

| Teachers | | Week of | | | | |
|--|--|---|--|---|---|--|
| Loretta Hannah | | 9/9 - 9/13 | | | | |
| | | Monday | Tuesday | Wednesday | Thursday | Friday |
| This week's song and finger play | | <p>- London Bridge Falling Down.</p> <p>Book: Baby's first words.</p> | | | | |
| Sensory Activities At least one per day, can be combined with small group/art) | | Scooping + Pouring Cheerios using measure cups, spoons | Digging for Dinosaurs in shredded paper - | Rolling earst trucks in paint - paint on paper | touching + feeling sea shells frozen in water. | Dipping forks in paints - and moving around on paper |
| Choice Time Additions At least one per day - must be something new added to area or materials changed out - can't be basic item required for play) | | | | | | |
| Special Events/Reminders | | teddy bear day | | | | |

World of Wonders
Infant Lesson Plans

| Teachers Loretta & Hannan | | Week of 9/9/2019 | | | | |
|--|---|----------------------------------|---|---------------------------------|--------|--|
| | Monday | Tuesday | Wednesday | Thursday | Friday | |
| <p>Each week's song and finger play</p> | <p>If you're happy and you know it I'm a little ladybug (176)</p> | | | | | |
| <p>Discovery Activities (at least one per day, can be combined with small group/art)</p> | | | <p>Making fall leaf hand print art</p> | | | |
| <p>Enrichment Time Additions (at least one per day - must be something new added to area or materials changed out - can't be basic item required for play)</p> | <p>exploring color changing touch board</p> | <p>Making music on piano mat</p> | <p>tummy time and making faces in mirrors</p> | <p>exploring activity cube.</p> | | |
| <p>Special Events/Reminders</p> | <p>Teddy Bear Day</p> | | | | | |

Lesson plans are due Thursday
Please include 4 COR items a week marked with a (C)

World of Wonders
Small Group Lesson Plans

| Teacher: <u>Hannah</u> | | Week of: <u>9/9/19</u> | | | |
|------------------------|--|--|--|--|--|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Small Group | <p>Activity</p> <p>Learning to share with friends by passing back and forth stuffed animals</p> <p>F</p> | <p>Activity</p> <p>Naming parts of our body</p> <p>K</p> | <p>Activity</p> <p>Fitting shapes in shape sorter</p> <p>T</p> | <p>Activity</p> <p>exploring leaves in water</p> <p>CC</p> | <p>Activity</p> <p>tossing balls/rolling them back and forth</p> <p>##</p> |
| | <p>Early</p> <p>child watches another child</p> | <p>Early</p> <p>child expresses basic physical needs</p> | <p>Early</p> <p>Child tracks a moving object</p> | <p>Early</p> <p>child does spontaneous action</p> | <p>Early</p> <p>child engages in voluntary action</p> |
| | <p>Middle</p> <p>child spontaneously brings an object or shows affection to another child</p> | <p>Middle</p> <p>child feeds self finger foods</p> | <p>Middle</p> <p>child fits object in opening into an opening that is the correct size</p> | <p>Middle</p> <p>child performs action on an object</p> | <p>Middle</p> <p>child indicates end of event</p> |
| | <p>Later</p> <p>child plays and works alongside other children</p> | <p>Later</p> <p>child names basic parts of body</p> | <p>Later</p> <p>child moves self or objects in response to direction word</p> | <p>Later</p> <p>child uses trial & error to investigate object</p> | <p>Later</p> <p>child anticipates next event in familiar sequence</p> |

World of Wonders
Small Group Lesson Plans

| Teacher: <i>Loretta</i> | | Week of: <i>9/9 - 9/13</i> | | | |
|--|---|---|--|--|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Small Group | Activity connecting waffle blocks together | Activity exploring large boxes inside + out | Activity exploring the many ways we can use books. | Activity explores w/ sand + seashells. | Activity Scribbling w/markers on butcher paper |
| | © B | © F | © Q | © DD | |
| | Early child moves eyes, hand towards object | Early child watches another child climb into or push box on carpet | Early child touches, grasps, mouths a book | Early child responds to sensory experience in natural world | Early child removes cap from markers |
| | Middle child keeps trying to fit blocks together - when it isn't working | Middle child give a box to another | Middle child turns pages of a book | Middle child picks up examines, uses natural object or material | Middle child holds paper + marker |
| Later child babbles @ adult for help on fitting blocks together | Later one or more children share the same box | Later child looks @ book front/back turn pages one @ a time | Later child may sign object in natural, physical world. | Later child moves marker along paper create scribbles | |

World of Wonders
Infant Lesson Plans


| Teachers Sarah and Mirranda | | Week of 9/9/2019 | | | |
|--|--|-----------------------------|---------------------------------|-------------------------|--|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| This week's song and finger play | I have 10 fingers | This is the way I move song | 5 little monkeys | Baby Bumble bee | Who stole the cookie from the cookie jar |
| Sensory Activities (At least one per day, can be combined with small group/art) | Scoopy Dubble Fun | Paint and Ice | Making a Sensory Book | Cool Whip and blocks | Scooping Pom Poms |
| Choice Time Additions (At least one per day- must be something new added to area or materials changed out- can't be basic item required for play) | Putting farm puzzles together (C-B) | dressing up in costumes | Placing letters in learning pad | Stacking rings on seals | Putting letter Popsicles together |
| Special Events/Reminders | Teddy Bear Day | | | | |

Lesson plans are due Thursday
Please include 4 COR items a week marked with a (C)

World of Wonders
Small Group Lesson Plans

| Teacher: <u>Mirrandra Beck</u> | | Week of: <u>September 9, 2019</u> | | | | |
|--|---|---|---|--|---|--|
| | Monday 9 | Tuesday 10 | Wednesday 11 | Thursday 12 | Friday 13 | |
| Small Group Annabelle Eli Harper Mary Ryder | Activity Rescuing fall related items from tapped table (C-H) Early | Activity Making paper plate bumble bees (C-X) Early | Activity No mess red, white, and blue paint for motor skills (C-J) Early | Activity Being in a musical band with our friends (C-F) Early | Activity Making hand acorns to take home to our families (Portfolio) Early | |
| | Middle Child continues with their action in a conflict situation | Middle Child explores materials with different textures and colors | Middle Child opens and closes their hand | Middle Child watches another child | Middle Child gets to explore with paint | |
| | Later Child attempts to deal with a conflict in a simple way | Later Child uses art materials to build, make marks, mold or flatten | Later Child fits materials together or pull them apart | Later Child plays and works alongside other children | Later Child paints within the lines or makes a picture | |

World of Orders
Small Group Lesson Plans

| Teacher: Sarah Pieper | | Week of: 9/9/19 | | | |
|-----------------------|--|---|--|---|---|
| | Monday (C-M) | Tuesday (C-CC) | Wednesday | Thursday (C-H) | Friday (C-DD) |
| Small Group | Activity Do you hear what I hear game (page 88) | Activity Painting Ice cubes  | Activity Painting with Shapes (Portfolio) | Activity Sticky Ball (Portfolio) | Activity Making a fall wreath Decorate |
| | Early Child responds to voice by turning head, or smiling | Early Child does a spontaneous action | Early Child tracks a moving object | Early Child continues with his action in conflict situations | Early Child responds to a sensory experience in the natural world. |
| | Middle Child responds nonverbally to simple statements | Middle Child performs an action on an object | Middle Child fits object into opening | Middle Child withdraws crys, kicks, or hits. | Middle Child picks up natural object |
| | Later Child responds verbally to simple statements | Later Child uses trial and error | Later Child moves self in response to direction | Later Child attempts to deal with conflict in simple way | Later Child names an object in natural world |

World of 1 Jers
Toddler Lesson Plans

| | | | | | |
|--|--|-------------------|--------------|--|--------------------------|
| Teachers | Ashley & Eric | | | | |
| | Week of 9/9/2019 | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Morning Meeting (songs, finger plays, books used this week) | Brown Bear book wheels on the bus Days of the week | | | | |
| Large Group Activity | have a Teddy Bear Picnic | Dinosaur Stomp | Red Rover | Parachute Popcorn (Bounce balls on a parachute) | Dance with Scarves |
| Choice Time Additions Sensory | Feathers | | | | |
| Art | Jemstones & tissue paper | | | | |
| Dramatic Play | Ice Cream Shop | | | | |
| Manipulatives: | Lock & Keys | | | | |
| Choice time focus: What area will you be focusing on with individual children this week? | work on letter recognition | | | | |
| Special Events/Reminders | Teddy Bear Day | | | | |

Lesson plans are due Thursday
Please include 4 COR items a week marked with a (C)

World orders
Small Group Lesson Plans

C-H Daily Observation

| Teacher: Eric | | Week of: 9/9/19 | | | |
|---------------|---|---|---|---|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Small Group | Activity <u>C-P</u> Read "Teddy Bear's Picnic" book and talk about what is going on in the pages of the book | Activity Hand print Monkeys (for our jungle) | Activity <u>C-D</u> Make faces in Mirror talk about emotions and how our faces look when we feel those emotions | Activity Building with Bristle Blocks talk about what to build, what blocks to use and then implement the plan. (also talk about the colors and shapes of the blocks) | Activity <u>C-GG</u> Scavenger Hunt have children find certain items throughout the classroom |
| | Early Child points to familiar objects in pictures and photos | Early Child explores art materials | Early Child initiates physical contact with another person to express an emotion | Early Child moves with persistence until reaching a desired object or person | Early Child moves one object to gain access to another object |
| | Middle Child "reads" a picture by labeling what they see | Middle Child uses art materials to build, make discrete marks, or to mold or flatten | Middle Child names emotions | Middle Child indicates an intention with one or two words | Middle Child shows where objects belong or where events happen in the immediate environment |
| | Later Child identifies what a common symbol represents | Later Child uses art materials, notices an unintended result and says what it looks like | Later Child explains the reason behind an emotion | Later Child expresses a plan with a simple sentence and follows through | Later Child uses symbols to help retrieve or put away materials or to identify the actual location of interest areas |

World orders
Small Group Lesson Plans

CE daily observation

| Teacher: Ashley | | Week of: 9/9/19 | | | |
|-----------------|---|---|---|---|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Small Group | <p>Activity CB shape sorters find the correct opening to fit the correct shape</p> | <p>Activity CN Old macdonald making animal sounds, singing the song.</p> | <p>Activity CX make paper elephants for our jungle</p> | <p>Activity CDD explore fall sensory. corn, leaves, pumpkins</p> | <p>Activity CX paper plate tiger</p> |
| | <p>Early repeats an obj action even when it isn't working to solve a problem</p> | <p>Early make the sound of an animal, a vehicle, or another familiar object</p> | <p>Early explores art materials</p> | <p>Early picks up, examines, or uses a natural object or material</p> | <p>Early explores art materials</p> |
| | <p>Middle asks for help solving a problem with materials</p> | <p>Middle repeats or joins in singing parts of simple rhymes</p> | <p>Middle uses art materials</p> | <p>Middle names an object or event in the natural and physical world</p> | <p>Middle uses art materials</p> |
| | <p>Later verbally identifies a problem with materials</p> | <p>Later spontaneously says real or made-up rhyming words</p> | <p>Later notices an unintended result and says what it looks like</p> | <p>Later initiates or talks about performing an action helpful to plants or animals</p> | <p>Later notices an unintended result and says what it looks like</p> |

| | | | | | | | |
|---|--|----------------------------|---|--|-------------------------------------|-----|--|
| Teachers | Taylor + Mary | | | | Week of | 9/9 | |
| | Monday | Tuesday | Wednesday | Thursday | Friday | | |
| Opening Meeting (songs, finger plays, books used week) | Cookie circle, Wheels on the bus, twinku twinku little star There was an old lady who swallowed a fly, Frog on a log, | | | | | | |
| Large Group Activity | Have a teddy bear picnic | Play ring around the rosie | Sing and act out head, shoulders, knees, and toes | Read brown bear, brown bear and act it out | Try to keep the ball on a parachute | | |
| Free Time Additions | Car wash water sensory shredded paper and buttons sensory bin | | | | | | |
| | play-dough | | | | | | |
| Thematic Play | picnic pretend play | | | | | | |
| Manipulatives: | Chain links | | | | | | |
| Free time focus: What area will we be focusing on with individual children this week? | NICK TOUCHES, expressing our frustrations | | | | | | |
| Social Events/Reminders | teddy bear day | | | | | | |

World of Readers
Small Group Lesson Plans

| Teacher: <u>Talor</u> | | Week of: <u>9/9</u> | | | |
|-----------------------|---|--|--|--|---|
| | Monday <u>Q</u> | Tuesday <u>X</u> | Wednesday <u>l</u> | Thursday <u>CC</u> | Friday <u>MM M</u> |
| Small Group | Activity Read Teddy bear picnic | Activity Make cotton ball ghosts | Activity Play hopscotch | Activity Mix paint colors and guess what colors they'll make | Activity Play Simon Says |
| | Early Child looks at a book front to back and turns the pages one at a time. | Early Child explores art materials | Early Child goes up or down a ladder, runs while navigating around people and objects, or marches | Early Child uses trial and error to investigate a material itself and/or an idea. | Early Child responds to a voice by turning their head, establishing eye contact, or smiling. |
| | Middle Child uses a phrase or a sentence to talk about a person, animal, object, or event pictured in a book | Middle Child uses art materials to build, make discrete marks, or to mold or flatten. | Middle Child walks up or down stairs with alternating feet, jumps with both feet off the ground, or gallops | Middle Child describes a change in an object or situation. | Middle Child responds nonverbally to simple statements or requests. |
| | Later Child selects or requests a particular book | Later Child uses art materials, notices an unintended result, and says what it looks like | Later Child strikes a large moving object with their hand or foot. | Later Child makes a verbal prediction at random. | Later Child responds verbally to simple statements or questions |

World Orders
Preschool, Pre-K Lesson Plans

| Teachers <i>1 Holly</i> | | Week of <i>9/19/19</i> | | | | |
|---|---|--|---|-----------------------------------|---------------------------------------|--|
| | Monday | Tuesday | Wednesday | Thursday | Friday | |
| Morning Meeting (songs, topics, new materials, etc. May repeat throughout week) | <i>Good Morning Song</i> <i>Talk About weather</i> <i>count Boys, Girls, +</i> <i>Q: what do dinosaurs do?</i> | <i>Q: Favorite Book</i> | <i>Whole Class</i> <i>Q: What Do You Want To Be?</i> | <i>Q: Favorite Sound</i> | <i>Read Book at Class choice</i> | |
| Large Group Activity | <i>play sharks + Minnews</i> | <i>create a toddler obstacle course for kids to do</i> | <i>play duck, duck, goose</i> | <i>act out the bear hunt song</i> | <i>act out the cookie circle song</i> | |
| Work time Additions Sensory (in addition to water) | <i>1. Numbers + Paper</i> <i>2. Beads + Yarn</i> | | | | | |
| Art (additional items added to this area) | <i>Water Colors</i> | | | | | |
| Dramatic Play | <i>Firefighter Dressup</i> | | | | | |
| Literacy Area (1 new activity a week) | <i>Letter Fishing Game</i> | | | | | |
| Work time focus (what area will you be focusing on with individual children this week?) | <i>using manners + conflict Resolution Roleplay</i> | | | | | |
| Special Events/Reminders | <i>Teddy Bear Day!</i> | | | | | |

World of Orders
Small Group Lesson Plans

| Teacher: <u>Holley</u> | | Week of: <u>9/9/19</u> | | | |
|------------------------|---|--|--|---|--|
| | Monday Activity | Tuesday | Wednesday | Thursday | Friday |
| Small Group | F.F. Activity self portraits from looking in a mirror | H. Activity role playing conflicts and having kids come up with ideas to solve | X. Activity making items of choice out of popsicle sticks | B.B. Activity Play a matching game | R. Activity doing 3 look and find books and asking them to read them |
| | child ^{Early} indicates or says an object is mine | child ^{Early} reacts to conflict by withdrawing, crying, hitting, or biting | child ^{Early} explores art materials | child ^{Early} uses a sound or hand sign to name any object | child ^{Early} points to familiar objects in pictures and photos |
| | child ^{Middle} spontaneously identifies himself in a mirror or photo | child ^{Middle} attempts to deal with a conflict in a simple way | child ^{Middle} uses art materials to build, make discrete marks, mold or flatten | child ^{Middle} uses the same word to name more than one object | child ^{Middle} "reads" a picture by labeling what he or she sees |
| | child ^{Later} plays or talks about family or community roles | child ^{Later} requests adult help in solving conflict with another child | child ^{Later} uses art materials, notices an unintended result, and says what it looks like | child ^{Later} sorts or matches things and may identify things as same or different | child ^{Later} identifies what a common physical symbol represents |

World of Viewers
Preschool, Pre-K Lesson Plans

| Teachers <i>Ms. Kayla + Ms. Melissa</i> | | Week of <i>9/9/2019</i> | | | | |
|--|---|---|--|---|---------------------|--|
| | Monday | Tuesday | Wednesday | Thursday | Friday | |
| Morning Meeting (songs, topics, new materials, etc. May repeat throughout week) | <i>3 Races today is letter of the week How are you?</i> | | | | | |
| Large Group Activity | <i>We can graph my favorite color</i> | <i>Do you like carrots? Yes or no</i> | <i>What's your favorite weather? Sunny snowy rainy windy</i> | <i>Making rainbow on a big piece of paper</i> | <i>Copy dancing</i> | |
| Work time Additions Sensory | <i>Garden Sensory bin</i> | | | | | |
| Art (additional items added to this area) | <i>Cookie cutter stamping</i> | | | | | |
| Dramatic Play | <i>Construction</i> | | | | | |
| Literacy Area (1 new activity a week) | <i>Reading books about pumpkins and apples</i> | | | | | |
| Math/Science | <i>Seeds + painting. Sorting color insects.</i> | | | | | |
| Special Events/Reminders | <i>Teddy Bear Day</i> | | | | | |

Lesson plans are due Thursday
Please include 4 COR items a week marked with a (C)

World of Readers
Small Group Lesson Plans

| Teacher: <u>Ms. Kayla</u> | | Week of: <u>9/9/19</u> | | | |
|---------------------------|--|--|--|--|--|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Small Group | Activity <u>(C=P)</u> I can write my name! Trace and write name with dots. | Activity paper plate Candy apples <u>(C=X)</u> | Activity How to paint with bubbles <u>(C=EE)</u> | Activity Tissue paper color mixing <u>(C=CC)</u> | Activity making bookmarks with construction paper |
| | Early Child scribbles | Early Child uses art materials to build make discrete marks or to mold or flatten. | Early Child explores technology devices | Early Child uses trial and error to investigate a material itself and/or an idea. | Early Child fits materials together or pulls them apart |
| | Middle Child writes discrete letters like form | Middle Child uses art materials notices an unintended result and says what it looks like. | Middle Child uses tools to support his or her play. | Middle Child describes a change in an object or situation. | Middle Child uses his or her small muscles with moderate control |
| | Later Child writes five or more recognizable letters or numerals | Later Child makes simple representations with a few details. | Later Child explains in a simple way how a tool works | Later Child makes a verbal prediction at random. | Later Child manipulates small objects with dexterity and precision. |

World of Writers
Preschool, Pre-K Lesson Plans

| Teachers Ms. Katelyn + Ms. Angie | | Week of 9/9/2019 | | | |
|--|---|------------------------------|--|----------------------|-------------------|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Morning Meeting (songs, topics, new materials, etc. May repeat throughout week) | Calender - Counting days of the week - weather - story | | | | |
| Large Group Activity | Friendship Tree | Graphing Our favorite Animal | Chicken Dance + Going on a Bear Hunt Song | Making a number line | Parachute Popcorn |
| Work time Additions Sensory | Spaghetti + Scissors | | | | |
| Art (additional items added to this area) | Popsicle sticks | | | | |
| Dramatic Play | Doctor | | | | |
| Literacy Area (1 new activity a week) | Story Boards, Alphabet Robots | | | | |
| Math/Science | Having different textures and talking about them. being: smooth, rough, soft, | | | | |
| Special Events/Reminders | Teddy Bear Day | | | | |

Lesson plans are due Thursday
Please include 4 COR items a week marked with a (C)


World onders
Small Group Lesson Plans

| Teacher: Ms. Angie Breazeal | | Week of: September 9-13 | | | |
|-----------------------------|---|--|---|--|---|
| | Monday 9 th | Tuesday 10 th | Wednesday 11 th | Thursday 12 th | Friday 13 th |
| Small Group | Activity (6) Tracing Our names with Bingo Dotters. | Activity (Y) making flutes out of Straws. | Activity (CC) The Vinegar and Baking Soda Experiment. | Activity (FF) Talking about the differences in people and drawing a picture of ourselves. | Activity (M) Reading a Piggy + Gerald book and Drawing what we know on chalk boards. |
| | Early (3) Child identifies a letter. | Early (3) Child modifies his/her voice when singing. | Early (3) Child describes a change in the situation. | Early (3) Child plays or talks about family roles. | Early (3) Child adds to a conversation by topic to their experience. |
| | Middle (4) Child identifies ten or more letters. | Middle (4) Child explores the sound of a rhythm instrument in 3 ways. | Middle (4) Child makes a verbal prediction. | Middle (4) Child notices similarities and differences in others characteristics. | Middle (4) Child retells story using 3 or 4 details. |
| | Later (5) Child uses invented spelling without help. | Later (5) Child sings to all the words of a song. | Later (5) Child gives a reason for the result of the experiment. | Later (5) Child compares his/her own characteristics to others. | Later (5) Child predicts what will happen. |

World c onders
Small Group Lesson Plans

| Teacher: MS. Katelyn | | Week of: 9-9-19 | | | |
|----------------------|---|--|--|--|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Small Group | <p>Activity (DD)</p> <p>Review chicka chicka boom boom + talk about what trees need to grow</p> | <p>Activity (O)</p> <p>Making a Chicka Boom Boom Tree with the letters in their names</p> | <p>Activity (X)</p> <p>Painting with plastic wrap Kids will push paint with hands to make picture</p> | <p>Activity (D)</p> <p>making Emotions using playdoh to make faces</p> | <p>Activity (K)</p> <p>Painting a picture of a tooth with a tooth brush + white paint</p> |
| | <p>Early (2)</p> <p>Child names an object or event in the natural + physical world</p> | <p>Early (3)</p> <p>Child identifies a letter</p> | <p>Early (3)</p> <p>Uses art materials notices to build notices an unintended result says what it looks like</p> | <p>Early (3)</p> <p>Explains reason behind Emotion.</p> | <p>Early (3)</p> <p>Child performs a personal care task with assistance.</p> |
| | <p>Middle (3)</p> <p>Child initiates or talks about performing an action helpful to plants or animals</p> | <p>Middle (4)</p> <p>Identifies 10 or more letters</p> | <p>Middle (4)</p> <p>Child makes simple rep w/ few details</p> | <p>Middle (4)</p> <p>Child tries at first to control how he or she expresses emotion but then resorts in physical expression</p> | <p>Middle (4)</p> <p>Performs personal care task independently</p> |
| | <p>Later (4)</p> <p>Child talks about where different wild life live</p> | <p>Later (5)</p> <p>Child uses invented spelling to sound out new words without adult prompting.</p> | <p>Later (5)</p> <p>Child makes complex rep with many details</p> | <p>Later (5)</p> <p>Child controls the expression of his or her feelings.</p> | <p>Later (5)</p> <p>Child makes a healthy choice + explains why it is good for him or her</p> |




World of Readers
School Aged Lesson Plans

| Teachers <i>Tosha + Lexi</i> | | Week of <i>9/9/2019</i> | | | |
|---|--|-------------------------|---------------------|---------------------------|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Morning Meeting | <i>Morning mindfulness + positive personal reflection.</i> | | | |  |
| Large Group Activity | | <i>Heads up Zup</i> | | <i>Eye Spy Speed Game</i> | |
| Work time Additions Sensory | <i>Switch bins to the ice cream shop + shapes + beans.</i> | | | | |
| Art (additional items added to this area) | <i>Add feathers and tissue paper.</i> | | | | |
| Dramatic Play | <i>Turn dramatic play into a pirate ship</i> | | | | |
| Literacy Area (1 new activity a week) | <i>Personal chalk boards + chalk.</i> | | | | |
| Science/math | <i>Make sudoku puzzles to take home.</i> | | | | |
| Special Events/Reminders | | | <i>2 hour delay</i> | | |

MEVSD-Late Start

Lesson plans are due Thursday

World of Wonders
Small Group Lesson Plans (SA)

| Teacher: <u>Tosha + Lexi</u> | | Week of: <u>9/09/2019</u> | | | |
|------------------------------|---|---------------------------|--|----------|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Small Group | Activity <u>Yoga or make modeling clay.</u> | Activity | Activity <u>Finger Painting or Letter Collage Art</u> | Activity | Activity <u>Make Large Stickers</u> |
| | Early <u>Child can participate in yoga and will need help from teacher</u> | Early | Early <u>Child can handle materials and will need some assistance from teacher to complete.</u> | Early | Early <u>Child can handle materials and will need some assistance to complete.</u> |
| | Middle <u>Child will be able to do both activities once instructions are given.</u> | Middle | Middle <u>Child can do project once instructions are given.</u> | Middle | Middle <u>Child will be able to complete project once instructions are given.</u> |
| | Later <u>are given.</u>  | Later | Later  | Later | Later  |