

Weekly View	Teacher: Jenifer Vinci	Class: Lesson Planner: Week 2: Making Friends	
	Theme: Theme 1: Ready for School!	Plan: Lesson Planner: Week 2: Making Friends	Week: Week 1: My School

Learning Block	Monday	Tuesday	Wednesday	Thursday	Friday
Big Experience 1	<p>Circle Time: Making Friends</p> <p>Children discuss activities at school. Introduce vocabulary: friends; play and discuss what friends do together in school. Children discuss cooperating and act out cooperating in learning centers. Children work in pairs to introduce themselves and ask a friend to play. MLB: Review the Meet & Greet routine and introduce the U.S. flag, state flag and the Pledge of Allegiance; Children listen for sounds in "Apples and Bananas"; TRANS: Children sing "The Alphabet Song".</p> <p>SE:Classroom Roles and Responsibilities</p> <p>SE:Cooperates and Plays With Others</p> <p>FA:Engages in Dramatic Play</p> <p>AK:Identifies Letters</p> <p>PA:Identifies Sounds</p> <p>OL:Uses Greetings and Introductions</p> <p>C:Uses Picture Clues</p> <p>OL:Uses Story Words</p> <p>OL:Uses Theme Words</p> <p>OL:Uses Verbal Conversation Rules</p>	<p>Circle Time: Our First Names</p> <p>Children learn the first letter of their first name and match it to the Alphabet Frieze. Children complete the sentence "My name starts with the letter _____." Engage children in a four-square letter game to help them learn the first letter of their name. MLB: Review how to sign in each day and see if anyone is absent; Children learn that sentences are groups of words by clapping for each word they hear; TRANS: Sing "Let's Wave Hello" for each child as the line up.</p> <p>SE:Cooperates and Plays With Others</p> <p>EW:Demonstrates Awareness of Writing Conventions</p> <p>AK:Identifies Letter Sounds</p> <p>AK:Identifies Letters</p> <p>OL:Requests Help</p> <p>PA:Separates Sentences Into Words</p> <p>OL:Speaks in Complete Sentences</p> <p>SE:Uses Classroom Rules and Routines</p>	<p>Circle Time: How Do Friends Help?</p> <p>Children engage in a reread of Friends at School and share ways that friends can help each other. Children place sticky notes on story pages that show friends cooperating, or working together. Role-play with children modeling language they can use when helping a new friend to get something done. MLB: Children share answers to "What is one thing you would like to do with a friend?" Children recall friends names as they play ball toss; TRANS: Children line up in pairs as they share their names.</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:Speaks in Complete Sentences</p> <p>OL:Speaks Politely</p> <p>C:Uses Book Information</p> <p>SE:Uses Classroom Rules and Routines</p> <p>OL:Uses Greetings and Introductions</p>	<p>Circle Time: Review Names and Letters</p> <p>Children review saying their names and the first letter of their name. Using Letter Cards and magnetic letters children make a friendship circle as they match letters with their classmates' names. MLB: Children match letters to find friends and practice greeting them by name; Children tap for words they hear in a sentence that they have shared; TRANS: Children line up by their first letter of their name in the song, "A Friend of Mine".</p> <p>OL:Follows Oral Directions</p> <p>AK:Identifies Letter Names</p> <p>AK:Identifies Letter Sounds</p> <p>AK:Identifies Letters</p> <p>PA:Separates Sentences Into Words</p> <p>OL:Uses Greetings and Introductions</p>	<p>Story Time: Alphabet Friends</p> <p>Children revisit the book Annie, Bea, and Chi Chi Delores to explore what friends do together and draw a picture of a favorite activity from the book as they name the first letter in the name of the activity. Children make a follow-the-leader conga line like the friends in the story. MLB: Introduce Classroom Helpers and the jobs children will have; Act out activities from the story; TRANS: Children match Letter Cards to the names of friends.</p> <p>SE:Classroom Roles and Responsibilities</p> <p>SE:Cooperates and Plays With Others</p> <p>AK:Identifies Letters</p> <p>FA:Responds to Music</p> <p>OL:Shares a Personal Experience</p> <p>OL:Speaks in Complete Sentences</p> <p>PH:Uses Gross Motor Skills</p> <p>C:Uses Picture Clues</p>
Small Group Instruction	<p>Review Learning Center routines and the centers introduced so far: Blocks & Building, Dramatic Play, Math, and Reading & Listening. Introduce the Writing Center and the Creativity Center. Children review and explore all centers.</p> <p>SE:Uses Classroom Rules and Routines</p>	<p>Use Position Words</p> <p>Children use Math Mat 2 and use position words to describe classroom objects. Play the Cope Me game as children move the bears around on the mat and repeat the position words the teacher uses.</p> <p>M:Uses Position Words</p>	<p>Identify Words in Sentences</p> <p>Children use tapping to identify words in sentences. Children practice tapping for three and four word sentences.</p> <p>PA:Separates Sentences Into Words</p>	<p>Use Position Words</p> <p>Review position words by having students place a teddy bear around the classroom. Use Math Mat 2 to review on, in, under, in front of, next to, and between. Children use Math Mat 2 and bear counters to work in pairs to move the bear's position.</p> <p>M:Uses Position Words</p>	<p>Review Learning Center routines and the centers introduced so far: Blocks & Building, Dramatic Play, Math, Reading & Listening. Introduce two new centers: Science and Technology. Children practice going to centers for different activity scenarios.</p> <p>SE:Uses Classroom Rules and Routines</p>
Big Experience 2	<p>Story Time: Friends at School</p> <p>Children share what they do with friends at school and predict how friends at school work</p>	<p>Story Time: Staying Calm in the Classroom</p> <p>Children recall Owen's prized possession and retell the story during a rereading of Owen.</p>	<p>Story Time: A Splendid Friend, Indeed</p> <p>Encourage children to share how they decide what to do with friends and then read A</p>	<p>Story Time: Alike and Different Friends</p> <p>Children learn that friends don't like all the same things in a reread of A Splendid Friend,</p>	<p>Circle Time: Where Is the Teddy Bear?</p> <p>Children review using position words using the classroom teddy bear. Children explore where is</p>

<p>Learning Block</p>	<p>together in the story. Friends at School. Introduce vocabulary: lid; scoop. Children create a finger painting with a partner that shows something they do in the classroom. MLB: Children create a mural showing friends working together; Children share what a friend likes to do using the sentence "This is _____. He/she likes to _____"; TRANS: Children use the Ready! Set! Listen! routine to line up.</p> <p>SE:Cooperates and Plays With Others FA:Creative Expression Through Art OL:Follows Oral Directions C:Makes Predictions SE:Regulates Behavior OL:Requests Help OL:Uses Greetings and Introductions C:Uses Picture Clues OL:Uses Story Words EW:Writes Name</p>	<p>Introduce vocabulary: wonderful as children name a big-kid gift they would love to get. Children discuss how Owen would feel if he lost his blanket and learn a new routine for staying calm when they are upset. MLB: Children talk with partners using the "Think, Turn, and Talk" routine; Use Big Day Book/Fix to play Puzzlers; TRANS: Children sing "The More We Get Together" as they move to next activity.</p> <p>OL:Builds Oral Fluency OL:Demonstrates Growing Understanding of English SE:Regulates Behavior OL:Shares Appropriate Information FA:Sings New and Familiar Songs OL:Speaks in Complete Sentences C:Uses Picture Clues TM:Uses Recorders and Touch Screens OL:Uses Story Words</p>	<p>Splendid Friend, Indeed. Introduce vocabulary: note; splendid in the story. After reading about how Goose and Bear solve a problem, children learn and practice a new routine for sharing. MLB: Children practice the Ways to Calm Down routine; Children tap for each word that makes up a sentence; TRANS: Children practice taking deep breaths and counting to three.</p> <p>M:Concept of Counting SE:Regulates Emotions PA:Separates Sentences Into Words OL:Shows Understanding of Spoken English C:Uses Picture Clues OL:Uses Story Words</p>	<p>Indeed. Introduce social studies vocabulary: alike; different as children discuss wanting something different than a friend. Introduce the Thumbs Up/Thumbs Down routine in a game that shows children's likenesses and differences. MLB: Children act out sharing with a friend; Clifford encourages children to complete the sentence "A friend is _____". TRANS: Sing "The More We Get Together" song for line up.</p> <p>SS:Characteristics of People SE:Cooperates and Plays With Others OL:Follows Oral Directions OL:Makes Relevant Comments OL:Shares a Personal Experience FA:Sings New and Familiar Songs OL:Speaks in Complete Sentences C:Story Characters</p>	<p>the teddy bear? as they moves to different positions around the room. Reinforce position words, in, on, in front of, next to, and between as children draw pictures on their Math Mats in the correct position. MLB: Children use Thumbs Up/Thumbs Down to confirm Teddy Bear's position; Children clap for each word in a sentence about Teddy's position; TRANS: Children perform movements to a Teddy Bear chant.</p> <p>OL:Follows Oral Directions OL:Positive Listening Habits PA:Separates Sentences Into Words PH:Uses Gross Motor Skills M:Uses Position Words</p>
<p>Read Aloud</p>	<p>Children's Choice Children choose from a selection of books to read aloud / read along. ER:Engages in Pre-/Reading Activities</p>	<p>Children's Choice Children choose from a selection of books to read aloud / read along. ER:Engages in Pre-/Reading Activities</p>	<p>Children's Choice Children choose from a selection of books to read aloud / read along. ER:Engages in Pre-/Reading Activities</p>	<p>Children's Choice Children choose from a selection of books to read aloud / read along. ER:Engages in Pre-/Reading Activities</p>	<p>Children's Choice Children choose from a selection of books to read aloud / read along. ER:Engages in Pre-/Reading Activities</p>
<p>Songs and Fingerplays</p>	<p>The Hokey Pokey Sing The Hokey Pokey with actions. FA:Participates in Music Activities</p>	<p>The Hokey Pokey Sing The Hokey Pokey with actions. FA:Participates in Music Activities</p>	<p>The Hokey Pokey Sing The Hokey Pokey with actions. FA:Participates in Music Activities</p>	<p>The Hokey Pokey Sing The Hokey Pokey with actions. FA:Participates in Music Activities</p>	<p>The Hokey Pokey Sing The Hokey Pokey with actions. FA:Participates in Music Activities</p>
<p>Big Experience 3</p>	<p>Circle Time: In, On, and Under! Children use a teddy bear to explore position words that will help them describe where things are. Introduce math vocabulary: in; on; under. Teddy shows the appropriate way to sit during Circle Time. Children use position words to discuss where objects are on Math Mat 2 and where the bear counters are on the table. MLB: Children share events of the day in Today's Report; Discuss what you do first, next, and last in Going Home routine; TRANS: In pairs, children use position words to find objects. OL:Responds Appropriately SE:Uses Classroom Rules and Routines OL:Uses Greetings and Introductions OL:Uses Math Words M:Uses Position Words</p>	<p>Circle Time: Explore Goopy Goop Children review health and safety rules as you introduce science vocabulary: body; describe; explore; safe. Children complete sentences about playground safety. Children have fun at the water table exploring goopy goop from the story Friends at School and clean up using health rules. MLB: Children share something they did with a friend today; Children sing "The Hokey Pokey" using actions; TRANS: Children count up to five body parts as they move to the next activity. M:Counts items SH:Explores Changes SH:Parts of the Body SE:Regulates Behavior SH:Safety Habits</p>	<p>Circle Time: Beside a Friend Use a bear counter on Math Mat 2 to review position words in, on, under, around, and in front. Introduce math vocabulary words: beside; between as children stand in the position of the word. Children take turns giving and following directions for moving to different locations. MLB: Children review taking turns sharing things and talking about the day; Draw friend pictures and tell about their friend using position words; TRANS: Use "The Hokey Pokey" to review position words. OL:Follows Oral Directions OL:Responds Appropriately FA:Sings New and Familiar Songs FA:Uses a Variety of Materials M:Uses Position Words</p>	<p>Circle Time: Picture Labels Children gather to discuss things children can do with friends. Introduce vocabulary: friends; help as children learn how friends help one another. Use a sentence about things friends do together to review tapping for words you hear. Children draw and label friendship pictures. MLB: Children use Think, Turn, and Talk to answer the Question of the Day; Children tap for words they hear; TRANS: Children complete the sentence: I like my friends because _____ as they move to the next activity. EW:Completes a Sentence EW:Contributes Ideas for Writing EW:Demonstrates Awareness of Writing Conventions OL:Makes Relevant Comments</p>	<p>Circle Time: Friendship Bracelets Engage children in a discussion about things children give to their friends to show they care. Wrap up the week by making friendship bracelets, one to wear and one to share with friends at school or at home. Children practice writing friend's names on the bracelets. MLB: Children share a problem they solved that day for Today's Report; Children act out ways to help a friend while classmates guess the action; TRANS: Sing "Let's Wave Good-bye" song as children wave and line up. SE:Cooperates and Plays With Others FA:Engages in Dramatic Play SE:Makes Friends OL:Shares a Personal Experience SE:Shows Empathy and Kindness</p>

Learning Block	Monday	Tuesday	Wednesday	Thursday	Friday
		OL:Shares Appropriate Information FA:Sings New and Familiar Songs OL:Uses Describing Words OL:Uses Science Words		PA:Separates Sentences into Words OL:Shares Appropriate Information OL:Uses Common English Nouns and Phrases OL:Uses Theme Words EW:Writes Name	FA:Sings New and Familiar Songs FA:Uses a Variety of Materials OL:Uses Common English Nouns and Phrases EW:Writes Symbols or Letters
Small Group Intervention	Small groups instruction is introduced during this week. For small groups intervention, follow up with students as needed during Learning Center Time to address specific areas of need that you have observed throughout the day. SE:Uses Classroom Rules and Routines	Reinforce position words using a teddy bear to help show the positions in, on and under. Children use Math Mat 2 and bear counters to play the Copy Me game and place the bear counters. M:Uses Position Words	Reinforce identifying words in oral sentences by placing a block on the table for each word in a sentence. Children tap a block for each word they hear. PA:Separates Sentences Into Words	Reinforce position words by having children echo the teacher's description of the teddy bear's position. Children take turns giving directions using position words while the group echoes. M:Uses Position Words	For small groups intervention, follow up with students as needed during Learning Center Time to address specific areas of need that you have observed throughout the day. SE:Uses Classroom Rules and Routines

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
Copy and write letters and words. EW:Labels Pictures EW:Writes Name EW:Writes to Convey Meaning	Use blocks to make friends and build something together. M:Builds Structures SE:Cooperates and Plays With Others M:Counts items	Experience stories about school and friends. TM:Uses Mouse and Keyboard TM:Uses Recorders and Touch Screens TM:Uses Software	Use art materials cooperatively and creatively. FA:Appreciates Art PH:Eye-Hand Coordination FA:Uses a Variety of Materials	Use math words, make patterns, and compare sizes of objects. M:Concept of Counting SE:Respects Personal Boundaries M:Sorts and Describes Objects M:Uses Position Words	Role-play school routines and making friends. SE:Makes Friends SS:Pledge of Allegiance SE:Uses Classroom Rules and Routines	Read and listen to books about school and friends. FA:Acts Out Stories ER:Engages in Pre-/Reading Activities SE:Initiates Social Interactions TM:Uses Mouse and Keyboard	Explore science materials and tools and make predictions. SH:Explores Changes SH:Healthy Habits OL:Shares Appropriate Information

Reflections / Notes

Daily Notes

Learning Block

Monday

Tuesday

Wednesday

Thursday

Friday