
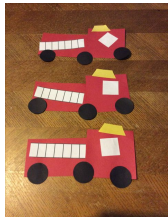





# TEACHER LESSON **AM** PLAN

Week of: Jan 24th-28th Theme: Comm. Helper/Transportation Letter: B Math Focus: Comparisons Handwriting Focus: Zig Zag Phono Skill: Syllables




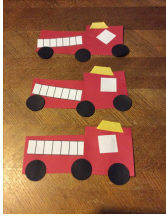
Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8:20-8:50</b>	<b>*GUIDED PLAY</b> (4 table activities from closet or daily activity tub AND 2 construction/dramatic toys on the carpet)				
<b>8:50 2<sup>nd</sup> Step</b>	Unit 4 Week 22 Day 2	Unit 4 Week 22 Day 2	Unit 4 Week 22 Day 3	Unit 4 Week 22 Day 4	Unit 4 Week 22 Day 5
<b>8:55-9:05</b>	<b>*Calendar this week (letter <b>B</b>, day/date, Flash cards, <b>-OT word family</b>) and ABC Chart</b>				
<b>9:05-9:15 Math</b>	<b>MORE/LESS</b> Have students recreate the question of the day with their own charts. Analyze to make comparisons: Which has more? Which has less? What is one more? What is one less? Any equal?	<b>MORE/LESS</b> Have students recreate the question of the day with their own charts. Analyze to make comparisons: Which has more? Which has less? What is one more? What is one less? Any equal?	<b>BIG/LITTLE</b> -Make a big vs little anchor chart -Have students find big or little items from a tray or around the room -Students draw little items on dry erase boards and tell their friend about them.	<b>HOLDS MORE/ LESS</b> -Do a class experiment using the measuring box kit from the closet- which holds more and which holds less- let students make predictions and explain their reasoning. Students try using small sensory tubs.	Repeat yesterday's lesson using a variety of sensory materials and scoops, cups and containers. Students make predictions!
<b>9:15-9:30 Shared Reading</b>	Story: Berenstain Bears On the Job Vocab: Community Helper, "who" person Before Focus: Before Focus: author vs. illustrator, left to right tracking After Focus: What do you want to be when you grow up?	Story: Berenstain Bears Go to the Doctor Vocab: Doctor, Nurse, Patient Before Focus: author vs. illustrator, left to right tracking After Focus: Who is this about? Why do we go to the doctor's office? Have you been?	Story: Just Going to the Dentist Vocab: Dentist, Teeth, Cleaning Before Focus: author vs. illustrator, left to right tracking After Focus: Who is this about? Why do we go to the dentist? Have you been?	Story: Firefighters Vocab: Firefighter, fire, hose, fire house Before Focus: author vs. illustrator, left to right tracking After Focus: Who is this about? What do firefighters do? Why are they important?	Story: Teachers or When I Grow Up Vocab: Teacher, students, school Before Focus: author vs. illustrator, left to right tracking After Focus: Who is this about? What do teachers do? Why are they important?
<b>9:30-9:40</b>	<b>*MUSIC/MOVEMENT-</b> Music Choice box or My Youtube Channel				
<b>9:40-10:00</b>	<b>9:40-10:00 Recess</b>				
<b>10:00-10:10 ELLC Circle</b>	What is a community helper? How do they help people? Make a list	All about doctors and how they make sure we are making healthy body choices. What food is	What is a dentist? What do they do? How do you brush your teeth? Model and practice on cartons!	What is a firefighter? Why are they important?  SORT: Things that are hot	What is a teacher? What do they do?

	and generate ideas!	healthy? Use food ads to chart them by healthy and not healthy!	Song: <a href="https://www.youtube.com/watch?v=XFCzM0wXTp8">https://www.youtube.com/watch?v=XFCzM0wXTp8</a>	and things that are cold (print visuals from “I can” fire safety pack pg. 110)	List ideas on chart paper. Students get to come up and “be the teacher”- tell us something they learned
<b>10:10-10:20 Snack/Writing</b>	Snack, Name Writing *Handwriting: Zig Zag	Snack, Name Writing *Handwriting: Zig Zag	Snack, Name Writing *Handwriting: Zig Zag	Snack, Name Writing *Handwriting: Zig Zag	Snack, Name Writing *Handwriting: Zig Zag
<b>10:20-10:30 Phono</b>	Text: Baa Baa Black Sheep Skill: Syllables -Practice syllables in words from the poem -Use syllable cards to segment syllables with paperclips	MUSIC THERAPY	Text: Baa Baa Black Sheep Skill: Syllables -Practice segmenting syllables in words from the poem -Use syllable cards to segment syllables with magnetic wand and chips	Text: Baa Baa Black Sheep Skill: Syllables -Review syllables in words from the poem -Choose a letter B vocab card and segment syllables in the word by tapping it out w/dobbers	Text: Baa Baa Black Sheep Skill: Syllables -Review segmenting syllables in words from the poem -Syllable Hammer and Build (Pocket of Preschool page 46)
<b>10:30-11:00 Centers</b>	<u>All about Jobs!</u> 1.ART: Using butcher paper, students color community helper coloring sheets and cut/glue them to create a collage! 2. MATH: Community Helper Roll and Cover 3. SENSORY TUB: Construction trucks with rock play 4. CONSTRUCTION: Build houses or buildings using toothpicks and marshmallows	MUSIC THERAPY	<u>All about Dentists!</u> 1.ART: Students cut out an oval for a mouth and paint on teeth  2. MATH: Laminated tooth- students roll dice and draw that many “cavities” on tooth and clean them off 3. FINE/SENSORY: Students use egg carton, yarn and playdough to floss 4. SENSORY- Toothpaste and toothbrush in tubs	<u>All About Firefighters!</u> 1.ART: Make a firetruck (they cut the body of the fire truck themselves)  2. MATH: Roll and stamp on firetrucks 3. FINE/SENSORY: Spray “fire” out on plastic doll house in water 4. DRAMATIC PLAY: Use doctor kit and baby dolls to complete pretend check-ups	<u>Teachers!</u> 1.ART: Coffee filters flower art project  2. MATH: Scale with a variety of construction items to measure  3. FINE/SCIENCE: Colored water play with syringes and cotton swabs  4. Repeat dramatic play or construction center
<b>11:00-11:20</b>	*Free Choice Centers (Construction, Technology, Dramatic play, Sensory tub, etc.)- Teachers: RTI/Assessment				
<b>11:20-11:30</b>	*More Music from song box, Second step review, Pack-up/dismissal, and good-bye song				

# TEACHER LESSON **PM** PLAN

Week of: Jan 24th-28th Theme: Comm. Helper/Transportation Letter: B Math Focus: Comparisons Handwriting Focus: Zig Zag Phono Skill: Syllables

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
<b>12:20-12:50</b>	<b>*GUIDED PLAY</b> (4 table activities from closet or daily activity tub AND 2 construction/dramatic toys on the carpet)				
<b>12:50 2<sup>nd</sup> Step</b>	Unit 4 Week 22 Day 2	Unit 4 Week 22 Day 2	Unit 4 Week 22 Day 3	Unit 4 Week 22 Day 4	
<b>12:55-1:05</b>	<b>*Calendar this week (letter <b>B</b>, day/date, Flash cards, <b>-OT word family</b>) and ABC Chart</b>				
<b>1:05-1:15 Math</b>	<b>MORE/LESS</b> Have students recreate the question of the day with their own charts. Analyze to make comparisons: Which has more? Which has less? What is one more? What is one less? Any equal?	<b>MORE/LESS</b> Have students recreate the question of the day with their own charts. Analyze to make comparisons: Which has more? Which has less? What is one more? What is one less? Any equal?	<b>BIG/LITTLE</b> -Make a big vs little anchor chart -Have students find big or little items from a tray or around the room -Students draw little items on dry erase boards and tell their friend about them.	<b>HOLDS MORE/ LESS</b> -Do a class experiment using the measuring box kit from the closet- which holds more and which holds less- let students make predictions and explain their reasoning. Students try using small sensory tubs.	
<b>1:15-1:30 Shared Reading</b>	Story: Berenstain Bears On the Job Vocab: Community Helper, "who" person Before Focus: Before Focus: author vs. illustrator, left to right tracking After Focus: What do you want to be when you grow up?	Story: Berenstain Bears Go to the Doctor Vocab: Doctor, Nurse, Patient Before Focus: author vs. illustrator, left to right tracking After Focus: Who is this about? Why do we go to the doctor's office? Have you been?	Story: Just Going to the Dentist Vocab: Dentist, Teeth, Cleaning Before Focus: author vs. illustrator, left to right tracking After Focus: Who is this about? Why do we go to the dentist? Have you been?	Story: Firefighters Vocab: Firefighter, fire, hose, fire house Before Focus: author vs. illustrator, left to right tracking After Focus: Who is this about? What do firefighters do? Why are they important?	
<b>1:30-1:40</b>	<b>*MUSIC/MOVEMENT</b> - Music Choice box or My Youtube Channel				
<b>1:40-2:00</b>	<b>1:40-2:00 Recess</b>				
<b>2:00-2:10 ELLC Circle</b>	What is a community helper? How do they help people? Make a list	All about doctors and how they make sure we are making healthy body	What is a dentist? What do they do? How do you brush your teeth? Model	What is a firefighter? Why are they important?	

	and generate ideas!	choices. What food is healthy? Use food ads to chart them by healthy and not healthy!	and practice on cartons! Song: <a href="https://www.youtube.com/watch?v=XFCzM0wXTp8">https://www.youtube.com/watch?v=XFCzM0wXTp8</a>	SORT: Things that are hot and things that are cold (print visuals from "I can" fire safety pack pg. 110)	
<b>2:10-2:20 Snack/Writing</b>	Snack, Name Writing *Handwriting: Zig Zag	Snack, Name Writing *Handwriting: Zig Zag	Snack, Name Writing *Handwriting: Zig Zag	Snack, Name Writing *Handwriting: Zig Zag	
<b>2:20-2:30 Phono</b>	Text: Baa Baa Black Sheep Skill: Syllables -Practice syllables in words from the poem -Use syllable cards to segment syllables with paperclips	Text: Baa Baa Black Sheep Skill: Syllables -Review segmenting syllables in words from the poem -Syllable Hammer and Build (Pocket of Preschool page 46)	Text: Baa Baa Black Sheep Skill: Syllables -Practice segmenting syllables in words from the poem -Use syllable cards to segment syllables with magnetic wand and chips	Text: Baa Baa Black Sheep Skill: Syllables -Review syllables in words from the poem -Choose a letter B vocab card and segment syllables in the word by tapping it out w/dobbers	
<b>2:30-3:00 Centers</b>	<u>All about Jobs!</u> 1. ART: Using butcher paper, students color community helper coloring sheets and cut/glue them to create a collage! 2. MATH: Community Helper Roll and Cover 3. SENSORY TUB: Construction trucks with rock play 4. CONSTRUCTION: Build houses or buildings using toothpicks and marshmallows	<u>All about Doctors!</u> 1. ART: Paper person- students put on band-aids  2. MATH: Scale with a variety of construction items to measure 3. FINE/SCIENCE: Colored water play  4. Repeat dramatic play or construction center	<u>All about Dentists!</u> 1. ART: Students cut out an oval for a mouth and paint on teeth  2. MATH: Laminated tooth- students roll dice and draw that many "cavities" on tooth and clean them off 3. FINE/SENSORY: Students use egg carton, yarn and playdough to floss 4. SENSORY- Toothpaste and toothbrush in tubs	<u>All About Firefighters!</u> 1. ART: Make a firetruck (they cut the body of the fire truck themselves)  2. MATH: Roll and stamp on firetrucks 3. FINE/SENSORY: Spray "fire" out on plastic doll house in water 4. DRAMATIC PLAY: Use doctor kit and baby dolls to complete pretend check-ups	
<b>3:00-3:20</b>	*Free Choice Centers (Construction, Technology, Dramatic play, Sensory tub, etc.)- Teachers: RTI/Assessment				
<b>3:20-3:30</b>	*More Music from song box, Second step review, Pack-up/dismissal, and good-bye song				

