

<b>Weekly View</b>	Teacher: <b>Jenifer Vinci</b>	Class: <b>Lesson Planner: Week 3: Things We Build</b>	
	Theme: <b>Theme 5: Imagine It, Make It</b>	Plan: <b>Lesson Planner: Week 3: Things We Build</b>	Week: <b>Week 1: Using My Imagination</b>

Learning Block	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Big Experience 1</b>	<p>Circle Time: Things We Build</p> <p>Children review Big Wall Chart 5 and point to building materials. Introduce vocabulary: invention; materials; plan. Children use their imaginations to plan and build something using a variety of materials. MLB: Children compare the materials used to build, and sort materials into groups; Children recall the beginning sound for "nest", then name animals that make nests; TRANS: Sing a song about building to the tune of "The Farmer in the Dell."</p> <p>OL:Builds Oral Fluency</p> <p>SE:Cooperates and Plays With Others</p> <p>AK:Identifies Letter Sounds</p> <p>SE:Initiates Problem-Solving</p> <p>SH:Investigates Materials</p> <p>OL:Understands Meanings of New Words</p> <p>OL:Uses Details in Sentences</p> <p>OL:Uses Theme Words</p>	<p>Circle Time: This Is Letter Oo</p> <p>Today's Letter Helper wears the Letter Vest Oo. Display the Picture Card for octopus. Introduce vocabulary: box; octopus; rocks. Perform the fingerplay What I'll Make. Children show a thumbs-up when they hear the /o/ sound. Children cut out the letter Oo, and trace it as they make the sound. MLB: Children thread yam through "o" shaped cereal and compare lengths; Children review the /o/ sound in rocks and make a rock collage; TRANS: Children make the shape of the letter Oo with their arms.</p> <p>M:Compares Lengths</p> <p>OL:Demonstrates Growing Understanding of English</p> <p>EW:Forms Letters</p> <p>AK:Identifies Letter Sounds</p> <p>AK:Identifies Letters</p> <p>SH:Investigates Earth Materials</p> <p>PH:Uses Fine Motor Skills</p> <p>EW:Writes Name</p>	<p>Circle Time: Pig House Labels</p> <p>Reread The Three Little Pigs and have children act out how each little pig builds his house. Review vocabulary: construct. Children create the three houses from the story using supplies that represent the materials used. MLB: Working with partners, children mix up the houses, and reorder them as in the story; Review what children learned about animal homes. Children choose one animal and draw its home; TRANS: Children read and write the letter Oo on the board with water, then say the sound.</p> <p>FA:Creative Expression Through Art</p> <p>EW:Forms Letters</p> <p>AK:Identifies Letters</p> <p>SH:Investigates Materials</p> <p>EW:Labels Pictures</p> <p>C:Retells a Story</p> <p>OL:Uses Describing Words</p> <p>M:Uses Time Words</p>	<p>Circle Time: On Top of a Skyscraper</p> <p>Select a child with an Oo name to wear the Letter Vest. Review vocabulary: block, octopus, treetops. Use Thumbs Up/Thumbs Down to indicate if they heard the sound /o/ in a Picture Card word. Children learn the song My Skyscraper and listen for the letter Oo. Children imagine they are on a skyscraper and look for things with /o/ in their name. MLB: Children take Oo cutouts and look for the letter Oo in signs; Children make pictures out of the letter Oo; TRANS: Children roll like Oos.</p> <p>OL:Builds Oral Fluency</p> <p>FA:Creative Expression Through Art</p> <p>SS:Geographical Features</p> <p>AK:Identifies Letter Sounds</p> <p>AK:Identifies Letters</p> <p>OL:Positive Listening Habits</p> <p>PH:Uses Gross Motor Skills</p>	<p>Story Time: Construction Time!</p> <p>Reread Alphabet Under Construction. Have children demonstrate what the mouse is doing at each letter. Children construct their own name, using letter cutouts and the same actions the mouse uses. Children make nameplates by pasting the letters in order. MLB: Place materials the mouse uses in a warm spot and have children predict what will happen, then examine the material; Children make designs with their initials; TRANS: Children pretend to vacuum by humming with sticky tape on their fingers.</p> <p>SH:Changes in Earth and Sky</p> <p>FA:Creative Expression Through Art</p> <p>OL:Follows Oral Directions</p> <p>AK:Identifies Letters</p> <p>SE:Uses Classroom Rules and Routines</p> <p>PH:Uses Gross Motor Skills</p> <p>C:Uses Picture Clues</p>
<b>Small Group Instruction</b>	<p>Produce Rhyming Words</p> <p>Review last week's skill of producing rhyming words, using Picture Cards as needed.</p> <p>PA:Produces Rhyming Words</p>	<p>Build Structures</p> <p>Review structures. Show children the structure on Math Mat 19 Side A and ask children to describe the structures. Children work in pairs to create structures from blocks</p> <p>M:Builds Structures</p>	<p>Produce Rhyming Words</p> <p>Review that when two words have the same ending sounds, they rhyme. Use Picture Cards for support.</p> <p>PA:Produces Rhyming Words</p>	<p>Builds Structures</p> <p>Review building structures using Math Mat 19 Side A.</p> <p>M:Builds Structures</p>	<p>Write the Letter Oo</p> <p>Review writing the letter O, and have children practice writing the letter on their palms, in sand, and on paper.</p> <p>EW:Forms Letters</p>
<b>Big Experience 2</b>	<p>Story Time: The Three Little Pigs</p> <p>Read The Three Little Pigs, and discuss the materials the pigs used to build their homes. Introduce vocabulary: chum; fortune; straw. Children join in reading the repetitive text. Children predict which pig's house will be</p>	<p>Story Time: White Rabbit's Color Book</p> <p>Read White Rabbit's Color Book and pay attention to the words describing the colors. Introduce vocabulary: dip; tub; sizzling. As you reread the story, children color Rabbit Outlines to match the colors in the story, then take turns</p>	<p>Story Time: Buildings</p> <p>Read aloud Buildings. Review vocabulary: bricks; logs; metal. Children discuss the different materials used to create buildings around the world. Children tell a story about living in one of the buildings in the book. MLB:</p>	<p>Circle Time: Classroom Map</p> <p>Reread Buildings and discuss how buildings are important. Ask children to remember the landmarks they see as they go to school. Introduce vocabulary: landmarks; locations. Children identify landmarks in the classroom.</p>	<p>Circle Time: Big Builders</p> <p>Briefly revisit The Three Little Pigs. Display Math Mat 19 and discuss the structures and models built this week. Display Side A, and have children pair off and build similar structures. Children take time to image and plan. Children</p>

<b>Learning Block</b>	<p>strongest, then work with partners to test materials. MLB: Children discuss things that are make-believe and name other make-believe stories; Children identify which materials in the story rhyme; TRANS: Children count off groups of three and act out walking down a road.</p> <p>M:Counts to 5</p> <p>C:Distinguishes Real from Make-Believe</p> <p>C:Makes Predictions</p> <p>PA:Produces Rhyming Words</p> <p>OL:Shows Understanding of Spoken English</p> <p>SH:Tests Observations</p> <p>OL:Uses Story Words</p>	<p>retelling the story using their rabbits. MLB: Children use pronouns to talk about the different colors of White Rabbit's fur; Children draw pictures that show how a color makes them feel; TRANS: Children hop into line by the color of their rabbit.</p> <p>FA:Creative Expression Through Art</p> <p>FA:Identifies Colors</p> <p>OL:Positive Listening Habits</p> <p>C:Retells a Story</p> <p>OL:Uses Naming Words</p> <p>OL:Uses Pronouns</p> <p>OL:Uses Story Words</p>	<p>Children think of a material they would use to build a house that would protect them from the wolf and present their ideas; Children write sentences about buildings, and add in periods and capitals; TRANS: Children look through a pretend window and name something they see.</p> <p>C:Asks and Answers Questions</p> <p>CP:Capitalization</p> <p>CP:Punctuation</p> <p>SE:Shows Initiative and Persistence</p> <p>OL:Shows Understanding of Spoken English</p> <p>OL:Takes Turns Speaking</p> <p>OL:Uses Naming Words</p> <p>C:Uses Picture Clues</p>	<p>Children make a map of the classroom and include landmarks. MLB: Children use blocks to build the tallest landmark; Children decorate a classroom sign and hang it on the door with the classroom map; TRANS: Children line up near, and name a classroom landmark.</p> <p>M:Builds Structures</p> <p>EW:Contributes Ideas for Writing</p> <p>FA:Creative Expression Through Art</p> <p>OL:Makes Relevant Comments</p> <p>SS:Understands Geography Concepts</p> <p>PH:Uses Fine Motor Skills</p> <p>OL:Uses Naming Words</p> <p>OL:Uses Social Studies Words</p>	<p>then compare the pictures using math words such as "taller" or "wider". MLB: Create a stick house and say a word. Each child says a rhyming word as they pass around the house; Children use snap cubes to build letters; TRANS: Children model "taller" and "wider".</p> <p>M:Builds Structures</p> <p>AK:Identifies Letters</p> <p>PA:Produces Rhyming Words</p> <p>OL:Responds Appropriately</p> <p>SE:Shows Initiative and Persistence</p> <p>OL:Understands Meanings of New Words</p> <p>OL:Uses Math Words</p>
<b>Read Aloud</b>	<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>
<b>Songs and Fingerplays</b>	<p>I Want to Be a Carpenter</p> <p>Sing "I want to be a Carpenter" with actions.</p> <p>FA:Participates in Music Activities</p>	<p>I Want to Be a Carpenter</p> <p>Sing "I want to be a Carpenter" with actions.</p> <p>FA:Participates in Music Activities</p>	<p>I Want to Be a Carpenter</p> <p>Sing "I want to be a Carpenter" with actions.</p> <p>FA:Participates in Music Activities</p>	<p>I Want to Be a Carpenter</p> <p>Sing "I want to be a Carpenter" with actions.</p> <p>FA:Participates in Music Activities</p>	<p>I Want to Be a Carpenter</p> <p>Sing "I want to be a Carpenter" with actions.</p> <p>FA:Participates in Music Activities</p>
<b>Big Experience 3</b>	<p>Circle Time: Block Structures</p> <p>Display Math Mat 19, side A. Point to each picture and say "This structure is a ____." Review vocabulary: flip; rotate; structure. Children explore how structures are built, then use blocks to build some of the structures they see on the mat including ramps, bridges, and towers. MLB: Children turn and flip magnetic letters Aa to Nn to make structures; Children create structures with their bodies; TRANS: Each child adds a block to a tower as they move to their next activity.</p> <p>M:Builds Structures</p> <p>EW:Contributes Ideas for Writing</p> <p>SE:Cooperates and Plays With Others</p> <p>PH:Eye-Hand Coordination</p> <p>AK:Identifies Letters</p> <p>OL:Uses Common English Nouns and Phrases</p> <p>PH:Uses Gross Motor Skills</p> <p>OL:Uses Math Words</p>	<p>Circle Time: Rock, Soil, and Sand</p> <p>Display pictures from The Three Little Pigs that show the building materials the pigs used and discuss why each was or wasn't a good choice. Display Science Poster 10 and point to the different materials. Review vocabulary: rock; soil; wood. Children build a road to the pigs' houses using rocks, soil, and sand. MLB: Children make sand letters; Children name the characteristics of a beach and discuss why it's a special place; TRANS: Each child names a rhyming word for "rock" and "sand".</p> <p>EW:Forms Letters</p> <p>SS:Geographical Features</p> <p>SH:Investigates Earth Materials</p> <p>SH:Living and Nonliving Things</p> <p>PA:Produces Rhyming Words</p> <p>OL:Uses Describing Words</p> <p>OL:Uses Science Words</p>	<p>Circle Time: Bridges and Buildings</p> <p>Review Math Mat 19, Side A and ask children to name the structures. Children use toy people and vehicles to describe how each structure is used. Review vocabulary: taller; wider. Children build a bridge over a body of water and create buildings out of blocks as they plan a new town. MLB: Children list things from their neighborhood they would add to their new town, and make one; Children listen to rhyming clues to guess a riddle; TRANS: Each child demonstrates a math word such as "taller".</p> <p>M:Builds Structures</p> <p>SS:Geographical Features</p> <p>OL:Makes Relevant Comments</p> <p>PA:Produces Rhyming Words</p> <p>OL:Uses Common English Nouns and Phrases</p> <p>PH:Uses Fine Motor Skills</p> <p>OL:Uses Math Words</p>	<p>Story Time: Ways to Move a Box</p> <p>Reread The Three Little Pigs and ask children how the pigs solve their problems. Children think about how planning and thinking ahead are important. Children figure out how to move a box with six books in it without picking it up. Children make predictions, then test which idea works best. MLB: Children sort and match magnetic letters A-O and a-o; Children discuss other ways the pigs could have escaped and draw pictures; TRANS: Children listen for a word that rhymes with box.</p> <p>SE:Cooperates and Plays With Others</p> <p>C:Creates a New Story Ending</p> <p>PA:Identifies Rhyming Words</p> <p>OL:Makes Relevant Comments</p> <p>AK:Matches Upper/Lowercase Letters</p> <p>SE:Shows Initiative and Persistence</p> <p>OL:Understands Instructional Language</p>	<p>Circle Time: Log Cabins</p> <p>Children use what they have learned about building to create log cabin houses out of milk cartons. Children use their imaginations and plan what they want their cabin to look like. MLB: Discuss the materials each child used to build his or her cabin. Children compare their cabins using the appropriate pronouns; Children add features such as rivers, and describe each feature; TRANS: Children fill in the blanks to a simple chant with one regular and one irregular plural.</p> <p>EW:Contributes Ideas for Writing</p> <p>FA:Creative Expression Through Art</p> <p>SE:Shows Initiative and Persistence</p> <p>SS:Understands Geography Concepts</p> <p>OL:Understands Meanings of New Words</p> <p>FA:Uses a Variety of Materials</p> <p>OL:Uses Plurals</p> <p>OL:Uses Pronouns</p>

<b>Learning Block</b> <b>Small Group Intervention</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
	Reinforce producing rhyming words using Picture Cards and naming rhyming words. PA:Produces Rhyming Words	Reinforce structures using Math Mat 19. Invite children to provide suggestions as you use blocks to build a tower. M:Builds Structures	Reinforce and practice rhyming words, repeating words slowly and using picture cards. PA:Produces Rhyming Words	Practice with building structures using Math Mat 19 Side B. Children work together to build a structure as you provide guidance. M:Builds Structures	Model how to write Oo on the board and repeat with letter rhymes. Reinforce by guiding children's hands as they form the letter. 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**