

Weekly View	Teacher: kim lawson	Class: Lesson Planner: Week 1: Who's In My Family?	
	Theme: Theme 2: My Family	Plan: Lesson Planner: Week 1: Who's In My Family?	Week: Week 1: Who's In My Family?

Learning Block	Monday	Tuesday	Wednesday	Thursday	Friday
Big Experience 1	<p>Circle Time: Family Album</p> <p>Children connect the theme to personal experiences by making a display with family photos and sentences. Children introduce members of their families using pictures and write sentences about their families. Introduce Theme Words: brother; father; grandfather; grandmother; mother; sister. MLB: Write four word sentences and have a different child read each word; Children's names are added to the Family Album with family photos; TRANS: Use "Family Rhyme" to move to next activity.</p> <p>OL:Builds Oral Fluency</p> <p>OL:Classifies Words into Groups</p> <p>EW:Completes a Sentence</p> <p>SE:Describes Self</p> <p>PA:Separates Sentences Into Words</p> <p>OL:Speaks in Complete Sentences</p> <p>OL:Uses Theme Words</p>	<p>Circle Time: This Is Letter Cc</p> <p>Children explore uppercase and lowercase Cc and the sound /k/ in the read aloud fingerplay "This is My Family". Today's Letter Helper wears the Letter Vest and traces the letters in the vest. Children point to the letter Cc on the vest every time they hear a /k/ word. MLB: Partners hunt for objects that begin with the sound of letter Cc; Reinforce pronouns using examples from the fingerplay; TRANS: Use "Big C, Little c" chant and children insert words that begin with letter Cc.</p> <p>AK:Identifies Letter Names</p> <p>AK:Identifies Letter Sounds</p> <p>AK:Matches Upper/Lowercase Letters</p> <p>OL:Understands Instructional Language</p> <p>OL:Understands Meanings of New Words</p> <p>OL:Uses Pronouns</p>	<p>Circle Time: Family Field Trip</p> <p>Children learn about family life as they take an imaginary field trip to an apartment where busy families live. Using Big Wall Chart 2, children identify the family members and talk about what the people are doing in each room. Children learn that families are alike and different in many ways. Introduce Social Studies Words: different; live; same. MLB: Identify words that begin with the /k/ sound; Practice possessive pronouns; TRANS: Children identify letters that begin with /k/ sound.</p> <p>SS:Characteristics of Families</p> <p>AK:Identifies Letter Sounds</p> <p>OL:Uses Action Words</p> <p>OL:Uses and Increases Speaking Vocabulary</p> <p>OL:Uses Common English Nouns and Phrases</p> <p>OL:Uses Pronouns</p> <p>OL:Uses Social Studies Words</p>	<p>Story Time: Daddy Calls Me Man</p> <p>Children explore family relationships and family love through illustrations and short verses in Daddy Calls Me Man. Children make predictions to anticipate what may happen in each new section. Children name everyone in Noah's family. Introduce Story Words: twirl; twist. MLB: Children talk about love and kindness and how they show these feelings; Children describe the image of Noah and his daddy's shoes using is/are; TRANS: Children twist or twirl to the next activity.</p> <p>C:Makes Predictions</p> <p>OL:Responds Appropriately</p> <p>C:Retells a Story</p> <p>SE:Shows Empathy and Kindness</p> <p>OL:Understands Words with Similar Meanings</p> <p>OL:Uses Describing Words</p> <p>PH:Uses Gross Motor Skills</p> <p>OL:Uses Subject-Verb Agreement</p>	<p>Circle Time: Family Tree</p> <p>Children use what they have learned about families to make family trees for the family in Daddy Calls Me Man and their own families. Children review theme words: father; mother; and sister, insert them in sentence frames, and then add family members to the family tree. MLB: Children group family members together to create shapes; Children use possessive pronouns to identify family leaf trees; TRANS: Children identify words that begin with /k/ sound and move as a trail of leaves.</p> <p>EW:Contributes Ideas for Writing</p> <p>M:Creates Shapes</p> <p>AK:Identifies Letter Sounds</p> <p>OL:Increases English Listening Vocabulary</p> <p>C:Story Characters</p> <p>OL:Uses and Increases Speaking Vocabulary</p> <p>OL:Uses Pronouns</p> <p>OL:Uses Theme Words</p> <p>EW:Writes to Convey Meaning</p>
Small Group Instruction	<p>Identifying Words in a Sentence</p> <p>Review identifying words in a sentence using snap cubes to represent words.</p> <p>PA:Separates Sentences Into Words</p>	<p>Identifying Simple Shapes</p> <p>Use Math Mat 5 and attribute blocks to review identifying simple shapes.</p> <p>M:Names Shapes</p>	<p>Blending Words to Make a Compound Word</p> <p>Review blending words to make a compound word using words from Herman the Helper. Provide Picture Cards and have students create compound words using the Picture Cards.</p> <p>PA:Blends Compound Words</p>	<p>Recognizing Shapes</p> <p>Review recognizing shapes using Math Mat 5 and have children describe each shape. Model how to compare shapes that are different sizes or colors.</p> <p>M:Names Shapes</p>	<p>Write the Letter Cc</p> <p>Review writing the letter Cc, modeling how to write both uppercase and lowercase. Write letters in the sand tray.</p> <p>EW:Forms Letters</p>
Big Experience 2	<p>Story Time: Bear's Busy Family</p> <p>Children meet Bear's family as they engage in a read aloud of Bear's Busy Family. They retell parts of the story together and contribute ideas for writing about the busy family. Introduce Story Words: busy; feast. MLB:</p>	<p>Story Time: Herman the Helper</p> <p>Children chime in for parts of the read aloud story, Herman the Helper. Then they join in writing sentences about Herman's family members. Introduce Story Words: camouflage; enemy. Children discuss and</p>	<p>Story Time: Story Shapes</p> <p>Using Math Mat 5 and Bear's Busy Family, children search book illustrations for simple shapes and discover that they remain the same shape even they are different sizes or rotated. Reread Bear's Busy Family and</p>	<p>Circle Time: Family Endearment Sentences</p> <p>Children reread Daddy Calls Me Man and write new sentences using the sentence patterns from the book. Reinforce vocabulary words: family; kindness. Model writing using the sentence "My ____ calls me ____". Children</p>	<p>Circle Time: Shape Families</p> <p>Children review attributes of simple shapes and work on drawing them. Children touch and feel attribute blocks and describe each shapes features without looking at the shapes. Model and have children draw a circle, square,</p>

<p>Learning Block</p>	<p>Children review what family members brought to the feast and draw pictures of what they would bring to a family feast; Display Science Poster 3 and discuss how everyone grows, even Bears in the book; TRANS: Children chant "Busy, Busy, Letter Bb" and insert a Bb word.</p> <p>EW:Contributes Ideas for Writing</p> <p>SH:Human Life Cycles</p> <p>AK:Identifies Letter Sounds</p> <p>FA:Responds to Stories Through Art</p> <p>C:Story Characters</p> <p>OL:Understands Meanings of New Words</p> <p>OL:Uses Naming Words</p>	<p>write about how Herman showed kindness to others. MLB: Children blend compound words using examples from the story; Children move like an octopus at the bottom and top of the sea; TRANS: Children use pronouns to discuss how they help each other to the next activity.</p> <p>PA:Blends Compound Words</p> <p>EW:Completes a Sentence</p> <p>C:Retells a Story</p> <p>PH:Uses Gross Motor Skills</p> <p>OL:Uses Pronouns</p>	<p>review the role of the author and illustrator. Children identify shapes they see in the book. MLB: Groups search the classroom for circles, squares, triangles, and rectangles; Children use their bodies to create shapes; TRANS: Children practice blending compound words.</p> <p>PA:Blends Compound Words</p> <p>M:Identifies Shape Attributes</p> <p>M:Names Shapes</p> <p>C:Role of Author and Illustrator</p> <p>M:Shape Constancy</p> <p>OL:Understands Instructional Language</p> <p>PH:Uses Gross Motor Skills</p>	<p>fill in the sentences with illustrations or words. MLB: Children blend compound words using words related to the book; Children write names of special people or pets on a heart, then count the number of names; TRANS: Sing "Family Chant" as children march to the next activity.</p> <p>PA:Blends Compound Words</p> <p>OL:Classifies Words into Groups</p> <p>EW:Completes a Sentence</p> <p>M:Counts to 5</p> <p>FA:Participates in Music Activities</p> <p>OL:Shares Appropriate Information</p> <p>EW:Writes Name</p>	<p>rectangle, and triangle. MLB: Children combine shapes to make objects using shapes cut from paper; Children follow oral directions and identify which shape they are given; TRANS: Use math words, specifically name shapes, as children move to the next activity.</p> <p>M:Creates Shapes</p> <p>OL:Follows Oral Directions</p> <p>M:Identifies Shape Attributes</p> <p>M:Names Shapes</p> <p>M:Shape Constancy</p> <p>FA:Uses a Variety of Materials</p> <p>PH:Uses Fine Motor Skills</p> <p>OL:Uses Math Words</p>
<p>Read Aloud</p>	<p>Children's Choice</p> <p>Children choose from a selection of books to read aloud / read along.</p> <p>ER:Engages in Pre-/Reading Activities</p>	<p>Children's Choice</p> <p>Children choose from a selection of books to read aloud / read along.</p> <p>ER:Engages in Pre-/Reading Activities</p>	<p>Children's Choice</p> <p>Children choose from a selection of books to read aloud / read along.</p> <p>ER:Engages in Pre-/Reading Activities</p>	<p>Children's Choice</p> <p>Children choose from a selection of books to read aloud / read along.</p> <p>ER:Engages in Pre-/Reading Activities</p>	<p>Children's Choice</p> <p>Children choose from a selection of books to read aloud / read along.</p> <p>ER:Engages in Pre-/Reading Activities</p>
<p>Songs and Fingerplays</p>	<p>This Is a Family</p> <p>Sing "This Is a Family" with actions.</p> <p>FA:Participates in Music Activities</p>	<p>This Is a Family</p> <p>Sing "This Is a Family" with actions.</p> <p>FA:Participates in Music Activities</p>	<p>This Is a Family</p> <p>Sing "This Is a Family" with actions.</p> <p>FA:Participates in Music Activities</p>	<p>This Is a Family</p> <p>Sing "This Is a Family" with actions.</p> <p>FA:Participates in Music Activities</p>	<p>This Is a Family</p> <p>Sing "This Is a Family" with actions.</p> <p>FA:Participates in Music Activities</p>
<p>Big Experience 3</p>	<p>Circle Time: Fun With Shapes</p> <p>The table setting for a family dinner introduces different shapes. Shapes are reinforced by a shape parade where children march over shapes on the floor. Use Math Mat 5 to review shapes and discuss their features. Introduce Math Words: circle; corner; rectangle; side; square; triangle. MLB: Review shapes by folding napkins, then children share an example of good table manners; Children illustrate their families at dinnertime; TRANS: Use the Shape Chant to move to the next activity.</p> <p>M:Creates Shapes</p> <p>PH:Exercise and Fitness</p> <p>M:Names Shapes</p> <p>SE:Regulates Behavior</p> <p>M:Shapes in the Real World</p> <p>SS:Understands Family Roles</p> <p>OL:Understands Instructional Language</p> <p>OL:Uses Math Words</p>	<p>Circle Time: A Helping Hand</p> <p>Children revisit Herman's many kind deeds when they reread the book. Children talk about helpfulness in the classroom. Use a Helping Hand diagram to pass to children to name nice things children do in the classroom. Children create their own Helping Hands. MLB: Children discuss what helpful roles they have at home; Children create sea creature masks and retell the story of Herman the Helper; TRANS: Sing "Be So Kind" as children move in pairs to the next activity.</p> <p>OL:Follows Oral Directions</p> <p>OL:Increases English Listening Vocabulary</p> <p>C:Retells a Story</p> <p>SE:Shows an Awareness of Others</p> <p>FA:Sings New and Familiar Songs</p> <p>SS:Understands Family Roles</p> <p>PH:Uses Fine Motor Skills</p> <p>OL:Uses Naming Words</p>	<p>Circle Time: People Grow and Change</p> <p>Children learn about how humans grow and change as they explore how they have changed from baby to child. Using Science Poster 3, introduce Science Words: adult; baby; child. Talk about how as human bodies change, we can do different things. Trace children's bodies on large paper and measure their length of their bodies. MLB: Children describe themselves now, or as a baby; Children make handprint paintings; TRANS: Sing "Sing and Grow" as children move to the next activity.</p> <p>EW:Completes a Sentence</p> <p>SE:Describes Self</p> <p>SH:Human Life Cycles</p> <p>OL:Responds Appropriately</p> <p>FA:Sings New and Familiar Songs</p> <p>FA:Uses a Variety of Materials</p>	<p>Circle Time: Thumbs Up for Letter Cc</p> <p>Children review uppercase and lowercase Cc and the sound /k/ in the song "Eat It Up!"</p> <p>Select a child to wear the Letter Vest. Use the Thumbs Up/Thumbs Down routine to have children answer whether or not a word begins with /k/. Reinforce vocabulary words: cake; can; cape; card; cook. MLB: Children sing and move to "Eat It Up!"; Children discuss babies, children, and adults and how humans grow in their life cycle; TRANS: Chant and Clap reviewing letters sounds for Bb and Cc.</p> <p>SH:Human Life Cycles</p> <p>AK:Identifies Letter Sounds</p> <p>AK:Matches Upper/Lowercase Letters</p> <p>FA:Responds to Music</p> <p>OL:Understands Instructional Language</p>	<p>Story Time: Kissing Hands Show Love</p> <p>Children revisit the book The Kissing Hand from the "Ready for School!" theme. This time the book is read with a focus on family. Children learn how to sign "I love you" and complete the sentence "I would like to give the kissing hand to ____". MLB: Children play a beanbag game by passing the beanbag and saying something nice about the child next to him; Children explore compound words such as handshake and handbag; TRANS: Children discuss appropriate ways to show that you love someone.</p> <p>SE:Awareness of Feelings of Others</p> <p>PA:Blends Compound Words</p> <p>EW:Completes a Sentence</p> <p>OL:Responds Appropriately</p> <p>SE:Shows an Awareness of Others</p> <p>PH:Uses Fine Motor Skills</p> <p>OL:Uses Language for Different Purposes</p>

Small Group Rotation	Monday Reinforce identifying words in sentences, using bear counters and short sentences for support. PA:Separates Sentences Into Words	Tuesday Reinforce identifying shapes by tracing shapes on Math Mat 5 and describing the shape. M:Names Shapes	Wednesday Reinforce blending words to make a compound word using Picture Cards and providing additional practice. PA:Blends Compound Words	Thursday Reinforce recognizing shapes by tracing shapes and providing additional practice. M:Names Shapes	Friday Model writing the uppercase and lowercase Cc and explain letter formation step-by-step. EW:Forms Letters
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Domain Key: AK=Alphabet Knowledge C=Comprehension CP=Concepts of Print ER=Emergent Reading EW=Emergent Writing FA=Fine Arts M=Mathematics OL=Oral Language Development PA=Phonological Awareness PH=Physical Development SE=Social-Emotional Development SH=Science and Health SS=Social Studies TM=Technology and Media

Learning Centers

Writing Center	Blocks & Building Center	Technology Center	Creativity Center	Math Center	Dramatic Play Center	Reading & Listening Center	Science Center
Write about family members and special times. ER:Engages in Pre-/Reading Activities EW:Makes Books EW:Writes to Convey Meaning	Build family homes and role play family activities with blocks. SE:Initiates Problem-Solving SE:Shows Positive Social Behaviors SE:Takes Care of Materials SS:Understands Family Roles	Experience stories and read along with books about family. C:Retells a Story TM:Uses Mouse and Keyboard TM:Uses Recorders and Touch Screens TM:Uses Software	Create family artwork using a variety of materials. SS:Characteristics of Families FA:Creative Expression Through Art OL:Follows Oral Directions	Use math concepts to explore the theme. M:Compares Lengths M:Creates Shapes SE:Regulates Behavior M:Sorts and Describes Objects	Act out different family roles and activities. OL:Engages in Conversation FA:Engages in Dramatic Play SE:Sustains Attention	Read and listen to books about different families. FA:Acts Out Stories OL:Makes Relevant Comments SE:Shows an Awareness of Others TM:Uses Recorders and Touch Screens	Explore healthy habits and living and non-living things. SH:Human Life Cycles SH:Investigates Materials SE:Takes Care of Materials

Reflections / Notes

Daily Notes