

	Monday	Tuesday	Wednesday
Check in	<p>Students will take turns coming up to the board to do their zone check in with a teacher. They will answer questions about their feelings. Students will play with manipulative toys at the carpet while waiting to use the restroom or check in with the teacher.</p> <p>Morning work: Check schedule. Students will sing finger play songs at the carpet followed by name writing practice at the tables.</p>		
Centers	<p>TSW will color a few animals from the story until they have colored all of the animals. The animals will be placed in a re-tell bag. TTW demonstrate how to use the re-tell bag to re-tell the story and encourage students to show their family at home.</p>	<p>Centers: Paras will assist as students will color a Chameleon page to go along with A Color of His Own. TSW choose a color chameleon and draw something of that color for the chameleon to sit on.</p> <p>TTW complete data collection</p>	<p>Centers: TSW will mix red, yellow, and blue paint on a piece of paper, fold the paper in half and rub the paper to mix the paint to create their own masterpiece. Higher students will complete all tasks independently and will answer higher leveled questions. Lower students may receive hoh assistance and when asked to name a color may be given a choice of 2 or 3 color words</p>
Literacy Centers	<p>Whole Group letter introduction- Students will learn about the letter Cc and sound it makes. Then TTW introduce the letter using the picture cards to discuss the letter sound. TSW clap the number of syllables in each word. TTW play the letter sound rap 2 times encouraging the children to sing along on the 2nd time. TTW model how to write the letter, TSW air write the letter 2 times and write the letter on their carpet space 2 times.</p>	<p>Jessica center- Continue Letter identification assessments or phonemic awareness assessment</p> <p>Students not being assessed will color pictures in their ABC books. Students will identify words that begin with the Cc sound and clap out the syllables for each word.</p>	<p>Belle's center- In the AM 3 year old students will complete work tubs. PM students will complete name writing practice. They will work on being able to identify the letters of their names.</p>
Story	<p>Story Time: Today we will read the story Brown Bear, Brown Bear What Do You See? Students will identify colors and animals in the story along with helping to read the predictable text of the story..</p>	<p>Story time: Today we will read the story A Color of His Own. Students will answer questions about the story and identify colors.</p>	<p>Story time: Today we will hear the big book presentation of Mouse Paint. Students will then participate in a demonstration of mixing primary colors to create secondary colors.</p>
Play Centers	<p>Students will be encouraged to play cooperatively and assist other students in making creations.</p> <p>Dramatic Play- House and costumes</p> <p>Manipulatives- Students will use shapes to create different things.</p> <p>Writing- Students will draw/ write letters using the supplies provided</p> <p>Carpeted area- Legos and Doll house</p> <p>Sensory table- Gears</p>		

Mrs. Mitchell's Lesson Plans

	Thursday	Friday	Notes
Check in	<p>Students will take turns coming up to the board to do their zone check in with a teacher. They will answer questions about their feelings. Students will play with manipulative toys at the carpet while waiting to use the restroom or check in with the teacher.</p> <p>Morning work: Check schedule. Students will sing finger play songs at the carpet followed by name writing practice at the tables.</p>		<p>OL: Engages in Conversation PH: Eye-Hand Coordination OL: Follows Oral Directions AK: Identifies Letter Names AK: Identifies Letter Sounds OL: Speaks in Complete Sentences FA: Uses a Variety of Materials SE: Uses Classroom Rules and Routines FA: Creative Expression Through Art</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 FOL: Speaks in Complete Sentences C: Story Characters</p> <p>During whole group story/songs paras will pull students to work on individual student needs.</p> <p>3 year old- Students will complete work boxes during literacy center rotations. 4 year old- Students will complete literacy center rotations throughout the week so that each student works at each center.</p>
Centers	<p>Students will rotate between playing a color identification game and sorting, counting and graphing skittles.</p> <p>Pete the Cat : TSW take turns trying to find Pete who is hidden behind a colored shoe. Students will sing a chant each turn to say which color they are guessing.</p>	<p>No Center rotations for AM Fun Friday Centers! Students will choose between playdough, water color paints, or playing a board game with an adult.</p>	
Literacy Centers	<p>Kat's center- Students will play "I have... Who has?" Students will identify letters in the game while playing cooperatively with other students.</p>	<p>AM: Fun Friday Centers! Students will choose between playdough, water color paints, or playing a board game with an adult.</p> <p>Centers- Complete center rotations today. Make up day for students who may have missed a center.</p>	
Story	<p>Students will hear the story, "Pete the Cat: I love my White Shoes". Students will be encouraged to sing along with the book and guess what color his shoes will turn next</p>	<p>Story time: Students will hear the story Maravilloso: Me and My Beautiful Family on Epic Books.</p>	
Play Centers	<p>Students will be encouraged to play cooperatively and assist other students in making creations.</p> <p>Dramatic Play- House and costumes Manipulatives- Students will use shapes to create different things. Writing- Students will draw/ write letters using the supplies provided Carpeted area- Legos and Doll house Sensory table- Gears</p>		