

Weekly View	Teacher: Jenifer Vinci	Class: Lesson Planner: Week 4: Staying Safe	
	Theme: Theme 6: Growing Up Healthy	Plan: Lesson Planner: Week 4: Staying Safe	Week: Week 1: My Senses

Learning Block	Monday	Tuesday	Wednesday	Thursday	Friday
Big Experience 1	<p>Circle Time: Staying Safe</p> <p>Use Big Wall Chart 6 and find pictures of the crossing guard and adult walking with children while crossing the street. Introduce vocabulary: caution; danger; harm; injury; safety. Children discuss safety rules and take turns playing a crossing guard to practice. MLB: Children use bear counters to show how many children can safely use the playground equipment on the Big Wall Chart; Sing "We Know How to Be Safe" to the tune of "The Farmer in the Dell;" TRANS: Children maintain space in line.</p> <p>M:Counts to 5</p> <p>SE:Respects Personal Boundaries</p> <p>OL:Responds Appropriately</p> <p>SH:Safety Habits</p> <p>OL:Shares a Personal Experience</p> <p>OL:Shows Understanding of Spoken English</p> <p>FA:Sings New and Familiar Songs</p> <p>OL:Uses Theme Words</p>	<p>Circle Time: Letter Review Aa-Ss</p> <p>Children call out names and sounds of Aa-Ss. Review words: buckle; car; round; safe; so; sound. Children play a letter identification game similar to Simon Says called "Teacher Says Buckle Up", driving to the letter "B". Continue playing with words starting with different letters. MLB: Say a word pair. Children name the word rhyming with "sound"; Draw pictures of letter cutouts; TRANS: Choose from letters Aa-Ss in a bag, and say a word that begins with that letter.</p> <p>OL:Follows Oral Directions</p> <p>AK:Identifies Letter Sounds</p> <p>AK:Identifies Letters</p> <p>PA:Identifies Rhyming Words</p> <p>PA:Matches Initial Phonemes</p> <p>FA:Uses a Variety of Materials</p>	<p>Story Time: Please Stay Safe!</p> <p>Engage in a read aloud of Please Play Safe! as children learn about playground safety. Review vocabulary: tag; thud. Children use puppets made of Playground Animal Cutouts to act out how to respond to friends who break safety rules. MLB: Children skip or hop to music, being careful not to get in each other's way; Children build a block playground, then use puppets to act out playing safely; TRANS: Children identify the initial letter in an animal's name from Please Play Safe!</p> <p>CP:Book Handling</p> <p>M:Builds Structures</p> <p>FA:Engages in Dramatic Play</p> <p>AK:Identifies Letter Sounds</p> <p>AK:Identifies Letters</p> <p>SE:Respects Personal Boundaries</p> <p>SH:Safety Habits</p> <p>OL:Understands Words with Opposite Meanings</p> <p>C:Uses Picture Clues</p>	<p>Circle Time: Letter Review Aa-Ss</p> <p>Review letters Aa-Ss. Review vocabulary: call; can; come; help; is; need; number; some. Children sing a song about calling 911, pointing to the Alphabet Frieze when they hear specific letters. Identify letters Aa-Ss using the Classroom Safety Rules. MLB: Children create a collage around the first letter of their favorite thing; Children name words that rhyme with words from the 911 song. TRANS: Hold up an Aa-Ss Letter Card and have children act out if it's an uppercase and lowercase letter.</p> <p>FA:Creative Expression Through Art</p> <p>FA:Enjoys Music</p> <p>AK:Identifies Letter Sounds</p> <p>AK:Identifies Letters</p> <p>PA:Identifies Rhyming Words</p> <p>SH:Safety Habits</p> <p>PH:Uses Gross Motor Skills</p>	<p>Story Time: Safety With Science Tools</p> <p>Reread Science Tools, focusing on the importance of using tools safely. Children take turns being safety guides as their classmates tour the Science Center. Children make tour guide badges and describe how to use each tool safely. MLB: Children make a checklist, writing a word and drawing a picture to represent each tool, then check that tools are in the right place; Children choose a tool and show how it is used; TRANS: Sing a safety song to the tune of "The Farmer in the Dell."</p> <p>OL:Combines Ideas in Complex Sentences</p> <p>OL:Makes Eye Contact</p> <p>OL:Responds Appropriately</p> <p>SH:Safety Habits</p> <p>OL:Shares a Personal Experience</p> <p>FA:Sings New and Familiar Songs</p> <p>C:Uses Book Information</p> <p>EW:Writes a List</p> <p>EW:Writes Name</p>
Small Group Instruction	<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>Strategies to Share and Divide Up to Ten Items Equally</p> <p>Review strategies to share and divide up to 10 items using Math Mat 24, Side B and manipulatives.</p> <p>M:Strategies to share and divide</p>	<p>Identifying and Producing a Rhyming Word</p> <p>Review identifying and producing rhyming words, using Clifford to recite rhyming words.</p> <p>PA:Identifies Rhyming Words</p> <p>PA:Produces Rhyming Words</p>	<p>Strategies to Divide Up to 10 Items Equally</p> <p>Review strategies to share and divide items equally, using Math Mat 24, Side B and buttons.</p> <p>M:Strategies to share and divide</p>	<p>Write the Letters Aa-Ss</p> <p>Practice writing the letter Aa-Ss. Children practice drawing the letters on their palms, then on paper.</p> <p>EW:Forms Letters</p>
Big Experience 2	<p>Story Time: Always Be Safe</p> <p>Read the book Always Be Safe. Introduce vocabulary: lump; nipped; zip. Draw a T-chart with "home" and "school" columns, and have children list ways to keep safe. Write classroom safety rules and have children pledge to follow</p>	<p>Story Time: Safety for Dinosaurs</p> <p>Reread How Do Dinosaurs Get Well Soon? Review vocabulary: drag; wail. Children make up a new story ending, then act it out going on a bike ride wearing safety gear, with their healthy dinosaur friends. MLB: Children choose a</p>	<p>Story Time: Being Me, Being Safe</p> <p>Reread Always Be Safe. Children learn how to use awareness and their senses to stay safe. Children act as safety patrol monitors as they remind others to practice safety. MLB: Children write action words from the story,</p>	<p>Story Time: My Home Address</p> <p>Reread Please Play Safe! and have children extend the story by having all of Penguin's friends go to his house. Children learn why it's important to know their home address (to call 911 for example), and practice reciting their</p>	<p>Circle Time: Seat Belt Reminders</p> <p>Demonstrate how a seat belt works using a booster seat and ribbon. Children make seat belt safety reminders by decorating ribbons to take home and use as reminders to buckle up. MLB: Children make a poster using pictures of</p>

<p>Learning Block</p>	<p>the list. MLB: Children tell you which word has the same beginning sound as "helmet", "caution", and "look"; Children decorate cutout bike helmets; TRANS: Children point out and name each letter in the word "Safe", then name another /s/ word.</p> <p>CP:Book Handling</p> <p>FA:Creative Expression Through Art</p> <p>OL:Engages in Nonverbal Communication</p> <p>AK:Identifies Letter Sounds</p> <p>PA:Matches Initial Sounds</p> <p>OL:Responds Appropriately</p> <p>EW:Writes Name</p>	<p>Classroom Safety Rules to pay special attention to, and draw pictures illustrating the rule; Children dictate notes to their dinosaur pals, reading and giving it a stuffed animal or imaginary dinosaur; TRANS: Recite the song "This is The Way I Ride My Bike."</p> <p>FA:Acts Out Stories</p> <p>C:Extends a Story</p> <p>PA:Produces Rhyming Words</p> <p>SH:Safety Habits</p> <p>FA:Sings New and Familiar Songs</p> <p>OL:Speaks in Complete Sentences</p> <p>SE:Uses Classroom Rules and Routines</p> <p>C:Uses Picture Clues</p> <p>EW:Uses Writing Conventions</p>	<p>then dictate a rule that begins with each word; Children tell one way that each of the senses helped them stay safe. Have Clifford provide examples; TRANS: Sing a "Thank You" song to the tune of "Shoo Fly" to safety workers.</p> <p>SE:Attention to Surroundings</p> <p>EW:Contributes Ideas for Writing</p> <p>OL:Responds Appropriately</p> <p>SH:Safety Habits</p> <p>FA:Sings New and Familiar Songs</p> <p>OL:Uses Action Words</p> <p>C:Uses Book Information</p>	<p>addresses to friends, calling to come over. MLB: Children stand in the middle of a circle when their address is called; Children draw pictures of their homes and help write their addresses; TRANS: Children practice giving important information such as name or address.</p> <p>EW:Completes a Sentence</p> <p>FA:Engages in Dramatic Play</p> <p>C:Extends a Story</p> <p>SS:Home Address and Phone Number</p> <p>EW:Labels Pictures</p> <p>OL:Responds Appropriately</p> <p>C:Uses Picture Clues</p> <p>OL:Uses Social Studies Words</p>	<p>people riding safely; Children dictate or write the safety rules being followed; Children build a bus of blocks, then use belts or ribbons to make seat belts; TRANS: Children identify a letter Aa-Ss, then think of an activity beginning with that letter that they can do safely.</p> <p>M:Builds Structures</p> <p>AK:Identifies Letters</p> <p>EW:Labels Pictures</p> <p>SH:Safety Habits</p> <p>OL:Shares a Personal Experience</p> <p>SE:Shows Positive Social Behaviors</p> <p>OL:Shows Understanding of Spoken English</p> <p>FA:Uses a Variety of Materials</p>
<p>Read Aloud</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>	<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>Songs and Fingerplays</p>	<p>Traffic Light Song</p> <p>Sing the "Traffic Light Song" with actions.</p> <p>FA:Participates in Music Activities</p>	<p>Traffic Light Song</p> <p>Sing the "Traffic Light Song" with actions.</p> <p>FA:Participates in Music Activities</p>	<p>Traffic Light Song</p> <p>Sing the "Traffic Light Song" with actions.</p> <p>FA:Participates in Music Activities</p>	<p>Traffic Light Song</p> <p>Sing the "Traffic Light Song" with actions.</p> <p>FA:Participates in Music Activities</p>	<p>Traffic Light Song</p> <p>Sing the "Traffic Light Song" with actions.</p> <p>FA:Participates in Music Activities</p>
<p>Big Experience 3</p>	<p>Circle Time: A Fair Share</p> <p>Introduce division by sharing classroom objects such as crayons. Review vocabulary: equal; divide; share. Use Math Mat 24, Side A and display 6 crackers and 3 children. Children think of ways the crackers can be divided equally. MLB: Pairs of children divide beads so that each child has an equal number, then make a necklace; Children divide classroom tools so that each has an equal number, and review safety rules; TRANS: Pairs of children think about how they would share 4 crayons equally.</p> <p>M:Counts items</p> <p>OL:Engages in Conversation</p> <p>PH:Eye-Hand Coordination</p> <p>OL:Follows Oral Directions</p> <p>SH:Safety Habits</p> <p>M:Strategies to share and divide</p> <p>OL:Uses Math Words</p>	<p>Circle Time: Safety First</p> <p>Reread Always Be Safe and discuss what you would do if a friend got hurt. Review vocabulary: safety; emergency. Children learn what it means to have an emergency and what to do. Children use Thumbs Up/Thumbs Down to identify when you should call 911, then practice calling. MLB: Children list people who help them stay safe, and complete the sentence: "Call 911 when ____"; Children name community workers who might help in an emergency; TRANS: Children practice naming their names and addresses.</p> <p>SS:Community Workers</p> <p>EW:Completes a Sentence</p> <p>SE:Initiates Problem-Solving</p> <p>OL:Responds Appropriately</p> <p>SH:Safety Habits</p> <p>OL:Uses Science Words</p>	<p>Circle Time: Share a Snack</p> <p>Review Math Mat 24, Side A and ask children how the three children shared the crackers equally. Reinforce vocabulary: divide; equal; share. Display a bowl of crackers and ask children to review strategies to divide the snack fairly. Volunteers help distribute snacks. MLB: Pairs act out the parts of Penguin and Chimpanzee from Please Play Safe! and take turns explaining how to share a snack; Groups of children count different objects up to 10; TRANS: Children clap and recite a sharing chant.</p> <p>SE:Cooperates and Plays With Others</p> <p>C:Creates a New Story Ending</p> <p>M:Problem Solving (Counting)</p> <p>OL:Responds Appropriately</p> <p>M:Strategies to share and divide</p> <p>OL:Understands Instructional Language</p>	<p>Circle Time: Telephone Number Cards</p> <p>Children learn their phone number by using Numeral Cutouts and pasting them in a grid. Review vocabulary: accident; emergency. Children practice punching in their numbers on a toy phone as they say the number aloud, then just say the number. MLB: As you say a number from children's phone numbers, children identify the initial letter sound and letter; Children work in pairs to compare what is the same or different about their phone numbers; TRANS: Children say their address or phone number.</p> <p>SS:Home Address and Phone Number</p> <p>AK:Identifies Letter Sounds</p> <p>M:Numbers in the Real World</p> <p>M:Recognizes Numerals</p> <p>OL:Uses Theme Words</p> <p>EW:Writes Symbols or Letters</p> <p>EW:Writes to Convey Meaning</p>	<p>Circle Time: Sharing in a Group</p> <p>Children review what they learned about strategies for sharing. Use Math Mat 24, Side A and ask children to review how the children shared the crackers. In groups of four, children work together to divide a bag of snacks equally. MLB: Children in the same groups divide art materials, then illustrate ways to be safe; Display Please Play Safe! Children think of a strategy that Hippo and Bear could use to divide and share toys; TRANS: Children name something that begins with Pp and can be shared.</p> <p>SE:Cooperates and Plays With Others</p> <p>PA:Matches Initial Sounds</p> <p>SH:Safety Habits</p> <p>M:Strategies to share and divide</p> <p>OL:Uses Math Words</p>

Small Group Intervention Learning Block	Monday Reinforce identifying and matching initial sounds using Picture Card sets. PA:Matches Initial Phonemes	Tuesday Reinforce sharing and dividing up to 10 items, modeling how to divide snacks equally. Use Math Mats and a plastic bag of snacks for support. M:Strategies to share and divide	Wednesday Reinforce rhyming words using picture cards for support. PA:Identifies Rhyming Words PA:Produces Rhyming Words	Thursday Reinforce strategies for sharing and dividing items using Math Mat 24, side B, and baggies of snacks. M:Strategies to share and divide	Friday Reinforce forming the letters Aa-Ss. Model writing the letters on the board. Use Letter Cards for support. 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