

Weekly View	Teacher: Tammy Jilka	Class: Lesson Planner: Week 1: All Kinds of Animals	
	Theme: Theme 4: Awesome Animals!	Plan: Lesson Planner: Week 1: All Kinds of Animals	Week: Week 1: All Kinds of Animals

Learning Block	Monday	Tuesday	Wednesday	Thursday	Friday
Big Experience 1	<p>Circle Time: All Kinds of Animals</p> <p>Introduce the theme "Awesome Animals," and Big Wall Chart 4. Ask children about animals they know and put them on the KWL chart. Children talk about the animals and what they want learn. Encourage eye contact as they speak, and to use the appropriate tone of voice. Introduce vocabulary: animal; climb; feathers; fly; fur; sales; swim. MLB: Sort the animals on the wall chart, encouraging use of theme words; blend sounds. Trans: Sing the counting song, using the animals and their homes.</p> <p>PA:Blends Onset and Rime</p> <p>M:Counts to 10</p> <p>SH:Explores Living Things</p> <p>OL:Makes Eye Contact</p> <p>SH:Organizes Information</p> <p>SE:Pays Attention</p> <p>OL:Shows Understanding of Spoken English</p> <p>OL:Uses Appropriate Tone of Voice</p>	<p>Circle Time: Pet for a Day</p> <p>Reread Big Earth, Little Me and remind children how they can care for the Earth. Connect taking care of the Earth with the importance of paying attention to animals. Children select a stuffed animal to take care of for the day and learn about what pets need. MLB: Practice using past tense by asking questions as children play; Create a chart and ask each child to vote for his/her favorite pet; Trans: Children act out how they would walk with their pets as they move to the next activity.</p> <p>M:Collects and Organizes Data</p> <p>OL:Engages in Conversation</p> <p>SE:Pays Attention</p> <p>SH:Safety Habits</p> <p>OL:Speaks in Complete Sentences</p> <p>SS:Understands Basic Needs</p> <p>OL:Uses Describing Words</p> <p>OL:Uses Verb Tenses</p>	<p>Story Time: Roar! A Noisy Counting Book</p> <p>Introduce the story Roar! and have children make predictions about how many animals will appear on each page. Read aloud the story, and ask children to "roar" with the lion. Introduce vocabulary: plods, puzzled, quiver. Children create thumbprint animal art. MLB: Review and model animal movements from the book; children build a cumulative story, with each child adding an animal. Trans: End story time with a rhyme. Children mimic closing a book a putting it on the shelf.</p> <p>CP:Book Handling</p> <p>C:Makes Predictions</p> <p>OL:Makes Relevant Comments</p> <p>M:Matches Numerals to Quantity</p> <p>CP:Parts of a Book</p> <p>M:Recognizes Patterns</p> <p>OL:Uses Math Words</p> <p>OL:Uses Story Words</p> <p>EW:Writes Name</p>	<p>Circle Time: Jj is for Jungle Animals</p> <p>Children review the letter Jj, by selecting a child with a Jj name to wear the Letter Vest. Children sing a song "Do You Know the Jungle Animals" and jump each time they hear a word that begins with Jj. Reinforce the letter-sound connection by pointing to the Vest. Children hunt for objects beginning with the /j/ sound. MLB: Use clay to form a J-shaped snake; Children look at a jungle picture and observe details. Trans: Have children count off by 5's to the rhyme "In the Jungle I can see".</p> <p>M:Concept of Counting</p> <p>EW:Forms Letters</p> <p>AK:Identifies Letter Sounds</p> <p>AK:Identifies Letters</p> <p>SE:Pays Attention</p> <p>AK:Produces correct letter sounds</p> <p>FA:Sings New and Familiar Songs</p>	<p>Story Time: Hooray for Dogs!</p> <p>Children learn about helper dogs and celebrate the way these dogs help people by rereading Dot the Fire Dog, and discussing the things a fire dog can do. Children review fire safety rules. Children use downloadable Paw-Print Award Cutouts and drawing materials to create a bulletin board of awards for dogs that help people. MLB: Children act out a scene in the story; Clifford the puppet helps children blend onsets and rimes. Trans: Children "bark" three times when they hear their name.</p> <p>FA:Acts Out Stories</p> <p>PA:Blends Onset and Rime</p> <p>SE:Pays Attention</p> <p>SH:Safety Habits</p> <p>OL:Uses Common English Nouns and Phrases</p> <p>C:Uses Picture Clues</p> <p>EW:Writes Name</p>
Small Group Instruction	<p>Delete a Syllable From a Word</p> <p>Review deleting a syllable from a word.</p> <p>PA:Deletes Syllables From Words</p>	<p>Order by Size and Length</p> <p>Review model and practice ordering by size and length</p> <p>M:Compares Lengths</p>	<p>Blend Onset and Rime to Form Words</p> <p>Review and practice blending onset and rime to form words.</p> <p>PA:Blends Onset and Rime</p>	<p>Order Objects by Size or Length</p> <p>Review ordering objects by size or length.</p> <p>M:Compares Lengths</p>	<p>Write the Letter Jj</p> <p>Teach, model, and practice writing the letter Jj.</p> <p>EW:Forms Letters</p>
Big Experience 2	<p>Story Time: Biggest, Strongest, Fastest</p> <p>Children engage in a read aloud of Biggest, Strongest, Fastest. Children decorate and create stick animals, then talk about their animals. Introduce vocabulary: flexible, poisonous. Ask the children to sort their animals into labeled shoeboxes. MLB: Children select a stick animal, talk about what they have learned, and add the information to the chart; Children look at magazine cutouts of</p>	<p>Story Time: Is Your Mama a Llama?</p> <p>Children engage in a read aloud of Is Your Mama a Llama?, or play the BookFlix video. Children identify the baby animal on each spread and discuss characteristics. Children then identify each baby's mama, and discuss how they know. Introduce vocabulary: grazes, herd, hind. Children engage in a pantomime game, imitating an animal. MLB: Children draw llamas; Children sort toy animals into two or</p>	<p>Circle Time: Animal Observations</p> <p>Children explore the characteristics and needs of different animals. Use Science Poster 7 and point out the monkey and the habitat. Invite volunteers to describe the poster. Introduce vocabulary: characteristics, habitat. Children discuss and explore how the characteristics of animals help them live, and what they need. MLB: Children write the names of animals and their habitats; Children review the poster and</p>	<p>Story Time: Amazing Animal Book</p> <p>Children show what they have learned about animals and their characteristics by writing and drawing. Reread Biggest, Strongest, Fastest and discuss characteristics. Write together by creating the sentence frame "The ___ is ___" and have children fill in an animal and a characteristic. Children then write their own sentence and draw an animal. MLB: Create cut-paper animals as in Biggest, Strongest</p>	<p>Circle Time: Order Objects</p> <p>Children review ordering objects by size. Children draw silly snakes, ordering them from shortest to longest, using Math Mat #13. Children then dictate a story about the snakes they've drawn. MLB: Discuss the ways animals move. Children pretend to be snakes and slither; Show the Anaconda in Biggest, Strongest, Fastest and have children draw their own snakekin pattern; TRANS: Assign</p>

Learning Block	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>the chart, children look at magazine cutouts of animals and choose those that are alike;</p> <p>TRANS: Children answer comparison questions.</p> <p>SH:Explores Living Things</p> <p>EW:Labels Pictures</p> <p>SH:Organizes Information</p> <p>SE:Pays Attention</p> <p>OL:Understands Words with Opposite Meanings</p> <p>C:Uses Book Information</p> <p>OL:Uses Story Words</p> <p>OL:Uses Words for Comparisons</p>	<p>lamas, children sort toy animals into two or more groups and discuss how they have been sorted; TRANS: Children pretend they are a herd of llamas.</p> <p>FA:Engages in Dramatic Play</p> <p>SH:Explores Living Things</p> <p>CP:Parts of a Book</p> <p>OL:Responds Appropriately</p> <p>M:Sorts and Describes Objects</p> <p>C:Uses Book Information</p> <p>PH:Uses Gross Motor Skills</p> <p>OL:Uses Naming Words</p> <p>OL:Uses Story Words</p>	<p>their habitats, children review the poster and make a chart of living and nonliving things;</p> <p>TRANS: Children hunt for "J" cards.</p> <p>FA:Engages in Dramatic Play</p> <p>SH:Explores Living Things</p> <p>AK:Identifies Letters</p> <p>SH:Living and Nonliving Things</p> <p>SS:Understands Basic Needs</p> <p>OL:Uses Describing Words</p> <p>OL:Uses Science Words</p>	<p>cut paper animals as in Biggest, Strongest, Fastest; Have each child jump like a flea and measure the heights; TRANS: Play "What's in the Bag?"</p> <p>C:Asks and Answers Questions</p> <p>EW:Completes a Sentence</p> <p>EW:Contributes Ideas for Writing</p> <p>OL:Follows Oral Directions</p> <p>OL:Understands Meanings of New Words</p> <p>FA:Uses a Variety of Materials</p> <p>PH:Uses Gross Motor Skills</p> <p>EW:Uses Writing Conventions</p>	<p>their own snakeskin pattern, TRANS: Assign each child an animal name using a big-to-small pattern. Have all "big" children move to the next activity first.</p> <p>M:Counts items</p> <p>SH:Explores Living Things</p> <p>EW:Labels Pictures</p> <p>M:Orders Objects</p> <p>PH:Uses Gross Motor Skills</p> <p>OL:Uses Math Words</p> <p>OL:Uses Words for Comparisons</p> <p>EW:Uses Writing Conventions</p>
Read Aloud	<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>
Songs and Fingerplays	<p>Rockin' Robin</p> <p>Sing "Rockin' Robin" with actions.</p> <p>FA:Participates in Music Activities</p>	<p>Rockin' Robin</p> <p>Sing "Rockin' Robin" with actions.</p> <p>FA:Participates in Music Activities</p>	<p>Rockin' Robin</p> <p>Sing "Rockin' Robin" with actions.</p> <p>FA:Participates in Music Activities</p>	<p>Rockin' Robin</p> <p>Sing "Rockin' Robin" with actions.</p> <p>FA:Participates in Music Activities</p>	<p>Rockin' Robin</p> <p>Sing "Rockin' Robin" with actions.</p> <p>FA:Participates in Music Activities</p>
Big Experience 3	<p>Circle Time: Order by Size and Length</p> <p>Introduce children to the concept organizing objects by size. Introduce vocabulary words: height, length, order. Children look at pictures in Biggest, Strongest, Fastest and compare the sizes of the animals. Compare the animals shown on the Chart. Use tape to show the lengths of animals and have a volunteer lie down next to the tape to compare. MLB: Review the letter li; Children create an eel from tubes, then compare their height; TRANS: Children imitate their favorite animal.</p> <p>M:Compares Lengths</p> <p>M:Orders Objects</p> <p>AK:Produces correct letter sounds</p> <p>FA:Uses a Variety of Materials</p> <p>PH:Uses Gross Motor Skills</p> <p>OL:Uses Naming Words</p> <p>OL:Uses Words for Comparisons</p>	<p>Circle Time: This is Letter Jj</p> <p>Children explore words that begin with the letter Jj. Today's Letter Helper wears the Letter Vest and points to the letter Jj. Introduce vocabulary: jellyfish, jiggle, jump. Children perform a fingerplay "Baby Kangaroo" and jump whenever they hear the word "jump". Use picture cards and ask children to jump or jiggle when they see a picture that begins with Jj.</p> <p>MLB: Use picture cards to create words starting with Jj; Draw pictures of jelly sandwiches; TRANS: Children jump when they hear a /j/.</p> <p>PA:Blends Onset and Rime</p> <p>AK:Identifies Letter Sounds</p> <p>AK:Identifies Letters</p> <p>OL:Positive Listening Habits</p> <p>AK:Produces correct letter sounds</p> <p>FA:Uses a Variety of Materials</p> <p>PH:Uses Gross Motor Skills</p>	<p>Circle Time: Animals Big and Small</p> <p>Reread Is Your Mama is a Llama? to explore ordering objects by size. Reinforce vocabulary: height, length, order. Using Math Mat #13, ask children to compare the heights of trees and put them in order. Children then compare and sort objects by height and length, using the Math Mat and blocks, and stuffed animals.</p> <p>MLB: Discuss true vs. make-believe; Children blend onset and rime to form words; TRANS: Each child chooses an animal, lines up with a partner, and identifies which animal is taller.</p> <p>PA:Blends Onset and Rime</p> <p>M:Compares Lengths</p> <p>C:Distinguishes Real from Make-Believe</p> <p>M:Orders Objects</p> <p>OL:Shows Understanding of Spoken English</p> <p>OL:Understands Meanings of New Words</p> <p>OL:Uses Math Words</p> <p>OL:Uses Naming Words</p>	<p>Circle Time: Animals and People</p> <p>Using the book Is Your Mama a Llama?, ask children to observe what animals and people have in common, such as fur or clothing to stay warm. Introduce vocabulary: clothing, shelter. Children complete a chart about the needs animals and people have in common.</p> <p>MLB: Create a bat cave and hide Jj letter cards. Children find the letter and say its name; Blend sounds using your hands; TRANS: Children identify which of a pair of shelter, clothing, or food items is for people and which is for animals.</p> <p>C:Asks and Answers Questions</p> <p>PA:Blends Onset and Rime</p> <p>AK:Identifies Letters</p> <p>SH:Organizes Information</p> <p>SS:Understands Basic Needs</p> <p>OL:Understands Meanings of New Words</p> <p>OL:Uses Naming Words</p>	<p>Circle Time: Animal Masks</p> <p>Children review what they've learned about animals. Children make a mask of the face of one of the animals they've learned about.</p> <p>Children create a parade, marching and moving like the animals. MLB: Children form small groups based on the characteristics on their masks, then make a chart of all characteristics in each group; Children wear their masks and participate in a letter sound recognition game; TRANS: Children line up by mask feature (i.e. all masks with whiskers).</p> <p>M:Concept of Counting</p> <p>SH:Explores Living Things</p> <p>AK:Identifies Letter Sounds</p> <p>FA:Responds to Music</p> <p>OL:Shows Understanding of Spoken English</p> <p>FA:Uses a Variety of Materials</p> <p>EW:Writes Name</p>
Small Group Intervention	<p>Reinforce and practice deleting syllables, using snap cubes for support.</p>	<p>Reinforce putting objects in order by size, height, or length using snap cubes.</p>	<p>Reinforce blending onsets and rimes to form words by using tape on each hand and</p>	<p>Reinforce ordering objects by length using pieces of spaghetti.</p>	<p>Reinforce how to write the uppercase and lowercase Jj on a board using the Letter Card.</p>

Learning Block	PA:Deletes Syllables	Monday Words	M:Compares Length	Tuesday bringing them together	Wednesday PA:Blends Onset and Rime	M:Compares Length	Thursday	Repeat letter rhyme	Friday
								EW:Forms Letters	

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 stories and descriptions about how animals live and grow. SS:Animal Helpers EW:Labels Pictures EW:Writes Name EW:Writes to Convey Meaning	Build animal homes for toy animals. M:Builds Structures SE:Initiates Problem-Solving SE:Regulates Behavior	Explore stories and read along with books about animals. TM:Creates with Technology TM:Uses Mouse and Keyboard TM:Uses Recorders and Touch Screens TM:Uses Software	Create 2-D and 3-D animals and animal habitats. FA:Creative Expression Through Art PH:Eye-Hand Coordination FA:Uses a Variety of Materials	Use math concepts to explore animals and their homes. M:Counts items M:Sorts and Describes Objects M:Time Order	Act out animal sounds and movements. SE:Attention to Surroundings FA:Engages in Dramatic Play	Read and listen to books about animals. FA:Acts Out Stories ER:Engages in Pre-/Reading Activities M:Sorts and Describes Objects TM:Uses Recorders and Touch Screens	Explore characteristics of animals, habitats, and animal families. SH:Animal Life Cycle SH:Explores Living Things OL:Shares Appropriate Information

Reflections / Notes

Daily Notes