

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

Learning Block	Monday	Tuesday	Wednesday	Thursday	Friday
Big Experience 1	<p>Circle Time: My Senses</p> <p>Introduce the 5 senses and that they help us get information about our world. Use Big Wall Chart 6 to show where people are using their senses. Introduce vocabulary: hear; see; senses; sight; smell; taste; touch. Make scent jars with items such as coffee or lemon slices. Children explore smell by passing around jars and describing each scent. MLB: Guess a smell from a new scent jar; Talk about a favorite thing and the smell associated with it; TRANS: Identify the scent jar that begins with L.</p> <p>AK:Identifies Letter Sounds SH:Investigates Materials SH:Parts of the Body SE:Shows an Awareness of Feelings OL:Uses Theme Words</p>	<p>Story Time: My Senses and Me</p> <p>Review Look, Listen, and Learn to explore ways we use our senses. Review vocabulary: answers; questions. Children draw a morning, daytime, and nighttime picture, showing them using one of their senses. Children fill in the sentence "I use my ___to___," and copy the frame onto their pictures. MLB: Children discuss their feelings and their senses; Children explore a fruit, and tell what part of the body is used for each sense; TRANS: Children "high-five" when two words begin with the same sound.</p> <p>EW:Completes a Sentence SH:Investigates Materials PA:Matches Initial Phonemes SH:Parts of the Body SE:Shows an Awareness of Feelings OL:Understands Meanings of New Words C:Uses Book Information</p>	<p>Story Time: My Five Senses</p> <p>Today's helper wears Letter Vest Qq as children practice saying the name. Display Letter Card Qq and have children repeat the sound and other Qq words. Children learn the song "Quiet Time" and put their finger to their lips when they hear the word "quiet". Children then act out the lyrics and do something quietly for 2-3 minutes. MLB: Children quack when they hear the /kw/ sound; Children decorate a crown cutout and give it to a chosen queen; TRANS: Children sing Quiet Time with movements.</p> <p>FA:Appreciates Art EW:Completes a Sentence M:Counts items AK:Identifies Letter Sounds SH:Investigates Materials PA:Matches Initial Sounds C:Uses Book Information OL:Uses New English Vocabulary</p>	<p>Circle Time: Qq Is for Questions</p> <p>Choose a child to wear Letter Vest Qq. Children share in the fingerplay "I Have a Question", emphasizing the sound /kw/, then trace a Q in the air each time they hear a word beginning with /kw/. Play a question game about the letter Qq. MLB: Children identify if a word begins with /kw/ by making a choice; Children write the letter Qq on a card and draw a duck on the back, labeling the drawing "Ducks Quack"; TRANS: Repeat the fingerplay and have each child answer a question.</p> <p>AK:Identifies Letters EW:Labels Pictures PA:Matches Initial Phonemes CP:Meaning of Print AK:Produces correct letter sounds FA:Sings New and Familiar Songs OL:Uses and Increases Speaking Vocabulary</p>	<p>Story Time: The Shape of Things</p> <p>Reread The Shape of Things. Children look for shapes in the book and in the classroom. Children write sentences about what they see. Children draw their eyes, then complete the frame: "My eyes see ___" and draw something they like to see. MLB: Children name a letter that stands for the sound /kw/ in "quilt", then make patterned quilts using shapes. Children work in pairs and "mirror dance", copying each other's movements; TRANS: Children match 3 word pairs from the story.</p> <p>M:Creates Patterns FA:Creative Expression Through Dance PA:Matches Initial Sounds M:Names Shapes SH:Parts of the Body M:Shapes in the Real World C:Uses Book Information OL:Uses New English Vocabulary</p>
Small Group Instruction	<p>Identifying and Producing Rhyming Words</p> <p>Review identifying and producing rhyming words, using picture cards.</p> <p>PA:Identifies Rhyming Words PA:Produces Rhyming Words</p>	<p>Solve Shape Puzzles</p> <p>Use Math Mat 21 to review solving shape puzzles.</p> <p>M:Problem Solving (Geometry)</p>	<p>Identifying and Matching Initial Sounds</p> <p>Review identifying and matching initial sounds. Use Picture Cards and have children name the pictures and stretch the initial sounds.</p> <p>PA:Matches Initial Phonemes</p>	<p>Solve Shape Puzzles</p> <p>Review solving shape puzzles using Math Mat 21, having children name each shape and holding up its pattern block.</p> <p>M:Problem Solving (Geometry)</p>	<p>Write the Letter Qq</p> <p>Review writing the letter Qq, modeling how to write both uppercase and lowercase. Write letters in the sand tray.</p> <p>EW:Forms Letters</p>
Big Experience 2	<p>Story Time: Look, Listen, and Learn</p> <p>Read aloud Look, Listen, and Learn and explain how our senses help us. Introduce vocabulary: aware; pine. Children write sentences about things they like to smell, then draw pictures of their noses and things they like to smell. MLB: Children draw one thing that smells "yucky" and write a label for it; Children create a collage from magazine</p>	<p>Story Time: Good Food</p> <p>Children engage in a read aloud of Good Food. Children think about the senses the boy uses when shopping. Introduce vocabulary: leafy. Gather fruits and vegetables for a classroom produce stand and invite children to role-play shopping. Children write sentences about what they like to taste. MLB: Children categorize fruits and vegetables and</p>	<p>Circle Time: We Are Alike and Different</p> <p>Reread Look, Listen, and Learn. Explain that some people don't use all 5 senses. Introduce vocabulary: blind; Braille; deaf. Explore how people can rely on one sense in the absence of another. Children close their eyes, feel an object, and guess what it is. MLB: Children work in pairs with one child wearing a blindfold and the other helping their partner walk</p>	<p>Story Time: All About Sound</p> <p>Reread My Five Senses and answer the question: How does Alike know when a truck passes? Review vocabulary: sound. Display Science Poster 11 and review the senses. Children explore sound as they make a simple telephone from cups and test how sound is transmitted. MLB: Children create noisy pictures with bubble wrap; Children walk</p>	<p>Circle Time: Sand Shapes</p> <p>Hold up pattern blocks and have children name each shape and attributes. Children use their sense of touch to draw shapes in the sand. Using Math Mat 21, children solve puzzles with pattern blocks, then remove the blocks and color their shapes. MLB: Using the pattern blocks from Wednesday and a taped outline, have children walk the shape and name it then</p>

	<p>it, Children create a collage from magazine pictures of things they like to smell; TRANS: Sing "Smell With My Nose" to the tune "Skip to My Lou" and imagine you are smelling something good.</p> <p>EW:Completes a Sentence</p> <p>EW:Labels Pictures</p> <p>SH:Parts of the Body</p> <p>FA:Uses a Variety of Materials</p> <p>C:Uses Book Information</p> <p>PH:Uses Gross Motor Skills</p> <p>C:Uses Picture Clues</p> <p>OL:Uses Verbal Conversation Rules</p>	<p>ategorize fruits and vegetables and brainstorm ways to classify foods; Children create a sign for their fruit stand; TRANS: Each child takes an item out of one bag and puts it in another.</p> <p>FA:Acts Out Stories</p> <p>EW:Completes a Sentence</p> <p>SH:Organizes Information</p> <p>C:Uses Book Information</p> <p>OL:Uses Describing Words</p> <p>PH:Uses Fine Motor Skills</p> <p>OL:Uses Subject-Verb Agreement</p> <p>EW:Writes to Convey Meaning</p>	<p>and the other helping their partner walk around; Children close their eyes, then feel and guess a shape; TRANS: Children chime in on a missing sense word as you do a fingerplay.</p> <p>M:Identifies Shape Attributes</p> <p>SH:Investigates Materials</p> <p>SS:Respects Differences Among People</p> <p>SE:Shows Empathy and Kindness</p> <p>OL:Uses Describing Words</p> <p>OL:Uses Science Words</p>	<p>pictures with bubble wrap, Children walk around the school and describe new and interesting sounds; TRANS: Use Thumbs Up/Thumbs Down to indicate when two words rhyme.</p> <p>FA:Creative Expression Through Art</p> <p>ER:Demonstrates Positive Reading Habits</p> <p>PA:Identifies Rhyming Words</p> <p>SH:Shares Scientific Information</p> <p>OL:Understands Meanings of New Words</p> <p>C:Uses Book Information</p> <p>OL:Uses Describing Words</p>	<p>have children walk the shape and name it, then place the correct shape in the puzzle; Children create a sand shape; TRANS: Children make up sentences about toys using shape words.</p> <p>OL:Builds Oral Fluency</p> <p>M:Creates Shapes</p> <p>M:Identifies Shape Attributes</p> <p>M:Names Shapes</p> <p>M:Problem Solving (Geometry)</p> <p>SE:Regulates Behavior</p> <p>PH:Uses Fine Motor Skills</p> <p>OL:Uses Naming Words</p> <p>EW:Writes Name</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>Head and Shoulders</p> <p>Sing "Head and Shoulders" with actions.</p> <p>FA:Participates in Music Activities</p>	<p>Head and Shoulders</p> <p>Sing "Head and Shoulders" with actions.</p> <p>FA:Participates in Music Activities</p>	<p>Head and Shoulders</p> <p>Sing "Head and Shoulders" with actions.</p> <p>FA:Participates in Music Activities</p>	<p>Head and Shoulders</p> <p>Sing "Head and Shoulders" with actions.</p> <p>FA:Participates in Music Activities</p>	<p>Head and Shoulders</p> <p>Sing "Head and Shoulders" with actions.</p> <p>FA:Participates in Music Activities</p>
Big Experience 3	<p>Circle Time: Body Shapes</p> <p>Introduce rectangles, rhombi and ovals. Display Math Mat 21. Name each shape on the mat and have children repeat its name.</p> <p>Introduce vocabulary: oval, rectangle, rhombus. Children work in pairs to make body shapes. MLB: Read a shape word, and have children identify the rhyming word; Children create rectangles out of pattern blocks and count the squares used to make each one; TRANS: Point to a shape on the Math Mat for each child to name.</p> <p>M:Compares Areas of Shapes</p> <p>M:Creates Shapes</p> <p>PA:Identifies Rhyming Words</p> <p>M:Identifies Shape Attributes</p> <p>M:Names Shapes</p> <p>SE:Respects Personal Boundaries</p> <p>OL:Uses School Words</p>	<p>Circle Time: This Is Letter Qq</p> <p>Today's helper wears Letter Vest Qq as children practice saying the name. Display Letter Card Qq and have children repeat the sound and other Qq words. Children learn the song "Quiet Time" and put their finger to their lips when they hear the word "quiet". Children then act out the lyrics and do something quietly for 2-3 minutes. MLB: Children quack when they hear the /kw/ sound; Children decorate a crown cutout and give it to a chosen queen; TRANS: Children sing Quiet Time with movements.</p> <p>AK:Identifies Letter Sounds</p> <p>AK:Identifies Letters</p> <p>AK:Matches Upper/Lowercase Letters</p> <p>AK:Produces correct letter sounds</p> <p>FA:Responds to Music</p> <p>FA:Uses a Variety of Materials</p> <p>PH:Uses Fine Motor Skills</p>	<p>Circle Time: Shape Puzzles</p> <p>Children close their eyes and get a rhombus pattern block. Review vocabulary: rhombus. Children make a large rhombus, rectangle, and oval large enough to stand on. Children play a game, jumping on a shape you describe as they learn more about shapes and their characteristics. MLB: Create a giant shape puzzle; Children work in pairs, with one making a block pattern, and the other copying the pattern; TRANS: Each child gets a shape cutout, then lines up as they hear clues about their shape.</p> <p>SE:Cooperates and Plays With Others</p> <p>M:Creates Shapes</p> <p>M:Identifies Shape Attributes</p> <p>M:Names Shapes</p> <p>M:Problem Solving (Geometry)</p> <p>PH:Uses Gross Motor Skills</p> <p>OL:Uses Math Words</p> <p>OL:Uses School Words</p>	<p>Circle Time: Sound Sentences</p> <p>Review the first 3 senses explored. Reinforce vocabulary: sound. Use the Clifford puppet and have children think about sounds Clifford might hear. Children write sentences about sounds they like. Children draw their ears, then complete the frame: "My ears hear ___," and draw a picture of something they like to hear.</p> <p>MLB: Point to people on Big Wall Chart 6 moving quickly and quietly; Make sound tubes and take turns talking and listening; TRANS: Children point to a body part: nose, mouth or ears.</p> <p>EW:Completes a Sentence</p> <p>OL:Demonstrates Attentive Listening</p> <p>EW:Demonstrates Awareness of Writing Conventions</p> <p>AK:Identifies Letter Names</p> <p>AK:Identifies Letter Sounds</p> <p>SH:Parts of the Body</p> <p>FA:Uses a Variety of Materials</p> <p>OL:Uses Common English Nouns and Phrases</p>	<p>Circle Time: My Book of Senses</p> <p>Revisit the drawings made throughout the week. Children compile their sense drawings and sentences from the week to make their own Book of Senses. Children make a book cover and draw a picture of their whole body. MLB: Children count body parts that have to do with the senses; Each child sits in an "author's chair" to read his/her book to the class; TRANS: Sing a senses song to the tune of "Twinkle, Twinkle Little Star" and have children point to the body parts as you say the name.</p> <p>M:Concept of Counting</p> <p>SH:Parts of the Body</p> <p>OL:Positive Listening Habits</p> <p>OL:Responds Appropriately</p> <p>OL:Shares Appropriate Information</p> <p>FA:Sings New and Familiar Songs</p> <p>FA:Uses a Variety of Materials</p> <p>PH:Uses Fine Motor Skills</p> <p>EW:Writes to Convey Meaning</p>

Small Group Intervention	Reinforce identifying and producing rhyming sounds with additional picture cards. PA:Identifies Rhyming Words PA:Produces Rhyming Words	Reinforce solving shape puzzles using a downloadable Math Mat. Guide children in fitting matching puzzle pieces into the puzzle. M:Problem Solving (Geometry)	Reinforce identifying and matching initial sounds with picture cards and additional practice. PA:Matches Initial Phonemes	Reinforce solving shape puzzles by having children make a shape puzzle using 2 pattern blocks. M:Problem Solving (Geometry)	Model writing the uppercase and lowercase Qq and explain letter formation step-by-step. EW:Forms Letters
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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

Monday:	Monday:	Tuesday:	Tuesday:	Wednesday:	Wednesday:	Thursday:	Thursday:	Friday:	Friday:
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