work on cutting or another group that needs some counting or writing practice. Choose independent activities based on these needs. Here are some ideas for fine-motor practice.

- **PLAYDOUGH PEOPLE:** Provide playdough, wiggly eyes, chenille stems and fabric squares. Children create characters from playdough and add features. *PDM6.4a*
- **IT'S A-MAZING:** Show children how to thread small beads onto chenille stems. Then place the ends of the stems into blocks of recycled Styrofoam or the holes in a pegboard. *PDM6.4b*



Provide additional independent activities for the other groups.

Independent	Activity:	Activity:	Activity:	Activity:	Activity:
	Students: Group 3	Students: Group 4	Students: Group 5	Students: Group 1	Students: Group 2
	S: <i>fill in appropriate indicator</i>	S: <i>fill in appropriate indicator</i>	S: <i>fill in appropriate indicator</i>	S: <i>fill in appropriate indicator</i>	S: <i>fill in appropriate indicator</i>

Independent	Activity:	Activity:	Activity:	Activity:	Activity:
	Students: Group 5	Students: Group 1	Students: Group 2	Students: Group 3	Students: Group 4
	S: <i>fill in appropriate indicator</i>	S: <i>fill in appropriate indicator</i>	S: <i>fill in appropriate indicator</i>	S: <i>fill in appropriate indicator</i>	S: <i>fill in appropriate indicator</i>

STORY TIME

9:00-9:15	Book #2: <i>Teeny Tiny Spider</i> S: CLL5.4a	Book #2: <i>Tales to Read Together</i> (Miss Muffet) S: CLL5.4c	Book #2: <i>There Was an Old Lady Who Swallowed a Fly or The Very Busy Spider</i> S: CLL5.4c	Book #2: <i>Little Blue and Little Yellow</i> S: CLL6.4b	Book #2: Rhyme Review S: CLL6.4b
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Monday: Before reading this poem, ask children to predict what they think it might be about. Use a plastic spider as a prop as you read the poem. Let the children know that they will be singing a song later today and they will get to use plastic spiders, too.

The teeny tiny spider began to crawl on me.

I found him sitting on my leg, to be exact, my knee.

The teeny tiny spider crawled upon my chest.

This was such a long trip, he took a little rest.

The teeny tiny spider crawled upon my finger.

He landed on my thumb, but he didn't want to linger.

I helped him crawl up to my face and placed him on my nose,

Then he lost his balance and fell down on my toes.

The teeny tiny spider went upon his way.

He'd clearly had enough of crawling 'round today.

Tuesday: Remind children of their discussion this morning about what Miss Muffet and the spider might say. Read “Miss Muffet” from *Tales to Read Together*. Show them the picture of the tuffet – in this version it’s a small mound of grass.

Thursday: Before reading *Little Blue and Little Yellow*, ask, “What other stories or poems have we read that have the word ‘little’ in them?”

Friday: Recite rhymes from the previous week as well as the ones from this week.

OUTSIDE TIME

9:15-9:45	Materials and/or activity choices for outdoor play: binoculars or magnifying glasses; jump ropes
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TRANSITION ACTIVITY

9:45-10:00	Activity: "Tony Chestnut" "There's a Spider on the Floor" S: SC3.4c, CLL1.4b, PDM5.4a	Activity: "Shakey Shakey" The Wiggles; "Shake it Up High" S: CLL1.4b, PDM5.4a	Activity: "Hokey Pokey"; "Spider on the Floor" S: CLL1.4b, PDM5.4a	Activity: "Noble Duke of York" S: CLL1.4b, PDM5.4a	Activity "Tooty Ta" "Itsy Bitsy Spider" S: CLL1.4b, PDM5.4a
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Monday: After moving to "Tony Chestnut," naming and pointing to body parts, bring out some plastic spiders and act out this fun song. Sit down on the floor with legs straight out in front and the spider on the floor beside you. As the body parts are named, move the spider to the appropriate spot. Oh no, there's a spider on my knee! Tune: *If You're Happy and You Know It*

*There's a spider on the floor, on the floor.
There's a spider on the floor, on the floor.
There's a spider on the floor.
Who could ask for anything more?
There's a spider on the floor, on the floor.*

*Now the spider's on my leg, on my leg.
Oh the spider's on my leg, on my leg.
Oh, he's really, really big- this old spider on my leg.
There's a spider on my leg, on my leg.*

*Now the spider's on my knee, on my knee.
Oh the spider's on my knee, on my knee.
Oh fiddle-dee-dee! Oh, woe is me!
There's a spider on my knee, on my knee.*

*Now the spider's on my chest, on my chest.
Now the spider's on my chest, on my chest.
Oh I'd give him a big squish
But it might make a mess.
Oh the spider's on my chest, on my chest.*

*Now the spider's on my neck, on my neck.
Oh the spider's on my neck, on my neck.
Oh, I'm gonna be a wreck, I've got a spider on my neck.
There's a spider on my neck, on my neck.*

*Now the spider's on my face, on my face.
Oh, the spider's on my face, on my face.
Oh, what a big disgrace, I've got a spider on my face.
There's a spider on my face, on my face.*

*Now the spider's on my head, on my head.
Oh, the spider's on my head, on my head.
Oh, I need to go to bed.
I've got a spider on my head.
There's a spider on my head, on my head.*

(shout) JUST KNOCK IT OFF!

*There's a spider on the floor, on the floor.
There's a spider on the floor, on the floor.
There's a spider on the floor.
Who could ask for anything more?
There's a spider on the floor, on the floor.*

Thursday: This traditional tune leads to much out-of-breath laughing. Begin slowly and build up speed with each verse. Tune: *Farmer in the Dell*

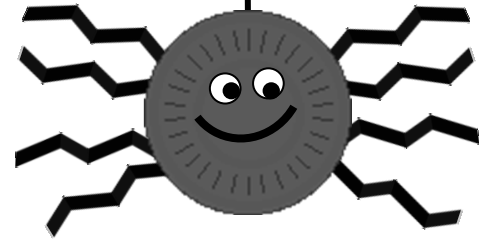
*The noble Duke of York, he had ten thousand men
He marched them to the top of the hill
And marched them down again
And when you're up you're up
And when you're down, you're down
And when you're only half-way up
You're neither up nor down.*

(march in place to the beat)
(keep marching and stretch up tall)
(keep marching and squat down slightly)
(stop marching and stand up)
(squat all the way down)
(bend knees and stop halfway between standing and squatting)
(on the word "up" - stand up; on the word "down"- squat down)

LARGE GROUP LITERACY

10:00-10:15	Large Group Literacy: act out <i>Miss Muffet</i> S: CLL5.4b, CR4.4a	Large Group Literacy: act out <i>Miss Muffet</i> S: CLL5.4b, CR4.4a	Large Group Literacy: <i>Little Bo Peep</i> Have you ever lost something? S: CLL1.4c	Large Group Literacy: compare Bo Peep and Boy Blue S: CLL5.4c	Large Group Literacy: act out nursery rhyme of choice S: CLL5.4b, CR4.4a
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Monday/Tuesday/Friday: Use simple props to act out nursery rhymes. For *Miss Muffet* all you need is a tuffet (put a pillow on top of a hollow block), a plastic bowl and spoon (for the curds and whey) and a spider. Make one from a black paper plate and strips of construction paper folded accordion-style. Add eyes and a long string for dangling. Recite the poem slowly to give the actors time to do the motions and sound effects.



Decide on an impartial way to choose who gets to participate. Here's one method for keeping track. Write each child's name on a clothespin and put all the pins in a large can. Draw out enough names for one performance and clip them to the rim of the can. Next time, draw more clothespins. Remind children whose pins are on the outside of the can that they have had a turn already. Once everyone has had a turn (over several days, if necessary), replace all the clips in the can and start over.

Wednesday: Remind children that Little Bo Peep lost her sheep. Ask, "Have you ever lost something? How did you feel? What happened?" As an alternative to having everyone share individually, suggest that they turn and tell a friend what they lost.

Thursday: Compare *Little Bo Peep* and *Little Boy Blue*. What things are the same in each story? What things are different?

PHONOLOGICAL AWARENESS

11:30-11:45	Phonological Awareness: "Itsy Bitsy Spider" with different voices S: CLL6.4a	Phonological Awareness: "Alligator Pie" S: CLL6.4a	Phonological Awareness: Rhyme Time Lotto (pocket chart) S: CLL6.4b	Phonological Awareness: <i>Sheep in a Jeep</i> S: CLL6.4b	Phonological Awareness: "Higgledy Piggledy" w/nursery rhyme cards S: CLL6.4e
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Monday: Recite "The Itsy Bitsy Spider" then change the words and your voice – "The GREAT BIG spider went up the water spout." Add big motions and sound effects, clapping your hands together loudly as the spider goes up the spout. Ask children to suggest different voices and ways of going up the spout.

Wednesday: Gather a set of rhyming cards and your pocket chart. You can work with these materials in various ways; here’s one example. Place a set of 4-5 cards across the bottom of the chart. Then place a match to one of the cards at the top. Invite a child to come up and find the match.

Friday: Play “Higgledy Piggledy” with nursery rhyme word cards. Have a child draw a card and ask the question, “Higgledy Piggledy Bumble Bee, will you say the word for me?” The child responds with the word on the card. “Fiddle – get ready to clap it!”

STORY TIME

12:15-12:30	Book #3: <i>Choose book based on children’s interests or another book related to topic</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: child choice <i>Child chooses book; preview before reading</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: <i>Choose book based on children’s interests or another book related to topic</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: child choice <i>Child chooses book; preview before reading</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: <i>Choose book based on children’s interests or another book related to topic</i> S: <i>Select GELDS indicator based on reason for reading book</i>
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ADDITIONAL INSTRUCTIONAL ACTIVITIES

Planning for Additional Instructional Activities (story times, music/movement, transitions, large group meetings, etc) This space is provided for optional use to document additional instructional activities planned throughout the week.

1:30-2:00	Activity: table activities, writing center, LEGOS also: spider stamping w/tempera paints S: APL1.4b, CR2.4a	Activity: table activities, writing center, LEGOS also: spider stamping w/tempera paints S: APL1.4b, CR2.4a	Activity: table activities, writing center, LEGOS make stand-up sheep S: APL1.4b, PDM6.4c	Activity: table activities, writing center, LEGOS make stand-up sheep S: APL1.4b, PDM6.4c	Activity: table activities, writing center, LEGOS make stand-up sheep Cooking: taste "curds & whey" S: APL1.4b, PDM6.4c, PDM2.4a
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In addition to regular table activities and the writing center, provide the following:

Monday/Tuesday: Show children how to make spider art with black tempera paint and an old paint brush. Push the brush straight down on the paper to make a spider-shaped blob. Repeat as often as desired.

Or you can make spiders from thumbprints – just add a head and 8 legs



Wednesday/Thursday: Make sheep with clothespin legs and cotton ball fleece. Provide sheep bodies cut from heavy paper or cardboard and have children glue on cotton balls. Attach some clothespin legs and you're all set. During block play, they can hide their sheep for others to find.

Friday: Taste "curds and whey." Scoop a spoonful of cottage cheese on a plate and eat. Some children may want to add a little crushed pineapple.



CLOSING

<p>2:10-2:30</p>	<p>Closing Activity: Learning Station "Itsy Ditsy Spider" Daily News Goodbye Song</p> <p>S: APL5.4b, CLL8.4b, CLL8.4c</p>	<p>Closing Activity: "What did you do today?" (items in pail) Daily News Goodbye Song</p> <p>S: APL5.4b, CLL8.4b, CLL8.4c</p>	<p>Closing Activity: Hide and Seek (sheep) Daily News Goodbye Song</p> <p>S: APL5.4b, MA5.4a, CLL8.4b, CLL8.4c</p>	<p>Closing Activity: Guess the Nursery Rhyme (props in a box) Daily News Goodbye Song</p> <p>S: APL5.4b, CP2.4c, CLL8.4b, CLL8.4c</p>	<p>Closing Activity: "Mother Goose Party" Daily News "Next week we will..." Goodbye Song</p> <p>S: APL5.4b, CLL8.4b, CLL8.4c</p>
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Monday: Lead off closing group with The Learning Station's "Itsy Ditsy Spider," a fun take on a familiar classic.

Tuesday: Place several items from the day's activities in a pail – a paintbrush, bead & chenille stem, plastic spider and a bean bag, for example. Pull out item and say "If you worked with _____ today, stand up," or "If you used _____ today, touch your head."

Wednesday: Place several clothespin sheep near the large group area, but in view of the children (on top of the CD player, for example, or on the rail of the Big Book stand). Ask them to tell you where the "lost" sheep are, using positional words.

Thursday: Put some props related to various nursery rhymes in a bag or box. Show the children the prop (a plastic cow, for example) and ask them to recall what nursery rhyme it represents. Encourage them to recite that rhyme – "The cow jumped over the moon!"

Friday: Give children a sneak peek at next week's topic. Give a verbal hint – for example, "We will learn about an author who writes about insects." (Eric Carle)

Or show a prop, such as a mitten and say, "Next week we will read about an adventure some animals had with a mitten" (Jan Brett).

PLANNING FOR ASSESSMENT

	MATRIX	PHOTOS with descriptor	OBSERVATIONAL NOTES	WORK SAMPLES
MON	small group - math	acting out nursery rhymes - LGL	sharing weekend with class mascot	small group - art or science
TUES	small group - math	acting out nursery rhymes - LGL	responses to Story Time questions	small group - art or science
WED	small group - math		responses to Story Time questions	small group - art or science
THUR	small group - math			small group - art or science
FRI	small group - math	acting out nursery rhymes - LGL		small group - art or science

It is helpful to note who will be responsible for collecting the documentation.

Be sure to edit the template to match the activities you choose.

MATRIX: If you are doing math activities in small group this week, you may be able to use a matrix to capture information. Some possible observable behaviors might include:

- counts sets 1-5 (or 1-10) using 1:1 – WSS MT B1 (counts with understanding)
- recognizes numerals 1-5 (or 1-10) – WSS MT B1 (counts with understanding)
- recognizes shapes in the environment – WSS MT D2 (begins to recognize and describe the attributes of shapes)
- matches shapes (Shape BINGO) – WSS MT D2 (begins to recognize and describe the attributes of shapes)

PHOTOS: Take photos of children acting out nursery rhymes in Large Group Literacy (WSS A A2 – participates in creative movement, dance and drama; WSS LL D1 – represents ideas and stories through pictures, dictation and play).

NOTES: Recording children’s responses to questions during Story Time gives you information for rating many indicators. For example: WSS LL A1 (gains meaning by listening), WSS LL B3 (uses expanded vocabulary and language for a variety of purposes), WSS LL C3 (shows appreciation and understanding of books and reading), and WSS LL C4 (recounts some key ideas and details from text.)

WORK SAMPLES: Collect art work in new media (puffy paint, crayon and watercolors) to document WSS A A3 (uses a variety of art materials for tactile experience and exploration) or science drawings to help you rate WSS ST A4 (communicates experiences, observations and ideas with others through conversation, representations and/or behavior).



CHECKLIST: Remember that assessment should be part of the daily routine. Be sure to upload documentation throughout the week and make ratings whenever possible. Recording what children say in all the open-ended nursery rhyme activities gives you many opportunities for linking to multiple indicators.

WEEKS TEN & ELEVEN: IMPLEMENTING AN AUTHOR STUDY IN PRE-K

Lesson Plans for Weeks 10-11 will guide you through planning and implementing an author study in your classroom. You may choose to do this study now or later in the year. We have used Small Group Template #3 but you may also use Template #4; choose the one that best fits the needs of your class. Remember that you must attach an appropriate GELDS indicator to each lesson. There is a list of suggested authors and titles; feel free to substitute as needed. Be sure to read the following guidelines first.

WHY DO AN AUTHOR STUDY?

- An author study focuses children on the processes of writing and illustrating, encouraging them to become writers and illustrators themselves.
- An author study builds *critical* thinking skills. Guiding children to see the connections between books by the same author encourages comparing and contrasting, as well as providing opportunities for prediction.
- An author study builds *creative* thinking skills, giving children practice in brainstorming and flexible thinking.
- An author study boosts information literacy skills. Learning facts about an author helps children relate books to the real-life people and events that inspired them.

HOW TO CHOOSE AN AUTHOR

- Select an author who is also the illustrator of the books or who has another person consistently create the pictures for the books. Because Pre-K children focus much more on illustrations than on the plot, this is how they initially see connections between books. *Brown Bear, Brown Bear* by Bill Martin and *The Very Hungry Caterpillar* by Eric Carle seem very similar to children, even though they are by different authors. This is because Eric Carle is the illustrator of both books. On the other hand, *Night Noises* and *Zoo-Looking*, both by Mem Fox, look very different; they are illustrated by different people. Mem Fox would be a better choice as the subject of an author study for older children.
- Look for books that have a consistent pattern to begin your author study. For example, Laura Numeroff has written a number of books for her *If You Give a...* series. These would be a good place to start. After children are familiar with the pattern and can easily identify them as being by the same author, you can introduce a book that doesn't fit the pattern – *What Mommies Do Best*, for example. After reading several of Mo Willems' *Pigeon* books, you can introduce *Knuffle Bunny* and have children look at similarities and differences.
- Consider other aspects of your curriculum. If you are working on colors, shapes and numbers, then Lois Ehlert would be a good choice. Books like *Color Zoo*, *Fish Eyes* and *Planting a Rainbow* offer lots of opportunities to focus on these basic skills. Consider the time of year. Many of Jan Brett's books, like *The Hat*, *The Mitten* and *Gingerbread Baby*, are set in cold climates where there is snow. You might want to implement this author study in winter when children are bundling up for the cold. Tying your author study to a theme is a good idea as well. Eric Carle's books naturally lend themselves to a Spring unit on insects, while Ezra Jack Keats and Kevin Henkes' books are a good choice for a focus on self and family.
- Check out the author's website. If you regularly use computers in your classroom, you may want children to do some of the games and activities. For example, go to www.mowillems.com to download directions for drawing Pigeon, as well as interactive games. Websites are also good sources of biographical information about the author.

PLAN TO CELEBRATE

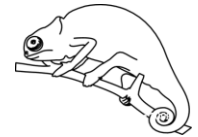
Give children a chance to respond to what they have learned. You might dramatize one of the books; act out *The Pigeon Wants a Hotdog*, for example. Create a class display of art based on the illustrator's style. Try collage work a la Eric Carle or Lois Ehlert. Write some original stories

or create a class book – *If You Give a Snake a Snack*, for example. Invite parents to an Author Party and showcase children’s work. Give children the role of explaining the displays. Write a letter to the author, telling her what you enjoy about her books.

CHANGES TO THE ENVIRONMENT

Make changes to the environment based on the author you pick for your study. Here are some general guidelines:

- Include as many **books** as possible by the author, including multiple copies of the same book. Check your media center or local library for copies, or ask parents to loan ones they might have at home.
- Add a **display** featuring the author. Use a poster board, a portion of your bulletin board or a tri-fold board. Include the author’s picture and facts about his life, as well as some book covers. Add to the display with work that the children have done.
- Add **word cards** to the writing center. Be sure to include name cards for characters from the books as well as the author’s name and picture. Simple stencils are also a good choice, as well as real-life items like recycled birthday cards and invitations (*Letter to Amy* by Ezra Jack Keats and *Happy Birthday Mouse* by Laura Numeroff).
- Change your **Science** and **Math** centers. Set out color paddles and small zoo animals to accompany *Color Zoo* by Lois Ehlert or add a Go-Fish game with colorful fish to go along with *Fish Eyes*. Create math manipulatives such as *Grouchy Ladybug* counters or *The Mitten* on-off game.
- Change your **sensory table** by adding a different material or props. Add various sizes of milk cartons (1/2 gallon, quart, pint and ½ pint) to go along with *If You Give a Mouse a Cookie* by Laura Numeroff, or an assortment of colorful flowers for *Planting a Rainbow* by Lois Ehlert.
- Add materials to the **Art** area that will allow children to try out the illustration style of the artist. Brightly colored papers, hole punchers and wavy-edged scissors, for example, support Lois Ehlert’s collage style. Or black markers and watercolors for Kevin Henkes.
- Add props to the **playdough** area. Light brown playdough, some spatulas and cookie sheets will encourage lots of pancake play (*If You Give a Pig a Pancake*) and white playdough with buttons and fabric scraps will lead to a variety of snowmen in the style of Lois Ehlert (*Snowballs*).
- Include **props** for re-telling the stories. Simple stick or bag puppets are a good choice. Add characters from Ezra Jack Keats’ stories to the block center to encourage building a city setting. Add some quarters and sunglasses to a purple purse for *Lily’s Purple Plastic Purse* by Kevin Henkes. Draw the outline of a chameleon (*The Mixed-Up Chameleon*) on a piece of clear laminate or transparency and attach to a craft stick for a fun puppet. Hold the chameleon in front of your shirt or lay him on the carpet and he blends right in! Consider more elaborate props as well. It’s fun to assemble all the props for retelling *If You Give a Pig a Pancake* by Laura Numeroff, including tap shoes, an empty syrup bottle and some wallpaper scraps.



Reading Area	Writing Area	Science Area	Math Area
Materials to promote literacy development: Topic related books added to reading area:		Materials to promote literacy development: Sensory table material (includes tools to use such as scoops, funnels, cups)	Materials to promote literacy development: Real/found:
Art Area	Listening Area	Dramatic Play Area	Block Area
Materials to promote literacy development:	Books with corresponding tape/CD:	Materials to promote literacy development: Dramatic play setting and props: Prop box/additional play theme:	Materials to promote literacy development: Real/found:

SUGGESTED AUTHORS and TITLES for AUTHOR STUDY (weeks 10-11)

Although the activities described in the handbook are based on these books, these are suggested authors and titles only. If desired, you may choose another author or substitute titles as needed. Refer to the guidelines before making your choices.

Lois Ehlert

Eating the Alphabet
Fish Eyes
Color Zoo
Planting a Rainbow
Leaf Man
Snowballs

Kevin Henkes

Jessica
Chrysanthemum
Owen
Wemberly Worried
Shelia Rae, the Brave
Lily's Purple Plastic Purse

Ezra Jack Keats

The Snowy Day
Peter's Chair
Whistle for Willie
A Letter to Amy
Jennie's Hat
Over in the Meadow

Eric Carle

The Very Hungry Caterpillar
The Very Lonely Firefly
The Very Busy Spider
The Very Quiet Cricket

The Grouchy Ladybug
The Mixed-Up Chameleon
A House for Hermit Crab

Mo Willems

Don't Let the Pigeon Drive the Bus
The Pigeon Finds a Hotdog
Don't Let the Pigeon Stay Up Late
Knuffle Bunny
Knuffle Bunny Too

Laura Numeroff

If You Give a Mouse a Cookie
If You Give a Pig a Pancake
If You Give a Moose a Muffin
If You Give a Dog a Donut
Happy Birthday Mouse!
What Mommies Do Best/What Daddies Do Best

Jan Brett

The Mitten
The Hat
Gingerbread Baby
Trouble with Trolls
Annie and the Wild Animals

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Large Group/ Opening Activity 8:00-8:30	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance/child shares weekend w/mascot Message: <i>choose symbol to represent something happening today</i> S: APL5.5.4b, CLL8.4d, CLL4.4c	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message: <i>choose symbol to represent something happening today</i> S: APL5.5.4b, CLL8.4d	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message: <i>choose symbol to represent something happening today</i> S: APL5.5.4b, CLL8.4d	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message: <i>choose another symbol to represent something happening today</i> S: APL5.5.4b, CLL8.4d	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance/Choose child to take home mascot Message: cooking S: APL5.5.4b, CLL8.4d
	Book #1: <i>insert title of book</i> Read book by selected author S: CLL5.4a, CLL5.4c <i>insert appropriate indicator (s)</i>	Book #1: <i>insert title of book</i> Review book from yesterday; introduce author/illustrator S: CLL5.4d <i>insert appropriate indicator (s)</i>	Book #1: <i>insert title of book</i> Review two books - compare S: CLL5.4c <i>insert appropriate indicator (s)</i>	Book #1: <i>insert title of book</i> Read book; connect to author's real life S: CLL5.4d <i>insert appropriate indicator (s)</i>	Book #1: <i>insert title of book</i> Re-read book; ask children to recall major points S: CLL5.4c <i>insert appropriate indicator (s)</i>
	Music with Movement: <i>recorded music - cd</i> S: : PDM5.4a, CR1.4a <i>insert appropriate indicator (s)</i>	Music with Movement: <i>live music/sing or chant</i> S: : PDM5.4a, CR1.4a <i>insert appropriate indicator (s)</i>	Music with Movement: <i>recorded music - cd</i> S: : PDM5.4a, CR1.4a <i>insert appropriate indicator (s)</i>	Music with Movement: <i>live music/sing or chant</i> S: : PDM5.4a, CR1.4a <i>insert appropriate indicator (s)</i>	Music with Movement: <i>recorded music - cd</i> S: : PDM5.4a, CR1.4a <i>insert appropriate indicator (s)</i>

8:30 -9:00 Small Group Time (see small group template for detailed plans)

9:00-9:15	Book #2: <i>book by selected author</i> S: <i>insert appropriate indicator (s)</i>	Book #2: S: <i>insert appropriate indicator (s)</i>	Book #2: S: <i>insert appropriate indicator (s)</i>	Book #2: S: <i>insert appropriate indicator (s)</i>	Book #2: S: <i>insert appropriate indicator (s)</i>
9:15-9:45	Materials and/or activity choices for outdoor play:				
9:45-10:00	Activity: <i>movement song then fingerplay to calm and focus</i> S: <i>insert appropriate indicator (s)</i>	Activity: <i>movement song then fingerplay to calm and focus</i> S: <i>insert appropriate indicator (s)</i>	Activity: <i>movement song then fingerplay to calm and focus</i> S: <i>insert appropriate indicator (s)</i>	Activity: <i>movement song then fingerplay to calm and focus</i> S: <i>insert appropriate indicator (s)</i>	Activity <i>movement song then fingerplay to calm and focus</i> S: <i>insert appropriate indicator (s)</i>
10:00-10:15	Large Group Literacy: S: <i>insert appropriate indicator (s)</i>	Large Group Literacy: S: <i>insert appropriate indicator (s)</i>	Large Group Literacy: S: <i>insert appropriate indicator (s)</i>	Large Group Literacy: S: <i>insert appropriate indicator (s)</i>	Large Group Literacy: S: <i>insert appropriate indicator (s)</i>

10:15-11:30 Center Time (11:15-11:30 Clean-up)

11:30-11:45	Phonological Awareness: S: <i>insert appropriate indicator (s)</i>	Phonological Awareness: S: <i>insert appropriate indicator (s)</i>	Phonological Awareness: S: <i>insert appropriate indicator (s)</i>	Phonological Awareness: S: <i>insert appropriate indicator (s)</i>	Phonological Awareness: S: <i>insert appropriate indicator (s)</i>
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11:45-12:15 Lunch Time

12:15-12:30	Book #3: <i>Choose book based on children's interests or another book related to topic</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: child choice <i>Child chooses book; preview before reading</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: <i>Choose book based on children's interests or another book related to topic</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: child choice <i>Child chooses book; preview before reading</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: <i>Choose book based on children's interests or another book related to topic</i> S: <i>Select GELDS indicator based on reason for reading book</i>
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12:30-1:30 Rest time

Planning for Additional Instructional Activities (story times, music/movement, transitions, large group meetings, etc) This space is provided for optional use to document additional instructional activities planned throughout the week.

1:30-2:00	Activity: table activities, writing center <i>add a topic-related activity</i> S: APL1.4b; CR2.4a <i>add appropriate indicator (s)</i>	Activity: table activities, writing center <i>add a topic-related activity</i> S: APL1.4b; CR2.4a <i>add appropriate indicator (s)</i>	Activity: table activities, writing center <i>add a topic-related activity</i> S: APL1.4b; CR2.4a <i>add appropriate indicator (s)</i>	Activity: table activities, writing center <i>add a topic-related activity</i> S: APL1.4b; CR2.4a <i>add appropriate indicator (s)</i>	Activity: table activities, writing center <i>add a topic-related activity</i> S: APL1.4b; CR2.4a <i>add appropriate indicator (s)</i>
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2:00-2:10 Snack and Pack

2:10-2:30	Closing Activity: <i>music or movement activity; connecting activity – review day; Daily News; goodbye song</i> S: <i>insert appropriate indicator (s)</i>	Closing Activity: <i>music or movement activity; connecting activity – review day; Daily News; goodbye song</i> S: <i>insert appropriate indicator (s)</i>	Closing Activity: <i>music or movement activity; connecting activity – review day; Daily News; goodbye song</i> S: <i>insert appropriate indicator (s)</i>	Closing Activity: <i>music or movement activity; connecting activity – review day; Daily News; goodbye song</i> S: <i>insert appropriate indicator (s)</i>	Closing Activity: <i>music or movement activity; connecting activity – review day; Daily News; goodbye song</i> S: <i>insert appropriate indicator (s)</i>
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***Small Group Instruction: See small group lesson plan page for the current week.**

Documentation of plans for collection of assessment will be reflected on lesson plan or optional *Planning for Assessment Template

Small Group Template Three

Teacher: Sample

Week of: #8

Suggested use: two teacher directed activities with two independent activities. As children grow independent they can work alone without consistent teacher support, allowing teachers to plan more needs based activities with both adults providing guidance.

.**Refer to the FAQ for Planning Instruction and the FAQ for Small Groups for further explanation.

**Documentation of small group reading (book title with brief description of the follow-up activity) is required one time weekly but may be planned more often.

Group	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher directed	Activity: <i>activity based on assessment</i> Students: Group 1 S: <i>fill in GELDS indicator</i>	Activity: <i>activity based on assessment</i> Students: Group 2 S: <i>fill in GELDS indicator</i>	Activity: <i>activity based on assessment</i> Students: Group 3 S: <i>fill in GELDS indicator</i>	Activity: <i>activity based on assessment</i> Students: Group 4 S: <i>fill in GELDS indicator</i>	Activity: <i>activity based on assessment</i> Students: <i>select one group 1-4; enrichment or remediation</i> S: <i>fill in GELDS indicator</i>
Teacher directed	Activity: <i>topic- based activity</i> Students: Group 2 S: <i>fill in GELDS indicator</i>	Activity: <i>topic- based activity</i> Students: Group 3 S: <i>fill in GELDS indicator</i>	Activity: <i>topic- based activity</i> Students: Group 4 S: <i>fill in GELDS indicator</i>	Activity: <i>topic- based activity</i> Students: Group 1 S: <i>fill in GELDS indicator</i>	Activity: <i>small group reading/activity</i> Students: S: <i>fill in GELDS indicator</i>
Independent	Activity: Students: Group 3 S: <i>fill in GELDS indicator</i>	Activity: Students: Group 4 S: <i>fill in GELDS indicator</i>	Activity: Students: Group 1 S: <i>fill in GELDS indicator</i>	Activity: Students: Group 2 S: <i>fill in GELDS indicator</i>	Activity: Students: S: <i>fill in GELDS indicator</i>
Independent	Activity: Students: Group 4 S: <i>fill in GELDS indicator</i>	Activity: Students: Group 1 S: <i>fill in GELDS indicator</i>	Activity: Students: Group 2 S: <i>fill in GELDS indicator</i>	Activity: Students: Group 3 S: <i>fill in GELDS indicator</i>	Activity: Students: S: <i>fill in GELDS indicator</i>

Planning for Individualization (use this space as needed)

Planning for individualization may be documented below or on the main page of the Lesson Plan Template

Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:
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OPENING

Large Group/ Opening Activity 8:00-8:30	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance/child shares weekend w/mascot Message: <i>choose symbol to represent something happening today</i> S: APL5.5.4b, CLL8.4d, CLL4.4c	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message: <i>choose symbol to represent something happening today</i> S: APL5.5.4b, CLL8.4d	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message: <i>choose symbol to represent something happening today</i> S: APL5.5.4b, CLL8.4d	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message: <i>choose another symbol to represent something happening today</i> S: APL5.5.4b, CLL8.4d	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance/Choose child to take home mascot Message: cooking S: APL5.5.4b, CLL8.4d
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Continue with the same routines and rituals during your opening group, introducing new songs and activities for variety. This may be a good time to introduce a new job or two. Jobs should be assigned impartially and offer everyone a chance to contribute to the classroom community. Ask children to suggest new jobs or responsibilities.

Remember to write a morning message that is concrete and relevant to something that will happen today. Choose symbols that convey the message and add supporting text. Make sentences short and begin them in the same way each time. "Today we will..." is a good pattern to use. Children will quickly learn this pattern and be able to read the message along with you. Some children will begin to read these words out of context, adding them to their sight word vocabulary.

Practice your penmanship. Text written for children should reflect correct letter formation and spacing. Use lines if that helps. Check out the writing method taught in Kindergarten and use that method in your Pre-K classroom. For example, if your schools teach D'Nealian handwriting, then use that style. Ask the Kindergarten teacher for samples.

STORY

Large Group/ Opening Activity 8:00-8:30	Book #1: <i>insert title of book</i> Read book by selected author S: CLL5.4a, CLL5.4c <i>insert appropriate indicator (s)</i>	Book #1: <i>insert title of book</i> Review book from yesterday; introduce author/illustrator S: CLL5.4d <i>insert appropriate indicator (s)</i>	Book #1: <i>insert title of book</i> Review two books - compare S: CLL5.4c <i>insert appropriate indicator (s)</i>	Book #1: <i>insert title of book</i> Read book; connect to author's real life S: CLL5.4d <i>insert appropriate indicator (s)</i>	Book #1: <i>insert title of book</i> Re-read book; ask children to recall major points S: CLL5.4c <i>insert appropriate indicator (s)</i>
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There are many ways you can approach the task of choosing books to read and what to focus on when you read. The number of books you have by the author will affect your decision, as well as how often during the day you read to children. Remember that you are focusing on the author as well as the books, so re-reading and discussing on many levels is appropriate. **NOTE: You may or may not choose to do the activities on the days listed but be sure to include them at some point during your author study.**

Monday: Begin by simply reading one of the author’s books. Be sure to point out the title of the book and the author/illustrator’s name on the cover. Use the words “author” and “illustrator” and explain them. “The author of this book is Kevin Henkes; he wrote the story. He also drew the pictures. He is the illustrator of the book.” Sing this song to the tune of “Oh My Darlin’ Clementine.”

*Who’s the author? Who’s the author?
Who’s the author of this book?
Kevin Henkes is the author
He wrote the story in this book.*

*Who’s the illustrator? Who’s the illustrator?
Who’s the illustrator of this book?
Kevin Henkes is the illustrator.
He drew the pictures in this book.*

Show the cover of the book and ask children to predict something about the story. For example, show the cover of *The Mitten* by Jan Brett and talk about where the mitten is pictured (in the woods, in the snow). Then ask, “How do you think the mitten got here?”

Tuesday: Plan to introduce the author. Find a picture of the author and print it to show children. Research the author’s life and choose a few simple facts to relate to children. Be sure to include facts that will help them understand the author’s work. For example, Eric Carle’s father took him on long walks when he was a boy. He pointed out the insects and other animals hidden in the grass and under rocks. Many of Eric Carle’s books are about these small creatures. Lois Ehlert’s father was a carpenter and her mother was a seamstress. As a child, they gave Lois scraps of fabric and wood to play with. Her love of collage began with those early experiences. You may want to make a simple chart story. Be sure to provide some picture support for the text.

Wednesday: After you’ve introduced the author and read a few of her books, the next step is to compare two of the books you have read. Encourage the children to look for similarities between the two books.

If you are studying Mo Willems, for example, you might compare *Don’t Let the Pigeon Drive the Bus* and *The Pigeon Finds a Hotdog*. As soon as you show the book covers, children will eagerly shout. “They’re both about Pigeon!” Reinforce their observations by saying “You’re right. Pigeon is a character in both books. He is the STAR of both stories.” Use “book words” to teach concepts about print as you guide the discussion. For example, you might say:



“Let’s look at the title of this book. Look at this word, (point to Pigeon). What do you think it says? You’re right. It says *Pigeon*.”
Read the title and point to each word - *Don’t Let the Pigeon* (pause for children to fill in) *Drive the Bus*.
Point to the other book and say, “Let’s look at this title. Do you see the word ‘Pigeon’ here? Yes – there it is!”
Read the title as you point to the words- *The Pigeon* (pause for children to fill in) *Finds a Hot Dog*.

Ask questions based on their observations.
For example, “Calvin, you said that the Pigeon’s picture is on the front of both books.
Why do you think the illustrator drew Pigeon’s picture on the cover?”

My name is Lois Ehlert.
I like to write books about nature.
My mother liked to sew.
My father was a carpenter.
They gave me leftover scraps of fabric and wood.
I used the scraps to make beautiful pictures.

Using the story symbols of STAR and GLOBE is another way to approach comparing the two books. Ezra Jack Keats' *The Snowy Day* and *Whistle for Willie* both feature Peter as the star of the story, and they both take place on the sidewalks of his city neighborhood.

You may want to encourage children to notice the style of illustration. The collage works of Lois Ehlert, Ezra Jack Keats and Eric Carle are visually striking and will make a good jumping off point for art explorations of your own.

Word patterns may also catch children's eyes. *The Very Hungry Caterpillar*, *The Very Busy Spider* and *The Very Quiet Cricket* by Eric Carle follow a predictable pattern. *Jessica*, *Owen* and *Chrysanthemum* by Kevin Henkes are one word titles that are also the character's names. Laura Numeroff's *If You Give a...* series is another good example of word patterns.

Thursday: Other lessons should help children relate facts they know about the author to his books. For example, one of the facts you may have noted about Kevin Henkes was that he liked to draw animals, especially mice. Say something like, "I was thinking about what we read the other day about our author – Kevin Henkes." Point to the sentence on the chart and read it together.

Kevin liked to draw mice.



"Let's think about our two books - *Chrysanthemum* and *Jessica*. What do you remember about the characters?" Guide children to realize that they both are mice. You could follow up with questions like, "What animals do you like to draw? Could you write a story about them?"

Friday: Re-read the books often, focusing on different aspects each time. During one reading, you might encourage children to read along with you. Another time, you might discuss vocabulary or point out details in the illustrations. Ask lots of 'thinking' questions. For example, "Why do you think the children made fun of Chrysanthemum's name?" Provide time for children to think and respond.

MUSIC WITH MOVEMENT

Music with Movement: <i>recorded music - cd</i>	Music with Movement: <i>live music/sing or chant</i>	Music with Movement: <i>recorded music - cd</i>	Music with Movement: <i>live music/sing or chant</i>	Music with Movement: <i>recorded music - cd</i>
S: : PDM5.4a, CR1.4a	S: : PDM5.4a, CR1.4a	S: : PDM5.4a, CR1.4a	S: : PDM5.4a, CR1.4a	S: : PDM5.4a, CR1.4a

Provide music with movement activities each day, making sure to focus on gross motor movement. Don't be afraid to repeat old favorites, and add in some new tunes as well. Talk with veteran teachers about their top picks. Choose action songs from your CD collection, but also remember to alternate recorded music with some "sing it yourself" tunes and chants. These give you an opportunity to consider children's input and interests – suggesting motions or adding new lyrics.

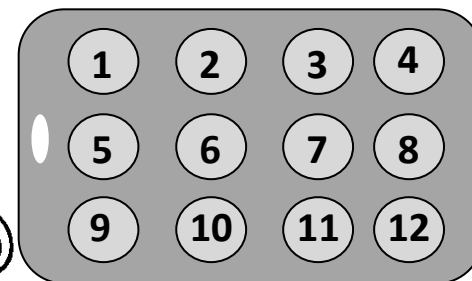
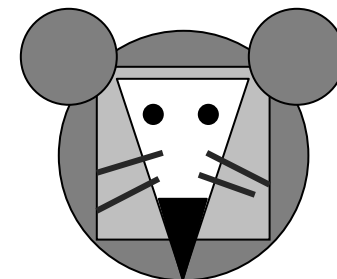
SMALL GROUPS

Group	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher directed	Activity: <i>activity based on assessment</i>	Activity: <i>activity based on assessment</i>	Activity: <i>activity based on assessment</i>	Activity: <i>activity based on assessment</i>	Activity: <i>activity based on assessment</i>
	Students: Group 1	Students: Group 2	Students: Group 3	Students: Group 4	Students: <i>select one group 1-4; enrichment or remediation</i>
	S: <i>fill in GELDS indicator</i>	S: <i>fill in GELDS indicator</i>	S: <i>fill in GELDS indicator</i>	S: <i>fill in GELDS indicator</i>	S: <i>fill in GELDS indicator</i>

Monday-Thursday:

Look over your assessment data and place the children into groups based on this information. For example, you may want to work on shapes (since you probably have minimal data in this area) or introduce some measuring activities. It is fine to relate your small group activities to your topic but it is not necessary. Sometimes the two fit well together, but don't try to force a match. You will do lots of activities based on your topic during other times of the day. Here are some ideas based on our author study books:

- *Color Zoo* by Lois Ehlert— give children a variety of brightly colored shapes and invite them to create animals reminiscent of the illustrations in the book. As they choose shapes and put them together to create faces and bodies, they are exploring the attributes of those shapes. Talk with them about why they chose a particular shape. Ask questions like, “Why did you pick a circle for the face?” “Tell me why triangles make good ears.”
- After reading *The Hat* by Jan Brett, use a small clothesline and clothespins as a prop for a variety of math activities. Children can hang cutouts of hats, scarves and mittens on the line in patterns, or roll a number cube and “hang up” that many items. More advanced children can use the clothesline to demonstrate simple number stories. “There were four mittens on the line. You hung up 2 more. How many mittens in all?”
- *Planting a Rainbow* by Lois Ehlert can help children focus on color as a basis for sorting and classifying. Children cut flowers from magazines and catalogs or draw ones of their own. After you have a class collection, sort by color and create a flower garden mural, with each color having its own section. Be sure that this beginning level sorting activity is appropriate for the children in the group.
- After reading *If You Give a Moose a Muffin*, use muffin tins for counting practice in the sensory table. Place a number in the bottom of each tin and provide each child with a small scoop or measuring spoon. Count out the matching number of scoops of sand or oatmeal to fill the tin.
- For fine motor practice as well as one-to-one correspondence, provide ice cream scoops and play dough along with an empty muffin tin. Encourage children to place a scoop in each space.



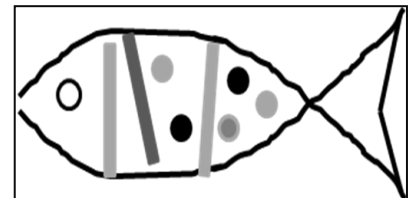
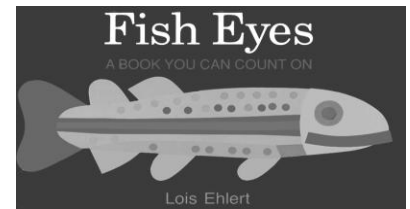
Friday: Choose one of the groups (1-4) for some practice or extension. Plan an activity that meets their needs.

Teacher directed	Activity: <i>topic- based activity</i>	Activity: <i>topic- based activity</i>	Activity: <i>topic- based activity</i>	Activity: <i>topic- based activity</i>	Activity: <i>small group reading/activity</i>
	Students: Group 2	Students: Group 3	Students: Group 4	Students: Group 1	Students:
	S: <i>fill in GELDS indicator</i>	S: <i>fill in GELDS indicator</i>	S: <i>fill in GELDS indicator</i>	S: <i>fill in GELDS indicator</i>	S: <i>fill in GELDS indicator</i>

Monday-Thursday:

The second teacher-directed activity might be an art exploration based on the illustration style of the author/illustrator. Here are some examples:

- Eric Carle – During Center time, create textured papers to use in collage work. There are a variety of techniques you can try. Paint on thin paper with watercolors, letting them bleed into each other. Paint with balled-up aluminum foil or sponges. Make rubbings using the flat side of broken crayons. Crumple paper first, and then paint on it. Collect the papers and sort them by color. During small group time, show children how Eric Carle used the papers to create his animals. Provide scissors and glue and encourage children to cut the paper and glue it on a background to make a variety of shapes or animals.
- Lois Ehlert – Show *Fish Eyes* and talk about how the artist created the fish. Notice how some shapes are glued on top and others are punched out so that the background shows through. Provide simple fish stencils, colorful paper, wavy-edged scissors, paper strips and hole punchers. Encourage children to create fish of their choice. Plan to group the fish together in a large wall display. Noting what children say as they talk about the artist and her work gives you information to rate WSS B1 (reponds to artistic creations.)
- Kevin Henkes – Show the illustrations from *Jessica* or *Wimberly Worried*. Show them how to draw a figure with a black crayon and then fill in the colors with watercolors. Encourage children to draw their favorite animals using this technique. Provide a simple mouse stencil for those who want to draw one of the characters from the book.
- Mo Willems – Check out the author’s website (www.mowillems.com) for directions on how to draw the Pigeon. The step-by-step instructions with accompanying pictures will interest many of your children and result in lots of Pigeon drawings and stories.



Friday:

Choose one group for a small group reading activity. Remember that you should read the book to this smaller group of children and conduct a follow-up activity. This could be a discussion about story elements – for example, identifying the main characters, or imagining a new ending. Or it could be an activity designed to teach content, such as a math game or a science exploration.

Independent	Activity: Students: Group 3 S: <i>fill in GELDS indicator</i>	Activity: Students: Group 4 S: <i>fill in GELDS indicator</i>	Activity: Students: Group 1 S: <i>fill in GELDS indicator</i>	Activity: Students: Group 2 S: <i>fill in GELDS indicator</i>	Activity: Students: S: <i>fill in GELDS indicator</i>
Independent	Activity: Students: Group 4 S: <i>fill in GELDS indicator</i>	Activity: Students: Group 1 S: <i>fill in GELDS indicator</i>	Activity: Students: Group 2 S: <i>fill in GELDS indicator</i>	Activity: Students: Group 3 S: <i>fill in GELDS indicator</i>	Activity: Students: S: <i>fill in GELDS indicator</i>

Monday-Friday: Independent activities should give children time to practice skills, as well as time to learn to work on a task and complete it on their own. By this time of year children need something specific to do. Instead of just giving them beads to string, ask children to string the beads in a pattern or to make a string as tall as they are. Create simple games that require minimal direction, such as LOTTO or BINGO games. Allowing children to move around the room within guidelines keeps them engaged and motivated. Be sure to give children clear directions on what to do when they finish their work. On Friday, give children a choice of several activities.

STORY TIME

9:00-9:15	Book #2: <i>book by selected author</i> S: <i>insert appropriate indicator (s)</i>	Book #2: S: <i>insert appropriate indicator (s)</i>	Book #2: S: <i>insert appropriate indicator (s)</i>	Book #2: S: <i>insert appropriate indicator (s)</i>	Book #2: S: <i>insert appropriate indicator (s)</i>
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Monday: For your second planned story time, read another book by your featured author. This will quickly build interest in your author study and serve as a basis for later discussion.

Tuesday-Friday: Continue to read books from your author study, if available. However, you may not have enough books to read a new story every time. Don't worry - a bit of variety is perfectly fine. You could choose a non-fiction book that reinforces concepts from small group, such as a counting book. You may decide to read a related book. For example, if you read *If You Give a Pig a Pancake* by Laura Numeroff during the morning story time, you could read *Pigs Aplenty*, *Pigs Galore* by David McPhail for this story time. Remember that the GELDS indicator should reflect the reason you are reading the book.

For example, if you will...

- ...have children compare the characters from the two stories
- ... focus on the rhyming text
- ...read the book and pause for questions
- ...compare what pigs in the story are doing to what real pigs do

then choose GELDS indicator:

- CLL5.4c (discusses books or stories read aloud and can identify characters and setting in a story)
- CLL6.4b (identifies and produces rhyming words)
- CLL1.4a (listens and responds on topic to...group discussions)
- CLL5.4d (makes real-world connections)

OUTDOOR TIME

9:15-9:45 Materials and/or activity choices for outdoor play:

Remember to offer children choices during outdoor play. Plan to add some new items for gross motor development, such as beach balls or the parachute. Also add a new learning material – sidewalk chalk or color paddles, for example.

TRANSITION

9:45-10:00	Activity: <i>movement song then fingerplay to calm and focus</i> S: <i>insert appropriate indicator (s)</i>	Activity: <i>movement song then fingerplay to calm and focus</i> S: <i>insert appropriate indicator (s)</i>	Activity: <i>movement song then fingerplay to calm and focus</i> S: <i>insert appropriate indicator (s)</i>	Activity: <i>movement song then fingerplay to calm and focus</i> S: <i>insert appropriate indicator (s)</i>	Activity: <i>movement song then fingerplay to calm and focus</i> S: <i>insert appropriate indicator (s)</i>
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Continue to choose moderately active games and activities for this important transition from vigorous outdoor play. Add a related fingerplay to further calm and focus children. Your goal is to channel the energy from active play into alert and attentive learning. Check out P.R.I.D.E. – the **Pre-K Resource and Idea Exchange** for more transition ideas. You can find this resource at <http://bestpractices.gsu.edu>, as well as on the Bright From the Start website.

LARGE GROUP LITERACY

10:00-10:15	Large Group Literacy: S: <i>insert appropriate indicator (s)</i>	Large Group Literacy: S: <i>insert appropriate indicator (s)</i>	Large Group Literacy: S: <i>insert appropriate indicator (s)</i>	Large Group Literacy: S: <i>insert appropriate indicator (s)</i>	Large Group Literacy: S: <i>insert appropriate indicator (s)</i>
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The purpose of this group time is to build and strengthen literacy skills. Focus on understanding story structure, shared reading and modeled writing, building vocabulary and dramatizing stories. Not all literacy skills can be easily taught with every book, so choose which ones best apply. Feel free to include books that are not part of your author study. Both teachers should be actively engaged in this important large group time.





Here are some examples:

- Use the story symbols to guide discussion of main character, setting and plot. Focus on one book or choose two to compare.
- Choose a character from one of the stories - the moose from *If You Give a Moose a Muffin* or Peter from *A Snowy Day*, for example. Place a picture of the character in the center of a piece of chart paper. Invite children to “tell us something we know about...” As they give their responses – “He liked muffins,” or “He played with a stick,” write them on the chart paper around the character.

- Act out the story or parts of the story. Children love to re-create Pigeon’s tantrum from *Don’t Let the Pigeon Drive the Bus*.
- Use simple props to sequence the story. Laura Numeroff’s *If You Give a Moose a Muffin* or *If You Give a Dog a Donut* are good ones to try.
- Have children join in and read parts of the story. Choose a recurring sentence or phrase, such as “but he was still hungry,” from *The Very Hungry Caterpillar*.
- Discuss interesting or unique vocabulary words. For example, ‘laundromat’ from *Knuffle Bunny* or ‘very’ from *The Very Quiet Cricket*.
- Choose a page from one of the books with detailed drawings and large text. Lois Ehlert’s books are a good choice. Invite children to “show me what you know.” Encourage them to point out details in the illustrations (“The snowman’s nose is a rock”), concepts (“You plant seeds in the ground”) and words or letters they know (“That word says squash”).

PHONOLOGICAL AWARENESS

11:30-11:45	Phonological Awareness: S: <i>insert appropriate indicator (s)</i>	Phonological Awareness: S: <i>insert appropriate indicator (s)</i>	Phonological Awareness: S: <i>insert appropriate indicator (s)</i>	Phonological Awareness: S: <i>insert appropriate indicator (s)</i>	Phonological Awareness: S: <i>insert appropriate indicator (s)</i>
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If you give a 	a _____	a 
If you give a 	a _____	a 
If you give a <u>bunny</u>	a _____	a <u>bagel</u>
If you give a <u>lion</u>	a _____	a <u>lollipop</u>
If you give a _____	a _____	a _____

Remember that phonological awareness activities should still be in the first part of the continuum – listening, rhyming, alliteration and syllables. The skill should be the focus of your lesson. If the activity can relate to one of your featured books, that’s a plus, but that shouldn’t be the deciding factor.

- For an activity that focuses on alliteration, come up with new titles for Laura Numeroff’s *If You Give a...* series. Write the words on chart paper with blanks as shown. Have children fill in the blanks with words that start with the same sound. You may want to provide pictures to give them a jump start. Remember, they don’t need to start with the same letter, just the same sound. “If you give a frog a French fry” and “If you give a kangaroo a carrot” are both examples of alliteration.
- After reading *Knuffle Bunny* by Mo Willems, practice listening skills with some “baby talk” of your own. Say several random syllables in a row – “goo goo ga ga bee ba boo” or “rabble, blabble, bleekle, sneekle” – and have the children repeat them back to you. After several rounds, invite children to lead the activity.

STORY TIME

12:15-12:30	Book #3: <i>Choose book based on children's interests or another book related to topic</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: child choice <i>Child chooses book; preview before reading</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: <i>Choose book based on children's interests or another book related to topic</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: child choice <i>Child chooses book; preview before reading</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: <i>Choose book based on children's interests or another book related to topic</i> S: <i>Select GELDS indicator based on reason for reading book</i>
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ADDITIONAL INSTRUCTIONAL ACTIVITIES

1:30-2:00	Activity: table activities, writing center <i>add a topic-related activity</i> S: APL1.4b; CR2.4a <i>add appropriate indicator (s)</i>	Activity: table activities, writing center <i>add a topic-related activity</i> S: APL1.4b; CR2.4a <i>add appropriate indicator (s)</i>	Activity: table activities, writing center <i>add a topic-related activity</i> S: APL1.4b; CR2.4a <i>add appropriate indicator (s)</i>	Activity: table activities, writing center <i>add a topic-related activity</i> S: APL1.4b; CR2.4a <i>add appropriate indicator (s)</i>	Activity: table activities, writing center <i>add a topic-related activity</i> S: APL1.4b; CR2.4a <i>add appropriate indicator (s)</i>
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In addition to your regular table activities and the writing center, you may want to provide some topic-related activities. Be sure to add the appropriate GELDS indicator to your lesson plan.

- Make a host of Eric Carle-inspired critters out of egg cartons. For a caterpillar, cut a cardboard egg carton in half lengthwise and paint green. Draw on eyes and make antennae with chenille stems. A spider takes two sections, painted black with chenille stem legs and wiggly eyes. Cut out one section of egg carton and paint red – add eyes and black spots for a ladybug.
- Make bird or squirrel feeders by stringing Cheerios on yarn. Roll a piece of masking tape around the end of the yarn to make a 'needle' and tie a Cheerio to the other end to keep the cereal from falling off.
- Provide real or fake leaves and a variety of collage materials to create your own Leaf Man. (*Leaf Man* by Lois Ehlert)
- Make pancakes or buy the kind you heat in a microwave. Add syrup or crushed pineapple as a topping. (*If You Give a Pig a Pancake* by Laura Numeroff)



CLOSING

2:10-2:30	<p>Closing Activity:</p> <p><i>music or movement activity; connecting activity – review day; Daily News; goodbye song</i></p> <p>S: <i>insert appropriate indicator (s)</i></p>	<p>Closing Activity:</p> <p><i>music or movement activity; connecting activity – review day; Daily News; goodbye song</i></p> <p>S: <i>insert appropriate indicator (s)</i></p>	<p>Closing Activity:</p> <p><i>music or movement activity; connecting activity – review day; Daily News; goodbye song</i></p> <p>S: <i>insert appropriate indicator (s)</i></p>	<p>Closing Activity:</p> <p><i>music or movement activity; connecting activity – review day; Daily News; goodbye song</i></p> <p>S: <i>insert appropriate indicator (s)</i></p>	<p>Closing Activity:</p> <p><i>music or movement activity; connecting activity – review day; Daily News; goodbye song</i></p> <p>S: <i>insert appropriate indicator (s)</i></p>
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Remember that closing activities should build community and help children connect to things they have done throughout the day. Some examples we have learned include playing “Beanbag Review,” responding to directions in the “Simon Says Review,” and singing to “Tell Us What You Did Today” using a large pretend microphone.

Include activities to help children recall the books they’ve read. For example, give children character riddles to solve like these based on Kevin Henkes’ books - “She thinks her name is too long.” (Chrysanthemum) “She has a special purse with sunglasses inside.” (Lily) “She worried a lot.” (Wemberly)

PLANNING FOR ASSESSMENT

	MATRIX	PHOTOS with descriptor	OBSERVATIONAL NOTES	WORK SAMPLES
MON				
TUES				
WED				
THURS				
FRI				

Check your assessment data regularly and continue to plan for weekly collection of documentation. Run a Class Profile report and notice the “DNO” ratings; they tell you that you have not made ratings for these indicators. Use the Correlation to help you plan activities to collect documentation. Assign tasks to you and your assistant teacher and be sure to communicate the focus of the collection. “Take notes on Thursday and Friday in dramatic play about children’s re-telling of stories we have read.” or “Collect the science drawings from small group all this week.”

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30 Large Group/ Opening Activity	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance/child shares weekend w/mascot Message: <i>choose symbol to represent something happening today</i> S: APL5.4b, CLL8.4d, CLL4.4c	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message: <i>choose symbol to represent something happening today</i> S: APL5.4b, CLL8.4d	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message: <i>choose symbol to represent something happening today</i> S: APL5.4b, CLL8.4d4c	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message: <i>choose symbol to represent something happening today</i> S: APL5.4b, CLL8.4d	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance/Choose child to take home mascot Message: <i>choose symbol to represent something happening today</i> S: APL5.4b, CLL8.4d
	Book #1: <i>insert title of book</i> read book by same author, different style; ask "what do you notice is different?" S: CLL5.4c <i>insert appropriate indicator (s)</i>	Book #1: <i>insert title of book</i> S: <i>insert appropriate indicator (s)</i>	Book #1: <i>insert title of book</i> S: <i>insert appropriate indicator (s)</i>	Book #1: <i>insert title of book</i> S: <i>insert appropriate indicator (s)</i>	Book #1: <i>insert title of book</i> S: <i>insert appropriate indicator (s)</i>
	Music with Movement: <i>recorded music - cd</i> S: : PDM5.4a, CR1.4a <i>insert appropriate indicator (s)</i>	Music with Movement: <i>live music/sing or chant</i> S: : PDM5.4a, CR1.4a <i>insert appropriate indicator (s)</i>	Music with Movement: <i>recorded music - cd</i> S: : PDM5.4a, CR1.4a <i>insert appropriate indicator (s)</i>	Music with Movement: <i>live music/sing or chant</i> S: : PDM5.4a, CR1.4a <i>insert appropriate indicator (s)</i>	Music with Movement: <i>recorded music - cd</i> S: : PDM5.4a, CR1.4a <i>insert appropriate indicator (s)</i>

8:30 -9:00 Small Group Time (see small group template for detailed plans)

9:00-9:15	Book #2: S: <i>insert appropriate indicator (s)</i>	Book #2: S: <i>insert appropriate indicator (s)</i>	Book #2: S: <i>insert appropriate indicator (s)</i>	Book #2: S: <i>insert appropriate indicator (s)</i>	Book #2: S: <i>insert appropriate indicator (s)</i>
9:15-9:45	Materials and/or activity choices for outdoor play:				
9:45-10:00	Activity: <i>movement song, then fingerplay to calm and focus</i> S: <i>insert appropriate indicator (s)</i>	Activity: <i>movement song, then fingerplay to calm and focus</i> S: <i>insert appropriate indicator (s)</i>	Activity: <i>movement song, then fingerplay to calm and focus</i> S: <i>insert appropriate indicator (s)</i>	Activity: <i>movement song, then fingerplay to calm and focus</i> S: <i>insert appropriate indicator (s)</i>	Activity: <i>movement song, then fingerplay to calm and focus</i> S: <i>insert appropriate indicator (s)</i>
10:00-10:15	Large Group Literacy: S: <i>insert appropriate indicator (s)</i>	Large Group Literacy: S: <i>insert appropriate indicator (s)</i>	Large Group Literacy: practice letter ID with Mother Hubbard's cupboard S: CLL7.4a	Large Group Literacy: S: <i>insert appropriate indicator (s)</i>	Large Group Literacy: S: <i>insert appropriate indicator (s)</i>

10:15-11:30 Center Time (11:15-11:30 Clean-up)

11:30-11:45	Phonological Awareness: S: <i>insert appropriate indicator (s)</i>	Phonological Awareness: S: <i>insert appropriate indicator (s)</i>	Phonological Awareness: S: <i>insert appropriate indicator (s)</i>	Phonological Awareness: S: <i>insert appropriate indicator (s)</i>	Phonological Awareness: S: <i>insert appropriate indicator (s)</i>
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11:45-12:15 Lunch Time

12:15-12:30	Book #3: <i>Choose book based on children's interests or another book related to topic</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: child choice <i>Child chooses book; preview before reading</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: <i>Choose book based on children's interests or another book related to topic</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: child choice <i>Child chooses book; preview before reading</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: <i>Choose book based on children's interests or another book related to topic</i> S: <i>Select GELDS indicator based on reason for reading book</i>
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12:30-1:30 Rest time

Planning for Additional Instructional Activities (story times, music/movement, transitions, large group meetings, etc) This space is provided for optional use to document additional instructional activities planned throughout the week.

1:30-2:00	Activity: table activities, writing center <i>add a topic-related activity</i> S: APL1.4b; CR2.4a <i>add appropriate indicator (s)</i>	Activity: table activities, writing center <i>add a topic-related activity</i> S: APL1.4b; CR2.4a <i>add appropriate indicator (s)</i>	Activity: table activities, writing center <i>add a topic-related activity</i> S: APL1.4b; CR2.4a <i>add appropriate indicator (s)</i>	Activity: table activities, writing center <i>add a topic-related activity</i> S: APL1.4b; CR2.4a <i>add appropriate indicator (s)</i>	Activity: table activities, writing center <i>add a topic-related activity</i> S: APL1.4b; CR2.4a <i>add appropriate indicator (s)</i>
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2:00-2:10 Snack and Pack

2:10-2:30	Closing Activity: <i>music or movement activity; connecting activity – review day; Daily News; goodbye song</i> S: <i>insert appropriate indicator (s)</i>	Closing Activity: <i>music or movement activity; connecting activity – review day; Daily News; goodbye song</i> S: <i>insert appropriate indicator (s)</i>	Closing Activity: <i>music or movement activity; connecting activity – review day; Daily News; goodbye song</i> S: <i>insert appropriate indicator (s)</i>	Closing Activity: <i>music or movement activity; connecting activity – review day; Daily News; goodbye song</i> S: <i>insert appropriate indicator (s)</i>	Closing Activity: <i>music or movement activity; connecting activity – review day; Daily News; goodbye song</i> S: <i>insert appropriate indicator (s)</i>
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***Small Group Instruction: See small group lesson plan page for the current week.**

Documentation of plans for collection of assessment will be reflected on lesson plan or optional *Planning for Assessment Template

Small Group Template Three

Teacher: Sample

Week of: #8

Suggested use: two teacher directed activities with two independent activities. As children gain independence they can work alone without consistent teacher support, allowing teachers to plan more needs based activities with both adults providing guidance.

.**Refer to the FAQ for Planning Instruction and the FAQ for Small Groups for further explanation.

**Documentation of small group reading (book title with brief description of the follow-up activity) is required one time weekly but may be planned more often.

Group	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher directed	Activity: <i>activity based on assessment</i> Students: Group 1 S: <i>fill in indicator</i>	Activity: <i>activity based on assessment</i> Students: Group 2 S: <i>fill in indicator</i>	Activity: <i>activity based on assessment</i> Students: Group 3 S: <i>fill in indicator</i>	Activity: <i>activity based on assessment</i> Students: Group 4 S: <i>fill in indicator</i>	Activity: <i>activity based on assessment</i> Students: <i>select one group 1-4; enrichment or remediation</i> S: <i>fill in indicator</i>
Teacher directed	Activity: <i>topic- based activity</i> Students: Group 2 S: <i>fill in indicator</i>	Activity: <i>topic- based activity</i> Students: Group 3 S: <i>fill in indicator</i>	Activity: <i>topic- based activity</i> Students: Group 4 S: <i>fill in indicator</i>	Activity: <i>topic- based activity</i> Students: Group 1 S: <i>fill in indicator</i>	Activity: <i>small group reading/activity</i> Students: S: <i>fill in indicator</i>
Independent	Activity: Students: Group 3 S: <i>fill in indicator</i>	Activity: Students: Group 4 S: <i>fill in indicator</i>	Activity: Students: Group 1 S: <i>fill in indicator</i>	Activity: Students: Group 2 S: <i>fill in indicator</i>	Activity: Students: S: <i>fill in indicator</i>
Independent	Activity: Students: Group 4 S: <i>fill in indicator</i>	Activity: Students: Group 1 S: <i>fill in indicator</i>	Activity: Students: Group 2 S: <i>fill in indicator</i>	Activity: Students: Group 3 S: <i>fill in indicator</i>	Activity: Students: S: <i>fill in indicator</i>

Planning for Individualization (use this space as needed)

Planning for individualization may be documented below or on the main page of the Lesson Plan Template

Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:
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WEEK ELEVEN: OPENING GROUP

Large Group/ Opening Activity 8:00-8:30	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance/child shares weekend w/mascot Message: <i>choose symbol to represent something happening today</i> S: APL5.4b, CLL8.4d, CLL4.4c	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message: <i>choose symbol to represent something happening today</i> S: APL5.4b, CLL8.4d	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message: <i>choose symbol to represent something happening today</i> S: APL5.4b, CLL8.4d4c	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message: <i>choose symbol to represent something happening today</i> S: APL5.4b, CLL8.4d	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance/Choose child to take home mascot Message: <i>choose symbol to represent something happening today</i> S: APL5.4b, CLL8.4d
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This is a good time to take stock of your opening group and think about how it is going. Are children willing participants in the activities you have planned? Do they play major roles in carrying out the routines and rituals? Do you provide enough routine so children feel comfortable and add enough variety to keep them engaged?

Consider adding some new jobs, such as “paper monitor” – checks to see that there is a good supply of paper in the writing center; “chair-man/chair-woman” – pushes up chairs if someone forgets; or “light monitor” – turns lights on and off when you enter or leave the room. Keep your morning message short and sweet; concentrate on concrete things and events. Be sure to engage children in reading the message each day.

STORY TIME

Book #1: <i>insert title of book</i> read book by same author, different style; ask "what do you notice is different?" S: CLL5.4c <i>insert appropriate indicator (s)</i>	Book #1: <i>insert title of book</i> S: <i>insert appropriate indicator (s)</i>	Book #1: <i>insert title of book</i> S: <i>insert appropriate indicator (s)</i>	Book #1: <i>insert title of book</i> S: <i>insert appropriate indicator (s)</i>	Book #1: <i>insert title of book</i> S: <i>insert appropriate indicator (s)</i>
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Monday: Your author study is well underway and children are beginning to see the patterns in your author’s style of writing or illustrating. Now you can introduce a book that’s by the same author, but has a different style or different characters. For example, if you have been reading Eric Carle’s books, (*The Very Busy Spider, The Very Quiet Cricket, The Very Lonely Firefly* and *The Very Hungry Caterpillar*) read a book with a different pattern such as *A House for Hermit Crab* or *The Mixed-Up Chameleon*.

Tuesday-Friday: Use this morning story time to read additional books by your author. Adding books by different authors during other times throughout the day is fine, but keep this time dedicated to your author study. In addition to reading new books, you could compare two books you read previously, or talk about how facts you know about the author are reflected in the story.

MUSIC WITH MOVEMENT

	Music with Movement: <i>recorded music - cd</i>	Music with Movement: <i>live music/sing or chant</i>	Music with Movement: <i>recorded music - cd</i>	Music with Movement: <i>live music/sing or chant</i>	Music with Movement: <i>recorded music - cd</i>
	S: : PDM5.4a, CR3.4a	S: : PDM5.4a, CR1.4a	S: : PDM5.4a, CR3.4a	S: : PDM5.4a, CR3.4a	S: : PDM5.4a, CR3.4a

For recorded songs, bring back “Shake Your Sillies Out” by Raffi from Week #1 or try “Tummy Tango” by Greg and Steve. Remember to do some “live” music as well. Here’s a fun one:

Children stand in a circle and one child goes to the center. Encourage children to dance, jump or skip to the beat.

One little elephant went out to play

Out on a spider’s web one day

He had such enormous fun

He called for another little elephant to come.

$\text{♩} = 135$

One lit-tle el - e-phant went out to play. Out on a spid-er's web one day.

He had such e - nor-mous fun that he called for an-oth-er lit-tle el - e-phant to come.

Child chooses a partner and you sing the song again, “Two little elephants went out to play...”

Next time both children get a new partner and you sing, “Four little elephants went out to play....”

Next round you will have 8 children up and moving. Continue until everyone is dancing. It moves very quickly and is “enormous fun.”

SMALL GROUPS

Group	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher directed	Activity: <i>activity based on assessment</i> Students: Group 1 S: <i>fill in indicator</i>	Activity: <i>activity based on assessment</i> Students: Group 2 S: <i>fill in indicator</i>	Activity: <i>activity based on assessment</i> Students: Group 3 S: <i>fill in indicator</i>	Activity: <i>activity based on assessment</i> Students: Group 4 S: <i>fill in indicator</i>	Activity: <i>activity based on assessment</i> Students: <i>select one group 1-4; enrichment or remediation</i> S: <i>fill in indicator</i>


Monday-Thursday

Create groups for this week based on your assessment data. Choose activities that will let you collect data to document WSS indicators. Perhaps you need more information on children’s creative writing skills or you have some children who need to work on rhyming. Some of the following activities would fit into these plans. Remember that your topic does not have to be a part of every small group lesson.

Language experience charts can serve many purposes. They give you insight into children’s vocabulary and expressive language skills. They offer practice in writing and drawing. And they build critical thinking. Here are some suggestions of ways to start:


- After reading *Don’t Let the Pigeon Drive the Bus* by Mo Willems, ask children, “Why do you think Pigeon wanted to drive the bus?” or “What else do you think Pigeon might want to drive?” Record their answers on chart paper, using some consistent word patterns. Notice that every sentence on this chart starts with the word “he.” This helps emerging readers access the print. Add pictures to further support reading; sketch them yourself or add in clip art later.
- After reading Jan Brett’s *The Mitten*, remind children that the grandmother in the story was called Baba. Talk about names for Grandmother in other languages – Abuela or Grandmere, for example. Ask children what they call their grandmothers. List all the names on a chart-paper grid.
- After reading *Peter’s Chair* by Ezra Jack Keats, have children write their names in the appropriate places on a chart labeled with the following headings: I have a brother, I have a sister, I am a ‘one and only.’
- As a follow-up to *Whistle for Willie* by Ezra Jack Keats, ask children what they had to practice to learn how to do. “Tie shoes,” “zip” or “snap” are some likely responses.

Why did the Pigeon want to drive the bus?

He wanted to go to the circus. 

He wanted to see his Grandma.

He likes to go fast!

<i>Gram</i> 	<i>Nana</i>	<i>Mimi</i>
<i>Abuela</i>	<i>Moms</i>	<i>Mee Maw</i>

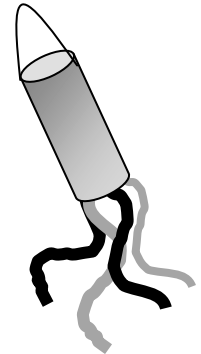
Friday: Choose one of the groups (1-4) for some practice or extension. Plan an activity that meets their needs.

Teacher directed	Activity: <i>topic- based activity</i>	Activity: <i>topic- based activity</i>	Activity: <i>topic- based activity</i>	Activity: <i>topic- based activity</i>	Activity: <i>small group reading/activity</i>
	Students: Group 2	Students: Group 3	Students: Group 4	Students: Group 1	Students:
	S: <i>fill in indicator</i>	S: <i>fill in indicator</i>	S: <i>fill in indicator</i>	S: <i>fill in indicator</i>	S: <i>fill in indicator</i>

Monday-Thursday:

For your second group, you may decide that you need a science activity. Here are some based on our author study books.

- *The Very Quiet Cricket* by Eric Carle – observe real crickets. You can find them at a pet store or bait shop. Put them in a clean jar or plastic container with about an inch of soil in the bottom. Poke holes in the top of the jar. Feed your crickets pieces of lettuce or banana. Add a small cup for the crickets to hide in, since they won't chirp if they are afraid.
- *The Hat* by Jan Brett or *Letter to Amy* by Ezra Jack Keats - make wind socks. Glue short lengths of crepe paper streamers inside a cardboard tube. Add a string for holding at the top. Then go outside and observe them in the wind.
- *Planting a Rainbow* by Lois Ehlert – plant some seeds and watch them sprout. An egg carton is a handy place for holding a bit of soil and a few seeds.



- *Snowballs* by Lois Ehlert or *The Snowy Day* by Ezra Jack Keats – use a snow cone machine to shave ice, then pack it into snowballs. Place them in a warm spot and observe them melting.
- *Leaf Man* by Lois Ehlert – make leaf rubbings. Place leaves on a clipboard and place clear contact paper over them. Children can clip their paper to the board and use a piece of broken crayon to rub over the leaves. Point out the various shapes and the veins that carry water to the leaves.
- *Whistle for Willie* by Ezra Jack Keats – explore shadows and flashlights. Set up some flashlights for children to use. Show them how to hold objects in front of the light to make shadows. Create some simple shadow puppets from heavy paper and craft sticks.
- *Jessica* by Kevin Henkes – explore tunnels. Provide cardboard tubes of various lengths and small matchbox-sized cars. Explore how the cars move through the tunnels.

Friday:

Choose one small group (1-4) to read a book and do a follow-up activity. A good choice would be a non-fiction book based on your Science topic; for example, *Chirping Crickets* by Melvin Berger or *Why Do Leaves Change Color* by Betsy Maestro. Or you might use one of the books from the Learning to Get Along series, such as *Join In and Play* or *Share and Take Turns*. These short stories focus on social-emotional skills and feature a guide at the end with suggestions for questions to ask as you read.

Independent	Activity: Students: Group 3 S: <i>fill in indicator</i>	Activity: Students: Group 4 S: <i>fill in indicator</i>	Activity: Students: Group 1 S: <i>fill in indicator</i>	Activity: Students: Group 2 S: <i>fill in indicator</i>	Activity: Students: S: <i>fill in indicator</i>
Independent	Activity: Students: Group 4 S: <i>fill in indicator</i>	Activity: Students: Group 1 S: <i>fill in indicator</i>	Activity: Students: Group 2 S: <i>fill in indicator</i>	Activity: Students: Group 3 S: <i>fill in indicator</i>	Activity: Students: S: <i>fill in indicator</i>

Monday-Friday: Plan independent activities using regular classroom materials, as well as topic-related materials, such as games or word cards. Use this opportunity to reinforce skills and give children important practice in staying on task. Here are some ideas for independent work:

- Puzzle Pals: Give partners two puzzles that have been mixed up. They must sort the pieces and then put the puzzles together.
- Pegs Aplenty: Provide pegs and a board along with a number cube. Children roll the cube and place that number of pegs in the board. Continue until the board is filled.
- Playdough People: Provide wiggly eyes, chenille stems and Mr. Potato Head pieces. Children create people with playdough and add features.

STORY TIME

9:00-9:15	Book #2: S: <i>insert appropriate indicator (s)</i>	Book #2: S: <i>insert appropriate indicator (s)</i>	Book #2: S: <i>insert appropriate indicator (s)</i>	Book #2: S: <i>insert appropriate indicator (s)</i>	Book #2: S: <i>insert appropriate indicator (s)</i>
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Choose a book by your author or a related title. Here are some good ones to try:

Allison's Zinnia by Anita Lobel (relate to *Planting a Rainbow* by Lois Ehlert)

Fall Is Not Easy by Marty Kelley (relate to *Leaf Man* by Lois Ehlert)

Tracks in the Snow by Wong Herbert Yee (relate to *The Snowy Day* by Ezra Jack Keats)

Snow by Uri Shulevitz (relate to *The Hat* or *The Mitten* by Jan Brett)

Louella Mae, She's Run Away by Karen Beaumont Alarcón and Rosanne Litzinger (relate to *If You Give A Pig a Pancake* by Laura Numeroff)

NOTE: This one is a surprise; don't give away the ending.

OUTDOOR TIME

9:15-9:45 Materials and/or activity choices for outdoor play:

Add some new things to your outdoor environment for children to choose. What about taking streamers outside along with your CD player for some impromptu dancing? Or some bug catchers for rounding up tiny critters to look at in the science center?

TRANSITION

9:45-10:00	Activity: <i>movement song then fingerplay to calm and focus</i> S: <i>insert appropriate indicator (s)</i>	Activity: <i>movement song then fingerplay to calm and focus</i> S: <i>insert appropriate indicator (s)</i>	Activity: <i>movement song then fingerplay to calm and focus</i> S: <i>insert appropriate indicator (s)</i>	Activity: <i>movement song then fingerplay to calm and focus</i> S: <i>insert appropriate indicator (s)</i>	Activity: <i>movement song then fingerplay to calm and focus</i> S: <i>insert appropriate indicator (s)</i>
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Think of movement songs and fingerplays you haven't done in a while. Bring back "The Freeze" by Greg and Steve or "Shakey Shakey" by the Wiggles. Instead of a fingerplay with words, put on some instrumental music and clap or pat your knees to the beat. Have children join in and copy your pattern – clap, clap, pat, pat. Then change to pat knees, tap shoulders. After a few measures, change again. Watch carefully or you'll miss! After doing this for a day or two, invite children to come forward and lead the group.

LARGE GROUP LITERACY

10:00-10:15	Large Group Literacy: S: <i>insert appropriate indicator (s)</i>	Large Group Literacy: S: <i>insert appropriate indicator (s)</i>	Large Group Literacy: practice letter ID with Mother Hubbard's cupboard S: CLL7.4a <i>insert appropriate indicator (s)</i>	Large Group Literacy: S: <i>insert appropriate indicator (s)</i>	Large Group Literacy: S: <i>insert appropriate indicator (s)</i>
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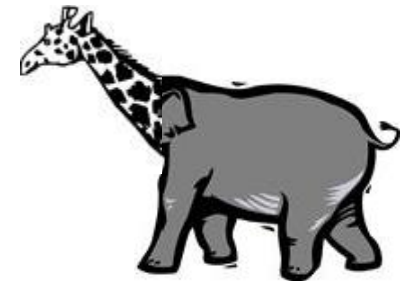
Remember to plan activities for this time of day that focus on language and literacy concepts. They don't all have to relate to your topic. Here's another way to use Mother Hubbard's Cupboard that you created a few weeks ago. Give children letter cards and invite them to "find a letter on the board that matches the one you are holding." Or ask them to come up and find the first letter of their names. Scaffold as needed. For example, if a child is having trouble finding a letter match, point to a part of the board and encourage them to look there. Or say something like, "That's a T. It has a long line going down and a short line going across. Do you see some lines like that on this label?"

PHONOLOGICAL AWARENESS

11:30-11:45	Phonological Awareness: S: <i>insert appropriate indicator (s)</i>	Phonological Awareness: S: <i>insert appropriate indicator (s)</i>	Phonological Awareness: S: <i>insert appropriate indicator (s)</i>	Phonological Awareness: S: <i>insert appropriate indicator (s)</i>	Phonological Awareness: S: <i>insert appropriate indicator (s)</i>
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Continue to focus on the first part of the continuum. Use tried and true activities, but change them based on your topic. For example, play “Who’s Got the Penny?” with a small cut-out of a mouse (Kevin Henkes) or clap syllables with word cards based on Laura Numeroff’s books – pancake, muffin and donut. If children don’t have motor skills to clap or stomp out syllables, use small unit blocks to help them see that “pig” has one syllable and “pan-cake” has two. Children can see and touch the blocks as they say the syllables.

Here’s another idea. After reading *The Mixed-Up Chameleon* by Eric Carle, create some mixed-up animals. Ahead of time, cut some animal pictures into two parts - a head and body. Glue a small piece of heavy-grit sandpaper or a piece of a magnetic stick-on tape to the backs of the pictures. Children select a head out of one basket and a body out of the other and place them on the flannel or magnet board. Then they name the new animal – “Ele-raffe” or “Ze-phant,” for example. Afterwards, place the pictures in the writing center for independent use.



STORY TIME

12:15-12:30	Book #3: <i>Choose book based on children’s interests or another book related to topic</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: child choice <i>Child chooses book; preview before reading</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: <i>Choose book based on children’s interests or another book related to topic</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: child choice <i>Child chooses book; preview before reading</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: <i>Choose book based on children’s interests or another book related to topic</i> S: <i>Select GELDS indicator based on reason for reading book</i>
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This story time is optional. Be sure to preview any books before reading. Try these titles:

Llama Llama, Red Pajama by Anna Dewdney

An Extraordinary Egg by Leo Leonii

Smelly Socks by Robert Munsch

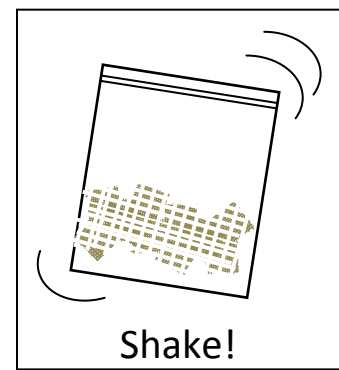
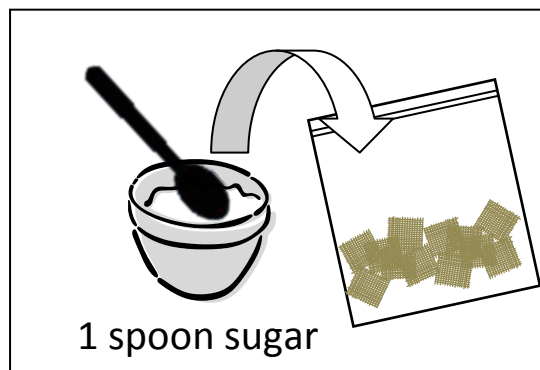
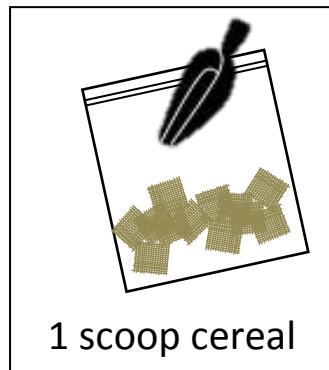
Mama Do You Love Me? by Barbara M. Joose and Barbara Lavalley

ADDITIONAL INSTRUCTIONAL ACTIVITIES

1:30-2:00	Activity: table activities, writing center <i>add a topic-related activity</i>	Activity: table activities, writing center <i>add a topic-related activity</i>	Activity: table activities, writing center <i>add a topic-related activity</i>	Activity: table activities, writing center <i>add a topic-related activity</i>	Activity: table activities, writing center <i>add a topic-related activity</i>
	S: APL1.4b, CR2.4a <i>add appropriate indicator (s)</i>	S: APL1.4b, CR2.4a <i>add appropriate indicator (s)</i>	S: APL1.4b, CR2.4a <i>add appropriate indicator (s)</i>	S: APL1.4b, CR2.4a <i>add appropriate indicator (s)</i>	S: APL1.4b, CR2.4a <i>add appropriate indicator (s)</i>

This is a good time to work on any plans for an Author Celebration. Have children write invitations to their parents or draw pictures to accompany a letter you write to the author.

Hopefully, cooking has become a regular activity in your classroom. Remember to focus on foods that children can prepare and eat right away. If possible, provide a simple recipe rebus for them to follow. Here's a sweet snack that's easy to make. Place a scoop of Chex-type cereal in a zip lock bag. Add a spoon of powdered sugar. Shake vigorously and enjoy!



CLOSING

2:10-2:30	Closing Activity: <i>music or movement activity; connecting activity – review day; Daily News; goodbye song</i>	Closing Activity: <i>music or movement activity; connecting activity – review day; Daily News; goodbye song</i>	Closing Activity: <i>music or movement activity; connecting activity – review day; Daily News; goodbye song</i>	Closing Activity: <i>music or movement activity; connecting activity – review day; Daily News; goodbye song</i>	Closing Activity: <i>music or movement activity; connecting activity – review day; Daily News; goodbye song</i>
	S: <i>insert appropriate indicator (s)</i>	S: <i>insert appropriate indicator (s)</i>	S: <i>insert appropriate indicator (s)</i>	S: <i>insert appropriate indicator (s)</i>	S: <i>insert appropriate indicator (s)</i>

Be sure that your closing activity helps children make connections. Revisit a favorite part of the day (sing a song or play a game) or review key concepts (Who learned something about spiders in small group?). Encourage children to “tell us what you did today” and record their dictation in the Daily News. Preview what’s coming up tomorrow or in the week ahead. And always end with a community-building ritual or song. See you next time!

AUTHOR PAGES

Here are additional ideas for you to use in your lesson plans. Check the author websites for more information.

Kevin Henkes

kevin henkes.com

Jessica, Chrysanthemum, Owen, Wemberly Worried, Shelia Rae, the Brave, Lily's Purple Plastic Purse

- Create name towers with letter blocks or by taping letters to small unit blocks.
- Make a fun addition to an obstacle course by cutting open the ends of cardboard boxes to make tunnels.
- Have two children paint together at an easel, sharing the paint and brushes.

Mo Willems

mowillems.com

Don't Let the Pigeon Drive the Bus, The Pigeon Finds a Hotdog, Don't Let the Pigeon Stay Up Late, Knuffle Bunny, Knuffle Bunny Too,

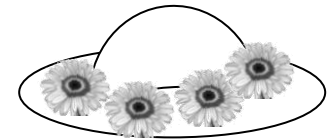
- Write/draw what you would do if you lost your favorite toy.
- Create art work in the style of Knuffle Bunny. Provide black and white photocopies of scenes around the school – bus drop-off area, playground or cafeteria, for example. Children draw people, cut them out and glue on the photo background.

Ezra Jack Keats

ezra-jack-keats.org

The Snowy Day, Peter's Chair, Whistle for Willie, A Letter to Amy, Jennie's Hat, Over in the Meadow

- Cover a piece of blue construction paper with a thick layer of white tempera. Use small twigs to drag through the "snow."
- Decorate a chair to be the "sharing chair" in your classroom.
- Create a birthday cake math game. Decorate a round box to look like a cake and punch holes in the top. Give children a supply of birthday candles. Draw a number card or spin a spinner to see how many candles to put on the cake.
- Glue Velcro dots on the brim of several small straw hats. Glue the matching Velcro to the backs of artificial flower blooms. Provide order cards from Jennie's Hat Shop. Stick on the flowers – 2 red, 4 pink and 1 yellow.
- Use dog biscuits for counting. Coat them with a thin layer of white glue to prevent cracking.



Lois Ehlert

no official website; check publisher's websites

Eating the Alphabet, Fish Eyes, Color Zoo, Planting a Rainbow, Leaf Man, Snowballs

- Paint fish pictures with salt water paint: ¼ cup warm water, 6 tsp. Salt, 3-4 drops liquid water color.
- Do some snowman math. Give each child a snowman and an assortment of buttons. Give directions – put two buttons on his head, three on his middle and one on the bottom. How many buttons in all?

Jan Brett

janbrett.com

The Mitten, The Hat, Gingerbread Baby, Trouble with Trolls, Annie and the Wild Animals

- Make gingerbread or gingerbread cookies.
- Introduce compound words ginger/bread, oat/meal, base/ball.
- Point out patterns on winter clothes – scarves, hats, mittens. Provide blank outlines of mittens with markers to create patterns. Or use long strips of adding machine tape with tempera paints to make scarves.
- Brainstorm a list of animals that would not make good pets. Why?
- Act out *The Mitten* with some animal headbands and a large sheet or blanket to represent the mitten.

Laura Numeroff

lauranumeroff.com

If You Give a Mouse a Cookie, If You Give a Pig a Pancake, If You Give a Moose a Muffin, If You Give a Dog a Donut

What Mommies Do Best/What Daddies Do Best, Happy Birthday Mouse!

- Graph results of a cookie taste test.
- Fill two jars with mini cookies – one almost full and one about $\frac{1}{2}$ full. Ask which jar has the most? The least? How do you know? Count to check your prediction.
- Create a set of go-together cards based on the *If You Give...* series (donut/juice and ball/glove from *If You Give a Dog A Donut*)
- Provide children with images from book – glue on strip in order. Staple into a circle for a “never-ending story.”

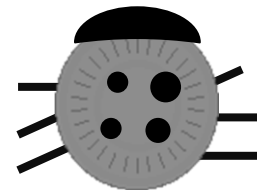
Eric Carle

ericcarle.com

The Very Hungry Caterpillar, The Very Lonely Firefly, The Very Busy Spider, The Very Quiet Cricket,

The Grouchy Ladybug, The Mixed-Up Chameleon, A House for Hermit Crab

- Make a ladybug puppet. Paint a paper plate red and let dry. Add black spots, a head and chenille stem legs.
- Observe hermit crabs. Create a maze with 1” wooden blocks – watch the crab navigate the maze.



WEEK TWELVE: PLANNING A UNIT

This week you will begin another unit; this time you will choose the topic. The lesson plan template has lots of blanks for you to fill in, but there are guidelines as well. You may or may not choose to do the lessons in the order they appear on the template. Feel free to move things around as needed. Refer to the New Teacher webinar titled “Unit Planning” for guidelines and examples.

Topic studies are an important tool in planning lessons for your Pre-K class. They help organize learning and give children opportunities to make connections with objects and events in their real life and with content area across the curriculum.

Here are some things to consider:

- The first step is to choose a meaningful topic. This should be an intentional choice, not something that just happens automatically from year to year. It should be relevant to the children in your classroom this year. Topics should begin with something children are familiar with already and then build on that knowledge. Rocks and soil, trucks or trains – these are a part of children’s lives and serve as a hook on which to hang new information.
- As you choose a topic, consider books and other resources. Do you have enough books on the topic? Find out what’s available from the library or media center. Do you have games or puzzles that you could use? How about math or science materials? Remember, not everything needs to be about your topic. Reading only books about trains, for example, will get old fast! Small groups need to take assessment data into account and work on building skills, as well as developing your topic.
- Be sure that you can provide activities that give children opportunities for creativity and imagination. Can you add a Dramatic Play center related to your topic? Are there construction opportunities in the Block area? What about art or music activities?
- Think about how to provide lessons to encourage higher order thinking – lessons in which children are asked to make comparisons, solve problems or gather information about a topic.
- One last step in unit planning is to plan how children will represent their learning. Will you create a display or write a class book? Will you post drawings and graphs? Will you have a class party or an event for parents?

On the following page is an organizer designed to help you plan and implement a unit. **IT IS NOT REQUIRED.** However, you may find it useful in the brainstorming phase of planning your unit. Meet with your assistant teacher and fill in all the things you can think of in each area. Now you have a “menu” from which to pick each week’s activities.

Unit PLANNING ORGANIZER

TOPIC:

PROPOSED DATES:

What are children's interests and questions?				
How will I change the environment to encourage exploration and investigation?	Reading Area	Writing Area	Science Area	Math Area
	Art Area	Dramatic Play	Listening Area	Blocks
What inquiry-based lessons could I plan? What problems could we solve?				
How will we find out information to help with our investigation? <i>field trip or special visitor(s), books, other resources</i>				
What opportunities will I provide for children to represent learning? What will our culminating event be?				
Other notes				

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Large Group/ Opening Activity 8:00-8:30	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance/Child shares weekend with class mascot Message - S: APL5.4b, CLL4.4c, CLL8.4d	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message - S: APL5.4b, CLL8.4d	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message - S: APL5.4b, CLL8.4d	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message - S: APL5.4b, CLL8.4d	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance/Choose child to take home mascot Message - S: APL5.4b, CLL8.4d
	Book #1: <i>Choose book that develops your topic</i> S: <i>insert appropriate indicator (s)</i>	Book #1: <i>Choose book that develops your topic</i> S: <i>insert appropriate indicator (s)</i>	Book #1: <i>Choose book that develops your topic</i> S: <i>insert appropriate indicator (s)</i>	Book #1: <i>Choose book that develops your topic</i> S: <i>insert appropriate indicator (s)</i>	Book #1: <i>Choose book that develops your topic</i> S: <i>insert appropriate indicator (s)</i>
	Music with Movement: S: <i>insert appropriate indicator (s)</i>	Music with Movement: S: <i>insert appropriate indicator (s)</i>	Music with Movement: S: <i>insert appropriate indicator (s)</i>	Music with Movement: S: <i>insert appropriate indicator (s)</i>	Music with Movement: S: <i>insert appropriate indicator (s)</i>

8:30 -9:00 Small Group Time (see small group template for detailed plans)

9:00-9:15	Book #2: S: <i>insert appropriate indicator (s)</i>	Book #2: S: <i>insert appropriate indicator (s)</i>	Book #2: S: <i>insert appropriate indicator (s)</i>	Book #2: S: <i>insert appropriate indicator (s)</i>	Book #2: S: <i>insert appropriate indicator (s)</i>
9:15-9:45	Materials and/or activity choices for outdoor play:				
9:45-10:00	Activity: <i>Choose moderate movement activity followed by a fingerplay or other calming activity</i> S: <i>insert appropriate indicator (s)</i>	Activity: <i>Choose moderate movement activity followed by a fingerplay or other calming activity</i> S: <i>insert appropriate indicator (s)</i>	Activity: <i>Choose moderate movement activity followed by a fingerplay or other calming activity</i> S: <i>insert appropriate indicator (s)</i>	Activity: <i>Choose moderate movement activity followed by a fingerplay or other calming activity</i> S: <i>insert appropriate indicator (s)</i>	Activity <i>Choose moderate movement activity followed by a fingerplay or other calming activity</i> S: <i>insert appropriate indicator (s)</i>
10:00-10:15	Large Group Literacy: <i>read book, discuss author, title, illustrator, other concepts about print</i> S: <i>insert appropriate indicator (s)</i>	Large Group Literacy: <i>same book as yesterday or new book/shared reading; class book or chart / shared reading</i> S: <i>insert appropriate indicator (s)</i>	Large Group Literacy: <i>act out a story or book</i> S: <i>insert appropriate indicator (s)</i>	Large Group Literacy: <i>Use Big Book or other printed material; invite children to "show me what you know"</i> S: <i>insert appropriate indicator (s)</i>	Large Group Literacy: <i>discuss book read previously using symbols for main character, setting, problem, feelings</i> S: <i>insert appropriate indicator (s)</i>

10:15-11:30

Center Time (11:15-11:30 Clean-up)

11:30-11:45	Phonological Awareness: <i>rhyming activity</i> S: <i>insert appropriate indicator (s)</i>	Phonological Awareness: <i>call and response activity</i> S: <i>insert appropriate indicator (s)</i>	Phonological Awareness: <i>rhyming activity</i> S: <i>insert appropriate indicator (s)</i>	Phonological Awareness: <i>syllable segmenting activity</i> S: <i>insert appropriate indicator (s)</i>	Phonological Awareness: <i>alliteration activity</i> S: <i>insert appropriate indicator (s)</i>
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11:45-12:15 Lunch Time

12:15-12:30	Book #3: <i>Choose book based on children’s interests or another book related to topic</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: child choice <i>Child chooses book; preview before reading</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: <i>Choose book based on children’s interests or another book related to topic</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: child choice <i>Child chooses book; preview before reading</i> S: <i>Select GELDS indicator based on reason for reading book</i>	Book #3: <i>Choose book based on children’s interests or another book related to topic</i> S: <i>Select GELDS indicator based on reason for reading book</i>
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12:30-1:30 Rest time

Planning for Additional Instructional Activities (story times, music/movement, transitions, large group meetings, etc) This space is provided for optional use to document additional instructional activities planned throughout the week.

1:30-2:00	Activity: table activities, writing center, <i>add topic-related activity or art project</i> S: <i>insert appropriate indicator (s)</i>	Activity: table activities, writing center, <i>add topic-related activity or art project</i> S: <i>insert appropriate indicator (s)</i>	Activity: table activities, writing center, <i>add topic-related activity or art project</i> S: <i>insert appropriate indicator (s)</i>	Activity: table activities, writing center, <i>add topic-related activity or art project</i> S: <i>insert appropriate indicator (s)</i>	Activity: table activities, writing center, <i>add topic-related activity or art project or continue cooking activity</i> S: <i>insert appropriate indicator (s)</i>
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2:00-2:10 Snack and Pack

2:10-2:30	Closing Activity: <i>music or movement activity</i> <i>connecting activity (review day or show object and talk about something that happened)</i> <i>Daily News (one child dictates sentence – teacher writes)</i> <i>Goodbye ritual</i> S: <i>insert appropriate indicator (s)</i>	Closing Activity: <i>music or movement activity</i> <i>connecting activity (review day or show object and talk about something that happened)</i> <i>Daily News (one child dictates sentence – teacher writes)</i> <i>Goodbye ritual</i> S: <i>insert appropriate indicator (s)</i>	Closing Activity: <i>music or movement activity</i> <i>connecting activity (review day or show object and talk about something that happened)</i> <i>Daily News (one child dictates sentence – teacher writes)</i> <i>Goodbye ritual</i> S: <i>insert appropriate indicator (s)</i>	Closing Activity: <i>music or movement activity</i> <i>connecting activity (review day or show object and talk about something that happened)</i> <i>Daily News (one child dictates sentence – teacher writes)</i> <i>Goodbye ritual</i> S: <i>insert appropriate indicator (s)</i>	Closing Activity: <i>music or movement activity</i> <i>connecting activity (review day or show object and talk about something that happened)</i> <i>Daily News (one child dictates sentence – teacher writes)</i> <i>Goodbye ritual</i> S: <i>insert appropriate indicator (s)</i>
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***Small Group Instruction: See small group lesson plan page for the current week.**

***Documentation of plans for collection of assessment will be reflected on lesson plan or optional *Planning for Assessment Template*.**

Small Group Template Three

Teacher: Sample

Week of: #12

Suggested use: two teacher directed activities with two independent activities. As children grow independent they can work alone without consistent teacher support, allowing teachers to plan more needs based activities with both adults providing guidance.

.**Refer to the FAQ for Planning Instruction and the FAQ for Small Groups for further explanation.

**Documentation of small group reading (book title with brief description of the follow-up activity) is required one time weekly but may be planned more often.

Group	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher directed	Activity: <i>activity based on assessment; this determines your groups</i> Students: Group 1 S: <i>fill in indicator</i>	Activity: <i>activity based on assessment; this determines your groups</i> Students: Group 2 S: <i>fill in indicator</i>	Activity: <i>activity based on assessment; this determines your groups</i> Students: Group 3 S: <i>fill in indicator</i>	Activity: <i>activity based on assessment; this determines your groups</i> Students: Group 4 S: <i>fill in indicator</i>	Activity: <i>Choose one group for remediation or enrichment or conduct small group reading</i> Students: choose Group 1-4 S: <i>fill in indicator</i>
Teacher directed	Activity: <i>topic-related activity</i> Students: Group 2 S: <i>fill in indicator</i>	Activity: <i>topic-related activity</i> Students: Group 3 S: <i>fill in indicator</i>	Activity: <i>topic-related activity</i> Students: Group 4 S: <i>fill in indicator</i>	Activity: <i>topic-related activity</i> Students: Group 1 S: <i>fill in indicator</i>	Activity: <i>Choose one group for remediation or enrichment or conduct small group reading</i> Students: choose Group 1-4 S: <i>fill in indicator</i>
Independent	Activity: <i>Select an activity that meets the needs of your group</i> Students: Group 3 S: <i>fill in indicator</i>	Activity: <i>Select an activity that meets the needs of your group</i> Students: Group 4 S: <i>fill in indicator</i>	Activity: <i>Select an activity that meets the needs of your group</i> Students: Group 1 S: <i>fill in indicator</i>	Activity: <i>Select an activity that meets the needs of your group</i> Students: Group 2 S: <i>fill in indicator</i>	Activity: <i>Select an activity that meets the needs of your group</i> Students: choose Group 1-4 S: <i>fill in indicator</i>
Independent	Activity: <i>Select a second activity that meets the needs of your group</i> Students: Group 4 S: <i>fill in indicator</i>	Activity: <i>Select a second activity that meets the needs of your group</i> Students: Group 1 S: <i>fill in indicator</i>	Activity: <i>Select a second activity that meets the needs of your group</i> Students: Group 2 S: <i>fill in indicator</i>	Activity: <i>Select a second activity that meets the needs of your group</i> Students: Group 3 S: <i>fill in indicator</i>	Activity: <i>Select a second activity that meets the needs of your group</i> Students: choose Group 1-4 S: <i>fill in indicator</i>

Planning for Individualization (use this space as needed)

Planning for individualization may be documented below or on the main page of the Lesson Plan Template

Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:	Student(s): Activity/Skill:
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Planning for Assessment Template

Teacher: SAMPLE - Week #12

- Required documentation of plans for collecting assessment throughout the instructional day can be noted on the lesson plan template or by using the following format.
- Spontaneous collection of documentation (such as photos, notes and collection of work samples) will occur throughout each day, therefore there will be no evidence of planning for many items collected.

Indicate specific activities below. Not all spaces are expected to be filled in weekly. This is an organizational tool to help with weekly planning and preparation for collecting assessment documentation. See sample online at www.decal.ga.gov.

	MATRIX	PHOTOS with descriptor	OBSERVATIONAL NOTES	WORK SAMPLES
MON				
TUES				
WED				
THURS				
FRI				
				Notes, comments & reminders
<p>Many teachers find it helpful to document the functional component and the performance indicators on assessment documentation. This information helps to clearly define the area in which the information is most relevant.</p> <p>PS = Personal and Social Development LL = Language and Literacy</p> <p>M = Mathematical Thinking S = Scientific Thinking SS = Social Studies</p> <p>A = The Arts PDH = Physical Development and Health</p>				

WEEK TWELVE: OPENING GROUP

Large Group/ Opening Activity 8:00-8:30	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance/Child shares weekend with class mascot Message - S: APL5.4b, CLL4.4c, CLL8.4d	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message - S: APL5.4b, CLL8.4d	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message - S: APL5.4b, CLL8.4d	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance Message - S: APL5.4b, CLL8.4d	Activity: Gather/Greet (display songs on chart - child chooses) Jobs/Attendance/Choose child to take home mascot Message - S: APL5.4b, CLL8.4d
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This part of the day should remain “short and sweet,” but children may be able to pay attention for longer periods than at the beginning of the year. Fill the extra time with meaningful activities, not rote memorization and drill. Reciting “Today is Monday, yesterday was Sunday, tomorrow will be Tuesday,” does not increase learning and understanding for most four-year-olds. Adding another chain to the “Days in School” display or looking at pictures in a class scrapbook and “remembering when” are active and concrete ways to help children think about time. Your morning message should continue to consist of pictures or symbols with an accompanying short sentence. Remember to print clearly and legibly.

Today the firefighters  will visit our school.

STORY TIME

Large Group/ Opening Activity 8:00-8:30	Book #1: <i>Choose book that develops your topic</i> S: <i>insert appropriate indicator (s)</i>	Book #1: <i>Choose book that develops your topic</i> S: <i>insert appropriate indicator (s)</i>	Book #1: <i>Choose book that develops your topic</i> S: <i>insert appropriate indicator (s)</i>	Book #1: <i>Choose book that develops your topic</i> S: <i>insert appropriate indicator (s)</i>	Book #1: <i>Choose book that develops your topic</i> S: <i>insert appropriate indicator (s)</i>
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Choose books for each day and write in the title and any notes or descriptions you may need. Select a variety of fiction and non-fiction books about your topic. Be sure that the GELDS indicator reflects the REASON you are reading the book. Does it give information about your topic? Does it rhyme? Are you discussing story elements? Why did you choose that particular book to read? *Perfect Square* by Michael Hall is a wonderful addition to a study of shapes and the perfect jumping-off point for a creative art exploration. Check it out!



MUSIC WITH MOVEMENT

Large Group/ Opening Activity	Music with Movement:	Music with Movement:	Music with Movement:	Music with Movement:	Music with Movement:
8:00-8:30	S: <i>insert appropriate indicator (s)</i>	S: <i>insert appropriate indicator (s)</i>	S: <i>insert appropriate indicator (s)</i>	S: <i>insert appropriate indicator (s)</i>	S: <i>insert appropriate indicator (s)</i>

Choose music that encourages children to move their bodies in a variety of ways. Here's one plan: On **Monday, Wednesday and Friday**, play recorded music for children to encourage movement. CD's with words give children specific directions to follow and are usually lively and upbeat. Other times, you will want to choose music that is instrumental only. This gives children opportunities to be creative in deciding how to move. Occasionally provide props like scarves or streamers.

Try this fun variation. You've heard of "air guitar?" Try "air dancing." Have children lie on their backs with their feet in the air. Caution them not to let their feet touch other children. As you play the music, they move their feet in the air as if they were dancing. You will need to demonstrate how to do this, so practice your moves ahead of time. Have the camera handy to document this unique experience.

On **Tuesday and Thursday**, sing or chant live, without a CD. Refer to Week #1 for the benefits of live music. Remember that you can adapt these types of songs to fit your theme or ask children to suggest alternate verses and/or movements.

SMALL GROUPS

Group	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher directed	Activity: <i>activity based on assessment; this determines your groups</i> Students: Group 1 S: <i>fill in indicator</i>	Activity: <i>activity based on assessment; this determines your groups</i> Students: Group 2 S: <i>fill in indicator</i>	Activity: <i>activity based on assessment; this determines your groups</i> Students: Group 3 S: <i>fill in indicator</i>	Activity: <i>activity based on assessment; this determines your groups</i> Students: Group 4 S: <i>fill in indicator</i>	Activity: <i>Choose one group for remediation or enrichment or conduct small group reading</i> Students: choose Group 1-4 S: <i>fill in indicator</i>

- Pick a content area to focus on this week – perhaps it's measurement or physical science. Check WSS ratings on your Class Profile report as well as any matrices or other assessment information. Do you need to gather documentation for a particular indicator? Are there some children who are rated "not yet" in an area, or do you have several children with an "in process" rating that you need to check in with?
- Put children in 4 groups based on this information. (If you use template #4, you can create 5 groups.)
- Plan a lesson for each group and assign the appropriate GELDS indicator. Remember that using the same materials does not mean it is the same lesson. As long as the GELDS indicators are different or you indicate on the lesson plan how you will differentiate, it is okay to use the same materials. For example, you may have recently purchased some math counters that go along with your topic. Some children may use

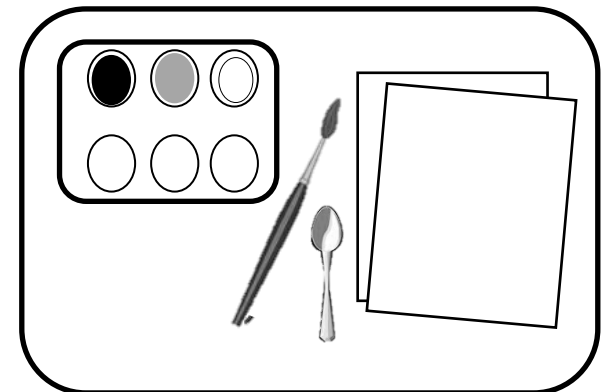
these for patterning, others may use them for counting. Some children may be counting sets 1-5 while others are counting sets 1-10 or higher. This should be reflected in your lesson plan.

- Be specific, but not wordy. Write essential information, including book titles and materials needed for the lesson.
- Fill in an appropriate GELDS indicator(s). Remember to choose only one or two indicators for each lesson. What is your intent? What specific skills will you teach?
- You will teach one group per day for four days. On Friday, choose a group for remediation or enrichment. Another choice would be to conduct a small group reading with a follow-up activity.

<p>Teacher directed</p>	<p>Activity: <i>topic-related activity</i></p> <p>Students: Group 2</p> <p>S: <i>fill in indicator</i></p>	<p>Activity: <i>topic-related activity</i></p> <p>Students: Group 3</p> <p>S: <i>fill in indicator</i></p>	<p>Activity: <i>topic-related activity</i></p> <p>Students: Group 4</p> <p>S: <i>fill in indicator</i></p>	<p>Activity: <i>topic-related activity</i></p> <p>Students: Group 1</p> <p>S: <i>fill in indicator</i></p>	<p>Activity: <i>Choose one group for remediation or enrichment or conduct small group reading</i></p> <p>Students: choose Group 1-4</p> <p>S: <i>fill in indicator</i></p>
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For this teacher-directed lesson, choose an activity that is topic-related or of common interest to all the children in the class. Perhaps you want to introduce some new math or art materials. Maybe you want to create a class book or language experience chart to which all children will contribute. Children can stay in their assessment-based groups for this activity. It makes scheduling easier and, since everyone is doing the same thing, matching to skills is not of primary importance. You will, of course, differentiate informally within each group, providing specific support to each child at her level of learning.

Here’s an art lesson that encourages higher-order thinking. Provide children with one primary color of paint; blue or red work best. Also give them a small amount of white paint and a small amount of black paint along with paper, paintbrushes and spoons. Using a white Styrofoam egg carton cut in half for each child gives you spaces for the paint, as well as some empty spaces for mixing. The paint rinses off the Styrofoam easily to prepare for the next group of artists. Show children the primary color and ask, “What do you think will happen if we add white paint to the red paint?” Encourage the children to experiment, mixing paint with the spoon or brush. As they observe the paint mixing in the containers, suggest that they paint some on their paper. Encourage them to look at each other’s colors and compare. Use vocabulary words such as light/lighter, dark/darker, shade and tint. Look around the room or at their clothing and comment on colors. Say, “Our cots are dark blue,” or “Meredith has on light blue socks.”



Open-ended activities like this give you many opportunities to link to multiple WSS indicators. For example, ST B1 (explores the properties of objects and materials and how they change), PS C1 (shows eagerness and curiosity as a learner), A B1 (responds to artistic creations or events) or PDH B3 (shows beginning control of writing, drawing and art tools)

Independent	Activity: <i>Select an activity that meets the needs of your group</i>	Activity: <i>Select an activity that meets the needs of your group</i>	Activity: <i>Select an activity that meets the needs of your group</i>	Activity: <i>Select an activity that meets the needs of your group</i>	Activity: <i>Select an activity that meets the needs of your group</i>
	Students: Group 3	Students: Group 4	Students: Group 1	Students: Group 2	Students:
	S: <i>fill in indicator</i>	S: <i>fill in indicator</i>	S: <i>fill in indicator</i>	S: <i>fill in indicator</i>	S: <i>fill in indicator</i>
Independent	Activity: <i>Select a second activity that meets the needs of your group</i>	Activity: <i>Select a second activity that meets the needs of your group</i>	Activity: <i>Select a second activity that meets the needs of your group</i>	Activity: <i>Select a second activity that meets the needs of your group</i>	Activity: <i>Select a second activity that meets the needs of your group</i>
	Students: Group 4	Students: Group 1	Students: Group 2	Students: Group 3	Students:
	S: <i>fill in indicator</i>	S: <i>fill in indicator</i>	S: <i>fill in indicator</i>	S: <i>fill in indicator</i>	S: <i>fill in indicator</i>

Independent activities should reflect the needs and interests of the children in the group. Don't feel that you have to repeat the same independent activities throughout the week. Group # 3 on Monday may do an entirely different activity than Group #4 on Tuesday. For example, Group #3 may be playing the On-Off game, while Group #4 is working with puzzles. Keep the children in each group consistent, but vary the activities, if desired.

Here's an idea for an independent activity. Provide word cards along with letter tiles from games like Scrabble or Boggle. Children spell out their names and other words they know, or use the cards as a guide. This is a fun way to practice matching upper and lower case letters.



STORY TIME

9:00-9:15	Book #2:	Book #2:	Book #2:	Book #2:	Book #2:
	S: <i>insert appropriate indicator (s)</i>	S: <i>insert appropriate indicator (s)</i>	S: <i>insert appropriate indicator (s)</i>	S: <i>insert appropriate indicator (s)</i>	S: <i>insert appropriate indicator (s)</i>

Choose books that connect to children in some way. Perhaps someone lost a tooth recently or is celebrating the birth of a new brother or sister; select a book that connects to this real-life event. Also choose books that help children connect ideas and concepts they are learning in class. Read *Goldilocks* for example, as part of a unit on fairy tales, but connect it to math concepts of big, medium and small. **Don't forget the "hook!"** Ask "Have you ever....?" or "Do you remember...?" questions before reading the book.

OUTSIDE TIME

9:15-9:45

Materials and/or activity choices for outdoor play:

Remember to provide choices for outdoor play. You might focus on motor skills, cooperative play or instructional goals. For example, show children how to draw a hopscotch board on the sidewalk in chalk, or hide some objects in the sand box for a treasure hunt. Take out your CD player or MP3 player and speakers for an impromptu dance party. Sensory activities are a perfect choice for outside. Provide empty dishpans for mixing sand or soil with water; they can easily be dumped out when you're ready to go back inside. Make the activities simple and easy to carry. Consider adding "Playground Helper" to your list of classroom jobs so children can help carry items back and forth.

TRANSITION

9:45-10:00	Activity: <i>Choose moderate movement activity followed by a fingerplay or other calming activity</i> S: <i>insert appropriate indicator (s)</i>	Activity: <i>Choose moderate movement activity followed by a fingerplay or other calming activity</i> S: <i>insert appropriate indicator (s)</i>	Activity: <i>Choose moderate movement activity followed by a fingerplay or other calming activity</i> S: <i>insert appropriate indicator (s)</i>	Activity: <i>Choose moderate movement activity followed by a fingerplay or other calming activity</i> S: <i>insert appropriate indicator (s)</i>	Activity: <i>Choose moderate movement activity followed by a fingerplay or other calming activity</i> S: <i>insert appropriate indicator (s)</i>
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Continue to choose activities that are moderately active and allow children to join in throughout. Use recorded music or sing some familiar favorites such as the "Hokey Pokey." Change things up a little by adding in different body parts, such as shoulder, ankle, chin or knee. "Put your shoulder in, take your shoulder out. Put your shoulder in and shake it all about."

Children also enjoy this traditional song from Ella Jenkin's album *This Away That Away* – it gives everyone a chance to shine. The children stand in a circle and clap to the beat, singing:

*This-a-way, that-a-way. This-a-way, that-a-way
This-a-way, that-a-way all day long
Strut Miss _____ (child's name), strut Miss _____
Strut Miss _____ all day long
Here comes another one, just like the other one
Here comes another one, all day long*

(teacher names child to come to center and do dance move)

(all children copy the child in the center)

When the verse is over, the child returns to her place in the circle and you begin the song again, naming a new child to come to the center.

LARGE GROUP LITERACY

10:00-10:15	Large Group Literacy: <i>read book, discuss author, title, illustrator, other concepts about print</i>	Large Group Literacy: <i>same book as yesterday or new book/shared reading; class book or chart / shared reading</i>	Large Group Literacy: <i>act out a story or book</i>	Large Group Literacy: <i>Use Big Book or other printed material; invite children to "show us what you know"</i>	Large Group Literacy: <i>discuss book read previously using symbols for main character, setting, problem, feelings</i>
	S: <i>insert appropriate indicator (s)</i>	S: <i>insert appropriate indicator (s)</i>	S: <i>insert appropriate indicator (s)</i>	S: <i>insert appropriate indicator (s)</i>	S: <i>insert appropriate indicator (s)</i>

The focus of this group time is to build and strengthen literacy skills.

Monday – Discuss author, title and illustrator. Ask (if appropriate) “Have we read another book by this author? Illustrator?”

Tuesday – Use the book from Monday (if appropriate) or choose another book to use for shared reading.

An alternative would be to choose a class book or chart. It should have a simple repetitive or predictable text and print large enough for children to see in large group. Be sure to point to the text as children read along.

Wednesday – Act out a story or book using simple props.

Thursday – Use a Big Book or other printed material – a poem or a chart, for example, or something like Hubbard’s Cupboard from Week #8. Invite children to come forward and “show us what you know.”

Friday – Use the story symbols to discuss elements of a story.

main character (star) - “Who is the STAR of this story? Who is the story about?”

setting (globe) - “Where in the world does this story happen?”

plot- problem (magnifying glass) – “Let’s look closely. Who had a problem? What was it?”

plot - solution (wrench) – “How did he/she fix the problem? What was the solution?”

feelings (heart) – “How did the characters in the story feel?”

PHONOLOGICAL AWARENESS

11:30-11:45	Phonological Awareness: <i>rhyming activity</i>	Phonological Awareness: <i>call and response activity</i>	Phonological Awareness: <i>rhyming activity</i>	Phonological Awareness: <i>syllable segmenting activity</i>	Phonological Awareness: <i>alliteration activity</i>
	S: <i>insert appropriate indicator (s)</i>	S: <i>insert appropriate indicator (s)</i>	S: <i>insert appropriate indicator (s)</i>	S: <i>insert appropriate indicator (s)</i>	S: <i>insert appropriate indicator (s)</i>

Several types of activities are listed on the template to remind you to vary the *focus* of the lesson, but continue to work in the first part of the phonological awareness continuum. You may choose to do these activities on the days listed or to mix them up a bit. Try not to put rhyming and alliteration too close together, since children often confuse the two. Remember that alliteration refers to the sound the word starts with, not the letter. Kangaroo, cat and cow all have the same sound at the beginning. Add actions whenever possible – clap the beat of a rhyme or stomp out syllables in a word.

STORY TIME

12:15-12:30	<p>Book #3: <i>Choose book based on children's interests or another book related to topic</i></p> <p>S: <i>Select GELDS indicator based on reason for reading book</i></p>	<p>Book #3: child choice <i>Child chooses book; preview before reading</i></p> <p>S: <i>Select GELDS indicator based on reason for reading book</i></p>	<p>Book #3: <i>Choose book based on children's interests or another book related to topic</i></p> <p>S: <i>Select GELDS indicator based on reason for reading book</i></p>	<p>Book #3: child choice <i>Child chooses book; preview before reading</i></p> <p>S: <i>Select GELDS indicator based on reason for reading book</i></p>	<p>Book #3: <i>Choose book based on children's interests or another book related to topic</i></p> <p>S: <i>Select GELDS indicator based on reason for reading book</i></p>
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ADDITIONAL INSTRUCTIONAL ACTIVITIES

1:30-2:00	<p>Activity: table activities, writing center, <i>add topic-related activity or art project</i></p> <p>S: <i>insert appropriate indicator (s)</i></p>	<p>Activity: table activities, writing center, <i>add topic-related activity or art project</i></p> <p>S: <i>insert appropriate indicator (s)</i></p>	<p>Activity: table activities, writing center, <i>add topic-related activity or art project</i></p> <p>S: <i>insert appropriate indicator (s)</i></p>	<p>Activity: table activities, writing center, <i>add topic-related activity or art project</i></p> <p>S: <i>insert appropriate indicator (s)</i></p>	<p>Activity: table activities, writing center, <i>add topic-related activity or art project or continue cooking activity</i></p> <p>S: <i>insert appropriate indicator (s)</i></p>
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CLOSING

2:10-2:30	<p>Closing Activity: <i>music or movement activity</i></p> <p><i>connecting activity (review day or show object and talk about something that happened)</i></p> <p><i>Daily News (one child dictates sentence – teacher writes)</i> <i>Goodbye ritual</i></p> <p>S: <i>insert appropriate indicator (s)</i></p>	<p>Closing Activity: <i>music or movement activity</i></p> <p><i>connecting activity (review day or show object and talk about something that happened)</i></p> <p><i>Daily News (one child dictates sentence – teacher writes)</i> <i>Goodbye ritual</i></p> <p>S: <i>insert appropriate indicator (s)</i></p>	<p>Closing Activity: <i>music or movement activity</i></p> <p><i>connecting activity (review day or show object and talk about something that happened)</i></p> <p><i>Daily News (one child dictates sentence – teacher writes)</i> <i>Goodbye ritual</i></p> <p>S: <i>insert appropriate indicator (s)</i></p>	<p>Closing Activity: <i>music or movement activity</i></p> <p><i>connecting activity (review day or show object and talk about something that happened)</i></p> <p><i>Daily News (one child dictates sentence – teacher writes)</i> <i>Goodbye ritual</i></p> <p>S: <i>insert appropriate indicator (s)</i></p>	<p>Closing Activity: <i>music or movement activity</i></p> <p><i>connecting activity (review day or show object and talk about something that happened)</i></p> <p><i>Daily News (one child dictates sentence – teacher writes)</i> <i>Goodbye ritual</i></p> <p>S: <i>insert appropriate indicator (s)</i></p>
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PLANNING FOR ASSESSMENT

	MATRIX	PHOTOS with descriptor	OBSERVATIONAL NOTES	WORK SAMPLES
MON				
TUES				
WED				
THURS				
FRI				

A few assessment reminders:

- Make intentional plans to assess throughout the week. Choose specific children to observe during Center Time or identify areas of the classroom where you will gather data.
- Choose appropriate documentation for small groups. Not every small group needs to be assessed. Sometimes the lesson is simply to introduce concepts and other times children will be practicing skills.
- Design matrices for collecting information on predictable, observable behaviors. Write those behaviors on the matrix, rather than the WSS indicator.
- Communicate with your assistant teacher and assign assessment tasks. Decide who will collect documentation.

GOOD LUCK and have a wonderful Pre-K year!