

Planning the Environment and Experiences

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| Planning for the week of: April 29 th -May 3 rd , 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 | Tuesday | Wednesday | Thursday | Friday |
| | Read AlphaTales Q book, and talk about the words that begin with Q Sort quilt squares by color and size | Sing, "Five Little Ducks" and use manipulatives to retell the story Line quilt squares up by size—talk about "big" and "little" | 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 | Sensory bottles—compare/contrast how they flow Read <u>Quick as a Cricket</u> then play "Quiet as a Mouse"—talk about indoor | 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 |
| List changes to the environment: new materials, props, equipment, activities children in which children will be engaged. | | | | | |
| <p>English/Language Arts</p> <p>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</p> <p>Work on writing with pencils and/or markers—draw lines</p> <p>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</p> | | <p>Mathematics</p> <p>Sort quilt squares by color and size</p> <p>Line quilt squares up by size—Talk about "big" and "little"</p> <p>Matching quilt squares to the correct size square on the quilt</p> <p>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</p> | | <p>Social Emotional</p> <p>After talking about what kings and queens do, pretend to be kings and queens in housekeeping</p> <p>Talk about our families, and ask questions, such as, "Who has a brother?"</p> <p>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</p> | |
| <p>Science</p> <p>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</p> <p>Go on a shape walk—find shapes throughout the center</p> <p>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</p> | | <p>Social Studies</p> <p>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</p> <p>As we go through the day, talk about what comes "next"</p> <p>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</p> | | <p>Fine Arts</p> <p>Sing, "Five Little Ducks" and use manipulatives to retell the story as we sing</p> <p>Dance to music based on the speed—quick and slow</p> <p>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</p> | |
| <p>Physical Development</p> <p>Move QUICKLY and SLOWLY on the track</p> <p>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</p> | | | <p>Personal Care</p> <p>Work on cleaning up areas at the table after snack and lunch</p> <p>Work on potty training and washing our hands after toileting</p> <p>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</p> | | |