

<b>Weekly View</b>	Teacher: <b>Jenifer Vinci</b>	Class: <b>Lesson Planner: Week 2: Tools We Use</b>	
	Theme: <b>Theme 5: Imagine It, Make It</b>	Plan: <b>Lesson Planner: Week 2: Tools We Use</b>	Week: <b>Week 1: Using My Imagination</b>

Learning Block	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Big Experience 1</b>	<p>Circle Time: Tools We Use</p> <p>Children explore tools and their uses, then use their imaginations and classroom tools to create a "We Use Tools" banner. Revist Big Wall Chart 5 and have children name the tools they see. Introduce vocabulary: bridge; build; ramp; structure; tools. MLB: Pairs use Think, Turn, and Talk and describe their creations on the banner using proper pronouns; Children create patterns using motions while painting; TRANS: Sing and act out a variation of "The Hokey Pokey" using a painting theme.</p> <p>EW:Completes a Sentence M:Creates Patterns SE:Shows Initiative and Persistence PH:Uses Gross Motor Skills OL:Uses Naming Words OL:Uses Pronouns OL:Uses Theme Words</p>	<p>Circle Time: Experiments With Tools</p> <p>Reread Science Tools. Display Science Poster 9. Explain how tools help people discover new things. Introduce vocabulary words: experiment; observation; observe. Children use tools to engage in scientific experiments such as dropping objects onto the ground and into liquid, and record their observations. MLB: Children imagine filling a toolbox with 10 science tools, then count the tools; Children name community workers; TRANS: Sing a version of "Old MacDonald", substituting tools for animals.</p> <p>SS:Community Workers EW:Contributes Ideas for Writing M:Counts items SH:Investigates Materials SE:Regulates Behavior SH:Tests Observations C:Uses Picture Clues OL:Uses Science Words</p>	<p>Circle Time: Technology Tools</p> <p>Point to technology tools and help children understand that these tools help people communicate. Introduce vocabulary: computer; technology; telephone. Discuss ways workers use technology to make their jobs easier. Children practice conversation on paper cup telephones. MLB: Children review good manners and enact conversations; Children provide phone numbers and pretend to call each other. TRANS: Children relay a word to the class through a paper cup telephone, then provide a rhyming word.</p> <p>SS:Community Workers EW:Completes a Sentence TM:Learns Through Technology OL:Matches Language to Social Contexts M:Numbers in the Real World PA:Produces Rhyming Words OL:Uses Social Studies Words</p>	<p>Circle Time: Hammer and Nails</p> <p>Choose a child with an Nn name to wear the Nn Letter Vest. Children play "Make a Choice," jumping to either side to signal whether or not a picture word begins with /n/. Review vocabulary: nails; needle; nose; nut. Children sing a song about tools and clap when they hear the sound /n/. Children create a "N" using hammers and plastic nails. MLB: Children learn about tool safety; Children create a new tool; TRANS: Children line up in pairs, identify words that start with Nn and name a new word.</p> <p>FA:Creative Expression Through Art FA:Enjoys Music EW:Forms Letters AK:Identifies Letter Sounds AK:Identifies Letters FA:Participates in Music Activities SH:Safety Habits OL:Understands Meanings of New Words FA:Uses a Variety of Materials</p>	<p>Story Time: Alphabet Under Construction</p> <p>Children engage in a read aloud of Alphabet Under Construction. Explain "under construction", and discuss tools the story mouse is using to construct letters. Children identify magnetic letters, then act out the mouse's actions as they go through the alphabet. MLB: Children share a plan for completing a construction project; Children explore adding food coloring to water; TRANS: Children name a letter on a Letter Card, identify upper- or lowercase, and name a word that starts with the letter.</p> <p>SH:Explores Changes AK:Identifies Letter Sounds AK:Identifies Letters C:Makes Predictions SE:Shows Initiative and Persistence C:Uses Picture Clues</p>
<b>Small Group Instruction</b>	<p>Identify Rhyming Words</p> <p>Review rhyming words. Have children clap when they hear a rhyming pair.</p> <p>PA:Identifies Rhyming Words</p>	<p>Creates and Extend AB Patterns</p> <p>Create and extend AB patterns using bear counters and Math Mat 18.</p> <p>M:Creates Patterns</p>	<p>Produces Rhyming Words</p> <p>Review and produce rhyming words. Use Picture Cards for support.</p> <p>PA:Produces Rhyming Words</p>	<p>Create and Extend AB Patterns</p> <p>Review and extend AB patterns using Math Mat 18, side A and bear counters. Have children create and identify patterns with other classroom objects.</p> <p>M:Creates Patterns</p>	<p>Write the Letter Nn</p> <p>Model how to form upper-and lowercase Nn, then have children create clay or button letter models.</p> <p>EW:Forms Letters</p>
<b>Big Experience 2</b>	<p>Story Time: Science Tools</p> <p>Read about the tools that people use to learn about science in Science Tools. Introduce vocabulary: eyedropper; funnel; scale. Children are assigned to small groups at sand and water tables, and use tools to explore the sand and water and observe what happens.</p>	<p>Story Time: Playing With Shapes</p> <p>Reread The Shape of Things. Children identify shapes and join in on the line "A ___ is just a ___". Children point out the shape in the illustration and name the object the shape creates. Review vocabulary: sail; seagull. Children use tools to make shapes out of clay.</p>	<p>Story Time: Harold and the Purple Crayon</p> <p>Read the book Harold and the Purple Crayon or play the video. Talk with children about what tools Harold used and discuss what he might use next if the story continued. Introduce vocabulary: dragon; tasty; wits. Plan out an adventure, and have children draw the</p>	<p>Story Time: Harold's New Adventures</p> <p>Reread Harold and The Purple Crayon and encourage children to point out an example of a structure. Review vocabulary: structure. Children retell the story in simple sentences using simple sentence frames. Have children contribute ideas. Children draw and label</p>	<p>Circle Time: Pattern Drawings</p> <p>Revisit The Shape of Things. Point out how the shape patterns make borders. Review patterns in the carpenter's workshop on Math Mat 18 Side A. Children create their own patterns by stamping or drawing objects in the last row of their Math Mats. MLB: Create a</p>

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	<p>MLB: Children identify letters, words, and sentences in the book; Children compare eyedroppers and turkey basters; TRANS: Children engage in a call-and-response game, identifying a tool action word and the word that rhymes.</p> <p>CP:Conventions of Print</p> <p>PA:Identifies Rhyming Words</p> <p>SH:Measures Objects</p> <p>SH:Tests Observations</p> <p>C:Uses Book Information</p> <p>PH:Uses Fine Motor Skills</p> <p>C:Uses Picture Clues</p> <p>OL:Uses Story Words</p>	<p>MLB: Children answer shape riddles using Thumbs Up/Thumbs Down; Children use different materials as stamping tools; TRANS: Children move to the next activity based on the shapes they made.</p> <p>C:Asks and Answers Questions</p> <p>M:Creates Shapes</p> <p>PH:Eye-Hand Coordination</p> <p>OL:Follows Oral Directions</p> <p>M:Identifies Shape Attributes</p> <p>SH:Investigates Materials</p> <p>M:Recognizes Patterns</p> <p>OL:Uses Naming Words</p> <p>OL:Uses Story Words</p>	<p>adventure on a map with a purple crayon. MLB: Children make up their own class story with each child adding a sentence; Children complete the sentence: "Harold drew a ____"; TRANS: Groups of children reenact Harold's adventure.</p> <p>EW:Contributes Ideas for Writing</p> <p>C:Extends a Story</p> <p>C:Makes Predictions</p> <p>C:Retells a Story</p> <p>OL:Shows Understanding of Spoken English</p> <p>C:Story Characters</p> <p>PH:Uses Gross Motor Skills</p> <p>OL:Uses Story Words</p>	<p>pictures showing what Harold might draw in different scenarios to make a class book. MLB: Point out plural words; Children draw and count 5 windows to help Harold; TRANS: Children find partners to make an Nn pair with cutouts.</p> <p>EW:Demonstrates Awareness of Writing Conventions</p> <p>EW:Forms Letters</p> <p>EW:Labels Pictures</p> <p>EW:Makes Books</p> <p>M:Matches Numerals to Quantity</p> <p>AK:Matches Upper/Lowercase Letters</p> <p>C:Retells a Story</p> <p>OL:Speaks Clearly</p> <p>OL:Uses Plurals</p>	<p>rhyme pattern and how children extend the pattern; Show skyscrapers in the book Harold and the Purple Crayon, and ask children to recreate and extend the skyscraper pattern. TRANS: Children jump and hop in a pattern.</p> <p>M:Creates Patterns</p> <p>OL:Engages in Conversation</p> <p>PA:Produces Rhyming Words</p> <p>SE:Shows Initiative and Persistence</p> <p>SS:Understands Geography Concepts</p> <p>PH:Uses Gross Motor Skills</p> <p>OL:Uses Math Words</p>
Read Aloud	<p>Children's Choice</p> <p>Children choose from a selection of books to read aloud / read along.</p> <p>ER:Engages in Pre-/Reading Activities</p>	<p>Children's Choice</p> <p>Children choose from a selection of books to read aloud / read along.</p> <p>ER:Engages in Pre-/Reading Activities</p>	<p>Children's Choice</p> <p>Children choose from a selection of books to read aloud / read along.</p> <p>ER:Engages in Pre-/Reading Activities</p>	<p>Children's Choice</p> <p>Children choose from a selection of books to read aloud / read along.</p> <p>ER:Engages in Pre-/Reading Activities</p>	<p>Children's Choice</p> <p>Children choose from a selection of books to read aloud / read along.</p> <p>ER:Engages in Pre-/Reading Activities</p>
Songs and Fingerplays	<p>The Hammer Song</p> <p>Sing "The Hammer Song" with actions.</p> <p>FA:Participates in Music Activities</p>	<p>The Hammer Song</p> <p>Sing "The Hammer Song" with actions.</p> <p>FA:Participates in Music Activities</p>	<p>The Hammer Song</p> <p>Sing "The Hammer Song" with actions.</p> <p>FA:Participates in Music Activities</p>	<p>The Hammer Song</p> <p>Sing "The Hammer Song" with actions.</p> <p>FA:Participates in Music Activities</p>	<p>The Hammer Song</p> <p>Sing "The Hammer Song" with actions.</p> <p>FA:Participates in Music Activities</p>
Big Experience 3	<p>Circle Time: Tool Patterns</p> <p>Display Math Mat 18 and show how each shelf shows a pattern of objects. Introduce vocabulary: next; pattern; repeats. Children identify patterns and discuss patterns they could make. Children create hammering and hand-turning motions, then alternate the actions and extend the pattern. MLB: Children identify Picture Cards for mitten and mop, then draw a pattern with /m/ pictures; Children create a pattern with a partner; TRANS: Children create a pattern with red and blue strips of paper.</p> <p>M:Creates Patterns</p> <p>FA:Creative Expression Through Art</p> <p>AK:Identifies Letter Sounds</p> <p>M:Recognizes Patterns</p> <p>OL:Uses Math Words</p> <p>OL:Uses School Words</p>	<p>Circle Time: This Is Letter Nn</p> <p>Today's letter helper wears Letter Vest Nn. Discuss the shape of uppercase and lowercase Nn. Display the Picture Card for "nest" and have children repeat the word and sound. Review vocabulary: name; neighborhood; never; nest; new; nice; nut. Children perform a fingerplay "Let's Build a Home", identifying words beginning with Nn, and make Nn sandpaper rubbings. MLB: Children clap when they hear rhyming words; Children smooth wood with sandpaper; TRANS: Children identify and trace the letter Nn.</p> <p>SS:Community Workers</p> <p>AK:Identifies Letter Sounds</p> <p>AK:Identifies Letters</p> <p>PA:Identifies Rhyming Words</p> <p>SH:Investigates Materials</p> <p>AK:Matches Upper/Lowercase Letters</p> <p>OL:Speaks in Complete Sentences</p> <p>FA:Uses a Variety of Materials</p>	<p>Circle Time: Purple Patterns</p> <p>Review Math Mat 18, Side A, reminding children about patterns. Children create AB patterns with snap cubes, bear counters, and other classroom objects. Review vocabulary: next; pattern; repeats. Children extend and create patterns of all kinds, including a human pattern and a purple pattern chain. MLB: Children place food coloring in two bowls to create a pattern; Children arrange Picture Cards in a pattern based on the first sound in each word; TRANS: Children chant a color pattern.</p> <p>M:Creates Patterns</p> <p>AK:Identifies Letter Sounds</p> <p>SH:Investigates Materials</p> <p>FA:Uses a Variety of Materials</p> <p>OL:Uses Describing Words</p> <p>OL:Uses Math Words</p>	<p>Circle Time: Imagine, Plan—and Do It!</p> <p>Reread Harold and The Purple Crayon and discuss how creative Harold is when he plays on his own. Children think about times they have played along and share with a partner a story of what they do when playing along. Invite children to play on their own with a variety of tools and materials. MLB: Children practice taking initiative by taking turns leading the class in a rhyming game; Children create tool belts that community workers might wear; TRANS: Children name the number on an index card.</p> <p>C:Asks and Answers Questions</p> <p>SS:Community Workers</p> <p>OL:Engages in Conversation</p> <p>M:Identifies Quantities Without Counting</p> <p>PA:Produces Rhyming Words</p> <p>OL:Responds Appropriately</p> <p>SE:Shows Initiative and Persistence</p> <p>C:Uses Book Information</p>	<p>Circle Time: Clay Sculptures</p> <p>Children look at pictures of sculpture. Children use tools and their imaginations to create clay sculptures. Children dictate an "artist's statement" telling what tools they used. Display the sculptures and invite other classes or family to look and listen as children describe their art. MLB: Children work in pairs to review their sculptures, looking for things to count; Children rehearse sculpture presentations; TRANS: Sing a song about tools to the tune of "Twinkle, Twinkle, Little Star."</p> <p>M:Counts items</p> <p>EW:Demonstrates Awareness of Writing Conventions</p> <p>OL:Makes Eye Contact</p> <p>SE:Shows Initiative and Persistence</p> <p>OL:Speaks Clearly</p> <p>FA:Uses a Variety of Materials</p> <p>OL:Uses Action Words</p> <p>OL:Uses Theme Words</p>

Learning Block	Monday	Tuesday	Wednesday	Thursday	EW:Writes Name Friday
<b>Small Group Intervention</b>	Reinforce rhyming words using Picture Cards. PA:Identifies Rhyming Words	Reinforce patterns. Have children look at an AB pattern you've created, then have them copy the pattern narrating each step. M:Creates Patterns	Reinforce rhyming words by modeling examples and using pairs of Picture Cards. PA:Produces Rhyming Words	Reinforce patterns by providing specific instruction. Practice with bear counters as children take more initiative. M:Creates Patterns	Model writing Nn on the board. Help children form the letter Nn using yarn or string, then write letters with pencil, guiding as needed. EW:Forms Letters

**Domain Key:** AK=Alphabet Knowledge C=Comprehension CP=Concepts of Print ER=Emergent Reading EW=Emergent Writing FA=Fine Arts M=Mathematics OL=Oral Language Development PA=Phonological Awareness PH=Physical Development SE=Social-Emotional Development SH=Science and Health SS=Social Studies TM=Technology and Media

### Learning Centers

Writing Center	Blocks & Building Center	Technology Center	Creativity Center	Math Center	Dramatic Play Center	Reading & Listening Center	Science Center
Write about imaginative things children see and use in their world. EW:Labels Pictures EW:Makes Books EW:Writes to Convey Meaning	Use planning and imagination to build structures. M:Builds Structures SE:Initiates Problem-Solving SE:Uses Classroom Rules and Routines	Interact with stories and read along with books about imagination. TM:Creates with Technology TM:Learns Through Technology TM:Uses Mouse and Keyboard TM:Uses Software	Create artwork using a variety of materials and lots of imagination. FA:Appreciates Art FA:Creative Expression Through Art SE:Initiates Problem-Solving FA:Uses a Variety of Materials	Use math concepts to build and make things. M:Builds Structures M:Compares Capacity M:Creates Patterns M:Matches Numerals to Quantity SE:Shows Initiative and Persistence	Role play creative scenarios about imagination, building, and art. FA:Appreciates Art FA:Engages in Dramatic Play SS:Places in a Community SE:Shows Positive Social Behaviors	Read and listen to books about imagination and creativity. C:Asks and Answers Questions CP:Directionality ER:Engages in Pre-/Reading Activities TM:Uses Mouse and Keyboard	Investigate properties of human-made and natural objects. SH:Investigates Materials FA:Responds to Music M:Sorts and Describes Objects

### Reflections / Notes

### Daily Notes