

LESSON PLAN

Theme

Week Of

Teacher(s)

Age Group(s)

Community Helpers 10/31/2022

Whitney Farley

36-48 months

Monday	Tuesday	Wednesday	Thursday	Friday
<p>STORY TIME</p> <p>All Through My Town</p> <p>Teacher will read "All Through My Town" by Jean Reidy</p> <p>Materials Book: "All Through My Town"</p> <p>Indicators:</p> <p>CD-SS3.3b</p> <p>CLL2.3b</p> <p>CLL4.3d</p> <hr/> <p>ART</p> <p>Art Time</p> <p>Sit with the children as they create pieces of art, and encourage them to share information about their work. Give them interesting objects to paint with such as brushes, combs, feathers, cardboard tubes and artificial flowers.</p> <p>Adaptation Consider children's sensory needs. Provide ample materials with various textures for children to choose from.</p>	<p>STORY TIME</p> <p>Clothesline Clues to Jobs People Do</p> <p>Read "Clothesline Clues to Jobs People Do" by Kathryn Heling</p> <p>Materials Book: "Clothesline Clues to Jobs People Do"</p> <p>Indicators:</p> <p>CD-SS4.3b</p> <p>CLL2.3b</p> <hr/> <p>ART</p> <p>Community Helpers</p> <p>Read a book to the children about community helpers such as Al Yankovic's When I Grow Up Introduce new props and clothing in the dramatic play area.</p> <p>Indicators:</p> <p>CLL2.3b</p> <hr/> <p>MATH</p>	<p>STORY TIME</p> <p>Hey Wall: A Story of Art and Community</p> <p>Read: Hey Wall: A Story of Art and Community" by Susan Verda and John Parra</p> <p>Materials Book: "Hey Wall: A Story of Art and Community"</p> <p>Indicators:</p> <p>CD-SS3.3b</p> <p>CLL2.3b</p> <hr/> <p>ART</p> <p>Wall Mural</p> <p>Cover one wall with butcher paper at the children's eye level. Place crayons, markers and pencils near the paper and invite the children to create artwork on the paper.</p> <p>Indicators:</p> <p>SED1.3c</p> <hr/> <p>MATH</p>	<p>STORY TIME</p> <p>"Knuffle Bunny: A Cautionary Tale"</p> <p>Teacher will read "Knuffle Bunny: A Cautionary Tale" by Mo Willems</p> <p>Materials Book: "Knuffle Bunny: A Cautionary Tale"</p> <p>Indicators:</p> <p>CD-SS3.3b</p> <p>CLL2.3b</p> <hr/> <p>ART</p> <p>Sand Tray Map</p> <p>Tape pictures of school locations to blocks and place them in a sand tray. Ask the children to use their fingers to draw a path from the classroom to the playground, for example. As they progress, have them draw a path from school to home.</p> <p>Adaptation Place the sand inside of a large ziploc bag and allow children to</p>	<p>STORY TIME</p> <p>"A Day at the Community Garden"</p> <p>Read: "A Day at the Community Garden" by Jannell Joose</p> <p>Materials Book: "A Day at the Community Garden"</p> <p>Indicators:</p> <p>CD-SS3.3b</p> <p>CLL2.3b</p> <hr/> <p>ART</p> <p>Cultural Cookbook</p> <p>Encourage the children to tell about a favorite food they help their family prepare at home. Write down the steps as they describe the process. Provide an opportunity for the children to draw pictures of the foods.</p> <p>Indicators:</p> <p>CD-SS2.3b</p> <hr/> <p>MATH</p>

Indicators:

CD-CR2.3c

MATH**Waffle Block Play**

Using big, 14"L x 2"W x 14"H waffle blocks, have the children work in pairs. Give each child one block and help him/her solve how the blocks fit together. To challenge the children, have them work in groups of three or four.

Adaptation

Provide various types of blocks. Along with the waffle blocks, provide smooth, stackable blocks of various sizes.

Indicators:

CD-MA5.3b

MUSIC AND MOVEMENT**Hippity Hop and Jump!**

Read Hop Jump by Ellen Stoll Walsh. Talk about the different body parts that allow the children to hop and jump. Have the children demonstrate. Secure hula-hoops and blocks to create an obstacle course in the classroom or outdoors.

Indicators:

CD-SC3.3c

Community Helper Matching

Have a matching game of community helpers and a prop associated with respective jobs. For example, hard hat for a construction worker or a play cash register for a store clerk. Have the children match up the correct pictures.

Indicators:

CD-SS4.3b

MUSIC AND MOVEMENT**Conductor**

One child is the conductor. The others choose an instrument. Include instruments from other cultures, especially cultures represented in the classroom.

Indicators:

CD-CR3.3a

**OUTDOORS
Laundry Day**

After reading Mrs. McNosh Hangs Up Her Wash by Sarah Weeks, tell the children they are going to help do laundry. Outside, set up a clothesline and give the children lots of washcloths and a basin of water. Add child-safe soap if wanted.

Bead Patterns

Provide colored beads and pipe cleaners. Use bead pattern cards for the children to copy. Purchase them or make your own by cutting shapes from construction paper and gluing them on strips made from file folders. Laminate them for durability.

Indicators:

CD-MA4.3c

MUSIC AND MOVEMENT**Musical Friends**

Play lively music and encourage the children to dance freely. Pause the music and have each child find a partner. Direct the children to greet their partners with a hug, high five, low five, fist bump or other appropriate greeting.

Indicators:

PDM3.3a

OUTDOORS**Outdoor Painting**

Take a variety of paintbrushes outside. Provide water for the children to "paint" with. The children can paint on any available surface because the water will evaporate.

draw the path through the ziploc bag.

Indicators:

CD-SS3.3b

MATH**How Many Steps?**

Encourage the use of non-standard measuring by investigating how many steps it takes to go from one structure to another on the playground.

Indicators:

CD-MA3.3c

MUSIC AND MOVEMENT**We're Looking All Around**

Have the children use gestures, such as using their hands as pretend binoculars while singing these words to the tune "A-Hunting We Will Go": We're looking all around. We're looking all around.

Indicators:

CLL3.3a

**OUTDOORS
Class Slide Show****Community Fruit/Vegetable Salad**

Children will create a class fruit/vegetable salad together.

Materials

A variety of fruits or vegetables of different colors, shapes, and sizes, as well as mixing and serving utensils.

Indicators:

CD-MA4.3b

MUSIC AND MOVEMENT**Around the World with Music**

Provide a variety of multicultural instruments for the children to play. Use the song "Play Your Instruments" by Ella Jenkins. Have the children match the sound of their instrument to the instruments in the song.

Indicators:

CD-SS2.3c

OUTDOORS**Along the Road**

In the block area, provide various size blocks, boxes and vehicles. Have the children work together to create a town with buildings and roads to

OUTDOORS

Building and Rebuilding

Have the children build structures with large LEGO®s. Then have them take the structures apart and build something completely different.

Indicators:

PDM4.3b

SCIENCE

For the Birds II

Help the children make bird feeders out of pine cones by rolling the pine cones in a mixture of vegetable shortening and oats and bird seed.

Indicators:

CD-SC5.3a

Indicators:

SED5.3b

SCIENCE

Separating Rice

Place colored rice and water in plastic tubs. Provide sifters, strainers, slotted spoons and bowls. Using a tool, have the children separate the rice from the water and place it in the bowl.

Indicators:

CD-SC1.3b

Indicators:

CD-CP2.3a

SCIENCE

Animal Habitats

Have the children help create an animal habitat. For example, help them mix soil and water and discuss animals that live in mud. Provide plastic animals, such as worms, frogs or crabs, to place in the mud to encourage habitat play.

Indicators:

CD-SC3.3a

Using your digital camera, encourage children to take pictures of each other both indoors and outdoors. Use the pictures to create a slide show for your classroom computer or to show on a screen.

Indicators:

CD-SS4.3d

SCIENCE

Bird Watching

Place several bird feeders in a safe area outside a classroom window. Provide binoculars and encourage the children to watch the birds come and go. Provide paper and colored pencils so the children can maintain bird journals.

Indicators:

CD-SC1.3c

drive the cars. Encourage them to come up with new, different ideas together.

Indicators:

APL3.3c

SCIENCE

Bark Rubbings

Read A Tree Is Nice by Janice Udry. Provide white construction paper and crayons or chalk. Take a nature walk and point out the differences in trees. Have the children form pairs and make bark rubbings.

Indicators:

CD-SC1.3c