**Lesson Plan**: Pre-K Classroom **Unit: \_**Hibernation, Migration, and January Holidays\_\_\_ **Teacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Dates:** December 2021

**What we are working on:** Hibernation, Migration, and January Holidays

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| *Each day the class will have a morning group time where they do activity to Unite, Disengage Stress, Connect, Commit and they will discuss the activities for the day and recall activities from previous weeks. Each child will be welcomed as well as children not at school.* | | | | | | |
| **Week 1 & Week 2** | | | | **Week 3 & Week 4** | | |
| **Creative Representation/(Art)**  **Activity**: What color is the bear?  **Activity**: Bear in a cave | | **Blocks/Building/Puzzles-**  Building brown rods  **Puzzles** available for independent work. | | **Creative Representation (Art)**  **Activity**: Martin Luther King collage  **Activity:** Use magazine to make a collage | | **Blocks/Building/Puzzles**  Patterns blocks mats  (animals)  **Puzzles** available for independent work. |
| **Texas Pre-K Guidelines** | | | | | | |
| **VIII. Fine Arts IX. Physical Development & Health** | | **VII. Social Studies IX. Physical Development & Health** | | **VIII. Fine Arts** | | **VII. Social Studies IX. Physical Development & Health** |
| **Math/Manipulatives-**Introduction numbers **Activity**:  How tall and how much does a bear weigh?  **Activity**: Brown bear adding and subtracting | | **Language/Literacy**  **Read-**  **Activity:**  ladybug spots and covers  **Activity:**  Gathering acorns  **Activity:**  Bat rhyming | | **Math/Manipulatives- Adding/Subtracting**  **Activity**: Animal math  **Activity**: Addition and subtraction | | **Language/Literacy**  **Read-**  **Activity**:  Migration going places  **Activity**:  Use your imagination and pretend to be birds from up north  **Activity:** use different animals |
| **Texas Pre-K Guidelines** | | | | | | |
| **V. Mathematics** | | **II. Language & Communication**  **III. Emergent Literacy Reading IV. Emergent Literacy Writing** | | **V. Mathematics** | | **II. Language and Communication**  **III. Emergent Literacy Reading** |
| **Dramatic Play Activity: Bear in a cave**  **Activity**: Eat like a bear | | **Science/Sensory Activity**:  Feeling the bear. How does the bear feel?  **Activity**: What foods do they eat | | **Dramatic Play Activity:** Be the birds flying south for winter  **Activity**: Game with subtracting how many birds are left | | **Science/Sensory Activity**:  Migrate animals  **Activity**:  Use different animals. what animals migrate, adapt, and what animals hibernate |
| **Texas Pre-K Guidelines** | | | | | | |
| **VIII. Fine Arts** | | **VI. Science** | | **VIII. Fine Arts** | | **VI. Science** |
| **Large Group-**  Measuring the bear  **Activity:**  Where is the acorn?  **Recall:** Who sleeps here? | | **Small Group-**  What does your animal do?  **Activity**:  Explain to the class your animal  **Recall:** | | **Large Group-**  Discuss about MLK    **Activity**:  Make collage about what he did  **Recall**: Why is he important? | | **Small Group-**  (migration) Discuss about going places    **Activity**:  show on map how animals migrate to other places  **Recall:** How important is migration to sun |
| **Texas Pre-K Guidelines** | | | | | | |
| **!-Social and Emotional Development**  **VIII. Fine Arts** A. Self-Concept Skills B. Music Skills **X. Technology-** | | **I. Social & Emotional Development VII. Social Studies**  B. Self-Regulation Skills D. Citizenship Skills | | **I. Social and Emotional Development VIII. Fine Arts**  C. Relationships with OthersB. Music Skills | | **I. Social & Emotional Development II. Language & Communication** D. Social Awareness Skills B. Speaking (Conversation) Skills C. Speech Production Skills |
| **Montessori Work- 45 minutes daily, this is independent free choice- use many of the pre-k guidelines** | | | | | | |
| Object Box | | Word cards (vocabulary) | | Counting (quantity and symbol) | | Geography |
| Memory work | | Concrete abstraction | | Word study (usage) | | Geometry (shapes and planes) |
| **Physical Activity/Outdoors-**90-120 minutes daily (30 minutes = free play and 30 minutes = caregiver led), this may be broken up into intervals throughout the day with a balance of indoor & outdoor activities | | | | | | |
|  | **Monday** | **Tuesday** | **Wednesday** | | **Thursday** | **Friday** |
| Week 1 | Jumping Jacks | Running | Yoga | | High Kicks | Free play |
| Week 2 | Running | Fast walk | Push ups | | Butterfly legs | Jump rope |
| Week 3 | Tag | stretching | Jump Rope | | stretching | Free play |
| Week 4 | Freeze tag | Yoga | Hula Hoop | | Running | Yoga |
| **Texas Pre-K Guidelines** | | | | | | |
| **IX. Physical Development and Health-**A. Gross Motor Development Skills & B. Fine–Motor Development Skills **V. Mathematics-** A. Counting Skills, C. Geometry and Spatial Sense Skills, D. Measurement Skills  **VI. Science-**B. Life Sciences Skills **I. Social and Emotional Development-**A. Self-Concept Skills **VIII. Fine Arts-**B. Music Skills C. Dramatic Expression Skills | | | | | | |
| **Notes:** Each day there will be games, poems, chants, rhymes and finger plays: | | | | | | |

**Items needed for Month Lessons & Activities: Group:** \_\_\_Pre-Kinder\_\_\_\_\_\_\_\_\_\_ **Month: November 2020**

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| **Activity/Lesson** | **Items needed** | **Need support?** | **Date Needed?** |
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“*When children pretend, they’re using their imaginations to move beyond the bounds of reality. A stick can be a magic wand. A sock can be a puppet. A small child can be a superhero*.” – **Fred Rogers**

**Reflection for October:**

What did the child learn/enjoy? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What would you do differently? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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