



# Planning the Environment and Experiences

Planning for the week of: April 29 <sup>th</sup> -May 3 <sup>rd</sup> , 2013	Teacher(s): Ms. Cindy & Ms. Jeni	Homebase: Early Preschool 2			
Emerging skills and interests: Letter Q					
Activities: Include Meeting/circle discussion; planned learning center activities including outdoors and Educational Elements: Language, Math, Science, Social Studies/Relations, Health/Safety, Art, Music	Monday  Read AlphaTales Q book, and talk about the words that begin with Q  Sort quilt squares by color and size	Tuesday  Sing, "Five Little Ducks" and use manipulatives to retell the story  Line quilt squares up by size—talk about "big" and "little"	Wednesday  Look at <u>The Quilting Bee</u> and talk about the different kind of quilt block designs  Matching quilt squares to the correct size square on the quilt	Thursday  Sensory bottles— compare/contrast how they flow  Read <u>Quick as a Cricket</u> then play "Quiet as a Mouse"—talk about indoor	Friday  Read <u>I'm a Duck!</u>  Pretend to be a duck, and try to quack  Go on a shape walk—find shapes throughout the center
<b>List changes to the environment: new materials, props, equipment, activities children in which children will be engaged.</b>					
English/Language Arts  Read the AlphaTales "Q" Book, <u>I'm a Duck!</u> , <u>Quick as a Cricket!</u> , and <u>The Quilting Bee</u> —Before reading the books, talk about the front cover, while reading, talk about the pictures and guess what comes next in the story  Work on writing with pencils and/or markers—draw lines  Foundations Number(s): ELA.2.2, ELA.2.7, ELA.2.8, ELA.2.10, ELA.2.11, ELA.3.12, ELA.3.13, ELA.2.18, ELA.2.19, ELA.2.20, ELA.2.21, ELA.2.22	Mathematics  Sort quilt squares by color and size  Line quilt squares up by size—Talk about "big" and "little"  Matching quilt squares to the correct size square on the quilt  Foundations Number(s): M.1.16, M.2.9, M.5.10, M.5.11, M.5.15, M.5.16, M.6.7, SC.1.18, SC.1.53, FA.1.83	Social Emotional  After talking about what kings and queens do, pretend to be kings and queens in housekeeping  Talk about our families, and ask questions, such as, "Who has a brother?"  Foundations Number(s): SE.1.5, SE.1.39, SE.1.56, SE.1.57, SE.1.70, SE.1.92, SE.3.8, SE.3.55, SE.3.114, SE.3.118, SE.5.8, SE.5.60, SE.5.146, SE.5.150			
Science  Make sensory bottles with water, shampoo or hair gel, honey, etc. and talk about the way they move quickly and slowly in the bottles—compare/contrast  Go on a shape walk—find shapes throughout the center  Foundations Number(s): SC.1.18, SC.1.21, SC.1.22, SC.1.28, SC.1.29, SC.1.30, SC.1.50, SC.1.54	Social Studies  Play "Quiet as a Mouse"—talk about indoor vs. outdoor voices and why we use them when we do—as part of following classroom rules/directions  As we go through the day, talk about what comes "next"  Foundations Number(s): SS.1.12, ELA.1.12, ELA.4.44, ELA.7.17, ELA.8.22, SS.2.8, SS.2.20, SS.2.21, SS.2.22, SS.2.25, SS.2.26	Fine Arts  Sing, "Five Little Ducks" and use manipulatives to retell the story as we sing Dance to music based on the speed—quick and slow  Foundations Number(s): FA.1.1, FA.1.2, FA.1.8, FA.1.14, FA.1.21, FA.1.34, FA.1.74, FA.1.75, FA.1.77, FA.1.100			
Physical Development  Move QUICKLY and SLOWLY on the track  Foundations Number(s): P.1.9, P.1.10, P.2.11, P.3.12, P.3.14, P.4.2, P.4.3, P.4.5, P.4.7, P.3.56	Personal Care  Work on cleaning up areas at the table after snack and lunch Work on potty training and washing our hands after toileting  Foundations Number(s): PC.2.17, PC.2.4, PC.3.4, PC.3.13, PC.4.13, PC.4.16, PC.5.2, PC.5.3, PC.5.4, PC.5.7, PC.5.10, PC.5.11, PC.5.12, SE.4.27				