

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Large Group/ Opening Activity 8:05-8:25	Activity: Gather/Greet/Introduce Jobs Greeting – Georgie Porgie Message- map Song: Color Farm E.Q.: How do maps help us? Draw map of the school. GELDS: SED3.4a, SS3.4a	Activity: Gather/Greet/Jobs Greeting- Georgie Porgie Message- map Song: Hickory, Dickory Dock E.Q.: How do maps help us? Show world map. GELDS: SED3.4a, SS3.4a	Activity: Gather/Greet/Jobs Greeting- Georgie Porgie Message- letters, numbers Song: Stepping Out on the Town-Hap Palmer E.Q.: What is the difference between a letter and a number? After being given a letter or number, have students sort themselves. GELDS: SED3.4a, CLL7.4a	Activity: Gather/Greet/Jobs Greeting- Georgie Porgie Message- rhyming pictures Song: Who Let the Letters Out? E.Q.: What do we know about rhyming words? Have students play with "rhyming cube". GELDS: SED3.4a, CLL6.4b	Activity: Gather/Greet/Jobs Greeting- Georgie Porgie Message- rhyming pictures Song: Phonics Song 2 E.Q: What do we know about rhyming words? Create rhymes with rhyming cube. GELDS: SED3.4a, CLL6.4b
	Book #1: Looking at Maps and Globes-Discuss nonfiction and the differences in narrative and informational stories. GELDS: SS3.4a	Book #1: Come Away From the Water Shirley- Discuss nonfiction and the differences in narrative and informational stories, Discuss Pirate map, discuss the differences in our beaches and Shirley's beach. GELDS: SS3.4b	Book #1 : I Spy Two Eyes: Numbers in Art-Have students count objects in paintings. GELDS: MA1.4b	Book #1: The Cat in the Hat- Have students listen to story on M-Drive. Have students recall some rhyming words from story. Prompt discussion with comprehensive story questions. GELDS: CLL6.4b	Book #1: Green Eggs and Ham- listen for rhyming words, prompt discussion with comprehensive story questions. GELDS: CLL6.4b
	Music with Movement #1: Fandagumbo-Julie Austin-Hand movements to song Song: Count to 100 Fingerplay: <u>I Had a Little Red Balloon</u> GELDS: CR3.4a	Music with Movement #1 : Travelin' Jack (Mr. Al)-skipping, running, walking, swimming, hopping Song: The Alphabet Song Fingerplay: <u>I Had a Little Red Balloon</u> GELDS: PDM5.4b	Music with Movement #1: Marching Around the Alphabets (Hap Palmer)-marching in a circle and picking up beanbags Materials: beanbags Song: Count to 100 Fingerplay: <u>I Had a Little Red Balloon</u> GELDS: CLL7.4a	Music with Movement #1: If You're Happy and You Know It (Greg and Steve)-clapping hands, stomping feet Song: Herman the Worm Fingerplay: <u>I Had a Little Red Balloon</u> GELDS: CR3.4a	Music with Movement #1: If You're Wearing Colors (Learning Station)-moving when color of clothing is called. Song: Count to 100 Fingerplay: <u>I Had a Little Red Balloon</u> GELDS: CR3.4a

8:25-8:55 Outside Time Materials and or activity choices for outdoor play: balls, cones					
8:55-9:05 Bathroom					
9:05-9:25 Small Group Time (See SG Template)					
9:25-9:30	Planning: Clap out syllables in name, then plan GELDS: CLL6.4e	Planning: Students will balance on a Beam (Hollow Blocks), then plan GELDS: PDM5.4b	Planning: Look at a picture of a community helper and tell what their job is, then plan GELDS: SS4.4a	Planning: Have students extend pattern with beanbag (color and shape) GELDS: MA4.4c	Planning: Have students reach into “feely bag” and describe what they feel. GELDS: SC1.4a
9:30-10:30	Work Time GELDS: APL3.4a				
10:30-10:40	Clean Up				
10:40-10:45	Recall:- Red Bubbles- Have students answer a question about the classroom schedule, then lead recall GELDS: MA3.4d	Recall: - Dark Blue Bubbles- Have students answer a question about the classroom schedule, then lead recall GELDS: MA3.4d	Recall: - Orange Bubbles- Have students answer a question about the classroom schedule, then lead recall GELDS: MA3.4d	Recall:-Green Bubbles- Have students answer a question about the classroom schedule, then lead recall GELDS: MA3.4d	Recall: Light Blue and Purple Bubbles: Have students answer a question about the classroom schedule, then lead recall GELDS: MA3.4d
10:45-10:50	MWM #2: Colors (Hap Palmer)-stand up with your color paddle when your color is called. Transition – Do You Know What Time It Is? GELDS: CR3.4a	MWM #2: Exercise Time (Mr. Al)-knee bends, jumping jacks, running in place Transition- Do You Know What Time It Is? GELDS: PDM5.4b	MWM #2: Shake My Sillies Out (Greg and Steve)-shaking, clapping, yawning Transition – Do You Know What Time It Is? GELDS: CR3.4a	MWM #2: Beanie Bag Dance- Greg and Steve- Have students place beanbags on appropriate body parts when called out in song. Materials: beanbags Transition – Do You Know What Time It Is? GELDS: CR3.4a	MWM #2: Mother Gooney Bird-Dr. Jean-have students follow along with hand and leg movements Transition: Do You Know What Time It Is? GELDS: PDM5.4b
10:50-11:00	Book #2: <i>If You Give a Mouse a Cookie-discuss cause and effect</i> GELDS: CP1.4a	Book #2 : <i>If I Had a Tail-discuss characteristics of different animals</i> GELDS: SC3.4a	Book #2: A Chair For My Mother-discuss community and neighbors GELDS: SS2.4b	Book #2: Hop on Pop-discuss positional words GELDS: MA5.4a	Book #2: One Fish, Two Fish, Red Fish, Blue Fish-recall rhyming words GELDS: CLL6.4b

11:00-11:10	Bathroom				
11:10-11:40	Lunch				
11:40-11:50	<p>Large Group Literacy: Have students echo read the big book, "I Went Walking".</p> <p>SHARED READING</p> <p>GELDS: CLL8.4c</p>	<p>Large Group Literacy: Tell the story "The Gunnwolf" and have the students chime in with refrain.</p> <p>INTERACTIVE STORYTELLING</p> <p>GELDS: CLL5.4b</p>	<p>Large Group Literacy: Retell the story, "The Gunnwolf" with props</p> <p>Materials: Flowers, dress, wolf mask</p> <p>ACTING OUT STORIES WITH PROPS</p> <p>GELDS: CLL5.4b</p>	<p>Large Group Literacy: Map out the story of the Gunnwolf.</p> <p>STORY MAPPING</p> <p>GELDS: CLL5.4c</p>	<p>Large Group Literacy: Scat the Cat</p> <p>INTERACTIVE STORYTELLING</p> <p>GELDS: CLL5.4b</p>
11:50 – 12:00	<p>Student of the Day (PAA #1): <i>Review Kalan Ahmad Hose- write and name letters in name, have students count letters, make pattern, draw and count items in a set, play "I Spy" sounds, draw and label things that start with Dd-dog, ditch, door, dump, damp, drink. Rhyme with dump: jump, lump, bump. Alliterative sentence: The dirty dog dug in the ditch. Write about what Kalan loves.</i></p> <p>GELDS: CLL6.4c</p>	<p>Student of the Day (PAA #1): <i>Review Thomas Ryall Johnson- write and name letters in name, have students count letters, make pattern, draw and count items in a set, play "I Spy" sounds, draw and label things that start with Rr-rat, race, red, rug, ramp, rope. Rhyme with rug: jug, bug, tug, hug. Alliterative sentence: Rats raced down the ramp on the rug. Write about what Thomas loves.</i></p> <p>GELDS: CLL6.4b</p>	<p>Student of the Day (PAA #1): <i>Jake Alan Jones- write and name letters in name, count letters, clap out syllables, play "I Spy Sounds", draw and label pictures that begin with Nn-nest, necklace, night, nine, noodles . Make rhyming words with night (fight, kite, right, bite) Alliterative sentence: Nine newts nested in noodles. Write about what Jake loves.</i></p> <p>GELDS: CLL6.4c</p>	<p>Student of the Day (PAA #1): <i>Karson Taylor McCutchen- write and name letters in name, count letters, clap out syllables, play "I Spy Sounds", draw and label pictures that begin with Yy-yellow, yarn, yoyo, yard, yummy . Make rhyming words with yard (card, hard,) Alliterative sentence: The yellow yoyo is in the yard.</i></p> <p>GELDS: CLL6.4b</p>	<p>Student of the Day (PAA #1): <i>Dakari Cecil Meades- write and name letters in name, count letters, clap out syllables, play "I Spy Sounds", draw and label pictures that begin with Kk-kid, kitchen, kite, kangaroo, key . Make rhyming words with king (ring, sing, bing, wing) Alliterative sentence: Karson Kangaroo caught a cold. Write about what Dakari loves.</i></p> <p>GELDS: CLL6.4c</p>
12:00-12:05	Bathroom				
12:05-1:05	Nap				
1:05-1:15	Bathroom				
1:15-1:45	<p>Media Center- Self-selected book check-out</p> <p>STANDARD:SED1.4c</p>	<p>Specials: Large Group Literacy #2-OWIS-Review Theme 4, Week 2, Day 5- Dog's Colorful Day-have students chime in, ask comprehensive story questions, discuss flavors of bones</p> <p>GELDS:CLL2.4c</p>	<p>Specials: Large Group Literacy #2-OWIS-Theme 4, Week 3, Day 1- Dear Juno-discuss new vocabulary words, discuss story while reading</p> <p>GELDS: CLL5.4b</p>	<p>Trikes-pedaling trikes</p> <p>GELDS: PDM5.4a</p>	<p>Specials: Large Group Literacy #2- Theme 4, Week 3, Day 2- Dear Juno-recall main events, reconstruct story with students through recall of events</p> <p>GELDS: CLL5.4c</p>
1:45-2:00	Outside Time				

Materials and or activity choices for outdoor play: balls, cones				

Planning for Additional Instructional Activities (story times, music/movement, transitions, large group meetings, etc) This space is provided for optional use to document additional instructional activities planned throughout the week.					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:05-8:25	Activity: GELDS:	Activity: GELDS:	Activity: GELDS:	Activity: GELDS:	Activity: GELDS:
	Activity: GELDS:	Activity: GELDS:	Activity: GELDS:	Activity: GELDS:	Activity: GELDS:
2:10-2:35	Activity: Book: Postal Workers- discuss roles and responsibilities of postal workers GELDS: SS4.4b	Activity: Book: Carpenters- discuss roles and responsibilities of carpenters GELDS: SS4.4b	Activity: Teachers-discuss roles and responsibilities of teachers GELDS: SS4.4b	Activity: Officer Brown-Keeps Neighborhoods Safe-discuss roles and responsibilities of police officers (Student's Interest-ZF and JW interested in police officers) GELDS: SS4.4b	Activity: Exploring Parks With Ranger Dockett-discuss roles and responsibilities of park rangers GELDS: SS4.4b
*Refer to daily schedule for center time, clean up time, breakfast, lunch, snack, rest time, outdoor play times and activities such as art, music and PE.					

2:10-2:35	CLOSING ACTIVITY: Phonological Awareness: Sequence of Sound-Have students identify sounds made by musical instruments and the order in which they hear them. Level: Listening Fill in number line Storytelling	CLOSING ACTIVITY: Phonological Awareness: Clap when you hear the magic word Level: Listening Fill in alphabet Storytelling ICPS: Lesson 30: Allie the Alligator, Part 1	CLOSING ACTIVITY: Phonological Awareness: Tongue Twisters Level: Alliteration Nursery Rhyme: Student's Choice Storytelling ICPS: Lesson 31: Allie the	CLOSING ACTIVITY: Phonological Awareness: Review Coin Rhymes Level: Rhyming Draw "How Many" card and earn that many ball tosses (into bucket) Storytelling ICPS: Lesson 32: Is That	CLOSING ACTIVITY: Phonological Awareness: Electric Company Chant Level: Onset and Rime Storytelling ICPS-Lesson 33: More About Fair Book: Student's Choic
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	ICPS: Review Lesson 29-Do You Like? Celebration GELDS: SED3.4a, MA1.4a	Celebration GELDS: SED3.4a, CLL7.4a, SED1.4d	Alligator, Part 2 How Many Celebration GELDS: SED3.4a, CLL6.4b	Fair? Picture Fluency Celebration GELDS: SED3.4a, MA1.4b, SED1.4d	Letter Flash Celebration GELDS: SED3.4a, CLL6.4e
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*Small Group Instruction: See small group lesson plan page for the current week.

*Documentation of plans for collection of assessment will be reflected on lesson plan *or* optional *Planning for Assessment Template*.