

Umatilla-Morrow Head Start Lesson Plan

Classroom:  
Rule Review: **Be a Friend**

Theme: Family and Friends : *Who is in my Family?*  
Drill/Date/Time: (this is where your planning for monthly emergency drills goes)

**Individual Goals Addressed**

<u>SCIENCE</u>	<u>MATH</u>	<u>LITERACY</u>
<u>LD/ELD</u>	<u>APP. TO LEARNING</u>	<u>PHYS. HEALTH &amp; DEV.</u>
<u>SOCIAL/EMOTIONAL</u>	<u>TECHNOLOGY</u>	
<u>NUTRITION</u>	<u>PARENT</u>	<u>OTHER (WIC, IFSP, etc.)</u>

**Small Group List**

<p>Group 1: Group 2: Group 3:</p>
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**\*Children are grouped into three groups by ability level- three similar activities are provided with a domain focus each day:**

- **Monday- Small Motor**
- **Tuesday- Literacy**
- **Wednesday- Science or Creative arts**
- **Thursday- Math**

**Resources typed in teal are resources from the Creative Curriculum kit**

**Plans for the week of:**

Activity	Monday	Tuesday	Wednesday	Thursday
<u>Welcome Group (Music and Movement)</u>	Sing Welcome Song <b>(Hello Friends Mighty Minute #78)</b>	Sing Welcome Song <b>(Hello Friends Mighty Minute #78)</b>	Sing Welcome Song <b>(Hello Friends Mighty Minute #78)</b>	Sing Welcome Song <b>(Hello Friends Mighty Minute #78)</b>
	Introduce “Where is Thumbkin?” a fingerplay about family	“Where is Thumbkin?” fingerplay	Sing “The Wheels on the Bus” and the “ABC Song”	Sing “The Wheels on the Bus” and the “ABC Song”
<u>Transition</u>	<i>Ask each child who brought them to school today or put them on the bus</i>	<i>Ask each child who put them to bed last night</i>	<i>Ask each child who cooked dinner last night or who bought them dinner</i>	<i>Ask each child if they have sisters or brothers. Tally on a graph.</i>

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<p><u>Meal Time</u> <u>Breakfast/snack</u> <u>Conversation</u></p>	<p><b>*See attached explanation of how to plan mealtime conversations</b></p>			
<p>Large Group Activity/story (Comp)</p> <p>Follow up to story</p> <p>Transition</p>	<p>Read <u>What Grandpas do Best</u></p> <p><u>Discussion Question:</u> <i>What is your favorite thing to do with Grandpa?</i> Record answers on chart <b>L/Lit</b></p> <hr/> <p><i>Show me how you can write your name</i> <b>PH/Lit</b></p>	<p>Read <u>Llama, Llama, Red Pajama</u></p> <p><u>Discussion Question:</u> <i>What does your mom (or dad) for you at bedtime?</i> <b>SE/L</b></p> <hr/> <p><i>Ask each child what color their pajamas are- graph</i> <b>L/Lit/M</b></p>	<p>Read <u>What Grandmas do Best</u>*</p> <p><u>Discussion Question:</u> <i>What is your favorite thing to do with Grandpa?</i> Record answers on chart <b>L/Lit</b></p> <hr/> <p><i>Excuse children by color they are wearing</i> <b>AL</b></p>	<p>Read <u>Kevin and His Dad</u></p> <p><u>Discussion Question:</u> <i>Who is in your family? Ask each child who is in their family. Write answers on whiteboard or chart paper.</i> <b>L/Lit</b></p> <hr/> <p><i>Ask each child to count how many are in his family (from names on chart)</i> <b>M</b></p>
<p><u>Outside Activity</u></p> <p>Transition</p>	<p><b>Catching beanbags in a scoop- Intentional Teaching Card P0 PH</b></p> <p>Riding trikes <b>PH</b></p> <p>Digging in the sand with scoops and buckets <b>PH</b></p> <p>Putting away the toys then <b>hop</b> to line up to go in <b>PH/SE</b></p>	<p><b>Jumping Over the River Intentional Teaching Card P11 PH</b></p> <p><b>Pouring and measuring water in Tub or sensory table PH/M</b></p> <p>“Painting” the side of the building with paintbrush, bucket of water <b>PH</b></p> <p>Putting away the toys then <b>skip</b> to line up to go in <b>PH/SE</b></p>	<p><b>Balance on a Beam Intentional Teaching Card P17</b></p> <p>Riding trikes <b>PH</b></p> <p>Using sidewalk chalk to draw pictures of our families <b>SE/PH</b></p> <p>Putting away the toys then <b>gallop</b> to line up to go in <b>PH/SE</b></p>	<p>Bouncing Balls <b>PH</b></p> <p>Riding Trikes <b>PH</b></p> <p>Digging in Sand <b>PH</b></p> <p>Putting away the toys then <b>walk like a crab</b> to line up to go in <b>PH/SE</b></p>
<p><u>Small Group Activity</u> (Comp)</p> <p>Transition</p>	<p>Cutting with Scissors</p> <p>Provide each child with scissors and <u>magazines with pictures of people</u> <u>Ask children to find individual pictures of people who might be in a family or pictures of groups of people that could be a family</u> <b>Group 1-</b> encourage children to snip, assisting/scaffolding when necessary <b>Group 2-</b> encourage children to cut out straight lines around pictures <b>Group 3-</b> encourage children to cut out, following the shape of the pictures <b>PH/SE</b></p> <hr/> <p>As each child “finishes”, have them put their pictures in an envelope, write their names on and put in their cubbie for a later project</p>	<p>All groups: <b>Making Journals:</b> *Give each child a “journal” you have made from several sheets of copy paper with a construction paper cover *give each child a name card with their name on it *provide each table with markers/colored pencils/crayons *ask children to write their names (some may scribble, some may make a recognizable letter, etc.) <b>Lit/PH</b></p> <hr/> <p>Ask each child to put their journal in a central basket or box as they move into the next activity</p>	<p>Making family portraits <b>SE/PH/L</b></p> <p><b>Group 1-</b> give markers <b>Group 2-</b> give colored pencils <b>Group 3-</b> give watercolor paints</p> <hr/> <p>As each child finishes, ask them who the people are and write on their picture, identifying them</p>	<p><b>Making Play Doh:</b> *Have each table group make playdoh (this would be a great day to have a parent volunteer!) *Prepare a visual chart with the recipe *Have three sets of measuring tools, spoons, bowls and play doh ingredients *Have children predict what is going to happen as they add ingredients <b>M/L/AL</b></p> <hr/> <p>At <b>each</b> table, designate a job for each child (suggest tool gatherer, play doh picker-upper, table wiper, hand- washer, etc) As they finish their role, they move on</p>

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<p><u>Free Choice Activity</u> (Comp)</p>	<p>Making pictures of families with photos they cut out earlier <b>SE/PH</b></p> <p>Pretending to be family members with puppets in dramatic play <b>L/SE</b></p> <p>Giving babies a bath in sensory table <b>SE/PH</b> <i>Clean up song</i></p>	<p>Practicing letters in our names and making books in the writing center <b>L/PH</b></p> <p>Pretending to have a family party dramatic play <b>SE</b></p> <p>Easel painting <b>PH</b> <i>Clean up song</i></p>	<p>Painting pictures of our families with watercolors <b>PH/C/AL</b></p> <p>Putting “people” puzzles together <b>AL/PH</b></p> <p>Easel painting <b>PH</b> <i>Clean up song</i></p>	<p>Play Doh with tools <b>PH</b></p> <p>Playing with little people in the dollhouse and block area <b>L/SE</b></p> <p>Using counters to sort <b>M</b> <i>Clean up song</i></p>
<p><u>Meal Times Lunch Conversation</u> (Comp)</p>	<p><b>*See attached explanation of how to plan mealtime conversations</b></p>			
<p><u>Closing Group Activity</u> (Comp)</p>	<p>Re-read <u>What is Your Favorite Thing to do With Grandpa</u></p>	<p>Puzzles on the carpet</p>	<p>Re-read <u>What is Your Favorite Thing to Do With Grandma</u></p>	<p><b>Review the week-</b> Ask each child what their favorite thing to do with their family</p>

**\*Initials after activities indicate domains addressed. See goals section on top**

**\*For mealtime conversations-**

*Mealtime is meant to be a time of learning and socialization, as well as a time of nutrition. Plan a target question or skill for each mealtime utilizing the Menu that is sent to teachers at the beginning of each month. At the beginning of each week, look at the menu for breakfast/snack and lunch. Based on what is being served, decide on a question that will help children think about what they are eating, where it comes from, how it is prepared. For example, for lunch the children are having pizza. One good question to ask each child is what they like on their pizza. Another would be to ask them how they think pizza is made. When the menu includes vegetables and fruits, ask them where they think they grow. You can talk about colors, shapes, and unique tastes. Teaching staff can also target social emotional skills like sharing or passing food and physical skills like pouring milk, serving oneself with a spoon or learning to use a pincer grasp when using tongs.*