

Weekly View	Teacher: Jenifer Vinci	Class: Lesson Planner: Week 3: Eating Well	
	Theme: Theme 6: Growing Up Healthy	Plan: Lesson Planner: Week 3: Eating Well	Week: Week 1: My Senses

Learning Block	Monday	Tuesday	Wednesday	Thursday	Friday
Big Experience 1	<p>Circle Time: Eating Well</p> <p>Show Big Wall Chart 6 and describe food categories. Review vocabulary: fruits; grains; health; nutritious; protein; vegetables. Discuss "everyday" healthy foods and "sometimes" non-nutritious foods. Children use pictures of "everyday" foods from supermarket ads to make a poster. MLB: Children use Thumbs Up/Thumbs Down to indicate whether a pair of words has the same initial sound; Children list an "everyday" food they ate; TRANS: Children demonstrate actions they do because they eat healthy.</p> <p>SS:Cultural Awareness</p> <p>OL:Demonstrates Attentive Listening</p> <p>SH:Engages in Fitness Activities</p> <p>PA:Matches Initial Phonemes</p> <p>SH:Nutrition Habits</p> <p>OL:Uses Theme Words</p>	<p>Circle Time: Healthy Food, Healthy Me</p> <p>Reread The Beastly Feast. Children explore things they do well and learn how eating healthy foods helps them. Children make a picture showing things they are good at, and label the pictures with the sentence frame: "Healthy food helps me ____". MLB: Children name foods that are eaten in the morning, during the day, and at night, drawing each food in the appropriate chart column; Children group foods into categories on the Magnetic Board; TRANS: Sing an eating song to the tune of "Row Your Boat."</p> <p>OL:Combines Ideas in Complex Sentences</p> <p>EW:Completes a Sentence</p> <p>PA:Identifies Rhyming Words</p> <p>SH:Nutrition Habits</p> <p>SH:Organizes Information</p> <p>FA:Participates in Music Activities</p> <p>SE:Recognizes Personal Strengths</p> <p>OL:Shows Understanding of Spoken English</p> <p>SS:Understands Time and Events</p>	<p>Story Time: How Does Your Salad Grow?</p> <p>Engage in a read aloud of How Does Your Salad Grow? Discuss what people and plants need to grow. Introduce vocabulary: salad; garden; chop. Children work together to make a salad using the salad recipe in the book. MLB: Children draw a plant and label the parts using the plant diagram in the book; Children listen for, and make /s/ sounds while you reread the story; TRANS: Children in pairs play "plant" and "gardener" and act out how a plant grows.</p> <p>FA:Engages in Dramatic Play</p> <p>SH:Explores Living Things</p> <p>OL:Follows Oral Directions</p> <p>AK:Identifies Letter Sounds</p> <p>EW:Labels Pictures</p> <p>C:Uses Book Information</p> <p>C:Uses Picture Clues</p> <p>OL:Uses Story Words</p>	<p>Circle Time: Ss Is for Supper</p> <p>A child with an Ss name wears Letter Vest Ss. Point out the letter shapes. Review vocabulary: salad; salsa; sandwich; sausages; soup; sushi. Children listen for /s/ in a fingerplay "Carrots for Supper." Plan a supper using foods starting with Ss. MLB: Explore a carrot, and measure using snap cubes; Children practice the words "please" and "thank you", passing toy foods; TRANS: Children stomp their feet when they hear a word starting with a /k/, and clap when they hear a word starting with /s/.</p> <p>OL:Builds Oral Fluency</p> <p>AK:Identifies Letter Sounds</p> <p>AK:Identifies Letters</p> <p>PA:Matches Initial Phonemes</p> <p>M:Measures Lengths</p> <p>OL:Uses and Increases Speaking Vocabulary</p> <p>PH:Uses Fine Motor Skills</p> <p>OL:Uses Verbal Conversation Rules</p>	<p>Circle Time: Our Favorite Fruits Graph</p> <p>Review Math Mat 23 and ask children to recall what the graph shows. Children create and interpret their own class favorite fruits graph. Children discuss the new graph, using comparative words like "more", "fewer", and "least". MLB: Children discuss the steps in the activity as you model how to combine 2 sentences into 1; Invite children to an orange fest, and encourage them to experiment with the peels; TRANS: Children imagine they are plants requiring space to grow as they walk.</p> <p>M:Collects and Organizes Data</p> <p>OL:Combines Ideas in Complex Sentences</p> <p>M:Counts items</p> <p>OL:Increases English Listening Vocabulary</p> <p>SE:Respects Personal Boundaries</p> <p>M:Understands Graphs</p> <p>FA:Uses a Variety of Materials</p>
Small Group Instruction	<p>Identify and Match Initial Sounds</p> <p>Review how to identify and match initial sounds using the Thumbs Up/Thumbs Down routine.</p> <p>PA:Matches Initial Phonemes</p>	<p>Collect and Organize Data and Interpret Graphs</p> <p>Review organizing data and interpreting graphs with Math Mat 23, Side A, pointing out the fruits in the graph and the number of children who liked each one best.</p> <p>M:Collects and Organizes Data</p> <p>M:Understands Graphs</p>	<p>Identify and Match Initial Sounds</p> <p>Review identifying and matching initial sounds using Thumbs Up/Thumbs Down.</p> <p>PA:Matches Initial Phonemes</p>	<p>Collect and Organize Data and Interpret Graphs</p> <p>Use completed Math Mat 23, Side A to review collecting and organizing data and interpreting graphs.</p> <p>M:Collects and Organizes Data</p> <p>M:Understands Graphs</p>	<p>Write the Letter Ss</p> <p>Review writing the letter Ss, and have children practice writing the letter on their palms, in sand and on paper.</p> <p>EW:Forms Letters</p>
Big Experience 2	<p>Story Time: The Beastly Feast</p> <p>Read aloud The Beastly Feast, and have children look and listen for the different animals and the foods they bring. Introduce</p>	<p>Story Time: Good Snacks</p> <p>Read Good Food, guiding children in retelling parts of the story. Review vocabulary: buy; greens. Children make and eat a bunny-</p>	<p>Circle Time: Learn About the Heart</p> <p>Brainstorm activities that make the heart work and rest. Review vocabulary: heart; energy. Children listen to their heart with a stethoscope.</p>	<p>Circle Time: Classroom Potluck</p> <p>Children prepare and host a potluck feast. Reinforce vocabulary: cultures; diverse. Provide Food Label cutouts for quests to fill</p>	<p>Story Time: Paper Fruits and Vegetables</p> <p>Reread Eating the Alphabet and have children look at the shapes and colors used to make the art. Children trace some of the shapes in</p>

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	<p>vocabulary: armadillo; loupe; puffins.</p> <p>Children hold a make-believe feast, then take a make-believe nap. MLB: Children dictate an invitation to a Classroom Potluck, and invite their family to bring their favorite foods; Children draw what they would bring if they were invited to the animal feast; TRANS: Children return a piece of play food to the Play Center.</p> <p>OL:Combines Ideas in Complex Sentences</p> <p>EW:Contributes Ideas for Writing</p> <p>OL:Follows Oral Directions</p> <p>FA:Responds to Stories Through Art</p> <p>C:Retells a Story</p> <p>C:Story Characters</p> <p>OL:Uses Naming Words</p> <p>C:Uses Picture Clues</p> <p>OL:Uses Story Words</p>	<p>shaped snack. Guide children in naming ingredients and following directions. MLB: Children take turns being the "shopper" and putting items in a bag, and guessing what's in the bag; Children take turns forming human shopping carts or wheelbarrows; TRANS: Reinforce matching initial sounds with items that can be found at a grocery store.</p> <p>OL:Follows Oral Directions</p> <p>PA:Matches Initial Phonemes</p> <p>SH:Nutrition Habits</p> <p>C:Retells a Story</p> <p>C:Story Sequence</p> <p>OL:Understands Meanings of New Words</p> <p>PH:Uses Gross Motor Skills</p> <p>OL:Uses Naming Words</p> <p>C:Uses Picture Clues</p> <p>OL:Uses Story Words</p>	<p>then jump to music and dance again. Use Science Poster 12. Children describe what they see, pointing out healthy foods that provide energy. MLB: Make heart-shaped collages out of pictures of healthy food; Identify body parts on a drawing and flex muscles; TRANS: Use Thumbs Up/Thumbs Down to tell whether a word has the same beginning sound as "heart".</p> <p>FA:Creative Expression Through Art</p> <p>SH:Engages in Fitness Activities</p> <p>PA:Matches Initial Phonemes</p> <p>SH:Nutrition Habits</p> <p>SH:Parts of the Body</p> <p>OL:Shares Appropriate Information</p> <p>OL:Uses Science Words</p>	<p>out when they bring their dishes. Guests read their labels and tell about the foods they brought. Children taste and describe each food. Invite guests to read aloud The Beastly Feast. Children act out what might happen after the animals nap. MLB: Children clean up; children discuss the foods they ate and what they liked best; TRANS: Children sing a Thank You chant.</p> <p>OL:Builds Oral Fluency</p> <p>SS:Characteristics of People</p> <p>SS:Cultural Awareness</p> <p>C:Extends a Story</p> <p>M:Sorts and Describes Objects</p> <p>SE:Uses Classroom Rules and Routines</p> <p>OL:Uses Describing Words</p> <p>OL:Uses Naming Words</p> <p>OL:Uses Social Studies Words</p>	<p>the book, make the cut-paper fruit and vegetable art, then talk in pairs about the color of their art. MLB: Children sort fruits and vegetables, then make a graph showing results; Children repeat the first sounds of foods in the book, then say another word beginning with the same sound; TRANS: Children pass along a fruit, as each one adds a description.</p> <p>FA:Appreciates Art</p> <p>M:Counts items</p> <p>FA:Creative Expression Through Art</p> <p>FA:Identifies Colors</p> <p>AK:Identifies Letters</p> <p>PA:Matches Initial Phonemes</p> <p>SH:Nutrition Habits</p> <p>C:Role of Author and Illustrator</p> <p>M:Understands Graphs</p> <p>OL:Uses Describing Words</p> <p>PH:Uses Fine Motor Skills</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>Apples</p> <p>Sing "Apples" with actions.</p> <p>FA:Participates in Music Activities</p>	<p>Apples</p> <p>Sing "Apples" with actions.</p> <p>FA:Participates in Music Activities</p>	<p>Apples</p> <p>Sing "Apples" with actions.</p> <p>FA:Participates in Music Activities</p>	<p>Apples</p> <p>Sing "Apples" with actions.</p> <p>FA:Participates in Music Activities</p>	<p>Apples</p> <p>Sing "Apples" with actions.</p> <p>FA:Participates in Music Activities</p>
Big Experience 3	<p>Circle Time: Healthy Drinks Graph</p> <p>Children brainstorm a list of healthy drinks to bring to the feast. Children make a graph that shows their favorite drinks. Discuss the information. Review vocabulary: compare; fewest; graph; most. Display Math Mat 23 Side A and explain that this graph shows a class's favorite fruits. Model how to read the graph. MLB: Children think of 3 foods that begin with /r/, then name their favorite; Children draw and label pictures of themselves eating their favorite fruit; TRANS: Use a count-off chant.</p> <p>M:Collects and Organizes Data</p> <p>M:Counts to 10</p> <p>AK:Identifies Letter Sounds</p> <p>M:Understands Graphs</p> <p>OL:Uses Math Words</p>	<p>Circle Time: This Is Letter Ss</p> <p>Today's helper wears the Ss Letter Vest. Display the Picture Card for sun. Remind children that the first sound is /s/. Review vocabulary: sandwich; silly; some; so; set. Sing "Silly Sandwich", emphasizing the /s/ sound. Make silly sandwich collages and name the sandwiches words that begin with /s/. MLB: Children describe their silly sandwiches to a partner; children hunt for objects whose names begin with an Ss; TRANS: Children get an Ss Letter Cutout and say a word beginning with /s/.</p> <p>OL:Combines Ideas in Complex Sentences</p> <p>AK:Identifies Letter Sounds</p> <p>AK:Identifies Letters</p> <p>PA:Matches Initial Phonemes</p>	<p>Circle Time: Salad Graph</p> <p>Reread How Does Your Salad Grow? Review vocabulary: fewest; fewer; graph; least; most. Use Math Mat 23, Side A. Children collect data about their favorite salad ingredients and record the information on a bar graph. Children compare the results. MLB: Children look at Science Poster 12 and compare the foods in the books and on the poster; Children explore fruits with a magnifying glass, using Thumbs Up/Thumbs Down to identify characteristics; TRANS: Use a counting chant to count tomatoes to 10.</p> <p>M:Collects and Organizes Data</p> <p>M:Counts to 10</p> <p>SH:Investigates Materials</p> <p>M:Understands Graphs</p>	<p>Story Time: Favorite Food Labels</p> <p>Reread Good Food. Reinforce vocabulary: nutritious; protein; vegetables. Children use paper plates to draw and label their favorite "everyday" food on one side and "sometimes" food on the other. MLB: Play a "roll the ball" game where children say a word that has the same beginning sound as a word on a Picture Card; Create a chart with the headings "I Can Do Myself" and "I Need Help"; TRANS: Children find partners to make uppercase and lowercase Ss Letter Card pairs.</p> <p>EW:Labels Pictures</p> <p>PA:Matches Initial Phonemes</p> <p>AK:Matches Upper/Lowercase Letters</p> <p>SH:Nutrition Habits</p> <p>SE:Recognizes Personal Strengths</p>	<p>Circle Time: Healthy Snack Mix</p> <p>Review what you've learned about healthy foods. Children work together to prepare a healthy snack to share with their families. MLB: Children draw a picture of a snack mix on one side of an index card, then cut out a downloadable Snack Mix Recipe and glue it to the other side; Create a slideshow of children creating their snack mix and have children choose the music to go with it; TRANS: Children say: "I can put ___ into the silly mix", then make a giant mix of things that start with an /s/.</p> <p>TM:Creates with Technology</p> <p>OL:Follows Oral Directions</p> <p>AK:Identifies Letter Sounds</p> <p>SH:Nutrition Habits</p>

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	OL:Uses Math Words EW:Uses Writing Conventions	FA:Uses a Variety of Materials	C:Uses Book Information	OL:Shares Appropriate Information	OL:Uses Action Words
		OL:Uses and Increases Speaking Vocabulary EW:Writes Symbols or Letters	OL:Uses Math Words C:Uses Picture Clues	OL:Uses and Increases Speaking Vocabulary EW:Writes Name	SE:Uses Classroom Rules and Routines C:Uses Picture Clues EW:Writes Symbols or Letters
Small Group Intervention	Reinforce how to identify and match initial sounds using picture cards for support. PA:Matches Initial Phonemes	Reinforce graphing, having children line up to show favorite foods. Use Math Mat 23, Side B and bear counters as support. M:Collects and Organizes Data M:Understands Graphs	Reinforce identifying and matching initial sounds with Picture Cards. PA:Matches Initial Phonemes	Reinforce collecting and organizing data, and interpreting graphs using Math Mat 23, Side B, and bear counters. M:Collects and Organizes Data M:Understands Graphs	Model how to write Ss on the board and repeat with letter formation. Reinforce by guiding children's hands as they form the letter and by using Letter Cards. 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
Use taste and write letters to illustrate health and safety. EW:Copies Letters SS:Home Address and Phone Number EW:Writes a List	Explore senses, health, and safety using blocks. SE:Shows Empathy and Kindness SE:Takes Care of Materials SE:Uses Classroom Rules and Routines	Experience stories and read along with books about the theme. TM:Uses Mouse and Keyboard TM:Uses Recorders and Touch Screens TM:Uses Software	Create a variety of art about health and safety. SH:Healthy Habits SH:Nutrition Habits FA:Uses a Variety of Materials TM:Uses Recorders and Touch Screens	Use math concepts to explore the theme. M:Collects and Organizes Data M:Compares Capacity M:Creates Patterns M:Strategies to share and divide	Make music and role play health and safety practices. FA:Creates Music with Instruments FA:Engages in Dramatic Play SE:Respects Personal Boundaries SH:Safety Habits	Read and listen to books about health, safety, and the senses. CP:Book Handling CP:Directionality ER:Engages in Pre-/Reading Activities TM:Uses Recorders and Touch Screens	Explore the five senses and investigate ways to be safe and healthy. SH:Nutrition Habits SH:Safety Habits SE:Shows an Awareness of Others OL:Uses Describing Words

Reflections / Notes

Daily Notes

