

Dear Educators,

We are happy to offer you the PreK Book of the Month lesson plans for the 25-26 school year! Below, you will find a list of the BOM themes. If your classroom follows a different theme schedule for the year, you can adjust as needed. If you don't have the specific books listed in the lesson plan, feel free to visit your local library or substitute with a similar book you do have available. Each theme offers 2 weeks of lesson plans, CLASS strategies, Standards connections, and so much more! We hope you have a wonderful school year!

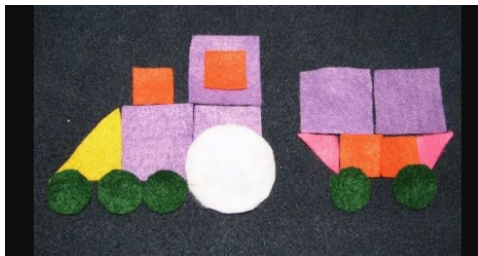
Click on the theme name to skip straight to the start of that lesson!

Month	Theme
August	Construction
September	Space
October	Movement/Body
November	Fall/Trees/Leaves/Seasons
December	Arctic Animals
January	Transportation
February	Five Senses
March	Safari/Jungle/Rainforest
April	Things that Grow
May	Insects
June	Camping/Outdoors
July	Ocean/Beach

Learning Objectives:

- ✓ Students will express and represent thoughts, observations, imagination, feelings, experiences and knowledge, verbally or nonverbally, with others using a variety of objects in their own environment.
- ✓ Students will use their senses to explore and understand their social and physical environment by using tools in scientific inquiry.

Transitions:	<i>Encourage students to pretend they are a train car and name something they are transporting when lining up or moving between centers.</i>
Parent Involvement:	Pretend your vehicle is a train! When driving home, count how many bridges or tunnels you drive over, name them, and ask your child to guess how long it will take to travel over/through it.
MarcoPolo:	<u><i>Train Lesson</i></u> - https://wtp.marcopololearning.com/vanilla/en-US/lessons/share/6440fe33-9650-404f-acd8-b120c3566f35 <u><i>Social Emotional Literacy Connection</i></u> - https://wtp.marcopololearning.com/vanilla/en-US/lessons/share/5861d3f4-25f0-424d-8a92-62f7d261bb69



Felt Shape Trains.



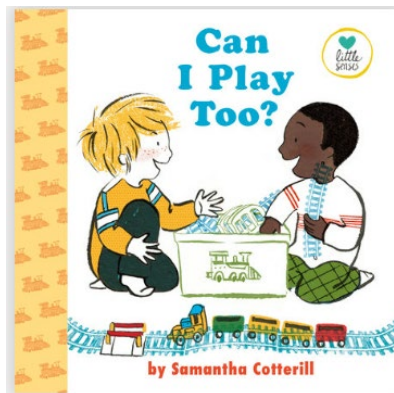
Cardboard Bridges and Tunnels.



Train Your Feelings!



Train Track Prints



Week 1 Story Book

Week 1 Monday

Whole Group Literacy	Introduce the book by the title, Can I Play Too? Ask students to guess what the story might be about based on the pictures and title. Ask students who they think is asking to “play too”? CLASS Connection: Facilitation; Concept Development - Ask students if they have ever built something before, what was it, did they build it by themselves or with friends? Read story.
Small Group	I Build/Create Felt Shape Trains. Students will use precut felt pieces to create felt trains and tracks. Allow students to choose their shapes and create trains freely. CLASS Connection: Regard, Facilitation - Ask questions such as how many squares did you use? What is your train transporting? How many train cars did you use? What shapes did you use? What type of cargo is shaped like a (square, triangle, oval, etc.) on a real train?
Blocks	Train Tracks. Students will use a variety of materials to build train tracks. CLASS Connection: Concept Development - Ask students: What are you using to build your train tracks? Why did you choose those materials? Does your train run faster or slower using those tracks? How can you connect your tracks to a friend’s tracks? Did you build a tunnel for your train, or maybe a bridge?
Sensory	What Does Your Train Transport? Decorate a variety of small boxes, toilet paper rolls, or plastic cups to look like train cars. Fill a sensory bin with black beans to represent coal, cotton balls to represent steam, and/or other similar materials to represent cargo transported by train. Allow students to scoop and fill their ‘trains’ with different sensory bin items. CLASS Connection: Regard for Student Perspective - Ask students: What is your train transporting, where will it take the goods, how many pieces of charcoal are in your train, does it travel faster or slower as it transports a lighter or heavier load, etc.
Small Manipulatives	Sorting Tracks. Use pre-cut train tracks and in a variety of lengths and colors. Before asking students to sort, first ask students to identify differences among the tracks, then ask students to sort tracks based on specific attributes such as 3 short tracks in a row, shortest to longest track, etc. CLASS Connection: Concept Development
Creative Expression through Art	Train Your Feelings! Students will use various materials in red, yellow, and green colors to create multiple class train sets representing their feelings. Each center will require a set of three trains, one green, yellow, and red. Various sized tissue boxes work well for this activity. After decorating a tissue box, students will freely decorate an individual tag, chip, lava rock or similar item. Once completed and dried, these can be used to aid in center management and by students to help express their feelings. Students should take their chip with them as they move through centers and place it in the train that corresponds to their feelings. CLASS Connection: Teacher Sensitivity, Regard, Language - For example, if a student is excited they would enter their center and place it in the green train. If a student is sad they might choose to place it in the yellow or red train. As their feelings change, students should move their chips between trains.

Week 1 Tuesday

Whole Group Literacy	CLASS Connection: Language - Before re-reading book, pre-teach 4-5 vocabulary words by providing child-friendly definitions. Build – how you put parts or materials together MPH – how fast you are traveling, requires a number in front Tunnel – a covered passage or hallway built through a hill, underground, a road, or a building Signal – a movement or sound used to give direction Read: Can I Play, Too? Give students an index card to flash when they hear a pre-taught vocabulary word.
Small Group	Truck fingerplay: Five Big Dump Trucks. Show fingerplay to students. Encourage students to repeat physical movements and words to the fingerplay. Link to Five Big Dump Trucks fingerplay: https://www.youtube.com/watch?v=nvYkH_MJrM CLASS Connection: Facilitation - Use large printed photos of a dump truck with finger play, if desired
Blocks	Train Traffic. Set up a start and finish line or allow students to create a track using blocks or painters tape. CLASS Connection: Regard for Student Perspective, Concept Development - Encourage students to include real features such as traffic lights, tunnels, bridges, etc. Allow students to use transportation vehicles along their tracks.
Sensory	Mechanical Engineering. Fill sensory bin with child safe nuts, bolts, styrofoam chunks, strips of cardboard, hammers, screw drivers, etc. CLASS Connection: Regard, Facilitation - Encourage students to fix broken “train tracks” (styrofoam and cardboard strips) by screwing pieces back together.
Small Manipulatives	Sorting Trains. Use pre-cut train cars in a variety of lengths and colors. CLASS Connection: Concept Development - Before asking students to sort, first ask students to identify differences among the train cars. Then, ask students to sort trains based on specific attributes such as 3 short trains in a row, shortest to longest, biggest car to smallest car, red cars then blue cars, etc.
Creative Expression through Art	Steam Train Art. Students will use cotton balls to paint a picture of a train. Students can glue cotton balls to paper to represent steam if desired. CLASS Connection: Language Modeling - Ask questions such as: how many cars does your train have, where is your train going, tell me more... Allow students to use additional materials such as crayons, markers, buttons, stickers, etc. as desired.

Week 1 Wednesday

Whole Group Literacy	Review newly taught vocabulary words before book reading. CLASS Connection: Facilitation; Concept Development - When you reach a vocabulary word in the story, ask student volunteers to use it in a sentence based on their real life experiences such as, "Yesterday I made a <i>tunnel</i> for my train in block center."
Small Group	Truck fingerplay: Five Big Bulldozers. Sing fingerplay but change word to Bulldozer, add new physical movement for bulldozer. CLASS Connection: Regard for Student Perspective; Facilitation - Encourage students to repeat physical movements and words to the fingerplay. Encourage students to move like a bulldozer when lining up or transitioning to a new activity.
Blocks	Bridge Dig. Fill large reusable boxes with toys or crumpled papers toddlers can easily lift out. Place boxes over butcher paper so it is covered. CLASS Connection: Regard for Student Perspective - Have students 'dig and excavate' by emptying the boxes with their hands. Have students haul away the dirt like a dump truck. Have students bulldoze the boxes by breaking them down, then pretend to be road rollers and flatten the boxes.
Sensory	Dump truck letter mix up. Place magnet letters inside toy dump trucks. As students dump the letters, try leading them to pick up letters that spell their name. As students fill the dump trucks back up encourage them to try using the letters from their name to spell other words. CLASS Connection: Facilitation; Concept Development - Ask children: What letter comes after this in your name?
Small Manipulatives	Allow students to create free form train tracks using materials already available, add new materials if needed such as paper towel tubes, tissue paper, straws, chopsticks, etc. CLASS Connection: Regard for Student Perspective, Quality of Feedback - Encourage students to use materials to represent real geography such as building tracks over hills, rivers, through prairies, double train tracks that run parallel or perpendicular to each other, etc. Encourage students to discuss what they are creating by using contingent responding and open-ended questions, be sure to allow the child to lead the conversation and strive for 5 serve-and-returns during conversation.
Creative Expression through Art	Shapes scavenger hunt. Hide different shapes (especially those seen in the book) on the playground or in the classroom and have children hunt for them. Once they find the shapes, ask them questions about it. CLASS Connection: Concept Development - What did you find? Tell me what else can be made from this shape? Where can you find something in our classroom/playground that also has this shape?

Week 1 Thursday

Whole Group Literacy	Before reading book, Can I Play, Too? Preview yesterday's 4-5 vocabulary words with students. CLASS Connection: Regard; Facilitation; Language - Encourage students to come up with a brief story using those vocabulary words. Write the story on chart paper. Read book if students are interested and time allows.
Small Group	Name Trains. Students will create a train from recycled materials that spells their first name. Each train car will have a letter of their name. Teachers will precut squares with letters on it and students will find the letters to their name, gluing each letter to their train. Increase the difficulty, or if time allows, allow students to fold a sheet of paper into squares, cut the squares, and write each letter of their name on a square. CLASS Connection: Regard; Facilitation - This can be a 3D project or completed on a sheet of paper. Allow children to draw or trace and then color a train if completed on paper.
Blocks	Cardboard Bridges and Tunnels. Students will build structures from cardboard, in addition to materials already available in blocks center, to create bridges and tunnels for the train tracks. CLASS Connection: Concept Development - Ask students the following questions: How tall is your bridge/tunnel? What can you use to measure it? How many trains can fit on it at once? Can other modes of transportation use the bridge or tunnel? Have you rode on/over/above below/under/through or next to one in real life? Tell me about it.
Sensory	Number Trains. Place numbered train cars in sensory bin. Leave beans and materials from previous days to 'hide' trains. CLASS Connection: Concept Development - As students find trains, ask students to order trains from least to greatest, greatest to least, find the car that has the same number as their age, the number of pets they have, family members, etc.
Small Manipulatives	Popsicle Stick Trains. Students will create a train using various sizes of popsicle sticks. Students can use other available materials to enhance their trains and to represent objects a train could transport. CLASS Connection: Concept Development - Ask students the following questions: Tell me about your train... What type of train is it? What is your train transporting? Does the size of the train car affect what it can transport? How so?
Creative Expression through Art	Pool Noodle Tracks. Students will create train tracks using paint, posterboard, and pool noodles. CLASS Connection: Facilitation - As students create their track, ask why they chose that color for the track, are they spacing the tracks close together or far apart, can they count how many tracks they painted, will they add curves to their track or only make straight tracks, etc.

Week 1 Friday

Whole Group Literacy	Read Can I Play Too? , focusing on new vocabulary words from yesterday. CLASS Connection: Regard - Involve students in story such as by asking when have you seen lights used to direct traffic, have you traveled through a tunnel, was it dark or light? How did you feel? What if we did not have electricity for the lights to work, how would the trains know where to go? Ask students to use new vocabulary words in a sentence, if possible.
Small Group	I Build/Create Collage Shape Trains. Students will use scrap pieces of varying materials such as tissue paper squares, construction paper scraps, stickers, etc. to create trains and tracks. CLASS Connection: Regard, Quality of Feedback - Allow students to choose their shapes and create trains freely. Ask questions such as how many squares did you use? What is your train transporting? How many train cars did you use? What shapes did you use? What type of cargo is shaped like a (square, triangle, oval, etc.) on a real train?
Blocks	Egg Carton Bridges and Tunnels. Students will build structures from egg cartons, in addition to materials already available in blocks center, to create bridges and tunnels for the train tracks. Encourage students to use the bumpy side of the cartons to make a bumpy track or a track that is under construction. CLASS Connection: Facilitation - Encourage students to experiment with the cartons by stacking some, placing on an incline, racing their trains across them, etc.
Sensory	Use the pool noodles from yesterday's art activity to fill the bin. Place empty dump trucks, train cars, and other construction vehicles in the bin. CLASS Connection: Concept Development - Encourage students to use the trucks to transport track pieces from one side of the bin to the other, and line the edges of the bin with the tracks. Count how many pieces they can fit around the edge of the bin. Can they fit them around the trucks too?
Small Manipulatives	Sign Sort. Preprint photos of different traffic signs such as road signs, crosswalk signs, direction signs, etc. Have students observe and discuss signs, such as those they have seen before. CLASS Connection: Concept Development - Then, have students sort signs based on varying features such as corners, numbers of sides, colors, similar symbols on sign, etc.
Creative Expression through Art	Painting traffic signs. Allow students to choose from a variety of pre-printed blank traffic signs or encourage students to make their own. CLASS Connection: Concept Development - While painting, make real-world connections and ask the children: Tell me about the sign you are painting. Why did you choose to use that color (name the color)? What other signs are similar to yours? Tell me about them...

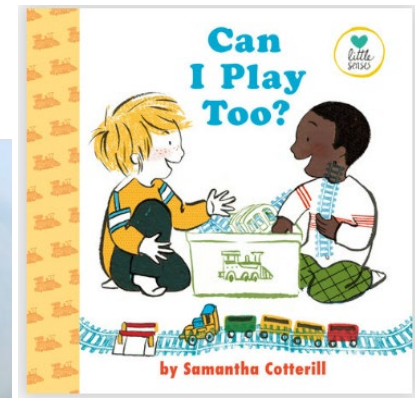
Learning Objectives:

- ✓ Students will increase literacy, engage in critical thinking, and collaborate with peers in group settings.
- ✓ Students will demonstrate math and science skills and learn how to solve problems.

Transitions:	Ask students to name something a train might carry such as animals, coal, water, mail, etc.
Parent Involvement:	Show students a picture of you riding a train, or look through a book or magazine to see pictures of different types of trains.
MarcoPolo:	<u><i>I Create, I Build</i></u> - https://wtp.marcopololearning.com/vanilla/en-US/lessons/share/8c4f404f-bc22-4294-b382-c515cd768550 <u><i>Social Emotional Literacy Connection</i></u> - https://wtp.marcopololearning.com/vanilla/en-US/lessons/share/b08c6a2d-5002-4b47-93f6-df2797e7a183


Mail Delivery Mix-Up

Train Ticket Punch

Trains on Ice

Week 2 Story Book

Week 2 Monday

Whole Group Literacy	Show students book, Can I Play, Too? Gain prior knowledge through questioning. CLASS Connection: Facilitation - Facilitate a discussion with children regarding the book. Ask Children: What do you remember about the book? What does the book remind you of? Tell me more about your thoughts on the book. What is your favorite part of the book? Why is that?
Small Group	Watch brief steam locomotive video, https://www.youtube.com/shorts/uiNHBtseU8k CLASS Connection: oncept Development - Make a T-chart or Venn Diagram, whichever is more appropriate for your student's knowledge, and fill out with students comparing trains to other forms of transportations such as car, plane, or boat. Re-watch and pause video if necessary when discussing physical characteristics of train such as the train's bogie or truckset, wheelset, steam engine, etc.
Blocks	Train Conductor. Add train traffic signs to block center. Add life-size trains by including large empty boxes in center. Allow students to play games such as Conductor, May I? Use tape to create train tracks on the floor to encourage play. CLASS Connection: Facilitation - Facilitate play by giving students ideas such as standing on one foot, moving like a slow train, moving like a bullet train, connecting the train cars and going on a trip, etc. Ask students if it is easier to move wearing the train boxes or not? Why?
Sensory	Stay on Track! Students will use paper plate rims as tracks for various items in the sensory bin such as marbles, pom poms, ping pong balls, craft balls, etc. Students can connect tracks using brad fasteners to make circles, S-shapes, etc. Students will try to roll and balance items on paper plate tracks. CLASS Connection: Language Modeling - Ask students the following questions: Which object stayed on the track the longest? Why? Does one track work better than another? Why? Why did you connect the track pieces in that shape? What else is happening, can you tell me more?
Small Manipulatives	Train Poem. Sung to the tune of <i>Hi Ho the Derry-O</i> . The train goes on the track, The train goes on the track, Choo-choo Chugga-chugga, The train goes on the track! The track goes up the hill... The train goes through the tunnel... The train brings our toys... The train stops at the station... CLASS Connection: Language Modeling - Use felt pieces or cut-outs with students while singing the song. After, ask students what else might a train bring? How else do we receive goods?
Creative Expression through Art	Train Track Art. Students will choose tempera paint color and construction paper. Students will dip wheels in paint and roll across paper making tracks on paper. CLASS Connection: Concept Development - Ask students the following questions: Why did you choose that color? What happens when you add another color? Can you make a new color? Tell me about your track art...

Week 2 Tuesday

Whole Group Literacy	Before reading book pre-teach 4-5 NEW vocabulary words by providing child friendly definition. Confused – when something is not clear or hard for you to do/understand Pause – when you stop for a short time Ruin – something is damaged to the point of being unfixable Track – two parallel rows of steel used for train travel Real – something you do not make up During book reading, Can I Play Too? CLASS Connection: Concept Development - implement instructional strategies using open-ended questioning, real world connections, and analysis & reasoning to encourage discussion.
Small Group	Playdoh Tunnels. Give each child a container of playdoh. Ask them to create a tunnel by “boring” through the playdoh. Explain how TBM’s are used to make tunnels for trains. First, encourage students to keep playdoh in the container, then try to make a tunnel again without the container. Discuss which was easier, using the container or not. Show students video, https://www.masstransitmag.com/rail/video/11191208/want-to-know-more-how-train-tunnels-are-built for more detail on TBM’s. CLASS Connection: Regard; Facilitation; Concept Development - Use a ruler to show 4” in length of dirt. Measure how long the table is and calculate how long it would take for the TBM to drill a tunnel the length of the table. Allow students to choose other objects to measure for drilling!
Blocks	Train Conductor. Add train traffic signs to block center. Add life-size trains by including large empty boxes in center. Allow students to play games such as Red Light, Green Light using pre-made traffic signs. Use tape to create train tracks on the floor to encourage play. CLASS Connection: Facilitation - Facilitate play by giving students ideas such as standing on one foot, moving like a slow train, moving like a bullet train, connecting the train cars and going on a trip, etc. Ask students if it is easier to move wearing the train boxes or not? Why?
Sensory	Trains on Ice. Using ice cubes with trains frozen inside, present students with option to melt their ice cubes using warm water in a baster or by sprinkling salt and stirring with a spoon. CLASS Connection: Concept Development; Language - Ask students to discuss the cause and effect that is happening based on their choice of basting the ice cube or stirring with salt. Provide scaffolding and language as needed.
Small Manipulatives	Train Ticket Punch. Students will use hole punchers to punch train tickets corresponding with number rolled on a die. CLASS Connection: Facilitation - Student ticket is considered satisfactory when 20 punches have been made. For example, student rolls a 2, 4, 5, 6, and 3 to equal 20. Students can decorate their tickets if materials are available. As students punch their holes, encourage them to tell you where their train is stopping, such as going from Florida to California, or the North Pole, etc.
Creative Expression through Art	Fingerprint Zoo Train Art. Students will use their fingerprints to create a train and zoo animals being transported in the train. CLASS Connection: Regard; Concept Development - Ask students questions such as: Which animals can ride next to each other? Why? Why did you choose those colors? What might the animals need during their trip? Tell me about your train art...

Week 2 Wednesday

Whole Group Literacy	CLASS Connection: Facilitation - Before reading, review NEW vocabulary words by providing child friendly definition. Ask children to use these words in their own sentences. Confused – when something is not clear or hard for you to do/understand Pause – when you stop for a short time Ruin – something is damaged to the point of being unfixable Track – two parallel rows of steel used for train travel Real – something you do not make up During book reading, Can I Play Too? implement instructional strategies: open-ended questioning, real world connections, analysis & reasoning.
Small Group	Mail Delivery Mix-Up. Students will roll a die to determine which house to deliver mail to. Use printed photos of real houses with a clear address number on them, or make your own. Teacher and students can create scenarios requiring analysis skills such as: the wind blows and mixes up the addresses, how will the train know where to stop? Make the game more challenging by allowing students to roll the die twice, add the two numbers, and find the corresponding house address. CLASS Connection: Regard; Facilitation; Concept Development - During the game, help children make real-world connections by asking questions such as: have you seen address numbers on mailboxes before? How does mail travel from one place to another? Have you sent a letter in the mail? Have your parents used GPS to help them find an address?
Blocks	Conductor Key Hand-Off. Show students video of train token handoff, https://www.youtube.com/shorts/y9Bp7kwIboI CLASS Connection: Concept Development - Discuss with students reasons for using this system, a single track vs. double track railway, and then allow students to practice handing off their own tokens. First, have two students hand off tokens using large round objects such as hula hoops, then practice using smaller and smaller objects such as taking a wire coat hanger and stretching it out to a circle shape, or make a circle using several using pipe cleaners. Allow students to make their own token from pipe cleaners if time permits.
Sensory	Track Patterns. Allow students to use a variety of materials to create different patterns in play doh. CLASS Connection: Regard; Concept Development – For example, what happens when you press and remove strings of yarn into play doh, can you make a double track, was it easier to make tracks using popsicle sticks or yarn, why, can you make an ABA pattern such as track from yarn, pipe cleaner, yarn, etc.?
Small Manipulatives	Cargo Mix-Up. Pre-print several different pictures of trains carrying different cargo items such as animals, people, goods, etc. Print duplicates of each photo. Cut one copy of each photo up into puzzle shaped pieces and mix pieces with other photo pieces. Sort into different envelopes. CLASS Connection: Facilitation - Give each student an envelope and have students work together to put their pieces back together to make each picture whole.
Creative Expression through Art	Create a Conductor Hat. Show students photos of various conductor uniforms around the world. CLASS Connection: Regard for Student Perspective - Allow students to create their own conductor hat using paper, paint, and additional materials available such as feathers, cotton balls, pipe cleaners, jewels, etc.

Week 2 Thursday

Whole Group Literacy	Facilitate a discussion with children regarding the book, Can I Play, Too? . CLASS Connection: Facilitation - Ask Children: What do you remember about the book? What does the book remind you of? Tell me more about your thoughts on the book. Encourage children to make the sounds in the book: click, clack, snap as you read.
Small Group	Compare different types of trains such as monorails, light trains, steam trains, speed trains, bullet train, etc. Be sure to have a photo of each. CLASS Connection: Concept Development - Ask children questions such as which train have you taken before, where can trains go, where can trains not go, which train is good for traveling on, which train brings goods, etc. Be sure to write down student responses on chart paper and share.
Blocks	Tape images of trains and other modes of transportation to a variety of blocks. Encourage students to use blocks while playing in block center. CLASS Connection: Language Modeling - Ask students questions such as, “Where can a bicycle go that a train cannot?” “Why do we have different modes of transportation?” “What might happen if you...” “Tell me more about your idea to...”
Sensory	Distance in Tracks. Place several small rulers or measuring tapes in sensory bin, along with yarns of different lengths, and transportation toys of different lengths. Add number cards and train tracks. CLASS Connection: Facilitation; Concept Development - Encourage students to measure items by drawing a number card and finding that number of objects to fit on a track. For example, a number three would require three objects to fit on a track from end to end. Allow children to come up with their own measuring game or to explore the classroom and find more objects to measure using train tracks.
Small Manipulatives	Transportation Memory Match Game. Prepare a match game for children such as by using a store bought version or print your own photos that are small enough to fit on playing cards, cut into playing card. CLASS Connection: Facilitation - While children are playing, ask open-ended questions, make real-world connections, and use advanced vocabulary to extend play and encourage student engagement through conversation.
Creative Expression through Art	Yarn Art. Allow students to draw train tracks on a paper, then use liquid glue and yarn to cover the tracks and create yarn art. Once dry, students can add more to their artwork such as drawing in trains, mountains, etc. CLASS Connection: Regard for Student Perspective – ensure students have the opportunity to create their own yarn art such as by drawing their own tracks, squeezing the glue bottle on their paper where they want the tracks to be, pressing the yarn into the glue, etc.

Week 2 Friday

Whole Group Literacy	Give children flashcards to flash when they hear this week's vocabulary words during the reading of Can I Play Too? Encourage children to read along with you. CLASS Connection: Language - Encourage children to share about a time they had a leadership role, similar to how a conductor drives the train or a railway worker builds the tracks. Help children to make the explicit connection of their leadership roles in the classroom such as line leader or light helper, which are just as important as adults in working roles such as train conductor, steam shoveler, ticket puncher, etc.
Small Group	Safety First. Give each student a box of animal crackers (available at Dollar Tree). Pretend the box is a train car, and students have to safely get the animals inside from one zoo to the next. Students should dump their crackers on a plate and sort based on animal. CLASS Connection: Concept Development - Then, discuss which animals can ride safely together in a train car and which ones need to be separated. For example, can a bear and zebra ride safely in the same car, why or why not? Once students have completed the activity, they may eat the crackers or save for a later time.
Blocks	Transportation Racing. Add boxes of varying heights and widths to the block center. Using the blocks from yesterday, encourage students to create ramps and race their blocks down the ramp. CLASS Connection: Quality of Feedback - Ask questions such as "What do you notice?" "Why do you think that?" "Why is this short block faster than the long block?" "What do you think would happen if we race them on their sides?" "What else can we use to race?"
Sensory	Letter Matching. Add cut out letters to the sensory bin with other sensory materials from this week. Add scoopers and trains. Have students use scoopers or tweezers to dig and find the letters in their name, placing each letter on their train as they find it. CLASS Connection: Facilitation - Encourage students to spell additional words if possible.
Small Manipulatives	Magnet Races. Use a magnet set with small pictures of train cars attached to race around the edge of a table. Add additional objects to push or pull, such as cotton balls, pom poms, small plastic cups, small ball magnets, etc. To race the magnet, place a (+) end behind a (-) end and the repel action should be used to steer the magnet forward. This activity may take a few tries for students to get. CLASS Connection: Concept Development - Be sure to discuss why the magnets are repelled or attracted to each other, as well as anything else students may notice such as whether it is easy or hard to go in a straight line or get magnets to follow each other, etc..
Creative Expression through Art	How Tall Am I in Train Tracks? Have students trace around each other on large sheets of butcher paper. Using a toy train track dipped in paint or by cutting a sponge into the shape of a train track and dipping in paint, allow students to "track" how tall they are by placing track prints from their head to toe on the paper. CLASS Connection: Facilitation; Language Modeling - Encourage students to write the number or to complete the measurement phrase, such as '12 tracks tall'. Allow students to discuss, compare, and color themselves in if they desire.

Florida Standards Alignments

Whole Group Literacy	II. Language and Literacy Listening and Understanding <i>1. Demonstrates understanding when listening</i> Benchmark b. Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic and reacting appropriately to what is said Vocabulary <i>1. Shows an Understanding of Words and Their Meanings (receptive)</i> Benchmark a. Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)
Small Group	IV. Approaches to Learning A. Eagerness and Curiosity <i>1. Shows increased curiosity and is eager to learn new things and have new experiences</i> C. Creativity and Inventiveness <i>1. Approaches daily activities with creativity and inventiveness</i>
Blocks	VI. Scientific Inquiry Scientific Inquiry Through Exploration and Discovery <i>2. Uses tools in scientific inquiry</i> Benchmark a. Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales) <i>3. Uses understanding of causal relationships to act on social and physical environments</i> Benchmark a. Makes predictions and tests their predictions through experimentation and investigation
Sensory	V. Mathematical Thinking F. Measurement and Data <i>1. Measures object attributes using a variety of standard and nonstandard tools</i> VIII. Creative Expression Through the Arts A. Sensory Art Experience <i>1. Combines with intention a variety of open-ended, process-oriented and diverse art materials</i>
Small Manipulatives	V. Mathematical Thinking A. Number Sense <i>5. Constructs and counts sets of objects (one to 10 and beyond)</i> <i>6. Uses counting and matching strategies to find which is more, less than or equal to 10</i>
Creative Expression through Art	VIII. Creative Expression Through the Arts D. Imaginative and Creative Play <i>1. Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or nonverbally, with others using a variety of objects in own environment</i>

Learning Objectives:

- ✓ Students will learn about space with a focus on planets.
- ✓ Students will learn about the unique characteristics of the planets in our Solar System.
- ✓ Students will learn new vocabulary words and how to use them in the classroom.

Transitions:	<i>Have students name a planet and state a fact about that planet.</i>
Parent Involvement:	<i>Visit the Bryan-Gooding Planetarium at the MOSH in Jacksonville.</i>

Photo Inspiration:



Galaxy Slime



Marble Painted Planets



Rocketship Names



Space Sensory Bin



Rocket Letter Match



Solar System Wreaths



Galaxy in a Jar

Monday

Whole Group Literacy	Ask students to predict what the book will be about by looking at the cover of it. Read the story straight through. Explain activities for the day and their objectives.
Small Group	Planet Comparison: Gather pictures and facts about each planet. Using a Venn diagram help children compare the similarities and differences between two planets of their choosing. <u>CLASS Connections:</u> Ask students to elaborate on their comparisons and explain their thinking. Provide clarification and/or build upon their understanding with back-and-forth exchanges and follow-up questions.
Language	Planet Letter Match: Provide pictures of planets and a variety of letters (manipulatives or written). Ask the students to identify the initial sound of a planet's name, then select the letter that makes that sound. <u>CLASS Connections:</u> Repeat the child after they name a planet and ask them to isolate the first sound. If they struggle offer hints by saying known words that start with the sound, "Your planet is Mars, like monkey and Mickey Mouse".
Art	Marble Painted Planets: Provide paper circles in a variety of sizes or invite children to cut their own and tape the circle to a baking sheet. Invite children to add a few colors of paint onto their circle. Add marbles, golf balls, ping pong balls, etc. to the tray and encourage children to move the baking sheet in such a way that the balls paint the planet. <u>CLASS Connections:</u> Have students choose the colors of paint. Ask students to describe the planet they are painting. Look for ways to provide assistance. Give encouragement, "Keep going Sadie, your planet has so many interesting colors!" Map students' action, "Max is slowly tipping his tray from side to side."
Blocks	Rocket Blueprints: Add clip boards, graph paper, and pencils to the block center. Tell the children they will draw a blueprint of a rocket they would like to build. <u>CLASS Connections:</u> Connect the word blueprint to familiar language, "A blueprint is a special drawing that shows how to build something like a building or a machine." Encourage children to generate a plan for their rocket by brainstorming things a rocket might need, or ways to individualize their rocket. Ask thought provoking questions like, "What would that look like?" and "How would that work?"
Sensory	Galaxy Slime: Recipe: 5 ounces clear or white glue, 2 tablespoons liquid watercolor, ½ cup liquid starch, glitter (optional). Pour the glue into a mixing bowl, add watercolor and glitter, mix well. Once combined, slowly add the liquid starch while stirring the mixture. When the mix pulls away from the side of the bowl, use hands to knead the slime to the desired consistency. The recipe will make one batch of single colored slime. Make multiple batches in galaxy-like colors and experiment with mixing them together! <u>CLASS Connections:</u> Set clear expectations for the children when handling the materials, then let them take the lead in making their own batch of slime. Ask them to describe what they are doing and how it feels. Ask them to predict what might happen next as they add ingredients or mix colors together.

Tuesday

Whole Group Literacy	Before reading the book, pre-teach 4-5 vocabulary words by providing child friendly definition. Universe – Everything, all of space, planets, stars; Space – The emptiness between objects in the universe; Solar System – The Sun and all the objects that move around it; Planets – Large objects in space that circle around the Sun; Astronaut – Scientist who is trained to travel in space. Tell students to listen for the new words as you read the story. During book reading implement instructional strategies: open-ended questioning , real world connections (what do you see when you look in the night sky?), analysis & reasoning (have students predict the next planet and or/what will happen next in the story), integration (recall what the students did in the day before and talk about characteristics of the planets), prompting thought processes (why do you think planets circle the Sun?), advanced language. Explain activities for the day and their objectives.
Small Group	Planet Size Sort: Gather pictures of each planet in an appropriate size. Have them sort the planets from smallest to largest. <u>CLASS Connections:</u> Invite the students to arrange the planets in order as a group by encouraging them to talk to each other and allowing them to manipulate the materials. Offer hints or assistance if children struggle to order the planets. Ask students to explain their thinking as they work, “Rita, why did you choose to put Earth first in order?”
Language	Planet Syllables: Provide pictures of each planet labeled with its name. Ask the children to say the name of each planet out loud and count the syllables. <u>CLASS Connections:</u> Encourage children to use a variety of modalities while counting out syllables, such as clapping, stomping, jumping. Ask children what other words they know that have the same number of syllables as their favorite planet.
Art	Coffee Filter Planets: Give each student a coffee filter and markers. Have them color a planet any way they would like. When they have finished coloring offer them a spray bottle of water. As the children spray their planet the colors will blend in the coffee filter. <u>CLASS Connections:</u> While students color ask them to tell you about their planet, “What is lifelike on your planet?”, “Why did you choose those colors?” Encourage them to predict what will happen when they spray their coffee filter with water. After spraying, invite the children to evaluate what happened and if their prediction came true.
Blocks	Rocket Building: Have students use materials in the block center to build a rocket. Offer them the blueprints they created the day before to try and create the rocket they planned. <u>CLASS Connections:</u> Recall the planning and brainstorming from the previous day. As children build ask how/why questions, such as, “Why did you choose this block for that part of your rocket?”, “How could you modify or change your blueprint to make it work with the materials we have?”
Sensory	Solar System Sensory Bin: Fill the sensory bin with black beans. Add pompoms in a variety of colors and sizes, small foil balls, star shaped manipulative, and other small space toys. <u>CLASS Connections:</u> Map students’ action, “Rocky is moving the smaller pompoms around the biggest ball.” Engage the children in conversation by asking them to describe what they are doing and responding contingently. Ask follow-up questions that encourage them to think deeper as they explore.

Wednesday

Whole Group Literacy	Review newly taught vocabulary words before book reading. During book reading ask thought provoking questions such as, “Why do you think the planets go around the sun?”, “Why do you think there are temperature differences on Mercury? How are you similar to Earth?”, “How is the weather on Venus different from the weather on Earth?”, “Mars is rust colored, how is that different from the Earth? Why do you think that?” Explain activities for the day and their objectives.
Small Group	Star Patterns: Gather a collection of paper stars in a variety of styles and sizes. Have the children create a simple pattern with the stars. CLASS Connections: Ask students to explain the pattern they have made (this ensures they understand the objective). If student has a mistake in their pattern say, “Julia, you almost got it, let’s look back at the pattern to see what would come next.” For children who master their own pattern ask them what would come next in a pattern another child has made.
Language	Planet Stories: Ask the children to recall the planets they have been creating in the art center throughout the week. Invite them to make up a story about what it is like on their planet. CLASS Connections: Engage in feedback loops with the children while they tell their story. Ask follow-up questions that encourage them to explain their thought process.
Art	Balloon Stamp Planets: Invite children to pour up to three colors of paint on a paper plate and gently swirl the colors together. Provide each child with a small balloon that has been inflated and tied. Have the children dip their balloon into their swirled paint, then press the balloon onto a circle of paper. CLASS Connections: Give encouragement, “Wow Rocky, I really liked how you swirled your colors together, I can’t wait to see how your planet comes out.”
Blocks	Lego Rocket Challenge: Create blueprints of rockets that children can build with Legos. CLASS Connections: Encourage the children to plan how they will build their Lego rocket. Ask questions that encourage deeper thinking such as, “How will you know which bricks to use for this part of your rocket?”, “Once you have that section completed, what do you need to do next?” Use language to map actions, “Lucy added extra bricks to the side of her rocket.”
Sensory	Water Solar System Sensory Bin: Affix an inflated yellow balloon to the bottom of your sensory bin, then fill the bin halfway with water. Add a variety of ping pong balls (or other balls that float) to the bin. Encourage children to swirl the water so the “planets” revolve around the “sun”. CLASS Connections: Have conversations with children about the book and the activities they have been doing this week while they manipulate the materials. Use the vocabulary words learned earlier in the week whenever possible.

Thursday

Whole Group Literacy	Review newly taught vocabulary words before book reading. (Consider having child lead lesson.) While reading ask thought provoking questions like, “How do you think the scientists figured out all the other planets could fit inside Jupiter?”, “What do you think Saturn’s rings are made of?” CLASS Connections: Repeat children’s answers and put the information in a more complex form. When Jude says Saturn’s rings are made of rocks, repeat “Yes, Saturn’s rings have rocks of many sizes, from tiny grains of sand to gigantic boulders.”
Small Group	Rocket Ship Names: Materials Needed: Many construction paper squares with single letters written on them, construction paper shapes to create the nose cone and fins of a rocket, a sheet of dark construction paper, and glue. Have the students find the letters of their name among the paper squares. Have the students create a rocket using their name as the body. CLASS Connections: Provide hints and assistance as needed while children search for the letters of their name. As they glue their shapes to the dark paper ask them to explain what they are doing in the moment.
Language	Rocket Letter Match: Draw a rocket on a large sheet of paper or piece of cardboard and write lowercase letters randomly all over it. Have children place uppercase letter manipulatives on top of the corresponding lowercase letter on the rocket. CLASS Connections: As children make their matches provide clarification or expansion. “Jojo, you put your capitol B on top of the lowercase d, a lowercase b has the straight line on the other side of the bump”, “Good job Loretta, you matched the capitol A to the lowercase a, just like the one at the end of your name.”
Art	Solar System Wreath: -d Materials needed: Black paper rings, circles in a variety of colors and sizes, crayons, glue, pictures of the planets for reference. Invite the children to decorate planets and glue them to the paper ring to create their own solar system. CLASS Connections: Allow children to take the lead when creating their solar system. Ask them to explain how and why they are making their choices.
Blocks	Recycled Rockets: Add recycled materials to the block center such as cardboard tubes, plastic bottles, and cleaned food containers. Encourage the children to use the materials to create rockets. CLASS Connections: Sit with the students and brainstorm ways to use the materials before getting started. Ask how they might use the materials in different ways, and why or why not certain ideas will work.
Sensory	Sun in a Bottle: Materials needed: Empty clear bottle, vegetable oil, food coloring, water, funnel. Color the water with red and yellow food coloring. Using the funnel, fill the bottle halfway with oil, then the rest of the way with your colored water. Ensure the lid is securely closed, then invite children to swirl the bottle and observe what happens inside. CLASS Connections: Ask the children to explain what is going on inside the bottle. Expand upon their ideas by explaining the Sun is made of extremely hot gasses called plasmas, which move around like the water and oil in the bottle.

Friday

Whole Group Literacy	Review newly taught vocabulary words before book reading. (Consider having child lead lesson.) Ask children to describe each planet in their own words as you go through the book. Explain activities for the day and their objectives.
Small Group	Planet Matching: Gather pictures of each planet and cut them in half, place all the pieces on the table. Invite children to match the pieces to reform planets. <u>CLASS Connections:</u> As children attempt to match the planet pieces, ask them to explain their thought process, why do they think those particular pieces go together?
Language	Asteroid Letter Hunt: Wrap aluminum foil around letter manipulatives to create balls. Invite the children to choose a ball to unwrap, then ask them about the letter they have found. Tailor your questions to the individual child's level of understanding, focusing on letter name, sound, or words that begin with that letter. <u>CLASS Connections:</u> Support the children's exploration through questioning, "What letter did you find?", "Can you tell us the sound that letter makes?", "Can you find something in the classroom that starts with that letter?"
Art	Solar System Collage: Hang a long sheet of black butcher paper along a wall in the classroom. Invite children to create a solar system mural using the different planets they have created in art throughout the week. Children can draw additional elements of the universe as well as using their previous creations. <u>CLASS Connections:</u> Connect the concepts children have been focusing on throughout the week while creating this mural. Use vocabulary words and names of the planets in conversations with children while they work, recall facts from the book, and ideas from the stories children made up while describing the mural.
Blocks	Box Rockets: Add a collection of cardboard boxes in a variety of sizes to the block center. Work with the children to create large rockets with the boxes. <u>CLASS Connections:</u> Ask open-ended questions while the children work, such as "How will your rocket blast off?", "Where will your rocket travel?". Ask follow-up questions based on how the children respond to encourage continued conversation about their rockets.
Sensory	Galaxy in a Jar: Materials needed – Clean glass jar with lid, tempera paint (at least two colors), cotton balls, glitter, water. Fill the jar 1/3 of the way with water, add several drops of paint and glitter then stir/shake. Pull the cotton balls to stretch the fibers. Add stretched cotton to the jar until the first third is full. Repeat these steps until the jar is filled. <u>CLASS Connections:</u> Map students' action, "Vera added blue and pink paint with silver glitter!" Provide assistance if needed.

Learning Objectives:

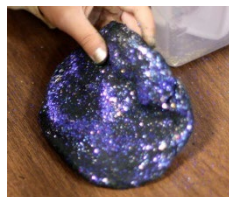
- ✓ Students will learn about objects in space other than planets.
- ✓ Students will be able to identify and understand stars and satellites.
- ✓ Students will learn new vocabulary words and use them in the classroom.

Transitions:	<i>Imagine you are looking through a telescope as you transition into a new activity, what do you see?</i>
Parent Involvement:	<i>Download a free stargazing app such as <u>Star Tracker</u> or <u>SkyView Lite</u> and explore the night sky from your backyard.</i>
MarcoPolo:	Use the video <u>Constellations</u> to help students understand the concept and begin to think about creating constellations of their own. https://wtp.marcopololearning.com/vanilla/en-US/lessons/share/5a6c13fa-bbc9-4db5-b25c-495c2b540953

Photo Inspiration:



Tube Telescope



Galaxy Playdough



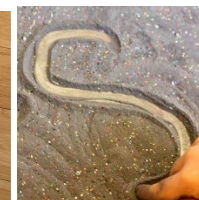
Blast Off Practice



Fizzy Stars



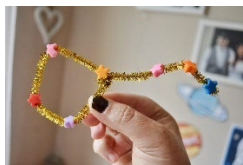
Oreo Cookie Moons



Moon Sand Tray



Neon Galaxy Paint



Pipe Cleaner Constellations

Monday

Whole Group Literacy	Ask the children what they remember from “There’s No Place Like Space”. Does anyone have any new thoughts about outer space they want to share? Explain that last week we focused on the planets in our Solar System, and this week we will learn more about what else there is in outer space to discover. <u>CLASS Connections:</u> Ask the students what they think is in outer space other than planets, how do they know what those things are, and how we might learn more about them. Explain activities for the day and their objectives.
Small Group	Blast Off Counting: Gather 10 small manipulatives per child (unit cubes, pompoms, etc.) and a die. The children take turns rolling the die and subtracting the number they roll from their manipulatives. Help the children count backwards from ten as they physically take away their manipulatives. When a child counts all the way to zero (and has no manipulatives left) they can shout “Blast off!” and pretend to be a rocket launching into space. <u>CLASS Connections:</u> Having hands on materials to use and offering movement opportunities will help keep the children engaged in this activity. Provide assistance as needed.
Language	Astronaut Journal: Offer children one of the following prompts for a journaling activity: “If I went to the moon I...”, “When I fly into space...”, and write their words as they tell their story. Once their story is finished, invite them to illustrate it. <u>CLASS Connections:</u> Ask follow-up questions to encourage children to continue their story. Map students’ actions as they illustrate their story, “Max is drawing the part of his story where he plays basketball on the moon!”
Art	Tube Telescopes: Materials needed- cardboard tubes and a wide variety of free art materials for children to use. Invite the children to decorate their tube in any way they would like to make a telescope. <u>CLASS Connections:</u> Attach the word telescope to familiar ideas for the children, “A telescope is a tool people use to see objects that are very far away.” Allow the children to take the lead creating their telescope, using the materials as they wish. Provide assistance as needed. Map students’ actions with language.
Sensory	Galaxy Playdough: Ingredients – 4 cups of flour, ½ cup salt, 1 cup of water, 2 tablespoons Cream of tartar, 3 tablespoons Vegetable Oil, black and purple food coloring, black, purple, blue, and silver glitter. In a large bowl mix flour, cream of tartar, and oil. Heat the water in a microwave and pour into the mix (adults only) then divide into two batches. Add black food coloring to one, purple food coloring to the other. Add glitter to each batch and knead to desired consistency. <u>CLASS Connections:</u> Ask students to predict what will happen before starting a new step in the recipe. Compare the consistency of the dough between steps.
Outdoor Play	Blast Off Practice: A child can sit on a scooter board and press off the wall with their feet to blast off! Once the child is in position on the scooter, encourage them to count down from 10, pushing off the wall with their feet when they reach zero. <u>CLASS Connections:</u> Recall the blast off counting activity from the small group activity earlier in the day. Provide assistance as needed.

Tuesday

Whole Group Literacy	Before reading the book, pre-teach 4-5 NEW vocabulary words by providing child friendly definition. Star – huge glowing balls of gas held together by gravity; Sun – the star at the center of our solar system; Constellation – a group of stars that form a visible pattern; Satellite – a small object in space that circles around a larger object. Satellites can be natural or man-made; Telescope – A tool that helps people see distant objects. Tell students to listen for the new words as you read the story. During book reading implement instructional strategies: open-ended questioning , real world connections (what do you see when you look in the night sky?), analysis & reasoning, integration (recall what the students did in the day before and make connections to the book), prompting thought processes (why do you think satellites circle planets?), advanced language. Explain activities for the day and their objectives.
Small Group	Fizzy Stars: Materials needed: Baking soda, vinegar, star shaped cookie cutters, glitter (optional), plastic spoons, eye droppers, baking sheet. Set cookie cutters onto a baking sheet and have students spoon baking soda and glitter inside the shape. Have children collect some vinegar with the eyedropper then squeeze it onto the baking soda. <u>CLASS Connections:</u> Ask children to predict what will happen when they add the vinegar to the baking soda, write their predictions down to evaluate after the experiment.
Language	Night Sky Felt Board Stories: Cut different objects from the book out of felt to use on a felt board. Encourage the children to create a night sky scene with the felt pieces and tell you a story about what is happening in their scene. <u>CLASS Connections:</u> Engage in feedback loops with the children while they tell their story. Ask follow-up questions that encourage them to explain their thought process.
Art	Foil Stars: Materials needed - Cardboard cereal or snack box, aluminum foil, hole punch, thread. Cut stars from the cardboard in many shapes and sizes and punch a single hole near one point. Invite children to crinkle a sheet of foil however they would like, then flatten it back out. Place their star in the middle and wrap the foil around all the points of the star covering it completely. Tie a length of thread through the hole punched in the star to hang the stars around the classroom. <u>CLASS Connections:</u> Allow children to take the lead when creating their stars. Map students’ actions in the moment, “Lucy is squeezing her foil into a tight ball”.
Sensory	Starry Night Bag: Materials needed: Ziplock bags, clear hair gel, foil confetti stars, black posterboard (optional). Pour hair gel into the bag then add foil stars. Ensure the bag is sealed tightly. Lay the black posterboard on the table to make the starry night bag look like it is in outer space! <u>CLASS Connections:</u> Map students’ actions while creating and exploring their sensory bags.
Outdoor Play	Telescope Search: Before your outside time hide manipulatives or pictures of stars, planets, rockets, satellites, etc. on the playground. Use the cardboard tube telescopes students made yesterday to search the universe of the playground! <u>CLASS Connections:</u> Ask students what they think they will be able to see with their telescopes on the playground. Keep a list of their suggestions to compare with their findings. Use vocabulary from this week and last week while talking with the children throughout this activity.

Wednesday

Whole Group Literacy	Review newly taught vocabulary words before book reading. During book reading ask, “If the moon does not shine like a star, how can we see it?”, “What would you do if you could explore the moon?”, “How would that be different from exploring parts of the Earth?”
Small Group	Oreo Cookie Moon Phases: Gather pictures of the different phases of the moon, a package of Oreo cookies, and popsicle sticks. Using the pictures explain that as the Earth moves around the Sun, the Moon moves around the Earth, the light we see reflecting off the Moon causes the changes that we see. Offer each child a cookie and a popsicle stick. Encourage the children to twist the cookie open, the base of the cookie represents the physical shape of the Moon, while the filling represents the light reflecting off the surface. Invite the children to use the popsicle stick to change the shape of the filling to match different phases of the Moon. <u>CLASS Connections:</u> Talk with the children about when they see the Moon at home, ask them what shapes they see as the light on the Moon changes. Clarify misunderstandings that come up during conversation, “To us it looks like the Moon is getting smaller some nights. The Moon is always the same size; it just looks smaller because there is less light reflecting off its surface.”
Language	Moon Dust Writing Tray: Materials needed – salt, black food coloring or paint, silver glitter, large zip lock bag, baking sheet. Before starting the activity pour the salt into the zip lock bag with a few drops of coloring. Shake and squeeze the bag until the salt becomes a light gray color. Pour the salt and glitter into the baking sheet. Invite children to write in the moon dust with their fingers. <u>CLASS Connections:</u> Encourage students to write their name, words they are practicing, letters, or even shapes depending on their ability. Provide assistance as needed.
Art	Neon Glaxay Painting: Have children draw an outer space scene using neon-colored crayons or oil pastel on white paper. When they have finished drawing invite them to paint over their scene with black, blue, and purple watercolors. The paint will color the background but will not stick to the crayon marks on the paper! <u>CLASS Connections:</u> Allow students to take the lead while creating their scene. Map students’ actions as they draw, “Sadie is drawing lots of tiny stars, and Lucy is adding huge rings to her planet!”
Sensory	Making Craters: Materials needed – aluminum pie plates, flour, rocks of various sizes. Pour enough flour in a pie plate to cover the bottom. Explain to the students that the Moon is often hit by rocks floating through space. When a rock hits the Moon, it leaves a hole on the surface called a crater. Invite the students to use the rocks to make craters on the surface of their flour moon. <u>CLASS Connections:</u> Brainstorm safe ways for students to have their rocks impact their moon. Use their ideas to set clear expectations for how the children can participate in this activity.
Outdoor Play	Human Solar System: Invite children to use their bodies to recreate our solar system. Recall with the children how the planets circle the Sun and satellites circle the planets. Encourage children to pretend to be one of the objects in space they have been learning about. <u>CLASS Connections:</u> Help students plan their solar system through questioning strategies, “What are you being?”, “Where does the Sun belong in the solar system?”, “How does the Moon move around the Earth?” Encourage the children’s efforts as they figure out their place in their solar system.

Thursday

Whole Group Literacy	Review newly taught vocabulary words before book reading. Consider having a child lead the lesson. During book reading ask, “Do you think all stars are the same?”, “How might they be different from each other?”, “How do you think constellations get their names?” Explain activities for the day and their objectives.
Small Group	Constellation Geoboards: Materials needed – geoboards (store bought or DIY), rubber bands, constellation picture cards. Have the children choose a constellation card and try to recreate that constellation using rubber bands on their geoboard. <u>CLASS Connections:</u> Have conversations with the students about the shapes they are making and what they think the constellation looks like. If students struggle to recreate the constellation on their card invite them to create any shapes they would like.
Language	Name Constellations: Have children write their names on dark paper with chalk or a light-colored crayon. Offer star stickers for them to place where they would like to put stars in their name constellation. <u>CLASS Connections:</u> Ask children to explain their thought process while they work, “Paul, why did you choose to put stars all along the l at the end of your name?”
Art	Pipe Cleaner Constellations: Materials needed – pipe cleaners, beads, constellation cards (optional). Invite students to create constellations using the beads as the stars. String the beads onto the pipe cleaner and bend to create the picture made by connecting the stars. Children can use constellation cards for inspiration or create their own. <u>CLASS Connections:</u> Ask questions like, “Tell me about your constellation”, “Why did you bend the pipe cleaner that way?”
Sensory	3D Constellations: Add various sized Styrofoam balls and wooden skewers of various lengths to the sensory table. Invite children to create constellations with the materials. <u>CLASS Connections:</u> Ask children to tell you about the picture their constellation is making, ask follow-up questions to keep the conversation flowing.
Outdoor Play	Straw Rockets: Tape the sealed end of a plastic pipet to paper rockets drawn and decorated by the children. Insert a drinking straw into the open end of the pipet and invite children to blow into the straw to let their rockets fly. After the rockets land measure to see which traveled the farthest. <u>CLASS Connections:</u> Experiment with different angles and strength of breath to change the flight plan of your rocket. Ask children to predict how the rockets will fly or land.

Friday

Whole Group Literacy	Review newly taught vocabulary words before book reading. Consider having a child lead the lesson. Engage children in a group discussion about their favorite things about outer space. Ask open-ended questions like, “If you could be an astronaut, what would you do?”, and “What is the coolest thing about the Universe?”
Small Group	Star Size Sorting: Gather paper stars in three distinct sizes. Have children sort the stars by size. <u>CLASS Connections:</u> Ask the children to predict which size star will be the most common, after sorting evaluate each group to see if their prediction was accurate. Provide assistance as needed.
Language	Foil Writing: Use sheets of aluminum foil and dry erase markers to practice writing letters, names, or sight words. <u>CLASS Connections:</u> Ask the children if the shiny surface of the foil reminds them of anything they have learned about this week. Repeat their comments and extend them further. “The foil reminds you of the stars we made in art that are hanging from the ceiling. When we made those, we crumpled and folded the foil, but now we are leaving it flat.”
Art	Space Free Art Mural: Using a large sheet of dark colored butcher paper and various art supplies invite the children to create a mural of the Universe to illustrate the things they have learned about space. As they draw, map their actions with language and ask questions about their process. “Elenor is gluing tiny bits of foil to the paper. What part of the Universe is that, Elenor?”
Sensory	Universe Sensory Bin: Revisit the Solar System Sensory bin from last week with additions related to concepts learned this week. The original sensory bin focused on planets, expand on that by adding stars, rockets, and satellites. <u>CLASS Connections:</u> Engage the children in conversation that connects the concepts from this theme. Label the objects children play with using newly learned vocabulary, ask children to describe what they are doing with the materials and ask follow-up conversations to keep the conversation flowing.
Outdoor Play	Space Yoga: Practice yoga poses with children that relate to the things they have learned about outer space. Warrior 2 and/or 3 – a shooting star; Chair – a rocket blasting off; Crescent Moon – the moon. <u>CLASS Connections:</u> Children will use their bodies to connect to the ideas being presented. Use descriptive language when explaining the different poses and how they relate to space.

Florida Standards for Activities

Whole Group Literacy	A. Listening and Understanding (Language and Literacy) 1. Demonstrates understanding when listening. Benchmark a. Engages in multiple back and forth communicative interactions. C. Vocabulary (Language and Literacy) 2. Uses increased vocabulary to describe objects, actions, and events.
Small Group	C. Patterns (Mathematical Thinking) 2. Duplicates a simple AB pattern using different objects. D. Geometry (Mathematical Thinking) 2. Describes, sorts, and classifies two- and three-dimensional objects using some attributes such as size or sides. F. Measurement and Data (Mathematical Thinking) 4. Participates in group sorting and data collection.
Language	D. Sentences and Structure (Language and Literacy) 2. Connects words, phrases, and sentences to build ideas. Benchmark a. Produces sentences or phrases of two to five words including subject/verb/object. F. Emergent Reading (Language and Literacy) 3. Shows alphabetic and print knowledge. Benchmark c. Names most letters.
Art	A. Sensory Art Experience (Creative Expression Through the Arts) 1. Combines with intention a variety of open-ended, process-oriented and diverse art materials.
Blocks	D. Planning and Reflection (Approaches to Learning) 1. Demonstrates some planning and learning from experiences. C. Building and Maintaining Relationships with Adults and Peers (Social and Emotional Development) 2. Develops positive relationships with peers. Benchmark a. Plays with peers in a coordinated manner including assigning roles, materials, and actions.
Sensory	A. Scientific Inquiry Through Exploration and Discovery (Scientific Inquiry) 1. Uses senses to explore and understand their social and physical environment.
Outdoor Play	B. Motor Development; a. Gross Motor Development 2. Demonstrates use of large muscles to move in the environment.

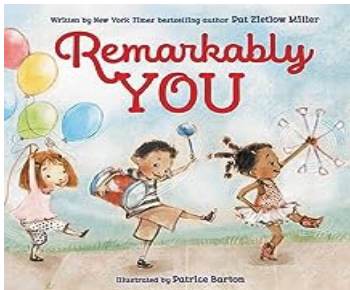
Week 1 PreK Lesson Plan Theme: Bodies /Movement and My Jobs When I Grow Up Book: Remarkably You

Learning Objectives:

- ✓ This week's unit will teach a basic understanding of Parts of the Body and How our Bodies help us with grown up jobs
- ✓ This week's unit will teach parents: books and community can be a resource to gain knowledge about Careers in our Community
- ✓ Children will discover how our bodies parts work together and separately
- ✓ Children will learn "Head, Shoulders, Knees and Toes"

Transitions:	<i>Clapping hands and March while the children move to center or to group activity; ask children when they get to center to stop clapping- please but continue to march in place with knees high while they count to 20.</i>
Parent Involvement:	<i>Provide words to the Song "Dry Bones" and have the parent sing along with their child. Suggest to the parents to play 'Mom or Dad Says' (Simon Says spin off) and ask the child " Mom/Dad says touch your Cranium(skull) ", Dad/Mom says touch your pelvis (hips), Mom/Dad says touch your vertebrae(backbone), Mom/Dad says point to your Sternum(bone that connects ribcage over heart) By using the new vocabulary words the parents have encouraged the use of Advanced Language Skills.</i>
MarcoPolo:	https://wtp.marcopololearning.com/vanilla/en-US/lessons/share/9fd5e156-1397-4ffc-8bc6-e831a83c12f7 - Bones

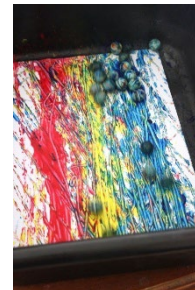
Photo Inspiration:



Remarkably You



Sound Shakers



Marble Painting



Toilet Paper Roll Musical Instruments

Week 1 Monday	
Whole Group Literacy	This month's book is <i>Remarkably You</i> by Patrice Barton, which celebrates both the uniqueness and commonalities of children. It promotes kindness, compassion, and respect through uplifting language. Begin by exploring the cover—ask what the children see and what “remarkably” means. Use this to introduce the idea that the book is about what makes each child special. As you preview the pages, discuss what's happening, and point out similarities and differences. Let children know you'll read the full story tomorrow to discover all the activities the children are doing.
Small Group Math/ Science	Body Parts Tally: Introduce tally marks by asking, “Do you know what a tally mark is?” Have a child demonstrate, then model how tally marks group in sets of five. Explain that they help count quickly and easily. Ask, “Would tally marks help us count eyes, knees, or toes?” Let children practice tallying 1–10, reminding them to group in fives.
Dramatic Play	In the home living area, have different types of cheer pom - poms available. This type of enrichment (macro play) helps the children to understand the tools or accessories that may be needed in a job/career choice. Also, add musical instruments (such as a tambourine and maracas) and hang pictures in the dramatic play area with musicians and music notes. Add a sound cube that you can regulate songs and music from your phone that are appropriate for sports events.
Art	When making Sound Shakers you are demonstrating the benefits of music by learning from the different sound from different filler material. Also, it's an opportunity to create music by making the shaker! By using different types of fillers, you create different sounds. Have children use a spoon to fill ½ of plastic egg. Assist child to put the other half over the egg and secure the egg with painters' tape. Provide permanent markers so the children have an opportunity to decorate the eggs without guidance using their creative thinking.
Music/ Movement	Head, Shoulders, Knees, and Toes: This activity builds phonological awareness and word segmentation through rhyme, supporting reading and language skills. Sing <i>Head, Shoulders, Knees, and Toes</i> using sight word cards with body part images. Have children point to each part as it's named. Let them take turns leading by choosing a card and prompting peers. Then, give each child a plastic egg to explore. Shake fast, slow, up, and down. Ask: “Why do they sound different? What happens with more beans inside?” Play the song again and invite children to shake their eggs to the rhythm.
Fine Motor Learning Center	Using tweezers in the Fine Motor Learning Center aids in building up fine motor skills: Demonstrate and narrate how to use the tweezers; so that the index finger is on one side and the thumb is on the other with their fingers gently curled into the palm. Have the children practice opening and shutting the tweezers, trying to keep the correct position and action. In terms of fine motor skills this is great for hand and finger strength, shoulder and elbow stability, and practice for pincer grasp. Have lentils, lima beans, and chickpeas in individual bowls with many tweezers available. The object of this activity is to move the beans with tweezers into ice cube trays. Be cognizant that the children will realize picking them up the handfuls and dumping them is quicker as opposed to a tweezer. Be encouraging with them to return to using the tweezers and praise their efforts of persistence and patience.

Week 1 Tuesday

Whole Group Literacy	Read the entire book to the children without pausing so they can notice the rhyming cadence throughout the book. When the book has ended: ask them what they think about the picture, the words and the story. Did they see any children doing something they have done? Did any children see what a grown-up person can do? Begin to connect activities to jobs/careers/ to what the children’s parents or family members do for their vocation. Have a poster/ tablet where the children’s names are listed with some space left for children to draw what their parents do for their career- this can be completed during free choice.
Small Group Math/ Science	Tallying Body Parts: Write the number of children at the top of a poster. Ask: “Where is your head? How many do we have?” (1) Write “1” next to “head.” Ask how we move our heads and what they do. Repeat for shoulders (2), knees (2), and toes. Have children point, move, and describe each part’s function. Encourage movement like standing, kneeling, or lifting legs to explore how knees work.
Dramatic Play	Put funny colorful hats, oversized colorful shirts, mismatched gloves, and funny tall socks. Encourage to have the children dress up to look silly and talk about clowns and how silly they are. Ask the children what the clowns do to make them laugh. Ask if any of the children want to do ‘clown’ movements to see if they can make the class laugh.
Art	Toilet Paper Roll Musical Instrument: You’ll need: TP rolls, small rubber bands, 3x3" parchment squares, stickers, and a pen/pencil to poke holes. Let children decorate their TP rolls first with stickers. Then, poke two small holes in the side (use a finger inside the tube for support). Cover one end with parchment paper and secure it with a rubber band. Demonstrate how to hum “do, do, do” into the open end. Explain that the sound comes from their voice vibrating the paper—not the tube itself.
Music/ Movement	Continuing Head, Shoulders, Knees, and Toes: Introduce the sight words and have children point to their body parts. Sing the song with the group and hold up the sight word corresponding to the audible word in song. When you finish singing the song – Ask “What does our head do, and push the discussion and ask, ‘Where did you get that idea from?’” Then place each card on floor in the center of the group. Then continue with ONLY sight cards: head, shoulders, knees and toes and ask to shake the egg fast, slow over their head, over their shoulder, over their knees, and over their toes by holding up the card. Have the children line up to make a parade circle or straight line and play parade music and march around the class /or if outside march around the playground. Demonstrate how high your knees go when you are marching; encourage children to lift their knees up high
Fine Motor Learning Center	Have children trace their hands. Have child cut the outline out and decorate it with bingo stampers. If a child is having difficulty, trace the child’s hand on a sheet of paper and they can finish decorating it. Have long strips of paper and a few baskets on table so the children can practice cutting scrapes and putting them in the baskets for later uses in gluing collages.

Week 1 Wednesday

Whole Group Literacy	Read the book and discuss what the children see on each page. Leading parades asking what kinds of parades are there? Circus parades, Macy's Thanksgiving parade, your community's parade where fire engines end the parade with the sirens and lights blaring. Stop at the wagon page and discuss what the children are doing. What kinds of tools do you see them using. Have pictures of basic tools for them to name such as hammer, screwdriver, saw and wrench and ask them, Do they have these tools at home. What were they used for?
Small Group Math/ Science	On the tally poster score sheet, ask the children how many eyes they have. They have 2 eyes . Write the number 2 next to the word eyes on poster. Ask the children to close their eyes until you count to 10 together. Now open them. Ask the children what they saw when their eyes were closed. Ask them to cover their right eye – can they see as much as with 2 eyes? Ask them to cover the left eye and ask them do they see as much as with 2 eyes? Ask the children how many ears they have. They have 2 ears . Write the number 2 next to the word ears. Ask the children how many noses they have. They have 1 nose on their face. Write the number 1 next to the word nose. What does our nose do for us? Ask the children how many mouths they have. They have 1 mouth . Write the number 1 next to the word mouth.
Dramatic Play	Add the Soft ball foam balls, baseball caps and buckets into the dramatic play area. Monitor the area so the balls are thrown appropriately into the buckets. Invite the children to use the pom-poms to cheer the team on.
Art	Marble painting people shapes: Prepare large cut. Cut people shapes running, standing, hopping, hands in the air from different color construction paper. Place the person shape into a medium size disposable aluminum cake pan (that can be used for the entire week) The children will use eye droppers or basters to drop 2-4 different color paint onto their shape. Assist them while describing that you use both hands on either side of the dish and tilt it gently and slowly back and forth. The words “Back and forth’ is A great rhythmic sequence – that can be verbalized while they are doing it. The cadence of saying those words imprints the instructions into a rhythmic pattern so it makes the experience multi-sensory for the child. This activity focuses on the fine motor skills such as hand strength, bilateral coordination, in-hand manipulation and visual tracking to watch marbles as they roll all over the paper of different sides of the person shape- by saying left and right- the children realize and determine the direction. Children often become aware of fairness and turn taking by having to wait for their turn, and watching their peers participate. This is where descriptive language modeling helps the non-marblers be involved in the process.
Music/ Movement	Have Soft balls (foam) balls for each child and several buckets to throw into buckets. Play the song “ Take me out to the Ball Game ” Ask if any of them have attended a baseball game or do they play baseball with a group or with friends. Have the children take turns tossing the ball into the buckets. Have each child throw with right hand and left hand. Discuss why it is easier to use one hand than the other.
Fine Motor Learning Center	Use a large Gingerbread cookie cutter and trace it onto paper, use multi-color skin choices paper. Have children cut out the gingerbread kid; Have pre-cut Gift ribbon for hair (different lengths) available for them. Have children glue ribbon on their Gingerbread kids; have markers, google eyes, glue sticks available to finish their creation.

Week 1 Thursday

Whole Group Literacy	Read the book and discuss all the opportunities and choices they can make for their job. Encourage them to talk about what they want to do and the reasons why they have chosen that job.
Small Group	Summarize the tallies and discuss how many 1, 2, 5, and 10 body parts are in their computation. Total those components. Ask if everyone has the same color hair, eyes, and skin. Summarize with, "Differences are what makes each child remarkable!"
Dramatic Play	Place Small stuffed animals and educational toy MD sets for examining the animals. Include body wraps for broken legs, empty bottles for medicine, blankets for pets to lay down area. Add small sheets of stapled paper with RX copied on each paper – these will be the prescriptions for the pet owners also include pens to write with. Include several small white dress shirts with long sleeves (cut up to elbow) with a medical insignia placed on shirt – (left side) to designate the medical person being the playing the Pet Vet and for the staff assisting the Pet Vet.
Art	Play Dough Bodies: Show children how to make 3-D models of their bodies using play dough. Show them how to roll a ball to make the head, roll longer pieces to make the arms and legs, and how to make wider pieces for the body. Help them roll small circles for eyes and then let them be creative and see if they can make any other facial features out of play dough to add.
Music/ Movement	Use the floating type of Scarves with the SONG: Head, Shoulders, Knees and Toes. Have children take their shoes off and demonstrate how to use toes to pick up the scarf while standing. This will involve concentration and body balance. When this has been practiced, have the children lay on their back and swing their legs up and down while holding the scarf with their toes. Then, have children bend their legs at the knee up and with a kick-like movement with a scarf- you will emphasize how the knee and toes are working together.
Fine Motor Learning Center	Fingerprint painting traced foot: Tracing for young children helps to build muscle control and coordination from the wrists all the way to the tips of their fingers. With all fine motor activities, repetition is the key. Straight, zig zag, and curved lines are the building blocks of writing. Tracing requires focus and concentration, which helps children develop important skills for learning and problem solving. Have the children remove socks and shoes. Putting their feet on a piece of paper is best when a child is standing. Give the child a pencil with a thicker lead color and point (markers do not work as they get all over the foot creating many challenges to finish the project) The child can drop to a squat position and start to trace. If this provides a challenge other children can help their friends with the tracing. The child will cut the foot out and just have them round the tops of the toes to complete cutting foot out. Have three small bowls of thick consistency paint available for the children (if possible) have the 3 primary colors so they can see the secondary colors being created. Narrate the blending process and have them brainstorm why it turned that color and have them predict any other combination results. Provide blank paper so they can continue with the fingertip painting and experimenting.

Week 1 Friday

Whole Group Literacy	When you read the book this time, purposely leave the last word off of the last sentence on the page and see if they have retained the rhyming capabilities that they heard each day. Example: "You might be bold. You might be loud. Leading parades. Drawing a ____ (crowd) _____. Encourage the children to read along with you from their memory.
Small Group Math/ Science	Have each child lay down to trace their bodies on long pieces of roll paper. Ask each child what makes them Remarkable as you trace their body. Ask the class if they feel that particular feeling and why so?
Dramatic Play	Please remember the Creative /Dramatic play area of the classroom builds cooperation and communication between children while extending and building language arts, math, reading, writing, and social skills. Fine motor and gross motor skills. Dramatic play can be used to introduce new concepts and reinforce others.
Art	Finish tracing the children's bodies (from small group activity). Tape their bodies around the room on the walls and floor. Give them markers, pencils and crayons to Recreate Remarkably You or invent a new Remarkable You.
Music/ Movement	Have children choose a musical instrument and play marching music - knees high, walk backwards, walk on toes
Fine Motor Learning Center	Provide watercolor paper, paint trays and paint brushes on the table. Demonstrate the use of watercolor painting and the practice of rinsing after each use of paint color. Have the children observe the water bowl changing colors after each use of a paint color. Ask them what color the water will be when they complete their project. Encourage the children to paint themselves as grown-ups and ask questions as they paint, encouraging them to brainstorm into the future and how they may see themselves.

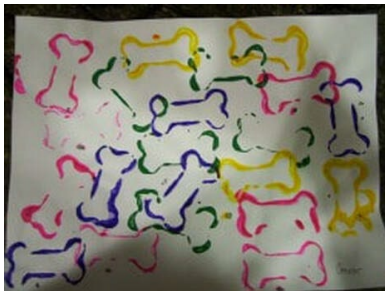
Week 2 PreK Lesson Plan **Theme:** Bones in our Body –Career choices **Book:** Remarkably You and You Can't See Your Bones with Binoculars: A Guide to Your 206 Bones

Learning Objectives:

- ✓ Students will learn six medical names for bones of the body.
- ✓ Students will understand 17 groups of bones that make up the skeleton.
- ✓ Students will add sums of numbers to get to 206.
- ✓ Students will learn that the skeleton system consists of primarily bones that support and protect the soft organs of the body.
- ✓ Teachers will utilize questioning strategies during activities to help teach the learning objectives and new vocabulary words.

Transitions:	<i>Sing Head Shoulders Knees and Toes when moving from room to room.</i>
Parent Involvement:	<i>Provide words to the Song “Dry Bones’ and have the parent sing along with their child. Suggest to the parents to ask where those bones are in the body and how do they help their body to move.</i>
MarcoPolo:	https://wtp.marcopololearning.com/vanilla/en-US/lessons/share/1adc1433-56b5-4bc9-a601-daa83c1f31dd - Veterinarians

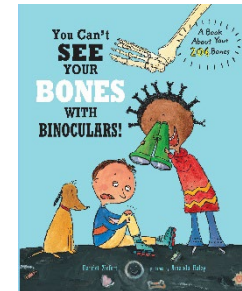
Photo Inspiration:



Dog Bone Collage



All About Me Collage



You Can't See Your Bones with Binoculars!

Week 2 Monday

Whole Group Literacy	Continue with the book Remarkably You . Share the fun in telling the children they can act out pages of the book as it is read. Copy the body movements. Pretend while doing some of the movements and have some props available to use. Expand their experience while acting out and ask what they are doing, why are they doing it and what Career or job is it they are doing.
Small Group	Introduce a new book - You Can't See Your Bones with Binoculars: A Guide to your 206 Bones by Harriet Ziefert Build skeletons!! (using skeletons from the Dollar Store) that have been cut into head –arms-hands-legs- shoulders/chest Pelvis, legs and feet. Assemble a skeleton on the circle area and ask what that group of bones do for your body. Tell them that there are 206 bones in the body and write the number on the Poster Tablet. Count up to 100 together as a class. Then stop and say we are only halfway to counting all the bones. Write the number 100 under 200. Count to 100 again with the children and then write the second 100 under the first 100. Then ask, “How many bones have we counted?” “The sum should look like this for reference.” “We have 200 bones, how many more do we need?” Support their thinking by pointing the 206. Allow the children to brainstorm within the group- when they get to only 6. Write it like this, $100+100=200$ plus /add+ 6 = _____ 206 BONES
Dramatic Play	Place occupational gloves and mittens the Dramatic Play center. Have different sizes /types of gloves to put on their hands and fingers. Have rubber gloves, non-latex surgical gloves, heavy carpenter gloves, kitchen oven mitts, gardening gloves, dress white gloves. Encourage the children to tell you who would wear gloves like these and what is the function of the glove/ what does it do for the person wearing them?
Art	Dog bone collage- place different sizes of dog bones in small bowls in an assortment of colors. Use heavier paper such as card stock for them to place the bones in any type of design or order. Have them trace the big bone on the paper. Then, have the children use glue bottles to glue the medium and smaller/ smallest bones to the paper. When they are finished ask them to count the number of bones on their paper. Ask them to write that number on their paper. Using the information they were discussing earlier today regarding a human being having 206 bones, have children brainstorm if their bone art has more or less than 206 bones.
Music/ Movement	Introduce the classic children's song, “ DEM BONES ” This song can be found on You-Tube with music accompaniment. This song is also available on songs for teaching.com. Have children point to each of the body parts and show where they are connected.
Fine Motor Learning Center	Draw Your Cranium X-ray. Start by having the children feel around their head. Suggest they start at the top of the skull and move down to the front of their face. Ask them, “Does the front of your face feel different than the back of your head? What is different? Do you feel eye sockets? Holes on the side for your ear canal? What does your nose feel like?”

Week 2 Tuesday

Whole Group Literacy	Review the words that have been used this past week: Head, shoulders, knees, toes, eyes, ears, nose, and mouth. Have the children lead the class by each holding up word cards: Head, shoulders, knees, toes, head, eyes, ears, and nose and the class participates in saying the word the child holds up. Introduce the new words and definitions for this week: timid / shy, savvy/smart, dragons, wander/wonder. Have the child lead the syllable clapping for the old and new words. Savvy -2 claps. Shy - 1 clap. Timid-2 claps. Smart-1 clap. Dragons-2 claps. Wander-2 claps. Wonder-2 claps.
Small Group	Open the book to the first picture of the skeleton. Ask them why this picture looks different/ or the same as the skeleton cut outs on the circle rug. Introduce the word Radiologist from the book and ask them what they think that person's job is. Using the child's experience -begin to discuss if anyone has had an X-RAY . Connect the concepts with their brainstorming: bones, X-ray and radiologist. Ask the children to rub their hands along their arms and the legs to feel them under their skin. Ask the children what bones are the longest in their bodies. Why are arm bones shorter than leg bones?
Dramatic Play	Baby Care Center: Use warm washcloths to "bathe" baby dolls and focus on proper body hygiene. Narrate the process as the infants bathe the dolls: Let's wash the doll's arms! Oops, don't get soap in the baby's eyes! Let's wash the baby's hair. Wash the baby's knees. Be sure to wash between the baby's toes.
Art	Make hand bones out Q-tips. Have the child trace their hand onto a black piece of construction paper. Then, have the children glue Q-tips onto their hands for their hand bones. Have the book You can't see bones with Binoculars as a support reference or continued conversations about bones and X-rays.
Music/ Movement	Play this song and discuss the words to the song sighting, 'Dem 'bones. Ask children what they think is another word for 'Dem'. (it is Them) Have them brainstorm as to why the person who wrote the song (lyricist) chose that way of saying it. Write the word DEM and THEM on the poster tablet; encouraging the children to see the difference; and then ask them what the letter difference is; the sound of the word difference is; and finally, the meaning of the words – is it the same? Then sing the song with the work THEM substituted. Did the song sound the same? Ask the children why they sound different – Demonstrated the phonological sound of D verses the blend TH . Repeat the same process using the words with ' Gonna ' and " Going to " Write the words on the Tablet Poster. See the difference of letters; the sound of the words; and is the meaning the same? How many syllables are there in each word? Have them sing the song with Gonna and substituted Going to – does the song sound the same?
Fine Motor Learning Center	Have the children use White chalk on Black construction paper to draw their entire body as a skeleton. Ask them to write their names on the paper. Sing parts of the ' DRY BONES ' song when the child is drawing their skeleton ~ to use as an enrichment to remember all the bones. When they have completed their skeleton hang up their pictures in the fine motor area.

Week 2 Wednesday

Whole Group Literacy	Have a child read the new words and have them clap the syllables: Timid, Shy, Savvy, smart, dragons, wonder, wander Then discuss the new words deeper for their understanding put it into their ‘real world connection’. What is real world connection for children: In learning, real lessons that involve actual experiences, events, objects, and situations to effectively address a concept, problem or issue. It allows the children to actually experience or practice concepts and skills, as opposed to learning that is theoretical or idealistic.
Small Group	Introduce the works Hips –pelvis. Stand up and point to your hips by bending forward; encourage the children to find their hips or pelvis by holding onto their sides where they bend. Demonstrate finding their rib cage starting under their arms and moving towards their heart, with both hands on each side. Show them in the book that ribs start from their backbone (vertebrae) all the way around to the front. Where their ribs meet in front (sternum) those bones protect our very important heart and lungs. Explain to the children that Radiologists have medical names to our bones that are different sounding but mean the same thing. Then, have the children make classroom connections to what other words they have learned in Music and Movement that sound different but mean the same thing.
Dramatic Play	Child’s Choice: Use different types of music such as marching, sports songs, college anthem songs and sounds of animals to encourage the continuation of explorative dramatic play of the different daily activities of the past 2 weeks: Baseball sports; musical instruments, cheering, and veterinarians.
Art	All About Me Collage now! The purpose of this activity is to have the child create a picture of themselves using the materials on the table. Create a table that has enough collage material to offer varied texture, colors, material. Collage art is a wonderful opportunity to clear your art supply cabinet of materials that have not been completely used up – the ‘odds and ends’ in the bags that are pushed into the back of the cabinet. Collage promotes creativity, independence and originality. It helps develop fine motor skills and awareness of color and texture. All the supplies you need are paper for the collage to be assembled upon, glue, scissors AND anything that will stick! Please provide black markers and precut out circles of all colors to give a ‘start’ to the project for children that need a less abstract beginning.
Music/ Movement	Discuss the toe bone’s connected to the foot bone. Point the bones. The foot bone’s connected to the ankle bone. Point to bones. The ankle bone’s connected to the leg bone. Point to bones. Sing the entire song making certain they point to the bones that you pointed out.
Fine Motor Learning Center	Have different pictures of dogs on the table and encourage the children to use their imagination to draw a dog’s skeleton with black markers on white paper. Then, have the children glue toothpicks on to their dog skeletons. Ask the child to name their dogs. Ask them what is different about a dog’s skeleton then the skeleton they drew of themselves yesterday.

Week 2 Thursday

Whole Group Literacy	Read the story, leaving the children to say the rhyming last word. “So, find what you’re good at, what you have to give. Then go share your sunshine wherever you ___live____.”
Small Group	Read the part of the book that describes Skull-head- and Cranium . Have the children follow the reader’s directions to feel their bones. Once they have felt their heads. Ask for a volunteer to demonstrate where their Vertebrae - spine is located. Ask the children how many ways they can move their spine. You could use this exploration to use some yoga activity moves to slowly bend down to touch their toes then slowly bend up and stretch their arms as high as they can reach.
Dramatic Play	Childs choice: Add the concept of categories and groupings to the dramatic play area. In their everyday lives, we often arrange objects, ideas, and events into convenient groups or categories. Early experiences in sorting things into groups - help young learners to better observe how things are alike and different -essential early literacy and math skills. Categories not only help us to process information, but they also help us to learn, remember and integrate new information. Categorization and classification allow children to organize things, objects and ideas that exist around them and simplify their understanding of the world.
Art	All About Me Grown up: As pre-activity to creating the collage of GROWN-UP ME: Have many books that demonstrate the careers that you have discussed during the past two weeks available to children. Have the children look at the different types of books together for a community-like atmosphere / and ask them what career they are interested in. Suggest that they spend some time leafing through the pages and brainstorming what would be their choice. If there is time, start cutting out pictures to make the Grown-Up Me collage.
Music/ Movement	Discuss the leg bones connected to the knee bone. Point to bone. The knee bone’s connected to the thigh bone. Point to the bones. The thigh bone is connected to the hip bone. Point to the bones. Sing the entire song making certain the children point to those specific bones when singing. Also point to the bones they learned the day before
Fine Motor Learning Center	Picking up and counting the small dog bones with tongs. Have children pick up and drop dog bones into muffin tins that are labeled with numbers at the bottom of each muffin in the try. Have at least 6 -8 muffin tins on the fine art table. In each muffin cup have a number glued to the bottom of the muffin cup. Starting with 2# muffin trays with 1-6 labeled cups; Then the next 2# muffin trays labeled 7-12; The next #2 muffin trays labeled 13 -18, and the final 2# muffin trays labeled 19-24. Demonstrate picking up 1 bone at a time with the tongs and placing them into cups to equal the number on the bottom of muffin tin.

Week 2 Friday

Whole Group Literacy	Leave all the vocabulary words on the floor inside the circle time. Then suggest to the children let's play a game: Pick up any word and make a sentence out of the word. The children will need support from you but by the 3 rd or 4 th child they will understand the concept. When they say their sentence do not forget to celebrate and repeat the sentence after them.
Small Group	Play spooky music so the children can make up their own Skeleton Dance. When the children have created their own special dance – ask a few children by name to dance their Skelton Dance for the class. Use groups of three so all the children get a chance to show and demonstrate their very own dance.
Dramatic Play	Gym/Fitness Center: Set up a gym/fitness center dramatic play area using foam blocks, yoga mats, hula hoops, cones, tunnels, water bottles, and balance boards (as available). Create an obstacle course and have children do stretches.
Art	All About Me Grown up: Using the pictures/clippings found yesterday, have children create their Grown-Up All About Me collages. Provider feedback after asking open-ended questions, such as, “What do you think the future will be like?” “What activities will you do as an adult?” “What will the world look like when you’re a grown-up?”
Music/ Movement	Play the song today with focus on “the hip bone is connected to back bone.” The backbone is connected to neck bone and neck bone is connected to Head bone. Proceed from finger bone to hand bone, hand bone to arm bone, and arm bone to shoulder bone. Now play the song and see if they can point to all 17 bones as they sing! Simple, repetitive songs are often the first steps in learning language and its meaning-their rhyming and rhythmic structure helps babies and children and adults to remember words, and information!
Fine Motor Learning Center	Using colored chalk dipped into water briefly – have child draw on black construction paper. Let the child design or just experiment with blending colors into patterns or objects. Have paint brushes available so the children can blend or mix the drawings into another art creation.

Florida Standards Alignments

IV. Language and Literacy A.1.a	IV. Language and Literacy. A. Listening and Understanding. 1. Demonstrates understanding when listening. Benchmark a. Engages in multiple back and forth communicative interactions with adults and peers to set goals, follow rules, solve problems and share what is learned with others.
VI. Scientific Inquiry A. 1. b	VI. Scientific Inquiry A. Scientist Inquiry Through Exploration and Discovery 1. Uses senses to explore and understand their social and physical environment. Benchmark b. Collects and records data through drawing, writing, dictation (e.g. using tables, charts, drawings, tallies and graphs)
VIII. Creative Expression Through the Arts B. 1 and 2.	VIII. Creative Expression Through the Arts B. Music 1. Actively participates in a variety of individual and group musical activities. 2. Expresses and represents thought, observations, imagination, feelings, experiences and knowledge in individual and group musical activities.
VII. Creative Expression Through the Arts A. 1	VII. Creative Expression Through the Arts A. Sensory Art Experience. 1. Combines with intention a variety of open end, process-oriented and diverse art material
VII. Creative Expression Through the Arts D.1	VII. Creative Expression Through the Arts D. Imaginative and Creative play 1.Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally and non-verbally, with others using a variety of objects in own environment
I Physical Development B. c. 2. b and c	I Physical Development B. Motor Development c. Fine Motor Development 2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision Benchmark b: Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing and painting Benchmark c: Uses coordinated movements to complete complex tasks (e.g., cutting along a line,)

Week 1 Pre-K Lesson Plan

Theme: Fall – Trees/Leaves

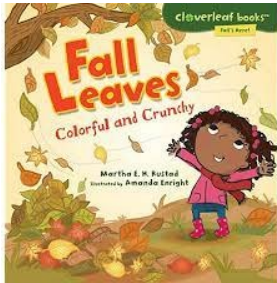
Book: “Fall Leaves: Colorful and Crunchy” by Martha E. H. Rustad

Learning Objectives:

- ✓ Children will gain knowledge of how leaves provide for the tree and the parts of a tree.
- ✓ Children will explore leaves and how they are same/different.
- ✓ Utilize questioning strategies during activities to help teach the learning objectives and new vocabulary words.

Transitions:	<i>Have students name a planet and state a fact about that planet.</i>
Parent Involvement:	<i>Visit some local nature venues such as Geiger Pioneer Farm (Geiger Pioneer Farm) or Jacksonville Arboretum & Botanical Gardens (Jax Arboretum).</i>
MarcoPolo:	Use the video Artic Plants to help students understand the concept of plants in different seasons and environments. https://wtp.marcopololearning.com/vanilla/en-US/lessons/share/5a6c13fa-bbc9-4db5-b25c-495c2b540953

Photo Inspiration:



Book of the Month



Arboretum & Gardens



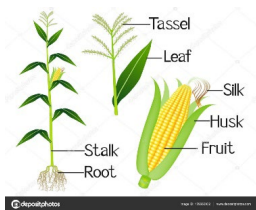
Fall Slime



Painting Leaves



Corn Sensory Bin



Corn Husk Vocabulary

Monday	
Whole Group Literacy	Ask students to predict what the book will be about by looking at the cover of it. Read the story straight through. Explain activities for the day and their objectives. <u>CLASS Connections:</u> Ask children: What do you think this book will be about? Why do you think that? Tell me more about your prediction.
Small Group; Language & Math	Weekly Overview: In lieu of facilitating a small group at the table for day 1, Consider spending time during centers rotating through ALL centers explaining the learning purpose. <u>CLASS Connections:</u> Facilitate children's learning by being actively involved in play and expand their learning. Show Children how to use materials and scaffold them on what to do with the materials.
Outdoor Classroom	Go on a Leaf Hunt: While outside, children gather leaves in different sizes, shapes and colors as well as sticks, pinecones, acorns, pine needles etc. <u>CLASS Connections:</u> Use descriptive language to describe the items found. Ask children to describe their items.
Art Exploration	Painting Leaves: Gather fresh leaves off trees. Have children pick 2-3 colors to paint with. Once leaves are dry you can use the leaves to decorate the classroom. <u>CLASS Connections:</u> Ask children: What would happen if leaves had different colors? Tell me about what you're doing. What would happen if you mixed the colors?
Dramatic Play	Grocery Store Play: Add Fall themed foods and items to the grocery store set up dramatic play center from Monday. <u>CLASS Connections:</u> Ask children, "Tell me about a time you have eaten pumpkin? Have you ever shopped for Holiday meals like Thanksgiving with your family?"
Sensory & Science	Leaf Exploration: Inspect leaves with a magnifying glass. Place some actual leaves in a bin with magnifying glass and have children inspect them. <u>CLASS Connections:</u> Ask children: What do you see? What do you think about the leaves? Tell me about other things that are the same colors as the leaves. What makes the leaves the same/different from each other?

Tuesday	
Whole Group Literacy	Before reading the book, pre-teach 4-5 vocabulary words by providing child friendly definition. <u>Veins</u> – tiny tube inside the leaf that carries water and food to the tree <u>Photosynthesis</u> – how food is made for plants/trees (by combining sunlight, water and carbon dioxide) <u>Carbon Dioxide</u> – a gas that people and animals breath out. <u>Nutrients</u> – Something that helps living things stay healthy <u>Roots</u> – part of the plant that is under the ground <u>Scar</u> – a mark on a branch left after a leaf falls. <u>Class Connections:</u> Implement instructional strategies. Explain activities for the day and their objectives.
Small Group; Language & Math	Plants Pieces Sort: Gather plant pieces such as the stem, root, and leaves. Have them sort the pieces from the bottom to the top of the plant structure. <u>CLASS Connections:</u> Invite the students to arrange the plants in order as a group by encouraging them to talk to each other and allowing them to manipulate the materials. Offer hints or assistance if children struggle. Ask students to explain their thinking as they work, “Samuel, why do you think the roots go on the bottom?” “Do you think all plant roots are always on the bottom? Why?”
Outdoor Classroom	Leaf Hide and Seek: Have a child hide different leaves on the playground and team up for which team can find the most leaves. <u>CLASS Connections:</u> Ask Children: “How many leaves do you think you found? (estimation) Tell me about a time you played hide and seek. What other games can you play outside?”
Art Exploration	Creating a Leaf Mural: Take the leaves that were collected on Monday during the leaf hunt and have children glue on butcher paper or chart paper into shapes. <u>CLASS Connections:</u> While students glue, ask them “Why did you choose that shape?” Encourage them to predict what shape their friends will choose.
Dramatic Play	Home Building: Have students use materials in the block center to build a home for a Fall animal, such as a squirrel or turkey. Offer them different types of materials to add in such as leaves and sticks with the blocks. <u>CLASS Connections:</u> Ask children why they chose to create a certain house. As children build ask how/why questions, such as, “Why did you choose this block for that part of your house?”, “How could you modify or change your house to make it work with the materials we have for another animal?”
Sensory & Science	Corn Sensory Bin: Fill the sensory bin with corn kernels and corn in the husks. Add measuring cups in a variety of colors and sizes, and other small scooping or shoveling tools. <u>CLASS Connections:</u> Map students’ action, “I see that David is covering the corn husks with kernels!” Engage the children in conversation by asking them to describe what they are doing and responding contingently. Ask follow-up questions that encourage them to think deeper as they explore.

Wednesday	
Whole Group Literacy	Review newly taught vocabulary words before book reading. CLASS Connections: During book reading ask thought provoking questions such as, “Why do you think Fall leaves are so many colors?” “What did you notice about the corn and pumpkins?” “What did they have in common with the Fall leaves?”
Small Group; Language & Math	Science and Math Making Cookies: Have groups of 4 or 5 making 4 different types of cookies (chocolate chip, oatmeal raisin, sugar and mini-M&M). Let the children combine the different ingredients and talk about what makes them different. CLASS Connections: Encourage advanced language. Ask students to explain the different types of tools and ingredients needed to make the cookies. (Measuring cup, bowl, spatula, butter, etc.)
Outdoor Classroom	Pathways of a Tree: Bring out large blocks or boxes and have children build a tree trunk and branches on the ground. CLASS Connections: Engage in feedback loops with the children while they build. Ask follow-up questions that encourage them to explain their thought process and integrate past real world experiences with trees.
Art Exploration	Building Trees: Have a bin with different materials (food boxes, moving boxes, fall colored scarves, pieces of rope) in it that the children can use to build a tree. CLASS Connections: Ask children to describe the parts of a tree they are creating referencing past tree lessons and vocabulary: Veins – tiny tube inside the leaf that carries water and food to the tree Photosynthesis – how food is made for plants/trees (by combining sunlight, water and carbon dioxide) Carbon Dioxide – a gas that people and animals breath out. Nutrients – Something that helps living things stay healthy Roots – part of the plant that is under the ground Scar – a mark on a branch left after a leaf falls.
Dramatic Play	Indian Corn: Put different types of corn like yellow corn, Indian corn, blue corn, and various colored pumpkins into the Dramatic play area. CLASS Connections: Encourage the children to compare and contrast the similarities and differences. Ask questions that encourage deeper thinking such as, “How do you know those are both types of corn?”, “What do you think you would need to turn the corn into a Fall dish like Corn Casserole.”
Sensory & Science	Corn Husk Sensory Bin: Pull out the sensory bin with corn kernels and corn in the husks from Wednesday. Have students uncover the corn and shuck it. CLASS Connections: Have conversations with children about the different parts of the corn while they manipulate the materials. Use the vocabulary words learned earlier in the week, (corn, husk, tassel) and then later on after this activity, whenever possible.

Thursday	
Whole Group Literacy	Review newly taught vocabulary words before book reading. (Consider having child lead lesson.) While reading ask thought provoking questions like, "What does the book remind you of? What will you do on a leaf hunt? Tell me more. " Class Connections: During book reading implement instructional strategies: Concept Development, Quality of Feedback, and Language Modeling. (include corresponding page numbers)
Small Group; Language & Math	Leaf Sorting: Have small baskets with numbers on them. Have children count fake leaves and put the number of leaves to match the number on the basket. CLASS Connection: Provide hints and assistance as needed while children count and sort. Ask children: "Tell me which number is the biggest. Why do you think that?"
Outdoor Classroom	Leaf Sorting Relay: Have children split up into 3 teams and have a basket for each team. Children need to be in a line and place a pile of 10 fake leaves at the front of the line. When the game starts the children will hand leaves one at a time to the friend behind them. When the last child gets the leaf, they will have to run and put their leaf in the team's basket and then they will be at the front of the line. The game repeats until the first team finishes putting all their leaves in the basket. CLASS Connections: As children relay encourage peer conversation and support. "Nice job Charlie, passing the leaf to John so quickly!"
Art Exploration	Fall Handprint Art: Steps: 1. Trace the child's hand and forearm on brown construction paper, then cut it out. 2. Use tape to secure the "tree" to white construction paper. 3. Once the handprint is in place, allow the child to sponge paint all around it with fall colors. (Be sure to encourage the child to leave little or no white around the edges of the "tree".) 4. Gently remove the brown handprint and be sure to remove traces of tape. CLASS Connections: Allow children to be autonomous and help trace, cut, sponge paint, etc. with items of their choice.
Dramatic Play	Restaurant Play Set: up the center like a restaurant. Have each of the children play roles like chef, waiter/waitress, and customer. Encourage students to take turns working together in the different roles. CLASS Connections: Sit with the students and facilitate the restaurant play by asking engaging questions. "Chef, what is on your menu for today? Any specials?"
Sensory & Science	Cookie Taste Test: Use the cookies that we made on Wednesday to have a taste test on which cookie was the best. CLASS Connections: Ask the children to explain which their favorites are. Encourage feedback loops by engaging in revolving questions and answers.

Friday	
Whole Group Literacy	Review newly taught vocabulary words before reading the book again. Ask students to tell you their favorite part of the book when you arrive at it. Explain activities for the day and their objectives before transitioning like leaves in the wind. Class Connections: During book reading stop and pause to describe additional items and advanced vocabulary throughout the text. Ask students to define items before labeling. “What do you think she is holding?”
Small Group; Language & Math	Leaf Matching: Gather pictures of unique colored and sized leaves and cut them in half, place all the pieces on the table. Invite children to match the pieces alone or as a team. CLASS Connections: As children attempt to match the leaves, ask them to explain their thought process, why do they think those particular pieces go together?
Outdoor Classroom	Leaf Raking: Provide small child sized rakes. Invite the children to rake up leaves into piles. Ask the children if they’d like to jump in the leaf pile once complete. CLASS Connections: Support the children’s exploration through effective questioning, “What do you think it will feel like to jump in a pile of leaves?” “How might jumping into leaves feel different from jumping into snow?”
Art Exploration	3D Trees: Have children create their own trees to assess their knowledge on parts of a tree. Provide the children different colored and textured materials to support creativity. CLASS Connections: Connect the concepts children have been focusing on throughout the week while creating their tree. Revisit vocabulary to expand further on it, such as: veins, roots, leaves, photosynthesis, etc.
Dramatic Play	Flower Market. Add a collection real and artificial flowers into the dramatic play area with a “Flower Market” sign. Work with the children to create flower bouquets. CLASS Connections: Ask open-ended questions while the children work, such as “How will you create your bouquet?”, “Have you ever been to a flower market?” Ask follow-up questions based on how the children respond to encourage continued conversation about their floral arrangements.
Sensory & Science	Fall Slime: Mix 4 ounces of glue, 3 ounces of water, and food coloring in a container. Add 4 ounces of liquid starch. Stir until mixed. At first, all the liquid will be separated, but after stirring vigorously for about 2 minutes, your slime will suddenly come together. It will look a bit stringy and dull at first, but after about two minutes, the slime will fully bond. Too runny – add more glue or rinse under water. Too sticky – add more glue and mix. CLASS Connections: Map students’ and teachers’ actions, “Jason is pouring the liquid starch now. I’m going to grab the stirrer.” Provide assistance if needed.

Week 2 Pre-K Lesson Plan

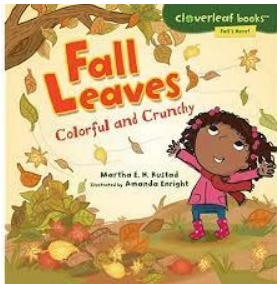
Theme: Seasons **Book:** "Fall Leaves: Colorful and Crunchy" by Martha E. H. Rustad

Learning Objectives:

- ✓ Children will gain knowledge of how leaves provide for the tree and the parts of a tree.
- ✓ Children will explore leaves and how they are same/different.
- ✓ Utilize questioning strategies during activities to help teach the learning objectives and new vocabulary words.

Transitions:	<i>Imagine you are a bird flying from tree to tree as you transition into a new activity, what do you see?</i>
Parent Involvement:	<i>Explore some local nature trails to look at trees in our North East Florida region. Little Talbot Island for example, just North of Jacksonville, has a large span of scenic trails. Great Hiking Trails in Florida VISIT FLORIDA</i>
MarcoPolo:	Use the video Pine Forest to help students understand the concept of seeds, leaves, trees, and forests. https://wtp.marcopololearning.com/vanilla/en-US/lessons/share/5a6c13fa-bbc9-4db5-b25c-495c2b540953

Photo Inspiration:



Book of the Month



Winter in a Bag



Snowball Fight



Winter Sensory Bin



We Love Seasons Art

Monday	
Whole Group Literacy	Ask the children what they remember from “Fall Leaves: Colorful and Crunchy”. Does anyone have any new thoughts about Fall they want to share? Explain that last week we focused on Leaves, and this week we will learn more about other Fall items. <u>CLASS Connections:</u> Ask children: What do you think this book will be about? Why do you think that? Tell me more about your prediction. Explain activities for the day and their objectives.
Small Group; Language & Math	Acorn Counting: Setup an acorn counting station with tongs, tweezers, spoons, etc. Encourage children to count as many acorns as the number of letters in their name. <u>CLASS Connections:</u> Facilitate children’s learning by being actively involved in play and expanding their learning. Assist students with counting when needed.
Outdoor Classroom	Snowball Play: Create snowballs using white nylon stocking/pantyhose and pillow stuffing. There are several ways to use snowballs. <u>Snowball Fight:</u> Have 2 teams with a bucket of snowballs for them to throw at each other’s. <u>Hit the Target:</u> Have cups stacked up like a pyramid and children can take turns knocking down the cups. <u>Class Connections:</u> Ask children which game they would like to play. Why did they choose that one?
Art Exploration	We Love Seasons: (first start by cutting out 4 light blue circles, about the size of paper plates, per child) Using the first circle, the children will create a winter theme. Children can make a snowman, have snowflake stickers, use white paint for snow, etc. Put aside until the end of the week. <u>CLASS Connections:</u> Map students’ and teachers’ actions with language as you are creating.
Dramatic Play	Winter Wonderland: Turn the dramatic play area into a winter wonderland. Add scarves, mittens, hats, hot cocoa cups, and pretend snowballs to create snowmen with. <u>CLASS Connections:</u> Ask students to add in what they think would be in a winter wonderland. Ask students why they chose those items to create their winter wonderland.
Sensory & Science	Wintery Sensory Bin: Get 2 bags of cotton balls, measuring cups/spoons, and containers. Have children pretend the cotton balls are snow and explore with measuring items. <u>CLASS Connections:</u> Ask children what they notice about the feel of the cotton balls and compare and contrast that with what they think snow would feel like.

Tuesday	
Whole Group Literacy	Before reading the book, pre-teach 4-5 NEW vocabulary words by providing child friendly definition. Bud – a new leaf that is starting to grow; Seasons – types of weather that changes 4 times a year; Winter – Coldest weather, shorter days, most trees don't have leaves, flowers don't grow, and in some places it snows; Spring – starts to warm up, days last longer, and plants and trees grow; Summer – Hottest weather, longest days and plants and trees are the most colorful; Fall – Starts to get cool again, days start to shorten, and the leaves on trees begin to change color and fall off. Explain activities for the day and their objectives. <u>CLASS Connections:</u> Ask children which season is their favorite. Why? Allow each student to share their favorite season.
Small Group; Language & Math	Number Sequence Puzzles: Find 4 seasons pictures and cut them into 10 equal parts. Number each of the pieces on the bottom 1-10. Children will then put the number in sequence to create the picture. <u>CLASS Connections:</u> Ask children to work together as a team when sequencing the pictures. Ask children: What do you think will happen if the numbers are not in the correct order? What picture do you think the puzzle is going to make?
Outdoor Classroom	Snowball Play Swap: Remind students of the two options from the snowballs they created earlier this week. Ask students to pick the game they didn't try last time and try it today. <u>Snowball Fight:</u> Have 2 teams with a bucket of snowballs for them to throw at each other's. <u>Hit the Target:</u> Have cups stacked up like a pyramid and children can take turns knocking down the cups. <u>Class Connections:</u> Ask children to use their imagination now that they have played both games to create their own snowball game. Effectively facilitate by asking children follow up questions.
Art Exploration	We Love Season 2: Using the second circle, the children will create a Spring theme. Children can make flowers, bugs, raindrops, rainbows, etc. Put aside until the end of the week. CLASS Connections: Allow children to take the lead when creating their Spring themes. Expand on what children discuss while creating. "Oh, you are drawing a rose? Tell me about it!"
Dramatic Play	Spring Play: Have gardening tools and gloves, floral foam, containers, silk flowers with buds rather than blooms, watering cans for the children to explore what to wear/do in spring. <u>CLASS Connections:</u> Ask students what they think they will be able to do in Springtime. Keep a list of their suggestions to compare with their findings after they have explored the Spring dramatic play. Use vocabulary from this week and last week while talking with the children throughout this activity.
Sensory & Science	Winter in a Bag: Materials needed: Ziplock bags, clear hair gel, blue glitter, pom poms. Encourage students to pour all items into a zip lock bag and seal. Tape the top to secure it. <u>CLASS Connections:</u> Map students' actions while creating and exploring their sensory bags. "I see you are adding a lot of glitter! What's next?"

Wednesday	
Whole Group Literacy	Review newly taught vocabulary words before book reading. Allow students to choose from several Winter books to read a Winter book to compare and contrast from the previous Fall book. CLASS Connections: Encourage children to brainstorm what they think they will see in the Winter book. During book reading ask, "How is this Winter book different than our Fall book?" Book Suggestions: Goodbye Autumn, Hello Winter by Kenard Pak The Snowy Day by Ezra Jack Keats Animals in Winter by Henrietta Bancroft (https://youtu.be/tMgZ9PSe2Uc)
Small Group; Language & Math	Tissue Paper Trees: Provide students with different colored tissue papers and have them tear them into small pieces to make "leaves" for their trees. Have students count out the same number of leaves as they have in their name to glue onto their trees. CLASS Connections: Talk with the children about how many letters are in their first and last name. Encourage students to count each other's tree "leaves" comparing and contrasting who has longer/shorter names.
Outdoor Classroom	Chalk Drawings: Encourage the students to draw outside with chalk on the ground. Ask students to create a chalk masterpiece together. Ask students what they are drawing as they color. CLASS Connections: Encourage students to write their name, words they are practicing, letters, or even shapes depending on their ability with the chalk, not just color. Narrate students' and teachers' actions as they happen. "I'm coloring in my sun with orange chalk."
Art Exploration	We Love Season 3: Using the third circle, the children will create a summer theme. Children can make a sun shining, a beach scene, fishing, fireworks, etc. Put aside until the end of the week. CLASS Connections: Allow students to take the lead while creating their summer theme. Ask students why they chose to put certain items on their third circle. Ask students how their third circle is different from their first two.
Dramatic Play	Summer Play: Have towels, floppy hats, beach toys, snorkel mask and sunglasses for the children to explore what to wear/do in summer. Ask children: In which season do you think we can use these? How do you know? CLASS Connections: Follow the children's lead in dramatic play by trying the ideas they suggest. Relate Summer play to children's lives. "Tell me about a time you wore these items."
Sensory & Science	Summer Sensory Bin: Fill up the bin with water and add a few drops of blue food coloring for that extra pop. Slice up some lemons and limes and put them in the bin. Add serving spoons, syringes, ice cubes, and cups. CLASS Connections: Encourage students to assist with slicing lemons and lime with a child safety knife. Discuss how we safely can cut items with knives, scissors, etc. Assist those students who need more scaffolding or help with manipulating a cutting tool.

Thursday	
Whole Group Literacy	Ask students if they would like to do a Read aloud of some Seasonal books. Encourage students to take turns helping you pick the story, click play, pause, etc. Suggestion: Pete the Cat: Snow Daze - Winter Kids Books Read Aloud CLASS Connections: Ask students if they do Read aloud books at home with their family or traditional books. Ask students to describe one of their favorite books to read with their Mom/Dad/Guardian.
Small Group; Language & Math	Animal Matching: Pick animals that match their environments seasonally, such as Polar Bear (Winter/Snow), Flamingo (Summer/Sun), Tukey (Fall/Thanksgiving), Gosling (Spring/ Born in Spring). Discuss why you would pair certain animals with their coordinating background/season., CLASS Connections: Have conversations with the students about why we might associate animals with a season or environment. If students struggle to understand the concept, revisit the activity in large group and additional small group days with additional examples.
Outdoor Classroom	Painting with Water: Summer = Heat! Have the children take different size paintbrushes (big a little) and use cups of water to paint the sidewalks chalk drawings from yesterday. Talk about as the sunshine on the water as it begins to evaporate. CLASS Connections: Encourage students to experiment with big vs little paintbrushes and amounts of water to see the different changes on the chalk. What makes the chalk disappear faster? Why?
Art Exploration	We Love Season 4: Use the last circle, the children will create a fall theme. Children can make a fall-colored tree, pumpkin, turkey, etc. Put aside until the end of the week. CLASS Connections: Ask children: Tell me about your fall scene. Compare and contrast Fall from yesterday's summer scene.
Dramatic Play	Fall Observation Station: Materials: Magnifying Glasses, journals made with plain paper and covered with construction paper (one at the science table for each child); any fall items you have in your area: pumpkins, gourds, apples, hay, leaves, pinecones (remember that acorns can be dangerous for any child with tree nut allergies), etc. CLASS Connections: Ask children to tell you about the different shapes, sizes and textures of the Fall items. Encourage students to use descriptive language and vocabulary from this week. Repeat and extend students' descriptions.
Sensory & Science	Making Fall Colors: Have clear hair gel, blue, red and yellow food coloring and Ziplock bags (one for each child). Let children squeeze some hair gel into a baggie and add a few drops of 2 of the colors. Let children squish the bag to make a new color. Blue & Yellow make Green Red & Yellow make Orange CLASS Connections: Experiment with amounts of colors to see changes in shades. Ask children to predict how they think the colors will change. Use advanced language to scaffold such as lighter, darker, shade, hue, complimentary colors, etc.

Commented [KW1]: Fall theme but winter suggestions

Friday	
Whole Group Literacy	Review newly taught vocabulary words before book reading. Consider having a child lead the lesson and pick the book to read today. Engage children in a group discussion about their favorite things about each Season you've discussed. CLASS Connections: Ask open-ended questions like, "If you could do one thing in the Fall what would it be?" Pause after asking questions, making sure to give children time to brainstorm and then answer.
Small Group; Language & Math	Season Sorting: Have the children sort the pictures according to the season. Place four buckets, one for each season labeled. Ask students why they chose to put each item in the coordinating bucket. CLASS Connections: Ask the children to predict which bucket will have the most items, after sorting evaluate each bucket to see if their prediction was accurate. Provide assistance as needed.
Outdoor Classroom	4 Seasons Scavenger Hunt: Have a paper with 10 items on it varying from each of the season (scarf, beach ball, gardening gloves, plastic pumpkins, etc.) and hide them around the playground. Team up the children and have them check off all the items they find. The first team to find all of them wins! CLASS Connections: Ask the children to predict which team will win. Write the guesses on an easel or large piece of paper and evaluate who was correct after the scavenger hunt. Allow students to count and lead lesson with you.
Art Exploration	We Love Seasons 5: Finish any scenes that need to be finished. Take all circles and line them vertically and tape the back on a long piece of curling ribbon. CLASS Connections: Ask children: How did you make your seasons? Which is your favorite season? Why? What would happen if we mixed the seasons?
Dramatic Play	Seasonal Clothes Sorting: Have an assortment of different types of clothing for the 4 seasons and 4 baskets. Help children go through the clothing and sort which season the clothes go into. Discuss how some could fit more than one season. CLASS Connections: Engage the children in why they chose to categorize items where they did. Label the objects children play with using newly learned vocabulary, ask children to describe what they are doing with the materials and ask follow-up conversations to keep the conversation flowing between peers and teacher/student conversations.
Sensory & Science	Under the Big Tree: Children will use different items to decorate a tree. Have a tree trunk and branches made with brown paper bags. Items should be sorted into 4 baskets: Summer – Big, green leaves of different sizes Fall – Leaves of different colors and sizes Winter – Cotton balls pulled apart to represent snow Spring – Flowers of different colors and sizes CLASS Connections: Ask children to brainstorm. "How else can we decorate a tree for the seasons?" Discuss as a group.

Florida Standards for Activities

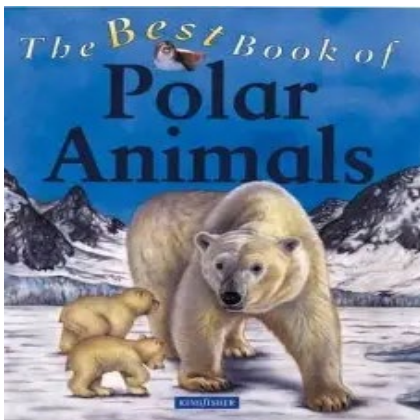
Whole Group Literacy	A. Listening and Understanding (Language and Literacy) 1. Demonstrates understanding when listening. Benchmark a. Engages in multiple back and forth communicative interactions. 2. Increases knowledge through listening Benchmark b. Observes simple aspects of child’s world and responds and reacts. C. Vocabulary (Language and Literacy) 1. Shows an understanding of words and their meanings (receptive)
Small Group	D. Sentences and Structure (Language and Literacy) 2. Connects words, phrases, and sentences to build ideas. Benchmark a. Produces sentences or phrases of two to five words including subject/verb/object. F. Measurement and Data (Mathematical Thinking) 2. Explores two objects by making direct comparison in length, weight and size using a single attribute F. Measurement and Data (Approaches to Learning) 4. Participates in group sorting and data collection.
Art	A. Sensory Art Experience (Creative Expression Through the Arts) 1. Combines with intention a variety of open-ended, process-oriented and diverse art materials. C. Creativity and Inventiveness (Approaches to Learning) 1. Approaches daily activities with creativity
Dramatic Play	D. Planning and Reflection (Approaches to Learning) 1. Demonstrates some planning and learning from experiences. B. Managing Emotions (Social and Emotional Development) 2. Attends to sights, sounds, objects, people and activities Benchmark a. Begins to sustain attention for brief periods of time in group activities
Sensory	A. Scientific Inquiry Through Exploration and Discovery (Scientific Inquiry) 1. Uses senses to explore and understand their social and physical environment.
Outdoor Play	B. Motor Development (Physical Development) c. Fine Motor Development 1. Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks Benchmark a. Uses various drawing and art tools with developing coordination G. Emergent Writing (Language and Literacy) 1. Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition Benchmark a. Uses scribbling, letter-like shapes and drawings to represent thoughts and ideas

Learning Objectives:

- ✓ Students will learn how animals adapt to their habitats and conditions
- ✓ Students will learn about the habitat of the artic

Transitions:	Ask the children what they would name their own planet and where they would go first in space as you transition to other activities. Ask the children to move like an arctic animal—crawl like a polar bear, waddle like a penguin, slide like a seal, etc.
Parent Involvement:	While in the car talk about any pets that you might have had growing up or which pet you wanted to have while growing up. Engage in back and forth with your children about the different types of animals that people have as pets.
MarcoPolo:	Watch the following videos for added enrichment on Arctic animals: Arctic sox, Beluga, Arctic wolf, Polar bear, Puffin, Walrus, and Snowy owl.

Photo Inspiration:



Week 1 Monday

Whole Group Literacy	Introduce the book <i>Animals in the Arctic</i> by John Wood and gain prior knowledge through questioning. Show the children the front cover of the book and ask them what they think the book will be about. Explain the goals/materials in learning centers. Using chart paper ask children what they know about arctic animals (you can narrow it down to one animal). You will then use this same paper at the end of the week to determine what knowledge the children gained. <u>CLASS Connections:</u> Ask questions like: “Do you think all animals can survive in the arctic?” and “Do you know what food arctic animals eat?”
Small Group	In lieu of facilitating a small group at the table for day 1, consider spending time during centers rotating through ALL centers explaining the learning purpose. Facilitate children’s learning by being actively involved in play and expand their learning. <u>CLASS Connections:</u> Ask the children if they understand the purpose of the lesson and ask them questions to further their learning.
Dramatic Play	Alongside the children create an arctic animal sensory bin. Add plastic animals that you would find in the arctic as well as habitat pieces that the animals would use in the wild. You can also add cotton balls to resemble snow. <u>CLASS Connections:</u> Ask the children what they would put in their own arctic sensory bin and what other animals they could find in the arctic. Ask them how they think it would feel to be an animal in the arctic.
Art	Provide children with black construction paper, white paint, grey paint, and brown construction paper. Lay out one example art piece and then allow children to create their own owl art. Include 3-5 Instructional questions that focus on learning objectives/new vocabulary words. <u>CLASS Connections:</u> Ask the following questions: “Do you know any of the different types of owls?”, “What do you think owls eat?”, and “How do you think owls see at night?”
Blocks	Supply the children with pattern blocks and an arctic animals mat. Allow the children to follow the mat and use the pattern blocks to make the arctic animals. <u>CLASS Connections:</u> Ask the children to identify the shapes that are being used to make the arctic animals.
Outdoor Play	While transitioning outside have the children act like different arctic animals each day. Encourage the children to walk like penguins. <u>CLASS Connections:</u> Ask the children why they think penguins walk the way that they do and how it’s different from how they walk.

Week 1 Tuesday

Whole Group Literacy	Before reading the book, pre-teach 4-5 vocabulary words from the book by providing child friendly definitions. During book reading implement instructional strategies: open-ended questioning, real world connections, analysis & reasoning, integration, prompting thought processes, advanced language. Vocab Words: -Owlet (Baby owl) -Talon (A claw belonging to a bird of prey) -Nocturnal (animals that are awake and active at night) -Roost (Where birds settle and rest) CLASS Connections: Ask the children if they would prefer to be nocturnal and have them explain why or why not.
Small Group	In lieu of facilitating a small group at the table for day 2, consider spending time during centers rotating through ALL centers explaining the learning purpose. Facilitate children's learning by being actively involved in play and expand their learning. CLASS Connections: Get on the children's level and play in the centers with them.
Dramatic Play	Allow the children to continue playing in the sensory bin. Be involved in their play by asking them questions while they play. CLASS Connections: Ask the children to describe what they are feeling and identify the different textures in the bin. Ask them what else they know has those same textures and ask if there is anything else they think should be added to the bin.
Art	Continue the art activity from Monday. Allow any children who have not completed the activity to complete it. CLASS Connections: Allow the children to be creative in their art and ask them why they made their owl that way.
Blocks	Place some plastic arctic animals in the block center and have the children sort them by color, where they live in the arctic (land or sea), and the number of legs they have. CLASS Connections: Ask the children other ways they could have sorted the animals.
Outdoor Play	Have the children act like the following animal while going outside: Polar bear. Encourage them to walk and make sounds like a polar bear. CLASS Connections: Ask the children what they think being a polar bear feels like.

Week 1 Wednesday

Whole Group Literacy	Review newly taught vocabulary words before book reading. During the book reading implement instructional strategies. Use dry erase markers and whiteboards and have children write animals as a group. Encourage all children to attempt new letters/words. If you don't have whiteboards, use a pencil and paper. CLASS Connections: Ask the children what the animals they wrote down have in common.
Small Group	Give children plastic artic animals and paint and encourage children to make footprints on the paper, count the footprints and write the total number of prints on the paper. CLASS Connections: Ask the children how the animal footprints differ from their own.
Dramatic Play	Set up an arctic animal theater by providing animal masks (polar bear, walrus, snowy owl, etc.) Allow the children to act out stories or create their own arctic adventures. They can also use props like snowflakes, icebergs, and fake snow. CLASS Connections: Encourage the children to sound and walk like the animals.
Art	Supply the children with arctic animal silhouettes, different color tissue paper, glue wash (glue mixed with a little water) and heavy duty construction paper. Have the children pick a silhouette, trace the animals, then decorate with the tissue paper. CLASS Connections: Allow the children to be creative with how they decorate their silhouette.
Blocks	Have the children use blocks to build an arctic animal habitat. CLASS Connections: Ask open ended questions such as, "What do you think they use to build their home?" and "What do you think they eat in their habitat?"
Outdoor Play	Have the children act like the following animal while going outside: Sound like an artic fox. CLASS Connections: Ask the children why they the artic fox sounds the way it does.

Week 1 Thursday

Whole Group Literacy	Review newly taught vocabulary words before reading the book. CLASS Connections: During the book reading implement instructional strategies such as open-ended questioning, real world connections, encouraging thinking skills, embedding information, and integration.
Small Group	Play an Arctic Animal Alphabet game. Help the children come up with words A-Z that apply to the arctic. CLASS Connections: Ask questions that will help them to make connections to the real world, such as if they have seen any of the animals in real life.
Dramatic Play	Do an Arctic Animal Freeze Game. Combine arctic animal movements and music to have a fun dance party. CLASS Connections: Let the children choose which animal movements they want to do next.
Art	Repeat activity from previous day. Add in new animals in case a child would like to complete another art with a different animal. CLASS Connections: Ask the children why they choose the animal they did to make a silhouette out of.
Blocks	Give the children pieces of white felt and see if they can wrap them around the blocks to create snow. Place the book, “Animals in the Arctic” in the block center to refer to and integrate concepts with their play. CLASS Connections: Engage with children in block play and discuss snowy cold weather as a habitat.
Outdoor Play	Have the children act like the following animal while going outside: Seal. Encourage them to walk and bark like seals. While outside, talk about weather and what animals would love the weather that is currently outside. CLASS Connections: If it is raining, ask children what animals love the rain or the water? What animals live in the water and would not survive if they didn’t have water to live in? If it is hot what animals live in the extreme heat? What animals would not be able to live if it was cold and not hot?

Week 1 Friday

Whole Group Literacy	Review newly taught vocabulary words before book reading and consider having a child lead the lesson. During book reading implement instructional strategies. Use the chart paper from Monday to review the information that the students gained from the week. CLASS Connections: Ask the students what they learned about arctic animals this week, and what they would still want to know.
Small Group	Give children different arctic animal cut outs and have them create patterns with the animals whether it is A-B-A/AA-BB-AA/AB-AB-AB patterns. Allow the children to group the animals as they want. CLASS Connections: Describe to them what kind of patterns they are completing and show them other patterns they might be able to try.
Dramatic Play	Create a pretend ice fishing experience by cutting a hole out of a box and make fishing rods for them to catch fish under the ice. Cover the box with white felt so it looks more like an arctic scene. Use cotton balls for the ice and tie the fish to the rods. CLASS Connections: Encourage the children to make real-world connections by asking them what fish they've seen and what kind of fish they think live in the arctic.
Art	Create arctic slime by providing the children with borax powder, school glue, one cup of water, glitter, and snowflake confetti. Add the glue and one half cup of water to a bowl and mix together. Mix in the glitter and snowflake confetti, but not too much otherwise the slime might break apart. Mix ¼ tsp of borax powder and one half cup of water to make the slime solution. Add the borax solution to the water and glue mixture and mix well. Knead the slime until you get the consistency you like. CLASS Connections: Ask the children if they have made slime before and what they used to make it.
Blocks	Add white pom-poms to the block center and allow the children to add them to their arctic animal habitats to resemble snow. CLASS Connections: Ask the children if they've been in snow and how they think the animals feel living in snow.
Outdoor Play	Allow children to be whichever arctic animal they would like to be as they transition to outside. CLASS Connections: Ask the children why they choose the animal they did.

Learning Objectives:

- ✓ Students will learn the difference between land and water habitats.
- ✓ Utilize questioning strategies during activities to help teach the learning objectives and new vocabulary words.

Transitions:	Have the children practice their animal walks as they transition to other activities.
Parent Involvement:	Ask your child what arctic animals they've learned about and share what you know about the arctic and arctic animals.
MarcoPolo:	Watch the following videos for added enrichment on Arctic animals: Narwhal, Harp seal, Northern Lynx, Caribou, Arctic hare, and Wolverine.

Photo Inspiration:



Week 2 Monday

Whole Group Literacy	Introduce the book from previous week. Review what you talked about the week before regarding arctic animals and habitats. Answer the questions that the students had left from the week before. Explain goals/materials in learning centers. <u>CLASS Connections:</u> Ask the children what they remember learning from last week.
Small Group	In lieu of facilitating a small group at the table for day 1 consider spending time during centers rotating through ALL centers explaining the learning purpose. Facilitate children's learning by being actively involved in play and expand their learning. <u>CLASS Connections:</u> Be involved with the children as they play in the centers.
Dramatic Play	Make arctic playdough. Make playdough using arctic colors such as white and light blue, add a little glitter to act as glistening snow. <u>CLASS Connections:</u> Ask the children what they think the arctic sky looks like.
Art	Print out directed drawings of arctic animals. Allow the children to freely choose which animal they would like to draw and include watercolor paints, pencils, and cardstock. <u>CLASS Connections:</u> Ask children what made them choose that animal, and if they lived in the arctic would you rather your home be on the land or in the water. Expand on the children's responses.
Blocks	Place blocks on the carpet and encourage the children to build arctic animal houses. <u>CLASS Connections:</u> Ask the children what the animals would need in their houses and what the elements in the arctic would be like.
Outdoor Play	Have the children act like the following animal while going outside: Move like a walrus. <u>CLASS Connections:</u> Ask them if they would rather move like a human or a walrus.

Week 2 Tuesday

Whole Group Literacy	Before reading the book pre-teach 4-5 NEW vocabulary words by providing child friendly definition. During the book reading implement instructional strategies: open-ended questioning, real world connections, analysis & reasoning, integration, prompting thought processes, advanced language. <u>CLASS Connections:</u> Ask the children if they have seen any arctic animals in real life, and if they could be an arctic animal which one would they pick.
Small Group	In lieu of facilitating a small group at the table for day 2, consider spending time during centers rotating through ALL centers explaining the learning purpose. Facilitate children's learning by being actively involved in play and expand their learning. <u>CLASS Connections:</u> Get on the children's level and encourage them to use the materials in the centers in different ways.
Dramatic Play	Continue making playdough if needed. Add arctic animals into the playdough. <u>CLASS Connections:</u> Talk to the children about the different types of footprints that each animal makes in the snow. Encourage the children to make footprints in the playdough.
Art	Allow any children who did not complete the activity on Monday to complete it. For the children who did complete the activity, they can create polar bear masks. Supply the children with white paint, paint brushes, shaving cream, white glue, paper plates, black construction paper, black crayons or markers, and large craft sticks. Cut two holes for each paper plate, cut circle from the black construction paper, and cut small circles from extra paper plates for the ears. Staple the ears on each mask and use a crayon or marker to create dark color in the middle of the ears. Then staple one large craft stick to the bottom of each mask. Provide a container for each child that has an even amount of paint, glue, and shaving cream and add a brush. Allow the children to create their mask and apply the paint/glue/shaving cream mixture to the front of the mask then have the children add the nose and decorate as they choose. Allow the masks to completely dry before the children play with them. <u>CLASS Connections:</u> Ask the children what they think real polar bear fur feels like.
Blocks	Continue activity from Monday add in animals to allow the children to be creative with their houses. <u>CLASS Connections:</u> Ask the children if the houses they made for the animals resemble their own houses.
Outdoor Play	Have the children act like the following animal while going outside: Make a tusk like the narwhal. <u>CLASS Connections:</u> Ask them what they think having a real tusk would feel like.

Week 2 Wednesday

Whole Group Literacy	Review newly taught vocabulary words before book reading. During book reading implement instructional strategies such as open-ended questioning, real world connections, encouraging thinking skills, embedding information, and integration. <u>CLASS Connections:</u> Ask the children if they have heard the vocabulary words before at home.
Small Group	Allow children to create their own small groups. Give children stuffed animals and books and allow them to create their own mini lesson. <u>CLASS Connections:</u> Encourage the children to be creative with their lesson and help them if they need ideas.
Dramatic Play	Do Arctic animal yoga poses with the children. Encourage the children to make movements like the animals. For example, they can walk on their hands and feet like a polar bear and flap their arms like a snowy owl. They can also act like a walrus by laying on their stomach, placing their hands on the floor under their shoulders, and pull their bodies along the floor. <u>CLASS Connections:</u> Do the yoga poses with the children,.
Art	Play an arctic animal matching game with the children by having the children color pictures of arctic animals and then have them match the name of the animal to the picture. <u>CLASS Connections:</u> Ask them the differences in the animals that weren't a match.
Blocks	Place clear plastic cups in the block center and encourage the children to stack the cups to protect the arctic animals or have the animals sit on top of the cups like they do on blocks of ice. <u>CLASS Connections:</u> Ask the children ways they could protect the animals in the arctic in real life.
Outdoor Play	Make fake snow and take it outside. Have the children play with it and pretend they are arctic animals. <u>CLASS Connections:</u> Ask them how cold they think the arctic is.

Week 2 Thursday

Whole Group Literacy	Review newly taught vocabulary words before book reading. During book reading, implement instructional strategies. <u>CLASS Connections:</u> Ask the children what they think it would be like to live in the arctic.
Small Group	Sit with a group of children on the carpet with a group of books and have children sort the animals by the wild vs domesticated animals. <u>CLASS Connections:</u> Ask the children what would make those animals good pets and why or why not.
Dramatic Play	Set up an arctic animal park display area and have the children pretend to walk through it like a zoo. Place arctic animals and facts about them on the wall. Give them tickets so they can enter the park and make them a checklist to make sure they can see every animal. <u>CLASS Connections:</u> Ask if they have seen any of the animals on the wall in a real zoo.
Art	Make a paper plate arctic fox. Supply the children with paper plates, white tissue paper, white cardstock, googly eyes, black pom-poms, glue, scissors, and a stapler. Cut the paper plate in half and fold one of the half circles in half to create a triangle. Glue or staple this to keep its shape. The triangle will become the head, and the remaining half-circle will be the fox's body. Cut small squares of white tissue paper. Have the children glue these on the head and body until the paper plate pieces are fully covered. Trim off the excess. Glue the head to the body. Attach the googly eyes. Cut two triangles and four rectangles from white cardstock to make the ears and legs and attach these on the fox. <u>CLASS Connections:</u> Encourage the children to be creative with the art materials and allow them to place the shapes however they want.
Blocks	Play a bear walk game by cutting out polar bear paw prints for the children to jump to and walk on like a polar bear. <u>CLASS Connections:</u> Compare their hands to the paw prints and ask them how much bigger they think the paw print is.
Outdoor Play	Have the children act like the following animal while going outside: Walk or hop like an arctic hare. <u>CLASS Connections:</u> Ask the children if they could live in a cold environment like the arctic hare.

Week 2 Friday

Whole Group Literacy	Choose a few children to go over all of the new vocabulary words they have learned. During book reading implement instructional strategies. <u>CLASS Connections:</u> Ask the children how they would use the vocabulary words in a sentence. Help the children form the sentences.
Small Group	Explain to the children the way the water animals breathe underwater and that some animals have to come to the surface for air. <u>CLASS Connections:</u> Ask them questions like, “How long do you think you can hold your breath underwater?” and “If you were an arctic animal would you need to come up for air too?”
Dramatic Play	Create an arctic I-Spy bottle by filling an empty plastic bottle with fake snow and small plastic animals or pictures of the animals. Have the children shake the bottle and explain what they see in the bottle. <u>CLASS Connections:</u> Ask the children what they would put in their own I-Spy bottle.
Art	Create a paper plate walrus. Supply the children with a paper plate, brown paint, googly eyes, tan and black construction paper, tan yarn, and large popsicle sticks. Have the children paint a paper plate brown. While it’s drying help them cut out large circles out of tan paper and a small circle out of black paper. Have the children glue popsicle sticks to the paper plate, glue tan circles on top of the sticks and then glue tan yarn to the circles to make a mustache. Have them add googly eyes and nose. <u>CLASS Connections:</u> Show the children a picture of a real walrus and have them compare it to their plate. Ask them what the similarities and differences are.
Blocks	Explain to the children that some arctic animals hibernate. Use the blocks to create a hibernation habitat for the animals to sleep in. <u>CLASS Connections:</u> Ask them if they would hibernate if they were an arctic animal and how long they would hibernate for.
Outdoor Play	Allow children to be whichever arctic animal they would like to be as they play outside. <u>CLASS Connections:</u> Ask the children to describe that animal to you and why they choose it.

Florida Standards Alignments

Whole Group Literacy	1. Demonstrates understanding when listening Benchmark a. Engages in multiple back-and-forth communicative interactions with adults (e.g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others. 1. Shows an understanding of words and their meanings (receptive). Benchmark a. Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings).
Small Group	A. Number Sense- 2. Counts and identifies the number sequence “1 to 31”- 5. Constructs and counts sets of objects (one to 10 and beyond) C. Patterns- 1. Identifies and extends a simple AB repeating pattern F. Measurement and Data- 3. Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks)
Dramatic Play	A. Scientific inquiry through exploration and discovery - 1. Uses senses to explore and understand their social and physical environment.
Art	Imaginative and creative play- 1. Expresses and represents thoughts, observations, imagination, feelings, experiences, and knowledge, verbally or nonverbally, with others using a variety of objects in own environment. Sensory Art Experiences- 1. Combines with intention a variety of open-ended, process-oriented and diverse art materials.
Blocks	A. Eagerness and curiosity- 1. Shows increased curiosity and is eager to learn new things and have new experiences. C. Creativity and inventiveness- 1. Approaches daily activities with creativity and inventiveness.
Outdoor Play	A. Gross motor development- 1. Demonstrates use of large muscles for movement, position, strength and coordination- Benchmark a. Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. C. Fine motor development- 1. Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks. 2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision.

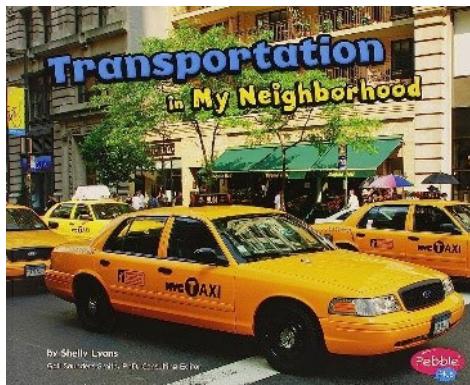
Week 1 PreK Lesson Plan Theme: Transportation Book: Transportation In My Neighborhood by Shelly Lyons

Learning Objectives:

- ✓ Students will identify different forms of transportation and describe their purposes.
- ✓ Students will compare and contrast how vehicles move on land, in the air, and on water.
- ✓ Students will build vocabulary by naming, sorting, and discussing types of vehicles in their neighborhood and beyond.

Transitions:	“Move Like a Vehicle” Cue: When it’s time to clean up or change activities, call out a mode of transportation and invite students to act it out. Say, “Fly to the carpet like an airplane!” or “Drive your body like a race car to the sink!”
Parent Involvement:	Neighborhood Transportation Hunt: Send home a simple checklist of common neighborhood vehicles (bus, bike, car, garbage truck, etc.). Ask families to go for a walk or ride and mark what they see. Encourage children to draw or talk about their favorite vehicle the next day.
MarcoPolo:	MarcoPolo World School: “How Do Vehicles Move?” Have students watch a short MarcoPolo video about different transportation types. Pause to ask open-ended questions like, “What kind of transportation moves in the sky?” or “Have you ever been on a boat?” Follow up with a group discussion and chart the answers using three columns: Land, Water, and Air.

Photo Inspiration:



Week 1 Monday	
Whole Group Literacy	Introduce the book <i>Transportation In My Neighborhood</i> by Shelly Lyons. Ask students to look at the cover and predict what the book might be about. Introduce vocabulary words such as neighborhood, transportation, traffic, and bus. Read the story aloud and explain the activities planned for the day. CLASS Connections: During the story, pause to ask questions like, “Have you ever taken a ride on one of these?” and “What do you notice about this vehicle?” Support language development by encouraging students to share their own experiences.
Small Group	Transportation Letter Tracks: Write each student’s first initial on a sheet of construction paper. Provide small toy vehicles dipped in paint or with stickers attached to the wheels. Guide the students to roll their vehicles over the letter to create tracks or sticker paths. Students will be encouraged to describe the letter, color, or pattern they are creating. CLASS Connections: Provide encouragement such as, “You are making so many lines with your car. Keep going across the letter.” Ask students to name their letter and describe what they see on the paper.
Dramatic Play	Travel Center Setup: Create a pretend travel station using suitcases, steering wheels, and boarding passes. Include props like maps, bus stop signs, and play tickets. Students will take turns role-playing as drivers, travelers, and ticket agents. CLASS Connections: Ask questions such as, “Where are you going today?” “How will you get there?” “What do you need for your trip?” Support social play by guiding students to take turns and share materials
Art	Vehicle Collage Creation: Provide cut-out pictures of different types of vehicles and magazines for students to tear or cut. Students will glue their selections onto a large poster labeled “Ways We Move.” Invite them to talk about the vehicles they chose and where they think those vehicles travel. CLASS Connections: Ask students to explain, “Why did you choose this vehicle?” “Where does this vehicle go?” “Does it go on the road, in the sky, or on water?”
Blocks	Road and Structure Building: Add black tape or felt strips to the block center to create roads. Provide small cars and signs. Encourage students to use blocks to build structures like garages, bus stops, or gas stations near the roads. CLASS Connections: Ask open-ended questions such as, “What are you building next to the road?” “Where are the cars going?” “Can your building hold more than one car?” Support students in narrating their construction process.
Outdoor Play	Move Like a Vehicle Game: Lead a large group game where students move around the outdoor space pretending to be different types of transportation. Call out actions like, “Fly like an airplane,” “Drive like a bus,” or “Row like a boat.” Emphasize movement and direction changes. CLASS Connections: Support engagement by modeling movements and encouraging students to create their own. Ask, “What sound does your vehicle make?” “Can you show how your vehicle stops and starts?”

Week 1 Tuesday

Whole Group Literacy	Vocabulary & Story Walk: Pre-teach 4–5 vocabulary words (transportation, traffic, neighborhood, ferry) using real photos or gestures. Read <i>Transportation In My Neighborhood</i> by Shelly Lyons and pause to explore what students notice. Ask, “Where do you think this vehicle is going?” and “Have you ever seen this in your neighborhood?” CLASS Connections: Ask follow-up questions to build real-world connections, encourage reasoning, and extend vocabulary during group discussion. Explain activities for the day and their objectives.
Small Group	Vehicle Graphing: Provide toy vehicles or picture cards from three categories—land, air, and water. Students will choose a vehicle and place it on a large graph under the correct heading. After all vehicles are placed, count how many are in each column and compare the results. CLASS Connections: Ask, “Which group has the most?” “How many more land vehicles than water vehicles?” “Why did you choose that one?” Encourage students to explain their thinking and describe patterns they see.
Dramatic Play	Mechanic Station: Create a pretend car repair shop using toy tools, small vehicles, signs, and clipboards. Allow students to inspect vehicles and make pretend repairs such as changing tires or checking the engine. CLASS Connections: Ask, “What’s wrong with your vehicle?” “How are you going to fix it?” “Do you need help from another mechanic?” Support collaboration and language by encouraging students to talk through their actions.
Art	License Plate Design: Provide cardboard or paper rectangles for students to design their own license plates using letters, numbers, and symbols. Encourage them to write their names or create fun letter combinations. CLASS Connections: Ask, “What do the letters on your plate mean?” “Where is your vehicle going?” Offer support by helping with letter formation and celebrating their creative choices.
Blocks	Parking Lot Challenge: Use masking tape to outline parking spaces on the floor of the block area. Encourage students to build garages or parking decks with blocks and practice parking toy cars in the spaces. CLASS Connections: Ask, “How many cars can fit in your lot?” “What happens if we build a bigger one?” “Can we sort the vehicles by color or size?” Promote problem-solving and planning through conversation.
Outdoor Play	Stop and Go Game: Use red and green signs or circles to guide a movement game. When the green sign is shown, students pretend to drive. When red appears, they must freeze. Vary the speed by adding a yellow sign for slow. CLASS Connections: Ask, “What do drivers do when they see red?” “How can we move safely?” Encourage self-regulation and group participation during the game.

Week 1 Wednesday

Whole Group Literacy	Transportation Match-Up: Review vocabulary and pass out vehicle cards before reading. As each mode of transportation appears in <i>Transportation In My Neighborhood</i> by Shelly Lyons, students holding that vehicle will raise their card. After reading, work together to sort the vehicles by land, air, and water using a large floor chart or mat. CLASS Connections: Ask, “Where does this vehicle travel?” “Have you ever used one before?” Promote turn-taking and listening as students explain their thinking. Explain activities for the day and their objectives.
Small Group	Transportation Bingo: Create bingo boards with pictures of different types of transportation. Call out vehicle names and have students mark them with counters or stickers as they match them. CLASS Connections: Ask, “Can you tell me what this vehicle does?” “Have you ever seen this kind of transportation before?” Support vocabulary recall and active listening.
Dramatic Play	Delivery Driver Center: Set up cardboard boxes, envelopes, and clipboards to create a pretend delivery hub. Students can pack, sort, and deliver “packages” around the classroom using bags, wagons, or ride-on toys. CLASS Connections: Ask, “What are you delivering?” “Where is this package going?” Support cooperative play and role-based language.
Art	Road Map Mural: Provide large paper taped to a wall or table and invite students to create their own city road maps using crayons, markers, and stickers. Encourage them to draw roads, stop signs, and vehicles. CLASS Connections: Ask, “Where does this road lead?” “What kind of vehicle can go on this road?” Promote planning and creative thinking.
Blocks	Traffic Light Towers: Provide red, yellow, and green blocks or wrap it using construction/wrapping paper. Students will be invited to build towers using a pattern that mimics a traffic light. Extend the activity by discussing the order of lights and their meaning. CLASS Connections: Ask, “What does red mean when we drive?” “Can you build a taller tower using that same pattern?” Support pattern recognition and classification.
Outdoor Play	Vehicle Movement Races: Students will choose a mode of movement (fly like a plane, hop like a motorcycle, roll like a car) and race across a defined space using that motion. CLASS Connections: Ask, “How does your vehicle move?” “Can you show me how it stops and starts?” Reinforce control of movement and understanding of motion types.

Week 1 Thursday

Whole Group Literacy	Traffic Safety Role Call: Review key vocabulary words from the week. Read or revisit pages from <i>Transportation In My Neighborhood</i> by Shelly Lyons that show stop signs, traffic lights, or crosswalks. Assign roles like pedestrian, driver, or crossing guard and act out what to do when signs appear. CLASS Connections: Ask, “Why is a red light important?” “What should we do before we cross the street?” Support participation by encouraging students to demonstrate what they’ve learned. Explain activities for the day and their objectives.
Small Group	Parking Lot Number Match: Create a large floor mat or poster with numbered parking spaces (1 through 10). Provide matching toy cars, labeled with the same numbers. Students will drive the cars to the matching numbered space, saying each number aloud as they park. For added challenge, use number dots or written words instead of numerals on the parking spots. CLASS Connections: Ask, “Can you find parking spot number 6?” “How do you know that car goes there?” “What number comes after 7?” Support number recognition, one-to-one correspondence, and problem-solving.
Dramatic Play	Air Traffic Control Center: Provide walkie-talkies, binoculars, clipboards, and toy airplanes. Students will role-play as pilots and air traffic controllers. Use chairs to form airplane rows and designate takeoff areas. CLASS Connections: Ask, “Can you help the airplane find where to land?” “What do pilots need to do before taking off?” Foster leadership and communication.
Art	Tire Print Art: Using toy vehicles with different wheel patterns, students roll them through paint and then across paper to create tracks. Discuss which patterns are thick or thin. CLASS Connections: Ask, “What kind of tire made this track?” “Do all wheels leave the same print?” Encourage descriptive language and attention to detail.
Blocks	Transit Station Build: Invite students to design a transportation station using blocks, signs, and toy vehicles. It could be a train station, bus depot, or airport. Encourage them to explain the purpose of each section. CLASS Connections: Ask, “Where do people go in your station?” “What does your building need to help travelers?” Promote design thinking and spatial awareness.
Outdoor Play	Traffic Cone Maze: Set up cones or other markers to create a maze or driving path. Students will steer scooters or pretend to drive while navigating through the path. CLASS Connections: Ask, “Which way should you turn next?” “What happens if a car goes too fast in the maze?” Reinforce safety awareness and coordination.

Week 1 Friday

Whole Group Literacy	Favorite Vehicle Retell & Graphing: Have students help retell <i>Transportation In My Neighborhood</i> by Shelly Lyons using vehicle props or drawings. After the retell, students will vote for their favorite vehicle and graph the results using a chart labeled with pictures. Count and compare totals together. CLASS Connections: Ask, “Why did you choose that vehicle?” “Which column has the most?” “How do you know?” Promote analysis and explanation through math and storytelling. Explain activities for the day and their objectives.
Small Group	Roll and Count Dice Game: Use a large foam die and vehicle counters. Students roll the die and count out the matching number of vehicles onto a mat or roadway. For added challenge, use two dice to practice simple addition. CLASS Connections: Ask, “How many cars did you roll?” “What happens when we put two more on the road?” Encourage number comparison and cooperative turn-taking.
Dramatic Play	Bus Driver Role-Play: Arrange chairs in a bus formation. Add props like a steering wheel, ticket stubs, and a pretend schedule. Students take turns being the driver, passenger, or ticket-taker. CLASS Connections: Ask, “What stop is next on your route?” “Who are you picking up today?” Support language skills through guided storytelling.
Art	Shape Vehicles: Provide cut-out shapes such as circles, squares, rectangles, and triangles. Invite students to glue the shapes to form their own vehicle. Add drawing tools for windows, wheels, or lights. CLASS Connections: Ask, “What shapes did you use to make your car?” “Where is your vehicle going?” Support shape recognition and explanation of creative choices.
Blocks	Airport Construction Zone: Encourage students to create an airport with runways and hangars using blocks, ramps, and toy planes. Provide signs or symbols for added realism. CLASS Connections: Ask, “Where do planes land and take off?” “What else do you need to finish your airport?” Promote creative problem-solving and real-world connections.
Outdoor Play	Follow the Road Game: Use chalk to draw a winding road with arrows, stop signs, and crosswalks. Students follow the path while pretending to drive or ride a vehicle. CLASS Connections: Ask, “What do you do when you see a stop sign?” “Can you follow the arrows to the finish?” Reinforce direction-following and early map skills.

Week 2 PreK Lesson Plan Theme: Transportation Book: Transportation In My Neighborhood by Shelly Lyons

Learning Objectives:

- ✓ Students will describe how different types of vehicles are used for specific purposes.
- ✓ Students will engage in collaborative role-play to explore transportation-related jobs and routines.
- ✓ Students will use measurement and comparison skills to explore the size and function of vehicles.

Transitions:	Follow the Route: Use painter's tape to create a winding path or road across the classroom floor. During transitions, have students "drive" or walk along the road to the next activity area. Add stop signs, arrows, or vehicle sounds to guide movement.
Parent Involvement:	Neighborhood Vehicle Walk: Encourage families to take a short walk or drive around their neighborhood with their child and talk about the vehicles they see. Ask parents to help their child draw or name one vehicle they saw and bring it back to share with the class.
MarcoPolo:	Transportation Jobs Video: Use a MarcoPolo World School video that explores different community helper vehicles (fire truck, ambulance, garbage truck). After watching, guide a class discussion about how each job helps the community. Ask students to describe what each vehicle does and match it to a job role.

Photo Inspiration:



Week 2 Monday

Whole Group Literacy	Word Hunt & Read-Aloud: Introduce 4–5 new vocabulary words (vehicle, route, signal, ferry, crosswalk). Write them on chart paper and place matching picture cards around the circle. As you read <i>Transportation In My Neighborhood</i> by Shelly Lyons, pause and invite students to point out or bring you the matching word when they hear it. CLASS Connections: Ask, “What do you notice about this vehicle?” “What do you think a signal helps us do?” Encourage students to explain and build on each other’s ideas. Explain activities for the day and their objectives.
Small Group	License Plate Number Clip Game: Create paper “license plates” with numbers 1–10 written across them. Provide matching number cards or clothespins for students to clip to the correct spot. Students can also practice creating their own number plates. CLASS Connections: Ask, “Which number comes after this one?” “Can you show me where your plate should go?” Support number recognition, counting, and fine motor development.
Dramatic Play	Gas Station & Car Wash: Set up a pretend gas station with toy pumps, signs, and a car wash using spray bottles and sponges. Students will take turns “fueling up” and “cleaning” ride-on or toy vehicles. CLASS Connections: Ask, “How much gas does your car need today?” “Why do we need to clean our vehicles?” Promote role play, vocabulary expansion, and turn-taking.
Art	Cityscape Collage: Provide colored paper, glue, and vehicle stickers for students to create their own city scenes. Encourage them to add buildings, roads, and transportation routes. CLASS Connections: Ask, “What vehicles are in your city?” “How do they move through the streets?” Support creativity, spatial awareness, and storytelling.
Blocks	Tunnel Test Zone: Offer a variety of materials (blocks, cardboard tubes, arches) and challenge students to build tunnels that vehicles can drive through. Encourage testing and revising designs. CLASS Connections: Ask, “Does your car fit through this tunnel?” “What can we change to make it work?” Encourage problem-solving, collaboration, and measurement skills.
Outdoor Play	Vehicle Sound Tag: Choose one student to be “it” and assign each child a vehicle sound (vroom, beep, choo-choo, etc.). When tagged, a student freezes until another comes to “unfreeze” them by making their assigned vehicle sound. CLASS Connections: Ask, “Can you show me how that vehicle moves?” “What sound does your vehicle make?” Support peer interaction, movement, and listening skills.

Week 2 Tuesday

Whole Group Literacy	Vehicle Sound Match: Review new vocabulary words (helicopter, emergency, delivery, tunnel, tow truck). Before reading <i>Transportation In My Neighborhood by Shelly Lyons</i> , introduce matching sound clips or teacher-made noises for each. As you read, pause when a vehicle appears and have students match it to the sound. CLASS Connections: Ask, “What kind of job does this vehicle do?” “When have you seen a vehicle like this?” Encourage connections to real-world experiences. Explain activities for the day and their objectives.
Small Group	Shape Road Builders: Provide cut-out paper shapes (squares, rectangles, circles, triangles) for students to arrange into roads and buildings on large paper. Students will identify the shapes and count how many of each they use. CLASS Connections: Ask, “What shape did you use for the bridge?” “Can you find two shapes that are the same?” Support math vocabulary and spatial thinking.
Dramatic Play	Airport Check-In Center: Set up a table with pretend plane tickets, boarding passes, luggage tags, and a row of chairs as an airplane. Students take turns checking in, boarding, and flying. CLASS Connections: Ask, “Where are you flying today?” “What does the pilot do?” Promote communication and cooperative role-play.
Art	Build-a-Bus Craft: Provide pre-cut shapes for students to glue and create their own bus. Invite them to draw windows, doors, and wheels. Label their creations and encourage them to share where their bus is headed. CLASS Connections: Ask, “What’s your bus for?” “Who’s riding in it?” Promote storytelling and creative expression through visual design.
Blocks	Ramp Height Challenge: Provide students with flat boards and blocks to create ramps at different heights. Test which ramp makes a toy vehicle roll the fastest or farthest. CLASS Connections: Ask, “What happens when the ramp is taller?” “How far did your car go?” Support prediction, testing, and observation.
Outdoor Play	Air, Land, Water Relay: Set up three areas outdoors labeled land, air, and water. Students will run to the correct zone when a vehicle is named. Add actions like flapping, rowing, or driving. CLASS Connections: Ask, “Where does a helicopter go?” “How do we move like a boat?” Reinforce categorization and active listening.

Week 2 Wednesday

Whole Group Literacy	Review vocabulary words from the week by writing them on chart paper. Reread selected pages from <i>Transportation In My Neighborhood</i> by Shelly Lyons and pause to ask students what each vehicle does. Invite students to share if they've seen that vehicle in real life and where it was seen. CLASS Connections: Ask, "What job does this vehicle do?" "Have you ever seen one in real life?" Encourage students to recall past experiences and connect them to the story. Explain activities for the day and their objectives.
Small Group	Provide real or printed images of traffic signs (stop, yield, crosswalk, speed limit). Have students sort them by shape or meaning and discuss what they tell drivers to do. CLASS Connections: Ask, "What do you think this sign means?" "Where have you seen this sign before?" Build connections to real-world symbols and encourage communication.
Dramatic Play	Arrange chairs in a line to act as a train and set up a station with signs, tickets, and pretend luggage. Students take turns being conductor, rider, and ticket agent. CLASS Connections: Ask, "Where is the train headed?" "Can you help others find their seat?" Encourage role play, direction-following, and social interaction.
Art	Provide large paper circles and baskets cut from construction paper. Students decorate the balloon and attach the "basket" with string. Encourage them to create a scene showing where the balloon is going. CLASS Connections: Ask, "What do you see from the sky?" "Where is your balloon flying?" Promote creativity, storytelling, and vocabulary.
Blocks	Use block mats or tape on the floor to create a simple street grid. Students build buildings or landmarks in assigned areas and drive toy cars around the grid. CLASS Connections: Ask, "What is on this corner?" "Can your car make it through the city?" Support map reading, planning, and building connections between play and real places.
Outdoor Play	Use red, yellow, and green construction paper circles to create stoplights. Call out colors and guide students riding scooters or walking to stop, slow, or go. CLASS Connections: Ask, "What happens when we see yellow?" "Why is it important to stop at red?" Reinforce color recognition, listening, and safety awareness.

Week 2 Thursday

Whole Group Literacy	Guess the Vehicle: Cover the front of a vehicle photo or hold up part of a picture from <i>Transportation In My Neighborhood</i> by Shelly Lyons. Give clues about what it is, how it moves, or what it does. After students guess, reveal the image or turn to the page in the book. Continue reading and invite students to act out each vehicle's movement. CLASS Connections: Ask, "What helped you guess the vehicle?" "How does this one move differently than the last?"
Small Group	Measure and Compare Wheels: Provide several toy vehicles with different wheel sizes. Students will roll each one in paint and press it on paper to compare wheel length or width. Use rulers or cubes to measure the marks. CLASS Connections: Ask, "Which tire made the longest track?" "How do you know this one is smaller?" Support measurement and vocabulary like long, short, wide, and narrow.
Dramatic Play	Emergency Rescue Team: Set up an emergency station with firefighter hats, rescue tools, walkie-talkies, and toy emergency vehicles. Students take turns responding to pretend calls like a fire, a rescue, or a car accident. CLASS Connections: Ask, "Who needs help?" "How does your team respond?" Support collaborative play and problem-solving.
Art	Make Your Own Map: Give students blank paper and guide them in drawing roads, stop signs, and buildings. They can glue down small paper cars or draw their own vehicles to complete the scene. CLASS Connections: Ask, "What happens on this road?" "Where does your car go?" Encourage storytelling and directional thinking.
Blocks	Overpass Engineering: Challenge students to build a bridge or overpass that a toy car can pass under. Provide ramps, planks, and signs. Let them test and redesign. CLASS Connections: Ask, "Does your bridge stay up?" "What happens if we add another block here?" Support critical thinking and teamwork.
Outdoor Play	Tire Roll Race: Use small plastic tires or large circular lids and have students roll them along a line or between cones. Encourage different speeds and distances. CLASS Connections: Ask, "What makes the tire go farther?" "What happens if you roll it fast or slow?" Support gross motor movement and cause-effect exploration.

Week 2 Friday

Whole Group Literacy	Vehicle Voting & Recap: Reread <i>Transportation In My Neighborhood</i> by Shelly Lyons one last time. Then, ask each student to choose their favorite vehicle from the week and share why. Chart the responses and count how many votes each received. CLASS Connections: Ask, “What do you like about that vehicle?” “Which one has the most?” Use the discussion to build math, communication, and reflection skills. Explain activities for the day and their objectives.
Small Group	License Plate Letter Match: Prepare cardboard or paper “license plates” with uppercase letters. Students match small cars labeled with lowercase letters to the right plate. Extend by inviting students to make their own plate using stickers or markers. CLASS Connections: Ask, “Which letters do you recognize?” “Can you find your first letter?” Support letter recognition and matching.
Dramatic Play	Delivery Truck Routes: Set up a post office or delivery hub using packages, bags, and signs. Students sort boxes by color, size, or symbol and deliver them around the room. CLASS Connections: Ask, “Where is your delivery going?” “What does your truck carry today?” Encourage sorting, movement, and storytelling.
Art	Wheel Stamping Art: Provide paint and a variety of round objects (caps, spools, toy tires). Let students stamp wheels on paper to form patterns or designs. They can turn their art into imaginary vehicles. CLASS Connections: Ask, “What kind of wheel did you use?” “What could this vehicle do?” Promote creative thinking and comparison.
Blocks	Ferry Dock Design: Provide blue paper or fabric for water and ask students to build a dock or loading area for toy ferries. Let them act out how vehicles drive onto and off the boat. CLASS Connections: Ask, “How do the cars get on the boat?” “What happens when it gets too full?” Support sequencing and use of space.
Outdoor Play	Route Maze Challenge: Draw chalk routes with obstacles or turns. Have students walk, run, or scoot along the path while carrying a pretend delivery. CLASS Connections: Ask, “What’s the best way through this turn?” “What happens if you go off the road?” Promote directional awareness and focus.

Florida Standards Alignments

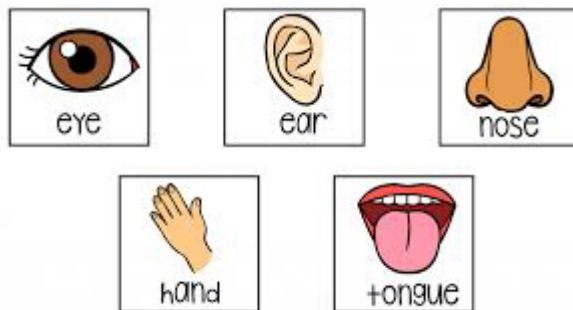
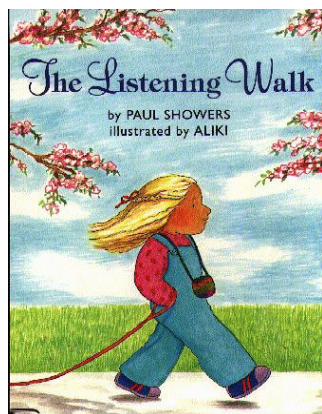
<u>Whole Group Literacy</u>	<u>Language and Literacy</u>
A. Listening and Understanding	1. Demonstrates understanding when listening. - Benchmark b: Shows understanding by answering factual questions and responding appropriately to what is said.
C. Vocabulary	1. Shows an understanding of words and their meanings (receptive). 2. Uses increased vocabulary to describe objects, actions, and events (expressive).
E. Conversation	2. Asks questions and responds to adults and peers in a variety of settings.
F. Emergent Reading	1. Shows motivation for and appreciation of reading. - Benchmark b: Begins to make real-world connections between stories and real-life experiences.

Learning Objectives:

- ✓ Students will gain awareness and knowledge about the 5 senses.
- ✓ Students will make connections between the 5 senses and their body
- ✓ Students will make connections between their 5 senses and their environment

Transitions:	<i>Have preschoolers name something for the corresponding day: SIGHT: colors, bright, big, small, dirty, clean, strange, wrinkled, fast, slow, skinny; TASTE: sour, bland, spicy, tart, gooey, bitter; SOUND: soft, loud, pleasant, unpleasant, scary, musical, noisy, squeaky, crunchy; TOUCH: rough, wet, cold, hot, smooth, shiny, slimy, gooey, sticky, fluffy, bumpy, heavy, light, dry; SMELL: pleasant, nasty, fruity, buttery, sweet, yummy, chocolatey, disgusting, fresh, stinky, delicious.</i>
Parent Involvement:	Take your preschooler outside for a walk and talk about what they see with their eyes, hear with their ears, touch with their hands, smell with their nose and taste with their tongue. Have them share with another person in their life. “Tell daddy about what happened on your walk.”
MarcoPolo:	<i>Find and play some or all of the following MP videos: allergies, smell, hear, taste, tears, touch, braille, fingerprints, hearing aid, the eye, and wearing glasses.</i>

Photo Inspiration:



Week 1 Monday

Whole Group Literacy	Introduce the new theme of the 5 senses. <i>5 Senses focus: Sight</i> Show the book. CLASS Connections: Prediction: What do you think this book is about? Ask questions to gain prior knowledge, such as “What are the 5 senses?” “What do you know about them?” and “How do the senses work together?” Introduce the 5 senses and write them on large chart paper. State that today’s focus is eyesight. Start a “sight” word web encouraging feedback from the children. EYESIGHT: this is how you see with your eyes DARKNESS: No light VISIBLE: You can see it INVISIBLE: You cannot see it. CAMOFLAGE: something hidden right in front of you. How do we use our eyes? How does your sense of sight help you learn?
Small Group	Scented Playdough Mix flour, salt, and cream of tartar with food coloring, warm water and 3 drops of essential oil. Lastly add glitter. After making the playdough give each preschooler a small ball of each scented playdough. CLASS Connections: Ask open ended questions: Can you tell me what you created? How did you make that? What else does it make you think of? What does it smell like? What does the smell remind you of?
Dramatic Play	Create a sight display with items related to sight in dramatic play: color swatches, color wheel, binoculars, microscope, camera, goggles, kaleidoscope, mirrors, sunglasses CLASS Connections: encourage the children to explore the above items and ask questions that relate to their real world experiences, such as, “have you ever seen somebody use binoculars?” and “Why do we need sunglasses?”
Art	Pour Paint Art After washing the bottles leave water in the bottle. Invite 2-3 children to the table at a time. Pour small amounts of paint (of child’s choice) in the bottom and place the top back on. You can secure later with tape or glue. CLASS Connections: Encourage the children to twist, shake, and move the bottle around. State “Today we are talking about using our eyes to see.” Ask: “What do you think will happen as you move the bottle?” and “What colors are you making as you move the bottle?”
Blocks	Sort by color Place sorting bears in block center and have the children to sort by color, and by size (if applicable). CLASS Connections: Talk about the different sizes of the bears, and label small, medium, and large; big, bigger, biggest, etc.
Outdoor Play	Sight exploration: take several of the items from dramatic play outside, camera, kaleidoscope, sunglasses, binoculars, etc. and encourage the children to explore the playground with these items. CLASS Connections: ask open-ended questions to the children such as, “How does that (kaleidoscope) change how things appear?”

Week 1 Tuesday

Whole Group Literacy	<i>5 Senses focus: Sound</i> Read the book and state the new sense of hearing after introducing the word web. CLASS Connections: Yesterday we started our 5 Senses word web. Pick a child to review yesterday's target word of sight. Does anyone want to add some words to the sight circle? Today we are going to talk about the sense of hearing. We are going to add the word listen to the word web. LISTEN: using your ears to get information. TWEET: a small sound that a bird makes MUSIC: different sounds that you hear that are created with instruments or voices THUNDER: loud sound before or during a storm that usually occurs after lightning How do we use our ears in the classroom? How does your sense of hearing help you learn?
Small Group	Sound Matching Gather several small glass jars (clean baby food jars) and add one of each popcorn kernels, marbles, beads, rice, beans, salt (Kosher, fine, rock), bells. Make two of each sound jar. Invite 2-3 preschoolers to the table. Have each child shake, rattle, and manipulate the jars. Then invite each child to find the matching sound. CLASS Connections: Ask: Which one do you like the best/least? Why? What is similar/different with the sound? Do you hear these sounds at home?
Dramatic Play	Mr. Potato Head Place Mr. Potato Head parts in the dramatic play center. Have preschoolers assemble and discuss the five senses. CLASS Connections: as the children make new creations ask them to label the body parts and tell you what they do.
Art	Sound Painting Invite 2-3 children to the table. Place different sized bells on pipe cleaners and attach them to the end of paint brushes. Give the paintbrushes to the children and allow them to manipulate them/paint. CLASS Connections: Today we are talking about using our ears to hear sound. Have the children move their paintbrushes at different speeds. Ask: What do you hear while you are painting? How does it make you feel?
Blocks	Building with Music Play different types of music and have the children build structures that match the mood or tempo/speed of the music. Use classical or instrumental music and choose the music in advance. CLASS Connections: How did the music change the way you were building (speed you up, slow you down, etc.)
Outdoor Play	Listening Walk Choose 3-5 things the children are to listen for. Have the children be silent for a short period of time (1-2 min) when you go outside. Then gather them over to sit down on a blanket and ask: CLASS Connections: What did you hear? If you cover your ears while listening, what do you notice? Tell me about what happened when you were listening for _____. What else did you notice?

Week 1 Wednesday

Whole Group Literacy	<i>5 senses focus: Smell</i> Read the book after reviewing the word web. CLASS Connections: Monday we started adding words to our word web. Pick a child to review the target words for sight and sound. Ask if anyone wants to add some words to the sound circle. Today we are going to talk about the sense of smell. We are going to add the word scent to the word web. Ask if anyone can think of words related to smell.
Small Group	Mystery Can Have 2-3 children come to the table. Tell them they are going to be using their listening sense to make a prediction (guess). Sing the “Our Mystery Can Song” (Tune: “I’m a Little Teapot”) What’s in the mystery can, who can tell? Maybe it’s a book, or maybe a shell. What’s in the mystery can, who can see? It’s something special for you and me. CLAS Connections: Let the children take turns shaking the can and make predictions. All the children must agree, children work together to come up with an answer. You can provide clues. After they guess ask: How did you figure that out? If multiples of one item (buttons, beans, or shells): How many do we have?
Dramatic Play	Smelly Containers Make smelly containers by dropping 10 drops of essential oil and/or extract on a cotton ball and place them in a clean empty container with holes in the tops. Other scents you can use: coffee grinds, cinnamon, pepper, cloves, spices, etc. Place the containers in the dramatic play area. CLASS Connections: What do you smell when you place that close to your nose? How do you think you are able to smell? What does that remind you of? What would happen if you put two of the containers close to each other? Tell me more
Art	Scented Playdough Mix flour, salt, cream of tartar with food coloring, warm water and 3 drops of essential oil (lemon, lavender, cinnamon, peppermint, etc.) Optional-- add glitter. After making the playdough give each preschooler a small ball of each scented playdough. CLASS connections: Can you tell me what you created? What does it smell like? Does the smell remind you of anything at home?
Blocks	Scented Blocks Create scented blocks by adding essential oils or spices to the blocks, or add a diffuser to the block area and talk to the children about the scent(s) they smell as they build.
Outdoor Play	Scavenger Hunt for Smells During outside play have the children identify what they smell while they are outside. CLASS Connections: choose one or two children to write down the words when the other children identify the smells outside. Have a class discussion on what the children smelled outside.

Week 1 Thursday

Whole Group Literacy	<i>5 Senses focus: Touch</i> Read the book after introducing the word web. Yesterday we started adding words to our word web. Pick a child to review the target words for sight, sound, & smell. Does anyone want to add some words to the smell circle? Today we are going to talk about the sense of touch. We are going to add the word “fingerprint” to the word web. FINGERPRINT: marks your fingers make when you touch something. TEXTURE: pattern that you feel with your fingers CACTUS: sharp pointy plant PRICKLY: pointy SLIMY: slippery covering substance How do you use fingerprints to find people? How does your sense of touch help you learn?
Small Group	Head, Shoulders, Knees & Toes Encourage children to touch the corresponding body part as you sing the song. CLASS Connections: Sing and participate in the song to encourage the children’s engagement. Try singing at different speeds and different volume levels, fast and loud first and ending with slow and quiet. Head shoulders knees and toes knees and toes. Head shoulders knees and toes knees and toes. Eyes and ears and mouth and nose, head shoulders knees and toes knees and toes!
Dramatic Play	Touch Board Create and place touch board (cotton balls, buttons, aluminum foil, bubble wrap, sand paper, silk, corduroy, etc.) in the dramatic play area use instructional strategies to initiate/extend conversations. CLASS Connections: How do these feel alike/different? How would you describe the feel of these? What else could we add to our touch board?
Art	Finger Painting Invite 2-3 preschoolers to fingerpaint with different colors. Talk with the preschoolers about what they feel (cold, slippery, smooth, slimy, sticky). CLASS Connections: Tell me about your art. What will you try next? How does your picture make you feel? Tell me about it.
Blocks	Textured blocks Use blocks with different textures (sandpaper, felt, etc.) for children to explore and build with.
Outdoor Play	Scavenger Hunt for Touch During outside play have the children identify the feel of what they touch while they are outside. CLASS Connections: choose one or two children to write down the words when the other children identify what they feel outside. Have a class discussion on what the children felt while outside.

Week 1 Friday

Whole Group Literacy	<i>5 Senses focus: Taste</i> Read the book. Pick a child to review all the target words for touch. Does anyone want to add some words to the word web. Today we are going to talk about the last sense, taste. We are going to add taste to the word web. FLAVOR: how something tastes DELICIOUS: pleasant taste SPICY: peppery taste How does your sense of taste help you learn? What is your favorite 5 senses activity? Why?
Small Group	Make lemonade and limeade predictions Talk to the children about the differences between sweet/sour. Have the children taste both the lemonade and limeade and collect data on which one is their favorite. Use chart paper to record the results. CLASS Connections: Predict: How many more liked lemonade/limeade? Which one has the most checks? The least? What is the difference between the results?
Dramatic Play	Taste Test Choose foods that are salty (goldfish), sour (cranberry), sweet (honey graham), spicy (pepper), umami (tomato). CLASS Connections: Which one do you like the best/least? Describe the difference in taste. What else can you tell me that is sweet/sour/salty umami/spicy?
Art	Scratch & sniff scented art Gather Jello powder in a variety of scents and colors, Elmer's glue, white card stock/thick paper, and cookie cutters. Start by using your senses of smell and sight to investigate the jello-powder. Next place cookie cutters on the paper where you want the pictures to go (*placing them upside down worked best for keeping them stable). Have the children squeeze glue into the space inside the cookie cutter. You can either create the outline only or fill in the whole shape. Next have the children sprinkle Jell-O powder inside of the stencil to completely cover the glue. (The colors become more vivid as they get wet from the glue). CLASS Connections: What happened to the color of the Jello powder when you added it to the glue? Why do you think that happened? What do you smell? What else smells like that?
Blocks	Taste & match Find textures and shapes that can be represented by different building blocks. For example, use soft marshmallows, hard crackers, or smooth blocks of cheese. Present the foods in a blindfolded taste test, asking children to identify the texture and perhaps even the flavor, and then match it to a corresponding block shape. Provide corresponding blocks (e.g., square blocks for crackers, round blocks for marshmallows). Have children taste the food blindfolded and then select the block that matches the texture they experienced. CLASS Connections: Encourage discussion about the textures and how they relate to the blocks.
Outdoor Play	Observing colors and shapes on the playground Have the children notice the vibrant colors of flowers, the shapes of clouds, or the patterns in tree bark when outside on the playground. Designate a one or two children to write down their observations. CLASS Connections: discuss their observations from the playground and the differences and similarities between their backyard and the playground.

Week 2 PreK Lesson Plan

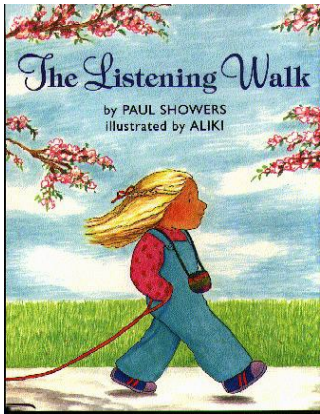
Theme: The 5 Senses

Book: The Listening Walk by Paul Showers

- ✓ Learning Objectives: How to use senses to help explore, investigate, and understand the world around them.
- ✓ Students will continue to learn about the 5 senses
- ✓ Students will have experiences pertaining to the 5 senses
- ✓ Students will be able to recognize and name additional words that correspond to the 5 senses

Transitions:	<i>Have preschoolers name something for the corresponding day: SIGHT: colors, bright, big, small, dirty, clean, strange, wrinkled, fast, slow, skinny; TASTE: sour, bland, spicy, tart, gooey, bitter, tart; SOUND: soft, loud, pleasant, unpleasant, scary, musical, can hear, noisy, squeaky, crunchy; TOUCH: rough, wet, cold, hot, smooth, shiny, slimy, gooey, sticky, fluffy, bumpy, heavy, light, dry; SMELL: pleasant, nasty, fruity, buttery, sweet, yummy, chocolatey, disgusting, fresh, stinky, delicious.</i>
Parent Involvement:	Take your preschooler to the park and talk about what they see with their eyes, hear with their ears, touch with their hands, smell with their nose and taste with their tongue. Have them share with another person in their life. "Tell grandpa about what happened at the park."
MarcoPolo:	<i>Find and play some or all of the following MP videos: allergies, smell, hear, taste, tears, touch, braille, fingerprints, hearing aid, the eye, and wearing glasses.</i>

Photo Inspiration:



Week 2 Monday

Whole Group Literacy	Review the book, The Listening Walk by Paul Showers, by looking at the pictures and asking questions. Ask the children what they remember from last week. Ask: Why couldn't the girl hear her shoes on the sidewalk? Was the walk through the park louder or softer than the walk through the city? Continue adding to the word web of 5 senses. BLIND: Cannot see ODOR: Strong smell STROKE: movement using your fingertips TASTEBUDS: bumps on the tongue that help us taste. How do all the senses work together to help us learn? How would you tell someone about your classroom if you were blind?
Small Group	Song: to the tune of Frere Jacques What do you see with? What do we see with? (point to eyes). Tell me now. Tell me now. These are what I see with (2xs). These are your (teacher points to each and the kids respond with the answer): Eyes/see Nose/smell Mouth/taste Hands/touch Ears/hear
Dramatic Play	<u>Sensory Bags/Bins</u> Use Ziploc bags tightly sealed using glue or tape, or clear view plastic bottles. Sight: hair gel with glitter Sound: Bells or marbles Touch: Ice water/warm water <u>CLASS Connections:</u> Which one do you like the best/least? Why? What differences do you notice?
Art	<u>Magnified drawing</u> Draw pictures using the magnifying glasses to magnify objects. Ask: Tell me about your art. What will you try next? How does your picture make you feel? What else can you draw?
Blocks	<u>Blindfold building</u> Blindfold children and have them build with blocks, relying on their sense of sight only when they remove the blindfold to see their creation. <u>CLASS Connections:</u> What was it like not having your eyes to rely on as you built with blocks?
Outdoor Play	<u>Nature Sight Scavenger Walk</u> Tell the children that they are going to tell you what they see when you go outside. Have the children be silent for a short period of time (1-2 min). Sit down on a blanket and ask the group: What did you see? If you cup your eyes, and look very far away what did you notice? Tell me about what you saw. How did you feel when you were using your sight sense?

Week 2 Tuesday

Whole Group Literacy	Before reading the book pre-teach 4-5 NEW vocabulary words. DEAF: unable to hear JACKHAMMER: a large tool for drilling that makes a loud sound After reading the book ask: What are some things the girl heard in the book? CLASS connections: Ask, What are some things that make noise in our classroom? How do we use our sense of hearing to help us learn? How would you find something if you were deaf?
Small Group	<u>What do You Hear With?</u> To the tune of Tune of Frere Jacques What do we hear with? What do we hear with? (point to ears). Tell me now. Tell me now. These are what I hear with. (2xs). These are your (teacher points and the students respond): Eyes/see Nose/smell Mouth/taste Hands/touch Ears/hear
Dramatic Play	Doctor's office Place a play doctor's kit in the dramatic play center and have the children pretend they are at the doctor's office for a check up. CLASS Connections: Encourage "the doctor" to check the eyes, ears, nose, and throat of each patient.
Art	<u>Sound Painting</u> Invite 2-3 preschoolers to the table. Place different sized bells on pipe cleaners and attach them to the end of paint brushes. Give the paintbrushes to the children and allow them to manipulate them. Today we are talking about using our ears to hear. CLASS Connections: Have the children move their paintbrushes at different speeds. What do you hear while you are painting?
Blocks	Sound matching Fill plastic eggs or medicine bottles with a variety of small items, i.e., bells, buttons, coins, beans, rice, etc. Have the children take turns shaking them to see if they can figure out what's inside based on sound alone. CLASS Connections:
Outdoor Play	Nature Sound Scavenger Hunt Tell the children they are going to listen to all the sounds they hear when they are outside on the playground. Have the children be silent for a short period of time (1-2 min). CLASS Connections: Sit down on a blanket and ask the group: What did you hear? Tell me about what you heard. How did you feel when you were using your sense of hearing?

Week 2 Wednesday

Whole Group Literacy	Before reading book pre-teach 4-5 NEW vocabulary words. CLASS Connections: What are some things you smell when you go outside? What do you smell in your house? What are other ways we can use our sense of smell? What is the difference between a strong and weak scent?
Small Group	Counting Senses! I see with my eyes; I hear with my ears. Two eyes, two ears. I taste with my mouth, I smell with my nose. One mouth, one nose. I touch with my hands, I feel with my toes. Two hands, ten toes. My senses tell me I'm alive! Senses – 1, 2, 3, 4, 5!
Dramatic Play	Restaurant play Create a restaurant theme by setting up a table and chairs, menu, and place settings. Place empty/clean condiment bottles on the tables. Give one child a small pad of paper and pencil to take orders. Add aprons/hats for cooks. Ask: I noticed you _____. What does this remind you of? Tell me more.
Art	Eyes, ears, nose, & mouth collage Help the children identify these body parts in pictures in magazines, cut them out and make a collage.
Blocks	Smell bottles Fill small bottles with different scents (vanilla, lemon, cinnamon, etc.) for children to explore.
Outdoor Play	Herb Garden Provide edible herbs (e.g. rosemary, mint) for investigation. Use magnifying glasses/tweezers using their sight, feel, smell and taste senses. CLASS Connections: What did you observe when you used your tools? What did your senses tell you about _____(herb)? How many leaves do you see on _____(herb)? Lead a discussion comparing the different herbs—discuss their similarities and their differences.

Week 2 Thursday

Whole Group Literacy	Before reading book pre-teach 4-5 NEW vocabulary words. CLASS Connections: What are some things you like to touch (ex., your pet, giving hugs to your mom & dad)? What are other ways we use our bodies to feel? How do you tell the difference between something that is hard/soft, wet/dry, smooth/rough? How do we use our sense of touch to help us learn?
Small Group	Exploring textures in Sensory Bins Fill several bins with materials like water, sand, or pebbles for children to explore with their hands and feet. Fill another bin with texture samples such as felt, silk, corduroy, aluminum foil, bubble wrap, sandpaper, etc. CLASS Connections: Describe the texture of the materials you are feeling. What does it remind you of (something you have felt before?)
Dramatic Play	Restaurant play Continue with a restaurant theme by setting up a table and chairs, menu, and place settings. Place empty/clean condiment bottles on the table. Encourage the children to take turns being the server. Give one child a small pad of paper to take orders. Add aprons/hats for cooks. CLASS Connections: I noticed you _____. What does this remind you of? Tell me about a time you went to a restaurant for dinner.
Art	Texture Painting Provide preschoolers with interesting items to paint with (potato masher, forks, sponges) to use instead of paintbrushes. CLASS Connections: Tell me about your picture. How is this different than painting with a paint brush? What did you notice as you used _____?
Blocks	Blindfolded match by touch Using the blindfold (from Monday activity) have the children try to match the different blocks by texture. CLASS Connections: Describe what you feel. How do you know they are a match?
Outdoor Play	Herb Garden Provide edible herbs (e.g. rosemary, mint, choose 2 or 3 different from yesterday) for investigation. Use magnifying glasses/tweezers using their sight, feel, smell and taste senses. CLASS Connections: What did you observe when you used your tools? What did your senses tell you about _____(herb)? How many leaves do you see on _____(herb)? Lead a discussion comparing the different herbs—discuss their similarities and their differences.

Week 2 Friday

Whole Group Literacy	Choose a child to review all the target words for taste. Ask if anyone wants to add some words to the word web. Today we are wrapping up the five-senses theme. We are going to add the sense of taste to the word web. TASTEBUDS: bumps on the tongue that help us taste. CLASS Connections: How does your sense of taste help you learn? What is your favorite 5 senses activity? Why? What is something that you did not know when we started this theme?
Small Group	Food group collage prep: As you have the children flip through magazines to find food pictures, prompt them to name foods such as bread, crackers, cereal, pasta, etc. Continue the discussion with the vegetables, fruits, dairy, and protein groups. CLASS Connections: Eating different foods from each food group will help you grow and think and give you energy to play!
Dramatic Play	Restaurant play Continue with the restaurant theme environment by setting up a table, chairs, menu, and place settings in dramatic play. Place empty/clean condiment bottles on the table. Encourage the children to take turns being the server. Give one child a small pad of paper to take orders. Add aprons/hats for cooks. CLASS Connections: Have you been out to eat at a restaurant? Which one? Tell me more.
Art	Food group collage Have the children cut out the pictures of food in the magazines—and help them make a healthy and unhealthy food collage. CLASS Connections: What healthy food do you eat? What are some unhealthy foods that you eat?
Blocks	Student choice Allow the children to choose the block activity that they enjoyed the most from the previous 2 weeks. Support and encourage their creative play as you sit in the block center and engage with them.
Outdoor Play	Planting seeds Plant seeds inside in pots and/or outside in the garden - look for plants that are fast growing like radishes and sunflowers that often appear in a couple of days. Allow the children to help you plant, water, and care for the seeds and plants.

Florida Standards Alignments

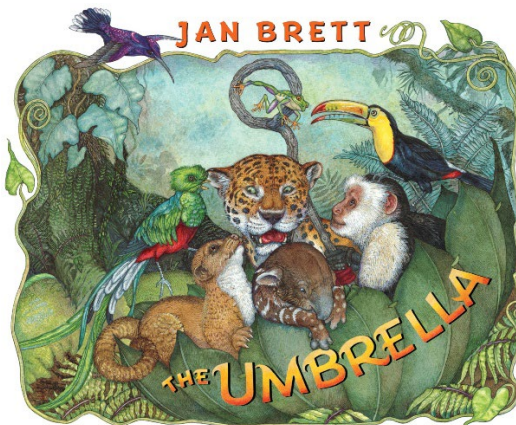
Whole Group Literacy	IV. Language and Literacy C. Vocabulary 2. Uses increased vocabulary to describe objects, actions, and events (expressive)
Small Group	IV. Language and Literacy E. Conversations 2. Asks questions and responds to adults and peers in a variety of settings.
Music & Movement	VIII. Creative Expression Through Arts B. Music 1. Actively participates in a variety of individual and group musical activities
Art	A. Sensory Art Experience (Creative Expression Through the Arts) 1. Combines with intention a variety of open-ended, process-oriented, and diverse art materials E. Appreciation of the Arts (Creative Expression Through the Arts) 1. Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions of others
Sensory	V1. Scientific Inquiry A. Scientific Inquiry Through Exploratory and Discovery 1. Use senses to explore and understand their social and physical environment.
Dramatic Play/Outside	Approaches to Learning B. Creativity and Inventiveness 1. Approaches daily activities with creativity and inventiveness. VIII. Creative Expression Through Arts D. Imaginative and Creative Play 1. Expresses and represents thoughts, observations, imagination, feelings, experiences, and knowledge, verbally or nonverbally, with others using a variety of objects in own environment.

Learning Objectives:

- ✓ Students will use imaginative thinking to make predictions about text
- ✓ Students will express and represent thoughts, observations, imagination, feelings, experiences and knowledge, verbally or nonverbally, with others using a variety of objects in their own environment
- ✓ Students will use their senses to explore and understand their social and physical environment by using tools in scientific inquiry

Transitions:	<i>Have children name their favorite rainforest animal when transitioning to snack.</i>
Parent Involvement:	<i>Encourage parents to take their children on nature walks. Have them bring in photos from the experience or an interesting item they found in nature.</i>
MarcoPolo:	<i>Music: Rainforest Dance Dance with the Polos as they move to the music of the rainforest.</i>

Photo Inspiration:



Week 1 Monday

Whole Group Literacy	Introduce the new theme and book. Show children the front cover of the book and ask them to predict what the story will be about. CLASS CONNECTION: Follow up their predictions with questions like “What makes you think that?” and “How do you know?”.
Small Group	Write letters on some medium sized tropical leaves. Have children arrange the leaves to spell their names and other familiar words. CLASS CONNECTION: Ask children questions like, “How do you know these letters spell your name?”, “What do you think would happen if we took a letter away (or added a letter)?”, “What else can you spell?”, and “How are you going to do that?”.
Dramatic Play	Decorate the dramatic play area with rainforest themed items such as large leaves, vines made from butcher paper, stuffed jungle animals, and photos of jungle animals. CLASS CONNECTION: As children enter this center, ask questions like “What do you think you’ll see while exploring the rainforest? Why is that?”. Join children in their play and allow them to assign you a role to act out.
Art	Gather different types of leaves (real or faux), paper, various coloring tools (i.e. crayons, colored pencils, markers, pastels, etc.), collage materials, paint, and any other open-ended materials you would like to include. Invite children to create art with various supplies. Join in making art and highlight different ways you can use the leaves in the artwork (i.e. leaf rubbing, using the leaves to stamp paint on the paper, tracing the leaves, cutting the leaves and gluing them to paper or other materials). CLASS CONNECTION: While children work, ask questions like “What do you think we could do with these art supplies?”, “Tell me more about...”, “Why did you choose to use it like that?”, and “What will you do next?”.
Blocks	Ask children to stack blocks to build the tallest rainforest tree possible. Then, talk about how real jungle trees grow super tall to reach sunlight. Join the students in stacking the blocks. CLASS CONNECTION: Be sure to narrate both yours and the children’s actions in the moment, for example saying things like “I am stacking my fourth block”, or “You are moving very carefully”.
Outdoor Play	Encourage students to pretend that the outdoor play area is the rainforest. CLASS CONNECTION: As the children play and interact with one another, ask them questions such as “Do you want to be a human on safari, or would you rather be a jungle animal?” or “Where out here do you think the monkeys would live?”. Join in the children’s play by taking on roles of various rainforest creatures, or a safari guide. Encourage children to come up with scenarios to pretend play together.

Week 1 Tuesday

Whole Group Literacy	Engage students in a picture walk. Take time looking at the illustrations in the book and discussing the details seen. For example, you could ask, “What do you see happening in this picture?” or “What might the animals be saying here?”. CLASS CONNECTION: Allow children time to express their ideas with one another and provide clarity when students express gaps in their understanding.
Small Group	Add different plants or animals such as pebbles, plastic insects/animals, moss, chia seed slime, and flowers to your sensory bin. Invite 2 children to explore the sensory bin. Encourage them to explore the different textures and to engage in dramatic play using the animals in the sensory bin as well. CLASS CONNECTION: Ask questions such as “What do you notice about the sensory bin?”, “What would happen if you put a frog here?”, and “Why do you think that?”.
Dramatic Play	Remind children of the creatures you saw in the book’s illustrations. Encourage children to engage in pretend play, acting like their favorite rainforest animal. CLASS CONNECTION: Ask the students for their input on what type of creature you should be and what sorts of props you can use.
Art	Set up a table with various art supplies like colored paper, crayons, fabric scraps, and glue. Spark children’s imagination by asking what they might see or hear in the jungle, then encourage them to bring their vision to life using the materials provided. As they create, offer positive feedback such as praising their problem-solving skills or effort. CLASS CONNECTION: Guide their thinking with questions like, “Why did you choose the green paper?” or “How did you decide what to draw first?” You can also ask, “What do you think will happen if you mix these colors?” or “How does this texture feel?” As they explore their creativity, reinforce their confidence by recognizing their choices, such as, “I noticed you took your time drawing this snake, look how amazing it turned out!” Once their artwork is complete, display it at their eye level for appreciation.
Blocks	Build a few block structures in your block center. Hide small plastic or laminated cutouts of jungle animals throughout the structures. As students enter the area, encourage them to search for the jungle animals. Once the jungle animals have been found, explain to the children that animals that live in the real jungle hide just like the ones in your block center. If the structures are knocked down, work with the children to create new ones. If they become frustrated, encourage them to persist by making comments such as “We are so close to finishing our jungle, I know you can do it.”. CLASS CONNECTION: Provide scaffolding by making suggestions such as “Maybe we should turn this block the other way” or providing physical assistance. Ask questions such as “If you were a tiny bug in the jungle, where would you hide?” and “Why might the animals in the jungle need to hide?”.
Outdoor Play	You will be playing “ <i>Monkey See, Monkey Do</i> ”. Stand in front of the children and do various movements such as jumping, standing on one foot, and making a funny face. CLASS CONNECTION: Allow the children to take turns being the leader of the group. Continue as long as children are interested.

Week 1 Wednesday

Whole Group Literacy	Read the book <i>The Umbrella</i> by Jan Brett to the children. Be sure to focus on building vocabulary and providing child-friendly definitions for words like silent, croak, peep, ripe, and prowling. Guide students in making connections to the text. CLASS CONNECTION: Ask questions like “Where do you like to take nature walks?” and “What do you do when it is raining outside?”. Discuss the large amounts of rain received in the rainforest and compare the weather to what we experience in Florida.
Small Group	Create “umbrellas” out of tin foil, folding it and reinforcing it into a boat shape. Gather some small plastic jungle animals. Fill a large plastic bin with water and place the tin foil boat inside. Encourage children to experiment with placing the foil boats into the water. Have additional foil available in case children would like to create their own “umbrellas”. CLASS CONNECTION: As children work to make their umbrellas float, ask questions like “What do you notice about the umbrella?” and “What could we do to keep the umbrella afloat?”.
Dramatic Play	Add plastic insects to the kitchen area of your dramatic play center. Remind the children that insects are an important source of food for many rainforest animals like frogs. Pretend you are a hungry frog requesting a meal from your students. Ask them to explain their processes as they “cook” the meals. CLASS CONNECTION: Be silly and have fun as you connect with the children through play.
Art	Allow students to use spray bottles with diluted paint to simulate rain on large butcher paper. Explain that the rainforest gets rain every day that helps the plants and animals. CLASS CONNECTION: As the children work, have conversations with them about what they like to do when it is raining outside, what type of clothes they wear in the rain, and/or their experiences of receiving large amounts of rain (i.e. during hurricane season).
Blocks	Place various plant materials, pebbles, plastic animals, blue cutouts to represent water and various sized blocks in the area. Encourage children to build a rainforest for the animals to live in. CLASS CONNECTION: Ask Children questions such as “What will be in your rainforest?”, “What do you think would happen if you put this over here?”, and “Tell me more about what you are doing,”. Support children by assisting them based on their individual needs.
Outdoor Play	On a soft or grassy surface, encourage children to run fast like a jaguar. For the students who are not interested in running, encourage them to cheer on their classmates. CLASS CONNECTION: Ask the runners questions like “What could make you go faster?” and “How would you run if you were racing a jaguar in the rain forest?”.

Week 1 Thursday

Whole Group Literacy	Reread the book <i>The Umbrella</i> by Jan Brett to the children. As you progress through the story, ask children for their ideas about how the animals in the book are feeling. CLASS CONNECTION: Ask questions like “How do you think the animals in the umbrella are feeling right now?” and “Have you ever tried to fit many friends into a small area? What was that like?”.
Small Group	Play music regional to South America. Explain to children that you will be having a dance party in the rainforest. Provide encouragement as children begin to dance to the music with comments like “Cool spin move!” or “You are feeling the rhythm, look at you go!”. Use a spray bottle filled with water and lightly mist above the children to simulate rain. Ask students to describe how the music makes them feel as well as how the “rain” feels on their skin. CLASS CONNECTION: Narrate children’s actions as they move to the music.
Dramatic Play	Add colorful scarves to your dramatic play center. Explain to children that the scarves can be used as butterfly wings. Join children in their play and demonstrate various ways to move the scarves through the air. CLASS CONNECTION: Use language to describe the movements and encourage children to mimic you. Allow interested students to take turns leading the movements while you and the other children follow along.
Art	Gather different types of leaves (real or faux), paper, various coloring tools (i.e. crayons, colored pencils, markers, pastels, etc.), collage materials, paint, and any other open-ended materials you would like to include. Invite children to create art with the various supplies. Join in making art and highlight different ways you can use the leaves in the artwork (i.e. leaf rubbing, using the leaves to stamp paint on the paper, tracing the leaves, cutting the leaves and gluing them to paper or other materials). CLASS CONNECTION: Ask children while making art questions like “What do you think we could do with these art supplies?”, “Tell me more about...”, “Why did you choose to use it like that?”, and “What will you do next?”
Blocks	Add beanbags to your block area. Invite the children to create ant hills with the bean bags. CLASS CONNECTION: Encourage students to persist in the activity by offering specific feedback like “I see you are working hard to balance those bean bags,”. Challenge the children to create different types of ant hills by asking “How could we make this one taller?” or “Let’s try to make a tiny ant hill,”.
Outdoor Play	Use sidewalk chalk to draw a few large circles on the concrete. Challenge students to fit as many kids in the circles as possible. CLASS CONNECTION: Help children plan and brainstorm ideas by asking questions like “How many friends do you think can fit inside this circle?”, “What could you do with your body to take up less space?” and “How do you know that we can’t fit anyone else into our circle?”.

Week 1 Friday

Whole Group Literacy	Read the book all the way through. As you turn to each page, ask children to tell you what they know about the animal in the illustration. After discussing the animals, ask children to tell you what their favorite rainforest creature is and why. Record their responses on a chart paper and display it at eye level in your classroom. CLASS CONNECTION: As children show interest in the poster, read the information to them and discuss their peers' responses. Point out similarities in responses such as, "Sally and Nico both like snakes," or "So many friends said that monkeys are their favorite,".
Small Group	Cut leaf shapes from green paper. Use a hole puncher to create a hole on top of the leaves. Place the leaf cutouts and pipe cleaners in your small group area. Demonstrate to students how to string the leaves on the pipe cleaners to create leafy vines. As the children work, talk to them about how vines grow on the trees of the rainforest. CLASS CONNECTION: Be sure to monitor children who may need assistance with this task and offer various forms of support to meet the child's needs. For example, some children may need you to hold the pipe cleaner as they string the leaves, while others may simply need verbal assistance.
Dramatic Play	Play rainforest sounds and add pop up tunnels in your dramatic play area. Encourage children to brainstorm what types of rainforest creatures may use tunnels. Ask "Why do you think animals dig tunnels?" and "What is it like inside of a tunnel?". As children share their ideas, encourage them to pretend to be creatures in tunnels. CLASS CONNECTION: As children play out different scenarios, narrate their actions. For example, "Johnny is pretending to be an anteater. He is using the ruler as his long tongue. Sally and Polly are being ants. They are crawling through the tunnel to get away from the big anteater,".
Art	Place paint and paper at your classroom easel. Play rainforest sounds near the art area. Ask children to listen to the sounds and describe what they hear. Then, ask students to use the paint to show how the sounds of the rainforest makes them feel. CLASS CONNECTION: Ask questions such as "How does the sound of rainfall make you feel?" and "These sounds make you feel happy? Which paint color do you think shows happiness?".
Blocks	Challenge students to build a large rainforest together. Help children choose what job they would like to have during the building process. Talk with them about the steps they need to take and the features they would like to have in their build. Ask questions like "What types of things would we see in the rainforest?", "What have you built before that you think we should add to our rainforest?", "How should we make the river path?". CLASS CONNECTION: As students work, encourage peer conversations and cooperation with statements like "Maybe Henry has some ideas about how to build the trees," or "Let's see if one of you can make the ant hills while the other makes the jungle cave,".
Outdoor Play	Set up a "safari" outside by placing laminated photos of animals, plastic animals, greenery, etc. outside for children to play with. During play, use vocabulary words to describe what children are doing as they do it. CLASS CONNECTION: Ask questions like, "What do you see?", "Tell me more about that,", "What else do you think we will see? Why do you think that?" and "How could we get across the water? What could happen if we did it that way?".

Week 2 PreK Lesson Plan

Theme: Rainforest/Jungle

Book: The Umbrella by Jan Brett

Learning Objectives:

- ✓ Students will demonstrate comprehension of books read aloud
- ✓ Students will engage in prosocial behaviors to strengthen bonds with peers and educators
- ✓ Students will use creativity and imagination to produce unique products

Transitions:	<i>Have children name a rainforest animal and move like that creature before transitioning from circle time.</i>
Parent Involvement:	<i>Visit the National Geographic Kids website and search for South America to learn more about the animals in this region of the world.</i>
MarcoPolo:	<i>Basilisk Lizard The basilisk lizard lives in the Central American rainforests. It's long toes, small skin folds, and light weight allow it to run on water to escape predators.</i>

Photo Inspiration:



Week 2 Monday

Whole Group Literacy	Ask students to share their favorite moments from the story. Extend their statements by adding information. For example, a child may share that they enjoy the part of the book when the boy climbs the tree, and you respond by saying “Oh yes, Carlos had to climb the enormous rainforest tree to get a better view of the cloud forest”. CLASS CONNECTION: Allow each interested child to express their opinions about the story.
Small Group	Place light blue paint in a gallon sized Ziplock bag (Tape the top of the bag shut with thick tape for extra security). Have children use their fingers or other smooth tools to draw letters. Be sure to compare the activity to the character in the book and children’s home life. CLASS CONNECTION: As the children work, ask questions like “What letter are you writing?”, “How do you know how to form the letter?”, “What other letters can you make?”, “Can you think of anything from the book/jungle that starts with this letter?”, and “Tell me about a time you have written in the sky,”.
Dramatic Play	Hide different jungle items (especially things mentioned in the book) on the playground or in the classroom and have children hunt for them. Once they find the items ask them questions about it like “Tell me about what you found,”, “Tell me where this would be found in the jungle,”, and “How would this (item) be used in the jungle?”. CLASS CONNECTION: Provide hints to children who are having a hard time finding the items by making statements like “You are standing very close to it!” or “Have you looked under every chair?”.
Art	Use diluted paint inside of eye droppers to create rain inspired paintings. Allow children to select the colors they would like to work with. Encourage students to experiment with different ways of making the paint splatter on the paper. Ask questions like “What would happen if we lifted the droppers higher in the sky?” and “How could we make it look like there was a big rainstorm?”. CLASS CONNECTION: Ask children about their choices as well with questions such as “What made you choose the pink paint?” and “How did you think to try that strategy?”.
Blocks	Add plastic people to your block area as well as images of various treehouses and huts. Encourage children to build treehouses for the explorers visiting the rainforest. As students complete their builds, prompt them with “Tell me about your treehouse,”. Draw comparisons between the treehouses and the homes that they have been in. CLASS CONNECTION: Ask questions like “What parts of the treehouse do you see at your house?” and “How is this treehouse different from your home?”.
Outdoor Play	Lay out a large blanket or sheet in a grassy area outside. Invite students to join you in looking at the clouds in the sky. Discuss how the main character in the book calls the rainforest the cloud forest. Ask “Why do you think he calls it that?”. As you and the children watch the cloud formations, point out shapes that you observe. CLASS CONNECTION: Encourage children to share their ideas about the shapes of the clouds.

Week 2 Tuesday

Whole Group Literacy	Retell the story using props or puppets. Allow students to hold the props and stand up in front of the group when their character is brought up in the book. Ask children to tell you who will need to come up next. CLASS CONNECTION: If children need assistance in recalling the next character, provide hints like “Remember, this next animal is small and you can find it hopping near the river,”. After reading with the group, place the props and book in your reading center for children to explore and retell the story to their peers.
Small Group	Gather 2-3 children to make their own slime. CLASS CONNECTION: Talk with children while they are completing the task and ask them questions such as “What does the slime remind you of from the book?” and “What kind of animals you think can live in the slime?”. Allow children to play with the completed slime and plastic jungle animals.
Dramatic Play	Hide various animal plushies throughout your dramatic play area. Explain to students that their job is to rescue the rainforest creatures. CLASS CONNECTION: As children search for the animals, ask questions such as “If I were a monkey, where might I be hiding?”. Also, provide hints such as “You are getting closer now,” or “I wonder if a tiger could fit under the sink,”.
Art	Give children a blank piece of thick paper or cardstock. Provide paints in various colors and instruct students to use them to create shapes and patterns on half of the paper. Be sure to clarify what half means for children who may not understand. Assist children in folding their papers in half and ask “What do you think will happen when we open the paper back up?”. Once children unfold their papers, discuss with them how the paint has transferred to create symmetry just like the wings of butterflies. CLASS CONNECTION: Ask children to describe the two sides of the painting and provide advanced language such as “transferred” and “symmetrical”.
Blocks	Add plastic cars to your block area. Tell students that the cars are going to go on safari through the rainforest. Ask children to create jungle paths for the cars to drive through. CLASS CONNECTION: Prompt children to brainstorm and plan with questions like “What do you think the best path for the car to take?” and “What sights does the safari guide want to show the tourists?”.
Outdoor Play	Set up a water table with blue water, toy frogs, leaves, and cups. As students interact with the water table and the materials, discuss rainforest rivers and rain. CLASS CONNECTION: Expand children’s experiences by challenging them to complete various tasks such as stacking three frogs, balancing a frog on a leaf, or simulating rain. Narrate the actions of the children as they happen.

Week 2 Wednesday

Whole Group Literacy	Encourage students to work together to retell the story of <i>The Umbrella</i> by Jan Brett. Assist students in recalling key events by asking questions like “Where does the story take place?” and “What happened during the middle of the story?”. CLASS CONNECTION: As the children recall events from the story, write their responses on a piece of chart paper and display it at the children’s eye level.
Small Group	Use washable brown paint to make “mud splatters” on some plastic animals. Encourage children to wash the animals by adding new materials to a bin of water like sponges, cloths, soap, and scrub brushes. CLASS CONNECTION: As children work, ask questions like “How can you clean that gorilla?”, “What would happen if you used the washcloth?”, and “How do you think the animals got dirty?”.
Dramatic Play	Invite 1-2 children to a table to complete this activity. Allow children to choose their animal and their paint. Encourage them to make animal prints in the paint. CLASS CONNECTION: Ask the children questions like “How did you make this footprint?”, “Why do you think there is more here but less there?”, “Why do you think that?”, and “Tell me more...”.
Art	Place a large piece of butcher paper in your art area. Provide various collage materials such as feathers, stickers, and scrap paper, as well as paints, markers, crayons, etc. Work with students to create a rainforest mural together. CLASS CONNECTION: Ask questions like “What should we add to our rainforest?” and “What could we use to make the rain?”. Point out children’s efforts by making comments such as “You are working so hard on your parrot,” or “I see you’ve made the head and face. Now you are working on the body. I cannot wait to see it when you are finished!”. Once the mural is complete and dry, display in your classroom at students’ eye-level.
Blocks	Place photos of rainforest landscapes in the block center. Allow children to explore the props and blocks that have been placed in the center over the past week. Encourage students to build their own rainforests. CLASS CONNECTION: As they work, ask them questions like “What are you working on now?”, “What kinds of rainforest creatures could live here?”, and “What else could we add to your rainforest?”.
Outdoor Play	Discuss with children how sloths are the slowest moving mammals on Earth, and jaguars are one of the fastest. Ask the children to demonstrate how slowly or quickly they can move from one spot in the play area to another. CLASS CONNECTION: After each child is finished, ask the group if they think their friend was being a sloth or a jaguar and why.

Week 2 Thursday

Whole Group Literacy	Have students act out the story of <i>The Umbrella</i> by Jan Brett. Allow students to decide what role they would like to play. Provide the children with a large cardboard cutout of an umbrella and a long piece of blue cloth to represent the water. CLASS CONNECTION: As children retell the story, encourage them to share their own ideas about how the characters might feel or what they may be thinking. If students become stumped about what they should do next, ask members of the audience for their input. Remember, it is okay if children do not retell the story exactly, so long as they demonstrate understanding by addressing key moments from the plot. Enthusiastically praise the children for their efforts once they have finished retelling the story with comments like “You guys used excellent team work to act out the story!” and “You were so brave to come up in front of the class and share!”. Allow all interested children to have a turn by allowing for several retellings of the story.
Small Group	Tape large pictures of various rainforest creatures throughout your classroom. Provide each child in the group with a pair of binoculars made from paper towel rolls. Explain to the children that they will be taking a safari through the classroom. Ask the students “What do you think you will see on your safari?”. Guide the group to various parts of the classroom and help children spot the animal photos. Encourage students to share what they know about the animals they see with the group. CLASS CONNECTION: After the children have explored the entire classroom, return to the small group area. Ask each child “What did you enjoy most about the safari?”.
Dramatic Play	Encourage the children to pretend they are at a rainforest restaurant. Help children choose who will be the restaurant staff (chef, waiter, etc.) and who will be the animals visiting the restaurant. CLASS CONNECTION: Ask the children open-ended questions like “What types of animals might come to a rainforest restaurant?”, “What do you think a tiger would order?”, and “What ingredients do we need to make this?”.
Art	Place photos of various types of tropical flowers to your art center. Place glue sticks, paper, and precut shapes in piles on a table. Explain to the children that they will be making flowers to feed the blue morpho butterflies in the rainforest. Encourage children to look at the photos and talk about what they see. Then, have students use the various cutouts and glue to create flowers on their paper. CLASS CONNECTION: As the children work, ask them questions about their choices like, “What shape should you use for the center of your flower?” or “Why did you decide to make orange flowers?”.
Blocks	Add plastic snakes to your block area. Encourage the children to build homes for the snakes. CLASS CONNECTION: Ask children questions like “Where do you think snakes live?”, “What sorts of things should we build to go in the snake’s house?”, and “Tell me about a time when you have seen a snake in real life,”.
Outdoor Play	Encourage students to pretend that the outdoor play area is the rainforest. As the children play and interact with one another, ask them questions such as “Do you want to be a human on safari, or would you rather be a jungle animal?” or “Where out here do you think the monkeys would live?”. CLASS CONNECTION: Join in the children’s play by taking on roles of various rainforest creatures, or a safari guide. Encourage children to come up with scenarios to pretend play together.

Week 2 Friday

Whole Group Literacy	Work with children to create your own rainforest story. Ask for the children's input with questions like "Who should our story be about?", "What did they see in the rainforest?", "What did they do in the rainforest?", and "How did they feel when that happened?". As students respond to your questions, use a variety of responses to create a story. Write the story on chart paper and display it in your reading area. CLASS CONNECTION: Be sure to follow the children's lead, allowing them to decide what should take place in the story.
Small Group	Explore tropical fruits like bananas, mangoes, pineapples, and kiwi. Show the children both the outside and inside of the fruits. Allow students to explore the fruit with their hands, noses, and mouths. Talk with them about the tastes, smells, and textures they are experiencing. CLASS CONNECTION: Use descriptive vocabulary such as "sweet, sour, crunchy, smooth, rough, prickly, and fuzzy". Be aware of any food allergies your students may have.
Dramatic Play	Allow children to play in dramatic play area as desired. Encourage them to pretend to be different rainforest animals. CLASS CONNECTION: Ask students things like "What animal are you pretending to be?", "Tell me about the _____," "Where in the jungle do you think this animal lives?", "What other animal could you pretend to be?", and "How does that animal move?".
Art	Set a variety of paints and plastic rainforest animals on your art table. Allow children to choose their animal and their paint color. Encourage them to make animal prints in the paint. Ask the children questions like "How did you make this footprint?", "Why do you think there is more here but less there?", "Why do you think that?", and "Tell me more...".
Blocks	Add paper towel rolls and arched blocks (or arches made with cardstock) to your block center. Also add plastic insects or laminated cutouts of various insects. Work with interested children to build tunnels for the insects to hide and live in. Follow the children's lead and allow them to experiment with different strategies to construct their tunnels. CLASS CONNECTION: Provide encouragement and affirmation by pointing out children's efforts, such as "I see you added a big tunnel here to fit all of the bugs through, that was good thinking!" or "Don't give up, let's try stacking these blocks a different way,".
Outdoor Play	Encourage students to pretend that the outdoor play area is the rainforest. As the children play and interact with one another, ask them questions such as "Do you want to be a human on safari, or would you rather be a jungle animal?" or "Where out here do you think the monkeys would live?". CLASS CONNECTION: Join in the children's play by taking on roles of various rainforest creatures, or a safari guide. Encourage children to come up with scenarios to pretend play together based on the book.

Florida Standards Alignments

<u>Approaches to Learning</u>	• Shows initial signs of planning and learning from their experiences • Approaches daily activities with creativity • Shows curiosity and is eager to learn new things and have new experiences
<u>Language & Literacy</u>	• Demonstrates understanding when listening • Speaks and is understood when speaking • Uses increased vocabulary to describe objects, actions and events (expressive)
<u>Mathematical Thinking</u>	• Participates in group sorting and data collection • Explores three-dimensional shapes in the environment through play • Uses size words to label objects
<u>Social and Emotional Development</u>	• Develops positive relationships with adults • Develops positive relationships with peers • Develops sense of identity and belonging through exploration and persistence
<u>Scientific Inquiry</u>	• Uses senses to explore and understand their social and physical environment • Demonstrates knowledge related to living things and their environments • Demonstrates awareness of relationship to people, objects and living/non-living things in their environment
<u>Creative Expression Through the Arts</u>	• Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented and diverse art materials • Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge • Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or nonverbally, using a variety of objects in own environment
<u>Physical Development</u>	• Engages in physical activities with increasing balance, coordination, endurance and intensity

Learning Objectives:

- ✓ Students will learn the basic things plants need to grow
- ✓ Students will learn more about predictions as it relates to reading
- ✓ Students will learn new vocabulary concerning the concept of gardening

Transitions:	<i>The teachers will dismiss them from the circle by asking the children about their favorite part of the book read during story time.</i>
Parent Involvement:	<i>Have parents pot and plant bean seeds with their children to support learning they have engaged in during the school day.</i>
MarcoPolo:	<i>Compost</i>

Photo Inspiration:



Week 1 Monday	
Whole Group Literacy	Introduction: Before reading the book, have children predict what the book is about. Ask, what do you know about plants in a garden? Who can help you plant a garden or flower? Could you plant a garden by yourself; how would you do that. How many types of gardens are there? What makes you think that? Do you think all plants, both vegetable and flower gardens, have flowers on the plants? How do you know that? Next, do a picture walk with the book and let the children know tomorrow they will learn new words from the book, and you will read the story. <u>CLASS Connections:</u> Language Modeling-Frequent conversations, Open-ended questions, & Advanced Language.
Small Group	Have children create journals. Use copy paper & construction paper for a cover. Draw three cups of plants, what they looked like when they spouted, when one is in light & one is in the dark. Draw a picture of the seed planted in the Ziplock baggie last week. You can collect dictation from the children and write it in their booklet. Ask questions, such as, “Do you think the plant in the cupboard looks different?” “Why do you think it looks that way?” “Does this mean plants really do need light?” “How has the one in the Ziplock bag changed? “How do the roots look in the baggie?” “Do they look the same as the ones in the cup?” “Did you learn anything?” “What did you learn about plants?” <u>CLASS Connections:</u>
Dramatic Play	Wal-Mart: Place in the dramatic play area the following items: gloves, plant containers, seed packets, artificial flowers (if possible), small watering can, play money, & a cash register. Pretend with the children they are in the garden center purchasing items for planting a garden. Have some children be employees & other children be customers. <u>CLASS Connections:</u> Instructional Learning Format-Effective facilitation, Variety of modalities and materials, Student interest. Productivity-Preparation.
Art	H2O Bottle Gardens: Have children construct water bottle gardens by using an empty water bottle & stuff an artificial flower. fill with pebbles, sand, or gravel for aquariums. Then fill with water and glue on top with Gorilla glue or masking tape. While working on their art, ask children, “What do you like best about their water garden?” Explain, why plants cannot live emersed in weather. Define emersed. Tell children some plants can grow with only water and no soil, they are called hydroponic. <u>CLASS Connections:</u> Instructional Learning Format-Effective facilitation, Variety of modalities and materials, Student interest.
Blocks	Building a Planter: In the block area have pictures of wooden planters, have children create planters out of blocks using tape to hold them together; set the container in the science area with potted plants in them. <u>CLASS Connections:</u> Concept Development-Creating.
Outdoor Play	How Do Plants Grow in the Dark: While outside, plant two different cups of beans for each child. Let them fill two cups with soil, place beans in each container and water. Set one where it will get sunshine and the other in a dark closet or cabinet. Keep checking on it and record your findings in next week’s journal on plants. Make predictions about how each plant will grow. <u>CLASS Connections:</u> Concept Development-Analysis and Reasoning, Creating, Integration.

Week 1 Tuesday	
Whole Group Literacy	Rich Words: Rhyme (words that end the same i.e., duck, truck or Mary, contrary). Extraordinary-very unusual, more than normal or what you normally think. Shoot-a tiny plant that is just beginning to grow. Weed-an unwanted plant growing where you don't want it to grow. While reading, ask why does Lola like garden poems? Pg.1. What do you think flowers do for vegetable plants? Guess what three things flowers need to grow? (<i>Sun, Water, Soil</i>). Background knowledge provided by the teacher. CLASS Connections: Language Modeling-Advance Language. Quality of Feedback-Prompting thought processes.
Small Group	Planting Beans in Cups-The purpose of this activity is to support the three thing's plants need to grow. Soil, Sun, and Rain. This will be done through planting bean seeds in soil. Take clear plastic cups (ones you can see through. Have the children plant three different cups with beans. (Two will be used for two other experiments). Remember to water the plants with a spray bottle that will ensure a small amount is used. Sit in a sunny place. Water daily and watch the plant begin to grow. Ask questions, such as: How long will it take to grow our seed? Why do you think that. Do you think we can make a garden of beans out of our plant? If so, where is a good spot at school to plant the garden? CLASS Connections: Instructional Learning Format-Effective facilitation, Variety of modalities and materials, Student interest. Concept Development-Integration.
Dramatic Play	Extending the Play Through Questions: Keep the housekeeping center transformed into Wal-Mart for several weeks as long as the children show interest. Back-and-forth conversations between pretend employees and customer will sound like this: Employees may ask questions such as may I help you or have you been helped. What type of plants are you looking to plant. Customers will answer employees' questions and ask questions such as what kinds of plants grow all year. Scaffold play and relay they are perennials. State those that only grow for one year, are called annuals. CLASS Connections: Quality of Feedback-Scaffolding, Feedback loops, Providing information.
Art	A Crown of Flowers and Grass: The teacher draws two lines on large green construction paper. The children cut along the line. The child cut triangles all along one side. This will create the grass/stems. Next, the child draw a circle and color it like a flower, cut it out and glue it to the crown. Ask the child to tell you about his flower garden crown. Ask, what types of flowers are in your garden? Is your garden similar, like that of Mary, Mary, Quite Contrary's garden. How is it different and how is it the same. CLASS Connections: Productivity-Maximizing learning time. Preparation, Routines.
Blocks	Sorting Blocks: Give each child in the block area a set of 12 blocks of different sizes and shapes. Have each child sperate the blocks into groups of like kind. Once all have sorted their blocks, then sort collectively into each kind. When finished, let each child begin to build a structure. CLASS Connections: Concept Development-Integration.
Outdoor Play	Garden Yoga: Use this website to garner poses for doing yoga with your gardening theme. Do this outdoors if the weather is good. It can be used during the inside time as well. https://www.pinkoatmeal.com/garden-yoga/ CLASS Connections: Instructional Learning Formats-Effective facilitation, Variety of modalities and materials, Student interest.

Week 1 Wednesday

Whole Group Literacy	Clapping Syllables: Clap out the syllables with the new vocabulary words. Extraordinary-5 R, Garden-2, Poem-1, Shoot-1, Weed-1. CLASS Connections: Productivity-Maximizing learning time. Preparation, Routines. Language Modeling-Repetition & extension.
Small Group	Planting Beans in a Plastic Baggie: This activity is to compare the difference in the ones planted in a cup vs. those in a bag. This will be an experiment to see if plants need soil to sustain themselves. Take a paper towel and wet it then place it in the bag, next put in a couple seeds & hang where they will get sunshine. Ask questions such as, “How do we know the beans will sprout?” “Do you think they will sprout, why do you think that?” “What should we do if a weed sprouts?” Remember plants need soil, water, and sunshine. CLASS Connections: Quality of Feedback-Prompting thought processes, providing information, Concept Development-Analysis and Reasoning.
Dramatic Play	Playdough Garden Center: Pretend the garden center is having a workshop. Use leftover silk flowers, bean seeds, and soil to create a planting station. Add some clay pots and playdough. Take some silk greenery and poke it into the playdough in the clay pots to create a beautiful plant. Or, using the potting mix, plant some seeds. As the children play ask, “What things do plants need to grow?” “Where do we buy the ingredients to plant seeds, or potted plants.” “How do you know that is where you get them?” Keep the conversation going. CLASS Connections: Quality of Feedback-Prompting thought processes, providing information, Concept Development-Analysis and Reasoning. Concept Development-Integration.
Art	Flower Sun Catchers: Teacher precuts the center of a paper plate. The children color or decorate the edge with glitter, stickers, or colored sand. Next place some contact paper on one side. Leave at the art table and at recess have the children pick wildflowers. Once back in the classroom, the children stick the flowers to the contact paper. Punch a hole at the top and thread with yarn and hang in the window. Ask, what will happen to the flowers now that you have picked them. After they answer, ask why is that? Or, how do you know that? Comment on how the suncatchers look extraordinary! CLASS Connections: Instructional Learning Formats-Effective facilitation, Variety of modalities and materials. Quality of Feedback-Prompting thought processes.
Blocks	Creating Lego Flowers: Take Legos or Mega blocks and use green or brown for the stem, make a tall stalk. Next, take several different colors and construct a flower head. Scaffold the child verbally or physically. Use self-talk to state what you are doing. I am helping you build your flower. Interact with the children asking open-ended questions. “How do you know the stem is green and why are we using brown for some stems?” “Do our play flowers need water like real ones?” “Why do you think that is?” CLASS Connections: Quality of Feedback-Prompting thought processes, providing information, Instructional Learning Format-variety of modalities and materials. Language Modeling-self & parallel talk.
Outdoor Play	Picking Wildflowers: While children are on the playground, have them look for wild-flowers. Pick the flowers and save them until recess is over then return to the art center with the wildflowers picked. Once inside and at the art center resume art activity. CLASS Connections: Quality of Feedback-Prompting thought processes, providing information, Instructional Learning Format-variety of modalities and materials.

Week 1 Thursday	
Whole Group Literacy	Tell the children Mary, Mary's Quite Contrary is a poem. Point out the words that rhyme. Then ask questions about the poem. "How does her garden grow?" "Can you name the flowers that grow in Mary's garden?" "What kinds of flowers would you grow in your garden." (Here have some pictures to choose from). Brainstorm, make a list of the flowers that the children would grow. CLASS Connections: Concept Development-Analysis and reasoning, Creating, & Integration. CLASS Connections: Concept Development-Analysis & Reasoning.
Small Group	Creating Flowers: Teachers make a flower template with four or more circles with stems and leaves. Put a number in the middle and have the children count the number of pompoms or plastic jewels to go around the flower. Glue them in place to make a beautiful garden of flower all in a row like Mary, Mary, Quite Contrary did. Ask children if they recall what the leaves do for the plant. Expand on their answer by saying yes, the color attracts insects for pollination and birds like the hummingbird. Or, if the child does not know clarify their answer by saying what the petals do for the plant. CLASS Connections: Concept Development-Analysis and reasoning, Creating, & Integration.
Dramatic Play	Harvesting and Selling: Use the sensory table and bury fruits and vegetables. Use a spoon to dig out & harvest. Once harvest, make a fruit and vegetable stand and sell the produce. Make pricing signs for the produce. Teachers interact & play, asking open-ended questions. CLASS Connections: Quality of Feedback-Prompting thought processes, providing information, Instructional Learning Format-variety of modalities and materials.
Art	Finger Painting Marigolds: Use your fingerprint to make orange flowers, with brown centers, green for stems, see photo support above. CLASS Connections: Instructional Learning Formats-Variety of modalities and materials, Student interest, Clarity of learning objectives.
Blocks	Patterns: Create AB or ABC patterns using unit blocks, i.e., triangle, square, triangle, square & so on. Do the same, but this time add another shaped block. CLASS Connections: Concept Development-Analysis & Reasoning.
Outdoor Play	Garden Relay: The teacher set up a relay with two buckets, one with water the other empty. Have three rows if you have a large class. Have a ladle for each bucket of water. The teacher explains how to do the relay, "The children are dividing into groups." Each person at the head of the line takes the ladle & dips it into the water bucket, then they carry it to the empty bucket. The child runs back to the line and hands the ladle to the next child & then goes to the end of the line. CLASS Connections: Instructional Learning Formats-Variety of modalities and materials, Student interest, Clarity of learning objectives.

Week 1 Friday

Whole Group Literacy	Reading Lola Plants a Garden: Review new vocabulary words before book reading. Have a child lead the syllable clapping. Have another child read the book Lola Plants a Garden. <u>CLASS Connections:</u> Regard for Student Perspective-Support for autonomy and leadership.
Small Group	Flower Fine Motor Skills: Have the children cut out a flower on a paper plate; the teacher will put a number 1-15 in the middle of each plate have the children take clothes pins and place the number of pins around the flower that corresponds with the number. Ask the children to tell you how many clothes pins they put around the number on the flower. Ask, how did they know they put the correct number around? Scaffold the child by counting the cloth-spins with the child to self-correct if necessary. Ask, would they like to use tally marks to count their clothespins? <u>CLASS Connections:</u> Quality of Feedback-Prompting thought processes.
Dramatic Play	Make a Garden Yard: Using a large pan place various vegetables on top of the soil. At the art table the children will create signs to stake the garden to label the plants. Once you have the labels, staple them onto craft sticks or straws; then place them in the soil behind the stated plant. Have a small 6 ft. hose to pretend to water the produce. <u>CLASS Connections:</u> Instructional Learning Formats-Variety of modalities and materials.
Art	Rainbow Flowers: Take coffee filters & have preschoolers cut them into flowers. Color them with washable markers, once colored take small spray bottles and spray the coffee filter flower. When they dry staple them to a craft stick. Before starting the activity, ask the children several questions such as why are there different colored flowers, would a multicolored flower attract more insects and birds? <u>CLASS Connections:</u> Concept Development-Analysis and reasoning.
Blocks	Problem Solving, Ordering & Sequencing: Take unifix cubes and make rods of cubes from 1 to 5 & place them in front of the child in random order. Ask the child to put them in order & observe their work, ask them to discuss what she is doing. Scaffold & suggest putting the rods in order from smallest to biggest. Do this repeatedly until the child can successfully order from 1-10. <u>CLASS Connections:</u> Concept Development-Analysis and reasoning
Outdoor Play	Mud Kitchen: Make a mud kitchen outside by taking pots/pans spoons, muffin pans, tea pot/cups, bowls and mud kitchen recipe cards (laminated these). If possible, have flowers to deconstruct and use them to decorate mud pastries. Use open-ended questions to probe children's knowledge about cooking. <u>CLASS Connections:</u> Quality of Feedback-Prompting thought processes.

Week 2 PreK Lesson Plan **Theme:** gardening **Book:** Supplemental: **Parts of a Flower, by Candice Ransom**

Learning Objectives:

- ✓ Students will learn that parents, books, and community are a resource for knowledge about planting a garden
- ✓ Students will learn the parts of a flower
- ✓ Students will learn that vegetable plants have flowers that produce seed.

Transitions:	<i>Sing Mary, Mary's Quite Contrary as children pick up in centers in place of a clean-up song. Let the children practice the rhyme during circle time. The rhyme can be found here https://en.wikipedia.org/wiki/Mary,_Mary,_Quite_Contrary</i>
Parent Involvement:	<i>Create a small flower bed for your child to manage. Discuss the plants need water, soil, and sunshine. Help your child find more information using the internet on your computer or phone.</i>
MarcoPolo:	<i>Pollination</i>

Photo Inspiration:



Week 2 Monday

Whole Group Literacy	Exploring the supplemental book, Parts of a Flower, by Candice Ransom: Before reading the book, ask the children to predict what the book is about. What do you know about flowers? Look at a few pages; then repeat the question. Ask what you have noticed about all the flowers. Next, do a picture walk with the book. Then, ask why do they think flowers have many different parts? Ask, “Is one part more important than another?” Do they think they do the same thing. Tell the children, “Now tomorrow we will learn new words from the book, and then you will hear the story.” <u>Class Connections:</u> Concept Development-Analysis and reasoning.
Small Group	A Math Concept: Do you know what a tally mark is. Can someone show us on the board how to make one? Teacher models a tally mark & emphasize they are made in groups of five. Ask, why would we need to use tally marks? They make counting large number easy. The tally marks are quicker to write than numbers. How do you know how many marks you have written? Would it be easier when counting beans to make tally marks or would writing numbers be easier? Have children practice writing tally marks 1-10. <u>CLASS Connections:</u> Quality of Feedback-Providing information. Regard for Student Perspective-Support for autonomy and leadership.
Dramatic Play	Pulling Weeds: In an area of the playground, create a garden bed by planting sunflowers, beans, and other plants. Watch as the seedling come up, pretend to be a farmer, manage the farm by managing the weeds. Have preschoolers pull the weeds that try to grow in the garden. When playing outside, ensures the farmer check their crops for water needs, and weeds. <u>CLASS Connections:</u> Concept Development-Analysis and reasoning, Creating, & Integration.
Art	Watercolor Wash: Introduce children to the concept of watercolor wash on paper. Take a heavy piece of white or watercolor paper. Using a brush wet the paper all over, then choose two or three colors of watercolor and paint it over the water. Once children have finished painting, have them pick the painting up and tilt it around, allowing the paints to flow and reducing puddling. Look at the painting and ask the child to tell you what they think the picture reminds them of. Talk about what you can do with the painting, remember we are talking about flowers, provide hints of possible uses if the children are drawing a blank. Carry activity over to Tuesday. <u>CLASS Connections:</u> Quality of Feedback-Scaffolding, Feedback loops, Providing Information.
Blocks	Container Gardening: Use the block to make enclosures resembling container beds for planting a garden. Once made place potted plants that have silk flowers in them. Making enclosures is an important block skill. Engage with the student and ask them to give you the instructions on how to build an enclosure with the blocks. <u>CLASS Connections:</u> Regard for Student Perspective-Student Expression, Support for autonomy & leadership.
Outdoor Play	Recycled Planters: Use a pallet from a local store, have the children paint the pallet while outside. Leave it to dry. Talk with the children & ask, “What can we do with this in our planting theme.” Have a piece of paper to write down brainstorming ideas. You may change courses and follow your class’s idea. If not work on this on Wednesday & create planters to attach out of coffee cans. <u>CLASS Connections:</u> Concept Development-Creating, Regard for Student Perspective-Student Expression, Support for autonomy & leadership.

Week 2 Tuesday

Whole Group Literacy	Story Time Reading: Read the supplemental book or BOM to the class. Then engage in dialogue with the students. Use open-ended questions. Such as, “Why are roots important to the plant.” “How can sunshine help plants to grow?” “Does different types of soil make plants grow in different ways, if so, how?” CLASS Connections: Concept Development-Analysis and reasoning
Small Group	Toilet Paper Tube Planters: Make a biodegradable pot for seedlings by cutting 1-ince slots in one end of a toilet paper tube. Fold this end under to make the bottom of the pot. “Ask the children, why do they think we are using toilet paper tubes for planters?” Once you make you pot, add soil and seeds. Watch the seedling grow recording growth in a journal. Once the seedling has spouted & matured, plant the tube and all in the ground or bigger planter. Define biodegradable. CLASS Connection: Language Modeling-Frequent conversations, Advanced language. Quality of Feedback-Providing information.
Dramatic Play	Science at Work: Have the children pretend they are scientist that are creating various types of seeds. Explain, scientist do create seeds that are resistant to bugs, & diseases. Transform housekeeping into a science lab; have spray bottles of colored water to spray seeds with. Pretend, red seeds are bug resistant and blue seeds are disease resistant. Define disease & resistance. CLASS Connection: Language Modeling-Frequent conversations, Advanced language.
Art	Beautiful Flowers: Follow up on the watercolor wash from Monday; after pictures have dried, trace a flower on the wash. Then, have the children on Tuesday cut out the flower. Once the flower is cut out, use glue or a stapler to attach the flower to a craft stick. Talk about the parts of the flower, draw the children’s attention to the supplemental book and discuss with open-ended questions. Have a child present the parts of the flower to the class. CLASS Connections: Regard for Student Perspective-Student Expression, Support for autonomy & leadership.
Blocks	Block Center Building Book: Make your own book that has simple structures for children to build or shop at Teachers Pay Teachers and get a book for a small fee. Encourage children in your class to replicate the structures. Share your thoughts on each structure with children construct a back & forth conversation using open-ended questions. “How will you make this, what kinds of blocks will you need?” “Show me the blocks you will use.” Below is the link to shop Teachers Pay Teachers for a book. https://www.teacherspayteachers.com/browse?search=block%20center%20building%20books CLASS Connections: Language Modeling-Frequent conversation.
Outdoor Play	Recycled Planters Continued: Take coffee cans or other large containers & put soil or potted plants in them. Attach them to the pallet standing on its side. This will make a vertical garden. Talk to the children about the process. Define vertically as you talk. CLASS Connections: Language Modeling-Frequent conversations, Advanced language.

Week 2 Wednesday

Whole Group Literacy	Labeling & Matching: Read the supplemental book or the Book of the Month. Use pictures or real plants to label and match with corresponding words. Once plant parts are labeled and children can identify plant parts, then try having the children state which part you are defining in a game like scenario. For example, “I absorb water from the soil, what part am I.” “I collect sunshine and help the plant grow.” CLASS Connections: Language Modeling-Repetition & extension, Advanced language.
Small Group	Playdough Flowers: Roll a die then roll playdough and create petals to represent numbers on that die. This activity combines math skills with fine motor skills. Ask questions, “What number do you think you will roll next?” “If you roll a six how many petals will you include on your flower?” CLASS Connections: Concept Development-Analysis and reasoning
Dramatic Play	The Florist Shop: Set up a florist shop in the housekeeping area. Set up a pretend flower shop with real or paper flowers, allowing children to role-play, use descriptive language, and practice social skills. Add silk flowers, and containers of air plants or succulents to the area. Have florist tape, foam, & a pricing chart. Have a cash register or a money box. Have play money available. Play with children. Choose who will be the shop owner, the shoppers. Ask open-ended questions and have conversations that promote plant parts and plant care. CLASS Connections: Quality of Feedback-Providing information, Language Modeling-Repetition & extension, Advanced language.
Art	A Model of the Plant- Have preschoolers draw a flower on construction paper, minus the roots. Use paper towel & tear into strips. Tape or staple paper towel to the flower they drew. Next, spray with water and watch the water travel up the paper towel ends into the flower. Ask children, “How do you think this experiment copies what happens with a real live plant and its root system?” Ask, “Why is water important to plants?” “Why is water important to us?” CLASS Connections: Concept Development-Analysis and reasoning
Blocks	Stable Block Structure- Talk to children about what makes a structure stable, “What does stable mean?” “How can you make your structure stable?” “Can you make a bridge, how will you make it stable?” Have the children experiment making their bridge stable? “What makes the bridge in your town stable and keep from falling down?” “Have you ever seen a bridge being built?” CLASS Connections: Concept Development-Connections to the real world.
Outdoor Play	Nature Walk: Take children on a nature walk to observe plants and flowers in their natural environment. Encourage them to describe what they see and collect natural materials for art projects.

Week 2 Thursday

Whole Group Literacy	Reading Parts of Plants- Make a classroom book. Let children illustrate the book you make and include the questions. Ask what do you think the roots do for the plant. Why are they underground? What happened to the wet paper towel? Why did that happen. I wonder did the roots have anything to do with that. How did that happen. We call it absorption when something bring or lifts a liquid up.
Small Group	Changing Flower Colors- Take a carnation and clip the end. Tell the children you need to clip the end, so the stem opens to allow water to go up into the leaves and flowers. Next, put some water in a cup and some food coloring, take a white carnation and place it in the colored water. Ask the children what they think will happen to the water. Do you think the carnation will change color? How do you think that will happen? If we used a different color would the flower be a different color than what it changed today? Why do you think that? This is an experiment. Can you show mommy and daddy how to do this experiment or tell them about it. What will you tell them?
Dramatic Play	Driving to the Florist- Put a large box that has been decorated to look like a car in the housekeeping area. Put rope in a loop on each side, take the bottom out of the box. Now your car is ready, pretend to drive the car as you go around the room in it. Stop at the florist shop and pretend as outlined in Dramatic Play on Wednesday. CLASS Connections: Positive climate-Positive communication & Relationships.
Art	Nature Walk Art- Take the natural materials collected from yesterday's walk. Give children art supplies and allow them to create an artifact. CLASS Connections: Concept Development-Analysis and reasoning, Creating, & Integration.
Blocks	Writing Letters- Take blocks any variety will work and outline a letter or number for me.
Outdoor Play	Take the Learning Out- Working in small groups. Gather children on a blanket & prepare to do an experiment with paper towel & pictures of flowers. Take pictures of flowers and tape paper towel to the stem of the picture. Rip the paper towel into strips, then set the picture in a shallow pan of water. Point out to the children how the water is running up the towel. Ask open-ended question. "How is the water seeping up the towel." "How do you think roots work now that you see the paper towel seeping up?" Inform the children, the paper towel is like the real roots on a plant. The real roots have several sizes of roots, i.e., hairs, secondary root, and primary root. CLASS Connections:

Week 2 Friday

Whole Group Literacy	Vocabulary Words: Present new vocabulary words. Root-part of the plant that absorbs the water and helps the plant stay in the ground. Stem-It holds the plant up and takes water to the leaves and flower. Leaves-they absorb (soak up the sun) to help keep the flower warm and help keep the color on the leaves and stem. Pollen-a powdery substance (a part of) that is produced (made) by a flower's stamen. Next read the book. While reading the book point out the parts of the flower and ask the children "If you were a flower what parts would be your feet, legs, arms be?" Ask, "Why do they think that?" Explain what the leaves do for the plant. Ask, "Are roots important for plants, why are they important?" Continue to ask open-ended questions about the new vocabulary. CLASS Connections: Language Modeling-Advanced Language
Small Group	Creative Writing: Provide materials for children to create their own plant-themed stories or poems. Use prompts for writing, "This is My Fairy Garden," "This is My Super Hero Garden." Encourage descriptive language & incorporate what they've learned in their stories. CLASS Connections: Instructional Learning Format-Variety of modalities and materials.
Dramatic Play	Our Beautiful Playground-Pretend to be nursery workers and prepare containers of flowers to decorate the playground. Put silk flowers into plant containers by sticking them into Styrofoam within the containers. Talk about how plants are grown in plant nurseries. Talk about how plants are used to make buildings attractive. CLASS Connections: Instructional Learning Format-Effective facilitation.
Art	Flower Garden-Make a flower garden out of playdough and pipe cleaners. First, flatten a circle or wide strip of playdough for the soil. Next, brush with Modge Podge glue to keep the playdough from cracking when dried. Once that is done, make flowers out of twisting pipe cleaners and then press them into the playdough to create a garden. Ask "Do you have flowers in your yard?" "What have you learned about flowers this week?" "Have you told some about what you have learned?" CLASS Connections: Concept Development-Connections to the real world.
Blocks	Block Shapes-Tape out different types of flowers on the floor and have children use blocks of any type to outline the taped flowers. An extension, tape different shapes on the floor. Ask, "What are you doing with your blocks?" "Can you tell me what this reminds you of?" "How can I make that?" "What kinds of fun are you having?" "Tell me what are you learning; can you teach me?" CLASS Connections: Language Modeling-Frequent conversations.
Outdoor Play	Extending Our Beautiful Playground-Pretend to be landscapers. Explain to the children that landscapers are people who place plants outdoors by planting them in beds, or containers. Take the plants the children made in the Dramatic Play and landscape the playground. Talk about what the plant needs to grow. Talk about what parts of the plants do, i.e., the leaves absorb sun, the roots gathers moisture out of the ground, the stem carries the water to leaves and flowers. CLASS Connections: Language Modeling-Frequent Conversations.

Florida Standards Alignments

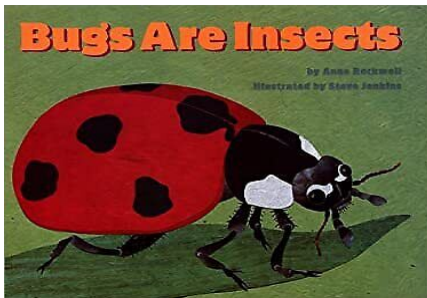
Vocabulary Words	<i>IV. Language & Literacy 2.C.Benchmark a</i>
Planting Beans in Plastic Baggy	<i>IV. Scientific Inquiry Engineering and Technology A. Scientific inquiry through exploration and discovery. 3. Uses understanding of casual relationships to act on social and physical environments. Benchmark C. Begins to form conclusions and constructs explanations.</i>
Clothespin Counting	<i>IV. Scientific Inquiry Engineering and Technology A. Scientific inquiry through exploration and discovery. 3. Uses understanding of casual relationships to act on social and physical environments. Benchmark C. Begins to form conclusions and constructs explanations.</i>
Flower Suncatcher	<i>VIII. Creative Expression Through the Arts A. Sensory art experience 1. Combines with intention a variety of open-ended process-oriented and diverse art materials.</i>
The Flower Shop	<i>III. Social Emotional Development D. Sense of identity and belonging 1. Develops sense of identity and belonging through play Benchmark a. Engages in associative play and begins to play cooperatively with friends.</i>
Parts of the Flower Song & Finger Play	<i>VIII. Creative Expression Through the Arts B. Music 1. Participates in a variety of individual and group musical activities.</i>

Learning Objectives:

- ✓ Students will learn the basic facts about what makes an insect so they can identify them.
- ✓ Students will learn about different insects, their names, and facts about them.
- ✓ Students will learn new vocabulary words and how to use them in the classroom.

Transitions:	<i>Before dismissing them to centers have each child say one trait about an insect.</i>
Parent Involvement:	<i>Go on a bug hunt with your child where you live or at a nearby park. Talk about how bugs are the same and different.</i>
MarcoPolo:	<i>Watch Insect Bodies Video: https://wtp.marcopololearning.com/vanilla/en-US/lessons/share/25356c20-3293-4806-ae6b-8883f3107c6c</i>

Photo Inspiration:



Bugs are Insects by Anne Rockwell



Insect Sensory Bin



Blocks Bug Building



Build a Bug with Shapes



Scarf Play



Insect Water Play



Painting Insects with Pom Poms



Sidewalk Chalk Insects

Week 1 Monday

Whole Group Literacy	Ask: "Does anyone know what an insect is?" Define: An animal with special characteristics. Show the book & read the title: "Bugs are Insects" by Anne Rockwell. Ask: "What insect is on the cover?" Say: "A ladybug is a type of insect. We are going to learn about insects & all kinds of cool facts about many of them." Picture walk: Point out some of the insects shown & share fun facts. Ants: some can pick up objects that are 50x their own body weight. Crickets: Only male crickets can sing, but all have tiny ears on their front legs. Bees: Honeybees tell each other where to find the best pollen & nectar by doing the waggle dance. Dragonflies: are superfast expert hunters & can fly backwards. Grasshoppers: If grasshoppers were human sized, they could cross the length of an entire football field in one giant leap. Class Connections: Make real world connections with questions like, "Have you ever seen real insects before?" Ask them to describe what it looked like & where they found it. Ask "Did it look like any of the insects in this book?" Explain the goals & materials in learning centers. Do the outdoor activity first today before the learning centers.
Small Group	Move Like an Insect. Make a set of cards with pictures of insects & their movement. Examples: Butterfly: flutter; Spider: scurry; Bee: buzz, Cricket: jump, Firefly: blink, Caterpillar: crawl. Or for free cards visit this link: https://jasmineblooms.home.blog/2019/06/22/insect-bugs-action-cards/ Class Connections: Regard for student perspective: have students pick a card & lead everyone in that motion.
Dramatic Play	Insect Exploring Sensory Bin: Place natural items children collected outside into a bin along with toy bugs. Use pinto beans to emulate dirt. (Do not put in a spider until Wednesday). You can also add bug catching containers, large plastic tweezers, bug net, scoops, & a magnifying glass. Class Connections: Language Modeling: label each bug & talk about a bug's environment as children explore the items. Ask: "Where do bugs live?" Explain that bugs live in & on the ground, in the air, under logs & rocks, inside & outside of plants, flowers, trees, & even on other animals! Ask "Have you ever seen bugs inside?" "How do you think they got there?" "Why do you think bugs live outside?" Literacy: place letter tiles "B" for bug and "I" for insect into the bin. Emphasize the words & sounds while the children are playing. Ask "Why do you think we have the letters "B" & "I" in our bin today?"
Art	Build a Bug: Use colored construction paper to cut out bug shapes. Use a hole punch for eyes, spots, & antennae tops. Use circles in a few sizes & semi-circles for bug bodies & heads. Cut skinny strips for legs, antennae, stripes, & mouths. Provide a glue stick & paper for backgrounds. Allow children to choose & glue pieces onto the paper. Class Connections: Ask open-ended questions: "What bugs are making?" "What pieces are you going to need to make that bug?" "Do you have a favorite bug?" "What did you think about some of the cool facts you told them during whole group/story time?" Provide today's book, along with pictures of real bugs on a table for children to explore.
Blocks	Introduce block area as an environment for insects to live. Provide containers of fake items (leaves, grass, flowers, rocks, & a variety of toy plastic insects- don't put spiders in until Wednesday). Display a variety of bug books in the block area. Class Connections: Ask "Where are your insects going to live?" "What kind of home are you going to build them?" "How are you going to build your insect home?" "Where have you seen insects outside?" Encourage them to explore the books. Ask "Where are the bugs living in these books?"
Outdoor Play	Bug Hunt: Hide toy bugs outside and allow the children to find them. Place those bugs into the sensory bin for an activity on Tuesday. Look for real bugs & write down their names so you can research & give facts about them. Leave the bugs alone to live in their natural habitat. While outside, have the children collect natural items (grass, sticks, rocks, & leaves). These items will also go into the sensory bin activity for the week. Class Connections: For added exploration and to use a variety of materials provide magnifying glasses for students to use to help them look for bugs & examine them.

Week 1 Tuesday

Whole Group Literacy	Read only pages 4-13 today. Before reading the book pre-teach the three vocabulary words below by providing child friendly definitions. Write the vocabulary words on cards which you will display in a visible place for the next 2 weeks. As new vocabulary words are added, make cards for them and add them to the rest. To make it easier for the kids to learn the words put a picture example on the card as well. External skeleton: Having a skeleton on the outside of the body. Head, Thorax, Abdomen: The three parts of an insect starting from the top to the bottom. Antennae: The two feelers on the insects' head that tell a bug which way to go. Encourage children to repeat the target words when they hear them during the story. Tell them you are going to learn today what makes an insect. Class Connections: While reading stop to have the children count the legs with you and identify the three body parts of an insect. The head, thorax, and abdomen. Twice the book will ask the question "Is a ladybug an insect?" Let the children respond and if they have trouble remind them again about what makes an insect so they can figure it out. Sing the song Head, Thorax, Abdomen (Tune of Head and Shoulders, Knees, and Toes.) As you sing put your hands on your head when you sing head, your shoulders when you sing thorax and your stomach when you sing abdomen. Start singing the song slowly then get faster and faster the more times you sing it. Head and Thorax, Abdomen, Abdomen, Abdomen. Head and Thorax, Abdomen parts of an insect.
Small Group	Which one is Heavier? In your small group have a kitchen scale and a variety of toy insects of different sizes. You will have the children take turns weighing the different insects. Class Connections: Encourage analysis and reasoning by having the students first predict which insects they think will weigh more. Write down their predictions. After your experiment, review their predictions to see if they were correct.
Dramatic Play	Insect Sensory Bin: Repeat Tuesday's activity. Today, children examine insects more closely using magnifying glasses. Have them count the insects' legs and identify the three body parts, (head, thorax, abdomen) antenna, and wings. Class Connections: Ask "How can we know if a creature is an insect?" Review the vocabulary word external skeleton. Having a skeleton on the outside of the body. Ask them if they can find external skeletons on the insects? Ask "How does an external skeleton help an insect?" "How does our skeleton and bones help us?"
Art	Build a Bug: Repeat yesterday's activity to make sure everyone gets a chance to participate. As they are assembling their insects, review the different shapes that they are using to build their insects. Expand activity by having them write the name of their insect on their paper. Class Connections: Ask "What shapes do we have here?" "Can you name them?" "What shape would make good wings?" "What shapes would be good for the body?" Encourage them to look at the real pictures of insects and label different shapes they see on them.
Blocks	Repeat the same block activity again to make sure all the children can participate in the activity. Differentiate the activity intention by having students pick a specific book and a specific insect house to create. Class Connections: Ask open ended and follow up questions to encourage conversation while children are creating and building insect homes. Ask them to explain what they are making and why they are making it that way.
Outdoor Play	Insect Water Play: Fill a pool or plastic bin with water. Add some toy insects to go with the theme that they can hold bathe and splash in the water. Add scoops, cups and other utensils to enhance the play. Class Connections: Extend learning by showing them how to pretend to have the insects drink water and explain they need to drink water too. Share in their excitement of playing. Smile, laugh and splash along with them. Have them point out the different body parts of the insects as they play. Ask "What is your favorite insect?"

Week 1 Wednesday

Whole Group Literacy	Review newly taught vocabulary cards. Highlight today's vocabulary words. Arachnid: An insect with 8 legs, 2 body parts and no antennae. Beetle: An insect with a pair of hard wings you can't see through that hides a second pair of clear wings. Bug: An insect with a mouth like a beak and a head that forms a triangle. Entomologist: A person who studies insects. Encourage children to repeat the target words when they hear them during the story. Read pages 16-21 today. Class Connections: Make a connection to the real world by asking if any of them have ever seen a spider? Where did they see it? Have you ever seen a spider web? See what they already know by asking "Does anyone know how a spider makes a web? Why do spiders make webs? Tell them spiders make silk from their abdomen. They throw out the silk into the wind and the wind carries it to a nearby object to grab. Their webs are used to catch food like a trap. Ask "What do you think they eat?" Spiders mostly eat other bugs. Some rare large spiders have been known to eat lizards, frogs, snakes, and birds. When you get to page 20-21 talking about the ladybug ask if they have ever seen a ladybug? "Do you think a ladybug can fly?" "Why do you think so?"
Small Group	Insects Chart: Do this activity with half of the children today in two groups. The rest of the time visit the other centers actively facilitating questions being involved with their play. Introduce the vocabulary word Entomologist . "A person who studies insects." Tell them they are going to be Entomologists today during this activity. Class Connections: Brainstorming! For this activity you will brainstorm with the children asking them three questions. 1. What can insects do? 2. What do insects have? 3. What insects are? (name characteristics about them). Record their responses on a large piece of chart paper. Put the word Insects at the top in the middle in big letters. Then make a column that says Can, Have and Are. Examples for each column could be as follows: Can: fly, crawl, eat and bite. Have: three body parts (head, thorax, and abdomen), six legs, antennae, wings, and eyes. Are: little, soft, and hard. Have some assorted insect toys/pictures on the table to use as visuals and for kids to hold and look at during the activity. Post these charts on the wall near your group time for review later in the week.
Dramatic Play	Insect Sensory Bin: Today add dress up props to your sensory bin area. Ideas: Lab coats, white shirts, lab aprons. Don't forget entomologists also work out in the field so include items such as vests, camp shirts, sun hats, visors and sunglasses. Keep these items with this activity throughout the rest of the week. Add spiders and lady bugs today. Class Connections: Review your conversations from story time about spiders and lady bugs to further all day learning. Let the children pretend to eat other bugs using the toy spiders.
Art	Bug/Insect Painting using Pom Poms: Have a variety of colors of paint set out. The brushes are pom poms with a clothespin attached to them. They dip the pom poms into paint then make circles on their paper to create insects. Put aside to dry to complete tomorrow by adding eyes, antennae, wings, and legs. Class Connections: To encourage analysis thinking ask questions such as "How are you going to make your insects?" "What shapes do insects come in. Once your dots dry what will you need to add to complete your insect?"
Blocks	Today add some spiders to your containers and some cotton balls or pillow batting. The pillow batting can be stretched to make a pretend spider web. If you have other arachnids like scorpions and daddy longlegs add them to and review the vocabulary word "arachnid." Class Connections: Use effective questioning to encourage thinking and communication. "How many legs do arachnids have?" "How many body parts?" Ask "How could we make a spider web?" "Where can we find spider webs?" "What kind of insects is your spider going to eat?"
Outdoor Play	Sidewalk Chalk: Give the children a variety of colors of chalk and encourage them to draw insects with them. Class Connections: Discuss the parts of an insect and what they will need to draw. Ask "If an insect has three body parts how could you draw them?" Provide hints.

Week 1 Thursday

Whole Group Literacy	Pick a child to come up and lead the review of the targeted vocabulary words. Ask the children to give an example of an arachnoid and beetle. Introduce the new vocabulary word Nectar : A sugary fluid given off by plants that serve as food for many insects. Read pages 22-23. After reading page 22 ask the children “What do insects eat?” Write down their responses on chart paper. This is a simple list of what bugs eat: plants, fruits, veggies, sugary sap from flowers and other bugs. Point out the picture on page 23 of the butterfly drinking the nectar juice out of the flower. Class Connections: Make a connection to the real world by asking “Have you ever seen a butterfly drinking from a flower?” Ask “Have you ever been bitten by a mosquito?” “What did it feel like?” Tell them only female mosquitos drink blood. Male mosquito’s mouths are not strong enough to pierce the skin. Mosquitos drink blood and nectar from flowers and fruit juices. Explain today’s activities.
Small Group	Insects Chart: Repeat yesterday’s activity with the other half of the students. Have the students compare the answers from yesterday, and then name some specific insects that fit the characteristics such as large insects like centipedes or moths, and small insects like ants and ladybugs.
Dramatic Play	Insect Sensory Bin: Add fruits, veggies and flowers to the sensory bin. Discuss the different types of food insects eat. Review your vocabulary word nectar reminding them that it is a sweet liquid juice inside of flowers that butterflies love to eat. Explain that butterfly’s mouths are not like ours, but they are like a straw which they put inside of the flowers to suck out the nectar. Have them pretend to suck the nectar with their own mouths or give them a straw to use to mimic a butterfly’s mouth. Class Connections: Encourage thinking by asking “What fruits do you think would be easier for a mosquito to eat/drink from?”
Art	Bug/Insect Painting Using Pom Poms Continued: Finish this activity from yesterday by having the students draw the legs, antennas, and wings on their insects with a black marker. Provide googly eyes for them to glue on for the eyes. Class Connections: Before they start have a conversation about what they need to draw reviewing past discussions you have had. “How many legs are you going to have to draw on your insect?” “How many antennas, and eyes?” Extend the conversation by asking “What kind of food is your insect going to eat?”
Blocks	Encourage the children to build their own picnic area. Add items to make a picnic like a tablecloth, cooler, plates, cups, silverware, and a picnic basket filled with fake food that you would take on a picnic. Ask “Do you know what a picnic is?” “Have you ever been on a picnic?” Explain that a picnic is when you eat outside on the ground or on a picnic table. Tell them sometimes insects come to picnics. Have them pretend the toy insects are joining them. Class Connections: Increase analysis and reasoning by asking “Why do you think insects would come to a picnic?” “How could we build a picnic table with our blocks?” “How are you going to set up your picnic?” “What kind of insects do you think will come to your picnic?” “What foods do you think insects would like best at a picnic?”
Outdoor Play	Queen Bee Game: Children sit in a circle on the ground. The Queen Bee walks around the circle tapping children on the head and saying, “Buzz, buzz, buzz”, with each tap. Each child tapped gets out of the circle and follows the Queen around. When the Queen calls, “Go make honey” those tapped, and the Queen bee run off to an empty spot. The last one to the spot is the new Queen Bee. Class Connections: Make connections to the real world by asking “Does anyone know who a queen is and what they do?” Talk about how they rule and are leaders. Explain that the leader of a beehive is called the Queen and tie this into your activity.

Week 1 Friday

Whole Group Literacy	Pick a child to come up and lead the review of the targeted vocabulary words. Read pages 24 and 25. Before reading ask “What do insects do with their legs?” Record their responses on a piece of chart paper. Read pg. 24-25 and add any other things insects do with their legs to your list if they were not mentioned. Class Connections: Encourage analysis and reasoning by asking “How are the legs different on these insects on these pages?” “How are they the same? Explain today’s activities.
Small Group	Insect or Not: On a large piece of white paper draw a line down the middle. On one side on the top write Insect. On the other side on the top left write Not Insects. Have a variety of toy animals and take turns having the children place an object in the correct column. Class Connections: This is a good activity to use analysis and reasoning to decide which objects are insects or not. Challenge their thinking by asking “Why isn’t an elephant an insect?” “Why did you put the ladybug on the insect side.”
Dramatic Play	Insect Sensory Bin: Add a sorting activity to today’s sensory bin. Provide different bowls or containers for the children to sort the bugs by color, size or type. Class Connections: This activity develops concept development through classification and comparison. Let them choose how they want to sort the insects. Ask questions like “How are these alike and how are they different?”
Art	Playdough Insect Fun: Bring out a variety of colors of playdough for children to choose from. Encourage them to create their own insects using playdough. Put this week’s book at the table for them to refer to. Class Connections: This activity inspires creativity. Follow their lead, letting them create their insects how they want. If you see any students struggling gently offer your help or provide them with ideas like making three circles for their bodies or rolling playdough in thin strips for their legs.
Blocks	Keep all the same items in the block area as yesterday. Add the intention of using blocks to build inclines. Class Connections: Use effective questions and focus on back-and-forth discussions. Ask: “Why do you think insects can climb so high and upside down without falling down?” “What’s so special about their legs?” “Are some insects faster than others?” Have them look at the toy insects and let them come up with reasons why they think some would move faster or slower than others.
Outdoor Play	Bubbles: Play with bubbles outside. Encourage the children to pretend to be different insects like grasshoppers and crickets jumping in the air with their legs to catch the bubbles. Class Connections: Provide specific encouragement to students’ efforts to increase involvement and persistence. “Wow you are really trying hard using your leg muscles to jump as high as you can.” Encourage peer connections by having them join hands or arms and try to jump and catch bubbles together.

Learning Objectives:

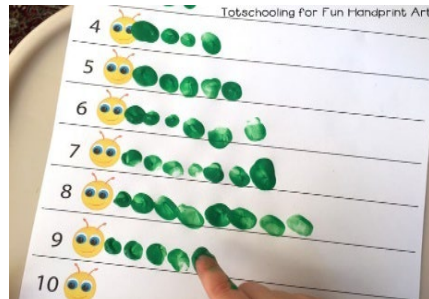
- ✓ Students will build on last week's knowledge of insects while reviewing the basic facts about what makes an insect.
- ✓ Students will learn the life cycle of the butterfly and be able to explain it.
- ✓ Students will obtain a better knowledge of an insect's environment.

Transitions:	<i>Have the students hop like grasshoppers or crickets on their way to snack time.</i>
Parent Involvement:	<i>Make a snack that looks like a bug such as Ants on a Log! Put a type of spread like peanut butter or cream cheese on a piece of celery followed by raisins which resemble the ants.</i>
MarcoPolo:	<i>Insect Life Cycles Video: https://wtp.marcopololearning.com/vanilla/en-US/lessons/share/b08d5897-8f86-4457-8da4-b219880e165d</i>

Photo Inspiration:



Life Cycle of Butterfly w/Noodles



Caterpillar Finger Counting



Coffee Filter Butterfly Craft



Playdough Insect Fossils



Insect Yoga



Block Bowling

Week 2 Monday

Whole Group Literacy	Class Connections: To encourage conversation, ask, “Did any of you see any insects over the weekend?” “Tell me about them?” “Where did you find them?” Make clear learning objectives by reviewing what makes an insect from last week’s discussions. Review the charts you made in small groups last week asking students again what insects are, what they have and what they can do?” Review last week’s vocabulary words. Introduce new vocabulary word Fossil: An imprint-like bones from an animal, object, or human inside of rock. Tell them they will be making their own insect fossils today. Continue to read the book “Bugs are Insects” by Anne Rockwell. Start on page 27 where it talks about insect homes and their ability to be builders. Ask “Do you know of any insects that make their own homes?” Read pg. 27 and point to the three different homes on the page. Ask “Have you ever seen any of these homes?” “How do some insects help each other where they live?” Tell them ants work together to carry big items like bread, fruits, and meat. Bees work together to build a beehive. Next do dramatic play activity below. Explain Centers.
Small Group	Insect Mystery Game: Play an insect mystery game. Put a toy insect inside of a bag. Ask the students to try to guess the name of the insect based on clues. For example: “This insect flies around.” “It makes a buzzing sound.” Let the children take turns giving clues as well. Class Connections: This activity helps to develop analysis and reasoning as they must think of what the item is without seeing it as well as language skills to describe it to others.
Dramatic Play	Sing the Ants Go Marching song: The ants go marching one by one, hurrah, hurrah. The ants go marching one by one, hurrah, hurrah. The ants go marching one by one, the little one stops to suck his thumb. And they all go marching down, To the ground, to get out, of the rain. BOOM! BOOM! BOOM! ...two...tie her shoe.....three...climb a tree.....four...shut the door.....five...take a dive.....six...pick up sticks.... seven.... pray to heaven.....eight...check the gate.....nine...check the time.....ten...say “The End!” Music video link: https://youtu.be/Pjw2A3QU8Qg Class Connections: Actively engage with the students leading them in the motions for each number marching around the room. You could assign children before you sing one of the motions for them to lead and come up with.
Art	Playdough Insect Fossils: Ingredients for dough: 3½ cups flour, 3 Tbsp. cream of tarter, ½ cup salt, 3 tbsp. vegetable oil, a few drops of brown food coloring and 2 cups hot water. Once mixed knead in 1 more tsp. of vegetable oil. Have the children take turns putting in the ingredients and give them each a turn to mix the dough). Have them press down a ball of dough into a flat circle. Press different toy insects into the dough to make an imprint like a fossil. Put aside and let dry for several days. The dough will harden like a real fossil. Talk about what is a fossil. Fossils are the preserved remains of an animal, such as the animal's bones, or impressions of the animal's activities, such as footprints that left an imprint on soft materials which later turned into rock. Class Connections: Have the students identify the insect body parts and count the insect’s legs on their imprints. Ask “What other fossils do people find?” Connect dinosaur fossils to this discussion as many kids know about them.
Blocks	Encourage the children to create homes for ants (ant hills) Make toy ants to add to your block area today. Make them by wrapping black pipe cleaners around a black plastic spoon turned upside down. Glue two googly eyes on the flat mouth part. Class Connections: Ask how and why questions that cause children to use analysis and reasoning skills. Ask “How can you build an ant house?” “How could you build a tunnel like ants build?” “Why do you think ants build tunnels in the ground?” Make real world connections by asking “Have you seen ant hill?”
Outdoor Play	Sand Play: If you have a sand box outside add toy insects to it and encourage students to build homes in the sand for their insects. For example, ant hills. Fill a bin or bins with sand if you do not have a sand box. Include sand digging toys. Class Connections: Use active facilitation by being involved. Make a game of hide and seek. Hide the insects in the sand for them to find.

Week 2 Tuesday

Whole Group Literacy	Read pg. 28-31: On page 28 there are pictures of a variety of creatures. Have a student come up one at a time and tell you if the creature you are pointing to is an insect. On page 30 and 30 count together the legs of each insect on the page. Play the game "Are you an insect." You did this activity last Wednesday in small group. Today put a variety of animals and insects in a bag that is not see through. One at a time have a student reach into the bag and pull out an animal. Have them tell you if it is an insect or not. Have two containers, one labeled insect and the other labeled not an insect for them to put their animal in. Class Connections: Encourage their analysis and reasoning skills by asking "How do you know that is an insect?" "How do you know that is not an insect?" Next do dramatic play activity below. Explain today's centers.
Small Group	Sensory Bin Matching Game. Using the nature sensory bin, you created last week add two of several different kinds of toy insects. Have the children find the matching insects as they play and explore. Add a magnifying glass for extra exploration. You can also make it a sorting activity by having them sort the insects by size, color or ones with wings. Class Connections: Activities like matching and sorting promote analysis and reasoning skills. Ask questions to challenge their thinking such as "How do you know those match?" "Why did you sort those together?"
Dramatic Play	Insect Freeze Game: Spread out on the floor the insect picture cards you used earlier in the week. Play a bug themed song such as "Bugs and Roll" by Pink Fong: https://youtu.be/oybEMWW23uU?si=-Mh_0LfAH4HZFGli . Start the music and have the children dance around the room. Stop the music and have the children quickly find an insect picture to stand on. Go around and have them name the insect they are standing on. Class Connections: This is an example of facilitation of learning and development as you are providing a variety of activities that provide hands-on opportunities for learning. Provide and embed information by stating a fact about each insect as they say them or encourage them to say one.
Art	Insect Painting: Have children paint their favorite insects. Set up paint, brushes, and paper in your easel area if you have one or set them up on a table. Class Connections: While painting ask, "Why is this insect your favorite?" "What do you like about this insect?" "How are you going to paint it?" "Have you seen this insect for real outside in its environment?"
Blocks	Create homes for insects and animals to live together. Today add some regular animals to the block area along with the insects. While playing continue the theme of having them determine if an animal is an insect or not. Class Connections: Use effective questioning by asking "Do animals and insects live together?" Have you ever seen an insect on an animal?" Ask "Did you know that some animals eat insects for food?" "Do you know of any animals that eat insects?" If possible, add some animals today that eat bugs like bats, birds, frogs, lizards, and spiders. Ask "How does a frog catch an insect to eat?" "How about a lizard?"
Outdoor Play	We're going on a bug hunt! Sung to: "We're going on a bear hunt." While outside sit the children down on the grass in a circle. (Act out all the motions in the verses) (chorus) We're going on a bug hunt! (Teacher says the line first then children repeat it) We're going to catch some big ones. (repeat) What a sunny day! Are you ready? (repeat) OK! (repeat) Oh my! A bee! A black & yellow bee, Flying over the flowers. BUZZ! (Repeat chorus) Oh, my! An ant! A tiny, black ant, Crawling through the grass. Shh! (Repeat chorus) Oh, my! A grasshopper! A big, green grasshopper, Hopping around the tree. Boing, boing! (Repeat chorus) Oh, my! A butterfly! A pretty orange butterfly, Floating in the sky. Whoosh, Whoosh! (Repeat chorus) Oh my! A spider! A big black spider, Creeping on the tree. Creep, creep. Class Connections: To emphasize your talk about insects' legs have them get on their backs and have them raise their arms and legs in the air pretending to use their spider legs.

Week 2 Wednesday

Whole Group Literacy	Pick a student to lead the review of the vocabulary words. Introduce new vocabulary word chrysalis: The silk bag that a caterpillar makes around himself before turning into a butterfly. Clearly state your learning objective. "We are going to learn about the life cycle of a butterfly." Show the butterfly on page 5 of the book. If you want to read a supplemental book about this there are many choices. "From Butterfly to Caterpillar" by Deborah Heiligman. "Waiting for Wings" by Lois Ehler & "Caterpillar to Butterfly" by Lois F. Marsh. If not, explain it to them by printing out a simple diagram or poster from the internet. Link: https://www.teachstarter.com/us/teaching-resource/butterfly-life-cycle-poster-us/. Class Connections: Before reading or explaining your poster ask, "What do you know already about the life cycle of a butterfly?" "Have any of you ever seen a real chrysalis or watched a caterpillar come out of one?" Next, do the dramatic play activity below. Explain Centers.
Small Group	Life Cycle of the Butterfly Activity with Noodles! (Do with half of the class today) Divide a paper plate into four equal sections using a black marker. Have students cut out a leaf shape from green construction paper & glue it onto one of the sections of the paper plate. This represents the first stage of the butterfly life cycle: the egg. Glue on white rice or white beans to create the appearance of small eggs. Cut a branch shape from the brown construction paper (or use a real stick) as well as a small green leaf, & glue it onto the next section of the paper plate. This represents the second stage of the butterfly life cycle: the caterpillar. Glue a rotini noodle onto the branch to represent the caterpillar's body. Cut another branch shape (or use a real stick) & glue it onto the third section of the paper plate. This represents the third stage of the butterfly life cycle: the chrysalis. Glue a shell-shaped pasta onto the branch to represent the chrysalis. Glue a bow tie pasta onto the last section of the paper plate to represent the fourth stage: the butterfly. Using a marker label each section with the corresponding stage of the butterfly life cycle (egg, caterpillar, chrysalis, butterfly). Encourage children to write these words themselves. Write them on paper for them to copy. Draw arrows between each section to show the progression of the butterfly life cycle. Let dry. Class Connections: Use effective questioning by asking questions like "What helps a butterfly to fly?" "Where does a butterfly lay its eggs?" "What hatches from butterfly eggs?" "The caterpillar grows by eating what?" "What does the caterpillar spin into?" "What is another word for chrysalis?" "What does a butterfly eat?"
Dramatic Play	Have the children pretend to be butterflies flapping their wings around the classroom. Add music by playing "Flitter Flutter" by Laurie Berkner: https://youtu.be/ptmoElly3BM Class Connections: For added variety bring out the scarves for them to wave like wings
Art	Playdough Life Cycle of a Butterfly: At the playdough table encourage the children to create their own life cycle of a butterfly out of playdough. Create leaves, eggs, caterpillars, a chrysalis, and butterfly. Ask questions such as "What is the correct order of the life cycle?" Can you put them in the right order?" "How can you make a caterpillar, butterfly, leaf, and chrysalis? Class Connections: Ask why they made something the way they did to encourage expression. (Regard for student expression) and analysis and reasoning skills. (Concept development)
Blocks	Create a Butterfly House: Talk about where caterpillars and butterflies live. Class Connections: Encourage planning, producing & brainstorming. Ask the children "How can you create an environment for them?" "What would need to be in that environment?" Make sure you have some toy butterflies & caterpillars in the block area. Provide extra fake flowers today for making block/flower houses for their butterflies.
Outdoor Play	Play Simon Says Insect style: One person calls out the commands the rest are in a straight line around 30 feet in front them. Call out commands such as "Simon says "Hop like a grasshopper." Simon says, "Crawl like a spider." The children do what the caller commands. If the caller gives a command without saying Simon Says and the children, do it anyway, they are out, & the game continues until one person is left. Class Connection: This game is great for developing listening skills. Show regard by letting students take turns being the caller.

Week 2 Thursday

Whole Group Literacy	Review vocabulary words by playing a matching game. Make an extra set of the vocabulary cards. Hand out the cards and have children match them to the cards up front. Have them verbally say the word out loud as they match the card. Class Connections: Use scaffolding and hints if necessary to help students match their cards. Review the life cycle of the butterfly. Show regard for student's perspective by inviting some of the children who made the life cycle plates yesterday to come up and explain the life cycle using their plate to the group. Make sure to mention that if they did not make one yesterday, they will be able to make one today. Explain today's activities. Next do dramatic play listed below.
Small Group	Repeat yesterday's activity with the rest of the class. Expand the activity by promoting conversations and connections to the real world by asking students to share any experiences they have had with real caterpillars and butterflies while doing the activity.
Dramatic Play	Act out the Life Cycle of the Butterfly: Assign the children the following roles. 1 Butterfly, 2 children to play the role of eggs, caterpillars, & chrysalis. 2 kids to wrap the toilet paper around them to make their chrysalis. Read the following script & have the children act out what you are saying. Props needed: Something green for them to lay on & two rolls of toilet paper. Once upon a time a beautiful butterfly fluttered around in the air (child flutters around the room). One day he flew to a leaf & laid some eggs. (Two children are the eggs and they curl up into balls on the leaf). (The butterfly flies away). The eggs hatched & out climbed two hungry caterpillars. (The eggs turn into caterpillars and start crawling around on the leaf eating it). For about 18 days the caterpillars ate and ate green leaves. They then spun silk from their bodies until they were totally wrapped forming a chrysalis. (Have two kids wrap those two kids with toilet paper until they are wrapped tight spinning them slowly as they wrap). The caterpillar stayed inside of the chrysalis for two long weeks gradually forming into a butterfly. Then suddenly one day the caterpillar started eating his way out of the chrysalis & kept wiggling until he was free. (Have the kids that are wrapped up wiggle and jump & rip away at the toilet paper until they are free). The butterflies flew away looking for some juicy flower nectar to eat. (Kids flutter around like butterflies). The End. Class Connections: Encourage positive climate by bringing all the actors up front. Have them take a bow & have everyone clap for them.
Art	Coffee Filter Butterflies: Give students four coffee filters. Make two piles with one filter laying directly under the other one. Let students decorate only the top filters with washable markers. Place the coffee filter circles on a baking tray and flatten them down. Take care not to move the undecorated bottom layers. Drop water all over the surface using a pipette or spray bottle. The colors will start running and mixing. The bottom layer will soak up the colors from the top layer. You will have two matching pairs of coffee filters. Separate the filters and let dry. You will finish the project tomorrow. Class Connections: Ask "Do you know of any colors you can mix to make a new color?" See if they can predict what new colors they will make? Have a few pictures of real butterflies on the table. Tell them to examine the pictures. Ask "What do you notice about their wings?" "Do the butterflies have the same pattern on both wings?" "Is the pattern the same on both sides of its wings?" "What happened to the bottom coffee filter when we put the water on the design?" "Why do you think that happened?"
Blocks	Today add Legos to your block area. Encourage them to make butterflies and caterpillars out of the Legos using a color pattern. "How could you build a caterpillar or butterflies with Legos?" "How could you make a pattern with the Legos to create a caterpillar?" Class Connections: Provide scaffolding and hints to help children get started creating a pattern if needed. Ask the kids to describe their patterns.
Outdoor Play	Hide and Seek with Insects: Play hide and seek with toy insects. Class Connections: Allow the children to take the lead in the game by taking turns hiding the insects for others to find.

Week 2 Friday

Whole Group Literacy	Pick student to lead the review of vocabulary words. Encourage them to give a thumbs up when they hear the words during the reading of the story. Read the book all the way through this time. Class Connections: Use language modeling to highlight vocabulary words as you read them. Say them out loud together. After reading ask questions like “What was your favorite part of this book?” “What did you learn about insects these past two weeks?” Explain today’s activities.
Small Group	Fingerprint Caterpillar Counting Activity: Number a piece of paper 1-10 vertical on the right side of a piece of paper. Put a line across the paper under each number to make it easier for the kids to keep their caterpillars in a line. First have them make the caterpillars head by pressing a dot using the tip of their pointer finger in the yellow paint. Now using green paint have them make the correct number of dots that correspond with the number on the right next to the head they made. Class Connections: To help develop number recognition have the students count and say out loud each number while making each fingerprint. Use scaffolding/hints when you see any of them struggling.
Dramatic Play	Insect Inspired Yoga: Incorporate poses that mimic insect movements like “spider pose” or “caterpillar pose.” Class Connections: Use verbal recognition to encourage student persistence. “Wow look at you holding that pose so long using your legs.” “That was so creative how you came up with how to pose like a caterpillar.” Visit this link for poses: https://www.pinkoatmeal.com/insects-bugs-creepy-crawlers-themed-yoga/
Art	Coffee Filter Butterfly Continued: Once dry fold the coffee filters like you would do a fan. Class Connections: Some children might have difficulty folding so using teacher sensitivity demonstrate for them first and help if needed. Lay them out with two for the top wings and two for the bottom wings. Ask “How do you think we are going to tie these together with this pipe cleaner?” Bring them together by overlapping the inside folders. Tie them altogether in the middle with a pipe cleaner. Before the last step ask, “What do you think we need to do to make the wings look fuller?” To finish, fan out the wings and bend the pipe cleaner to look like an antenna. Let them take a few moments and play with their butterflies pretending to fly.
Blocks	Block Bowling: Help the students stack towers of blocks depending on their skill level then have them try to knock them down by rolling a ball. For extra fun have them place some of the toy insects on their towers so they can watch them fall down as well. Some of them will actually look like they are flying in the air. Class Connections: Use different sizes of balls. Use the terms small, medium and large for each size ball. Ask them to predict which one they think will knock them all down the best. Then try each one and record and talk about what happens.
Outdoor Play	Bee Pollen Game: Use a beach ball to simulate pollen and have kids roll or bounce it into a goal (hive) while others defend. Class Connections: Make connections to this activity by integrating past learning about bees and reviewing how bees carry pollen from flowers to their hives.

Florida Standards Alignments

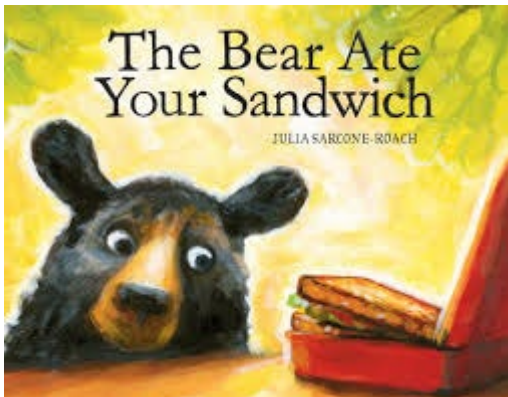
<u>Whole Group Literacy</u>	<u>Language and Literacy</u>
1. Vocabulary	1. Shows an understanding of words and their meanings (receptive). 2. Uses increased vocabulary to describe objects, actions, and events (expressive).
<u>Small Groups</u>	<u>Scientific Inquiry</u>
A. Scientific Inquiry through Exploration and Discovery	2. Uses tools in scientific inquiry - Benchmark a. Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales) 3. Uses understanding of causal relationships to act on social and physical environments - Benchmark a. Makes predictions and tests their predictions through experimentation and investigation
<u>Dramatic Play</u>	<u>Creative Expression through the Arts</u>
A. Creative Movement	1. Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge
<u>Art</u>	<u>Creative Expression through the Arts</u>
D. Imaginative and Creative Play	1. Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or nonverbally, with others using a variety of objects in own environment
<u>Blocks</u>	<u>Scientific Inquiry</u>
E. Engineering and Technology	1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures - Benchmark d. Invents and constructs simple objects or more complex structures and investigates concepts of motion and stability of structures (e.g., ramps, pathways, structure, Legos, block building and play)
<u>Outdoor Play</u>	<u>Physical Development</u>
D. Motor Development	a. Gross Motor Development 1. Demonstrates use of large muscles for movement, position, strength and coordination - Benchmark b. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running.

Learning Objectives:

- ✓ Students will explore storytelling through sequencing, character play, and problem-solving with increasing vocabulary and comprehension.
- ✓ Students will engage in imaginative, sensory, and social play that supports self-expression, communication, and collaboration.

Transitions:	"Campfire Freeze" Game (To Clean Up or Move to Circle Time) How It Works: Play soft "crackling fire" sounds or music. Let children pretend to roast marshmallows or sit by the fire. When you say, "FIRE'S OUT!" They freeze, then move to the next activity when you say, "Grab your gear, time to go!" Why It Works: Supports self-regulation and attention with imaginative engagement. "Backpack Body Check" (From Outside or Centers to Group Time) How It Works: Children "pack" their imaginary gear as you narrate: "Put on your hiking boots... click!....Grab your flashlight... zip!....Check your backpack... pat-pat! Ready for circle... let's sit and chat!" Invite movement and body awareness through silly actions like stomping, reaching, patting, and zipping.
Parent Involvement:	Campfire Story Stones : Send home a small bag with 4–5 smooth stones and instructions for families to create simple story stones together using markers or stickers (e.g., draw a tent, fire, tree, raccoon, or star). Ask families to tell a short "campfire story" at home with their child using the stones. Then, invite children to bring them back to school and share during group time or add them to the classroom's dramatic play/storytelling center.
MarcoPolo:	https://wtp.marcopololearning.com/vanilla/en-US/lessons/share/3ef0ae99-77b5-4a7f-b316-6139faee0e9d https://wtp.marcopololearning.com/vanilla/en-US/lessons/share/2c2bd34f-57cd-4ef2-bddb-928a39fa0c66

Photo Inspiration:



Week 1 Monday	
Whole Group Literacy	Read-aloud: Read the book using plush bear, sandwich toy, and big emotions. Discuss: “Did the bear really eat the sandwich?” Let children vote and share why. CLASS Connections: Concept Development: Analysis and Reasoning: Asks, “Did the bear really eat the sandwich?”, How did you know? Quality Feedback: Scaffolding: “What in the picture makes you think that?” Language Modeling: Introduce rich vocabulary such as “evidence,” “imagine,” and “expression”
Small Group	Sandwich Sorting: Sort felt or paper sandwich “ingredients” by color, shape, or type (vegetable, fruit, etc.). CLASS Connections: Concept Development: Classification , “Why do you think the tomato goes with the fruit group?” Quality Feedback: “Expansion”, “Yes, tomatoes have seeds like fruits—can you think of another food with seeds?” Language Modeling: Self- and Parallel-Talk: Narrates, “I’m placing the crunchy lettuce in the vegetable pile because it’s leafy and green.”
Dramatic Play	Camp Setup: Create a pretend campsite with tents, sleeping bags, play food, etc. Encourage children to “pack” and “camp.” CLASS Connections: Concept Development /Integration, “Remember when we talked about what people need to stay warm outside? What could we use here? Quality of Feedback/Prompting Thought Processes: “What do you need to pack first, and why?”. Language Modeling/Repetition and Extension, “I need food,” response, “Yes, you need food like granola bars or fruit to stay energized while camping.”
Art	Sandwich Craft: Let children layer paper “bread, lettuce, tomato, cheese” to make their own sandwich collage. CLASS Connections: Concept Development/Connections to the Real World: “What kind of sandwich do you eat at home? Can you make one like that here?” Quality of Feedback: Feedback Loops, “You added tomato—what else do you think would taste good with that?” Language Modeling: Open-Ended Questions, “Can you tell me about the sandwich you’re making?”
Blocks	Bear’s Cave: Build caves and tunnels with blocks, add toy bears, and act out the bear's journey from the story. CLASS Connections: Concept Development/Predication: “These blocks can be our dark cave—where should the bear go next?” Quality of Feedback: Prompting Thought Processes, “That tunnel keeps falling—what could we do to make it stronger?” Language Modeling: Frequent Conversation “The bear is tiptoeing through the cave, looking for a cozy spot to sleep,”
Outdoor Play	Bear Hunt Obstacle Course: Set up cones, logs, and tunnels. Children crawl, jump, and balance while pretending to look for the bear. CLASS Connections: Concept Development: Planning, “What’s your plan to get through the forest without waking the bear?” Quality of Feedback: Affirmation and Encouragement, “You balanced so carefully on that log—great focus!” Language Modeling: Frequent Conversation, “Tell me what you see on your bear hunt!”,

Week 1 Tuesday	
Whole Group Literacy	Read-aloud: Re-read the book and stop to act out major scenes: boat ride, walking through the city, finding the sandwich. Use scarves, bear mask, box for “boat.” CLASS Connections: Concept Development/Analysis & Reasoning: “How would you move if you were rowing the boat like the bear?” Quality of Feedback/Encouragement & Affirmation, “You used the scarf to show the wind—just like in the story!” Language Modeling: Self Talk, “The bear is walking through the busy city, looking all around for his sandwich,”
Small Group	Story Sequencing Cards: Match and arrange picture cards of key scenes in order. Use beginning, middle, and end language. CLASS Connections: Concept Development/Prediction “<i>What happened at the beginning, in the middle, and at the end of the story?</i>” Quality of Feedback, “<i>Hmm, the bear found the sandwich before the boat ride—can we check the pictures again?</i>” Language Modeling /Advance Vocabulary, Introduces and reinforces words like “<i>sequence,</i>” “<i>scene,</i>” “<i>before,</i>” and “<i>after</i>”
Dramatic Play	Pretend to be the bear: Add hats, sunglasses, and city props. Children “explore” the dramatic play area in disguise. CLASS Connections: Concept Development: Problem Solving, “How will the bear find his way through the busy city without being noticed?” Quality of Feedback/Encouragement and Affirmation, “I love how you’re using your sunglasses to stay hidden—just like the bear in the story!” Language Modeling:/Advance Vocabulary”, Introduces expressive words like “disguise,” “sneaky,” and “explore”
Art	Paw Print Painting: Use bear-shaped stampers or toy paws dipped in paint to make bear tracks across paper. CLASS Connections: Concept Development: Experimentation”, “What happens if you press harder or use more paint?” Quality of Feedback/Feedback Loop, “You made a whole trail of prints—look how carefully you spaced them!” Language Modeling /Advance Language”, “These paw prints look wide and muddy, just like a bear walking through the forest,”
Blocks	Build a Bear City: Use blocks to build a “city” with cars, roads, and trees. Recreate the bear’s journey into town. CLASS Connections: Concept Development/Integration”, “Where should the bear go first in the city—past the trees or the cars?” Quality of feedback/Prompting Thought Processes, “You added a stoplight—what happens when the bear sees red?” Language Modeling/Parallel Talk”, Narrates the children’s actions: “You’re building a tall building for the bear to explore—he’ll need to climb carefully!”
Outdoor Play	Water Play Boat Adventure: Float toy bears or boats in water bins. Add small obstacles or natural materials. CLASS Connections: Concept Development/Prediction and Experimentation”, “What do you think will happen if the boat hits the rock?” Quality of Feedback/Thought Processes”, “Why do you think the bear’s boat tipped over? What could we change?” Language Modeling/ Repetition and Extension” When a child says, “It’s stuck!”, the teacher responds, “Yes, the boat is stuck behind the leaf—let’s figure out how to move it around the obstacle,”

Week 1 Wednesday

Whole Group Literacy	Sing “The Bear Ate My Sandwich” (to the tune of “The Farmer in the Dell”) with hand motions. Children act out eating, sneaking, hiding. CLASS Connections: Concept Development: “Show me how the bear sneaks through the city!” Quality of Feedback/Encouragement and Affirmation, “I love how you’re tiptoeing like the bear—just like in the story!” Language Modeling /Frequent Conversation”, “Why do you think the bear was hiding? What would you do if you were the bear?”
Small Group	Bear Emotions Game: Use bear face cards to discuss feelings (happy, surprised, sneaky). Match to scenes in the story. CLASS Connections: Concept Development/Analysis & Reasoning “When did the bear feel surprised in the story? What happened right before that?” Quality of Feedback/Prompting Thought Processes “Yes, the bear looked sneaky there—what do you think he was planning to do?” Language Modeling /Parallel Talk “You said the bear looks happy—he might also feel proud after finding the sandwich,”
Dramatic Play	Sandwich Shop Pretend Play: Set up a sandwich stand. Children make and “sell” sandwiches to each other. Use real or felt ingredients. CLASS Connections: Concept Development/Real-World Application”, “What do you say when a customer orders a sandwich at a real shop?” Quality of Feedback/Scaffolding”, “You have lettuce and tomato—what else could go on your sandwich to make it complete?” Language Modeling/“Open-Ended Questions”, “Can you describe the sandwich you’re making for your customer?”
Art	Build-a-Bear Sandwich: Use brown paper bear cutouts and decorate each holding a unique sandwich with different toppings. CLASS Connections: Concept Development/Creating “What special ingredients will your bear like on their sandwich?” Quality of Feedback/Prompting Thought Processes, “Why did you choose strawberries and cheese together? What do you think your bear would say about that?” Language Modeling/Advance Vocabulary”, Introduces descriptive words like “<i>crunchy</i>,” “<i>gooey</i>,” “<i>zesty</i>,” and “<i>layered</i>”
Blocks	Path to the Park: Use blocks to build a path for the bear from the woods to the sandwich. Practice sequencing with block steps. CLASS Connections: Concept Development/Prediction: “What should come first—the bridge or the tunnel?” Quality of Feedback/Prompting Thought Processes”, “Why did you choose to turn the path here? What might happen if the bear goes that way?” Language Modeling/Self- and Parallel-Talk: Narrates own and the children’s actions: “<i>I’m placing this block to make a hill—your bear is climbing up just like in the story!</i>”
Outdoor Play	Bear Shadow Chase: Trace shadows of toy bears or children outside. Compare sizes and make a “shadow bear family.” CLASS Connections: Concept Development/Analyze & Reasoning: “Which shadow is the biggest? Why do you think it’s longer now than before?” Quality of Feedback/Feedback Loops”, “You think the sun made it stretch—what happens if we move the bear?” Language Modeling/Advance Vocabulary”, Introduces terms like “<i>shadow</i>,” “<i>outline</i>,” “<i>position</i>,” and “<i>angle</i>,”

Week 1 Thursday	
Whole Group Literacy	Bear Puppet Retelling: Use simple puppets or paper bag bears. Invite children to retell the story in their own words with group support. CLASS Connections: Concept Development/Classification: “What happened first when the bear came into the city?” Quality of Feedback/Prompting Thought Processes: “You said the bear was sneaky—what did he do that made you think that?” Language Modeling/Frequent Conversation”, “Tell me what your bear is doing now—what will happen next?”
Small Group	What’s Missing? Show 4 sandwich items, hide one, and ask “What’s missing?” Builds memory and categorization. CLASS Connections: Concept Development/Categorization”, Group and compare items: “<i>Were all the missing items vegetables, or was one a fruit?</i>” Quality of Feedback/Scaffolding “Think about what was red and round—what could it be?” Language Modeling/Repetition and Extension”, “Yes, tomato! That’s a juicy red vegetable—well, actually, it’s a fruit!”
Dramatic Play	Backpack Adventure: Give each child a small backpack with toy binoculars or maps. Go on an imaginary hike like the bear. CLASS Connections: Concept Development/Integration” “Just like the bear in the book, what might you see on your hike through the woods?” Quality of Feedback/Scaffolding, “<i>You found a stream—how will you cross it safely?</i>” Language modeling /Paralell Talk: Narration and describes the children’s actions and surroundings: “You’re climbing the hill with your binoculars—what do you see in the distance?”
Art	Sandwich Lacing: Cut out sandwich shapes and hole-punch the edges. Children lace “bread” with yarn to strengthen fine motor skills. CLASS Connections: Concept Development/Creativity: “Are you going over-under or around each hole?” Quality of Feedback,/Encouragement and Affirmation”, “Keep going—you’re almost all the way around the bread!” Language Modeling/Advance Language”, Narrates the process: “<i>You’re threading the yarn through the soft, squishy cheese—just like building a real sandwich!</i>”
Blocks	Forest Maze: Build a block forest maze for the bear. Add paper trees and animals. Use spatial vocabulary (over, under, through). CLASS Connections: Concept Development/Analysis & reasoning “How can the bear get through the forest—should he go over the log or around the tree?” Quality of Feedback/Prompting Thought Processes, “What happens if the bear turns left here—will he reach the sandwich faster?” Language Modeling Advance Vocabulary”, Model terms like “<i>over,</i>” “<i>under,</i>” “<i>around,</i>” “<i>through,</i>” and “<i>beside</i>”.
Outdoor Play	Leaf Sandwiches: Collect leaves and natural materials to make “leaf sandwiches” outdoors between two slices of cardboard. CLASS Connections: Concept Development/Analysis & Reasoning: “What do you notice about this leaf—how is it different from the one you found earlier?” Quality of Feedback/Encouragement and Affirmation”, “You found so many different shapes—can you find one more to complete your sandwich?” to support sustained engagement. Language modeling/Advance Vocabulary”, Introduces words like “<i>crunchy,</i>” “<i>brittle,</i>” “<i>veined,</i>” and “<i>layered,</i>”

Week 1 Friday	
Whole Group Literacy	Group Rewrite: “What if YOU ate the sandwich?” Chart their ideas and draw silly endings together. CLASS Connections: Concept Development /Creating, <i>What would happen if you turned into a bear after eating the sandwich?”</i> Quality of Feedback/Prompting Thought Processes: <i>“You said the sandwich made you fly—what kind of sandwich would have that power?”</i> Language modeling /Frequent Conversation, <i>“Let’s talk about what happens next—who else might want a magical sandwich?”</i>
Small Group	Create a Bear Booklet: Children color and staple 3 pages: Bear is hungry → Bear sees sandwich → Bear eats it! CLASS Connections: Concept Development/ Analysis & Reasoning “What happened first in the story? What came next?” Quality of feedback/Encouragement & Affirmation “You drew the bear licking his lips—what a great way to show he’s hungry!” Language Modeling /Open-Ended Questions, “Can you tell me what’s happening on this page?”
Dramatic Play	Bear Parade: Dress up in bear ears and go on a class walk through the building or yard, pretending to look for food. CLASS Connections: Concept Development /Integration”, “Just like the bear in the book, what kinds of food might you find on your adventure?” Quality of Feedback/Encouragement and Affirmation”, “You’re sniffing the air just like a hungry bear—great pretending!” Language Modeling/Parallel Talk, Narrates the children’s actions: <i>“You’re tiptoeing past the tree, looking for a snack—maybe a sandwich?”</i>
Art	Trackscape (Bear Tracks Through the Forest): helps children understand that the bear is walking through the forest connect with the idea of following the bear’s path t CLASS Connections: Concept Development/Integration, “Remember when we saw pictures of animal tracks at the nature center? Let’s think about where the bear might have walked on his camping trip.” Quality of Feedback/Scaffolding, “You put the bear’s tracks by the tent—what do you think he was doing there? Maybe he was looking for food?” Language Modeling/Repetition and extension, Child: ‘The bear is walking.’ Teacher: ‘Yes, the bear is slowly walking through the muddy forest path, leaving big paw prints behind.’
Blocks	Story Towers: Build tall “sandwich towers” with different size blocks. Compare size and balance. CLASS Connections: Concept Development/Comparison”, “Which sandwich tower is the tallest? Which one is the most wobbly?” Quality of Feedback/Scaffolding, “Try placing the bigger block on the bottom—what happens now?” Language modeling/Advanced Language, Introduces terms like <i>“taller,” “shorter,” “wider,” “balanced,”</i> and <i>“unstable,”</i>
Outdoor Play	Teddy Bear Picnic: Outdoor lunch with favorite stuffed animal. Children help set up and clean up. Discuss story one more time as picnic chat CLASS Connections: Concept Development/Connections to the Real World”, “What kinds of foods do you think the bear would bring to a picnic?” Quality of Feedback/Acknowledgment and Encouragement, “You set out the napkins so nicely—just like a real picnic host!” Language Modeling/Frequent Conversation”, <i>“Do you think the bear was still hungry after he ate the sandwich? What would you pack for him next time?”</i>

Book: The Bear Ate Your Sandwich

Learning Objectives:

- ✓ Students will extend their comprehension of story structure by predicting, retelling, and creating new versions of the bear's journey.
- ✓ Students will investigate and represent natural and city environments through art, play, building, and cooperative experiences.

Transitions:	“Back to the Forest” Movement Chant When to Use: Transition from outdoor play to indoor time or centers. How It Works: Have children pretend to be the bear heading “back to the forest.” Use this chant and encourage matching movements:  “Tiptoe through the city... Climb over the wall... Crawl past the cat... Now sneak down the hall!” “Sandwich Countdown” Quieting Song When to Use: To gather for group time, story time, or meals. How It Works: Sing quietly as children settle in:  “5 little sandwiches sitting on a plate, One got eaten... now there are 4 to wait. Let’s count them down until it’s time to sit, Now everyone’s ready—quiet as a kit!”  Use felt sandwiches on a board or lap to visually represent the countdown.
Parent Involvement:	“Bear Watch” Nature Walk Photo Share Description: Encourage families to go on a short nature walk or park visit. Ask them to “look for signs of a bear” (funny footprints, broken twigs, empty wrappers, sandwich crumbs). They can take a photo or draw what they found and share it with the class. Extension at School: Use their photos or drawings on a shared “Bear Watch” classroom wall. Ask the children to describe what the bear might have been doing.
MarcoPolo:	https://wtp.marcopololearning.com/vanilla/en-US/lessons/share/3ef0ae99-77b5-4a7f-b316-6139faee0e9d https://wtp.marcopololearning.com/vanilla/en-US/lessons/share/71b49b3b-3fe0-4720-bd01-877f57bd5330

Week 2 Monday

Whole Group Literacy	What if the bear ate YOUR lunch? Invite children to brainstorm and draw what food the bear would eat next. Read responses aloud. CLASS Connections: Concept Development: <i>Prediction</i>, “What would the bear do if he found your lunchbox—would he eat your spaghetti or your apples first?” Quality of Feedback/Prompting Thought Processes, “Why do you think the bear would like that food? What would he do after eating it?” Language Modeling/Frequent Conversation, Invites discussion: “<i>Let’s hear what kind of lunch the bear found today—who wants to share their drawing?</i>”
Small Group	Name Sandwich Puzzle: Write each child’s name on sandwich pieces. Mix them up and help reassemble. CLASS Connections: Concept Development/Analysis and reasoning, “What do you notice about the letters in your name? Are there any that are the same as your friend’s?” Quality of Feedback/Scaffolding, saying, “Let’s look at the first letter—your name starts with ‘M,’ so which piece has that letter?” Language Modeling/Frequent Conversation, narrating actions like, “You’re flipping over the sandwich piece to check the letter—great strategy!”
Dramatic Play	Bear Restaurant: Add aprons, plates, menus, and let children pretend they’re taking bear’s lunch orders. CLASS Connections: Concept Development/Connections to the Real World, “What kinds of food do bears eat in the wild? How is that different from what we’re serving today?” Quality of Feedback/Prompting thought processes, “You wrote ‘s-a-n’—what sound do you hear next in ‘sandwich’?” Language Modeling/Advanced language, “You’re the server taking the customer’s order—can you describe what’s on the menu today using some juicy adjectives?”
Art	Sandwich Sculptures: Use tissue paper, cotton balls, fabric scraps, and glue to make 3D sandwich collages. CLASS Connections: Concept Development/Creation and Integration, “What ingredients are you adding to your sandwich, and why did you choose those materials?” Quality of Feedback/Encouragement and Affirmation, “You’re trying different ways to press it down—maybe adding more glue will help it stay.” Language Modeling/Repeating and Extending, “I made a cheese,” the responds, “Yes, you made a slice of yellow, stretchy cheese—what else might go in your sandwich?”
Blocks	City Park & Forest Side-by-Side: Build both a park and a forest using blocks. Discuss how they are different. CLASS Connections: Concept Development/Comparison and Analysis, “How is the forest different from the city park? What kinds of animals or people might live in each one?” Quality of Feedback/Prompting thought processes, “That’s a great question—do parks have trees too? What makes a tree part of a forest or a park?” Language Modeling/Self- and Parallel-talk, Narrating, “I’m building a walking path through the park—now I need benches for people to sit,”
Outdoor Play	Bear Clue Hunt: Hide picture clues around the yard. Children follow them in order to find a “lost sandwich.” CLASS Connections: Concept Development/Prediction and Problem-solving, “What do you think the next clue might show? Why do you think the bear would go there?” Quality of Feedback/Scaffolding, “Let’s look at the picture again—do you see anything that matches what’s in our playground?” Language Modeling/Open-ended questioning, “Can you describe what you see in the clue? What do you think it means?”

Week 2 Tuesday	
Whole Group Literacy	Bear Clue Hunt: Hide picture clues around the yard. Children follow them in order to find a “lost sandwich.” CLASS Connections: Concept Development/Problem-solving and Prediction, “What do you think the bear saw at this spot? Where might he go next?” Quality of Feedback/Scaffolding, saying, “Let’s look at the picture together—do you see anything in our yard that matches this?” Language Modeling/Open-ended questions and Repetition, “You said the bear might be near the tree—why do you think that? Can you tell me more about what you see in the picture?”
Small Group	Campfire Clues: Mapping the Bear’s Journey: making a big map with pictures of places the bear might go on a camping trip—like the forest, a tent, or a picnic spot CLASS Connections: Concept Development/Integration, “Remember when we talked about what we pack for a camping trip? What do you think the bear would need if he went camping too?” Quality of Feedback/Prompting thought processes and Encouragement, “Why do you think the bear went that way on the map?” “<i>That’s a great idea—he might have smelled food at the picnic table!</i>” Language Modeling/Repetition and extension, Child: ‘The bear went to the woods.’ Teacher: Yes, the bear wandered into the deep, green forest looking for something to eat.’
Dramatic Play	Bear Dress-Up Station: Add hats, scarves, vests, and encourage bear-themed role play (e.g., bear at school, bear in the grocery store). CLASS Connections: Concept Development/Integration, “What does your bear need to bring to school? How is that different from what a bear might need in the forest?” Quality of Feedback/Prompting and Encouragement, “Think about what people wear when they go shopping—what might your bear need?” Language Modeling/Parallel talk and open-ended questions, “Your bear is putting on a scarf—maybe it’s a chilly day!” and asking, “Where is your bear going next?”
Art	Bear Masks: Children create their own bear face masks with paper plates, cotton balls, and paint. CLASS Connections: Concept Development/Creativity, “What kind of bear are you making? Is it a polar bear, a panda, or a brown bear? What makes them different?” Quality of Feedback/Scaffolding, “Try putting glue on the plate first, then pressing the cotton ball down—what happens when you do that?” Language Modeling/Open-ended questions, “Your bear has fluffy white fur—can you tell me more about where it might live?”
Blocks	Bridge to the Sandwich: Build a “bridge” or maze the bear has to cross to reach the sandwich (problem-solving). CLASS Connections: Concept Development/Problem-solving, “How can we build a path that helps the bear get across without falling? What materials will work best?” Quality of Feedback/Scaffolding, “Let’s look at what happened—do you think adding more blocks underneath would make it stronger?” Language Modeling/Open-ended questions, “You’re using the long blocks like planks—can you tell me why you chose those?”
Outdoor Play	Leafy Picnic Play: Use gathered leaves and nature items to create a sensory picnic. Include pinecones, grass, and seed pods. CLASS Connections: Concept Development/Classification and Comparison, “Which items feel soft and which ones feel rough? How are the pinecones different from the seed pods?” Quality of Feedback/Prompting and encouragement, “You’ve grouped the leaves together—what do you notice about their shapes and colors?” Language Modeling/Parallel talk, saying, “You’re placing the crunchy brown leaves next to the smooth green grass—what a colorful picnic!”

Week 2 Wednesday

Whole Group Literacy	“Where Did the Bear Go?” Movement chant: “Bear went over the ____.” (Children fill in and act it out: mountain, bridge, couch, etc.) CLASS Connections: Concept Development/Creativity, “What might the bear see if it went over a mountain? How would it move differently if it were going over a couch?” Quality of Feedback/Encouragement and Prompting Thought Processes, , “That’s a great idea! Can you show us how the bear would move through the jungle Language Modeling/Repetition, “You said the bear went over the bridge—was it a wobbly bridge or a strong one?”
Small Group	Food Graphing: Use real or pretend food and make a bar graph: What’s your favorite sandwich ingredient? Count and compare. CLASS Connections: Concept Development/Analysis and Reasoning, “Which ingredient got the most votes? Why do you think so many people picked cheese?” Quality of Feedback/Scaffolding, “Let’s count the pieces together—how many tomatoes do we have? Is that more or less than the lettuce?” Language Modeling/Open-ended questions, “You chose pickles—can you tell me what you like about them?”
Dramatic Play	Bear Goes to School: Pretend the bear is starting preschool. Children act out routines (lining up, reading, center time). CLASS Connections: Concept Development/Real-world connections, “What does your bear need to do first when it gets to school? How is that like your own morning routine?” Quality of Feedback/Prompting Thought Processes, “Hmm, your bear is at the door—what do we usually do before we go inside?” Language Modeling/Parallel talk and Open-ended questions “Your bear is sitting at circle time—what song do you think it wants to sing today?”
Art	City vs. Forest Painting: Half paper = forest, half = city. Children paint both scenes and add bear cutouts traveling between. CLASS Connections: Concept Development/Integration, “What do you think the bear sees in the city that it doesn’t see in the forest? How do those places feel different?” Quality of Feedback/Scaffolding, “Let’s think about how the bear might travel—would it walk, drive, or take a bus? How can we show that in your painting?” Language /Open-ended questions, “Your city has tall gray buildings and your forest has leafy green trees—can you tell me more about what’s happening in each place?”
Blocks	Bear Bus Stop: Add small chairs or boxes for a pretend city “bus stop” using blocks and signs. Let children take turns as the driver. CLASS Connections: Concept Development/Real-world connections, “Where is the bear going on the bus? What does the bus need to get there safely?” Quality of Feedback/Scaffolding, “Let’s think about how real buses look—where do the seats go, and where does the driver sit?” Language Modeling/Parallel talk and Open-ended questions, “You’re announcing the next stop—what will you say to the passengers?”
Outdoor Play	Parachute Picnic: Place pretend food on a parachute. Gently bounce it with the class and “rescue” pieces that fall off. CLASS Connections: Concept Development /Prediction, “What do you think will happen if we bounce the parachute faster? Why might the sandwich fall off?” Quality of Feedback/Encouragement and Prompting thought processes, “You almost got it—try moving around the side and reaching from there. What else could you try?” Language Modeling/Repetition, “The lettuce flew off the parachute—it was light and leafy! What other foods might fly off easily?”

Week 2 Thursday	
Whole Group Literacy	Mystery Sandwich Day: Bring in a wrapped pretend sandwich. Describe it with clues. Children guess what's inside. Reveal with excitement! CLASS Connections: Concept Development/Prediction, "If the sandwich is squishy and smells sweet, what could be inside?" Quality of Feedback/Prompting and Encouragement, "That's a great guess! Let's think about the clues again—what else could be soft and sweet?" Language Modeling/Repetition, saying, "It's round, sticky, and has a fruity smell—can you think of something like that?"
Small Group	Bear Journals: Fold 3 sheets of paper into "bear journals." Children draw/write a page each day of where the bear goes next. CLASS Connections: Concept Development/Prediction, "Where did your bear go today? What happened first, next, and last?" Quality of Feedback/Scaffolding, "Yesterday your bear went to the park—what might it do today? Maybe it visits a friend or goes on an adventure!" Language Modeling/Open-ended questions, "You said your bear went to the beach—can you describe what it saw, heard, and felt there?"
Dramatic Play	Bear Talent Show: Invite children to pretend to be the bear showing off their talents—jumping, roaring, dancing. Applaud each one! CLASS Connections: Concept Development/Analysis & Reasoning, "What special talent does your bear have? How did it learn to do that? Quality of Feedback/Encouragement, "You said your bear can twirl—would you like to show us how it does that? I can twirl with you!" Language Modeling/Open-ended questions, "Your bear is doing a fancy dance—can you describe the moves?"
Art	Sandwich Stamp Art: Use sponges cut into sandwich shapes to stamp with paint and make patterns. CLASS Connections: Concept Development/Analysis & Reasoning "What kind of sandwich are you making with your stamps? Can you make a pattern like bread, cheese, bread? Quality of Feedback/Scaffolding, "Let's look at the order together—what comes next if you started with tomato, lettuce, tomato?" Language Modeling/Open-ended questions, such as, "You used red paint for the tomato—what other colors could we use for sandwich ingredients?"
Blocks	Bear Skyscrapers: Build tall buildings from the city. Add toy bears and act out climbing or visiting them. CLASS Connections: Concept Development/Real-world connections and problem-solving, "What do skyscrapers need to stay standing? How can we make sure the bear can climb safely to the top?" Quality of Feedback/Scaffolding, saying, "Let's look at the base—what could we do to make it stronger next time?" Language Modeling/Open-ended questions, "Your bear is visiting the tallest building—what does it see from the top?"
Outdoor Play	Bear Tracks Relay: Use bear paw print stencils to guide children through a racecourse or nature trail path. CLASS Connections: Concept Development/Prediction, "Where do you think the bear tracks will lead next? Why might the bear go that way?" Quality of Feedback/Scaffolding, "Let's look at the shape of the paw prints—are they turning left or right? What could that mean?" Language Modeling/Open-ended questions, "You're following the muddy paw prints through the grass—what do you think the bear is looking for?"

Week 2 Friday	
Whole Group Literacy	Group Retelling with Props: Use flannel board or magnetic pieces. Children take turns adding to the retelling using story icons. CLASS Connections: Concept Development/ Predication, “What happened after the bear left the cave? Who did it meet next?” Quality of Feedback/Scaffolding, “Let’s look at the story together—what came before the bear found the sandwich?” Language Modeling/Open-ended questions, “You added the tree—can you tell us what the bear did there?”
Small Group	Bear Word Wall: Add story vocabulary to a pocket chart (bear, sandwich, boat, picnic). Match words with pictures or drawings. CLASS Connections: Concept Development/categorization, “Which of these words are things the bear might use on a picnic? Can you group them by where they belong?” Quality of Feedback/Scaffolding, “You matched ‘boat’ with the sandwich—let’s think about where we’ve seen a boat in our story. What might go with it instead?” Language Modeling: “Yes, that’s a sandwich—can you describe what’s inside it? Is it crunchy, soft, or sweet?”
Dramatic Play	Outdoor Sandwich Café: Set up a pretend restaurant outside. Children take orders, serve food, and enjoy a “picnic.” CLASS Connections: Concept Development/Real-world connection, “What do we need to open our café? Who will be the chef, the server, and the customer?” Quality of Feedback/Prompting Thought Processes, “You can ask, ‘What would you like on your sandwich?’ Let’s try it together.” Language Modeling/Open-ended questions, “You’re serving a crunchy pickle and a gooey sandwich—can you describe what’s in it?”
Art	Textured Trail Collage: Glue fabric, leaves, cardboard, cotton, and foil to make a trail showing bear’s journey. CLASS Connections: Concept Development/Analysis & Reasoning, “What part of the bear’s journey does this texture represent? Was it soft like cotton in the cave or rough like cardboard in the city?” Quality of Feedback/Scaffolding, “You used foil for the river—what texture might show the forest? Let’s look at our materials together.” Language Modeling/Open-ended questions, “You chose bumpy bark for this part—can you tell me what the bear is doing there?”
Blocks	Animal Homes: Build different animal homes (den, tree nest, city alley) for the bear and other characters. CLASS Connections: Concept Development/Real-world connections, “Which animals live in these homes? Why would a bear choose a den instead of a tree nest?” Quality of Feedback/Scaffolding, “Let’s think about what birds use—what materials could we use to make it soft and strong?” Language Modeling/Open-ended questions, “You made a cozy den with leaves and sticks—can you tell me what your bear is doing inside?”
Outdoor Play	Teddy Bear Cleanup Hike: Go on a pretend hike and pick up pretend litter or scattered sandwich pieces. Great for teamwork! CLASS Connections: Concept Development/Real-world connections, “Why is it important to keep nature clean for the bear and other animals? What should we do if we find trash on a trail?” Quality of Feedback/Scaffolding, “Let’s look at the picture on the bin—does this go in recycling or trash?” Language Modeling/Open-ended questions, “You found a crinkly wrapper under the tree—can you describe what it looks and feels like?”

Florida Standards Alignments

Language & Literacy	LL.1.c – Engage in conversations LL.2.d – Use symbols or drawings to tell a story LL.1.d – Use vocabulary from the story LL.2.d – Use drawing and dictation to tell a story
Approaches to Learning	AL.2.c – Show flexibility and persistence AL.3.a – Engage in imaginative play AL.2.a – Show persistence in extended projects AL.3.b – Express ideas creatively through storytelling
Creative Arts	CA.1.a – Use materials to create representations CA.3.a – Use imagination in dramatic play CA.1.b – Use a variety of tools and materials CA.3.b – Participate in dramatic expression
Physical Development	PD.2.b – Use fine motor control in meaningful activities PD.3.a – Demonstrate gross motor control PD.2.c – Use hand-eye coordination PD.3.a – Coordinate large movements through games and play
Social Studies	SS.2.a – Recognize own role in family and community SS.1.b – Show curiosity about the environment SS.1.b – Explore natural and built environments SS.2.b – Recognize different roles in the community
Mathematical Thinking	MA.2.b – Sort and graph objects MA.1.a – Use numbers in meaningful ways

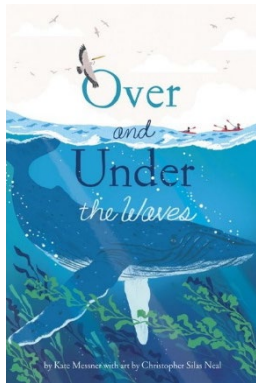
Learning Objectives:

- ✓ Students will demonstrate comprehension of books read aloud.
- ✓ Students will express and represent thoughts, observations, imagination, feelings, experiences and knowledge, verbally or nonverbally, with others using a variety of objects in their own environment.
- ✓ Students will use their senses to explore and understand their social and physical environment by using tools in scientific inquiry.

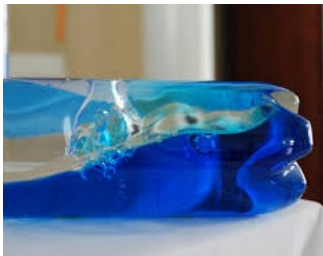
Transitions:	<i>Have children name an ocean item that is over or under the waves before transitioning from circle time. Encourage children to use various swimming methods as they transition to different areas.</i>
Parent Involvement:	<i>Try going to a department store such as Walmart or Target and go to the Beach/pool area and talk about what you see there with the child. Have the child point out anything they see in the classroom.</i>
MarcoPolo:	<i>Search 'ocean' for several ocean-themed animal videos and songs. Refer to 'Gorby's Jellyfish' video for an additional small group art activity. Refer to 'camouflage' video to enrich 'camouflage' lesson.</i>

Photo Inspiration:

Book



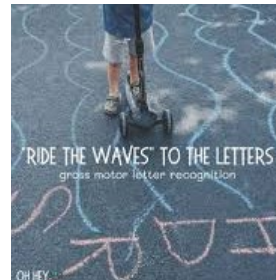
Wave sensory bottle



Straw painting



Ride the Waves



Watercolor Resist Fish



Seashell Painting



Paper Plate Sea Creatures



Inspect Sand



Build Sea Creatures



Octopus Camouflage

Week 1 Monday

Whole Group Literacy	Introduce new theme/book: Over and Under the Waves by Kate Messner. Gain prior knowledge through questioning the children on what they may already know about the ocean/beach. Write information on KWL chart. Ask questions such as: What animals live in the ocean? How do they breathe? What do they eat? How do they move? Why is the water salty? Ask children to predict what the book will be about. Then complete a picture walk with the class. Explain activities for the day and their objectives.
Small Group	Ocean Wave Sensory bottles Invite a small group of children to the table. Provide each child with a small bottle. Allow each child to pour blue-colored water and oil into their bottles. They can place small ocean-themed trinkets as well. Close the bottles up and have them observe the movements of the liquids as they flip the bottles. <u>CLASS Connections:</u> Ask children what they observe with the movements, relating it to the movements of the waves.
Dramatic Play	Shell cleaning station Place seashells of varying size, shape, and color and little brushes in water and encourage children to clean the seashells (Make shells 'dirty' to add to the activity). Invite children to make observations and describe the differences between the seashells. <u>CLASS Connections:</u> Ask children: What would happen if...? How can we...? Tell me about what you are doing. How many shells do you think you can clean?
Art	Straw-Blowing Wave Painting: Set up art activity for children at the art table. Provide watery paints (or dyed water), straws, and paper. Invite children to drop different colors of watercolor paint on the paper, then take a straw to blow the paint across the paper, creating wave patterns. If children choose, they can add fish and other objects to their wave painting once they dry. <u>CLASS Connections:</u> As they paint, ask questions about their paintings and what they remember about the ocean/waves such as, "What do you think will happen if you blow harder/softer?" "Why is the paint spreading like that?" "What does it look like?"
Blocks	Build with sand buckets: Place different sized sand buckets in the blocks area and encourage children to build with the sand buckets. <u>CLASS Connections:</u> Ask children: What are you going to build with the buckets? What do you think would happen if you put this here? Tell me more about what you are doing. Offer encouragement and specific feedback such as "I like that you..." Ask if they have used sand buckets at home.
Outdoor Play	Ride the Waves: Draw various line patterns along the sidewalk with sidewalk chalk outside. Put a fish on one side and a letter on the other side of each line. Invite children to ride scooters or bikes along the lines to letter on the other end of the line. They can choose a line, or you could ask children to find the line leading to a given letter. Provide the letter or provide a word and ask children to identify the first letter in a given word. <u>CLASS Connections:</u> Ask questions such as: What letter did your line go to? What's another word that starts with (letter)?

Week 1 Tuesday

Whole Group Literacy	Review the KWL chart and add any new information. Using a dry-erase board, introduce 4-5 new vocabulary words to the children. Possible vocabulary words from the book: paddle, school, crevice, swells, tangles, swoop, soar, prow, current, camouflage. Ask questions relating words to children's lives and prior knowledge. Tell children to listen for new vocabulary words and put thumbs up when they hear them as you read the story. During book reading implement instructional strategies: open-ended questioning, real world connections, analysis & reasoning, integration, prompting thought processes, advanced language. Explain activities for the day and their objectives.
Small Group	Seashell name activity Write letters on the inside of some medium sized seashells (provide multiples of common letters to ensure enough materials). Have children arrange the shells to spell their names and other words. <u>CLASS Connections:</u> Ask children: How do you know these letters spell your name? What do you think if we took a letter away (or added a letter)? What else can you spell? How are you going to do that? What other words can you spell with the letters in your name? Ask children about the words they spell.
Dramatic Play	Ocean-Themed Puppet Show Place puppets and ocean/beach-themed materials in the dramatic play area. Encourage children to create a puppet show representing the story read in whole group or create their own story about the ocean/beach. <u>CLASS Connections:</u> Remind children of the story read in class (integration), give encouragement and specific feedback about efforts, ask children about their planning process for the show
Art	Watercolor Resist Fish Craft: Invite a small group of children to the table to participate in the art activity. With ocean animal printouts, offer children a white crayon and invite them to create patterns on their fish with the crayon. You could also allow them to create ocean scenes along with the animals. After using the crayon, provide different color watercolor paints for children to use on their fish drawings. The crayon will dispel the paint and make the patterns visible through the colors. <u>CLASS Connections:</u> Have children decorate fish with patterns and colors of their choice. Encourage children to answer questions about their fish such as: Why did you choose those patterns? Have you seen that pattern before? Why did you choose...?
Blocks	Sand table with beach items. Create a sand table and add mini beach items to the sand such as sand bucket and shovel, seashells, mini crabs and starfish. <u>CLASS Connections:</u> Ask children the following questions: What are you going to do with the sand bucket? What can you do with the seashells? Tell me more. Why do you think starfish wash up on the beach? What do we do with (target word)? Who uses (target word)? Where does (target word) come from? Why do we have (target word)? Why is (target word) important?
Outdoor Play	Water Play Provide children with a water table and/or buckets of water with a variety of water toys to play with. You can also add sand in for additional play. Encourage them to explore the water and sand and pour water over the toys and observe what happens. <u>CLASS Connections:</u> As children explore in the water, ask questions such as "What does it feel like?" "Do you think the water will make [] move?" "What would happen if you added sand here?" "Can you make a beach/island?"

Week 1 Wednesday

Whole Group Literacy	Review vocabulary and ocean facts (KWL chart). Add any new information to KWL Chart/vocabulary board. Recall the Story: Have printouts for animals mentioned in the story. Invite children to recall the order in which the animals appeared before reading. As you read the story, check to see if the children placed the animals in the correct order and allow children to fix them as necessary. Explain activities for the day and their objectives.
Small Group	Seashell shapes. Place small sized seashells on a tray and have children make shapes out of the seashells. Provide cards with a given shape or allow children to choose the different shapes to make. CLASS Connections: Use the following questioning strategies. How did you do make that shape (name the shape)? Show me how you make the shape (name the shape)? Can you think of another shape to create? What else (shape) is like this?
Dramatic Play	Beach Theme Dramatic Play Turn dramatic play area into a beach/ocean. Decorate the dramatic play area with beach themed items such as sand buckets, seashells, bathing suits, sun hats, ocean animals, etc. Invite children to create an ocean scene for the background, decorate towels and umbrellas to decorate with, and (if you choose) create an ice cream/snack stand with necessary materials to include 'at the beach'. CLASS Connections: As children create materials, ask questions about what they are making "Why did you include []?" "What else do you bring to the beach?" "What might you see at the beach/in the ocean?" "What do you do when you are at the beach?"
Art	Painting seashells art Provide seashells and paint for the children. Allow children to choose their seashells and invite them to paint seashells how they choose. CLASS Connections: While painting ask the children: Tell me about the seashell you are painting. Why did you choose to use that color (name the color)? What else can you do with the seashells and paint? What animals in the ocean do you think are these colors?
Blocks	Build a Sandcastle: Invite children to build a sandcastle in the block area, using various blocks and materials. Challenge them to see how tall they can build. CLASS Connections: As they build, ask questions such as: What are you building? What is this...? Where could you put...? Why did you...?
Outdoor Play	Playground Play: Hunt for Shells: Hide different sized seashells on the playground and invite children to look for the shells. Once complete, have children count the number of shells they found and compare the different shells to each other. CLASS Connections: Ask children while hunting for seashells: Where do you think you will find the seashells? Which animal do you think would look for seashells like you are now? Why do you think that? Tell me more.

Week 1 Thursday

Whole Group Literacy	Review newly taught vocabulary words and add new information to KWL chart before reading book. Over/Under the Waves Chart: Have pictures of each of the animals presented in the book. Ask children if these animals are found over or under the waves and have them place the animals in the correct spot on the organizer chart. Explain activities for the day and their objectives. <u>CLASS Connections:</u> Ask children why they placed animals in one section. Provide additional information about the different animals. Expand on children's efforts, provide specific feedback.
Small Group	Sorting Beach items Provide toy animals and items found in the book. Invite a small group of children to the table. Have children sort items that would be found over the waves and under the waves. Invite them to sort the animals/items in other ways as well (size, movement, living/non-living, etc.) <u>CLASS Connections:</u> During the activity, ask children: Tell me about. What does this remind you of? Why did you...? What could be added...? What else is like this...?
Dramatic Play	Beach Theme Dramatic play area With the materials and backgrounds created, allow children to dress up in gear and play at the beach/in the ocean as desired. <u>CLASS Connections:</u> Ask questions such as: What kind of beach are you going to? What do you think you need to wear to go to the beach? What protective gear (hat, sunscreen etc.) will you put on? What will you do at the beach? Tell me more. Relate activity to the book by asking: What animals do you think you'll see at the beach? Why do you think that?
Art	Paper plate ocean animals. Use paper plates, tissue paper, and glue to make colorful ocean animals from the book. Allow children to choose which animal they would like to make. <u>CLASS Connections:</u> Ask children: Which ocean animal would you like to create? What do you think would happen if...? What else can you use for this animal? What part did you do first?
Blocks	Build a Sea Creature: Invite children to use various blocks (consider Legos for more detailed creatures) and other items to create sea animals of their choice. Animals can be from the book or not. <u>CLASS Connections:</u> Encourage them to use their imagination with different blocks/materials. Ask questions about what they are building, why they used certain items, and what they know about the animals they created
Outdoor Play	Build Sandcastles: Place different beach toys in the sandbox outside. Invite children to create sandcastles and other structures using toys, water, and other materials in the sand. <u>CLASS Connections:</u> Ask questions about what they are building, how they are going to build it, if they have ever built a sandcastle before, etc.

Week 1 Friday	
Whole Group Literacy	Review newly taught vocabulary words before reading book. Ocean Camouflage: Review the term camouflage and ask children why animals might need it. Have preprinted images of animals practicing camouflage. Hold the images up and ask children to find the animals in the pictures. Explain activities for the day and their objectives.
Small Group	Candy Camouflage Beforehand, prepare small bags with candies (5 of each color M&Ms and 5 red or yellow skittles). Review key terms (camouflage, prey, predators) and the benefits of camouflage before beginning activity. Explain to children that they will be the predators going after their 'prey' (M&Ms), but the skittles are poisonous animals they want to avoid. Pour each bag onto a plate and give children 20 seconds to pick their prey with one hand and placing them in the other while avoiding the 'poisonous' skittles. After 20 seconds, have children count the number of M&Ms vs. skittles they found. Allow children to eat their 'prey' after completing the activity. <u>CLASS Connections:</u> Talk with children about what color would be more or least likely to be picked and why. Relate activity to animals using camouflage to avoid predation such as the octopus in the story.
Dramatic Play	Beach Theme Dramatic Play Allow children to continue playing at the beach to ensure every child has an opportunity in the center.
Art	Octopus Camouflage Have blank octopus images printed on different backgrounds. You can also provide blank pages for children to create their own backgrounds. Invite children to try and match the octopus to the background image using different coloring materials. <u>CLASS Connections:</u> As children create their camouflage octopi, ask questions about what they are doing and why. Also ask about other animals that might use camouflage.
Blocks	Animal Hide and Seek Include natural materials, blocks, and toy animals in the block area. Invite children to hide the different animals within block structures, fabrics, and natural materials. Then invite another child to try and find the animals within the structures. <u>CLASS Connections:</u> As children are building structures and hiding the animals, ask "Why did you put () there?" "Why do you think that will make it harder to find?" "What if you...?" As children search for the animals, ask question such as "How did you know to look there?" "Was it hard to find?" Discuss different types of camouflage and why it is important for some animals to use.
Outdoor Play	Beach/Ocean scavenger hunt Hide different beach/ocean items (especially things mentioned in the book) on the playground and have children hunt for them. Be sure to place them in similar color areas to support the idea of camouflage. <u>CLASS Connections:</u> Once they find the items ask them questions about it: What did you find? Tell me where this would be found on the beach. How would this (item) be used on the beach? What do we do with (target word)? Who uses (target word)? Where does (target word) come from? Why do we have (target word)? Why is (target word) important?

Week 2 PreK Lesson Plan

Theme: Beach Life/ Summer

Book: Over and Under the Waves by Kate Messner

Learning Objectives:

- ✓ Students will show motivation for and appreciation of reading.
- ✓ Students will engage in physical activity that requires strength and stamina for brief periods of time.
- ✓ Students will utilize questioning strategies during activities to help teach the learning objectives and new vocabulary words.

Transitions:	<i>Have children name their favorite sea animal when transitioning to snack. Encourage children to use various swimming methods as they transition to different areas.</i>
Parent Involvement:	<i>Ask parents to bring in copies of pictures from times that children have gone to the beach or boat rides and place in the classroom dramatic play area and to use with the free art activity.</i>
MarcoPolo:	<i>Search 'ocean' for several ocean-themed animal videos and songs. Refer to 'Gorby's Jellyfish' video for the small group activity.</i>

Photo Inspiration:

Beach Ball Questions



Names in the Sand



Ocean Story Board



Salt Painted Animals



Ocean Animal Playdough



Cereal Box Aquarium



Aquarium Dramatic Play



Ocean Slime



Blubber Activity



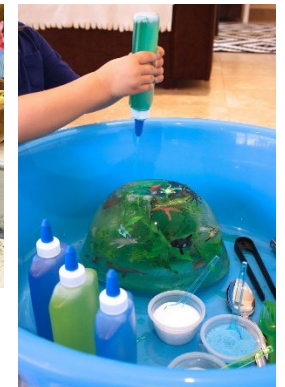
Contact Jellyfish



Create a Coral Reef



Frozen Aquarium Rescue



Week 2 Monday

Whole Group Literacy	Before reading the book, review newly taught vocabulary words and KWL chart (add any new information). Beach ball questions: Before starting the activity write questions regarding the book/theme on the different colors of the beach ball. For the activity, gather children and practice throwing the ball back and forth. Invite children to answer the question their hand touches on the ball. Sample questions to write on the ball: Tell me about something you remember from the book we're reading. What's your favorite part of the book? Name something you would take to the beach. Name something you would see in the ocean. What animal is your favorite ocean animal? Explain activities for the day and their objectives.
Small Group	Names in the Sand Call a small group of children to the table. Provide each child with a tray full of sand and seashells. Invite children to spell out their names with their fingers or by placing the seashells in the sand. If time permits, encourage children to spell other words in the sand. CLASS Connections: Give encouragement and feedback on spelling, extend efforts by having children make sentences using the words, have children match beginning letters and/or sounds. Encourage children to use ocean-themed words
Dramatic Play	Ocean Story Board Provide a felt board with the ocean (blue felt) and beach (tan felt) areas. Include felt ocean objects (sea animals, shells, corals, seaweed, sand buckets, shovels, towels, umbrellas, people, etc.) Invite children to create their own stories using the storyboard and felt pieces. CLASS Connections: As children play, ask questions about their stories ("What is your story about?" "What is happening in your story?" "Who are your characters?"), relate their stories to their experiences ("Have you ever seen a () in real life?" "Do you do () when you go to the beach?")
Art	Salt Painted Ocean Animals Provide children with paper, glue, salt, paper, and dyed water with droplets. Encourage children to create sea creatures using the glue, then sprinkle the salt over the glue. Once glue has dried, brush salt off and have children drop different color water onto the salt and watch it spread. CLASS Connections: Encourage children as they paint, assist as necessary. Provide specific feedback about their pictures ("I like that you...")
Blocks	Seashell Sorting Invite a small group of children to come to the table with the teacher. Encourage children to sort a set of seashells based on different characteristics such as size, shape, color, etc. CLASS Connections: Ask questions: How did you sort the seashells? Why did you sort the seashells that way? What type of animals might live in these seashells?
Outdoor Play	Beach Volleyball Invite children to play beach volleyball outside. If you have a sandpit, set up a temporary net in there. If not, find a spot for a temporary net and encourage children to hit the ball back and forth over the net. CLASS Connections: As children play beach volleyball, ask them if they have ever played on the beach before and/or what other activities they do at the beach.

Week 2 Tuesday

Whole Group Literacy	Before reading the book, review newly taught vocabulary words and KWL chart (add any new information). Ocean Animal Movements: Recall the animals in the book, and point out the different motions used to swim through the water (birds dive, fish move their bodies, crabs walk on the ground, sea lions and sea otters use their arms/flippers, etc.) Discuss pros and cons of each type of movement. Explain activities for the day and their objectives.
Small Group	Ocean Animal Movements Tape several sea animal cards to different areas in a part of the room (You may also use dice or cards with different animals on them if space is limited). Then invite a small group of children to participate in the activity. Review the different animal movements discussed in whole group. Then invite children to go to the different cards and 'act' out the movements of the animals. Call out different letters to encourage children to find an animal with the same beginning sound and act out the movements. <u>CLASS Connections:</u> encourage children to create their own movements to represent the animals. Ask if children have ever seen the animals move.
Dramatic Play	Fizzy Ocean Place trays out on the table, one for each child in the center. Spread a layer of baking soda on each tray. Provide cups of yellow and blue dyed vinegar with pipettes/droppers at each tray. Invite children to drop the vinegar onto the baking soda to observe the reaction. <u>CLASS Connections:</u> As children explore on the trays, ask questions such as, "Why do you think it fizzes like that?" "Have you ever seen foam like that on the beach?" "What would happen if you mixed the yellow and blue colors together?"
Art	Ocean Animal Playdough Place different color playdough and animal pictures on the art table. Invite children to create ocean animals using the playdough. They can trace the animal pictures or make their own 3D animals. <u>CLASS Connections:</u> As children create ask questions such as, "why did you choose that animal?" "Have you seen that animal before?" "What is different between this animal and that animal?"
Blocks	Measuring Ocean Animals Provide toy animals and other ocean objects along with counting blocks to the children (you could also have animal/object printouts for children to use). Encourage children to measure each object with the counting blocks. Have them record their data onto a recording sheet. <u>CLASS Connections:</u> Have children make predictions on which item will be longest/shortest. Ask children to compare the lengths of each item to determine if predictions were correct. Ask them to find other items around the classroom that are of equal length to the different items.
Outdoor Play	Ocean Animal Racing: Have children choose different ocean animals and 'swimming' motions to race on the playground. Some children may choose to crawl like a crab or swim like a fish, etc. <u>CLASS Connections:</u> Ask questions such as: Why did you choose...? How does a (animal) move through the water?

Week 2 Wednesday

Whole Group Literacy	Before reading the book, review newly taught vocabulary words and KWL chart (add any new information). Ask children if they have seen sea animals anywhere else, leading them to connect aquariums with sea creatures. Discuss the different roles found in aquariums (visitors, aquarist/veterinarian, curators, etc.) and activities that can be done (visiting, feeding animals, touch tanks, taking pictures, planning programs, give tours, etc.). Explain activities for the day and their objectives.
Small Group	Aquarium Roles Have laminated pages with popular roles found in an aquarium (Curator, aquarist/veterinarian, visitor, shop worker, etc.) along with the different jobs of each (feed animals, give medicine, clean tanks, perform shows, look at animals, take pictures, watch shows, give tours, sell snacks/souvenirs, plan programs, schedule field trips, etc.). Invite a small group of children to the table to sort the different jobs to the correct role. <u>CLASS Connections:</u> As children sort the jobs, ask questions such as “How did you know that goes there?” “Why is that job important?” “What other jobs might the () have?”
Dramatic Play	Ocean Aquarium Dramatic Play Turn dramatic play area into an aquarium with attractions such as touch tanks, ticket counter, snack shop, souvenir shop, staff shelf, and fish tanks/exhibits. Include tools and reports the staff would need to take care of the animals, areas the visitors would visit with a map, and shops you would find at the aquarium. Invite children to help create the tanks, signs, tools, and background for the aquarium. They can paint a large tank, create signs and maps for the aquarium, create smaller touch tanks, etc.
Art	Cereal Box Aquarium Collect old cereal boxes prior to activity. Cut out one side of the cereal box to create ‘shadow boxes’ for children to use. Provide items and toys for children to create an ocean/aquarium scene (sea animals, ‘seaweed’, shells, etc.) in the cereal boxes. <u>CLASS Connections:</u> As children create their aquariums, ask questions such as: What are you adding to your scene? Why did you add that to your aquarium? What have you seen at the beach/in the ocean?
Blocks	Build an Aquarium: Using various blocks and other materials, such as seas shells and toy ocean animals, invite children to build an aquarium for the animals. Have children choose what materials to use in their structure and give them freedom to build what they want. <u>CLASS Connections:</u> Ask children about their aquariums such as: What are you building? Why did you include () in your structure? What animals can live in your aquarium? Have you ever been to an aquarium?
Outdoor Play	Frozen Aquarium Rescue Freeze a bucket/bowl of water with different sea creatures throughout (freeze in layers to ensure animals are frozen at different levels). Provide children with toy hammers and chisels, salt, and additional water and invite them to ‘free’ the animals by hitting the ice and/or pouring the salt and water over the top. <u>CLASS Connections:</u> As children work to ‘free’ the animals, ask questions such as, “Which tool do you think will work best/fastest to rescue the animals?” “Why do you think [] worked better than []?” “Why do you think the ocean doesn’t freeze?” “Why did you choose to rescue that animal first?” “Which animals is your favorite? Why” “What do you think will happen if you let the salt sit on the ice?”

Week 2 Thursday

Whole Group Literacy	Before reading the book, review newly taught vocabulary words and KWL chart (add any new information). Fishing for rhymes: Beforehand, create ocean-themed rhyming cards (using terms/animals from the book) for children to use. Review rhyming words with the class. Pass out the cards and invite children to find their match amongst their friends. Review each match, asking if there are any other words they can add to the rhyme. Explain activities for the day and their objectives.
Small Group	Making Ocean slime Gather a small group of children to make their own set of slime. Use your favorite slime recipe incorporating ocean-themed items and blue/green colors. <u>CLASS Connections:</u> Talk with them while they are completing the task and ask the following questions. What does the slime remind you of from the book? What kind of animals do you think can live in the slime? What else can we do with the slime? What do we do with (target word)? Who uses (target word)? Where does (target word) come from? Why do we have (target word)? Why is (target word) important?
Dramatic Play	Ocean Aquarium Dramatic Play With the necessary materials prepared, invite children to play in the aquarium taking on different roles that were discussed. <u>CLASS Connections:</u> As children play, ask questions such as “Have you ever been to an aquarium?” “What is your favorite part about the aquarium?” “Why do you think animals live in the aquarium?”
Art	Contact Paper Jellyfish Provide children with jellyfish templates for them to trace and then cut out two pieces of contact paper (before peeling). Provide various materials (glitter, sequins, feathers, ribbon to children. Invite children to place items on the contact paper. When the children are finished, place the second piece of contact paper over the top. Provide strips of yarn/streamers/ tissue paper/ribbons to add to the bottom of the jellyfish for the tentacles. <u>CLASS Connections:</u> As children create their jellyfish, ask them questions about their process (“Why did you place that there?” “What does this represent?” “What’s your favorite material?”). Ask children if they have ever seen a jellyfish before.
Blocks	Seashell/Ocean Creatures Patterns Provide children with different color and shape seashells and/or ocean creatures. Provide pattern cards that match the objects for reference. Encourage children to create different patterns, with the cards and making their own, using the provided materials. <u>CLASS Connections:</u> As children create their patterns, ask them to identify their pattern. To extend, ask them to add another object to create a more complex patter (“What if you added []?”)
Outdoor Play	Let’s Go Fishing: Set up a container of water outside. Place various fish and ocean creatures in the water. Invite children to go fishing by using ‘fishing poles’ to ‘catch’ the fish in the water. <u>CLASS Connections:</u> As they participate, encourage children’s efforts, and ask questions about their experiences fishing in real life.

Week 2 Friday

Whole Group Literacy	Before reading the book, review newly taught vocabulary words and KWL chart (add any new information). How do animals stay warm: Discuss the ocean temperatures and ask how animals stay warm in the cold waters. Mention animals in the book such as otters, sea lions, and whales. Introduce the term 'blubber' to the group and explain that they will experiment how it works to keep the animals warm. Explain activities for the day and their objectives.
Small Group	How Do Animals Stay Warm Beforehand, prepare the blubber for children to use. Place a plastic bag inside out on your hand and cover with vegetable shortening. Then place another plastic bag over the top and seal as good as possible. Invite a small group of children to the table. Have a bowl of ice water on the table with the prepared plastic bags. Have children taking turns placing their hands in the ice water with a plain plastic bag and then putting their hands inside the 'blubber' plastic bag and placing it in the ice water. You may also use a thermometer to measure the temperature inside each bag. <u>CLASS Connections:</u> Ask children "Do you think it will be colder with or without the plastic bag?" "Why do you think animals have blubber?" "Which plastic bag felt colder inside the water?" Relate blubber to coats and jackets worn in the winter.
Dramatic Play	Ocean Aquarium Dramatic Play Allow children to continue playing in the aquarium to ensure every child has an opportunity to take on different roles.
Art	Painting a Beach scene. Allow children to choose a scene in the book that they would like to recreate. Provide children with various art materials to use. <u>CLASS Connections:</u> Ask questions as they paint: What can you tell me about the scene you are painting? What else can you use to make this scene? Tell me more about the colors you are using? What else are you going to add to the scene?
Blocks	Create a Coral Reef Provide trays of sand and different types of noodles dyed in different colors. Print out pictures of coral reefs and encourage children to create their own coral reef in the sand. <u>CLASS Connections:</u> Ask children to compare their coral reef structures to the picture. Ask questions such as "What types of animals might you find in the coral reefs?" "Have you ever seen a coral reef?"
Outdoor Play	Draw a Life-Sized Whale Invite children to use chalk to draw how big they think a real whale might be (You will need a large area to use). After all children have made their guesses, provide them with the actual size by drawing the length on the sidewalk. Encourage children to guess how many children it would take to equal the same length and record each guess. Then invite them to lie down to test their guesses.

Florida Standards Alignments

III. Social and Emotional Development: D. Sense of Identity and Belonging	2. Develops sense of identity and belonging through exploration and persistence. Benchmark a Persists at individual planned experiences, caregiver-directed experiences and planned group activities.
VI. Scientific Inquiry: A. Scientific Inquiry Through Exploration and Discovery.	3. Uses understanding of causal relationships to act on social and physical environments. Benchmark a. Makes predictions and tests through experimentation and investigation.
VII. Social Studies: D. Spaces, Places and Environments	3. Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features)
VII. Social Studies: G. Economics and Resources.	2. Begins to recognize that people work to earn money to buy things they need or want.
VIII. Creative Expression Through the Arts: B. Music	1. Actively participates in a variety of individual and group musical activities.
VIII. Creative Expression Through the Arts: D. Imaginative and Creative Play.	1. Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or nonverbally, with others using a variety of objects in their own environment.
VIII. Creative Expression Through the Arts: E. Appreciation of the Arts.	2. Compares own art to similar art