

World of Readers
Infant Lesson Plans

Teachers <i>Loretta Hannah</i>		Week of 11/4/2019				
	Monday	Tuesday	Wednesday	Thursday	Friday	
This week's song and finger play	<ul style="list-style-type: none"> Leaves are drifting (121) Changing Seasons (122) 					
Sensory Activities (At least one per day, can be combined with small group/art)	adding + looking for baby animals in a cereal tub.	Fingerpainting w/ soap paint on paper	Adding ball to bubble sensory tub-moving, + holding balls.	Moving cars + trucks around in soap paint	Mix paint into bubbles + brush painting 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)	exploring and connecting waffle blocks	learning alphabet with magnetic letters	filling and emptying dump trucks	counting with bean bags in containers	exploring activity cube.	
Special Events/Reminders						

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

World of Wonders
Small Group Lesson Plans

Teacher: Hannah		Week of: 11/4/19			
	Monday	Tuesday	Wednesday	Thursday	Friday
Small Group	Activity (AA) Pretend play with dress up hats	Activity (J) Solving and exploring wood puzzle	Activity (CC) Making flubber and adding objects to it	Activity (K) Learning and naming parts of our body	Activity (X) Making turkeys with handprints
	Early Child watches and listens to another person	Early Child moves body to desired object or person	Early Child does spontaneous action	Early Child expresses basic needs	Early Child explores materials with different colors
	Middle Child imitates actions	Middle Child repeats action to solve a problem	Middle Child performs an action on an object	Middle Child feeds self finger foods	Middle Child explores art materials
	Later Child uses one object to stand for another object.	Later Child asks for help in solving problems w/ materials	Later Child uses trial and error to investigate material.	Later Child names basic body parts	Later Child uses art materials

World of Orders
Small Group Lesson Plans

Teacher: Loretta		Week of: 11/4/19 11/4/19			
	Monday 4	Tuesday 5	Wednesday 6	Thursday 7	Friday 8
Small Group	<p>Activity</p> <p>Solving obstacle course w/push cars + walkers</p> <p>© B</p>	<p>Activity</p> <p>Socializing + smiling w/friends in group.</p> <p>© D</p>	<p>Activity</p> <p>Pulling fabric pieces from a tissue box</p> <p>© J</p>	<p>Activity</p> <p>Playing peel-a-boo around classroom objects</p> <p>© M</p>	<p>Activity</p> <p>Fingerpainting Turkey hand print place mats.</p>
	<p>Early</p> <p>child moves toward the car or walkers</p>	<p>Early</p> <p>child expresses an emotion w/ his/her face or body</p>	<p>Early</p> <p>child opens + closes their hands on box or material</p>	<p>Early</p> <p>child responds to voice by turning head making eye contact or smiling</p>	<p>Early</p> <p>child lets adult apply paint to hands</p>
	<p>Middle</p> <p>child repeats movements to move around an object</p>	<p>Middle</p> <p>child gives another a hug when asked</p>	<p>Middle</p> <p>child uses small muscles to pull material from box</p>	<p>Middle</p> <p>child responds nonverbally to simple statements or questions</p>	<p>Middle</p> <p>child moves hands to spread paint</p>
	<p>Later</p> <p>child indicates they need help w/maneuvering walker or car</p>	<p>Later</p> <p>child recognizes emotions whether smiling, crying etc.</p>	<p>Later</p> <p>child fits material back into opening on box.</p>	<p>Later</p> <p>child laughs or giggles @ a statement or question</p>	<p>Later</p> <p>child places hand on paper to make handprints</p>

World of Ideas
Infant Lesson Plans

Teachers Sarah and Miranda		Week of 11/4/2019			
	Monday	Tuesday	Wednesday	Thursday	Friday
This week's song and finger play	5 Little Pumpkins Finger Play	Searching for "Les Poissons" with the little mermaid	Dancing with Scarves to Zero to Hero (C-Z)	going on a "Hawaiian roller coaster" with Lilo and Stitch	Singing the Itsy Bitsy Spider
Sensory Activities (At least one per day, can be combined with small group/art)	Digging through Sand to find treasure	Having an airplane wash for the airplanes	Feeling bean bag animals	Exploring what pumpkin guts are	Feeling and exploring moon sand
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)	Making castles out of legos	Spelling our names with the magnetics and board	Having a picnic with friends	Stacking tall towers with the magnetic tiles	5 Plump turkeys felt board activity
Special Events/Reminders					

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World of Orders
Small Group Lesson Plans

Teacher: <u>Miranda Beck</u>		Week of: <u>November 4, 2019</u>			
	Monday <u>4</u>	Tuesday <u>5</u>	Wednesday <u>6</u>	Thursday <u>7</u>	Friday <u>8</u>
	Activity	Activity	Activity	Activity	Activity
Small Group Eli Harper Mary Oakley	Pulling feathers out of a strainer for motor skills (portfolio) (C-1)	Dot painting with corks to make thankful trees using fall colors (C-1D)	Creating a hand (leaves) and feet (acorns) fall sign for our room (C-6)	Painting Popsicle shaped pumpkins (C-T)	Mess free bubble wrap art with paint (I think) using rainbow colors (C-V)
	Early	Early	Early	Early	Early
	Child opens and closes their hand	Child responds to a sensory experience in the natural world	Child alerts to what is going on around them	Child tracks a moving object	Child looks at or handles one object and then another
	Middle	Middle	Middle	Middle	Middle
	Child uses their small muscles to handle or pick up objects	Child picks up, examines or uses a natural object	Child participates in part of a daily routine when led by an adult	Child fits an object into an opening that is the correct size	Child gathers 3 or more objects
	Later	Later	Later	Later	Later
	Child fits materials together or pulls them apart	Child names an object or event in the natural and physical world	Child attempts a simple task that is related to their routine	Child moves themselves or objects in response to a simple position or word	Child lines up 3 or more objects one after another

World of Orders
Small Group Lesson Plans

Teacher: Sarah Pieper		Week of: 11/4/19			
	Monday (C-D)	Tuesday (C-X)	Wednesday (C-EE)	Thursday (C-CC)	Friday
Small Group	Activity Reading and Signing the book can you make a happy face.	Activity Decorating Foam Acorns with markers, glue, tissue paper, and pom poms	Activity Using the kitchen to 'make food' for our picnic	Activity Making Moon Sand	Activity Putting animal puzzles together
	Early Child expresses emotion with face or body	Early Child explores materials with different textures and colors	Early Child responds to an object	Early Child does a spontaneous action	Early Child opens and closes hands
	Middle Child initiates Physical Contact	Middle Child explores art materials	Middle Child explores a tool in their play	Middle Child performs an action on an object	Middle Child uses small muscles to pick up objects
	Later Child names emotions	Later Child uses art materials to build	Later Child explores technology devices	Later Child uses trial and error	Later Child fits materials together/pulls apart

World of V ers
Toddler Lesson Plans

Teachers <i>Kelsey &</i>		Week of <i>11/4/2019</i>			
	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting (songs, finger plays, books used this week)	<i>Cookie Circle</i> <i>Talk about the weather outside</i> <i>Hands are not for Hitting Book</i>	<i>Hands are not for Hitting Book</i>			
Large Group Activity	<i>Head, shoulders knees and toes (learning body part and pointing to them)</i>	<i>Simon Says (listening for directions)</i>	<i>Singing Old McDonald and making sounds and acting like each animal.</i> <i>(animal recognition)</i>	<i>Pin the feathers and beak on the turkey (talking about different feather colors and the difference between shapes)</i>	<i>Tracing letters with paint doobers on a giant piece of paper (letter recognition)</i>
Choice Time Additions Sensory	<i>rice</i>				
Art	<i>foam shapes</i>				
Dramatic Play	<i>ice cream shop</i>				
Manipulatives:	<i>numbered peg boards</i>				
Choice time focus: What area will you be focusing on with individual children this week?	<i>Saying and recognizing colors</i>				
Special Events/Reminders					

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World of Wonders
Small Group Lesson Plans

Teacher: Kelsey		Week of: 11/4/19			
	Monday	Tuesday	Wednesday	Thursday	Friday
Small Group	<p>Activity O</p> <p>magnet letters on a cookie sheet</p>	<p>Activity X</p> <p>paper bag turkeys with feathers and shoes for face</p>	<p>Activity J</p> <p>pick up yarn with tweezers</p>	<p>Activity D</p> <p>Paper Plate emotion masks we talk about what each mask is feeling</p>	<p>Activity F</p> <p>Building a tower we sort letter blocks and talk about which letter is on each block</p>
	<p>Early</p> <p>plays with 3-dimensional materials that have characteristics of letters</p>	<p>Early</p> <p>explore art materials</p>	<p>Early</p> <p>uses their small muscles to handle or pick up objects</p>	<p>Early</p> <p>initiates physical contact with another person to express an emotion</p>	<p>Early</p> <p>spontaneously brings an object or show affection to another child</p>
	<p>Middle</p> <p>Says or sings a letter</p>	<p>Middle</p> <p>uses art materials to build make discrete masks or to mold or flatten</p>	<p>Middle</p> <p>Fits materials together or pulls them apart</p>	<p>Middle</p> <p>Names emotion</p>	<p>Middle</p> <p>plays and works alongside other children</p>
	<p>Later</p> <p>identifies a letter</p>	<p>Later</p> <p>uses art materials notices an unintended result and says what it looks like</p>	<p>Later</p> <p>uses their small muscles with moderate control</p>	<p>Later</p> <p>explains the reason behind an emotion</p>	<p>Later</p> <p>makes a comment directly to another child</p>

World of Wonders
Small Group Lesson Plans

Teacher: Toddler 1		Week of: 11/04/2019			
	Monday	Tuesday	Wednesday (AA)	Thursday	Friday
Small Group	<p>Activity</p> <p>Child will work to wrap different items in tin-foil</p> <p>(CC)</p>	<p>Activity</p> <p>Color Mixing + Pouring/Scooping</p> <p>Child will scoop water from a large bowl to pour into their smaller container. The smaller container will have drops of food mix with</p>	<p>Activity</p> <p>Lily Pad Hop</p> <p>Child will hop like a frog from one lily pad to another w/ the teacher. Everyone should "ribbit" like frogs during activity</p>	<p>Activity</p> <p>Blow Paint around Paper using straws</p> <p>Child will work to use a straw to move paint around on paper.</p> <p>(X)</p>	<p>Activity</p> <p>I "blank," "Blank," "Blank" Chart</p> <p>The teacher will say "I Stomp, Stomp, Stomp" then Stomp 3 times. Children copy movements & sounds of teacher. Stomp, Sniff, Yawn, Clap, turn Hop etc</p>
	<p>Early</p> <p>Child performs an action on an object</p>	<p>Early</p> <p>Child performs an action on an object</p>	<p>Early</p> <p>Child imitates an action of an animal, an object, or a person.</p>	<p>Early</p> <p>Child explores art materials</p>	<p>Early</p> <p>Child responds nonverbally to simple statements or requests</p>
	<p>Middle</p> <p>Child uses trial + error to investigate a material itself and/or an idea</p>	<p>Middle</p> <p>Child uses trial + error to investigate a material itself and/or an idea</p>	<p>Middle</p> <p>Child uses one object to stand for another object</p>	<p>Middle</p> <p>Child uses art materials to build, make discrete marks or to mold or flatten</p>	<p>Middle</p> <p>Child responds verbally to simple statements or requests</p>
	<p>Later</p> <p>Child describes a change in an object or situation</p>	<p>Later</p> <p>Child describes a change in an object or situation</p>	<p>Later</p> <p>Child pretends by words and actions to take on the role of a character or animate a figure</p>	<p>Later</p> <p>Child uses art materials, notices an unintended result, and says what it looks like.</p>	<p>Later</p> <p>Child adds to a conversation by connecting the topic to his or her own experience</p>

(A) Observed through daily routine

World of Words
Toddler Lesson Plans

Teachers		Week of				
Haley &		11/4/2019				
	Monday	Tuesday	Wednesday	Thursday	Friday	
Morning Meeting (songs, finger plays, books used this week)	The very hungry caterpillar Ten little lady bugs Good morning song					
Large Group Activity	Duck, Duck Turkey	Pin the feathers on the Turkey	Dinosaur stomp	bounce & keep the balls on the Parachute	Play hot potato to practice taking turns and sharing with friends.	
Choice Time Additions sensory	beans & corn					
Art	Tape cloeners + paper bags					
Dramatic Play	Pizza parlor					
Manipulatives:	Grippers					
Choice time focus: What area will you be focusing on with individual children this week?	Practice counting with one to one correspondence					
Special Events/Reminders						

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World of Readers
Small Group Lesson Plans

Teacher: Haley Lange		Week of: 11/3 - 11/9			
	Monday	Tuesday	Wednesday	Thursday	Friday
Small Group	<p>Activity</p> <p>Painting circles with cups</p>	<p>Activity</p> <p>baby wash (K) wash baby</p>	<p>Activity</p> <p>Matching colored clothes pins to colored turkey feathers (W)</p>	<p>Activity</p> <p>finger paint numbers. write number 3 let kids trace w/ finger paint (S)</p>	<p>Activity</p> <p>making a turkey by tracing their hand (X)</p>
	<p>Early</p> <p>child explores materials w/ different textures & colors</p>	<p>Early</p> <p>child names basic body parts</p>	<p>Early</p> <p>child shows interest one object from a collection of objects</p>	<p>Early</p> <p>child uses a number word</p>	<p>Early</p> <p>child explores materials w/ different textures & colors</p>
	<p>Middle</p> <p>child explores cut materials</p>	<p>Middle</p> <p>child performs personal care tasks with assistance</p>	<p>Middle</p> <p>child collects objects</p>	<p>Middle</p> <p>child consistently counts</p>	<p>Middle</p> <p>child explores cut materials</p>
	<p>Later</p> <p>child uses cut materials to build, make discrete marks, or to mold or flatten</p>	<p>Later</p> <p>child performs personal care task independently.</p>	<p>Later</p> <p>child groups things into 2 or more collections</p>	<p>Later</p> <p>child identifies 4 or more single digit #</p>	<p>Later</p> <p>child uses cut materials to build, make discrete marks, or to mold or flatten</p>

World of Readers
Small Group Lesson Plans

Teacher: <u>Toddlerz</u>		Week of: <u>11/4/19</u>			
	Monday <u>J</u>	Tuesday <u>B</u>	Wednesday <u>T</u>	Thursday <u>S</u>	Friday <u>X</u>
Small Group	<p>Activity</p> <p>string noodles</p> <p>(Portfolio)</p>	<p>Activity</p> <p>Orbeez</p> <p>(seek and find sensory bags)</p>	<p>Activity</p> <p>Put puzzles together</p> <p>(Portfolio)</p>	<p>Activity</p> <p>make a count down to Thanksgiving chain</p>	<p>Activity</p> <p>stuff a paper bag to make a turkey</p>
	<p>Early</p> <p>uses small muscles to handle objects</p>	<p>Early</p> <p>repeats an action even when it isn't working. to solve a problem</p>	<p>Early</p> <p>fits an object into an opening that is the correct size</p>	<p>Early</p> <p>uses a word sign or phrase to ask for "more"</p>	<p>Early</p> <p>explores art materials</p>
	<p>Middle</p> <p>fits materials together or pulls them apart</p>	<p>Middle</p> <p>asks for help in solving a problem with materials</p>	<p>Middle</p> <p>moves him- or herself or objects in response to a simple position or direction word</p>	<p>Middle</p> <p>uses a number word or rote counts</p>	<p>Middle</p> <p>uses art materials</p>
	<p>Later</p> <p>uses muscles with moderate control</p>	<p>Later</p> <p>verbally identifies a problem with materials</p>	<p>Later</p> <p>recognizes and names two-dimensional shapes (circle, triangle, square, rectangle)</p>	<p>Later</p> <p>consistently counts with one-to-one correspondence up to 10 objects</p>	<p>Later</p> <p>notices an unintended result and says what it looks like</p>

Wonders of Wonders
Preschool, Pre-K Lesson Plans

Teachers	Holly				
	Week of 10/11/2019 11/4/2019				
	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting (songs, topics, new materials, etc. May repeat throughout week)	Good morning song Talk about weather count boys, Animal Train	Girls, + whole class old MacDonald	+ class rules This Dos Ate	Mr. Brown can Moo	Back of class Choice
Large Group Activity	act out the letter ta song	fodder obstacle course	play duck, duck, goose	build a track + have a car race	act out the cackle circle song
Work time Additions Sensory	1- Sand + Toys 2- Snow				
Art (additional items added to this area)	markers + stencils + hole punches				
Dramatic Play	Ice Cream Shop				
Literacy Area (1 new activity a week)	Letter Cackles				
Math/Science	make snow				
Special Events/Reminders					

Lesson plans are due Thursday
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World o. nders
Small Group Lesson Plans

Teacher: <i>Holly</i>		Week of: <i>W/4/2019</i>			
	Monday <i>C.</i>	Tuesday <i>D.</i>	Wednesday <i>G.</i>	Thursday <i>R.</i>	Friday <i>X.</i>
Small Group	<p>Activity</p> <p>Have them draw a picture of their favorite part of the weekend.</p>	<p>Activity</p> <p>Look in a mirror + paint the face they are seeing</p>	<p>Activity</p> <p>Talk about members of the community + dress up as them</p>	<p>Activity</p> <p>trace + try to write their names</p>	<p>Activity</p> <p>Painting with clay of choice</p>
	<p>Early</p> <p>child indicates they want something to happen again</p>	<p>Early</p> <p>child uses physical contact to express an emotion</p>	<p>Early</p> <p>child participates in routine with help from adult</p>	<p>Early</p> <p>child makes marks on a writing surface</p>	<p>Early</p> <p>child explores art materials</p>
	<p>Middle</p> <p>child returns to where something they play with is</p>	<p>Middle</p> <p>child names emotions</p>	<p>Middle</p> <p>child attempts part of the daily routine</p>	<p>Middle</p> <p>child scribbles</p>	<p>Middle</p> <p>child uses art materials</p>
	<p>Later</p> <p>child says one thing they did soon after the event</p>	<p>Later</p> <p>child explains the reason behind emotions</p>	<p>Later</p> <p>child transitions between parts of the daily routine</p>	<p>Later</p> <p>child writes discrete letters like some</p>	<p>Later</p> <p>child says what art looks like</p>

Week of Wonders
Preschool, Pre-K Lesson Plans

Teachers <i>Miss. Kayla + Ms. Melissa</i>		Week of <i>11/4/2019</i>				
	Monday	Tuesday	Wednesday	Thursday	Friday	
Morning Meeting (songs, topics, new materials, etc. May repeat throughout week)	<i>3 Rules Today is whats the weather like today How many friends?</i>				<i>▶▶▶▶</i>	
Large Group Activity	<i>Tape Balance Beam Lines of tape</i>	<i>Color Scavenger Hunt</i>	<i>What's my favorite shape?</i>	<i>Building a Thankful tree.</i>	<i>Sponge Paint</i>	
Work time Additions	<i>Chalk + write words ABC transformers</i>					
Sensory	<i>Magnetic letters + stick on letters water + soap w/ cars + people</i>					
Art (additional items added to this area)	<i>Watercolor Paint</i>					
Dramatic Play	<i>Beach</i>					
Literacy Area (1 new activity a week)	<i>magazines</i>		<i>cut + paste</i>			
Math/Science						
Special Events/Reminders						

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

World of Orders
Small Group Lesson Plans

Teacher: miss Kayla		Week of: 11/4/19			
	Monday	Tuesday	Wednesday	Thursday	Friday
Small Group Ana Arayaleigh Adaline ALEXANDRA Bentley Benjamin Eli Harry Anne Katy Maci	Activity Dot Turkey Craft ©=X	Activity gluing Poms - Poms on to construction Paper ©=X	Activity making Bug Houses ©=DD	Activity Brown Bear color matching ©=BB	Activity T is for Turkey ©=O
	Early Child uses art materials to build make discrete marks or to mold or flatten.	Early Child uses art materials to discrete marks or to mold or flatten.	Early Child names an object or event in the natural and physical world.	Early Child uses the same word to name more than one object.	Early Child says or sings a letter.
	Middle Child uses art materials notices an unintended results and says what it looks like.	Middle Child uses art materials notices an unintended results and says what it looks like.	Middle Child initiates or talks about performing an action helpful to plants or animals.	Middle Child sorts or matches things and may identify things as being the same.	Middle Child identifies a letter.
	Later Child makes simple representation with few details.	Later Child makes simple representation with few details.	Later Child talks about where different types of wild-life live or are found (habits).	Later Child sorts things based on one characteristic (attribute) and describes the reason.	Later Child identifies 10 or more letters.

World of Readers
Small Group Lesson Plans

Teacher: Ms. Melissa		Week of: November 4 th			
	Monday	Tuesday	Wednesday	Thursday	Friday
Small Group	Activity Bean bag alphabet toss (C=O)	Activity Writing on ice (C=R)	Activity Pipe cleaner creations (C=J)	Activity Sorting beads by color (C=U)	Activity Potato drop painting (C=X)
	Early Child says or sings a letter	Early Child scribbles	Early child fits materials together or pulls them apart	Early child stacks or nests 4 or more objects by size	Early child uses art materials to build, make marks or mold/flatten
	Middle child identifies a letter	Middle child writes letter-like forms	Middle child uses his/her small muscles with moderate control	Middle child uses a measurement term	Middle child uses art materials, notices an unintended result and says what it looks like
	Later child identifies 10 or more letters	Later child writes 5 or more letters or numerals	Later child manipulates small objects with dexterity and precision	Later child directly compares/orders things based on measurable attributes, using words same and words with -er/-est endings	Later child makes simple representations with few details

Wonders of Wonders
Preschool, Pre-K Lesson Plans

Teachers <i>Ms. Katelyn + Ms. Angie</i>		Week of <i>11/4/2019</i>			
	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting (songs, topics, new materials, etc. May repeat throughout week)	<i>Days of the Week Song Story Weather Calendar</i>				
Large Group Activity	<i>Doggy Doggy Wheres Your Bone</i>	<i>Red light Green light</i>	<i>Alphabet Yoga</i>	<i>Parachute Ball</i>	<i>Limbo</i>
Work time Additions Sensory	<i>Slime, Orbeez, Beans + eyeballs</i>				
Art (additional items added to this area)	<i>Water Color Paints, White Crayons,</i>				
Dramatic Play	<i>Grocery store</i>				
Literacy Area (1 new activity a week)	<i>Story Boards, Making Books, Letter Playdoh</i>				
Math/Science	<i>Counter Bears, Dominoes, Building Shapes with Popsicle sticks</i>				
Special Events/Reminders					

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

World /onders
Small Group Lesson Plans

Teacher: <u>ms. Angie Breazeale</u>		Week of: <u>Nov 4th - 8th</u>			
	Monday	Tuesday	Wednesday	Thursday	Friday
Small Group	Activity <u>(C)</u> Putting Pinecones in water to see why they open and close.	Activity <u>(V)</u> making patterns with paint and cottonballs.	Activity <u>(G)</u> Putting together puzzle of the USA and talking about what state we live in.	Activity <u>(N)</u> Rhyming Bingo	Activity <u>(Q)</u> Read a book and kids will act out their favorite part.
	Early <u>(3)</u> Child describes a change in the object.	Early <u>(3)</u> Child copies an existing simple pattern.	Early <u>(3)</u> Child uses symbols to help put puzzle together.	Early <u>(3)</u> Child says real or made up rhyming words.	Early <u>(3)</u> Child uses a phrase to talk about people, animal, or objects in the book.
	Middle <u>(4)</u> Child makes a verbal prediction.	Middle <u>(4)</u> Child creates his/her own simple pattern.	Middle <u>(4)</u> Child reads the puzzle map.	Middle <u>(4)</u> Child points out words that don't rhyme.	Middle <u>(4)</u> Child selects or requests a certain book.
	Later <u>(5)</u> Child gives a reason for the result.	Later <u>(5)</u> Child creates his/her own complex pattern.	Later <u>(5)</u> Child can navigate around the classroom.	Later <u>(5)</u> Child points out 2 or more words with the same sound.	Later <u>(5)</u> Child explains why he/she picked a certain book.

World of Readers
Small Group Lesson Plans

Teacher: Ms. Katelyn		Week of: 11-4-19			
	Monday	Tuesday	Wednesday	Thursday	Friday
Small Group	<p>Activity (J)</p> <p>Children will use Fine motor Skills to Count with Clothes Pins.</p>	<p>Activity (Q)</p> <p>Making a story retelling hand and drawing what happened in the beginning middle and end of 3 little pigs.</p>	<p>Activity (S)</p> <p>Children will make a Caterpillar by Counting and matching the numbers to the dots.</p>	<p>Activity (R)</p> <p>Children will trace the letters in the Alphabet</p>	<p>Activity (V)</p> <p>Making Turkey Feather Patterns</p>
	<p>Early (3)</p> <p>Uses small muscles with moderate control</p>	<p>Early (3)</p> <p>Uses a phrase or sentence to talk about a person animal object event in picture book</p>	<p>Early (3)</p> <p>Consistently Counts up to 10 objects</p>	<p>Early (3)</p> <p>Writes discrete letter like forms.</p>	<p>Early (3)</p> <p>Recognizes Copies extends existing simple pattern</p>
	<p>Middle (4)</p> <p>Manipulates small objects with dexterity and precision.</p>	<p>Middle (4)</p> <p>Selects or requests particular book.</p>	<p>Middle (4)</p> <p>Identifies 4 or more single digit numbers</p>	<p>Middle (4)</p> <p>Writes 5 or more recognizable letters or numbers</p>	<p>Middle (4)</p> <p>Creates unique simple pattern</p>
	<p>Later (5)</p> <p>Uses tripod grasp to write or draw a letter number closed shape.</p>	<p>Later (5)</p> <p>explains why he/she likes a particular book or series</p>	<p>Later (5)</p> <p>Counts more than 10 objects says last number counted</p>	<p>Later (5)</p> <p>Combines letters to form words for a purpose.</p>	<p>Later (5)</p> <p>Creates own complex pattern at least 3 repeats</p>

World of Teachers
School Aged Lesson Plans

Teachers Sarah + Taelor		Week of 11/4/2019			
	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting	Discuss rules + expectations for Dramatic Play area. Class suggests play scenarios for dramatic play area.	Discuss rules + expectations for Art area. Class suggests ways to use for this weeks art additions.	Discuss what being nice to others looks like. Class suggests ways to respect classroom space + materials.	Discuss why/how to keep cubby area neat + clean. Class suggest ways to take care of their storage space.	Review "No School" Schedule. Class discusses additional classroom rules they should feel should be implemented besides hand in voices + bodies.
Large Group Activity	Assign jobs for each bus route. Door holder, line leader, ect. These jobs will last all week. Move to the bus in a new way each day.	Students will spend these 3 days making a positive pathway from the buses to the back door after school, using sidewalk chalk. Each student will write something nice about themselves or others on the path from the bus to the back door. Alternatively each student can draw a picture of something that makes them happy.			Under control. What builds a great student/teacher? A student + a teacher will be traced on big paper in advance. Students + teachers will discuss how to make each role great. Those things will be written or drawn on the
Work time Additions	Ice cube trays + Scoops / Replenish Sand Sensory				
Sensory	Red Solo cups of various sizes + googly eyes				
Art (additional items added to this area)	Construction Bin + Legos				
Dramatic Play	Fridge Poetry magnets on metal trays				
Literacy Area (1 new activity a week)	Straws, Rubberbands, + tape kept at one table all week				
Science/math	Pose the question "which things can you build easier w/ tape and which things were easier to build with rubber bands?"				
Special Events/Reminders	No School this day				

MEVSD Closed

Lesson plans are due Thursday

World of Wonders
Small Group Lesson Plans

Teacher:		Week of:			
Monday		Tuesday		Wednesday	
Small Group Prior to Friday Tacton and Sarah will split the school ages into 2 primary care groups for small groups	Activity Students will independently explore new materials placed in the classroom. OR Choose items already placed / item / activity from home	Activity Students will independently explore new materials placed in the classroom. OR Choose items already placed / item / activity from home	Activity Students will independently leaf through Small Group teacher resource books + book mark activities they'd like to do in the future.	Activity Activity Balloon "Hacky-sack" Students will stand in a circle & try to keep a balloon in the air for as long as possible. This activity will be introduced as a team building activity. Students will use positive language & discuss ways to keep balloon in the air.	Activity Construction Paper Hot Lava Students will start sitting at the tables with 1 piece of paper. Students must discuss & plan how to move as a group from the table to the punching bag down the hallway and back. The only rule is they may only stand on the paper.
	Early	Early	Early Student will choose interact with resource books	Early Student uses a clause that starts with when, if, or since in a complex sentence.	Early Student helps another child solve a problem w/ materials
	Middle	Middle	Middle Student will verbally or non-verbally indicate interest in an activity.	Middle Student uses "what if" or "suppose" talk to spark a conversation about possibilities.	Middle Child anticipates potential problems w/ materials in play and identifies possible solutions.
Later	Later	Later Student will use sticky notes provided to book mark desired activities.	Later Student participates in a collaborative discussion with another child about specific school-related content.	Later Student coordinates multiple resources (materials and/or people) to solve a complex problem w/ materials.	