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| Center/Classroom: |  | Teachers: |  | Week of: |  |

**(A) General Information**

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| --- | --- |
| **Study/Topic - BIG IDEAS this week:** Children will continue to learn about how living things grow, focusing on the fact that some plants give us things to eat (such as fruits). We will also continue our Lois Ehlert author study. | **Key vocabulary:** 1. Flower ( *flor)*, plant *( planta),* tree *( arbol)*
2. Fruit *( fruta),* vegetable *( legumbre)*
3. Apple *( manzana),* banana *( banana/ plátano)*, strawberry *( fresa)*, melon *( melón) –* or other names of specific fruits
4. Seeds ( *semillas)*
5. To dig *(cavar),* plant *(sembrar)*, water *(regar),* weed *(desmalezar)*

Illustrator/ illustrations/ collage (Ilustrador/ Ilustraciones/collage) |
|  |  |
| **Friday “To Do” List:** | * Review Planned Read-Alouds; read books through at least once.
* Review Small Group Activity forms and gather/create materials, including dirt and pans/trays; variety of fruits; collage materials; small pre-cut shapes.
* Review lyrics to “The Green Grass Grew All Around” and create song chart. (Lyrics at <http://kids.niehs.nih.gov/lyrics/greengrassgrew.htm>; hear the tune, as sung by Barney, at <http://www.youtube.com/watch?v=mINPh9-eTss>.)
* Gather/create materials for centers and circle time/meeting, including pictures of fruits and their plants, “Fruit/ Vegetable Market” for dramatic play, and variety of seeds, containers and scales.
* Look online for photos to support Circle Time discussions.
* **Week of SS-**

Invite families to participate in “Exploring Fruit” and/or to donate fruit or collage materials |
| **Support for Dual Language Learners:** | Remember that in addition to helping DLLs acquire English, we also want to support and respect their home language. Reading *The Carrot Seed* in Spanish this week will help with that second goal, while also increasing Spanish-speaking children’s appreciation of books. If you don’t have a bilingual teacher, the text is so simple that even teachers who don’t speak Spanish should give it a try! (Practice in advance with a bilingual colleague to get help in pronouncing the words.) Or invite a Spanish-speaking parent into the classroom to do this read-aloud. |
| **Family/ Community Involvement:** | Invite and encourage parents to participate in the “Exploring Fruits” small-group activity. (You could even invite each family to bring in one piece of fruit – perhaps making some suggestions to ensure there’s a good variety.) You might also ask families to donate materials for the “Collages Like Lois Ehlert” activity – for example, scraps of fabric or wrapping paper, thread, yarn, buttons, etc. Be sure to explain that we never expect families to go out and *buy* materials for the classroom – but if they have extra or scrap materials around the house, we are always happy to use those in the classroom.Keep families updated about classroom activities, such as the fruits you explored, how children’s seeds are growing, or what children have learned about Lois Ehlert. You can do this in a playful way that also encourages parents to ask their children questions. For example, you could post a question or clue on the door for parents to see at pick-up time: *“Did you know that some fruits have seeds so tiny that we can hardly see them – and so we eat them?! Ask your child to tell you which ones!”* |

 **(B) Materials to Enhance Children’s Play**

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| **Blocks** | **Dramatic Play** | **Toys and Games** |
| Add: Plastic /cloth flowers (or other materials to represent them)Materials for making signsEncourage children to build gardens, flower shops, and homes for the gardeners, shoppers, and shopkeepers to live in. | Add: “Fruit/Vegetable Market”Fruits/vegetables (pretend, real and/or pictures)Shopping bagsBalance/scales, cash register, moneyPaper and pens, receipts*Alternative: Keep “gardening” theme if children were still engaged in it.* | Add: Fruit counters (if available) Pictures of fruit and the plants/ trees they grow on – for children to match . *See also Circle Time for Tuesday.* |
| **Art** | **Library/Writing** | **Discovery/Science** |
| Add: Collage materials/shape pieces *(see Small Group Activities)* Leaves and bark for rubbings | Add:Read-aloud books for this week  | Keep:Children’s plant experiments, science journals (to observe/draw growth)Add:Additional seeds, and/or beans to sort and examineSmall containers and scales for sorting/weighing. *Encourage children to guess which items/groups will weigh more than others.* |
| **Sand and Water** | **Music and Movement** | **Computers** |
| Keep any items from previous week(s) that children were particularly engaged with. | Add: Coffee cans with different materials inside to shake (seeds, beads, etc…) | Add: |
| **Outdoors** | **Cooking** |
| Magnifying lenses to encourage children to explore the plants around themClipboards/paper for children to record observations |  |

**(C) Group Experiences**

|  | **Monday**  | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| --- | --- | --- | --- | --- | --- |
| **Arrival****Opening Circle****Movement****Relaxation****Transitions****Closing Circle** | **Arrival:** Attendance graph**Morning Circle:**Welcome song & one otherIntroduce fruit/vegetable market in Dramatic Play.**SS Puppet Script****Review daily schedule and rules now and throughout the day****Transition: QOTD:** “How do you think watermelons grow?” (on a tree / on a vine / on a bush / underground) Use visuals to help children understand answer choices*.* Have children charting with whiteboard/pocket chart/etc**Music/Movement:** The Green Grass Grew All Around.” (Lyrics and tune at <http://kids.niehs.nih.gov/lyrics/greengrassgrew.htm>.) Introduce the song and explain that it works as an “echo.” Preview some words that will be in the song. *Suggestion: sing only the first part, until “twig.”* **and** “Shape Movement” *see below***Relaxation:****Transition:** **Closing Circle:**Review QOTD with the full group, counting each column and writing the numeral; then discuss results.Goodbye song | **Arrival:** Attendance graph**How do fruits grow?** As follow-up to QOTD, show pictures of different types of fruit and their tree, plant or vine. Help children match fruits to their plants and compare. **Morning Circle:**Welcome song & one other**Review daily schedule and rules now and throughout the day****Transition:****Music/Movement:** “The Green Grass Grew All Around.” & one other song choice**Relaxation:****Transition:** SS Brain Builder-**Closing Circle:****Review “Exploring Fruit”** small-group activity: Ask children to recall what they did – referring to chart(s) you created during the activity. Discuss which fruits’ seeds we could or couldn’t eat. And review QOTD time permitting.Goodbye song | **Arrival:** Attendance graph**Morning Circle:**Welcome song & one other**Review daily schedule and rules now and throughout the day****Transition:****Music/Movement**: SS song & “The Green Grass Grew All Around.” After repeating the song, focus on the phrase “green grass grew.” Repeat this phrase, emphasizing the beginning /g/ sounds. Explain that when several words in a row start with the same sound, it can be especially fun to say! Try other alliterative phrases, e.g.: “*And the silly snake slithers all around all around”* or “*And the funny fox finds all the feathers all the feathers.”* Remind children how we heard words like this in *Chicka Chicka Boom Boom,* too.**Relaxation:****Transition:****Closing Circle:**Goodbye song  | **Arrival:** Attendance graph**Morning Circle:**Welcome song & one other**QOTD:** “Which is your favorite book that Lois Ehlert illustrated?” *(Growing Vegetable Soup / Planting a Rainbow / Chicka Chicka Boom Boom)* Use visuals – e.g., the actual books or small color copies of their covers – and remind children what happened in each book, if needed. After tallying and discussing the results, discuss what you like about the book.**Review daily schedule and rules now and throughout the day****Transition:** SS Skill Activity-**Music/Movement:** SS song & one other**Relaxation:****Transition:** SS Brain Builder-**Closing Circle:**Goodbye song |  |
| **Read-Alouds** | **Group 1:** *Chicka Chicka Boom Boom* by Bill Martin Jr. and John Archambault (Make connect to Lois Ehlert author study – since she did the illustrations!)**Group 2:** **Growing Like Me by Anne Rockwell** | **Group 1:****Growing Like Me by Anne Rockwell****Group 2:** *Chicka Chicka Boom Boom* by Bill Martin Jr. and John Archambault (Make connect to Lois Ehlert author study – since she did the illustrations!) | **Group 1:** SS Book-**Group 2:**SS Story and Discussion- | **Group 1:**SS Story and Discussion-**Group 2:** SS book- |  |
| **Small-Group Activity** | **Group 1:** Collages Like Lois Ehlert (See Activity Guide)TS Gold Objectives- **17a,s17a,18c,33,37****Group 2:** Exploring Fruit (See Activity Guide) TS Gold Objectives- **1b,3a,11d,24** | **Group 1:** Exploring Fruit (See Activity Guide)TS Gold Objectives- **1b,3a,11d,24****Group 2:**  Collages Like Lois Ehlert (See Activity Guide) TS Gold Objectives- **17a,s17a,18c,33,37** | **Group 1:** SS Skill Activity-**Group 2:** Shape Garden (See Activity Guide) TS Gold Objectives- **21a,21b** | **Group 1:** Shape Garden (See Activity Guide) TS Gold Objectives- **21a,21b****Group 2:** SS Skill Activity- |  |
| **Special Activities** | Use duct or colored tape to create a variety of shapes on floor. Have children dance to music (fast/slow), then “freeze” on a shape and identify which shape it is. |  | Dirt Writing during free choice (See Activity Guide) | Dirt Writing during free choice (See Activity Guide) |  |
| **Emergency Drills** |  |  |  |  |  |
| **Outside** |  |  |  |  |  |
| **Inclement Weather Plan** |  |  |  |  |  |
| **Tangible Acknowledgement System** |  |  |  |  |  |

**Individual Child Planning Form**

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| Teachers: |  | Classroom: |  | Week of: |  |

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| **Focus Date** | **Child’s****Name** | **School Readiness Goal Focus Domain(s)** | **Focus TS GOLD Objective(s)**  | **Why Chosen?***(IFSP, observation/assessment**, family input conference goal, etc.)* | **Strategy/Activity***NOTE: Children with similar needs may benefit from differentiated instruction (e.g. during small-group activity). You can use the “Small Group” column at right to make notes about possible groupings.* | **Possible small-group?** | **CHECK when implemented** |
| Soc-Emotional | Approaches to Learning | Language & Literacy | Cogn./ Gen. Knowledge | Physical  |
|  |  |  |  |  |  |  |  |  | 1. |  |  |
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**IFSP Child Planning**

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| --- | --- | --- | --- | --- | --- | --- |
| **Child’s****Name** | **School Readiness Goal Focus Domain(s)** | **Focus TS GOLD Objective(s)**  | **IFSP GOAL** | **Strategy/Activity***NOTE: Children with similar needs may benefit from differentiated instruction (e.g. during small-group activity). You can use the “Small Group” column at right to make notes about possible groupings.* | **Possible small-group?** | **CHECK when implemented** |
| Soc-Emotional | Approaches to Learning | Language & Literacy | Cogn./ Gen. Knowledge | Physical  |
|  |  |  |  |  |  |  |  | 1. |  |  |
|  |  |  |  |  |  |  | 2. |  |  |
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|  |  |  |  |  |  |  | 2. |  |  |
|  |  |  |  |  |  |  | 3. |  |  |

\*Please review all IFSP plans including Speech Only to ensure implementation of all classroom goals.

\*For speech goals the what/who would be: Directed by the Speech Language Therapist

\*If you have additional goals, highlight the last row for that child, right click with mouse, scroll to Insert rows, scroll to insert row below. Do this as many times as needed.